West Virginia University

Board of Governors

2024 - 2025
Meeting Agenda Booklet
June 13, 2025

Board Members

Charles Capito
Bray Cary
Elmer Coppoolse
Kevin Craig
Michael D'Annunzio
 Dr. Lesley Cottrell
Dr. Patrice Harris, Vice-Chair
Terry Hauser
Robert "Rusty" Hutson
Alan Larrick
Susan Lavenski

Charlie Long
Paul Mattox
Richard Pill, Chair
Robert Reynolds, Secretary
Steven Ruby
Shirley Robinson
Frances "Frankie" Tack
Charles Wilfong

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025 – 10:00 a.m.

Barnette BOG Room
Erickson Alumni Center
Morgantown, WV
and
A zoom link will be posted on the WVU Board of Governors website (under agendas) a few days prior to this meeting

MEETING AGENDA

Agenda Item	Designee(s)
1. Call to Order	Pill
2. Academic Affairs Report	Kreider
3. Annual Report of the Faculty Representatives to the Board of Governors	Tack and Cottrell
4. Finance Committee Report	Craig
5. **Approval of Tuition and Fees for FY26**	Congelio
6. **Approval of FY26 Financial Plan and Budget**	Congelio
7. **Authorization to Contract with Gold & Blue, Inc.**	Baker and Taylor
8. **Authorization to Terminate Contract with a Vendor and Authorization to Enter Into an Agreement with a New Vendor**	Taylor, Newmeyer and Pratt
9. Governance Committee Report, including: a. **Recommendation for Approval of Amendments to BOG By-Laws**	Harris
10. Strategic Plans and Initiatives Committee Report	Coppoolse

Agenda Item	Designee(s)
11. Audit Committee Report	**Reynolds**
12.Notice of Proposed Rulemaking for HR Rule on Annual Leave	**Taylor**

13.Information Items (Written Only):
    a. **Promotion and Tenure Reports**
    b. **Board Budget Process**
    c. **Report of Real Property Transactions – Third Quarter of FY 2025**
    d. **Presidential Search Timeline**
	Pill
	Kreider & Marsh
	Congelio
	Furbee
	
	Harris

14.Consent Agenda Items:
    a. **Renaming of Buildings**
    b. **Renewed Authority to Transfer or Sell Buildings and Property located in Montgomery, WV**
    c. **Authorization to Extend President Gee's Term**
    d. **Approval of Undergraduate Program Review Recommendations**
    e. **Approval of Graduate Program Review Recommendations**
    f. **Termination of the Master of Arts (MA) in Elementary Mathematics Specialist degree and the Certificate in Health Professions Education in the College of Applied Human Sciences**
    g. **Termination of the Master of Science Journalism (MSJ) degree in Media Solutions and Innovation in the College of Creative Arts and Media**
    h. **Approval of a new online MS degree in Artificial Intelligence in the Statler College of Engineering and Mineral Resources**
    i. **Approval of a new MS degree in Human and Community Development in the Davis College of Agriculture and Resources**
    j. **Appointment to County Extension Committee**
	Pill
	Congelio
	Furbee
	
	Taylor
	Kreider
	
	Kreider
	
	Kreider
	
	Kreider
	
	Kreider
	
	Kreider
	
	Kreider

15. President's Report	**Gee**

Agenda Item	Designee(s)
16. Nominating Committee Report, including: 　**a. Formal Recommendations and Election of BOG officers for July 1, 2025 to June 30, 2026**	**Craig**
17. Approval of minutes for April 4, 2025 regular board meeting	**Pill**
18. Acknowledgement of outgoing Board of Governors Members	**Pill**
19. Potential Executive Session, if needed.	**Pill**
20. Discussions Emanating from Executive Session – if any	**Pill**
21. The next planned Board of Governors meeting is scheduled for September 26, 2025.	**Pill**
22. Adjournment	**Pill**

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: **FY 2025-2026 Tuition and Fees**

INSTITUTION: West Virginia University

COMMITTEE: Full Board

STAFF MEMBER: Paula Congelio
                      Vice President and Chief Financial Officer

BACKGROUND: 2025 – 2026 General University and Divisional Campus Proposed
                      Tuition and Fee Rates (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. Athletics Revenue Share Support 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 proposed changes 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 while also allowing the institution to fulfill its financial obligations. WVU also charges students a differential college tuition based on their college of record.

   For FY2026, WVU Morgantown proposes to raise residential undergraduate University tuition and fees by $324 per semester and non-residential University tuition and fees by $912 per semester. Similarly, for graduate students, WVU proposes to raise residential University tuition and fees by $360 per semester and non-residential University tuition and fees by $945 per semester. These totals include a $12 or $9 increase in University fees for undergraduate or graduate students, respectively.

   College tuition varies in dollar amount, but most colleges propose increases ranging from $0 to $114. These tuition increases are necessary to cover increased costs due to inflation.

   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 FY2026 TUITION AND FEES PER SEMESTER

PROPOSED FY2026 TUITION AND FEES PER SEMESTER			
	CURRENT FY2025	PROPOSED FY2026	INCREASE
Undergraduate, Resident	$ 5,052	$ 5,376	$ 324
Undergraduate, Non-Resident	$ 14,304	$ 15,216	$ 912
Graduate, Resident	$ 5,706	$ 6,066	$ 360
Graduate, Non-Resident	$ 14,769	$ 15,714	$ 945

   For FY2026, WVU PSC/Keyser and WVUIT/Beckley propose to increase residential undergraduate University tuition and fees by $204 and $420 per semester, respectively and non-residential University tuition and fees by $468 and $672, respectively per

semester. WVU PSC/Keyser proposes to increase its Metro Rate by $312 per semester. WVUIT/Beckley is proposing a new Metro Rate of $6,576 per semester. There is no increase in University fees at these campuses.

WVU PSC/Keyser is proposing to increase its Associate Degree University tuition and fees by $168, $420 and $264 for residential, non-residential and Metro rates, respectively. These increases represent no increase in University fees.

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

PROPOSED FY2026 TUITION AND FEES PER SEMESTER

PROPOSED FY2026 TUITION AND FEES PER SEMESTER - PSC AND WUIT/BECKLEY			
	CURRENT FY2025	PROPOSED FY2026	INCREASE
PSC Keyser			
Associate, Resident	$ 2,640	$ 2,808	$ 168
Associate, Non-Resident	$ 6,600	$ 7,020	$ 420
Associate, Metro Rate	$ 4,188	$ 4,452	$ 264
Undergraduate, Resident	$ 3,216	$ 3,420	$ 204
Undergraduate, Non-Resident	$ 7,356	$ 7,824	$ 468
Metro Rate	$ 4,920	$ 5,232	$ 312
WVUIT Beckley			
Undergraduate, Resident	$ 4,212	$ 4,632	$ 420
Undergraduate, Non-Resident	$ 10,536	$ 11,208	$ 672
Metro Rate - NEW	$ -	$ 6,576	$ 6,576

2. Program Fees

The Barnes & Noble "First Day" (opt out) fee has decreased across all campuses by $7 for part-time students and $15 for full-time students.

The WVU Tech Orientation fee is increasing by $25.

For WVU Potomac State, there is a $24 increase in the Hospitality & Tourism Equipment fee.

Changes in WVU HSC Laptop Fees range from ($896) to $(167) for continuing programs.

All other program fees remain the same.

3. Administrative Fees

Student Health Insurance has increased for the Fall, Spring and Summer semesters by $123, $188 and $79, respectively, on the WVU Morgantown and WVU Beckley campuses.

An Athletics Revenue Share Support fee of $125 is proposed to be added on the Morgantown Campus.

All other administrative fees remain the same.

4. Instrument and Materials Fees

The WVU HSC Instrument and Materials Fees change ranges from ($1,912) to $1,353.

5. Room Fees

WVU, Increase ranging from $122 to $234
WVU Keyser and WVUIT, Increases from $68 to $127

6. Board Fees (Meal Plans)

WVU, Increases between $8 to $77
WVU PSC, Increases between $11 to $114
WVUIT, Increases between $9 to $82

7. Apartment Rates

Since at least 2016 for WVU Morgantown, 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 FY2026-27 are increasing an average of $28.

8. <u>Online Fees</u>

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 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).

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/College Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 University Tuition Amount	Sum of 2024-2025 University Fee Amount	Sum of 2024-2025 Program/College Fee Amount	Sum of 2024-2025 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 TOTAL AMOUNT PER CREDIT HOUR
WVU									
Undergraduate									
Resident									
Agriculture, Natural Resources and Design	$ 4,656.00	$ 720.00	$ 612.00	$ 5,988.00	$ 4,344.00	$ 708.00	$ 576.00	$5,628	$ 469.00
Applied Human Sciences	$ 4,656.00	$ 720.00	$ 480.00	$ 5,856.00	$ 4,344.00	$ 708.00	$ 396.00	$5,448	$ 454.00
Business & Economics	$ 4,656.00	$ 720.00	$ 696.00	$ 6,072.00	$ 4,344.00	$ 708.00	$ 696.00	$5,748	$ 479.00
CLASS	$ 4,656.00	$ 720.00	$ 372.00	$ 5,748.00	$ 4,344.00	$ 708.00	$ 360.00	$5,412	$ 451.00
Creative Arts & Media	$ 4,656.00	$ 720.00	$ 552.00	$ 5,928.00	$ 4,344.00	$ 708.00	$ 516.00	$5,568	$ 464.00
Eberly Arts & Sciences	$ 4,656.00	$ 720.00	$ 504.00	$ 5,880.00	$ 4,344.00	$ 708.00	$ 480.00	$5,532	$ 461.00
Engineering and Mineral Resources	$ 4,656.00	$ 720.00	$ 792.00	$ 6,168.00	$ 4,344.00	$ 708.00	$ 792.00	$5,844	$ 487.00
Intercollegiate Tuition	$ 4,656.00	$ 720.00	$ 636.00	$ 6,012.00	$ 4,344.00	$ 708.00	$ 612.00	$5,664	$ 472.00
Non-Resident									
Agriculture, Natural Resources and Design	$ 14,496.00	$ 720.00	$ 732.00	$ 15,948.00	$ 13,596.00	$ 708.00	$ 696.00	$15,000	$ 1,250.00
Applied Human Sciences	$ 14,496.00	$ 720.00	$ 708.00	$ 15,924.00	$ 13,596.00	$ 708.00	$ 516.00	$14,820	$ 1,235.00
Business & Economics	$ 14,496.00	$ 720.00	$ 912.00	$ 16,128.00	$ 13,596.00	$ 708.00	$ 912.00	$15,216	$ 1,268.00
CLASS	$ 14,496.00	$ 720.00	$ 492.00	$ 15,708.00	$ 13,596.00	$ 708.00	$ 480.00	$14,784	$ 1,232.00
Creative Arts & Media	$ 14,496.00	$ 720.00	$ 804.00	$ 16,020.00	$ 13,596.00	$ 708.00	$ 756.00	$15,060	$ 1,255.00
Eberly Arts & Sciences	$ 14,496.00	$ 720.00	$ 804.00	$ 16,020.00	$ 13,596.00	$ 708.00	$ 756.00	$15,060	$ 1,255.00
Engineering and Mineral Resources	$ 14,496.00	$ 720.00	$ 1,164.00	$ 16,380.00	$ 13,596.00	$ 708.00	$ 1,164.00	$15,468	$ 1,289.00
Intercollegiate Tuition	$ 14,496.00	$ 720.00	$ 768.00	$ 15,984.00	$ 13,596.00	$ 708.00	$ 744.00	$15,048	$ 1,254.00
Graduate									
Resident									
Agriculture, Natural Resources and Design	$ 5,364.00	$ 702.00	$ 594.00	$ 6,660.00	$ 5,013.00	$ 693.00	$ 558.00	$ 6,264.00	$ 696.00
Applied Human Sciences	$ 5,364.00	$ 702.00	$ 432.00	$ 6,498.00	$ 5,013.00	$ 693.00	$ 405.00	$ 6,111.00	$ 679.00
Business & Economics	$ 5,364.00	$ 702.00	$ 3,123.00	$ 9,189.00	$ 5,013.00	$ 693.00	$ 3,123.00	$ 8,829.00	$ 981.00
Creative Arts & Media	$ 5,364.00	$ 702.00	$ 531.00	$ 6,597.00	$ 5,013.00	$ 693.00	$ 504.00	$ 6,210.00	$ 690.00
Eberly Arts & Sciences	$ 5,364.00	$ 702.00	$ 459.00	$ 6,525.00	$ 5,013.00	$ 693.00	$ 432.00	$ 6,138.00	$ 682.00
Engineering and Mineral Resources	$ 5,364.00	$ 702.00	$ 801.00	$ 6,867.00	$ 5,013.00	$ 693.00	$ 801.00	$ 6,507.00	$ 723.00
Undeclared	$ 5,364.00	$ 702.00	$ -	$ 6,066.00	$ 5,013.00	$ 693.00	$ -	$ 5,706.00	$ 634.00
Non-Resident									
Agriculture, Natural Resources and Design	$ 15,012.00	$ 702.00	$ 729.00	$ 16,443.00	$ 14,076.00	$ 693.00	$ 684.00	$ 15,453.00	$ 1,717.00
Applied Human Sciences	$ 15,012.00	$ 702.00	$ 603.00	$ 16,317.00	$ 14,076.00	$ 693.00	$ 567.00	$ 15,336.00	$ 1,704.00
Business & Economics	$ 15,012.00	$ 702.00	$ 5,481.00	$ 21,195.00	$ 14,076.00	$ 693.00	$ 5,481.00	$ 20,250.00	$ 2,250.00
Creative Arts & Media	$ 15,012.00	$ 702.00	$ 756.00	$ 16,470.00	$ 14,076.00	$ 693.00	$ 711.00	$ 15,480.00	$ 1,720.00
Eberly Arts & Sciences	$ 15,012.00	$ 702.00	$ 801.00	$ 16,515.00	$ 14,076.00	$ 693.00	$ 756.00	$ 15,525.00	$ 1,725.00
Engineering and Mineral Resources	$ 15,012.00	$ 702.00	$ 1,188.00	$ 16,902.00	$ 14,076.00	$ 693.00	$ 1,188.00	$ 15,957.00	$ 1,773.00
Undeclared	$ 15,012.00	$ 702.00	$ -	$ 15,714.00	$ 14,076.00	$ 693.00	$ -	$ 14,769.00	$ 1,641.00
Professional									
Resident									
Applied Human Sciences	$ 5,364.00	$ 702.00	$ 432.00	$ 6,498.00	$ 5,013.00	$ 693.00	$ 405.00	$ 6,111.00	$ 679.00
Law	$ 5,364.00	$ 702.00	$ 7,821.00	$ 13,887.00	$ 5,013.00	$ 693.00	$ 7,596.00	$ 13,302.00	$ 1,478.00
Non-Resident									
Applied Human Sciences	$ 15,012.00	$ 702.00	$ 603.00	$ 16,317.00	$ 14,076.00	$ 693.00	$ 567.00	$ 15,336.00	$ 1,704.00
Law	$ 15,012.00	$ 702.00	$ 7,821.00	$ 23,535.00	$ 14,076.00	$ 693.00	$ 7,596.00	$ 22,365.00	$ 2,485.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

