WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024 – 2:00 p.m.
Erickson Alumni Center,
Morgantown, WV
And
Please click the link below to join the webinar:
https://wvu.zoom.us/j/97391621258

MEETING AGENDA

Agenda Item	Designee(s)
1. **Call to Order**	**Willis-Miller**
2. **Ad Hoc Governance Committee Report:** • **Formal Recommendation of a slate of Presidential Search Committee members for endorsement by the Board;** • **Formal Recommendation of the Presidential Search Committee Charge and Confidentiality Agreement and Code of Ethics; and** • **Presentation from Presidential Search Firm WittKieffer.**	**Harris**
3. **Financial and Facilities and Revitalization Committee Report:** • **Formal Recommendation for approval of FY2025 Tuition & Fees; and** • **Formal Recommendation for approval of FY2025 Financial Plan**	**Craig** **Congelio** **Weiss**
4. **Nominating Committee Report:** • **Formal Recommendation for approval of slate of BOG officers for July 1, 2024 to June 30, 2025**	**Craig**
5. **Academic Affairs Report:** • **Regional Campus Academic Transformation Update** • **College Mergers Update**	**Reed**

Agenda Item	Designee(s)
6. Annual Report of the Faculty Representatives to the Board of Governors	**Hileman & Tack**
7. President's Report	**Gee**
8. Approval of minutes for April 12, 2024 regular board meeting and May 6, 2024 and May 29, 2024 special board meetings	**Willis-Miller**

9. Information Items (Written Only):
 	
   a. **Promotion and Tenure Reports; and**
   b. **Moving Forensic Investigation Program to Physical Sciences Department (WVUIT)**
	Reed & Marsh
	Gee & Reed

10. Consent Agenda Items:
   a. **New Undergraduate Certificate Program: Mine Safety Practices and Health in the Benjamin M. Statler College of Engineering and Mineral Resources**
 	
   b. **Termination of the PhD in Education within the College of Applied Human Sciences**
 	
   c. **Approval of online graduate certificates in School Physical Activity Leadership, Sport Industry Leadership and Change Management, Advanced Sport Management Research, Athlete Talent Identification and Development, Athlete Empowerment through Positive Coaching, and Applied Sport Science in Coaching within the College of Applied Human Sciences**
 	
   d. **Approval of Undergraduate Program Review Recommendations**
 	
   e. **Approval of Graduate Program Review Recommendations**
 	
   f. **Final recommendations resulting from the WVU Board of Governors Academics Rule 2.2 program reviews conducted by the Office of the Provost in spring 2024 at WVU Institute of Technology**
	Gee & Reed
	
	Gee & Reed
	
	Gee & Reed
	
	Gee & Reed
	
	Gee & Reed
	
	Gee & Reed

Agenda Item	Designee(s)
g. **Final recommendations resulting from the WVU Board of Governors Academics Rule 2.2 program reviews conducted by the Office of the Provost in spring 2024 at Potomac State College** h. **WVU Baseball Hitting & Pitching Facility** i. **Workday System Implementation Agreement** j. **Appointment to County Extension Committee**	**Gee & Reed** **Congelio** **Pratt & Knotts** **Reed**
11. Acknowledgement of outgoing Board of Governors Members	**Pill**
12. Potential Executive Session, under authority in West Virginia Code Sections 6-9A-4(b)(2)(A), (b)(9) and (b)(12) to discuss: a. **Potential strategic initiatives relating to academic and administrative priorities; personnel matters; other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and** b. **A confidential and privileged report by General Counsel.**	**Willis-Miller**
13. Discussions Emanating from Executive Session – if any	**Willis-Miller**
14. The next planned Board of Governors meeting is scheduled for September 20, 2024.	**Willis-Miller**
15. Adjournment	**Willis-Miller**

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM:	Approval of Presidential Search Committee Membership
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors endorses the Ad Hoc Governance Committee's recommendation of the membership of the Presidential Search Committee, pursuant to WVU BOG Governance Rule 1.3.
STAFF MEMBER:	Patrice Harris, M.D., Chair of the Ad Hoc Governance Committee
BACKGROUND:	The WVU Board of Governors Ad Hoc Governance Committee has reviewed nominations submitted for the Presidential Search Committee ("Search Committee") and will present to the full Board a recommendation for the membership of the Search Committee.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM:	Endorsement of Presidential Search Committee Charge and Presidential Search Committee Confidentiality Agreement and Code of Ethics
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors endorses the Ad Hoc Governance Committee's recommendation of the Presidential Search Committee Charge and Presidential Search Committee Confidentiality Agreement and Code of Ethics, pursuant to WVU BOG Governance Rule 1.3.
STAFF MEMBER:	Patrice Harris, M.D., Chair of the Ad Hoc Governance Committee

BACKGROUND: The WVU Board of Governors Ad Hoc Governance Committee brings two items before the Board for consideration.

First, the Ad Hoc Governance Committee developed the enclosed Presidential Search Committee Charge to recommend to the full Board for approval. The Charge outlines the role and responsibilities of the Search Committee and its members. In sum, the Search Committee is tasked with conducting listening sessions with the campus community and University stakeholders to understand perspectives on the qualities and attributes desired in the University's next president. The Search Committee must use that information to develop a statement of desired presidential characteristics to present to the Board for approval before it is incorporated into the position description. Additionally, the Search Committee will work with the search firm to develop a more detailed search process and timeline, as well as determine the best methods to conduct an active search to attract a diverse pool of highly qualified candidates. The Search Committee must recommend three (3) to five (5) candidates to the Board.

Second, the Ad Hoc Governance Committee developed the enclosed Presidential Search Committee Confidentiality Agreement and Code of Ethics, which all members of the Search Committee will be required to sign. This document details the confidentiality obligations of each search committee member. Specifically, Search Committee members must agree to keep all deliberations, written materials, and communications related to the Search Committee's work strictly confidential. The agreement provides that confidential information, including prospects, candidates, and candidate background information, may not be shared with anyone other than members of the Search Committee and authorized agents or staff specifically designated by the Search Committee Chairperson to receive such confidential information. These confidentiality obligations include non-disclosure of search information to members of family, friends, and colleagues and exist both during the search and in perpetuity. Additionally, the Search Committee Chairperson is the only person authorized to speak for the Search Committee. Finally, the agreement provides that Search Committee members will place the best interests of West Virginia University ahead of all special and personal interests and will disclose promptly to the Search Committee any conflict of interest, or the appearance thereof.

WV WestVirginiaUniversity®

West Virginia University
Presidential Search Committee Charge

The West Virginia University Board of Governors has begun the process of selecting the next president of West Virginia University. This is a pivotal moment for West Virginia University.

Choosing a president is an immense responsibility. Pursuant to WVU BOG Rule 1.3 – Presidential Selection, Contracts, and Evaluation, the presidential search will be conducted using a committee-led search process. This process is one in which a search committee reviews the initial candidate pool, conducts any initial interviews, participates in any potential campus visits of selected candidates, and recommends candidates for final interviews and selection by the Board. The search committee is a recommending body only. The Board maintains ultimate authority over the process, including the final approval of candidates selected for final interviews.

To begin the search committee-led process, the West Virginia University Board of Governors is charging the Search Committee to conduct the tasks as outlined below. The Search Committee will work collaboratively with WittKieffer, the selected external search firm, and assigned WVU staff, on these tasks.

- Each member of the Search Committee must review, sign, and return the WVU Presidential Search Committee Confidentiality Agreement and Code of Ethics and comply with all of the provisions contained therein.

- Through scheduled listening sessions, engage with the campus community, University stakeholders and other interested parties to understand their perspectives on the qualities, skill sets, qualifications, attributes and capabilities our next president should have.

- Following these listening sessions, provide input on a statement of desired presidential characteristics needed for our next president. This draft statement will be presented to the Board of Governors for

additional input and approval before it is incorporated into the position description.

- In consultation with the search firm, develop a description of the University to aid in the recruitment of candidates and serve as ambassadors of the University throughout the search process.

- In collaboration with the search firm, develop a more detailed search process and relevant timeline.

- Work with the search firm to determine the best methods to conduct an active, national and even international search to attract a diverse pool of highly qualified candidates that would best fit the needs of WVU.

- In accordance with the Search Committee members' confidentiality obligations, review and evaluate applications received. Determine candidates to invite for initial interviews. In collaboration with the search firm, develop an interview process and questions. Conduct interviews and evaluate candidates based upon those interviews.

- Through the Search Committee Chairperson only, make regular reports to the Board of Governors and the WVU community about the status of search process, while maintaining all confidentiality obligations.

- Recommend to the WVU Board of Governors between 3-5 final candidates, unranked, with substantiation of the Committee's conclusions that the candidate(s) meet the original criteria.

West Virginia University
Presidential Search Committee
Confidentiality Agreement and Code of Ethics

As a member of the West Virginia University Presidential Search Committee, I understand that the success and integrity of the presidential search process depends upon the search being conducted in an impartial, professional, and confidential manner. I further understand that I will be given access to confidential candidate information, and I understand that maintaining candidate confidentiality is of critical importance. I recognize and accept my responsibility to protect the confidentiality of every candidate, the search process itself, and the deliberative process of the Search Committee. In consideration of my access to confidential information, I hereby certify and agree to the following:

1. I agree to adhere to and effectuate the Presidential Search Committee Charge as presented by the West Virginia University Board of Governors.

2. I agree to protect the confidentiality of all deliberations, written materials, and other communications related to the work of the Search Committee. This includes information developed and received about prospects, candidates, including their names, backgrounds, and employing institutions. I will treat the substance of the Search Committee's discussions and deliberations as confidential. I understand that this is necessary to attract the highest quality candidates, to avoid putting their current positions in jeopardy, and to protect West Virginia University's integrity.

3. I agree that I will not discuss or communicate in any manner, directly or indirectly, any such confidential information with anyone other than members of the Search Committee and authorized agents or staff specifically designated by the Search Committee Chairperson to receive such confidential information.

4. I agree that all inquiries regarding the search should be directed to the Search Committee Chairperson. I acknowledge that the Chairperson is the only person authorized to speak for the Search Committee and will be the only person to disclose the status of the process to the Board of Governors or other members of the University community, the public, and/or the media.

5. With the exception of documents that must be preserved by law or University policy, I agree that I will destroy all search-related documents in my possession at the close of the search.

6. I acknowledge that I will be provided access to a secure, confidential website containing confidential candidate information. I agree not to share my username and password with any other individual, and to not otherwise provide access to the information contained on the confidential website to any individual outside the search process.

7. I acknowledge that my obligation to maintain confidentiality described in these paragraphs exists both during the active search and in perpetuity.

8. I recognize and agree that my confidentiality obligations include non-disclosure of search information to members of my family, friends, and colleagues.

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![West Virginia University]

9.   I agree to comply with all WVU Board of Governors Rules including BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation. Pursuant to that Rule and this Agreement, I understand that I will be removed from membership and participation with the Search Committee if I breach any of these confidentiality obligations. I further understand that these confidentiality obligations still apply if I am no longer a Search Committee member for any reason.

10. I certify that I am not a candidate for the position of President of West Virginia University.

11. I agree to disclose promptly to the Search Committee any conflict of interest, or the appearance thereof, because of a relationship between me and any prospect or candidate, or for any other reason.

12. I will place the best interests of West Virginia University ahead of all special and personal interests, and I will use common sense and good judgement in applying ethical principles to this search process.

13. I will attend all meetings of the Search Committee and if I am unable to do so, I will contact the Chairperson or their designee in a timely manner.

14. I will conduct myself in a professional and collegial way during all Search Committee meetings. I will voice my opinions or thoughts in a respectful and courteous manner. My conduct will align with the University's Mission, Vision, and Values, including its current Code of Conduct.

I have read, understand, and agree to abide by all the terms of this Confidentiality Agreement and Code of Ethics as a condition of my service as a Search Committee member.

_____
Search Committee Member Name

_____   _____
Search Committee Member Signature   Date

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM:	**FY2024-2025 Tuition and Fees**
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
STAFF MEMBER:	Paula Congelio *Vice President and Chief Financial Officer*
BACKGROUND:	General University and Divisional Campus Increases for 2024 – 2025 (per semester)

At this board meeting we are seeking approval of the following fees as detailed in the fee schedules:

1. University Tuition and Fees
2. Program Fees – Laptop Fees
3. Administrative Fees
    a. Student Health Insurance
    b. Diploma Replacement Fee
4. Instrument and Materials Fees
5. Room Fees
6. Board Fees (Meal Plans)
7. Apartment Rates
8. Online Fees

See below for summary of fee increases per semester unless noted:

1. <u>University Tuition and Fees</u>

   WVU charges each student University tuition and University fees (collectively, "tuition and fees"). WVU is committed to a tuition and fee structure that continues to be of great value to both resident and non-resident students. WVU also charges students a differential college tuition based on their college of record.

   Throughout the past five years, the average increase in University tuition and fees for resident students per semester has been $113 or 2.41%. The average increase for the same costs for non-resident students also during the past five years has been $329 or 2.48%.

   For FY2025, WVU proposes to increase residential undergraduate University tuition and fees by $228 per semester and non-residential University tuition and fees by $624 per semester, increases of 4.7% and 4.5%, respectively. Similarly, for graduate students, WVU proposes to increase residential University tuition and fees by $252 per semester and non-residential University tuition and fees by $639 per semester, increases of 4.6% and 4.5%, respectively. These increases include a $12 increase in university fees which is a 1.7% increase.

   College tuition varies in dollar amount, but most colleges propose an increase ranging from 2.0% to 5.3%. These tuition increases are necessary to cover increased costs due to inflation and continue to invest in excellence within the institution's core academic mission.

   The below chart summarizes the current and proposed tuition and fee schedule. For detailed tuition and fee schedules for all colleges and populations, housing rates and dining rates, see detailed sheets included.

   ## PROPOSED FY2025 TUITION AND FEES PER SEMESTER

PROPOSED FY2025 TUITION AND FEES PER SEMESTER				
	CURRENT FY2024	PROPOSED FY2025	$ INCREASE	% INCREASE
Undergraduate, Resident	$4,824	$5,052	$228	4.7%
Undergraduate, Non-Resident	$13,680	$14,304	$624	4.5%
Graduate, Resident	$5,454	$5,706	$252	4.6%
Graduate, Non-Resident	$14,130	$14,769	$639	4.5%

2. Program Fees

   WVU Morgantown and WVU Tech campuses – A new Summer Bridge program fee of $25 is added.

   WVU Potomac State/Keyser Campus: A $24 increase in the Hospitality & Tourism Equipment.

   WVU – HSC Laptop Fees – change in fees range from ($271) to $160 for continuing programs.

   All other program fees remain the same.

3. Administrative Fees

   Student Health Insurance has increased/(decreased) for the Fall, Spring and Summer semesters by $(195), $398 and $52, respectively, on the Morgantown, HSC and WVU Beckley campuses.

   Diploma replacement fees will increase $40 on the Keyser Campus.

   All other administrative fees remain the same.

4. Instrument and Materials Fees

   WVU – HSC Instrument and Materials Fees – change in fees range from ($509) to $1,593.

5. Room Fees

   WVU and PSC – increase of 4% and 3%, respectively.
   WVUIT – no increase

6. Board Fees (Meal Plans)

   WVU – Increases between $11 -$111, averaging 4.5%
   WVU – PSC – Increases between $15-$32, averaging 4.5%
   WVUIT – Increases between $12-$112, averaging 4.5%

7. Apartment Rates

WVU - Since at least 2016, the Board has approved monthly cap rates (on a per bed per month basis) which establish the maximum amount of rent the University is authorized to charge for each of its apartment types. Rent is charged per bed and will not exceed monthly cap rates but may be lower. Published rental rates actually charged by the University vary depending upon location, demand, leasing incentives, and other factors. The proposed cap rates for FY2025-26 are increasing an average of $43 or 4.21%.

8. Online Fees

Continuing the price structure - on-campus students who take a mix of online and on-campus courses will be charged tuition and fees based on his/her residency.

All online programs are assessed University Tuition and College tuition is charged at the resident college on-campus rate or based upon a Market-based price. In addition, students will be charged an online fee of $50/credit (associates), $75/credit (bachelors), or $100/credit (graduate/professional). Online offerings average an increase of 4.5%.

Download the FY2024-FY2025 Tuition and Fees Schedule.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: **FY2025 Financial Plan**

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Approval of the FY2025 Financial Plan

STAFF MEMBERS: Paula Congelio
                         Vice President and Chief Financial Officer
                         Barb Weiss
                         Senior Associate Vice President for Finance

BACKGROUND: WVU is committed to strengthening the financial performance of the University and developing a strong fiscal budgeting process that will improve our margins, preserve cash and strengthen reserves to allow for future strategic investments.

WVU transformed the finances of the University this past year by thoroughly examining academic programs and processes and focusing on operational efficiencies in all areas. While the Fiscal Year 2024 budget was balanced with a combination of expense reductions and one-time use of gift revenue, the Fiscal Year 2025 budget process was aimed at permanently replacing those one-time funds with further expense reductions (through the academic transformation process) or increases in revenue.

The Fiscal Year 2025 financial plan has an increase in net position of $4.5 million. After adjusting for donated software amortization, the increase in net position is $27 million. The budget includes $1.274 billion in revenues and $1.269 billion in operating and non-operating expenses.

Total revenues reflect the following major assumptions:

- First-time freshman ("FTE") enrollment of 4,329 on the Morgantown campus and 5,031 for all campuses combined;
- Total enrollment of 23,017 on the Morgantown campus and 24,490 for all campuses combined;
- Management is proposing a $228 per semester increase in tuition and fees for resident students (an increase of

4.7%); and a $624 per semester increase in tuition and fees for non-resident students (an increase of 4.6%). This includes a $12 increase in University fees;

- Housing rate increase of 4% for Morgantown, 3.5% for PSC and no increase for WVU Tech;
- Dining rate increase of 4.5%
- A $3.5 million increase in State Appropriations to support pay raises;
- A $5 million increase in state assistance (possibly one time) in support of funding formula performance;
- Deferred maintenance state grants of $28.9 million;
- An increase in other revenues, including grants and contracts, auxiliary and other revenues of $15 million;
- A decrease in salaries of $7.1 million as a result of savings achieved from academic transformation, offset by increases in salaries on grants and salaries supported by the health system.
- A net increase in benefit costs of $4.9 million due to increased employer costs for PEIA health insurance, after taking into account the savings in employee benefit costs from the reduced payroll;
- An increase in supplies of $21.5 million due to increased supplies used for grant activity and adding back supply expenses that were covered by one-time gift funds during FY2024 and inflation; and
- A decline in scholarship expense as more donor funds are offsetting the institutional discounting (unfunded portion).

After excluding annual amortization expenses of $22.6 million, the University's adjusted operating margin is expected to be $27 million.

Attached for approval by the Board is the University's proposed FY2025 Financial Plan.

West Virginia University

FISCAL YEAR 2025
FINANCIAL PLAN

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CHAPTER 1
The Fiscal Year 2025 Financial Plan

Overview

West Virginia University remains one of the nation's preeminent land-grant, R1, public universities. Our students receive a quality education from dedicated faculty members while performing world-class research, engaging in meaningful service activities and finding their purpose.

On both the academic and non-academic sides of the University, staff support our students' journeys at WVU in many meaningful ways. And with an alumni base of more than 210,000, WVU graduates lead in communities and organizations in every corner of West Virginia and around the globe. Combined, our students, faculty, staff and alumni have an immense, positive effect on healthcare, education, prosperity and purpose.

While WVU has much to be proud of and many opportunities to advance, higher education institutions continue to face significant challenges across the country. The decline in high school graduates over the last several years is especially difficult, and continued declines are expected. There have also been post-pandemic challenges, such as international recruiting. In addition, increased demand for scholarships, higher benefit costs and inflation further compound our challenges.

WVU has been at the forefront of these challenges as we worked to ensure the University will continue to be positioned as a strong, thriving institution. While we have made strides, these challenges have affected our bottom line.

The University has been in a state of transformation in recent years but even more so throughout the past year. Through a holistic transformation process, the University completed a thorough review of all areas of the institution to ensure we are operating as efficiently and cost-effectively as possible. WVU implemented several strategic programs aimed at reducing costs, including a voluntary Work-Time Reduction Program, a Managed Print Program and an Indoor Space Temperature Policy, among others. While these programs had a positive effect on WVU's bottom line, the University still faced significant budgetary headwinds.

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As a result, WVU reviewed its academic and non-academic units through unit reviews, campus community surveys, stakeholder meetings and more to determine additional areas in which the University could operate more efficiently.

Through an academic program review process, the University eliminated some non-classified staff and faculty positions through contract non-renewals, eliminated a number of academic programs, merged colleges and streamlined general education coursework. A limited number of classified staff positions were also eliminated through a reduction in force (RIF) process.

Concurrently, the University increased its efforts to enhance student success outcomes, including retention, persistence and graduation rates. To ensure we remain at adequate employment levels that shift with enrollment changes and provide both academic and non-academic resources that align with student needs, we will review these factors on a more regular basis in future years.

In addition, the University is moving forward with the full implementation of a new incentive-based budget model. The use of this model will assist the University in continued efforts to streamline the budget, identify resources to invest in programs that will attract students and invest in infrastructure and staffing for future success.

To that end, in this Fiscal Year 2025 Financial Plan ("FY2025 Plan"), University leadership is proposing a budget that shows a positive net position of $4.6 million on an accrual basis. On a cash basis, there is a slight decline of $7.3 million, but there is an improvement in Days Cash On Hand.

The FY2025 Plan includes an approximate 4.5% increase in tuition and fees and projects a slightly lower level of enrollment. The plan also reflects the savings from transformation efforts, combined with additional savings from across the University over the last two years, to balance the budget. The University worked tremendously hard to overcome the looming $45 million deficit and to position itself for future success.

The development of the FY2025 budget was informed by the new incentive-based budget model which focuses on the creation of a pool of resources to address unit-level subsidies, University priorities, revenue growth strategies and other strategic initiatives. The FY2025 Plan takes into consideration the savings from transformation efforts to replace the one-time use of WVU Foundation funds.

In addition, an additional $7 million in expense reductions had to be allocated due to inflation; increases in both business insurance premiums and employee health (PEIA) insurance premiums; and investment in critical areas, including recruitment, retention and needs related to the implementation of Senate Bill 10 (Campus Self-Defense Act). The University's goal is to have the permanent $7 million in reductions accomplished by 2027 with interim use of WVU Foundation funds as necessary.

The following charts, chapters and appendices provide additional detail relating to the FY2025 Plan.

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University Revenues

The following is a breakdown of the projected revenues of the University for FY2025, divided into major categories, along with comparable FY2023 actual revenues and FY2024 revenue projections:

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Gross Tuition and Fees	$504,281,000	$505,887,000	$528,581,000	$22,694,000
Tuition and Fees Allowances[1]	(103,306,000)	(97,885,000)	(109,420,000)	(11,535,000)
Total Net Tuition and Fees	**$400,975,000**	**$408,002,000**	**$419,161,000**	**$11,159,000**
State Appropriations	186,725,000	190,344,000	198,927,000	8,583,000
Federal and Local Land Grant Appropriations	12,759,000	13,100,000	12,009,000	(1,091,000)
Total Appropriations	**$199,484,000**	**$203,444,000**	**$210,936,000**	**$7,492,000**
Deferred Maintenance Appropriation	**–**	**$5,131,000**	**$28,940,000**	**$23,809,000**
Capital Grants and Contract Revenues	**$48,935,000**	**–**	**–**	**–**
Restricted Grants	166,609,000	173,000,000	173,000,000	–
Unrestricted Grants	32,156,000	30,117,000	30,608,000	491,000
Indirect Grants and Contract Revenues (F&A)	39,216,000	39,400,000	41,600,000	2,200,000
WVU Health System Net Reimbursement and Support	64,427,000	70,972,000	76,771,000	5,799,000
Pell Grants	25,443,000	25,500,000	30,000,000	4,500,000
Total Non-Capital Grant and Contract Revenues	**$327,851,000**	**$338,989,000**	**$351,979,000**	**$12,990,000**
Housing and Dining	29,273,000	29,483,000	30,789,000	1,306,000
Athletics	72,777,000	65,449,000	70,755,000	5,306,000
Other	37,380,000	39,698,000	40,259,000	561,000
Auxiliaries Institutional Support	(9,720,000)	(6,637,000)	(10,296,000)	(3,659,000)
Auxiliaries	**$129,710,000**	**$127,993,000**	**$131,507,000**	**$3,514,000**
Foundation Gift Revenue	113,037,000	105,589,000	98,033,000	(7,556,000)
Investment Income (Loss)	11,789,000	3,000,000	6,000,000	3,000,000
Interest Income	7,353,000	2,800,000	2,500,000	(300,000)
Other Activity	13,510,000	21,072,000	24,462,000	3,390,000
Other Revenues	**$145,689,000**	**$132,461,000**	**$130,995,000**	**($1,466,000)**
Total Revenues	**$1,252,644,000**	**$1,216,020,000**	**$1,273,518,000**	**$57,498,000**

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[1] Allowances are internally funded, discounted merit and need-based aid to students.

University Expenses

The following is a breakdown of the projected and budgeted expenses of the University for FY2025, divided into major categories, along with comparable FY2023 actual expenses and FY2024 expense projections:

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Total Salaries and Wages	**$605,065,000**	**$593,525,000**	**$586,344,000**	**($7,181,000)**
Benefits	88,897,000	131,193,000	134,668,000	3,475,000
Waivers	41,063,000	39,500,000	41,000,000	1,500,000
OPEB, Pension and Other Adjustments	(7,416,000)	–	–	–
Total Benefits	**$122,544,000**	**$170,693,000**	**$175,668,000**	**$4,975,000**
Total Supplies and Other Services	**$258,158,000**	**$225,385,000**	**$246,956,000**	**$21,571,000**
Depreciation and Amortization (Excluding Software Donations)	85,768,000	85,039,000	84,149,000	(890,000)
Amortization of Software Donations	43,085,000	34,735,000	22,574,000	(12,161,000)
Total Depreciation and Amortization	**$128,853,000**	**$119,774,000**	**$106,723,000**	**($13,051,000)**
Utilities	**$40,058,000**	**$39,033,000**	**$39,566,000**	**$533,000**
Scholarship and Fellowship	**$66,592,000**	**$73,940,000**	**$70,532,000**	**($3,408,000)**
Interest Payments	**$34,554,000**	**$36,906,000**	**$37,592,000**	**$686,000**
Other	**$4,234,000**	**$3,788,000**	**$5,566,000**	**$1,778,000**
Total Expenses	**$1,260,058,000**	**$1,263,044,000**	**$1,268,947,000**	**$5,903,000**

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Summary of University Revenues and Expenses

The following is a breakdown of the projected and budgeted revenues and expenses of the University for FY2025, along with comparable FY2023 actual expenses and FY2024 expense projections, showing a margin improvement of $52 million between FY2024 projections and the FY2025 budget:

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
REVENUES				
Total Net Tuition and Fees	$400,975,000	$408,002,000	$419,161,000	$11,159,000
Total Appropriations	199,484,000	203,444,000	210,936,000	7,492,000
Deferred Maintenance	–	5,131,000	28,940,000	23,809,000
Capital Grants and Contract Revenues	48,935,000	–	–	–
Total Non-Capital Grant and Contract Revenues	327,851,000	338,989,000	351,979,000	12,990,000
Auxiliaries	129,710,000	127,993,000	131,507,000	3,514,000
Other Revenues	145,689,000	132,461,000	130,995,000	(1,466,000)
Total Revenues	**$1,252,644,000**	**$1,216,020,000**	**$1,273,518,000**	**$57,498,000**
EXPENSES				
Total Salaries and Wages	605,065,000	593,525,000	586,344,000	(7,181,000)
Total Benefits	122,544,000	170,693,000	175,668,000	4,975,000
Total Supplies and Other Services	258,158,000	225,385,000	246,956,000	21,571,000
Total Depreciation and Amortization	128,853,000	119,774,000	106,723,000	(13,051,000)
Utilities	40,058,000	39,033,000	39,566,000	533,000
Scholarship and Fellowship	66,592,000	73,940,000	70,532,000	(3,408,000)
Interest Payments	34,554,000	36,906,000	37,592,000	686,000
Other	4,234,000	3,788,000	5,566,000	1,778,000
Total Expenses	**$1,260,058,000**	**$1,263,044,000**	**$1,268,947,000**	**$5,903,000**
Net Position	**($7,414,000)**	**($47,024,000)**	**$4,571,000**	**$51,595,000**
Net Position Excluding Amortization of Donated Software	**$35,671,000**	**($12,289,000)**	**$27,145,000**	**$39,434,000**

The following table shows the University's FY2025 budget inclusive of the 2025 Cancer Institute special appropriation budget. In FY2024, a $50 million state appropriation for the Cancer Institute was received and recorded as revenue for the University. The activity on this appropriation will be shown on the audited financial statements in accordance with GASB. The funds are segregated on the Balance Sheet and have no effect on Operating Cash or Days Cash On Hand.

After projected FY2024 expenses and the budgeted FY2025 expenditures, the balance of this special appropriation will be approximately $36.2 million.

