

Self-Study. Self-Study. Self-Study. Self-Study. Self-Study.

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Chapter **1**

Introduction

Introduction

Chapter 1

A University should be a place of light, of liberty, and of learning.

Benjamin Disraeli,
Speech to House of Commons,
March 11, 1873

West Virginia University

Overview

West Virginia University is the state's only comprehensive, research, doctoral degree-granting land-grant university. WVU offers 181 degree programs at the undergraduate, graduate, and first-professional levels, and is the home of the state's only law school. WVU fosters basic and applied research and scholarship and engages in and encourages other creative and artistic work. A wide range of health science programs is taught at the WVU Robert C. Byrd Health Sciences Center through schools of medicine, dentistry, nursing, and pharmacy, including allied health programs and graduate programs in basic health sciences.

The downtown campus is linked to the Evansdale campus and the Robert C. Byrd Health Sciences Center by the Personal Rapid Transit (PRT) system, which uses automatic, electric-powered cars that operate on a concrete-and-steel guideway. The PRT permits quick and easy access to major locations within the University and downtown Morgantown.

WVU campuses combine traditional and modern architectural styles; nine buildings, a portion of White Hall on the downtown campus, and two buildings at Cooper's Rock are listed on the National Register of Historic Places. Many of these original buildings have been restored and renovated. The *Facilities Plan and Strategic Master Plan* elaborates strategies for future renovation and construction. WVU's physical plant continues to evolve to serve the needs of a comprehensive land-grant institution. (See *FP* and *SMP* in the Resource Room.)

Regional campuses include West Virginia University at Parkersburg, Potomac State College of West Virginia University, and West Virginia University Institute of Technology. (Regional campuses are separately accredited and thus are not discussed in this self-study.) As a result of state legislation in 2003, Potomac State College will become fully integrated with West Virginia University beginning in June 2005. An identical statement of the "Plan for Institutional Transition" appears at the end of this self-study as well as in Potomac State College's self-study. The HLC's visit to Potomac State College also takes place in April 2004.

The WVU Robert C. Byrd Health Sciences Center (RCBHSC) operates the Charleston Division and the Eastern Division and serves as the hub for MDTV and the institution's rural health efforts. In addition, there are six Extended Learning Regional Centers at Charleston, Clarksburg, Morgantown, Parkersburg, Martinsburg, and Wheeling.

WVU operates eight experimental farms in Hardy, Jefferson, Monongalia, Monroe, and Preston counties; four experimental forests in Monongalia, Preston, Randolph, and Wetzel counties; a geology camp in Greenbrier County; and the state 4-H Camp and a museum of mid-nineteenth-century life at Jackson's Mill.

A Brief History

The State of West Virginia, formed in 1863, accepted the terms of the Morrill Act to fund the new land-grant college called the Agricultural College of West Virginia at its founding in 1867. In 1868, the school's name was changed to West Virginia University.

During the 1880s and 1890s, the first women entered WVU as degree candidates, and the first women faculty were hired; programs were added in art, music, and domestic science to attract women students; the first summer school began; and the first graduate students were hired to assist faculty in teaching.

By the early 1900s WVU also began to hire faculty who had earned their PhD degrees at some of the nation's most prestigious universities. In 1910, several of these faculty members organized WVU's chapter of Phi Beta Kappa. In 1918, students voted to create a student governing organization to be led by the president of the student body.

The late 1940s saw enrollments burgeon because of the GI Bill. In the late 1950s and 1960s, WVU converted farm land to buildings, roads, and parking lots for the new Evansdale campus, destined to become the home of most of WVU's professional schools. The student body became more diverse. The College of Agriculture and Forestry and the Cooperative Extension Program developed programs in East Africa and brought African students to WVU.

WVU's core curriculum, the predecessor of today's liberal studies program, went into effect in 1964. The English department opened its Writing Lab in 1967. President Paul Miller (1962-1966) encouraged WVU to improve the lives of West Virginians through the Center for Appalachian Studies and Development.

The 1970s brought about some of the most radical changes in student life on campus. Most important, WVU had to comply with Title IX of the Education Amendments Act. As a result, the marching band admitted women, curfews and dress codes for women students were abolished, and a proposal for women's intercollegiate athletic teams was approved. More athletic facilities were added to the campus, including the Coliseum in 1970, the Natatorium in 1975, and Mountaineer Field in 1980. The PRT (Personal Rapid Transit system) was completed in 1979.

WVU developed more new programs in the 1980s: the Women's Studies Program, which became the Center for Women's Studies; WVU-FM U-92; the President's Office for Social Justice; and the Center for Black Culture and Research. Mountaineer Field was expanded to 60,686 seats in 1985 and to 63,175 seats in 1986.

Curriculum and programs became even more diverse in the 1990s, with the approval of the Africana Studies Certificate, new courses in environmental sciences, and the creation of programs in Forensic and Investigative Science and Biometrics. As WVU moves into the twenty-first century, its rich history of academic excellence and progressive programs will continue to grow.

The Higher Education Policy Commission and the Board of Governors

The West Virginia Higher Education Policy Commission (HEPC), legislatively mandated in 2001, is responsible for policy development and other statewide issues. The commission consists of the secretary of education and the arts, and the state superintendent of schools, and seven members appointed by the governor. More information on governance is available in Chapter 4.

Effective July 1, 2001, the West Virginia University Board of Governors was vested by law with the authority for the control and management of the University. The board includes twelve lay members, one faculty member, one staff member, and one student member.

The University president, appointed by the Board of Governors, is the chief executive officer of the University.

Additional information about governance is provided in General Institutional Requirements 5-8, Appendix A.

The Morgantown Area

Greater Morgantown has 27,000 permanent residents; Monongalia County, 79,000. WVU is the largest single employer in the county. On the east bank of the Monongahela River, which flows north to Pittsburgh, Morgantown is situated on rugged terrain in the Appalachian highlands. The altitude ranges from 960 feet above sea level in Morgantown to 2,100 feet at nearby Cooper's Rock. In some subtle ways, the geography of the region reflects both the character and challenges of the state and the complex role WVU plays in the state economy and culture.

Because of WVU's resources, the Morgantown area is a major research center in the Appalachian region. Five federal agencies have research facilities in the area: Department of Health and Human Services (Appalachian Laboratory for Occupational Safety and Health), Forest Service (Forestry Sciences Laboratory), National Energy Technology Laboratory of the Department of Energy, Natural Resource Conservation Service (West Virginia headquarters), and the National Institute for Occupational Safety and Health. WVU is the anchor institution for a strong regional economy.

WVU Students

The diversity of the student body is evident in the Fall 2003 enrollment of 24,260 students, with all 55 counties of West Virginia, 49 other states, and 93 other countries represented. WVU has produced 25 Rhodes Scholars, 16 Truman Scholars, 24 Goldwater Scholars, two Morris K. Udall Scholars, and two British Marshall Scholars.

West Virginia University has a tradition of strong student administration, which represents student opinion to the administration and faculty. Student administration has three main units: the executive branch, the board of governors, and the judicial board. For example, students also serve on University-wide committees and on the Mountainlair (student union) Advisory Council.

WVU Faculty

As of Fall 2003, WVU had 883 academic tenure-track faculty (870 full-time and 13 part-time); 99 extension tenure-track faculty (all full-time); 365 Health Sciences clinical-track faculty (307 full-time and 58 part-time); and 35 librarian-track faculty (32 full-time and 3 part-time). Non-tenure-track faculty include 462 instructional faculty (63 full-time and 399 part-time); 75 research faculty (59 full-time and 16 part-time); 95 clinical faculty (49 full-time and 46 part-time); 37 Extension faculty (36 full-time and 1 part-time). Total faculty numbers 2,051 (1,515 full-time faculty, 536 part-time faculty).

In 2003, almost 91% of all academic tenure-track full-time faculty held the doctoral or first-professional degree, compared with 86% in 1994. Graduate assistants in Fall 2003 numbered 1,633.

The vehicle for faculty participation in the governance of the University is the Faculty Senate. This body, which meets ten months of the year, has original jurisdiction over matters of academic interest and educational policy that concern the entire University or affect more than one college or school. The senate's decisions are subject to review and approval by the president and the Board of Governors. Senators are elected by members of the University faculty to represent their colleges and other constituencies. Each senator represents 20

members of the University faculty. An elected chair presides over the senate. The chair meets monthly with the Faculty Senate Executive Committee, which includes the Provost among its members.

The University Faculty Assembly includes the chair as presiding officer, professors, associate professors, assistant professors, instructors holding appointments on a full-time basis, and other persons engaged in full-time professional activities. The assembly meets once a year.

WVU Staff

Classified staff numbered 2,814 as of Fall 2003, about 250 fewer than in 1994. (Many of these positions have become non-classified.) An additional 433 individuals constitute non-faculty support staff in non-classified positions.

The Staff Council is an advisory council to the president of the University and a means for all classified employees to express their opinions about job conditions, fringe benefits, employee relations, or other areas that affect their jobs.

Local 814 of the Laborers' International Union of North America, AFL-CIO, represents employees throughout the University and its affiliates. These employees are in craft/maintenance, service, clerical, and technical job categories, with a wide variety of job classifications. Laborers' Local 814 is the only recognized union at the University by agreement through the Memorandum of Accord.

Significant Changes Since 1994

Senate Bills 547 and 653

During the 1995 Legislative Session, Senate Bill 547 was passed. During the SB 547 years, 1995-2000, the budget was increased by 3.25% annually, which markedly improved faculty and staff salaries each year. Board of Trustees' appropriations, however, could not respond appropriately to the mandated levels for salary increases.

The bill also set forth an ambitious plan for the State College and University Systems to develop programs of strength in a more concerted fashion, especially those with the potential of directly contributing to the overall development of the state and its people. Further goals included functioning as a catalyst for change in areas where higher education needs to respond to new challenges, and to seek maximum productivity and efficiency in the delivery of programs and services.

In response to SB 547, WVU developed a comprehensive five-year plan, approved by the then Board of Trustees, which allowed WVU to enhance its recognition as a comprehensive, research, doctoral degree-granting institution, thus providing the state's citizens with the educational services they have a right to expect—and the economic development that flows from the delivery of those services. About \$32 million at the Morgantown campus—\$38 million across all WVU campuses—was reallocated from within existing budgets to meet the challenges imposed by the legislation. The Libraries and technology were two areas selected for investment during the 547 years, with the Libraries getting a \$250,000 annual base increase. Technology enhancements contributed to administrative and programmatic efficiencies and provided greater opportunities for student success. Moreover, resources were refocused to maximize the student-centered learning experience. WVU also expanded its service statewide, thus contributing to the economic development of the state while meeting the needs of its citizens. *A Final Report of the Accomplishments*

in Response to Senate Bill 547 is available in the Resource Room and online at <http://www.wvu.edu/~acadaff/apo/sb547.htm>.

Senate Bill 653 was passed in 2000. Under the goals of that bill, higher education was asked to express goals in the form of a *Compact*. For WVU the goals focused on developing even stronger relationships with its various constituents, including students, research sponsors, federal and state constituents, and citizens. A continued integration of the structure and function of the WVU system of campuses was mandated as well, improving WVU's delivery of services statewide. In response to SB 563, WVU developed *The Compact Between West Virginia University and the State of West Virginia*.

The *Compact* expresses WVU's goals for broad-based engagement with the citizens of West Virginia over the six-year period, July 2001 through June 2007. The goals provide a framework for institutional planning, and their implementation establishes a covenant between WVU and the citizens of West Virginia. A copy of the *Compact* and an accompanying *Master Plan* are both available in the Resource Room and online at http://www.wvu.edu/~acadaff/apo/compact_masterplan.htm.

Change in Governance

Since the last accreditation visit in 1994 until July 2001, the University of West Virginia System Board of Trustees governed West Virginia University, along with Marshall University, Marshall University Graduate College, Potomac State College of WVU, West Virginia Network for Educational Telecomputing, West Virginia School of Osteopathic Medicine, WVU at Parkersburg, and WVU Institute of Technology.

Beginning July 2002, as noted above under "The Higher Education Policy Commission and the Board of Governors," West Virginia University has its own governing board in the Board of Governors, which includes faculty, staff, and student representatives. The BOG answers to the state Higher Education Policy Commission. The change in governance was effected by Senate Bill 653, described above. As a result, WVU is better able to manage itself by making many pertinent decisions locally.

Change in Institutional Presidency

In 1995, David C. Hardesty, Jr., was named President of West Virginia University by the then Board of Trustees following the resignation of Neil S. Bucklew to return to classroom teaching. Bucklew had served as the institution's president for nearly ten years. A major emphasis of the Hardesty administration has been a focus on students, or making WVU a student-centered learning community. This goal, which has been incorporated into the *Compact*, was later expressed in the national Kellogg Reports.

In 1995, on the first day of his presidency, President Hardesty called a press conference to launch the student-centered initiative. Operation Jump-Start, which places first-year students in one of nine residence halls based upon the students' interests, evolved from that initiative. Each of the Jump-Start residence halls works as a small community led by Resident Faculty Leaders, referred to as RFLs (pronounced "Riffles"). The RFLs act as mentors for the students in their residence halls.

President Hardesty's administration has seen the establishment of the Mountaineer Parents Club (led by Mrs. Hardesty), a new Institute for Math Learning, a new Center for Writing Excellence, a new student recreation center, investments in student-oriented technology, and enhanced advising efforts. These programs have resulted in enrollment growth in a state with declining high school enrollments. The Hardesty presidency has also been marked by significant growth in research and sponsored program activities, supported by new research centers, a major renovation and expansion of the University library (Wise

Library), efforts to advance technology transfer, a life sciences building, and investments in research infrastructure and laboratories. In Fall 2003 the administration established three records: highest enrollment, most research dollars earned, and most privately funded contributions secured.

When President Hardesty was student body president in the 1960s, WVU had a “Festival of Ideas.” As WVU’s president, he revived this idea in the 1990s. During this multi-week festival, WVU hosts nationally and internationally renowned guest speakers. In recent years, these have included Maya Angelou, Spike Lee, Kareem Abdul-Jabbar, Cornel West, David Halberstam, Michael Beschloss, and F. W. De Klerk. The nationally recognized WVUp All Night program, which provides safe and healthy alternative entertainment to students on weekend evenings, started in 1998. It offers free food, films, stand-up comedians, and other activities, including tutoring.

Accreditation History

West Virginia University was first affiliated with the North Central Association in the 1920s. While the institution has undergone systematic accreditation reviews since that time, the University’s accreditation with the HLC was jeopardized once in 1926 and once in 1953.

In 1926 it was discovered that the alumni and athletic receipts were being used to subsidize athletics, and that athletic expenditures were not audited, but those issues were resolved. In 1953, when the West Virginia State Auditor decided that it was unnecessary for the University to belong to the North Central Association, he withheld the institution’s membership dues. In 1954, a court ruled that the auditor had exceeded his authority, and membership was reinstated.

In 1964, 1974, 1984, and 1994, comprehensive self-studies were undertaken. On the basis of the 1974 review West Virginia University was first granted final accreditation at the doctoral level. In 1994, accreditation was continued for ten years.

Six Concerns were identified in the 1994 Evaluation Team Report:

1. The breadth of the University’s programs, given the current and anticipated resource base of the University.

In 1994, WVU offered 66 bachelor’s degree programs, 75 master’s, 28 doctoral, and 4 first-professional degree programs.

Currently, there are 68 bachelor’s programs, 78 master’s, 31 doctoral, and 4 first-professional degree programs.

Given the key role that West Virginia University plays as West Virginia’s land-grant, comprehensive, research-extensive university, the degree programs offered are appropriate to our mission and to our responsibility to make a breadth of programs accessible to the state’s citizens. This responsibility is clearly expressed in the *Compact*. All programs added over the past few years meet an existing demand. It is important to note that none of WVU’s programs that enjoy specialized accreditation has encountered negative findings relative to faculty resources. Moreover, WVU’s student/faculty ratio is within the range of that of peer institutions.

Over the past decade, programs have been added, deleted, or renamed, with a net gain of eight degree programs. Although net changes may not always be reflected, new programs include the following:

BA in Multidisciplinary Studies

This program was designed to use existing minors to provide students with an alternative to traditional undergraduate degree programs. In addition to completing general education requirements, majors satisfy the requirements for three minors.

BS in Biometric Systems

BS in Forensic Sciences

These courses of study originated through the efforts of the Federal Bureau of Investigation and WVU in cooperation with professional associations, such as the International Association for Identification.

The proximity of the FBI fingerprint facility in nearby Bridgeport prompted their development.

Five-year entry-level dual degree bachelor's and master's programs in elementary and secondary education

Both programs were created to replace the former BS programs in elementary and secondary education and were part of a major initiative to improve teacher education. Students earn a bachelor's degree (BA/BS) in a content area and a master's degree in education.

MFA in Creative Writing

This program was added in response to student demand for advanced work in creative writing. Before WVU started the MFA, only five states in the US did not have terminal degrees in creative writing, and there were no graduate creative writing programs in the Appalachian region. The ultimate goal of the program is to produce writers who will publish literature and contribute to the culture; a secondary goal is to offer practical skills and opportunities to writers interested in pursuing writing-related professions.

MS in Integrated Marketing Communications – new degree program effective 2003, totally online

This program, designed for the working professional, was developed in response to a perceived need within West Virginia and nationally. Such programs are mandated by the state's strategic plan, and are a vital component of WVU's strategic plan to address the goals of participation, affordability, competitive workforce, economic development, and accountability.

Doctor of Science in Nursing

This program is designed to prepare nurse scholars/educators for teaching, service, and research in nursing. Students are prepared to provide leadership in health care and nursing education.

PhD in Applied Exercise Science

This program replaced the major under the Physical Education EdD program.

PhD in Geography

There is no other PhD program in Geography in West Virginia. Since the program began, the state has become a leader in the Geographic Information Systems technology field. It has been named the National Geospatial Information Center by the Natural Resources Conservation Service, a division of the USDA.

Programs deleted include:

BA in Statistics

Although statistics has maintained a strong master's program, too few students were interested in pursuing the undergraduate degree.

MS in Medical Technology

The program graduated low numbers of students and had been suggested as a program to be eliminated during the Board of Trustees/Governors reviews. The program hopes to replace this degree with a Pathology Assistant Program, which will offer an MS.

As the administration continues to examine program productivity over the next few years, a few additional programs are likely to be deleted. That the University is able to offer such a wide range of courses in such tight budgetary times testifies to WVU's ability to manage its resources while planning for the future.

2. The levels of faculty and staff salaries and graduate assistant stipends.

Average salaries by rank for full-time faculty (excludes Medicine and Dentistry)

	1994	2003
Professor	\$54,308	\$75,755
Assoc. Prof.	44,248	58,849
Asst. Prof.	37,110	47,707
Instructor	29,577	31,800
Lecturer	26,241	32,739

(See also "Salary Task Force" in Chapter 3.)

One of the specific goals of Senate Bill 547 was to provide competitive compensation for all employees. A fiscal strategy was developed that called for a \$32 million reallocation of funds over the five-year period to the general university on the Morgantown campus. This reallocation allowed WVU to compensate faculty and staff according to the guidelines established in SB 547.

WVU successfully met the statutory salary goals set forth in SB 547: faculty members covered by the bill received an average increase of 4.55% each year, and faculty salaries were raised to 90.4% of the average in the peer comparison group within the Southern Region Education Board.

Graduate assistant stipends have increased annually since 1995, with WVU committing more than \$1.1 million to increasing stipends. The minimum stipend in 1995 was \$5,004; the minimum in 2003 was \$6,914. In many disciplines the stipend is much higher. GAs in Health Sciences earn at least \$18,000/year. In addition, beginning in 2002-03, graduate assistants were provided hospitalization insurance at no cost to them.

3. State restrictions concerning the distribution of salary increase funds, which continue to restrict the University's ability to reward faculty and staff on the basis of performance.

In 1997, WVU began to make available a portion of its annual salary program for performance-based salary increases. The percentage increased annually. As a result of a directive by the Chancellor of the Higher Education Policy Commission, West Virginia University

adopted a 100% performance-based salary increase policy for faculty, thus moving from historical across-the-board raises to a policy codifying performance-based salary increases. The policy is as follows: Effective for the 2003-04 academic year and thereafter, a pool of funds, based on available resources, will be set aside annually for salary increases. (Because of budget cuts, however, no pool has been made available for 2003-04.) Determinations of the relative quality of a faculty member's annual performance will be made in accord with the institution's evaluation procedures.

In addition, each faculty member will receive a 10% salary increase at the time of promotion in academic rank to recognize his or her performance over time; this will occur regardless of any additional increase.

There is no parallel policy for staff: classified staff salaries are controlled by a state schedule.

4. Inadequate funding for the University libraries and uneven development of library collections.

In the past decade the WVU Libraries have made significant progress in meeting the information needs of users. The acquisitions budget of \$4,124,218 for 2002-03 reflects significant and steady increases. The achievement of this level of funding has involved several new initiatives. One million dollars in matching funds (on a 2:1 match for faculty and staff) was provided by the WVU Research Corporation to create more than 200 library book endowments. In addition, from 1998 until 2003, WVU central administration gave annual base increases of \$250,000 to the Libraries to develop their monograph and serials collections and thus improve service to students, faculty, and staff.

It is imperative to recognize that the WVU administration increased the base budget of the Libraries even as SB 547 required deep financial cuts. Because the administration believes that libraries are the lifeblood of a university, WVU's Libraries was one of only two units on campus that not only did not experience cuts, but had its budget increased.

The implementation of a student library fee of \$25 per semester in Fall 2001 also created a major enhancement to the budget. This fee was raised to \$30 in Fall 2003 and provides close to \$1 million each year primarily to purchase new electronic and print resources.

In recent years the Libraries have made a substantial investment in electronic resources. In 2002-03, \$693,853 of the acquisitions budget was allocated to this type of material. With this amount of funding, the Libraries were able to provide more than 150 databases and over 10,000 electronic journals to students, faculty, and staff.

The book collection has been improved with the reinstatement of several university press blanket standing orders. In 2001-02, 2002-03, and 2003-04, the Office of the Provost provided \$100,000 of additional funding for these standing orders.

Like all academic libraries, WVU Libraries continue to struggle with journal cost inflation. The number of subscriptions the Libraries can buy has fallen from 11,099 a decade ago to 7,906 in 2002-03. In addition, the Libraries are facing a significant serials cut in 2003-2004 due to inflation and state budget reductions. Funding has allowed very limited growth in numbers of volumes in the Libraries during the past decade. Current holdings for the libraries, excluding the Law Library, which is administered by the Dean of the College of Law, number approximately 1,477,380 volumes with 7,906 current journal subscriptions. In 2003-2004 the Libraries will begin electronic-format-only subscriptions to some journals. Further, they are revising some binding policies for print issues of journals also received in electronic form. Some cost savings will result, but the restrictive nature of journal subscription contracts prevents significant savings.

Although the WVU Libraries continue to have a small on-site collection for a university library, the resources available to users are greatly enhanced by electronic resources and

by a very successful interlibrary loan program, which is provided free of charge to WVU faculty and students. In 2002-03, 29,282 items were borrowed for our users, and 10,171 items were loaned to other institutions. In Fall 2002, the Libraries purchased the ILLIAD interlibrary loan management system. This software enhances productivity within interlibrary loan units and gives faculty and students the ability to track the progress of requested items. The Libraries also participate in an arrangement with the University of Pittsburgh that allows our users to have borrowing privileges at its library. The service is free to our students and faculty. The Libraries pay \$5.00 for each item borrowed with a cap of \$2,000 per year. Since the University of Pittsburgh library is within an easy drive of campus, many users take advantage of this arrangement. Although WVU Interlibrary Loan service is excellent, it cost WVU Libraries about \$185,064 last year.

An exciting new opportunity, membership in PALCI, the Pennsylvania Academic Library Consortia, promises to return much of the cost of Interlibrary Loan to the general Libraries' budget.

In July 2003 the WVU Libraries were invited to join PALCI, which allows 51 college and university libraries to share resources. The WVU Libraries were the second library system outside the state of Pennsylvania to become members. Funds for the \$22,000 initial cost of membership were provided by the Office of the Provost. The Libraries will continue to pay \$12,000 in annual membership fees, a small price indeed for WVU students to have access to the entire collections of libraries to include those on the campuses of Carnegie Mellon University, Pennsylvania State University, the University of Pennsylvania, Bryn Mawr University, Lehigh University, and Rutgers University.

As a member of PALCI, the WVU Libraries gain the following benefits, which radically improve the context in which WVU students and faculty are able to carry on research:

- Participation in E-ZBorrow, a system that allows member libraries' users to search and borrow over 26 million books from other college and university libraries. Users are able to request books themselves rather than going through their home library's interlibrary loan service. Books are delivered in 4 to 5 business days. E-ZBorrow is available for making requests 24 hours a day from any Internet workstation
- Participation in purchases of databases, e-journals, and e-books at substantially reduced prices
- Free interlibrary loan photocopies from other PALCI members
- Walk-in reciprocal borrowing for faculty at other PALCI member libraries

Membership in PALCI is a major improvement for the WVU Libraries. Service to users will be greatly enhanced by participation in E-ZBorrow, and the Libraries should achieve some cost savings through the power of PALCI-negotiated database purchases.

The Libraries will continue to invest in interlibrary loan operations and will pursue arrangements with commercial document delivery services to enhance the on-site collection. Cooperative agreements with other libraries are being pursued to lower purchase costs. In addition, library faculty will continue to work closely with the teaching faculty to ensure that print and electronic materials are available to address instructional needs.

West Virginia University made substantial improvements in library facilities during the past decade to improve access, educational environment, technology, and safety. Over \$40 million were invested in the construction of a new downtown campus library addition, a high-density off-site storage facility, and major renovations to two other campus libraries.

In 1999, the Evansdale Library, which was built in 1980, received over \$1 million in renovations to make the environment more attractive and comfortable and to equip it with

up-to-date technology. Included were a new 30-workstation electronic classroom, additional public computers, and new carpeting, paint, lighting, and furniture.

A new book depository was opened in October 2000. Over \$2.8 million was invested in this state-of-the-art high-density off-site storage facility with environmental control for storing books, journals, and archival material. The depository, based on the Harvard University model, is a warehouse with eight 30-foot stacks. The facility is designed to hold one million items. Rarely circulated monographs, journals published prior to 1970, and some archival materials are currently stored in the depository. Library staff can retrieve materials within 24 hours.

In June of 1999 ground was broken for a \$38 million new library addition on the downtown campus. In January 2002 this beautiful five-story building was opened. The addition was designed to meet the needs of the twenty-first century and to consolidate library services previously housed in several other campus buildings. The former Physical Sciences Library, Map Library, and Audio-Visual Library were integrated into the new building. The 124,000 square foot addition offers an aesthetically-pleasing space with cutting-edge technology. Users can choose seating at tables or carrels, or they can enjoy comfortable lounge chairs or rockers. Computers are available at 180 comfortable carrels. In addition, students can check out 20 laptop computers with wireless connections for use throughout the building. Fifteen group study rooms and four group viewing rooms are equipped with large plasma screens, Internet connections, and wireless keyboards. These facilities offer students a space to develop PowerPoint presentations, watch an assigned film, or work on team projects. A 30-seat electronic classroom and a 50-seat large group viewing room with e-conferencing capability are part of the new facility. Public service areas in the new addition include the Access Services Department, Reference Department, Periodicals Department, and the Media Department. The Library Systems Office is also located in the new addition.

After a year of extensive renovations, the original Wise Library was opened in January 2003. Over \$2 million was spent refurbishing woodwork, replacing lighting and carpeting in two large reading rooms, refinishing original furniture from 1931, and painting and reconfiguring space. In addition, substantial renovations were done to the fifth and sixth floors of this building to create new space to house the University's Art Collection and the Libraries' West Virginia and Regional History Collection. The Art Collection now occupies the fifth floor. The West Virginia and Regional History Collection is now housed on the fourth and sixth through tenth floors of Wise Library.

With beautiful new and renovated facilities, the WVU Libraries are now a vital part of academic life. The Department of English holds readings in the Robinson Reading Room under the gaze of the huge bust of Dante. Students, faculty, and staff brought family treasures as well as personal curiosities to the Antique Books Road Show, sponsored by the Libraries. Faculty development sessions, such as the Fall 2003 day-long seminar on teaching large classes, are held in the library classrooms. Several private study rooms, one named in honor of Provost Lang, whose devotion to the library building and renovation projects was unflinching, serve students as well as the HLC site visitors.

Students were so pleased with the new library that they campaigned to extend hours. In Spring 2003, the Downtown Campus Library began staying open until 2:00 a.m. five nights each week. These late hours are popular and have become part of the regular schedule.

The predicted demise of the library as a necessary physical space is certainly not true at West Virginia University. Heavy use of the new and renovated libraries on campus has clearly established that well-designed library space with appropriate technology is highly valued by this academic community.

5. Inadequate general indoor recreational facilities for a residential university the size of West Virginia University.

In 2001, WVU opened its Student Recreation Center on the Evansdale Campus. The \$34-million, 177,000 square foot center offers the equipment and programs that students requested. All WVU students have access to the Recreation Center, and WVU faculty and staff (and their families) can join.

The Center's focal point is its 50-foot climbing wall. Experts guide novice climbers to the top, while ensuring their safety. There are two pools: a six-lane 25-yard lap pool, and a leisure pool with warmer temperatures, a beach-style entry, and two fitness lanes. There also is a spa, bubble jet couch, and a vortex whirlpool.

Weight and fitness equipment, including treadmills, elliptical trainers, stair-steppers, bikes, selected weight equipment, and free weights, occupies 17,000 square feet in three different locations. A three-lane cushioned running/walking track is located above the basketball courts.

Four-court and three-court gyms are marked for basketball, volleyball, and badminton. An international squash court and three racquetball courts have glass walls observation.

Other services include aerobics classes, wellness programs, a fitness-testing lab, intramurals, club sports, lockers, and towels. Located in the Free Zone is the Sports Café, which offers smoothies and other healthy snacks in a relaxed atmosphere.

The Recreation Center also rents outdoor equipment (camping supplies, skis, canoes, bicycles, etc.), and schedules outdoor adventure trips.

The total turnstile count in the first three years of operation has been 1,629,269. Nearly 78,000 people passed through the turnstiles during January 2004. In short, the Recreation Center is clearly meeting the student demand for indoor recreational facilities.

6. High turnover in recent years among administrators at the level of college dean and above.

Administrative turnover has decreased since the decade preceding 1994. In the colleges and schools, three deans have been here since 1994 or before. Two deans left their positions since 1994 to assume positions in central administration; they and six others have replaced deans who were in place in 1994. In only three instances are current deans the third since 1994 to have assumed their positions. For each of the colleges or schools involved, there have been limited turnover and resultant stability. (See also Chapter 3, "Stability in Key Administrative Positions.")

In central administration, Provost Lang has held his position since 1995. Vice Presidents Kelley and Gray have been here since 1995 and 1996, respectively; Vice President Curry has been here in various roles since 1997. President Hardesty, as noted earlier, occupied his position in 1995.

The administrative leadership of the University and its colleges and schools has been relatively stable since the 1994 accreditation visit, to WVU's great advantage.

The 1994 Evaluation Team Report also offered advice and suggestions as follows:

1. The University needs better communication with the citizens of West Virginia in terms of the contributions the University makes to the state.

West Virginia University has made a concerted effort to deliver its message to the citizens of the state. These efforts have been made through the following outlets:

- Extension—WVU touches the lives of countless people, from 14,000 volunteers who

participated in Extension's fire suppression and rescue education programs to 56,000 youth, 7,200 adults, and 8,700 teen leaders who participate in 4-H and other school retention programs

- WVU Alumni Association—WVU has over 150,000 living alumni. The Association participates in activities such as Homecoming, Black Alumni Weekend, Distinguished Alumni Academy, Emeritus Club Weekend, State of the University address in Washington, DC, increased scholarship support, increased membership and University advocacy, and career networking
- Major addresses to constituency groups, followed by news coverage – State of the Campus (faculty and staff); State of the University (alumni and friends); Board of Governors and Higher Education Policy Commission (governing boards)
- WVU Foundation—increased donor relations, increased scholarship support, exceeding of capital campaign goal
- WVU Web site—refreshed and updated regularly; various constituency groups targeted, such as alumni, parents, prospective students, donors, researchers, media, etc.
- Student recruiting/integrated marketing campaign (“Where Greatness Is Learned” slogan)—reaching out to state citizens through publications, CDs, Web, radio and television spots, billboards, and giveaways/trinkets
- Town-gown relations/partnerships, such as Morgantown Riverfront and Rail-Trail development, WVU Wharf Building, City-WVU parking, Sunnyside UP project to revitalize dilapidated student housing, sponsorship of community events such as a summer high school basketball tournament at the Student Recreation Center
- Increased news coverage—statewide, regionally, and nationally, of WVU people and programs; more placement of opinion pieces in state newspapers, and WVU newsmakers on talk radio and public affairs shows
- Increased ties with statewide festivals and activities, such as the Charleston Regatta, MultiFest, State Fair in Lewisburg, Governor's Schools, Snowshoe Institute, West Virginia Public Theatre, and Clay Center for the Arts
- Increased research/industry/education partners—West Virginia EPSCOR, Industries of the Future, and the Benedum Collaborative
- WVU Days are held in various regions of the state to take the message of higher education to citizens by placing top professors in the high schools for mini-lectures, college education programs in the middle schools, creative arts/marching band events in the community, and newsmakers to media outlets
- Service on boards, such as Chamber of Commerce, and the West Virginia Roundtable
- Closer ties with families of students through the Mountaineer Parents Club
- Designated legislative liaison from president's office in Charleston during session and in contact year-round; full-time president's office staff in the Kanawha Valley
- *Alumni Magazine* improvement with targeted messages

2. Communication within the University needs continued attention.

- Development of a WVU Intranet Web site for WVU employees only; the site is updated several times daily with current news, calendar listings, jobs bulletin, and links to other internal Web sites (<http://intranet.wvu.edu>)
- E-News—exclusive e-mail service with pertinent announcements to WVU employees, which goes out 2-3 times a week

- *Mountaineer Spirit*—a biweekly newspaper and online publication for faculty and staff distributed to main campus offices and regional campuses throughout the state. Includes constituency group columns (submitted by faculty, staff, social justice, donor relations, and human resources authors)
- Fast Fax—important news bulletins faxed to office/units that traditionally have employees without Internet/e-mail service (roads and grounds, physical plant, dining services, etc.)
- Council on Internal Communications—a committee of faculty, staff, human resources, social justice, and other constituency group leaders that looks for ways to improve internal communications at WVU
- Development of a Crisis Communication Plan
- MIX—Mountaineer Information Express—Web platform for faculty and students.

3. Faculty and staff need to be evaluated, promoted, and rewarded according to their assigned responsibilities.

In June 2001, the Chancellor of the Higher Education Policy Commission mandated that all state institutions adopt policies in which faculty salary adjustments would be merit-based.

Faculty guidelines stipulate that faculty members be evaluated annually in the mission areas—teaching, research, and service—to which they have been assigned. The WVU faculty salary policy endorsed by the Board of Governors, effective 2003-04 and thereafter, specifies that performance-based salary increases will apply proportionately to each assigned mission area. Assessments for promotion or tenure are based upon long-term performance and are distinct from the assessment of one's annual performance.

Classified staff have no parallel reward system, again because their salaries are controlled by a statewide salary schedule.

4. As the University moves forward in its strategic planning activities, it needs to plan on the basis of continuation of limited state resources.

This comment predicted the fiscal reality for much of the past ten years. Under Senate Bill 547, WVU received 3.25% increase in its budget per year but was required to increase faculty and staff salaries over a five-year period at a level greater than that funded by the state. Thus, WVU reallocated \$32 million to pay for the five-year salary increase program. Additionally, WVU lost 13% in state funds for the 2004 fiscal year and anticipates a possible reduction of between 2.5% and 9% for the 2005 fiscal year due to the economic crisis in the state budget. To compensate for the loss in state funding, WVU increased tuition approximately 10% for 2002, 2003, and 2004 and anticipates requesting a similar tuition increase for the 2005 fiscal year. Because of this decrease in funding by the state, WVU has become more dependent on student fees for unrestricted funds.

Yet the institution has remained stable and has moved forward in the last decade as described in this self-study document, setting three records in 2003: for enrollment, funded research, and private giving. WVU has seen remarkable growth in enrollment while at the same time the academic quality of students matriculating at WVU has increased. We have constructed new facilities and renovated others to support the mission of the University. The capital campaign, which concluded at the end of 2003, surpassed its goal of \$250 million, having raised over \$300 million by December 2003.

These are all positive indicators of a vibrant university. Although the dynamics of how we operate as an institution of higher education are changing, program quality remains high. We are a fiscally sound, well-managed institution adjusting to a new economy. (See also Chapter 5.)

Self-Study Process

The self-study process began with the appointment of Nicholas G. Evans, an associate dean in the Eberly College of Arts and Sciences, as coordinator. Professor Evans joined the faculty in 1967 and through successive administrative and committee appointments acquired a strong institutional background. He reports to the Associate Provost for Academic Programs and worked with the Office of the Provost to identify the members of the self-study committee.

Selected members of the committee were then assigned particular portions of the self-study report, based on their specific areas of expertise:

Assignment	Individual	Title
Criterion 1	W. James Brown	Associate Professor of Theatre
Criterion 2	Brenda Thompson	Asst. VP, Enrollment Mgmt.
Criterion 3	Marie Abate	Professor of Pharmacy; Assessment Council Rep.
Criterion 4	Sue Day-Perroots	Dean, Extended Learning
Criterion 5	Larry LeFlore	Director, 4-H and Youth, Family and Adult Development Program
GIRs 1-4	Kerry Odell	Former Associate Dean of the Davis College of Agriculture, Forestry, and Consumer Science (currently Interim President of Potomac State College)
GIRs 5-8	Anne Nardi	Associate Dean (currently Dean) of the College of Human Resources and Education
GIRs 9-11	Stanley Cohen	Professor of Psychology and Faculty Senate Representative
GIRs 12-18	MaryBeth Mandich	Associate Dean, School of Medicine; Health Sciences Representative
GIRs 19-21	Elizabeth Reynolds	Assistant to Associate VP for Finance; (currently Interim Associate VP for Human Resources)
GIRs 22-24	Myra Lowe	Associate Dean of Libraries

Nearly 50 other faculty and staff members participated in each of these subcommittees, assisting the chair in brainstorming, drafting, and completing each chapter.

Others serving on the Self-Study Committee included:

Gerald Blakely	Assoc. Prof., Management
Shelia Price	Assoc. Dean, Dentistry
Nithi Sivaneri	Professor, Mechanical and Aerospace Engineering
David Stewart	Dean of Residential Education (currently, Dean of Students)
Timothy Sweet	Prof., English; Graduate Council Chair
Kathleen Van Sant	Asst. to Assoc. VP, Facilities and Services
Narvel Weese	Assistant VP for Planning

The committee began to meet monthly in January 2002, initially discussing the individual tasks, the appointment of subcommittees, matters of style, etc. By early 2003, individuals had prepared first drafts of their assigned sections; these were subsequently placed on a secure Web site with only other members of the committee and central administration having access to the site. Committee members made suggestions to each other for changes and improvements in their respective documents. By late spring, the site was made available to members of the University community for further suggestions, corrections, and general information.

At about the same time, workshops for sharing additional information and responding to questions were held for the benefit of faculty and others wishing to participate. In early summer, a four-hour workshop, directed by Jacky Swansinger—an American Council on Education fellow whose external view proved to be invaluable—resulted in WVU’s developing a thematic approach to the five criteria. Two shorter sessions ensued, with another four-hour session following in late July.

In September 2003, the Associate Provost for Academic Programs, Rosemary Haggett, left WVU for a position at the National Science Foundation. Special Assistant to the Provost and Professor of English Cheryl B. Torsney was appointed to the vacant position and assumed ultimate institutional responsibility for the self-study project. Senior Administrative Assistant Trish Cendana provided data-gathering, editorial assistance, Web management, and organizational expertise for the self-study project.

Early in Fall 2003, a draft of the self-study was posted on the Intranet for comment. Self-study team members conducted presentations to groups across campus including faculty, students, classified staff, and administrators. After the suggested comment period ended, team members received comments and further revised chapters.

Throughout the process the Self-Study Committee has created opportunities for students, faculty, and staff to engage in evaluation. Three forums, held on three different parts of the campus to answer questions, were advertised by distributing Frisbees with the forum time and location printed on them. Professor James Brown, a member of the Self-Study Committee, wrote brief columns in the *Mountaineer Spirit* discussing the how’s and why’s of accreditation. Last, a primer about the accreditation process will be published and delivered to each faculty campus mailbox.

Organization of the Report

Chapter 1 is introductory, providing background, and including institutional responses to the areas of concern and the “advice and suggestions” offered in the 1994 Evaluation Team Report.

Chapters 2-6 constitute the five Criteria for Accreditation. These are organized in accordance with the institutional “Goals for the Self-Study Process” articulated in the self-study plan as questions focusing on issues of general concern to the Self-Study Committee—issues that the institution wanted to examine closely. Each of these five chapters begins with an overview and concludes with summary and prospects sections, which reflect on WVU’s progress since 1994 as well as present the institution’s continuing challenges.

Chapter 7 addresses our compliance with federal regulations.

Chapter 8 offers the self-study conclusions and summary.

Chapter 9 includes the General Institutional Requirements, appendices, and the Basic Institutional Data Forms.

Chapter 10 provides the “Plan for Institutional Transition of Potomac State College to Full Integration with West Virginia University.”

Chapter **2**

The Institution Has
Clear and Publicly
Stated Purposes
Consistent with Its
Mission and
Appropriate to
an Institution of
Higher Education

The Institution Has Clear and Publicly Stated Purposes Consistent with Its Mission and Appropriate to an Institution of Higher Education

A university's essential character is that of being a center of free inquiry and criticism—a thing not to be sacrificed for anything else.

Richard Hofstadter, Commencement Address, quoted in "Parting Shots: A Century of Commencement Speeches," *Saturday Review* 12 May 1979

Overview

West Virginia University has maintained its historic role as the flagship institution of higher education in West Virginia. WVU manages large numbers of faculty, staff, and students, a budget reflective of the state flagship institution, and wide range of undergraduate and graduate degree programs. Its research profile is supported by over \$137 million in annual research funds. The Carnegie Classification of Institutions of Higher Education has designated WVU as a Doctoral Research University-Extensive; it is one of only eleven such land-grant institutions in the United States that also enjoys a comprehensive health science enterprise. As such, WVU has succeeded in attracting many of the state's best students. In *The Rending of Virginia* (1901) Granville Davisson Hall, one of West Virginia's founders, proclaimed, "The happy geographical position of West Virginia, her genial climate; her riches . . . and her fine school system, crowned by the University in Morgantown, assures an intellectual growth adapted to the natural aptitude of her people." Over a century later, WVU continues to represent the best the state has to offer.

As a land-grant institution, West Virginia University has a historic, unique mission within the state: making higher education available to a diverse population; being accessible to the state's citizens through its Extension offices in each county; and providing off-campus distance-learning opportunities to place-bound West Virginians. WVU assists the state with economic development projects and helps to identify priorities for future state development. Through its range of programs, from rural medicine to coal research to the arts, the University serves the people of West Virginia, bringing excitement and expertise to every corner of the state.

This chapter focuses on West Virginia University's purposes, as outlined in its mission and goals statements and expressed in the individual mission and goals statements of its colleges and schools. It describes how the institution fulfills its purposes through a variety of programs and academic curricula, and manages its mission through the efficient use of research and technology, all within a student-centered learning environment.

As the chapter concludes, the evidence will show that, despite the national post-9-11 economic downturn and the state's financial difficulties, West Virginia University is nonetheless fulfilling its mission and purposes.

Mission

The following mission statement appears in the *West Virginia University Undergraduate Catalog, 2003-05*:

Founded in 1867, West Virginia University is the land grant, degree-granting research university in the state of West Virginia. As such, the institution occupies a unique position within the state.

West Virginia University's primary mission is to provide high-quality programs of instruction at the undergraduate, graduate, and professional levels; to stimulate and foster both basic and applied research and scholarship; to engage in and encourage other creative and artistic work; and to bring the resources of the University to all segments of society through continuing education, extension, and public service activities.

Opportunities to conduct pioneering research and scholarship help attract high-quality faculty and students. Students and faculty work together to create exciting and productive paths for investigation and development. WVU nurtures these symbiotic interactions to build intellectual, social, and economic development for all of West Virginia.

WVU's special responsibility is to seek out, challenge, educate, and help create opportunities for those West Virginia citizens who can benefit from its programs, especially those who have demonstrated high achievement or who possess excellent potential.

West Virginia University recognizes that diversity enriches the institution and the society it serves. The University is committed to social justice and to practicing the principles of equality of opportunity and affirmative action.

A description of instruction, research and scholarship, and service activities elaborates the mission statement. (See www.wvu.edu/~acadaff/apo/master/mission.pdf for this description.)

Vision

Consistent with its historic mission statement, West Virginia University has articulated the following Vision and Goals statements:

West Virginia University is a student-centered learning community meeting the changing needs of West Virginia and the nation through teaching, research, service, and technology.

<http://www.nis.wvu.edu/intro/vision.html>

Goals

This vision implies the following goals:

Student-centered: West Virginia University fosters a high-quality, student-centered, holistic education.

In President David Hardesty's inaugural address in 1995, he envisioned a student-centered University. His belief was that the on-campus experience is important to the intellectual and social development of students. He pledged that WVU would provide a residential campus environment that leads to the total development of the student, academically and socially, incorporating the values of citizenship and technology in a framework defined by a multicultural, global society. An important element of President Hardesty's vision for a student-centered campus was a new program to place faculty into designated housing

adjacent to each residence hall as Resident Faculty Leaders or RFLs (pronounced “Riffles”). (See Executive Summary of WVU Master Plan and discussions of Operation Jump-Start in Chapters 1 and 4.)

Focus on research: WVU graduate programs and research efforts are dedicated to excellence, impact, and reputation.

In his State of the University address of September 2002, President Hardesty noted, “We are among only 11 institutions across America that balance being a comprehensive, research, land-grant university with a comprehensive health science enterprise.” (Others include Ohio State University, University of Wisconsin-Madison, Texas A&M University, Michigan State University, University of Florida, University of Arizona, University of Missouri-Columbia, University of Kentucky, University of Minnesota-Twin Cities, and University of Nevada-Reno.) As the land-grant institution in West Virginia, our mission includes the provision of facilities, faculty, and staff to undertake significant original research in any discipline or interdisciplinary field. Graduate students and faculty in all programs are expected to excel in their research agendas, publish their findings in discipline-appropriate ways, and share their findings with colleagues.

Service: WVU is engaging society to partner with it in order to serve the state and the nation. The institution is doing this through multiple campus alliance activities, as well as in areas such as extension and workforce readiness.

WVU maintains Extension Service offices in all 55 counties, supports a successful rural health initiative to provide health care in areas far removed from campus-based medical facilities and personnel, offers teachers across the state opportunities on and off campus to continue their education, regularly tours its arts programs throughout the region, and participates in numerous off-campus programs in the state and region. Perhaps Extension’s best-known activity is youth programming: 56,000 youth, 7,200 adults, and 8,700 teen leaders participate in 4-H and other school retention programs.

WVU also engages in workforce development, offering continuing education classes for professional teachers, lawyers, doctors, and accountants.

The W.K. Kellogg Foundation gave WVU a four-year \$1.25 million “Expanding Community Partnership” grant to create partnerships with West Virginia communities to address community-related issues while also providing real-world experiences for WVU students.

More than 80 West Virginia companies—both large and small—have joined with a dozen WVU research groups, three national labs, the US Department of Energy’s Office of Industrial Technologies, and the West Virginia Development Office to create the nation’s first state Industries of the Future program.

Technology: WVU is using technology to deliver programs and administer the University; the institution is modeling its use for our state and nation.

In the last ten years, West Virginia University has become a campus that is completely wired for Ethernet service (all offices, departments, and residence halls). All students, faculty, and staff have e-mail accounts accessible through the campus GroupWise or MIX systems (on MIX, see Chapter 4 under “Information/Instructional Technology”); the libraries have been completely upgraded for the latest technology to access materials worldwide; and computing labs are located in all residence halls and in many department locations on campus. A 100+seat University computer laboratory is open 24/7. The University Web site offers a growing menu of services and information to the public, and the Intranet provides more discrete information and services to the campus community. Distance-learning programs have been developed for off-campus students.

Undergraduate Mission Statement

The WVU Commission on Academic Standards and Expectations recommended that an undergraduate mission statement be developed to delineate to prospective students how a WVU education clearly benefits its graduates. The following statement was approved by the Faculty Senate. (See <http://www.nis.wvu.edu/intro/vision.html>)

WVU undergraduate students take advantage of the unique instructional, research, and service opportunities at West Virginia's only land-grant research university. Choosing from among a great variety of academic and student-life experiences, they obtain the comprehensive education required to succeed in a changing and complex career environment, to achieve enriching personal lives, to respect individual differences, and to serve as responsible citizens.

The foregoing implies that students should have the opportunity to do the following:

- Acquire the essential knowledge and skills in their majors to excel in their careers or to succeed in graduate or professional schools
- Gain hands-on exposure to the latest technology in their areas of specialization
- Obtain broad understanding of the arts, humanities, and natural and social sciences, which enhances their ability to solve problems through creative and critical thinking, express complex ideas in a variety of ways, including through the written and spoken word, and continue professional and personal growth with a spirit of inquiry and a zest for lifelong learning
- Benefit from the special resources of the research university by partnering with faculty scholars engaged in advancing knowledge through scholarly activity
- Take advantage of the land-grant university's direct and continuing contact with West Virginia's citizens and communities through Extension, continuing education, service-learning, and other outreach programs
- Complement their academic experiences through structured out-of-classroom programs and services that clarify personal values and individual identities, support intellectual growth, and contribute to sound interpersonal relationships
- Advance respect for human dignity and appreciation of individual differences
- Prepare to serve as leaders and responsible citizens, respectful of the environment and conscious of their impact on the local and global community

(See <http://www.nis.wvu.edu/intro/vision.html>)

Graduate Education

The Office of Graduate Education was established within the Provost's Office in 1992 and is headed by the Director of the Office of Graduate Education. The University Graduate Council, consisting of elected graduate faculty and *ex officio* members, in conjunction with the Offices of Graduate Education and the Provost, is responsible for setting academic policies and standards.

The Graduate Catalog (available at <http://www.ia.wvu.edu:8888/gradcat.pdf>) thoroughly describes all graduate programs, admission policies, and expectations of students. The University Graduate Council reviews curricula, coordinates program reviews, and considers other matters affecting graduate education. A Graduate Student Task Force (1999) developed a strategic plan for graduate education at WVU. A subsequent Graduate Student Recruitment Task Force report (2002) reviewed institution-wide recruiting strategies. Many of the recommendations focused on a better use of electronic marketing strategies. The

new graduate Web site has updated its look and taken into account many of the recommendations of each task force. Other recommendations that have come to fruition include the following: “Recruit[ing] our best seniors who may not have considered graduate education” and “Establishing recruiting visits to particular units . . . where students are brought to WVU to meet with faculty and students in our graduate programs.” (For more on graduate education, see Chapter 4.)

Institutional Purposes

From the foregoing vision, mission, and goals statements, the following overriding institutional purposes may be distilled:

To provide high-quality programs of instruction at the undergraduate, graduate, and professional levels in a student-centered learning community.

In its 13 colleges and schools, West Virginia University provides 68 undergraduate degree programs, 78 master’s-level programs, 4 first professional programs, and 31 doctoral level programs. Graduates from all programs in 2002-03 numbered 4,845. The six-year graduation rate is 56%, which compares well with our peer institutions.

To stimulate and foster both basic and applied research and scholarship.

West Virginia University maintains an outstanding record of research and scholarship. Funded research has doubled in the past five years. (See Chapter 4 under “Research” and *Research 2003*, an annual magazine published by the WVU Research Corporation.) Scholarship by WVU faculty is recognized both nationally and internationally for its quality. The West Virginia University Press has been revitalized since the last visit of the HLC and is positioning itself as a leader in scholarship and creative works focusing on Appalachia.

To engage in and encourage creative and artistic work.

The College of Creative Arts, home to the Divisions of Art, Music, and Theatre and Dance, showcases the creative work of faculty and students in two galleries and five theaters and recital halls. It has developed international partnerships and exchange programs in each Division, including China, Germany, Cuba, Indonesia, and other countries; and all programs offer programs on tour throughout the state during the year. Students and faculty in the MFA in Creative Writing program within the Eberly College of Arts and Sciences give public readings and assist with the English Department’s Summer Writers’ Workshop and Snowshoe Institute.

To bring the resources of the University to all segments of society through continuing education, extension, and public service activities.

WVU has an unmatched record of service to the state and region through its growing roster of distance-learning courses, continuing education courses offered on and off-campus, extension agents in every county, 4-H, and health care.

To use technology as an instructional and research tool to administer our University.

In the last ten years, WVU has successfully applied advanced computing technology—including Oracle, STAR/Banner, WebCT/VISTA, and library databases—to the entire campus, bringing the world to the desktop of any faculty member or student.

To encourage economic development in the state through multiple campus alliance activities, extension, and workforce readiness programs.

WVU has long been recognized as a leader in areas such as energy and wood products development and management. The University has also recognized that it must help West Virginia diversify its economy and to model, through on- and off-campus programs and Extension services in every county, appropriate skills, and entrepreneurial innovation. Recent examples of this outreach mission include the development of service-learning opportunities, of programs in the Center for Entrepreneurship, and of online off-campus course work and programs. The institution has developed a proactive integration plan with its regional campuses. (See the brochure *Integration 2007* in the Resource Room.)

To recognize that diversity enriches the institution and to practice the principles of equality of opportunity and affirmative action.

The President's Office for Social Justice provides leadership to campus organizations whose mission is to ensure a diverse and open environment. The Center for Black Culture and Research and the Center for Women's Studies are important organizations on campus. Student organizations respond to virtually any social or religious interest through meetings and regular activities. (Chapter 6 provides further documentation on social justice issues.)

Decision-Making Processes

The West Virginia Higher Education Policy Commission regulates and implements policy for the state's colleges and universities (<http://www.hepc.wvnet.edu/index.asp>). According to legislation:

The Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for higher education. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute.

The Higher Education Policy Board completed a policy document known as the *Compact for West Virginia*, containing six goals for higher education in the state. The overall goal is: "To align the West Virginia higher education system to contribute to the long-term growth and diversification of West Virginia's economy."

The *Compact* has formulated a strong challenge for the state's higher education institutions to meet. WVU's mission, goals, and purposes align very well with the goals of the *Compact*.

In March 2000, WVU was formally combined for administrative purposes with WVU-Parkersburg, Potomac State College, and the West Virginia Institute of Technology. The legislature created a single Board of Governors to administer the programs of the West Virginia University system, thus aligning procedures for program implementation, financial reporting, etc. The *Integration 2007* plan provides the blueprint for integrating and strengthening WVU's four-campus system.

West Virginia's expectations for higher education have been legislated in two comprehensive initiatives: Senate Bill 547 (1995) and Senate Bill 653 (2000). These legislative initiatives have been responsible for reorganizing higher education in West Virginia so that its many campuses are administered more efficiently. The ultimate goals of these initiatives have been to provide access to higher education and to establish closer connections between the state's high schools and its colleges and universities. In a recent *Master Plan Status Report of the Compact for West Virginia*, progress was detailed in the following goal areas:

- access to higher education
- academic outcomes (assessment)

- coordinated higher education delivery
- contribution to economic development in West Virginia

(See *Compacts* in the Resource Room and online at http://www.wvu.edu/~acadaff/apo/compact_masterplan.htm)

Within the University, governance and decision-making are shared among the Board of Governors, the University administration, the Faculty Senate, the student Board of Governors, the Staff Council, the Graduate Council, Assessment Council, the President's Office for Social Justice, Deans, Directors, Chairs, and college faculty and staff. Each group contributes to the ongoing evaluation, review, and updating of the University's mission, goals, purposes, policies, and procedures.

Each college hosts meetings each year with its Board of Advisors, composed of alumni and community leaders. These Boards examine the progress of each college's mission, review student and faculty work, recommend improvements, and often assist with fund-raising.