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WVU Health Sciences									
Undergraduate									
Resident									
Dentistry Dental Hygiene	$ 4,656.00	$ 720.00	$ 1,812.00	$ 7,188.00	$ 4,344.00	$ 708.00	$ 1,704.00	$ 6,756.00	$ 563.00
Medicine Biomedical Lab Diagnostics	$ 4,656.00	$ 720.00	$ 696.00	$ 6,072.00	$ 4,344.00	$ 708.00	$ 648.00	$ 5,700.00	$ 475.00
Medicine Communication Science Disorders	$ 4,656.00	$ 720.00	$ 924.00	$ 6,300.00	$ 4,344.00	$ 708.00	$ 864.00	$ 5,916.00	$ 493.00
Medicine Medicine	$ 4,656.00	$ 720.00	$ 984.00	$ 6,360.00	$ 4,344.00	$ 708.00	$ 924.00	$ 5,976.00	$ 498.00
Nursing	$ 4,656.00	$ 720.00	$ 1,644.00	$ 7,020.00	$ 4,344.00	$ 708.00	$ 1,560.00	$ 6,612.00	$ 551.00
Pharmacy Pharm D. - Traditional (R1, R2)	$ 4,656.00	$ 720.00	$ 7,272.00	$ 12,648.00	$ 4,344.00	$ 708.00	$ 6,924.00	$ 11,976.00	$ 998.00
Pharmacy Pharmaceuticals & Healthcare	$ 4,656.00	$ 720.00	$ 600.00	$ 5,976.00	$ 4,344.00	$ 708.00	$ 600.00	$ 5,652.00	$ 471.00
Pharmacy Pharmacy	$ 4,656.00	$ 720.00	$ 480.00	$ 5,856.00	$ 4,344.00	$ 708.00	$ 432.00	$ 5,484.00	$ 457.00
Public Health Public Health	$ 4,656.00	$ 720.00	$ 360.00	$ 5,736.00	$ 4,344.00	$ 708.00	$ 360.00	$ 5,412.00	$ 451.00
Non-Resident									
Dentistry Dental Hygiene	$ 14,496.00	$ 720.00	$ 3,576.00	$ 18,792.00	$ 13,596.00	$ 708.00	$ 3,372.00	$ 17,676.00	$ 1,473.00
Medicine Biomedical Lab Diagnostics	$ 14,496.00	$ 720.00	$ 1,824.00	$ 17,040.00	$ 13,596.00	$ 708.00	$ 1,800.00	$ 16,104.00	$ 1,342.00
Medicine Communication Science Disorders	$ 14,496.00	$ 720.00	$ 2,076.00	$ 17,292.00	$ 13,596.00	$ 708.00	$ 2,052.00	$ 16,356.00	$ 1,363.00
Medicine Medicine	$ 14,496.00	$ 720.00	$ 2,448.00	$ 17,664.00	$ 13,596.00	$ 708.00	$ 2,424.00	$ 16,728.00	$ 1,394.00
Nursing	$ 14,496.00	$ 720.00	$ 1,644.00	$ 16,860.00	$ 13,596.00	$ 708.00	$ 1,560.00	$ 15,864.00	$ 1,322.00
Pharmacy Pharm D. - Traditional (R1, R2)	$ 14,496.00	$ 720.00	$ 9,096.00	$ 24,312.00	$ 13,596.00	$ 708.00	$ 9,060.00	$ 23,364.00	$ 1,947.00
Pharmacy Pharmaceuticals & Healthcare	$ 14,496.00	$ 720.00	$ 840.00	$ 16,056.00	$ 13,596.00	$ 708.00	$ 840.00	$ 15,144.00	$ 1,262.00
Pharmacy Pharmacy	$ 14,496.00	$ 720.00	$ 432.00	$ 15,648.00	$ 13,596.00	$ 708.00	$ 432.00	$ 14,736.00	$ 1,228.00
Public Health Public Health	$ 14,496.00	$ 720.00	$ 1,092.00	$ 16,308.00	$ 13,596.00	$ 708.00	$ 1,092.00	$ 15,396.00	$ 1,283.00
Graduate									
Resident									
Dentistry Dental Hygiene	$ 5,364.00	$ 702.00	$ 1,683.00	$ 7,749.00	$ 5,013.00	$ 693.00	$ 1,584.00	$ 7,290.00	$ 810.00
Dentistry Dentistry (post D.D.S.)	$ 5,364.00	$ 702.00	$ 2,412.00	$ 8,478.00	$ 5,013.00	$ 693.00	$ 2,277.00	$ 7,983.00	$ 887.00
Medicine Athletic Training	$ 5,364.00	$ 702.00	$ 1,332.00	$ 7,398.00	$ 5,013.00	$ 693.00	$ 1,269.00	$ 6,975.00	$ 775.00
Medicine Medical Laboratory Science	$ 5,364.00	$ 702.00	$ 1,359.00	$ 7,425.00	$ 5,013.00	$ 693.00	$ 1,269.00	$ 6,975.00	$ 775.00
Medicine Medicine	$ 5,364.00	$ 702.00	$ 1,044.00	$ 7,110.00	$ 5,013.00	$ 693.00	$ 990.00	$ 6,696.00	$ 744.00
Medicine Occupational Therapy	$ 5,364.00	$ 702.00	$ 972.00	$ 7,038.00	$ 5,013.00	$ 693.00	$ 927.00	$ 6,633.00	$ 737.00
Medicine Pathology Assistant	$ 5,364.00	$ 702.00	$ 2,142.00	$ 8,208.00	$ 5,013.00	$ 693.00	$ 1,998.00	$ 7,704.00	$ 856.00
Medicine Physician Assistant	$ 5,364.00	$ 702.00	$ 6,642.00	$ 12,708.00	$ 5,013.00	$ 693.00	$ 6,210.00	$ 11,916.00	$ 1,324.00
Medicine Speech-Language Pathology	$ 5,364.00	$ 702.00	$ 1,044.00	$ 7,110.00	$ 5,013.00	$ 693.00	$ 990.00	$ 6,696.00	$ 744.00
Nursing	$ 5,364.00	$ 702.00	$ 1,323.00	$ 7,389.00	$ 5,013.00	$ 693.00	$ 1,260.00	$ 6,966.00	$ 774.00
Pharmacy Pharmacy	$ 5,364.00	$ 702.00	$ 2,133.00	$ 8,199.00	$ 5,013.00	$ 693.00	$ 2,016.00	$ 7,722.00	$ 858.00
Public Health Health Administration	$ 5,364.00	$ 702.00	$ 2,178.00	$ 8,244.00	$ 5,013.00	$ 693.00	$ 2,133.00	$ 7,839.00	$ 871.00
Public Health Public Health Masters and Doctorate	$ 5,364.00	$ 702.00	$ 2,178.00	$ 8,244.00	$ 5,013.00	$ 693.00	$ 2,133.00	$ 7,839.00	$ 871.00
Non-Resident									
Dentistry Dental Hygiene	$ 15,012.00	$ 702.00	$ 5,094.00	$ 20,808.00	$ 14,076.00	$ 693.00	$ 4,806.00	$ 19,575.00	$ 2,175.00
Dentistry Dentistry (post D.D.S.)	$ 15,012.00	$ 702.00	$ 6,021.00	$ 21,735.00	$ 14,076.00	$ 693.00	$ 5,679.00	$ 20,448.00	$ 2,272.00
Medicine Athletic Training	$ 15,012.00	$ 702.00	$ 1,206.00	$ 16,920.00	$ 14,076.00	$ 693.00	$ 1,206.00	$ 15,975.00	$ 1,775.00
Medicine Medical Laboratory Science	$ 15,012.00	$ 702.00	$ 1,782.00	$ 17,496.00	$ 14,076.00	$ 693.00	$ 1,782.00	$ 16,551.00	$ 1,839.00
Medicine Medicine	$ 15,012.00	$ 702.00	$ 3,015.00	$ 18,729.00	$ 14,076.00	$ 693.00	$ 3,015.00	$ 17,784.00	$ 1,976.00
Medicine Occupational Therapy	$ 15,012.00	$ 702.00	$ 1,404.00	$ 17,118.00	$ 14,076.00	$ 693.00	$ 1,404.00	$ 16,173.00	$ 1,797.00
Medicine Pathology Assistant	$ 15,012.00	$ 702.00	$ 4,941.00	$ 20,655.00	$ 14,076.00	$ 693.00	$ 4,797.00	$ 19,566.00	$ 2,174.00
Medicine Physician Assistant	$ 15,012.00	$ 702.00	$ 4,149.00	$ 19,863.00	$ 14,076.00	$ 693.00	$ 4,032.00	$ 18,801.00	$ 2,089.00
Medicine Speech-Language Pathology	$ 15,012.00	$ 702.00	$ 1,404.00	$ 17,118.00	$ 14,076.00	$ 693.00	$ 1,404.00	$ 16,173.00	$ 1,797.00
Nursing	$ 15,012.00	$ 702.00	$ 1,323.00	$ 17,037.00	$ 14,076.00	$ 693.00	$ 1,260.00	$ 16,029.00	$ 1,781.00
Pharmacy Pharmacy	$ 15,012.00	$ 702.00	$ 4,356.00	$ 20,070.00	$ 14,076.00	$ 693.00	$ 4,113.00	$ 18,882.00	$ 2,098.00
Public Health Health Administration	$ 15,012.00	$ 702.00	$ 5,148.00	$ 20,862.00	$ 14,076.00	$ 693.00	$ 5,148.00	$ 19,917.00	$ 2,213.00
Public Health Public Health Masters and Doctorate	$ 15,012.00	$ 702.00	$ 5,148.00	$ 20,862.00	$ 14,076.00	$ 693.00	$ 5,148.00	$ 19,917.00	$ 2,213.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/College Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 University Tuition Amount	Sum of 2024-2025 University Fee Amount	Sum of 2024-2025 Program/College Fee Amount	Sum of 2024-2025 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 TOTAL AMOUNT PER CREDIT HOUR
Professional									
Resident									
Dentistry Dental Professional	$ 5,364.00	$ 702.00	$ 9,171.00	$ 15,237.00	$ 5,013.00	$ 693.00	$ 8,649.00	$ 14,355.00	$ 1,595.00
Medicine Doctorate of Audiology	$ 5,364.00	$ 702.00	$ 1,584.00	$ 7,650.00	$ 5,013.00	$ 693.00	$ 1,512.00	$ 7,218.00	$ 802.00
Medicine Medical Professional (M1-M3)	$ 5,364.00	$ 702.00	$ 6,291.00	$ 12,357.00	$ 5,013.00	$ 693.00	$ 6,165.00	$ 11,871.00	$ 1,319.00
Medicine Medical Professional (M4)	$ 5,364.00	$ 702.00	$ 11,709.00	$ 17,775.00	$ 5,013.00	$ 693.00	$ 11,475.00	$ 17,181.00	$ 1,909.00
Medicine Occupational Therapy	$ 5,364.00	$ 702.00	$ 981.00	$ 7,047.00	$ 5,013.00	$ 693.00	$ 918.00	$ 6,624.00	$ 736.00
Medicine Physical Therapy Doctorate	$ 5,364.00	$ 702.00	$ 1,557.00	$ 7,623.00	$ 5,013.00	$ 693.00	$ 1,512.00	$ 7,218.00	$ 802.00
Nursing Certified Registered Nurse Anesthetist (CRNA)	$ 5,364.00	$ 702.00	$ 7,335.00	$ 13,401.00	$ 5,013.00	$ 693.00	$ 6,984.00	$ 12,690.00	$ 1,410.00
Pharmacy Pharm D. - Traditional (R3,R4)	$ 5,364.00	$ 702.00	$ 4,662.00	$ 10,728.00	$ 5,013.00	$ 693.00	$ 4,437.00	$ 10,143.00	$ 1,127.00
Pharmacy Pharm D. - Traditional (RA,RB)	$ 5,364.00	$ 702.00	$ 6,579.00	$ 12,645.00	$ 5,013.00	$ 693.00	$ 6,264.00	$ 11,970.00	$ 1,330.00
Non-Resident									
Dentistry Dental Professional	$ 15,012.00	$ 702.00	$ 18,144.00	$ 33,858.00	$ 14,076.00	$ 693.00	$ 17,118.00	$ 31,887.00	$ 3,543.00
Medicine Doctorate of Audiology	$ 15,012.00	$ 702.00	$ 1,422.00	$ 17,136.00	$ 14,076.00	$ 693.00	$ 1,422.00	$ 16,191.00	$ 1,799.00
Medicine Medical Professional (M1-M3)	$ 15,012.00	$ 702.00	$ 8,955.00	$ 24,669.00	$ 14,076.00	$ 693.00	$ 8,775.00	$ 23,544.00	$ 2,616.00
Medicine Medical Professional (M4)	$ 15,012.00	$ 702.00	$ 19,539.00	$ 35,253.00	$ 14,076.00	$ 693.00	$ 19,152.00	$ 33,921.00	$ 3,769.00
Medicine Occupational Therapy	$ 15,012.00	$ 702.00	$ 1,377.00	$ 17,091.00	$ 14,076.00	$ 693.00	$ 1,359.00	$ 16,128.00	$ 1,792.00
Medicine Physical Therapy Doctorate	$ 15,012.00	$ 702.00	$ 1,404.00	$ 17,118.00	$ 14,076.00	$ 693.00	$ 1,386.00	$ 16,155.00	$ 1,795.00
Nursing Certified Registered Nurse Anesthetist (CRNA)	$ 15,012.00	$ 702.00	$ 7,335.00	$ 23,049.00	$ 14,076.00	$ 693.00	$ 6,984.00	$ 21,753.00	$ 2,417.00
Pharmacy Pharm D. - Traditional (R3,R4)	$ 15,012.00	$ 702.00	$ 5,220.00	$ 20,934.00	$ 14,076.00	$ 693.00	$ 5,220.00	$ 19,989.00	$ 2,221.00
Pharmacy Pharm D. - Traditional (RA,RB)	$ 15,012.00	$ 702.00	$ 8,595.00	$ 24,309.00	$ 14,076.00	$ 693.00	$ 8,595.00	$ 23,364.00	$ 2,596.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/College Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 University Tuition Amount	Sum of 2024-2025 University Fee Amount	Sum of 2024-2025 Program/College Fee Amount	Sum of 2024-2025 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 TOTAL AMOUNT PER CREDIT HOUR
WVU Potomac State College (University Fees are only assessed in Fall & Spring)									
Associate Degree and Certificate Programs									
Resident									
Applied Sciences Division	$ 2,496.00	$ 312.00	$ 108.00	$ 2,916.00	$ 2,328.00	$ 312.00	$ 108.00	$ 2,748.00	$ 229.00
Liberal Arts Division	$ 2,496.00	$ 312.00	$ 96.00	$ 2,904.00	$ 2,328.00	$ 312.00	$ 96.00	$ 2,736.00	$ 228.00
STEM Division	$ 2,496.00	$ 312.00	$ 120.00	$ 2,928.00	$ 2,328.00	$ 312.00	$ 120.00	$ 2,760.00	$ 230.00
Undeclared	$ 2,496.00	$ 312.00	$ -	$ 2,808.00	$ 2,328.00	$ 312.00	$ -	$ 2,640.00	$ 220.00
Non-Resident									
Applied Sciences Division	$ 6,708.00	$ 312.00	$ 108.00	$ 7,128.00	$ 6,288.00	$ 312.00	$ 108.00	$ 6,708.00	$ 559.00
Liberal Arts Division	$ 6,708.00	$ 312.00	$ 96.00	$ 7,116.00	$ 6,288.00	$ 312.00	$ 96.00	$ 6,696.00	$ 558.00
STEM Division	$ 6,708.00	$ 312.00	$ 120.00	$ 7,140.00	$ 6,288.00	$ 312.00	$ 120.00	$ 6,720.00	$ 560.00
Undeclared	$ 6,708.00	$ 312.00	$ -	$ 7,020.00	$ 6,288.00	$ 312.00	$ -	$ 6,600.00	$ 550.00
Metro									
Applied Sciences Division	$ 4,140.00	$ 312.00	$ 108.00	$ 4,560.00	$ 3,876.00	$ 312.00	$ 108.00	$ 4,296.00	$ 358.00
Liberal Arts Division	$ 4,140.00	$ 312.00	$ 96.00	$ 4,548.00	$ 3,876.00	$ 312.00	$ 96.00	$ 4,284.00	$ 357.00
STEM Division	$ 4,140.00	$ 312.00	$ 120.00	$ 4,572.00	$ 3,876.00	$ 312.00	$ 120.00	$ 4,308.00	$ 359.00
Undeclared	$ 4,140.00	$ 312.00	$ -	$ 4,452.00	$ 3,876.00	$ 312.00	$ -	$ 4,188.00	$ 349.00
WVInvests									
Applied Sciences Division	$ 2,198.00	$ 312.00	$ 108.00	$ 2,618.00	$ 2,093.00	$ 312.00	$ 108.00	$ 2,513.00	$ 209.42
Liberal Arts Division	$ 2,198.00	$ 312.00	$ 96.00	$ 2,606.00	$ 2,093.00	$ 312.00	$ 96.00	$ 2,501.00	$ 208.42
STEM Division	$ 2,198.00	$ 312.00	$ 120.00	$ 2,630.00	$ 2,093.00	$ 312.00	$ 120.00	$ 2,525.00	$ 210.42
Bachelor's Degree									
Resident									
Applied Sciences Division	$ 3,108.00	$ 312.00	$ 108.00	$ 3,528.00	$ 2,904.00	$ 312.00	$ 108.00	$ 3,324.00	$ 277.00
Liberal Arts Division	$ 3,108.00	$ 312.00	$ 96.00	$ 3,516.00	$ 2,904.00	$ 312.00	$ 96.00	$ 3,312.00	$ 276.00
Nursing	$ 3,108.00	$ 312.00	$ 3,192.00	$ 6,612.00	$ 2,904.00	$ 312.00	$ 3,000.00	$ 6,216.00	$ 518.00
STEM Division	$ 3,108.00	$ 312.00	$ 120.00	$ 3,540.00	$ 2,904.00	$ 312.00	$ 120.00	$ 3,336.00	$ 278.00
Undeclared	$ 3,108.00	$ 312.00	$ -	$ 3,420.00	$ 2,904.00	$ 312.00	$ -	$ 3,216.00	$ 268.00
Non-Resident									
Applied Sciences Division	$ 7,512.00	$ 312.00	$ 108.00	$ 7,932.00	$ 7,044.00	$ 312.00	$ 108.00	$ 7,464.00	$ 622.00
Liberal Arts Division	$ 7,512.00	$ 312.00	$ 96.00	$ 7,920.00	$ 7,044.00	$ 312.00	$ 96.00	$ 7,452.00	$ 621.00
Nursing	$ 7,512.00	$ 312.00	$ 8,628.00	$ 16,452.00	$ 7,044.00	$ 312.00	$ 8,112.00	$ 15,468.00	$ 1,289.00
STEM Division	$ 7,512.00	$ 312.00	$ 120.00	$ 7,944.00	$ 7,044.00	$ 312.00	$ 120.00	$ 7,476.00	$ 623.00
Undeclared	$ 7,512.00	$ 312.00	$ -	$ 7,824.00	$ 7,044.00	$ 312.00	$ -	$ 7,356.00	$ 613.00
Metro									
Applied Sciences Division	$ 4,920.00	$ 312.00	$ 108.00	$ 5,340.00	$ 4,608.00	$ 312.00	$ 108.00	$ 5,028.00	$ 419.00
Liberal Arts Division	$ 4,920.00	$ 312.00	$ 96.00	$ 5,328.00	$ 4,608.00	$ 312.00	$ 96.00	$ 5,016.00	$ 418.00
Nursing	$ 7,512.00	$ 312.00	$ 8,628.00	$ 16,452.00	$ 7,044.00	$ 312.00	$ 8,112.00	$ 15,468.00	$ 1,289.00
STEM Division	$ 4,920.00	$ 312.00	$ 120.00	$ 5,352.00	$ 4,608.00	$ 312.00	$ 120.00	$ 5,040.00	$ 420.00
Undeclared	$ 4,920.00	$ 312.00	$ -	$ 5,232.00	$ 4,608.00	$ 312.00	$ -	$ 4,920.00	$ 410.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - TUITION AND FEES - PER SEMESTER

Row Labels	Sum of 2025-2026 University Tuition Amount	Sum of 2025-2026 University Fee Amount	Sum of 2025-2026 Program/College Fee Amount	Sum of 2025-2026 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 University Tuition Amount	Sum of 2024-2025 University Fee Amount	Sum of 2024-2025 Program/College Fee Amount	Sum of 2024-2025 TOTAL AMOUNT FULL-TIME	Sum of 2024-2025 TOTAL AMOUNT PER CREDIT HOUR
WVUIT									
Undergraduate									
Resident									
Arts & Sciences	$ 4,188.00	$ 444.00	$ 216.00	$ 4,848.00	$ 3,768.00	$ 444.00	$ 216.00	$ 4,428.00	$369
Business	$ 4,188.00	$ 444.00	$ 144.00	$ 4,776.00	$ 3,768.00	$ 444.00	$ 144.00	$ 4,356.00	$363
Engineering	$ 4,188.00	$ 444.00	$ 1,104.00	$ 5,736.00	$ 3,768.00	$ 444.00	$ 1,104.00	$ 5,316.00	$443
Nursing	$ 4,188.00	$ 444.00	$ 2,112.00	$ 6,744.00	$ 3,768.00	$ 444.00	$ 2,136.00	$ 6,348.00	$529
Undeclared	$ 4,188.00	$ 444.00	$ -	$ 4,632.00	$ 3,768.00	$ 444.00	$ -	$ 4,212.00	$351
Non-Resident									
Arts & Sciences	$ 10,764.00	$ 444.00	$ 396.00	$ 11,604.00	$ 10,092.00	$ 444.00	$ 396.00	$ 10,932.00	$911
Business	$ 10,764.00	$ 444.00	$ 336.00	$ 11,544.00	$ 10,092.00	$ 444.00	$ 336.00	$ 10,872.00	$906
Engineering	$ 10,764.00	$ 444.00	$ 1,176.00	$ 12,384.00	$ 10,092.00	$ 444.00	$ 1,176.00	$ 11,712.00	$976
Nursing	$ 10,764.00	$ 444.00	$ 5,376.00	$ 16,584.00	$ 10,092.00	$ 444.00	$ 5,064.00	$ 15,600.00	$1,300
Undeclared	$ 10,764.00	$ 444.00	$ -	$ 11,208.00	$ 10,092.00	$ 444.00	$ -	$ 10,536.00	$878
Metro									
Arts & Sciences	$ 6,132.00	$ 444.00	$ 324.00	$ 6,900.00					NEW
Business	$ 6,132.00	$ 444.00	$ 216.00	$ 6,792.00					NEW
Engineering	$ 6,132.00	$ 444.00	$ 1,140.00	$ 7,716.00					NEW
Nursing	$ 10,764.00	$ 444.00	$ 5,376.00	$ 16,584.00					
Undeclared	$ 6,132.00	$ 444.00	$ -	$ 6,576.00					NEW

Fees approved by the Board may be reduced on an individual or program basis by scholarships awarded, programs designed to retain undergraduate students for graduate programs, or other military, reciprocity, or other articulation agreements.

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WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
WVU	
Administrative Fees	
Application Fee - Undergraduate (Domestic)	$ 50.00
Application Fee - Undergraduate (International)	$ 65.00
Application Fee- Various Programs	$ -
Athletics Revenue Share Support Fee	$ 125.00
Campus Carry Resident Hall storage locker	$ 140.00
Copy of Credentials for Student Placement	$ 10.00
Course Fee for age 65 plus under BOG 14,4.1	$ 50.00
Diploma Replacement	$ 75.00
Exam for Advance Standing	$ 50.00
I.D. Card Replacement	$ 20.00
Interest Installment Payment Program	18%
International Student Fee - Fall & Spring semesters	$ 200.00
International Student Fee - Summer semester	$ 100.00
International Student Sponsor Fee	$ 300.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	$ 50.00
Non-enrolled Graduate Student Evaluation Fee	$ 150.00
Orientation Fee (Assessed to First Year First Semester Law students)	$ 100.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	$ 175.00
Reinstatement Fee	$ 250.00
Returned Check Fee	$ 25.00
Student Health Insurance - Fall	$ 1,196.00
Student Health Insurance - Spring	$ 1,854.00
Student Health Insurance - Summer	$ 769.00
Student Reports (transcript after first)	$ 12.00
Summer Service Access Fee	$ 150.00
Transcript Fee (applies to all similar documents)	$ 12.00
Transcript Fee Rush Order (applies to all similar documents)	$ 18.00
Visiting Students	$ 15.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
Program Fees	
Adventure Recreation Fee (AHS)	$ 110.00
Adventure Recreation Fee (Media)	$ 110.00
Adventure WV Fee	$ 95.00
AMP ESL Program Fee (per credit hour)	$ 675.00
First Day Barnes & Noble (Full-time)	$ 345.00
First Day Barnes & Noble (Part-time)	$ 161.00
High School Access Early College Program (per credit hour) Non-resident	$ 75.00
High School Access Early College Program (per credit hour) Resident	$ 25.00
Honors Summer Bridge	$ 1,200.00
Intensive English Program Fee (per credit hour)	$ 562.00
Music Applied Lesson Fee ($375 cap)	$ 375.00
Online Learning Student Support Fee (OLSSF) - per credit hour capped at $75 per course	$ 25.00
Regents BA Portfolio Evaluation Fee per credit hour awarded	$ 10.00
Regents BA Portfolio Submission	$ 300.00
Student Field Experience Fee- Course Dependent	$ -
Study Abroad Tuition & Fees - Course Dependent	$ -
Summer Bridge	$ 25.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
WVU Health Sciences	
Instrument and Material Fees	
Dental Hygiene Instrument and Materials Fee Y1 - Fall	$ 160.00
Dental Hygiene Instrument and Materials Fee Y1 - Spring	$ 75.00
Dental Hygiene Instrument and Materials Fee Y1-R - Fall	$ 85.00
Dental Hygiene Instrument and Materials Fee Y1-R - Spring	$ -
Dental Hygiene Instrument and Materials Fee Y2 - Fall	$ 2,543.00
Dental Hygiene Instrument and Materials Fee Y2 - Spring	$ 2,685.00
Dental Hygiene Instrument and Materials Fee Y2 - Summer	$ 317.00
Dental Hygiene Instrument and Materials Fee Y2-R - Fall	$ 420.00
Dental Hygiene Instrument and Materials Fee Y2-R - Spring	$ 660.00
Dental Hygiene Instrument and Materials Fee Y2-R - Summer	$ 317.00
Dental Hygiene Instrument and Materials Fee Y3 - Fall	$ 1,748.00
Dental Hygiene Instrument and Materials Fee Y3 - Spring	$ 1,682.00
Dental Hygiene Instrument and Materials Fee Y3-R - Fall	$ 1,573.00
Dental Hygiene Instrument and Materials Fee Y3-R - Spring	$ 1,607.00
Dental Hygiene Instrument and Materials Fee Y4 - Fall	$ 2,124.00
Dental Hygiene Instrument and Materials Fee Y4 - Spring	$ 1,903.00
Dental Hygiene Instrument and Materials Fee Y4-R - Fall	$ 2,024.00
Dental Hygiene Instrument and Materials Fee Y4-R - Spring	$ 1,703.00
Dentistry Instrument and Materials Fee D1 - Fall	$ 6,198.00
Dentistry Instrument and Materials Fee D1 - Spring	$ 3,518.00
Dentistry Instrument and Materials Fee D1 - Summer	$ 4,132.00
Dentistry Instrument and Materials Fee D1-R - Fall	$ 1,152.00
Dentistry Instrument and Materials Fee D1-R - Spring	$ 583.00
Dentistry Instrument and Materials Fee D1-R - Summer	$ 1,214.00
Dentistry Instrument and Materials Fee D2 - Fall	$ 3,845.00
Dentistry Instrument and Materials Fee D2 - Spring	$ 5,119.00
Dentistry Instrument and Materials Fee D2 - Summer	$ 2,110.00
Dentistry Instrument and Materials Fee D2-R - Fall	$ 2,049.00
Dentistry Instrument and Materials Fee D2-R - Spring	$ 1,567.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
Dentistry Instrument and Materials Fee D2-R - Summer	$ 1,761.00
Dentistry Instrument and Materials Fee D3 - Fall	$ 3,824.00
Dentistry Instrument and Materials Fee D3 - Spring	$ 3,325.00
Dentistry Instrument and Materials Fee D3 - Summer	$ 2,218.00
Dentistry Instrument and Materials Fee D3-R - Fall	$ 2,427.00
Dentistry Instrument and Materials Fee D3-R - Spring	$ 3,325.00
Dentistry Instrument and Materials Fee D3-R - Summer	$ 2,218.00
Dentistry Instrument and Materials Fee D4 - Fall	$ 3,633.00
Dentistry Instrument and Materials Fee D4 - Spring	$ 3,196.00
Dentistry Instrument and Materials Fee D4-R - Fall	$ 2,915.00
Dentistry Instrument and Materials Fee D4-R - Spring	$ 3,196.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
Program Fees	
Laptop Fee Biomedical Lab Diagnostics/Med Lab Sci Laptop Fee	$ 1,318.00
Laptop Fee CRNA	$ 1,375.00
Laptop Fee Dental Hygiene	$ 1,336.00
Laptop Fee Dentistry	$ 1,463.00
Laptop Fee Medicine	$ 1,610.00
Laptop Fee Nursing	$ 1,277.00
Laptop Fee Occupational Therapy	$ 1,334.00
Laptop Fee Pathology Assistant	$ 1,373.00
Laptop Fee Pharmacy	$ 1,489.00
Laptop Fee Physical Therapy	$ 1,341.00
Laptop Fee Physicians Assistant	$ 1,321.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
WVU Potomac State College	
Administrative Fees	
Campus Carry Resident Hall storage locker	$ 140.00
Diploma Replacement	$ 75.00
I.D. Card Replacement	$ 20.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	$ 50.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	$ 75.00
Parking Permit	$ 100.00
Prior Learning Assessment Fee - Per credit hour	$ 10.00
Prior Learninig Assessment Fee - Portfolio	$ 300.00
Reinstatement Fee	$ 250.00
Returned Check Fee	$ 25.00
Transcript Fee	$ 12.00
Instrument and Material Fees	
Surgical Technology Materials/Instrument Fee	$ 200.00
Program Fees	
First Day Barnes & Noble (Full-time)	$ 345.00
First Day Barnes & Noble (Part-time)	$ 161.00
High School Access Early College Program (per credit hour) Non-resident Students	$ 75.00
High School Access Early College Program (per credit hour) Resident Students	$ 25.00
Hospitality & Tourism Equipment Fee	$ 540.00
Regents BA Degree Evaluation	$ 300.00
Regents BA Portfolio Evaluation Fee per credit hour awarded	$ 10.00
Study Abroad Tuition & Fees - Course Dependent	$ -