	FY2025 BUDGET	FY2025 CANCER INSTITUTE BUDGET	FY2025 TOTAL BUDGET
REVENUES			
Total Net Tuition and Fees	$419,161,000	–	$419,161,000
Total Appropriations	210,936,000	–	210,936,000
Deferred Maintenance	28,940,000	–	28,940,000
Capital Grants and Contract Revenues	–	–	–
Total Non-Capital Grant and Contract Revenues	351,979,000	–	351,979,000
Auxiliaries	131,507,000	–	131,507,000
Other Revenues	130,995,000	–	130,995,000
Total Revenues	**$1,273,518,000**	**–**	**$1,273,518,000**
EXPENSES			
Total Salaries and Wages	$586,344,000	$1,637,000	$587,981,000
Total Benefits	175,668,000	373,000	176,041,000
Total Supplies and Other Services	246,956,000	8,235,000	255,191,000
Total Depreciation and Amortization	106,723,000	–	106,723,000
Utilities	39,566,000	–	39,566,000
Scholarship and Fellowship	70,532,000	–	70,532,000
Interest Payments	37,592,000	–	37,592,000
Other	5,566,000	–	5,566,000
Total Expenses	**$1,268,947,000**	**$10,245,000**	**$1,279,192,000**
Net Position	**$4,571,000**	**($10,245,000)**	**($5,674,000)**
Net Position Excluding Amortization of Donated Software	**$27,145,000**	**($10,245,000)**	**$16,900,000**

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Conversion of Accrual to Cash and Cash Position

The University projects the below cash flows from the budgeted revenues and expenses for FY2025 based on the projected accrued financial statements:

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Beginning Operational Cash	$137,900,000	$130,985,000	$131,308,000	$323,000
Financial Statement Gain (Loss)	($7,414,000)	($47,024,000)	$4,571,000	$51,595,000
Depreciation and Amortization	128,853,000	119,774,000	106,723,000	(13,051,000)
Investment (Income) Loss	(11,789,000)	(3,000,000)	(6,000,000)	(3,000,000)
Bond Proceeds Used on Capital	45,695,000	21,929,000	29,541,000	7,612,000
Capital Purchases	(73,383,000)	(41,806,000)	(78,995,000)	(37,189,000)
Principal Payments on Debt, Capital Leases and Subscription IT Agreements	(39,409,000)	(45,328,000)	(46,752,000)	(1,424,000)
Other Changes in Balance Sheet Accounts Affecting Cash	(49,468,000)	(4,222,000)	(16,382,000)	(12,160,000)
Total Adjustments	$499,000	$47,347,000	($11,865,000)	($59,212,000)
Operational Cash Gain/Loss	($6,915,000)	$323,000	($7,294,000)	($7,617,000)
Ending Operational Cash	$130,985,000	$131,308,000	$124,014,000	($7,294,000)

FY2024 is projected to end with operational cash flow very close to budget. This projection shows that our efforts to overcome the $45 million deficit in FY2024 were effective. This consisted of permanent reductions of $21 million, coupled with a one-time use of WVU Foundation funds of $24 million. Fall 2023 enrollment also exceeded the budgeted enrollment by 284 students, or 1.7%.

For FY2025, the net reduction in operating cash of $7.3 million was primarily the result of additional funds allocated to capital needs for IT, facilities and equipment due to the reduced spending initiatives in FY2024.

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Days Cash on Hand

The FY2025 Plan should result in WVU having approximately 63 days of cash on hand at the close of FY2025, which is a one-day improvement over the days cash on hand that the University is projecting for the end of FY2024.[2]

The following is a summary of the actual days of cash on hand for FY2023, projected days of cash on hand for FY2024 and a projection for days of cash on hand for FY2025.

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Beginning Cash	$137,900,000	$130,985,000	$131,308,000	$323,000
Ending Cash	$130,985,000	$131,308,000	$124,014,000	($7,294,000)
Ending Investments	$65,923,000	$68,923,000	$74,923,000	$6,000,000
Deferred Maintenance Grant Carry-over Funds	–	($6,511,000)	–	$6,511,000
Expenses	$1,260,058,000	$1,263,044,000	$1,268,947,000	$5,903,000
Depreciation and Amortization	($128,853,000)	($119,774,000)	($106,723,000)	$13,051,000
OPEB, Pension and Donated Non-Capital Software Adjustment	$37,342,000	–	–	–
Cash Per Day	$3,201,499	$3,123,689	$3,134,013	$10,324
Ending Days of Cash on Hand	**62**	**62**	**63**	**1**

The FY2025 Plan is a product of the work of many and serves as a commitment to WVU's success, as well as its mission, vision and values. Although appropriately reflecting enrollment realities, the FY2025 Plan is designed to fulfill the University's commitment to its students, faculty, staff, the state of West Virginia and the region.

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[2] The FY2025 Plan includes the operating and capital plans for the University, the WVU Research Corp. and the WVU Alumni Association. The FY2025 Plan does not include the WVU Health System, WVU Hospitals, WVU Innovation Corporation operating expenses or the WVU Foundation. Each of these entities are separate corporate entities with separate governing boards that each derive their own revenues and expenses and review, approve and oversee their own operating budgets.

CHAPTER 2
WVU's Mission, Vision and Values

MORGANTOWN

BECKLEY

KEYSER

The WVU System is a family of distinct campuses united by a single mission. From the groundbreaking research of its flagship campus in Morgantown to the career-oriented programs of WVU Potomac State in Keyser and the technology-intensive programs at WVU Institute of Technology in Beckley, the University is leveraging its talents and resources to create a better future for West Virginia and the world.

Mission

As a land-grant institution, the faculty, staff and students at West Virginia University commit to creating a diverse and inclusive culture that advances education, healthcare and prosperity for all by providing access and opportunity; by advancing high-impact research; and by leading transformation in West Virginia and the world through local, state and global engagement.

Vision

As One WVU, we are purposeful in our studies and our work so we can partner with our communities – both near and far – to bring needed and valued solutions to real-life problems within the pillars of education, healthcare and prosperity.

Values

/ **Service:** We seek opportunities to serve others and are committed to providing the highest quality of service.

/ **Curiosity:** We ask questions, seek new opportunities and change through innovation.

/ **Respect:** We are respectful, transparent and inclusive with each other.

/ **Accountability:** We perform at our very best every day to create a university that is responsive, efficient and effective.

/ **Appreciation:** We support and value each other's contributions as we build a community that is One WVU.

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IN 2021-22, WVU EXTENSION WORKED WITH MORE THAN

193,622 ADULTS

AND

94,166 YOUTHS

ACROSS WEST VIRGINIA

10+ RESIDENCE HALLS

4 APARTMENT COMPLEXES

2 REGIONAL CAMPUSES

3 HEALTH SCIENCES CAMPUSES

26,000+ STUDENTS ACROSS ALL CAMPUSES

210,000+ ALUMNI IN 135 NATIONS

PURPOSE CENTER
purpose.wvu.edu

PROJECT 168
project168.wvu.edu

WVU SCHOLARS
aspire.wvu.edu

STUDENTS COME FROM **50** STATES

STUDENTS COME FROM **90** DIFFERENT COUNTRIES

52 WVU FACULTY HAVE RECEIVED THE NATIONAL SCIENCE FOUNDATION CAREER AWARD

THE CENTER FOR WORLD UNIVERSITY RANKINGS PLACES WVU IN THE TOP **2.4%** OF 20,966 WORLDWIDE UNIVERSITIES.

ACCORDING TO NICHE, WVU GRADUATES HAVE A **93%** JOB PLACEMENT RATE (two years after graduation)

94,617 HOURS RECORDED IN 2023 WHILE PARTICIPATING IN COMMUNITY ENGAGEMENT INITIATIVES

WVU's **RNI** is doing **GROUNDBREAKING WORK** on Alzheimer's disease and addiction treatment using focused ultrasound *(reported by "60 Minutes," the New York Times, New England Journal of Medicine, the Washington Post).*

WVU IS ONE OF ONLY 146 INSTITUTIONS TO RECEIVE THE **R1** RESEARCH STATUS DESIGNATION.

WVU'S ECONOMIC ANNUAL IMPACT ON THE STATE OF WV HAS BEEN **$2 BILLION**

CHAPTER 3

Summary of Enrollment, Tuition and Fees, Financial Aid and Waivers

Enrollment

The FY2025 Plan is based on the following enrollment assumptions:

	FIRST-TIME FRESHMAN	UPPERCLASS UNDERGRADUATE	GRADUATE AND PROFESSIONAL	TOTAL ENROLLMENT
Main Campus Total	4,329	13,300	5,388	23,017
WVU Tech at Beckley	312	705	–	1,017
WVU Potomac State at Keyser	390	566	–	956
System Total	**5,031**	**14,571**	**5,388**	**24,990**

Throughout the past few years, WVU has seen a decline in overall enrollment. From both a raw number and a percentage basis, enrollment declines at the University's main campus in Morgantown have occurred primarily at the resident level:
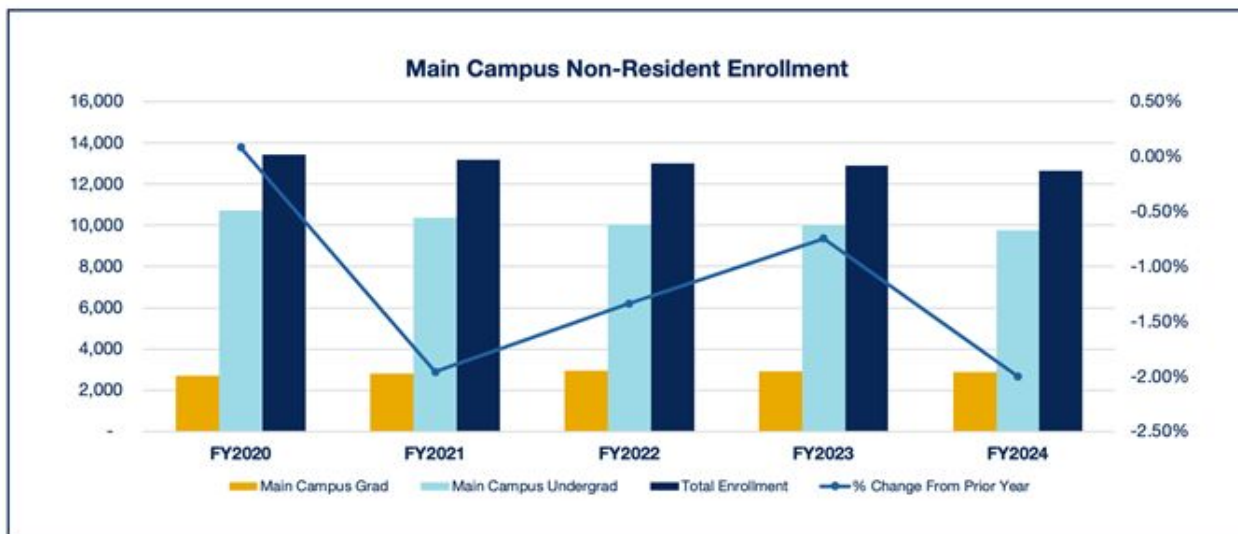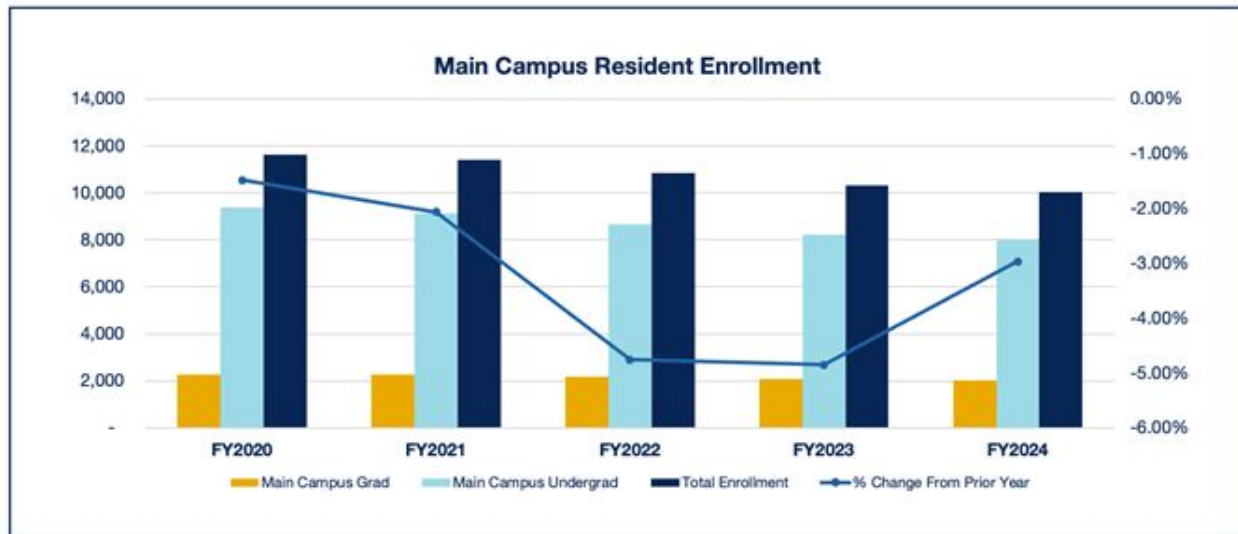
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Tuition and Fees

WVU charges each student University tuition and University fees (collectively, "tuition and fees"). WVU also charges students a differential college tuition based on their college of record. WVU is committed to a tuition and fee structure that continues to be of great value to both resident and non-resident students.

Throughout the past five years, the average increase in University tuition and fees for resident students per semester has been $113, or 2.41%. The average increase for non-resident students has been $329, or 2.48%.

For FY2025, WVU proposes to increase residential undergraduate University tuition and fees by $228 per semester and non-residential undergraduate University tuition and fees by $624 per semester, increases of 4.7% and 4.6%, respectively. Similarly, for graduate students, WVU proposes to increase residential University tuition and fees by $252 per semester and non-residential University tuition and fees by $639 per semester, increases of 4.6% and 4.5%, respectively. These increases include a $12 increase in University fees, or 1.7%.

College tuition varies in dollar amount, but most colleges propose an increase ranging from 2.0% to 5.3%. These tuition and fee increases are necessary to cover increased costs due to inflation and to continue to invest in excellence within the institution's core academic mission.
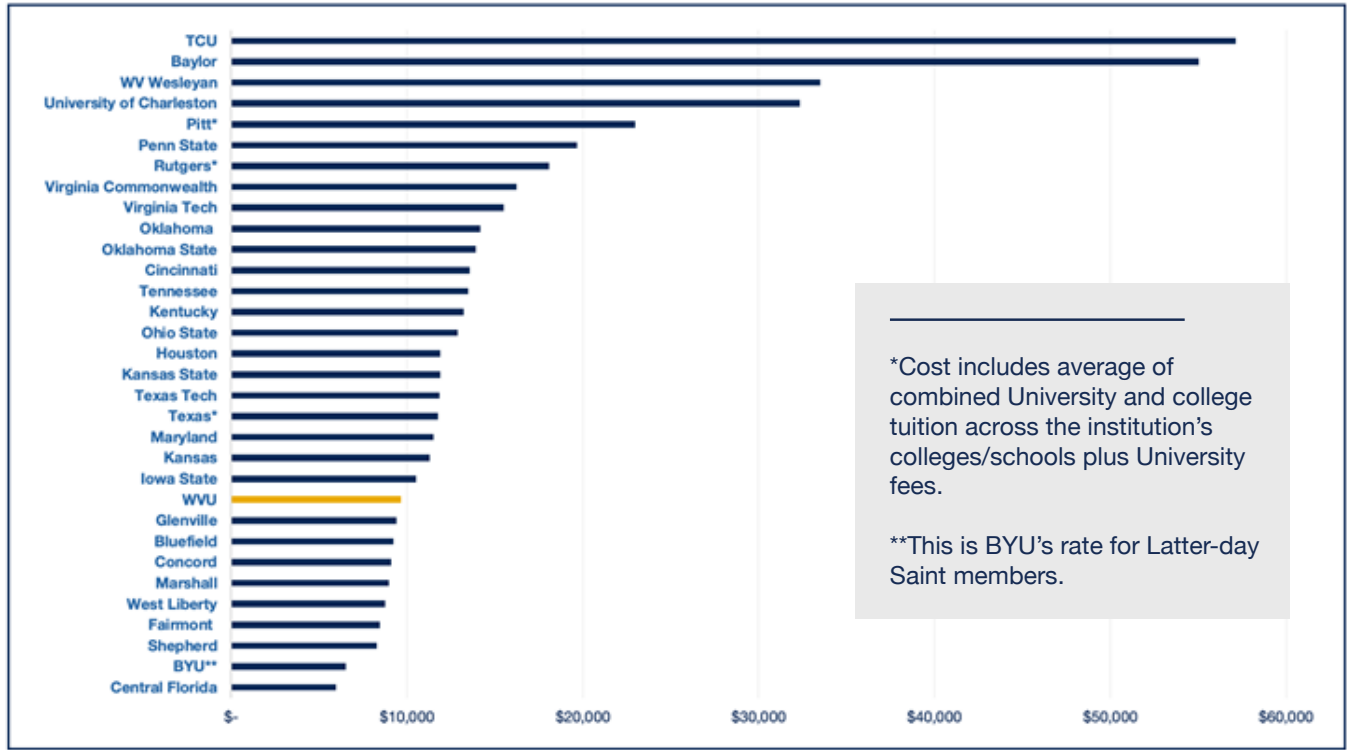
The below table summarizes the current and proposed tuition and fee schedule per semester. For detailed tuition and fee schedules for all colleges and populations, housing rates and dining rates, see Appendix A.
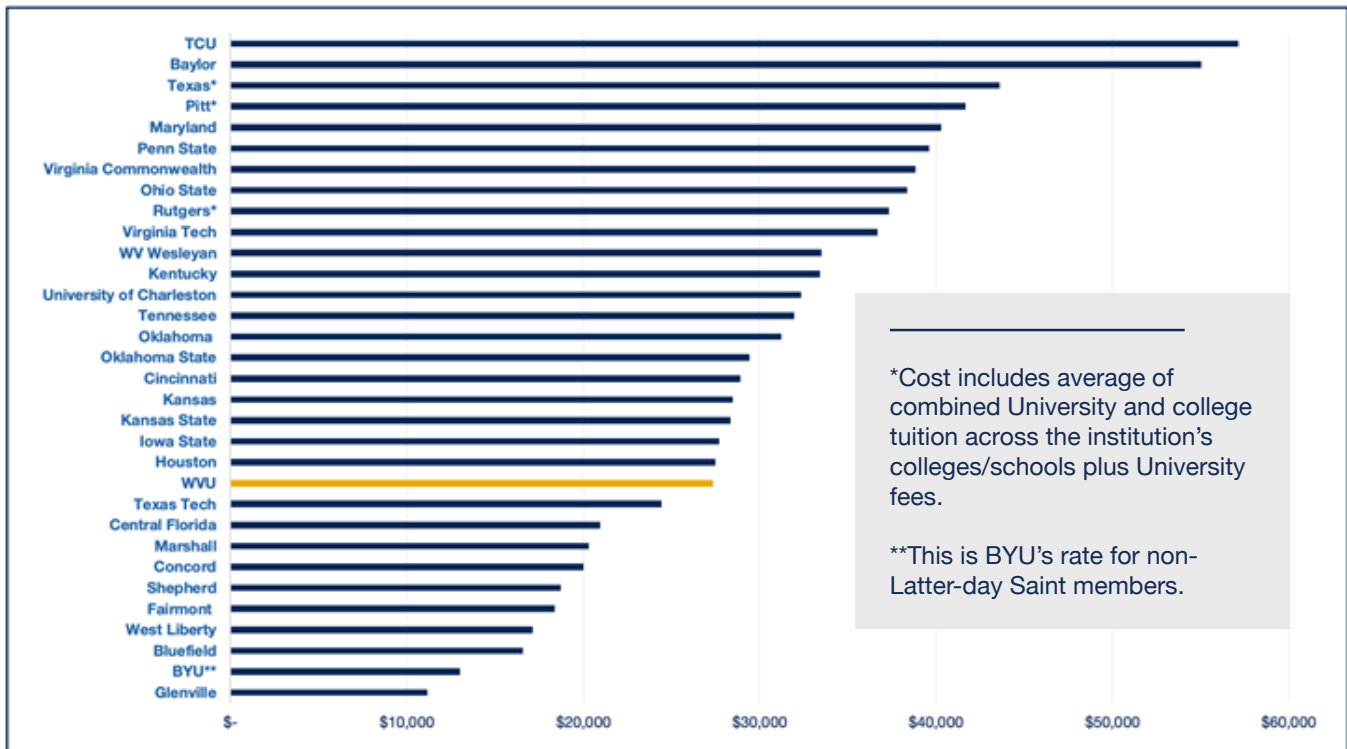
PROPOSED FY2025 TUITION AND FEES PER SEMESTER

	CURRENT FY2024	PROPOSED FY2025	$ INCREASE	% INCREASE
Undergraduate, Resident	$4,824	$5,052	$228	4.7%
Undergraduate, Non-Resident	$13,680	$14,304	$624	4.6%
Graduate, Resident	$5,454	$5,706	$252	4.6%
Graduate, Non-Resident	$14,130	$14,769	$639	4.5%

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The University's tuition and fee structure is competitive compared to Big 12 peers, regional peers and other higher education institutions in West Virginia, from both resident and non-resident perspectives:

2023-2024 UNDERGRADUATE RESIDENT TUITION AND FEES PER YEAR

*Cost includes average of combined University and college tuition across the institution's colleges/schools plus University fees.

**This is BYU's rate for Latter-day Saint members.

2023-2024 UNDERGRADUATE NON-RESIDENT TUITION AND FEES PER YEAR

*Cost includes average of combined University and college tuition across the institution's colleges/schools plus University fees.

**This is BYU's rate for non-Latter-day Saint members.

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Student Financial Support

In FY2025, if WVU charged every student full tuition price, it would collect approximately $529 million in University tuition and fees. However, the cost of education must remain manageable for students, and WVU must stay competitive in attracting them. As such, WVU works hard to leverage federal aid, state aid and externally funded scholarships for students. The University also provides assistance through University-supported aid to students. In this vein, WVU seeks to appropriately balance the need to invest in the quality of education alongside the reality of tuition and fees.

In recent years, the University has significantly increased the amount of institutional aid deployed to benefit students. WVU is expected to exceed $137 million in institutional aid in FY2025. This institutional aid is unfunded and provided to students through discounted merit and need-based aid and waivers.

The following is a breakdown of the projected tuition and fees and financial support amounts at WVU for FY2025, along with comparable FY2023 actual amounts and FY2024 projections:

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET
University Tuition	$400,632,000	$412,258,000	$430,991,000
University Fees	13,731,000	11,965,000	11,972,000
College Tuition	64,804,000	66,054,000	69,292,000
Other Student Fees	25,114,000	15,610,000	16,326,000
Total Tuition	**$504,281,000**	**$505,887,000**	**$528,581,000**
Pell Grants	25,443,000	25,500,000	30,000,000
Other Federal, State and Local Grants	3,027,000	2,800,000	2,700,000
Promise Scholarships	20,909,000	21,000,000	21,000,000
Foundation	20,966,000	15,500,000	20,500,000
Total Externally Funded Aid	**$70,345,000**	**$64,800,000**	**$74,200,000**
Undergraduate Merit Waivers	3,193,000	5,200,000	5,200,000
Graduate Merit Waivers	7,207,000	9,500,000	7,000,000
Institutional Scholarships	122,720,000	119,461,000	124,848,000
Total Internally Funded Aid	**$133,120,000**	**$134,161,000**	**$137,048,000**
Net Tuition Paid by Students - Net of Revenue Allowances and Scholarships Expense	**$300,816,000**	**$306,926,000**	**$317,333,000**

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Sources of Financial Support

The below chart illustrates trends relating to financial support for WVU students and where this support comes from:
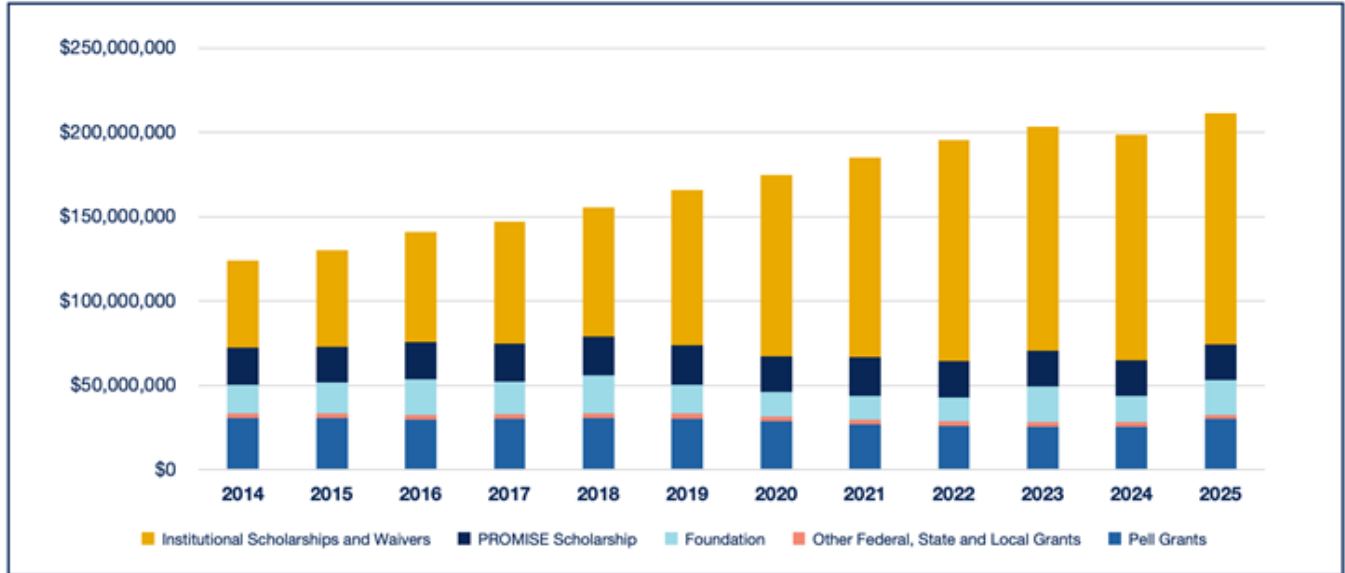
WVU is committed to providing a high-quality, affordable education to all. Recent efforts include:

/ **WVU Pledge:** Automatically offered to incoming first-year students who are West Virginia residents, this scholarship program assists PROMISE scholars who have a Student Aid Index of -1500 by covering full University tuition and fees, as well as college tuition, plus a standard amount for a double occupancy residence hall room and meal plan. Approximately 25% of WVU students are Pell Eligible, meaning they have exceptional financial need. The WVU Pledge scholarship is part of the University's commitment to removing financial barriers and making college accessible for all West Virginia students.

/ **Mountain Scholars Program:** Aimed to support first-year students from rural West Virginia, this program focuses on the unique needs of underrepresented students as they transition to college life and enhances their college experience through targeted advising, coaching and peer mentoring.

/ **Institutional Scholarships:** Upon receipt of a first-year student's high school GPA and test scores, if submitting, students are automatically considered for a Climb Higher scholarship. These scholarships, which are awarded in varying amounts depending on GPA and test scores, provide students with a scholarship for up to four years or completion of their degree – whichever comes first. Scholarships are offered on an ongoing basis and continue to demonstrate the University's commitment to college affordability.

/ **Upward Bound:** At WVU Tech, the Upward Bound program is the longest-running in the state, supported by federal grants since 1966. In summer 2022, WVU Tech provided 90 prospective first-generation students from Fayette and Raleigh counties with academic and financial support to prepare for higher education.

/ **Bachelor of Integrated Studies:** This flexible degree program at Potomac State College assists both traditional and non-traditional students in creating pathways that are best for students. By focusing on their professional goals and interests, non traditional students can receive College Equivalent Credit for career, military and volunteer experiences. These efforts allow them to graduate sooner, reducing the cost of obtaining this education.

The cost of higher education is an ongoing concern, and the University continues to work to lessen these financial stressors and make accessible education a priority.

Finally, WVU provides waivers to employees and students holding graduate student appointments to pay for graduate tuition and fees. The total University waiver expense is categorized as a benefit and is projected to be $41 million in FY2025.

Reducing the Financial Burden

Overall, the strategies deployed by the University in leveraging both internal and external support significantly alleviate the overall financial burden on WVU students. In fact, 50% of residential students and 40% of non-residential students graduated with bachelor's degrees from the WVU System in May 2023 with zero debt.

Average federal debt of students who graduate with a four-year degree from a public university in the U.S.:

$32,829 *Source: Education Data Initiative*

Average student loan debt for May 2023 graduates earning bachelor's degrees across WVU's three campuses:

$19,725

45%

of WVU's May 2023 graduates earning bachelor's degrees graduated with

NO DEBT.

Average student loan debt for resident May 2023 graduates earning bachelor's degrees:

$18,374

(50% HAD NO DEBT)

Average student loan debt for non-resident May 2023 graduates earning bachelor's degrees:

$21,075

(40% HAD NO DEBT)

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CHAPTER 4
State, Federal and Local Appropriation Support

State Appropriation Support

WVU receives essential funding from the State of West Virginia through the appropriations process. At the beginning of the West Virginia Legislature's regular session each year, the Governor provides revenue estimates and a budget of proposed expenditures for the appropriation of State General, Special, Lottery, Transportation and Federal Revenues. The Legislature then considers and passes an appropriations bill allocating those revenues for expenditure.