Academic Planning Process

Initiatives from the legislature, Board of Governors, University administration, and Faculty Senate guarantee a continuous process of program review, curriculum planning and review, accountability review, and strategic planning. All planning principles flow directly from the vision and mission of the University. The University acknowledges that in a time of rapid change, the institution must respond more quickly to conditions in the state and on campus. Colleges and schools are encouraged to develop Strategic Plans and to adhere to the general guidelines below. The University administration and the Board of Governors must approve any completed planning document. WVU's planning structure is described in detail in Chapter 5.

In the planning process, the following values, goals, and assessments are suggested in President Hardesty's first review, which is available in the Resource Room.

Suggested Core Values

- Focus (to foster excellence)
- Team building (to foster performance)
- Continuous learning (to grow as an organization)
- Communications (to accelerate change)
- Integrity (as a requirement for trust)
- Service to our state and nation (as a workplace ethic)

Core Goals of the Administration

- Foster student success
- Focus research
- Serve West Virginia and the nation
- Model innovations in the uses of technology

Competitive Environment Assessment (Noteworthy Societal Trends)

- Globalization of the economy
- Competing priorities for limited state funds
- Revolutionary advances in technology and communications

- Changing workforce development needs
- Higher education structure in West Virginia
- Rise of new educational competitors
- Shift in research funding priorities and policies in the state and at the national level
- Decline in graduating high school seniors in the state
- Student and parent consumerism
- Demand for greater financial accountability
- Diversity in the workplace

The planning strategy at WVU develops issue-specific task forces that analyze an institutional problem. Often an implementation team then responds to the suggested recommendations. Colleges, schools, and departments plan extensively in accordance with the institution's mission. The University provides guidance to these units on their planning efforts. (See Chapter 5.)

Evaluating the University's Purposes

Individuals responsible for decision-making processes also participate in evaluation processes, i.e., students, the Board of Governors, staff, faculty, chairs, directors, deans, advisory councils, Faculty Senate, Boards of Advisors, vice-presidents, associate provosts, and executive officers. Any institutional policy changes must be approved by the Board of Governors and/or by the West Virginia Higher Education Policy Commission.

The University Board of Governors and the various college or school Boards of Advisors are composed of community leaders, alumni, and friends of the University, people who are dedicated to providing a first-level of external review and comment on the activities and policies of each unit.

Faculty in each unit regularly evaluate the University goals and purposes, adjusting its curriculum and policies as needed. The Faculty Senate and its committees are charged with reviewing and altering curricula, overseeing the Liberal Studies Program (LSP), and various other governance activities related to the mission. It is important to note that each course in the Liberal Studies Program is revalidated every five years to ensure that its goals and methods meet LSP criteria.

Every five years, each degree program must complete a rigorous Board of Governors Program Review detailing the unit's condition and progress and reporting how Outcomes Assessment efforts and activities have improved curricula.

Every five to ten years, departments with specialized accreditation engage in a rigorous self-study. These accreditation activities encourage each unit to maintain curricula and policies at a recognized national standard of excellence. The University has strongly encouraged every unit whose discipline offers specialized accreditation to become an accredited program. Of 181 degree programs, 70 are accredited by individual national organizations, certifying that programs meet acceptable national standards. (For more on assessment, see Chapter 4.)

Communication of Institutional Goals and Purposes

West Virginia University publishes its educational and institutional mission and goals in its undergraduate and graduate catalogs (<http://www.ia.wvu.edu:8888/>), in the *Viewbook*, on its Web site (www.wvu.edu), in the *Faculty Handbook* (<http://www.wvu.edu/~acadaff/fpo/handbook.pdf>) in *The Mountie* student handbook (<http://www.arc.wvu.edu/rights.html>), and

in various program brochures. Individual college and departmental mission and goals statements are regularly published and reviewed in accreditation self-studies (where applicable), and in each five-year Program Review required by the Board of Governors.

News releases to print and broadcast media are made available continually to keep the local and regional community informed of University activities and issues affecting the citizens of the state. On campus *The Spirit*, a biweekly newsletter, E-News disseminated via the GroupWise network, and the MIX system provide information and news for faculty, staff, and students while the *Daily Athenaeum*, a daily newspaper published by and for students, contains news and information related to the student body. (These media are described in more detail in Chapter 6 under “Communications.”)

Significant communication of institutional goals and purposes results from activities of the Parents Club, a free organization open to all parents. Susan Jennings Lantz, the Parent Advocate, publishes the Parents Club Electronic News, which goes out twice a month to nearly 7,000 families; and the *Mountaineer Parents Newsletter* goes to 18,000 families three times a year.

Understanding of Purposes by Institutional Constituencies

As noted, the vision, mission, goals, and purposes of the University are published in a variety of print and Web media. Every faculty member receives a copy of the *Faculty Handbook* upon employment, and departments participate in periodic planning, program reviews, and accreditation self-studies, where they review the University mission, goals, and purposes to insure their effectiveness. Through their Board of Governors and other organizations, students can review, discuss, and question policies affecting their constituency. The community may also access the vision, mission, and goals through catalogs and through the new Visitors Resource Center at One Waterfront Place, where a state-of-the-art visual display highlights the mission and purposes of the University.

Freedom of Inquiry for Faculty and Students

Academic freedom is guaranteed for students and faculty and published in thorough policy statements found in the *Faculty Handbook* (www.wvu.edu/~acadaff/fpo/handbook.pdf; see Sect. 6.2, 6.3) and the student handbook, *The Mountie* (<http://www.arc.wvu.edu/rights.html>). Every academic unit is committed to freedom of expression, freedom of inquiry, and respect for diversity.

The University’s support for diversity is embodied in the President’s Office for Social Justice, the Center for Black Culture and Research, the Council of Women’s Concerns, and the Council on Sexual Orientation. The President’s Office of Social Justice supports an annual award program and an active Safe Zone program (training for advisers to gay, lesbian, bisexual, and transgendered students).

Commitment to Excellence

WVU has demonstrated its achievement of excellence by compiling one of the most enviable records for an American public institution of higher education in terms of nationally-recognized scholars:

- 25 Rhodes Scholars

- 16 Truman Scholars
- 24 Goldwater Scholars
- 2 British Marshall Scholars
- 2 Morris K. Udall Scholars

The Honors Program continues to attract and groom the best and brightest and provides specialized courses and advising for its students. Hundreds of WVU's highest achieving student-scholars are recognized during the annual Spring Weekend of Honors Convocation. The University graduation rate of 56% in six years speaks further to WVU's commitment to providing a value-added learning experience.

The quality of WVU students is evident not only in our highest achieving scholars but also in our rising admissions standards. The ACT scores for both resident and nonresident first-year students have increased over the past decade. For 1993, the mean ACT was 22.2; for 2003, the mean ACT was 22.9, demonstrating that as we have grown enrollment, we have also improved student quality.

The recent completion of renovations to the Evansdale Library and to the Wise Library and the construction of a large new addition adjacent to Wise have made these facilities the finest in the state. These libraries, as well as the renovated math and law libraries, have added the latest state-of-the-art computer stations with access to important library resources. Planning for the renovation and expansion of the Medical Library is complete and work will begin in Spring 2004. Hours and staffing in the libraries have recently been extended, and student and faculty comment has been extremely positive.

Rigorous faculty evaluation standards ensure that peers, department chairs, and administration review all faculty members annually (Faculty Evaluation, Promotion and Tenure Guidelines, http://www.wvu.edu/~acadaff/fpo/promotion_tenure.htm). Each faculty Productivity Report requires documentation in teaching, research, and service areas based on policies established by the governing board, colleges, and individual departments. Fifty-one named chairs and professorships provide recognition and reward faculty who have made career achievements. The University now has more than 100 such distinguished faculty positions. The Board of Governors can now name academic "Programs of Excellence," providing an opportunity for programmatic recognition.

Institutional Issues

Each chapter to come will focus on specific issues and challenges. For the purpose of this chapter, the self-study has revealed that WVU has a unique service mission to the citizens of the state of West Virginia. The University is essential to the well-being and future of the state, providing extension and health services, academic and continuing education programs, and economic development assistance.

The mission, goals, and vision are appropriate for an institution of this scope. The self-study has shown that, given the unpredictability of state support, the University may need to reexamine the way it fulfills its mission and purposes.

Summary

WVU meets Criterion One. It has clear and publicly-stated purposes consistent with its mission and appropriate to an institution of higher education.

Strengths

The self-study has revealed that the basic mission of the University is appropriate to the institution.

- Publications in print and Web media provide adequate detail regarding mission, vision, and goals statements.
- The focus on student-centered education has resulted in significant improvements in facilities, technology, residence life, and scholarship opportunities for residents of the state.
- Strategic Planning at WVU is a significant, ongoing activity, as evidenced by the *Compact* and other planning documents. At the institutional level, it is decentralized. Individual colleges, schools, and divisions write their own strategic plans in consultation with the administration. This form of planning is an effective way to respond quickly to changes in the state that affect the University.

Challenges

The self-study has revealed the following challenges:

- As requested recently by the Board of Governors, the vision statement needs to be responsive to the mission statement. The mission statement has proved durable, initiating a host of programs; however, as with all such statements, it may be time to reset the bar.
- In this current climate of budget reduction and reallocation, the University must engage in a planning strategy that accounts for a rapidly changing environment so as to fulfill its mission and purposes.

Prospects

WVU's historic roots carry a legacy of responsibility developed over more than a century of distinguished service to West Virginia. The University has itself been a great citizen of the state, and because of that bond, faces new challenges that must be addressed each decade. We are a mature institution with a strong history of providing quality education, research, and access for West Virginians.

Chapter **3**

The Institution Has
Effectively Organized the
Human, Financial, and
Physical Resources
Necessary to Accomplish
Its Purposes

The Institution Has Effectively Organized the Human, Financial, and Physical Resources Necessary to Accomplish Its Purposes

The university is no longer a quiet place to teach and do scholarly work at a measured pace and contemplate the universe. It is big, complex, demanding, competitive, bureaucratic, and chronically short of money.

Phyllis Dain, librarian, educator, and historian, from a speech given at the 1990 conference of the Association for Library and Information Science Education

Overview

West Virginia University has faced many challenges over the past decade, but it has made numerous advances in organizing and managing its human, financial, and physical resources to support the University's mission. Many structural changes have been implemented to manage more efficiently this flagship land-grant doctoral-granting university. WVU has seen tremendous growth and stands as a stronger, more effective university than it was ten years ago.

Governance at WVU and of higher education statewide has been revamped over the last decade. A new system incorporating an institutional board of governors has allowed WVU to manage the University better by making pertinent decisions at the local level. A Higher Education Policy Commission (HEPC) is now charged with ensuring that institutions are accomplishing their missions and implementing state statute.

West Virginia University today boasts a strong faculty that has received national and international recognition. Its student population continues to see tremendous growth despite declining West Virginia high school graduate numbers. Staff provides essential support to help WVU fulfill its mission of research, teaching, and service. As a result of the five-year salary increase plan stipulated in Senate Bill 547, which was adopted in 1995, the institution funded faculty salaries to 90% of our peer institutions by 2000 and fully implemented the statutory salary plan for classified staff in 2001.

During the 1990s, WVU improved its overall financial condition and diversified its revenue streams. Until recently, state revenues have been stable and dependable while sponsored award revenues continue to grow. Moreover, the recently concluded capital campaign raised over \$300 million for projects ranging from bricks and mortar construction to scholarships.

The face of our campus has changed tremendously with the construction of the Life Sciences Building, the addition to Wise Library, the White Hall Computing Lab, and the Student Recreation Center. These physical changes have greatly improved the learning and living environments for our students.

WVU has also made great strides in improving technology systems that support our students, faculty, and staff. These advances have resulted in empowering the University community, enriching the academic experience for students, and strengthening the ability of faculty and staff to teach, conduct research, and provide public service throughout West Virginia and beyond.

Compared to ten years ago, WVU now can be more flexible in allocating resources to respond to challenges while remaining committed to its core values of research, service, and outreach within a student-centered learning community.

Budget shortfalls and state legislation to improve efficiencies have forced WVU to evaluate how resources are used. We continue to face a decrease in our state budget allocation as a percentage of our overall operating dollars. We substantially raised salaries for staff and faculty, but continue to struggle to keep up with our peers in these areas.

In light of the reduction of state support, WVU is making hard decisions about its priorities for human, financial, and physical resources. Units will have to continue to set resource priorities, as well as seek collaborations both on and off campus to increase efficiencies and share resources.

Human Resources

The ten-year period since the last visit of the Higher Learning Commission of the North Central Association has been characterized by:

- renewed stability in leadership
- introduction of performance-based pay structures for both faculty and state non-classified employees
- successes and challenges in recruiting and retaining both faculty members and staff

Administration and Governance

Institutional Boards of Governors and a statewide Higher Education Policy Commission govern higher education institutions in West Virginia. The Governor, subject to approval by the State Senate, appoints members to the Boards and the Commission.

The WV Higher Education Policy Commission

The West Virginia Higher Education Policy Commission is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for higher education. It is charged with oversight of higher education institutions to ensure they are accomplishing their missions and implementing the provisions set by state statute. The HEPC also coordinates the legislative rule-making process with the Legislative Oversight Commission on Educational Accountability (LOCEA).

Governing Board

The Board of Governors and its successors in office are created by the legislature of West Virginia through the Code of West Virginia [18B-2A] and are charged with general supervision and control over the academic and business affairs of West Virginia University, including West Virginia University Institute of Technology, West Virginia University at Parkersburg,

and Potomac State College of West Virginia University. The West Virginia University Board of Governors consists of 15 members, 12 appointed by the Governor, and three representing faculty, staff, and student constituency groups. The creation of a University-level governing body has allowed the University to consider the unique circumstances that affect WVU when making decisions. This localized governing structure also provides flexibility and speed in the decision-making process. (See Appendix CH-3 HR 1. Experience and Tenure of WVU Board of Governors Members.)

Campus Administration

David C. Hardesty, Jr., has served as President of West Virginia University since 1995, having previously served as Chairman and member of the University of West Virginia Board of Trustees, the predecessor of the Higher Education Policy Commission. A Provost and five vice presidents report to President Hardesty, as do the General Counsel, the Chief of Staff, the Executive Officer for Social Justice, and the Directors of Athletics and Internal Audit.

Provost and Vice President for Academic Affairs and Research Gerald E. Lang is responsible for academic affairs, information technology, academic personnel, academic programs, public service and extension, and international programs. Each of the first five areas is led by an Associate Provost, who serves as chief administrative and planning officer for that area on a University-wide basis. The deans of the colleges and schools, as well as the deans of University Libraries and Extended Learning, also report to the Provost.

Vice President for Administration, Finance, and Human Resources Scott C. Kelley is responsible for administrative services, finance, human resources, facilities and services, and planning. Each of these areas is led by an Assistant or Associate Vice President who serves as chief University officer in his or her respective area. This vice presidential area is also responsible for the institution's business and human resources data systems.

Vice President for Student Affairs Kenneth D. Gray is responsible for enrollment services, student affairs finance administration and technology, student life, residential education, and student services. Vice President Gray is supported by an Associate and Assistant Vice President, as well as a Dean of Students.

Vice President for Institutional Advancement Carolyn Curry is responsible for public relations, including marketing and advertising, special-event planning, the Visitors Resource Center, WVU Trademark Licensing, Television Production, and Web Services.

Vice President for Research John D. Weete is responsible for WVU's growing research program. In addition to his Vice Presidential role, Dr. Weete also serves as the President of the WVU Research Corporation.

Vice President of Health Sciences Robert M. D'Alessandri oversees WVU's comprehensive Health Science Center, including all of its schools and programs in Morgantown as well as both the Charleston and Eastern Divisions. Each of the four schools in the Health Science Center (Medicine, Dentistry, Nursing, and Pharmacy) is led by a dean who serves as the school's chief administrative and academic officer.

The President meets twice weekly with his Senior Administrative Team. This team is composed of the Provost and Vice Presidents (including selected Associate Provosts/Associate Vice Presidents), Executive Officers, Chief of Staff, and other relevant University officers. Several councils and committees advise the President and senior administrators on academic, fiscal, and other policy issues. These groups include the Deans' Council, the Council of Associate and Assistant Deans, the Budget Planning Committee, the Capital Planning Committee, the Academic and Administrative Information Management Systems Executive Committee, the Enrollment Management Council, and the Government Relations Council.

The following organizational charts are available at

<http://www.wvu.edu/~adminfin/WVUOrgChart.html>:

- Enterprise-wide administrative structure including the Higher Education Policy Commission and Chancellor, the Board of Governors, the President, Provost and Vice Presidents, and the academic schools/colleges and administrative units
- Organization reporting to the President
- Organization reporting to the Provost and Vice President for Academic Affairs
- Organization reporting to the Vice President for Student Affairs
- Organization reporting to the Vice President for Administration, Finance, and Human Resources
- Organization reporting to the Vice President for Research
- Organization reporting to the Vice President for Health Sciences

Stability in Key Administrative Positions

The 1994 Higher Learning Commission of the North Central Association report commented that WVU had experienced high turnover in the campus administration at the level of college dean and above. Since David C. Hardesty, Jr., became president in 1995, there has been significantly more continuity in the University administration.

Using special study data obtained from CUPA for Fall 2002, WVU compares with its established peer institutions in terms of tenure at the Vice President level. For those vice presidencies represented at WVU, the median years in position for peer institutions is 2.75 years as compared with the WVU median of 5.5 years.

The colleges and schools at WVU also show improvements in the continuity of leadership by their deans.

Using special study data obtained from CUPA for Fall 2002, WVU compares well with its established set of peer institutions in terms of tenure at the dean level. For those deanships represented at WVU, the median years in position for peer institutions is 3.25 years as compared with the WVU median of 3.5 years.

Therefore, since the establishment of the Hardesty administration, WVU has been led by a stable administrative team with considerable experience in campus affairs. The long tenure of many deans and administrators at WVU testifies to their commitment to the institution. (See Appendix CH-3 HR 3. WVU Senior Administrative Team. See also Chapter 1.)

Student, Faculty, and Staff Governance

Student, faculty, and staff governance organizations operate on a systemwide, campuswide, and school/college basis. Each governance group has its own bylaws and procedures. The student, faculty, and staff governance groups represent their constituencies in a variety of ways.

Student Governance

Student Government Association

The West Virginia University Student Government Association has three branches: legislative, executive, and judicial.

Legislative Branch. The student Board of Governors serves as the legislative branch and more importantly as the students' elected representatives. These 15 students are elected every February by the student body to act as liaisons between the students and the University administration. Each Board of Governors member sits as a voting member to consider legislation on student concerns at weekly meetings.

Executive Branch. The executive branch consists of the student body president and vice president. The president mediates student input into University policies, appoints students to executive offices, creates new positions within the executive branch as the need arises, works to implement new programs, and serves on the West Virginia University Board of Governors as the student representative. The vice president chairs the student Board of Governors, runs weekly meetings, appoints students to executive committees, and assists the President.

Judicial Branch. The WVU Student Government Association judicial branch consists of five WVU Law School students and four undergraduate students. This branch rules on conflicts within SGA and certifies elections. These positions are appointed by the SGA President and approved by the student Board of Governors.

WVU Graduate Student Council

The WVU Graduate Student Council is composed of selected full-time graduate students who represent each college or school offering graduate programs. The Council works "to maximize the quality of life for the graduate student community at WVU" by working with the University administration to promote the interests of graduate students at West Virginia University.

Faculty Governance

The West Virginia University Faculty Constitution was written by the faculty to guide members in their academic and scholarly responsibilities. Recognizing that the West Virginia legislature, the Higher Education Policy Commission, the WVU Board of Governors, and the President or his designee have the ultimate legal authority for the conduct of the University, the faculty communicates its recommendations on academic matters to them through procedures specified in the Constitution. The Constitution explains and codifies faculty governance of the University, and describes the Faculty Assembly, the Senate, Senate committees, the faculty secretary, and faculty chairperson (<http://www.wvu.edu/~facultys/CONSTITU.html>).

University Faculty Assembly

The University Faculty Assembly consists of full-time regular faculty, retired faculty represented through the Committee of Retired Faculty, research faculty, adjunct faculty, lecturers, and such other persons engaged in full-time professional activities responsive to the academic obligations of the University.

Faculty Senate

The Faculty Senate is an elected, representative body of the University Faculty Assembly. Subject to certain limits, the Senate develops, monitors, and recommends to the President or Provost and the Board of Governors general policies on academic standards, objectives, and policies that affect more than one college or school. The specific functions of the Senate are delineated in the Constitution. The Senate's decisions are subject to approval by the President and the Board of Governors and to review by the Faculty Assembly. A complete list of Senate committees, their charges, and their memberships, can be found at: <http://www.wvu.edu/~facultys/Commit.htm>.

Graduate Council

While the daily administration of graduate education is conducted by the faculty and administrators of the WVU colleges and schools that offer graduate degree programs, responsibility for the development and interpretation of graduate policies and regulations at the University level is vested in the University Graduate Council. In addition, the Council reviews proposals for new graduate programs, evaluates substantive revisions in graduate program curricula, coordinates periodic program reviews, recommends to the Provost University-wide criteria for graduate faculty membership, and considers such other matters affecting graduate education at WVU. (<http://www.wvu.edu/~graduate>). (See also Chapter 4.)

Administrative and Student Councils and Committees

Faculty members also play major roles on numerous administrative councils and committees. These councils, such as the Council for Women's Concerns, focus upon University issues of particular concern. Faculty members are engaged in various student councils and committees as well. (See Appendix CH-3 HR 3.)

HEPC Committees

Advisory Council of Faculty

Each West Virginia public institution of higher education elects a faculty representative to the Advisory Council of Faculty of the WV Higher Education Policy Commission. The Council meets monthly to discuss faculty issues and concerns.

Advisory Council of Students

The student body president of each West Virginia public institution of higher education serves as student representative to the Advisory Council of Students of the WV Higher Education Policy Commission.

Staff Governance

WVU Staff Council

WVU's Staff Council is a recognized unit of the University and functions on behalf of the classified staff employees by conveying their concerns about employee-employer relations (www.wvu.edu/~staff/constitution.htm). This council recognizes that all matters at West Virginia University are governed by state law, the West Virginia Higher Education Policy Commission, and West Virginia University policies and procedures. The term "Classified Staff Employees" does not include faculty or non-classified personnel.

The organization of the Staff Council in no way affects the right of the University employees to belong or to participate actively in other organized groups of their choice.

The WVU Staff Council consists of at least three members from each of the six major occupational classifications as defined by the Department of Human Resources. These classifications are:

- Administrative/Managerial/Exempt supervisory
- Professional
- Technical/Paraprofessional/Non-Exempt supervisory
- Clerical/Secretarial
- Skilled Craft/Maintenance/Operative
- Service

In addition to the above members, three *ex officio* positions are included in the Staff Council meetings. Two *ex officio* members have voting power: the Board of Trustees Advisory Council of Classified Employees representative and the Board of Advisors representative. The remaining *ex officio* position is non-voting and is represented by the Assistant Vice-President for Human Resources.

Advisory Council of Classified Employees

Classified staff members at each WV public institution of higher education elect a classified staff representative to the Advisory Council of Classified Employees to the West Virginia Higher Education Policy Commission.

Student, Faculty, and Staff Demographics

Student Demographics

WVU's student body is diverse in terms of race, gender, and social and economic background. Generally, about 62% of all students are resident (in-state) students while about 6% are international students. In addition, about 72% of all students are enrolled at the undergraduate level, 22% are enrolled at the graduate level, and 6% are enrolled at the first-professional level. The majority of WVU students are traditional students. About 92% of WVU's students are enrolled on-campus, and 86% are enrolled on a full-time basis.

Diversity and Equity

From Fall 1994 to Fall 2003 ethnic minority students increased from 5.9% to 7.1% of the student population. The value of this increase is best appreciated given the state's minority population of 4.1% (US Census 2000). The percentage of female students has remained relatively constant at about 50% over the ten-year span. This decade also saw an increase in the number of degrees awarded. While the number of undergraduate degrees awarded has fallen slightly, this change is primarily due to several programs' moving to a five-year master's degree from a four-year baccalaureate program. The numbers of graduate and first-professional degrees increased, at least in part, due to these program changes. (See Appendix CH-3 HR5. Comparison of Student Demographics between Fall 1994, Fall 1998, and Fall 2002.)

Enrollment

In Fall 2003, WVU enrolled 24,260 students. This enrollment represents a 6.8% increase in total headcount enrollment from 1992, despite an estimated 13% decline in WV high school students over the same time period (*Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1996-2012*, by Western Interstate Commission for Higher Education, February 1998.) (See Appendix CH-3 HR4. Headcount Enrollment History.)

WVU's undergraduate student/faculty ratio increased from 17:1 in 1994 to 21:1 in 2003 for the general University, well within the student-faculty ratio of WVU's peer institutions. In the Health Sciences, however, where class size is necessarily small and limited, the undergraduate student faculty ratio decreased from 1.4:1 to 1.1:1 during the same time.

WVU's total FTE enrollment increased from 19,824 in Fall 1994 to 22,648 in Fall 2003. The similarity between total headcount and FTE enrollments for Fall 1994 and Fall 2003 reflects the large percentage of traditional, full-time students enrolled at the University in both undergraduate and first-professional programs (79% in 1994; 86% in 2003). WVU

enrolls substantial numbers of part-time students at the graduate level (59.1% in Fall 1994; 44.4% in Fall 2003), primarily due to its large off-campus graduate program.

It is also important to consider the distribution of headcount enrollment by academic college. Most units have seen growth, but some have had a decline in enrollment. Over the past decade, consolidation of WVU's colleges and schools as well as the considerable number of changes in programs (e.g., new programs, four-year programs converted to five-year programs) and shifting of programs from one college or school to another has made any direct comparison of enrollments confusing. For this reason, an interpretation of change is provided in Appendix CH-3 HR 6.

Faculty Demographics

West Virginia University boasts a strong and reputable faculty that has received national and/or international recognition. For example, Eberly Family Professor of Chemistry Kenneth Showalter is a member of the American Academy of Science. Since 1994 six West Virginia University faculty members have been honored by the Carnegie Foundation for the Advancement of Teaching/US Professors of the Year. Others have won state awards, such as Engineering faculty member Julio Davalos, who won the Faculty Merit Foundation Teacher of the Year Award in 1998.

WVU's faculty assignment categories include: instructional faculty (Academic Tenure Track and Instructional Non-Tenure Track), Library faculty, Extension faculty, and research faculty. Academic Professionals (EEO Professional Non-faculty category) are considered faculty at WVU in the broad sense according to Board of Governors policy. (See Appendix CH-3 HR 7.)

Within the main category of Instructional Faculty are Academic Tenure Track (ATT) faculty and the Instructional Non-Tenure Track (INTT) faculty. ATT faculty are traditional faculty members who are eligible for tenure and typically have responsibilities for instruction, research, and service activities consistent with WVU's land-grant mission. The INTT faculty are hired primarily to teach, are not eligible for tenure, and seldom have research and/or service activity responsibilities.

Another major category of faculty at WVU includes the Extension Tenure Track (ETT) faculty and Library Track (LIB) faculty groups. Extension Tenure Track faculty, hired primarily to serve within WVU's Extension Service, are responsible for either Cooperative Extension or State Extension program components. The ETT faculty operate within a rank and tenure system that is separate from the ATT system and sanctioned by the University and the state. The Library Track faculty are employed by the University Libraries to ensure quality academic services specific to the library system. These faculty operate within a University-sanctioned rank system but are not eligible for tenure.

Finally, the Research Faculty and Academic Professionals (FEAP) are professional employees with faculty-level credentials hired primarily to contribute to the institution's mission through research and other academically related professional activities. They operate within a University-sanctioned rank system but are not eligible for tenure.

Instructional Faculty

A comparison of census data for Fall 1994 and Fall 2003 indicates the following changes in the full-time instructional faculty during this period:

- Female representation increased from 27% to 32% of the population
- Ethnic minority representation increased from 10.2% to 10.86%
- The percentage of full-time instructional faculty who are employed within the tenured system has declined from 78% in fall of 1994 to 68% in fall 2003

Although improvement has occurred since the last accreditation, WVU's instructional faculty fails to reflect the gender diversity of the student population. Women constitute about 50% of all students and only 32% of the faculty. However, in terms of ethnic minority faculty members, WVU continues to be comparatively successful. While ethnic minorities represent about 7% of WVU's student population, they comprise 10.86% of the instructional faculty.

Due to several major state-imposed budget reductions in the past decade, the total number of full-time instructional faculty members decreased from 1,417 in Fall 1994 to 1,289 in Fall 2003.

The state legislature has mandated that instructional faculty at all WV public institutions of higher education be 10% more productive than their respective peers. WVU's instructional faculty has consistently exceeded that mandate since its inception. This mandate is measured in terms of student credit hours/faculty ratio.

Given the extensive budget cuts and mandated reallocations over the past several years, the relatively small decline in the percentage of full-time instructional faculty in the tenure system shows, in no small way, the institution's continued commitment to its instructional mission. Academic programs were protected to the extent possible from funding cuts to ensure their integrity and quality, while non-academic units assumed the brunt of the impact of these funding changes. Funding for essential support units, i.e., libraries and instructional technology, was even increased during this period despite the cuts required of other non-academic units.

Since 1994, the increases in the numbers of Instructional Non-Tenure Track faculty at the general University roughly correspond to the decreases in tenure-track positions and increasing student demand.

(See Appendix CH-3 HR 8. Distribution of Full-Time Instructional Faculty by College and Rank for Fall 2003.)

Extension and Library Track Faculty

In addition to the faculty members in the schools and colleges, the University Library and WVU Extension have 35 and 99 ranked faculty members, respectively. (A profile of these faculties is given in Appendix CH-3 HR 9.)

Graduate Assistants

WVU also employs about 1,500 graduate teaching, research, and administrative assistants. These roles benefit both the student and the institution by providing guided, in-field student experiences and employment, as well as a pool of knowledgeable and skilled part-time instructors and research support staff. By state code, each graduate assistant is awarded tuition remission.

Staff Demographics

WVU staff provides the business foundation and essential support functions for the institution's academic, research, and public service missions. As of the Fall 2003 census, 2,814 total classified staff and 433 total non-classified staff members were employed at WVU. These figures are not directly comparable to the Fall 1994 figures because of changes in state code raising the limit of non-classified staff positions from 4% to 10 % of all benefit eligible positions and because of the reassignment of certain information technology service personnel from the classified status to non-classified status. The number of full-time faculty and staff, however, has remained relatively constant (i.e., 5,047, Fall 1994; 4,909, Fall 2003) while the total number of faculty and staff has increased (i.e., 6,929, Fall 1994; 7,324, Fall 2003), a result of an increase in part-time faculty and staff.

Classified Staff

WVU employs a highly diverse classified staff with 2,621 full-time and 193 part-time employees. Overall, 5.34% of the full-time classified staff is composed of minorities: 3.32% are African American, 1.07% are Asian American, 0.53% are Native American, and 0.42% are Hispanic. This level of diversity exceeds that of the overall state population of 4.1% (US Census 2000).

Non-Classified Staff

In West Virginia higher education, the non-classified group is restricted to those positions that meet one or more of the following criteria: report directly to the President, are responsible for setting institutional policy, and/or are critical to the mission of the institution.

Based on the Fall 2003 WVU census, the full-time, non-classified staff consists of 415 individuals, who include the administrative leadership, deans, associate deans, directors, assistant directors, and others, such as assistants to the president/vice presidents and coordinators. Of these, 6.09% are minorities and 43.6% are female.

Compensation

Senate Bill 547, passed in 1995, required WVU to raise faculty "all-ranks" average salary (as reported to AAUP) to 90% of its peer average within five years. In addition, the bill also required that WVU and all other West Virginia institutions fully fund the Higher Education Classified Employee Annual Salary Schedule within the same five-year period.

While no specific goal regarding non-classified salaries was defined within SB 547, WVU established a policy to guide the provision of salary increases to non-classified staff members. That policy permits the awarding of increases in any one or more of the following areas: meritorious performance; market and equity; cost of living; and special concerns.

WVU successfully reached its mandated targets for both classified staff and faculty employees. The reallocation of dollars that served as the foundation for this achievement was made possible through implementing a number of creative and innovative strategies as described in the above-mentioned report. Throughout the implementation of SB 547, WVU maintained an unwavering commitment to its instructional mission. (See "A Final Report of the Accomplishments in Response to Senate Bill 547" <http://www.wvu.edu/~acadaff/apo/sb547.htm>.)

The salary goals of Senate Bill 547 for faculty were achieved in fiscal year 2001, making salaries more competitive generally. One of the most important changes resulting from WVU's implementation of SB 547 was its movement from primarily "across the board" salary increases to a primarily "performance" basis for faculty and non-classified staff. This change highlights the evolution and development of a new institutional culture and philosophy that focuses on recognizing and rewarding outstanding performance.

The salary goals of Senate Bill 547 for classified staff were also achieved in fiscal year 2001. Upon reaching these goals, a new classified salary schedule was adopted by the state legislature. West Virginia University's *Compact* set a goal of fully funding the new salary schedule over a six-year period, dependent on funding availability. WVU granted salary increases in fiscal year 2002 to move toward this goal. Budget constraints prevented the University from implementing a general salary increase program for the 2003 fiscal year.

Since 2001, however, WVU's faculty salary increases have not kept pace with those of its peers. At the end of fiscal year 2002, faculty salaries were 88.65% of its Southern Region

Education Board (SREB) peer average and are estimated to be at 88.15% of peer average for fiscal year 2003. (No SREB peer data is yet available for fiscal year 2004.)

Despite the difficulty of raising WVU salaries for both faculty and staff during these extraordinarily lean financial times, WVU is proud of its employees' loyalty and dedication to the institution. WVU has not experienced rampant turnover. The overall quality of life offered by the Morgantown area in general and WVU in particular helps to ensure the institution's stability and sense of community.

Training and Development

In order to build and maintain a quality workforce, WVU has invested in continuing education and professional development opportunities for its faculty and staff. The Associate Provost for Academic Personnel leads a program to enhance faculty knowledge and skills in areas of instruction, research, and public service. In addition, special programs have been developed for new academic deans and chairpersons to enhance their effectiveness, particularly in the administrative arena. Each of the Vice Presidents also offers professional development opportunities for the administrators within his/her area of responsibility. Finally, WVU's Department of Human Resources includes an entire unit responsible for the development and implementation of training and/or professional development programs targeted to meet the changing needs of the institution's classified staff employees. Programs to update employee knowledge and skills in the area of technology are also offered to interested employees.

Financial Condition

During the 1990s, WVU improved its overall financial condition by diversifying its revenue streams. Until recently, state revenues have been stable and dependable while sponsored award revenues have grown substantially. Recognizing these factors, Standard and Poor's Rating Services raised WVU's auxiliary revenue bond rating to A+ in 1997. At that same time, WVU received its first auxiliary bond rating, an A1, from Moody's Investor Service.

West Virginia, like many other states, is now responding to reduced revenues due to national economic and investment conditions and quickly increasing costs such as health care and insurance. At the beginning of fiscal year 2003, all state agencies were directed to begin planning for an anticipated base budget cut of 10% in state appropriations in fiscal year 2004. This equates to a \$20 million revenue reduction for WVU. Additionally, in November of 2002, the state instructed agencies, including higher education, that fiscal year 2003 appropriations would be reduced by 3.4% (approximately \$7 million for WVU).

Resource Management

Central Funds

Central funds include state appropriations, general tuition and fee revenues, and other institutional funds. Allocations to University departments, colleges, and administrative units for example, are made on a base-plus/minus methodology. Under this method, the previous year's budget is adjusted in order to meet new needs, demands, or reallocation targets.

Over the past few years, budgets have been adjusted upward to pay for mandated salary increases. However, in most cases, the budget increases have not been sufficient to address all of the increased salary costs. As a result, individual budget managers have had to make reallocation decisions within their units. Budgets have also been increased to fund priority programs and meet other state-mandated costs such as insurance premium increases. Such budget increases are considered and approved by the Budget Planning Committee.

Central funds revert to the central budget if unspent at the end of the fiscal year.

Non-Central Funds

In addition to allocated moneys, individual departments may have their own revenue accounts. Some examples of such accounts are lab fee accounts, auxiliary and educational sales accounts, and research facilities and administrative rate accounts. Typically, the Budget Planning Committee does not review these accounts although each of the Vice Presidents may review the accounts for the units reporting to them. Funds remaining in these accounts at the end of the fiscal year roll forward to the next fiscal year.

Revenues

[NB In 2002, the University implemented GASB 34 and 35, which significantly altered the reporting of financial information for colleges and universities. Due to these accounting changes, trend analysis between fiscal years prior to implementation of GASB 34 and 35 and those years subsequent to implementation are not consistent and very difficult to interpret. For the purposes of this report, the University has chosen to present data from 1993 through 2001 in order to present comparable data.]

The three primary sources of unrestricted revenue to the University are:

1. state appropriations
2. tuition and fees, including
 - tuition and registration fees dedicated to capital improvements and maintenance
 - special purpose fees, such as library and technology fees
 - general fees supporting instruction and student services
3. auxiliary income primarily from housing, dining services, and student union operations

These revenue sources are supplemented by gifts, grants and contracts, sales and services of educational activities, investment income, and restricted funds for grants and contracts and financial aid. The \$486.024 million total net revenues in fiscal year 2002 came from the following sources:

- state appropriations: \$196 million
- tuition and fees: \$109 million
- auxiliary enterprises revenue: \$55 million, net of scholarships grants and contracts: over \$111 million

Information about total revenues is in the University's consolidated financial statements, available in the Resource Room.

State Appropriations

While state appropriations have steadily increased since 1993, state appropriations as a percentage of funding have been declining. In 1993, state appropriations represented 53% of unrestricted revenues. In 2002, they only comprised 50%. For those same two reporting periods, state appropriations as a percentage of total revenues were 42% and 34%, respectively.

It is important to note that WVU does not receive state appropriation to support new capital construction or academic building maintenance. These activities are fully supported by student fees.

Year	State Appropriation	Normalized HEPI	Appropriations in Constant \$
FY92	\$140,101,000	100	\$140,101,000
FY01	\$190,104,000	134.9	\$140,922,165

Figure 1: State Appropriations in Constant Dollars

Tuition and Fees

Tuition and fees revenues have increased during the time period analyzed. However, as a percentage of unrestricted funding, these revenues have decreased slightly from 28% in 1994 to 27% in 2001. During the same time period, tuition and fees revenues as a percentage of total funding decreased from 22% to 19%. It is important to note that WVU realized \$7 million more in real dollars (adjusted for the Higher Education Price Index), an increase of 10.5% from tuition and fees from fiscal year 01 to fiscal year 92 (see Figure 2).

Year	Tuition and Fees	Normalized HEPI	Tuition and Fees in Constant \$
FY92	\$69,373,000	100	\$69,373,000
FY01	\$103,414,000	134.9	\$76,659,748

Figure 2: Tuition and Fees in Constant Dollars

Auxiliary Revenues

Auxiliary operations such as athletics, housing, and the student union are self-supporting. The profitability of auxiliary operations at WVU is difficult to determine from the University's audited financial statements due to appropriations made to support WVU's Personal Rapid Transit, a light rail system that connects the Downtown and Evansdale campuses, which is categorized as an auxiliary. All auxiliary operations pay a service charge fee to reimburse the University for overhead costs that are expended in support of their activities.

Expenditures

The majority of the institution's resources are spent for employee-related costs. In 2002, salaries and benefits totaled over \$325 million. This represents 67% of total net revenues.

Operations—including supplies and other services and utilities—is the next most significant expenditure category. These functions consume 22% of total net revenues.

WVU maintains a low level of debt. Approximately 3% of revenues in 2002 were used to support debt service.

Academic Support

Over the past ten years, WVU has increased its funding of academic excellence, instruction, and academic support, by \$28.5 million. This increase represents only a 23% increase over fiscal year 1992 while total unrestricted expenditures increased by 50%.

Student Support

WVU’s commitment to students is reflected by the expenditures made in the categories of student services and scholarships and fellowships. Since 1992, the amount spent in these categories has increased by 80% while overall unrestricted expenditures grew by 50%.

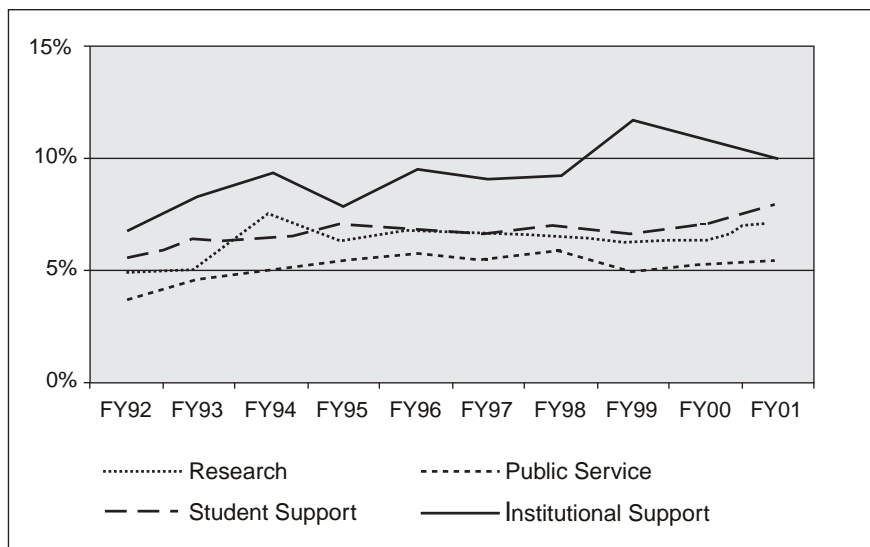


Figure 3: Support Expenditures

Extension

Over the past ten years, WVU has more than doubled its unrestricted spending on extension activities by 120%. However, WVU faces challenges in meeting its land-grant mission due to the changing nature of its funding. Extension’s support from the state, counties, and users has remained relatively constant over the past ten years. However, its support from federal appropriations has reduced significantly, thus increasing its reliance on grants.

WVU Research Corporation

The WVU Research Corporation was established in 1985 as a nonprofit 501(c)(3) organization. Its mission is to:

- Foster and support research at West Virginia University
- Provide evaluation, development, patenting, management, and marketing services for inventions of West Virginia University faculty, staff, and students

The WVU Research Corporation serves as the fiscal agent for sponsored projects conducted by faculty, staff, and students. Grants are accepted by the corporation on behalf of WVU and assigned to the corporation for management. The corporation has no employees. It uses the services of employees of WVU and reimburses WVU for the cost of these services.

The President of WVU serves as chairman of the WVU Research Corporation Board. The President and the President's appointees from the institution constitute a majority of the voting members of the board as required by state law.

The WVU Research Corporation is audited annually as part of WVU's financial statement audit. The financial statements of the WVU Research Corporation are published separately and as part of the WVU Combined Financial Statements. In addition, the WVU Research Corporation is subject to an annual audit of federal expenditures under OMB Circular A-133.

Research Growth

In 1995, President Hardesty convened a Research Task Force. The purpose of the group was to recommend solutions to:

- how WVU would continue its growing and productive research programs in order to contribute to the intellectual, social, cultural, and economic benefit of all West Virginians, and
- how WVU could more effectively share with its students the excitement of discovering new knowledge and better integrate its students into the research process to enhance both graduate and undergraduate education.

The WVU Research Corporation was challenged to increase external awards to \$100 million by fiscal year 2003. This goal was surpassed in fiscal year 2002, when sponsored awards totaled \$134 million. In fiscal year 2003, sponsored research funding totaled \$137 million; it is estimated that for fiscal year 2004, sponsored awards will exceed \$150 million.

Growth in research is also demonstrated in the financial statements of the WVU Research Corporation. In fiscal year 1994, the Corporation had \$50 million in grants and contract revenues. In fiscal year 2002, these revenues were \$80 million, a 61% increase.

Research Corporation Financial Policies

The WVU Research Corporation recovers the cost of facilities and administration related to sponsored agreements. By policy, the Corporation returns 30% of that recovery to the dean of the college that earned the award. The colleges in turn have their own policies to address how these revenues are shared with departments and principal investigators.

By agreement with the University, the WVU Research Corporation reimburses WVU approximately \$6.4 million annually for direct costs incurred in support of the activities of the Research Corporation.

West Virginia University Foundation

The West Virginia University Foundation, Incorporated, was chartered in 1954 as a private non-profit corporation "to aid, strengthen and further in every proper and useful way the work and services of West Virginia University." In this role, the Foundation secures, holds, and administers funds and properties given by individuals, corporations, and philanthropic foundations to support the University.

The West Virginia University Foundation is dedicated to serving West Virginia University's interests. However, in managing gift dollars, the Foundation must serve two constituencies: the donor, whose gift is the result of loyalty and commitment to the University; and the beneficiary of the gift, i.e., the University. The Foundation serves as fiduciary agent for these funds and is accountable to donors for using the contributions according to their restrictions.

Gifts of several types and with various terms may be made to the Foundation to benefit the University. Gifts are made in the forms of cash, marketable securities, real estate, personal property, life insurance, and bequests. Donors may designate their gifts either as expendable or as endowed funds. Endowed funds must be invested and kept intact with only the earnings available for expenditure. In addition to specifying whether a gift is to be expendable or endowed, the donor may restrict the gift to a particular department, program, or purpose.

The Foundation has conducted three major capital campaigns to benefit the University (see *Figure 4*). The third campaign—Building Greatness—was begun in 1998 with a goal of \$250 million. This campaign concluded at the end of December 2003, at which point \$300 million had been pledged, exceeding the goal by \$50 million.

Campaign	Year	Goal	Total Gifts
Threshold to Greatness	1978-1983	\$20 million	\$21.4 million
The Campaign for West Virginia University	1988-1993	\$102 million	\$130.1 million
Building Greatness	1998-2003	\$250 million	>\$300 million

Figure 4: WVU Foundation Capital Campaigns

Campaign highlights are as follows:

- In December 2003 Mylan Puskar, co-founder and Chairman of Mylan Laboratories Inc., donated \$20 million to the WVU Foundation's Building Greatness Campaign. Of the \$20 million, \$14.5 million will go to athletics and \$5.5 million for academic support
- In October 2003, the Department of Chemistry was renamed the C. Eugene Bennett Department of Chemistry to recognize the significant generosity of Dr. Bennett and the continuing philanthropy of his widow, Edna Bennett Pierce. Their gifts in support of the chemistry department total more than \$6.6 million
- In April 2003, The Sarah and Pauline Maier Foundation committed \$1million to the West Virginia University Foundation to establish the Judge John T. Copenhaver Jr. Chair of Law in the WVU College of Law; and the Daywood Foundation, Inc., committed \$250,000 to endow the Arthur S. Dayton Professorship of Law
- In June 2002, the Eberly Family, of Uniontown, Pa., gave \$2 million to the WVU Foundation for the new Life Sciences Building
- In January 2002, the Chambers Family Charitable Trust gave the West Virginia University College of Business and Economics \$1 million to establish the Chambers Endowed Program for Electronic Business. This gift adds to the Chambers family's \$500,000 gift designed to boost West Virginia's competitive position in information technology, electronic commerce, and entrepreneurship
- In September 2001, West Virginia University announced an \$18.4 million gift from Gladys Gwendolyn Davis and Vivian Davis Michael, to the WVU Foundation's Building Greatness

campaign. This gift awards \$16.2 million to the Davis College of Agriculture, Forestry and Consumer Sciences and the remaining \$2.2 million to the Colleges of Law and Creative Arts and the new Downtown Library

- In July 2001, Toshiaki “Tag” Taguchi, President and CEO of Toyota Motor North America, gave \$1 million from Toyota to the Blanchette Rockefeller Neurosciences Institute to establish the Toyota Chair in Advanced Brain Imaging
- In May 2001, West Virginia University’s Mary Babb Randolph Cancer Center received \$1 million to kick off its Capital Campaign
- In February 2001, the West Virginia University Foundation received \$2.2 million from the estate of Mary Jackson to provide scholarships for students from Lewis County to attend WVU
- In 1999, the Rockefeller family gave \$15 million for the Blanchette Rockefeller Neurosciences Institute

For the fiscal year that ended June 30, 2002, financial highlights were as follows:

[NB This is the last year for which comparative data was gathered due to a change in reporting methodology.]

- Total assets under Foundation management were \$413.8 million
- Over the past ten years, the Foundation has provided the University with a total of \$241.5 million in direct support
- The Foundation’s endowment was \$296.8 million
- Seventy new scholarship endowments were established during the year through gifts of \$3.3 million—total scholarship endowments consist of 860 funds with a total market value of \$84.9 million

Physical Resources

Campus

The scenic grounds of the Morgantown campuses, with their mix of historic and modern facilities, contain 170 buildings on 913 acres. Ten main campus buildings are listed on the National Register of Historic Places. In addition, WVU operates eight experimental farms and four forests throughout the state.

Facilities Master Plan

In the spring of 1996, a strategic Facilities Master Plan was adopted for the general university. (A copy is located in the Resource Room.) The Master Plan was developed with broad campus engagement through questionnaires, interviews, and review meetings. This effort identified the needs of all academic programs on the Downtown and Evansdale campuses. Concurrent studies included a review of the recreational and Library services and a detailed building assessment for six Downtown campus buildings and a detailed program assessment for the Agricultural Sciences Building.

The Master Plan identifies nine Phase I projects. As of 2003, five of the identified projects had been completed. In addition, significant progress had been made on renovating White and Armstrong Halls. Other building renovations are in the queue. (Information about the Master Plan projects appears in Appendix CH-3 Fac 1.)

In addition to the projects identified in Phase I of the *Master Plan*, WVU has undertaken other new construction and renovations. Some of the projects were identified in the Master Plan and others were not anticipated in that process. (See Appendix CH-3 Fac 2 for a full listing of these additional projects.)

From fiscal year 1996 through fiscal year 2002, over \$286 million has been invested in campus facilities. (The project report is located in the Resource Room). Appendix Ch-3 Fac 3 lists the distribution of this investment by category and fiscal year.

The last seven years have seen tremendous growth in the construction of new facilities. Almost 800,000 square feet of space has been added to the Morgantown campus, bringing the total area for the main campus to 7 million square feet (an increase of over 12%).

New facilities such as the Student Recreation Center, One Waterfront Place (a new administration building on the rail-trail), the Downtown Campus Library, and the Life Sciences Building are changing the face of campus, providing the University community with learning, research, and leisure opportunities rivaling anywhere in the country. Although nearly \$200 million has been invested in new facilities over the last seven fiscal years (fiscal years 1996-2002), approximately \$86 million has been invested in renovating existing facilities and the infrastructure supporting them.

In order to meet the increasing demand for on-campus housing, WVU has partnered with local housing providers. For academic year 2004, WVU offers extended housing (WVU Housing provided in rented facilities) at Summit Hall, Spruce House, Sterling Ridge Apartments, and Pierpont Apartments. In addition, WVU recently entered into a lease purchase agreement for a housing facility adjacent to the Evansdale campus, Fieldcrest Hall, which was opened in Fall 2003. A comprehensive housing plan is under development, and a preliminary report will be prepared by the end of Spring 2004.

WVU is also in the process of renovating and expanding the WVU Center for Lifelong Learning and West Virginia's state 4-H camp located at Jackson's Mill in Lewis County. Jackson's Mill hosts statewide, multistate, and national meetings and conferences, youth development programs, employee training seminars, and community activities. Plans are in place to expand adult lodging, build a multipurpose facility, and modernize other buildings. An important new function of Jackson's Mill is the West Virginia State Fire Academy, a state-of-the-art firefighter and emergency responder training facility that will serve West Virginia as well as the eastern United States.

WVU is strengthening its engagement in the eastern panhandle of the state through the construction of the WVU Eastern Division Health Sciences Clinical Campus. This 33,000 square foot facility will be built contiguous to City Hospital in Martinsburg, WV. The \$6.3 million facility is being funded by the US Dept. of Health and Human Services, Health Resources, and Services Administration.

Moreover, WVU is actively working toward the development of a research park along Route 705 in Morgantown to stimulate technological development and entrepreneurial activity that result in commercial success. In its first phase, the research park will build sites and infrastructure for a 25,000 square foot business incubator to promote entrepreneurialism and provide services to the small businesses in the park.

With the future in mind, the WVU Foundation has recently purchased a 16 1/4 acre parcel of land adjacent to the Evansdale campus from the Roman Catholic Diocese of Wheeling-Charleston. The University intends to purchase the property from the WVU Foundation when finances are available.

Finally, as outlined in the Master Plan, WVU has begun acquiring property contiguous to the downtown campus in the Sunnyside area for possible expansion, green space, parking,

and housing. One block of property was converted to surface parking during 2002. The University has partnered with the city of Morgantown and the Morgantown Area Chamber of Commerce to form the Campus Neighborhoods Revitalization Corporation (CNRC). The goal of the CNRC is to create a culturally and socioeconomically diverse neighborhood with distinctive architecture on property within several minutes' walk of the main campus.

Building Infrastructure Systems

To meet the mission of the institution, a sound infrastructure is in place. Over \$36 million of infrastructure improvements have been made from fiscal year 1996 through fiscal year 2003. Through an administration-supported capital renewal plan, improvements have been made in key areas such as roofing, electrical systems, heating and air conditioning systems, elevators, building envelope, energy management, and plumbing systems.

Parking and Roadway Improvements

As with any higher education institution, adequate parking on campus and roadway access to campus must be provided. Walkways of the proper size and location are also needed to support efficient pedestrian circulation.

Over the past seven fiscal years, the University has invested nearly \$1.7 million in its parking lots, roadways, and walkways. These improvements not only add convenience and aesthetic value but also enhance safety by providing a well-constructed and sound hardscape.

Campus Beautification

The appearance of a campus helps to recruit and retain students. West Virginia University prides itself on having a clean, beautiful campus. Since fiscal year 1996, nearly \$2.4 million have been allocated to improve campus aesthetics.

On the downtown campus, a \$1.2 million project was undertaken in 1996 to provide a paving stone roadway in front of the Mountainlair and to construct a plaza area in front of historic Oglebay Hall. As a further enhancement, a \$442,000 promenade with commanding sight lines of campus and the surrounding area was constructed behind Woodburn Hall in 1997. On the Evansdale campus, a new pedestrian mall was constructed in 1996 for \$432,000.

Robert C. Byrd Health Sciences Center

The Robert C. Byrd Health Sciences Center is a 1.2 million square foot research and instructional facility serving patients, researchers, students, faculty, and staff. Funds provided to the facilities by capital fund allocations total approximately \$200,000 annually. These earmarked funds have remained constant for over ten years. Additional funding is provided through research funds and tuition and fees.

Major repair and construction projects to support ongoing research are funded from available sources on a case-by-case basis. Classroom renewal and maintenance of common areas are supported by operating funds and capital funds.

Over the past ten years in-house crews have taken on critical need renovation projects. The Health Sciences Center is divided into two major components: Health Sciences South (HSS) and Health Sciences North (HSN). During the past ten years over 65,000 square feet of ceiling and floor asbestos has been removed during renovations in HSS by in-house crews for a substantial cost savings. Approximately 70% of the asbestos floor tile and ceilings have been removed in HSS.

The Robert C. Byrd Health Sciences Central Master Plan was approved on January 11, 2002, by the WVU Board of Governors. The master plan will add 600,000 square feet of space over the next ten years. The plan calls for constructing a new building to house the Blanchette Rockefeller Neurosciences Institute, a new classroom/library building, new parking lots, and a gateway to the campus. Plans also include expanding the cancer center and adding clinical/laboratory facilities.

Other Resources and Services

Physical Plant

The Physical Plant department provides maintenance and custodial services in the E&G facilities on campus. The department handles approximately 20,000 calls for service each year. The department manages an average of \$40 million of construction annually.

In September 2000, a Strategic Plan was established. (A copy is located in the Resource Room). This document, revised in January 2003, is a roadmap to guide the decision-making process for continually improving service to the campus community. The Strategic Plan revolves around three interconnecting areas of activity. They are:

- Core Competencies: Existing business processes and strategies for improvement.
- Focal Points: Initiatives for improving service and performance.
- Foundations: Intrinsic values and strategies for development or improvement.