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
WVUIT	
Administrative Fees	
Application Fee- International Student	$ 65.00
Campus Carry Resident Hall storage locker	$ 140.00
Course Fee for age 65 plus under BOG 14,4.1	$ 50.00
Credit by Examination	$ 90.00
Diploma Replacement	$ 75.00
I.D. Card Replacement	$ 20.00
Late Payment Percent of Outstanding Balance	2.85%
Late Registration Fee	$ 50.00
Parking Fee	$ 100.00
Reinstatement Fee	$ 250.00
Returned Check Fee	$ 25.00
Student Health Insurance - Fall	$ 1,196.00
Student Health Insurance - Spring	$ 1,854.00
Student Health Insurance - Summer	$ 769.00
Transcript Fee	$ 12.00
Transcript Fee Rush Order (applies to all similar documents)	$ 18.00
Program Fees	
Cooperative Education Fee	$ 100.00
First Day Barnes & Noble (Full-time)	$ 345.00
First Day Barnes & Noble (Part-time)	$ 161.00
Flight Tuition - AVIA 381	$ 7,500.00
High School Access Early College Program (per credit hour) Non-resident Students	$ 75.00
High School Access Early College Program (per credit hour) Resident Students	$ 25.00
Orientation Fee (charged to first-time freshmen and first-time transfer students)	$ 125.00
Piano Lesson Fee	$ 20.00
Regents BA Course Transfer Fee	$ 10.00
Regents BA Degree Evaluation	$ 300.00
Study Abroad Tuition & Fees - Course Dependent	$ -
Summer Bridge	$ 25.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - OTHER FEES

Row Labels	Sum of 2025-2026 Amount
Tech Adventure Cancellation Fee	$ 50.00
Tech Adventure Course Fee	$ 50.00
Tech Adventure Orientation Fee	$ 100.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - HOUSING

Row Labels	Sum of 2025-2026 Amount	Sum of 2024-2025 Amount
WVU		
Residence Hall-Daily rate		
All Residence Halls		
All Residence Halls	$ 26.00	$ 26.00
Residence Hall-per semester		
Honors Hall		
Single Suite	$ 4,746.00	$ 4,564.00
Double Suite	$ 4,547.00	$ 4,372.00
Lincoln Hall		
Single Room - shared bath	$ 4,676.00	$ 4,496.00
Single Suite - private bath	$ 4,676.00	$ 4,496.00
Double Suite	$ 4,481.00	$ 4,309.00
Oakland Hall		
Double Suite (with spa/pod bath)	$ 4,938.00	$ 4,748.00
Residence Hall (Evansdale Residential Complex, Boreman, and Dadisman)		
Single Room	$ 4,450.00	$ 4,279.00
Double Room	$ 3,540.00	$ 3,404.00
Triple Room	$ 3,364.00	$ 3,235.00
Single Suite	$ 4,450.00	$ 4,279.00
Double Suite	$ 3,776.00	$ 3,631.00
Triple Suite	$ 3,737.00	$ 3,593.00
Quad Room	$ 3,167.00	$ 3,045.00
Quad Suite	$ 3,709.00	$ 3,566.00
Single Occupancy in Double Room	$ 5,087.00	$ 4,891.00
Seneca Hall		
Double Suite	$ 6,008.00	$ 5,777.00
Triple Suite	$ 5,701.00	$ 5,482.00
Quad Suite	$ 5,498.00	$ 5,287.00
Stalnaker Hall		
Single Room - shared or private bathroom	$ 4,676.00	$ 4,496.00
Double Suite	$ 3,974.00	$ 3,821.00
Summit		
Single Suite	$ 4,576.00	$ 4,400.00
Double Suite	$ 3,883.00	$ 3,734.00
University Park (Freshmen Resident Exp)		
Double	$ 6,088.00	$ 5,854.00
Quad	$ 5,596.00	$ 5,381.00
Residence Hall (Brooke Tower; pod-style bathrooms)		
Single Room	$ 4,493.00	$ 4,279.00
Double Room	$ 3,574.00	$ 3,404.00
Triple Room	$ 3,397.00	$ 3,235.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - HOUSING

Row Labels	Sum of 2025-2026 Amount	Sum of 2024-2025 Amount
WVU Potomac State College		
Residence Hall-Daily rate - Summer		
University Place		
Single Suite	$ 40.00	$ 40.00
Double Suite	$ 30.00	$ 30.00
Private Double	$ 35.00	$ 35.00
Memorial and Friend Hall		
Double Room	$ 20.00	$ 20.00
Residence Hall-per semester		
Catamount Place		
Single Room	$ 3,192.00	$ 3,099.00
Double Room	$ 2,327.00	$ 2,259.00
Double Suite	$ 2,546.00	$ 2,472.00
Quad Suite	$ 2,854.00	$ 2,771.00
Single Room with half bath	$ 3,408.00	$ 3,309.00
University Place		
Single Suite	$ 4,119.00	$ 3,999.00
Double Suite	$ 2,934.00	$ 2,849.00
Private Double Room	$ 3,547.00	$ 3,444.00
Memorial and Friend Hall		
Single Room	$ 3,295.00	$ 3,199.00
Double Room	$ 2,399.00	$ 2,329.00
Triple Room	$ 2,000.00	$ 1,942.00
Double Suite	$ 3,192.00	$ 3,099.00
WVUIT		
Residence Hall-Daily rate - Summer		
All Residence Halls		
All Residence Halls	$ 27.00	$ 27.00
Residence Hall-per semester		
Hogan		
Double Suite	$ 3,665.00	$ 3,558.00
Double Suite as a single	$ 4,380.00	$ 4,253.00
University Hall		
Double Suite	$ 3,665.00	$ 3,558.00

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - BOARD PLANS

Campus	Meal Plan Type	Meal Plan Description	2025-2026 Number of Meals	2025-2026 Amount of Dining D	2025-2026 Cost of Meal Plan	Sum of 2025-2026Total Cost of Plan
WVU	**Go Anytime**	Access to unlimited meal-swipes of your choice per semester. Includes $825 Dining Dollars per semester.	**Unlimited**	$ 825.00	$ 2,288.00	$ 3,113.00
	Go 13	Access to 13 meal-swipes of your choice per week during the semester. Includes $525 Dining Dollars per semester.	**13 meals/week**	$ 525.00	$ 2,390.00	$ 2,917.00
	Go 10	Access to 10 meal-swipes of your choice per week during the semester. Includes $250 Dining Dollars per semester.	**10 meals/week**	$ 250.00	$ 2,456.00	$ 2,706.00
	Prime 190	Block Plan with 190 meal-swipes per semester. Includes $175 Dining Dollars per semester	**190 Block**	$ 175.00	$ 2,644.00	$ 2,819.00
	Prime 75	Block Plan with 75 meal-swipes per semester. Includes $175 Dining Dollars per semester	**75 Block**	$ 175.00	$ 1,037.00	$ 1,212.00
	Prime 48	Block Plan with 48 meal-swipes per semester. Includes $50 Dining Dollars per semester	**48 Block**	$ 50.00	$ 584.00	$ 634.00
	Prime 20	Block Plan with 20 meal-swipes per semester.	20 Block	$ -	$ 259.00	$ 259.00
	Dining Dollars $900	$900 Dining Dollars per semester	**N/A**	$ 900.00	$ 895.00	$ 895.00
	Dining Dollars $570	$570 Dining Dollars per semester	**N/A**	$ 570.00	$ 567.00	$ 567.00
	Dining Dollars $265	$265 Dining Dollars per semester	**N/A**	$ 265.00	$ 258.00	$ 258.00
WVU Potomac State College	PSC 21	Access to 21 meal-swipes of your choice per week, with a maximur	21 meals/week	$ 75.00	$ 3,075.00	$ 3,124.00
	PSC 15	Access to 15 meal-swipes of your choice per week, with a maximur	15 meals/week	$ 75.00	$ 2,679.00	$ 2,754.00
	PSC 10	Access to 10 meal-swipes of your choice per week, with a maximur	10 meals/week	$ 75.00	$ 2,269.00	$ 2,344.00
	PSC 80 + Dining Dollars	A block plan of 80 meal-swipes per semester, with no daily limit of swipes. Includes $100 Dining Dollars per semester.	80 meals/semester	$ 100.00	$ 771.00	$ 871.00
	PSC 50 + Dining Dollars	A block plan of 50 meal-swipes per semester, with no daily limit of swipes. Includes $100 Dining Dollars per semester.	50 meals/semester	$ 100.00	$ 556.00	$ 656.00
	PSC 25 + Dining Dollars	A block plan of 25 meal-swipes per semester, with no daily limit of swipes. Includes $100 Dining Dollars per semester.	25 meals/semester	$ 100.00	$ 363.00	$ 463.00
	PSC 80	A block plan of 80 meal-swipes per semester, with no daily limit of swipes.	80 meals/semester	$ -	$ 771.00	$ 771.00
	PSC 50	A block plan of 50 meal-swipes per semester, with no daily limit of swipes.	50 meals/semester	$ -	$ 556.00	$ 556.00
	PSC 25	A block plan of 25 meal-swipes per semester, with no daily limit of swipes.	25 meals/semester	$ -	$ 363.00	$ 363.00
WVUIT	WVU IT 21	Access to 21 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes $75 Dining Dollars per semester.	21 meals/week	$ 75.00	$ 2,856.00	$ 2,905.00
	WVU IT 15	Access to 15 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes $75 Dining Dollars per semester.	15 meals/week	$ 75.00	$ 2,505.00	$ 2,580.00
	WVU IT 10	Access to 10 meal-swipes of your choice per week, with a maximum of three swipes per day. Includes $75 Dining Dollars per semester.	10 meals/week	$ 75.00	$ 2,195.00	$ 2,270.00
	WVU IT 80	A block plan of 80 meal-swipes per semester, with no daily limit of swipes.	80 meals/semester	$ -	$ 874.00	$ 874.00
	WVU IT 50	A block plan of 50 meal-swipes per semester, with no daily limit of swipes.	50 meals/semester	$ -	$ 565.00	$ 565.00
	WVU IT 25	A block plan of 25 meal-swipes per semester, with no daily limit of swipes.	25 meals/semester	$ -	$ 294.00	$ 294.00

University Apartments:

The Board is being asked to establish the maximum amount of rent the University is authorized to charge for each of its apartment types on a per bed per month basis. Rent is charged per bed and will not exceed monthly cap rates for a 12-mnoth term but may may charge higher for shorter terms. Proposed cap rates are increasing an average of 2.74%, which is lower than the 4.21% average increase of last year. The published rental rates will be determined in the coming months and will vary depending upon location, demand, leasing incentives, and other factors including comparisons to off campus rental rates. Also, presented for approval by the Board are parking rates and administrative fees associated with University Apartments.

UNIVERSITY APARTMENTS

Rent and Fee Schedule for College Park (CP), University Park (PK), University Place (PL), and Vandalia (V)

Rent - Cap Rates*

Floorplan Descriptions	Properties Offering Floorplan	Proposed Monthly Cap Rate	Proposed	Current Approved Cap Rate
One Bedroom Units	CP, PK, V	**$1,650**	0.92%	$1,635
Two Bedroom Units and All Townhomes	CP, PK, PL, V	**$1,035**	3.50%	$1,000
Three Bedroom Units	CP, PL	**$985**	3.68%	$950
Four Bedroom Units	CP, PK, PL	**$905**	2.84%	$880
		Average Percentage Increase	2.74%	

Parking - Monthly Rates

Property	Parking Lot (WVU Parking #)	Proposed Rate	Proposed Increase	Current Rate
College Park	Upper Surface Lot (#30U)	**$65**	$5	$60
College Park	Lower/Main Surface Lot (#30H)	**$90**	$5	$85
University Park	Gated Surface Lots (#67, #68)	**$100**	$5	$95
University Place	Parking Garage (#18)	$150	$0	$150
Vandalia	Parking Garage (#35)	$150	$0	$150
Vandalia	Surface Lot (#3)	**$90**	$5	$85

Administrative Fees**

Fee Name	Description	Proposed Fee	Proposed Increase	Current Fee
Processing Fee	Fee applied when processing a lease.	**$100**	$25	$75
Relet Fee	Fee associated with reletting unit.	$300	$0	$300
Transfer Fee	Fee for resident to transfer to another unit.	$300	$0	$300
Lease Termination Fee	Fee for resident to terminate lease early.	3x Rent	-	3x Rent

* The Cap Rate reflects the highest monthly rate the University is permitted to charge for a 12-month lease term; however, shorter terms may result in a higher monthly charge. Furthermore, the University is authorized to offer strategic pricing and discounts aimed at maximizing occupancy rates.
** The University may also charge cleaning and damage fees. Such fees must be published in advance and reasonably determined to recoup the actual time and resources required to clean or repair the damage.

* Rent is charged per bed and the total amount of rent charged regardless of the length of the term may not exceed twelve times (12x) the applicable cap rate.

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

NOTES:

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2. WVU Online majors are not charged Univ Fees (with the exception of WVUIT and Hybrid dual degrees); therefore, they are not entitled to the on-campus services (e.g. Athletic tickets, PRT, Rec Center, etc.)
3. The full-time rate shown on the WVU Online Tuition and Fee schedule is based on 12 hours for an UG or 9 hours for GR. Note, however, that most online majors are uncapped and the students will be charged for each enrolled credit hour.

Row Labels	Sum of 2025-2026 University/Base Tuition Amount	Sum of 2025-2026 College/Variable Tuition Amount	Sum of 2025-2026 Online Learning Fee Amount	Sum of 2024-2025 University/Base Tuition Amount	Sum of 2024-2025 College/Variable Tuition Amount	Sum of 2024-2025 Online Learning Fee Amount
Online WVU						
Online In-State Resident Rate						
Undergraduate						
Resident/Non-Resident						
Applied Human Sciences						
BA Sport Leadership	$ 4,656.00	$ 480.00	$ 900.00	$4,344	$396	$900
Child Development and Family Studies BS and Certificates	$ 4,656.00	$ 480.00	$ 900.00	$4,344	$396	$900
Early Childhood Special Education BS	$ 4,656.00	$ 480.00	$ 900.00	$4,344	$396	$900
Arts & Sciences						
Multidisciplinary Studies (MDS)	$ 4,656.00	$ 504.00	$ 900.00	$4,344	$480	$900
Regents Bachelor of Arts	$ 4,656.00	$ 504.00	$ 900.00	$4,344	$480	$900
Social Work	$ 4,656.00	$ 504.00	$ 900.00			NEW
Business & Economics						
General Business	$ 4,656.00	$ 696.00	$ 900.00	$4,344	$696	$900
Hospitality and Tourism BS	$ 4,656.00	$ 696.00	$ 900.00	$4,344	$696	$900
Marketing BS	$ 4,656.00	$ 696.00	$ 900.00	$4,344	$696	$900
Creative Arts & Media						
Integrated Marketing Communications BS	$ 4,656.00	$ 552.00	$ 900.00	$4,344	$372	$900
Multidisciplinary Studies (MDS)	$ 4,656.00	$ 552.00	$ 900.00	$4,344	$372	$900
Medicine						
Health Informatics/Info Mgt	$ 4,656.00	$ 984.00	$ 900.00			NEW

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

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Graduate						
Resident/Non-Resident						
Agriculture, Natural Resources and Design						
Geographic Information Systems and Spatial Analysis Graduate Certificate	$ 5,364.00	$ 594.00	$ 900.00	$5,013	$558	$900
Resource Economics and Management	$ 5,364.00	$ 594.00	$ 900.00	$5,013	$558	$900
Sustainable Trails Development	$ 5,364.00	$ 594.00	$ 900.00	$5,013	$558	$900
Applied Human Sciences						
Advanced Elementary Education MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Digital Technologies and Connected Learning MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Educational Psychology	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Elementary Math Specialist MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Higher Education Administration MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Instructional Design and Technology EdD	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Instructional Design and Technology MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Literacy Education MA	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Online Teaching Certificate	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Physical Education Teacher Education MS	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Program Evaluation and Research	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Program Evaluation Certificate	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Special Education MA, Grad Cert & EdD	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Sport Coaching MS	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Sport Management MS	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Clinical Mental Health Counseling;Rehabilitation Counseling; Counseling	$ 5,364.00	$ 432.00	$ 900.00	$5,013	$405	$900
Leadership Studies in Education	$ 5,364.00	$ 432.00	$ 900.00			NEW
Education Leadership Studies (Certificate)	$ 5,364.00	$ 432.00	$ 900.00			NEW

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

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Arts & Sciences						
Communication Studies MA	$ 5,364.00	$ 459.00	$ 900.00	$5,013	$432	$900
Geographic Information Systems and Spatial Analysis MS	$ 5,364.00	$ 459.00	$ 900.00	$5,013	$432	$900
Leadership Studies Graduate Certificate	$ 5,364.00	$ 459.00	$ 900.00	$5,013	$432	$900
Legal Studies MLS	$ 5,364.00	$ 459.00	$ 900.00	$5,013	$432	$900
Social Work MSW	$ 5,364.00	$ 459.00	$ 900.00	$5,013	$432	$900
Business & Economics						
Business Cyber Security Management MS and Certifcates	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Business Data Analytics (BUDA) and Certificates	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Economics MS	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Forensic Accounting and Fraud Examination MS and Certificates	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Healthcare MBA	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Human Resource Leadership MS	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
Online Hybrid MBA	$ 5,364.00	$ 3,123.00	$ 900.00	$5,013	$3,123	$900
AI Marketing	$ 5,364.00	$ 3,123.00	$ 900.00			NEW
Creative Arts & Media						
MA Game Design	$ 5,364.00	$ 531.00	$ 900.00	$5,013	$504	$900
Music Industry MA & Cert	$ 5,364.00	$ 531.00	$ 900.00	$5,013	$504	$900
Therapeutic Art Certificate	$ 5,364.00	$ 531.00	$ 900.00	$5,013	$504	$900
Visual Arts Therapy Certificate	$ 5,364.00	$ 531.00	$ 900.00	$5,013	$504	$900
Engineering and Mineral Resources						
Engineering Management	$ 5,364.00	$ 801.00	$ 900.00	$5,013	$801	$900
Occupational Safety and Health	$ 5,364.00	$ 801.00	$ 900.00	$5,013	$801	$900
Safety Management MS	$ 5,364.00	$ 801.00	$ 900.00	$5,013	$801	$900
Software Engineering MSSE and certificate	$ 5,364.00	$ 801.00	$ 900.00	$5,013	$801	$900
Midstream Petroleum Engineering Certificate	$ 5,364.00	$ 801.00	$ 900.00			NEW

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

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Online Market Pricing						
Graduate						
Resident/Non-Resident						
Business & Economics						
Business Administration Doc In Accounting (DBA)	$ 5,364.00	$ 7,317.00	$ 900.00	$5,013	$5,301	$900
Creative Arts & Media						
Data Marketing Communications MS	$ 5,364.00	$ 1,080.00	$ 900.00	$5,013	$1,080	$900
Digital Marketing Communications MS	$ 5,364.00	$ 1,080.00	$ 900.00	$5,013	$1,080	$900
IMC/DMC Certificates	$ 5,364.00	$ 1,080.00	$ 900.00	$5,013	$1,080	$900
Integrated Marketing Communications MS	$ 5,364.00	$ 1,080.00	$ 900.00	$5,013	$1,080	$900
Media Solutions and Innovation MSJ	$ 5,364.00	$ 1,080.00	$ 900.00	$5,013	$1,080	$900
Online Winter/May Term						
Undergraduate						
Resident/Non-Resident						
Online Winter/May Term						
Online Winter/May Term UG	$ 5,736.00			$5,412		
Graduate						
Resident/Non-Resident						
Online Winter/May Term						
Online Winter/May Term GR/PR	$ 6,066.00			$5,706		

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

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Online WVU Health Sciences						
Online Residency Rate						
Graduate						
Resident						
Nursing						
Nursing (MSN)	$ 5,364.00	$ 1,323.00	$ 900.00	$5,013	$1,260	$900
Non-Resident						
Nursing						
Nursing (MSN)	$ 15,012.00	$ 1,323.00	$ 900.00	$14,076	$1,260	$900
Online In-State Resident Rate						
Undergraduate						
Resident/Non-Resident						
Nursing						
RN to BSN	$ 4,656.00	$ 1,644.00	$ 900.00	$4,344	$1,560	$900
Graduate						
Resident/Non-Resident						
Medicine						
Speech Language Pathology	$ 5,364.00	$ 1,296.00	$ 900.00	$5,013	$1,242	$900
Nursing						
Nursing (Dual Degree)	$ 5,364.00	$ 1,323.00	$ 900.00	$5,013	$1,260	$900
Nursing Post Grad Certificates	$ 5,364.00	$ 1,323.00	$ 900.00	$5,013	$1,260	$900
Public Health						
Health Administration	$ 5,364.00	$ 2,178.00	$ 900.00	$5,013	$2,133	$900
Population Health	$ 5,364.00	$ 2,178.00	$ 900.00	$5,013	$2,133	$900
Master's Public Health	$ 5,364.00	$ 2,178.00	$ 900.00	$5,013	$2,133	$900
Professional						
Resident/Non-Resident						
Nursing						
Nursing DNP	$ 5,364.00	$ 1,323.00	$ 900.00	$5,013	$1,260	$900

WEST VIRGINIA UNIVERSITY 2025-2026
BOARD OF GOVERNORS FEE SCHEDULE - ONLINE TUITION AND FEES - PER SEMESTER

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Online PSC						
Online In-State Resident Rate						
Associate Degree and Certificate Programs						
Resident/Non-Resident						
Business & Economics						
Business Administration(AA)	$ 2,496.00	$ 120.00	$ 600.00	$2,328	$120	$600
PSC-Emphasis Business Mgmt	$ 2,496.00	$ 120.00	$ 600.00	$2,328	$120	$600
Undeclared						
General Studies (AA Arts and Sciences)	$ 2,496.00	$ 120.00	$ 600.00	$2,328	$120	$600

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: FY2026 Financial Plan and Budget

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Approval of the FY2026 Financial Plan and Budget

STAFF MEMBERS: Paula Congelio
Vice President for Finance/Chief Financial Officer

Barbara Weiss
Senior Associate Vice President for Finance

FY2026 Financial Plan Overview

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.

The Fiscal Year 2026 budget is shaped by our incentive-based budget model, which supports University priorities by creating resource pools for unit-level subsidies, growth strategies, and other key initiatives while demonstrating WVU success in increasing revenue streams and reallocating resources to sustain core priorities.

The Fiscal Year 2026 financial plan has an increase in net position of $18.06 million. After adjusting for donated software amortization, the increase in net position is $24.9 million. The budget includes $1.290 billion of revenues and $1.272 billion of operating and non- operating expenses.

Total revenues reflect the following major assumptions:

- First-time freshmen ("FTE") enrollment of 4,400 on the Morgantown Campus and 5,052 for all campuses combined;

- Total enrollment of 22,613 on the Morgantown Campus and 24,527 for all campuses combined;

- Management is proposing a $324 per semester increase in tuition and fees for resident students; and a $912 per semester increase in tuition and fees for non-resident students. This includes a $12 increase in University fees;

- Proposed Housing rate increases ranging from $122 to $234 per semester for Main Campus and $68 to $127 per semester for regional campuses;

- Proposed Dining Rate increases ranging from $8 to $77 per semester for Main Campus, $11 to $114 per semester for WVU PSC and $9 to $82 per semester for WVUIT;

- A $1.8 million increase in State Appropriations as a general base allocation increase and $1.5 million increase for the Washington Center formation;

- A $5 million decrease in state support after one-time support for funding formula performance;

- Deferred Maintenance State Grants of $18.4 million;

- An increase in other revenues including grants and contracts, auxiliary and other revenue of $12.9 million;

- An increase in salaries of $6.5 million which includes a $5 million raise pool and increases in salaries on grants and salaries supported by the health system;

- A net increase in benefit costs of $5.7 million due to increased employer costs for PEIA health insurance;

- An increase in supplies of $13.6 million due to costs associated with athletic revenue share model offset by costs now qualifying as capital related to ERP module of Modernization.