For FY2025, the Governor and the Legislature budgeted the following money for the University:

	FY2025 BUDGET
General Revenue Appropriations	
Main Campus[3]	$100,188,000
Institute of Technology	8,916,000
Potomac State College	5,138,000
Land-Grant Match	8,550,000
Jackson's Mill	514,000
Brownfield Professional Development	817,000
Energy Express	383,000
Health Sciences, Main Campus	16,156,000
Health Sciences, Eastern Division	2,426,000
Health Sciences, Charleston Division	2,479,000
Rural Health Outreach Programs	170,000
BRIM Subsidy	1,203,000
Special Revenue Appropriations	
WVU Health Sciences Center Insurance Tax	14,000,000
Lottery Revenue Appropriations	
RHI Program and Site Support	1,246,000
MA Public Health Program and Health Sciences Technology	52,000
Health Career Opportunities Program	337,000
HSTA Program	1,904,000
Center for Excellence in Disabilities	328,000
State Budget Bill Appropriations Total	**$164,807,000**
State Medicaid Allocation from WVU Hospitals	**$34,120,000**
Total Budgeted State Appropriations	**$198,927,000**

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The Governor and the Legislature also provided WVU with a $50 million appropriation from the expected surplus at the end of FY2023, which was received in FY2024. This money was allocated to allow the University and the WVU Health System to advance efforts to improve cancer outcomes in Appalachia and make strides in attaining a National Cancer Institute designation.

In addition, it is expected that FY2024 surplus funds will be awarded in FY2025. The FY2025 Plan includes an estimated one-time $5 million from these surplus funds related to the new inflation-adjusted, outcomes-based funding model.

In FY2024, the Legislature provided a $282 million surplus appropriation to the Contingency Fund in the Governor's Office. This money is dedicated to grants for deferred maintenance projects relating to state correctional facilities and public institutions of higher education. The University was awarded $46 million in grants from this allocation. To date, the University has received $11.6 million, or 25%, of these funds. Revenue is recognized as the money is spent. The remainder of the $46 million will be received in subsequent installments as progress reports are submitted to the Governor's office. In the FY2025 Plan, an estimated $29 million is reflected as grant revenue related to this deferred maintenance award.

WVU notes that the $29 million in deferred moneys are in addition to the $50 million that the University will spend next year on capital expenses, core equipment, IT and related items as well as the normal facilities operating budget that WVU deploys to care for and maintain University buildings and equipment.

Federal and Local Appropriation Support

Additionally, the University receives support from the federal and local governments to support its land-grant efforts, as shown below:

	FY2025 BUDGET
Davis College	$3,660,000
Extension Services	8,349,000
Federal and Local Land-Grant Appropriations	**$12,009,000**

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CHAPTER 5
Grants and Contracts

Grant and Contract Revenues

Throughout the past decade, the University has seen significant growth in federal, state and private grant activity with year-over-year significant, steady and sustained growth as the University has solidified its R1 status. WVU expects an increase in grants and contract revenue of $13 million for a total of $352 million in FY2025. The following table details the actual grants and contracts revenue for FY2023 compared to projected amounts for FY2024 and budgeted amounts for FY2025.

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Capital Grants and Contract Revenues	$48,935,000	–	–	–
Restricted Grants	166,609,000	173,000,000	173,000,000	–
Unrestricted Grants	32,156,000	30,117,000	30,608,000	491,000
Indirect Grants and Contract Revenues (F&A)	39,216,000	39,400,000	41,600,000	2,200,000
WVU Health System Net Reimbursement and Support	64,427,000	70,972,000	76,771,000	5,799,000
Pell Grants	25,443,000	25,500,000	30,000,000	4,500,000
Non-Capital Grants and Contract Revenues	$327,851,000	$338,989,000	$351,979,000	$12,990,000
Total Grants and Contracts Revenues	$376,786,000	$338,989,000	$351,979,000	$12,990,000

The WVU Health System Net Reimbursement and Support is the net revenue and reimbursement amount that WVU Hospitals, Inc. provides to the WVU Health Sciences Center relating to clinical expenses initially paid by the WVU Health Sciences Center but ultimately covered by WVU Hospitals, Inc. and other reimbursements paid by the entities relating to the overall WVU academic medical center enterprise.

CHAPTER 6
Auxiliaries and Other Revenues

Auxiliaries and Other Revenues

The following is a summary of actual auxiliary revenues for FY2023 compared to projected amounts for FY2024 and budgeted amounts for FY2025. The increase of $3.5 million is related to increased Athletics ticket sales and Big 12 revenues.

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Housing and Dining	$29,273,000	$29,483,000	$30,789,000	$1,306,000
Athletics[4]	72,777,000	65,449,000	70,755,000	5,306,000
Other[5]	37,380,000	39,698,000	40,259,000	561,000
Auxiliaries Institutional Support	(9,720,000)	(6,637,000)	(10,296,000)	(3,659,000)
Total Auxiliaries Revenue	**$129,710,000**	**$127,993,000**	**$131,507,000**	**$3,514,000**

The following is a summary of other revenue for FY2023 compared to projected amounts for FY2024 and budgeted amounts for FY2025. Other revenue is anticipated to decline by $1.5 million in FY2025, primarily due to a decrease in WVU Foundation gift revenue utilized in FY2024 that is replaced by permanent expense reductions in FY2025.

	FY2023 ACTUALS	FY2024 PROJECTIONS	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Foundation Gift Revenue	$113,037,000	$105,589,000	$98,033,000	($7,556,000)
Investment Income (Loss)	11,789,000	3,000,000	6,000,000	3,000,000
Interest Income	7,353,000	2,800,000	2,500,000	(300,000)
Payments on Behalf	(7,417,000)	–	–	–
Sales and Service of Education Activity	13,190,000	12,833,000	14,361,000	1,528,000
Service Agreement - Parkersburg	250,000	250,000	250,000	–
Miscellaneous Revenue[6]	7,487,000	7,989,000	9,851,000	1,862,000
Total Other Revenues	**$145,689,000**	**$132,461,000**	**$130,995,000**	**($1,466,000)**

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[4] In addition to the revenues generated from ticket sales, advertising, Big 12 revenues, fundraising and other revenues, WVU student-athletes annually generate millions of dollars' worth of positive exposure to the University, benefiting recruiting and the value of the WVU brand. WVU Athletics also provides revenues to the University relating to the costs of tuition, room and board and fees. The revenues referenced in this note are in multiple financial statement lines beyond auxiliaries.

[5] Included in "Other Auxiliaries" are revenues such as campus parking fees, contract commissions and guarantees and fees associated with the Public Private Partnerships.

[6] "Miscellaneous Revenue" includes rental fees, pouring rights, commissions, corporate sponsorships, etc.

CHAPTER 7
Salaries and Benefits

WVU Employee Classifications

The University has several different classifications of employees: faculty; faculty equivalent academic positions ("FEAP"); non-classified (generally salaried individuals); and classified (generally hourly individuals). The following tables show the breakdown of these classifications between FY2023 and projected FY2024, as well as the location of all employees.

EMPLOYEE COUNT BY TYPE

	JUNE 30, 2023 ACTUALS	JUNE 30, 2024 PROJECTIONS	FY2024 TO FY2023 DIFFERENCE
FACULTY			
Non-Clinical	2,183	2,160	(23)
Clinical	1,343	1,405	62
Total Faculty	**3,526**	**3,565**	**39**
ADMINISTRATIVE AND STAFF			
Classified	1,512	1,430	(82)
Non-Classified	2,079	1,989	(90)
Faculty-Equivalent	879	758	(121)
Total Administrative and Staff	**4,470**	**4,177**	**(293)**
WVU Research Corporation	**533**	**538**	**5**
Total Employee Count	**8,529**	**8,280**	**(249)**

EMPLOYEE COUNT BY LOCATION

	JUNE 30, 2023 ACTUALS	JUNE 30, 2024 PROJECTIONS	FY2023 TO FY2024 DIFFERENCE
General University Without Research Corporation	7,578	7,337	(241)
WVU Research Corporation	533	538	5
WVU Tech	254	256	2
Potomac State	164	149	(15)
Total Employee Count	**8,529**	**8,280**	**(249)**

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Personnel Expenses

The following is the projected salary and wage expense of the University for FY2025, along with the comparable FY2023 actual amounts and the FY2024 projections. The variance of $7.2 million decrease from FY2024 to FY2025 is primarily made up of a decrease of $14.5 million in transformation efforts offset by a state pay raise increase of $2.9 million and a net increase of $4.4 million related to necessary staffing investments in areas such as Research, Enrollment Management and Athletics.

The University will receive $3.5 million from the State of WV to support pay raises and the associated employee benefit costs. The $2.9 million dedicated to raises will be used to increase the minimum entry pay rate at WVU to $14 per hour to remain competitive in the market. In addition, on April 23, 2024, the U.S. Department of Labor announced updates to the Fair Labor Standards Act to increase the salary test for exempt employees (i.e., those not eligible for overtime). The rule increases the salary threshold from $684 per week or $35,568 annually to $844 per week or $43,888 annually.

As a result, any WVU employee who currently is exempt and makes less than $844 per week or $43,888 annually will either need to be moved to non-exempt hourly status and be eligible for overtime or have their salary increased to $844 per week or $43,888 annually. The rule will become effective on July 1, 2024. To remain compliant with the rule, the Talent and Culture Compensation team will work with leaders across campus to either move employees to hourly/non-exempt status with eligibility for overtime or increase the employee's base salary to meet the new threshold before July 1, 2024.

	JUNE 30, 2023 ACTUALS	JUNE 30, 2024 PROJECTION	JUNE 30, 2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Total Salaries and Wages	$605,065,000	$593,525,000	$586,344,000	($7,181,000)

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Benefits

Benefits at the University consist of several items, including retirement plans, PEIA benefits, educational benefits and other insurance benefits. PEIA benefit costs have risen over 2024 and 2025 by a total of $16 million for both years.

Below are the anticipated benefit expenses for FY2025. The net increase of $5 million is primarily made up of a decrease of $3 million related to transformation efforts offset by a $5 million increase in PEIA and $1.5 million increase in waivers.

	JUNE 30, 2023 ACTUALS	JUNE 30, 2024 PROJECTION	JUNE 30, 2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Total Benefits	$122,544,000	$170,693,000	$175,668,000	$4,975,000

Supplies and Other Services

Supplies and Other Services encompasses a large range of expenses that includes, but is not limited to, IT costs, contracts and professional services, insurance, travel, general maintenance and repairs, student activities, research and educational supplies, advertising and marketing, vehicle costs and dues and memberships.

Below are the anticipated expenses for FY2025 compared to actual FY2023 expenses and FY2024 projected expenses. The increase of $21.6 million from FY2024 to FY2025 is mainly due to increasing IT costs related to the upgrade to Windows 11, contracts and professional services and research and educational supplies.

	FY2023 ACTUAL	FY2024 PROJECTION	FY2025 BUDGET	FY2024 TO FY2025 DIFFERENCE
Total Supplies and Other Services	$258,158,000	$225,385,000	$246,956,000	$21,571,000

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APPENDIX A
Tuition and Fees

Tuition and Fees

Six tuition and fee schedules detail a variety of costs for undergraduate, graduate and professional students across all three WVU campuses and WVU Health Sciences. These costs are further sorted based on the student's residency and the college they are enrolled in. The schedules provide information on:

/ University tuition, University fees and college tuition;

/ WVU Online tuition, WVU Online fees and college tuition;

/ Other fees;

/ Student housing;

/ Dining plans; and

/ University apartments.

DOWNLOAD THE TUITION AND FEE SCHEDULE. ⊕

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APPENDIX B
Capital Investment

Capital Expenditures

As indicated in the Statement of Cash Flows, the University anticipates deploying approximately $79 million in capital projects in FY2025, including $29 million in deferred maintenance state grants. The table below shows the details of the $79 million both related to type and funding source. This is an increase over FY2024 capital spending primarily related to deferred maintenance.

UNIT TYPE	GRANTS	BONDS (ERP)	BONDS (OTHER)	FOUNDATION	DEFERRED MAINTENANCE	STATE FUNDS	TOTAL
Deferred Maintenance	–	–	–	–	$28,940,000	–	$28,940,000
Facilities and Equipment	6,018,000	–	12,294,000	2,959,000	–	2,542,000	23,813,000
ERP Capital	–	17,247,000	–	–	–	–	17,247,000
Athletics	–	–	–	6,545,000	–	421,000	6,966,000
University Libraries[7]	–	–	–	–	–	1,252,000	1,252,000
Health Sciences Center	–	–	–	–	–	777,000	777,000
Totals	**$6,018,000**	**$17,247,000**	**$12,294,000**	**$9,504,000**	**$28,940,000**	**$4,992,000**	**$78,995,000**

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[7] Net of amount treated as capitalized leases/subscriptions.

WVU Modernization Program Costs

Included in the $79 million in capital projects, the University intends to expend $17.2 million in bond-funded capital for WVU Modernization Program-related costs in FY2025, as follows:

	FY2025
DESCRIPTION OF COSTS FOR WVU MODERNIZATION PROJECT	
Internal Resources	$2,523,000
Implementation Partner	4,131,000
Foundational Projects	–
Annual FIN/HCM/SIS Subscriptions	2,003,000
Change Order (Out-of-Scope)	–
Contingency	653,000
Total	**$9,310,000**
ADDITIONAL WVU MODERNIZATION PROGRAM PROJECTS	
Budget Model Expansion	–
API and Data Management	1,460,000
Tableau Cloud	149,000
Enterprise Research Administration Application Suite	1,891,000
Student Experience Enhancement	2,036,000
Information Security Enhancement	1,901,000
OASIS Transition	500,000
Total	**$7,937,000**
Total WVU Modernization Program Project Cost	**$17,247,000**

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APPENDIX C
Budget Model

The New Budget Model

For FY2025, WVU has incorporated a new budgeting model to support institutional financial planning. This new model improves the understanding of resource earning and use. The tool provides the basic framework for evaluating the activities of all academic and support units within the University, allowing proactive responses to changing economic issues as they arise. Using pre-determined metrics and budgeted pools of revenue and expenses, the model allocates unrestricted and operating resources to units within the University where they are earned or used.

In prior fiscal years, the University deployed a centrally driven operations budgeting tool based on increments or decrements to adjust budgets, which divided unrestricted resources into denoted "central" or "non-central" fund buckets. It was not an activity-focused tool and did not provide a complete picture of the resource life cycle.

The new model informed the FY2025 budget process, but it was not the only tool used in it. During the FY2025 budgeting process, FY2024 budgets started as the basis for each unit's budget. There were adjustments made to the data to account for increased operating needs or reductions. The new model assisted in determining reduction amounts to the unit's budget based on how these units performed using the budget model allocation methodology. Reports will be generated and distributed twice during the fiscal year to elucidate how each unit's activities align with and perform in the new budget model.

Since the new budget model was designed to improve clarity and understanding of WVU's resources, the continued use of the budget tool will strengthen shared governance and accountability while simultaneously promoting an alignment of resources and expenses that will promote growth in the University's priorities and initiatives.

Using information from the new budget model, the University leadership team will evaluate activities throughout the fiscal year and will determine whether adjustments are necessary to preserve the financial stability of the University or to authorize additional expenditures if revenues exceed budgeted projections.

WVU will continue to use the new model moving forward and anticipates implementing it fully as a part of the budgeting process in the Workday Enterprise Management System implementation. For additional information about the new model, please visit the WVU budget model redesign website.

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS
April 12, 2024

     The two hundred nineteenth meeting of the West Virginia University Board of Governors was held on April 12, 2024 in Morgantown, WV in person and via zoom.. Board members in attendance/participating via zoom included Chair Taunja Willis Miller, and board members Charles Capito, Bray Cary, Elmer Coppoolse, Kevin Craig, Michael D'Annunzio, Dr. Patrice Harris, J. Thomas Jones, Dr. Stanley Hileman, Alan Larrick, Susan Lavenski, Paul Mattox, Richard Pill, Robert Reynolds, Shirley Robinson, Frankie Tack, and Madison Santmyer,.

     Note: With this meeting being conducted in person and via zoom, there was no way to ascertain all attendees but the following WVU officers, divisional campus officers, representatives (and others) participated:

President, E. Gordon Gee;
Provost and Vice President for Academic Affairs, Maryanne Reed;
General Counsel, Stephanie Taylor;
Vice President for University Relations, Sharon Martin;
Vice President and Executive Dean of Health Sciences, Clay Marsh;
Vice President for Research, Fred King;
Dean of Students, Corey Farris;
Vice President for Diversity, Equity and Inclusion, Meshea Poore;
Vice Provost, Paul Kreider;
Associate Provost for Budget, Facilities and Strategic Initiatives,
    Mark Gavin;
Deputy General Counsel and Executive Director of Real Estate Operations,
    Gary Furbee;
Associate General Counsel, Kylie Barnhart;
Vice President and Chief Financial Officer, Paula Congelio;
Senior Associate Vice President for Finance, Barbara Weiss;
Vice President for Economic Innovation at West Virginia
    University, General James Hoyer;
Associate Vice President of Auxiliary and Business Services,
    Ted Svehlik;
Associate Vice President, Government Relations and Collaboration,
    Travis Mollohan;

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Associate Vice President for HSC Academic Affairs, Louise
   Veselicky;
Associate Vice President and Executive Director of the Office of Global
   Affairs, Amber Brugnoli;
Director of Curriculum Development, Robynn Shannon;
Director of Communications, Office of the Provost, Kimberly Becker;
Associate Vice President, Institutional Data and Analytics,
   Lisa Castellino-Gergich;
Associate Vice President for Strategic Partnerships, Erin Newmeyer;
Associate Provost for Faculty Development and Culture, Melissa Latimer;
Associate Provost for Undergraduate Education, Evan Widders;
Associate Provost for Curriculum and Assessment, Louis Slimak;
Executive Officer and Assistant Board Secretary, Jennifer Fisher;
Director of News Communications, Shauna Johnson;
Executive Director of Communications, University Relations,
   April Kaull; and,
Special Assistant to the Board of Governors, Valerie Lopez.

Members of the Press also participated.

CALL TO ORDER

The meeting was called to order by Chair Taunja Willis-Miller at 10:30 a.m.
A roll call was taken to determine who was in attendance and a quorum
established.

PUBLIC COMMENTS

Chair Willis-Miller stated that under Section 4.12 of the WVU Board of
Governors By-Laws, individuals who wish to address the Board must inform the
Assistant Secretary at least fifteen (15) minutes prior to the start of the scheduled
meeting. She continued with the following comments:

We have had eight individuals sign up to speak to the Board in advance of
the meeting, as shown on Exhibit 1 attached hereto and made a part hereof by
reference. Also under our By-Laws, it is the Chair's discretion to recognize those
who wish to address the Board. The Chair is not required to recognize any

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individual who wishes to speak. That said, I am opting to hold a public comment period and each individual will be allotted two and a half minutes to speak.

I will call each individual to the podium to speak for the allotted time. You are welcome to yield your time to another individual so that they may have longer to speak, and then not speak yourself. If you wish to do that, please state that when I call your name to speak. If the person you wish to yield your time to is called before you, that person may state at the beginning the individuals who have yielded their time to them. I do ask that you please be respectful of the allotted time and quickly wrap up your remarks when I state that your time is up.

Chair Willis-Miller then began the public comment section of the meeting. It is noted that one student provided a link to a Petition (to put the selection of the next university president up to a campus-wide vote, as shown on Exhibit 2 attached hereto and made a part hereof by reference.) Further, Professor Bob Dailey provided a resolution as part of this public record, as shown on Exhibit 3 attached hereto and made a part hereof by reference.

CLASSIFIED STAFF REPORT

Shirley Robinson, classified staff representative on the Board of Governors, along with members of her constituency, made her annual report to the full board, which presentation is attached hereto as Exhibit 4 and made a part hereof by reference.

STUDENT GOVERNMENT ASSOCIATION REPORT

Madison Santmyer, student government representative on the Board of Governors, along with members of her constituency, made the following annual report to the full board, which presentation is attached hereto as Exhibit 5 and made a part hereof by reference.

PRESIDENT'S REPORT

President Gee offered the following remarks:

The impact of our University, its faculty, staff and students is especially visible now as we approach the academic year's end.

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Last month during our seventh annual Day of Giving, supporters donated a record $30.4 million, and more than 8,500 gifts were made during the 24-hour online fundraising event, also a new record. This year's theme — "Go above. Go beyond." — emphasized the critical importance of private donations, especially for student scholarships. And it was gratifying that more than 900 of those making gifts self-identified as first-time donors. The results reflect confidence in our University, one that is increasingly recognized for land-grant excellence.

For example, last week we announced a transformational $50 million gift from the Hazel Ruby McQuain Charitable Trust to the WVU Cancer Institute, which will be the catalyst for a new, state-of-the-art, comprehensive cancer hospital in Morgantown.

Pediatric care will also take a step forward, thanks to a graduate's $2 million estate gift to the School of Medicine which will enhance education for future physicians and strengthen kidney care for Mountain State children.

These investments reflect the quality of our work and the belief people have in our ability to change lives.

Our success stems from an environment in which all faculty and staff can achieve their goals. In fact, this week, the Gallup organization named us a 2024 Don Clifton Strengths-Based Culture Award winner. The award recognizes a workplace culture where the strengths of leaders, managers and employees are at the core of how they collaborate, make decisions, and work every day. Strengths-Based cultures allow employees to focus on what they do best.

Faculty, staff and students are achieving their very best, as recent honors show.

Some of the brightest high school seniors from across the Mountain State are eager to represent West Virginia University as the new cohort of Bucklew Scholars. Each year, the Bucklew Scholarship is given to 20 high-achieving in-state students accepted to the University and qualifies them to be considered for the Foundation Scholarship, the University's highest academic scholarship. Not only do these future change agents excel in the classroom — they are also talented athletes, artists, musicians, dancers, mentors and farmers—and even include a juggler and a unicyclist.

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Meanwhile, six of our students will expand their horizons through study abroad experiences after being awarded scholarships through the Benjamin A. Gilman International Scholarship Program. Congratulations to Ariana Burks, Kaleb Cole, Emily Diaz, Marcus Hahn, Helen Knight and Stephanie Sarfo.

Our faculty researchers are also distinguishing themselves this year, including four named Faculty Early Career Development Program award winners by the National Science Foundation. The award is considered the most elite Foundation award for junior faculty. The recipients are Margaret Bennewitz, Katy Goodrich, Kevin Orner and Oishi Sanyal.

To celebrate the importance of scholarship on campus, we just wrapped up a successful Research Week. On Monday, we hosted an amazing campus and community eclipse-viewing event on the Lair Green.

I must also congratulate WVU Extension STEMCARE for distributing more than 12,000 pairs of eclipse glasses to county Extension offices, schools and various outreach events across the state.

As we look ahead toward May, our Government Relations team remains engaged with state leaders and legislators for a planned special session focused on budget-related items.

And of course, our most anticipated May event—as always—is Commencement. Each graduate is a symbol of our work's purpose—fulfilling dreams and creating bright futures. I cannot wait to congratulate each one as they cross the stage.

COMMITTEE REPORTS

April 11, 2024 Ad Hoc Governance Committee Meeting: Dr. Patrice Harris, Chair of this Committee, reported as follows:

Thank you, Madam Chair,

The Ad Hoc Governance Committee presents the following report and update re the Presidential Search. As I noted in my remarks in February, I will be discussing 2 areas today: Timeline Milestones and Key Dates for the search process as well as Composition of the Search Committee.

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1. As I review Milestone Timeline/Key Dates, please note that these dates may need to be adjusted throughout the process as unforeseen circumstances arise.

DATE / TIMEFRAME	ACTION
Recall on March 18, 2024	WVU Board of Governors approved the Notice of Proposed Rulemaking for BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation
March 19 – April 18, 2024	30-day public comment period for BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation. There is still opportunity to comment. Encourage those who have comments to post those comments.
On or about ~April 25, 2024	WVU will post received public comments and an amended version of BOG Governance Rule 1.3 based upon the comments received.
During the Week of May 5	WVU Board of Governors will hold a Special Meeting to approve the finalized version of BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation
On or about ~May 27, 2024	Approved BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation becomes effective.
During the Week of May 27, 2024	WVU Board of Governors will hold a Special Meeting to announce the selection of the Search Firm .and to endorse the members of the Search Committee. As I noted at our last meeting, the RFP was posted in March. Responses are due today by 4PM. 9999
	The selection of a president is a governing board's most important responsibility, and the search process is the board's best opportunity to help guide its institution into a successful new era. A key priority of this Board and a critical part of the process will be soliciting input from stakeholders. To that end there will be On-campus and statewide listening sessions (virtual and in person) with key stakeholders from June through August of this year. These sessions will be conducted by the Search Firm and Search Committee to seek input on the qualities/qualifications/attributes we seek in our next President. In addition to the listening sessions, there will also be an online survey that will facilitate input from an even broader audience .
On or before September 1, 2024	Incorporating feedback from the listening sessions, a position specification will be developed. And will be approved by the Board.
September – November 2024	Search Committee will begin screening candidates and conducting interviews.
By the Spring 2025	WVU Board of Governors will conduct finalist interviews and make

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DATE / TIMEFRAME	ACTION
	a selection of the 27th President of WVU.

2. Search Committee Composition. As noted in draft BOG Rule 1.3, currently out for public comment, the search Committee shall, at minimum, include representatives from the following: Board of Governors, faculty, staff, and students. In addition to representatives from those groups, the Governance Committee will be recommending representatives from

> Board members
> Faculty members
> Staff representative
> Student representative
> Dean representative
> WVU Athletics
> WVU Medicine
> WVU Foundation
> WVU Alumni Association
> Regional Campus Representative
> At-Large Members

Over the next 3 weeks, The Ad Hoc Governance Committee will be working with the above noted constituency groups to develop a slate of nominees from those groups and make a recommendation to the full Board for endorsement per the timeline I noted earlier in my remarks. We are starting this process now in order to give the constituency groups as much time as possible to identify nominees, of course pending final approval of Rule 1.3

Thank you Madam Chair. This concludes my report.

April 11, 2024 Audit Committee Meeting: Richard Pill, Audit Committee Chairman, reported as follows:

Thank you, Madam Chair. Yesterday morning, there was a meeting of the Audit Committee.

First, we heard a report from Vice President and Chief Financial Officer Paula

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Congelio, who gave an update on our ongoing financial audits. Paula reported that CLA completed an agreed upon procedures engagement (mid- year review) of WVU's financial statements as of 12/31/2023. This engagement was not an audit, but a review, and an opinion was not expressed. No exceptions were noted in the testing that was completed. In addition, FORVIS began their audit of the Research Corporation's retirement plan. This engagement includes a review of WVU Research Corp defined contribution plan and assistance with filing of employee benefit returns.

Second, we met in Executive Session. During Executive Session, we received a confidential and privileged report regarding legal matters from the University's General Counsel. As part of the legal report, we also heard a confidential and privileged report regarding some of the University's compliance and risk assessment efforts associated with vendor management. Next, we received a report from the Office of Internal Audit discussing confidential and ongoing audit investigations and reports. No votes or actions were taken during Executive Session.

Madam Chair, this concludes my report.

April 11, 2024 Finance and Facilities and Revitalization Committee Meeting: Kevin Craig, who chaired this committee meeting, reported as follows:

Thank you, Madam Chairman.

Yesterday your Finance Committee met in Executive Session. During Executive Session, we discussed potential strategic initiatives relating to academic, health sciences, and administrative priorities; personnel matters; corporate collaborations and financial matters relating to public private partnerships; legislative or regulatory matters; matters relating to construction planning; and/or matters relating to the purchase, sale, or lease of property, or the investment of public funds and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and confidential and preliminary matters involving or affecting the University's budget for the current and upcoming academic year, including retention and enrollment.

No actions or votes were taken during Executive Session.

After a productive afternoon the Finance Committee adjourned.

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That concludes my report, Madam. Chairman. Thank you.

April 11, 2024 Strategic Plans and Initiatives Committee Meeting. Elmer Coppoolse, who chaired this committee meeting, reported as follows:

Thank you, Madam Chairman.

Yesterday your Strategic Plans and Initiatives Committee met in Executive Session. During Executive Session, we discussed Potential strategic initiatives relating to academic, health sciences, and administrative priorities; personnel matters; matters relating to construction planning; and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and confidential and preliminary matters involving or affecting retention and enrollment strategies for Fall 2024.

No actions or votes were taken during Executive Session.

After a productive afternoon the Strategic Plans and Initiatives Committee adjourned.

That concludes my report, Madam Chairman. Thank you.

.**April 12, 2024 Academic Affairs and Accreditation Committee Meeting:** Charles Capito, Committee Chairman, reported as follows:

Thank you, Madam Chair. Your committee on Academic Affairs met this morning in both Executive and Public Sessions.

During Executive Session we discussed deliberative, preliminary and confidential information relating to academic priorities. No votes or actions were taken during Executive Session.

Following our Executive Session, we held a public session during which Provost Reed provided an update on Fall to Spring freshman retention rates and the academic program review process as the Beckley and Keyser campuses. She also shared highlights of the University's recent Research Week and Graduate Student Appreication Week, as well as faculty awards.

Provost Reed then introduced guest speaker Assistant Professor Dr. Chris

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Ramezan, along with two of his outstanding students, Jared Icenhower and Azeem Khan, from the Chambers College of Business and Economics. He and his students presented on the growth of the College's academic offerings in Cybersecurity and Management Information Systems, as well as significant outreach work in which both he and his students are engaged.

Madam Chair, we had a busy afternoon, and this concludes my report. Thank you.