A continual challenge is to maintain an acceptable level of service in the face of dwindling financial resources. Budget reductions mandated in SB 547 have reduced Physical Plant overall staffing from 454 FTE in FY1995 to 399 FTE in FY2003. To meet this challenge, the unit focuses on preventive maintenance and first-time repair on corrective maintenance calls.

Physical Plant participates in comparative costs studies and makes senior management aware of its standing in comparison with other institutions of similar mission, size, and geographic location. (Appendix CH-3 OR 1 demonstrates this comparison.)

Deferred Maintenance

The Association of Higher Education Facilities Officers (APPA) defines *deferred maintenance* as “maintenance work that has been deferred on a planned or unplanned basis to a future budget cycle or postponed until funds are available.” Projects that are frequently postponed to a future budget cycle include roofing, utilities, mechanical equipment, building envelope, roadways, and sidewalks. Like most institutions, West Virginia University has a backlog of deferred maintenance. As of January 2003, this backlog was estimated to be \$57 million.

An accepted tool to gauge the level of success in controlling the deferred maintenance backlog is the facilities condition index (FCI). Using \$57 million as the numerator and \$677 million (the current replacement value for the facilities maintained by Physical Plant) as the denominator, the FCI is calculated to be 0.08. This places WVU in the fair category.

Deferred maintenance needs are being addressed in two ways. Each year, approximately \$1.5 million is allocated toward projects in the \$25,000 to \$200,000 range. Needs are also being addressed through building renovation projects identified in the long range Master Plan as well as departmental projects being implemented to meet changing programmatic requirements. WVU is not overextended, however, on its debt equity ratio, even though heavy investment has been required to proceed with the *Master Plan*.

Public Safety and Transportation

The Department of Public Safety and Transportation provides 24-hour-a-day law enforcement and security, parking, and transportation services year round. The force is one of the six largest police forces in the state. It offers a number of crime prevention programs through the community-policing unit. The programs include alcohol awareness training, personal protection, workplace violence prevention, and defensive driving. The unit records and reports on campus crime in accordance with the Clery Act. (A comparison of on-campus reported crime is shown in Appendix CH-3 OR2.)

The University has a parking inventory of approximately 6,000 permitted spaces and approximately 600 metered spaces. Plans are currently being discussed to build a joint garage with the city that will provide between 600-800 new spaces. The plan also includes the addition of 140 new permitted spaces and 200 new metered spaces.

WVU is fortunate to have the Personal Rapid Transit System (PRT), an automated-light rail system, serving three central campus locations and the downtown area. The system provides approximately 15,000 rides per day and last year had a passenger count of over 1.9 million. A major upgrade was completed on the PRT in 2002-03. Bus service is provided to students on weekends and after-hours when the PRT is not in service. In 2001, the University entered a contract with the local bus service, the Mountain Line, that permits anyone with a valid University Identification Card to ride for free until 6:00 p.m.

Libraries

The mission of the WVU Libraries is to provide information to the WVU community and the state, using both in-person and virtual library services. The Libraries' role in providing both access to information resources and education in their use reaches across the spectrum of teaching, research, and public service. As the premier academic research library in the state, the WVU Libraries are a unique resource for citizens of West Virginia.

Facilities

In January 2002, the new Downtown Campus Library Addition opened its doors to the public. The renovated Charles C. Wise Jr. Library opened in January 2003. Together they make up the Downtown Library Complex. Four other libraries report to the Dean of the WVU Libraries: the Evansdale Library, providing library resources for disciplines represented on the Evansdale Campus; the Health Sciences Library; the Mathematics Library; and the WVU/NASA IV and V Library in Fairmont, housing specialized collections for mathematics and for independent verification and validation software. (The Law Library reports to the Dean of the College of Law.) A Libraries Book Depository opened in summer 2000 for off-site environmentally controlled high-density storage of important but infrequently used materials.

Staffing

Librarians at WVU have non-tenure track library faculty status with annual contracts. The library document, *Criteria for Librarian-Track Faculty Appointment, Retention, Promotion, and Merit*, has been approved by the Provost. The library faculty is currently composed of 20 members in the Downtown Library Complex, five in the Evansdale Library, seven in the Health Sciences Library, and one faculty librarian in the WVU/NASA Library. Library fac-

ulty hold offices and committee appointments in the West Virginia Library Association, the Southeastern Library Association, the Association of College and Research Libraries, the American Library Association, the Medical Library Association, and the Special Libraries Association. The Libraries' 83 staff members hold classified and non-classified appointments in the University's personnel system. A library-wide review of all classified staff position descriptions and job classifications was conducted with campus Human Resources in 2002, and resulted in the upgrade of 22 positions. Student workers comprise an important part of the library workforce, totaling approximately 85 FTE. (See Appendix CH-3, LIB 1. Library Resources, Expenditures and Staffing Levels.)

WVU Libraries faculty and staff provide many instructional programs to users. These include a one-credit course on library use, special sessions for individual classes upon request, a suite of services for distance education students, new library instruction classes for distance education faculty and WVU Cooperative Extension agents, a series of electronic mail short lessons on library resources for WVU faculty, classes for retired faculty in the use of library electronic resources, and a Term Paper Clinic for undergraduate students. The new Downtown Campus Library includes two electronic classrooms, and the 1999 renovation of the Evansdale Library included a new library classroom. Librarians at the Health Sciences Library also provide library instruction, including a credit course in Dental Informatics.

Technology

All Libraries' holdings are represented in MountainLynx, the online public catalog, available to anyone with an Internet connection. In 2001-02 the Libraries' main Web page received more than 41 million total hits. The Web page for the Libraries' West Virginia and Regional History Collection is the second-most-frequently accessed page on the Libraries' site, demonstrating the importance of this unique collection to students and scholars.

In 1999-2000 the Libraries began implementation of Voyager, software that produces the online public catalog and provides internal library management functions. The Libraries have fully implemented modules for Acquisitions, Serials, Cataloging, Online Public Access Catalog, and Circulation. The functionality and ease of use for Voyager are significant improvements from the previous Notis installation. The WVU Libraries administer the library automation systems for the three WVU regional campuses and for West Liberty State College and West Virginia Northern Community College.

In Fall 2002 the Libraries implemented Illiad, a state-of-the-art software package for inter-library loan management. Illiad's user-friendly features, extensive tracking and reporting abilities, and potential for electronic communication among libraries and commercial information providers have already proven successful.

The Libraries have remained committed to electronically creating and disseminating information. WVU was the second university in North America to require electronic submission of theses and dissertations, and the Libraries administer the ETD (electronic theses and dissertations) program. In response to rapidly expanding user demand, more than 150 electronic databases and more than 10,000 electronic full-text journals are now available. The Libraries also are developing digital projects in-house. These efforts make our special collections available electronically to a wide audience, and enhance preservation by reducing wear and tear on fragile originals, especially for films and sound recordings.

Holdings

The Morgantown campus libraries include more than 1.4 million volumes and provide access to books, journals, reference sources, electronic texts, images, manuscripts, maps,

and audio-visual media. The collection is small in comparison to those of our Doctoral/Research University Research peer institutions, and interlibrary loan is one of the Libraries' high quality and high use services. In 2002-03, 29,282 items were borrowed for our users, and 10,171 items were loaned to other institutions. The Health Sciences Library, the West Virginia provider for the National Network of Libraries of Medicine, has an extensive electronic document delivery service to health services providers in rural West Virginia.

The University's membership in PALCI, the Pennsylvania Academic Library Consortia, gives WVU students access to 26 million books from member institutions' collections. (For more detail, see Chapter 1.) Although PALCI membership does not cure the limitations of WVU's collections, it allows students and faculty ready and reliable access to sources they need for learning, teaching, and research.

The WVU Libraries strive to maintain traditional print collections and to take advantage of new opportunities provided by electronic formats. The dilemmas of library collection development in a digital age are legion and are not unique to the WVU Libraries. The cost of many electronic resources is unusually high, and ensuring permanent access to electronic resources is still problematic.

Funding

The WVU central administration has made sincere efforts to increase funding for the Libraries. From 1998 until 2002, an annual base increase of \$250,000 was given to the Libraries, even in the midst of SB 547 cutbacks. In the 2001-02 academic year, a new student library fee of \$25 per semester was approved. Raised to \$30 per semester in 2003-04, this fee currently brings in nearly \$1 million in annual financial support directly to the Libraries. However, the amount and cost of information have been increasing rapidly, and the buying power of the Libraries has not kept pace.

The Libraries and the University have addressed the funding problem by setting up endowments, joining consortia, and managing journal subscriptions. In March 1997, the WVU Research Corp. and the WVU Foundation together raised \$1.5 million for the WVU Libraries through the Faculty and Staff Annual Fund, which created more than 2,000 library book endowments. In 2001 faculty and staff library book endowments made \$27,000 available to the library acquisition budget to buy new books.

Nationwide, a major component of library response to budget constraints has been the formation of library consortiums with combined purchasing power and lower unit costs to consortium participants. Efforts for joint database purchases with other West Virginia academic libraries have not been very successful due to the limited FTEs available outside the WVU system. The WVU Libraries have purchased membership in SOLINET (the Southeastern Library Network) and have achieved lower purchase costs and annual licenses for some databases. The university libraries of EPSCOR states collaborated in 2001 to negotiate licensing agreements for several large electronic journal packages, and the WVU Libraries obtained three of these. Despite intensive effort by the WVU Libraries and the Marshall University Libraries, there still is no statewide digital library organization in West Virginia, as there are in many other states. The WVU Libraries will continue to seek long-term solutions and cooperation with other libraries in the best interests of our users.

Journal cost inflation continues to be in the double digits, as it has been for a decade. WVU's scientific, technical, and medical programs require some of the most expensive journals. The WVU Libraries experienced a journal cut in 1998. Careful management and the addition of student fee revenue delayed the inevitable, but another review and cancellation of journal subscriptions was required in 2003-04. The WVU Libraries will continue to invest heavily in interlibrary loan operations and the development of enhanced ILL and commercial document delivery services.

New Initiatives

Continuing communication with library users, library assessment, and examination of library priorities are always important, and more so in the current environment. The Libraries conducted a user survey in 1999 and used the results to design a new training program for student library workers. In Spring 2003 the Libraries participated in the Association of Research Libraries LibQUAL+ assessment to determine user satisfaction with library services, space, and collections. The results of that assessment, available in the Resource Room, have directed the Libraries' plans for improvement. (See Chapter 4 for details of the LibQUAL+ assessment.)

The Libraries have been invited to participate in a Lumina Foundation grant project among 14 academic libraries to study the effect of an elective library instruction course in freshman retention, and have been invited to participate in an NSF-funded project directed by the Carnegie Mellon University Libraries to create digital library collections.

Student demand for access to the new Downtown Campus Library has led to a 2:00 a.m. closing Sunday through Thursday, which began in Spring 2003. Use of the Downtown Campus Library has more than doubled since the completion of the addition. Use at the Evansdale Library also increased after the renovation of that facility. Planning is complete for an improved Health Sciences Library space in a new combined library-classroom building, with construction expected to begin in Spring 2004.

Information Technology

The Office of Information Technology (OIT) at West Virginia University has grown significantly in the past decade. The CIO moved from being an Assistant Vice President to an Associate Provost. Other changes include unit reorganization, corporate partnerships, improved systems, a new data center, new facilities, and a Strategic Plan.

Ten years ago, WVU did not have comprehensive campuswide operating systems to maximize administrative efficiency, to provide faculty with support for teaching, or to enhance student life by providing them with quick access to their records. Today, technology is pervasive at WVU, and has become an integral part of all facets of campus including academics, research, student life, operations, and administration. Technology has enabled WVU to share real-time information across reporting structures, to create an online community of scholars and students, to communicate with each other quickly, and to provide better service to our students. Improvements in technology have allowed WVU to do more with less, and to connect areas within the University that were not previously connected. WVU was even named one of the "Top 100 Wired Campuses" by *Yahoo Internet Life Magazine*.

Administration and Organization

With the retirement of the previous Assistant Vice President for Computing and Information Resources in 1995, WVU took the opportunity to elevate the position to an Associate Provost for Information Technology and Chief Information Officer. This position reports directly to the Provost and Vice President for Academic Affairs and serves on the presidential cabinet. Four directors report to the CIO and head the following four units:

- Instructional Technology Resource Center (ITRC). The ITRC is an instructional development resource for faculty established to assist in the development of technology-based instructional materials to be used in WVU courses. The ITRC administers WebCT, the Web-based course management solution selected by WVU. Additionally, the ITRC over-

sees a multimedia distribution system that distributes audio and video to 20 electronic classrooms on campus via a fiber network.

- **Support Services.** Support Services, the primary technology support group for the University, provides a broad range of services, including computing and telecommunication support, acquisition, training and publication services, academic information services (public computer labs, faculty evaluations, and scanning services), a software site license program, and the University's Help Desk operations.
- **Telecommunications and Network Services (TNS).** This group provides all centralized enterprise network services to the campus including voice telephony, voice mail, campus backbone networking, file and print services, and centralized campus e-mail for faculty and staff. Additionally, TNS provides data connectivity to the Internet, Internet-2, and the statewide ATM network. The Cisco Training Academy is also under the auspices of Network Services with a goal to "train the trainers" in networking technologies pertaining to Cisco equipment.
- **Information Systems (IS).** This unit supports all central administrative and student systems for the University. IS provides this support through four interdependent service groups: the Administrative Systems Development; the Student Systems Development group; the Database Administration group; and the Systems and Operations group.

Information Technology Strategic Plan

The goal of Information Technology at West Virginia University is to "Empower the University community through information technology, enrich the academic experience for students, and strengthen the ability of faculty and staff to teach, conduct research, and provide public service throughout West Virginia and beyond." This is achieved through the following strategic directions:

- Student Technology Support
- Research and Instructional Support
- Institutional Support
- Workforce Development

(For complete details on the IT Strategic Plan and its four components, please refer to the document *Information Technology Strategic Plan* located in the Resource Room.)

Student Technology Support

Many programs have been added in the past ten years in an effort to create a technology-rich environment to maximize student learning and to provide easier access to student services. Since 1992, computer access has improved greatly for our students.

The Office of Information Technology provides WVU students three state-of-the-art computing centers located close to residence halls. The White Hall Computing Center, a 155-seat computing and instructional complex with three instructional classrooms, opened in 2000. A smaller lab consisting of 57 workstations with one instructional classroom and a residence hall lab consisting of 30 workstations are both located on the Evansdale campus.

Several college-owned labs (non-OIT) provide additional computing resources (hardware, printers, scanners, Internet access, etc.) for students and faculty.

STAR (Banner for students) is a Web-based program that enables students to register for classes, print schedules, obtain grades, verify admissions status, check financial aid, receive unofficial transcripts, review account status, and pay their fees. This system

allows students to access the information on their own schedules, independent of traditional campus office hours.

The Mountaineer Information Xpress (or MIX) is a Web-based portal for faculty and students that connects to many online student services, creating an easy-to-use interface accessible from anywhere. MIX provides e-mail and course tools for every class (e.g., e-mail class, chat room, message board, and calendar). There are currently 58,407 MIX accounts and as many as 22,380 concurrent logins have been recorded to date. Banner Web for Students can also be accessed via MIX.

The Technology Support Center helps students and their parents determine computer hardware and software needs to meet the requirements for computing at WVU. Strategically located in both the residence hall complex and the student union, students can examine the recommended computer hardware and software in a hands-on setting. Students are provided with ongoing services including consulting, repair, and upgrade services.

ResNet is a service network providing Internet connections at no additional cost to students who are living in a University-owned residence hall. Currently there are 3,523 residence hall connections (one for each pillow), where 3,106 students are connected (88.16%).

The Student Connectivity Project is a collaboration of WVU-OIT Support Services, the Technology Support Center, and Student Affairs, and assists residence hall students who bring their own computers, in connecting to the residence hall network. In 2002, 2,380 students were connected in three days. Every WVU residence hall room is wired with at least two voice, data, and cable ports, giving students a variety of telecommunications and networking services.

(A complete list of Student Technology Support is available in Appendix CH-3, OIT 1.)

Research and Instructional (Faculty) Support

Paramount to the mission of OIT is providing technological foundations for research and instruction at WVU. It manages numerous programs, events, and technologies in an effort to promote academic excellence and support the research environment at WVU.

Through the Internet-2 Consortium, WVU works with more than 180 universities, industry, and government agencies developing and deploying advanced network applications and technologies, accelerating the creation of tomorrow's Internet. The high-speed bandwidth that allows WVU to participate in Internet-2 is funded partially by a \$550,000 NSF grant.

WebCT is the Web-based course management package used by WVU. Currently, approximately 180 faculty are teaching courses using WebCT. WVU also has 577 Web-based online courses, 64 of which are completely Web-based, with over 26,000 students enrolled.

The IViN (Interactive Video Network) network is an interactive video and audio network connecting West Virginia University's Morgantown campus with other campuses throughout the state of West Virginia, as well as any site having dial-up ISDN conferencing capability. This extends the capabilities of conferencing to anywhere in the world. IViN is used for graduate-level college courses, continuing education courses, interviews, depositions, WVU meetings, statewide meetings, and training sessions. During the Fall 2002 term, 16 graduate-level courses with an enrollment of 482 students were delivered via the Interactive Video Network.

STAR (Banner for faculty) allows faculty and academic staff to access e-mail, bulletin boards, online chat rooms, students' demographic and academic information, up-to-date class rosters, and course-based e-mail. The primary instructor in a class can also release registration restrictions for students wishing to register for the class and post midterm and final grades. At the end of the Fall 2003 semester, 263 out of 278 (94.6%) of Extended

Learning grade reports were posted online using Web for Faculty, saving not only printing and mailing costs, but also staff time.

A complete list of Research and Instructional (Faculty) Support is available in Appendix CH-3, OIT 2.

Instructional (Administrative) Support

If faculty and students are to succeed, then WVU staff must also have access to adequate technological resources to enable them to do their jobs. Over the last decade, numerous improvements in technology have helped staff members to perform their functions more effectively.

MAP (Mountaineer Administrative Processes), a comprehensive financial and human resources system, is now used to manage both employees and finances. It assists WVU in meeting all internal and external auditing requirements for financial statements, asset tracking, sponsored research dollar management, and purchasing.

Operating fully by 1997, STAR is a real-time integrated data system connecting numerous campus units (Admissions, Recruiting, Housing, Financial Aid and Student Accounts). The implementation of STAR led to the IVR phone system and Web Registration.

A state-of-the-art Data Center was built in 2002, with redundant power supplies and equipment to ensure continuous operation in the event of an environmental or hardware failure. A card access security system ensures that only authorized people can enter the center. The Data Center is staffed 24/7, 365 days per year to ensure the vital systems utilized by WVU remain available at all times.

(A complete list of Instructional [Administrative] Support is available in Appendix CH-3, OIT 3.)

Workforce Development

WVU has implemented workforce development initiatives to educate students in technological areas.

The Cisco Academy Training Center (CATC), one of the first such centers in the country, trains and certifies students to design, build, and maintain networks. The WVU CATC manages regional academies in West Virginia, Pennsylvania, Maryland, and Washington, DC. More than 1,400 students have received training for certifications.

The *Oracle Academic Initiative* enables WVU students to become technically proficient information technology (IT) or business professionals. In addition to gaining hands-on experience in the world's leading database technology, IT students can qualify to become Oracle Certified Professionals.

(A complete list of Workforce Development Support is available in Appendix CH-3, OIT 4.)

Improved Communications

WVU has worked diligently to improve methods of communication and access to information for students, staff, and faculty. The MIX and STAR for both students and faculty have contributed to this improvement.

In addition to those areas, WVU has implemented GroupWise as the uniform campus electronic mail and calendar software for the general university. It has also offered an enhanced Intranet site, improved access to University policies and procedures via the Web, and an Electronic News capability to keep employees updated on current University events.

Summary

The past decade has presented numerous challenges for West Virginia University in the management of resources. To paraphrase historian Arnold Toynbee's evaluation of civilizations, "Now universities . . . come to birth and proceed to grow by successfully responding to successive challenges. They break down and go to pieces if and when a challenge confronts them which they fail to meet." West Virginia University has responded effectively to challenges posed by inadequate funding and has thrived, with the assistance of dedicated faculty and staff, committed administrators, and generous donors.

Strengths

The self-study process has identified numerous strengths in WVU's organization of resources, including the following:

- WVU is led by an experienced and stable team of administrators.
- WVU has made progress in the past decade despite major funding challenges such as Senate Bill 547, which required \$32 million reallocated from existing budgets to meet legislatively mandated requirements.
- Faculty salaries were raised to within 90% of peer institution average; the Higher Education Classified Employee Annual Salary Schedule was fully implemented; and non-classified staff received salary enhancements.
- A strategic Facilities Master Plan was adopted in 1996. Over \$286 million was invested in new construction, which increased campus space by 12%. Projects include the Downtown Campus Library, One Waterfront Place, the Student Recreation Center, and the Life Sciences Building.
- WVU Libraries have seen vast improvements in their facilities, increased access to resources for students, faculty, and staff, and greater advances in the technology used to manage and disseminate information.
- External funding has grown. Sponsored awards totaled over \$137 million in fiscal year 2003. Private gifts to the WVU Foundation surpassed by \$50 million the capital campaign goal of \$250 million.

Challenges

Challenges facing WVU in the organization of its human, financial, and physical resources are primarily related to budget. The state has reduced WVU's allocation by \$20 million for fiscal year 2004 and imposed a cap on tuition increases. Governor Bob Wise has submitted plans for a further possible \$5-15 million cut plus increases in health insurance and risk management insurance in fiscal year 2005. There likely will be controls on tuition increases as well. Within this context, WVU recognizes that it must work to:

- Attract and retain qualified faculty and staff, especially by maintaining adequate salaries and by providing a quality educational experience for an increasing number of students while accomplishing its teaching, research, and service missions
- Continue purchasing journals, electronic media, and databases even as their cost increases faster than the Libraries' financial resources
- Invest substantially in technological infrastructure to keep pace with increasing student, faculty, and staff expectations and needs

- Manage facilities to provide students, faculty, and staff the environment they expect from a large research university

Prospects

As with many institutions across the country, the most serious issue facing WVU is a decrease in state funding coupled with increased cost-sharing. The 2003-04 reduction of \$33 million shortfall, factoring in Public Employees Insurance Association (PEIA), Board of Risk and Insurance Management (BRIM) increases, and mid-year rescissions in state appropriations, will challenge WVU's ability to retain quality faculty, staff, and administrators, as well as maintain and improve its physical resources. In the past the institution has managed to survive financial challenges by achieving efficiencies in operations and stimulating other revenue streams. However, it remains to be seen if the same will remain true of this most recent challenge. WVU administrators are prepared to lead an effort to eliminate more peripheral or low productivity programs in order to solidify support for core mission activities.

Chapter **4**

Meeting WVU'S
Educational Purpose

Meeting WVU'S Educational Purpose

For good teaching rests neither in accumulating a shelfful of knowledge nor in developing a repertoire of skills. In the end, good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us. Good teaching is a certain kind of stance, I think. It is a stance of receptivity, of attunement, of listening.

Laurent A. Daloz, *Effective Teaching and Mentoring* (1986)

It is a good morning exercise for a research scientist to discard a pet hypothesis every day before breakfast. It keeps him young.

Konrad Lorenz, *On Aggression*, 1963, trans. 1966

Service is the rent that you pay for room on this earth.

Shirley Chisholm, as quoted in *I Dream a World*, by Brian Lanker (1989)

The institution is accomplishing its educational and other purposes

Overview

On the first day that David C. Hardesty, Jr., became president of West Virginia University in 1995, he announced his plan for the transformation of the institution into a “student-centered” university. This project began with the redesign of the first-year experience, Operation Jump-Start, to offer holistic education in a package of programs students find exciting. (Operation Jump-Start’s suite of programs is outlined later in this chapter.) This student-centered philosophy now permeates the campus and includes a focus on critical inquiry in the classroom as well as an emphasis on responding to student needs in WVU’s service units. The Parents Club, which has over 12,000 families, and toll-free Parents Help Line also speak to our commitment to student-centeredness.

Student-centeredness extends to our research commitment. Both McNair and Honors Program undergraduates have programmatic opportunities to engage in rigorous research to prepare them for graduate education.

This section highlights five major changes that WVU has made over the last ten years as it continues to meet its educational purpose:

- The First-Year Experience
- Initiatives in English, Mathematics, and General Education
- The Capstone Experience
- PROMISE Scholarships
- New Programs for Minority Graduate Students

While this initial section is meant to provide a quick snapshot of some major changes over the past ten years at West Virginia University, the remainder of the chapter provides detailed information on the following areas:

- Undergraduate Education
- Graduate and Professional Education
- Distance Education
- Support for Learning at WVU
- Support for Teaching at WVU
- Support for Research at WVU
- Support for Service at WVU
- Assessment
- Strengths, Challenges, and Prospects

First-Year Experience

In 1998, following efforts to change the student experience, President Hardesty established the Commission on Academic Standards and Expectations to review the goals and expectations West Virginia University has for its undergraduate students. The Commission was co-chaired by Provost Gerald Lang, the chair of the Faculty Senate, and the president of the student body and was composed of WVU faculty, students, and administrators, as well as members of the general public, parents, public school teachers and administrators, and a member of the West Virginia Office of the Secretary of Education and the Arts. This broad-based group conducted a study of undergraduate education literature and administered surveys to WVU faculty and students in order to ascertain the state of undergraduate education at West Virginia University as it related to national trends. (See the Commission's 1999 Report at www.wvu.edu/~acadaff/apo/commission.htm.) Chapter 5 details the work of this commission and how it prompted significant changes in undergraduate education at WVU.

The most significant recommendation of the Commission was to revise the first-year experience to make the institution more student-centered and give students every opportunity to succeed.

To establish a foundation for strong, long-term academic performance, WVU provides a series of academic supports for its undergraduates that collectively comprise the "first-year experience." A required University orientation course and focused learning communities are examples of components that contribute to the first-year experience.

University Orientation (UNIV 101)

As of Fall 2002 entering WVU students must enroll in a one-credit orientation course. This course provides first-year students with information and tools for making a successful transition from high school to college. They may enroll in the general University Orientation course or in an approved major-specific course. These courses must include the following objectives:

- to develop and enhance academic skills, including learning, critical thinking, time management, test-taking, and computer skills;
- to gain experiences in order to relate to and value people of diverse cultural backgrounds;
- to balance the freedoms and responsibilities that are a part of university life;
- to consider options available when making decisions about important life choices, e.g., alcohol, substance abuse, personal safety, sexual behavior;
- to explore campus issues, resources, culture, and history.

Thirteen different courses currently satisfy this requirement. Data have shown the positive contribution made by this course to student retention and completion rates.

Learning Communities and Linked Courses

WVU has developed learning communities where first-year students who live together in the residence hall take a course or courses together as a group. There are currently three “Freshmen Interest Groups” floors in the residence halls for first-year students in engineering, forensic science, and creative arts.

Initiatives in English, Mathematics, and General Education

During the process of implementing the recommendations of the Commission on Academic Standards, a series of concurrent initiatives in English and mathematics were occurring. As a result, the Center for Writing Excellence (CWE) in the Department of English and the Institute for Math Learning (IML) in the Department of Mathematics were established. The Center for Writing Excellence helps first- and second-year students improve their ability to write at the collegiate level. The Institute for Math Learning focuses its efforts on providing a learner-oriented environment supplemented by special computer-aided learning programs for University students taking mathematics courses below the level of calculus. These initiatives support the goal of strengthening the first-year academic experience at West Virginia University and will help faculty raise academic expectations for undergraduate student performance in these critical areas.

As West Virginia University continues to examine its general education curriculum to ensure that students graduate with the foundation of skills necessary to reason clearly, communicate effectively, and contribute to society, its faculty are reviewing new course objectives to help students understand the purposes behind a program of liberal studies. General education is discussed in detail in the curricular section of this chapter.

Capstone Courses

The Faculty Senate approved the recommendation that each academic program require a capstone experience for their students starting with students entering WVU in Fall 2002. This culminating experience requires students to demonstrate their ability to integrate the knowledge they have gathered throughout their undergraduate experience, gather new knowledge independently, and demonstrate their acquired skills. (A list of approved capstone courses is available in the Resource Room.)

PROMISE Scholarship

The West Virginia PROMISE (Providing Real Opportunities for Maximizing In-state Student Excellence) Scholarship Program, approved by the Legislature in 1999, offers each West Virginia high school student who graduates with a 3.0 grade point average in the core and overall course work as well as a composite ACT score of at least 21, or a combined SAT score of 1,000 (with a minimum ACT subscore of 19 in all subject areas or a minimum score of 470 on the English section and a 460 on the math section of the SAT), a full tuition scholarship to a state college or university or an equivalent dollar scholarship (\$2,800) to an in-state private college.

In both years the PROMISE has been offered, nearly a half of all recipients who attended four-year public institutions chose West Virginia University. In academic year 2002-03, 60% of all in-state first-year students at WVU received the PROMISE, which assisted in raising our academic profile. WVU is tracking the success of its PROMISE scholars to give feedback to K-12 schools.

New Programs for Minority Graduate Students

WVU Academic Partnership for Minority Doctoral Teaching Fellows. The WVU Academic Partnership provides college-level teaching experience to minority doctoral teaching fellows by placing them at college campuses across the state. Since its inception two years ago, 13 minority doctoral students have participated in this program. The program provides a stipend and expenses for selected students to enable them to teach on small state college campuses while they complete their degree at WVU. A member of the WVU graduate faculty serves as mentor to the teaching fellows, guiding them in developing their teaching skills. This partnership between WVU and the Chancellor of the West Virginia Higher Education Policy Commission was initiated not only to recruit more minority graduate students to WVU, but also to provide the state with a source of excellent minority candidates for faculty positions. The program has met with much success: the program has expanded from state institutions to private colleges; and three of the first five fellows accepted faculty appointments within the state higher education system.

Colloquium for Aspiring Minority Doctoral Candidates. In 2002 the University instituted the Colloquium for Aspiring Minority Doctoral Candidates. Its aim was to increase the enrollment of underrepresented groups into WVU graduate programs. This program, started in collaboration with the Chancellor of the West Virginia Higher Education Policy Commission, brings groups of some of the most talented prospective minority graduate students and their mentors from the surrounding region to the WVU campus for several days each year. Activities are arranged to orient students not only to available academic programs, but also to the cultural and social climate afforded at WVU and in Morgantown for minority students. Individuals are paired with a host faculty member and a current graduate student, who guide the visitors through the various information sessions, tours, departmental visits, and social gatherings. The Chancellor supported the program as a method for increasing the number of doctoral students who might later serve on the faculty of West Virginia's colleges and universities, thereby becoming role models for future generations of students.

Undergraduate Education

Overview

WVU offers 68 undergraduate degree programs, from the arts and humanities to the physical sciences—and everything in between. Some 15,000 undergraduate students from 93 coun-

tries, 49 of the 50 states, and all 55 counties in West Virginia select majors, such as English, foreign languages, psychology, political science, business, education, and engineering; or they pursue health sciences, such as physical therapy, exercise physiology, nursing, pharmacy; or they may select one of WVU's specialized programs in forensic identification, forestry, world music, or geographic information systems (GIS). As Sean O'Faolain writes, "It is really the undergraduate who makes a university, gives it its lasting character, smell, feel, quality, tradition . . . whose presence creates it and whose memories preserve it" (*Harvard Alumni Bulletin* 24 October 1964).

Recruitment and Retention

WVU's high school recruiters, one of whom is dedicated to minority recruiting, travel to high schools regionally and throughout the Middle Atlantic region. New Student Services targets high schools whose students have been successful at WVU. Recruiters also visit Parents Club meetings around the state to talk about the student experience at WVU. Among the other methods recruiters use to interest students in WVU are personal phone calls, e-mail contact, and college fair attendance. The Enrollment Management Council studies demographics and targets change in recruitment strategies to help WVU recruit effectively.

In Fall 2002 WVU embarked on a University-wide retention effort to improve retention and graduation rates. Although retention was already at the high end for a public four-year institution with our particular admissions profile, we wanted to move from a first-second year retention rate of 77.16% to 80% in five years. Thirty faculty, administrators, and staff gave up vacation time in early January 2003 to attend a pre-semester retreat with Noel-Levitz experts to discuss data on student satisfaction and break into working groups. Throughout the spring the working groups met to target groups of students and to devise strategies to retain them more effectively. In Fall 2003 the Retention Steering Committee implemented a series of projects to improve retention:

- Early Alert program in the residence halls to identify probation-prone students and proceed with intrusive advising
- Recruit Back program in Student Affairs to identify students who have not registered for the next term and contact them personally
- Multidisciplinary Studies major programs for students who are not admitted to high-demand majors, such as forensics and business
- Post-Baccalaureate Placement initiative, to improve Career Services advising
- Customer Service programs for all front-line units, delivered by Human Resources' Office of Training and Development

Although none of the programs had been implemented in Spring 2003, the 2002-03 retention rate was 78.05%, an increase of .89, close to a full point, over the preceding year's rate. We believe we owe the increase to having recruited stronger students and to a raised campus consciousness of the importance of retention.

Curriculum

West Virginia University's undergraduate and professional programs each contribute in a variety of ways to the achievement of its academic mission. Each program is reviewed on a five-year cycle by the Undergraduate Council and the Board of Governors. The review begins with a self-study using a format provided by the Office of the Provost. Programs can request a designation as a "Board of Governors Program of Excellence." Programs that receive this designation must provide evidence that they meet all of the specified

criteria related to the following areas: distinction (e.g., national or state distinction), curriculum and assessment (e.g., clearly defined and measurable goals and objectives), graduates (e.g., successful career placement), and faculty (e.g., achievements).

Descriptions of each of WVU's colleges and schools can be found at <http://www.wvu.edu/academics/> and in Appendix CH-4A, including a brief overview of their departments and programs with emphasis on the undergraduate and professional programs.

This section will look at both the general education curriculum and the innovative programs that give WVU's Undergraduate Curriculum its solid and at the same time innovative character.

General Education

Liberal Studies

The Liberal Studies Program (LSP) was first implemented in 1988 to achieve the goals of general education. Currently, all undergraduates take a total of 51 hours of required courses:

- Writing (9 hours)
- Mathematics or Statistics (3 hours)
- Liberal Studies Cluster Courses (36 hours) distributed evenly across three "cluster" categories: Humanities and Fine Arts; Social and Behavioral Sciences; and Natural Sciences and Math
- Foreign/Minority/Gender course (3 hours)

A complete description of the LSP can be found in the *Undergraduate Catalog: 2003-2005*, pp. 28-31. The most recent updated list of courses fulfilling program requirements is found in the current semester's printed and electronic *Schedule of Courses*.

The LSP has offered students over the years a wide variety of courses in several general areas of study. Assessing student learning outcomes within the existing LSP structure has, however, been difficult. In Fall 2002 the Faculty Senate established an Ad-Hoc General Education Review Committee to review the general education curriculum (GEC). The Ad-Hoc General Education Review Committee has developed a GEC proposal that can facilitate the assessment of general education learning outcomes in a manner similar to the assessment of student learning within majors. If adopted, the proposed GEC would enable WVU to assess all elements of its undergraduate curricula equally well in the future.

Proposed Changes to General Education Curriculum

After considering the results from a preliminary study (2001) of the LSP's scope and structure, as well as data collected from a number of peer institutions, the Ad-Hoc General Education Review Committee has proposed a new General Education Curriculum (GEC). (See <http://www.wvu.edu/~facultys/> for the detailed proposal as well as documents pertinent to the Faculty Senate discussion on the proposed GEC. or Appendix CH-4B) The proposed version of the GEC would require students to fulfill nine curricular objectives within 38-42 credit hours. These curricular objectives include communication, basic mathematical skills and scientific inquiry, the past and its traditions, contemporary society, artistic expression, the individual in society, American culture, western culture, and non-western culture.

Student response to the proposed changes has been positive. As one undergraduate stated in a letter to Faculty Senate Chair Christopher Wilkinson, "[The GEC] is a more thorough liberal studies program." The reasoning behind the course distributions is much clearer. The faculty has also recognized the need to more tightly link general education

with learning outcomes achieved by students. The new GEC could facilitate general education assessment efforts, since there will be common objectives for which assessment tools could be used to obtain data across all students and programs.

The proposed GEC was presented to the Faculty Senate in Fall 2003. It is anticipated that the proposed GEC, most likely with at least some further revision, will be voted upon by the Faculty Senate some time during the beginning of 2004. If passed, the GEC would be initiated in Fall 2005. It is anticipated that most or all of the current LSP courses (with some modifications required in certain courses) would address one or more of the proposed GEC objectives and would be part of the new curriculum.

Innovative Undergraduate Programs across the University

WVU's colleges, schools, departments and other units, like Extension, Extended Learning, and Service Learning, have demonstrated their commitment to students by developing innovative academic programs that appeal to the interest and imagination of students. This commitment to a student-centered educational experience has enriched not only the academic offerings but has also furthered student preparation for life after college. Examples of innovative academic programs appear in nearly every college and unit across the campus. This section highlights representative programs.

Student Affairs Innovations for First-Year Students:

- Jump-Start Academy, a three-day program that features discussions of substance abuse, relationships, safety, and academic expectations—launches the fall semester for first-year students
- New Student Convocation introduces first-year students to the University's academic culture
- New Student Orientation is a day-long program during the summer and before the beginning of the second term, which familiarizes students and families with the campus and with academic expectations
- Resident Faculty Leaders (RFLs) live adjacent to residence halls and share meals, academic advice, and a sympathetic ear with students. They also lead residence hall programming

Student Affairs Innovations for All Students:

- Academic Support Programs that emphasize study skills and time management, like EXCEL, which includes study skills classes, scheduled study halls, and regular meetings with an advisor, have been developed
- Advisory Council on Alcohol and Other Drugs coordinates campus substance abuse education and policy
- Career Success Academy helps students to choose majors, find summer internships, prepare for job interviews, and connect with successful alumni
- FallFest, a free concert, attracts an average of 13,000 students to celebrate the beginning of the academic year
- Festival of Ideas, an annual lecture series, features prominent speakers who raise students' awareness and sharpen their critical thinking
- Mountaineer Maniacs is a student organization that creates a positive atmosphere for WVU's athletic teams through pep rallies, travel to away games, and cheering
- The Mountaineer Parents Club connects more than 12,000 families throughout the state

and nation. It organizes airport transportation at the end of semesters and sponsors gift basket delivery during final exams

- Parthenon 2000 is an initiative that encourages fraternities and sororities to choose healthier lifestyles, including the conversion to “dry” houses
- The Safety Task Force is a campus-wide group that addresses issues such as lighting, emergency phones, and pedestrian safety
- The Senior Year Experience includes special programs like the Senior Send-Off/Zero-Year Reunion Party and a senior gift
- The Student Recreation Center, the haunt of many students who want to be fit and healthy, offers myriad activities, including basketball, badminton, aerobics, dance, martial arts, racquetball, swimming, and weightlifting
- The 21st Birthday Letter offers best wishes and tips for a safe celebration to students celebrating their 21st birthday
- WVUp All Night is a weekend program that provides free food and fun as an alternative to the bar scene. It offers study rooms and free tutoring as well

Academic Affairs

The Student Affairs innovations prepare WVU students to concentrate on their academic work. WVU’s colleges, schools, departments, and other units, like Extension, Extended Learning, and Service Learning, have similarly demonstrated their commitment to students by developing innovative academic programs that appeal to the interest and imagination of students. This commitment to a student-centered educational experience has enriched not only the academic offerings but has also furthered student preparation for life after college. Examples of innovative academic programs appear in nearly every college and unit across the campus.

Academic Affairs Innovations for All Undergraduates:

- The Capstone Experience can provide an excellent opportunity for assessing student learning in key aspects of a discipline. (A list of approved capstone courses is available in the Resource Room)
- All courses (both undergraduate and graduate) were renumbered to ease transfer and to achieve alignment with other institutions of higher education
- The Honors Program, a program for high achievers who take special honors courses and have opportunities for individualized study, has its students live as a community in a WVU residence hall
- Linked courses, such as biology/English, German language/German history, English/art, and women’s studies/nursing, encourage cross-pollination of ideas

Innovative Undergraduate Programs, by College and Unit

In addition to the Capstone Experience, which WVU considers a signal innovation since the last visit of the HLC, colleges and individual units have made other important improvements.

College of Business and Economics

- The College received a US Department of Education grant of \$142,362 to take WVU students, faculty, and WV businesses to China each summer to attend seminars, meet Chinese executives, and develop business plans for entering the Chinese market

College of Creative Arts

- Has established an Intermedia Art program, which focuses on digital and multimedia projects and design. A graduate degree in Intermedia complements the undergraduate focus
- Initiated two international education opportunities in 2002: a jazz program in Cuba and a graphics program in Guanajuato, Mexico
- The World Music Center, whose ensembles travel nationally and internationally, offers programming and instruction in percussion, including African, oriental, and steel drums

College of Engineering and Mineral Resources

- Initiated new major in biometrics, which is in much demand by government anti-terrorism agencies
- Opened a Career Services satellite office to assist engineering students in job placement activities
- Increased student awareness of professional career opportunities through a distinguished lecture series where alumni return to campus to speak about their careers
- Sponsored the Future Truck team, which won first place in a national competition to create the most fuel-efficient, environmentally-friendly sport utility vehicle

College of Human Resources and Education

- The Benedum Collaborative, which offers a five-year master's degree in education, is a model for the rest of the state, which is just beginning to consider a degree that combines a four-year content area baccalaureate with a one-year intensive experience in education. Its highly sought-after students train in 25 Professional Development schools. Students completing the five-year program in teacher education passed the Praxis II tests required for licensure/certification with a success rate of 98.6%

Davis College of Agriculture, Forestry, and Consumer Sciences

- The Recreation, Parks, and Tourism Resources academic option in the Division of Forestry has initiated a service-learning program through their summer internship program, where students work as volunteers for agencies like the National Park Service and state park agencies

Eberly College of Arts and Sciences

- Forensic and Investigative Sciences, which currently has nearly 500 declared pre-majors, graduated its first class, four students, in 2001
- The Institute for Math Learning (Department of Mathematics) serves pre-calculus students and instructors and focuses on applying cutting-edge pedagogy in mathematics instruction
- The Center for Writing Excellence (Department of English) develops curriculum and provides teacher training for WVU's required writing courses (ENGL 101 and 102), coordinates undergraduate concentrations in creative writing and professional writing and editing, and provides Web-based writing instruction for adult learners
- WVU saw the graduation of the first student with a major in women's studies in 2003

Extended Learning

- Programs continue to grow, with 244 courses offered through distance delivery in 2002-03. Additionally, WVU offers 550 on-site courses throughout the state of West Virginia

Health Sciences Center

- Four upper-division nursing courses have been implemented as Web courses available in both Charleston and Morgantown

- Nursing established the fast-track BA/BS to BSN/MSN option for non-nurse college graduates wanting to pursue a career in nursing
- Established a HSC campus in the eastern panhandle to address the lack of health care professionals in that region, which impedes economic development

Perley Isaac Reed School of Journalism

- One of the Kellogg-funded service learning projects has journalism students work with citizens in Rivesville and Scott's Run to produce two community newspapers
- The Cancer Project, along with the WVU Cancer Center, linked 17 J-School print and broadcast news students with ten cancer patients to produce a book and film

School of Physical Education

- The Physical Education Teacher Education Program operated the Model Physical Education Program at Cass Elementary School in Osage, WV, and offered the "Friday Morning Program," to provide exercise for over 100 Monongalia County public schools children with disabilities
- Operated the summer National Youth Sports Program (NYSP), which serves 300-500 children between the ages of ten and 15 each summer

Other Units

Information Technology

- Opened on Evansdale campus a new Technology Support Center, which provides computer repair/upgrade service to students
- Opened the Instructional Technology Resource Center (ITRC) to assist faculty with integrating instructional technology into their courses
- White Hall Computer Lab is open 24/7 and provides over 100 computers with Internet access, laptop ports, meeting rooms, video editing services, and scanners

Honors

- Honors students participate in undergraduate research experiences as well as Travel Abroad programs sponsored by the Honors Program

Office of Service Learning

- The Kellogg-WVU Expanding Community Partnership Programs grants have placed 1,100 students in many rural areas doing work such as tutoring and writing community newspapers

TRIO

- Student Support Services offers wrap-around services for first-generation, minority, and low-income students
- The McNair Scholars Program offers summer funding and research experience for graduate school bound first-generation, minority, and low-income students

Graduate and Professional Education

Overview

West Virginia University is unique among the state's institutions of higher education as the only research, doctoral degree-granting, land-grant university (Carnegie Classification of Doctoral/Research University—Extensive). As such, WVU has the major responsibility for

graduate education and concomitant research within West Virginia. The University has embraced this responsibility and states as part of its mission that it will continue to provide high-quality programs of instruction at the graduate and professional levels, will stimulate and foster both basic and applied research and scholarship, will engage in and encourage other creative and artistic work, and will bring the resources of the University to all segments of society through continuing education, extension, and other public service activities. WVU is dedicated to creating an atmosphere where students and faculty can work together to provide exciting and productive paths for investigation and development. There is a special responsibility to seek out, challenge, educate, and help create opportunities for under-represented groups into its graduate programs. West Virginia University recognizes that diversity enriches the institution and the society it serves.

WVU currently offers 78 programs at the master's and 31 programs at the doctoral level. Of these graduate programs, 28 master's programs and four doctoral programs undergo specialized accreditation by their accrediting bodies. All such graduate programs at WVU are currently accredited. In Fall 1993 there were 3,300 students enrolled in master's degree programs and 897 students enrolled in doctoral graduate programs. In Fall 2003, 3,508 students were enrolled in master's degree programs, 1,034 students in doctoral programs, and 1,320 in first-professional degree programs. The increase at the doctoral level is a direct result of efforts to increase student recruitment and retention in doctoral programs and increased funded research. In the 1993-94 academic year, WVU conferred 1,154 master's degrees and 126 doctorates. In 2002-03, the University conferred 1,402 master's degrees, 150 doctorates, and 343 first-professional degrees. Opportunities to conduct pioneering research and scholarship help attract quality faculty and students to WVU. Of WVU's 1,304 full-time instructional faculty, 1,131 hold the doctorate, first professional, or terminal degree in their field.

Governance

Graduate programs at WVU are governed in a decentralized fashion, with each college or school responsible for determining the individual faculty member's level of participation in graduate education, specifying requirements for graduate degrees under their jurisdiction, admitting students, conducting student interviews, maintaining student records, and certifying students for graduation. With the current exception of the School of Medicine, graduate students are admitted to an academic department or program. The academic department arranges specialized course work and training as needed in the chosen field of study and provides appropriate mentoring and advising.

Office of the Provost

The Office of the Provost administers various aspects of graduate education, shaping broad, long-range goals for graduate education at the institution.

Office of Graduate Education

An Office of Graduate Education was established within the Provost's Office in 1992. The Director of the Office of Graduate Education is responsible for developing a strategic vision for graduate program development at WVU. The Office also helps establish and monitor graduate program policies, monitors compliance with institutional rules and regulations for assistantships, and helps provide day-to-day management of the business of the University Graduate Council, including implementation of the decisions of the Graduate Council. It also enhances the quality and diversity of graduate student enrollment, strengthens relationships with external constituencies, provides leadership in annual graduate program reviews, manages centrally-controlled fellowship programs, and disburses graduate tuition

waivers. The office is committed to ensuring that the advising and mentoring of graduate students occurs in a well-structured pedagogical framework in each graduate program.

Its director works closely with deans and associate deans, college/school graduate directors, and with the administrative staff responsible for unit graduate programs. The Director also periodically coordinates activities with the Office of Admissions and Records, the Director of Extended Learning, and others who have responsibility for aspects of graduate program administration.

University Graduate Council

A University Graduate Council of elected graduate faculty members, in conjunction with the Offices of Graduate Education and the Provost, is responsible for setting the academic policies and standards. The duties of the University Graduate Council include responsibility for graduate programs both on- and off-campus. The Council consists of elected graduate faculty representatives from the schools and colleges offering graduate programs as well as five *ex-officio*, nonvoting members representing the Provost, the Director of Graduate Education, the Vice President for Health Sciences, the Senate Executive Committee, and the Student Graduate Council. This body formulates, reviews, and recommends University-wide graduate education policies. The Council reviews proposals for new graduate programs, evaluates major revisions in graduate curricula, coordinates periodic five-year reviews of all graduate programs, and suggests measures to maintain acceptable levels of academic quality. To this end, the Council may recommend appropriate actions including (1) continuation of the program for five years, (2) continuation of the program with corrective action, (3) program suspension, or (4) program termination. The Council also considers establishment of new certificate programs, changes in degree titles, addition/removal of areas of specialization and/or emphasis; establishes the minimal University criteria for graduate faculty membership; and considers other matters affecting graduate education that are brought to the Council by an administrative officer of the University, a graduate faculty member, or a graduate student.

Innovative Graduate Programs

Innovative Programs Initiated by the Office of Graduate Education:

- Graduate Student Council, which addresses issues that are important to all WVU graduate students, is composed of one graduate student representative from each school or college
- Twelve graduate certificate programs have been established for students who wish to complete a 12-15 hour course of study
- Graduate Teaching Assistant Workshops for new teaching assistants provide new GTAs with an introduction to their role as a teaching assistant and strategies for course development, classroom management, etc.
- A professional development workshop sponsored by the Office of the President and the Office of the Provost brings programs of intellectual and practical interest to the graduate student population every semester
- Discipline-specific workshops have been developed by colleges and departments to assist in the development of programmatic instructional skills of their GTAs
- “Teams of Interdisciplinary Graduate Fellows Engaged to Reinvigorate K-12 Students,” an NSF K-12 grant, provides annual stipends and educational allowances for selected graduate students from the Eberly College of Arts and Sciences and the College of Engineering and Mineral Resources to work with middle school science teachers

- A listserv was established to communicate important information to the graduate student population
- Hospitalization insurance for graduate assistants is now offered free of charge

Innovative Graduate and Programs, by College and Unit:

College of Business and Economics

- Expanded statewide graduate education opportunities by increasing enrollment in the Executive MBA (distance learning) program by 60%
- Initiated an international MBA and expanded international emphasis in all MBA programs

Eberly College of Arts and Sciences

- Department of English added the MFA in Creative Writing. Its “Writers in the Schools” initiative places MFA students in public schools to meet with creative writing classes
- The doctorate in Geology/Geography was split into separate degrees: WVU now offers a PhD in Geology and a PhD in Geography
- The new Geographic Information Systems (GIS), an area of emphasis in the master’s program in geography, is in high demand
- The MSW has been expanded to Keyser, Martinsburg, and Wheeling, and the Master of Legal Studies to Beckley
- The master’s in public administration and the doctorates in psychology and political science are nationally-ranked

College of Law

- College of Law students earn service-learning credit by working for the Appalachian Center for Law and Public Service
- Law’s externship opportunity program places students as law clerks in the US federal courts
- The College operates clinics to provide service-learning opportunities and legal representation for clients referred through legal aid societies and not-for-profit organizations, including the immigration clinic

School of Medicine

- The School of Medicine shares imaging and facilities with units performing research on the proteomics core, recombinant DNA, and mass spectrometry
- The first two years of medical school have been lengthened beyond the standard fall and spring semesters with no change in contact hours to decompress the curriculum and increase clinical material and self-learning time
- All of the residency programs are becoming competency based as a result of recent Accreditation Council for Graduate Medical Education (ACGME) action. Each Residency Review Committee (RRC) is working in their specialty to realize the six ACGME competencies
- Coordination between the Morgantown and Charleston campuses has been enhanced

Health Sciences Center

- Begun in 1995, the current West Virginia Rural Health Education Partnerships (WVRHEP; <http://www.wvrhep.org>), a statewide partnership of local rural communities, higher education, and state government, has increased the number of medical residents completing rural rotations as part of their residency training. Participating health disciplines include medicine, dentistry, dental hygiene, nursing, physician assistant, pharmacy, physical therapy, occupational therapy, medical technology, clinical psychology, and social work

- In 2001 the WVRHEP program was featured in the national report section of the *New York Times*
- Dentistry provides educational and/or clinical services in 25 WV counties. Its goal is to improve the oral health of citizens of WV by taking an active role in dental health education and providing access to care in rural communities through the WV Rural Health Education Partnerships (RHEP) and other community service partnerships

Perley Isaac Reed School of Journalism

- Journalism offers a totally online Graduate Certificate in Integrated Marketing Communications, which combines advertising, marketing, public relations, and creative messaging

School of Physical Education

- The master's degree in physical education now offers a blended option that requires some on-campus summer attendance, with fall and spring courses online

Non-traditional Courses and Distance Learning

Distributed delivery of graduate and undergraduate programs/courses supports WVU's mission by providing educational opportunities to state residents without the need to travel to a physical campus location. Core undergraduate courses as well as complete graduate degrees are currently being delivered online to students in Morgantown as well as in some of the most remote parts of the state. A complete listing of courses and degrees available through WVU Extended Learning can be found at <http://www.wvu.edu/~exlearn/students/courses.htm>.

The evolution of the former Off-Campus Programs unit into Extended Learning in 1996 has enhanced the scope and quality of distance education. The student credit hours (SCH) facilitated by Extended Learning in distance-delivered courses increased 318% in the period of 1998-2002, from 3,546 SCH in 1998 to 11,274 in 2002 (Figure 1). Through a combination of graduate and undergraduate courses, the total number of distance delivered courses has increased more than 410% from 1998 to 2002. Off-campus on-site course delivery has remained basically stable over that period.

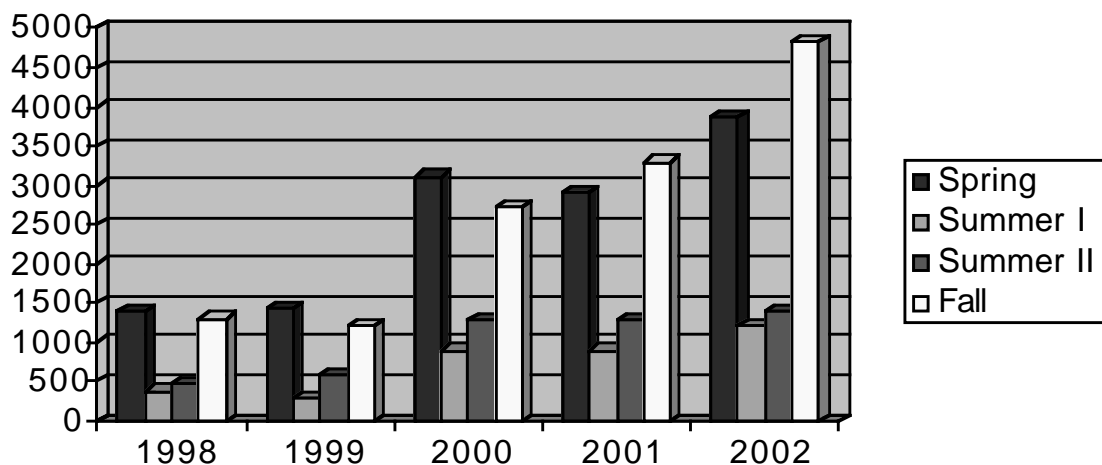


Figure 1: Total Extended Learning Student Credit Hours

Courses delivered via distance learning continue to increase exponentially. From 1998-2002, the number of courses delivered via satellite, compressed video, and public television has increased from 41 to 209, a 96% increase that generated a total of 34,726 student

credit hours. An especially notable increase occurred in the use of WebCT enrollment just over the last year:

	Fall 2002	Fall 2003	Increase
Course Sections	2,514	10,457	416%
Seats (students)	17,643	273,631	645%

In Fall 2003, 79 courses were conducted entirely online, and more are in various stages of development. Currently, extended learning courses are offered by the College of Arts and Sciences, College of Human Resource and Education, College of Business and Economics, School of Nursing, School of Medicine, and School of Journalism. Currently, Extended Learning supports seven graduate degree programs and three certificate programs via distance learning technologies.

West Virginia University has defined a strong instructional technology support structure that incorporates the Principles of Good Practice and Best Practices in Electronically Delivered Certificates and Programs. Opportunities for faculty development are available that include access to robust instructional tools. The collaborative management infrastructure(s) supporting distance delivery ensures integrated institutional commitment to academic outreach.