After excluding annual amortization of donated software expense of $6.8 million, the University adjusted operating margin is expected to be $24.9 million.

Attached for approval by the Board is the University's proposed FY2026 Financial Plan.

Fiscal Year 2026
FINANCIAL PLAN

WestVirginiaUniversity.

Table of Contents

Chapter 1

The Fiscal Year 2026 Financial Plan

Overview

West Virginia University remains one of the nation's preeminent land-grant, R1 public institutions – where education, research and service come together to shape the future of our state, nation and world. Our students benefit from a world-class academic experience led by dedicated faculty while researchers and staff contribute meaningfully to groundbreaking discovery, student success and institutional excellence.

Our commitment extends beyond the campus. With an alumni base of more than 210,000, WVU graduates serve as leaders in communities and organizations across West Virginia and around the globe – driving progress in healthcare, education, innovation and civic engagement.

While we are proud of our accomplishments and the opportunities ahead, the broader landscape of higher education presents mounting challenges. The continuing decline in high school graduates, and more notably in those seeking a college education, intensifies competition among institutions. Post-pandemic complications persist including international student recruitment difficulties, growing scholarship demand, escalating benefits costs and overall inflation.

This year, additional pressure has come from the shifting landscape of federal research support. Reduced federal funding opportunities, possible declines in reimbursement for facilities and administrative (F&A) costs and operational disruptions at agencies have already resulted in payment delays. WVU has begun assessing these risks although pending legal clarifications mean these changes are not yet fully incorporated into this Plan.

Meanwhile, the landscape of collegiate athletics is rapidly transforming. WVU is committed to maintaining competitiveness among its Power 4 peers especially as new revenue-sharing models are implemented nationally. Strategic support for WVU Athletics is included in this year's budget and reflects a recognition of the role athletics plays in visibility, engagement and institutional strength.

WVU has been proactive in addressing these multifaceted challenges. We continue to refine both academic and non-academic operations through ongoing reviews, seeking efficiency while maintaining relevance and impact. Our efforts to improve student outcomes – particularly retention, persistence and graduation rates – remain central to our strategic priorities.

The FY2026 Financial Plan is shaped by our incentive-based budget model, which supports University priorities by identifying resource pools for unit-level subsidies, growth strategies and other key initiatives. For Fiscal Year 2026, University leadership is proposing a budget that reflects a positive net position of $18.1 million on an accrual basis. On a cash basis, while there is a decline of $15.5 million, the impact on Days Cash On Hand is minimal.

This financial plan demonstrates WVU's success in increasing revenue streams and reallocating resources to sustain core priorities. It accommodates increased health insurance costs, continued investment in IT infrastructure, enhanced support for athletics and a modest salary increase for faculty and staff. These targeted investments are essential as WVU positions itself for sustainable growth and continued excellence.

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Fiscal Year 2026 will also mark the beginning of a new chapter in WVU leadership. President Michael T. Benson, officially arriving in July 2025, is already working closely with senior leadership to advance strategic initiatives. His guidance will be pivotal in executing a bold vision for WVU's success in the years ahead.

West Virginia University remains steadfast in its mission to lead with purpose, transform lives and drive progress throughout West Virginia and far beyond. We will continue to evaluate operations regularly to ensure we remain nimble, focused and responsive to the needs of our students and the communities we serve. Through shared purpose and strategic planning, we are confident that the University will not only weather current challenges, but emerge stronger and more resilient for years to come.

The following chapters, charts and appendices provide additional detail relating to the FY2026 Plan.

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University Revenues

The following is a breakdown of the budgeted revenues of the University for FY2026, divided into major categories, along with comparable FY2024 actual revenues and FY2025 revenue projections:

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Gross Tuition and Fees	$509,607,000	$521,917,000	$550,493,000	$28,576,000
Tuition and Fees Allowances[1]	(109,894,000)	(108,355,000)	(128,498,000)	(20,143,000)
Total Net Tuition and Fees	**$399,713,000**	**$413,562,000**	**$421,995,000**	**$8,433,000**
State Appropriations	$205,967,000	$200,927,000	$197,239,000	($3,688,000)
Federal Land Grant Appropriations	10,049,000	10,138,000	10,421,000	283,000
Local Land Grant Appropriations	1,409,000	1,871,000	2,068,000	197,000
Total Appropriations	**$217,425,000**	**$212,936,000**	**$209,728,000**	**($3,208,000)**
Deferred Maintenance Appropriation	**$9,012,000**	**$19,602,000**	**$18,401,000**	**($1,201,000)**
Capital Grants and Contract Revenues	**$12,133,000**	**$2,106,000**	**-**	**($2,106,000)**
Grants	$220,411,000	$206,868,000	$206,973,000	$105,000
Indirect Grants and Contract Revenues (F&A)	43,403,000	41,600,000	41,600,000	–
WVU Health System Net Reimbursement and Support	73,908,000	76,771,000	84,303,000	7,532,000
Pell Grants	26,789,000	32,781,000	34,000,000	1,219,000
Total Non-Capital Grant and Contract Revenues	**$364,511,000**	**$358,020,000**	**$366,876,000**	**$8,856,000**
Housing and Dining	$29,861,000	$30,789,000	$32,054,000	$1,265,000
Athletics	71,324,000	76,755,000	77,469,000	714,000
Other	39,589,000	40,259,000	40,590,000	331,000
Auxiliaries Institutional Support	(11,028,000)	(10,195,000)	(8,426,000)	1,769,000
Auxiliaries	**$129,746,000**	**$137,608,000**	**$141,687,000**	**$4,079,000**
Foundation Gift Revenue	$102,990,000	$93,604,000	$94,767,000	$1,163,000
Investment Income	20,779,000	6,000,000	6,000,000	–
Interest Income	4,896,000	2,500,000	2,500,000	–
Other Activity	17,242,000	33,562,000	28,430,000	(5,132,000)
Other Revenues	**$145,907,000**	**$135,666,000**	**$131,697,000**	**($3,969,000)**
Total Revenues	**$1,278,447,000**	**$1,279,500,000**	**$1,290,384,000**	**$10,884,000**

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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 budgeted expenses of the University for FY2026, divided into major categories, along with comparable FY2024 actual expenses and FY2025 expense projections:

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Total Salaries and Wages	**$594,095,000**	**$587,823,000**	**$594,379,000**	**$6,556,000**
Benefits	$131,345,000	$135,231,000	$142,957,000	$7,726,000
Waivers	39,532,000	41,000,000	39,000,000	(2,000,000)
OPEB, Pension and Other Adjustments	(32,080,000)	–	–	–
Total Benefits	**$138,797,000**	**$176,231,000**	**$181,957,000**	**$5,726,000**
Total Supplies and Other Services	**$264,504,000**	**$251,708,000**	**$265,338,000**	**$13,630,000**
Depreciation and Amortization (Excluding Software Donations)	$85,471,000	$84,813,000	$85,537,000	$724,000
Amortization of Software Donations	34,908,000	22,574,000	6,898,000	(15,676,000)
Total Depreciation and Amortization	**$120,379,000**	**$107,387,000**	**$92,435,000**	**($14,952,000)**
Utilities	**$37,844,000**	**$39,566,000**	**$39,264,000**	**($302,000)**
Scholarships and Fellowships	**$63,030,000**	**$73,106,000**	**$58,991,000**	**($14,115,000)**
Interest Payments	**$37,307,000**	**$37,592,000**	**$38,119,000**	**$527,000**
Other	**$3,748,000**	**$22,177,000**	**$1,835,000**	**($20,342,000)**
Total Expenses	**$1,259,704,000**	**$1,295,590,000**	**$1,272,318,000**	**($23,272,000)**

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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 FY2026, along with comparable FY2024 actual expenses and FY2025 expense projections, showing a margin improvement of $34.1 million between FY2025 projections and the FY2026 budget:

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
REVENUES				
Total Net Tuition and Fees	$399,713,000	$413,562,000	$421,995,000	$8,433,000
Total Appropriations	217,425,000	212,936,000	209,728,000	(3,208,000)
Deferred Maintenance	9,012,000	19,602,000	18,401,000	(1,201,000)
Capital Grants and Contract Revenues	12,133,000	2,106,000	–	(2,106,000)
Total Non-Capital Grant and Contract Revenues	364,511,000	358,020,000	366,876,000	8,856,000
Auxiliaries	129,746,000	137,608,000	141,687,000	4,079,000
Other Revenues	145,907,000	135,666,000	131,697,000	(3,969,000)
Total Revenues	**$1,278,447,000**	**$1,279,500,000**	**$1,290,384,000**	**$10,884,000**
EXPENSES				
Total Salaries and Wages	$594,095,000	$587,823,000	$594,379,000	$6,556,000
Total Benefits	138,797,000	176,231,000	181,957,000	5,726,000
Total Supplies and Other Services	264,504,000	251,708,000	265,338,000	13,630,000
Total Depreciation and Amortization	120,379,000	107,387,000	92,435,000	(14,952,000)
Utilities	37,844,000	39,566,000	39,264,000	(302,000)
Scholarships and Fellowships	63,030,000	73,106,000	58,991,000	(14,115,000)
Interest Payments	37,307,000	37,592,000	38,119,000	527,000
Other	3,748,000	22,177,000	1,835,000	(20,342,000)
Total Expenses	**$1,259,704,000**	**$1,295,590,000**	**$1,272,318,000**	**($23,272,000)**
Increase (Decrease) in Net Position	**$18,743,000**	**($16,090,000)**	**$18,066,000**	**$34,156,000**
Increase (Decrease) in Net Position Excluding Amortization of Donated Software	**$53,651,000**	**$6,484,000**	**$24,964,000**	**$18,480,000**

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The following table shows the University's FY2026 budget inclusive of the 2026 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 FY2025 expenses and the budgeted FY2026 expenditures, the balance of this special appropriation will be approximately $32.5 million.

	FY2026 BUDGET	FY2026 CANCER INSTITUTE BUDGET	FY2026 TOTAL BUDGET
REVENUES			
Total Net Tuition and Fees	$421,995,000	–	$421,995,000
Total Appropriations	209,728,000	–	209,728,000
Deferred Maintenance	18,401,000	–	18,401,000
Capital Grants and Contract Revenues	–	–	–
Total Non-Capital Grant and Contract Revenues	366,876,000	–	366,876,000
Auxiliaries	141,687,000	–	141,687,000
Other Revenues	131,697,000	–	131,697,000
Total Revenues	**$1,290,384,000**	**–**	**$1,290,384,000**
EXPENSES			
Total Salaries and Wages	$594,379,000	$5,904,000	$600,283,000
Total Benefits	181,957,000	1,454,000	183,411,000
Total Supplies and Other Services	265,338,000	8,306,000	273,644,000
Total Depreciation and Amortization	92,435,000	–	92,435,000
Utilities	39,264,000	–	39,264,000
Scholarships and Fellowships	58,991,000	–	58,991,000
Interest Payments	38,119,000	–	38,119,000
Other	1,835,000	–	1,835,000
Total Expenses	**$1,272,318,000**	**$15,664,000**	**$1,287,982,000**
Net Position	**$18,066,000**	**($15,664,000)**	**$2,402,000**
Net Position Excluding Amortization of Donated Software	**$24,964,000**	**($15,664,000)**	**$9,300,000**

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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 FY2026 based on the projected accrued financial statements:

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Beginning Operational Cash	$130,985,000	$170,697,000	$159,258,000	($11,439,000)
Increase (Decrease) in Net Position	$18,743,000	($16,090,000)	$18,066,000	$34,156,000
Depreciation and Amortization	120,379,000	107,387,000	92,435,000	(14,952,000)
Investment Income	(20,779,000)	(6,000,000)	(6,000,000)	–
Appropriations From Primary Government/CI Activity	(80,000)	–	–	–
Bond Proceeds Used	22,715,000	29,541,000	26,076,000	(3,465,000)
Capital Purchases	(27,576,000)	(73,713,000)	(75,966,000)	(2,253,000)
Principal Payments on Debt, Capital Leases and Subscription IT Agreements	(42,671,000)	(46,752,000)	(45,230,000)	1,522,000
Other Change in Balance Sheet Accounts Affecting Cash	(31,019,000)	(5,812,000)	(24,916,000)	(19,104,000)
Total Adjustments	$20,969,000	$4,651,000	($33,601,000)	($38,252,000)
Operational Cash Gain/Loss	$39,712,000	($11,439,000)	($15,535,000)	($4,096,000)
Ending Operational Cash	$170,697,000	$159,258,000	$143,723,000	($15,535,000)

FY2025 is projected to end with operational cash flow $35 million above the original FY budget due to one-time unbudgeted state funds received in FY2024 related to deferred maintenance, student aid, and PEIA costs as well as proceeds from the sale of certain university properties.

For FY2026, the net reduction in operating cash of $15.5 million was primarily the result of the use of the one-time state funds received in FY2024, funding the athletic revenue sharing model as well as the coaching transitions, increased PEIA costs, and a central raise pool offset by increased net tuition and fees.

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Days Cash on Hand

The FY2026 Plan should result in WVU having approximately 69 days of cash on hand at the close of the fiscal year, which is a two-day reduction over the days cash on hand that the University is projecting for the end of FY2025 of 71.[2]

The following is a summary of the actual days of cash on hand for FY2024, projected days of cash on hand for FY2025 and a budgeted days of cash on hand for FY2026.

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Beginning Cash	$130,985,000	$170,697,000	$159,258,000	($11,439,000)
Ending Cash	$170,697,000	$159,258,000	$143,723,000	($15,535,000)
Ending Investments	$71,476,000	$74,293,000	$80,293,000	$6,000,000
Deferred Maintenance Grant Carryover Funds	($9,979,000)	–	–	–
RNI Funds	–	($1,745,000)	–	$1,745,000
Expenses	$1,259,704,000	$1,295,590,000	$1,272,318,000	($23,272,000)
Depreciation and Amortization	($120,379,000)	($107,387,000)	($92,435,000)	$14,952,000
OPEB, Pension and Donated Non-Capital Software Adjustment	$30,512,000	($876,000)	–	$876,000
Cancer Institute Expenses	–	–	–	–
Cash Per Day	$3,196,276	$3,252,951	$3,232,556	($20,395)
Ending Days of Cash on Hand	**73**	**71**	**69**	**-2**

The FY2026 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. The FY2026 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 FY2026 Plan includes the operating and capital plans for the University, the WVU Research Corp. and the WVU Alumni Association. The FY2026 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

The WVU System

MORGANTOWN

BECKLEY

KEYSER

The WVU System is a family of distinctive campuses united by a single mission. From the groundbreaking research of our flagship in Morgantown (ranked R1, the highest research category institution) to the student-centered focus of WVU Potomac State College in Keyser to the technology-intensive programs at WVU Institute of Technology in Beckley, we are leveraging our talents and resources to create a better future for West Virginia and the world.

The WVU Institute of Technology in Beckley offers more than 30 programs of study, including six ABET accredited engineering and computer science programs.

WVU Potomac State College in Keyser is one of the nation's most affordable four-year colleges, as ranked by the U.S. Department of Education. Offering more than 60 majors, this campus combines the personal attention of a small college with the benefits of a major university.

The WVU System also includes Health Sciences campuses in Charleston and Martinsburg, as well as seven farms and five forests throughout the state and WVU Jackson's Mill State 4-H Camp. The WVU System includes 518 buildings on 15,880 acres. The Morgantown campus has 245 buildings (11 on the National Register of Historic Places) on 1,892 acres.

The WVU Morgantown campus is in a town named "#1 Best Small City in the East" by Guide to Life in America's Small Cities for its exceptional quality of life. Morgantown, population 30,855, was also among Livability's top 10 best places to raise a family and is within easy traveling distance of Washington, D.C., to the east; Pittsburgh, Pa., to the north; and Cleveland and Columbus, Ohio, to the northwest. Other rankings: Southern Living included Morgantown as one of the South's best small towns; one of the "Top 15 College Football Towns in the Country" by Bleacher Report.

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WVU EXTENSION REACHES MORE THAN

68,000 YOUTH

AND

2,000 FIREFIGHTERS

EACH YEAR ACROSS WEST VIRGINIA, THROUGH 4-H AND FIRE SERVICE PROGRAMS

10+ RESIDENCE HALLS

4 APARTMENT COMPLEXES

2
REGIONAL CAMPUSES

3
HEALTH SCIENCES CAMPUSES

25,000+ STUDENTS ACROSS ALL CAMPUSES

210,000+ ALUMNI IN 135 NATIONS

WVU HELPS STUDENTS FIND THEIR STRENGTHS
purpose.wvu.edu

WVU SCHOLARS
aspire.wvu.edu

STUDENTS COME FROM
50
STATES

STUDENTS COME FROM
86
DIFFERENT COUNTRIES

53 WVU FACULTY

HAVE RECEIVED THE NATIONAL SCIENCE FOUNDATION CAREER AWARD

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

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).

STUDENTS RECORDED
104,000+ SERVICE HOURS
IN 2023-24 FOR COMMUNITY ENGAGEMENT INITIATIVES

WVU IS ONE OF ONLY 187 INSTITUTIONS TO RECEIVE THE **R1** RESEARCH STATUS DESIGNATION.

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

Chapter 3

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

Enrollment

The FY2026 Plan is based on the following enrollment assumptions:

	FIRST-TIME FRESHMAN	UPPERCLASS UNDERGRADUATE	GRADUATE AND PROFESSIONAL	TOTAL ENROLLMENT
Main Campus Total	4,400	13,145	5,068	22,613
WVU Tech at Beckley	310	714	–	1,024
WVU Potomac State at Keyser	342	548	–	890
System Total	**5,052**	**14,407**	**5,068**	**24,527**

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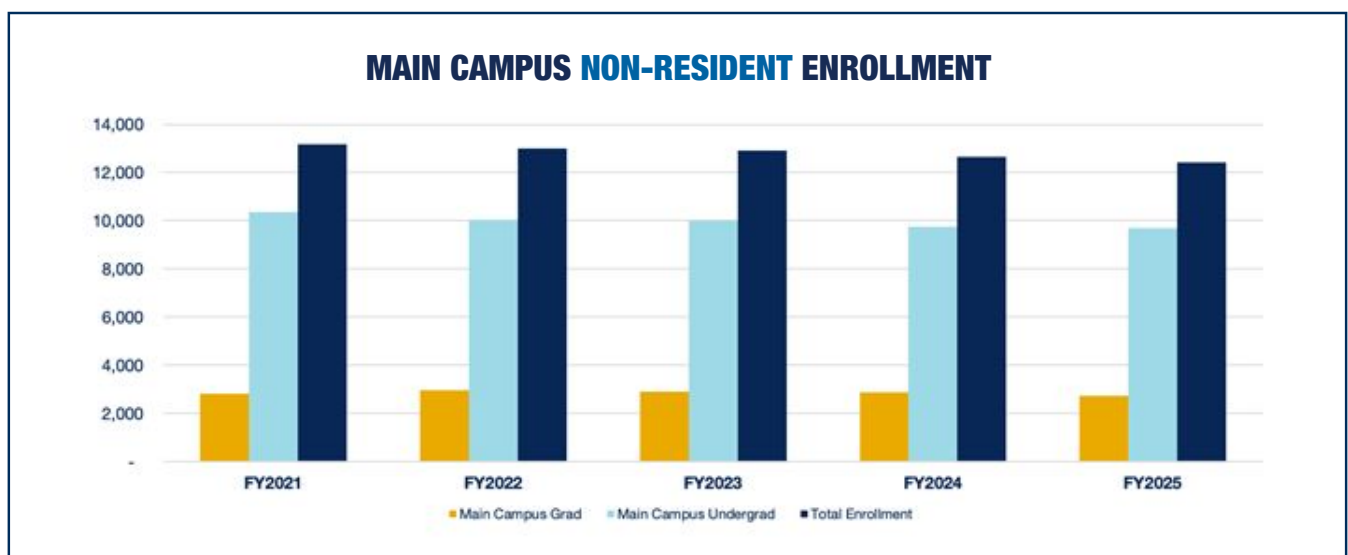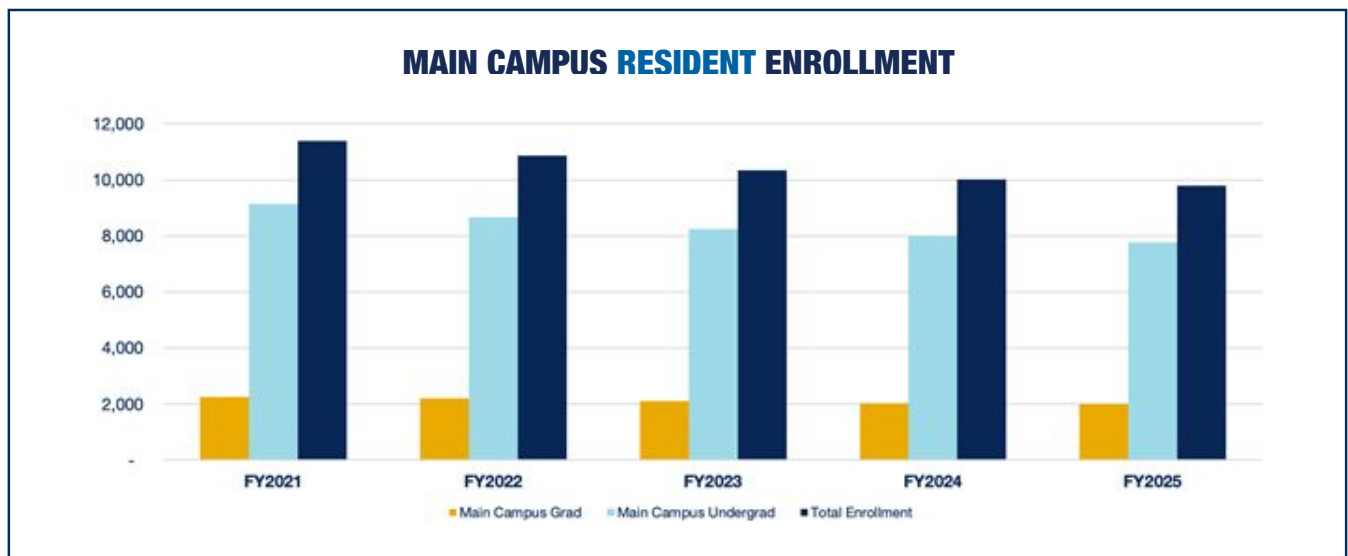
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Tuition and Fees

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.

For FY2026, WVU proposes to increase residential undergraduate University tuition and fees by $324 per semester and non-residential undergraduate University tuition and fees by $912 per semester. Similarly, for graduate students, WVU proposes to increase residential University tuition and fees by $360 per semester and non-residential University tuition and fees by $945 per semester. These increases include a $12 increase in University fees for undergrad students and a $9 increase for graduate students. 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. For FY2026, a $125 Athletics Revenue Share Support Fee is proposed for the Morgantown campus only.

The below table summarizes the current and proposed tuition and fee schedule per semester for the Morgantown campus only. For detailed tuition and fee schedules for all colleges and populations, housing rates and dining rates, see Appendix A.