AGENDA ITEM
Proposed Final New Rule and Amended Rule and Official Comments Summary for the following:
West Virginia University Board of Governors Finance & Administration Rule 5.14 – Deadly Weapons, Dangerous Objects, & W. Va. Campus Self-defense Act; And West Virginia University Board of Governors Talent & Culture Rule 3.5 – Employee Leave

Associate General Counsel, Kylie Barnhart, presented this agenda item.

Two proposed Rules are before the Board for consideration for final approval following the Notice of Proposed Rulemaking issued at the Board's February 24, 2024 meeting.

First, BOG Finance & Administration Rule 5.14, which is a new Rule, provides guidelines regarding deadly weapons and dangerous objects on University Property, as well as the University's implementation of the West Virginia Campus Self-defense Act.

Second, changes are proposed BOG Talent & Culture Rule 3.5 – Employee Leave to ensure consistency with the University's current practices and compliance with federal laws. The Rule has been modified to provide that the University will grant leave in accordance with the FMLA, ADA, and other relevant federal and state laws. Also, the Rule was modified to provide that employees who do not return from leave or fail to comply with reasonable requests of the University for medical documentation will be considered to have resigned from their position rather than terminated.

The new Rule and proposed changes to the Rule were posted for the required thirty (30) day public comment period. In sum, 16 comments were received regarding Rule 5.14 and 3 comments were received regarding Rule 3.5. Those comments and the University's responses were posted on the

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University's website for at least ten (10) days in advance of this Board meeting. As noted in the comment summary, certain changes were made to Rule 5.14 to address the comments received and after further consideration and review by the University. No additional changes were made to Rule 3.5. Accordingly, the Board of Governors is asked to approve the final Rules as presented. If approved, the Rules will be effective in 15 business days, in accordance with the University's rulemaking procedures.

Accordingly, Bray Cary moved that the board approve the two final rules, as presented. The motion was seconded by Frankie Tack and passed.

AGENDA ITEM
Authorizing Resolution of the West Virginia University Board of Governors for the permanent financing of certain real property located in close proximity to the Evansdale Campus of West Virginia University through one or more Lease Purchase Agreements in an amount not to exceed $11,500,000

Senior Associate Vice President for Finance, Barbara Weiss, presented this agenda item:

WVU wishes to permanently finance the costs of acquisition of certain real property located in close proximity to the Evansdale Campus of West Virginia University through one or more Lease Purchase Agreements in an amount not to exceed $11,500,000.

The real property was originally acquired in 2013 and 2014, and is now the location of the University Park development. The initial lease purchase agreement entered to finance the acquisition of the property had a term of 10 years and matures on September 1, 2024. The final lease payment under the current lease purchase agreement is $10,496,235.84. Proceeds of the proposed lease purchase agreement will be used to pay that final lease payment and related costs, allowing for a longer-term financing of the real property.

WVU will solicit financial institutions via an RFP process to determine the purchaser/lessor under the proposed lease purchase agreement.

Therefore, the requested action is that the WVU Board of Governors approves the execution of an Authorizing Resolution for the permanent financing of certain real property location in close proximity to the Evansdale Campus of West Virginia University through one or more Lease Purchase Agreements in an amount not to

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exceed $11,500,000. J. Thomas Jones so moved and the motion was seconded by Kevin Craig and passed.

APPROVAL OF MINUTES

Kevin Craig moved that the minutes for the February 23, 2024 regular board meeting and the March 18, 2024 Special Board meeting be approved. This motion was seconded by Madison Santmyer and passed.

INFORMATION ITEMS

There were no questions or concerns expressed by any board member pertaining to the Information Items contained within today's agenda.

CONSENT AGENDA

Chair Willis-Miller called for any discussion of today's Consent Agenda items and asked whether any items needed to be pulled for a separate discussion/vote. There being no such request made Kevin Craig moved that today's Consent Agenda be approved. This motion was seconded by Charles Capito and passed.

Thereupon, the following Consent Agenda items were approved:

1. **Nominating Committee Appointments**
   Resolved: That the West Virginia University Board of Governors approves the following composition for a nominating committee to formulate/present a slate of officers for vote by the full board during the June 21, 2024 regular meeting: Kevin Craig as chair, with the following members: Charles Capito, Bray Cary, Dr. Stanley Hileman and Shirley Robinson.

2. **Approval of New Program: BS in Biology Pre-medical in the Eberly College of Arts and Sciences**
   Resolved That the West Virginia University Board of Governors approve the creation of a new BS degree in the Eberly College of Arts and Sciences

April 12, 2024

3. **Approval of New Program: BS in Chemical Forensics at West Virginia University Institute of Technology**
   Resolved: That the West Virginia University Board of Governors approve the creation of a new BS in Chemical Forensics at West Virginia University Institute of Technology (WVUIT)

4. **Approval of New Program: BS in Supply Chain Management Science in the John Chambers College of Business and Economics at West Virginia University**
   Resolved: That the West Virginia University Board of Governors approve the creation of a new BS in Supply Chain Management Science in the John Chambers College of Business and Economics at West Virginia University

5. **Approval of Deactivation of the BA degree in Biology, Eberly College of Arts and Sciences**
   Resolved: That the West Virginia University Board of Governors approves the deactivation of the BA in Biology

6. **Approval of a new online Master of Science (MS) in Midstream Petroleum Engineering degree in the Benjamin M. Statler College of Engineering and Mineral Resources**
   Resolved: That the West Virginia University Board of Governors approves the creation of an online Master of Science (MS) in Midstream Petroleum Engineering degree in the Benjamin M. Statler College of Engineering and Mineral Resources.

7. **Approval of WVU Baseball Hitting & Pitching Facility**
   Resolved: That the West Virginia University Board of Governors approves this project, as presented.

8. **Approval of Sale of Real Estate (Property and Building) to WVU Hospitals**
   Resolved: That pursuant to BOG Governance Rule 5.1, the West Virginia University Board of Governors authorizes the sale of the University's interest in the real estate associated with the University Policy Department Building and adjacent parking areas consisting of approximately 4.75 acres in Morgantown, West Virginia. Accordingly, the Board grants authority to management

April 12, 2024

to negotiate and finalize a sale on terms deemed favorable to the University.

9. **Approval of Master Services Agreement for Residential Wireless Network**
Resolved, That the West Virginia University Board of Governors authorizes management to continue to negotiate, finalize, and execute a new Master Services Agreement for Residential Network Services, consistent with the terms as provided in Executive Session, in accordance W. Va. Code § 6-9A-4(b)(9).

10. **Approval of Appointment to County Extension Committees**
Resolved: That the West Virginia University Board of Governors approves the nominees and alternates for positions on the County Extension Service Committees in West Virginia, as presented.

EXECUTIVE SESSION

Chair Willis-Miller requested a motion to move Executive Session, under authority in West Virginia Code §§6-9A-4(b)(2)(A), (b)(9), (b)(10), and (b)(12) to discuss:

a. Potential strategic initiatives relating to academic and administrative priorities; personnel matters; corporate collaborations and financial matters relating to public private partnerships, privileged updates and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and,

b. Confidential and preliminary matters involving or affecting the University's budget for the current and upcoming academic year, including retention and enrollment.

The motion was made by Kevin Craig, seconded by Charles Capito, and passed.

April 12, 2024

Chair Willis-Miller announced that board members will move to the Barnette BOG Room for Executive Session and that there will be no further action upon rising from Executive Session, except adjournment.

Following Executive Session, Elmer Coppoolse moved that the board rise from Executive Session. The motion was seconded by Charles Capito and passed. Chair Willis-Miller stated that there were no actions resulted from today's Executive Session discussions.

GENERAL DISCUSSION AND ADJOURNMENT

.
Chair Willis-Miller announced that the next planned board meeting is scheduled for June 21, 2024. There being no further business to come before the board, Kevin Craig moved to adjourn the meeting. The motion was seconded by Susan Lavenski and passed. The meeting was adjourned at 2:35 p.m.

_____
Dr. Patrice Harris, Secretary

April 12, 2024

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Sign-Up Sheet for Public Comments at April 12, 2024 meeting

Name	Email	Department/Major	Topic
✓ Miles Cox	mjc00115@mix.wvu.edu	Env. Geoscience	Presidential Selection
✓ Christian Rous	cbrowe@mix.wvu.edu	History MA	Presidential Selection
✓ Marilyn Sadler	ms00016@mix.wv.edu	Poli Sci Philosophy	Presidential Selection
✓ Kolya davidson	kgd00005@mix.WVu.edu	phil/language	Presidential
✓ Matthew Robb	mrk00211@mix.wvu.edu	Mathematics	Presidential Selection
✓ Dante Palice	dap0039@mix.wvu.edu	Philosophy	Presidential Selection
✓ William Flint	wcf00004@mix.wvu.edu	Philosophy	Presidential selection
✓ BOD Dailey — prof in Animal science			

PETITION ALERT!

PETITION TO PUT THE SELECTION OF THE NEXT UNIVERSITY PRESIDENT UP TO A CAMPUS-WIDE VOTE.

"...we demand that WVU allow for the selection of the next President through a vote involving ALL WVU employees and students."

RESOLUTION

Whereas there was not good-faith engagement with the faculty of Davis College during the 2023 Academic Transformation, and

Whereas the failure to adequately incorporate faculty input into the highly consequential decisions in 2023 substantially harmed the ability of the Davis College to fulfill the promises of the Land Grant Mission in the delivery of academic programming and effective research relevant to the citizenry of West Virginia, and

Whereas the failure to adequately incorporate faculty input led to the removal, without cause, of multiple faculty members who had been selected by the faculty with the approval and blessing of administrators to join their ranks in support of the Land Grant Mission of the college and university, and

Whereas a decision was made to merge the Davis College with Extension and Engagement to form the new Division for Land-Grant Engagement without consulting the affected faculty in any capacity, and

Whereas the determination of proposed functions and procedures to be carried out by a new Division for Land-Grant Engagement was delegated to a series of "working groups" composed nearly exclusively of administrators to the almost complete exclusion of faculty, and

Whereas the leadership of the Division for Land-Grant Engagement was determined without input from the faculty who will compose this new unit, and

Whereas the revised academic and associated administrative structure of the Davis College as it will exist in the new Division for Land-Grant Engagement was created without faculty input beyond solicitation via a survey of suggestions for names for the new academic units and whether they be classified as "schools" or "departments," and

Whereas the lack of faculty input in decisions surrounding the new Division for Land-Grant Engagement was raised as an issue by the University Faculty Senate to the Provost at the December 4, 2023 Faculty Senate meeting, yet this resulted in no material changes to the process of the formation of the new unit.

Whereas actions of administrators of the Davis College and the University, including but not limited to those described above, demonstrate a repeated and sustained violation of the longstanding traditions in academia of faculty shared governance.

Therefore, be it resolved that the faculty of the Davis College, while taking no collective position on any individual outcome of the actions described above, do hereby formally and forcefully decry and object to the general disregard of college and university administrators for faculty shared governance in decision making processes.

Be it further resolved that the faculty of the Davis College encourage the faculty of other colleges of West Virginia University to present their own grievances related to the practice, or lack thereof, of shared governance.

Be it further resolved that the faculty of the Davis College be included through faculty representation in the decision-making process of the unification of this college, Extension, and Engagement units.

Be it further resolved that the faculty of the Davis College request that this resolution be read into the record at the next regularly scheduled meeting of the University Faculty Senate on March 4, 2024, and that it also be read into the record at the next regularly scheduled meeting of the West Virginia University Board of Governors.

Classified Staff
of West Virginia University

West Virginia University Board of Governors
April 12, 2024
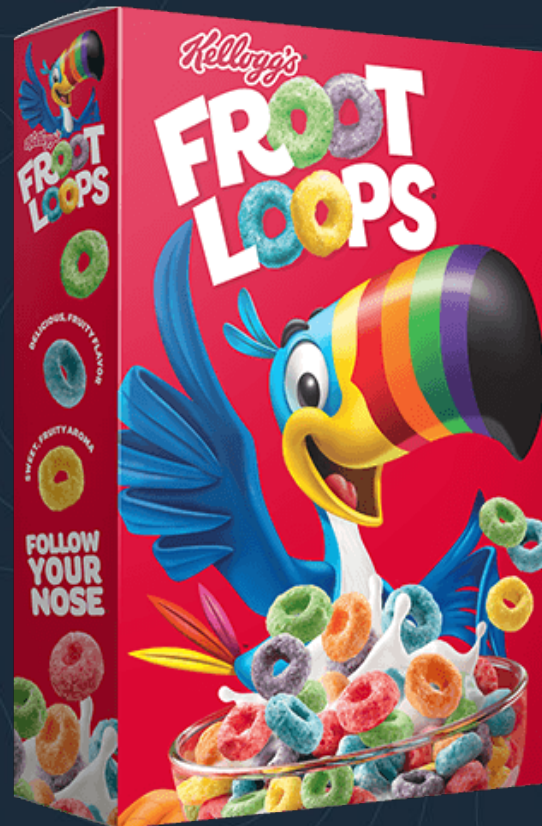
CLASSIFIED employees, Who are we?

We are regular full-time or regular part-time employees who:

o Do not meet the duties test for exempt status under the provisions of the Fair Labor Standards Act; or

o Were a classified employee as of January 1, 2017, unless otherwise deemed a Non-Classified employee

o Do not qualify as a Non-Classified Employee

Classified Hourly Structure

Classified Hourly Structure			
Grade	**Minimum**	**Midpoint**	**Maximum**
6-8	$13.00	$13.81	$17.10
9	$13.00	$14.60	$17.52
10	$13.00	$14.87	$17.84
11	$13.00	$15.76	$18.90
12	$13.40	$16.75	$20.10
13	$14.24	$17.79	$21.36
14	$15.15	$18.94	$22.72
15	$16.13	$20.16	$24.20
16	$17.21	$21.94	$26.68
17	$18.37	$23.43	$28.48
18	$19.63	$25.02	$30.42
19	$22.47	$28.65	$34.82
20	$24.04	$31.25	$38..46
21	$25.78	$33.52	$41.25

- **Administrative/Managerial**
- **Clerical/Secretarial**
- **Paraprofessional/Technician**
- **Physical Plant/Maintenance/Service**
- **Professional/Non-Teaching**

?
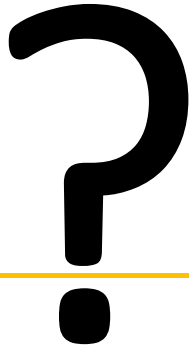
- Have you ever stubbed your toe?

- How did your body react?

- The whole body (OneWVU) responded and came to the rescue. As small as the toe may be, the whole body responded to the urgency of that injury.

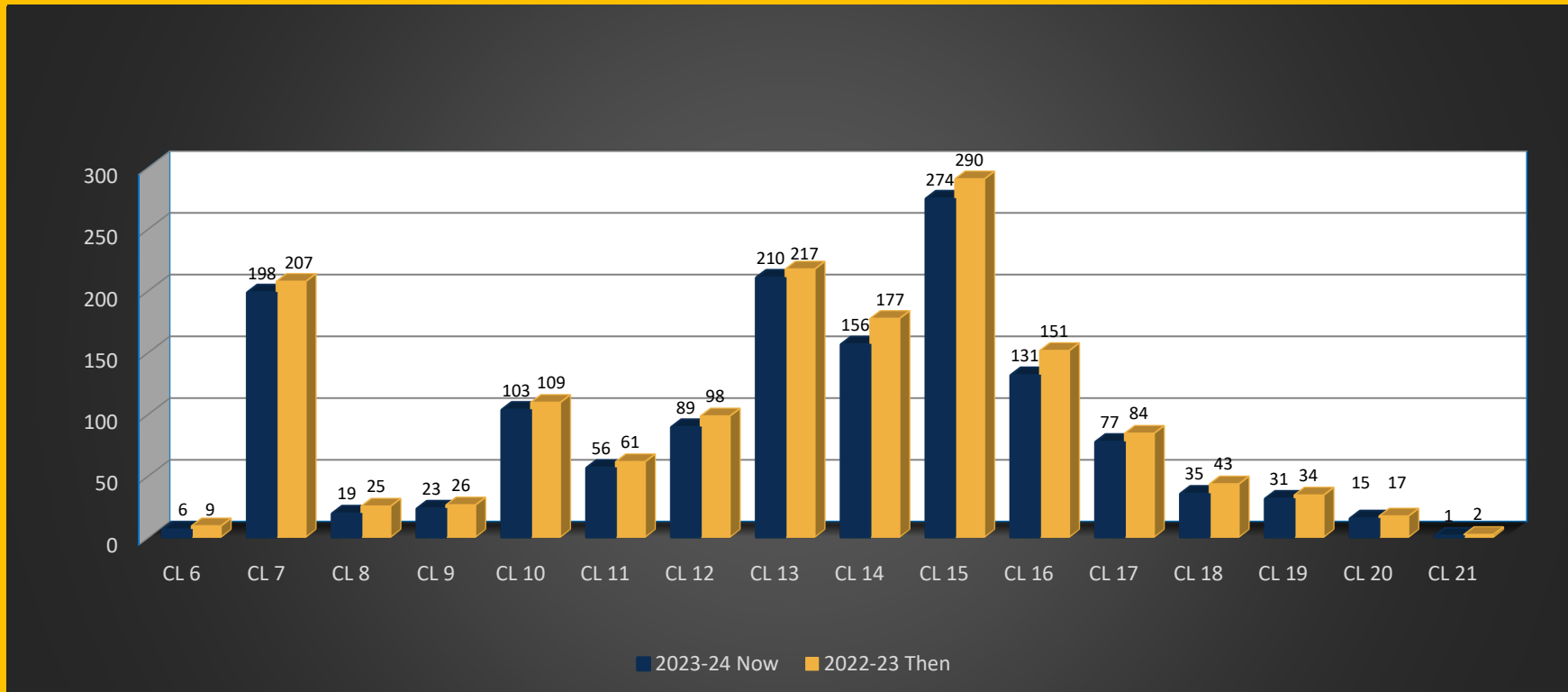## Classified Staff per Campus

WVU Keyser 42 (55*)

WVU Beckley 59 (63*)

HSC 217 (259*)

HSC Charleston 14 (15*)

WVU Main 1,092 (1,148*)

2023-24 Now
* 2022-23 Then

Number of classified staff by pay grade

Remembering ......!
Apollo 13

"Houston, we have a problem" is a famous phrase that originated during the Apollo 13 mission to the Moon in 1970. It was spoken by astronaut Jack Swigert to mission control in Houston, Texas, to report a critical situation.

➤ Classified Staff numbers are down
➤ Salaries are low

Apollo 13 Astronauts worked together to fix the problem and brought the team back to safety.

For Classified Staff, we are working on the problem to bring a positive change.

Classified Staff by numbers

- **Average age of classified staff 49**

  compared to last FY '23 – 47

- **Longest years of service 51**

  compared to last FY '23 – 50

Staff Council Initiatives

- **Tuition Scholarships for Classified Staff**
- **Hearts and Hands Fund**
- **Red Cross Blood Drive Sponsorship**
- **Annual Coat Drive**
- **Years of Service Certificates**
- **Classified Staff Emeritus Award**

STAFF TESTIMONIALS

"After being out of school for many years and having my Associates Degree, I felt it was time for me to pursue my RBA degree.

The help I received from the Staff Council scholarship made my dream a reality. I will graduate in December 2024 with my RBA in Healthcare Administration.

Thank you to the generosity of everyone who donates and thank you, Staff Council."

Dara J. Massey
Administrative Secretary Senior
WVU Tech Campus Police

"As a first-generation non-traditional student working full-time at West Virginia University (WVU), I truly appreciate the valuable support I've received on my educational journey. WVU has graciously provided tuition assistance to help me reach my goals.

WVU recognizes the diverse needs of its students, including those like me who are balancing work, family, and studies. Taking most of my courses online has made it convenient for me to attend class anywhere. This adaptability has ensured that I can pursue my degree without compromising other essential aspects of my life."

Lisa Verlinden
Office Administrator
Honors College

"On October 13th, 2023, I received a letter from West Virginia University (WVU), Office of the President stating that I had received the designation of Staff Emeritus.

It was an honor to receive this award.

I felt such a deep appreciation for the individuals who supported my nomination. To me, that was a deep level of joy.

Every day, WVU employees, who are unassuming, perform the duties and carry the responsibilities that have been set before them. Their efforts provide the background that insures the university's viability in an ever-changing world-wide market.

In other words, These are the People Who Get It Done.

I felt proud to be recognized as one who found myself in their ranks. I've enjoyed the opportunities provided to make a difference in the lives of my peers and the lives of the families and students who our university serves. I look forward to serving the university in various ways, such as being called upon to be an ambassador in promotional university events!

Nan Cantrell-Byrd, WVU Retiree
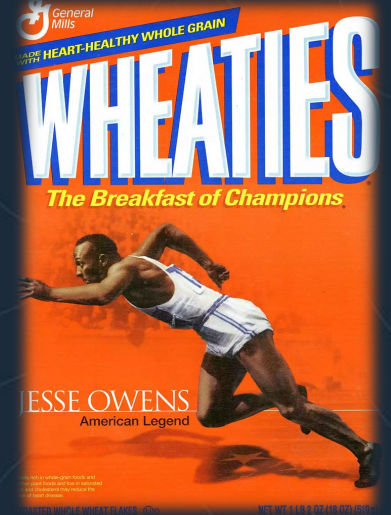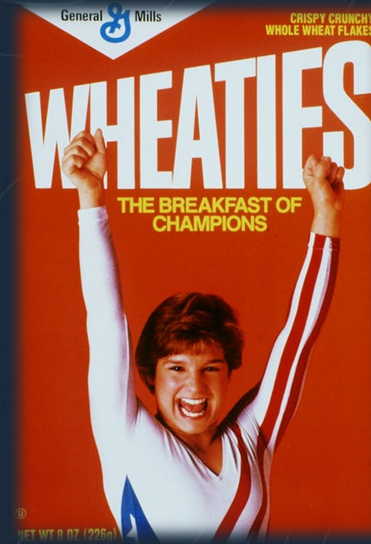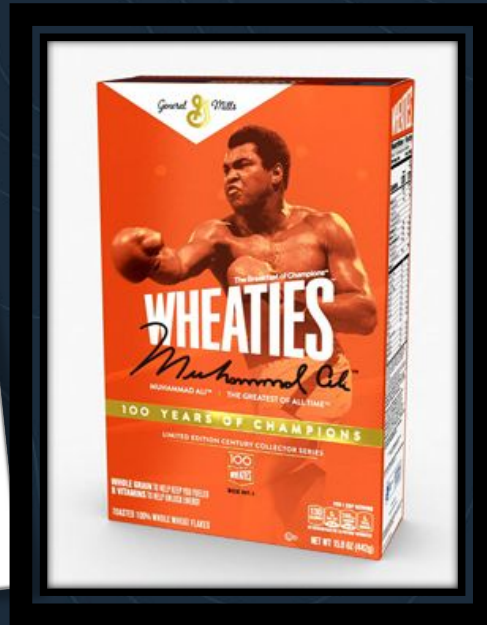Classified Staff Emeritus

Moving forward,
Let's be ...
Listeners. Optimistic. Versatile. Exuberant.
Communicators. Collaborators. Appreciative.

CLASSIFIED STAFF'S MOTTO
Moving Forward

Our focus is...

_____

Breakfast of Champions!

On behalf of the 1,424-classified staff at

West Virginia University,

THANK YOU!

Santmyer-Dozier

2023-2024 Administration

Madison Santmyer
She/Her/Hers
Student Body President

Brogan Dozier
She/Her/Hers
Student Body Vice President

Charlie Long
He/Him/His
Chief of Staff

Anabella Tiano
She/Her/Hers
Outreach Coordinator

Rushik Patel
He/Him/His
Treasurer

Rhys Buxton
He/Him/His
Legislative Affairs Liaison

West Virginia University

Administrative Priorities

- Overall: Bridging the gap between students, faculty, staff, and administrators and increased focus on land grant mission
- Academic Affairs: Academic Transformation and improving the overall academic experience
- Strategic Initiatives: Engaging the student body in strategic long term and short term planning
- Student Life: Enhancing overall student experience, ie. safety, DEI and mental health & SAP resources
- Community Engagement: connecting students to the city and an increased emphasis on community service as student representatives

West Virginia University.

Outreach Efforts

- Town Halls for Academic Transformation, Campus Safety and Accessibility
- Student Support Meeting w/ Carruth & Central Advising to help students transition from Academic Transformation
- Campuswide Tab Collection
- Share a Swipe
- Internal Senates Mixers
- State Legislator Mixers
- Advisory Boards' Outreach
- Engaging with the Student Body through consistent tabling efforts

WV West Virginia University.

Legislative Affairs

- October Meeting with Speaker Hanshaw re: Legislative Priorities
- Capitol Christmas Tree - Washington, D.C.
- Environmental Day at the Capitol
- Big XII on the Hill
- Legislature Meet and Greet

WestVirginiaUniversity.

Community Service

- WV Science Bowl
- Rosenbaum House
- Recruitment Notecards
- Month of Service with Marshall
- Statewide Month of Service with ACS
- Campus Wide Tab Collection for RMHC of Pittsburgh and Morgantown

WV WestVirginiaUniversity.

Alumni Engagement Efforts

- Alumni Chapters' Leaders Meet and Greet
- SGA Alumni Panel
- Student Body President/Vice President Reunion
- Participation in Day of Giving
- SGA Alumni Board/Chapter

West Virginia University.

Committees

Academic Affairs

- Resolution recommending adjustments to the Academic Transformation (2023-08-01)
- Proclamation opposing the proposed cuts within Academic Transformation (2023-08-01)
- Resolution calling for the reduction of Third Party Platforms (AR-2024-03-01)
- Resolution calling for increased test prep resources for graduate / professional school (2024-02-01)
- Community Dietitian Mentorship Program Proclamation (2024-01-01)

Strategic Initiatives

- Outdoor Study Spaces (AR-2023-10-02)
- Campus Worker Appreciation (AR-2023-10-03)
- WVU Libraries Taskforce (AR-2024-01-01)
- Menstrual Equity Taskforce (AR-2024-04-01)

West Virginia University

Committees

Student Life

- Safety and Accessibility Walk (AR-2023-12-01)
- SNAP Enrollment Tabling
- Resolution for increased interaction between SGA and City Council, supporting safety initiatives (2024-04-01)

Community Engagement

- Fall Family Weekend "Family Photos" Event
- Track or Treat
- WVUp All Night Bingo
- Community Cleanup

WV WestVirginiaUniversity.

Committees

Governing Documents

- Elections Code Amendments - Streamlining Finances and Regulating Teams (2023-10-02)
- Constitutional Amendments to Require Transition Documents, Allow First-Semester Freshmen to be considered for appointed positions (2023-11-01, 02, 03)
- Service Bylaws Update (2024-02-01, 03-01)
- Annual Pull Tab Collection (2024-03-01)

New Subcommittee: Sexual Assault Prevention

- Candlelight Vigil for Sexual Assault Awareness and Survivors
- Tabling for Sexual Assault Awareness Month- Free Speech Zone and WVUp All Night
- Walkout
- Walk With Survivors with RDVIC
- Denim Day Take Back the Night

West Virginia University.

Meeting Discussions

- Ron Justice - Richwood Development Project
- Mark Gavin, Rob Alsop - Academic Transformation
- Corey Farris and Travis Mollohan - Campus Carry
- Carrie Showalter - Campus Safety
- Sharon Martin - Recruitment
- Matthew Cross - Pedestrian Safety Board
- Evan Widders and Paul Heddings - Artificial Intelligence
- Evan Jacobsen - Dining Services
- Joy Carr - Advising
- Evan Widders - Retention
- Ted Svehlik- Facilities, PRT/Transportation, etc.
- Mountaineer Fentanyl Education Task Force
- Erin Newmeyer - Textbook Affordability
- Maggie von Dolteren and Kay Powney - Sexual Assault Prevention

WestVirginiaUniversity.

Working Groups / Task Forces

- Library Task Force
- Recruitment Working Group
- Richwood Avenue Working Group
- Menstrual Equity Task Force
- Dining Services Focus Group

WestVirginiaUniversity.

Bureau of Finance

- 142 grants distributed
  - Some events funded include:
    - Black Student Union and Asian Association - Casino Night (3/1)
    - Muslim Student Association and Middle Eastern Student Association - Ramadan Feast (4/11)

- $127,507.51 allocated in grant funding
  - $55,551.18 in non-travel grant funding
  - $70,956.33 in travel grant funding

WestVirginiaUniversity.

President / VP Highlights

- Discover WVU
- New Student Orientation
- Monday Night Lights
- Freshman Move In
- Advisory Council of Students
- Faculty Senate Committees
- Visits to the State Capitol
- WV Chamber Women's Leadership Conference
- Presentation to Senate Education Committee through ACS
- WVU Recruitment- High School Visits and Note Card Making
- WV Student Leadership Conference
- Assisting in Rebuild/ Rebrand of the Center for Black Culture
- Assisted and aiding college mergers

West Virginia University

2024-25 SGA Administration

Charlie Long
He/Him/His
Student Body President

Abigail Browning
She/Her/Hers
Student Body Vice President

West Virginia University.