Supporting Learning at WVU

Because WVU is a student-centered learning community, we recognize that students require more than excellent academic instruction to be successful. Students also need access to advising, financial aid, health services, other kinds of academic support, and assistance in preparing for life after college. Many of WVU's units assist students with these various needs.

Offices and Programs Dedicated to Student Needs

Advising

General studies and many departments' pre-majors are advised by staff at the Undergraduate Academic Services Center (UASC), which is staffed by a director, seven full-time advisors, and 25 graduate assistants. Student satisfaction surveys and senior exit surveys have indicated that central advising has been problematic. As a result of our focus on retention, Academic Affairs has taken important steps to improve Advising. Under new leadership as of January 1, 2004, UASC is now offering electronic advising and is planning to offer both group advising and a number of new programs to help general studies students identify a major and join an academic department.

Student Financial Aid

Undergraduate Financial Aid

The Office of Financial Aid and Scholarships provides students and their families with access to financial assistance. WVU students receive over \$145 million a year in grants, loans, work study, fee waivers, and scholarships. About 70% of WVU undergraduates receive some financial aid, and 47% of the aid given to resident undergraduates is as grants and scholarships.

Graduate Financial Aid

Since the last visit, graduate students (GAs) have been given a significant increase of \$1,910 in the minimum stipend. This increase occurred during a time in which the University's budget has been constrained in many other areas. Within the last year the University has also initiated hospital insurance coverage for all GAs: the University pays the \$450/year premium, completely defraying the cost for graduate assistants. GA stipends continue to be supplemented by a variety of departmental, college, and University stipend caps funded by both the state and donors to the University. The departments associated with the Robert C. Byrd Health Sciences Center recently reallocated resources to raise all graduate teaching and graduate research assistant stipends to a minimum of \$18,000 per year.

The University also continues to provide full tuition waivers to all graduate assistants. In addition, the state of West Virginia provides a number of meritorious tuition waiver hours to a number of graduate students who do not hold assistantships. These waivers are distributed to the various University colleges/schools by the Office of Graduate Education.

The University also funds 30 doctoral students each year as Swiger Graduate Fellows and the Du Bois Minority Graduate Fellows. The stipend for these awards has increased for 2004-05. In addition to these fellowships, colleges and departments have been making significant efforts toward developing donors who are willing to provide support for graduate fellowships in specific disciplines or areas of study. Where possible, deans have committed flexible funds to enhance the stipends offered to incoming students through special recruiting caps.

The Office of Student Life

The Office of Student Life provides information, serves as an advocate, and implements programs for both on- and off-campus students. The Office provides leadership opportunities through campus involvement, supports students in times of crisis, and educates students about their rights and responsibilities. In an effort to encourage participation in student government elections, online voting was offered for the first time in February 2003. Last year's online voting increased participation over the previous Student Government Administration election by 18%.

Carruth Center for Counseling and Health Services Center

The Carruth Center for Counseling and the Health Services Center offer a host of programs for both individuals and groups, encouraging healthy habits and serving as important resources when a student's health has been compromised.

Career Services Center

The Career Services Center offers a host of programs, including online career and interest inventory programs, a credentials filing service, and job fairs.

Student Support Services/TRIO

The Student Support Services/TRIO program provides individualized services to students who are first-generation, income eligible, or have a learning or physical disability. SSS assists them with academic programming and social and cultural enrichment so that they may successfully complete baccalaureate degrees.

Operation Jump-Start

Operation Jump-Start focuses on increasing interaction between students and faculty, creating a positive living and learning environment, and supporting students in all aspects

of their lives. Resident Faculty Leaders, selected faculty and their families, live next door to the residence halls to help students adjust to campus, plan special activities and trips, and serve as advocates and mentors for their students. All first-year students are required to take a one-credit course (University 101) to learn basic academic and social survival skills for life at WVU. Learning Centers provide free tutoring in any subject; offer help with study skills, time management, and stress management; and organize study groups.

The University Libraries

Key aspects of the Libraries' mission include providing information resources, access services, and instruction to support teaching, research, and service functions. The Libraries are also dedicated to providing high-quality physical and intellectual access to resources to meet the scholarly and informational needs of students. The Libraries also serve as the primary research resource within the state, allowing access to all West Virginia citizens.

Overall, the Libraries are achieving their mission and accomplishing their goals. Facilities, collections, and services have been or are in the process of being enhanced. The Libraries have also made strides in working more closely with academic disciplines to assist them in achieving their educational and research goals. The following instances exemplify the Libraries' fulfillment of their mission:

- *Information Literacy.* Information literacy is the focus of a one-credit course that is taught each semester by librarians. In 2001-2002, 642 students completed this course. In addition to the credit course, librarians across the campuses work closely with teaching faculty to introduce students to information resources in particular disciplines. The libraries reached 4,721 students through 296 separate instructional sessions in 2002-03.
- *Subject Specialists.* Most librarians at WVU also work as subject specialists to help the teaching faculty identify and select appropriate resources and to serve as contacts for students and faculty in particular disciplines. At the Robert C. Byrd Health Sciences Center Library, a librarian has been assigned to work with each specific school.
- *Online Access.* The Libraries have continued to develop their Web sites and increase the number of accessible online resources. The ability to order interlibrary loans online and have requested articles sent via e-mail has significantly improved the speed with which faculty and students obtain needed materials. Students completing internships, experiential rotations, etc., have also been able to take advantage of these resources.
- *Diverse Delivery Systems.* The Libraries have evaluated the use of electronic resources, circulation transactions, interlibrary loans, distance learning, and document delivery, allowing the unit to operate efficiently.

In an effort to improve program assessment, the WVU Libraries' participated in LibQUAL+, a survey to measure user satisfaction. In Spring 2003, the LibQUAL+ survey demonstrated that undergraduates are delighted with library service, space, and collections. Graduate students and faculty are, similarly, thrilled by the service and improved space, particularly the group study rooms; however, they find access to both paper and online resources in their particular disciplines lacking.

The Libraries have developed a planned response to the LibQUAL+ results, which includes the following measures:

- The purchase of Article Linker software to maintain links online from a citation in a database to the article itself
- The appointments of one librarian as Coordinator for Electronic Journals and another with significant responsibilities for instruction

- The delivery of library resources to faculty offices or desktops
- E-mail notification of library overdue notices, holds, and recalls

Information/Instructional Technology

Information Technology (IT) encompasses all forms of technology used to create, store, exchange, and deliver information in various forms such as data, voice, video, multimedia presentations, and other forms. IT enhances instruction and can bring the instructor to the students through technology.

At WVU, Information Technology and Instructional Technology unite through the Instructional Technology Resource Center (ITRC). The Director of the ITRC reports jointly to the Dean of Extended Learning and the Associate Provost for Information Technology. This reporting structure maximizes elements of OIT and Extended Learning by using OIT for data backup and storage, Banner integration and technical operations, and the advancement of instructional technology applications and training through Extended Learning.

A series of grants to support instructional technology applications is available through Extended Learning in cooperation with the Provost's Office. These grants began with instructional technology applications for large enrollment classes. While initial technology applications were applied to on-campus classes, the courses have evolved to online delivery. Successive grants have focused on online development and delivery. (See Appendix CH4-C for listings of initiatives funded.)

WVU uses a variety of delivery modes to enhance undergraduate, graduate, and distance education. Highlights include the following:

- *WebCT*. In Spring 2003, over 5,000 courses used WebCT to deliver course content.
- *Statewide Interactive Video Network*. An MCU (Multipoint Central Unit) connection device permits numerous sites to be connected simultaneously. The network incorporates ISDN dial-up, video over IP, and ATM capabilities, which extends conferencing capabilities to anywhere in the world.
- *MIX*. In December 2001, WVU launched the Campus Pipeline Web portal, renamed Mountaineer Information Xpress or MIX, into their technology infrastructure. The portal permits students to connect with their professors, classmates, WVU campus and their courses through a Web interface. Through MIX, students can register for classes, check their grades, update their personal calendar, surf the Net, send and receive e-mail, build their own homepage and plan for future careers. MIX is a significant communication tool for faculty and students. WVU currently has 58,407 accounts on the Mountaineer Information Xpress.
- *Web for Faculty*. Starting with a pilot "Web for Faculty" program in Summer 2002, faculty can now enter grades and check class lists online.

Supporting Teaching at WVU

Faculty Profile

Undergraduate Faculty

WVU is proud of its faculty, many of whom lead their fields and are recognized for their expertise in teaching, research, and service both locally and globally. Most members of the WVU faculty teach both undergraduate and graduate courses. Instructors become members of the graduate faculty on the basis of their scholarly and research agendas, publications, and recognized expertise in the discipline.

Members of the graduate faculty play the most important role in graduate education. They are responsible for program content, serve on graduate student committees, and assure the quality of preparation of the graduates. Membership in the Graduate Faculty is in one of two categories: regular membership and associate membership. Schools and colleges set the criteria for each level of membership. Faculty seeking graduate faculty status must be evaluated by the school/college in which they hold their primary faculty appointment. Schools and colleges establish an appropriate schedule for evaluating faculty for initial appointment and for upgrading graduate faculty status. All graduate faculty members are reviewed annually to assist them in gauging their continued progress in scholarship, research, or creative activity. Once every three years, the graduate faculty review of individuals must be accompanied by a decision to continue or discontinue their current level of membership. Regular members of the graduate faculty are the only faculty members that serve as research mentors for graduate students and chair thesis and dissertation committees. The minimum University criteria for regular membership in the graduate faculty include a tenure-track position, a terminal degree or demonstrated equivalent, and demonstrated evidence of continuing scholarly research or creative activity. Individual schools and colleges set and publish more detailed criteria regarding scholarly activity.

Faculty Development

Special Initiative to Recruit and Retain Black Faculty

The Provost's Office has allocated resources for two programs to aid African or African-American faculty: the first provides assistance for travel to professional conference, workshops, libraries, or archives, or to engage in other developmental activities; and the second offers support for travel, summer research, or course release.

New Faculty Orientation

Held before the beginning of the new academic year, new faculty orientation introduces newly hired faculty to opportunities and expectations through an informal series of talks capped by a luncheon with veteran faculty and administrators as table hosts.

Family Friendly Practices for Faculty Members

West Virginia University recognizes the need for family friendly policies and practices to deal with family responsibilities that may impact the career of a faculty member, including the following:

- The birth or adoption of a daughter or son of the employee
- The care required by the employee's daughter, son, spouse, parent, or dependent who has a serious health condition
- The death or severe injury of a dependent already covered by University policy or another family member
- Other conditions that may require the faculty member to care for a family member
- The illness or injury of the faculty member

For tenured faculty members, the Family Friendly policy, which was put into effect since the last accreditation visit, may allow either partial or full-time temporary release from their usual duties and may extend the tenure clock.

Faculty Development Workshops

Each semester the Office of the Provost sponsors faculty development workshops on

topics such as WebCT, the promotion and tenure file, faculty workload, student privacy legislation, and plagiarism. The Health Sciences Center offers its own faculty development program, which includes series on information technology, women in science and health, and teaching.

Faculty Chair Development Workshops

The Office of the Provost sponsors a series of development sessions aimed specifically at department chairs. In Spring 2004 the topics include the following: "Hiring Non-Resident Aliens," "Higher Education Accreditation Visit: What to Expect," and "Managing Staff at WVU."

Faculty Grant Opportunities

Senate Grants for Research or Scholarship

The Senate Grants for Research or Scholarship were established to stimulate and support creative scholarship and research by members of the University faculty, especially newer faculty, and to encourage the development of further support from other sources. These grants do not support travel to professional meetings, costs of publication, or preparation of books. Preference is given to newer and junior faculty who have not received funding within the fiscal year.

Senate Faculty Travel Grants

Full-time faculty may apply to this program for support to attend regional, national, or international meetings to present invited or competitively selected scholarly work or to present or perform artistic works at professionally recognized event.

Faculty Development Grant Program

Intended to complement the Senate Research and Faculty Travel Grant Programs emphasizing projects rather than personal growth, the Faculty Development Grant Program provides opportunities for full-time faculty to enhance teaching, research, and service.

International Grants

The Office of International Programs sponsors two grant competitions annually, which are open to all faculty, regardless of subject matter expertise, length of service, or tenure status. Faculty members may apply individually or as a group, and activities may focus on a single content area or may be multidisciplinary. International Grants should be viewed as "seed money" for developing a larger activity or an activity with a significant, long-term impact either on the entire University.

WVU Grants for Public Service

Public Service Grants are designed to stimulate and support public service projects conducted by full-time faculty and staff.

Faculty Development Grants at the School of Medicine

The School of Medicine offers opportunities for bridge grants for both basic and clinical research projects to assist faculty in bridging a gap in their research funding. Among the other grant opportunities available to medical school faculty are Research Development Grants (RDGs), WVU Research Corporation Investment in Research Stimulation Grants (PSCoR). They may also apply, along with the rest of the faculty, for faculty development grants, faculty travel grants, and public service grants.

Technology and Faculty Development

A strong network of support is available to enable faculty to integrate technology into teaching. Faculty are provided a “hands-on” look at selected technological tools. Monthly Brown Bag lunches and workshops, sponsored by the Instructional Technology Resource Center (ITRC) provide faculty with the opportunity to discuss ways instructional technology tools might be used to support teaching and learning. New faculty receive an introduction to campus technologies and service during their first days on campus. New and continuing faculty members may also take advantage of available workshops or be paired with an instructional designer to develop course content and graphics for distance delivery; select appropriate technology resources; incorporate discussion tools to enhance learning; and develop an assessment tool to evaluate the course.

Recognitions and Awards

[These are University-level awards. Colleges, schools, and departments sponsor their own recognitions and awards.]

Outstanding Teaching

The West Virginia University Foundation Awards for Outstanding Teaching recognize developing or established patterns of distinguished teaching and/or exceptional innovation in teaching methods, course and curriculum design, and instructional tools. Six awards of \$2,500 each are awarded annually.

Outstanding Research and Scholarship

Departments, colleges, schools, and programs throughout the University honor faculty members who are outstanding scholars. The Benedum Distinguished Scholar Awards of \$2,500 annually recognize distinction in the research, scholarship, or creative activity of up to four faculty members. Distinction may be reflected in either a single recent achievement or in an extended and continuing career of significant research, scholarship, or creative activity.

Outstanding Service

The Ethel and Gerry Heebink Award for Distinguished State Service recognizes the achievements of University employees who have demonstrated distinguished service to the state above and beyond the employees’ specific job responsibilities. There are two Heebink Awards, the first (\$2,500) for sustained, meritorious service for a faculty member employed eight years or more and the second (\$2,000) for meritorious service for a faculty member employed fewer than eight years.

Leaves

Sabbatical Leave

Sabbatical leave may be awarded to qualified tenure-track faculty members to facilitate their research, writing, or equivalent scholarly or creative activity. Any faculty member holding regular rank is eligible for sabbatical leave after completing six years of employment at the University.

Professional Development Program

Faculty may participate in the Professional Development Program after the completion of at least four years of continuous full-time employment at West Virginia University. An employee’s professional development program may focus on research, other scholarship, teaching, other instruction, or service. Programs approved under this formal policy may be longer than one month but no longer than one year.

Examples of Teaching Excellence

Since 1994 six West Virginia University faculty members have been honored by the Carnegie Foundation for the Advancement of Teaching/US Professors of the Year:

- Jack Renton (2002)
- Elizabeth Fones-Wolf (2001)
- James Harms (1999)
- Christine Martin (1998)
- Bernie Allen (1996)
- Gail Galloway Adams (1994)

Others have won state awards, such as engineering faculty member Julio Davalos, who won the Faculty Merit Foundation Teacher of the Year Award in 1998.

Supporting Research and Scholarship at WVU

Research and scholarship are key areas in WVU's mission. They are integrated with both graduate and undergraduate education. Since the last accreditation visit, the University has achieved significant increases in external funding for research and scholarship. In fiscal year 2001-2002, \$133,865,542 in sponsored funding was obtained, which represented the highest funding level in WVU's history. Research funding has also increased by 93% from 1998 (\$34.1 million) through 2002 (\$65.8 million), primarily due to a determined effort to focus on and enhance research and extramural funding. WVU has a new five-year goal of obtaining \$200 million in sponsored funding by 2008.

Research excellence is often defined by grant dollars awarded. By that measure, WVU has come a long way since 1994. It is important to note, however, that faculty in fields not normally associated with lucrative research opportunities, e.g., those in English, history, and foreign languages, have been active in research. The number of faculty in those fields who have published their scholarship with reputable university presses and who are recognized nationally and internationally for their research further supports our doctoral research-extensive designation.

In 1995, President Hardesty asked a Research Task Force (RTF) composed of faculty and administrators to recommend how the University could best continue productive research programs and more effectively involve students in the research process. A Strategic Plan for Research was developed to both position and sustain WVU's reputation as a major research institution.

The Strategic Plan for Research emphasizes four goals:

- To reach funding levels for total sponsored projects and research awards that are comparable to peer land-grant institutions.
- To attract high-quality graduate students and increase the proportion of undergraduate students involved in research.
- To increase the portfolio of intellectual properties generated from faculty research and proactively transfer the technologies to the private sector.
- To improve and sustain WVU's reputation as a major research institution.

Clear progress is indicated by the sponsored and research funding increases and increases in the numbers of patent applications, patents issued, licensing agreements, start-up companies, and partnerships with private companies and government agencies. Descriptions of several of WVU's research initiatives can be found in the *Research 2003* publication, available at <http://www.wvu.edu/~research/>. Some of these initiatives include the following:

- WVU Research Challenge grants exploring polymer additives
- NIH award funding for several graduate students from the Eberly College of Arts and Sciences, Robert C. Byrd Health Sciences Center (RCBHSC), and WV Cancer Center to develop new technologies based on proteomics, for the diagnosis and treatment of cancer
- NIH grant in the area of neurosciences, along with private donations, to form the Blanchette Rockefeller Institute for Neurosciences. Faculty and graduate students from across the University are participating in this research program, which focuses on understanding the causes and developing the potential cures for Alzheimer's disease
- Integrated geographic information systems, virtual reality, and location-based services
- The Forensic Science and Biometrics Initiative
- Development of a Center for Disease Control-funded Coordinating Center for community-based cancer prevention and control (with the University of Kentucky)
- Creation through Center for Disease Control-funding of an Appalachian Cancer Research Corporation (with the University of Kentucky)
- Work on stabilization of electrical energy systems through the Advanced Power Engineering Research Center
- Research into alternative fuels and engine emissions through the National Research Center for Alternative Fuels, Engines, and Emissions

These initiatives and centers, among others, have created a new opportunity for interdisciplinary research involving graduate students from colleges and schools across the University.

Named Professorships and Chairs

Supporting WVU's research profile are 51 named professors and chairs. An additional five emeritus faculty hold named professorships and chairs. Multiple named professorships and chairs are sponsored by the Benedum Foundation, by the Eberly Foundation, and by a bequest by Hazel Ruby McQuain.

Supporting Service and Engagement at WVU

As a result of its land-grant status and specific programs mandated by the state, WVU is funded to deliver research-based education statewide through the Cooperative Extension Service and general extension programs. The Extension Service functions as an academic unit within the WVU structure of colleges, schools, and regional campuses. Its faculty and staff participate fully in, and are governed by, WVU faculty and staff evaluation and salary policies.

The Extension Service, with its offices in each of West Virginia's 55 counties, serves as the primary outreach arm of WVU. Its mission is to provide lifelong learning experiences that will improve the quality of life for individuals, families, communities, and organizations. It

also operates the WVU Jackson's Mill Center Lifelong Learning and State 4-H Camp, a 525-acre special mission campus in north central West Virginia.

For the past seven years, Extension has been in the process of implementing the recommendations of a University-wide task force (<http://www.wvu.edu/~exten/about/task.pdf>) and has conducted an internal review of its administrative structure and programs (<http://www.wvu.edu/~exten/about/execsum.htm>). In 1997, four Extension goals were outlined:

- Rebuild an internal environment of trust, inclusivity, innovation, and continuous quality improvement
- Embrace and practice outreach program development and implementation that is focused accurately on the most pressing, changing needs of West Virginians
- Evolve a set of relationships and responsibilities, e.g., an organizational logic and structure for WVU Extension and outreach, that better supports the development of an exemplary, national-caliber university extension and outreach program
- Decide upon the program's focus, stabilize the financial future, improve the physical facilities, celebrate the proud heritage, and chart an important future for Jackson's Mill

The Extension Service conducts a variety of programs, many of which have demonstrated significant impact. A brief sampling of these programs (Extension Service Points of Pride) can be reviewed at: <http://intranet.ext.wvu.edu/intouch/espop.htm>. Also, a comprehensive *Annual Report of Accomplishments and Results* for 2001-2002 is available at: <http://intranet.ext.wvu.edu/progdev/annrpt02.pdf>. Another very positive development is the significant increase in sponsored program funding that has been obtained, from \$996,437 in 1997 to \$4,500,000 in 2003.

Some noteworthy examples of the impact of Extension programs include the following:

- Extension touches the lives of countless people, from 14,000 volunteers who participated in Extension's fire suppression and rescue education programs to 56,000 youth, 7,200 adults, and 8,700 teen leaders who participate in 4-H and other school retention programs
- 2,200 educational programs related to agriculture, aquaculture, forestry, and other natural resources have been delivered to 76,000 participants
- Energy Express helps annually over 3,800 of West Virginia's elementary school students improve their reading skills during the summer months
- Extension's Safety and Health Extension unit conducted safety education programs that helped more than 5,600 workers
- Extension faculty and staff, often working with personnel from the Davis College of Agriculture's Division of Forestry and Consumer Science, created a business retention and expansion study and report for the City of Clarksburg; completed of the first year of a multiyear externally funded project to increase West Virginia's Heritage Tourism; and completed a report on workers' compensation policies
- Three programs were developed and delivered targeting human health issues: Dining with Diabetes (held in 35 counties), Cancer Education (targeting youth and adults, with a focus on tobacco products and those affected by cancer), and Active for Life (focused on the elderly, to improve strength, balance, and flexibility; held in 20 counties)

Extension has had significant impact on West Virginia. Strengthening county relationships, enhancing program delivery, expanding and strengthening outreach research/scholarship of engagement, and addressing budget and staffing issues will remain topics of intense focus and discussion among WVU Extension stakeholders, partners, administrators, faculty, and staff.

Although Extension is the most visible outreach unit of WVU, the institution sponsors a host of other service and outreach programs, ranging from workforce development to community partnerships funded by the Kellogg Foundation. Nearly every department on campus sponsors some kind of service-learning. For example, students from the English Department are writing oral histories with residents of nursing homes, and foreign languages students help with story and cultural hours at the Morgantown Public Library. In other words, students are engaged in outreach at many levels. (For more on the Kellogg grant, see the Office of Service Learning Programs Website <http://www.wvu.edu/~oslp/>)

Assessment

Assessment of Student Achievements

Graduation and Placement Data

WVU's six-year graduation rate stands at 56%, which ranks the institution solidly among its peers. Many programs, including nursing, physics, pharmacy, and some of the engineering disciplines, have nearly 100% placement rates.

Sampling of National Awards and Honors

- In 2001 Cynthia Fallon, a third-year foreign language student minoring in computer science, won a six-year fellowship worth \$200,000 from the National Physical Science Consortium to fund her graduate education
- In 1999 student body president Adam Green was named a Rotary Ambassadorial Scholar
- In 2002, after a year in England as a Marshall Scholar, Jacqueline Bass was named a Rotary Peace Scholar
- WVU is especially proud of its students who go on to be Rhodes Scholars, Truman Scholars, Marshall Scholars, Udall Scholars, and *USA Today* Academic All-Americans

Assessment of Faculty Achievements

Faculty reviews. All faculty are reviewed annually at the department and college levels to assess their effectiveness in the University's three mission areas. Members of the graduate faculty are reviewed at the department and college levels to assess their research and teaching activities and suitability to direct theses and dissertations. More detail on the annual review process is available in the Resource Room.

Assessment of Academic Programs

External Accreditations. See Chapter 7 for a list of national accreditation bodies with which WVU is associated.

Sampling of Public Accolades. Eight graduate programs are listed in *America's Best Graduate Schools* published by *US News and World Report*:

- College of Law
- School of Medicine's rural health and community health programs
- College of Human Resources and Education's rehabilitation counseling and speech pathology programs
- College of Creative Arts' master's program in music
- Eberly College of Arts and Sciences' master's in public administration and doctorate in psychology

• *The Women's Guide to Law Schools* ranked the College of Law as the number-one place for American women to earn a law degree

Student Learning Outcomes Assessment

History of Assessment at WVU

Along with Catherine A. Palomba and Trudy Banta, West Virginia University believes, "Assessment can help create high expectations for students, provide opportunities for synthesizing experiences, create opportunities for active learning, and give prompt feedback" (*Assessment Essentials*, p. 346). To achieve those goals, the institution created an Assessment Council, which was charged on September 29, 1998, with overall responsibility for student learning outcomes assessment. A fundamental assumption of Assessment Council operation is that meaningful assessment occurs primarily at the program level, not at the University level. (See "West Virginia University Assessment Council Charge" in the Resource Room.)

The Council includes 30 members: six *ex officio* members, representatives of schools and colleges, two students, chairs of the Faculty Senate's Curriculum, Student Instruction, and Liberal Studies Committees, the Director of Graduate Education, the Chair of the Graduate Council, and representatives from WVU's regional campuses.

Since its inception, the Assessment Council has played a role in University Assessment activities. (See <http://www.wvu.edu/~acadaff/api/assessment.htm>.) It brought in two nationally known experts to conduct workshops. Trudy Banta delivered a presentation and met with various faculty teams in September 1999, and Douglas Eder conducted a workshop and met with the Assessment Council in 2001. Members from every college across the institution attended these workshops.

It also developed a five-column model to report program assessment progress. The columns in the model include:

- Educational mission statement
- At least two student learning outcomes to be assessed that year
- The method(s) used to assess each learning outcome and the specific criteria used to determine success
- A summary of the data collected
- Actions taken as a result of the data analysis and interpretation

While it may appear that the Assessment Council has made real strides in bringing assessment into the culture of WVU, the reality of the situation suggests otherwise. WVU has discovered as a result of engaging in the HLC self-study that the Assessment Council has not been as useful as had been hoped for several possible reasons:

- Faculty membership on the Council is not stable due to changing annual service assignments
- Disagreements among Council members about process have derailed initiatives
- Leadership from Academic Affairs administrators has not been consistent, strong, and imaginative
- Buy-in, especially from faculty in the fine arts and liberal arts, has been difficult to secure

The silver lining is that these findings have given WVU pause and initiated a series of conversations that will put the Assessment Council back on track. With the appointment of Cheryl B. Torsney, Associate Provost for Academic Programs, in September 2003, the Council has come under new leadership. The Provost Gerald Lang has charged Dr. Torsney

with revitalizing the Council and with moving ahead to strengthen learning outcomes assessment campuswide.

Dr. Torsney has put the Assessment Council members on hiatus as plans are made to restructure the Council and revise what it does and how it operates.

WVU looks to the HLC site visitors for insight on the Council's marginal success and advice in reformulating the Assessment Council as a healthy body. Specifically, how might the institution reestablish the membership of the Council to ensure productivity? What sorts of paradigms other than the five-column model are used at other institutions? Are there particular ways non-data-oriented faculty, like English and history instructors, might be encouraged to participate in assessment activities? Would initiating a speaker's series and faculty development sessions help?

Present and Future of Assessment at WVU

Despite the fact that the Assessment Council has taken a direction different from the one with which it was charged in 1998, the University has nonetheless engaged in meaningful assessment on at least three significant fronts:

- general education provided by the Liberal Studies Program curriculum
- graduate programs
- specialized program accreditation

WVU is also able to provide other evidence of important assessment activity, such as the 2002 NCHEMS report recommendations and licensure pass rates.

General Education Assessment

The Council's General Education Assessment Committee has been focused on general education skills of WVU students, particularly writing skills. The Committee is working to develop an assessment rubric based on an American Association of Higher Education (AAHE) assessment workshop presentation attended by several Assessment Council members in 2002. To prepare the rubric, several faculty members have been asked to submit student papers from writing-intensive ("W") courses and from capstone courses. Faculty will identify those papers as poor, fair, and good, and characteristics from the sample papers will be used to help develop the rubric. The rubric is expected to be completed and ready to use in Fall 2004.

The Faculty Senate's Liberal Studies Program Committee has also been involved in assessing general education. It has spent five years reviewing the program to ensure that undergraduate core curriculum courses demonstrated the LSP's goals and objectives. Significant results of the ongoing audit include the following:

- A number of courses have been deleted from the LSP because they were at the upper-division level.
- Most courses are taught by regular tenure-track faculty. Multisectioned areas that rely more heavily on graduate teaching assistants or part-time instructors (e.g., English 101 and 102, elementary and intermediate foreign languages, and science laboratory courses) designate regular, tenure-track faculty members as coordinators, who are responsible for the syllabus and for the pedagogical preparation of all instructors.
- About five or six faculty per year have needed help in adding critical-thinking activities to their courses. The University has also provided help for those interested in creating a writing course.
- The overall variety and rigor seen in the courses reviewed have been felt to be particularly strong.

Determining how best to obtain and compile longitudinal general education skills data across diverse academic disciplines has been difficult, but could be facilitated by establishing an outcomes/objectives-based general education program. Such a general education program was presented to the Faculty Senate in Fall 2003. The proposed version would require students to fulfill nine curricular objectives within 38-42 credit hours. (See the GEC Proposal at <http://www.wvu.edu/~facultys/GEC%20Outcomes%20and%20Rationales.Final%20Draft.rev.pdf> and Appendix B.) The proposed GEC will be voted upon by the Faculty Senate sometime early in 2004. If passed, the GEC would be initiated in Fall 2005.

Graduate Program Assessment

West Virginia University is continuing to enhance graduate program quality by requiring that every five years each program prepare a detailed self-study document to be evaluated by a variety of sources. Each graduate degree program provides a mission and goals statement as well as a statement of educational outcomes. Data from these outcome measures as well as the performance of students on activities such as qualifying examinations and refereed journal publications are accumulated over a five-year period (corresponding to the Board of Governors self-study program review period). These data serve as a basis for both annual discussion and for the five-year program review by faculty, the department's director of graduate studies, and the department chair. As a result of these discussions, appropriate changes are instituted to improve the graduate student experience, and competitiveness of program graduates for employment following graduation.

As a result of assessment, the Office of Graduate Education has improved communication by sponsoring both graduate student development opportunities on topics in teaching and a graduate student listserv, which provides news and grant opportunities.

Assessment and the University Graduate Council

The University Graduate Council examines each program's assessment plan to assess student learning and programmatic outcomes. Each program is asked to provide information on the following:

- educational goals of the program
- measures for evaluating success in achieving the goals
- identification of the goals being met as well as those that need attention
- use of assessment data to improve program quality

Although disciplinary conventions differ, virtually all graduate students are assessed on the following:

- acquisition of advanced knowledge
- acquisition of professional, verbal, and written skills
- ability to conduct research and contribute to the literature of their discipline
- ability to find employment in their or a related field

Summaries of individual programs' student assessment results are now required in the Board of Governors' five-year program review. As of the end of the 2002-03 academic year, 60% of all WVU graduate programs had gone through the review process and provided assessment findings. The remainder will complete their self-studies for the Board of Governors by the end of 2004.

Graduate Assessment and the Higher Education Policy Commission

In recent years, the Higher Education Policy Commission (HEPC) has undertaken special

reviews of low-enrollment graduate programs. It has recommended that the seven degree programs in this category (MS in Forestry, PhD in Natural Resource Economics, MS/PhD in Reproductive Physiology, PhD in Biology, PhD in Pharmaceutical Sciences, MS/PhD in Anatomy, MS in Medical Technology) be discontinued in 2005 if they have not met the HEPC criteria for viability and productivity. All of these programs have been informed of their status, and some have already begun to make internal changes. For example, the MS in Medical Technology will be discontinued. The MS/PhD in Anatomy will be combined with a new neuroscience component and will probably emerge as a new degree. Faculty members working with the PhD program in Basic Pharmaceutical Sciences have begun discussions with the School of Medicine about possibly incorporating aspects of the MS/PhD in Pharmacology and Toxicology into the Pharmaceutical Sciences degree, thus strengthening both degree programs.

Specialized Program Accreditation

Most of WVU's programs requiring specialized accreditation, like the College of Engineering and Mineral Resources, the College of Business and Economics, and the School of Nursing, require learning outcomes assessment as part of the rigorous accreditation process. None of the programs requiring specialized accreditation has been cited as not having appropriate student learning outcomes.

An example of successful learning outcomes assessment in a college with specialized accreditation comes from Industrial and Management Systems Engineering in the College of Engineering and Mineral Resources. Course assessment in ISME 213 found that student performance in the "key ability" area of mathematical expectations fell below the department's requirement that 70% of the students score above 3, on a 5-point evaluation scale. The instructor developed a plan to improve student performance by spending additional class time discussing the limits of integration relative to mathematical expectations, working example problems, and offering help sessions. After implementing the improvement plan, the instructor found that student performance on quizzes and tests in the "key ability" of mathematical expectations was improved to a level that met the department's requirement that 70% of the students score above 3, on a 5-point evaluation scale.

Other Evidence Supporting Assessment Activity

National Center for Higher Education Management Systems (NCHEMS) Report

West Virginia University submitted an NCHEMS Assessment Review to the West Virginia Higher Education Policy Commission on March 1, 2002, which evaluated WVU's commitment to assessment, the various assessment activities in place, and the challenges to assessment across the institution. The NCHEMS Assessment Review Team met with campus representatives in Charleston on May 8, 2002, to deliver feedback. The team reported that it "believes West Virginia University has a well-developed assessment infrastructure and committed leadership—especially for a research-oriented institution." Among the suggestions made were the following:

- Choose course-embedded assessments that reflect general goals or tasks as determined by the department
- Capture information from program reviews for assessment
- Consider conducting supplemental assessments to "fill in" between licensure exams

Capstone Courses

Beginning in Fall 2004, all students will be required to complete a capstone course in their

major during their senior year to demonstrate their mastery of program-determined learning outcomes. The capstone, which will provide a straightforward method of assessment, responds to the NCHEMS recommendation to “choose course-embedded assessments.”

New General Education Curriculum

By the time of the HLC visit, the University will know whether it will be moving to a new general education curriculum, which emphasizes learning outcomes in its design. (See above.)

Licensure Exams

WVU reports licensure pass rates to the HEPC annually in the *Compact* update. In 2002-03, WVU reported a 92% pass rate for bachelor’s licensure exams in Nursing, Dental Hygiene, and Social Work. During that same period, WVU reported a 91% pass rate for all graduate and first-professional licensure exams. These included the following pass rates:

- 100% for Pharmacy
- 97% for Praxis II
- 94% for Medicine and Dentistry
- 93% for National Certified Counselor

Strengths, Challenges, and Prospects

This chapter has reported numerous examples of program excellence, innovative courses or student learning opportunities, sound learning outcomes assessment strategies, technology enhancements/applications, outreach activities, and research initiatives. WVU is clearly fulfilling its key mission areas by educating students to become proficient in their chosen disciplines as well as contributing members of society, by providing West Virginia communities with education and service programs, and by establishing research and other sponsored initiatives to improve the state, its economy, and the health and well-being of its citizens.

Strengths

Particular strengths of WVU related to its educational and other purposes include the following:

Strengths in teaching:

- Significant efforts have been made over the past several years to ensure the quality of the general education curriculum, with a major reconceptualization currently proposed and under review
- All academic programs with specialized accrediting organizations are accredited
- Several programs have been granted “Program of Excellence” status by the state Board of Governors
- The new capstone course requirement enables students to integrate knowledge and skills learned throughout the educational experience
- Progress has been made in enhancing communication and providing timely, accurate information to both undergraduate and graduate students

- Technology enhances education, service, and research efforts
- Many faculty members from across the University have received prestigious local, state, and national teaching and research awards in their disciplines
- Research and sponsored program support has increased substantially over the past few years, with the establishment of several new centers and initiatives
- Outreach and service programs are provided across academic units and disciplines
- Effective processes are in place for the assessment of student learning outcomes

Challenges

Key challenges related to WVU's educational and other purposes follow primarily from issues of budget and enrollment. In looking to the future, the institution recognizes that it must:

- Maintain or improve undergraduate program quality in the face of increasing student enrollment, and a limited ability to increase the number of tenure-line faculty
- Revitalize and improve undergraduate student advising
- Maintain or improve graduate program quality in the face of decreasing number of research faculty and other challenges to research programs, and low graduate student stipends as compared with peer institutions
- Continue to improve research productivity in the face of increasing teaching and service loads for full-time faculty and ongoing needs for new or renovated facilities or other infrastructure
- Continue to enhance the contribution of the libraries to academic programs, research, and public outreach
- Enhance outreach efforts to deliver research-based education and stimulate economic development within the state while meeting the challenges resulting from decreasing state funding
- Revitalize the Assessment Council by supporting lectures, faculty development, and energetic discussion
- Improve buy-in for assessment from faculty in non-data oriented disciplines without specialized accreditation, particularly in the arts and humanities

Prospects

In the future, we will need to answer the following question: How can WVU, as a doctoral research-extensive, land-grant institution with a comprehensive health sciences center, continue to accomplish its educational and other purposes when facing a future of potentially reduced state funding? Specific decisions following from this question will lead to others, such as the following:

- How should the University best approach the task of examining the number of its programs to determine if all are critical to the University's purposes? If necessary, how could the University best identify programs that might be substantially reduced or eliminated with the least impact on the University and the state of West Virginia?
- How can the multiple and increasing demands on faculty time and effort best be handled to retain faculty and maintain morale, while encouraging enhanced efforts in instruction, service, and research/scholarly activities?
- How might the University address the decreasing availability (in some disciplines) of well-qualified candidates for academic positions?

Chapter **5**

The Institution Can
Continue to Accomplish Its
Purposes and Strengthen Its
Educational Effectiveness

The Institution Can Continue to Accomplish Its Purposes and Strengthen Its Educational Effectiveness

So closely interwoven have been our lives, our purposes, and experiences that, separated, we have a feeling of incompleteness—united, such strength of self-association that no ordinary obstacles, difficulties, or dangers ever appear to us insurmountable.

Elizabeth Cady Stanton, *Elizabeth Cady Stanton as Revealed in Her Letters, Diary and Reminiscences* (1922)

Overview

In his State of the Campus address on September 9, 2002, President Hardesty summarized the importance of planning at West Virginia University. In that speech, he reviewed West Virginia University's recent accomplishments and articulated future challenges. Record enrollment, record high research dollars, and record private support clearly demonstrate that WVU's planning structures are working. However, ongoing reductions in state funding pose challenges of an unprecedented scale. In such an environment, effective planning becomes more important than ever. Thus President Hardesty suggests that "the one overarching strategy that we will need is focus. We will need to focus on our core mission and weigh our decisions against it" (<http://www.wvu.edu/administration/speeches.html#State%20of%20the%20Campus%202002>).

The University is actively responding to changing economic and financial conditions as it embraces the future. Dynamic resource allocation is required. A strong control of existing and new sources of funding ensures the continued financial success of the University. To ensure this future, WVU has structured itself to take advantage of these changing external variables by separating and defining its budget environment. Before addressing the impact that institutional planning structures exert on the campus, a brief synopsis of WVU's budget resources and uses of those resources is helpful.

To manage its resources the University uses a financial framework, maintained by Oracle software, which collects, tracks, and reports on all phases of revenue collection, expenditure activity, and budget controls. The general University operating budget functions to manage overall spending within prescribed limits. The total University budget, including resources from state appropriations, tuition and fees, grants and contracts, and various other sources of revenue, exceeds \$500 million. Management of these funds, indeed the fiduciary

responsibility associated with this large an operation, is paramount to the continued survival of the University. Units are encouraged to include all sources of funding in developing their expenditure plans.

Although the current economic climate is cause for concern, not only statewide but nationwide, the long-term outlook at WVU is bright. Enrollment is at an all-time high, providing needed tuition and fees, as well as the many indirect economic stimuli that accompany increased enrollment. In addition, research activity has been rising over the past five years and is also at an all-time high. Moreover, record private support evidences confidence in WVU. These integral components bode well for the future of WVU. The institution is answering the challenges of the present with aggressive, coordinated, and thoughtful responses aimed at best serving the students, faculty and citizens of West Virginia. For example, a new forensic science program has been established, which positions WVU at the forefront of national security training. This program will provide the nation with professionals who can immediately lend valuable assistance to the ongoing crime and terror issues of the day.

Yet the prevailing question for West Virginia University, like so many other institutions of higher education, is, *“How does a land-grant research university prepare to educate an increasing number of students and fulfill its other purposes with decreasing state resources?”* This chapter provides an overview of the manner in which WVU has addressed and is continuing to address its organizational and educational effectiveness through a four-fold structure:

- Organizational planning
- Specialized planning
- Issues-oriented planning
- Planning for the WVU Health Sciences Center and its hospital affiliates

Organizational Planning Structures

West Virginia University is a student-centered learning community meeting the challenging needs of the people of West Virginia and our nation through teaching, research, service, and technology. This is the stated vision for West Virginia University. A vision as broad and encompassing as this requires a commitment to excellence, aspirational ideals, and strong leadership. An organization as diverse as West Virginia University can only become more responsive to its goals with competent leaders setting a clear direction. Planning, decision-making, streamlined hierarchies, and coordinated, responsive teamwork all allow WVU to meet its mandates and its responsibilities to all of its stakeholders.

West Virginia University’s planning processes build upon its vision, mission, values, and goals. Planning is not a periodic, monolithic process; rather, ideas are constantly being developed and implemented across the institution. Planning is managed through the University’s management teams, standing committees, targeted task forces, and ad hoc teams. In addition, many individual schools, colleges, and other units have specific planning processes.

In 2002, President Hardesty requested a five-year contract in lieu of a salary increase. The state economic forecast was not promising, and he wanted to make a clear statement to the state’s citizens that he is committed to leading their flagship institution even during

challenging times. President Hardesty's commitment to WVU extends to his major administrators. High expectations of these individuals extend to include regular professional development and planning workshops.

A Provost and five Vice Presidents support President Hardesty, in addition to the General Counsel, the Chief of Staff, the Executive Officer for Social Justice, and the Directors of Athletics and Internal Audit. The President meets twice weekly with his Senior Administrative Team (8:15 Group). This team is composed of the Provost and vice presidents (including chief associates), Executive Officers, Chief of Staff, and other relevant University officers. Several councils and committees advise the President and senior administrators on academic, fiscal, and other policy issues. These groups include the Deans Council, Council of Assistant and Associate Deans, Budget Planning Committee, Capital Planning Committee, Academic Information Management Steering Committee, and Enrollment Management Council.

Along with President Hardesty, Provost Gerald E. Lang demonstrates a strong commitment to WVU. A faculty member at WVU since 1976, Dr. Lang served as Dean of the College of Arts and Sciences, WVU's largest college, from 1984-95. Dr. Lang has held the Provost position for almost nine years. Three of the five Associate Provosts have held their respective positions over five years. This is a seasoned team that works together well. The Provost and Associate Provosts meet together every other week as a group, with individual meetings on a biweekly or as-needed basis.

The Provost meets with Deans Council (including Health Sciences Deans) every first and third Wednesday of the month. In addition, the Provost meets individually once a month with general University Deans. The group meetings allow discussion and problem-solving within the context of each school and unit, but also within the scope of the organization at large. Mentoring, an important role of any leader, is a particularly effective skill of Provost Lang. One-on-one meetings provide focused time for mentoring, professional guidance, and planning.

University Management Teams

Administrators from the President through directors complete an individual plan of work for each academic year that builds upon institutional goals and objectives. In addition to administrative work plans, a number of planning bodies constitute the planning infrastructure at WVU.

Planning is incorporated into the management team's responsibilities, which include defining the University's strategic direction as well as implementing the operation plans. Institutional planning and effectiveness depend upon decentralized leadership and execution that are consistent with the University's mission, vision, values and goals. Figure 1 provides an overview of the management teams and what they do:

Committee	Mission	Membership
WVU Management Team:		
8:15 Group	Leads WVU's mission and vision	President, vice-presidents, executive officers
Deans Council	Oversees academic policy	Provost, associate provosts, deans, directors
Assistant/Associate Academic Deans	Oversees academic programs and policies	Associate provost, assistant/associate academic deans, other related academic personnel

Committee	Mission	Membership
Faculty Senate Executive Committee	Makes academic and faculty policy	FS chair, elected faculty representatives, Provost
Standing Committees:		
Budget Planning Committee	Sets general University budget	Provost, vice presidents, budget-related assistant/associate provosts/vice presidents
Capital Planning Committee	Develops & monitors WVU's facilities & maintenance planning on University-wide capital expenditures	Provost, Vice President for Finance, Administration & HR, related assistant/associate provosts/vice-presidents
Government Relations Council	Advises team on legislative issues	Senior administrators, Provost, VPs
Salary Task Force	Develops performance-based increases	Provost, Vice President for Finance, Administration & HR, staff, deans, associate provosts
Enrollment Management Council	Monitors undergraduate recruitment, scholarship policy, retention efforts	Vice president for Institutional Advancement, Enrollment-related assistant/associate provosts/vice presidents, WVU Foundation, deans
WVU Research Corporation Board of Directors	Supports WVU's research agenda	President, Provost, Vice President for Research, deans, faculty
Assessment Council	Recommends assessment policies and faculty development. Monitors assessment strategies in academic programs	Faculty representatives, Associate Provost for Academic Programs, reps. from Enrollment Management
Academic and Administrative Information Management System—AAIMS	Approves all major information system projects prior to implementation	Assoc Provost, VP Institutional Advancement, 4 Assoc. VPs, 2 Asst VPs, Dean of Libraries, and 5 technology officers as <i>ex officios</i>
Faculty Senate	Discusses academic policy issues	Elected faculty
Graduate Council	Formulates, reviews and recommends University-wide graduate education policies	Elected graduate faculty, Director of Graduate Programs, VP Health Sciences, grad. student rep, Faculty Senate Rep
Targeted Task Forces and Unit Planning:		
Targeted Task Force	Evaluates and recommends change	Administrators, faculty, staff, students, external constituents

Committee	Mission	Membership
Unit Strategic Planning Committee	Strategic planning for the unit	Administrators, faculty, staff, students, external constituents

Figure 1: Representative Groups Involved in Planning

8:15 Group

Leadership, as evidenced in WVU's most senior administrators, has propelled the University to the forefront nationally in its core missions of instruction, research, and service. The core of this leadership forms the membership of the 8:15 group: President, Provost, Vice Presidents, and senior executive officers of the University. The 8:15 Group is responsible for managing various programs and services in a manner consistent with the University's vision and mission.

Deans Council

Membership consists of all deans, associate provosts, and assistant and associate vice presidents, and meets with the Provost monthly to share important information and data regarding academic affairs, institutional mission and governance, and critical issues impacting the University. In addition, the deans meet with the Provost as a group once per month as well as individually.

Assistant/Associate Academic Deans Council

The Associate Provost for Academic Programs meets with the Assistant and Associate Deans Council on a monthly basis. The Council is composed of assistant and associate academic deans from each WVU college or school, directors of various academic units, and academic representatives from each of the regional campuses. The council discusses academic issues, programs, and policies that will assist the University in:

- Becoming a more student-centered university
- Raising academic standards and expectations
- Becoming a more engaged university

Standing Committees and Councils

Budget Planning Committee

A synergistic and strategic budget planning process is used at WVU in responding to the need for decisive action in an era of severely limited resources. By developing a planning process designed to define and shape an agenda that focuses on the future rather than reacting to confining budgetary constraints, WVU is best positioned to manage its scarce resources efficiently. As new issues and opportunities arise, this committee evaluates their strategic impact.

The Budget Planning Committee, chaired by the Provost of the University, consists of senior representatives from Academic Affairs, Student Affairs, Health Sciences, Administration, Finance and Human Resources, Institutional Advancement, and the Chief of Staff.

The Committee's charge is to ensure that the University's fiscal position remains strong through managed resource allocation. Proposals from other various University organizations, legislative initiatives, and senior management projects are forwarded to this committee for consideration within the scope of institutional fiscal and academic well-being.

The Committee serves as the primary unit for recommending allocations for the University and thus oversees the General University's budget policies and processes. It ensures that dollars are directed towards programs, projects, and services that are critical to furthering the University's vision and goals. It approves tuition and fee schedules, reviews pro forma budgets for the General University and auxiliaries, approves funds for salary increases, and reviews budget requests from vice presidents. When budget reductions are required, the Committee approves the formulas used to distribute the cuts.

Faculty salaries continue to be a challenge for WVU. While faculty realized some significant salary increases during the period since the last accreditation visit, their salaries relative to their peers' remain problematic. Since the last site visit, however, the Board of Governors has endorsed a new performance-based salary policy, which requires faculty salary increases to be based entirely on the quality of the faculty member's performance on assigned duties. The previous faculty salary policy included across-the-board raises, a market/equity component, a merit component, and a promotion component. In the current policy, deans have some discretion to make salary adjustments based upon market and equity. In addition, WVU continues to guarantee a minimum 10% faculty increase for a faculty member who is promoted, regardless of whether there is a general salary increase. Within the fiscal constraints placed upon the institution, the Budget Planning Committee remains committed to identifying sources of funds to support salary increase programs for faculty and all other employees.

Capital Planning Committee

The Capital Planning Committee focuses on facilities, acquisitions, and maintenance of the campus. Like the Budget Planning Committee, it is chaired by the Provost and consists of senior representatives from Academic Affairs, Student Affairs, Administration, Finance and Human Resources, Institutional Advancement, and the Chief of Staff.

With a campus the size and complexity of WVU, providing up-to-date facilities in good operating order is a large task. Thus, in addition to the operating budget, a capital component supports University-wide construction and replacement of buildings. Physical resources support the ongoing mission of WVU by providing up-to-date, technically proficient classrooms and laboratories for faculty, students, and researchers. This area has received significant stimulus via tax-exempt revenue bonds to support several new buildings on campus. Many of the major projects identified in the University's Master Plan are complete or nearing completion. The current capital plan has identified \$219,000,000 in funded projects for fiscal year 2003. Completed construction projects include the Student Recreation Center (\$35,691,000), Downtown Library Expansion and Renovation (\$37,460,031), and the Life Sciences Building (\$56,101,673). Major renovations include the Creative Arts Center (\$9,775,660), which has renovated the Choral Recital Hall, Concert Theatre, and main lobby areas while also addressing critical safety issues. Other areas addressed through the capital plan are maintenance and repair projects, alterations, ADA compliance projects, classroom improvements, and land acquisitions, as well as the associated debt service commitments.

While ongoing capital projects are the focus of daily operations, future construction, renovation, and enhancement to the University's physical landscape cannot be appropriately administered without a long-range master plan. In 1996, WVU contracted Sizemore Floyd Architects, Inc., and its team of consultants to develop a Master Plan. The primary goal

guiding the Plan's development is the desire to support the culture and mission of the WVU. By responding to issues such as preserving and enhancing green spaces, improving vehicular and pedestrian traffic, and responding to capital priorities, the Master Plan became a focal point for dynamic growth on campus. The Master Plan identified the needs of all academic programs that serve the Downtown and Evansdale campuses. Key questions currently being asked are as follows:

- What should WVU do about its aging facilities?
- Which programs need space?
- How should WVU best spend its capital dollars to respond to priorities?

The University's Master Plan for addressing these issues consists of two distinct stages, Phase I (short term; 7-10 years), and the Total Plan that extends 20 years in the future. Phase I, which is effectively complete, includes several new buildings and renovations to existing academic buildings. A new Life Sciences Building and attendant green space, a new Student Recreation Center, an administrative building, and a major addition to the main library are complete, as well as extensive renovations to the main library and the Creative Arts Center. Several other renovation projects, including a renovated Health Sciences library, are either in progress or are anticipated in the near future. Also during this time, the University has purchased property adjacent to the main campus for long-term parking.

Looking toward the next ten years, the Capital Planning Committee is considering several new architectural projects. These include a "streetscape" environment on the downtown campus, major renovations to every academic building on the main campus, purchase of additional academic building sites, demolition and replacement of outdated buildings, and the development of riverfront property to coordinate with rails-to-trails use. In all, the early estimates for the total cost of Phase I and the Total Plan exceeded \$225,000,000. These costs have naturally increased over time, but with its healthy enrollment and research base, the University anticipates continued progress in meeting the capital needs of WVU in the future.

Government Relations Council

The Government Relations Council advises the administrative team on policy and strategy vis-à-vis legislative affairs. Both during the legislative session and the rest of the year, the GRC is a presence in Charleston representing the interests of West Virginia University.

Salary Task Force

The Salary Task Force's main objective is to provide guidance and advice to the President and other University administration relative to salary policies that govern the various categories of WVU employees. The Salary Task Force is chaired by the Provost and consists of representatives of the faculty, staff, and administration. Faculty representatives include the Chair, Chair-Elect, and Past-Chair of the Faculty Senate, and by the faculty member who serves as the faculty representative to the Advisory Council of Faculty. The President of the Staff Council serves as the staff representative. Administration is represented by a dean of a college/school, the Vice President for Health Sciences, the Associate Provost and Associate Provost for Academic Personnel, and the Assistant Vice President for Human Resources.

The Main Campus has developed a strategy of applying performance as a major determinant in the salary increase decision. As part of the institution's two-year transition plan to a totally performance-based salary policy, the task force approved on July 12, 2001, salary

policies that continued the University's goal of recognizing and rewarding excellence through funding salary increases. Subsequently, the Board of Governors approved 100% performance-based salary increases beginning with academic year 2003-2004.

Enrollment Management Council

The Executive Committee, predecessor to the Enrollment Management Council, became part of the University's planning infrastructure in 1996 when President Hardesty voiced his concern about declining freshmen enrollments and the projected decline in West Virginia high school graduates over the next ten years. The Executive Committee evolved into the Enrollment Management Council in 2001. The Council's membership consists of a dynamic group of faculty and administrators from across the University. The Council examines current data and trends, responding quickly to the fluidity of data.

Driven by student attitudes, institutional concerns about enrollment, and negative public relations, a number of initiatives have taken place since the committee/council was formed. The first of those included a restructured time line and fiscal investment in Banner, the Student Information System, as a means to reduce long lines for registration and class waitlists. The second initiative followed with the hiring of a Assistant Vice President for Enrollment Services and Student Affairs. Initial efforts by the Assistant Vice President were focused upon a revitalized recruitment/marketing strategy. Subsequently, the Provost created the Student Financial Support Executive Committee, whose original focus was revamping the existing centrally managed Scholars Program. In 1999, an external consultant was hired to advise the Executive Committee and to help develop a planning process for enrollment management.

Some significant highlights of the work of the Council include the following:

- scholarships were revamped by level, residency, and amount
- test scores of admitted students increased
- eligible applicants were immediately offered scholarship upon admission
- scholarships were awarded based upon individual criteria
- non-resident scholarships were significantly enhanced in Fall 2000

The Enrollment Management Council has engaged an external consultant to lead development of a strategic plan to increase WVU's first-year retention rate to 85% from 78%. The Council understands this goal may be considered challenging, but believes the 85% goal is achievable with focused dedication and emphasis.

The Council is currently attempting to define the enrollment capacity of the institution. This is a major challenge. Several University units, under the auspices of the Enrollment Management Council, are currently working to make this assessment. Major factors include faculty size, classroom availability, on-campus housing, PRT capacity, and other student service availability. The overarching principle guiding this work is to serve as many qualified students as possible within the financial constraints of the institution. Council leadership recognizes that a certain amount of room is required for marginal growth with a concomitant marginal increase in funding required. This will be feasible up to the point where marginal costs for facilities or personnel exceed the revenues that may be realized through tuition/fees associated with the increased enrollment and other state-provided resources.

While the University as a whole may be approaching capacity from a faculty availability perspective, faculty resources vary across colleges. The Council has an overall goal of moving each college as close as possible to its capacity. This effort will require identifying colleges with capacity and developing specific recruitment plans in collaboration with college

leadership. Additional goals for the Enrollment Council include increasing transfer and non-traditional populations, particularly high school and off-campus students.