PROPOSED FY2026 TUITION AND FEES PER SEMESTER

	CURRENT FY2025	PROPOSED FY2026	$ INCREASE
Undergraduate, Resident	$5,052	$5,376	$324
Undergraduate, Non-Resident	$14,304	$15,216	$912
Graduate and Professional, Resident	$5,706	$6,066	$360
Graduate and Professional, Non-Resident	$14,769	$15,714	$945

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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:

2025-2026 UNDERGRADUATE RESIDENT TUITION AND FEES PER YEAR

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

**WVU rates reflect proposed 2025–2026 costs; rates for other schools are based on 2024–2025 figures, as updated rates are not yet available.

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

2025-2026 UNDERGRADUATE NON-RESIDENT TUITION AND FEES PER YEAR

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

**WVU rates reflect proposed 2025–2026 costs; rates for other schools are based on 2024–2025 figures, as updated rates are not yet available.

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

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Student Financial Support

In FY2026, if WVU charged every student full tuition price, it would collect approximately $550 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 $182 million in institutional aid in FY2026. 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 FY2026, along with comparable FY2024 actual amounts and FY2025 projections:

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET
University Tuition	$411,772,000	$421,849,000	$451,015,000
University Fees	13,432,000	13,091,000	11,712,000
College Tuition	65,761,000	68,098,000	71,228,000
Other Student Fees	18,642,000	18,879,000	16,539,000
Total Tuition	**$509,607,000**	**$521,917,000**	**$550,494,000**
Pell Grants	26,789,000	33,115,000	34,000,000
Other Federal, State and Local Grants	2,418,000	2,366,000	2,500,000
Promise Scholarships	21,271,000	21,000,000	23,000,000
Foundation	18,718,000	15,500,000	15,500,000
Total Externally Funded Aid	**$69,196,000**	**$71,981,000**	**$75,000,000**
Waivers in Benefits	39,532,000	42,202,000	39,000,000
Undergraduate Merit Waivers	2,717,000	4,830,000	5,200,000
Graduate Merit Waivers	6,304,000	6,768,000	7,000,000
Institutional Scholarships	119,812,000	125,817,000	131,715,000
Total Internally Funded Aid	**$168,365,000**	**$179,617,000**	**$182,915,000**
Net Tuition Paid by Students - Net of Revenue Allowances and Scholarship Expense	**$272,046,000**	**$270,319,000**	**$292,579,000**

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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:

STUDENT FINANCIAL SUPPORT

Legend: Pell Grants | Other Federal, State and Local Grants | Foundation | Promise Scholarship | Institutional Scholarships and Waivers
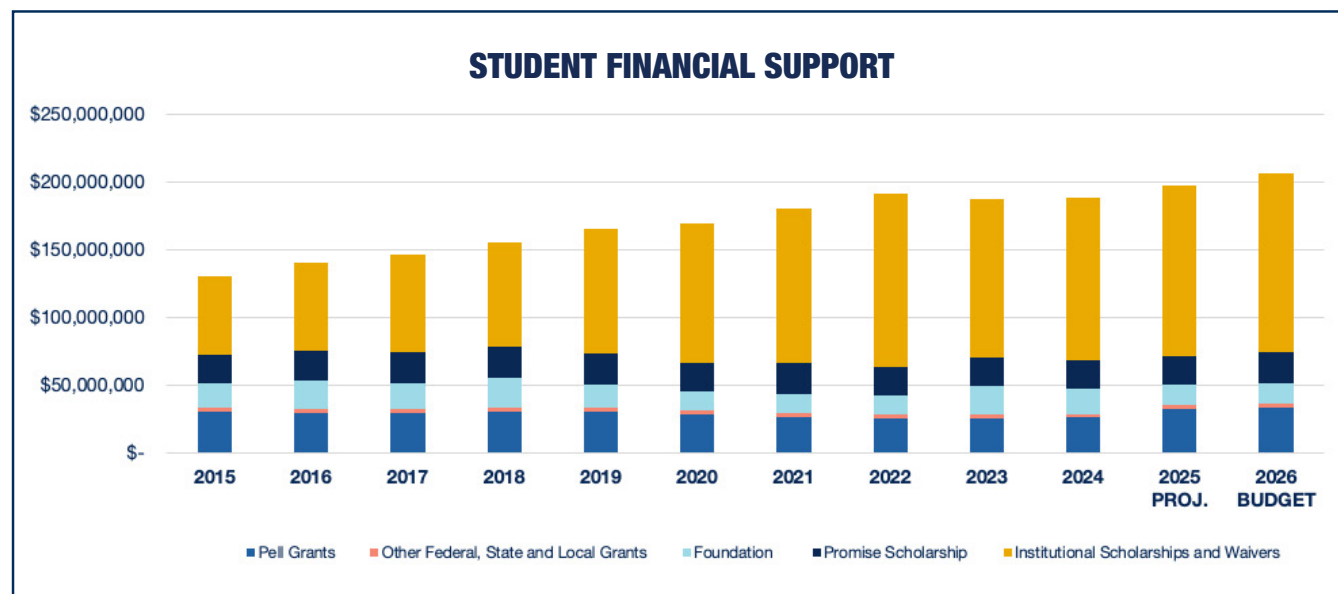
WVU is committed to providing a high-quality, affordable education to all. Recent efforts include:

/ **WVU Guarantee:** A last-dollar-in program automatically offered to undergraduate students who are West Virginia residents with an AGI of $65,000 or less, as reported on the 2025-2026 Free Application for Federal Student Aid (FAFSA) to cover full University tuition and fees, as well as college tuition. Approximately 38.5% of WVU's undergraduate resident students are Pell Eligible, meaning they have exceptional financial need. The WVU Guarantee 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 $39 million in FY2026.

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, 49% of residential students and 39% of non-residential students graduated with bachelor's degrees from the WVU System in May 2024 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 2024 graduates earning bachelor's degrees across WVU's three campuses:

$19,712

45% of WVU's May 2024 graduates earning bachelor's degrees graduated with

NO DEBT.

Average student loan debt for resident May 2024 graduates earning bachelor's degrees:

$19,172
(49% HAD NO DEBT)

Average student loan debt for non-resident May 2024 graduates earning bachelor's degrees:

$20,078
(39% 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 FY2026, the Governor and the Legislature budgeted the following money for the University:

	FY2026 BUDGET
General Revenue Appropriations	
Main Campus	$96,508,000
Institute of Technology	8,892,000
Potomac State College	5,307,000
Land-Grant Match	8,644,000
Washington Center	1,500,000
Jackson's Mill	517,000
Brownfield Professional Development	817,000
Energy Express	387,000
Health Sciences, Main Campus	16,318,000
Health Sciences, Eastern Division	2,450,000
Health Sciences, Charleston Division	2,504,000
Rural Health Outreach Programs	172,000
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	1,257,000
MA Public Health Program and Health Sciences Technology	53,000
Health Career Opportunities Program	339,000
HSTA Program	1,920,000
Center for Excellence in Disabilities	331,000
State Budget Bill Appropriations Total	**$163,119,000**
State Medicaid Allocation from WVU Hospitals	**$34,120,000**
Total Budgeted State Appropriations	**$197,239,000**

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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 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 $28 million, or 61%, 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 FY2026 Plan, an estimated $ 18 million is reflected as grant revenue related to this deferred maintenance award.

WVU notes that the $18 million in deferred funds are in addition to the $58 million the University will spend next year on other capital expenses, including Modernization Program costs and routine facility and equipment investments used to maintain University buildings and infrastructure.

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:

	FY2026 BUDGET
Davis College of Agriculture and Natural Resources	$3,668,000
Extension Services	8,821,000
Federal and Local Land-Grant Appropriations	**$12,489,000**

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Chapter 5

Grants and Contracts

Grants 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 $8.9 million for a total of $367 million in FY2026. The following table details the actual grants and contracts revenue for FY2024 compared to projected amounts for FY2025 and budgeted amounts for FY2026.

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Capital Grants and Contract Revenues	–	–	–	–
Restricted Grants	$186,382,000	$176,260,000	$173,000,000	($3,260,000)
Unrestricted Grants	34,029,000	30,608,000	33,973,000	3,365,000
Indirect Grants and Contract Revenues (F&A)	43,403,000	41,600,000	41,600,000	–
WVU Health System Reimbursement and Support	73,908,000	76,771,000	84,303,000	7,532,000
Pell Grants	26,789,000	32,781,000	34,000,000	1,219,000
Non-Capital Grants and Contract Revenues	$364,511,000	$358,020,000	$366,876,000	$8,856,000
Total Grants and Contracts Revenues	$364,511,000	$358,020,000	$366,876,000	$8,856,000

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.

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Chapter 6

Auxiliaries and Other Revenues

Auxiliaries and Other Revenues

The following is a summary of actual auxiliary revenues for FY2024 compared to projected amounts for FY2025 and budgeted amounts for FY2026. The increase of $4.1 million is related to the increase in housing rates and athletic fees.

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Housing and Dining	$29,861,000	$30,789,000	$32,054,000	$1,265,000
Athletics[3]	71,329,000	76,755,000	77,469,000	714,000
Other[4]	39,584,000	40,259,000	40,590,000	331,000
Auxiliaries Institutional Support	(11,028,000)	(10,195,000)	(8,426,000)	1,769,000
Total Auxiliaries Revenue	**$129,746,000**	**$137,608,000**	**$141,687,000**	**$4,079,000**

The following is a summary of other revenue for FY2024 compared to projected amounts for FY2025 and budgeted amounts for FY2026.

	FY2024 ACTUALS	FY2025 PROJECTIONS	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Foundation Gift Revenue	$102,990,000	$93,604,000	$94,767,000	$1,163,000
Investment Income (Loss)	20,779,000	6,000,000	6,000,000	–
Interest Income	4,896,000	2,500,000	2,500,000	–
Payments on Behalf	(6,778,000)	–	–	–
Sales and Service of Education Activity	15,295,000	14,361,000	13,920,000	(441,000)
Service Agreement - Parkersburg	250,000	250,000	250,000	–
Miscellaneous Revenue[5]	8,475,000	18,951,000	14,260,000	(4,691,000)
Total Other Revenues	**$145,907,000**	**$135,666,000**	**$131,697,000**	**($3,969,000)**

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[3] 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.

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

[5] "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 FY2024 and projected FY2025, as well as the location of all employees.

EMPLOYEE COUNT BY TYPE

	JUNE 30, 2024 ACTUALS	JUNE 30, 2025 PROJECTIONS	FY2025 TO FY2026 DIFFERENCE
FACULTY			
Non-Clinical	1,976	1,923	(53)
Clinical	1,439	1,502	63
Total Faculty	**3,415**	**3,425**	**10**
ADMINISTRATIVE AND STAFF			
Classified	1,410	1,378	(32)
Non-Classified	1,978	2,026	48
Faculty-Equivalent	856	773	(83)
Total Administrative and Staff	**4,244**	**4,177**	**(67)**
WVU Research Corporation	**534**	**546**	**12**
Total Employee Count	**8,193**	**8,148**	**(45)**

EMPLOYEE COUNT BY LOCATION

	JUNE 30, 2024 ACTUALS	JUNE 30, 2025 PROJECTIONS	FY2025 TO FY2026 DIFFERENCE
General University Without Research Corporation	7,280	7,226	(54)
WVU Research Corporation	534	546	12
WVU Tech	236	227	(9)
Potomac State	143	149	6
Total Employee Count	**8,193**	**8,148**	**(45)**

Personnel Expenses

The following is the projected salary and wage expense of the University for FY2026, along with the comparable FY2024 actual amounts and the FY2025 projections. The variance of $6.6 million increase from FY2025 to FY2026 is primarily made up of a central raise pool for FY2026.

	JUNE 30, 2024 ACTUALS	JUNE 30, 2025 PROJECTION	JUNE 30, 2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Total Salaries and Wages	$594,095,000	$587,823,000	$594,379,000	$6,556,000

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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 $14 million for both years.

Below are the anticipated benefit expenses for FY2026. The net increase of $5.7 million is primarily made up of a $6 million increase in PEIA offset by a $2 million decrease in waivers.

	JUNE 30, 2024 ACTUALS	JUNE 30, 2025 PROJECTION	JUNE 30, 2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Total Benefits	$138,797,000	$176,231,000	$181,957,000	$5,726,000

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 FY2026 compared to actual FY2024 expenses and FY2025 projected expenses. The increase of $13.6 million from FY2025 to FY2026 is mainly due to costs associated with athletics' revenue sharing model offset by costs now qualifying as capital related to the ERP module of Modernization which kicked off in FY2025.

	FY2024 ACTUAL	FY2025 PROJECTION	FY2026 BUDGET	FY2025 TO FY2026 DIFFERENCE
Total Supplies and Other Services	$264,504,000	$251,708,000	$265,338,000	$13,630,000

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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$76 million in capital projects in FY2026, including $18.4 million in deferred maintenance state grants. The table below shows the details of the $76 million both related to type and funding source.

UNIT TYPE	GRANTS	BONDS (ERP)	FOUNDATION	HSC	DEFERRED MAINTENANCE	STATE FUNDS	TOTAL
Facilities and Equipment	$7,998,000	–	$1,537,000	–	–	$9,236,000	$18,771,000
Move UPD	–	–	–	–	–	5,045,000	5,045,000
University Libraries[6]	–	–	–	–	–	3,120,000	3,120,000
Career Services	–	–	–	–	–	2,000,000	2,000,000
Athletics	–	–	1,710,000	–	–	–	1,710,000
Health Sciences Center	–	–	–	843,000	–	–	843,000
Deferred Maintenance	–	–	–	–	18,401,000	–	18,401,000
ERP Capital	–	26,076,000	–	–	–	–	26,076,000
Totals	**$7,998,000**	**$26,076,000**	**$3,247,000**	**$843,000**	**$18,401,000**	**$19,401,000**	**$75,966,000**

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

WVU Modernization Program Costs

Included in the $76 million in capital projects, the University intends to expend $26.1 million in bond-funded capital for WVU Modernization Program-related costs in FY2026, as follows:

	FY2026
DESCRIPTION OF COSTS FOR WVU MODERNIZATION PROJECT	
Internal Resources	$2,903,000
Implementation Partner	11,749,000
Foundational Projects	–
Annual FIN/HCM/SIS Subscriptions	2,420,000
Change Order (Out-of-Scope)	–
Contingency	1,797,000
Total	**$18,869,000**
ADDITIONAL WVU MODERNIZATION PROGRAM PROJECTS	
Budget Model Expansion	–
API and Data Management	966,000
Tableau Cloud	799,000
Enterprise Research Administration Application Suite	1,255,000
Student Experience Enhancement	1,952,000
Information Security Enhancement	1,735,000
OASIS Transition	500,000
Total	**$7,207,000**
Total WVU Modernization Program Project Cost	**$26,076,000**

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Appendix C

Budget Model

The New Budget Model

Starting in FY2025, WVU 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 FY2026 budget process, but it was not the only tool used in it. During the FY2026 budgeting process, FY2025 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 assists in determining changes to a unit's budget based on how these units performed using the budget model allocation methodology. Reports are generated and distributed 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 evaluates activities throughout the fiscal year to determine if adjustments are needed to maintain financial stability, authorize additional expenditures if revenues exceed budgeted projections or deploy contingency funds if opportunities arise.

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.

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Authorization to Contract with Gold & Blue, Inc.

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Resolved, that in accordance with W. Va. Code § 18B-12-3 and pursuant to BOG Finance and Administration Rule 5.1, the West Virginia University Board of Governors authorizes management to finalize and execute an affiliation agreement with Gold & Blue, Inc..

STAFF MEMBERS: Wren Baker, Vice President and Director of Athletics

         Stephanie Taylor, Vice President and General Counsel

BACKGROUND: During the recent legislative session, WVU obtained authorization from the Legislature to enter into agreements and any other contractual relationship with a non-profit organization (similar to the WVU Research Corporation) to assist WVU Athletics in the operation of the athletics enterprise, with a particular initial focus on the implementation of the recent *House* Settlement and generation of additional revenues.

         Gold & Blue, Inc., doing business as Gold & Blue Enterprises, has been formed and fulfills the statutory criteria set forth in W. Va. Code § 18B-12-3.

         Gold & Blue Enterprises will play a central role in advancing the mission of WVU Athletics by supporting strategic initiatives that drive success in competition and in the evolving Name, Image, and Likeness ("NIL") landscape. By serving as a key partner in the development of a comprehensive, innovative, and sustainable NIL and revenue-generating ecosystem, Gold & Blue Enterprises will empower Mountaineer student-athletes and help position WVU as a national leader in the future of collegiate athletics.

         Gold & Blue Enterprises will operate with two primary priorities: to generate new and diversified revenue streams that fuel the continued success of WVU Athletics, and to harness the strength and visibility of the WVU brand to elevate the personal and professional opportunities available to Mountaineer student-athletes.

Under the proposed affiliation agreement, Gold & Blue Enterprises. is authorized to engage in the following on behalf of WVU Athletics:

- Compensation and Comprehensive NIL Support**:** Offer a full suite of services, including education, compliance guidance, compensation, and personalized brand development, to compensate and empower student-athletes in maximizing their NIL opportunities.

- Strategic Partnerships**:** Collaborate with leading marketing and advertising agencies to connect student-athletes with corporate partners, as well as facilitate meaningful endorsement opportunities and brand alignments.

- Innovative Business Structure**:** Operate with a private-sector approach, integrating sales, media, marketing, and business operations to drive revenue and support the long-term sustainability of WVU Athletics.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Authorization to Terminate Contract with Vendor for Cause and Authorization to Enter into Agreement with New Vendor.

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Resolved, the West Virginia University Board of Governors authorizes management to issue a termination for cause notice to its current Dining Services vendor, and to finalize and execute a one-year agreement with a new Dining Services vendor in accordance with the terms discussed in Executive Session of the Finance Committee.

STAFF MEMBERS: Stephanie Taylor, Vice President and General Counsel
Erin Newmeyer, Associate Vice President for Strategic Partnerships
Jeffrey Pratt, Associate Vice President and Chief Procurement Officer

BACKGROUND: WVU awarded the Contract to Sodexo America, LLC ("Sodexo") in August 2018 following a competitive RFP process. The Contract requires Sodexo "to provide an integrated package of services to manage and operate the University's food and dining service programs" (referred to as the "Services") at contractually specified "Sodexo Managed Locations." (Contract, § 2.1.) Sodexo operates three types of Services at the University: (1) residential dining, (2) retail dining, and (3) catering.

Over the past several years, WVU has made multiple efforts to resolve ongoing issues with Sodexo's performance. Despite these efforts, Sodexo's performance has not improved. WVU began the formal contractual dispute resolution process in November 2024. That process has been completed without acceptable resolution.

As a result, the University may now move to terminate its agreement with Sodexo for cause. Any such termination for cause is based upon the following contractual breaches by Sodexo:

- **Poor Food Quality and Service**. Sodexo has repeatedly failed to provide food services consistent with the quality standards required by the Agreement and those promised during the Request for Proposal ("RFP") process.
- **Failure to Comply with Requirements Relating to Cleanliness, Sanitation, Maintenance, Health and Safety,**

and Staffing. WVU has documented multiple health and safety violations at Sodexo-operated facilities, including unclean conditions, expired food, improper storage, and violations cited by regulatory health inspections.

- **Failure to Accommodate Students with Special Dietary Needs and Provide Nutritional Information**. Sodexo has failed to accurately label food items, leading to documented instances where students with allergies, dietary restrictions, or religious dietary needs were exposed to harmful or prohibited ingredients.

- **Overcharging Services and Products to Customers**. Sodexo has charged students fees outside the scope of the contractually authorized charges.

- **Making Improper Charges to Contractual Funds**. Sodexo has submitted invoices to WVU that violate the terms of the Agreement in three major ways:
  o Overbilling the Student Life Fund
  o Double-charging against the Capital Investment Fund; and
  o Improperly charging the Facility Enhancement Fund.

- **Wasting Assets and Capital Investment Monies.** Sodexo has wasted assets by permanently closing retail locations and by spending those funds to repeatedly turn over retail locations due to its implementation of unpopular and non-viable retail concepts.

- **Failure to Provide Required Marketing and Information Technology Services**. Sodexo has failed to implement a comprehensive marketing strategy to promote voluntary meal plans, despite its central role in driving revenue and student engagement. In addition, Sodexo has not delivered on key IT service obligations, forcing WVU to divert internal resources to cover for these failures.

- **Improperly Reducing the Minimum Guaranteed Commission**. Sodexo has been improperly reducing the Minimum Guaranteed Commission that it is required to pay WVU in exchange for contract rights.

- **Failure to provide complete response to WVU Audit Rights Requests.**

Subject to Board approval, management will issue the official termination for cause notification on June 16, requesting that Sodexo vacate the facilities by June 29.

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To ensure continuity of Dining Services for WVU students, faculty, and staff, WVU management has been negotiating a one-year bridge contract with a new Dining Services vendor to assume operations of the WVU Dining Services and facilities on June 30. The terms and conditions of the bridge contract with the new Dining Services vendor shall be consistent with the terms provided in Executive Session, in accordance W. Va. Code § 6-9A-4(b)(9).

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM:	Amendments to West Virginia University Board of Governors By-Laws
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors approves the amended By-Laws as presented, pursuant to the West Virginia University Board of Governors By-Laws Article VIII.
STAFF MEMBER:	Stephanie D. Taylor, Vice President & General Counsel
BACKGROUND:	The West Virginia University Board of Governors By-Laws were last revised in July 2017. With the passage of West Virginia House Bill 3279, which revises the composition of the WVU Board of Governors, the Board must amend its By-Laws to reflect the new legislative requirements and to ensure consistency with other provisions in the West Virginia Code. In addition to the legislative updates, additional changes are proposed to align the By-Laws with existing Board of Governors' Rules and practices. A redline of the proposed amendments is included with these materials.
	Pursuant to Article VIII of the Board's By-Laws, written copies of these amendments were provided to each Board member at least ten (10) days in advance of the Board's meeting. Accordingly, the Board of Governors is asked to approve the amended By-Laws to be effective upon approval.

West Virginia University Board of Governors By-Laws

Page **1** of **16**

Article I. The Board and Its Members

Section 1.01 Name, Authorization and Mission

The West Virginia University Board of Governors (the "Board") was created by the West Virginia Legislature as the governing body of the West Virginia University system, including West Virginia University, West Virginia University Potomac State College, and West Virginia University Institute of Technology (collectively the "University"). The Board has the mission of general supervision and control over the academic and business affairs of the University.

Section 1.02 Collective Authority and Action

The authority of the members is conferred upon the group as a Board, and individual members can only bind the Board and the University by acting together through a majority vote of the voting members present of the Board.

Except as permitted by act of the Board or otherwise provided by law, no individual member may commit the Board to any policy, declaration, directive, or action without prior approval of the a majority vote of the Board the voting members present.