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS
May 6, 2024

The two hundred twentieth meeting of the West Virginia University Board of Governors was held on May 6, 2024 in Morgantown, WV via zoom webinar. Board members in attendance/participating via zoom included Chair Taunja Willis-Miller and members Charles Capito, Bray Cary, Elmer Coppoolse, Kevin Craig, Michael D'Annunzio, Dr. Patrice Harris, Dr. Stanley Hileman, J. Thomas Jones, Alan Larrick, Susan Lavenski, Paul Mattox, Richard Pill, Shirley Robinson, Madison Santmyer, Frankie Tack, and Robert Reynolds.

> President, E. Gordon Gee;
> General Counsel, Stephanie Taylor;
> Vice President for University Relations, Sharon Martin;
> Deputy General Counsel, Gary G. Furbee, II;
> Associate General Counsel, Kylie Barnhart;
> Executive Officer and Assistant Board Secretary, Jennifer Fisher;
> Director of News Communications, Shauna Johnson;
> Executive Director of Communications, University Relations,
>   April Kaull; and,
> Special Assistant to the Board of Governors, Valerie Lopez.

Members of the Press also participated.

CALL TO ORDER

The meeting was called to order by Chair Taunja Willis-Miller at 11:00 a.m. A roll call was taken to determine who was in attendance and a quorum established.

EXECUTIVE SESSION

Chair Willis-Miller requested a motion to move Executive Session, under authority in West Virginia Code Sections 6-9A-4(b)(2)(A), (b)(9) and (b)(12) to discuss:

- Potential strategic initiatives relating to academic and administrative priorities; personnel matters; confidential and preliminary matters involving or affecting retention and enrollment strategies for Fall 2024; and other

deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; and

- Potential discussion of confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.

The motion was made by Charles Capito, seconded by Elmer Coppoolse, and passed. Following Executive Session, Susan Lavenski moved that the board rise from Executive Session. The motion was seconded by Dr. Patrice Harris and passed.

Chair Willis-Miller stated that no actions resulted from today's Executive Session discussions.

NOTICE OF PROPOSED RULEMAKING

Associate General Counsel, Kylie Barnhart, presented this agenda item.

We are asking the Board to approve BOG Governance Rule 1.3 – Presidential Selection, Contracts, and Evaluation.

- March special meeting, issued a Notice of Proposed Rulemaking to adopt Rule 1.3
- Posted for a 30-day public comment period.
- Summarize the new Rule and the changes being proposed in response to the comments.

Background

The West Virginia Code requires the governing boards of institutions of higher education to appoint the president of the institution under its jurisdiction and to conduct presidential evaluations. As such, BOG Rule 1.3 is the new proposed Rule that outlines the principles for the selection, employment, and evaluation of presidents of West Virginia University. Importantly, through the adoption of this new Rule, the WVU Board of Governors is not giving itself any new authority; rather, it is exercising upon the authority previously given to it under West Virginia law.

<u>Rule Summary</u>

- Committee-led search process unless there are exigent circumstances and final selection of the president must be approved by a majority vote of the Board.
- Outlines the requirements for the president's contract and provides that the contract and any renewal or termination thereof must be approved by a majority vote of the Board.
- Board's chair must provide the president with a written evaluation each year, and the Board must conduct a formal, written evaluation at the end of the initial contract period and in every third year of employment.

<u>Comments & Posting</u>

Posted the comments and the University's responses on our Policy website beginning on April 26th.

There were 36 comments received. Several common themes appeared throughout the comments:

- First, several comments suggested that members of the University community vote on the presidential selection. In response, changes are proposed to clarify that the West Virginia Code requires the Board to appoint the President and make employment decisions.
- Second, several comments also suggested additional specificity with how members of the search committee are selected, as well as requests for additional input from other stakeholders throughout the search process. Thus, to ensure broader community representation and input by the University community, changes are proposed to require the Board to solicit nominations for the search committee membership from faculty, staff, and student constituency groups; and feedback from the University community shall be solicited in determining the characteristics of a new president.
- Third, certain comments expressed concerns with the Board adding additional candidates during the search process; therefore, a change is proposed requiring that any candidates suggested by the Board be reviewed by the search committee prior to final selection.
- Additionally, certain comments suggested that the Rule contain additional specificity surrounding the interview and feedback process. Changes are not recommended in response to these comments because the Rule creates a general framework that is intended to provide flexibility to the candidates,

search committee, and the Board to bring the best candidates to WVU. The specific process for interviews and any campus visits will be determined this fall by the Board in consultation with the search firm.

- Finally, additional changes are proposed in response to the comments such as requiring a search process for campus presidents except in exigent circumstances and limiting any interim roles to two years.

In conclusion, we ask that the Board approve BOG Governance Rule 1.3 as presented to be effective in 15 business days.

Accordingly, Dr. Patrice Harris moved that the Board approve BOG Governance Rule 1.3 - Presidential Selection, Contracts, and Evaluation, as presented in the materials, with one additional edit to the Rule. Specifically, she moved that Section 2.2.4. be amended to say in relevant part: The Board Chair shall dismiss from the search committee any search committee member if there is evidence that the member has breached confidentiality. This is a change from the word "may" to "shall" in this section. This motion was seconded by Frankie Tack and passed.

Charles Capito, a member of the Ad Hoc Governance Committee, wanted to comment to the full board, for the record, that Dr. Patrice Harris has proven herself to be a distinguished leader in executing the duties inherent within her role as chair of this committee.

GENERAL DISCUSSION AND ADJOURNMENT

.

Chair Willis-Miller noted that the next special board meeting will be scheduled for May 29, 2024. There being no further business to come before the board, Charles Capito moved to adjourn the meeting. The motion was seconded by Madison Santmyer and passed. The meeting was adjourned at 12:15 p.m.

_____

Dr. Patrice Harris, Secretary

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS
May 29, 2024

The two hundred twenty first meeting of the West Virginia University Board of Governors was held on May 29, 2024 in Morgantown, WV via zoom webinar. Board members in attendance/participating via zoom included Chair Taunja Willis-Miller and members Bray Cary, Elmer Coppoolse, Kevin Craig, Michael D'Annunzio, Dr. Patrice Harris, Dr. Stanley Hileman, Alan Larrick, Susan Lavenski, Paul Mattox, Richard Pill, Shirley Robinson, Madison Santmyer, Frankie Tack, and Robert Reynolds. Board members Charles Capito and J. Thomas Jones were absent and excused.

President, E. Gordon Gee;
General Counsel, Stephanie Taylor;
Vice President for University Relations, Sharon Martin;
Provost, Maryanne Reed;
Associate Provost for Budget, Facilities and Strategic Initiatives,
    Mark Gavin;
Vice President for Enrollment Management, Steven Hahn;
Vice President and Chief Financial Officer, Paula Congelio;
Senior Associate Vice President for Finance, Barbara Weiss;
Associate Vice President, Government Relations and Collaboration,
    Travis Mollohan;
Deputy General Counsel, Gary G. Furbee, II;
Associate General Counsel, Kylie Barnhart;
Executive Officer and Assistant Board Secretary, Jennifer Fisher;
Director of News Communications, Shauna Johnson;
Executive Director of Communications, University Relations,
    April Kaull; and,
Special Assistant to the Board of Governors, Valerie Lopez.

Members of the Press also participated.

CALL TO ORDER

The meeting was called to order by Chair Taunja Willis-Miller at 10:32 a.m. A roll call was taken to determine who was in attendance and a quorum established.

UPDATE ON MAY SPECIAL
LEGISLATIVE SESSION

Associate Vice President, Government Relations and Collaboration, Travis Mollohan provided this update. Highlights included:

Earlier this month, Gov. Jim Justice declared a state of emergency for state colleges and universities, stemming from the federal government's delayed and failed rollout of FAFSA. Following up on his efforts to assist State institutions with managing the FAFSA fallout, the Governor called the Legislature into special session on Sunday and proposed two bills to make it easier for State institutions to weather the storm and for students and their families to afford and access higher education.

Senate Bill 1007 establishes three new funds, totaling $83.2 million, in the Higher Education Policy Commission (HEPC). HEPC is directed to spend $32 million of the new, one-time funding to help State institutions with operational costs, which have been greatly affected by inflation, enrollment and ever-rising health insurance rates, like the recent increases to the Public Employees Insurance Program (PEIA).

HEPC is also directed to spend $40 million to enhance the Higher Education Grant Program and $11.2 million to create the College Access Grant, both of which will directly help students and their families.

Senate Bill 1011 moves $83.2 million in one-time funding currently sitting in the old, expired PEIA Rainy Day Fund to HEPC for these efforts. Last year, the Legislature passed and the Governor signed a bill to make major reforms to PEIA. These changes resulted in the Rainy Day Fund becoming dormant and unavailable for spending on PEIA.

EXECUTIVE SESSION

Chair Willis-Miller requested a motion to move Executive Session, under authority in West Virginia Code Sections 6-9A-4(b)(2)(A), (b)(9) and (b)(12) to discuss:

    a. Potential strategic initiatives relating to academic and administrative priorities; personnel matters; confidential, preliminary, and

deliberative matters regarding Fiscal Years 2024 and 2025, including retention and enrollment; matters relating to the investment of public funds; and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University; confidential and privileged report by General Counsel; and

b. Potential discussion of confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.

The motion was made by Dr. Stanley Hileman, seconded by Kevin Craig, and passed. Following Executive Session, Elmer Coppoolse moved that the board rise from Executive Session. The motion was seconded by Kevin Craig and passed.

Chair Willis-Miller stated that no actions resulted from today's Executive Session discussions.

UPDATE ON PRESIDENTIAL SEARCH

Dr. Patrice Harris, Chair of the Board's Ad Hoc Governance Committee, provided the following update:

It is my pleasure to provide an update from the Ad Hoc Governance Committee. Updates will address the presidential search firm and the presidential search timeline.

Over the past several weeks, a selection committee consisting of BOG members and WVU staff reviewed 11 proposals from executive search firms submitted through the RFP process. We interviewed four of the firms and after thorough review and deliberation, we are pleased to announce WittKieffer as our partner.

With more than 50 years of experience, WittKieffer has conducted more than 145 presidential and chancellor searches over the past 5 years and brings a wealth of insight to the process. The Committee was particularly impressed with the expertise/experience of the personnel, their demonstration of deep knowledge and understanding of WVU, their plan of execution including focus on the importance of strategic communication.   We look forward to a collaborative and productive partnership with the WittKieffer team.

Now regarding the timeline, the Governance committee has reviewed the presidential search timeline and is making the following adjustments.

Reviewing and vetting the nominees requires 2 meetings. The first meeting occurred on May 14th and the second meeting is scheduled for June 6.   We will subsequently present the slate of nominees to the Board of Governors for review and endorsement at the June BOG meeting. At that same meeting, WittKieffer will present on the next steps in the process.

The committee also reflected on feedback received regarding the listening sessions. We want to maximize opportunities for faculty, staff and students to participate and provide their input. Therefore, the timeline for the listening sessions will now begin in July and be extended through mid-September.

These items will be updated on the presidential search website found at presidentialsearch.wvu.edu. The remainder of the timeline remains unchanged. I encourage everyone to stay informed by visiting the presidential search website often.

Madam Chair, this concludes my report.

GENERAL DISCUSSION AND ADJOURNMENT

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. There being no further business to come before the board, Kevin Craig moved to adjourn the meeting. The motion was seconded by Dr. Patrice Harris and passed. The meeting was adjourned at 12:32 p.m.

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Dr. Patrice Harris, Secretary

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Promotion and Tenure Reports

INSTITUTION: West Virginia University, Potomac State College of West Virginia University, and West Virginia University Institute of Technology

COMMITTEE: Full Board

RECOMMENDATION: Information Only

STAFF MEMBER: Maryanne Reed
Provost and Vice President for Academic Affairs

Dr. Clay Marsh
Chancellor and Executive Dean of Health Sciences

BACKGROUND: The Promotion and Tenure review process at West Virginia University and its divisional campuses runs from January – May each year. It involves faculty file preparation, reviews and recommendations by department colleagues and the chair, college or school colleagues and the dean, and a decision by the Provost. A University wide committee reviews each case and advises the decision-makers on the extent to which the process has been properly followed. The final step is notification of the governing body of the decisions for promotion and/or tenure made during the review.

The attached lists show the individuals who were promoted in rank and/or granted tenure during the 2023-2024 review process.

West Virginia University
Category: Personnel Matter

Item: Promotion and Tenure Report
May 2024
List for Board of Governors

Name	Present Rank	Requested Rank/Title	Department	Effective Date Promotion
Benjamin M. Statler College of Engineering and Mineral Resources				
Abdul-Aziz, Omar	Associate University Librarian	Professor	Civil and Environmental Engineering	August 16, 2024
Brewster, Michael K.	Teaching Instructor	Teaching Assistant Professor	Fundamentals of Engineering	August 16, 2024
Dai, Fei	Associate Professor	Professor	Civil and Environmental Engineering	August 16, 2024
Gross, Jason N.	Associate Professor	Professor	Mechanical and Aerospace Engineering	July 1, 2024
Hissam, Robin S.	Teaching Associate Professor	Teaching Professor	Chemical Engineering	July 1, 2024
Lima, Fernando	Associate Professor	Professor	Chemical Engineering	August 16, 2024
Mehta, Piyush	Assistant Professor	Associate Professor with Tenure	Mechanical and Aerospace Engineering	August 16, 2024
Nix, Andrew C.	Associate Professor	Professor	Mechanical and Aerospace Engineering	August 16, 2024
Quaranta, John D.	Associate Professor	Professor	Civil and Environmental Engineering	August 16, 2024
Silva Pereira, Guilherme Augusto	Associate Professor	Professor with Tenure	Mechanical and Aerospace Engineering	August 16, 2024
Sierros, Konstantinos "Kostas" A.	Associate Professor	Professor	Mechanical and Aerospace Engineering	August 16, 2024
John Chambers College of Business and Economics				
DeMarco, Frank S.	Teaching Associate Professor	Teaching Professor	General Business	August 16, 2024
Givi, Julian L.	Assistant Professor	Associate Professor with Tenure	Marketing	August 16, 2024
Holderness, Jr., Darin "Kip"	Associate Professor	Professor	Accounting	August 16, 2024
Johnson, Cathleen A.	Assistant Professor	Associate Professor with Tenure	Economics	August 16, 2024
Lynch, Nancy P.	Teaching Associate Professor	Teaching Professor	Accounting	August 16, 2024
Nazir, Salman	Assistant Professor	Associate Professor with Tenure	Management Information Systems	August 16, 2024
Tanner, Emily C.	Assistant Professor	Associate Professor with Tenure	Marketing	August 16, 2024
College of Creative Arts				
Assimakopoulos, Nina M.	Associate Professor	Professor	Music	August 16, 2024
Gossett, Jason B.	Assistant Professor	Associate Professor with Tenure	Music	August 16, 2024
Lee, Jason M.	Associate Professor	Professor	Art and Design	August 16, 2024
Munroe, Angela M.	Assistant Professor	Associate Professor with Tenure	Music	August 16, 2024
Satake, Shoji	Associate Professor	Professor	Art and Design	August 16, 2024
College of Applied Human Sciences				
Beckmeyer, Jonathon J.	Assistant Professor	Associate Professor with Tenure	Counseling and Well Being	August 16, 2024
Burgess, Regina A.	Teaching Instructor	Teaching Assistant Professor	Counseling and Well Being	August 16, 2024
Floyd, Kimberly K.	Associate Professor	Professor	Counseling and Well Being	August 16, 2024
Sherfinski, Melissa B.	Associate Professor	Professor	Education	August 16, 2024
Tsuda, Emi	Assistant Professor	Associate Professor with Tenure	Sport Sciences	August 16, 2024
Wayda, Valerie K.	Associate Professor	Professor	Sport Sciences	July 1, 2024
Wyant, James D.	Assistant Professor	Associate Professor with Tenure	Sport Sciences	August 16, 2024
Davis College of Agriculture, Natural Resources and Design				
Dahle, Gregory	Associate Professor	Professor	School of Natural Resources	August 16, 2024
Freshour, Annette "Nettie" P.	Teaching Associate Professor	Teaching Professor	School of Agriculture and Food	July 1, 2024
Moretz, Colleen A. F.	Assistant Professor	Associate Professor with Tenure	School of Design and Community Development	August 16, 2024
Schuler, Jamie L.	Associate Professor	Professor	School of Natural Resources	August 16, 2024
Shen, Cangliang	Associate Professor	Professor	School of Agriculture and Food	July 1, 2024
Stephan, Kirsten	Teaching Associate Professor	Teaching Professor	School of Natural Resources	August 16, 2024
Stephens, Heather M.	Associate Professor	Professor	School of Natural Resources	July 1, 2024
Eberly College of Arts and Sciences				

Barry, Kevin J.	Teaching Assistant Professor	Teaching Associate Professor	Biology	August 16, 2024
Beall, Alyssa J.	Teaching Assistant Professor	Teaching Associate Professor	Philosophy and Humanities	August 16, 2024
Belchior Rodrigues, Ellen	Service Assistant Professor	Service Associate Professor	LGBTQ	July 1, 2024
Brewster, Daniel W.	Teaching Instructor	Teaching Assistant Professor	Sociology and Anthropology	August 16, 2024
Brown, Bonnie M.	Teaching Instructor	Teaching Assistant Professor	Native American Studies	August 16, 2024
Curry, Devin S.	Assistant Professor	Associate Professor with Tenure	Philosophy and Humanities	August 16, 2024
Fattore Morgan, Christina	Associate Professor	Professor	Political Science	August 16, 2024
Gooding, Kevin L.	Service Assistant Professor	Service Associate Professor	Honors College	July 1, 2024
Halasz, Adam M.	Associate Professor	Professor	Mathematics	August 16, 2024
Hayes, Rhonda J.	Teaching Instructor	Teaching Assistant Professor	Social Work	July 1, 2024
Hodge, Joseph M.	Associate Professor	Professor	History	August 16, 2024
Huebert Lima, Dana J.	Teaching Associate Professor	Teaching Professor	Biology	August 16, 2024
Kearns, Jennifer M.	Teaching Instructor	Teaching Assistant Professor	Mathematics	August 16, 2024
Kitchens, Carolyn A.	Teaching Assistant Professor	Teaching Associate Professor	Chemistry	August 16, 2024
Manning, Jason P.	Associate Professor	Professor	Sociology and Anthropology	August 16, 2024
Maxwell, Aaron E.	Assistant Professor	Associate Professor with Tenure	Geology and Geography	August 16, 2024
Metz, Clark D.	Teaching Instructor	Teaching Assistant Professor	Mathematics	August 16, 2024
Osbourn, Joshua M.	Teaching Associate Professor	Teaching Professor	Chemistry	August 16, 2024
Parravani, Christa N.	Assistant Professor	Associate Professor with Tenure	English	August 16, 2024
Popp, Brian V.	Associate Professor	Professor	Chemistry	8/16/02024
Schraf, Mark W.	Teaching Instructor	Teaching Assistant Professor	Chemistry	August 16, 2024
Snyder, Genesis M.	Teaching Instructor	Teaching Assistant Professor	Sociology and Anthropology	August 16, 2024
Soccorsi, Andrea M.	Teaching Instructor	Teaching Assistant Professor	Multidisciplinary Studies	August 16, 2024
Song, Young-Hee "Kirsten"	Teaching Assistant Professor	Teaching Associate Professor	Sociology and Anthropology	August 16, 2024
Watson, Kelly L.	Service Assistant Professor	Service Associate Professor	Womens and Gender Studies	August 16, 2024
Wojciechowska, Iwona R.	Teaching Instructor	Teaching Assistant Professor	Mathematics	August 16, 2024
Young, Stephanie	Teaching Associate Professor	Teaching Professor	Biology	August 16, 2024

Reed College of Media

Britten, G. R.	Teaching Associate Professor	Teaching Professor	Journalism	August 16, 2024
Fraustino, Julia D.	Assistant Professor	Associate Professor with Tenure	Strategic Communications	August 16, 2024
Marra, Ashton J.	Teaching Assistant Professor	Teaching Associate Professor	Journalism	August 16, 2024
Pressgrove, Geah N.	Associate Professor	Professor	Strategic Communications	August 16, 2024

Potomac State College

Alvaro, Molly B.	Instructor	Assistant Professor	Psychology	August 16, 2024
Lessard, Danielle	Assistant Professor	Assistant Professor with Tenure	Criminal Justice	August 16, 2024
Mitchell, Sandra	Instructor	Assistant Professor	Mathematics	August 16, 2024
Snider, M. Catie	Assistant Professor	Associate Professor	Sociology	August 16, 2024

WVU Extension Service

Bailey, Daisy F.	Extension Assistant Professor	Extension Associate Professor	Agriculture and Natural Resources	July 1, 2024
Honaker, Lewis J.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2024
McCartney, Kristin K.	Extension Service Assistant Professor	Extension Service Associate Professor	Family Nutrition	July 1, 2024
Metheny, Elizabeth L.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2024
Midcap, Megan N.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2024
Mosesso, Lucia A.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2024
Withrow, Michael B.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2024

WVU Libraries

Hostuttler, Lori A.	Associate University Librarian	University Librarian	Downtown Library	July 1, 2024
Miller, Stephanie C.	Associate University Librarian	University Librarian	College of Law Library	July 1, 2024
Smith, Dennis J.	Associate University Librarian	University Librarian	Downtown Library	July 1, 2024

WVU Institute of Technology

Church, William E.	Assistant Professor	Associate Professor with Tenure	Mechanical Engineering	August 16, 2024
El-Rifai, Hasan M.	Associate Professor	Professor	Physical Sciences	July 1, 2024

Fu, Winnie H.	Assistant Professor	Associate Professor with Tenure	Mechanical Engineering	August 16, 2024
Holloway, Caleb D.	Assistant Professor	Associate Professor with Tenure	Mathematics	August 16, 2024
Jisr, Rana M.	Associate Professor	Professor	Physical Sciences	August 16, 2024
Khan, Shafique M. A.	Associate Professor	Associate Professor with Tenure	Mechanical Engineering	August 16, 2024
Litchfield, Charan	Assistant Professor	Associate Professor with Tenure	Electrical Engineering	August 16, 2024
McClain, Christopher M.	Assistant Professor	Associate Professor with Tenure	Mathematics	August 16, 2024
Naz, Afrin	Associate Professor	Professor	Computer Science	August 16, 2024
Price, Joshua L.	Assistant Professor	Associate Professor with Tenure	Economics	August 16, 2024

School of Medicine

Acord-Vira, Stephania A.	Associate Professor SOM	Professor SOM	Human Performance	July 1, 2024
Adcock, Amelia K.	Associate Professor SOM	Professor SOM	Neurology	July 1, 2024
Al Qatarneh, Saif A. M.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2024
Amin, Md Shahrier	Assistant Professor SOM	Associate Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2024
Amos, Jessica P.	Assistant Professor SOM	Associate Professor SOM	Charleston: Internal Medicine	July 1, 2024
Boone, Brian A.	Assistant Professor SOM	Associate Professor with Tenure	Surgery	July 1, 2024
Bozek, John S.	Assistant Professor SOM	Associate Professor SOM	Anesthesiology	July 1, 2024
Caccamo, Marco A.	Assistant Professor SOM	Professor SOM	Medicine	July 1, 2024
Carpenter, Anna L.	Assistant Professor SOM	Associate Professor SOM	Anesthesiology	July 1, 2024
Castano, Johnathon E.	Assistant Professor SOM	Associate Professor SOM	Otolaryngology	July 1, 2024
Chapman, Kyle D.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2024
Cox, Stephanie J.	Assistant Professor SOM	Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2024
Cundiff, Courtney A.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2024
Dietz, Matthew J.	Assistant Professor SOM	Professor SOM	Orthopaedics	July 1, 2024
Dilcher, Brian Z.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2024
Dragan, Kristen E.	Assistant Professor SOM	Associate Professor SOM	Anesthesiology	July 1, 2024
Ely, Brian A.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2024
End, Bradley M.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2024
Flanagan, Melina B. D.	Assistant Professor SOM	Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2024
Gelman, Jack J.	Assistant Professor SOM	Associate Professor SOM	Surgery	July 1, 2024
Griffin, Peter L.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2024
Haggerty, Treah S.	Assistant Professor SOM	Professor SOM	Family Medicine	July 1, 2024
Hayanga, Heather K.	Assistant Professor SOM	Professor SOM	Anesthesiology	July 1, 2024
Hazard-Jenkins, Hannah W.	Assistant Professor SOM	Professor SOM	Cancer Institute	July 1, 2024
Hollis, Nicole M.	Assistant Professor SOM	Associate Professor SOM	Anesthesiology	July 1, 2024
Joseph, Joe K.	Assistant Professor SOM	Associate Professor SOM	Neuroradiology	July 1, 2024
Kupec, Justin T.	Assistant Professor SOM	Professor SOM	Medicine	July 1, 2024
Law, Kari B.	Assistant Professor SOM	Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2024
Ludrosky, Jennifer M.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2024
Lynch, Joseph D.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2024
Marshalek, Patrick J.	Assistant Professor SOM	Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2024
Merrill, Samuel A.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2024
Mogallapu, Raja N. G.	Assistant Professor SOM	Associate Professor SOM	Eastern Division: Behavioral Medicine and Psychiatry	July 1, 2024
Momen, Jennifer J.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2024
Neely, Grant A.	Assistant Professor SOM	Associate Professor SOM	Anesthesiology	July 1, 2024
Neidhardt, Jessica M.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2024
Newhouse, Amanda M.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2024
Olevian, Dane C.	Assistant Professor SOM	Associate Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2024
Perini, Jessica A.	Assistant Professor SOM	Professor SOM	Medicine	July 1, 2024
Pincavitch, Jami D.	Assistant Professor SOM	Associate Professor SOM	Orthopaedics	July 1, 2024
Pistilli, Emidio E.	Assistant Professor SOM	Professor SOM	Human Performance	July 1, 2024
Ray Chaudhuri, Nita	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2024
Rice, Teresa A.	Assistant Professor SOM	Professor SOM	Human Performance	July 1, 2024
Sasi, Ramakrishnan	Assistant Professor SOM	Associate Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2024
Sizemore, Daniel C.	Assistant Professor SOM	Professor SOM	Anesthesiology	July 1, 2024
Thomas, III, James M.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2024
Umstot, Jr., Richard K.	Assistant Professor SOM	Associate Professor SOM	Charleston: Surgery	July 1, 2024
Vijay, Chickajajur	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2024

Ward, Melanie D.	Assistant Professor SOM	Associate Professor SOM	Neurology	July 1, 2024
Zdilla, Matthew J.	Associate Professor SOM	Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2024

School of Nursing

Angus, Linda J.	Instructor SON	Assistant Professor SON	Beckley	August 16, 2024
Antill Keener, Tina L.	Assistant Professor	Associate Professor with Tenure	Family/Communicty Health	July 1, 2024
Carpenter, Roger D.	Associate Professor SON	Professor SON	Adult Health	July 1, 2024
Clark,Cynthia M.	Instructor SON	Assistant Professor SON	Beckley	August 16, 2024
Coddington, Heather L.	Instructor SON	Assistant Professor SON	Keyser	August 16, 2024
Fink, Peggy	Assistant Professor	Associate Professor	Beckley	August 16, 2024
Hottle, Matthew D.	Instructor SON	Assistant Professor SON	Keyser	August 16, 2024
Niland, Diana L.	Instructor SON	Assistant Professor SON	Keyser	August 16, 2024
Ostrowski, Aaron M.	Clinical Assistant Professor	Clinical Associate Professor	Charleston	July 1, 2024

School of Pharmacy

Driesschaert, Benoit	Assistant Professor	Associate Professor with Tenure	Basic Pharmaceutical Science	July 1, 2024
Garofoli, Mark	Clinical Assistant Professor	Clinical Associate Professor	Clinical Department	July 1, 2024
Huggins, Franklin (Chip)	Clinical Associate Professor	Clinical Professor	Charleston	July 1, 2024
Simpkins, Cassandra (Cassie) M.	Clinical Assistant Professor	Clinical Associate Professor	Clinical Department	July 1, 2024

School of Public Health

Gibbs, Bethany Barone	Associate Professor	Professor	Epidemiology and Biostatistics	July 1, 2024
Bhandari, Ruchi	Assistant Professor	Associate Professor with Tenure	Epidemiology and Biostatistics	July 1, 2024
Kristjansson, Alfgeir L.	Associate Professor	Professor	Social and Behavioral Health	July 1, 2024
Wen, Sijin	Associate Professor	Professor	Epidemiology and Biostatistics	July 1, 2024

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 21, 2024

ITEM: Moving Forensic Investigation Program to Physical Sciences Department

INSTITUTION: West Virginia University-Beckley

COMMITTEE: Full Board

RECOMMENDATION: Informational

STAFF MEMBERS: E. Gordon Gee, Ph.D.
                                       President

                                       Maryanne Reed, BA, MS
                                       Provost and Vice President for Academic Affairs

BACKGROUND: WVU BOG Governance Rule 1.2, Section 2.1 – 2.2 provides that "the President may, for purposes of organizational efficiency or other administrative or academic purposes, implement changes in the administrative and academic structures of the University or within the organization of colleges, schools, divisions, departments or other administrative units. The president of the institution shall inform the Board of Governors of any such change prior to its implementation."

The Physical Sciences Department at WVU-Beckley propose moving the Forensic Investigation Program from the Social Sciences & Public Administration department to the Physical Sciences department with the unanimous approval and support of both department faculty and their respective Chairs. This was also approved by President Suart and Dean Smith. This shift promises enhanced interdisciplinary collaboration, resource efficiency, and streamlined accreditation efforts, aligning closely with our goals for academic excellence and operational optimization.