WVU Research Corporation Board

The WVU Research Corporation, a private corporation authorized by the state legislature, acts as the legal agent of West Virginia University in applying for and administering grants and contracts. The Research Corporation consists of a board of directors, headed by the chair (President of the University) and vice chair (Provost). The executive director is the Vice President for Research. The Research Corporation receives and administers funds awarded by external agencies for research and other activities. The corporation also handles intellectual property for the University and protects University intellectual property by patents, copyrights, and subsequent licensing.

Assessment Council

West Virginia University's vision emphasizes the institution's commitment to a learning community meeting the changing needs of West Virginia and the nation through teaching, research, service, and technology. This commitment to a learning community and a student-centered university is founded in quality academic outcomes. The University Assessment Council leads the institution in evaluating learning outcomes. (See Chapter 4). The Associate Provost for Academic Programs serves as institutional liaison to the Council, the WVU Board of Governors, and the Higher Education Policy Commission (HEPC).

The University Assessment Council coordinates, conducts, and communicates ongoing assessment activities for student learning outcomes at WVU. All programs submit assessment information annually for review and feedback. Effective programmatic assessment is comprised of the following elements:

- Identification of the academic program's student learning goals, which should be consistent with the unit's mission statement
- Identification and application of appropriate measures to determine achievement of those goals
- Identification of criteria that reflect whether or not the goals have been met successfully
- Analysis and summary of the data gathered
- Actions taken, such as redesign of the curriculum or courses, to address identified problem areas

Assessment reports are formatted in a five-column model with attachments as necessary. (See Chapter 4)

Each academic certificate and degree program is reviewed every five years, with the results submitted to the WVU Board of Governors. Twenty percent of WVU's programs are evaluated each year for viability, adequacy, and necessity in terms of institutional mission. Programs accredited by a specialized accrediting agency recognized by the federal government or Council on Higher Education Accreditation are considered as having met the minimum requirements for the review process. Once reviewed by the Board of Governors, the reports on each self-study are forwarded to the Higher Education Policy Commission. The Commission staff determines if the action should be taken and then consults with the institutional president or designee.

In addition to institutional and governing board oversight, in 2002, the National Center for Higher Education Management Systems (NCHEMS) was invited by the HEPC to review

the assessment practices and policies in all West Virginia colleges and universities. This external evaluation indicated that WVU had a well-defined infrastructure and committed leadership for ongoing academic assessment.

A more detailed discussion of the challenges facing WVU vis-à-vis assessment appears in Chapter 4.

Academic and Administrative Information Management System (AAIMS)

The AAIMS Executive Committee is composed of members of central administration, including the Associate Provost, VP for Institutional Advancement, Assistant Vice President for Human Resources, Associate Vice President for Finance, Associate Vice President for Finance from the Health Sciences Center, Associate Provost for Information Technology, Assistant Vice President for Enrollment Management, Associate Vice President for Student Affairs, Dean of Libraries, and Director of Internal Audit. The following positions serve as *ex officio*: Information Security Officer, Director of Information Systems, Director of Admissions and Records, Executive Director of Accounting and Financial Systems, and Director of Instructional Technology Resource Center.

AAIMS is responsible for oversight of all academic and administrative information management systems, such as:

- Issues that affect multiple academic and administrative systems (platforms, infrastructure)
- Proposals for computerized academic and administrative systems development and forwarding requests for funding to Budget Planning or Capital Planning Committee as appropriate
- Systems development and upgrades
- PC hardware and software standards based upon recommendations from PC Standards Committee
- Institutional communications and change management as related to information systems

The following overview of Information Technology planning structures describes pathways of communication for issues related to Information Technology at WVU.

Information Technology

The commitment to technology at WVU is evident through the institutional vision that incorporates technology as a fourth focus to the traditional areas of teaching, research, and service. Moreover, partnerships with Oracle, Cisco, Banner/SCT, IBM, WebCT, and Campus Pipeline have positioned WVU well with regard to technology integration. The vision of Information Technology at West Virginia University is to *“Empower the University community through information technology, enrich the academic experience for students, and strengthen the ability of faculty and staff to teach, conduct research, and provide public service throughout West Virginia and beyond.”*

OIT is headed by an Associate Provost/CIO, who reports to the Provost and participates in the President’s Council. The CIO receives information through a host of committees and interest groups that channel comments, concerns, and usage reports through four standing IT committees. The committees and their charges are outlined below.

Information Technology Advisory Council (ITAC). Members of ITAC participate in planning and decision-making at the state, University, and departmental or college level.

Academic Computing Advisory Committee. This committee, composed of faculty and

students, advises the ITAC about instruction, research, Extension, and public service computing activities. (Minutes are posted at <http://www.itrc.wvu.edu/aboutus/acc/index.html>.)

WebCT Advisory Group. In Fall 2003, WVU hosted over 350 active courses in WebCT. Approximately 140 of these are “online” as defined as greater than 80% of the course is available in a non-traditional format with the primary mode of delivery as the Internet. (Minutes are posted at <http://www.itrc.wvu.edu/webct/wag/index.html>.)

WebCT VISTA Strategic Planning Committee. Vista, an enhanced version of WebCT, allows WVU to serve as a one of three state host sites for other West Virginia public colleges. VISTA is being piloted in Spring 2004.

Information Systems Advisory Committee. This committee advises the ITAC on administrative computing activities.

Telecommunications Advisory Committee. This committee advises the ITAC about campus voice, data, and video services.

The description of IT physical resources in Chapter 3 clearly delineates WVU’s investment in technology. Through the network of users, technical experts, and administrators, planning for technology investments is an ongoing high priority for WVU. Continuing challenges include increased demand for bandwidth and services within a managed environment at reasonable cost.

Faculty Senate

The main planning body of the Faculty Senate (FS) is the Faculty Senate Executive Committee (FSX). The three FS chairs (current chair, chair-elect, and most recent past chair) provide continuity in leadership from year to year. The seven elected members of the FSX are all senators who serve distinct colleges. The FSX also includes one regional campus member. A member of the FSX now serves as an *ex officio* member on the Graduate Council and reports back to the FSX any issues regarding graduate education that might require input from the Faculty Senate.

Much of the planning is short-term rather than long-term. In some years the FSX will establish goals for the Faculty Senate to accomplish in the upcoming year. The FS chair carries a heavy responsibility in identifying and bringing governance issues first to the FSX and, if approved, agenda items to the full Senate.

The three Senate chairs and the ACF representative have lunch with the senior members of the Provost’s Office monthly. This venue is seen as a “first airing” of in-progress policy pieces from the Provost. Likewise, faculty concerns directed to the Faculty Senate leadership are shared, so this meeting becomes a mutual advice-seeking and advice-taking session.

Issue-specific planning is also undertaken by many standing sub-committees of the Faculty Senate (<http://www.wvu.edu/~facultys/index.html>). At the end of the academic year, each sub-committee forwards to the senate for its approval a summary of the year’s accomplishments and a list of specific goals/objective for the next academic year. Several of these sub-committees are comprised of relevant *ex officio* members from the administration and student government as well as members of the FS. Attendance by student members is irregular but does occur when salient regulations or policies emerge.

Over the past ten years, the Senate has given primary or significant input on policy and procedure issues as well as other issues affecting campus life, including:

- Workload policy

- Revised University P&T Guidelines and annual evaluation procedures
- Faculty Salary Policy and task force
- Academic dishonesty policy
- Student Attendance Policy
- WVU research and integrity misconduct policy
- Student Evaluation of Instruction Web-based server
- Campus asbestos forum
- Campus parking plan
- Ad hoc committee to review General Education requirements (in parallel with NCASSC)
- General Education Curriculum (see Chapter 4)

Graduate Council

The voice for graduate education at WVU is the Graduate Council, which formulates, reviews, and recommends University-wide graduate education policies. The Council considers proposals for new graduate degree programs and certificates, evaluates major revisions in graduate curricula, coordinates periodic program reviews, establishes University criteria for graduate faculty membership, and considers other matters affecting graduate education that are brought to the council by an administrative officer of the University, a graduate member, or a graduate student. Council membership consists of 16 elected faculty representatives from the schools and colleges offering graduate programs and five *ex officio* non-voting members representing the Provost, Director of Graduate Education, Vice President of Health Sciences, the Faculty Senate Executive Committee, and the Graduate Student Council.

With such a wide University representation of virtually all appropriate constituencies, it is relatively easy for the Council to have continuous input regarding graduate education issues that arise during the academic year. To facilitate communication, Graduate Council members serve as *ex officio* members of their college Graduate Council and are expected to inform college faculty of all decisions made by the University Graduate Council. Minutes of the University Graduate Council are sent to all college/school deans. Issues affecting graduate education are also brought before the Faculty Senate Executive Committee, possibly for presentation before the full Senate. Graduate information, when appropriate, is also brought before the Assistant/Associate Dean's Council by the Director of the Office of Graduate Education.

Research Planning and Review

WVU maintains ongoing committees to address integrity and compliance in research and operations. Four units with responsibility for Human Participants, Animal Care and Use, Biohazards, and Radiation are described in Chapter 6 under "Research and Operations."

Specialized Planning

Task Forces and Special Initiatives

WVU has embraced a dynamic planning model that engages individuals who are involved in or affected by the plans. WVU has used a variety of strategic coordinated planning

groups consisting of appropriate campus executives, faculty, staff, students, and in many cases, parents, state or appropriate community leaders, members of campus advisory bodies, and others to do the planning and to report to the President or other appropriate leaders on their finding and recommendations. Special attention is paid to external as well as internal constituencies of the University. Planning is done in concert with WVU's vision and mission statements. Once the planning group is formed and charged, it writes final reports and recommends action.

Representative task force reports, along with their Web links, are available in the Resource Room.

The President and his senior management team are directly responsible for establishing task forces with internal and external constituencies that address institutional issues expeditiously. With this basic foundation in place, the University's leadership team, faculty, students, and external constituents such as parents and alumni, assume ownership of the issue. The task force develops a report with outcomes and recommendations. Implementation teams put task force recommendations into action.

Key strategies in using large committees effectively include:

- Selecting faculty leaders for key committee participation
- Building trust among the team
- Focusing group input
- Using subgroups for detail development
- Controlling the timing of the task to be completed
- Seizing the "power of the first draft" by concentrating on key points rather than being distracted by details
- Seeking input from the University community at large

Examples of how WVU incorporates large committees or task forces in organizational planning are described below.

Student Affairs Task Force

In 1995, David C. Hardesty, Jr., assumed the presidency during a time when student behaviors were turning toward the party scene, enrollments were dropping, and general apathy reigned within the student body. On his first day as president, he held a press conference and announced that West Virginia University was going to become a student-centered university. To begin work toward this vision, President Hardesty created a Student Affairs Task Force comprised of 20 members from the campus and the broad WVU community. This group examined evidence and made recommendations for all aspects of student life including technology, quality-of-life, student services, administrative organization, facilities, class attendance, advising, career development, and relations with the surrounding community. Planning followed the model outlined above, and the task force issued a report within months. The report was available for public comment and then an Implementation Team began to define action steps.

WVU's metamorphosis from "party school" to student-centered institution resulted from the following efforts to:

- *Recruit and retain quality students.* The average GPA of admitted students increased to 3.55 (3.40 Fall 2000), with an average 23.4 ACT (22.6 Fall 2000) and 1098 SAT (1070 Fall 2000)

- *Ensure academic success.* The Commission on Academic Standards and Expectations reported how best to ensure that all students experience success in the classroom
- *Operation Jump-Start.* This program was created to give first-year students a positive start to their college careers
- *Personalize the first-year experience.* Resident faculty leaders, a three-day summer orientation, New Student Convocation, and UNIV 101 all personalize the first-year experience.
- *Change the culture of residence halls and campus.* Focused academic support in residence halls, a study skills course, invited faculty talks in residence halls, and cultural and entertainment events/trips beyond the campus support a student-centered philosophy
- *Increase faculty-student interaction beyond the classroom.* Students and faculty participate regularly on WVU Committees; faculty are invited to speak, cook, and eat in residence halls
- *Encourage healthy life styles.* Programs at the Student Recreation Center, WVUp All Night, women's crew as a collegiate team sport, "dry" fraternity houses emphasize the importance of healthy lifestyles

Parents Club

Susan Brown Hardesty, the wife of President Hardesty, wanted parents to be connected to West Virginia University and to share in their children's University experience. To initiate this process, she created the Parents Club, modeled after Texas A&M's successful program. Since its inception in 1996, the club has grown to over 12,000 members and provides an exceptional venue for communication and support. Out of the Parents Club came the Parents Helpline, a toll-free 800 number for families with concerns about their sons or daughters, University policies, events, etc. Parent Advocate Susan Jennings Lantz receives thousands of calls and provides answers and solutions. This helpline also serves WVU in planning and responding to trends and immediate concerns of parents.

Extension Service

In January 1996, President Hardesty addressed the Extension Service Task Force by stating, "The people of West Virginia need the people of West Virginia's Extension Service. The real question is not whether we will serve, but how we can best serve." This statement set the tone for the overall charge of the committee. The Task Force made 93 specific recommendations for change, all the while recognizing that service and outreach are crucial, integral functions of the University. (The Extension Service Task Force Report, along with *Angioplasty for a Clogged Bureaucracy: From Outreach Laggard to Outreach Leader through Organizational Transformation and Extension: The Power of Partnership*, can be found in the Resource Room.)

The WVU Extension Service remains a complex organization with special challenges as a result of its distributed personnel in all 55 counties, a great diversity of programs, and a multifaceted budgeting formula. To continue the excellent work that has occurred since the Task Force report, to assist other WVU academic leaders in fulfilling the service mission, and to continue the strong progress made in recent years by faculty, staff, and volunteers, the Extension Service has committed itself to:

- Expanding the vision, developing leaders, and deepening the culture for outreach and engagement across all three mission components (teaching/learning, research/discovery, service/engagement) in all WVU units
- Developing an active WVU scholarship of engagement

- Improving client access
- Continuing success at securing extramural funds and partner resources

Commission on Academic Standards

In 1998, following efforts to change the student experience, President David C. Hardesty, Jr., established the Commission on Academic Standards and Expectations to review WVU's goals and expectations for its undergraduate students. The Commission, co-chaired by Provost Gerald Lang, was comprised of WVU faculty, students, and administrators, as well as members of the general public, parents, public school teachers and administrators, and a member of the West Virginia Office of the Secretary of Education and the Arts. This broad-based group conducted a study of undergraduate education literature and administered surveys to WVU faculty and students in order to ascertain the state of undergraduate education at West Virginia University as it related to national trends. (See the Commission's Report, June 1999 in the Resource Room.)

Commission sub-committees were formed to synthesize the information gathered and to develop recommendations. The outcome of this effort was a draft report that was broadly shared with the campus for comment. Following a public comment period, additional modifications were made, and a final report was subsequently submitted to the President.

The Commission made the following recommendations:

- Create an undergraduate education mission statement
- Develop an integrated first-year academic experience
- Establish a Capstone Experience in every undergraduate degree program
- Emphasize academic standards by raising graduation requirements
- Assess curricular reform efforts
- Reward faculty who demonstrate teaching innovations and effectiveness

All but the recommendation to raise graduation requirements were adopted and implemented.

Create an Undergraduate Mission Statement

An ad hoc committee representing Academic Affairs, Enrollment Management, and the Senate Curriculum, Student Instruction, and Liberal Studies Program Committees crafted a mission statement that was approved by the Faculty Senate. The mission statement is incorporated into the information sent to prospective students and their families to promote their understanding of the value of a WVU undergraduate education. (See <http://www.nis.wvu.edu/intro/vision.html>.)

Develop an Integrated First-Year Experience

The Commission recommended that WVU focus on improving classroom activities. An ad hoc committee representing Academic Affairs; the Senate Curriculum, Student Instruction, and Liberal Studies Program Committees; and College/Department Academic Administrators recommended that inquiry-based learning be integrated into syllabi. Critical thinking, as defined by the National Council of Teachers of English, is "a process which stresses an attitude of suspended judgment, incorporates logical inquiry and problem solving, and leads to an evaluative decision or action." Critical thinkers ask questions, uncover assumptions, define terms, distinguish between facts and opinions, separate the relevant from the irrelevant, make detailed observations, and make assertions based on sound logic and solid evidence.

Requiring an Orientation Course of all First-Year Students

Effective study skills, time management skills, responsible behavior, and academic planning are considered to be important factors in the academic success of first-year students. These skills are the focus of WVU's Orientation course. Since Fall 2002, all first-year students not transferring at the sophomore level have been required to take an orientation course, i.e., UNIV 101 or its college-specific equivalent, in their first semester at WVU and every subsequent semester until they pass the course.

Requiring that all first-year students enroll in an orientation course sets the foundation for strong, long-term academic performance by establishing basic performance expectations such as class attendance and attendance at WVU-sponsored events that foster intellectual development; and by establishing behavioral expectations, both inside and outside the classroom, that contribute to personal and professional success.

Attendance Policy for First-Year Courses

It is common knowledge that students who attend class regularly perform better academically. Sometimes first-year students do not realize that it is in their best interests to attend class. With the endorsement of the Faculty Senate, the following statement has been added to WVU's attendance policy: "There is a strong correlation between regular class attendance and academic success. Faculty are strongly urged to require attendance in all 100-level classes."

Learning Communities and Linked Courses

Many universities have developed learning communities where first-year students who live together in the residence hall take a course or courses together as a group. These students do much better academically because of peer support. The three "Freshmen Interest Groups" floors in the residence halls for engineering, forensic science, and creative arts, represent WVU's efforts in this area.

Several institutions have taken this concept one step further, linking two or more courses with a common theme. The faculty teaching these course sections coordinate their course work and provide assignment to develop critical thinking skills. Several such linked courses for WVU's first-year students have been implemented.

An Academic Plan for All First-Year Students

As recommended by the Commission, all advisors of first-year students have been instructed to work with their advisees to develop an academic plan so that students can graduate in a timely manner.

Establish a Capstone Experience in Every Undergraduate Degree Program

The Commission recommended that a capstone experience be required in every undergraduate degree program offered by WVU. The Faculty Senate approved the recommendation, and students who entered WVU beginning in Fall 2002 will be required to complete a capstone, which is defined as an academic experience in which students demonstrate, in a significant, relevant project with both an oral and a written component, their abilities to gather material independently; to think critically about and to integrate the theoretical and/or practical knowledge that they have acquired throughout their undergraduate careers; and to reflect on the ethical issues that are implicit in their project and/or their project's design.

(A list of approved capstone courses is available in the Resource Room.)

Assess Curricular Reform Efforts

Several types of assessment strategies were suggested by the Commission and have been implemented by the appropriate groups.

Liberal Studies Program Audits

The Commission recommended that there be a comprehensive review of the Liberal Studies Program (LSP) to assess its success in supporting the inquiry-based goals of the Commission, in meeting the Undergraduate Education Mission Statement, and achieving the goals set out in the LSP preamble in the Undergraduate Catalog. The assessment of the LSP is ongoing. The Faculty Senate LSP Committee plans to review over a five-year period all courses currently approved for the LSP. The fifth year of the five-year audit review has just ended, and over 441 courses have been revalidated as meeting the goals of the LSP. Courses are evaluated for their ability to provoke critical thinking (see earlier discussion), provide adequate breadth of knowledge, provide knowledge that is interrelated, and meet the other goals of the Liberal Studies Program.

Reward Faculty Members Who Demonstrate Teaching Innovations and Effectiveness

The Commission recognized that active faculty participation in the effort to raise academic standards and expectations would require reward structures that encourage faculty members to engage in new ways of approaching students and their learning and that do not punish faculty who realistically raise and enforce academic performance standards. Faculty who put in place higher expectations and appropriate support structures to help students meet them will be rewarded by their deans.

A Model of Success: Requiring an Orientation Course

This example highlights a positive initiative to enhance the undergraduate curriculum. It is difficult to create a new course required of all students, regardless of the merits of the course. Multiple questions to resolve include faculty workload, student workload, curricular disruption, course content, and fiscal support. Yet the Faculty Senate endorsed this requirement. Why?

Part of the answer lies in the fact that WVU had been delivering the course on an optional basis for many years. Recently collected data showed that students who took Orientation were more successful: more returned for their second year, and they had a better grade point average. Thus, there was a sound pedagogical reason for requiring all students to take Orientation. Next, because some colleges already required some form of Orientation course, a compromise was readily reached. Faculty, administrators, and professional staff would be asked to participate on an optional basis; however, the residence hall staff, supervised by the Resident Faculty Leaders, would oversee a large proportion of the instruction.

Several factors have contributed to the successful adoption of this recommendation: identifying faculty champions, engaging in active debate, understanding the multiple perspectives of the faculty and removing objections, and providing leadership for a successful outcome contributed to the successful adoption of this recommendation.

A Failure Worth Noting: Raising Graduation GPA

The fourth Commission recommendation, "Emphasize academic standards by raising graduation requirements," did not ultimately receive approval from the Faculty Senate. The Commission believed that higher expectations from faculty should lead to higher academic performance from students. Increasing admission standards, however, flew in

the face of WVU's mission as the land-grant institution that offers all qualified West Virginians an opportunity to pursue their education. Raising the exit standards made more sense to the Commission, and it proposed raising the minimum GPA for graduation from 2.00 to 2.25. The Senate subcommittee that discussed the matter endorsed the recommendation. At the Faculty Senate, the proposal elicited vigorous debate but was ultimately defeated for fear that it would lead to grade inflation.

Unanticipated but Related Initiatives

During the process of implementing the recommendations of the Commission, a series of concurrent initiatives in English and mathematics were occurring. As a result, the Center for Writing Excellence in the Department of English and the Institute for Math Learning in the Department of Mathematics were established. The Center for Writing Excellence focuses on helping first- and second-year students improve their ability to write at the collegiate level. The Institute for Math Learning focuses its efforts on providing a learner-oriented environment supplemented by special computer-aided learning programs for University students taking mathematics courses below the level of calculus. These initiatives support the goal of strengthening the first-year academic experience at West Virginia University and will help faculty raise academic expectations for undergraduate student performance in these critical areas.

Reflections on the Process

Raising academic standards is part of providing a high-quality academic experience. The substantial investment of time has been worth the effort. The changes that have been brought to the first-year experience at West Virginia University encourage student success and strengthen WVU's tradition of academic and teaching excellence.

Research

The West Virginia University Strategic Plan for Research describes the goals and approaches for advancing the WVU research enterprise, addresses internal issues, and is responsive to changing external needs and opportunities. The WVU Research Office is responsible for fostering the WVU research mission, facilitating research activities, and articulating research goals of the University. The following represents a brief outline of the West Virginia University Strategic Plan for Research that was endorsed by the WVU Research Corporation Board of Directors in the fall of 1999 and is updated through ongoing efforts of the Research Advisory Committee.

WVU President David Hardesty asked a Research Task Force (RTF) composed of faculty and administrators to recommend how WVU will continue its growing and productive research programs in order to contribute to the intellectual, social, cultural, and economic benefit of all West Virginians; and how WVU can more effectively share with its students the excitement inherent in the discovery of new knowledge and give its students more undergraduate as well as graduate research opportunities.

In 1996 the RTF articulated four primary research goals as WVU looks to the future:

- Reach funding levels for total sponsored projects and research awards that are comparable to peer land-grant institutions
- Attract high-quality graduate students and increase the proportion of undergraduate students involved in research

- Increase the portfolio of intellectual properties generated from faculty research and proactively transfer the technologies to the private sector
- Improve and sustain WVU's recognition as a major research institution

GOAL 1: Reach funding levels for total sponsored projects and research awards of peer land-grant institutions.

During the 1990s, WVU has averaged \$61M and \$35M annually in all sponsored projects and for research, respectively. Academic year 2002-03 saw the highest extramural funding in the history of the University at \$137 million. Since such a substantial increase in research funding is not likely to be accomplished solely through single investigator research, development of interdisciplinary initiatives will be encouraged. The rationale for interdisciplinary approaches is that synergy can be achieved by bringing together faculty and students from different disciplines for solving problems and developing technologies.

Centers and institutes can play an important role in advancing the WVU research enterprise by focusing resources, fostering interdisciplinary research, and interacting with governmental agencies and the private sector. They are viewed as a mechanism for broadening and strengthening the research programs of the University and its partners across department and college borders, and for increasing competitiveness.

To increase the funding base for research, WVU plans to:

- Enlarge the base of single investigators who generate competitive research funding on a continuing basis
- Encourage interdisciplinary research
- Promote the development of partnerships with the private sector and government agencies
- Improve the infrastructure to more effectively support a growing and dynamic research enterprise
- Work closely with federal and state legislative delegations to obtain assistance for initiating special projects and continuing ongoing projects that can be ultimately sustained on a competitive basis

GOAL 2: Attract high-quality graduate students and increase the proportion of undergraduate students involved in research.

A strong graduate program is essential to a quality research enterprise. Currently, there are 5,423 master's and doctoral students and 1,320 students earning first-professional degrees. In 2002-03, 1,402 master's, 150 doctoral, and 343 first-professional degrees were awarded. A specific objective of this goal is to increase the quality of the graduate experience and WVU's competitiveness for the best available students. A specific objective is to ensure that WVU remains a Carnegie Doctoral/Research University-Extensive institution, which awards "50 or more doctoral degrees per year across at least 15 disciplines."

Institutions now recognize the educational value of involving undergraduate students in research: it provides students with unique hands-on, inquiry-based learning experiences; with the opportunity to experience the excitement that accompanies learning through discovery; and with a competitive edge as they pursue their careers. To accomplish Goal 2 at the undergraduate level, WVU seeks both to increase current ad hoc involvement and to establish formal programs. The University Honors Program has established a formal program to facilitate undergraduate involvement in research with the Research Corporation providing funding for the program. The McNair Program (a federally-funded TRIO program) also involves undergraduates in research projects.

GOAL 3: Increase the portfolio of intellectual properties from faculty research and proactively transfer the technologies to the private sector.

The importance to public universities of engaging in economic development through technology transfer has been endorsed at the national level (e.g., NASULGC; EPSCoR Coalition). During the 1990s major research universities have become more aggressive in developing technology transfer programs that handle invention disclosures, patent applications, startup companies, license and option agreement, and royalty income.

WVU is committed to moving forward aggressively in this area. The WVU Office of Technology Transfer has been established and a director of technology transfer hired. The director leads the effort to identify and evaluate faculty and student inventions for patentability, coordinate patenting and marketing of technologies for commercialization, negotiate licenses and other agreements, facilitate industry/faculty linkages, manage ongoing technology transfer projects, and communicate technology transfer needs and opportunities to faculty.

A WVU Research Park is being planned, and significant progress is being made. A design for the park has been completed, and plans have been submitted to the West Virginia Department of Highways for a new entrance to the park site. An engineering firm was retained that has developed a bid package for site excavation. Applications for funding the park infrastructure have been submitted. Memoranda of Understanding are under development.

Although this effort addresses the University's responsibility to promote economic development and generate revenues to help support the research enterprise, this commitment also provides an additional avenue for disseminating and applying new knowledge generated by entrepreneurial students and faculty.

GOAL 4: Improve and sustain WVU's recognition as a major research institution.

Several initiatives have been taken to increase the visibility and enhance the image of WVU as a research institution over the past several years. Some of these include creating a research Web page, developing technology briefs on WVU research, placing a listing of WVU faculty publications on the research Web page, and increasing the frequency of articles on research in University publications and the *WVU Alumni Magazine*. In March 2000, research was the focus of President Hardesty's State of the University address "WVU Research Supporting the Economic Transformation of Our State and Nation," and of the first full-color *Research* magazine.

Health Sciences Planning

The Health Sciences Center has been actively involved in planning to continue to accomplish its mission of education, research, and service. As is the case for WVU as a whole, all of the factors involved in planning must be framed against a background of diminishing state financial resources. In addition to declining state resources, the Health Sciences Center programs are also dealing with diminished resources from the clinical enterprise due to changes in reimbursement.

In addition to center-wide planning, the four schools that constitute the Health Sciences Center (Medicine, Dentistry, Pharmacy, and Nursing) have each developed their own planning for meeting their respective missions and strengthening educational effectiveness.

Education

The state of West Virginia, through Senate Bill 653 (see below), mandated institutional accountability in meeting the workforce needs of the state. The Health Sciences Center continues to monitor the health care workforce and to make adjustments in educational programs to meet that need. In addition to workforce issues, health care professional education must implement curricular change in order to meet changing accreditation standards and standards of clinical care in a dramatically changing health care environment. A review of efforts in the School of Medicine will serve here to exemplify responsive planning regarding the Health Sciences Center's mission of education as a whole.

In the School of Medicine, the medical education degree program underwent significant curricular reform implemented with the Fall 1998 entering class. This curricular reform responded to the changing demands of the medical care workforce as manifested through LCME accreditation. Over the past two years, the medical education program has been implementing an increasingly competency-based component which permits both prospective analysis of students' abilities and retrospective outcomes assessment. The School of Medicine also includes a number of education programs classified as "Professional and Undergraduate Degrees." These include physical therapy, occupational therapy, medical technology, exercise physiology, and public/community health. In response to a workforce issue, the master's in occupational therapy degree program was established in 1996. The exercise physiology degree program was one of the first in the country to develop an aquatic therapy area of emphasis, which has been nationally recognized. The public health program has met the needs of practitioners in the state by offering an off-campus degree (Master's in Public Health).

Research

Over the past five years, the individual schools and the Health Sciences Center as a whole have been planning to strengthen the research enterprise. A task force to address the issue was formed and recommended reorganization with the creation of an Associate Vice President for Research and Graduate Studies. That position was filled in Summer 2002. The major task for that office is to provide support to HSC faculty, to reorganize the graduate education structure, and to help the HSC increase success in extramural funding.

Clinical Support

Within the School of Medicine, new initiatives in providing clinical care support both the professional and graduate education missions. Examples of such initiatives include the purchase of a gamma knife and expansion of neurosurgical procedures, the hiring of faculty to develop a heart transplant program, and the establishment of an in vitro fertilization program.

Service

West Virginia University provides health-related services at the Robert C. Byrd Health Sciences Center campuses in Morgantown and Charleston, and in hospitals, clinics, and physicians' offices throughout the state.

A sample of these services delivered in 2002 appears below:

- West Virginia University Hospital Admissions 20,602
- Patient Visits to WVU Physicians 649,469
- WVUH Uncompensated Care Provided \$24,848,912

- Uncompensated Care Provided by WVU Physicians \$11,764,250
- Calls to WVU Medical Access and Referral System (MARS) 61,483
- Health Sciences and Technology Academy Students (HSTA) 732

Facilities and Resource Infrastructure

Planning and implementation of major initiatives is carried out under the office of the Senior Associate Vice President for Health Sciences. Many changes have occurred in the facilities of the Health Sciences Center and many more are planned. A new Eye Institute opened in 2001. The Blanchette Rockefeller Neurosciences Institute was funded, and a new building is planned to house the facility. The main teaching hospital, a Level I trauma center, has begun a major facility expansion. Most significantly for the education mission of the school, a new classroom/library facility has been funded and is scheduled to begin construction in 2004. Planning is under way and focus groups have been called to assist with planning. This will address a long-standing critical need to upgrade library and classroom facilities in health sciences.

The Health Sciences Center plans for and manages technology demands through two administrative groups, Information Systems Operations and Academic Technologies. The former group has overseen the wiring of many classrooms in the Health Sciences Center, and most recently has begun the transition into wireless technology. The latter group has completed many projects related to delivery of instruction using technology, supporting the off campus and Web based instructional initiatives.

Issue-Oriented Planning

State Budget Allocation Process

The state of West Virginia, through its General Revenue pool, dedicates a portion of the pool to each public institution of higher education in the state. This is administered through the Higher Education Policy Commission (HEPC), which is charged with allocating the state appropriations to the institutions.

In addition to the general appropriations from the state of West Virginia that flow back to the University, the University uses another significant source of revenue to support capital building and renewal. Through an agreement with the HEPC, a predetermined debt service payment (\$10.4 million) is transferred to support the retirement of existing tax-free revenue bonds. The main campus keeps the remaining tuition and registration fees (approximately \$4.5 million) to pay for alterations as well as the general upkeep of the University.

To assist in managing the ongoing capital infrastructure of the University, a capital budgeting process exists that requires the yearly development of a list of new construction projects and major renovations or repairs to campus buildings. This request is forwarded to the HEPC for inclusion with other state institutions' capital requests. The listing for fiscal year 2004 for WVU and its regional campuses totaled \$450,280,178. The HEPC reviews these lists and periodically designates which projects merit inclusion in a system-wide bond issuance. The most recent system-wide bond occurred in 1998; however, a new issuance is currently being investigated. WVU and its regional campuses' portion of the upcoming funding plan would be \$55,507,000 of a proposed \$125,000,000 bond issuance. Debt service is typically based on the percentage of proceeds received from the issue. The

single exception is a 1992 debt-service allocation, where issuance is under review for possible refinancing. Of particular interest is the recent option of dedicating a revenue stream from excess lottery surpluses to repaying this 1992 debt, thereby freeing up excess debt capacity payments for WVU potentially to finance an additional \$60 million in new capital projects.

Even though WVU is by far the state's most significant research institution, there is a tendency to homogenize statewide reports, planning, and allocations to fund all institutions at similar levels. WVU's state funding has increased 10.5% over the last five years compared to a 19.4% increase for remaining state public institutions. The struggle to differentiate a research institution from a baccalaureate institution remains a challenge in a state driven by expenses rather than revenue. With no capital allocation formula in the West Virginia Legislature, operating dollars are allocated according to individual legislators' power and interests through the Budget Digest. This Digest allocates state monies to schools, as well as earmarking special projects and new initiatives for investment.

From Senate Bill 547 to Senate Bill 653

Senate Bill 547

West Virginia University has undertaken a series of planning efforts over the past ten years in response to legislative mandates to make the institution more effective and efficient. The first of these legislative actions was Senate Bill 547 (SB 547), passed in 1995, which required all state institutions to reallocate substantial portions of their respective budgets to meet specified salary targets for faculty and classified staff. For WVU, this action required the reallocation of \$32 million over a five-year period extending from fiscal years 1996-2000.

In response to SB 547, WVU committed itself to meeting the needs of West Virginia. A five-year plan, approved by the Board of Trustees, allowed WVU to enhance its recognition as a comprehensive, research, doctoral degree-granting institution, thus providing the state's citizens with the educational services they have a right to expect—and the economic development that flows from the delivery of those services. About \$32 million at the Morgantown campus—\$38 million across all WVU campuses—was reallocated from within existing budgets to meet the challenges imposed by the legislation, including raising WVU faculty salaries to 90% of the peer averages. The Morgantown campus initiated a series of sweeping reforms to meet the intent of the legislation. (See *A Final Report of the Accomplishments in Response to Senate Bill 547*, <http://www.wvu.edu/~acadaff/apo/sb547.htm>.)

Senate Bill 653

Under the goals of Senate Bill 653 (SB 653), passed in 2001, WVU will move toward greater engagement with its various constituents, including students, research sponsors, federal and state constituents, and citizens. A continued integration of the structure and function of the WVU system of campuses will occur over this six-year period as well, improving WVU's delivery of services statewide.

The *Compact* and the accompanying *Master Plan*, deliverables required under SB 653, represent extensions of the reform that began five years before under SB 547. The complete *Compact* and *Master Plan*, including the narrative and supporting tables, can be found at http://www.wvu.edu/~acadaff/apo/compact_masterplan.htm.

To be successful over the six-year period defined by Senate Bill 653 will require not only internal reallocation of resources, but also substantial new resources and continued support

from the state. Without that external support, the opportunities for success will be greatly diminished, and special initiatives may not be fully realized. This is particularly true in the case of faculty and staff salaries, where every effort must be made to keep pace at least with the average salary increases at peer institutions.

Impact of SB 653 on Budgeting Process

The six-year funding goal identified in SB 653 is to bring the appropriations to all state institutions of higher education to within 75% of peer benchmarks. Under SB 653, institutions of higher education are allowed access to pools of dedicated monies aimed at bringing them up to established national standards. These pools reflect diverse areas of impact:

- Peer Equity
- Sustained Quality Support
- Independent Accreditation
- Research
- Contributions to State Priorities

Each of the five pools identified in SB 653 thus has a distinct purpose encouraging the institutions to compete and apply for limited resources in the attainment of the 75% peer benchmark. The Peer Equity pool exists to increase the level of institutional operating budgets proportionally in an effort to meet the prescribed benchmark level. The Sustained Quality Support pool provides additional sums that are evenly distributed to all institutions contingent on an approved SB 653 Compact. The Independently Accredited Community and Technical Colleges Development was created to allow for a smooth transition from existing “component” community and technical colleges to independent community and technical colleges. The Research Challenge pool creates incentives for research institutions to compete more successfully for research funding nationwide. The Incentives for Institutional Contributions to State Priorities pool was established to provide incentives to institutions that demonstrate success in advancing the goals of public policy as defined in SB 653.

The attainment of the 75% peer benchmark was, and continues to be, an elusive goal, at least partly because of questions surrounding the identification of peers. The National Center for Higher Education Management Systems (NCHEMS) identified a set of peers for each institution of higher learning in the state, based on various criteria such as funding per student FTE, Carnegie classification, number of faculty, research activity, percent of degrees conferred, programs taught, etc. Then a comparative degree of neediness, or gap, was identified between an institution’s current position and the aspirational 75% value of the NCHEMS-designated peers. This led to ongoing discussions concerning the appropriateness of the designated peers, among other points. Several additional statistical methods continue to be explored by the HEPC in search of a more reasonable and fair approach in determining an appropriate set of peers.

Summary

West Virginia University meets Criterion 4. Annual events, such as Board of Governors’ Retreats, help set long-term goals and directions for the institution. WVU has consistently demonstrated effective planning, which has not only helped the institution survive but also strengthened the organization in the face of repeated legislative and fiscal challenges.

Strengths

One of WVU's greatest strengths is its planning processes:

- Planning processes have allowed WVU not only to survive in a challenging environment but to thrive
- Effective distributed planning structures are comprised of strong, well-integrated teams, whose work is an essential element of mission-oriented decision-making
- Key planning committees have strong leadership and representation from across the University

Decisions are consistent and institutionally directed as exemplified by successes including the following:

- Enrollment numbers and academic quality of entering students have improved
- Research funding continues to increase
- Bond rating has improved

Challenges

As WVU looks to the future, planning processes will need to respond to challenges, such as the following:

- State funding has decreased over the past several years and will likely continue to do so
- Faculty salaries on average remain below those of peer institutions
- Enrollment growth is nearing institutional capacity

Prospects

Despite the obvious challenges of operating in uncertain financial times, WVU's stable leadership and effective planning structures allow the institution to advance and achieve its mission.

Chapter **6**

The Institution
Demonstrates Integrity
in Its Practices and
Relationships

The Institution Demonstrates Integrity in Its Practices and Relationships

Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful.

Samuel Johnson, *The History of Rasselas* (1759)

Overview

This chapter presents patterns of evidence to support the position that West Virginia University demonstrates integrity in its relationships with students, faculty, staff, and the public, and in its fiscal priorities and management of funds and resources. Integrity in WVU's practices and relationships is evident in the following areas:

- Campus Community
- Outreach Activities
- International Students and Scholars
- Relations with Other Institutions of Higher Learning
- Athletics
- Research on Human and Animal Subjects
- Financial Practices

Moreover, through its commitment to social justice, WVU fosters values centered on the intrinsic worth and dignity of every human being.

Campus Community

Student Relations

A Student-Centered University

Over the past eight years, West Virginia University has fulfilled its commitment to becoming a student-centered institution, demonstrating institutional integrity. In 1995, the implementation of the Operation Jump-Start program integrated academic affairs and student affairs initiatives with a primary focus on the residential experience of first-year students. The goal of this program was to introduce a student-centered philosophy, which resulted in a cadre of student programs designed to captivate student involvement on campus and enhance the total learning experience of our new students. Notable among the numerous initiatives since 1995 devoted to fostering a student-centered learning environment are:

- The *Resident Faculty Leader Program*, in which faculty live adjacent to residence halls and serve as leaders in the residential experience
- *Enhanced academic support services*, for example through learning centers in residence halls
- *WVUp All Night*, a late-night, on-campus program designed to deter off-campus alcohol-centered socializing and to provide on-campus, fun-filled, and educational programming
- *New Student Convocation*, a welcoming ceremony for incoming first-year students
- *University 101*, a required first-year orientation course
- *Jump-Start Academy*, a set of kickoff events for new first-year students

Student Governance

The structure of student governance is described in Chapter 3.

Major accomplishments in which student governance has played an important role include the implementation of a funding resolution for a \$34-million Student Recreation Center, extended library and computer lab hours, renewal of food contracts in the student union, annual campus safety audits, late-night programming, promoting legislation to deal with off-campus issues, residence hall staffing compensation packages, local transportation for students in conjunction with the City of Morgantown, athletic student booster club (Mountaineer Maniacs), and support of annual programming in the areas of alcohol education and sexual assault prevention.

Student Rights and Responsibilities

The administration, faculty, and staff at West Virginia University share a strong commitment to fostering a climate in which student rights are protected and student responsibilities are clearly articulated and fostered. The *University Code of Student Rights and Responsibilities* states:

West Virginia University expects that every member of its academic community share its historic and traditional commitment to honesty, integrity, and the search for truth. In addition, West Virginia University is concerned with the living and learning environment of all its students. It is expected each person will grow to have greater respect for self, others, and property.

The student experience drives the institution's programmatic initiatives. In that light, the *University Code of Student Rights and Responsibilities*, the judicial process in the residence halls, the Mountaineer Creed, and student policies are all directed to ensuring that students are accorded all rights and freedoms outlined in the US Constitution, state laws, and guiding principles of the University. The Office of the Vice President for Student Affairs and the Office of the Dean of Students are charged with the responsibility to ensure student advocacy.

Publications outlining expectations for students within the confines of the University campus are distributed through the Division of Student Affairs via the University Web site, the MIX information system, the University Handbook, *The Mountie*, and *The Eyes and 'Eers: Your Resource Guide to WVU's Residential Learning Communities*.

Procedures and policies are thus in place to safeguard student rights while fostering ethical and honest student conduct. This not only includes local and University policies, but also policies related to confidentiality of academic and non-academic records and enforcement of federal laws such as the Americans with Disabilities Act, Family Educational Rights and Privacy Act, and other federal guidelines and laws.

Recruitment, Admission, and Retention

The West Virginia PROMISE (Providing Real Opportunities for Maximizing In-state Student Excellence) Scholarship program was approved by the Legislature in 1999. It offers a full-tuition scholarship to a state college or university or an equivalent dollar scholarship (\$2,800) to an in-state private college to each West Virginia student who satisfies the following criteria:

- Graduates from a West Virginia high school with a 3.0 grade point average in the core and overall course work
- Earns a composite ACT score of at least 21, or a combined SAT score of 1,000
- Earns a minimum ACT subscore of 19 in all subject areas or a minimum score of 470 on the English section and a 460 on the math section of the SAT

In both years the PROMISE has been offered, nearly half of all recipients who attended four-year public institutions chose West Virginia University. In academic year 2002-03, 60% of all in-state first-year students at WVU received the PROMISE, which assisted in raising WVU's academic profile. WVU is following its PROMISE scholars carefully and will report to the state's K-12 system its findings to improve secondary education.

West Virginia University practices "need-blind" admissions, meaning that applicants are evaluated without regard to their financial circumstances. WVU does not consider a student's race or academic ability in the financial aid application and award process. Financial need is the sole criterion for awarding aid.

Ethical practice in recruitment and retention with specific efforts to increase minority enrollment has resulted in the following student population demographics as of the Fall 2003 semester:

International: 5.8%

African American: 3.6% (percentage of West Virginia residents: 3.2%)

American Indian/Alaskan Native: 0.3% (0.2%)

Asian/Pacific Islander: 1.8% (0.5%)

Hispanic: 1.3% (0.7%)

White: 87.2% (94.6%)

Total minorities enrolled, excluding international students: 7.0%

(Compare to total minority percentage of West Virginia residents: 4.6%, US 2000 Census.)

Recruitment

Recruitment efforts have been enhanced to target international and African-American students. A senior admissions counselor dedicated solely to recruiting African-American students coordinates on-campus visits, writes special correspondence, and serves as primary contact for these prospective students. The international student recruitment program was enhanced two years ago to improve the diversity of the WVU student population. This program was designed to target certain students in specific countries, make some targeted visits to these countries, and continue a recruitment relationship that would ensure enrollment of more qualified international students.

WVU offers merit-based scholarships for African-American students. These scholarships, the Storer (\$3,000/year) and the Mountaineer Storer (\$1,500/year), are available to both residents and non-residents of West Virginia. Research indicates that minority students

do not score as high as non-minorities on the nationally administered standardized tests (ACT and SAT); therefore, the requirements for these scholarships have been scaled to offset that discrepancy. Although the W.E.B. Du Bois Fellowship for African-American Graduate and Professional Students was suspended for 2003-2004, the fellowship has been reinstated for 2004-05.

On the graduate level, WVU offers several recruitment and retention programs for minority students. The WVU Academic Partnership provides college-level teaching experience to minority teaching fellows by placing them at college campuses across the state. The Colloquium for Aspiring Minority Doctoral Candidates was designed to increase the enrollment of underrepresented groups into WVU graduate programs. (See Chapter 4 for fuller descriptions.) Both of these programs are now directed by a Program Coordinator for Minority Student Initiatives.

Transfer students are required to submit a copy of their transcripts from other accredited institutions prior to admission to West Virginia University. International students have additional requirements for admission that include:

- TOEFL (Test of English as a Foreign Language) scores (500 for undergraduate; 550 for graduate), which must be sent directly to the University
- International English Language Testing System (IETLS), 6.0 for undergraduates; 6.5 for graduates
- Original or certified copies of all official academic records and certificates in original language of issue and English translation from all postsecondary school records. These records must be sent directly to WVU, and no photocopies are acceptable

West Virginia University will not accept an international student until he or she provides proof of adequate financial resources for expenses incurred while studying at WVU

Graduate admissions policies are outlined in the WVU *Graduate Catalog*, on the University Web site, and in individual school and college publications. Graduate admission requirements are determined by college and program and approved by the University Graduate Council. (On the Graduate Council and other matters pertaining to graduate education, see Chapter 4 under “Graduate Education” and Chapter 5 under “Standing Committees.”)

Retention

Since the last self-study, the University has embarked on a campuswide retention effort (see Chapter 4).

Various support services and programs have been developed since the last self-study, which address the varied and special needs of minority and economically and educationally disadvantaged students:

- PASSKEY (Personalized Academic Support Services) is designed to promote and support academic excellence among first-year African-American students by addressing their social and cultural needs.
- West Virginia University’s Student Support Services, a federally-funded TRIO program, serves 200 undergraduate students who are eligible in one of three categories: first-generation to attend college, income eligibility (150% of poverty), or disabled. The students are given academic advising, tutoring, financial aid assistance, computer workshops, cultural-enrichment programs, and career exploration so that they have the best opportunity for success.
- In 2001, a full-time Director of Child Care Services was hired to begin the process of establishing a child-care program for student parents. With the help of a grant from the US

Department of Education's Child Care Access Means Parents in School Program, WVU Child Care Services has expanded child-care services, developed a parents' resource program, and helped subsidize the cost of child-care for University student parents.

- A new Director of Undergraduate Advising appointed in December 2003 is spearheading a number of programs aimed at retaining undecided general studies students by helping them to commit to a major.

Graduation Rates

West Virginia University matches the national average for graduation and is in line with our peers' graduation rate. As reported to the Integrated Postsecondary Education Data System (IPEDS) by the WVU Office of Institutional Analysis and Planning, the graduation rate for the 1996 cohort of first-time entering freshmen was as follows:

Graduated in four years: 27%

Graduated in five years: 49%

Graduated in six years: 56%

The national average six-year graduation rate is 56%.

Faculty Relations

The WVU administration and faculty recognize a long tradition of cooperation on issues regarding the institution's research, teaching, and service missions. The recent revision of the Faculty Constitution suggests that the administration is committed to responding to faculty issues and concerns. The Office of the Provost regularly interacts with faculty. The Provost and his staff attend meetings of the Faculty Senate Executive Committee to provide input and insight; meetings of the Faculty Senate to facilitate communication; and meetings of several key Faculty Senate subcommittees (e.g., the Curriculum Committee and the Grants Committee) either as voting members or in an *ex officio* status. Moreover, the Provost and his staff have monthly luncheons with Faculty Senate leaders, including the current Chair, the Chair Elect, the immediate past Chair, and the representative to the Advisory Council of Faculty, which works with the Higher Education Policy Commission's Central Office.

The structure of faculty governance is described in Chapter 3. Further information on practices and relations may be found in the WVU Faculty Constitution (<http://www.wvu.edu/~faculty/CONSTITU.html>), the *Faculty Handbook* (revised May 2000), and the Faculty Evaluation, Promotion, and Tenure Guidelines (http://www.wvu.edu/~acadaff/fpo/promotion_tenure.htm). The latter document, approved in 1997 and effective for the 1997-1998 review cycle, assists faculty by encouraging them to improve their performance.

Tenure and Promotion

The vast majority of faculty who are considered for promotion and/or tenure are successful. We believe that this success is due to efforts by the Provost's Office to fully inform faculty of the expectations and requirements, beginning at their appointment. Workshops, training sessions, and conversations occur throughout the year for faculty, chairpersons, and deans. (See Faculty Evaluation, Promotion and Tenure Guidelines, a calendar, and other promotion and tenure procedure documents at http://www.wvu.edu/~acadaff/fpo/promotion_tenure.htm.) The following table indicates a significant rate of positive personnel decisions.

Year	Total Cases	Promotion ¹	Tenure & Promotion ²	Tenure Only ³	Continue ⁴	Positive Decisions
1994	46	16	16	2	2	36 (78%)
1995	62	8	43	2	1	54 (87%)
1996	60	17	34	1	0	52 (87%)
1997	62	11	38	5	2	56 (90%)
1998	46	7	23	0	1	31 (67%)
1999	43	13	22	2	1	38 (88%)
2000	52	15	25	1	0	41 (79%)
2001	42	19	15	0	0	34 (81%)
2002	31	16	9	2	1	28 (90%)
2003	54	36	17	0	1	54 (100%)
Total	498	158	242	15	9	425 (85%)

Figure 1: Personnel Decisions, General University, 1994-2002

Notes:

¹“Promotion” most often applies to Associate Professors seeking promotion to Professor, but also includes promotion of non-tenurable personnel (e.g., Library Faculty, Research Assistant Professors).

²“Promotion and Tenure” most often applies to untenured Assistant Professors in the “critical year” who are considered for promotion to Associate Professor with Tenure.

³“Tenure Only” usually applies to an individual appointed at a senior rank who is considered for tenure but not promotion. Extension faculty can be tenured at the Assistant Professor level; cases in which such an individual in the “critical year” also applies for promotion and receives only tenure are not included here, but are represented in the data about positive decisions.

⁴“Continue” here refers to individuals who were either not recommended for promotion or recommended for negative action but received a positive decision to continue their appointment rather than to terminate the appointment.

One factor that has reduced the number of negative tenure decisions is the option, available since 1997, for a tenure-track faculty member to request no tenure review in the sixth (“critical”) year, if it is obvious to the faculty member that the record will not support a positive decision. Taking advantage of this option provides employment in the seventh year and avoids the angst of receiving a letter of termination.

Family Friendly Practices for Faculty Members

West Virginia University recognizes the need for family friendly policies and practices to deal with family responsibilities that may impact the career of a faculty member. (See Chapter 4)

Mediation and Grievance Procedures

In 1996, as an alternative form of conflict resolution, West Virginia University established a Mediation Program for faculty, which is also available to staff. (See www.wvu.edu:80/)

~acadaff/mediation.htm.) Section 6.8.2 of the *Faculty Handbook* clearly outlines the grievance procedure for faculty (<http://www.wvu.edu/~acadaff/fpo/handbook.pdf>).

Academic Freedom and Academic Responsibility

Sections 6.2, 6.3, and 6.4 of the *Faculty Handbook* clearly state WVU's policies regarding academic freedom, academic responsibility, and professional ethics (www.wvu.edu/~acadaff/fpo/handbook.pdf).

Staff Relations

The structure of staff governance is described in Chapter 3. WVU follows all policies and procedures as outlined by the West Virginia State Code and the Higher Education Policy Commission.

Mediation and Grievance Procedures

Mediation services and grievance procedures and other policies are included under Human Resources Policies and Human Resource Procedures (<http://www.wvu.edu/~humanres/employeerelations.shtml>). The staff may also communicate their concerns through the Staff Council.

All regular employees are entitled to review of concerns in a fair and expeditious manner with procedures clearly stated in the *Grievance Procedures Under WV Code 29-6A Procedure*. This action was reaffirmed on November 8, 2001, by the University's Vice President for Administration, Finance, and Human Resources (http://www.wvu.edu/~adminfin/policies/hr_policies/WVU-HR-16A.html).

Staff Reassignment Program

Through the Classified Staff Reassignment Program, WVU was able to manage the operating budget reductions required by SB 547 without employee layoffs. (For an overview of the impact of SB 547, see Chapter 5 under "Issue-Oriented Planning.") Under this program, employees whose positions are being eliminated work closely with the Department of Human Resources to secure another position within the University. Employees participating in this program continue to work and receive pay and benefits until they are placed into a new permanent assignment. Since its inception in 1998, 60 individuals have participated in this program. WVU anticipates that this program will continue to benefit employees as the institution restructures in response to the fiscal year 2004 and fiscal year 2005 reductions in state appropriations.

Outreach Activities

As a land-grant institution, West Virginia University is mandated to engage in service and other outreach activities to assist state citizens. Those activities encourage economic and workforce development. WVU dedicates human and economic resources to meet its land-grant mandate, thus demonstrating integrity in taking seriously its service mission. (For additional information on outreach activities, see Chapters 4 and 5.)

Office of Service Learning Programs

The Office of Service Learning (OSLP) connects community organizations with campus-based courses in partnerships designed to benefit students and West Virginia citizens. Faculty members structure their courses to allow students to apply concepts studied in class to “real world” challenges. Community groups share their practical knowledge while improving their locales and quality of life. OSLP helps faculty across academic disciplines develop course syllabi and identify community partners. OSLP also assists local organizations in identifying WVU faculty and student partners who can help them develop a program, improve a site, or build their community’s capacity to help itself. All three groups—students, faculty, and communities—are eligible for funding secured by OSLP from governmental, private, and University sources.

Extension Service

A newly developed draft mission statement for Extension reads: “WVU Extension Service educators and volunteers build and help sustain collaborations and partnerships with people and organizations in West Virginia, to improve their lives and communities. Our programs and services strengthen leaders of all ages, youth, and families. We develop and teach best practices for sustainable agriculture, responsible use of renewable resources, and stewardship of natural resources. We work to improve our state’s communities, workforce, and economy.” (“Briefing Paper,” President and Provost Visit with Extension, Sept. 24, 2002.)

A brief sampling of successful Extension Service programs is noted in the Extension Service Points of Pride (<http://intranet.ext.wvu.edu/intouch/espop.htm>). A comprehensive 95-page Annual Report of Accomplishments and Results for 2001-2002 is available at: <http://intranet.ext.wvu.edu/progdev/annrpt01.pdf>.

Specific service examples and successes include:

- *Youth Development.* Extension reaches countless people, from 14,000 volunteers who participated in Extension’s fire suppression and rescue education programs to 56,000 youth, 7,200 adults, and 8,700 teen leaders who participate in 4-H and other school retention programs. WVU’s Energy Express, a youth literacy and nutrition program, serves more than 3,000 children annually in more than 90 low-income communities in more than 40 counties.
- *Agriculture and Natural Resource Development.* West Virginia University Extension is a major player in the Mud River Watershed project in Lincoln County as a result of a \$1 million multiyear grant from the US Environment Protection Agency’s National Decentralized Wastewater Demonstration (NDWD) program. WVU educational programs help beef cattle producers enhance the reputation of their feeder calves and take advantage of marketing and sales alternatives.
- *Families and Health.* Extension provides educational leadership to 450 Community Education Outreach Service (CEOS) clubs (7,000 members) throughout the state. More than 4,200 workers gained skills to help them stay safe and injury-free last year by participating in WVU’s Safety and Health Education program. The Dining with Diabetes program had more than 1,200 participants in its educational sessions that teach diabetics and their families how to prepare appropriate meals.