Section 1.03 Membership by Election or Appointment

> **Commented [A1]:** W. Va. Code § 18B-2A-1

The Board consists of nineteenseventeen members:

> **Commented [A2]:** W. Va. Code § 18B-2A-1(c)(2)

- one full-time member of the faculty with the rank of instructor or above duly elected by the faculty, who shall serve as a nonvoting, advisory member;

> **Commented [A3]:** W. Va. Code § 18B-2A-1(c)(3)(A)

- one full-time faculty member representing the extension service or the health sciences, selected by the faculty senate, who shall serve as a nonvoting, advisory member;

> **Commented [A4]:** W. Va. Code § 18B-2A-1(c)(5)

- one member of the student body in good academic standing, enrolled for college credit work, and duly elected by the student body, who shall serve as a nonvoting, advisory member;

> **Commented [A5]:** W. Va. Code § 18B-2A-1(c)(3)(B)

- one member of the University's classified or non-classified employees duly elected by a recognized organization of the classified or non-classified employees who shall serve as a nonvoting, advisory member;

> **Commented [A6]:** W. Va. Code § 18B-2A-1(c)(3)(C)

- the chairperson of the Board of Visitors at West Virginia University Institute of Technology; and
- twelve fifteen lay members appointed by the Governor with the advice and consent of the Senate and shall include the following:

> **Commented [A7]:** W. Va. Code § 18B-2A-1(c)(5)

  o One member specifically designated as a representative of agriculture, forestry, or the agricultural or silvicultural sciences and shall have a background in one or more such fields;
  o One member shall be a graduate of the West Virginia University Institute of Technology; and
  o One member shall be a graduate of West Virginia University Potomac State College. :

> **Commented [A8]:** W. Va. Code § 18B-2A-1(c)(6)(C)

Except in the case of a vacancy, all member elections shall be held and all appointments shall be made no later than the thirtieth day of June preceding the commencement of the term.

Section 1.04 Qualifications

Of the fifteen ~~twelve~~ members appointed by the Governor, no more than ~~seven~~ nine may be of the same political party and~~.~~ a~~A~~t least ~~seven~~ eight of the members shall be residents of the state.

> **Commented [A9]:** W. Va. Code § 18B-2A-1(c)(6)(A)
>
> **Commented [A10]:** W. Va. Code § 18B-2A-1(c)(6)(B)

No lay person shall be eligible for appointment to membership on the Board who is:

> **Commented [A11]:** W. Va. Code § 18B-2A-1(e)(1)(A)

- an officer~~,~~, employee, or member of any other board of governors within West Virginia;
- an employee of any institution of higher education within West Virginia;
- an officer or member of any political party executive committee;
- the holder of any other public office or public employment under the government of West Virginia or any of its political subdivisions;
- an employee of any affiliated research corporation, including ~~the~~ West Virginia University Research Corporation, ~~, or the~~ West Virginia University Innovation Corporation, or any other similarly formed corporations~~;~~;
- an employee of the West Virginia University Foundation;
- a member of the West Virginia Higher Education Policy Commission (HEPC); or
- a member of the West Virginia Council for Community and Technical College Education.

Section 1.05 Terms of Appointment

The student member serves for a term of one year. The faculty members and the classified or non-classified staff member serve for terms of two years. The terms of the student, faculty, and classified or non-classified staff members begin each year on ~~the first day of~~ July 1. Faculty and classified or non-classified staff members may succeed themselves for one additional term~~serve up to a total of four terms~~, ~~but cannot~~not to exceed a total of ~~eight~~ four consecutive years.

> **Commented [A12]:** W. Va. Code § 18B-2A-1(c)(3)(C)
>
> **Commented [A13]:** W. Va. Code § 18B-2A-1(d)(2)-(3)

The appointed lay members serve terms of four years each and are eligible to succeed themselves for no more than one additional term. Lay members who are appointed to fill unexpired terms are eligible to succeed themselves for two full terms after completing an unexpired term.

~~The member representing WVUIT serves as an ex- officio, voting member during the time he/she serves as the chair of WVUIT's Board of Visitors.~~

> **Commented [A14]:** Removed from W. Va. Code § 18B-2A-1

Section 1.06 Oath of Office

Before exercising any authority or performing any duties as a member of the Board of Governors, each member shall qualify as such by taking and subscribing to the oath of office prescribed by Article IV, §5 of the Constitution of West Virginia. The certificate thereof shall be appropriately filed with the Secretary of State.

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Section 1.07 Training and Development for Board Members

(a) Initial Requirements

Within ~~twelve~~six months of beginning service, each new Board member shall complete at least ~~six~~three hours of training and development. The training and development shall address the following topics: (1) state goals, objectives, and priorities for higher education; (2) the accountability system for higher education; (3) the general powers~~, and~~ duties, and roles of the Board and its members; (4) fiduciary duties and responsibilities of governing bodies; (5) legal considerations including statutory duties, authorities, and responsibilities of the governing bodies and open records and open meetings requirements; ~~and~~ (64) ethical considerations arising from Board membership; (7) removal and replacement provisions of members of governing bodies; and (8) the circumstances under which HEPC may withdraw specific powers from the institutional governing boards, as set forth in W. Va. Code §18B-1B-4.

> **Commented [A15]:** W. Va. Code § 18B-1D-9(b)(2)
>
> **Commented [A16]:** W. Va. Code 18B-1D-9(b)(1)
>
> **Commented [A17]:** W. Va. Code 18B-1D-9(b)(1)

(b) Ongoing Requirements

With the exception of the student member of the Board, each member beginning the second year of the member's service on the Board, shall complete at least ~~four~~six hours of training and development related to ~~his or her~~their duties ~~within two~~each full fiscal year~~s of beginning service and within every two fiscal years thereafter.~~following their appointment.

> **Commented [A18]:** W. Va. Code § 18B-1D-9 (b)(3)

(c) Certification

By July 31 each year, the Chair of the Board shall certify to HEPC, the number of hours of training and development that each member received during the preceding fiscal year. HEPC may coordinate and offer training opportunities for Board members.

(d) Disqualification and Replacement

If the certification indicates that a member has not completed the required training and development, HEPC shall send a notice to the affected Board member, the governing body, the Governor and the Secretary of State, or to the institutional appointing entity, that the member is disqualified from continued service. HEPC shall request the Governor or appointing entity to appoint a replacement for that Board member.

> **Commented [A19]:** W. Va. Code § 18B-1D-9(d)

Section 1.08 Continuation

Other than in the case of written resignation submitted to the Board, each member shall remain in office until a successor has been established by the required process. Nevertheless, pursuant to these By-Laws and the West Virginia Code, a member who does not complete the required training and development is disqualified from continued service.

Section 1.09 Removal

(a) Members Appointed by the Governor

In accordance with West Virginia Code § 18B-2A-1(e)(3), aA member of the Board appointed by the Governor may not be removed as a Board member except for official misconduct, incompetence, neglect of duty, or gross immorality and then only in the manner prescribed by law for the removal of the state elective officers by the Governor.

(b) All Members

All members who are disqualified as described in Section 1.07(d) of these By-Laws may be removed in the manner prescribed herein and by law.

Section 1.10 Vacancies

A vacancy in an unexpired term of a member shall be filled for the unexpired term within thirty days of the occurrence of the vacancy in the same manner as the original appointment or election.

> **Commented [A20]:** W. Va. Code § 18B-2A-1(d)(5)

Section 1.11 Compensation

The members of the Board serve without compensation, but are reimbursed for all reasonable and necessary expenses actually incurred in the performance of their official duties in accordance with University policies upon presentation of an itemized sworn statement of expenses.

Article II. Code of Conduct and Conflict of Interest

Section 2.01 Code of Conduct

Members of the Board have an obligation to fulfill their responsibilities in a manner that fosters the public's respect, trust, and confidence. Accordingly, Board members shall comply with the West Virginia Governmental Ethics Act, applicable law, and the highest standards of integrity.

Each member must recognize his or her personal fiduciary responsibility for protecting and advancing the integrity, interests, and assets of the University. Members of the Board shall refrain from placing themselves in situations in which their duty or loyalty to, or stewardship of, the University may be compromised.

The Board oversees and supports the management, academic, and administrative operations of the University. Members of the Board recognize the role of the President as the chief executive officer and primary spokesperson for the University and the role of the Chair of the Board as the primary spokesperson for the Board.

Board members shall participate actively in the duties of the Board, exercise critical and independent judgment, and communicate promptly to the Chair or the President any significant concern regarding the operations of the Board or University. Each member of the Board shall vote in a manner the member reasonably believes to be in the best interests of the University.

Section 2.02 Conflicts of Interest

Members of the Board shall perform their responsibilities in a manner that avoids conflicts of interest, or the appearance of such conflicts or of impropriety. Board members shall not use the authority, title, influence, or prestige of their positions, or any confidential information gained as a result of their membership, to solicit business for themselves or others or otherwise obtain any private financial, social, or political benefit. The standards set out in this policy are intended to supplement, not replace, applicable law and must be applied using the good judgment of each Board member.

While the University benefits from a Board whose members come with broad and varied experience and successful involvement in business, industry, education, the professions, and government, such a membership also brings broad exposure to interests and influences that may directly or indirectly affect their obligations to the University. It is further possible that, from time to time, the University's best interests, objectively determined, may be served by entering into an appropriate business transaction with a member of the Board, or an entity in which the member has an interest. Recognizing that the potential for such conflicts of interest cannot be entirely avoided, it is the purpose of this section to set forth appropriate standards for identifying, managing and, where possible, resolving such conflicts with a member in a manner that protects the University's public mission and integrity.

Accordingly, each Board member shall comply with the West Virginia Governmental Ethics Act and shall execute an annual conflict of interest statement and provide a copy to the Secretary of the Board. In addition, each member of the Board has an ongoing obligation to disclose at the earliest practicable time all conflicts and potential conflicts and appearances of impropriety, and any such actual or potential conflicts must be addressed pursuant to applicable law and these By-Laws. An interested member shall fully disclose ~~in writing~~ any such conflict or potential conflict, including all pertinent facts, to the Chair or, in the case of the Chair, to the University's General Counsel promptly after becoming aware of such a conflict or potential conflict. Additional written information may be requested at the discretion of the Chair or the University's General Counsel.

Whenever a Board member is in doubt as to whether a conflict might exist, he or she is encouraged to consult with the Chair, who may, in his or her discretion, confer in turn with the University's General Counsel. Any information so presented shall, to the extent permitted by law, be held in confidence except when it is determined that a conflict does in fact exist or that it will be in the best interest of the University to disclose the information in executive session to the Board or a committee of the Board. Such disclosure will be made only after informing the Board member concerned.

In the event of a conflict or potential conflict, the interested member shall neither participate in nor be present during any discussion by the Board regarding the matter in conflict; provided, however, that the Board may elect in its discretion to seek information or clarification from the interested member. The interested member shall abstain from all votes on any such matter and the disclosure of such a conflict and the member's recusal shall be recorded in the minutes of the affected meeting.

Article III. Board Officers

Section 3.01 Officers

The officers of the Board of Governors shall be: Chair, Vice Chair, and Secretary.

An Assistant Secretary may be appointed by the Chair to facilitate Board activities. The Assistant Secretary shall not be considered an officer of the Board and need not be a member of the Board.

Section 3.02 Election and Tenure

The Board shall elect the officers of the Board for a one-year term at its regular meeting in June. The Chair and Vice Chair shall be elected from among the fifteentwelve lay members of the Board. No member may serve as Chair for more than four consecutive years, except as specified below under Vacancies.

> **Commented [A21]:** W. Va. Code § 18B-2A-1(c)(5)

Section 3.03 Resignation

A Board member may resign their officer position at any time by giving written notice to the Chair and to the President of the University. The Board member will remain a member of the Board unless they fully resign from the Board.

Section 3.04 Removal

Any officer may be removed by the Board at any time by majority vote of the voting members presentof the Board.

Section 3.05 Vacancies

In the event of a vacancy in the office of Chair, the Vice Chair shall succeed to the office of Chair for the rest of that fiscal year (July 1 – June 30), and shall remain eligible to serve as chair in the following fiscal years (maximum of 48 consecutive months). In the event of a vacancy in the offices of Vice Chair or Secretary, the members shall elect the new officer at the next meeting following the occurrence of the vacancy. No limitation shall apply as to the consecutive years of service as Vice Chair or Secretary.

Section 3.06 Offices

The principal offices of the Board of Governors shall be the Office of the President, West Virginia University, Stewart Hall, P.O. Box 6201, Morgantown, West Virginia, 26506.

Section 3.07 Duties of the Officers

(a) Chair

The Chair shall have the following duties:

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- Preside, with right to vote, at all meetings of the Board of Governors and the Executive Committee;
- Be an ex officio member, without vote, on all committees unless appointed as a regular voting member of a committee;
- Sign, on behalf of the Board or University, any documents or instruments that the Board has authorized to be executed;
- Appoint the members of all committees, subject to approval by the Board;
- Serve as the spokesperson for the Board; and
- Perform all duties incident to the office of the Chair, including setting meeting agendas, submitting the training and development certification to HEPC, and such other duties as may be prescribed by the Board from time to time.

(b) Vice Chair

The Vice Chair shall have the following duties:

- Perform all the duties and exercise the powers of the Chair during the Chair's absence or incapacity; and
- Perform such other duties as may be assigned to the Vice Chair by the Chair.

(c) Secretary

The Secretary shall have the following duties:

- Keep the minutes of all meetings of the Board and assure that such minutes are filed with the records of the University, and made available to the members of the Board, officers of the University, and the public consistent with the provisions of these By-laws;
- Prepare and assure distribution of reports of the Executive Committee to each member of the Board;
- Give or cause to be given appropriate notices in accordance with these By-laws or as required by law;
- Distribute the agenda for all Board meetings; and
- Perform all duties incident to the office of the Secretary and such other duties as may be assigned from time to time by the Chair.
- The Secretary may delegate to the Assistant Secretary or other University personnel any or all of those duties associated with the taking or distribution of minutes, the providing of notices, or other similar administrative duties.

(d) Assistant Secretary

The Assistant Secretary shall perform such duties as may be assigned by the Secretary or the Chair. If the Assistant Secretary is not a member of the Board, the Assistant Secretary shall not be entitled to vote or otherwise participate in meetings as a voting member of the Board.

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A Special Assistant may also be appointed by the Chair or Assistant Secretary to facilitate Board activities. The Special Assistant, ~~or, in the absence of a Special Assistant,~~ the Assistant Secretary, and the Office of General Counsel ~~are~~is designated as the Board's official agent~~s~~ for service of process.

Article IV. Board Meetings

Section 4.01 Frequency

The Board of Governors shall meet in regular sessions not less than six times in each fiscal year. The schedule of meetings will be determined by the Chair, in consultation with the Board.

Section 4.02 Notification & Access

The date, time, place, and agenda of all regularly scheduled meetings and the date, time, place, and purpose of all special meetings shall be announced in advance, as prescribed by the West Virginia Open Governmental Proceedings Act. Meetings of the Board shall follow the West Virginia Open Governmental Proceedings Act.

Section 4.03 Emergency Meetings

In the event of an emergency, the Chair may file an emergency meeting notice at any time prior to the meeting. The emergency meeting notice shall state the date, time, place, purpose of the meeting, and the facts and circumstances of the emergency. The meeting shall be limited to the emergency agenda identified in the notice.

Section 4.04 Meeting Location

Meetings will ordinarily be held on the campus of West Virginia University, at the Erickson Alumni Center in Morgantown, but may be held at such other places as the Board may determine including through virtual or electronic means.

Section 4.05 Quorum

~~A majority of members (9)~~One more than half the number of voting members currently serving on the Board shall constitute a quorum to do business, but a smaller number may meet and adjourn to some other time or until a quorum is obtained. Telephonic or other electronic means of attending the meeting shall qualify toward the quorum. A quorum being present, a majority vote of the voting members present shall be necessary to pass upon matters properly before the Board.

> **Commented [A22]:** W. Va. Code § 18B-2A-2(b)

> **Commented [A23]:** W. Va. Code § 18B-2A-2(c)

Section 4.06 Parliamentary Procedure

The business at each meeting shall be conducted under general parliamentary rules set forth in Robert's Rules of Order as modified or interpreted by the Board.

Section 4.07 Agendas

The agenda for every meeting of the Board shall be prepared by the Chair with the assistance of the President. Any member of the Board may present to any meeting of the Board any item for information or discussion whether or not it is on the agenda of the meeting. However, no final action shall be taken on an item that is not consistent with the agenda or purpose of the meeting.

Section 4.08 Minutes

Minutes of each meeting of the Board shall be prepared, approved by the Board, and recorded permanently with the signature of the Secretary.

Subject to the exceptions set forth under the West Virginia Open Governmental Proceedings Act, minutes of all meetings shall be available to the public within a reasonable period of time after the meeting and shall include, at least, the following information:

- The date, time, and place of the meeting;
- The name of each member of the Board, present and absent;
- All motions, proposals, resolutions, orders, and measures proposed, the name of the person proposing the same, and their disposition; and
- The results of all votes and, upon the request of a member, pursuant to the rules of the Board for recording roll call votes, the vote of each member by name.

Section 4.09 Voting

(a) Manner of Voting

Votes on all matters coming before the Board or any of its committees shall be taken by voice vote. But, a roll call vote shall be taken upon the request of any member for a roll call vote.

(b) Off-Site Voting

When any member participates in a Board meeting by telephone or any other means when not physically present at the meeting location, such member(s) may be individually polled as to each vote of the Board.

(c) Proxy Voting

No member may vote by proxy.

(d) Consent Agenda

The Board may vote on multiple matters contained within a consent agenda at one time. However, at the request of any Board member, an item can be removed from the consent agenda and voted on separately.

Section 4.10 Executive Session

By vote of a majority of the voting members present at any meeting of the Board, and in accordance with the West Virginia Open Governmental Proceedings Act, portions of a meeting, including committee meetings, may be closed to the public. All members of the Board, including non-voting advisory members, shall be permitted to participate in executive session and have access to executive session materials.

No minutes shall be taken of executive sessions and no decision may be made during an executive session. No person not a member of the Board shall be in attendance at such executive session except at the direction of the Chair of the Board or the Committee Chair.

Section 4.11 Protocol for Meetings

All those in attendance at meetings of the Board may be asked to identify themselves before addressing the Board or in appropriate circumstances upon entry to the meeting. Only members of the Board, the President, those recognized by the Chair, or individuals approved by a majority vote of the members present may address the Board.

If space is limited in the meeting room, those with business before the Board and the members of the press shall have priority over those who are visitors.

The Board may remove from the meeting any member of the public who is disrupting the meeting to the extent that orderly conduct of the meeting is compromised.

Section 4.12 Appearances Before the Board

Persons who desire to have an item placed on the Board's regular or special meeting agenda may submit a request in writing to the Chair or to the President at least fifteen (15) business days in advance of any scheduled meeting. After consultation with the President, the Chair may either place the requested item on an upcoming agenda, or share information in writing with the Board or a committee, or reject it and ,notifying the person of the reasons for the decision. The Chair may also refer the item to a committee of the Board. Such a request may include a request to address the Board in relation to the proposed agenda item.

Persons who wish to address the Board must inform the Assistant Secretary at least fifteen (15) minutes prior to the start of the scheduled meeting. Persons who desire to address the governing Board may not be required to register to address the Board more than fifteen minutes prior to the start of the scheduled meeting. It is the Chair's discretion to recognize those who wish to address the Board. The Chair is not required to recognize any individual who wishes to speak.

> **Commented [A24]:** W. Va. Code § 6-9A-3(c)

When deemed proper, a majority of the voting members present Board may waive these rules and hear any person on any subject, before either the Board or any committee of the Board.

Article V. Board Committees

Section 5.01 Formation and Operating Procedures of Board Committees

The Board may appoint committees and prescribe their duties and functions. All committees shall keep a record of their proceedings and shall report to the Board as required. The delegation of Board authority to any committee shall not operate to relieve the Board or any member of any responsibility imposed by law.

Committees serve the Board primarily as work groups to study the complex issues related to the University's mission and operations and allow the members to develop a foundation of knowledge necessary to carry out their fiduciary duties. In the event action must be taken by a committee, all resolutions offered that involve matters for record in the minutes shall be made in writing and follow the West Virginia Open Governmental Proceedings Act.

Section 5.02 Standing Committees

The Board of Governors may have the following Standing Committees:

- Executive Committee;
- Strategic Plans and Initiatives Committee;
- Academic Affairs and Accreditation Committee;
- Finance and Facilities and Revitalization Committee;
- Divisional Campus Committee; and
- Audit Committee.

Section 5.03 Special or Ad Hoc Committees

Additional Committees, such as a Nominating Committee, may be established from time to time and for such period as required to complete their mission. Members and chairs of such committees shall be appointed by the Board Chair.

Section 5.04 Committee Appointments

All committee members shall be appointed by the Chair of the Board, who shall also designate a member of each committee to serve as its chair. The chair of each committee may from time to time appoint subcommittees from the committee's membership and designate the chair of each subcommittee. All members of the Board, including non-voting advisory members, shall be permitted to serve on committees.

Section 5.05 Executive Committee

(a) Membership

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The Executive Committee shall be chaired by the Chair of the Board and shall consist of the Board's Officers, the chairs of the Board's Standing Committees, (or the vice chairs in the chair's absence), and the Immediate Past Chair of the Board, if still a member of the Board.

(b) Duties and Operating Procedures

The duties of the Executive Committee shall include acting on behalf of the Board when so directed by the Board, and if requested by the Chair to assist in setting the agenda or preparing for Board deliberations.

When Board action is required between scheduled meetings of the Board, and a special meeting of the Board is not practicable, the Chair may convene the Executive Committee to act on the Board's behalf, subject, as appropriate, to vote by the full Board at its next regular meeting.

All members of the Board shall be notified of any meeting of the Executive Committee.

Article VI. Relationship of the Board and the President

Section 6.01 President's Duties and Responsibilities

The President shall be the chief executive officer of the University and the official advisor to and executive agent of the Board of Governors and its Executive Committee. The President shall be appointed by the Board and serves at the will and pleasure of the Board, as may be further delineated in his or her contract. The Board shall from time to time evaluate the President in the performance of his or her duties and responsibilities. The President shall, as educational and administrative head of the University, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed in meeting its rulemaking responsibilities. The President shall be the spokesperson for the University.

Section 6.02 Delegation to President of Day-to-Day Operations.

The Board of Governors specifically delegates to the President the power and control over the day-to-day business affairs and operations of West Virginia University, including the divisional campuses. Additionally, the President shall have power to perform all acts and execute all documents to make effective the actions of the Board. In making this delegation of authority, the Board authorizes the President, in turn, to make further delegations of this authority to other University administrators as the President may deem necessary for the day to day management of the business affairs and operations of the University, including to execute documents on behalf of the University and make effective actions of the Board. In the exercise of this delegated authority, the Board expects and requires the President to function as the chief executive officer of the University and to exercise sound management of the academic, financial, and operational aspects of the University.

The Board may rescind all or part of this delegation or other delegations of authority at any time that it deems such recension to be in the best interests of the University. Additionally, the Board

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may, in its discretion, delegate additional authority to the President or other University administrators as appropriate through a Delegation of Authority Resolution or through individual Board of Governors Rules. The Board may also, through individual Board of Governors Rules, delineate actions that specifically require Board approval before that action is implemented by the President.

Section 6.03 Board and Committee Meetings

Unless otherwise determined by the Board, the President shall attend all meetings of the Board and its committees, and have the right to speak, offer advice and otherwise participate in such meetings, except that the President shall not vote on any Board matter.