Relocating the program will facilitate closer ties with the new Chemical Forensics Program, leveraging shared resources and fostering joint research initiatives. This move not only aims to enrich student learning experiences but also to bolster our research capabilities and funding opportunities.

By positioning these programs under the same umbrella, we anticipate a smoother accreditation process, reinforcing our commitment to quality education and research. We believe this strategic adjustment will significantly benefit our academic community and uphold our institution's mission.

Effective July 1, 2024

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of June 21, 2024

ITEM: New Undergraduate Certificate Program: Mine Safety Practices and Health in the Benjamin M. Statler College of Engineering and Mineral Resources

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves the Mine Safety Practices and Health Certificate Program undergraduate certificate

STAFF MEMBERS: Maryanne Reed, BA, MS
Provost and Vice President for Academic Affairs

BACKGROUND: The Mine Safety Practices and Health Certificate program with the advancement of today's mining technologies, it is critical to grow the next generation of mining engineers, who are thoroughly prepared for the challenges of an evolving industry. A top priority is cultivating a mining culture and emphasizing the importance of mine safety and health, therefore paving the road for safe operations and production. This proposed certificate is intended to develop the coursework for students interested in Mine Safety and Health and provide the resources they need to meet the needs of a dynamic and evolving industry. The proposed certificate aligns with the mission of the university by committing to creating a diverse and inclusive culture that advances education and prosperity for all by providing access and opportunity.

Various universities have provided different certificates, such as: the Certificate in Mining Technologies[1]; Certificate in Mining Production and Information Technology[2]; Response Mining Certificate[3]; and several graduate certificates focusing on specialized topics[4-9]. However, no certificate in Mine Safety and Health is offered to undergraduate students. This proposal intends to fill that void by developing the first certificate in the United States and helps to address a significant mining industry issue. Courses will cover the fundamental principles and methods of mining and safety practices, including both surface and underground mining.

This proposed degree program has been endorsed by the department, faculty, Chair, College Curriculum Committee, Dean, Provost, Senate Curriculum Committee.

The curriculum is designed to be 19 credit hours. The new Certificate program will be available to students beginning in Fall 2024.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Termination of the PhD in Education within the College of Applied Human Sciences.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: West Virginia University Board of Governors approves the termination of the PhD in Education within the College of Applied Human Sciences.

STAFF MEMBERS: Maryanne Reed
Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, College of Applied Human Sciences, requests approval to terminate the PhD in Education effective Fall 2024.

This program has been closed to enrollment since prior to the merge of the College of Education and Human Services and the College of Physical Education and Sport. All students have now completed their degrees.

The West Virginia University Board of Governors is asked to approve this termination.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Approval of online graduate certificates in School Physical Activity Leadership, Sport Industry Leadership and Change Management, Advanced Sport Management Research, Athlete Talent Identification and Development, Athlete Empowerment through Positive Coaching, and Applied Sport Science in Coaching within the College of Applied Human Sciences.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves School Physical Activity Leadership, Sport Industry Leadership and Change Management, Advanced Sport Management Research, Athlete Talent Identification and Development, Athlete Empowerment through Positive Coaching, and Applied Sport Science in Coaching within the College of Applied Human Sciences.

STAFF MEMBERS: Maryanne Reed
Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, College of Applied Human Sciences is requesting approval for 6 stackable graduate online certificates providing a curriculum to equip sport management scholars with expertise in quantitative and qualitative methodologies, coaching techniques, evidence-based training theories, motor behavior, movement analysis, strength and conditioning methods, and current issues in sport management. These 6 certificates seamlessly integrate theory with practical application across key domains including adapted physical education, technology and supervision, effective teaching principles, models-based instruction, and athletic administration. Participants gain the essential skills needed to elevate their coaching practice and become informed leaders.

These certificates were approved by the Associate Provost for Graduate Academic Affairs in Spring 2024.

The West Virginia University Board of Governors is asked to approve these certificates.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Approval of Undergraduate Program Review Recommendations

INSTITUTION: West Virginia University Main Campus, West Virginia University
                               Institute of Technology, and Potomac State College of West
                               Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors
                               approves the Undergraduate Program Reviews conducted by
                               the Undergraduate Council in this cycle, for the 2023/2024
                               academic year.

STAFF MEMBER: Maryanne Reed, BA, MS
                               Provost and Vice President for Academic Affairs

BACKGROUND: The West Virginia University Board of Governors is required to
                               review one-fifth of all programs offered at West Virginia
                               University and its divisional campuses each year, so that
                               all programs are reviewed every five years.

                               BOG Academics Rule 2.2 – Program Creation and Review,
                               approved by the West Virginia University Board of Governors
                               on May 1, 2018, and effective June 11, 2018, established the
                               procedure for this review, using a review committee.

                               The West Virginia University Board of Governors is asked to
                               approve the BOG Undergraduate Programs reviewed Spring
                               2024, as presented.

BOG Undergraduate Program Review
Spring 2024

Chairs: Louis Slimak, Assistant Provost for Curriculum and Assessment
Evan Widders, Associate Provost for Academic Affairs

Members: Tina Antill-Keener - Health Sciences - WVU-Morgantown
Beth Byrd - Davis - WVU-Morgantown
Emily Corio - Media - WVU-Morgantown
Scott Davidson - Eberly - WVU-Morgantown
Nisan Hubbard - Eberly - WVU-Morgantown
Presha Neidermeyer, WVU-Morgantown
Gifty Osei-Prempeh - WVU-Beckley
Srinivas Palanki - Statler - WVU-Morgantown
Rhonda Reymond, WVU-Morgantown
Shirley Robinson - Provost's Office Support Staff - WVU-Morgantown
Amy Root, WVU-Morgantown
Andrea Schafer - WVU-Keyser
Robynn Shannon - Provost's Office - WVU-Morgantown
Ashley Simmons - Health Sciences - WVU-Morgantown
Amy Weaver - WVU-Keyser

This year the Undergraduate Council reviewed 9 undergraduate programs including bachelor's and associate degree programs at WVU-Morgantown and WVU Institute of Technology. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY
BS Forensic Science
BSJ Journalism
BSJ Sports and Adventure Media
BSBA Organizational Leadership

WVU INSTITUTE OF TECHNOLOGY
AAS Hospitality (WVUIT)

WVU POTOMAC STATE
AAS / BAS Criminal Justice (PSC)
AAS / BAS Business Technology (PSC)

WVU Board of Governor's Program Review

Executive Summary – Academic Year 2023-2024

Undergraduate Programs

- 9 programs were reviewed
  - o There were 11 programs that were reviewed in summer 2023 which were considered to have fulfilled this academic year's review requirement through that process
- 3 programs were continued at the current level of activity
- 6 programs were continued with specific action
  - o 4 actions were assigned around adequate faculty
  - o 3 actions were assigned to assessment of student learning
  - o 2 actions were assigned around enrollment and viability
  - o 1 action was assigned around adequate facilities
- 1 program was discontinued

Specific Actions Detail

Program	Follow-up actions recommended
AAS / BAS Criminal Justice (PSC)	Assessment of learning
AAS / BAS Business Technology (PSC)	Learning outcomes, faculty adequacy, enrollment
AAS Hospitality (WVUIT)	Assessment of learning, enrollment
BS Forensic Science	Facility adequacy
BSJ Journalism	Faculty adequacy
BSJ Sports and Adventure Media	Faculty adequacy, assessment of learning
BSBA Organizational Leadership	Discontinued

Follow-up Actions Assigned in Previous Years

- 10 follow-up actions were reviewed
- 7 programs resolved their issues
  - o 3 programs that had previously had follow-up action assigned have since been discontinued
- 3 programs require further follow-up

BA Game Design & Interactive Media	Need to assess program post-merger, curriculum change
BS Horticulture	Need to assess program post-cooperative program
BS Wildlife and Fisheries	Follow-up on assessment of learning

Q1.1. Program Review - Reviewers Form AY 23 – 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

BS in Forensic Science

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body? See Qs 2.2, 2.5, and 2.6 of the program review.

- ⦿ Yes
- ◯ No
- ◯ Not specially accredited; no national accrediting body
- ◯ Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

This question was not displayed to the respondent.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

Per the report, the program appears to be appropriately aligned to WVU's mission and values. The statement for 3.3 (mission statement) notes ways they program aligns to WVU's values of curiosity, respect, accountability, and appreciation.

Q2.1. Is this the program's first Board of Governor's program review? See

Q4.2 of the program review.

○ Yes

◉ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

This question was not displayed to the respondent.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program appears to be under resourced with technological infrastructure and support. They note that as their class sizes have increased they require additional equipment (e.g., additional sequencer(s) for a DNA class). There is concern if there is not an investment in these resources that the quality and reputation of the program will suffer.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The program indicates that they have an adequate number of faculty (7.2). They note that leadership changes, COVID-19 pandemic, and academic transformation have impacted faculty productivity. It is stated that there is a 1:40 faculty-student ratio, and they will need additional faculty lines as students progress to upper-level courses. From the information provided, it is not entirely clear how the above-noted changes affected faculty productivity. More information is needed from the program to fully grasp how faculty productivity has been impacted (e.g., research/scholarship output). In addition, more information is needed about the need for additional lines. For instance, why is a 1:40 faculty-student ratio inadequate? Is this an increase in ratio? If there is an increase, are there any data from the program's assessment plan that shows that the increase in ratio has affected student learning/mastery of learning outcomes?

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ◉ All
- ○ Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

Per APS data, both enrollment and fall-to-fall retention are growing (category 1 program).

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.3. Provide a specific critique of the program's learning outcomes.

This question was not displayed to the respondent.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

- ⦿ Yes
- ○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The assessment plan and evidence of assessment appears to be a document related to Eberly College's process for assessing programs. Overall, the program's assessment report was well-developed and addressed the four learning outcomes. The assessment plan included direct and indirect assessments of student performance. They provide reflection on feedback from the Eberly College in their assessment document. It appears that the program has been responsive to feedback from the college re: challenges in specific courses (e.g., Microscopy). They also note where anticipated curriculum changes will occur (e.g., Death Investigation becoming a requirement). There is a high reliance on exit survey data as part of their assessment evaluation; it seems this was also noted by the college. The program notes they are moving towards more skill-based assessments.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> The program notes several areas of improvement during the review period, including development of an assessment plan and developing objective, skills-based methods of evaluation. They also have made efforts to incorporate course revision into faculty evaluation (i.e., college faculty evaluation committees and chair-level annual review are providing feedback on course delivery/student performance).

Q8.1. Is the program seeking the Program of Excellence distinction?

- ○ Yes
- ⦿ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

This question was not displayed to the respondent.

Q8.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. What is the recommendation for this program?

- ◯ Continuance at the current level of activity
- ◉ Continuance at the current level of activity with specific action
- ◯ Continuance at a reduced level of activity
- ◯ Identification of the program for further development
- ◯ Development of a cooperative program
- ◯ Discontinuance

*Q9.2.* Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.

3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Undergraduate Council recommends the following specific actions: 1) By January 31, 2025, work with the Eberly College of Arts and Sciences dean's office to submit a plan that addresses the unit's ability to properly resource and maintain its equipment to serve current student enrollment.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be Downloaded as a pdf and shared with the secondary reviewer.
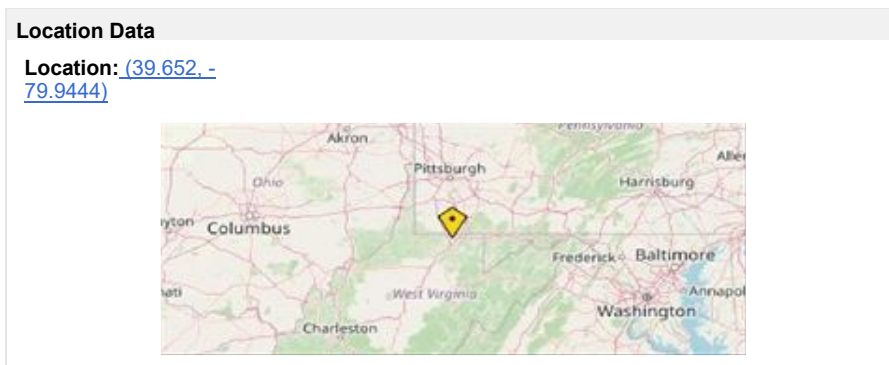
Location Data

Location: (39.652, -79.9444)

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science) See Q

1.2 of the program review.

> BSJ Journalism

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body? See Qs

2.2, 2.5, and 2.6 of the program review.

- ◉ Yes
- ○ No
- ○ Not specially accredited; no national accrediting body
- ○ Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

This question was not displayed to the respondent.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> As stated in Q3.2 the journalism program aligns with WVU's mission, vision and values through its direct focus on community engagement, inclusivity, curiosity and accountability, among other qualities. Teaching and training future journalism to be keen and curious observers of the community who hold themselves accountable to journalism's ethical standards of conduct plays an important role in maintaining a robust democracy. The College and the individuals therein remain steadfast in their mission to serve their students and communities by providing high-quality journalism education and content from the college imparted to the students.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

◯ Yes

🔘 No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

This question was not displayed to the respondent.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> None listed in self study 6.2 and 6.3

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The document reports the effects of the COVID pandemic and the back to back years of budget cuts have been challenging in terms of their ability to fill vacant faculty positions, fully engage in professional development and offer experiential courses as often as they would desire. From document Q7.2, 7.3, 7.4, 7.5.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

◉ All

○ Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

The College notes considerable student success with numerous students being granted external awards. These are listed in the self study on p. 71-2. They also pull data for faculty from Digital Measures and this is listed on self-study p. 109 and service starting on p. 157 of the self-study. The College notes an overall decrease of 12% for its 5-year enrollment trend. The data to support most of this trend is listed in the self-study p. 138-40. The College notes that freshmen enrollment is up this year. The self-study notes the importance of enrollment as its #1 goal and they have hired a recruiter (an alum of program) and have a highly ambitious recruiting goal. They note the decrease in college age students along with the COVID pandemic as affecting enrollments. Retention data is listed on document prepared for UPC, suggests that and states that the 5-year trend is 65.5%. The College website including all majors along with the Journalism major, suggests that 65.5 % of freshmen students from 2020 have enrolled in a third year. https://mediacollege.wvu.edu/about/public-accountability. Two courses were noted for high DFW rates. MDIA 215S and MDIA 225S, these are both major requirements with alternating faculty leading the yearly offering. The college curriculum committee & the faculty representative have reviewed. Revisions include 215S streamlined to its core mission of writing for the media and 225S was made an in-person (from hybrid) class.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.3. Provide a specific critique of the program's learning outcomes.

This question was not displayed to the respondent.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The College has successfully undergone external accreditation during this time period, resulting in their self study assessment tool. Their documentation of Assessment of Learning is considerable in their self study document (p. 61-75 of the self study). In doing these assessments they have changed their curriculum to improve performance in the capstone by including bootcamp modules in several core courses. They have also added additional coursework in diversity, equity and inclusion to improve student outcomes.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> The program has made necessary curriculum changes, to facilitate industry needs along with student requirements. This included an additional 3 hours required skill course for journalism majors. They have incorporated this through a series of one-hour eight-week courses that the student may select.
>
> They have also reorganized the journalism offerings into tracks where students may take two courses in a particular area to prepare them for a specific capstone.

Q8.1. Is the program seeking the Program of Excellence distinction?

◉ Yes

◯ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

◉ Yes

◯ Maybe

◯ No

Q8.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

> In 2022, the Broadcast Education Association ranked programs based on its annual competition results from the past five years. The Reed College of Media was recognized among the top 20 programs in the following categories: Top Overall Program (#19); Top Audio Program (#18); Top Interactive Multimedia and Emerging Technology Programs (#8); Top News Program (#11), Top Sports Program (#20).

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

> The faculty contributions to student success and programmatic success are considerable. Their contributions are recorded in digital measures and noted in the self-study document beginning on page 109. Their service to the community constitutes and entire chapter of the self-study document and begins on page 157.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

The program graduates have won external awards and are recognized for those in the self-study document on page 70-71.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

The self-study document for external accreditation notes considerable and well-documented curricular changes and assessments of learning. The curricular changes have been summarized above and further detail is available in the self-study. Similarly, the assessments of learning in the self-study are well-documented and mapped to help improve the student experience and outcomes.

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Undergraduate Council recommends the following specific actions: 1) By January 2025, provide a report to the Undergraduate Council that explains how the program is re-allocating its faculty resources across its different majors, especially addressing how the program will handle faculty staffing given the significant decline in enrollment in the BSJ Journalism major and the growth in the BSJ Sports and Adventure Media major.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer

Location Data

Location: (39.652, -79.9444)

Source: GeoIP Estimation

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science) See Q 1.2

of the program review.

B.S. Sports and Adventure Media

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body? See Qs

2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

○ Not specially accredited; no national accrediting body

◉ Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

The College/School does have specialized accreditation through the Accrediting Council On Education in Journalism and Mass Communications. This major does not yet have accreditation but will seek it when its programs are due for its next review in 2028.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

The self-evaluation associated the major with WVU's Land-Grant values and does note that it contributes to the "adventure recreation and tourism potential." This is an area where the program might use data concerning this potential and any data it may have collected about graduates working in the state.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

⦿ Yes
◯ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

⦿ Yes
◯ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

This question was not displayed to the respondent.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

Yes, the program indicates that they have adequate and accessible infrastructure resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

The self-evaluation states that the major is in need of a second faculty member. The APS data from the fall when the self-evaluation was filed reports a 1/155 faculty to student in this major ratio. Current APS data as of 03/01/2024 reports that the ratio is now 1/209. Either 1/155 or 1/209 is a very high teacher/student ratio, especially if the enrollment trend continues and they add another ~30 students next year. If there are enough courses taught specifically within the SAM major, it would be good for administration to consider adding an additional faculty member, especially as this major comprises 29% of the total 725 undergraduate majors in the college/school.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

○ All
◉ Some

Q5.2. What was inaccurate?

The self-evaluation indicates that the major has undergone some significant changes over the past year. One of these is the separation from CPASS, which was associated with this major. The Program Learning Outcomes need to be updated, which the evaluation recognizes.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

Student enrollment trends have exceeded the two and three-year predictions. As of the time of the self-evaluation the program had 155 students enrolled. Currently, APS data has enrollment at 209, so it has steadily trended upwards over the five-year period. The program graduation rate for 2023- 24 is down a slight bit but looks like it will rebound. The retention rate dipped, but the program made some changes to the system of two AoEs and now only has one single major track. Additionally, the major dropped the requirement of an internship, which is now just strongly recommended. It appears that these changes are already starting to work as the APS data as of 03/01/2024 reports that the retention rate for three years is 78.2. The graduation rate is a bit low--but they are keeping tabs on what is happening in the major and responding and making adjustments as noted above. There were two MDIA courses, 215S and 225S with a higher DF rate noted in APS. The program has adjusted these two courses to align it with the new curricular changes. Student job-placement was submitted as evidence of student success. Both specific students and jobs were noted as well as general employment upon graduation. No information on creative or research endeavors was noted. It would be good to include internships and any awards associated with the major in the next report.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

○ Yes
◉ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

○ Yes

◉ No

Q6.3. Provide a specific critique of the program's learning outcomes.

Because of the separation of this major from CPASS and the change in the internship requirement, the evaluation notes it needs to update two of the Learning Outcomes. As the new Major Learning Outcomes are developed it would be good to review all of the as they are not written in terms of what students will learn or be able to do upon completing the major.
1. Provide knowledge of the sports and adventure media industries so students have a foundational understanding and the necessary context for their future academics and profession in the industry.
2. Provide students with a foundation in media ethics so they understand the importance of adhering to ethical guidelines and incorporate real-world experiences that allow students to apply their professional ethics knowledge.
3. Teach students about the importance of diversity in the sports, sports management, and adventure media and recreation industries and provide hands-on experiences that require them to produce work that is about, and also serves, a diverse society.
4. Provide students with skills and knowledge in sports and adventure media content creation – through writing, photography and videography – through live and pre-produced programming, dissemination and audience engagement.
5. Provide students with field experiences in sports and adventure media.
6.Expose students to emerging technologies and guide their appropriate use/application of them.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The provided assessment for the JRL484S course does not map back closely to the MLOs in the catalog. It is the only assessment provided. The self- evaluation stated that they ran a pilot in 2022 and this assessment from 2023 is the first true baseline. The assessment of the capstone is thorough and includes good assessment questions but is is difficult to know how they map to the MLOs. Are these just for the capstone course, for the major in its entirety? Students may indeed have hit the marks for these assessment questions but is this the program major goal? The self-evaluation did include a Curriculum Map, which suggests that the capstone assessment is meant to be the culmination of most of the MLOs. The Curriculum Map should include a legend that specifies some of the abbreviations used to aid in reading it. The recommendation is to align the capstone assessment and potentially provide additional assessment materials addressing any MLO not specifically accounted for in this course assessment with the newly adjusted MLOs. The Undergraduate Council requests a follow-up.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> The major has made changes in response to student enrollment patterns and changes in collaborations with CPASS.They are streamlining the major and are eliminating the AoEs. They have also made changes to individual courses to focus them to better obtain outcomes, such as the MDIA 215S and MDIA 225S. The capstone assessment also is prompting changes at lower levels to ensure better outcomes as graduates.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes

◉ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

This question was not displayed to the respondent.

Q8.3.
Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:
This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. What is the recommendation for this program?

- ◯ Continuance at the current level of activity
- ⦿ Continuance at the current level of activity with specific action
- ◯ Continuance at a reduced level of activity
- ◯ Identification of the program for further development
- ◯ Development of a cooperative program
- ◯ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The major is highly sought after and they are making changes to improve outcomes. They are to be commended for such success in their first five years. The Undergraduate Council recommends that: 1) By January 2025, provide a report to the Undergraduate Council that explains how the program is re- allocating its faculty resources across its different majors, especially addressing how the program will handle faculty staffing given the significant decline in enrollment in the BSJ Journalism major and the growth in the BSJ Sports and Adventure Media major. 2) By January 2025, provide an assessment plan and updated curriculum map that supports the development of the program's new learning outcomes.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: (39.652, -79.9444)

Source: GeoIP Estimation

WVU INSTITUTE TECHNOLOGY (WVUIT)
AAS Hospitality (WVUIT)

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science) See Q 1.2

of the program review.

A.A.S Hospitality

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body? See Qs

2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

○ Not specially accredited; no national accrediting body

◉ Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

Yes, they report meeting graduate number requirements and hope to seek accreditation through the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) in fall 2024.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> The program does not have a mission statement. The reviewer reports that the program seeks to provide students with an inclusive environment, access, and opportunity to work with various cooking methods and cultural ingredients. Students connect with the community, and community partners visit the classroom to share knowledge.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

◉ Yes
○ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

○ Yes
◉ No

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

> The program started in 2020 with two students. The target enrollment at that time was 42 students by the end of the third year. During this third year, the program has an enrollment of 17 students and projects 7-10 more students to join the program in fall 24.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program has adequate and accessible infrastructure resources. No significant issues were noted.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> Currently, the program is facilitated by one full-time faculty member and supported by a few adjuncts. Staffing is presently adequate, but more faculty are needed to cover the anticipated growth of the program.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ◉ All
- ○ Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> In 2020, the program started with two students. Currently, the enrollment is 17 students. Four students have graduated from the program. Three of the four are working in the industry (baker at a local restaurant, Director of Dining at a healthcare facility; one graduate interned at a bakery and offered a full-time position), and the other student is pursuing additional education. The report did not include other student enrollment trends and graduation completion data.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

◉ Yes
○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes
○ No

Q6.3. Provide a specific critique of the program's learning outcomes.

This question was not displayed to the respondent.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes
○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

I was unable to open the document 'Pattern Sheet WVU Culinary 2023' embedded in the review. Written quizzes and exams, practical exams, events prepared for the community, and a national certification exam. The program review did not include data on specific assessment outcomes. For example, final grade reports, evidence of assessment of practical exams and community events. The national certification pass rates were not provided.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

Although the program did not meet expected enrollment numbers, it has had steady growth. The reviewer identified that the program aligns with the Tourism Works program of WV. The intent of the $5.1 million dollar funde Tourism Works program is to grow the tourism industry of WV and prepare individuals to work in the tourism/hospitality industry. This statewide focus and scholarship opportunities may draw more individuals to this program. The Council recommends the following: 1. Develop a systematic plan for program evaluation that includes alignment of program learning outcomes to course learning outcomes, the expected level of achievement upon graduation, assessment methods and frequency of assessments, outcome data, and maintenance and change decisions based on the data. 2. Create a community advisory board (stakeholders and alums) to assist in strategic program planning, build community relationships, make additional connections for experiential learning for students, and increase the program's visibility within the state. 3. Consider a recruitment campaign highlighting how the Hospitality program aligns with the state's Tourism Works program and tourism initiative. 4. Actively seek national certification. 5. Develop a mission statement for the Hospitality program.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes

◉ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

This question was not displayed to the respondent.

Q8.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:

This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Undergraduate Council recommends the following specific actions: 1) Via the annual reporting process for each of the next three academic years (AYs 24-25, 25-26, and 26-27), submit follow-up reports on the program's enrollment, continuance, and completion and address in those reports the steps the program is taking to increase enrollment towards meeting its original projected enrollment. 2) By January 31, 2025, submit an assessment plan to the Undergraduate Council. 3) By January 31, 2025, submit evidence of assessment of student learning to the Undergraduate Council.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: (39.652, -79.9444)

Source: GeoIP Estimation

WVU POTOMAC STATE (PSC)

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

BAS Criminal Justice, AAS Criminal Justice

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

⦿   Not specially accredited; no national accrediting body

◯   Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

This question was not displayed to the respondent.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> Program description provided in question three states that the program offers authentic learning experiences with community connections. It is an alignment with the University's mission and core values.

Q2.1. Is this the program's first Board of Governor's program

review? See Q4.2 of the program review.

◯   Yes

⦿   No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

This question was not displayed to the respondent.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program reports adequate and accessible infrastructure and has no needs at this time

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The program lost a full-time faculty line during this review cycle. (due to the departure of the instructor, not replaced) Impact of this is seen in data collection in the assessment cycle. It appears this issue is being dealt with by reconfiguring curriculum, reassigning courses taught, and determining new course measures for collection as part of assessment.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ◉ All
- ○ Some

Q5.2. What was inaccurate?

This question was not displayed to the respondent.

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

BAS - completion 5 year trend shows a 3.9% growth, with an average of 55.6% over 5 yrs. PSC campus experienced a 6.9% decline over the last five years. 2022-2023 program graduation is up 12.8%. Fall to fall retention rate is 68.4%. Fall 22- 30 students. The range over the last five years is 25 to 31. The five year trend is down 0.8%. Three-year enrollment shows the same head count with a trend of -9.7%. The college, as a whole, has seen a serious decline in headcount over the last two academic years. Other BAS degree programs on this campus recorded a -17.8% 3 yr trend. CJ BAS is higher.Program continuance- 68.4%, which is up 4.9%. 58.3% of students graduate within four years of earning 60 credits. Migration into the major shows that most students are attracted to the major as first-time freshmen. DFW rates highest in 100 and 200 level courses. AAS-Range of 23 to 53 head count over 5yrs. Lowest is 22-23 at 23 students. 5 yr trend of -15.9%. Program continue is 18.2%. Although program completion shows a five-year trend of -8.1%, the overall college trend is -4%. The percentage of students earning a degree within four years of completing 60 credits is 88.9 % for the program, with College statistic being 62.3%. DFW courses- several 300 level-Some courses with low enrollment and electives or special topic.

See Qs 7.6, 7.7 and 7.8 of the program review.

6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.3. Provide a specific critique of the program's learning outcomes.

This question was not displayed to the respondent.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

Regarding program assessment, it's important to note that the bachelor level program underwent several different configurations and alignments with other bachelor level programs during this review period. Originally, the bachelor level program in criminal justice was assessed on its own. Early in this assessment cycle, it was combined with other bachelor level programs at the College. An assessment workbook for the combined bachelor level programs is included in the self-study. This workbook covers years 2018 to 2023. Four program level learning outcomes are included with a curriculum map, all measured at least once, with the most recent measures occurring during spring 2023. It appears that most benchmarks have been met. There are several action plans in place stretching into spring 2024. Although data collection is present, data analysis and action plan should have a stronger presence in assessment reporting. (Some analysis may have been difficult in this cycle due to the changes in BAS assessment format and loss of faculty.) More on "common assessment" of BAS programs appears in next section. The plan is well developed with measurable outcomes, appropriate measures to assess mastery of those outcomes, and appropriate tools for measuring mastery. The program is encouraged to follow through on data analysis and planning based on that analysis.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

As noted previously, after following a common assessment plan, the bachelor's program in criminal justice was separated again into its own program in 2021. This new assessment workbook includes five measurable program learning outcomes. Data collection on the outcomes is mapped through 2025. As part of the combined assessment efforts for bachelor degree programs at the College, common rubrics were developed and used in computer information systems, sustainable agriculture and entrepreneurship, business technology, and criminal justice. The criminal justice assessment plan has continued to make use of those common rubrics. It appears that a range of measures across various courses has been planned in the assessment workbook. Program faculty have been upfront in the review self-study stating that some courses are being realigned with curriculum being reimagined to focus more on required courses as the source of data for assessment purposes, rather than special topics or elective courses. Concrete assessment analysis and follow up action plans should appear in the next review cycle.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes

◉ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

This question was not displayed to the respondent.

Q8.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:

This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:

This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:
This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:

This question was not displayed to the respondent.

Q9.1. What is the recommendation for this program?