- *Community Resource and Economic Development.* More than 13,000 volunteer and career firefighters and emergency responders participate in Fire Service Extension training. WVU's First Impressions program has assisted more than 25 communities in making immediate improvements or establishing long-term development.

Health Sciences

The Robert C. Byrd Health Sciences Center consists of West Virginia University's Schools of Medicine, Dentistry, Nursing, and Pharmacy that offer a comprehensive range of undergraduate, graduate, and professional degrees in health care and biosciences. The Health Sciences Center helps WVU exhibit integrity through its contributions to the state in the area of health education, teaching, community service, and research. The 29 degree programs offered by the Health Sciences Center provide West Virginia with a strong group of professionals prepared to meet the varied health care needs of the state. The more than 10,000 alumni of WVU Health Sciences Center programs include about one-third of the state's practicing physicians, two-thirds of its dentists, three-quarters of its pharmacists, and hundreds of nurses, medical and dental technologists, physical therapists, and other health professionals.

The Health Sciences Center includes three hospitals, a cancer center, and a medical and dental office building. All were built since 1986 and were designed to meet the needs of patient care, education, and clinical research. The WVU Health Sciences Center also provides regional clinical campuses in Charleston and the Eastern Panhandle of West Virginia and maintains relationships with hospitals and physicians in rural areas of the state.

Mission

The Health Sciences Center has four missions:

- *Education:* to provide high-quality education and stimulate interest of medical students in the primary care fields, rural health, prevention, and healthy lifestyles.
- *Clinical Service:* to provide high-quality health care through a fully integrated cost-effective health service delivery system that sets standards of care.
- *Outreach Service:* to lead in the development of programs that maximize the state's investment in education by focusing on healthier communities, and targeting the needs of West Virginians with special emphasis on high-quality rural health care delivery and providing support to health providers.
- *Research:* to focus both basic and clinical research in funded broad-based interdisciplinary areas, and clinical research in health systems research, including special emphasis on rural health and other research to benefit the people of the state.

Notable Successes: WVRHEP and HSTA

The creation and implementation of the West Virginia Rural Health Education Project (WVRHEP) can be seen as one of the major successes of the Health Sciences Center's involvement in communities—from students (required rotations in rural communities) to ongoing research (e.g., CARDIAC project) and patient care clinics in rural communities. Another major success that relates to the HSC is the Health Sciences Technology Academy (HSTA). This is a program that identifies students in their pre-college years from rural

communities who might not otherwise be knowledgeable of or interested in the health professions. (For more information, see Chapter 5.)

Relations with other Institutions of Higher Learning

West Virginia University participates in WV Higher Education Policy Commission (HEPC) Articulation Agreements. The undergraduate articulation information is described in Title 133 Procedural Rule Series 17 and may be accessed via the HEPC Web site under Rules and Policies (<http://www.hepc.wvnet.edu/resources/index.html?../menu.html&title.html&rulesandpolicies.html>).

Information on specific courses that are transferable among public institutions in West Virginia is available as a PDF file at the HEPC web site under Academic Affairs (<http://www.hepc.wvnet.edu/academic/index.html>).

Two examples of successful agreements include a consortium agreement with several in-state institutions and agreements with our international program. WVU's relationship with other higher education institutions is reflected in the consortium agreement between WVU School of Nursing and Potomac State College, WVU at Parkersburg, WVU Institute of Technology, and Glenville State College. In addition, WVU has multiple relationships with other institutions in its international programs. We have two types: general linkages, which establish a formal relationship, and student exchange linkages for study abroad. The Office of International Programs' Web page gives a complete list of linkages (<http://www.wvu.edu/~intlprog/linkages.html>).

International Students and Scholars

The Office of International Students and Scholars (OISS) is a resource for students and research scholars from over 90 countries around the world (<http://www.wvu.edu/~oiss/>).

Given the tragedy of September 11, 2001, and its implications for international students, the University, through the OISS, has assessed policies and taken significant measures to ensure that its international students and scholars at WVU are in compliance. The Student Exchange Visitor's Information System (SEVIS) presents a new set of challenges not only because it has a tight implementation schedule, but it also requires the institution to report data on a timely and ongoing basis. The timeline usually ranges from 10 to 20 days from the date that the event takes place. To accommodate SEVIS, OISS has developed new forms and posted new information on its Web site (<http://www.wvu.edu/~oiss/updates.htm>). Students and scholars on campus have been notified and advised to visit the Web for information on their visa status. SEVIS has also shifted time and focus this past year. In the past, SEVIS made every effort to strike a balance between observing immigration rules and organizing substantive programs to assist with adjustments to the US for all international students and scholars. This year, a disproportionate amount of time has been spent on the implementation and maintenance of the SEVIS tracking system.

Intercollegiate Athletics

NCAA Compliance

The West Virginia University Department of Intercollegiate Athletics fully subscribes to and conscientiously abides by the rules, regulations, and status of those organizations and agencies having jurisdiction over the conduct of its athletics program. Specifically, the WVU Department of Intercollegiate Athletics adheres to the NCAA Principles for Conduct of Intercollegiate Athletics set forth in its Constitution and all regulations thereto in its applicable Bylaws. (See the West Virginia University NCAA Self-Study Report, 1999-2000, Section 1.)

Academic Integrity

The WVU Department of Intercollegiate Athletics subscribes to high standards of academic quality as well as the breadth of academic opportunity as stated in the Department's Mission Statement. Athletics is an integral part of the University's structure and does not operate outside the academic precepts of the institution. The Department of Intercollegiate Athletics strives for excellence in both athletics and academics and has been successful in each area. The Department is competitive nationally in athletics and academics.

Graduation rates are an important focus for the University, as the institution's goal is to meet or exceed the national graduation rates for undergraduate students including all student-athletes. The graduation rates for WVU's student-athletes compare favorably with that of the student body at large and are similar to the national average for student-athletes. (The Division I national average student-athlete six-year graduation rate is 59%; the WVU six-year graduation rate is 56%, the average graduation rate at WVU's peer institutions.)

The tables below provide the most recent information available on the graduation of WVU's student athletes.

Graduation Rates of WVU Undergraduates Athletes First-Time, Full-Time Freshmen Students Entering Fall, 1996

Race/Ethnicity	No. Students Fall 1996 Cohort	Graduation Rate Fall 1996 Cohort	Overall Four-Class Average Graduation Rate 1993-1996 Cohort
American Indian/ Alaska Native	6	50.0%	40.9%
Asian/Pacific Islander	45	51.1%	59.3%
Black, Non-Hispanic	1	1747.0%	47.7%
Hispanic	32	34.4%	41.2%
White, Non Hispanic	2,850	56.4%	55.2%
Nonresident Alien (International)	15	40.0%	56.1%
Total	3,065	55.7%	54.8%

Gender	No. Students Fall 1996 Cohort	Graduation Rate Fall 1996 Cohort	Graduation Rate Fall 1996 Cohort
Male	1,566	51.0%	51.3%
Female	1,499	60.5%	58.5%
Total	3,065	55.7%	54.8%

WVU's student athletes are graduating at near the average for non-athletes at WVU and its peer institutions, thanks to excellent student support services.

CHAMPS/Life Skills Program

In Spring 1995, West Virginia University initiated its CHAMPS/Life Skills program modeled after the NCAA program to prepare student-athletes for the demands of college life and beyond. WVU was one of 170 schools selected by the NCAA to participate in their national pilot program. Five programming "commitment" areas viewed as critical to personal growth are part of WVU's model: academics, athletics, personal development, career development, and community service.

Fiscal Integrity

WVU's operates its Department of Intercollegiate Athletics as a self-supporting auxiliary. Expenditures and receipts are governed by State Code 18B-10-11, which includes depositing television and post-season receipts into a restricted fund for capital improvements, repairs, and maintenance. In support of such expenditures, the Department of Intercollegiate Athletics is required by State Code 18B-10-11 to deposit 1% of all gate receipts and 25% of all net television and post-season receipts into a restricted fund for capital improvements, repairs, and maintenance. Thus, any future capital projects are funded without affecting annual operating budgets.

The Department's budget development follows the University's annual strategic and budget planning process. In addition, the Department of Intercollegiate Athletics has a formal five-year planning process that incorporates University, state, and WVU Foundation procedures. Fiscal integrity is ensured through established processes that include a pro-forma budgeting process, annual budgeting process, and Monthly Reviews. (For more detail, see the *WVU NCAA Self-Study Report*, http://www.nis.wvu.edu/Releases_Old/NCAA%20REPORT.htm).

Equity, Welfare, and Sportsmanship

The University acts with integrity in ensuring gender equity, equal opportunity, welfare, and sportsmanship for its student athletes, athletic coaching staff, facilities, and support services for men's and women's sports. (See the *West Virginia University NCAA Self-Study Report*, 1999-2000, Section 1.)

Research and Operations

WVU maintains ongoing committees to address integrity and compliance in research and operations. Issues regarding the use of human participants in research projects, confidentiality of medical records, animal care and use, biohazards, and radiation are overseen as follows.

Research Integrity

The West Virginia University's Senate Research Integrity Committee developed policies and procedures in the 1995-96 and 1996-97 academic years based on the US Office of Research Integrity's Advisory Document of April 1995.

Integrity in research and scholarship and research is an obligation of all who engage in the acquisition, application, and dissemination of knowledge. Scholars and researchers are bound to maintain honesty and avoid deception in all aspects of their work. This duty, rooted in personal and professional ethics, is shared by all members of the University community. The duty to safeguard the integrity of research at WVU includes:

- Promulgating and reinforcing standards for the conduct of research
- Reporting potential instances of misconduct
- Examining allegations of misconduct
- Imposing sanctions when appropriate

At WVU the Research Integrity Officer is charged with overall responsibility for ensuring that the policy and procedures, which were developed by the Research Integrity Policy Committee, a committee of faculty, staff, and student representatives. (See <http://www.wvu.edu/~research/senateintegrity.html>.)

Human Subjects Research

The University has responded to the Surgeon General of the United States policy statement on protecting human research subjects by forming an Institutional Review Board (IRB) for the Protection of Human Research Subjects. The IRB is comprised of 19 persons comprised of 18 faculty and one community member. Throughout its history, the IRB has acted diligently to ensure protection of human subjects. The more recent assurance is dated January 10, 2000, and is valid for five years (http://www.wvu.edu/~rc/irb/irb_assurance.pdf). The University is steadfast in its responsibilities as evidenced in the authority relegated to the IRB (<http://www.wvu.edu/~rc/irb/authorit.htm>). Human Participant Protection Training is required for all “key personnel” listed on the protocol applications (<http://www.wvu.edu/~rc/irb/hppwebct.htm>). The training was available in April of 2000 and was made mandatory in 2003. A total of 2,286 researchers/“key personnel” have been trained as of August 14, 2003.

Health Insurance Portability and Accountability Act (HIPAA) Compliance

West Virginia University, as a hybrid entity as defined under the provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), educates and trains its faculty, staff, and students who have access to the protected health information of patients and clients. This training and education of approximately 2,277 employees, and students on the regulations and requirements of the law occurred prior to the implementation of the Privacy Rule in April 2003, and is ongoing for our new employees and students. This training was also provided to all of the employees and students on WVU’s regional campuses. WVU is preparing for the implementation of the Security Standards Final Rule, which will become effective in April 2005.

Animal Care and Use

Internal monitoring. The Animal Care and Use Committee provides oversight on research involving animals at WVU (<http://www.wvu.edu/~rc/acuc/index.htm>). West Virginia University provides training and keeps records for all persons who care for or use animals in research, teaching, training or exhibition, including students, instructors, technicians, laboratory staff, and animal care workers. In order to meet these regulatory mandates in an efficient and accessible manner, we have developed a Web-based approach to present the core animal welfare regulatory training. This process will serve to meet the training and record-keeping requirements for this basic education.

External review. West Virginia University is currently accredited by the Association for the Assessment and Accreditation of Laboratory Animal Care International (AAALAC). AAALAC is an independent, nonprofit organization that inspects and accredits animal programs according to the highest standards recognized by the Public Health Service and USDA. Accreditation is for three years. Life Sciences were added to the WVU application in 2003, the time of the most recent accreditation for renewal. WVU has an Assurance (#A3597-01) on file with the Public Health Service Office of Laboratory Animal Welfare (OLAW). The expiration date is June 30, 2004. OLAW personnel have visited WVU on several occasions, most recently in May 2000, at our invitation. USDA/APHIS inspects WVU at least annually. All animal programs are inspected except for rats, mice, birds, and food/fiber research. In addition, ACUC records and actions are also reviewed.

Veterinary care. Currently WVU has two full-time veterinarians on staff. Garry Linton, DVM, is attending veterinarian at the Health Sciences Center and the Life Sciences Building. Dr. Linton is also director of the central animal facilities at these two locations. Robert Pitts, DVM, is attending veterinarian for the Davis College of Agriculture, Forestry, and Consumer Sciences, including the farms located throughout the state. Dr. Pitts is also attending veterinarian at the Potomac State College campus.

Biohazards

The Institutional Biohazards Committee (IBC) was established by mandate of the federal government (<http://www.wvu.edu/~rc/ibc/index.htm>). To help ensure a safe working environment, the University has charged the committee with overseeing all activities that pose a biohazard, not just those involved in the use of recombinant DNA research as required by federal regulations. Accordingly, the IBC must approve all activities that involve recombinant DNA; infectious agents of plants, animals and humans; or the use of serum and/or tissue from humans or subhuman primates.

Radiation

The Radiation Safety Office is responsible for all laboratories throughout WVU that use radioactive materials as part of their research, as well as providing services to WVU Hospitals, Inc., and Ruby Memorial Hospital (<http://www.hsc.wvu.edu/rsafety/>). The goal of the Radiation Safety Office is to ensure that laboratory workers, hospital employees, and University employees use radioactive materials and dispose of waste safely and in compliance with federal regulations. The Radiation Safety Office provides:

- Training sessions each semester and during the summer in the safe practice of using radioactive materials. These sessions are mandatory for all personnel who will be working with radioactive materials in the laboratories
- Processing for all orders for radionuclides and contacts the lab when a package is received. Also provides the film badges (dosimeters) used to monitor radiation exposure for personnel working with radionuclides
- Radiation waste pick-up, storage and disposal. Radioactive waste must be stored in approved-labeled containers obtained from the Radiation Safety office
- Weekly lab security checks to make sure radioactive materials are kept in approved locked containers and/or labs are locked when no one is present
- Quarterly lab inspections and ensures that all radiation surveys are performed and documented

Financial Practices

Sponsored Award Administration

The Office of Sponsored Programs (OSP) at West Virginia University is charged with assisting faculty in their research and sponsored programs endeavors. The OSP assists faculty by providing an electronic service that notifies faculty of possible sources of funding in their areas of interest. This service can also provide faculty with individual, specialized searches for funding sources. OSP reviews and assists faculty in preparing proposals to ensure that the proposal meets federal, state, and University requirements. OSP reviews grant agreements and contracts to ensure compliance with applicable laws and regulations. Coordination of the regulatory issues regarding human subjects and animal care are also activities in which OSP provides assistance. Also, OSP provides support for the Faculty Senate internal grants program, which funds faculty research and travel activities. OSP maintains a database of all proposals and awards. This database provides the information used by the University to report on research and sponsored program activities to outside entities. A Web page maintained by OSP provides information and links to assist faculty in all the areas discussed (<http://www.wvu.edu/~osp/>).

WVU certifies compliance with federal requirements regarding management of grants and contracts. Such requirements include OMB Circular A-21, the rules governing the eligibility and calculation of costs in support of sponsored research, and OMB Circular A-110, the standards for consistency and uniformity in the administration of grants to and agreements with institutions of higher education. Requirements include:

- Ensuring that costs are properly charged
- Maintaining adequate internal controls
- Ensuring consistency in estimating, accumulating, and reporting costs

Neither material weaknesses nor any reportable conditions have been noted in either the annual compliance or financial audits. There is compliance with all federal audit requirements of the cognizant agencies, DHHS (costing and accounting) and ONR (property). No material findings have been noted in such audits. WVU provides access to the financial records of sponsored awards to the award sponsor as outlined in the award documents. The institution is involved approximately five times per year in such fiscal audits. No material findings have been noted in such audits.

Purchasing

The University is subject to state higher education purchasing laws under §18B-5-4. Ethics in purchasing is addressed in §18B-5-6 as well as under state ethics statute, West Virginia State Code §6B.

WVU follows all purchasing rules and regulations promulgated by the West Virginia Higher Education Policy Commission. These purchasing rules are outlined in Title 133 Procedural Rule, Series 30 "Purchasing" and include adherence to the ethical practices of the National Institute of Governmental Purchasing (NIGP).

The integrity of WVU's purchasing process is demonstrated by its record related to vendor protests. West Virginia Higher Education purchasing policies permit any vendor to protest a purchasing award if he or she feels that the procurement process was flawed in any way. The protest procedures allow for multiple levels of review beginning with review by WVU's Chief Procurement Officer (CPO) and progressing to review by WVU's Chief Financial Officer in the event that the vendor is not satisfied with the CPO's decision. Since November of

1999, WVU has made approximately 800 purchasing awards. During that time, only five awards were protested, and no awards were overturned. None of these five protests advanced to the level of the Chief Financial Officer. These statistics speak to the competence, professionalism, and integrity of the WVU procurement staff.

Fund Raising

West Virginia University maintains a high level of integrity in its relationship and practices with the West Virginia University Foundation, Inc. (<http://www.wvuf.wvnet.edu/>). The Foundation was chartered to secure, hold, and administer funds and properties given by individuals, corporations, and philanthropic foundations in support of WVU. These gifts provide needed funds for scholarships, fellowships, faculty development, academic programs and research, modern equipment, and much more. The Foundation accepts and carries out its fiduciary functions with care and the highest of standards. (See the Foundation's Annual Reports for last ten years. In addition, the Foundation is subjected to an annual independent audit.) It serves a two-fold constituency: the donor whose gift is the result of loyalty and commitment to the University, and the beneficiary of the gifts, the University. In addition, WVU works cooperatively with the Foundation to strengthen and maintain stewardship and donor relations. In 1999, the Stewardship and Donor Relations Office was created. The Office resulted in the establishment of three initiatives:

- *Endowment Club*. Recognizes those who have made financial investments in the future of West Virginia by creating an endowment fund through the WVU Foundation. Members receive financial reports on their endowments at the end of each fiscal year, the Foundation's Annual Report, and invitations to special events, dedications, and lectures.

- *Scholarship Bricks*. This program was created in 2002 to honor the donors of endowed scholarships in a visible and permanent way. The Foundation engraves the name of each endowed scholarship at WVU into a brick, which serves as the pathway of the Scholars Walk located directly in front of the University's renovated and expanded Downtown Library Complex.

- *Scholarship Web Page*. A comprehensive private scholarship search site at <http://domino.wvuf.wvnet.edu/fundsched.nsf> lists all endowed scholarships administered by the foundation and awarded by the University to be accessible via the Internet. Online applications and scholarships descriptions, including selection criteria and biographical information about the individual(s) for whom the scholarship is named, are included on the site. The Scholarship Web Page earned the prestigious CASE Circle of Excellence Award in 2002.

The Foundation is accountable to the donor for the use of contributions in accordance with any restrictions stipulated. In this regard, WVU partners with the Foundation for the purpose of promoting appropriate fund accounting practices, college and school involvement, and use of unrestricted funds.

Communications

Policies

The Policy Regarding Freedom of Expression was revised following requests from various constituent groups (<http://www.wvu.edu/freespeechpolicy.html>). In response, the University convened a committee to work with the University Counsel to produce a policy that was approved by the Board of Governors to address this issue. The policy applies to all non-commercial speech. Constituent groups have also expressed concern about commercial

solicitation on campus with specific concern about credit card companies and the debt students are incurring while in college. The University response reflected its concern for students and the results reflect high integrity in student relations and a strong student-centered environment.

WVU has also addressed concerns regarding the illegal downloading of copyrighted material. After much discussion about University students using University resources, via network and bandwidth, to download various copyrighted material, President Hardesty convened a committee to analyze the issue and make recommendations for the WVU community. Those recommendations are reflected in two revised University technology policies: Copyright Infringement Policy and Guidelines (<http://oit.wvu.edu/oit/policy/oit-6.htm>) and Appropriate Use of Information Technology Resources Policy (<http://oit.wvu.edu/oit/policy/oit-8.htm>).

Media

The *MIX (Mountaineer Information Express)*, a Web platform, connects students with faculty, one another, and the Internet. (For more information on the MIX, see Chapter 3 under “Student Technology Support.”)

West Virginia University News and Information Services (<http://www.nis.wvu.edu/>) maintains numerous internal communication tools for keeping employees informed about University news, policy changes, and other important information:

- *The Mountaineer Spirit* is a biweekly publication for faculty and staff of the University at Morgantown and its regional campuses in Keyser, Montgomery, Parkersburg, and Charleston, West Virginia. It is delivered every other Thursday morning to office managers in the various schools, colleges, and units, and distributed to employees via mailboxes, desks, and other distribution methods. The *Spirit* contains not only campus news, but also feature stories about WVU employees, as well as a calendar of upcoming events and columns written by WVU constituency group representatives (faculty, staff, human resources, social justice, investments, etc.). It is also posted online (<http://www.nis.wvu.edu/spirit/>).
- *Mountaineer E-News* goes out at least two or three times a week as e-mail to all WVU employees. E-News focuses primarily on announcements of general interest. Such announcements might include changes in human resources policies, a planned power outage, organizational news, WVU community service activities, etc.
- *WVU Intranet*, accessible only from University computers/servers, is updated at least once daily with announcements, current WVU news, and campus event information (<http://intranet.wvu.edu>). The Intranet also contains links to important information such as University policies and procedures, the weekly jobs bulletins, and benefits information.
- *FastFax* communicates urgent information to WVU employees who do not have regular computer access during work hours (i.e., those who cannot access the WVU Intranet and/or receive E-News). One-page documents are designed to be posted on bulletin boards in such areas as Dining Services, the Motor Pool, and the Physical Plant.
- *WVU Newsroom* lists the latest WVU news. All WVU press releases are archived on the WVU Newsroom site (<http://www.nis.wvu.edu/newsroom/>).

Commitment to Social Justice

Through its commitment to social justice, West Virginia University fosters values centered on the intrinsic worth and dignity of every human being, thus demonstrating integrity in its

dealings with students, faculty, and staff. This commitment is formally articulated in President Hardesty's "President's White Paper on Social Justice" of 1999, which recognizes that the concept of social justice "extends beyond affirmative action and speaks to doing the right thing for the right reason" (<http://www.wvu.edu/~socjust/president.htm>).

The President's Office for Social Justice, established in 1980, may be regarded as the University's most visible commitment to the promotion of a positive campus climate and compliance with relevant federal and state civil rights laws and regulations (<http://www.wvu.edu/~socjust/>). In addition, it functions for the expressed purpose of promoting positive campus relations and work and learning environments for the University's students, faculty, and staff.

Following the development of the 1999 "White Paper on Social Justice," the positions of Executive Officer for Social Justice and the Director of Affirmative Action/Equal Employment Opportunity were combined. The position subsequently included the responsibilities of Director of Disability Services, ADA Compliance, and University Mediation programs. Currently, the mission of Social Justice includes investigations of complaints of discrimination, ADA Compliance and Disability Services, AA/EEO Compliance (including monitoring searches and the employment process), mediation, and relevant training and awareness programs.

One of the major actions of the Executive Officer was to develop the Strategic Plan for Achieving Social Justice at West Virginia University with the assistance of students, faculty, and staff. (See <http://www.wvu.edu/~socjust/strategic.htm>.) The University is using this plan to fortify its foundation for social justice and enhance University relationships among its students, faculty, and staff. This is evidenced in programs that emphasize the promotion of understanding and appreciation for the diversity found on the campus and in the world, voluntary inclusion of sexual orientation in the University's non-discrimination statement, and creation of a network of councils to address concerns of specific constituencies. These councils include: the Social Justice Liaisons; Social Justice Search Representatives; Council for African and African American Affairs; Council on Sexual Orientation; Safe Zone; Council for Women's Concerns; and Social Justice Council.

The efforts of the Office of Social Justice have been supported through the establishment of a visiting committee, a 15-member advisory body composed of state leaders with strong external perspectives relevant to contemporary issues and University constituencies. This Committee has been influential in the development of other important partnerships that have worked to advance the mission of social justice. Among these partnerships are the WVU Academic Partnership for Minority Doctoral Teaching Fellows, the Colloquium for Aspiring Minority Doctoral Candidates, and the Center for Excellence in Disabilities.

The Office of Social Justice also oversees sexual harassment training in the orientation of all new employees; character education curriculum for freshman orientation; and mediation for faculty and staff. It presents an Annual Social Justice Award to honor faculty or staff for their contributions to social justice.

Summary

Since 1995, the major focal point of the current administration has been to establish a campus culture at West Virginia University that places students at the forefront of its concern and purpose. At the same time, WVU has maintained integrity in faculty and staff relations, the workplace environment, intercollegiate athletics, outreach and engagement beyond campus, research practices, and financial operations.

Strengths

Notable accomplishments since the last accreditation review include the following successes in academics, athletics, Extension, Health Sciences, and Social Justice:

Academics:

- Recruitment and retention improved as WVU began to recruit to retain and offered wrap-around student support as well as other opportunities for student success
- Affirmative decisions were made in 89 percent of promotion and tenure cases between 1994 and 2002. Affirmative decisions were made on 100% of all promotion and tenure cases in the general University in 2003

Athletics:

- WVU Intercollegiate Athletics is self-supporting
- Minority student athletes have excellent graduation records

Extension:

- The WVU Extension Service serves each of West Virginia's 55 counties with programs in leadership, sustainable agriculture, and responsible resource use

Health Sciences:

- The WVU Health Sciences Center has serviced local communities through the West Virginia Rural Health Education Project (WVRHEP), clinics and student rotations in rural communities, research projects such as CARDIAC, and the Health Science Technology Academy (HSTA)

Social Justice:

- Office of Social Justice activities have been expanded through the creation of Social Justice Liaisons, Social Justice Search Representatives, the Council for African-American Affairs, Council on Sexual Orientation, Safe Zone, Council for Women's Concerns, and Social Justice Council
- Mediation services have been expanded
- Sexual Harassment Training is now mandatory in all new employee orientation sessions
- Character education is featured in the new freshman orientation curriculum.
- The Office of Disability Services was relocated and made fully accessible in 2000

Challenges

West Virginia University has a number of challenges as it embraces a student-centered university philosophy while endeavoring to maintain its Carnegie Doctoral/Research Extensive status, accomplish its health sciences and land-grant missions, and serve the state of West Virginia. Looking to the future, WVU faces several challenges, among which are the following:

- Meeting increasing student requests for ADA accommodations with adequate services and resources
- Increasing diversity at a university in a state with little racial or ethnic diversity
- Strengthening the relationship between county- and University-level Extension personnel

These challenges and others face WVU as it strives to act with integrity in all policies, and practices are, for the most part, reducible to the question of resources.

Prospects

In a letter to John Garland Jefferson dated June 15, 1792, Thomas Jefferson wrote, "I am sure that in estimating every man's value either in private or public life, a pure integrity is the quality we take first into calculation, and that learning and talents are only the second." Without integrity West Virginia University would not honestly be able to deal with students, faculty, and staff; finances and contracts; and human and animal subjects.

Chapter **7**

Federal
Compliance
Program

Federal Compliance Program

Chapter 7

*Take care; you know I
am compliance itself,
when I am not thwarted!*

Sir Anthony Absolute in Richard
Brinsley Sheridan's *The Rivals*

Overview

West Virginia University is in compliance with all federal and state laws governing it.

Credits, Program Length, and Tuition (I.C.9.)

Credits

West Virginia University follows a semester system, with all academic courses using semester credit hours as the basic measure of its learning experiences. All credit-earning courses, including award of credit for Advanced Placement Program (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) are measured in semester credit hours.

The Faculty Senate defines a three-hour course as being scheduled to meet for 1,500 minutes per semester. College/school curriculum committees approve the credit hours awarded for each course; these receive subsequent approval from the curriculum committee of the Faculty Senate, and are consistent with standards in American higher education. Such information is available in the *Undergraduate Catalog*.

Program Length

Most undergraduate degree programs require a minimum of 128 semester credit hours for graduation; a few require more. Graduate master's degree programs require completion of a minimum of 24 semester hours of course work other than thesis credit; a minimum of 30 hours is considered standard. There is no defined minimum or standard for doctoral degree programs.

Tuition

Information regarding tuition and fees is available to prospective and current students in recruiting materials, such as the *WVU Viewbook*, on the WVU Web site, and in the *Undergraduate Catalog*, the *Graduate Catalog*, and the *Health Sciences Center Catalog*. (See <http://www.ia.wvu.edu:8888/>.)

West Virginia State Code §18B-10-1 identifies legislative rules for enrollment, tuition and fees at educational institutions and refund of fees at West Virginia public higher education institutions. This code provides governing boards with the authority to set tuition and other fees at institutions under their jurisdiction. The governing boards are to establish rates to be charged for full-time students enrolled during a regular term. The code further defines a full-time graduate student as one enrolled for 9 or more credit hours and an undergraduate as one enrolled for 12 or more undergraduate hours in a regular term. Those students enrolling in less than full-time status are to have tuition and fees prorated based upon one-ninth for graduate and one-twelfth for undergraduate the full-time rate per credit hour. Program-specific fees, which are sometimes charged, are based on program costs. All fees have been approved by the Board of Governors and the Higher Education Policy Commission.

Higher Education Reauthorization Act (I.A.5.)

	1999	2000	2001
WVU Direct Student Loan default rates	4.2%	5.6%	4.5%
National average	5.6%	5.9%	5.4%
WVU Perkins Loan default rates	11.56%	11.91%	12.00%
National average	9.99%	9.51%	n/a

The last federal program review occurred in the early 1990s.

Institution's Advertising and Recruitment Materials (IV.B.2.)

West Virginia University's 2003-05 *Undergraduate Catalog* specifies accreditation by the North Central Association of Colleges and Schools. (See <http://www.ia.wvu.edu:8888/catalog.pdf>.) Although the Higher Learning Commission's address and telephone number are not currently included, this information will be added to all future catalogs.

Professional Accreditation (III.A.I.)

See "Assessment" in Chapter 4.

Individual degree programs at West Virginia University have received professional accreditation from the following professional accrediting associations:

- Accreditation Board for Engineering and Technology, Inc. (ABET)
- Accreditation Council for Occupational Therapy Education
- Accrediting Council on Education in Journalism and Mass Communication
- American Council on Pharmaceutical Education

- American Chemical Society
- American Dietetics Association
- American Institute of Chemical Engineers
- American Psychological Association
- American Society of Safety Engineers
- Association of American Law Schools
- Association to Advance Collegiate Schools of Business Administration (AACSB)
- Commission on Accreditation in Physical Therapy Education
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation of the American Dental Association
- Commission on Peer Review and Accreditation, National Association of Schools of Public Affairs and Administration (NASPAA)
- Council for Accreditation of Counseling and Related Education Programs
- Council for Academic Accreditation, American Speech-Language-Hearing Association
- Council on Education for Public Health
- Council on Rehabilitation Education
- Council on Social Work Education
- Foundation for Interior Design Education Research
- Landscape Architecture Accreditation Board of the American Society of Landscape Architecture
- Liaison Committee on Medical Education
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association of Schools of Art and Design
- National Association of Schools of Music
- National Association of Schools of Theatre
- National Association of Sport and Physical Education
- National Association of Sport and Sport Management
- National Athletic Trainers Association/Commission on Accreditation of Allied Health Education Programs
- National Council for Accreditation of Teacher Education
- National Recreation and Parks Association
- Section on Legal Education of American Bar Association
- Society of American Foresters
- Society of Wood Science and Technology
- West Virginia State Department of Education

Institutions Holding Dual Institutional Accreditation (III.A.3.)

This provision does not apply to West Virginia University.

Institutional Records of Student Complaints (IV.B.4.)

West Virginia University maintains a log of student complaints and their disposition in various offices, including the Office of the Provost, the Office of Student Life, and those filed through the “Parents Club Helpline” a telephone and e-mail service offered through the Office of the President. Because of FERPA legislation, information will be made available upon request.

Chapter **8**

Self-Study Conclusion

Self-Study Conclusion

All our progress is an unfolding, like the vegetable bud. You first have an instinct, then an opinion, then a knowledge, as the plant has root, bud, and fruit. Trust the instinct to the end, though you can render no reason. It is vain to hurry it. By trusting it to the end, it shall ripen into truth, and you shall know why you believe.

Ralph Waldo Emerson,
"Intellect" (1841)

West Virginia University formally requests continued accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools based upon evidence provided by this self-study and the visit of the HLC Evaluation Team. Through this Self-Study, WVU

- Responds to the concerns of the 1994 Team report (Chapter 1)
- Demonstrates that it meets General Compliance and the General Institutional Requirements (Chapters 7 and 9)
- Provides patterns of evidence that WVU fulfills the five criteria for accreditation (Chapters 2-6)

As anticipated, the self-study process illuminated areas of institutional strengths and challenges. Brief end-of-chapter summaries highlight key points of each criterion and identify institutional challenges for which WVU seeks the advice and suggestions of the Evaluation Team.

First, WVU has clearly and publicly stated purposes consistent with its mission and appropriate to an institution of higher education of its type. Its publications in print and Web media provide mission, vision, and goals statements and detail the practical measures WVU has to support these statements. WVU's focus on student-centered education has resulted in significant improvements in facilities, technology, residence life, and scholarship opportunities for students.

Second, WVU has effectively organized its human, financial, and physical resources necessary to accomplish its mission. WVU is led by an experienced and stable team of administrators. Its faculty has strong academic credentials, is productive in research and creative work, and serves the public, as attested to by numerous teaching awards, results of student satisfaction surveys, and outreach programs. Despite major funding challenges, faculty and staff salaries have increased. New construction has enhanced the number of facilities and quality of space. External funding has grown significantly, as demonstrated by the capital campaign having reached over \$300 million at its close in December 2003.

Third, WVU can attest to numerous examples of program excellence, innovative courses or student learning opportunities, sound learning outcomes assessment strategies, technology enhancements and applications, outreach activities, and research initiatives. It is clearly fulfilling its key mission areas by engaging in the following activities:

- Educating students to become proficient in their chosen disciplines as well as contributing members of society
- Successfully engaging with West Virginia communities in education and service programs
- Establishing research and other sponsored initiatives to improve the state, its economy, and the health and well-being of its citizens

Fourth, WVU has consistently demonstrated effective planning, which has helped the institution face repeated legislative and fiscal challenges. Its distributed planning structures are composed of well-integrated teams. Key planning committees have strong leadership and institution-wide representation. Decisions are consistent and institutionally directed as exemplified by growing enrollment numbers and academic quality of admitted students, increased research funding, the success of the Capital Campaign, improvement in bond rating, and increased revenue from Extended Learning operations, which have also enhanced WVU's outreach and student-centered mission. Its planning strategies have effectively responded to state-level changes affecting the University.

Fifth, WVU has been able to establish a campus culture that places students at its center. At the same time, WVU has maintained integrity in faculty and staff relations, the workplace environment, intercollegiate athletics, outreach and engagement beyond campus, research practices, and financial operations. Noteworthy are the expansion of Social Justice activities, mediation services, sexual harassment training, student character education, and the development of rural health initiatives.

Notwithstanding its many strengths, West Virginia University still faces a number of challenges for which it invites advice and suggestions from the Evaluation Team.

What are some ways WVU might achieve an appropriate balance between state and external funding? State funding of higher education, with its concomitant budget reduction and reallocation, will require WVU to seek a balance between state funding and external fundraising efforts to support its mission. Within the context of continued reduction in state allocations coupled with controls on tuition increases, WVU recognizes that it must continue to provide a quality educational experience for increasing numbers of students while accomplishing its research, service, and outreach missions; that it must attract and retain qualified faculty and staff; that it must invest in technological infrastructure to keep pace with both peer institutions and increasing student expectations; and that it must maintain its current facilities as well as construct new ones. Are there funding sources or creative ways of financing programs that WVU should investigate? (See Chapters 2 and 5.)

How might WVU strengthen its outcomes assessment process? WVU recognizes the need for continued development of assessment of student learning outcomes. While assessment is clearly accomplished across the campus, particularly in colleges and programs with specialized accreditation, the administration needs to make institutional assessment a visible priority. (See Chapter 4.)

How can multiple and increasing demands on faculty time and effort best be handled to retain faculty and maintain morale, while encouraging enhanced instruction, service, and research/scholarly activities? As WVU looks to the future, it will need to increase faculty salaries and consider institutional enrollment capacity in terms of infrastructure and instructional resources. WVU wants to remain student-centered while maintaining a Carnegie Doctoral/Research Extensive status, accomplishing its health sciences and land-grant

missions, and serving the state of West Virginia. It will strive to continue to act with integrity in all policies and practices. (See Chapters 3, 4, and 5.)

How might WVU best recruit new faculty in light of the decreasing availability (in some disciplines) of well-qualified candidates for academic positions? An entire generation of academics is reaching retirement at a moment when PhD production is declining. What incentives can WVU offer other than salary to recruit new faculty and graduate students?

Conclusion

In closing, the timeline from 1994 to 2004 reveals noteworthy accomplishments and enhancements in the life of a mature university. The self-study report reaffirms WVU's organizational and educational effectiveness, providing evidence for continued accreditation.

As President Hardesty remarked in his 2002 State of the Campus address, we can learn from the challenges that WVU has already met:

[In 1995] the task of reallocating \$32 million from the WVU campus budget seemed daunting. While many aspects of implementing the [SB 547] legislation were difficult, in the end, the accomplishments . . . show that we did become a stronger and more focused institution through the process. We set three important records in the same year [enrollment, research grants, and private gifts] and managed to invest and reallocate at the same time.

President Hardesty's address also reminded the WVU community to hold itself to similar standards as the institution faces new challenges:

[W]e must stay focused on what is important—the quality of education that students receive and the significance of our contributions to society through service and scholarship.

The administration, faculty, staff, and students of WVU welcome the visit of the Higher Learning Commission Evaluation Team and the ensuing dialog on institutional improvement.

Chapter **9**

Appendices

Appendix **A**

Appendix A: General Institutional Requirements

Mission

1a. The institution has a formally adopted mission statement that has been made public.

WVU's mission statement was approved by the Board of Trustees (now Governors) in 1991, and is published in abbreviated form in the current, 2001-2003, Undergraduate Catalog, pp. 10-11, in the 2002-2004 Graduate Catalog, pp. 9-10 and on the university's home page at <http://www.nis.wvu.edu/intro/vision.html>.

1b. The mission is appropriate to an institution of higher learning.

As the state's land-grant institution, WVU's mission is tripartite, addressing its responsibilities for teaching, research and public service. See Criterion 1, pages 1-3 for a full discussion of the mission and vision statements.

2. The institution confers degrees.

Degrees are awarded at the baccalaureate, masters, and doctoral and professional levels. The University offers 181 degree programs through the departments/divisions of 13 colleges and schools. Degree programs are listed in the Undergraduate Catalog, pp. 23-25, in the Graduate Catalog, pp. 27-29, and on the university's home page at <http://www.wvu.edu/majors/majors2.html>.

Authorization

3a. The institution has legal authorization to grant degrees.

All degree programs are approved by the West Virginia University Board of Governors and the West Virginia Higher Education Policy Commission, which is vested by law with the authority for developing, establishing and implementing a public policy agenda for Higher Education in West Virginia. (For further information about governance and decision-making, see Criterion 1, pages 5-6.)

3b. The institution meets all legal requirements to operate wherever it conducts its activities.

Operating authority is derived from the West Virginia legislature and the West Virginia Higher Education Policy Commission. West Virginia University is in compliance with all pertinent state statutes and regulations as well as with federal requirements regarding Equal Opportunity, Affirmative Action, Animal Care, Research Involving Human Subjects, Disposition of Hazardous Wastes, Occupational Safety and Health, and Biosafety.

4. The institution has legal documents to confirm its status as a public, land-grant institution.

Governor Arthur I. Boreman announced acceptance of the provisions of the Morrill Act of 1863 in October of that year. On February 7, 1867, Morgantown was selected as the site for the West Virginia Agricultural College, which became West Virginia University in June of 1868.

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

The Board of Trustees, which had had jurisdiction over the state's universities since 1989, was replaced by the West Virginia legislature with two governing entities on July 1, 2001. The West Virginia University Board of Governors became the governing body for West Virginia University, West Virginia University Institute of Technology, West Virginia University at Parkersburg, and Potomac State College of West Virginia University. The West Virginia Higher Education Policy Commission was established to develop and provide oversight to a public policy agenda for higher education in West Virginia, and thus also has jurisdiction over certain financial and policy aspects of West Virginia University.

The Board of Governors meets six times a year. Minutes of the governing board are available in the Resource Room.

6. Its governing board includes public members and is sufficiently autonomous from the administration to assure the integrity of the institution.

The members of the Board of Governors are appointed by the Governor with the advice and consent of the state senate. The Board includes 12 lay members, one staff representative, one faculty representative, and one student representative. The Board of Governors is subject to the supervision of the Chancellor of the Higher Education Policy Commission (β 18B-2A-3).

7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The institution's executive officer is the university's president, who is designated to provide administrative leadership for the institution.

8. Its governing board authorizes the institution's affiliation with the Commission.

Reference to the specific document of affiliation is located in the Resource Room.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

In Fall 2003, 91% of full-time instructional faculty held doctorates or first professional degrees in their respective disciplines. A complete listing of faculty and their accredited degree institutions is available in the WVU Undergraduate, Graduate, and Health Sciences Catalogues (<http://www.ia.wvu.edu:8888/>). This figure estimates the percentage of faculty with appropriate terminal degrees. It counts doctoral and first-professional degrees, plus the MFA, the terminal degree in studio art and creative writing; the MLA, the terminal degree in landscape architecture; and the MPA, the terminal degree in public administration.

10. A sufficient number of the faculty are full-time employees of the institution.

As of Fall 2003, WVU had 870 full-time academic tenure-track faculty; 99 extension tenure-track faculty (all full-time); 307 full-time Health Sciences clinical-track faculty; and 32 full-time librarian-track faculty. Non-tenure-track faculty include 63 full-time instructional faculty; 59 full-time research faculty; 49 full-time clinical faculty; 36 full-time Extension faculty. WVU employs 1,515 full-time faculty.

11. Its faculty has a significant role in developing and evaluation all of the institution's educational program.

Faculty governance and advisory input occurs within many standing and ad hoc committees at the department, college or school, and university levels. The Faculty Senate and its Executive Committee, the Graduate Council, and the Assessment Council are the primary governing groups representing faculty and their constituencies across the university on academic matters (<http://www.wvu.edu/~acadaff/fpo/handbook.pdf>).

Educational Program

12. The institution confers degrees.

West Virginia University is a land grant institution which is classified by the Carnegie Institute for the Advancement of Teaching as a doctoral/research university-extensive. To that end, degrees are granted at all levels: baccalaureate, master's, and doctoral. There are 181 degree programs with 68 baccalaureate degrees, 78 master's degrees and 31 doctoral degrees. The doctoral degrees include the doctor of philosophy (PhD), doctor of education (EdD) and doctor of musical arts (DMA). In addition to these doctoral degrees, WVU offers four doctorates classified as first-professional programs. These are Dentistry (DDS), Medicine (MD), Law (JD), and Pharmacy (PharmD). In the 2002-03 academic year, West Virginia University awarded 4,845 degrees.

www.wvu.edu/~inanyl/information.html

13. The institution has degree programs in operation, with students enrolled in them.

Enrollments in the degree programs offered by West Virginia University are periodically reviewed. In 2001, the Higher Education Policy Commission established criteria for annual review of degree programs for matriculation. These criteria state that over a three-year period a minimum of ten undergraduate degrees, seven master's degrees, and five doctoral degrees must be awarded. If a program does not meet the threshold, it undergoes a special review, which includes a recommendation by the BOG to continue or discontinue.

14. The institution's degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

The institutional mission, as stated previously, stipulates that degree programs:

- Are of high quality
- Stimulate research
- Encourage creative and artistic work
- Bring resources of the University to all segments of society

- Provide access for students to develop their potential
- Provide students access to knowledge and skills necessary to succeed in their career or profession
- Expose students to newest technologies
- Help students develop an appreciation for the humanities

The recent legislative initiative of Senate Bill 653 further challenges the University to provide an education that contributes to the workforce needs of West Virginia and that develops the state's economic base.

The degree programs at West Virginia University clearly meet these goals. The following snapshots provide examples of the diversity of WVU's academic courses of study:

In the College of Business and Economics, an off-campus master's degree in business administration offers professionals the opportunity for career advancement. These degrees raise the level of community-based expertise necessary to promote economic development.

In the College of Human Resources and Education's five-year teacher education program, students earn a content area BA or BS and an MS in Education. This program allows prospective teachers to develop greater expertise in their teaching content areas.

Undergraduate and graduate students in the College of Engineering and Mineral Resources participate in initiatives to enhance and promote the use of West Virginia's natural resources.

The School of Nursing and the School of Pharmacy have recently established professional doctoral degrees which help meet community and state needs for health professionals in those fields.

Within the School of Medicine, new degree programs in public health (MPH) and occupational therapy (MOT) were undertaken to meet demand in the health care workforce and to address the significant health care issues facing West Virginia and the rest of the nation.

All instructional programs at West Virginia University utilize the CIP code (Classification of Instructional Programs) to classify major fields of study. This classification procedure assures these areas of study are compatible with national naming procedures.

15. The institution's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

The institution's naming of degrees by major follows the Classification of Instructional Programs (CIP) code format.

A Bachelor's degree requires that the student complete the WVU general education requirements as set forth in the Liberal Studies Program in addition to the major requirements. A minimum of 128 credit hours are required to complete a bachelor's degree. For example, the bachelor of arts (BA) degree in the Eberly College of Arts and Sciences requires

that students complete two years of study in one foreign language, three semester hours of international studies, and three semester hours of fine arts. The bachelor of science (BS) degree in the Eberly College of Arts and Sciences requires that students complete three semester hours of international studies, Math 155, and 24 hours of science course work with a minimum of two courses in three disciplines.

Beginning in academic year 2004-05, a bachelor's degree at WVU will require the completion of a capstone project, which is individually designed according to the field of study. Typically, completion of the bachelor's degree is possible within four years or eight full-time semesters of study.

Master's degrees typically require a minimum of 24 hours post-baccalaureate course work exclusive of thesis credit, with 30 hours considered standard. The master's degree, according to field of study, may require a thesis or a practicum as the culminating project. Master's students are required to complete their plan of study within eight years of enrolling in their graduate program.

Doctoral degrees, including the PhD, EdD, and DMA, typically require a period of graduate course work followed by the qualifying examination. The dissertation is the culminating product of the doctoral experience. Students are expected to complete the doctoral degree within five years after admission to candidacy.

16. The institution's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

WVU recognizes the need for students to have a wide range of knowledge and experience to complement their chosen field of study. The method by which WVU implements this goal is called the Liberal Studies Program (LSP). The LSP program is designed to:

- Provide a broad educational foundation, which allows students to function in our world of rapid economic, social, and technological change and promotes lifelong learning, which makes meaningful careers and other goals obtainable
- Help students to become thoughtful participants in a democratic society and to achieve the intellectual awareness required to meet challenges in their personal, social, political, and professional lives. General education courses introduce the great ideas and controversies in human thought and experience

The skills and knowledge students attain in the LSP program are designed to help students reason clearly, communicate effectively, and understand major influences in society. The development of critical thinking abilities is fundamental to the goals of the LSP program.

At West Virginia University, the LSP program is organized around three thematic or cluster areas reflecting three great domains of human endeavor: the arts and humanities (LSP A); the social, behavior and political sciences (LSP B); and the quantitative and basic sciences (LSP C). In order to attain a baccalaureate degree from WVU, students must complete 12 credit hours in each cluster area.

In addition to the cluster requirements, WVU considers the following to be part of the liberal studies program:

- A one-credit orientation course required of all first-year students
- Six credit hours of English composition
- Three credit hours of mathematics
- One three-credit course on a topic addressing foreign, minority, or gender issues

West Virginia University has made a significant commitment to ongoing analysis and development of the LSP program.

In 1999, a sub-committee of the Faculty Senate Curriculum Committee was charged with developing an audit procedure for the LSP courses to ensure that courses approved as meeting LSP requirements continued to address LSP content and employ methods of critical inquiry. To that end, an audit procedure for re-certification of these courses has been developed such that every five years, courses must be reviewed and re-certified as LSP courses. The review includes constructive commentary on how to promote critical thinking and how to address the goals of the LSP.

In 1999, a general education sub-committee of the assessment council was formed specifically to address whether the goals of the LSP were being met and to suggest revisions to improve how students meet the goals of LSP, with special emphasis on the first-year experience. One of the outcomes of that working group was a call for proposals thematically linking courses across or within clusters to develop a student's in-depth knowledge in a given area. For example, if the student wanted to pursue Appalachia as a theme, thematically linked courses in literature, music, and sociology might be possible. These courses were designed to give more meaning to the LSP experience for the student.

In Fall 2002, a Faculty Senate ad hoc committee was formed to review general education with the specific charge of reviewing the LSP curriculum, comparing general education requirements at other institutions, and making recommendations for curricular change as appropriate.

17. The institution has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

One important facet of the university's mission is to provide access to high quality education for West Virginians.

One key aspect of access is cost. Overall, West Virginia's in-state tuition remains one of the lowest in the county and WVU has been named one of America's best college buys by U.S. News and World Report.

Another aspect of access is geographical. West Virginia University has an extensive outreach program across the state. The regional campuses at Parkersburg, Potomac State College, and the Institute of Technology provide students access to WVU quality education close to home. Programs of articulation between these campuses and WVU have been developed. Transfer between campuses is facilitated by a uniform course numbering system and an agreement to transfer in all credits taken at one of the regional campuses.

West Virginia University also extends access through outreach, most commonly through the Office of Extended Learning. Through that office, courses and degree programs are offered at off-campus sites throughout the state. The methods of course delivery are multi-media (including web), satellite, and video.

Admission standards for in-state college freshmen require an ACT composite score of 19 or a total SAT score of 910 and a high school grade point average (GPA) of 2.0. Non-resident students are eligible for admission with a 2.25 GPA and an ACT composite score of 20 or a total SAT score of 650. All students must have completed high school with the appropriate number of credits in math, science, social studies, and English. GED scores may be used for admission consideration.

Transfer students are welcome to apply to West Virginia University. Transfer students from other campuses within the WVU system are assured that their course work will transfer and do not have to pay the application fee. Other transfer students must submit catalog pages describing courses taken and course syllabi in order to have credit transfer awarded.

18. The institution provides its students access to those learning resources and support services for its degree programs.

The range of student support services at West Virginia University encompasses both academic and personal support.

Academic support services include learning centers located in Arnold, Boreman, Brooke, Stalnaker, and Summit residence halls as well as in the Mountainlair (student union) during the WVU All Night program. Tutors are also available on a walk-in basis for a variety of subjects, including math, chemistry, physics, and statistics. Further description of these learning centers is available at: www.sa.wvu.edu/resed/learningcenter/index.htm.

Many academic honoraries also provide free tutoring for their disciplines.

The Institute for Math Learning provides free assistance with almost any math class, including pre-college workshop up to calculus. Intercollegiate athletics runs its own tutoring program. Academic help is available for athletes Monday-Friday from 8am-9pm.

The Center for Writing Excellence offers free, individualized help with writing and revision strategies to help students develop and extend their competence in written communication.

Educational Psychology 493, developed for at-risk college students, is designed to teach strategies to develop study skills. Course enrollment is open to freshmen and sophomores.

The University Admissions and Records office helps students with questions about registration, transfer, graduate, and international admissions, transcripts, and residency. The Undergraduate Academic Services Center provides academic advising services to pre-major and undecided students.

The Center for Black Culture and Research provides critical support to WVU students, particularly African-American students and students of color, with issues relating to campus life. The Center administers a PASSKEY program (Personalized Academic Support Services) to help African-American freshmen and transfer students adjust to life at WVU. The Office of International Students and Scholars provides similar support to international

students. The Office of Disability Services provides academic accommodations and support to students with temporary or permanent disabilities. The Office of Affirmative Action advises and helps students dealing with issues of bias or exclusion.

The Career Services Center provides students with assistance in résumé writing, interviewing and career counseling. The Center also assists with graduate job placement, summer employment, and internships.

Personal support services, including counseling and psychology services, are located in the Carruth Center. The student assistance program, affiliated with Student Health, is a free and confidential service to students with alcohol and drug problems. University Health Services provide confidential evaluation and treatment for acute illness and minor injury, as well as referral of students with more complicated medical problems.

Students have access to legal advice through the office of Student Legal Services. The Office of Judicial Programs helps students understand and apply the WVU Code of Students Rights and Responsibilities.

The Office of Financial Aid advises students on how to finance their college education. The Betty Boyd Emergency Loan Fund assists students with emergency financial needs.

The services WVU offers to support students have two all-encompassing goals:

Through the Office of Student Life, to provide an umbrella of services for students and help direct them to the appropriate support services as listed above.

Through the University Residence Hall programs, to provide students with front-line personnel who can help them identify and solve both personal and academic problems. The RAs (resident assistants) are some of the first individuals with whom a student comes in contact. Available 24 hours a day, they maintain a close relationship with students in the residency halls. The RFL program (Resident Faculty Leaders program) was established in 1996 to promote the concept of a university family in the residence hall experience. Every residence hall has a faculty member assigned in residence and available to the students as a mentor. These faculty members plan experiences for students, assist with the transition to college life, and counsel students.

This wide range of support services validates West Virginia University's commitment to helping students be successful.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

WVU has produced annual financial statements that have received unqualified audit opinions by Deloitte and Touche, LLP since 1992. In addition, WVU has completed an A-133 Single Audit of its federal awards annually since 19xx.

20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

The University's financial statements show that the majority of the institution's resources are being expended in the categories of instruction, research, public service and scholarships and fellowships.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The University's business transactions and its recordkeeping requirements are subject to policies and procedures promulgated by both the federal and state government. Transactions are audited annually against these standards.

The University maintains its financial records in accordance with generally accepted accounting principles for public colleges and universities. The institution is subject to regular reviews by financial ratings organizations and currently enjoys positive ratings from both Moody's Investors Service (A1) and Standard & Poor's Rating Group (A+) for its auxiliary revenue bonds.

Public Information

22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its learning resources; its admissions policies and practices; its academic and nonacademic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

West Virginia University's mission, programs, degree requirements, learning resources, admission policies, academic policies, tuition, fees, and refund policies are published in the WVU Undergraduate, Graduate, and Health Sciences Catalogs (<http://www.ia.wvu.edu:8888/>), as are the credentials of full-time faculty. Other policies and procedures directly affecting students are published in the WVU Student Handbook (<http://www.arc.wvu.edu/rights.html>). and Schedule of Courses (<http://www.arc.wvu.edu/courses/>).

23. It accurately discloses its standing with accrediting bodies with which it is affiliated.

Information about the various accreditations held by colleges and academic programs within the University is contained in the WVU catalogs (<http://www.ia.wvu.edu:8888/>).

24. It makes available upon request information that accurately describes its financial condition.

WVU prepares annual financial statements on the accrual basis of accounting and in accordance with accounting guidelines and reporting practices promulgated by the Governmental Accounting Standards Board. Financial report information may be obtained by contacting the Office of the Vice President for Administration, Finance and Human Resources. (Financial statements from 1996 through 2003 are available in the Resource Room).