Section 6.04 Incapacitation of President

~~The Board designates the Provost~~Each year, the President shall designate one member of their senior team to serve, for continuity of operations, as chief executive officer of the University, in the event of the President's death, disability, or unavailability. The designation must be approved by the Board's Officers. That person shall serve in that role until an interim is appointed by the Board. The President may revoke the designation at any time and re-designate another member of their senior team. In the event that the President does not designate an individual to serve in this capacity or if the designee is unable to fill the immediate vacancy, the Board designates that the Provost shall serve as the chief executive officer of the University until the Board appoints an interim president. ~~The Provost serves as the University's chief academic officer and chair of its major budget and planning committees.~~

> **Commented [A25]:** Modified to be consistent with BOG Governance Rule 1.3, which was adopted by the Board on May 6, 2024

Article VII. Relationship of Board and Divisional Campus Presidents

Section 7.01 Divisional Campuses

Administratively, the University includes two fully integrated divisions: West Virginia University Potomac State College and West Virginia University Institute of Technology. Both of these divisions are under the supervision and direction of divisional campus presidents who shall serve at the will and pleasure of the President or Provost, if so designated by the President.

Section 7.02 Reports to Board

The Board may require annual and periodic reports from divisional campus presidents, at its discretion. Further, the Board shall take up for discussion and decision such matters as are presented to it by divisional campus presidents, subject to the establishment of such topics as agenda items by the Board Chair.

Section 7.03 Delegation to University President

The Board authorizes and directs the President of West Virginia University to oversee the recruitment of divisional campus presidents, subject to applicable law. Additionally, the Board authorizes and directs the President of West Virginia University to oversee the work of the

divisional campus presidents as part of the work previously delegated to the President as chief executive officer of the University.

The President may require that divisional campus presidents report to the Provost on a day-to-day basis in order to provide for maximum coordination of the work of all units and divisions of the University.

Article VIII. Amendments

These By-Laws may be amended or repealed at any meeting of the Board by an affirmative vote of a majority of the voting members of the Board present, provided that copies of such amendments or notices of repeal are submitted in writing to each member at least ten (10) days in advance of such meeting.

This Board recognizes that certain of these By-Laws are intended to accurately reflect current applicable State law and that whenever any change in State law occurs, whether by change in statute or judicial interpretation, such change shall take precedence over and be deemed to be an amendment to the conflicting procedure.

(Adopted by BOG on September 6, 2002; Modified on July 8, 2008; Modified April 23, 2009; Modified October 9, 2009; Modified May 1, 2015; Last Modified and Title Changed from Operating Procedures to By-Laws on July 10, 2017; Modified TBD)

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM:	Notice of Proposed Rulemaking for amendments to the following Rule:
	West Virginia University Board of Governors Talent & Culture Rule 3.5 – Employee Leave
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
RECOMMENDATION:	Resolved: That the West Virginia University Board of Governors approves the issuance of a Notice of Proposed Rulemaking, as presented, pursuant to BOG Governance Rule 1.1.
STAFF MEMBER:	Stephanie D. Taylor, Vice President & General Counsel
BACKGROUND:	Changes are proposed to <u>BOG Talent & Culture Rule 3.5 – Employee Leave</u>. The proposed changes seek to reduce administrative burden and cost while giving the University additional flexibility. Providing the University with the authority to determine whether to pay a former employee's annual leave via lump sum or terminal leave period will reduce costs and create certainty when employees leave employment. Additionally, providing the University the authority to honor annual leave balances from affiliated entities will reduce harm to these new employees.
	Substantively, the proposed changes to the Rule will result in amendments as set forth in detail in the table located in the Notice of Proposed Rulemaking and in the attached redline.
	Following the issuance of the Notice of Proposed Rulemaking, the proposed changes to the Rule will be posted for the required public comment period from June 16, 2025, through July 17, 2025. The Board of Governors is asked to approve the issuance of the Notice of Proposed Rulemaking, as presented.

NOTICE OF PROPOSED RULEMAKING

This Notice of Proposed Rulemaking is issued pursuant to West Virginia University Board of Governors Governance Rule 1.1. The proposed changes are to the following current Board of Governors Rule: West Virginia University Board of Governors Talent & Culture Rule 3.5 – Employee Leave.

The proposed changes are to amend the current BOG Rule to reduce cost, administrative burden, and give the University additional flexibility with leave matters.

A copy of the current Rule can be found at http://bog.wvu.edu/policies and a copy of the proposed Amended Rule and this Notice of Proposed Rulemaking can be found at http://policies.wvu.edu/.

There will be a public comment period from June 16, 2025, and will extend through July 17, 2025, for the submission of written comments. Comments should be submitted using the online submission form for each Rule, which can be found by clicking on the link to the Rule located at: http://policies.wvu.edu/. If there are any questions about the submission process, they can be directed to Valerie Lopez, Special Assistant to the Board of Governors, at Valerie.Lopez@mail.wvu.edu or Valerie Lopez, Office of the President, West Virginia University, PO Box 6201, Morgantown, West Virginia 26506-6201.

Once the comment period has ended, all public comments received or a summary thereof will be posted on the University's policy website. The Rule may be changed, subject to comments received.

Substantively, the proposed changes to the BOG Rule above will result in the amendments as set forth below:

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BOG Rule	Recommended Action	Comments
BOG Talent & Culture Rule 3.5 – Employee Leave	Amend and Approve	- The Board adopted this Rule on September 8, 2017, as part of the initial wave of BOG Rules under the Freedom Agenda. The Rule was virtually unchanged from the WV Higher Education Policy Commission's employee leave rule. - The proposed amendments seek to provide the University with additional flexibility in moving employees between affiliated entities and to reduce administrative cost and burden. - As such, the proposed amendments seek to amend Section 3.2 to give the University the authority to decide how annual leave is paid out at the end of employment, and to add a new Section 2.7, which gives the University the authority to honor the leave of employees that are moving from a position at a University affiliate (e.g., West Virginia University Research Corporation or WVU Health System) to a University position.

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West Virginia University

Board of Governors Talent & Culture Rule 3.5

Board of Governors Rule

Talent and Culture
Employee Leave
Responsible Unit: Talent and Culture
Amended: TBD~~April 12, 2024~~
Effective: May 3, 2024
Revision History: Prior BOG Policy 24 (June 17, 2005); Rewritten and adopted as BOG Rule 3.5 on September 8, 2017 (effective September 28, 2017); Amended on September 9, 2022 (effective September 30, 2022); Amended April 21, 2023 (effective May 12, 2023); Amended DATE
Review Date: September 2029

BOG TALENT AND CULTURE RULE 3.5
EMPLOYEE LEAVE

SECTION 1:   PURPOSE & SCOPE.

1.1   This Rule outlines the guiding principles for annual leave, sick leave, medical leave, funeral leave, catastrophic leave, parental leave, the Family Medical Leave Act (FMLA), personal leave of absence without pay, military leave, special emergency leave without pay, witness and jury leave and leave usage during facility disruption, utility service interruption and inclement weather for Employees of the West Virginia University Board of Governors.

SECTION 2: GENERAL LEAVE COVERAGE.

2.1   Eligibility for annual and sick leave shall be based on the following:

2.1.1   Classified and Non-Classified Employees

2.1.1.1   Classified and Non-Classified Employees working on a regular and continuing basis for at least 1,040 hours over a minimum of nine (9) months within a twelve (12) month period are eligible for leave as specified in this document.

2.1.1.2   Classified and Non-Classified Employees working less than 1,040 hours within a twelve (12) month period are not eligible for leave benefits.

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2.1.1.3   Temporary employees are not eligible for paid leave.

2.1.2   Faculty/Faculty Equivalent Academic Professionals (FEAPs) Employees

2.1.2.1   Faculty/FEAP Employees on twelve-month appointments are defined as leave eligible employees and accrue leave according to the appropriate sections of this Rule.

2.1.2.2   Faculty/FEAP Employees on annual appointments of less than twelve (12) months do not accrue annual or sick leave. Thus, they are not eligible to participate in the catastrophic leave program.

2.2   Leave Accrual.

2.2.1   All leave eligible employees on payroll as of the 15th of the month earn ½ of their monthly leave accruals.

2.2.2   All leave eligible employees on payroll as of the last day of the month earn ½ of their monthly leave accruals.

2.2.3   During a Terminal Leave Period, no type of leave may be accrued.

2.2.4   Leave eligible employees on leave of absence without pay shall not accrue annual or sick leave or years of service credit for any and all full months in which they are off the payroll.

2.2.5   The University shall keep on file a record showing the current leave status of each leave eligible employee.

2.2.6   Regardless of the type of leave or absence, leave eligible employees whose leave or absence qualifies under FMLA shall accrue leave if the leave period is covered by sick or annual leave.

2.2.6 2.2.7   For individuals that have accepted a leave eligible position with the University and are immediately leaving a leave eligible position at an Affiliated Entity, the University, in its sole discretion, may agree to transfer and credit the individual's leave balances at the University and consider that leave accrued. At the time of transfer, the University shall evaluate the type of leave accrued by the individual at the Affiliated Entity and shall determine which University leave bank, sick or annual leave, will be credited. The leave will be considered accrued upon the start of employment and may be used in accordance with this BOG Rule 3.5. The transfer and credit will be made at a 1 hour to 1 hour ratio. Leave accrued pursuant to this Section 2.2.7 may temporarily exceed the leave accrual limit established in Section 3.3, but leave accrued beyond the accrual limit must be

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used within ninety (90) days from the individual's start of employment and the accrual limits may not be exceeded beyond that point.

2.3   **Leave Usage.**

2.3.1   Annual and sick leave may not be taken before it is accrued.

2.3.2   A recognized institutional holiday occurring during a leave eligible employee's leave period shall not be considered as a day of leave, provided the leave eligible employee is not in a Tterminal Lleave Pperiod.

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SECTION 3.   ANNUAL LEAVE.

3.1   **Leave Accrual**.

    3.1.1   Classified Employees.

        3.1.1.1   Leave eligible Classified Employees occupying 1.0 FTE positions shall be eligible for annual leave on the following basis: Less than 5 years' service: 1.25 days per month; 5 but less than 10 years' service: 1.50 days per month; 10 but less than 15 years' service: 1.75 days per month; 15 or more years' service: 2.00 days per month.

        3.1.1.2   Leave eligible Classified Employees expected to work at least 1,040 hours over a minimum of nine (9) months within a twelve (12) month period on a regular and continuing basis, but less than 1,950 hours over a 12-month period shall accumulate annual leave on a pro-rata basis.

        3.1.1.3   Length of service shall be total years of service to the state of West Virginia including experience with WV state institutions of higher education and other state agencies.

            3.1.1.3.1   Annual appointment periods of nine (9) months at 1.0 FTE or more shall be credited for one (1) year of service for annual leave calculation purposes.

            3.1.1.3.2   Years of service shall be prorated for all Classified Employees with appointments of less than 1.0 FTE.

    3.1.2   Faculty/FEAP Employees.

        3.1.2.1   Leave eligible Faculty/FEAP Employees occupying 1.0 FTE positions shall be eligible for 2.00 days per month of annual leave.

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     3.1.2.2   Leave eligible Faculty/FEAP Employees occupying positions which are less than 1.0 FTE shall accumulate annual leave on a pro-rata basis.

3.1.3 Non-Classified Employees.

     3.1.3.1   Non-Classified Employees occupying 1.0 FTE positions shall be eligible for 2.00 days per month of annual leave.

     3.1.3.2   Non-Classified Employees expected to work at least 1,040 hours over a minimum of nine (9) months within a twelve (12) month period on a regular and continuing basis, but less than 1,950 hours over a 12-month period hours shall accumulate annual leave on a pro-rata basis.

3.2 Annual Leave Usage.

3.2.1   The work requirements of the institution shall take priority over the scheduling of annual leave or other leave for a leave eligible employee. When operationally possible, the supervisor shall grant earned annual leave at the convenience of the leave eligible employee. However, departmental needs must be met, and annual leave should not be taken without prior request and approval of the leave eligible employee's supervisor.

     3.2.1.1   If a leave eligible employee does not follow the established procedures for requesting leave, the charge to annual leave shall be processed as an unauthorized leave.

3.2.2   After all sick leave is exhausted, at the request of the leave eligible employee, accumulated annual leave shall be granted because of illness.

3.3 Annual Leave Accrual Maximums.

3.3.1   The maximum for accumulated annual leave shall be twelve (12) times the leave eligible employee's monthly accrual.

3.3.2   The maximum for accumulated annual leave may be increased up to twenty-four (24) times the leave eligible employee's monthly accrual upon approval by Talent and Culture. Such extension of the leave eligible employee's maximum accrual may not be extended beyond one (1) year.

3.4   Up to fifteen (15) days of unused/unpaid annual leave may be transferred from other eligible agencies of WV state government and state higher education institutions to other higher education institutions. Certification of the balance which existed in the agency or institution from which the leave eligible employee is transferring must accompany the request for transfer and bear the signature of an officer of that agency. A request for transfer

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must be made within one (1) year from the last day of employment with the other agency or institution.

3.5   A leave eligible employee is entitled to be paid for unused/unpaid annual leave at termination of service, but in no case may this exceed the limits set in 3.3.2 above. The ~~leave eligible employee may~~ University shall elect whether the leave eligible employee receives a lump-sum payout of annual leave or ~~, choose to~~ remains on payroll in a Terminal Leave Period equaling the number of annual leave days they have accumulated. If the eligible employee is moving from the University to another eligible state agency, the eligible employee may elect to ~~or~~ transfer the unused/unpaid annual leave to another eligible state agency in lieu of payment via a lump sum or Terminal Leave Period.

   3.5.1   In the event of a leave eligible employee's death, the value of accumulated annual leave will be paid to the leave eligible employee's estate in a lump sum payment.

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SECTION 4:   SICK LEAVE.

4.1   Sick Leave Accrual.

   4.1.1   Leave eligible employees occupying 1.0 FTE positions shall accumulate sick leave at the rate of 1.5 days per month.

   4.1.2   Leave eligible employees occupying positions which are less than 1.0 FTE shall accumulate sick leave on a pro-rata basis.

   4.1.3   Sick leave may be accumulated without limit.

4.2   Sick Leave Usage.

   4.2.1   Sick leave may be used by the leave eligible employee when ill or injured or when in need of medical attention or when death occurs in the immediate family per Section 6 of this Rule.

   4.2.2   A leave eligible employee may use sick leave for a member of the immediate family who is ill, injured, or in need of medical attention. Immediate family for this purpose is defined as: father, mother, son, daughter, brother, sister, husband, wife, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, stepchildren, or others considered to be members of the household and living under the same roof.

   4.2.3   A leave eligible employee is required to notify their supervisor prior to the beginning of their shift (unless not feasible due to hospitalization, etc.) or immediately if the leave eligible employee becomes ill or unable to work for any

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reason while at work and to follow the institution's established procedures for absences from work. The notification shall be given to the immediate supervisor or designee, as determined by established procedures of the institution.

4.2.4   Medical Documentation.

4.2.4.1   The institution may require evidence from a leave eligible employee for verification of an illness or other causes for which leave may be granted under this Rule, regardless of the duration of the leave. Such verification shall be provided to Talent and Culture. Documentation regarding a leave eligible employee's medical condition(s) is not required to be submitted to the leave eligible employee's department.

4.2.4.2   Sick leave for more than five (5) consecutive days shall not be granted to a leave eligible employee for illness without satisfactory proof of illness or injury, as evidenced by a statement of the attending physician or by other proof satisfactory to the institution.

4.2.4.3   A leave eligible employee having an extended illness or serious injury shall, before returning to duty, obtain satisfactory medical clearance to help ensure adequate protection and shall indicate the leave eligible employee's ability to perform their duties. Such medical clearance shall be presented in writing within the requested timeframes.

4.3   In cases, except those involving catastrophic sick leave as defined in Section 7.1.1, where all accumulated sick leave has been used and annual leave is available, it shall be the option of a leave eligible employee either to use any accumulated annual leave until it has also expired, rather than being removed from the payroll, or to retain the accumulated annual leave for use after return to work, but be taken off the payroll immediately after the accumulated sick leave has expired.

4.4   Sick leave provisions are contingent upon continued employment. When the services of a leave eligible employee have terminated, all sick leave credited to the leave eligible employee shall be considered cancelled as of the last working day with the institution, and no reimbursement shall be provided for unused sick leave except in the event of retirement, in which case sick leave may be converted to insurance coverage based on the leave eligible employee's eligibility for this benefit or for provisions lawfully provided for at that time. Leave eligible employees who resign in good standing and are later reemployed may have their total accumulated sick leave reinstated, provided the date of termination is one (1) year or less from the date of reemployment. However, if the leave eligible employee returns to work after more than one (1) year from the date of termination, no more than thirty (30) days of accumulated sick leave may be reinstated.

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SECTION 5:   MEDICAL LEAVE.

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5.1 Any employee requesting a medical leave must provide Talent and Culture, through established procedures, with satisfactory medical evidence (such as a statement from the attending physician) that they are unable to work. The medical statement shall include a diagnosis, prognosis, and expected date that the employee can return to work. If the evidence is satisfactory, Talent and Culture may authorize a medical leave only for the period of disability specified by the attending physician.

5.2 Medical Leave shall be with pay for all time that can be covered by use of sick leave, annual leave and/or catastrophic leave (as contained in Section 7 of this Rule). Medical Leave without pay may be granted when all available leave has been exhausted.

5.3 The employee shall be expected to report to work on the first workday following the expiration of the disability period. An employee, prior to return to duty, shall obtain satisfactory medical clearance to help ensure adequate protection and which shall indicate the employee's ability to perform their duties. Such medical clearance shall be presented in writing to Talent and Culture. The employee will not be permitted to return to work until authorized by Talent and Culture.

　　5.3.1 Failure of the employee to report promptly at the expiration of a medical leave of absence without pay, except for satisfactory reasons submitted in advance, shall be considered to have resigned from their position.

5.4　　The University shall grant medical leave(s) in accordance with the FMLA, ADA, and other relevant law.

5.5　　An employee who is separated from employment following a medical leave of absence of twelve (12) consecutive months may elect group health insurance coverage through COBRA. If such coverage is elected, the former employee is responsible for the full employee portion of the premium cost of such coverage.

5.6　　Any employee who is separated from employment following a medical leave of absence of twelve (12) consecutive months and who had chosen to maintain their accumulated annual leave will receive payment for such accumulated annual leave in a lump sum payment.

5.7　　On-the-job injuries or occupational illnesses which involve no more than three (3) days of disability leave or absence from work shall not be charged against a leave eligible employee's accumulated sick leave as long as they are the next three (3) consecutive working days after injury or illness occurred. If on-the-job injuries or illnesses require a leave beyond the three-day period, it shall be the option of a leave eligible employee either to use earned and accumulated sick and annual leave until both may be exhausted or to reserve for future use any earned and accumulated sick and annual leave and receive only Workers' Compensation benefits for which adjudged eligible. Once the leave eligible employee has elected one of the above-described options in writing that decision is final.

5.8　　Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and

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recovery therefrom shall be, for all job-related purposes, handled on a case-by-case basis. Leave eligible employees shall be entitled to sick leave for their disabilities related to pregnancy and childbirth on the same terms and conditions as they or other leave eligible employees would be entitled for other illnesses and disabilities. In determining whether an employee is unable to work because of a disability related to pregnancy or childbirth, the same criteria shall be used as would be used in the case of another type of illness or disability.

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SECTION 6:   FUNERAL LEAVE.

6.1   Funeral leave is intended to provide a leave eligible employee time to arrange for and attend the funeral and related services of an immediate family member, including travel time.

    6.1.1   Immediate family is defined for this purpose as: parents, siblings or children by blood or law; spouse; grandparents and grandchildren; or others considered to be part of the household living under the same roof.

    6.1.2   Up to five (5) days of funeral leave may be charged as sick leave. Additional time necessary to meet the obligations outlined above shall be charged as annual leave.

6.2   Funeral leave is not provided for estate legal obligations and/or an extended bereavement period. Annual leave may be requested for these purposes.

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SECTION 7:   CATASTROPHIC LEAVE.

7.1   The catastrophic leave program is available to provide salary continuation to leave eligible employees who have suffered a catastrophic illness or injury.

    7.1.1   Catastrophic illness or injury is defined as: a medically verified illness or injury that is expected to incapacitate the leave eligible employee and create a financial hardship because the leave eligible employee has exhausted all sick and annual leave and other paid time off.

    7.1.2   Catastrophic illness or injury also includes an incapacitated immediate family member as defined in Section 4.2.2 above, as appropriate, if this results in the leave eligible employee being required to take time off from work for an extended period of time to care for the family member and if the leave eligible employee has exhausted all sick and annual leave and other paid time off.

7.2   In order to participate in the catastrophic leave program, a leave eligible employee must complete an application, provide all requested medical documentation and be approved for participation.

7.3   WVU maintains a procedure for direct transfer of sick or annual leave to a leave eligible

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employee who has requested and been approved for catastrophic leave.

    7.3.1   Any leave donated by a leave eligible employee, but not used by the leave eligible employee to whom it was donated, shall be returned to the donating leave eligible employee and reflected in their leave balance.

7.4   WVU maintains a catastrophic leave bank which provides for the deposit of sick and annual leave into a "bank" from which leave eligible employees approved for catastrophic leave may withdraw leave.

7.5   Upon approval for a leave eligible employee to receive catastrophic leave, any leave eligible employee may donate sick and/or annual leave in one-day (7.5 hour) increments by following the approved procedures. No leave eligible employee shall be compelled to donate sick leave.

7.6   A leave eligible employee receiving the transfer of leave shall have any time which is donated credited to their leave record in one-day increments and reflected as a day-for-day addition to their leave balance. The leave record of the donating leave eligible employee shall have the donated leave reflected as a day-for-day reduction of the leave balance.

7.7   Use of donated credits may not exceed a maximum of twelve (12) continuous calendar months for any one catastrophic illness or injury. The total amount of leave received by transfer or withdrawn from a bank may not exceed an amount sufficient to ensure the continuance of regular compensation and shall not be used to extend insurance coverage post-retirement pursuant to West Virginia Code § 5-16-13. The leave eligible employee receiving donations of leave shall use any leave personally accrued on a monthly basis prior to receiving additional donated leave.

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SECTION 8:   PARENTAL LEAVE.

8.1   <u>Parental Leave Program Description.</u>

    8.1.1   Parental leave is an unpaid leave program.

    8.1.2   During the parental leave, the institution shall continue group health insurance coverage provided that the employee pays the employer the full (employer and employee portions) premium cost of such group health plan.

    8.1.3   The position held by the employee immediately before the parental leave is commenced shall be held for the employee's return to the position for a period of at least twelve-weeks and any additional time as required by the ADA and relevant law.

8.2   <u>Eligibility for Parental Leave.</u>

    8.2.1   An employee who has worked at least twelve (12) consecutive weeks for the state

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may request up to twelve (12) weeks unpaid parental leave.

8.2.2   The request must be due to birth or adoption by the employee or because of a planned medical treatment or care for the employee's spouse, son, daughter, parent, or dependent who has a serious health condition.

8.2.3   All annual leave must be exhausted before the parental leave begins. No more than a total of twelve (12) weeks of parental leave may be taken in any twelve (12) consecutive month period.

8.3   The employee should provide their supervisor with written notice two (2) weeks prior to the expected birth or adoption; or for the medical treatment; or for the supervision of a dependent.

8.4   The employee must provide Talent and Culture with certification by the treating physician and/or documentation regarding dependency status.

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SECTION 9:   FAMILY MEDICAL LEAVE ACT.

9.1   The institution shall comply with the provisions of the federal FMLA, which provisions shall run concurrently with parental leave and/or any other applicable leave programs.