- ◯ Continuance at the current level of activity

- 🔘 Continuance at the current level of activity with specific action

- ◯ Continuance at a reduced level of activity

- ◯ Identification of the program for further development

- ◯ Development of a cooperative program

- ◯ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

> The Undergraduate Council recommends the following specific actions: 1) By January 31, 2025, submit an assessment plan for both the AAS and BAS to the Undergraduate Council. 3) By January 31, 2026, submit evidence of assessment of student learning for both programs to the Undergraduate Council.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: (39.652, -79.9444)

Source: GeoIP Estimation

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science) See Q 1.2

of the program review.

A.A.S B.A.S Business Technology

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body? See Qs

2.2, 2.5, and 2.6 of the program review.

○　Yes

○　No

◯　Not specially accredited; no national accrediting body

◉　Not specially accredited; there is a national accrediting body

Q1.4. Explain why the program is not in good standing with its accrediting body. Provide a judgment on whether or not the program is taking adequate action(s) to return to good standing.

This question was not displayed to the respondent.

Q1.5. Is the program seeking specialized accreditation? Why or why not?

The program has not explored seeking specialized accreditation.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

The program provided the broad divisional mission, vision and values of WVU PSC. The program website has a solid basis for a mission statement; however, there is no evidence of a specific programmatic mission or vision statement. As an integrated division of WVU, PSC "provides a broad range of high-quality associate degree programs as well as baccalaureate degree programs at a reasonable cost with a historic focus on teaching and learning and a commitment to providing access to a better life for all West Virginians.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

◯　Yes

◉　No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

This question was not displayed to the respondent.

Q2.3. Explain why and to what degree the program has been unable to meet its initial goals.

This question was not displayed to the respondent.

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgmen on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

No concerns regarding adequate and accessible infrastructure resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

No evidence of specific faculty adequacy, credentials, composition and productivity. However, the following is noted : Inadequate faculty due to an unexpected faculty death. The following actions have taken place as of Spring of 2024: 1. Business faculty have had to take on an overload of courses 2. Cancelation of course(s) offered 3. Consolidation of one online and face to face course Program is requesting an additional faculty member to meet the needs of the program.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ◯ All
- ⦿ Some

Q5.2. What was inaccurate?

Admission requirements states for A.A.S: Entering freshmen are admitted directly into the major. - Is this common with PSC programs? Should there be a web link for WVU PSC Admissions Office?

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

A.A.S Enrollment Trends: 2018-2019 (40), 2019-2020 (42), 2020-2021 (38), 2021-2022 (34), 2022-2023 (38). Program data confirms a positive trend in enrollment. B.A.S Enrollment Trends: 2018-2019 (22), 2019-2020 (16), 2020-2021 (21), 2021-2022 (21), 2022-2023 (19). Self study evidenced a recent development of hyflex program modality to allow for greater flexibility and hopes to increase enrollment. Students have the option to attend both in person, online/ mix of both. Plan to request a "recruit back" campaign for students who finished the AAS degree in the last 5-10 years and did not continue into the BAS program. Plans to explore micro-credentials. Notable improvements: Within this major, retention rates have demonstrated significant growth, increasing from 44% to 57% over this review cycle. A.A.S Number of Graduates: 2018-2019 (12), 2019-2020 (16), 2020-2021 (10),

2021-2022 (12), 2022-2023 (13) BAS Graduation numbers: 2018-2019 (19), 2019-2020 (9), 2020-2021 (9), 2021-2022 (14), 2022-2023 (6) Graduation numbers down due to decrease in enrollment, likely a product of COVID. BAS time to completion: Students in this program graduate within four years of earning 60 credit hours in comparison to the college percentage of 64.4%. AAS DFW Highest DFW rate in the department is BCOR 199 and Econ 201. Student time management concern: Plans to implement a time management workshop as a requirement in the BCOR 199 courses. Tutor options available for those taking ECON 201.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?
See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◯ Yes
◉ No

Q6.3. Provide a specific critique of the program's learning outcomes.

Per program website PLOS: AAS and BAS have similar PLOs; however, this may be an industry standard that I am not aware of. Perhaps revisions can be made to the BAS to reflect current industry trends and best practices. Also, the Program Assessment Workbook reflects possible updates to PLOs; however, the program websites does not reflect revisions. These revisions are sound, I am just not seeing them on the program website. Evidenced by program website: Specific PLO concerns: AAS - Employ professional oral business communication skills. BAS- Demonstrate effective communication skills The BAS PLO that assesses communication skills appears to be more so entry level than the AAS? Can this be further specified? - Addressed in the Program Assessment Workbook, not reflected on program website.

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

AAS Changes in texts and software have improved student scores in courses that address PLO 2. One constraint in this area is that PSC is not a certified testing facility that can offer the Microsoft Certification credentials to our students- Not directly listed under infrastructure accessibility but noted in Program Assessment. Presentation workshops have been added to BCOR 299 to enhance student presentation skills. BAS The assessment plan in the BAS program has a gap in data collection due to faculty turnover and assessment collection modifications, but current faculty have an assessment plan in place going forward in the redesigned courses.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.
If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

Self study evidenced: A formal assessment workbook has been developed for the new review cycle to allow faculty to consider and implement course improvements each semester. The Assessment Plan clearly states that PLO1 Measures A and B use a rubric. We recommend stating that the other Measures, for example, the BCOR 199: Final Project, are assessed using a grading rubric. Developing and improving the rubric is discussed as part of the action plan. Moving forward, clearly state this in planned measures. Feedback in the last review cycle addressed BTEC 350. Since then, the course was redesigned and modified with the new prerequisites of BTEC 113 and CS 101 to address the challenging course material Course assessment measures will be used to identify success with this change. Improvements have been made to BTEC 225 to allow the program to gather additional data and gain valuable feedback. Current faculty meet each spring to review assessment data and brainstorm ways to address shortcomings in the program. Mention of meeting with their advisory board in the near future to discuss further program improvements.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
◉ No

Q8.2. Do you believe the program should be awarded the Program of Excellence distinction?

This question was not displayed to the respondent.

Q8.3. Provide a brief summary for why the program should be awarded the Program of Excellence distinction.

In your summary make sure to address why the program meets the requirements for each of the following categories (see the description of those requirements at the Program Review website):

Distinction

Faculty

Graduates

Curriculum and Assessment

This question was not displayed to the respondent.

Q8.4. This program meets the Program of Excellence criteria for "distinction" as follows:
This question was not displayed to the respondent.

Q8.5. This program meets the Program of Excellence criteria for "faculty" as follows:
This question was not displayed to the respondent.

Q8.6. This program meets the Program of Excellence criteria for "graduates" as follows:
This question was not displayed to the respondent.

Q8.7. This program meets the Program of Excellence criteria for "curriculum and assessment" as follows:
This question was not displayed to the respondent.

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Undergraduate Council recommends the following specific actions: 1. By January 2025, provide a follow up report to the Undergraduate Council that ensures that the student learning outcomes published in CIM and Catalog are current. By January 2025, provide a follow up report to the Undergraduate Council that explains if the program has had success in its faculty search. 2. Via the annual reporting process, provide follow-up reports for each of the next three academic years (AYs 24-25, 25-26, and 26-27) on enrollment and completion in the BAS and the steps the BAS program is taking to increase its enrollment.

Q9.3. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when.

This question was not displayed to the respondent.

Q9.4. Provide a rationale explaining the recommendation for discontinuance.

This question was not displayed to the respondent.

Q10.1. This is the end of the program review summary. Once you submit the survey you will be unable to make further edits without contacting the Assistant Provost for Curriculum and Assessment. Please take a moment to ensure the summary is complete before proceeding with submission.

Once you submit the survey, you will be redirected to a summary of your responses which can be downloaded as a pdf and share with the secondary reviewer.

Location Data

Location: (39.652, -79.9444)

Source: GeoIP Estimation

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Approval of Graduate Program Review Recommendations

INSTITUTION: West Virginia University Main Campus, West Virginia University
                              Institute of Technology, and Potomac State College of West Virginia
                              University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors
                              approves the Graduate Program Reviews conducted by the Graduate
                              Council in this cycle, for the 2023/2024 academic year.

STAFF MEMBER: Maryanne Reed
                              Provost and Vice President for Academic Affairs

BACKGROUND: The West Virginia University Board of Governors is required to
                              review one-fifth of all programs offered at West Virginia
                              University and its divisional campuses each year, so that all
                              programs are reviewed every five years.

                              BOG Academics Rule 2.2 – Program Creation and Review,
                              approved by the West Virginia University Board of Governors on
                              May 1, 2018, and effective June 11, 2018, established the
                              procedure for this review, using a review committee.

                              The West Virginia University Board of Governors is asked to approve
                              the BOG Graduate Programs reviewed Spring 2024, as presented.

BOG Graduate Program Review Spring 2024

Chair: Steve Urbanski, Director of Graduate Studies, Reed College of Media

Members: Jeffery Houghton, WVU
        Michael Vercelli, WVU
        Debanjan Das, WVU
        Melissa Olfert, WVU
        Katie Corcoran, WVU
        Brian Popp, WVU
        Jay Krehbiel, WVU
        Jason Phillips, WVU
        Jake Follmer, WVU
        Kim Floyd, WVU
        Samantha Ross, WVU
        Jennifer Mallow, WVU
        Ahmad Hanif, WVU
        Paul Chantler, WVU
        Matthew Titolo, WVU
        Victor Mucino, WVU
        Kashy Aminian, WVU

This year the Graduate Council reviewed 8 graduate programs at WVU-Morgantown. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY
Biology, MS, PHD, WVU
Forensic Sciences, MS, WVU*
Geography, MA, PHD, WVU
Geography, MA, WVU
Geology, MS, PHD, WVU
Journalism, MSJ, WVU
Neuroscience, PHD, WVU
Occupational Therapy, OTS, WVU*

*Accredited Programs

WVU Board of Governor's Program Review

Executive Summary – Academic Year 2023-2024

Graduate Programs

- 8 programs were reviewed
    - There were 16 programs that were reviewed in summer 2023 which were considered to have fulfilled this academic year's review requirement through that process
- 5 programs were continued at the current level of activity.
- 3 programs were continued with specific action.
    - 2 actions were assigned to assessment of student learning.
    - 1 action was assigned requiring the resubmission of a complete self-study.

Program	Follow-up actions recommended
MA PhD Geography	Evidence of assessment
MS PhD Forensic Science	Resubmission of complete self-study
MSJ Journalism	Evidence of assessment

Follow-up Actions Assigned in Previous Years

- 6 programs had follow-up actions reviewed.
- 4 programs resolved their issues.
- 2 program requires further follow-up.

Program	Follow-up action status
MS Computer Science	Direct assessment of learning evidence
PhD Business Administration	Evidence of assessment

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

MS & PhD Biology

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

⦿ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

The goals of our graduate program align with WVU's mission, vision, and values in several ways. Research: Our graduate students perform original research which they publish in upper-tier journals and present at domestic and international conferences and their success has been recognized through awards and fellowships. Teaching: Our graduate program offers cutting-edge training experience through dozens of graduate courses covering all areas of biology. Research skills and professional development are covered comprehensively by our structured curriculum. Furthermore, our graduate students obtain programmatic pedagogical training by contributing to the department's mission as Teaching Assistants. Community: Our graduate program trains the leaders of tomorrow in a wide range of career paths. Our graduate students pursue careers in research fields of strategic importance, and as health practitioners, government or NGO employees, educators, administrators, and policymakers. Their research benefits our community such as via wastewater monitoring of COVID-19 and our genomics core. Our outreach events allow graduate students to share their research/knowledge with the public. Inclusivity: The Biology Department has implemented proactive measures to reach diverse groups of students, enhanced several classes with a focus on inclusive teaching and is committed to continuing its efforts to train a diverse workforce.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes

● No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program reports adequate resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The Pandemic and the Academic Transformation process negatively impacted our teaching, research, and service missions. The pandemic halted experiments, significantly setting projects back by interrupting processes that were in-progress. Instruction was shifted on-line requiring significant curriculum development with little opportunity for beta-testing. The pandemic also paused outreach activities. Academic transformation and the pandemic forced many budgetary restrictions on our department. Restricted access to start-up accounts for pre-tenured faculty greatly hindered student recruitment and the acquisition of equipment, reagents and salary lines required to gather data for grant applications. Overhead accounts have been frozen since 2020 which hamstring development of new research avenues hindering applications for extramural funding. Classroom enrollment was increased and funding for teaching assistants decreased, necessitating the development of new curriculum delivery to accommodate more students with less support. A myriad of additional limitations hampered research capacity including halting of external speakers (to build professional networks and scientific collaborations) or new administrative procedures meant to hinder expenditures. Finally, the shift to centralized service desks created a culture where faculty must continually follow up on requests for tasks to be completed.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ⦿ All
- ○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> Admission and enrollment demonstrate long-term stability in our MS and PhD programs. We admitted an average of 4.4 MS and 5.8 PhD students each year (prior review period was 4.0 MS and 6.4PhD). Enrollment in both programs was stable at an average of 14 MS students and 31 PhD students each year. Our department graduated 40 students during the review period and our time to graduation has remained stable with the prior review period (3.8 vs 4.0 years for MS and 6.2 vs 6.1 years for PhD). We doubled the number of PhD students graduated in this review period (29 vs 14). 17 MS students graduated relative to 13 in the prior period. During the 5-year review period, 99% of students (90/91 combined MS and PhD students) maintained satisfactory grades in their course work. As the overall research profile of the department strengthens, the number of students awarded GRA-ships remains high with ~80% of our students supported on either extramural grants (totaling ~$2,000,000 for our department) or graduate fellowships. Our students collectively were awarded 61 fellowships and scholarships over the review period. Over the 5-year period, there were 66 articles published from our department with graduate student coauthors and a total of 112 students were authors on manuscripts, as well as over 100 conference presentations. Of the 40 total students graduating within the 5-year period of this review, 34 are placed in jobs, with ~90% of those graduates working in their respective fields.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ⦿ Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes

◯ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes

◯ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

Based on our mechanisms for assessment, our students completed their benchmarks (our primary direct assessment of learning outcomes; see attachment) earlier than the last review period, improved from year to year based on their annual evaluation of knowledge, technical skills, and professional competencies, graduated in the same amount of time as the last review period and most students obtained jobs in their field of study. Our critical metrics (time to degree, enrollment, graduation rate, job placement and research productivity) have remained stable and positive over this review period. Annual evaluations demonstrate that our students make steady progress in conceptual, technical and professional skillsets. Overall, the courses, curriculum, learning outcomes and program goals remained the same. There was a small adjustment in the curriculum to harmonize credits required in our handbook with the those listed in the university catalog, but these were minor (departmental colloquium and graduate seminar). Our greatest area of improvement was the creation of programmatic mechanisms to increase transparency and alignment of expectations between advisors and students. Finally, we developed an on-site advisor policy for students whose primary faculty advisor has left WVU, while the student remains enrolled.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

USA Awards/CIP data for 2020-2021 indicates we graduated comparable numbers of MS and PhD students relative to other Big 12 schools (3 MS and 5 PhD WVU, relative to an average of 4 MS and 2 PhD at other Big 12 schools). Compared to schools with 20-30,000 total enrollment (average 10 MS and 3 PhD), we graduated fewer MS students, which reflects the inclusion of course-based MS degrees which typically enroll more students than thesis- based MS degrees. As stated above, 34 of the 40 students that graduated during the review period are currently employed (~90% of those are employed directly in their graduate field of research) and the remaining 6 students are continuing their education by obtaining additional degrees.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
⦿ No

Q9.1. What is the recommendation for this program?

⦿ Continuance at the current level of activity
○ Continuance at the current level of activity with specific action
○ Continuance at a reduced level of activity
○ Identification of the program for further development
○ Development of a cooperative program
○ Discontinuance

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

> M.S. Forensic Sciences

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

- ◉ Yes
- ○ No
- ○ Not specially accredited; no national accrediting body
- ○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> the program meets with the alignments of the WVU mission, vision and values and serves students goals to become trained in forensic sciences at the graduate level.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes
◉ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program leaders express concern about adequate funding of their labs due to budget cuts and the inability to access research funds. However, most the self-study is so brief or otherwise incomplete that it is difficult to understand what the actual source and severity of the issue is.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> In addition to the program leaders concern about adequate funding of their labs due to budget cuts and the inability to access research funds.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

◉ All
○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> Unclear or does not provide the accreditation outcome nor it does provide the accreditation agency letter. There is no description for an assessment plan. They provided the results of a survey of graduates (?) but it is difficult to see how their survey questions relate to the student's learning outcomes. There is no direct evidence of learning as related to the student learning outcomes presented. Beyond the survey, there is also no post-graduate outcome assessment.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> These areas of the self-study were either too brief to be substantive or totally incomplete. The program provided some evidence of assessment but it was focused on a survey and no explanation of how those results were used or if they were used was presented. Large sections of this portion of the self- study were entirely incomplete.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> Again, the self-study was so brief or incomplete in its responses that it is not possible to answer this question.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
◉ No

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity
◉ Continuance at the current level of activity with specific action
○ Continuance at a reduced level of activity
○ Identification of the program for further development
○ Development of a cooperative program
○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Graduate Council recommends the following specific actions: 1) By December 2024, resubmit a complete, comprehensive self-study for the MS and PhD programs in Forensic Science.

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

> MA, PhD Geography

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

◉ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> The Geography graduate program directly contributes to WVUs mission by producing high-impact research, with our students publishing in a range of peer-reviewed journals within geography and related fields. The students also regularly present their research at international and national conferences. The program looks to foster a diverse and inclusive environment; our students hail from an array of economic and ethnic backgrounds and we are privileged to host students from historically excluded backgrounds. The program contributes to transformation in West Virginia through work in social justice, uneven development, sustainable development, resilient communities, medical/health geography, and mapping of natural resources and the physical environment.

Q2.1. Is this the program's first Board of Governor's program review? See Q4.2 of the program review.

○ Yes

◉ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> no issues have been reported for infrastructure and resources

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The program reports that they do not have adequate faculty. The department had permission to search for 6 positions. One was frozen during the last round of budget cuts, which would have directly served the graduate program. The Chair has requested the frozen search be reopened as soon as possible. The program reports that they have suffered from a convergence of negative events that have demonstrably handicapped their ability to maintain the degrees at their historical level. 1. Faculty loss – geography lost 6 full-time faculty members in the period since 2019 with an additional 1.0 FTE transfer to another unit for an administrative position for a portion of that time. 2. Budget cuts – consistent departmental budget cuts have reduced the number of GTAs the program can support by five. Cuts have led to less advertising, less travel support for recruiting, lower GTA salaries, reduced support for graduate retention activities, and increased workload for the remaining funded students. 3. COVID - 4. Academic transformation – the department's 3 undergraduate programs were flagged for academic transformation. To address these issues, the geography and geology graduate programs have been administratively merged under the direction of one director with one committee. Faculty have increasingly budgeted for GRAs in grants & the programs have begun to identify courses that can be shared.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

⦿ All

◯ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> recruitment has gradually decline from 2018 (23 students) to 2023 (16 students) reflects a -8.7% drop over 5 yrs (it is unclear if the ECAS data here reflects the combination of MS and PhD programs), while retention is steady at approx 83%. the program indicates that the PhD headcount dropped directly as a result in budget cuts that led to a decrease in GTA lines. regarding program completion on an annual bases reflects 8-3%. The program notes that the students take an extended period of time to do field work, some as long as a year. This is standard disciplinary practice in geography. D/F/W: No geography graduate course has a DFW percentage >30% other than courses where repeated registration is required (GEOG 600 Colloquium) to meet program learning objectives or courses with very low enrollment where the withdraw was predicated on the fear of the course being cancelled. the program provides a considerable list of student achievements from publications, presentations, work placements, various NSF graduate research fellowships and other grant awards, and a list of students who now have full time employment in the field.

Q6.1. Are the program's learning outcomes accurately published in the Catalog? See

Q 8.2 in the program review.

⦿ Yes

◯ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

Assessment plans for the student reflect a comprehensive exam over 3 days, there is also an annual assessment/formal progress of the student. to assess the program a questionnaire is sent out. Assessment findings 1: Communicate geographical concepts orally/writing show mastery of this SLO. Pass rates on exams are very high. SLO 2: Apply research skills to analyze geographical questions The use of GEOG 602: Research Methods has improved student preparation for proposal development and field research. SLO 3: Propose, produce and defend original research of publishable quality. Nearly all PhD students are now passing their final dissertation defenses that are based on the production of 3-5 journal articles. SLO 4: Explain geographic principles as they relate to their area of research Departmental evaluation through public defenses of proposals and final documents have been timelier than in the past. SLO 5: Effectively communicate the state of knowledge in their research area Student participation in conferences. SLO 6: Identify research questions in geography This was determined from survey and assessment data to be weak. Changes were implemented (adding GEOG 602) and assessment to determine effectiveness continues. SLO 7: Critique and assess peer-reviewed pub While assessment covers the learning outcomes and post-graduate outcomes, it is unclear how the data is analyzed and would be used to inform program level changes.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

The geography program review determined that PhD students needed a research methods course that helped them prepare for both internal and external proposal development (Learning Objective: Propose, produce and defend original research of publishable quality and Learning Objective: Identify research questions in geography). GEOG 602 was developed and taught as a response to that need during the period under review. based on feedback this addition of GEOG 602 seems to have improved the program and student development.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes

◉ No

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

The Graduate Council recommends that: 1) By January 2026, the program submit evidence of assessment of learning that specifically analyzes its current practices and demonstrates how that analysis will be used to inform program changes when appropriate.

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

> MA in Geography

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

◉ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> The program supports WVU's mission of advancing high-impact research by producing high-quality research with students publishing peer-reviewed journal articles and presenting papers at national and international academic conferences. The program further supports WVU's mission of providing access and opportunity to education and prosperity by serving students from varying economic and ethnic backgrounds including historically excluded groups. Graduates in turn contribute to the economic and social transformation in West Virginia as skilled workers in economic development, geographic information science, and environmental fields and undertake research roles in academia, government, and industry.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes

⦿ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> No issues were noted regarding inadequacies or inaccessible infrastructure resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The program notes an inadequate number of faculty to meet the programs mission. The program has demonstrated the need for faculty to the College and University. The department was given permission to search for six faculty positions. One of these was frozen during the last round of budget cuts, which would have directly served the geography graduate program. The Chair has requested the frozen search be reopened as soon as possible. The program further explains that four primary factors, 1) faculty losses, 2) budget cuts, 3) the COVID pandemic, and 4) academic transformation efforts, have had significant negative effects on the faculty's ability to be productive.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

◉ All

○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> The program has experienced a decline in enrollment numbers over the review period as follows: 2018-2019- 24, 2019-2020- 26, 2020-2021- 24, 2021- 2022- 19, 2022-2023- 16. The program attributes this loss in enrollments directly to the loss of program faculty and program related budget cuts, especially those reducing GTA lines. No specific steps to address declining enrollments were noted, leaving some doubt as to whether enrollments can be stabilized or increased moving forward. In addition, graduation rates seem low during the review period as follows: 2018-2019- 5 (34.x%), 2019-2020- 9 (19.x%), 2020-2021- 9 (37.x%), 2021-2022- 8 (32.x%), 2022-2023- 4 (xx.x%). The program notes that efforts are being made to enforce program timelines and to encourage students to complete the degree. The program provides evidence of student research productivity, research awards, and a 100% placement rate.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

⦿ Yes

◯ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The program assesses student learning using: 1) exit interviews, 2) annual progress reports, and 3) comprehensive examinations. No formal assurance of learning assessment plan was observed. The program provides a summary of assessment findings relative to the programs learning objectives.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> A new research methods course, GEOG 602, was developed and taught during the period under review as a response to a need to improve student research proposal development. The program may consider developing a formal recruitment plan to help stabilize and increase enrollment numbers. The program may also consider creating a formal assurance of learning plan.

Q8.1. Is the program seeking the Program of Excellence distinction?

◯ Yes

⦿ No

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

● Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

Submit a formal student recruitment plan aimed at stabilizing and increasing enrollment Submit a formal assurance of learning plan

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

Geology MS & PhD

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

◉ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

The Geology graduate program at West Virginia University directly contributes to WVU's mission in producing high-impact research, with our students publishing in a range of peer-reviewed journals within the earth sciences and related fields, including Geology, Geophysics, PLOS ONE, Journal of Sedimentary Research, Hydrogeology Journal, Sedimentology, Frontiers in Earth Science, Frontiers in Energy Research, Environmental Earth Sciences, and Paleobiology. Our students also regularly present their research at international conferences such as the Geological Society of America Annual Meeting and Unconventional Resources Technology Conference. We also foster a diverse and inclusive environment; our students hail from an array of economic and ethnic backgrounds and we are privileged to host students from historically excluded backgrounds. We contribute to transformation in West Virginia through work into energy sources and solutions and the mobilization of critical minerals that will directly benefit the state economy as well as through environmental remediation. Students graduate with experience and qualifications to operate as skilled geoscience workers within energy and environmental fields and undertake research roles in academia, government, and industry. All of these elements fit within the overall mission of the university, which is focused on improving the lives of the communities and constituents of West Virginia through research, education, and service.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes

◉ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The Chair has demonstrated the need for faculty to the College and University. The department was given permission to search for six faculty positions. Three of these were frozen during the last round of budget cuts, including two that would have directly supported the Geology graduate program. The Chair has requested the two frozen searches be reopened as soon as possible. From this, it appears the Chair has taken all steps within their purview, but due to the hiring freeze (out of their control), not all needed faculty to support this program are not in place.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The COVID pandemic had a marked impact on faculty/student productivity. Numerous graduate thesis/dissertation projects pivoted to alternative research questions with restrictions on travel, resulting in delayed graduation; travel restrictions delayed faculty research. In a number of cases, graduate students have left the program due to familial bereavement or mental health problems as a direct result of the pandemic. Another difficulty the program has faced is faculty attrition; in the last 5 years, the program has experienced a reduction from 13 tenured/tenure-track faculty to 8, reducing the advising capacity of graduate students as well as reduced graduate courses able to be offered to students with faculty covering undergraduate courses. An increased service burden on the remaining faculty members has further reduced their efficacy and productivity. In response,we have undertaken specific actions to address the underlying: In order to support our graduate students impacted by COVID, we have extended financial support beyond the 4 years granted to PhD students or 2 years for MS students to support their completion. We have revised our depart. service structure to reduce overall service positions; reducing to a shared Associate Chair, Graduate Director, and Graduate Committee for both programs within the Department, concentrating service onto a few individuals. Hiring searches were underway for 3 faculty. This would increase our course offerings, but are frozen.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ⦿ All
- ○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> The Geology graduate program at WVU compares favorably with similar programs in the recruiting region, producing more graduates (12) than the mean
> (10) and median (7) of all programs. Specifically, WVU graduates more MS students (10) than the mean (7) and median (5) of similar programs and an equal number of PhD students (2) to the region median (2), slightly below the mean (3). Notably, WVU is the sole institution in West Virginia conferring both MS and PhD degrees in Geology. Over 5 years, there's been a -10.7% decrease in graduates, attributed partly to the COVID pandemic's impact on research projects and student withdrawals. However, decreasing enrollment is the primary cause, evidenced by stable graduation proportions per semester. Plans to increase graduation rates entail boosting enrollment, restructuring programs, and introducing a direct-to-PhD pathway. Regarding class performance, no consistent high D/F/W rates exist, with unearned credit hours often occurring in auditing classes. Varied completion rates in certain classes during AY 2020-2021 were influenced by alternative grading modes due to the pandemic. Efforts to address high D/F/W rates include faculty changes, revised syllabi, and support for students facing mental health challenges

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ⦿ Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

◉ Yes
◯ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

Program assessments determined MS students made good progress related to learning outcomes, are able to conduct original research, communicate geologic concepts, analyze geologic questions and explain geologic principles. In addition to their thesis, students present at international conferences and several have often published in peer reviewed journals. Students in the professional studies track communicate geologic concepts, demonstrate knowledge in energy or environmental geology, and apply geological knowledge in applied situations. Feedback from students suggested that the professional studies seminar could be further tailored to provide information on specific careers (AI1). Assessment of the PhD program revealed students graduate achieving all learning outcomes. In addition to their dissertation, students presented their research at international conferences and publish in peer-reviewed journals. The preliminary exam was determined to not sufficient as an assessment of the 4th and 5th learning outcomes in communicating the state of knowledge in a research area and identifying research questions in geology (AI2). Across both programs, some students indicated their progress to graduation was negatively impacted by delays in receiving edits of thesis or dissertation drafts from their advisor (AI3). Employers are impressed with our graduates' breadth and application of knowledge, problem solving skills, and communication abilities, demonstrating success of MS/PHD students.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

The curriculum for the prof.studies seminar has been revised to be more flexible, with enrolled students providing information on target careers and developing targeted content for the semester alongside the instructor. The new mode of instruction ensures students gain the needed introduction to topics in their field needed for achieving applying geologic knowledge learning outcome. The PhD preliminary exam were revised to student research projects to the development and proposal of a single dissertation chapter. This assesses the ability of students to communicate the state of knowledge in their research area and to identify research questions in geology while maintaining the assessment of their ability to analyze and critique the peer- reviewed literature. This framework allows students to progress toward their dissertation at early stages of assessment, streamlining progress through the degree & decreasing the time to graduation. This sets out clear expectations/guidelines for faculty in providing feedback to students as well as information for students on action to take if they are not receiving feedback within the timeframe set out within the policy. All these recent actions and their efficacy will be evaluated over the next few years as students progress through the program. Initial observations indicate that PhD students are better prepared for the dissertation proposal/comprehensive exam milestones, indicating the revised preliminary exams better prepare for research.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
◉ No

Q9.1. What is the recommendation for this program?