Appendix **B**

Appendix **B** - *Chapter* **3**

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Figure CH-3 HR 1. Experience and tenure of WVU Board of Governors Members

Name	Position	Affiliation	Term Ends
Curtis H. Barnette	Chairman	Bethlehem Steel Corp.	2004
Elizabeth E. Chilton		The Charleston Gazette	2007
Paul E. Gates		Bronx Lebanon Health Center/Dental	2004
Stephen P. Goodwin		Goodwin & Goodwin	2006
Terry T. Jones		Retired	2004
Vaughn L. Kiger		Dorsey & Kiger Realtors	2005
Douglas J. Leech	Vice Chairman	Centra Bank	2007
T. Joseph Lopez	Secretary	Halliburton KBR	2005
Michael J. Vetere, Jr.		Monongalia County Schools	2007
Parry G. Petroplus		Petroplus & Associates, Inc.	2005
Russell L. Issacs		WV Housing Development Fund	2007
Rodney K. Thorn		New Jersey Nets	2006
Christopher Wilkinson	Faculty Representative	WVU	2004
Paul R. Martinelli	Classified Staff Representative	WVU	2005
Charles Battleson	Student Representative	WVU	2004

Figure CH-3 HR 2. WVU Senior Administration Team

Position	Name	Years in Position	Previous Position(s)	Dates
President*	David C. Hardesty, Jr.	Since 1995	Attorney At Law West Virginia State Tax Commissioner Former Chairperson of WVU Board of Trustees	1973-1977 1980-1995 1977-1980 1989 - 1991
Provost/ Vice President Academic Affairs*	Gerald E. Lang	Since 1996 Interim 95-96	Dean, WVU College of Arts & Sciences Professor of Biology, Asst. Dean, Interim Dean, WVU	1987 - 1996 1976 - 1995
Vice President for Health Sciences	Robert M. D'Alessandri	Since 1992	Dean, WVU School of Medicine Associate Dean, Ambulatory Services, WVU School of Medicine Inst./Asst./Assoc./Professor, Dept. of Medicine, WVU School of Medicine	1989-Present 1987-1990 1977-Present
Vice President - Student Affairs*	Kenneth D. Gray	Since 1997	Major General in U.S. Army's Judge Advocate General's Corps Brigadier General in U.S. Army's Judge Advocate General's Corps	1993-1997 1991-1993
Vice President - Administration, Finance, & Human Resources*	Scott C. Kelly	Since 1995	Controller/Asst./Assoc. Vice President - Financial Affairs Univ. of Toledo Managing Auditor, Harvard University	1990-1995 1989-1990
Vice President Institutional Advancement*	Carolyn S. Curry	Since 2002	Exec. Officer for Communications, WVU Press Secretary, W.V. Governor Gaston Caperton	1996-Present 1988-1995
Vice President - Research and Economic Development*	John D. Weete	Since 2002	Associate Provost for Research, WVU Professor, Assoc. Dean for Research, & Director of the Leach Science Center, (Botany & Microbiology), Auburn University	1998-2002 1975-1998
Chief of Staff*	Margaret Phillips	Since 2001	Deputy Chief of Staff/Asst. to the VP for Institutional Advancement, WVU Assistant to the VP for Institutional Advancement, WVU Department of Human Resources, West Virginia University -Manager, Compensation & Classification Administration, WVU -Interim Assistant Director/Human Resources -Compensation Analyst	1999-2001 1996-1999 1981-1996
Executive Officer for Social Justice*	Jennifer McIntosh	Since 1999	Director of Affirmative Action, West Virginia University Director of Affirmative Action, College of Medicine & Dentistry, New Jersey Director of Affirmative Action, University of Houston	1992-Present

General Counsel*	Tom Dorer	Since 2002	Assoc. Counsel, Univ. of Massachusetts Assoc. Attorney – DC Law firm	1994-2002 1992-1994
Associate Provost for Information Technology* (Interim)	Sidney C. Morrison	Since 2002	Director of OIT Support Services Interim Director, of IT Customer Support and Assistant Director, Consulting Services Lecturer, Department of Computer Science and Electrical Engineering, West Virginia University Assistant Director Consulting Services, West Virginia University Manager of Information Services and Lead Consultant, West Virginia University Computer Consultant II, West Virginia University Site Administrator and Computer Instructor, Webster College Support Services Division Manager, APWU Health Plan, Silver Springs, MD	2001-Present 2000-2001 1998-2001 2000-2000 1992-2000 1990-1992 1987-1990 1981-1987
Associate Provost*	Russell K. Dean	Since 1999	Asst./Assoc. Provost for Curriculum & Instruction Faculty, College of Engineering & Mineral Resources, West Virginia University	1989-1999 1975-present
Associate Provost for Extension & Public Service*	Lawrence S. Cote	Since 1997	Center Executive Officer (CEO), Great Valley School of Graduate Professional Studies Assistant Director, Penn State Continuing Education/Outreach, Penn State	1983-1997 1979-1983 1972-1974 1976-1979
Senior Associate VP for Health Sciences*	Fred R. Butcher	Since 1993	Interim Director, Blanchette Rockefeller Neurosciences Center Director, Mary Babb Randolph Cancer Center, WVU Associate Dean, Research & Graduate Studies, WVU School of Medicine Chairman, Department of BioChemistry, WVU School of Medicine Professor of Biochemistry, WVU School of Medicine Asst./Assoc. Prof/Interim Chairman, Physiological Chem. Brown Univ.	1998-2001 1989-2000 1984-1990 1980-1984 1978-Present 1971-1977
Assoc. VP for Health Sciences-Finance and Administration*	James K. Hackett	Since 1984	Associate Dean for Finance & Administration College of Medicine, University of Kentucky Management Consultant Dept. Business Mgr, U of Rochester Med Center U.S. Army Officer	1979-1984 1977-1979 1975-1977 1966-1975
Associate Vice President of Student Affairs for Administration, Finance and Technology and Chief Housing Officer*	Amir Mohammadi	Since 1999	Assistant Vice President for Student Affairs - Business Operations Associate Director of Housing & Residence Life Assistant Director of Housing & Residence Life (& Interim Director/6 mos.)	1997-1999 1994-1997 1990-1994

Associate VP for Finance*	Gary Rogers	Since 2002	Director of Financial Accounting & Reporting, Oregon University System Associate Director of Business Affairs, Oregon State University Business Manager, Northeastern Oklahoma A&M College Certified Public Accountant, Private Practice	1996-2002 1996-1998 1994-1996 1988-1994
Regional VP and Campus President West Virginia University Institute of Technology*	Karen LaRoe	Since 1999	Vice Chancellor for Academic Affairs and Professor of Education, Assistant Vice President for Academic Affairs, Fitchburg State College Montana State University - Northern	1993-1999 1988-1993
Regional VP and Campus President Potomac State College of WVU* (Interim)	Kerry Odell	Since 2003	Associate Professor of Agriculture & Env. Education, WVU Associate Dean, Davis College of Agr., Forestry and Consumer Science, WVU Assistant Professor of Agriculture & Env. Education, WVU High School Teacher of Agriculture, New York	1992-2003 1994-2000 1986-1992 1977-1982
Regional VP and Campus President WVU at Parkersburg* (Interim)	Joseph Badgley	Since 2003	Dean, Academic Affairs, WVU at Parkersburg Chair, Education Division, WVU at Parkersburg Education Division Faculty, WVU at Parkersburg	2000-2003 1989-1999 1974-1989
Special Assistant to the President/Provost*	Virginia J. Peterson	Since 1992	Assistant to the Vice President for Health Sciences, WVU Researcher/Director, Office of Health Services Research, WVU	1984-1992 1975-1984
Executive Assistant to the President*	Sara A. Master	Since 1999	Asst. Director, Human Resources Human Resources Representative	1997-1999 1985-1997
Assistant to the President for External Relations*	David Miller	Since 2001	Associate Dean, Davis College of Agriculture, Forestry & Con. Sciences Deputy Commissioner of Agriculture, State of West Virginia Teacher, Asst. Principal, etc. Preston County Board of Education Delegate, West Virginia House of Delegates Senator, West Virginia Senate	2000-2001 1995-2000 1974-1995 1988-1993 1994 & 1995
Dean, College of Business & Economics	Jay H. Coats	Since 2001	Assoc. Dean for Academic Affairs, West Virginia University Director of Undergraduate Programs Director of Graduate Programs Asst/Assoc/Professor of Accounting, West Virginia University	2000-2001 1995-2001 1987-1993 1971-Present

Dean, College of Creative Arts	Bernard Shultz	Since 2000	Assoc. Dean, College of Creative Arts, West Virginia University Chair, Division of Art, College of Creative Arts, West Virginia University Instructor/Asst/Assoc/Professor, Art History, West Virginia University	1994-2000 1989-1994 1977-Present
Dean & Director Davis College of Agriculture, Forestry & Consumer Science	Cameron Hackney	Since 2000	Department Head & Faculty, Virginia Polytechnic Institute & State University Faculty, Louisiana State University	1985-2000 1980-1985
Dean, Eberly College of Arts & Sciences	M. Duane Nellis	Since 1997	Assoc. Dean, Director of Research Unit, Department Head, (Geography) Faculty, Kansas State University	1987-1997
Dean, College of Engineering & Mineral Resources	Eugene Cileto	Since 2001	Interim Dean, College of Eng. & Mineral Resources, West Virginia University Chair, Chemical Engineering, College of Engineering & Mineral Res., West Virginia University Asst./Assoc/Professor, Chemical Engineering, WVU College of Engineering & Mineral Resources Research Assistant/Associate/ Professor of Anatomy, West Virginia University	2000-2001 1989-1999 1979-Present 1978-Present
Dean, College of Human Resources & Education	Anne Nardi	Since 2002	Associate Dean for Academic Affairs Chair, Department of Educational Psychology & Foundations Asst/Assoc/Professor, Educational Psychology, HR&E, WVU	1997-2002 1985-1997 1971-Present
Dean, College of Law	John W. Fisher, II	Since 1998	Interim Dean, College of Law, West Virginia University Acting Dean, College of Law, West Virginia University Assoc. Dean for Academic Affairs Assoc Dean for Admissions & Placement Executive Officer, Office of the President Lecturer/Asst/Assoc/Professor of Law, West Virginia University Law Firm of Farmer & Farmer, Morgantown, WV	1992-1993 1997-1998 1981-1982 1979-1981 1990-1992 1973-1979 1982-1986 1968-Present 1968-1971
Dean, School of Dentistry	James Koelbl	Since 1999	Associate Executive Director, American Dentistry Association Assoc, Dean for Clinical Affairs, University of Louisville School of Dentistry Faculty, Assoc. Dean, etc., Loyola Univ. of Chicago College of Dentistry	1994-1999 1992-1994 1978-1992

Dean, School of Journalism	Christine M. Martin	Since 2000	Faculty, School of Journalism, WVU	1990 - Present
Dean, School of Pharmacy	George R. Spratto	Since 1995	Assoc. Dean, Faculty, School of Pharmacy and Pharmaceutical Sciences, Purdue University	1968-1995
Dean, School of Physical Education	Dana D. Brooks	Since 1993	Interim Dean, School of Physical Education, West Virginia University Associate Dean, School of Physical Education, WVU Acting Dean, School of Physical Education, WVU Asst./Assoc./Professor, Sports Sociology, Physical Education, WVU	1992-1993 1987-1992 1988 1979-Present
Dean, School of Medicine	Robert M. D'Alessandri	Since 1989	Vice President for Health Sciences Associate Dean, Ambulatory Services, WVU School of Medicine Inst./Asst./Assoc./Professor, Dept. of Medicine, WVU School of Medicine	1992-Present 1987-1990 1977-Present
Dean, Extended Learning	Sue Day-Perroots	Since 2001	Director, Extended Learning, WVU Program Director for Project Breakthrough & Bridging the Gap, WVU	1995-2001 1988-1995
Dean, School of Nursing	E. Jane Martin	Since 1992	Professor of Behavioral Med & Psychiatry, WVU School of Medicine Dean, School of Nursing, University of Akron Dir. of Doctoral Pgm., School of Nursing, Univ. of Pittsburgh Inst./Asst./Assoc./Professor, School of Nursing, Univ. of Pittsburgh	1992-Present 1988-1992 1986-1988 1973-1988
Dean, Libraries	Frances O'Brien	Since 1999	Deputy University Librarian, University of Illinois at Urbana-Champaign Director, Library Admin. Services, Va. Polytechnic Institute & State University Library Personnel Officer, University of Delaware Head, Serials Cataloging Department, University of Georgia	1994-1999 1985-1994 1983-1985 1980-1983

* Member of the President's Senior Administrative Team

Figure CH-3 HR 3. Faculty Administrative and Student Councils

Administrative Councils

- Assessment Council
- Athletic Council
- Council on Residency
- Mountainlair Advisory Council
- Social Justice Council
- Council on African and African-American Affairs
- Council for Disability Concerns
- Council on Sexual Orientation
- Council for Women's Concerns
- Advisory Council on Alcohol and Other Drugs

Administrative Committees

- Academic Integrity Committee
- Animal Care and Use Committee
- Facilities Planning Committee
- Institutional Biohazards Committee
- Institutional Review Board
- Parking Advisory Committee
- Radiation Safety Committee
- Student Health Services Advisory Committee
- Honorary Degree Committee
- West Virginia University Historic Preservation Committee

Student Councils

- Committee on Student Organizations
- Mountainlair Advisory Committee
- Student Financial Aid Review Committee
- Student Publications Committee
- University Committee on Student Rights and Responsibilities

Figure CH-3 HR 4 Headcount enrollment history.

**PROFILE OF ENROLLMENT
FALL
1994 THROUGH 2002 SEMESTER**

Fall	Campus Under-graduate(1)	Campus Graduate(1)	Undergraduate Unclassified	Law	Health Sciences(2)	Off-Campus(3)	Total
1994	14,059	3,379	304	432	1,864	2,462	22,500
1995	13,839	3,161	278	434	1,845	1,960	21,517
1996	13,621	2,954	282	438	2,040	2,408	21,743
1997	13,725	3,096	192	438	2,150	2,637	22,238
1998	13,978	2,946	212	439	2,123	2,540	22,238
1999	14,365	2,979	240	427	2,040	2,264	22,315
2000	14,505	3,061	238	439	1,874	1,870	21,987
2001	14,994	3,179	324	446	1,914	1,917	22,774
2002	15,401	3,265	358	454	1,995	2,019	23,492

(1) Excludes Campus Health Science Students.

(2) Includes Health Science Undergraduate, Graduate and First-Professional Students.

(3) Includes Undergraduate and Graduate Students.

Figure CH-3 HR 5 Comparison of student demographics between Fall 1994, Fall 1998, and Fall 2002

	Fall 1994	Fall 1998	Fall 2002
Total Students	22,500	22,238	23,492
Minorities	1,320	1,390	1,677
Male	11,130	10,941	11,894
Female	11,370	11,297	11,598
WV Residents	13,735	14,984	14,539
Non-Resident U.S.	7,801		7,629
Non-Resident International	964		1,324
Student/faculty ratio	17:1		19:1

Degrees awarded	1993-94	1997-1998	2001-02
Undergraduate	3,304	2,798	2,824
Graduate	1,280	1,631	1,446
First Professional	251	273	303
Total Degrees	4,835	4,702	4,573

Figure CH-3 HR 6. Comparison of headcount enrollment of majors in the colleges and schools in Fall 1994, Fall 1998 and Fall 2002.

Headcount				
School/college	Fall 1994	Fall 1998	Fall 2002	Change
Agriculture, Forestry, and Consumer Sciences	1,838	1,817	1,763	Enrollment loss
Undergraduate Academic Services Center	4,395	6,241	7,171	Policy change regarding advisement of pre-majors
Arts and Sciences	5,374	3,401	3,534	Policy change regarding advisement of pre-majors; Program moves (in and out)
Business and Economics	845	1,058	1,099	Enrollment increase
Creative Arts	635	712	829	Enrollment increase
Engineering and Mineral Resources	1,965	2,138	2,483	Enrollment increase; Program moves (in)
Human Resources and Education	4,023	3,116	2,067	Enrollment loss due to program change from 4-yr to 5-yr
Journalism	242	318	682	Enrollment growth: Added direct admit to major
Law	432	439	454	Enrollment growth
Physical Education	486	660	795	Program growth
Academic Affairs (MDS)	-----	215	615	Policy change in enrollment accounting; Increase from 5 yr Education program
Senior Citizen Non-degree	-----	-----	5	New Program
Dentistry	247	260	257	Enrollment increase
Medicine	855	1,186	980	Enrollment increase; Program moves (in)
Nursing	488	399	421	Enrollment loss
Pharmacy	274	278	337	Enrollment growth
Total Enrollment	22,500	22,238	23,492	

Figure CH-3 HR 7. The distribution of faculty by type for Fall 2002.

**DISTRIBUTION OF WEST VIRGINIA UNIVERSITY FACULTY BY STATUS
FALL 2002**

FACULTY AND STAFF	GENERAL UNIVERSITY			HEALTH SCIENCES CENTER				HSC TOTAL	TOTAL UNIV		TOTAL
	FT	PT	TOTAL	MED/DENT		PHARM/NUR			FT	PT	
				FT	PT	FT	PT				
<u>INSTRUCTIONAL FACULTY</u>											
Academic Tenure Track	643	1	644	209	0	44	0	253	896	1	897
Instr'l Non-Tenure Track	83	263	346	307	196	26	11	540	416	470	886
Total Instructional Faculty	726	264	990	516	196	70	11	793	1312	471	1783
EXTENSION TENURE TRACK	102	0	102	0	0	0	0	0	102	0	102
LIBRARY TRACK FACULTY	31	2	33	1	0	0	0	1	32	2	34
<u>OTHER ACADEMIC</u>											
Research Non-Tenure Track	31	12	43	27	3	0	0	30	58	15	73
Non-Classified Professional	273	29	302	89	8	13	0	110	375	37	412
Total Other Academic	304	41	345	116	11	13	0	140	433	52	485
TOTAL	1163	307	1470	633	207	83	11	934	1879	525	2404

SOURCE: Fall 2002 Census
Personnel Workfile

Figure CH-3 HR 8. Distribution of full-time instructional faculty by college and rank for Fall 2002.

School/College	Lecturer	Instructor	Assistant	Associate	Professor	Total
Agriculture, Forestry, & Consumer Sciences	3	0	31	20	33	87
Arts and Sciences	5	1	78	96	87	267
Business and Economics	0	1	13	17	25	56
Creative Arts	0	0	22	21	24	67
Engineering and Mineral Resources	0	0	18	21	63	102
Human Resources and Education	0	22	17	18	29	86
Journalism	1	0	7	3	2	13
Law	3	0	1	6	15	25
Physical Education	0	5	7	7	4	23
Dentistry	0	0	11	5	26	42
Medicine	11	17	188	138	129	483
Nursing	0	12	8	12	1	33
Pharmacy	0	1	11	6	10	28
Total Instructional Faculty	23	59	412	370	448	1312

Figure CH-3 HR 9. Profile of Library and Extension Faculty by rank and gender. Fall 2002.

Faculty Category	Male	Female	Total
Extension Faculty	50	52	102
Professor	1	2	3
Associate	28	26	54
Assistant	19	18	37
Instructor	2	6	8
Library Faculty	11	23	34
University Librarian	2	3	5
Associate	5	11	16
Assistant	2	7	9
Staff Librarian	2	2	4

Appendix CH-3 Fac 1. Master Plan Phase I Projects.

Project	Date Completed	Cost	Description
Other Renovations (Armstrong Hall)	1998	\$5.5 million	Correction of Life/Safety issues
Indoor Training Facility	1999	\$7.6 million	Provides space for Athletic teams to practice indoors
Other Renovations (White Hall Computer Lab)	2000	\$2.8 million	Computer lab with 24 hour a day access
University Services Center *	2001	\$27 million	Houses WVU Foundation, Visitors Resource Center and various WVU administrative offices
Recreation Center	2001	\$35 million	Fitness and wellness space
Library	2002	\$37 million	Created a high technology learning, study, and research space complimented by traditional book and periodical holdings
Academic (Life Sciences Building)	2002	\$47 million	Houses Psychology and Biology

* Leased space owned by the WVU Foundation.

Appendix Ch-3 Fac 2. Additional New Construction and Renovations.

Project	Date Completed	Cost	Description
Stalaker Hall	1996	\$13.9 million	Renovation of student housing to appeal to current student demands and address life safety issues
Mountaineer Field Stadium Suites	1997	\$24 million	Luxury box seats
Classroom G24, Eisland Hall	1997	\$1 million	Complete refurbishment and addition of distance learning equipment
Mountaineer Field Lights	1999	\$2.3 million	Updated lighting system for football field
Coliseum	2000	\$12.8 million	Asbestos abatement, concourse refurbishing and installation of floor seats in the basketball arena
Boreman Hall South	2000	\$2.1 million	Renovation of student housing including plumbing and heating system upgrades
Blaney House Addition	2002	\$1 million	Addition to the President's home dedicated to hosting official WVU events and meetings
Claggett House – Reymann Farm	2002	\$677,000	Winner of Honor Award from WV Chapter of the American Institute of Architects for Best Historical Restoration of 2002

Figure CH-3 Fac 3. FY 96-FY02 Investments in Facilities.

Fiscal Year	Category					Totals
	New Construction	Building Renovation	Building Infrastructure Systems	Parking and Roadway Improvements	Campus Beatification	
1996	\$ 1,246,400	\$ 16,286,200	\$ 2,845,000	\$ -	\$ 1,921,700	\$ 22,299,300
1997	25,187,100	2,379,200	1,683,000	310,900	442,100	30,002,300
1998	598,900	6,528,300	2,183,300	100,500	-	9,411,000
1999	9,967,400	1,393,600	4,361,600	778,300	7,000	16,507,900
2000	7,373,300	17,970,400	13,348,700	54,900	-	38,747,300
2001	66,889,800	14,152,100	8,125,100	155,800	6,200	89,329,000
2002	85,000,000	3,448,400	3,866,300	290,100	6,500	92,611,300
Totals	\$ 196,262,900	\$ 49,330,200	\$ 36,413,000	\$ 1,690,500	\$ 2,383,500	\$ 286,080,100

Figure CH-3 OR 1. Operating Costs per Gross Square Foot.

Category	Operating Costs per Gross Square Foot (\$/sf)			
	Custodial	Maintenance	Grounds	Total
WVU Physical Plant FY2003	0.62	0.95	0.07	1.64
Research Extensive Institutions ¹	1.05	1.22	0.08	2.35
Public Funded Institutions ¹	1.12	1.20	0.07	2.39
APPA Region - SRAPPA ¹	1.02	1.43	0.07	2.52
Enrollment >20,000 Students ¹	1.12	1.22	0.08	2.42

Figure CH-4, OR 1 Physical Plant Comparative Operating Costs

¹Source: APPA 1999-2000 Comparative Cost and Staffing Report for Educational Facilities

Figure CH-3 OR 2. Three-year summary of on-campus reported crime.

Offense	1999	2000	2001
Criminal Murder	0	0	0
Sex Offenses	2	3	3
Aggravated Assault	0	1	2
Burglary	7	20	14
Auto Thefts	9	3	3
Arson	4	2	4
Larcenies	212	244	228

Figure CH-4, LIB 1. Library Resources, Expenditures and Staffing Levels

<i>Category</i>	<i>FY 01-02</i>	<i>FY 00-01</i>	<i>FY 99-00</i>	<i>FY 98-99</i>
<i>Total Volumes</i>	1,456,321	1,439,092	1,424,948	1,406,993
<i>Total Expenditures</i>	\$9,821,600.00	\$8,024,799.00	\$7,403,942.00	\$7,175,879.00
<i>Total Salaries</i>	\$4,263,937.00	\$4,070,158.00	\$3,642,730.00	\$3,623,315.00
<i>Total Materials Expenditures</i>	\$4,252,412.00	\$3,562,050.00	\$3,180,341.00	\$3,117,377.00
<i>Total "Other Expenditures"</i>	\$1,305,251.00	\$ 392,591.00	\$ 580,871.00	\$ 435,187.00
<i>Monograph Expenditures</i>	\$ 589,481.00	\$ 386,602.00	\$ 363,325.00	\$ 306,186.00
<i>Serial Expenditures</i>	\$2,607,507.00	\$2,447,912.00	\$2,361,414.00	\$1,660,712.00
<i>Electronic Resource Expenditures</i>	\$ 625,812.00	\$ 382,233.00	\$ 295,461.00	\$ 132,552.00
<i>Total FTE</i>	122	124	119	119
<i>Total Professional Staff</i>	36	37	37	40
<i>Total Support Staff</i>	86	87	82	79
<i>Total Circulation</i>	279,507	311,128	452,724	409,815
<i>ILL Loaned</i>	9,879	10,888	9,945	9,593
<i>ILL Borrowed</i>	21,250	19,738	18,483	19,210

Figure CH-3, OIT 1 Student Technology Support

Resource	Description
IT Lab Facilities	White Hall – 155 seat computing and instructional complex Evansdale Lab – 57 seat instructional classroom Residence Hall Lab – 30 seats, also on Evansdale
College-owned labs	Provide additional computing resources for students and faculty at various academic units
Adaptive Computing Technology	Provides a wide range of accommodations for WVU students with various disabilities
Mountaineer Information Xpress (MIX)	Web-based portal for faculty and students connecting to many online student services
Banner Web for Students	Enables students to access records
Technology Support Center	Assists students with hardware and software purchases as well as on-going repair and consulting services.
ResNet	Provides internet connections to students in WVU Residence Halls
Student Connectivity Project	Assists students in the Residence Halls to connect to the hall networks
Wireless laptop program	Check-out program in various locations on campus
QuickStart Classes	At start of fall semester to give students critical skills for class assignments
Magic Help Desk	Browser-based service desk solution
Electronic Theses and Dissertations (ETD)	An archive of over 1400 theses and dissertations from WVU graduate students.
Technology Fee	A \$40/semester fee used to support technology-based activities that directly support student instruction.
White Hall Computing Center	A public student laboratory
WVU Paid Printing Resource	Implemented to recover cost of consumables.

Figure CH-3, OIT 2 Research and Instructional (Faculty) Support

Resource	Description
Supercomputing Sciences Consortium (SC) ²	Partnership with National Energy Technology Laboratory, Carnegie Mellon University, and the Pittsburgh Supercomputer Center providing researchers with high performance computing resources
Internet-2 Consortium	WVU works with over 180 universities, industry and government agencies to develop and deploy advanced network applications and technology
Instructional Technology Resource Center	Instructional Development resource facility for WVU faculty
WebCt	Web-based course management program at WVU
Ctec-Electronic Classrooms	Multimedia distribution system that distributes audio and video to 20 classrooms throughout campus
Interactive Video Network (IviN)	Connects WVU's Morgantown campus with other locations throughout the state
Banner Web for Faculty	Allows a single sign-on for faculty and academic staff to access email, bulletin boards, student information, up-to-date class rosters, and to post grades
Faculty Training	A variety of training to complement faculty instruction
Computing and Technology Fair	Annual event showcasing WVU faculty innovations in technology and highlighting computing services in instruction and research
Instructor Evaluation	WVU Student Evaluation of Instruction (SEI) project is a state-of-the-art, database driven web tool used to develop a custom printed form to measure student satisfaction and solicit feedback
The Output	Web-based newsletter
Software License Information Center (SLIC)	Provides discounted software site license agreements with academic software vendors

Figure CH-3, OIT 3 Instructional (Administrative) Support

Resource	Description
IT Strategic Plan	Comprehensive Technology Strategy that sets forth strategic directions for the Office of Information Technology
Mountaineer Administrative Processes (MAP)	Financial and Human Resources System used for employee and financial management.
E-Commerce	Allows payment of tuition and fees on-line
ROADS	Research Office system for tracking externally funded proposals and awards at WVU
STAR	University system for student data management
West Virginia 2001 Network	Links state and local government agencies and colleges and universities
Campus ATM Network	Campus backbone that offers capabilities for high speed data, distance education, video distribution, voice capabilities and video conferencing
Data Center	State of the art central location to ensure vital systems utilized by WVU remain available for usage at all times
Employee Technical Skill Development	Series of technical workshops held on various topics
Novell's Groupwise	Electronic mail and campus calendar software
Listserv	Computer assisted email list management system
Information Technology Advisory Committees	Various committees established to advise OIT directors on course action, recommend standards, policies and standards
On-line Access	To enable students, faculty, and staff to access electronic networks and the World Wide Web, numerous systems are accessible via WVU's WWW and/or Intranet

Figure CH-3, OIT 4Workforce Development

Resource	Description
Cisco Academy Training Center (CATC)	Program to train and certify students to design, build, and maintain networks
Oracle Academic Initiative	Enables WVU students to become technically proficient Information Technology or business professionals

Appendix **C**

Appendix **C** – *Chapter* **4**

Chapter-4 A Undergraduate and Professional Program Descriptions

Chapter-4 B General Education at West Virginia University

Chapter-4 C Internal Instructional Technology Grant Initiatives

Undergraduate and Professional Program Descriptions

Davis College of Agriculture, Forestry, and Consumer Sciences Divisions/Programs

The Davis College of Agriculture, Forestry, and Consumer Science is divided into five divisions of study: Animal and Veterinary Sciences; Family and Consumer Sciences; Forestry; Plant and Soil Sciences; and Resource Management. These divisions offer the following undergraduate degree majors: 1) Animal and Veterinary Sciences: Animal and Veterinary Sciences; and Biochemistry; 2) Family and Consumer Sciences: Child Development and Family Studies; Human Nutrition and Food; Interior Design; and Textiles, Apparel and Merchandising; 3) Forestry: Forest Resources Management; Recreation; Parks, and Tourism Resources; Wildlife and Fisheries Resources; and Wood Industries; 4) Plant and Soil Sciences: Agronomy; Environmental Protection; Horticulture; and Basic Sciences, and 5) Resource Management: Agribusiness Management and Rural Development; Environmental, and Natural Resource Economics; Landscape Architecture; and Agricultural and Environmental Education. The Division of Family and Consumer Sciences has had a steady increase in undergraduate enrollment, reaching 490 in Fall 2002. Majors in the Textiles, Apparel, and Fashion Merchandizing program have increased two-and-one-half fold since 1995, to about 200 majors.

Animal and Veterinary Sciences Division

The BSA degree in Animal and Veterinary Sciences prepares students for careers in animal, dairy, or poultry production and management. The BS degree in Animal and Veterinary Sciences and the BS degree in Biochemistry are pre-professional programs that prepare students to pursue advanced study in graduate programs in the biological sciences and professional programs in veterinary and human medicine and other allied health professions.

Family and Consumer Sciences Division

The BS degree in Family and Consumer Sciences may be earned in the following majors: 1) Child Development and Family Studies provides two options (Birth through Pre-Kindergarten Early Childhood Education, Family Life), each based on certification recommendations made by the professional organizations in each field, 2) Human Nutrition and Foods offers an accredited program that meets the academic requirements for membership in the American Dietetic Association and prepares graduates to become registered dietitians, 3) Interior Design is an accredited program that prepares the student to identify and creatively solve human problems related to the design of the interior environment, and to meet the specific functional and aesthetic needs and preferences of clients, and 4) Textiles, Apparel, and Merchandising focuses on the study of textiles and apparel, from raw materials through to the ultimate consumer. Writing, public speaking, and teamwork have been incorporated across the curriculum.

Forestry Division

The Forestry Division offers four BS degree programs: Forest Resources Management; Recreation, Parks, and Tourism Resources; Wildlife and Fisheries Resources; and Wood Industries. The Recreation, Parks and Tourism Resources program prepares students for careers providing recreational opportunities in the public sector, with private or commercial agencies, or in a therapeutic setting. The program contains two areas of emphasis, Natural Resource Recreation and Leisure Service Delivery. The Wildlife and Fisheries Resources program prepares students for careers as biologists, managers, planners, communicators,

and researchers in wildlife/fisheries management. Students must meet the educational requirements of professional certification through the Wildlife Society or the American Fisheries Society. The Wood Industries program instructs students in the protection of the environment through the proper use of natural resources. The development of new and innovative approaches for obtaining, manufacturing, using, and recycling wood products is stressed.

Plant and Soil Sciences Division

The Plant and Soil Sciences program is the only such program in West Virginia. Students are offered hands-on training at the College's farms in the Morgantown area as well as at the campus greenhouses, and are provided opportunities to participate with faculty in service activities in their areas of study.

Resources Management Division

The BS in Resource Management was restructured in 1997 to provide the two degree majors of Agribusiness Management and Rural Development and Environmental and Natural Resource Economics. Three new courses have been developed to respond to student needs, with an increase of about 40% in the student credit hours generated. Students in the accredited WVU Landscape Architecture program apply their skills to individual and team design projects. Flexibility is a feature of the Agricultural and Environmental Education program, since majors are able to develop programs emphasizing various areas of specialization, including Agricultural Teacher Education, Extension Education, and Agricultural and Environmental Technology. One hundred twenty-four students have graduated from this program from 1995 to 2003.

College of Business and Economics

Divisions/Programs

The College of Business and Economics (B&E) includes degree programs in business administration with major areas in accounting, business management, finance, marketing (BSBA, MBA), economics (BS, MA, PhD), industrial relations (MS), and professional accountancy (MPA).

Accounting

About 85 accounting majors graduate per year. Yearly surveys conducted from 1998 to 2001 have found that 43% of graduates without a graduate degree passed the CPA examination.

Economics

In addition to providing courses for students across the University as part of the LSP, two bachelor's degree programs are offered by this department in two colleges: the BA in the Eberly College of Arts and Sciences and the BS in B&E. The requirements for the two degrees are similar, with the exception of some required business courses for the BS degree and a more liberal arts orientation for the BA degree.

Finance

About a quarter of business students are finance majors. In addition to offering courses for finance majors, the Department of Finance is a participant in the on-campus, off-campus, and Health Executive MBA programs and the MPA program.

Management

Most of the undergraduate credit hours in the Department of Management and Industrial Relations are devoted to B&E core courses for other majors and service courses for the University. Management majors constitute approximately 30% of the business administration BS degree program. Two tracks are available within management: organizational leadership (initiated Fall 2000) and management information systems (initiated Spring 1998; replaced operations management).

Marketing

Marketing majors comprise about 26% of the individuals studying for their baccalaureate degree in business administration. The educational mission of the Department of Marketing includes the provision of “a stimulating environment in which faculty and students can share knowledge and develop their full potential as intellectuals, professionals and individuals,” which is consistent with the University’s mission.

College of Creative Arts

Divisions/Programs

The College of Creative Arts includes three divisions: the Division of Art offers programs leading to the BFA, MA, and MFA degree; the Division of Music offers programs leading to the BM, MM, and DMA degree; the Division of Theatre and Dance offers programs leading to the BFA and MFA degree. The College offers a BA degree in the visual and performing arts with an emphasis in art history, music, or theatre. Minors are offered in music, theatre, art history, and dance. All programs advocate lifelong appreciation, understanding and involvement in the arts in which the diversity of the human experience is expressed, examined, and valued.

Art

The Division of Art has 314 undergraduate majors enrolled in specialized programs that include art education (K-12 certification), ceramics, graphic design, painting, printmaking, sculpture, and art history.

Music

The Division of Music has 319 students enrolled in programs specializing in music education (K-12 certification), performance (vocal and instrumental), jazz studies, composition, and history.

Theatre and Dance

With an enrollment of 141, theatre majors can select from several programs that include acting, puppetry/creative dramatic, or stage design and technology. The division also offers the most active BA program in the college.

College of Engineering and Mineral Resources (CEMR)

Divisions/Programs

The College of Engineering and Mineral Resources offers eleven undergraduate programs including Aerospace Engineering, Biometric Systems, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, and Mechanical Engineering. West Virginia University is the only institution in the state to offer Industrial Engineering, Mining Engineering, and Petroleum and Natural Gas Engineering. Recently, the College of Engineering and Mineral Resources was successfully formed by combining the previous College of Engineering and the College of Mineral and Energy Resources into one College. Other major changes include the integration of engineering programs with those at West Virginia University's Institute of Technology and the creation of a statewide cooperative education program for engineering majors. Computer Science has also moved into CEMR to form a new department of Computer Science and Electrical Engineering.

College of Human Resources and Education

Divisions/Programs

The College of Human Resources and Educations offers a variety of programs, including a BS degree program in Speech Pathology and Audiology, a combined BA/MA degree program in teacher education, several programs at the master's degree level (Counseling, Educational Leadership, Educational Psychology, Elementary Education, Reading, Rehabilitation Counseling, Secondary Education, Special Education, Speech Pathology and Audiology, Technology Education), the EdD program in Education, and a PhD program in Counseling Psychology.

College of Law

The College of Law is the only college in West Virginia offering the doctor of jurisprudence degree, with a graduating class ranging from 133 to 142 students per year over the past five years. About 80% of graduates have accepted their first positions in the state. The College of Law is fully accredited and in compliance with all the standards of the Section of Legal Education and Admission to the Bar of the American Bar Association and by the Association of American Law Schools.

Eberly College of Arts and Sciences

Divisions/Programs

The College of Arts and Sciences includes a number of programs offering degrees at the baccalaureate and graduate levels. These include: Biology (BA, BS, MS, PhD), Regents Bachelor of Arts (BA), Chemistry (BA/BS, BA Biochemistry with Chemistry Emphasis, MS, PhD), Communication Studies (BA, MA), Computer Science (BS), Economics (BA), English (BA, MA, PhD), Foreign Languages (BA, MA), Forensic Identification (BSFI), Geography (BA, MFA, PhD), Geology (BA, BS, MS, PhD), History (BA, MA, PhD), Interdepartmental Studies (BA, BS), Legal Studies (MLS), Liberal Studies (MALS), Mathematics (BA, MS, PhD), Philosophy (BA), Physics (BA, BS, MS, PhD), Political Science

(BA, MA, PhD), Psychology (BA, BS, MA, PhD), Public Administration (MPA), Social Work (BSW, MSW), Sociology (MA), and Sociology and Anthropology (BA). The BA degree program in Statistics was discontinued in 2002 due to low enrollment, although the MS program is ongoing.

Regents Bachelor of Arts

The Regents BA is an innovative, statewide bachelor's degree program designed for the adult student. The program differs from other bachelor degrees in providing: a comprehensive general education without the requirement of a major; the possibility of obtaining college credit for work and life experiences that can be equated to college courses; considerable flexibility in how program requirements are met; and no time limit for completion of the degree. Program policy is set by a state committee composed of the coordinators of the ten state RBA programs. Over the past six years the WVU RBA program has grown from averaging about 100 graduates per year to 250 graduating in 2001-02.

Biology

The Biology Department awards the Bachelor of Science (BS) and Bachelor of Art (BA) degrees in Biology. The Biology Department also fulfills an important service role in providing courses for majors in a variety of other disciplines. There are about 500 Biology majors and pre-majors enrolled in the College; approximately 40% are enrolled in the BA degree program and 60% in the BS degree program. Both baccalaureate programs offer an environmental biology track and provide students with a broad-based, rigorous introduction to the biological sciences. The BA degree program emphasizes the importance of a liberal education. The BS program in Biology was initiated in 1998 and allows for the establishment of breadth and depth in science, particularly the biological sciences. The BS degree program also provides students the opportunity to study at least one area of emphasis in considerable depth if they so desire.

Chemistry

A total of 162 BA and BS degrees have been awarded by the Department of Chemistry over the past five years, placing the program in the top 10% of all US colleges and universities with American Chemical Society (ACS) approved programs. The BA degree in Biochemistry with an emphasis in chemistry is a new undergraduate biochemistry degree program initiated in 1998. This degree program is designed to prepare students for careers that necessitate a strong physical and life sciences background, such as medicine or dentistry, or for graduate studies in related disciplines. The BS degree program continues to be reviewed and approved by the ACS.

Communication Studies

The goal of the Communication Studies program is to provide students with a broad-based understanding of human communication, including interpersonal communication, non-verbal communication, social interaction, organizational communication, and social influence. The overarching purpose of the Communication Studies program is to provide students with the knowledge and analytical abilities important in the human communication process. The program faculty have articulated 13 cognitive and 13 behavioral objectives that directly relate to this purpose, ranging from understanding and applying major theories to evaluating the role of media in society. There are two program tracks. The "applied track" emphasizes public and mass communication, and interpersonal and organizational communication. The "pre-professional track" is designed for advanced students to prepare them for a career or graduate study. Courses are offered for majors with class size limited from 25 to 40 students per section.

English

The Department of English offers BA, MA, MFA, and PhD degree programs. The BA program averages approximately 75 graduates per year. The Department also serves a large number of students across the University by providing courses for the LSP and writing-intensive (“W”) credit. English courses foster writing, critical thinking, and analytical reading skills as well as content knowledge in particular areas. The BA program offers a formal concentration/minor in creative writing and has recently developed a formal concentration/minor in professional writing and editing. The program also provides the content-area BA for the combined MA in secondary education-BA in English program in conjunction with the College of Human Resources and Education.

Foreign Languages

The BA program in foreign languages provides four major areas (French, German, Russian, and Spanish), and minor areas in these languages plus Linguistics and Teaching English to Speakers of Other Languages (TESOL). Additional courses are offered in Classics (including Latin), Foreign Literature in Translation, Italian, and Japanese. These courses, as well as the beginning and intermediate courses in the languages mentioned above, are components of the service mission of the Department to the College and University (Liberal Studies Program). The Department also collaborates with the College of Business and Economics to offer a dual-degree program in Business and Foreign Languages at the undergraduate level.

Forensic Identification

The Forensic Identification degree program is currently the only such program of its kind offered in the United States. The program was approved October 1998, but not officially established until Spring 1999. Two majors (Forensic and Investigative Science, Biometric systems) are available in the program, split between the College of Arts and Sciences (Forensic and Investigative Sciences) and the College of Engineering and Mineral Resources (Biometrics). This program is gaining in popularity, with about 264 pre-Forensic and Investigative Sciences students, ten pre-Biometrics students, 32 Forensic and Investigative Sciences majors, and eight Biometric Systems majors as of Fall 2002. Ten students completed degree requirements as of 2002.

Geology/Geography

In addition to the BS degree in geology, the Department of Geology and Geography initiated a new Environmental Geoscience BA degree program in 1996 (changed from the BA degree in geology) to help meet a demand for trained environmental geoscientists. The new BA degree is a multidisciplinary program that appeals to students with multiple majors or an interest in environmental issues. Twenty-six Environmental Geoscience BA degrees have been awarded since 1996, and 91 BS geology and 94 BA geography degrees were awarded from 1997-2002. BS geology enrollment has increased since 1997 as compared to the opposite trend nationwide.

History

In addition to offering the BA degree, the Department of History is an integral part of the Liberal Studies Program and offers courses that meet the University’s cluster requirements. Since 1997-98, there have been 60 to 76 graduates per year from the history BA degree program. The educational goals of the history program include development of appropriate knowledge, skills, and attitudes relevant to the discipline and consistent with a liberal education.

Interdepartmental Studies

The BA in Interdepartmental Studies provides an opportunity for students to pursue an integrated interdisciplinary course of study. About 90-130 majors have been enrolled each year in the program over the past five years. The program encourages students to develop an understanding of more than one field of human knowledge through studying the interrelationship among different disciplines. Majors offered in this program include the Liberal Arts major with several specially designated areas of concentration and the Individualized Major. The specially designated areas of concentration include Art History, Dance and Liberal Studies, and Music (administered currently by the College of Creative Arts), and International Studies, Religious Studies, Slavic Studies, and Social Studies.

Liberal Arts and Sciences

The Liberal Arts and Sciences (LA&S) major is an interdisciplinary program that requires students to take course work in a wide variety of departments within the Eberly College of Arts and Sciences. Graduates of this program have studied in breadth and depth in the fine arts and humanities, the social and behavioral sciences, and the natural sciences and mathematics. They have also completed an intensive concentration in a special area of interest.

Mathematics

Since the last accreditation visit, the Department of Mathematics introduced the BS degree (first awarded in 2001) and revamped the BA degree program. An Industrial Mathematics and Statistics (IMS) degree program (BS) was approved in 1999, with the first student graduated in 2001. The IMS degree program was overhauled in 2002. The original IMS degree requirements turned out to be much greater than those of the math BA or BS and the program was not attracting students. The new requirements make it assessable for a math or Physics BS student or for an engineering student to switch into IMS. The BS degree in mathematics is designed to appeal to students who traditionally major in mathematics as well as those who may wish to complete the degree as a second major. The IMS program is designed to produce graduates who can apply statistics and mathematics to industrial and scientific problems.

Philosophy

The Philosophy program is guided by three educational goals: 1) training students to understand and respond both critically and creatively to philosophical problems, theories, and arguments in a variety of areas; 2) developing students' understanding and appreciation of historical traditions in philosophy; and 3) enhancing students' abilities to think critically and to write clearly and analytically. The pre-law area of concentration in philosophy is designed specifically for students planning to attend law school.

Physics

Over 2,500 students from across the University complete undergraduate physics and astronomy courses as part of their individual degree requirements. The BS program in physics is designed to provide a student with a large number of physics courses, allowing them to pursue advanced work in the discipline or other science areas. The BA program requires fewer physics courses than the BS program, allowing for the selection of advanced course work in other disciplines. A new area of emphasis, computational physics, was initiated in 1998.

Political Science

The Department of Political Science offers a full range of programs in various subfields including American government, politics and law, public policy and administration, comparative governments and politics, international relations, and political theory, philosophy and methods, in addition to special topics and internships. In addition to providing course work as part of the LSP requirement with over 2,000 students taught per year, the Department of Political Science has averaged approximately 235 pre-majors, 170 majors, and 85 graduates per year over the past five years. In 2002, 50% of graduates were accepted into law schools and 32% were accepted into graduate school.

Psychology

The three overarching goals of the psychology program are to provide students with the opportunity to learn introductory and intermediate level concepts in psychology as part of a liberal arts education, to provide pre-professional education in psychology content and skills to all psychology majors, and to prepare selected majors for graduate school and related fields. Although the undergraduate curriculum emphasizes exposure to a range of topics in psychology, opportunities for specialization or in-depth explorations of selected topics in psychology are available. Psychology majors may now elect to complete an “applied psychology emphasis” that can enhance their likelihood of obtaining employment after graduation. There have been approximately 240 undergraduate psychology majors per year over the past five years, with about 150 graduates each year. Basic education in psychology is also provided to large numbers of students (approximately 24,000 credit hours per year).

Religious Studies

The discipline of religious studies focuses broadly on the academic study of religion in its various manifestations. Religious studies encompasses the attempt to understand religious experience, religious practice, and the history of religious traditions. Religious studies also includes the study of the world’s great religions, religious ethics, and the relationship between religion, culture, and society.

Social Work

The primary mission of the Bachelor’s in Social Work degree program is to serve West Virginia and Appalachia by educating professionally qualified entry-level social workers. These graduates will serve in both public and private social work positions in fields such as child welfare, health care, mental health, and aging services within the state and region. Undergraduate students are admitted to the program for their junior year, with a maximum of 60 new majors admitted each year. The program is fully accredited by the Council on Social Work Education until 2005.

Sociology and Anthropology

The Department of Sociology and Anthropology offers a liberal arts degree for students who wish to develop an understanding of social structure and culture, as well as knowledge of social processes operating in groups, organizations, and institutions. There is a strong emphasis on understanding conflicts within and among societies that are based upon inequalities and cultural differences. The sociological aspects primarily focus on large, complex societies, while the anthropology focus is mainly on smaller, preliterate peoples, with some consideration also of developing nations. Majors are introduced to

both quantitative and qualitative methods and to the theoretical perspectives of sociology and anthropology. Most graduates seek careers in a variety of fields, including law enforcement, applied research, marketing and evaluation, public health, government, education and financial services. Since the previous accreditation review, the department has reinstated its concentration in Crime and Justice, and has added an area of emphasis in Inequality and Development.

Perley Isaac Reed School of Journalism

The Perley Isaac Reed School of Journalism is one of the oldest journalism schools in the US, established in 1939. The School offers both the BS degree and the MS degree in journalism. Approximately 520 undergraduates are enrolled in the journalism degree program, with about 160 graduates per year. The School has four curriculum area programs—Advertising, Broadcast News, News Editorial, and Public Relations. All classes are designed on a coaching/conference-based model, allowing students one-on-one instruction and hands-on training that results in real media products for actual media customers.

School of Physical Education

The School of Physical Education offers BS and MS degrees in the following academic programs: Athletic Coaching Education, Athletic Training, Physical Education Teacher Education, Sport Behavior, and Sport Management. The EdD program provides specializations in two program areas: Physical Education Teacher Education and Sport Psychology. Since the last accreditation visit, the Athletic Training program has changed from an area of certification to a major. The teaching licensure program has also added health as a required area of licensure (grades 5-12) in addition to the P-12 Physical Education licensure program. Athletic Coaching is designed to develop the skills and knowledge necessary to be an athletic coach. The program is based on standards established by the National Association for Sport and Physical Education (NASPE). The Athletic Training curriculum is accredited by the Council for the Accreditation of Allied Health Education Programs (CAAHEP). Athletic Training is a highly scientific program that includes course work in chemistry, physiology, anatomy, etc. The Teacher Education program is based on competencies developed to meet the standards put forth by NASPE and NCATE for beginning physical education teachers. This program has provisional accreditation through NASPE/NCATE, and a rejoinder has been submitted for full accreditation. The Sport Behavior program provides students with an opportunity to specialize in sport psychology or sport sociology. Strong interdisciplinary ties with psychology and sociology attest to the rigor of the program of studies. The Sport Behavior program is the liberal studies program in the School of Physical Education, and its principal focus is to prepare students to enter graduate school. The Sport Management program focuses on the business and economics of the sport industry. This program has received a favorable review (accreditation is not yet available) from the North American Association of Sport Management and NASPE. Program graduates are employed in a variety of sport settings including intercollegiate athletics, professional sports, event marketing and promotion, as well as other sport businesses. The numbers of admitted majors and pre-majors, respectively, in each program as of 2002: Athletic Coaching (80, no pre-major), Athletic Training (38, 64), Sport Behavior (50, no pre-major), Sport Management (97, 170), and Teacher Education (61, 131).

School of Dentistry

The School of Dentistry was established in 1957, and graduated its first class of DDS students in 1961. It is currently fully accredited. The School offers programs in dental hygiene (BS, MS), dentistry (DDS), and dental specialties including endodontics (two-year MS), orthodontics and dentofacial orthopedics (three-year MS), prosthodontics (three-year MS), advanced education in general dentistry (one-year certificate), and oral and maxillofacial surgery (four-year certificate program). The School operates dental clinics in the RCBHSC for education and patient care service provision. It has affiliation agreements with about 22 remote dental private practitioners or clinics, in addition to the VA Hospitals in Martinsburg, WV, and Clarksburg, WV. Dental students complete six weeks of training at a remote site during their fourth year. There have been approximately 43 students enrolled per year in the dentistry program, and as of 2002, there were four endodontics students, nine orthodontics and dentofacial orthopedics students, three prosthodontics students, two advanced general dentistry residents, and two advanced general practice residents enrolled in those programs. Dental hygiene enrolls approximately 20 students per year in the baccalaureate degree program.

School of Medicine

Divisions/Programs

Graduate degree programs are offered in anatomy (MS, PhD), applied exercise science (PhD), biochemistry (MS, PhD), community health promotion (MS), exercise physiology (MS, PhD), microbiology and immunology (MS, PhD), physiology (MS, PhD), and public health (MPH). The School of Medicine includes professional degree programs in medicine, medical technology, occupational therapy, and physical therapy as well as an undergraduate BS degree program in Exercise Physiology. The School of Medicine's last accreditation visit for the MD degree occurred in 2000, and the medicine program was fully accredited for the normal seven-year period. The Medical Technology program offers both the BS and MS degrees and was last accredited in 2002. The Occupational Therapy program began offering the Master's of Occupational Therapy degree (MOT) in the fall of 1996 and was accredited in 1998. The Physical Therapy program offers the Master's in Physical Therapy (MPT) degree and was last accredited in 2001.

Medicine

The School of Medicine began as an independent school in 1912 and instituted its four-year MD degree program in 1960. The enrollment has been about 90 students per class, although an increase of approximately ten students per class was implemented in 2002. In addition to the education of medical students, clinical departments within the School of Medicine are responsible for graduate medical education and specialty training. There are about 270 residents and approximately 25 fellows in the School of Medicine. There are approximately 21 residency training programs in Morgantown. The residency programs have been reviewed by the Accreditation Council for Graduate Medical Education (ACGME). All have been accredited with the exception of obstetrics-gynecology, which is out of compliance and on probation and neurosurgery, which is provisionally accredited since it is a new program. A full complement of residencies are also available in Charleston.

Exercise Physiology

There are approximately 250 total Exercise Physiology majors enrolled each year. The goals of the undergraduate program are to prepare students for graduate/professional school enrollment in the health sciences and to become certified strength and conditioning specialists or health/fitness instructors.

Medical Technology

The Medical Technology Program is the oldest allied health program at WVU. The first class graduated in 1947, and almost 1,000 graduates practice worldwide. The program is accredited by the National Accreditation Agency for Clinical Laboratory Sciences (NAACLS), and graduates of the program are eligible to take national certification examinations, which are required by many institutions for employment. The last two years of the program are professional in nature, leading to a BS degree in Medical Technology. Students are admitted to the program after completing a premedical technology curriculum in which required prerequisites are taken.

Occupational Therapy

Occupational therapy is a relatively new three year entry-level master's degree program that is the only one of its kind in West Virginia. The Master's in Occupational Therapy degree (MOT) was approved by the WV Board of Trustees in 1994, and the first students were admitted in 1996. The first graduates completed the degree program in May 1999. Students enter the program with approximately two years of prerequisite course work. The Occupational Therapy program has 71 students currently enrolled in the traditional track. In addition, the Occupational Therapy program has developed an extended learning Occupational Therapy Assistant to Occupational Therapist track. This track has attracted interest from OT Assistants from West Virginia and surrounding states. The first 10-15 students will be accepted into the program in Summer 2003. It is anticipated that there will be 15-20 students accepted into this track annually.

Physical Therapy

The Physical Therapy degree program at WVU has been in existence since 1970. The program began the transition from baccalaureate entry-level degree to master's entry-level degree in 1997. In August 2002, the Higher Education Policy Commission approved the transition of the degree program to a three year post-baccalaureate entry-level doctorate (DPT) effective with professional admissions beginning in Fall 2005. This DPT degree will fall under the "first professional" classification for WVU. The current MPT degree program is a 2 + 3 degree program (two years pre-professional/three years professional). Admission into the professional degree phase is separate from admission into the University. The Physical Therapy program typically accepts a maximum of 30 students per year. Once admitted into the professional program, students complete 111 hours of didactic course work and 12 credit hours (six months) of full-time clinical education in the field.

School of Nursing

The School of Nursing offers BSN, RN-BSN, and BA/BS/BSN degree programs, the MSN degree, a post-MSN certificate program, and the DSN degree. In addition to the Morgantown campus, the RN/BSN and master's degree programs are offered at the Charleston Division (with selected doctoral courses available). Full baccalaureate nursing programs have been initiated at the WVU Institute of Technology (WVUIT) campus, and a RN-BSN program is offered at the WVU Parkersburg and Potomac State College campuses. Campuses also exist at Glenville State College and Potomac State College at which students can complete the first two years of the nursing program and then complete their junior and senior years at WVUIT or Morgantown. The RN/BSN courses are offered via the Web. The School of Nursing has increased its on-campus baccalaureate enrollment beginning in 2002, from approximately 180 per year to 321 students currently enrolled per year. To increase retention, a direct admit at the freshman year was initiated in 2001, and that policy continues. As part of the Alliance for Ventures in Education, the School of Nursing experienced an expanded presence and effectiveness in the Kanawha Valley while working collaboratively with the University of Charleston, West Virginia State College, and West Virginia University Institute of Technology. The WVU Charleston Division nursing program became primarily graduate level; WVUIT accepted the Glenville Consortium transfer students for completion of their junior and senior years and developed a basic four-year nursing program. Integration during 2000 resulted in the offering of the WVU School of Nursing RN-BSN program at West Virginia University Parkersburg and at Potomac State. Potomac State continued to offer the first two years of the undergraduate curriculum, with transfer to the Morgantown campus for completion.