◉ Continuance at the current level of activity

○ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

MSJ Journalism

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

○ Not specially accredited; no national accrediting body

◉ Not specially accredited; there is a national accrediting body

Q1.5. Is the program seeking specialized accreditation? Why or why not?

No, they note that their accrediting body stresses professional programs over academic research and thus does not align with their graduate program that does both.

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

WVU's mission includes creating a culture that advances education. The MSJ provides students with advanced understanding of media disciplines, which prepares them for careers in those areas.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes

● No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

The program has not experienced any issues with infrastructure and resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

The program has an adequate number of faculty and has not experienced anything that would affect productivity.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

- ● All
- ○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> Enrollment has remained relatively steady with 17 students in 2018-19, 24 in 2021-22 and 23 in 2022-23. The five-year trend for graduation is +7.8%. The five-year trend for program completion is +25.7% and for program continuance was +6.5%, which are all positive and strong. There are no DFW courses with percentages higher than 30%. Student accomplishments were not reported in Q8.5.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ● Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

- ● Yes
- ○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

- ● Yes
- ○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

Raw data for alumni survey results were provided, which demonstrated that alumni are satisfied with the program with several glowing comments regarding faculty. There wasn't evidence of any direct assessment of learning though the curriculum map provides the measures they use to assess the learning outcomes but no data is provided for those measures. Students have been successful at obtaining service assistantships.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

The program has made an effort to remind students each year of the value of professional internships and most students are successful at obtaining them. No data is provided for this though. Council informally recommends to provide additional detail on student accomplishments and internships in the next BOG program review.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes

◉ No

Q9.1. What is the recommendation for this program?

○ Continuance at the current level of activity

◉ Continuance at the current level of activity with specific action

○ Continuance at a reduced level of activity

○ Identification of the program for further development

○ Development of a cooperative program

○ Discontinuance

Q9.2. Provide an explanation of what follow up action(s) should be taken by the program, what response is expected to the Council (if any), and when. Typically reports are due at the end of the same calendar year when the program review was submitted.

Examples of reports back to the Council often may:

1) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts).
2) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data.
3) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan.
4) Ask the program to resubmit any section of weakness from the program review (entire sections or particular prompts) with additional supporting evidence and/or data as well as a comprehensive action plan with additional interim follow-up reporting.

> The Graduate Council recommends the following specific actions: 1) By January 2026, provide direct evidence of assessment of the student learning outcomes as indicated by the curriculum map. Demonstrate how analysis of the assessment evidence will inform program change when appropriate.

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

> PhD in Neuroscience

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

○ Yes

○ No

◉ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> The Neuroscience PhD program aligns and is consistent with WVU's mission, vision, and values.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

○ Yes

◉ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The Neuroscience PhD program does not report issues that hinder its ability to deliver their program or impact students' time to degree.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The Neuroscience PhD program has an adequate number of faculty necessary to meet the mission of the program as well as to be productive in terms of teaching, research, and service. The program reports that COVID caused challenges yet the faculty adapted to the new environment with continued publication/presentation of scholarly works, extramural grant support submissions, and graduate student training. There are no faculty who are qualified by other means than their academic credentials (e.g., tested experience in the field).

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

◉ All

○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> The program has experienced flat and then increases over the last two years of this program review, increase from 21 to 26. The program notes that this, in part, reflects the hiring of 6 new junior faculty and purposeful efforts to recruit students from the pool of biomedical sciences PhD students. The program has seen an increase from 2 to an average of 5 PhD students receiving their PhD each year with a significant reduction in TtD, a laudable 5.1 years. The program notes no high DFW courses. The program notes appropriate activities that meet the criteria of student success, including an expectation that all PhD graduates publish at least one peer-reviewed publication.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

- ◉ Yes
- ○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The program has a curriculum map that is appropriate. The program does in-program and post-program assessment (annual reviews and exit interviews), including the tracking of student placement. The program uses assessment data to improve their curriculum.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> The program noted changes to core coursework, to improve TtD, with a reduction of 2 to 1 semester. The department now uses their own course to train students in data acquisition and analysis methods related to carrying out their research projects. Core program requirements, previously comprehensive exams, were updated due to student feedback to now feature more research relevant activities. No additional recommendations are suggested.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
◉ No

Q9.1. What is the recommendation for this program?

- ● Continuance at the current level of activity
- ○ Continuance at the current level of activity with specific action
- ○ Continuance at a reduced level of activity
- ○ Identification of the program for further development
- ○ Development of a cooperative program
- ○ Discontinuance

Q1.1. Program Review - Reviewers Form AY 23 - 24

This review and the accompanying recommendation have been prepared, reviewed, and approved by the Graduate or Undergraduate Council of WVU.

Q1.2. Program Designation and Name (such as: B.A. in English or M.S. in Forensic Science)

See Q 1.2 of the program review.

> OTD Occupational Therapy

Q1.3. If the program is specially accredited, is it in good standing with its accrediting body?

See Qs 2.2, 2.5, and 2.6 of the program review.

◉ Yes

○ No

○ Not specially accredited; no national accrediting body

○ Not specially accredited; there is a national accrediting body

Q1.6. Provide a brief explanation of how the program is aligns with WVU's mission, vision, and values.

If the program has been out alignment with the mission, vision, or values, provide a judgment on whether or not the program is taking adequate action(s) to return to alignment with the mission and/or values.

See Q 3.2 of the program review.

> The program clearly supports WVU's mission to advance education and healthcare in the state. The program claims that 47% of the state's OT licensure register have come from WVU and the OTD program is currently the only doctoral level program in the state. Students and faculty in the program are participating in funded research that supports children with feeding difficulties, TBI, intellectual disabilities, and cancer care.

Q2.1. Is this the program's first Board of Governor's program review?

See Q4.2 of the program review.

◉ Yes

○ No

Q2.2. Has the program achieved ALL of its stated goals for student enrollment, hiring of new faculty and staff, and research or external support?

See Qs 4.3, 4.4, and 4.7 of the program review.

◉ Yes

○ No

Q3.1. Briefly explain if the program has adequate and accessible infrastructure resources.

If the program has had issues in this area, briefly explain those issues, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 5.2 and 5.3 of the program review.

> The program does not have any issues with its infrastructure or resources.

Q4.1. Provide a brief summary of faculty adequacy, credentials, composition, and productivity.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 6.2, 6.3, 6.4, 6.5, and 6.6 of the program review.

> The program has adequate faculty to deliver the program, none of which are qualified through alternative means. The program does not report any significant issues during the review period that negatively impacted faculty productivity.

Q5.1. Are program elements accurately published in the Catalog and other web-based resources? This includes program enrollment requirements, expected time to completion, requirements for majors and areas of emphasis, etc.

See Qs 7.2 and 7.3 of the program review.

◉ All

○ Some

Q5.3. Provide a brief summary of student enrollment trends, number of graduates, time to completion, high D/F/W courses, and student success (creative or research endeavors, presentations, publications, grants or scholarships, recordings, exhibitions, performances, etc.)

Both the primary and secondary reviewer should consult the data file provided.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 7.6, 7.7 and 7.8 of the program review.

> Enrollment has grown steadily each of the first three years of operation from 17 to 29 to 39 in fall 2023; the first cohort of students have yet to complete. Continuance of the first cohort was 76% but that improved to 96% from fall 2022 to fall 2023 which is more aligned with program expectations. There are no significant DFW courses as yet.

Q6.1. Are the program's learning outcomes accurately published in the Catalog?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.2. Are the program's learning outcomes clear and appropriate to the degree level and type?

See Q 8.2 in the program review.

◉ Yes

○ No

Q6.4. Generally speaking, do the program's learning outcomes ensure students collect, analyze, and communicate information, master modes of inquiry or creative work, and develop skills that are adaptable beyond the program?

See Q 8.2 in the program review.

- ● Yes
- ○ No

Q6.5. Provide a brief summary of the program's assessment plan, evidence of assessment, relevant assessment findings from this cycle, and program change and/or improvement related to assessment.

If the program has had issues in any of these areas, briefly explain the issues the program has had in this area, what steps have been taken to address those issues, and provide a judgment on whether the issues have been adequately resolved.

See Qs 8.3, 8.4, and 8.5 in the program review.

> The program presented a curriculum map and detailed assessment plan. The program also presented evidence of direct assessment of learning aligned with the program learning outcomes. As a full cohort has not yet completed the program, the full assessment cycle for the program has not yet been completed either.

Q7.1. Provide a brief summary of improvements made to the program over this review cycle and what plans the program has initiated for future improvements.

If the Council would like to provide recommendations to the program for areas of future improvement, include those here.

See Qs 8.6 and 8.7 in the program review.

> The program has had a successful launch and should be commended for it. The Council recommends presenting analysis of the completed cohorts' assessment of learning and explanation of how those results have been used to inform program change and improvement f in its next five-year program review.

Q8.1. Is the program seeking the Program of Excellence distinction?

○ Yes
◉ No

Q9.1. What is the recommendation for this program?

◉ Continuance at the current level of activity
○ Continuance at the current level of activity with specific action
○ Continuance at a reduced level of activity
○ Identification of the program for further development
○ Development of a cooperative program
○ Discontinuance

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Final recommendations resulting from the WVU Board of Governors Academics Rule 2.2 program reviews conducted by the Office of the Provost in spring 2024 at WVU Institute of Technology.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves these recommendations resulting from the program review process completed over spring 2024.

STAFF MEMBERS: Dr. E. Gordon Gee
President

Maryanne Reed, BA, MS
Provost and Vice President for Academic Affairs

BACKGROUND: In March of 2023, WVU's Board of Governors tasked the President and Provost with developing and executing a process of academic program reviews that would enable the University to make recommendations for personnel reductions and address its structural budget deficit on the main Morgantown campus and to address student success and instructional efficiency at the regional campuses (Potomac State College and WVU Institute of Technology).

Working with Potomac State College's academic leadership, the WVU Office of the Provost determined that all 23 programs at WVU Tech would undergo formal review through a full program review process in accordance with WVU Board of Governors Academics Rule 2.2. Each of these 23 programs completed and submitted a written self-study, due to the Office of the Provost on March 22, 2024. The college and its faculty were notified of the Office of the Provost's preliminary recommendations on April 12, 2024. Of the 23 total majors under review, 3 majors were recommended for discontinuance, 3 were recommended for the development of cooperative programs, and 15 programs were assigned specific action to increase curricular flexibility. No faculty

positions were recommended for reduction as a result of this process.

Units and faculty were given until April 19, 2024, to file an Intent to Appeal the preliminary recommendations. Three appeals were filed and those appeal hearings were held on April 24th and 25th; programs that appealed are denoted with an asterisk below. One appeal was granted in full, one appeal was partially granted, and one appeal was denied.

We are now seeking approval by the Board of Governors for the final recommendations below.

WVU Institute of Technology

BS Accounting
Continuance at the current level of activity with specific action
- Revise the program curriculum to include at least 15 credits of general electives.
- Submit evidence of assessment of learning and evaluation of student success.

BS Adventure Recreation Management
Development of a cooperative program
- Discontinue the current major and replace it with an Area of Emphasis in appropriate programs, potentially the BS in Business Management and/or the BS in Sport Management.
- Work with WVU Tech Academic Affairs to determine is faculty staffing levels could be adjusted to be commensurate with enrollment.

BS Aviation Management
Discontinuance

BS Biology
Continuance at the current level of activity with specific action
- Revise the program curriculum to include at least 15 credits of general electives.
- Follow-up on program enrollment for each of the next three years.
- Improve DFW rates in key service courses.

BS Business Management
Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.
- Submit evidence of assessment of learning and evaluation of student success.

BS Chemical Engineering
Continuance at the current level of activity with specific action

- Follow-up on program enrollment for each of the next three years.
- Submit a plan that determines if more curricular sharing is possible with other WVU Tech units.
- Work with WVU Tech Academic Affairs to determine is faculty staffing levels could be adjusted to be commensurate with enrollment.

BS Chemistry
Discontinuance

BS Civil Engineering*
Continuance at the current level of activity with specific action

- Remove 2 to 5 credits of the program's choice from its program requirements.
- The original specific action assigned was appealed and the appeal was granted. The specific action above represents the final action assigned by the appeal committee.

BS Computer Engineering
Continuance at the current level of activity with specific action

- Reduce required program credit hours to 123.
- Develop a plan for a more efficient rotation of course offerings.
- Submit a plan that determines if more curricular sharing is possible with other WVU Tech units.

BS Computer Science
Continuance at the current level of activity

BS Construction Management

Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.
- Develop a plan for a more efficient rotation of course offerings.
- Submit a plan that determines if more curricular sharing is possible with other WVU Tech units.

BS Electrical Engineering

Continuance at the current level of activity with specific action

- Reduce required program credit hours to 121.
- Develop a plan for a more efficient rotation of course offerings.
- Submit a plan that determines if more curricular sharing is possible with other WVU Tech units.

BS Forensic Investigation

Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.

BS Health Service Administration

Development of a cooperative program

- Discontinue the current major and replace it with an Area of Emphasis in the BS Business Management program.
- Work with WVU Tech Academic Affairs to determine is faculty staffing levels could be adjusted to be commensurate with enrollment.

BA History and Government

Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.
- Work with WVU Tech Academic Affairs to determine is faculty staffing levels could be adjusted to be commensurate with enrollment.

BS Information Systems

Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.

BS Mathematics*

Discontinuance

- This recommendation was appealed and the appeal was denied.
- Improve DFW rates in key service courses.

BS Mechanical Engineering*

Continuance at the current level of activity with specific action

- Remove 3 to 5 credits of the program's choice from its program requirements.
- The original recommendation to assign specific action was appealed and that appeal was denied.
- The original specific action assigned was appealed and that appeal was granted. The specific action above represents the final action assigned by the appeal committee.

BS Psychology

Continuance at the current level of activity with specific action

- Follow-up on program enrollment for each of the next three years.

BS Public Service Administration

Development of a cooperative program

- Discontinue the current major and replace it with an Area of Emphasis in the BA in History and Government program.
- Work with WVU Tech Academic Affairs to determine is faculty staffing levels could be adjusted to be commensurate with enrollment.

BS Sport Management

Continuance at the current level of activity with specific action

- Revise the program curriculum to include at least 15 credits of general electives.

WVU Tech English Department

Continuance at the current level of activity

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Final recommendations resulting from the WVU Board of Governors Academics Rule 2.2 program reviews conducted by the Office of the Provost in spring 2024 at Potomac State College.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves these recommendations resulting from the program review process completed over spring 2024.

STAFF MEMBERS: Dr. E. Gordon Gee
President

Maryanne Reed, BA, MS
Provost and Vice President for Academic Affairs

BACKGROUND: In March of 2023, WVU's Board of Governors tasked the President and Provost with developing and executing a process of academic program reviews that would enable the University to make recommendations for personnel reductions and address its structural budget deficit on the main Morgantown campus and to address student success and instructional efficiency at the regional campuses (Potomac State College and WVU Institute of Technology).

Working with Potomac State College's academic leadership, the WVU Office of the Provost developed a data-informed process that identified eight program areas and 27 majors to undergo formal review through a full program review process in accordance with WVU Board of Governors Academics Rule 2.2. Each of these eight program areas completed and submitted a written self-study, due to the Office of the Provost on March 22, 2024. The college and its faculty were notified of the Office of the Provost's preliminary recommendations on April 12, 2024. Of the 27 total majors under review, 2 majors were recommended for discontinuance, 8 were recommended for the development of cooperative programs (to result in 2 majors), with 8 other specific actions being assigned.No

faculty positions were recommended for reduction as a result of this process.

Units and faculty were given until April 19, 2024, to file an Intent to Appeal the preliminary recommendations. No appeals were requested at Potomac State College.

We are now seeking approval by the Board of Governors for the final recommendations below.

Potomac State College

AAS / BAS Computer Information Systems
Continuance at the current level of activity with specific action
- Provide a plan to hire and retain faculty necessary to support these programs and to address current physical infrastructural deficiencies.

AAS / BAS Criminal Justice
Continuance at the current level of activity with specific action
- Provide a plan for the efficient rotation of course offerings.

Associate's in Agriculture
Continuance at the current level of activity with specific action
- Deactivate all equine studies coursework.
- Provide a plan to determine efficiency gains related to consolidating the majors in General Agriculture and Horticulture.

Associate's in Engineering
Development of a cooperative program
- Combine the current seven majors into a single AS in Engineering major.
- Develop an Intent to Plan for an AS in Engineering Technology.

Associate's in Natural Resources
Continuance at the current level of activity with specific action

- Discontinue majors in Recreation, Parks, and Tourism Resources and in Wood Science and Technology

Associate's in Physical Education
Continuance at the current level of activity with specific action

- Provide a plan to determine efficiency gains related to consolidating the majors in Sport Management and Coaching and Performance Science.

BAS Business Management
Continuance at the current level of activity

BAS Sustainable Agriculture and Entrepreneurship
Development of a Cooperative Program

- Discontinue the major and replace it with an Area of Emphasis in the BAS in Business Management program.
- Develop an Intent to Plan for a BAS in Agriculture.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
June 21, 2024

ITEM: WVU Baseball Hitting & Pitching Facility

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: The Board of Governors approves the project

STAFF MEMBER: Paula Congelio
Chief Financial Officer and Vice President for Finance

BACKGROUND: WVU Athletics wishes to design and construct a hitting and pitching facility for the WVU Baseball program at the Kendrick Family Ballpark at the Monongalia County Baseball Complex.

The 8,200 square foot facility will include two pitching lanes and warm up areas for pitcher development. Also included are two hitting cages, both with cutting edge technologies to track various metrics of players during the hitting and pitching training sessions. These technologies are used in peer institutions and in professional training facilities across the country and in the Big 12 conference. This facility will give the baseball program the technology and tools to improve the health and performance of players. The facility design is scheduled to be complete in late February. The WVU Foundation has secured a gift from alumni Ken Kendrick to fund the construction.

Schedule: Solicitation for construction April-June 2024,
Construction June 2024 – January 2025
Substantial Completion – February 2025

Budget: Total Budget: $4,900,000

Funding: Baseball Account – Foundation Funded

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Workday System Implementation Agreement

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved, That the West Virginia University Board of Governors authorizes management to continue to negotiate, finalize, and execute a Workday System Implementation Agreement with Huron Consulting Group, consistent with the terms as provided in Executive Session, in accordance W. Va. Code § 6-9A-4(b)(9).

STAFF MEMBERS: Brice Knots, Chief Information Officer

Jeff Pratt, Chief Procurement Officer

BACKGROUND: Through a competitive procurement process in 2021, the University selected Huron Consulting Group to provide pre-implementation services as part of the Modernization Program. As a result of this public solicitation and contracting process, WVU communicated the option to expand the scope of work for the successful proposer to include system implementation services for the selected ERP solution. The resulting agreement with Huron Consulting Group was written with this provision to extend the scope to include system implementation services, if desired.

Management has been negotiating with Huron Consulting Group and is requesting authority to finalize the proposed agreement consistent with terms provided during Executive Session, in accordance W. Va. Code § 6-9A-4(b)(9).

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 21, 2024

ITEM: Appointment to County Extension Committees

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves the nominees and alternates for positions on the County Extension Service Committees in West Virginia, as presented.

STAFF MEMBER: Maryanne Reed
Provost and Vice President for Academic Affairs

BACKGROUND: The Board of Governors of West Virginia University is responsible for approving the appointments of individuals to the County Extension Service Committees which function in each county of West Virginia.

Please review the nominees and alternates. You are asked to approve both, as a first choice may have to refuse the position, and the alternate is then approached

Calhoun County

04/01/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:
    Name: Kelli Zwoll
    Address:
    Date term expires: 06/2023
NOMINATED MEMBER:
    Name: Jason Arnold
    Address: 10228 South Calhoun Highway, Mt. Zion, WV 26151
    Phone Number(s): (304) 543-0916
    E-mail: Jason.Arnold@hopegas.com
    Education: BS in Biology; Associates In Environmental Science
    Occupation: Operations Supervisor for Hope Gas
Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Supervisor for Hope Gas; Served on Calhoun Planning Commission; Served on Board of Eduation
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
    Member, West Fork Committee Action; Volunteer, Calhoun County Livestock Program
Previous experience with WVU Extension Activities:
    Volunteers with Calhoun County Livestock Program; Daughter attended 4-H Camp; Hope Gas regularly makes donations to the programs
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
    Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)
    None

Calhoun County

04/01/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>

    Name: Bruce Fitzwater

    Address:

    Date term expires: 06/2023

<u>**NOMINATED MEMBER:**</u>

    Name: Jenna Jett

    Address: 6493 Beech Road, Orma, WV 25268

    Phone Number(s): (304) 655-6724

    E-mail: jennarjett@gmail.com

    Education:

    Occupation: Self Employed and Employed Parttime as a Breastfeeding Peer Counselor

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    President, Calhoun County Board of Education; PPR Chair, Louisa Chapel

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    Committee Member, Calhoun County Livestock Program; Sunday School Teacher, Louisa Chapel

Previous experience with WVU Extension Activities:

    Member of the Calhoun County Livestock Program; Previous 4-H Leader and Camp Cook

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:

    Race: No   Gender: Yes

Previous service on CESC: (include approximate dates of service)

    Previously served as a member at large from 2014-2020

Harrison County
4/9/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:
    Name: Mike Book
    Address: 43 Recreation Drive
    Date term expires:

NOMINATED MEMBER:
    Name: Jacob Hayhurst
    Address: 1715 Hawk Highway, Lost Creek, WV 26385
    Phone Number(s): 304-624-0485
    E-mail: jhayhurst@harrisoncountywv.gov
    Education: MA in Counseling
    Occupation: Deputy Director Harrison County Parks and Recreation

Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Deputy Director for Harrison County Parks and Recreation

Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:
    Energy Express local and state level experience

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
    Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)

Harrison County

4/9/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

    Name:

    Address:

    Date term expires:

NOMINATED MEMBER:

    Name: Cole Williams

    Address: 248 Jake Run Road, Lost Creek, WV 26385

    Phone Number(s): 304-476-6595

    E-mail: colew879@gmail.com

    Education: MS - WVU

    Occupation: Farm Credit - Loan officer

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    President - Harrison County Livestock Association

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:

    4-H Livestock and camp volunteer 4-H participant

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:

    Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)

Jefferson County
Date

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
  Name: Charles Locke Wysong
  Address: PO Box 772, Charles Town, WV 25414
  Date term expires: 06/30/2024
<u>**NOMINATED MEMBER:**</u>
  Name: Dawn Timberlake
  Address: 77 Fosters Circle, Shenandoah Junction, WV 25442
  Phone Number(s): 703-574-3279
  E-mail: timberlakeda@gmail.com
  Education: BS of Electrical Engineering
  Occupation: Realtor
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
  Board of Directors at Eastern Panhandle Preparatory Academy Charter School, Public Education Committee Chair, Master Gardeners
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
  Mountaineer Food Bank volunteer, St. James Catholic Church volunteer
Previous experience with WVU Extension Activities:
  Current WVU Extension Master Gardener, and aids to plan educational events for both the public and Master Gardeners
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
  Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)
  None

Mineral County
Date

Employees and/or community leaders involved in selection of those recommended:

<u>**RECOMMENDED ALTERNATE:**</u>
Name: Whitney Nester
Address: 9309 Fort Ashby Rd, Keyser, WV 26726
Phone Number(s): 3048134384
E-mail:
Education:
Occupation: Feed Store Owner
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
Keyser Rotary Member, local 4-H club leader
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:
Previous Mineral County 4-H Program Assistant and 4-H member
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)

Summers County
Date

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
    Name: Jarod Hartwell
    Address: Central Ave.
    Date term expires: 2024
<u>**NOMINATED MEMBER:**</u>
    Name: Pat Jordan
    Address: Maple St. Hinton, WV 25951
    Phone Number(s): 304-573-5098
    E-mail: jpatjordan@frontier.com
    Education: College
    Occupation: Retired
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    City of Hinton City Council, CASE Board of Directors, Summers County ARH Hospital Board of Directors
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
    Little League
Previous experience with WVU Extension Activities:
    Second term Extension Service Committee
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
    Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)
    2021-2024

Summers County
4/25/24 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:
   Name: Mary Lou Haley
   Address:
   Date term expires: 2024

NOMINATED MEMBER:
   Name: Cindy Garrett
   Address: 120 2nd Ave Hinton, WV 25951
   Phone Number(s): 304-466-4019
   E-mail: cindy.g@summersseniors.com
   Education: College
   Occupation: Summers County Council on Aging Director

Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
   Director of Summers County Council on Aging

Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
   CDC HOP Coalition Member

Previous experience with WVU Extension Activities:
   Extension provides monthly activities at the Council on Aging. Director is also a member of the CDC High Obesity Prevention Grant Coalition in Summers County.

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
   Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)
   none

Summers County

4/25/24 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

    Name: Bill Keaton

    Address:

    Date term expires: 2024

NOMINATED MEMBER:

    Name: Celena Hope Cooper

    Address: 151 Pleasant St Hinton, WV 25951

    Phone Number(s): 304-466-3388

    E-mail: celena.h.cooper@wv.gov

    Education: College

    Occupation: Administrator/Sanitarian Summers County Health Department

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    Administrator and Sanitarian of the Summers County Health Department

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    track coach, CDC HOP Coalition

Previous experience with WVU Extension Activities:

    Member of CDC High Obesity Prevention Grant Coalition in Summers County, interest in helping implement Farmacy program in Summers County

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:

    Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)

    none

Wirt County
Date
Employees and/or community leaders involved in selection of those recommended:

Incumbent:
   Name: Rose Ann Adams
   Address: 1350 Somerville Fork Road, Palestine, WV 26160
   Date term expires: 6/30/2024
NOMINATED MEMBER:
   Name: Callie Daugherty
   Address: 2638 Middle Fork, Reedy, WV 26143
   Phone Number(s): 304-531-5229
   E-mail: daughertys2018@gmail.com
   Education: B.S. in Agricultural and Extension Education, M.A. in Communication Studies
   Occupation: Technology Integration Specialist, Wirt County Middle School
Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
   Wirt County High School PBIS Team Leader (2021-present) Wirt County High School Student Council Advisor (2021-present)
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
   Dora B. Woodyard Library Advisory Board (2023-present) 4-H volunteer
Previous experience with WVU Extension Activities:
   I served as the Wirt County WVU Extension Agent in Training from January 2018-February 2020. I also helped organize Energy Express activities for the summer of 2020 in the absence of an Extension Agent. I have continued to volunteer to help on an as needed basis with 4-H camp as a volunteer.
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
   Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)

Wirt County

5/15/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

Name: Coleen Bumgarner Murray

Address: 621 Cline Hill Road, Elizabeth, WV 26143

Date term expires: 6/30/2024

NOMINATED MEMBER:

Name: Vickie Knicely

Address: 374 Goff Holw, Elizabeth, WV 26143

Phone Number(s): 304-861-4130

E-mail: vickik@coplinhealth.com

Education: High School Diploma

Occupation: Community Health Coding and Billing Specialist

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

Organized Relay for Life Survivor Dinner

Previous experience with WVU Extension Activities:

none (Coplin Health Systems is a partner organization of WVU Extension providing FARMacy and other health related educational services in the community. Vicki was recommended to serve on our committee by the CEO).

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:

Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)

Wirt County
Date

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
   Name:
   Address:
   Date term expires:
NOMINATED MEMBER:
   Name: Melissa Speece
   Address: 100 Fancy Gap Lane
   Phone Number(s): 304-588-3131
   E-mail: melissa.speece@k12.wv.us
   Education: B.A. Elementary Education and M. A. in Special Education
   Occupation: Special Education Teacher at Wirt County Primary Center
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
   Secretary Faculty Senate 4-H volunteer
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:
   Energy Express Summer Reading Program site supervisor 4 years, community coordinator 1 year, mentor 2 years
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
   Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)

WVU-ES

Wyoming County
06/03/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:
    Name:
    Address:
    Date term expires:
NOMINATED MEMBER:
    Name: Lanie Adkins
    Address: 19 Park Street, Pineville, WV 24874
    Phone Number(s): 304-222-0428
    E-mail: ladkins@stopthehurtwv.org
    Education:
    Occupation: Child Advocate
Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
    Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)

Wyoming County
06/03/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
    Name:
    Address: PO Box 645, Pineville, WV 24874
    Date term expires:
<u>**NOMINATED MEMBER:**</u>
    Name: Craig Cook
    Address: PO Box 645, Pineville, WV 24874
    Phone Number(s): 304-389-5329
    E-mail: craigcook67@yahoo.com
    Education:
    Occupation: Magistrate
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Wyoming County Magistrate
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
    Volunteer to numerous organizations
Previous experience with WVU Extension Activities:
    Donation of time during fundraisers and activities.
Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:
    Race: No   Gender: No
Previous service on CESC: (include approximate dates of service)
    None

Wyoming County

06/03/2024 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

    Name:

    Address:

    Date term expires:

NOMINATED MEMBER:

    Name: Christy Young

    Address: PO Box 644, Pineville, WV 24874

    Phone Number(s): 304-809-5250

    E-mail: Christy.Young@k12.wv.us

    Education: k-12 Education Degree

    Occupation: Teacher

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:

    Invited 4-H Agent to teach in her classroom

Please indicate if this nomination is submitted to achieve balance of committee membership in regard to:

    Race: No   Gender: No

Previous service on CESC: (include approximate dates of service)

    none