School of Pharmacy

Pharmacy was first offered at WVU as a department in the School of Medicine and became the College of Pharmacy in 1936 and the School of Pharmacy in 1958. In 1960, the School changed from a four-year to a five-year program leading to a BS degree in Pharmacy. The School of Pharmacy currently offers the six year entry-level professional Doctor of Pharmacy degree (PharmD), a nontraditional PharmD degree in cooperation with the University of Kentucky (UK provides six of eight required didactic courses), and the MS and PhD degrees in the departments of Basic Pharmaceutical Sciences (BPS) and Pharmaceutical Systems and Policy (PSP). Beginning in 1998, a change was made from the five-year baccalaureate degree program to a six-year (minimum of two years of pre-pharmacy course work followed by four years within the School) entry-level program leading to a Doctor of Pharmacy (PharmD) degree. The last baccalaureate degree students graduated in December 2000, and the first class from the entry-level PharmD degree program graduated in May 2002. There are currently a total of about 286 students in the PharmD curriculum. The enrollment was increased to 80 students per year beginning with the 2002 entering class (a 23% increase over two years), which will ultimately result in a total of about 320 students in the Doctor of Pharmacy degree program. The nontraditional PharmD degree program is in the process of being phased out due to a lack of sufficient interest by practitioners. There are 18 students finishing the program, with the final students expected to graduate in August 2006. The School was last accredited in 1998. A focused on-site evaluation was conducted in October 2002 due to an increase in class size and decreasing financial support. The School's next evaluation visit for continued accreditation is scheduled for Fall 2003.

Appendix C-Chapter 4 B

General Education at West Virginia University

A New Curriculum proposed by the Ad-Hoc Committee to Review General Education at WVU

West Virginia University Faculty Senate

Final Revision: December 5, 2003

The Purpose of General Education: A Statement of Principles

WVU aims to provide students with a foundation of skills and knowledge necessary to reason clearly, communicate effectively, and contribute to society. The General Education Curriculum is designed to ensure that students meet these goals through inquiry-based learning across the disciplines. In conjunction with a major field, and in consultation with their advisors, students will design programs of study that satisfy the GEC's Objectives. The Learning Objectives reflect the fact that, in an increasingly interdependent world, it is crucial that students learn to interact constructively with people from different cultures, to understand viewpoints different from their own, and to identify and resolve issues of personal and professional ethics. The GEC strives to help students become thoughtful participants in a democratic society and to achieve the intellectual integration and awareness they will need to meet changes and challenges in their personal, social, and professional lives.

General Education Curricular Objectives

1. Communication: Communicate Effectively in English

Rationale concerning writing: effective writing skills are essential to success in every field of study and work. Therefore, all WVU students are required first to take a sequence of two composition courses followed by at least one other course, preferably in the major, that includes a substantial writing component and that evaluates the student's writing skills as part of determining the course grade. Such courses are identified in the GEC portion of the Schedule of Courses by a "W." Additional written work is expected within the Capstone Experience of each major field.

Rationale Concerning Spoken Language

One of the most critical skills in any discipline or human endeavor is the ability to speak effectively. The spoken word is a powerful tool for effectiveness and should be enhanced through the university experience such that a graduate of WVU will have skills in oral communication above and beyond that of someone who has not completed the university experience. For the vast majority of students, the spoken language will be English. To that end, WVU commits that, through the general education experience as well as within the major, students will develop the ability to communicate using oral presentation. This occurs in all courses, major and otherwise, where a presentation, oral exam, or other formal spoken communication is used as part of assessment within the course. The culminating project demonstrating the master of oral communication skills is expected to be a part of the Capstone Experience.

Learning Outcomes

After completing requirements for this Objective, students will be able to:

- present well-organized and articulate written expression of critical thought on various subjects, including those in their major field.
- present well-organized and articulate oral expression of critical thought on various subjects, including those in their major field.
- demonstrate an appreciation for and basic skill in speaking and reading in a second language.

Requirements

- Successful completion of English 101 and 102. 6 credits.
- Successful completion of a “W” course, preferably in the major.
- Successful completion of written and oral component of the Capstone Experience...

2. Basic Mathematical Skills and Scientific Inquiry: Use Quantitative and Scientific Knowledge Effectively

Rationale

Scientific thought is an underpinning of modern society. A basic foundation of mathematics and an understanding of basic scientific method are essential in order to understand the complexities of many scientific issues and to think critically about their impact upon the world around us.

Learning Outcomes

Consistent with developing this basic foundation, after completing requirements for this Objective, students will be able to:

- Demonstrate mathematical skills at a basic level.
- Understand the nature and application of natural or physical sciences at a basic level sufficient to:
 - conduct simple experiments
 - generate real data
 - present data for analysis (e.g., using charts, graphs, tables)
 - perform mathematical calculations appropriate for data analysis
 - use abstract reasoning to interpret data
 - formulate and test hypotheses with scientific rigor

Requirements

- Successful completion of a course in mathematics or statistics.
- This course may also satisfy major course requirements. 3 credits.
- Successful completion of two courses in the natural or physical sciences of which one course has a lab requirement. These courses may also satisfy major course requirements. 7-8 credits 10-11 credits.

3. The Past and Its Traditions

Apply knowledge, methods, and principles of inquiry to understanding the past.

Rationale

The study of human civilization from a historical perspective is essential to the development of a well-educated individual. The ability to apply knowledge, methods of critical thought, and principles of historical inquiry to an analysis of the past and its impact upon the present is an important skill.

Learning Outcome

After completing requirements for this Objective, students will be able to:

- apply methods of critical thought to the understanding and analysis of issues related to the past

Requirement

- Successful completion of one course focused upon the historical, cultural, or intellectual development of society over time or on a particular period critical to that development. This course may also satisfy a major course requirement. 3 credits.

4. Issues of Contemporary Society

Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.

Rationale

Study of contemporary human civilization is prerequisite to success in society today. The ability to apply knowledge, methods of critical thought, and principles of inquiry to contemporary problems, ideas, and/or values as seen from a humanistic or scientific perspective is an essential skill.

Learning Outcome

After completing requirements for this Objective, students will be able to:

- demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning contemporary society as seen from a humanistic or scientific perspective.

Requirement

- Successful completion of one course focused upon methods of critical thought and principles of inquiry concerning contemporary issues, ideas, and/or values as seen from a humanistic or scientific perspective. This course may also satisfy a major course requirement. 3-4 credits.

5. Artistic Expression

Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.

Rationale

Courses in the study of literature, theatre, music, and the visual arts enable students to develop skills of critical thinking concerning human experience as reflected in various forms of artistic expression.

Learning Outcome

After completing requirements for this Objective, students will be able to:

- apply understanding of methods and principles of critical inquiry to the analysis of one medium of artistic expression in art, dance, literature, music, or theatre.

Requirement

- Successful completion of one course focused upon critical inquiry in art, dance, literature, music, or theatre. This course may also satisfy a major course requirement. 3 credits.

6. The Individual in Society

Develop an awareness of human experience, including both personal and social dimensions.

Rationale

It is important that students develop an understanding of themselves as individuals and as members of social groups, which is facilitated by an understanding of the self, human rationality, and human social interactions.

Learning Outcomes

After completing requirements for this Objective, students will be able to:

- function successfully within the academic community
- demonstrate enhanced knowledge and/or skills in one of the following areas: personality, motivation, cognition, behavior, social interactions, critical reasoning, ethical judgment, psychological and physiological growth and development, health and well-being.

Requirements

- University 101 or equivalent course. 1 credit.
- Successful completion of one additional course addressing at least one of the following: personality motivation, cognition, behavior, social interactions, critical reasoning, ethical judgment, psychological and physiological growth and development, health and well-being. This course may also satisfy a major course requirement. 3 credits 4 credits.

7. American Culture

Develop knowledge critical to the understanding of the issues that shape the culture of the United States.

Rationale

It is essential that students develop knowledge critical to an understanding of issues that have shaped the development of society in the United States in all its diversity.

Learning Outcome

After completing the requirement for this Objective, students will be able to:

- demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning issues that have shaped the development of society in the United States including but not limited to issues of age, ethnicity, gender, race, region, religion, or social class.

Requirement

- Successful completion of one course that explores issues that have shaped the development of society in the United States including but not limited to issues pertaining to age, ethnicity, race, region, religion, or social class. This course may also satisfy a major course requirement. 3 credits.

8. Western Culture

Analyze historical, cultural, and/or political issues of a Western nation in an international context.

Rationale

As much of this nation's culture and history connect it to other Western nations, it is essential that students acquaint themselves with the history, culture, and/or political experience of one or more Western nations in an international context.

Learning Outcome

After completing the requirement for this Objective, students will be able to:

- demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning historical, cultural, and/or political issues concerning a Western nation in an international context.
- Western nations are defined as those located east of the Pacific coast of the Western Hemisphere, north of the Mediterranean Sea, and west of the Ural Mountains that divide Europe from Asia.

Requirement

- Successful completion of one course that explores historical, cultural, and/or political issues pertaining to a Western nation in an international context. This course may also satisfy a major course requirement. 3 credits.

9. Non-Western Culture

Analyze historical, cultural, and/or political issues of a non-Western area or nation.

Rationale

As the United States engages increasingly with nations and regions other than those conventionally associated with the West, it is important for students to acquaint themselves with the history, culture, and/or political experience of non-Western peoples.

Learning Outcome

After completing the requirement for this Objective, students will be able to:

- demonstrate understanding of methods of critical thought and principles of scholarly inquiry concerning historical, cultural, and/or political issues concerning a non-Western region or nation.

Requirement

- Successful completion of one course that explores historical, cultural, and/or political issues pertaining to a non-Western nation other than the United States. This course may also satisfy a major course requirement. 3 credits.

Summary of Distribution of Credits to Objectives within the Proposed General Education Curriculum

1. Communication:	6 credits
2. Basic Mathematical Skill and Scientific Inquiry:	10-11 credits
3. The Past and Its Traditions:	3 credits
4. Contemporary Society:	3 -4 credits
5. Artistic Expression:	3 credits
6. The Individual in Society:	4 credits
7. American Cultural Diversity:	3 credits
8. Western Culture:	3 credits
9. Non-Western Culture:	3 credits
	Total credits for GEC: 38-40 credits

Proposed Curricular Policies

1. Minimum number of credits for this curriculum: 38 credits; maximum number 40 .
2. Total number of credits satisfying Learning Outcomes 2-9 that may be taken in the major field: 9.
3. Maximum number of courses taken in one discipline outside the major to fulfill general education outcomes: 2.

4. Maximum number of Learning Objectives to be satisfied by one course: 1
(Note: while most courses will satisfy two Objectives, the student will choose which Objective that course will satisfy. In the interest of promoting a breadth of study, no course may satisfy more than one Outcome).
5. Courses satisfying Learning Objectives 2-9 may also satisfy a course requirement for the major.

Specimen Advisor's CheckList for General Education Curricular Requirements

[Note: this design presupposes that the student and the advisor upon consulting the Schedule of Courses for a particular semester will find a table listing relevant courses by Learning Outcome]

Outcomes	Course; Sem./Year
1. Communication (6 crs)	(Eng. 101) (Eng. 102)
2. Basic Math and Science (10-11 crs)	(Math: 3 cr) (Lab. Science: 4 crs) (Science: 3-4 cr)
3. The Past and Its Traditions: (3 crs)	
4. Contemporary Society (3-4 crs)	
5. Artistic Expression (3 crs)	
6. The Individual in Society (4 crs)	(UNIV 101 or Equivalent: (1 cr) (3 crs)
7. American Culture (3 crs)	
8. Western Culture (3 crs)	
9. Non-Western Culture (3 crs)	

Proposed Curricular Policies

1. Minimum number of credits for this curriculum: 38 credits; maximum number 40.
2. Total number of credits satisfying Learning Outcomes 2-9 that may be taken in the major field: 9.
3. Maximum number of courses taken in one discipline outside the major to fulfill general education outcomes: 2.
4. Maximum number of Learning Objectives to be satisfied by one course: 1
(Note: while most courses will satisfy two Objectives, the student will choose which Objective that course will satisfy. In the interest of promoting a breadth of study, no course may satisfy more than one Outcome).
5. Courses satisfying Learning Objectives 2-9 may also satisfy a course requirement for the major.

Appendix C-Chapter 4 C

Internal Instructional Technology Grant Initiatives

2000 - Distance Education Initiative - Funding of individual course development for online delivery.

Course	College
English 205 - Business English	Arts & Sciences
Jour - Direct Marketing	Journalism
English 122 - British Literature	Arts & Sciences
Religion - American Religious History	Arts & Sciences
Web Simulcasts - Spec. Ed. (MA)	Human Resources & Education
Modern Physics	Arts & Sciences
Corporate Finance	Business & Economics
Statistics - Java Applets	Arts & Sciences
E-Commerce	Business & Economics
Gen. Methods - Biology (Teachers)	Arts & Sciences
Physical Education - Teacher Educ.	Physical Education
Engineering 101	Engineering & Mineral Resources
Total Investment \$378,914 \$178,457	\$178,457 matching funds, Provost's Office

2001- Entrepreneurial Learning Initiatives - Develop a series of courses for online delivery.

Course	College
English 101 & 102 Composition & Rhetoric (for adult learners)	Arts & Sciences
Online Integrated Marketing Communication Certificate	Journalism
Elem. Ed. - 4 course sequence	Human Resources & Education
Software Engineering - streaming video enhancement	Engineering & Mineral Resources
Mathematical Foundations for Software Systems Development	Engineering & Mineral Resources
Human Anatomy courses	College of Medicine
Foreign Language Distance Education Project-Teacher Endorsement	Arts & Sciences
Total Investment \$567,122	\$283,566 matching funds, \$283,561 Provost's Office

Appendix **D**

Appendix **D**

Appendix D - Basic Institutional Data Forms

- A** **Part 1 - Full-time Enrollment (Headcount)**
 Part 2 - Part-time Enrollment (Headcount)
 Part 3 - Full-time Equivalent Enrollment

- B** **Part 1 - Student Admissions**
 Part 2 - Ability Measures of Freshmen
 Part 3 - Ability Measures of Entering Graduate Students
 Part 4 - Undergraduate Student Financial Aid

- C** **Part 1 - Full-time Instructional Staff and Faculty Information**
 Part 2 - Salaries of Full-time Instructional Staff and Faculty
 Part 3 - Part-time Instructional Staff and Faculty Information
 Part 4 - Salaries of Part-time Instructional Staff and Faculty

- D** **Library/Learning Resource Center**

- E** **Institutional Computing Resources**

- F** **Certificate, Diploma and Degree Programs**

- G** **Intercollegiate Athletics**

North Central Association of Colleges and Schools Commission on Institutions of Higher Education

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Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: West Virginia University

UNDERGRADUATE	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03	Current Year 2003-04
Freshman - Occupationally oriented (Definition I-A & B)	4,834	4,969	5,317	5,612
Freshman - Occupationally oriented (Definition I-C)				
Freshman - Undeclared oriented (Definition I- Sophomore - Degree oriented (Definition I-A & B)	3,348	3,467	3,532	3,918
Sophomore - Degree oriented (Definition I-C)				
Sophomore - Undeclared (Definition I-D)				
Junior	2,937	2,988	3,089	3,162
Senior	3,499	3,711	3,710	3,783
Unclassified	38	46	48	68
TOTAL UNDERGRADUATE	14,656	15,181	15,696	16,543
GRADUATE				
Master's	1,737	1,814	1,997	2,154
Specialist				
Doctoral	632	669	712	793
Non-Degree	81	92	96	70
TOTAL GRADUATE	2,450	2,575	2,805	3,017
PROFESSIONAL (by degree)				
Law	420	428	436	449
Medicine	357	349	375	373
Dentistry	152	156	162	172
Pharmacy	248	270	289	298
TOTAL PROFESSIONAL	1,177	1,203	1,262	1,292
OTHER				
TOTAL ALL LEVELS	18,283	18,959	19,763	20,852

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: West Virginia University

	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03	Current Year 2003-04
UNDERGRADUATE				
Freshman - Occupationally oriented (Definition I-A & B)	158	170	151	108
Freshman - Occupationally oriented (Definition I-C)				
Freshman - Undeclared oriented (Definition I-D)				
Sophomore - Degree oriented (Definition I- A & B)	122	139	140	108
Sophomore - Degree oriented (Definition I- C)				
Sophomore - Undeclared (Definition I-D)				
Junior	97	102	132	108
Senior	230	251	263	288
Unclassified	200	278	310	362
TOTAL UNDERGRADUATE	807	940	996	974
GRADUATE				
Master's	1,490	1,514	1,511	1,501
Specialist				
Doctoral	331	339	322	330
Non-Degree	1,036	984	871	575
TOTAL GRADUATE	2,857	2,837	2,704	2,406
PROFESSIONAL (by degree)				
Law	19	18	18	18
Medicine	0	0	0	0
Dentistry	0	0	0	0
Pharmacy	21	20	11	10
TOTAL PROFESSIONAL	40	38	29	28
OTHER				
TOTAL ALL LEVELS	3,704	3,815	3,729	3,408

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: West Virginia University

	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03	Current Year 2003-04
UNDERGRADUATE (See definitions IA thru D)	15,577.07	16,050.00	16,619.73	17,571.40
GRADUATE (See definition II)	3,402.16	3,500.92	3,679.50	3,769.08
PROFESSIONAL (See definition III)	1,214.07	1,231.87	1,288.93	1,307.47
UNCLASSIFIED (See definition VI)				
TOTAL	20,193.30	20,782.79	21,588.16	22,647.95

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS

(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Combined Summer Headcount Enrollment & Non-credit

	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03
TOTAL UNDERGRADUATE (Combined Summer Headcount)	4,071	4,237	4,540
TOTAL GRADUATE (Combined Summer Headcount)	5,483	5,185	5,391
TOTAL PROFESSIONAL (Combined Summer Headcount)	199	231	288
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount) (1)	NA	NA	135,870
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)	NA	NA	NA
TOTAL OTHER			
TOTAL			

(1) NOTE: Non-credit Continuing Education is not centrally collected or defined.

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: West Virginia University

DOCTORAL	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03	Current Year 2003-04
Number of applicants with complete credentials for admission to doctoral programs	840	891	926	1,100
Number of applicants accepted for doctoral programs	365	320	357	364
Number of applicants actually enrolled in doctoral programs	161	164	164	189

PROFESSIONAL	Report by degrees	3 Years Prior 2000-01	2 Years Prior 2001-02	1 Year Prior 2002-03	Current Year 2003-04
Number of applicants with complete credentials for admission to professional programs	Medicine (MD)	858	787	735	845
	Dentistry (DDS)	695	551	510	536
	Law (JD)	443	538	582	617
	Pharmacy (PharmD)	118	155	209	222
Number of applicants accepted for professional programs	Medicine (MD)	126	124	128	167
	Dentistry (DDS)	48	67	59	65
	Law (JD)	272	293	307	304
	Pharmacy (PharmD)	73	84	91	90
Number of applicants actually enrolled in professional programs	Medicine (MD)	87	87	96	109
	Dentistry (DDS)	36	43	43	47
	Law (JD)	159	156	153	166
	Pharmacy (PharmD)	69	70	80	79

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: West Virginia University

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admission Institution? Yes No X

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	2000-01	2001-02	2002-03	2003-04
FRESHMAN				
Number of applicants with complete credentials for admission to the freshman class	8,016	8,786	9,147	10,049
Number of applicants accepted	7,564	8,238	8,589	9,281
Number of freshmen applicants actually enrolled	3,540	3,661	3,978	4,415
TRANSFER				
Number of applicants with complete credentials for admission with advanced standing (transfer)	1,221	1,313	1,316	1,351
Number of advanced-standing undergraduate applicants accepted	1,096	1,206	1,210	1,215
Number of advanced-standing undergraduate applicants actually enrolled	774	850	839	786
MASTER'S				
Number of applicants with complete credentials for admission to master's programs	2,099	2,392	2,480	2,592
Number of applicants accepted for master's programs	1,282	1,538	1,568	1,609
Number of applicants actually enrolled in master's programs	743	909	921	926
NON-DEGREE				
Number of applicants with complete credentials for admission to nondegree programs	607	608	556	327
Number of applicants accepted for nondegree programs	597	597	541	317
Number of applicants actually enrolled in nondegree programs	548	543	477	269

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Basic Institutional Data Form B

PART 2 - ABILITY MEASURES OF FRESHMEN

Name of institution/campus reported: West Virginia University

Specify quarter/semester reported: Fall Semester

Are scores used or routinely collected Yes No

A. Class ranking of entering freshmen	01	02	03
Percent in top 10% of high school class	18.3%	18.6%	20.0%
Percent in top 25% of high school class	42.9%	42.7%	44.0%
Percent in top 50% of high school class	75.4%	73.6%	76.0%
Percent in top 75% of high school class			

C. Mean ACT scores for entering freshmen	01	02	03
Composite	22.4	22.7	22.9
Mathematics	21.0	21.4	21.6
English	22.4	22.7	22.9
Natural Sciences Sciences Reasoning	22.4	22.5	22.7
Social-Studies- Reading	23.3	23.7	23.8

B. SAT scores for entering freshmen	Verbal			Math		
	01	02	03	01	02	03
Class average SAT score	511	514	524	521	528	534
Percent scoring above 500	56.6%	57.0%	62.9%	61.9%	65.0%	67.6%
Percent scoring above 600	13.0%	14.3%	15.2%	16.1%	19.3%	20.6%
Percent scoring above 700	1.6%	1.9%	1.3%	1.7%	2.4%	2.3%

D. Other tests used for admission or placement	
Test name	
Mean or composite	
Range	

Basic Institutional Data Form B

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

(SEE ATTACHED)

A. Graduate Record Examination (for total Graduate School excluding professional schools)	Range High <input style="width: 100px;" type="text"/> Low
B. Miller Analogies Test (for total Graduate School excluding professional schools)	Range High <input style="width: 100px;" type="text"/> Low
C. On a separate sheet, indicate other test data used for admission to professional programs.	

PART 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

A. GRE

Verbal	2000	2001	2002
High	800	790	800
Low	230	210	200
Average	482	479	488

Quantitative	2000	2001	2002
High	800	800	800
Low	220	200	200
Average	649	651	667

Analytical	2000	2001	2002
High	800	800	800
Low	240	200	200
Average	610	618	628

(N) (3,546) (3,891) (3,962)

NOTE: GRE's are only for those reporting a score to WVU. Not all programs require the GRE.

B. Miller's Analogies Test (NOT AVAILABLE)

C. LSAT (Law)	2001	2002	2003
High	170	165	169
Low	139	140	137
Average	151	151	152

DAT (Dentistry)	2003
High	20
Low	14
Average	16.9

(N) 15

PAT (Dentistry)	2003
High	19
Low	12
Average	15

(N) 15

MCAT (Medicine)	2000-01	2001-02	2002-03
High	33	36	38
Low	21	20	20
Average	26	26	26.7

(N) (42) (47) (48)

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Basic Institutional Data Form B

PART 4 - UNDERGRADUATE STUDENT FINANCIAL AID

(Report for last full fiscal year)

Name of institution/campus reported: West Virginia University

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	12,587,408	4,348
	Loans	43,403,245	6,693
	Employment	1,571,607	1,687
STATE	Grants and Scholarships	8,488,440	3,295
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	12,215,361	3,538
	Loans	64,000	19
	Employment	844,568	142
FROM OTHER SOURCES	Grants and Scholarships	1,331,887	944
	Loans	4,842,927	667
Unduplicated number of undergraduate students aided			12,605
Number of students receiving institutional athletic assistance			382
Percentage of institutional aid for athletic assistance			12%

PART 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID

(Report for last full fiscal year)

SOURCE OF FUNDING		TOTAL \$ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Fellowships	16,988	4
	Loans	36,007,810	2,549
	Employment	49,041	54
STATE	Grants and Fellowships	127,075	62
	Loans	0	0
INSTITUTIONAL	Grants, Fellowships, Asst.	19,443,863	2,731
	Loans	287,233	52
	Employment	163,556	25
FROM OTHER SOURCES	Grants, Fellowships, Asst.	170,455	87
	Loans	583,781	94
Unduplicated number of graduate students aided			4,930

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Basic Institutional Data Form C

PART 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: West Virginia University

Specify quarter/semester reported: Fall 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Non-Res Aliens	20-35	36-50	51-65	over 65
Professor	387	61	393	4	4	45	1	1	0	100	304	44
Associate Professor	253	117	326	11	8	21	2	2	2	202	159	7
Assistant Professor	233	178	334	11	4	29	0	33	125	217	67	2
Instructor	20	39	53	1	2	3	0	0	28	25	5	1
Lectures	5	19	20	1	0	1	0	2	7	12	5	0
Research Faculty	39	19	36	1	0	11	0	10	11	34	13	0
Undesignated rank												
Number of instructional staff added for current academic year (Excludes Research Faculty)	71	61	96	3	3	10	0	20	50	63	19	0
Number of instructional staff employed in previous academic year, but not reemployed for current academic year. (Excludes Research Faculty)	79	57	116	3	3	10	0	4	27	53	50	6

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Basic Institutional Data Form C

PART 1 - continued -FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: West Virginia University

Specify quarter/semester reported: Fall 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or unknown	Associate	Bachelor's	Master's	First-Professional	Doctoral
Professor			3	21	114	310
Associate Professor			0	32	99	239
Assistant Professor			1	69	150	191
Instructor			5	36	15	3
Lectures			2	17	2	3
Research Faculty	1		2	22	2	31
Undesignated rank						
Number of instructional staff added for current academic year (Excludes Research Faculty)			0	26	52	54
Number of instructional staff employed in previous academic year, but not reemployed for current academic year. (Excludes Research Faculty)			1	24	40	71

PART 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	N	MEAN	RANGE	
			High	Low
Professor	293	\$75,096	\$135,106	\$43,286
Associate Professor	230	\$57,754	\$107,955	\$38,505
Assistant Professor	218	\$46,485	\$90,000	\$15,367
Instructor	43	\$31,435	\$44,200	\$19,500
Lecturers	12	\$33,041	\$50,833	\$9,750
Research Faculty	31	\$48,345	\$83,614	\$17,465
Undesignated rank				

All salaries are 9 month equated. Excludes Faculty in the Schools of Medicine and Dentistry

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Basic Institutional Data Form C

PART 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: West Virginia University

Specify quarter/semester reported: Fall 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Non-Res Aliens	20-35	36-50	51-65	over 65
Professor	37	4	37	1	0	3	0	0	0	5	15	21
Associate Professor	10	14	23	0	0	1	0	0	0	11	11	2
Assistant Professor	30	31	55	2	0	4	0	0	13	35	11	2
Instructor	29	51	75	2	0	1	0	2	21	40	17	2
Lecturers	110	155	251	5	2	4	1	2	68	123	67	7
Research Faculty	13	2	7	0	0	1	0	7	5	6	3	1
Graduate Teaching Assistants	377	392	465	14	8	14	0	268	701	65	3	0
Graduate Research Assistants	460	269	358	9	5	7	0	350	669	56	4	0
Undesignated rank												
Number of instructional staff added for current academic year (Excludes Research Faculty & GRA's)	69	97	156	5	1	2	1	1	60	64	38	4
Number of instructional staff employed in previous academic year, but not reemployed for current academic year. (Excludes Research Faculty & GRA's)	75	98	154	10	1	3	1	4	54	66	46	7

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Basic Institutional Data Form C

PART 3 - continued -PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: West Virginia University

Specify quarter/semester reported: Fall 2002

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research.

Exclude all nonprofessional personnel and those professional personnel whose primary function is not resident instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or unknown	Associate	Bachelor's	Master's	First-Professional	Doctoral
Professor	1		1	4	22	13
Associate Professor				6	15	3
Assistant Professor				17	35	9
Instructor	1		9	51	9	10
Lecturers	9		11	215	15	15
Research Faculty				2		13
Graduate Teaching Assistants	1		696	70	1	1
Graduate Research Assistants	1		651	75	1	1
Undesignated rank						
Number of instructional staff added for current academic year (Excludes Research Faculty & GRA's)	0	0	2	140	17	7
Number of instructional staff employed in previous academic year, but not reemployed for current academic year. (Excludes Research Faculty & GRA's)	0	0	9	139	13	12

PART 4 - SALARIES OF PART-TIME INSTRUCTIONAL STAFF AND FACULTY

	N	MEAN	RANGE	
			High	Low
Professor	16	\$22,756	\$47,500	\$3,500
Associate Professor	3	\$22,172	\$35,539	\$10,000
Assistant Professor	18	\$12,715	\$48,230	\$600
Instructor	70	\$7,061	\$48,750	\$250
Lecturers	168	\$12,874	\$50,000	\$500
Research Faculty	12	\$32,108	\$56,099	\$3,492
Graduate Teaching Assistants	769	\$8,872	\$18,000	\$2,454
Graduate Research Assistant	729	\$10,135	\$17,669	\$2,000
Undesignated rank				

Part-time Instructional Faculty in the Schools of Medicine and Dentistry are excluded from Salaries. Includes faculty with varying FTE's & paybases.

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (Identify estimates)

Name of institution/campus reported: West Virginia University (Main Library)

Do you have specialized libraries not included in this data. Yes X No

If you do, please identify these specialized libraries or collections on a separate page.

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	268,218	285,097	262,183
Total circulation to students	System does not breakout the circ. Stats By user group		
Per capita student use (circulation to student divided by number of enrolled students)			
Total circulation to faculty			
Per capita student use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	19,738	21,250	29,282
Number of items lent to other libraries via interlibrary loan	10,888	9,879	10,171
Hours open per week	98	98	106
On-line electronic database searches (usually mediated by library staff)	Not Available		
Total Library staff presentations to groups/classes	439	445	496
Tours and one-time presentations	Not broken down by these categories		
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching			
Semester-length bibliographical instruction			
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	1,439,092	1,456,321	1,477,380
Print serials/periodicals	7,901	7,903	7,906
Electronic serials/periodicals	Not Available		10,192
Other electronic materials (except serials/periodicals)	Not Available		2,128
Microforms	2,299,892	2,311,713	2,324,874

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (Identify estimates)

Name of institution/campus reported: West Virginia University (Law Library)

Do you have specialized libraries not included in this data. Yes X No

If you do, please identify these specialized libraries or collections on a separate page.

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	7,708	5,390	4,607
Total circulation to students	3,180	3,382	2,842
Per capita student use (circulation to student divided by number of enrolled students)	7.5	7.8	6.4
Total circulation to faculty	1,478	1,059	863
Per capita student use (circulation to faculty divided by number of FTE faculty)	52.8	37.8	30.8
Total circulation to Community Users	1,246	891	777
Number of items borrowed from other libraries via interlibrary loan	65	58	80
Number of items lent to other libraries via interlibrary loan	87	62	72
Hours open per week	96	96	96
On-line electronic database searches (usually mediated by library staff)	180	180	180
Total Library staff presentations to groups/classes	34	33	20
Tours and one-time presentations	8	9	9
Hands-on instruction for using electronic databases	9	9	9
Hands-on instruction for Internet searching	17	15	2
Semester-length bibliographical instruction			
B. COLLECTIONS			
Total number of different titles in collection	219,563	238,093	245,001
Books and other printed materials	901	916	944
Print serials/periodicals		427	444
Electronic serials/periodicals		11	11
Other electronic materials (except serials/periodicals)			
Microforms	396,456	520,212	532,583
Vol. Equivalent	66096	86,102	88,164

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (Continued)

Name of institution/campus reported: West Virginia University (Main Library)

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03
B. COLLECTIONS (Continued)			
Non-print materials (e.g., films, tapes, CDs)	42,040	43,951	44,374
Government documents not reported elsewhere	383,164	389,715	401,280
Computer software	Not Available-included in other Electronic Material		
Number of subscribed/purchased electronic on-line databases	71	99	110
Number of CD-ROM databases available for searches by students	Not Available		
Number of subscriptions to scholarly journals	7,651	7,653	7,656
C. STAFF (1 FTE Staff=35-40 hours per week)			
Number of FTE professional staff	37	36	35
Number of FTE non-professional staff	87	86	89
Number of FTE student staff	85	85	71
Number of other FTE staff (please explain on back)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	Not Available		Not yet Available
Number of publicly accessible computers	Not Available		293
Estimated linear shelving space remaining for expansion	Not Available		26,008
Estimated linear fee of materials stored off-site	Not Available		Not yet Available
E. EXPENDITURES			
For staff (exclude fringe benefits)			
Total professional staff salaries	1,651,664	1,710,222	1,608,000
Total non-professional staff salaries	1,968,290	2,140,283	2,230,337
Total student staff salaries	450,204	413,432	345,724
For collection			
Books/other printed materials	386,602	589,381	594,645
Print serials/periodicals	2,447,912	2,607,507	2,779,265
Microforms	21,125	28,499	22,114
Non-print materials (e.g., films, tapes, CDs)	37,208	33,143	34,341
Government documents not reported elsewhere	0	0	0
Computer software (Electronic Resources)	365,983	494,437	668,351

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (Continued)

Name of institution/campus reported: West Virginia University (Law Library)

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03
B. COLLECTIONS (Continued)			
Non-print materials (e.g., films, tapes, CDs)	1,176	1,223	1,240
Government documents not reported elsewhere			
Computer software			
Number of subscribed/purchased electronic on-line databases	11	11	11
Number of CD-ROM databases available for searches by students	7	7	0
Number of subscriptions to scholarly journals	N/A	N/A	N/A
C. STAFF (1 FTE Staff=35-40 hours per week)			
Number of FTE professional staff	4	3	4
Number of FTE non-professional staff	9	8	8
Number of FTE student staff	3	3	3
Number of other FTE staff (please explain on back)			
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	16:1	16:1	16:1
Number of publicly accessible computers	34	34	34
Estimated linear shelving space remaining for expansion	4,719	3,355	9,035
Estimated linear fee of materials stored off-site			
E. EXPENDITURES			
For staff (exclude fringe benefits)			
Total professional staff salaries	224,567	227,976	197,873
Total non-professional staff salaries	278,701	288,799	272,585
Total student staff salaries	38,853	40,353	35,774
For collection			
Books/other printed materials	106,860	114,142	30,808
Print serials/periodicals	587,136	638,271	676,783
Microforms	6,020	111,058	23,591
Non-print materials (e.g., films, tapes, CDs)	16,316	28,983	11,845
Government documents not reported elsewhere			
Computer software			

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (Continued)

Name of institution/campus reported: West Virginia University (Main Library)

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03	
E. EXPENDITURES (Continued)				
Access and other services	Not Available			
Interlibrary loan	111,981	169,608	185,064	
On-line database searches	Not Available			
Network membership	99,899	99,899	151,742	
Binding, preservation, and restoration	83,030	99,774	70,098	
Production of materials (on- or off-site)	Not Available			
Other equipment and furniture purchases/replacement	Included in Other Operating			
Other operating expenses (excluding capital outlay)	392,591	1,305,251	1,284,922	
Total library expenses	8,024,799	9,821,600	10,103,886	
F. OTHER			YES	NO
Output measures:				
Does the library attempt to measure/record patron visits to the library?			X	
Does the library attempt to measure/record reference questions answered?			X	
Does the library attempt to measure/record user satisfaction?			X	
Does the library attempt to measure/record in-library use of other resources?			X	
Agreements and policies				
Are there formal, written agreements to share library resources with other institutions?			X	
Are there formal, written consortial agreements for statewide or regional use of library material?			X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?			X	

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (Continued)

Name of institution/campus reported: West Virginia University (Law Library)

	2 Years Prior 2000-01	1 Year Prior 2001-02	Current Year 2002-03	
E. EXPENDITURES (Continued)				
Access and other services	62,370	64,889	67,355	
Interlibrary loan	110			
On-line database searches				
Network membership	13,219	16,925	16,642	
Binding, preservation, and restoration	9,610	11,192	10,482	
Production of materials (on- or off-site)				
Other equipment and furniture purchases/replacement				
Other operating expenses (excluding capital outlay)	121,881	158,851	92,276	
Total library expenses	1,465,643	1,701,439	1,436,014	
F. OTHER			YES	NO
Output measures:				
Does the library attempt to measure/record patron visits to the library?			X	
Does the library attempt to measure/record reference questions answered?			X	
Does the library attempt to measure/record user satisfaction?				X
Does the library attempt to measure/record in-library use of other resources?				X
Agreements and policies				
Are there formal, written agreements to share library resources with other institutions?				X
Are there formal, written consortorial agreements for statewide or regional use of library material?				X
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?				X

North Central Association of Colleges and Schools Commission on Institutions of Higher Education

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Basic Institutional Data Form E INSTITUTIONAL COMPUTING RESOURCES Report for Current Academic Year

Name of institution/campus reported: West Virginia University

World Wide Web (WWW) URL address: www.wvu.edu

	YES	NO
A. ORGANIZATION, PLANNING, and POLICIES		
<i>(Please attach an organizational chart. Include names)</i>		
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	

	YES	NO
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?	X	

Number of non-networked computer labs	0	Total number of stations	0
Number of networked labs	70	Total number of stations	1400

Type of access?

<input checked="" type="checkbox"/> Wired through network	<input checked="" type="checkbox"/> Wired ports	<input checked="" type="checkbox"/> Remote dial-up access
<input checked="" type="checkbox"/> Personal computers	<input checked="" type="checkbox"/> Internet	<input checked="" type="checkbox"/> Slip/ppp connection to WWW

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Basic Institutional Data Form E - Continued)

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X	X	X
College Catalog	X	X	X	X	X	X	X
Class Schedule	X	X				X	X
Financial Aid	X	X				X	X
On-line registration	X	X	X	X		X	X
Student Academic Record	X	X				X	X

E-mail: Intra-institution? Yes No Inter-institution? Yes No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?		X
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?	X	
Courses on Internet?	X	
Interactive courses in real-time (I.e., 2-way video and voice?)	X	

E-mail:

Intra-institution? Yes No Inter-institution? Yes No

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING (All in Central OIT Only)

Number of FTE technical staff? 135 Number of programmers: 16
 Number of FTE training staff? 5 Integrated with Human Resources Unit (Y/N) N
 Name and Title of the designated educational specialist? Kathy Fletcher, Manager, Training & Publication Services

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: NA
 Total Annual Administrative Outlay, Operating Funds: 15.8 Million
 Capital funds available: Academic None
 Capital funds available: Administrative None
 Amount of grants/restricted purpose funds available: None
 Technology fee assessed? (Y/N) Yes
 If YES, amount per academic year? \$80.00

G. EVALUATION

Formal system of evaluation by students of academic computing?
 Formal system of evaluation by students of administrative computing?
 Formal system of evaluation by faculty of academic computing?
 Formal system of evaluation by faculty of administrative computing?
 Systems of evaluation linked to plan to evaluate overall institutional effectiveness?
 Results of evaluation linked to institutional planning and budgeting processes?

YES	NO
X	
	X
X	
	X
	X
	X

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Basic Institutional Data Form F

CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS

Previous Three Years

Name of institution/campus reported: West Virginia University

Certificate, diplomas and degrees offered by the institution: curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Includes all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be copied if additional space is needed.

BACHELORS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Bachelor of Science in Agriculture	Agricultural & Environmental Ed	36	15	15
Bachelor of Science	Animal & Veterinary Sciences	44	45	48
Bachelor of Science in Agriculture	Animal & Veterinary Sciences	13	13	11
Bachelor of Science in Family & Consumer Science	Family and Consumer Sciences	114	116	130
Bachelor of Science in Forestry	Forest Resources Management	36	36	19
Bachelor of Science in Landscape Architecture	Landscape Architecture	28	15	31
Bachelor of Science	Plant & Soil Sciences	1	0	1
Bachelor of Science in Agriculture	Plant & Soil Sciences	26	15	29
Bachelor of Science in Recreation & Parks Mgt	Recreation, Parks, & Tourism Resources	32	23	15
Bachelor of Science	Resource Management	12	14	18
Bachelor of Science	Wildlife & Fisheries Resources	28	31	27
Bachelor of Science in Forestry	Wood Industries	17	8	10
Bachelor of Science	Biology	51	66	72
Bachelor of Arts	Biology	57	40	34

BACHELORS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Bachelor of Science	Chemistry	8	8	6
Bachelor of Arts	Chemistry	16	21	11
Bachelor of Arts	Communication Studies	51	63	79
Bachelor of Science	Computer Science	38	42	47
Bachelor of Arts	Economics	16	15	19
Bachelor of Arts	English	65	58	69
Bachelor of Science in Forensic Identification	Forensic Identification	1	9	13
Bachelor of Arts	Foreign Languages	42	35	32
Bachelor of Arts	Geography	16	24	19
Bachelor of Arts	Geology	3	11	6
Bachelor of Science	Geology	20	18	25
Bachelor of Arts	History	54	61	51
Bachelor of Science	Interdepartmental Studies	0	2	0
Bachelor of Arts	Interdepartmental Studies	64	40	72
Bachelor of Science	Mathematics	1	5	8
Bachelor of Arts	Mathematics	13	2	14
Bachelor of Arts	Philosophy	7	7	4
Bachelor of Science	Physics	2	4	1
Bachelor of Arts	Physics	0	1	8
Bachelor of Arts	Political Science	73	81	78
Bachelor of Science	Psychology	2	3	17
Bachelor of Arts	Psychology	113	120	109
Bachelor of Arts	Statistics (I)	0	0	0
Bachelor of Social Work	Social Work	58	44	48
Bachelor of Arts	Sociology & Anthropology	91	89	57
Bachelor of Arts	Regents Bachelor of Arts	203	241	244
Bachelor of Arts	Multidisciplinary Studies	102	102	126
Bachelor of Science in Business Administration	Accounting	73	78	57
Bachelor of Science in Business Administration	Business Management	107	92	116
Bachelor of Science	Economics	8	12	14
Bachelor of Science in Business Administration	Finance	81	84	89

(1) B.A. eliminated, effective Spring 2003

BACHELORS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Bachelor of Science in Business Administration	Marketing	74	83	98

Bachelor of Music	Music	40	37	45
Bachelor of Fine Arts	Theatre	10	16	21
Bachelor of Fine Arts	Visual Art	32	44	49
Bachelor of Arts	Visual & Performing Arts	16	14	11
Bachelor of Science	Dental Hygiene	23	19	16
Bachelor of Science in Aerospace Engineering	Aerospace Engineering	19	16	36
Bachelor of Science in Chemical Engineering	Chemical Engineering	27	29	24
Bachelor of Science in Civil Engineering	Civil Engineering	47	54	46
Bachelor of Science in Computer Engineering	Computer Engineering	55	58	57
Bachelor of Science in Electrical Engineering	Electrical Engineering	53	46	43
Bachelor of Science in Industrial Engineering	Industrial Engineering	32	36	24
Bachelor of Science in Mechanical Engineering	Mechanical Engineering	45	55	73
Bachelor of Science in Mining Engineering	Mining Engineering	8	8	6
Bachelor of Science in Petroleum & National Gas Engineering	Petroleum & Natural Gas Engineering	15	11	11
Bachelor of Science in Elementary Education	Elementary Education (phased out)	7	3	--
Bachelor of Science in Secondary Education	Secondary Education (phased out)	1	1	--
Bachelor of Science	Speech Pathology & Audiology	36	36	42
Bachelor of Science in Journalism	Journalism	141	177	174
Bachelor of Science	Exercise Physiology	44	43	42
Bachelor of Science	Medical Technology	19	17	13
Bachelor of Science in Nursing	Nursing	103	92	94
Bachelor of Science in Pharmacy	Pharmacy (phased out)	3	--	--
Bachelor of Science in Physical Education	Physical Education	70	46	52
Bachelor of Science in Physical Education	Sport Studies	65	74	74
Total Bachelors		2,808	2,824	2,950

MASTERS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Master of Sciences	Agricultural & Resource Economics	5	4	7
Master of Sciences	Agricultural Education	6	5	2
Master of Sciences in Agriculture	Agriculture, Forestry, & Consumer Science	8	17	16
Master of Sciences	Animal & Veterinary Sciences	1	5	2
Master of Sciences in Family & Consumer Sciences	Family & Consumer Sciences	6	10	3
Master of Sciences in Forestry	Forestry	2	6	4
Master of Sciences	Plant & Soil Sciences	6	5	6
Master of Sciences	Recreation, Parks, & Tourism Resources	2	3	3
Master of Sciences	Wildlife & Fisheries Resources	7	12	5
Master of Sciences	Genetics & Developmental Biology	2	2	2
Master of Sciences	Reproductive Physiology	1	3	1
Master of Sciences	Biology	2	1	0
Master of Sciences	Chemistry	10	5	2
Master of Arts	Communication Studies	82	61	77
Master of Fine Arts	Creative Writing (1)	--	2	4
Master of Arts	English	15	3	8
Master of Arts	Foreign Languages	32	33	31
Master of Arts	Geography	5	7	3
Master of Sciences	Geology	1	6	8
Master of Arts	History	5	3	4
Master of Legal Studies	Legal Studies	7	0	0
Master of Sciences	Mathematics	2	5	2
Master of Sciences	Physics	9	2	3
Master of Arts	Political Science	7	3	3
Master of Arts	Psychology	14	17	7
Master of Sciences	Statistics	14	18	16
Master of Arts in Liberal Studies	Liberal Studies	0	1	1
Master in Public Administration	Public Administration	35	39	34
Master in Social Work	Social Work	73	123	86
Master of Arts	Sociology	5	7	6
Master of Business Administration	Business Administration	79	79	109

(1) New Master's Level program effective Summer 1, 2001

MASTERS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Master of Arts	Economics	6	6	8

Master of Sciences	Industrial Relations	18	42	38
Master in Professional Accountancy	Professional Accountancy	18	15	28
Master of Arts	Art	1	2	0
Master of Music	Music	9	12	15
Master of Fine Arts	Theatre	3	7	4
Master of Fine Arts	Visual Art	5	2	3
Master of Sciences	Dental Hygiene	0	3	3
Master of Sciences	Dental Specialties	5	5	6
Master of Sciences in Aerospace Engineering	Aerospace Engineering	1	3	1
Master of Sciences in Chemical Engineering	Chemical Engineering	6	11	5
Master of Sciences in Civil Engineering	Civil Engineering	16	12	12
Master of Sciences in Computer Science	Computer Science	45	23	32
Master of Sciences in Electrical Engineering	Electrical Engineering	21	21	18
Master of Sciences in Engineering	Engineering	4	5	1
Master of Sciences in Industrial Engineering	Industrial Engineering	12	7	12
Master of Sciences in Mechanical Engineering	Mechanical Engineering	25	20	32
Master of Sciences in Mining Engineering	Mining Engineering	6	0	5
Master of Sciences in Industrial Hygiene	Industrial Hygiene (1)	--	--	5
	Occupational Hygiene & Occupational Safety (1)	14	7	1
Master of Sciences in Petroleum & Natural Gas Engineering	Petroleum & Natural Gas Engineering	4	4	3
Master of Sciences	Safety & Environmental Management	46	39	38
Master of Sciences in Software Engineering	Software Engineering	22	19	15
Master of Arts	Counseling	46	27	56
Master of Arts	Educational Leadership	50	34	46
Master of Arts	Educational Psychology	2	3	3
Master of Arts	Elementary Education (2)	83	75	141
Master of Arts	Reading	49	24	22

(1) Name change to Industrial Hygiene, one student still graduated in old title "Occupational Hygiene & Occupational Safety, effective 2002.

(2) Five year entry level dual degree Master's & Bachelors programs.

MASTERS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Master of Sciences	Rehabilitation Counseling	22	13	15
Master of Arts	Secondary Education (1)	59	57	87
Master of Arts	Special Education	86	89	71
Master of Sciences	Speech Pathology & Audiology	30	29	25
Master of Arts	Technology Education	13	6	6

Master of Sciences in Journalism	Journalism	8	11	19
Master of Sciences	Anatomy	0	1	0
Master of Sciences	Biochemistry (Medical)	0	2	2
Master of Sciences	Community Health Promotion	69	31	10
Master of Sciences	Exercise Physiology	14	13	15
Master of Sciences	Medical Technology	0	1	1
Master of Sciences	Microbiology & Immunology	0	1	2
Masters in Occupational Therapy	Occupational Therapy	31	29	22
Master of Sciences	Pharmacology & Toxicology	1	0	0
Masters in Physical Therapy	Physical Therapy	29	31	29
Master of Sciences	Physiology (Medical)	1	1	1
Masters in Public Health	Public Health	19	10	20
Masters in Nursing	Nursing	33	22	16
Master of Sciences	Pharmaceutical Sciences	3	1	4
Master of Sciences	Physical Education	56	41	49
Total Masters		1434	1304	1402

(1) Five year entry level dual degree Master's & Bachelors programs.

DOCTORATES

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Doctor of Philosophy	Agricultural Sciences	2	3	8
Doctor of Philosophy	Forest Resource Science	2	4	4
Doctor of Philosophy	Natural Resource Economics	1	4	3
Doctor of Philosophy	Genetics & Developmental Biology	1	4	7
Doctor of Philosophy	Reproductive Physiology	1	0	1
Doctor of Philosophy	Biology	3	2	1
Doctor of Philosophy	Chemistry	4	3	5
Doctor of Philosophy	English	4	4	2
Doctor of Philosophy	Geography	0	0	0
Doctor of Philosophy	Geology	1	1	1
Doctor of Philosophy	History	8	11	3
Doctor of Philosophy	Mathematics	1	6	1
Doctor of Philosophy	Physics	5	3	4
Doctor of Philosophy	Political Science	3	2	2
Doctor of Philosophy	Psychology	10	12	10
Doctor of Philosophy	Economics	1	0	8
Doctor of Philosophy	Music	0	0	0
Doctor of Musical Arts	Music	4	4	3
Doctor of Philosophy	Computer Science	1	0	0
Doctor of Philosophy	Engineering	15	20	23
Doctor of Philosophy	Counseling Psychology	6	4	7
Doctor of Education	Education	37	42	29
Doctor of Philosophy	Anatomy	1	0	2
Doctor of Philosophy	Applied Exercise Science	0	0	1
Doctor of Philosophy	Biochemistry (Medical)	4	1	1
Doctor of Philosophy	Microbiology & Immunology	2	1	8
Doctor of Philosophy	Pharmacology & Toxicology	2	3	1
Doctor of Philosophy	Physiology (Medical)	2	1	3
Doctor of Nursing	Nursing (I)	0	0	0
Doctor of Philosophy	Pharmaceutical Sciences	1	5	6
Doctor of Education	Physical Education	8	2	6
Total Doctorates		130	142	150

(1) New DSN degree program effective Fall 2000.

FIRST-PROFESSIONALS

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Doctor of Dental Surgery	Dentistry	43	35	35

Doctor of Jurisprudence	Law	135	131	144
Doctor of Medicine	Medicine	91	74	87
Doctor of Pharmacy	Pharmacy	47	63	77
Total First-Professionals		316	303	343
GRAND TOTAL		4,688	4,573	4,845

TOTAL

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		2000-01	2001-02	2002-03
Bachelor		2,808	2,824	2,950
Master		1434	1304	1402
Doctoral		130	142	150
First-Professional		316	303	343
Grand Total		4,688	4,573	4,845

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: West Virginia University

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership on the level of membership: NCAA Division I and IA for football, Big East, Eastern Wrestling League, East Atlantic Gymnastics League,

East Coast Athletic Conference

NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		NUMBER OF STUDENT ATHLETES RECEIVING SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP	
	Men	Women	Men	Women	Men	Women	Men	Women
Baseball	31		8.75		28		\$4,263.99	
M. Basketball	16		11.5		12		\$12,174.42	
W. Basketball		15		12.74		14		\$14,280.44
Football	155		80.16		89		\$13,562.39	
Gymnastics		17		12		12		\$16,186.42
Rifle	9	3	2.32	1.73	6	3	\$4,996.16	\$9,065.80
Rowing		49		13.7		18		\$10,931.72
M. Soccer	40		7.01		15		\$7,154.92	
W. Soccer		46		12.25		19		\$9,911.35
M. Swimming	20		5.87		13		\$7,182.16	
W. Swimming		15		8.45		16		\$8,184.74
M. Tennis	10		3.82		7		\$8,564.26	
W. Tennis		10		6.92		7		\$13,914.14
M. Cross-Country	16		9.8*		22*		\$7,342.82*	
W. Cross-Country		12		17.46*		26*		\$9,828.41*
M. Indoor Track	39		9.8*		22*		\$7,342.82*	
W. Indoor Track		35		17.46*		26*		\$9,828.41*
M. Outdoor Track	41		9.8*		22*		\$7,342.82*	
W. Outdoor Track		32		17.46*		26*		\$9,828.41*
Volleyball		17		11.64		12		\$14,985.08
Wrestling	35		9.8		14		\$10,714.30	

*Scholarship totals for Cross Country, Indoor Track, and Outdoor Track are totaled together

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS (Continued)

Name of institution/campus reported: West Virginia University

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership on the level of membership: NCAA Division I and IA for football, Big East, Eastern Wrestling League, East Atlantic Gymnastics League, East Coast Athletic Conference

NAME OF SPORT	SCHOLARSHIP STUDENTS WITH EXHAUSTED ELIGIBILITY COMPLETING DEGREES		NUMBER OF COACHING STAFF 2001-02 (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current year last)		
	Men	Women	Men	Women	1999-02	2000-01	2001-02
Baseball	2		2.25		\$402,160	\$450,700	\$410,276
M. Basketball			4		\$1,399,894	\$1,389,444	\$1,621,525
W. Basketball		3	1	3	\$737,970	\$765,679	\$855,157
Football	4		10.75		\$4,851,936	\$6,197,207	\$5,482,208
Gymnastics		4	1	1.66	\$543,018	\$521,575	\$538,472
Rifle				1.25	\$144,802	\$141,870	\$150,233
Rowing			0.5	1	\$30,068	\$156,273	\$245,578
M. Soccer	5		2		\$296,742	\$317,275	\$272,021
W. Soccer		6		2.25	\$357,975	\$425,583	\$489,745
M. Swimming	1		1.25	0.25	\$188,979	\$211,231	\$220,111
W. Swimming		1	1.25	0.25	\$199,094	\$184,204	\$209,612
M. Tennis	1		1.25		\$135,106	\$146,469	\$150,057
W. Tennis		2	1	0.25	\$256,939	\$265,042	\$227,215
M. Cross-Country	1		1.25	0.5	\$327,381	\$339,958	\$352,449
W. Cross-Country			1.25	0.5	\$391,357	\$394,286	\$429,556
M. Indoor Track	1		1.25	0.5	\$327,381	\$339,958	\$352,449
W. Indoor Track			1.25	0.5	\$391,357	\$394,286	\$429,556
M. Outdoor Track	1		1.25	0.5	\$327,381	\$339,958	\$352,449
W. Outdoor Track			1.25	0.5	\$391,357	\$394,826	\$429,556
Volleyball		3	1	1.25	\$287,157	\$327,672	\$332,192
Wrestling	1		3		\$344,365	\$420,589	\$431,684

NOTES

Number of graduating students is based on 1996-97 freshman-cohort graduation rate of student-athletes who exhausted athletics eligibility

Multiple sport participants are counted in each sport in which they participate.

The budgets of Track & Field and Cross-Country are grouped together as one sport for both Men and Women

Number of staff is based on the 2001-02 Higher Education Act Report, which is the most recent available.

Operating Budget is based on expenditures from the Higher Education Act Report.

Chapter **10**

Plan for Institutional
Transition of Potomac
State College to Full
Integration with
West Virginia University

Plan for Institutional Transition of Potomac State College to Full Integration with West Virginia University

West Virginia House Bill 2224 (2003) requires that Potomac State College “shall merge and consolidate with West Virginia University, and become a fully integrated division of the university. All administrative and academic units shall be consolidated with primary responsibility for direction and support assigned to West Virginia University.” The legislation further requires that this action be completed by July 1, 2005.

As institutions separately accredited by the Higher Learning Commission, Potomac State College and West Virginia University have requested continued separate accreditation. However, implementation of the requirements of House Bill 2224 will bring into question whether West Virginia University’s Potomac State division can continue to be separately accredited under the terms of the Higher Learning Commission Policies, Section I.C.4.

Planning for the merger is proceeding. Dr. Gerald E. Lang, Provost and Vice President for Academic Affairs and Research, has formed a Transition Steering Committee, chaired by Associate Provost Russell K. Dean. The charge to the Committee is to:

- Oversee the smooth transition of PSC to a fully integrated division of WVU by July 1, 2005, including a timeline for the various actions that must occur
- Oversee and review the development of specific agreement/ policies related to each major activity of PSC that is to be managed by the Morgantown campus

The Transition Steering Committee held its first meeting in October 2003, and is continuing to meet regularly. The Committee will prepare a report to the Provost. Thereafter, President Hardesty and Provost Lang will submit a transition plan to the West Virginia University Board of Governors. This plan will include a proposed course of action regarding the accreditation status of Potomac State College.