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SECTION 10: PERSONAL LEAVE OF ABSENCE WITHOUT PAY.

10.1   A leave eligible employee, upon application in writing and upon written approval by the institutional President (President), may be granted a continuous leave of absence without pay for a period of time not to exceed twelve (12) consecutive months provided all accrued annual leave has been exhausted.

10.2   The President, at their discretion, may require the written approval of the supervisor before accepting the written application of a leave eligible employee for a leave of absence without pay.

10.3   The President, at their discretion, shall determine if the purpose for which such a leave is requested is proper and within sound administrative policy.

10.4   At the expiration of a leave of absence without pay, the leave eligible employee shall be reinstated without loss of any rights, unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced workload.

10.5   Failure of the leave eligible employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, shall be considered a resignation of their position.

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10.6   During a personal leave, the institution shall continue group health insurance coverage provided that the leave eligible employee pays the employer the full (employer and employee portion) premium costs of such group health plan.

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SECTION 11: MILITARY LEAVE.

11.1   An employee who is a member of the National Guard or any reserve component of the armed forces of the United States shall be entitled to and shall receive a leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades, field service or active service to the State ordered by proper authority, or for field training or active service for the maximum period as provided by state and/or federal law.

11.2   The term "without loss of pay" shall mean that the employee shall continue to receive normal salary or compensation, notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence shall be considered as time worked in computing seniority, eligibility for salary increases, credit for years of service and experience with the institution. An employee shall be required to submit an order or statement from the appropriate military officer in support of the request for such military leave unless military necessity prevents giving of such notice.

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SECTION 12: SPECIAL EMERGENCY LEAVE WITH PAY.

12.1   Special emergency leave with pay may be granted by the President or their designee to full-time employees in the event of extreme misfortune to the employee or the immediate family. The leave should be the minimum necessary, and in no case may it exceed five (5) days within any twelve (12) consecutive month period. Typical events which may qualify an employee for such leave are fire, flood, or other events (other than personal illness or injury or serious illness or death in the immediate family) of a nature requiring emergency attention by the employee.

12.2   The President or their designee has the authority to approve special emergency leave with pay to respond to emergency situations impacting the operations of the University. Requests for special emergency leave with pay shall be granted according to policies or procedures established by the Vice President for Talent and Culture.

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SECTION 13: WITNESS AND JURY LEAVE.

13.1   Upon application in writing, a leave eligible employee may be granted leave with pay as indicated hereinafter in this section provided the leave eligible employee is not a party to the action. Annual leave will not be charged under the provisions of this section.

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13.1.1   When, in obedience to a subpoena or direction by proper authority, a leave eligible employee appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, the leave eligible employee shall be entitled to leave with pay for such duty and for such period of required absence.

13.1.2   When a leave eligible employee serves upon a jury, or is subpoenaed in litigation, the leave eligible employee shall be entitled to leave with pay for such duty and for such period of required absence.

13.2   When attendance in a court is in connection with a leave eligible employee's usual official duties, time required going and returning shall not be considered as absence from duty.

13.3   The leave eligible employee shall report to work if they are excused by the court before the end of their regular workday. Provisions for leave eligible employees who work a shift other than day shift shall be made according to institutional policy.

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SECTION 14: LEAVE USE AS IT RELATES TO FACILITY DISRUPTION AND UTILITY SERVICE INTERRUPTION.

14.1   Utility Service Interruptions - When extended power and utility service interruptions occur or work facilities are not available for other reasons, administrators should plan for leave eligible employees' usual work routine to be accomplished at alternate work locations or make affected leave eligible employees available to other administrators for work in other areas. Also, if an administrator deems it advisable and the leave eligible employee agrees, time off during the utility service interruption may be granted and charged against a leave eligible employee's accumulated annual leave or Compensatory Time Off. Combinations of the above alternatives may be necessary, but in all cases interruptions of work schedules must be dealt with in accordance with applicable laws, including West Virginia Code §12-3-13. This law is interpreted to mean that if pay is associated with the absence from work, the absence must be charged to accumulated annual leave or Compensatory Time Off.

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SECTION 15: LEAVE USE AS IT RELATES TO EMERGENCY SITUATIONS.

15.1   In the event that an emergency exists, the President, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution or part of the institution. The President, working with public safety officials, will determine when the emergency condition no longer exists. Should a leave eligible employee be required to work by the President during a declared emergency, the time worked shall be compensated according to policies or procedures established by the Vice President for Talent and Culture. Work time lost by any leave eligible employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged

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to annual leave, nor will there be a requirement that the time be made up.

15.2 Absences from work due to weather conditions other than during a declared emergency must be charged against accumulated annual leave, accumulated compensatory time, floating holiday time or the leave eligible employee must be removed from the payroll for the time in question. Sick leave may not be charged for absences due to weather. The leave eligible employee's supervisor has discretion to assign a remote work assignment in response to weather conditions. Time lost from work also may be made up in the same work week at the discretion of the leave eligible employee's supervisor.

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SECTION 16: LEAVE FOR RESIDENTS AND FELLOWS.

16.1 Notwithstanding any other provision of this Rule, residents and fellows will receive leave in accordance with any applicable accreditation requirements to the extent those requirements are inconsistent with this Rule.

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SECTION 17: DEFINITIONS.

17.1 All defined terms for this Rule are contained within the Definitions Section of Board of Governors Talent & Culture Rule 3.1, unless the text clearly indicates a different meaning.

17.117.2 "Affiliated Entity" means the West Virginia University Research Corporation, the West Virginia University United Health System, or any affiliated entity or subsidiary of the West Virginia United Health System.

17.217.3 "FMLA" means the Family Medical Leave Act.

17.317.4 "ADA" means the Americans with Disabilities Act.

17.417.5 "Terminal Leave Period" means a period of paid leave following the employee's final working day.

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SECTION 18: DELEGATION.

18.1 The Board of Governors delegates to the Assistant Vice President for Talent and Culture the ability to adopt internal human resource policies and procedures in order to implement the provisions of this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

18.2 To the extent federal and state law is inconsistent with this Rule and it is not possible for the University to comply with all, applicable law will govern. Accordingly, Talent and Culture, with advice from the Office of General Counsel, has the discretion to implement any necessary changes in order to comply with legal obligations.

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SECTION 19: AUTHORITY.

19.1   Family and Medical Leave Act ("FMLA") of 1993, 29 U.S.C. §§ 2601-2654: Uniformed Services Employment and Reemployment Act ("USERRA") 38 U.S.C. §§ 4301-4335; W. Va. Code §18B-1-6; §18B-2A-4; §18B-7-14; and §21-5D-1 to -9.

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SECTION 20: SUPERSEDING PROVISIONS.

20.1 This Rule supersedes and replaces Higher Education Policy Commission ("HEPC") Series 38 (W. Va. Code R. §§133-38-1 to -13), which was adopted November 19, 1992; HEPC Series 55 (W. Va. Code R. §§ 133-55-1 to -27, including Appendix A), which was adopted June 4, 2018 and any other current or subsequent Rule of the HEPC which relates to the subject matter contained within this Rule. This Rule also repeals and supersedes WVU BOG Policy 24 – Employee Leave, which was adopted on June 17, 2005, and any other Human Resources policy or procedure which relates to the subject matter contained within this Rule.

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

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 MEMBERS: Paul Kreider
Interim 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 2024-2025 review process.

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West Virginia University
Category: Personnel Matter

Item: Promotion and Tenure Report
May 15, 2025
List for Board of Governors

Name	Present Rank	Requested Rank/Title	Department	Effective Date Promotion
Benjamin M. Statler College of Engineering and Mineral Resources				
Bennewitz, Margaret F.	Assistant Professor	Associate Professor with Tenure	Chemical Engineering	August 15, 2025
Devine, Thomas R.	Teaching Assistant Professor	Teaching Associate Professor	Computer Science and Electrical Engineering	August 15, 2025
Dumitrescu, Cosmin E.	Associate Professor	Professor	Mechanical and Aerospace Engineering	August 15, 2025
Fathi, Ebrahim	Associate Professor	Professor	Petroleum and Natural Gas Engineering	August 15, 2025
Garner, Emily D.	Assistant Professor	Associate Professor with Tenure	Civil and Environmental Engineering	August 15, 2025
Powell, Brian M.	Teaching Assistant Professor	Teaching Associate Professor	Computer Science and Electrical Engineering	August 15, 2025
Pyrialakou, Vasiliki Dimitra	Assistant Professor	Associate Professor with Tenure	Civil and Environmental Engineering	August 15, 2025
Reaser, Ronald J.	Teaching Instructor	Teaching Assistant Professor	Computer Science and Electrical Engineering	August 15, 2025
Spayde, Emily D.	Teaching Assistant Professor	Teaching Associate Professor	Engineering Technology	August 15, 2025
Srivastava, Soumya K.	Assistant Professor	Associate Professor with Tenure	Chemical Engineering	August 15, 2025
John Chambers College of Business and Economics				
Angus, Ryan W.	Assistant Professor	Associate Professor with Tenure	Management	August 15, 2025
Bruyaka Collignon, Olga	Associate Professor	Professor	Management	August 15, 2025
Cooper, Lauren A.	Assistant Professor	Associate Professor with Tenure	Accounting	August 15, 2025
Fleming, Arron "Scott"	Associate Professor and Chairperson	Professor	Accounting	August 15, 2025
Hammer, Jr., Robert "Brant" B. L.	Teaching Assistant Professor	Teaching Associate Professor	Finance	August 15, 2025
Hu, Xiaoxiao	Associate Professor	Professor	Management	August 15, 2025
Liu, Bin	Assistant Professor	Associate Professor with Tenure	Management Information Systems	August 15, 2025
Wang, Li	Teaching Associate Professor	Teaching Professor	General Business	August 15, 2025
Zeni, Tom	Teaching Associate Professor	Teaching Professor	Management	August 15, 2025
College of Creative Arts and Media				
Bilal, Hakeem	Assistant Professor	Associate Professor with Tenure	Music	August 15, 2025
Cole, Heather T.	Teaching Assistant Professor	Teaching Associate Professor	Art and Design	August 15, 2025
Das, Debanjan	Assistant Professor	Associate Professor with Tenure	Art and Design	August 15, 2025
Kaddar, Maureen C.	Teaching Assistant Professor	Teaching Associate Professor	Theatre and Dance	August 15, 2025
Moser, Jeffrey	Assistant Professor	Associate Professor with Tenure	Art and Design	August 15, 2025
Tobias, Scott C.	Associate Professor	Professor	Music	July 1, 2025
Walker, Jennifer	Assistant Professor	Associate Professor with Tenure	Music	August 15, 2025
College of Applied Human Sciences				
Follmer, D. Jake	Assistant Professor	Associate Professor with Tenure	Education	August 15, 2025
Hornsby, III, W. Guy	Associate Professor	Associate Professor with Tenure	Sport Sciences	August 15, 2025
Lee, Seungeun "Cindy"	Associate Professor	Professor	Sport Sciences	August 15, 2025
McHenry-Sorber, Erin C.	Associate Professor	Professor	Education	August 15, 2025
Ryan, Michael J.	Teaching Assistant Professor	Teaching Associate Professor	Sport Sciences	August 15, 2025
Voelker, Dana K.	Associate Professor and Chairperson	Professor	Sport Sciences	July 1, 2025
College of Law				
Garvey, Katherine C.	Teaching Associate Professor	Teaching Professor	Law	August 15, 2025
Davis College of Agriculture and Natural Resources				
Bredenberg, Ashley R.	Service Assistant Professor	Service Associate Professor	School of Agriculture and Food Systems	July 1, 2025
George, Kelli S.	Teaching Assistant Professor	Teaching Associate Professor	School of Agriculture and Food Systems	July 1, 2025
Ogunade, Ibukun M.	Assistant Professor	Associate Professor with Tenure	School of Agriculture and Food Systems	August 15, 2025

Name	From	To	Unit	Effective Date
Rosson, Haley N.	Assistant Professor	Associate Professor with Tenure	School of Community and Economic Development	July 1, 2025
Sant'Anna, Ana Claudia	Assistant Professor	Associate Professor with Tenure	School of Agriculture and Food Systems	August 15, 2025
Zegre, Nicholas Pierre D.	Associate Professor	Professor	School of Natural Resources and the Environment	August 15, 2025

Eberly College of Arts and Sciences

Name	From	To	Unit	Effective Date
Brzostek, Edward R.	Associate Professor	Professor	Biology	August 15, 2025
Carlson, Erin B.	Assistant Professor	Associate Professor with Tenure	English	August 15, 2025
Casey, Anna Rose	Assistant Professor	Associate Professor with Tenure	English	August 15, 2025
Cohen, Elizabeth L.	Associate Professor	Professor	Communication Studies	August 15, 2025
Culcasi, Karen L.	Associate Professor	Professor	Geology and Geography	August 15, 2025
Dillow, Megan R.	Associate Professor	Professor	Communication Studies	August 15, 2025
Flagg, Edward "Ned" B.	Associate Professor	Professor	Physics and Astronomy	August 15, 2025
Goulay, Fabien	Associate Professor	Professor	Chemistry	August 15, 2025
Harman, Michael B.	Teaching Assistant Professor	Teaching Associate Professor	Geology and Geography	August 15, 2025
Horstick, Eric J.	Assistant Professor	Associate Professor with Tenure	Biology	August 15, 2025
Johnson, Jennifer A.	Assistant Professor	Associate Professor with Tenure	English	August 15, 2025
LeBold, Joseph G.	Teaching Associate Professor	Teaching Professor	Geology and Geography	August 15, 2025
McWilliams, Sean T.	Associate Professor	Professor	Physics and Astronomy	August 15, 2025
McWilliams, Stephanie R.	Service Assistant Professor	Service Associate Professor	Psychology	August 15, 2025
Michaluk, Lynnette M.	Research Assistant Professor	Research Associate Professor	STEM Education	July 1, 2025
Mohr, Rachel M.	Teaching Assistant Professor	Teaching Associate Professor	Forensic and Investigative Science	August 15, 2025
Navaratnam, John	Teaching Associate Professor	Teaching Professor	Biology and Eberly Dean's Office	July 1, 2025
Nichols, Brian R.	Teaching Assistant Professor	Teaching Associate Professor	Chemistry	August 15, 2025
Odeleye, Oluwatobi "Tobi" O.	Assistant Professor	Associate Professor with Tenure	Chemistry	August 15, 2025
Ogden, Lori E.	Teaching Associate Professor	Teaching Professor	Mathematics	August 15, 2025
Perrone, Trina M.	Teaching Assistant Professor	Teaching Associate Professor	Chemistry	August 15, 2025
Scheitle, Christopher P.	Associate Professor	Professor	Sociology and Anthropology	August 15, 2025
Speir, Jaqueline	Associate Professor	Professor	Forensic and Investigative Science	August 15, 2025
Weirich, Mandana "Mandy"	Service instructor	Service Assistant Professor	Social Work	August 15, 2025
Weislogel, Amy L.	Associate Professor	Professor	Geology and Geography	August 15, 2025

Potomac State College

Name	From	To	Unit	Effective Date
Burnett, JoAnn C.	Assistant Professor	Assistant Professor with Tenure	Business	August 15, 2025
Del Signore, Rachel L.	Instructor	Assistant Professor with Tenure	English	August 15, 2025
Liller, Bruce A.	Assistant Professor	Assistant Professor with Tenure	Psychology	August 15, 2025
O'Quinn, Jessie L.	Assistant Professor	Assistant Professor with Tenure	Mathematics	August 15, 2025
Plitnik, Brian K.	Assistant Professor	Associate Professor	Music	August 15, 2025
Pritts, Cassandra M.	Associate Professor	Professor	History	August 15, 2025
Schafer, Andrea G.	Assistant Professor	Associate Professor	Elementary Education	August 15, 2025

WVU Extension Service

Name	From	To	Unit	Effective Date
Burnside, Jason A.	Extenstion Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025
Carpenter, Jody B.	Extension Instructor	Extension Assistant Professor with Tenure	Agriculture and Natural Resources	July 1, 2025
Crawford, Jocelyn K. F.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2025
Crum, Gwen Y.	Extension Assistant Professor	Extension Associate Professor	Extension Programming	July 1, 2025
Ingram, Lisa A.	Extenstion Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025
Little, Barbara J.	Extension Instructor	Extension Assistant Professor with Tenure	4H Youth Development	July 1, 2025
Mason, Amanda E.	Extension Service Assistant Professor	Extension Service Associate Professor	Extension Programming	July 1, 2025
McDonald, Suzanne M.	Extension Service Assistant Professor	Extension Service Associate Professor	4H Youth Development	July 1, 2025
Mullins, Jamie E.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025
Prinzo, Lauren M.	Extension Assistant Professor	Extension Associate Professor with Tenure	Extension Programming	July 1, 2025
Rine, Jason R.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025
Toppe, Molly A.	Extension Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025
Wood, Gina M. L.	Extension Service Assistant Professor	Extension Service Associate Professor	Extension Programming	July 1, 2025
Wright, Lorrie J.	Extenstion Assistant Professor	Extension Associate Professor	4H Youth Development	July 1, 2025

WVU Libraries

Name	From	To	Unit	Effective Date
Dubetz, Jennifer L.	Staff Librarian	Assistant University Librarian	College of Law Library	July 1, 2025

Emerling, Danielle R.	Associate University Librarian	University Librarian	Downtown Library	July 1, 2025
Fonseca, Catherine M.	Assistant University Librarian	Associate University Librarian	Downtown Library	July 1, 2025
LaBarbara, Jane M.	Associate University Librarian	University Librarian	Downtown Library	July 1, 2025
Murphy, Eva B.	Staff Librarian	Assistant University Librarian	Downtown Library	July 1, 2025
Musgrave, Grace E.	Staff Librarian	Assistant University Librarian	Downtown Library	July 1, 2025
Purvis, Ashley M.	Staff Librarian	Assistant University Librarian	Downtown Library	July 1, 2025
Zumbrun, Emily A.	Staff Librarian	Assistant University Librarian	Potomac State College Library	July 1, 2025

WVU Institute of Technology

Galinsky, Nathan L.	Assistant Professor	Associate Professor with Tenure	Chemical Engineering	August 15, 2025
Gray, Kimberlyn M.	Associate Professor	Professor	Chemical Engineering	August 15, 2025
Kim, Tae Jin	Assistant Professor	Associate Professor with Tenure	Physical Sciences	August 15, 2025

School of Dentistry

Graziani, Gina B.	Assistant Professor	Associate Professor	Periondontics	July 1, 2025

School of Medicine

Abascal, Aliana M.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025
Abu Halimah, Shadi	Associate Professor SOM	Professor SOM	Charleston: Surgery	July 1, 2025
Alvi, Muhammad M.	Associate Professor SOM	Professor SOM	Neurology	July 1, 2025
Anderson, Charles T.	Assistant Professor	Associate Professor with Tenure	Neuroscience Basic Science	July 1, 2025
Arevalo Marcano, Casandra	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2025
Balla, Sudarshan	Associate Professor SOM	Professor SOM	Cardiology	July 1, 2025
Barghouthi, Nadia T.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Barnard, II, John T.	Assistant Professor SOM	Associate Professor SOM	Urology	July 1, 2025
Boo, SoHyun	Associate Professor SOM	Professor SOM	Neuroradiology	July 1, 2025
Brandel, Jayne M.	Associate Professor	Professor	Human Performance	July 1, 2025
Brandmeir, Cheryl L.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2025
Brenwalt, Amy M.	Assistant Professor SOM	Associate Professor SOM	Family Medicine	July 1, 2025
Brooke, Sebastian M. A.	Assistant Professor SOM	Associate Professor SOM	Surgery	July 1, 2025
Bryner, Randall W.	Associate Professor SOM	Professor SOM	Human Performance	July 1, 2025
Carducci, Jr., Hugo	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Carrington, Cherelle S.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025
Chill, Nicholas M.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2025
Cifarelli, Christopher P.	Associate Professor SOM	Professor SOM	Neurosurgery	July 1, 2025
Codrea, Vlad A.	Assistant Professor SOM	Associate Professor SOM	Dermatology	July 1, 2025
Costello, Lisa M.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2025
Dabir. Aman	Assistant Professor SOM	Associate Professor SOM	Neurology	July 1, 2025
El Naili, Reima A. A.	Assistant Professor SOM	Associate Professor SOM	Pathology Anatomy and Laboratory Medicine	July 1, 2025
Fancy, Tanya	Associate Professor SOM	Professor SOM	Otolaryngology	July 1, 2025
Farmer, Daniel L.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025
Gayam, Swapna	Associate Professor SOM	Professor SOM	Medicine	July 1, 2025
Ghias, Mona	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Hajiran, Ali J.	Assistant Professor SOM	Associate Professor SOM	Urology	July 1, 2025
Hansroth, Joseph A.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2025
Jasinski, Nicholas E.	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025
Keith, Cierra	Assistant Professor SOM	Associate Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025
Kledzik, Mary "Molly" G.	Assistant Professor SOM	Associate Professor SOM	Surgery	July 1, 2025
Leary, Brian K.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2025
Lerfald, Nathan M.	Associate Professor SOM	Professor SOM	Medicine	July 1, 2025
Lockman, Julie A.	Teaching Associate Professor	Teaching Professor	Physiology and Pharmacology	July 1, 2025
Mains, Nicholas D.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Martin, Peter "PS" S.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2025
McCluskey, Casey K.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2025
Mehaffey, J. Hunter	Assistant Professor SOM	Associate Professor SOM	Cardiovascular and Thoracic Surgery L4	July 1, 2025
Mercer, Christopher W.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2025
Meyer, Ashley E.	Assistant Professor SOM	Associate Professor SOM	Pediatrics	July 1, 2025
Miller, Liv E.	Associate Professor SOM	Professor SOM	Behavioral Medicine and Psychiatry	July 1, 2025

Murken, Douglas R.	Assistant Professor SOM	Associate Professor SOM	Surgery	July 1, 2025
Murray, Ann M.	Associate Professor SOM	Professor SOM	Neurology	July 1, 2025
Najib, Umer	Associate Professor SOM	Professor SOM	Neurology	July 1, 2025
Oreskovich, Jason M.	Assistant Professor SOM	Associate Professor SOM	Family Medicine	July 1, 2025
Peckens, Shaylee A.	Assistant Professor SOM	Associate Professor SOM	Family Medicine	July 1, 2025
Pellegrino, Bethany S. H.	Associate Professor SOM	Professor SOM	Medicine	July 1, 2025
Pervez, Asad	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Pilkerton, Courtney S.	Assistant Professor SOM	Associate Professor SOM	Family Medicine	July 1, 2025
Romero, Leslie-Joy D.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Ryckman, Jeffrey M.	Assistant Professor SOM	Associate Professor SOM	Radiation Oncology	July 1, 2025
Scaife, Brian D.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2025
Scarneo-Miller, Samantha E.	Assistant Professor SOM	Associate Professor SOM	Human Performance	July 1, 2025
Sedney, Cara L.	Associate Professor SOM	Professor SOM	Neurosurgery	July 1, 2025
Shawwa, Khaled	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Shrader, Jr., Carl D.	Associate Professor SOM	Professor SOM	Family Medicine	July 1, 2025
Shukis, Michael V.	Assistant Professor SOM	Associate Professor SOM	Emergency Medicine	July 1, 2025
Sunzeri, Lindsey L.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Tinajero, Jr., Ruben A.	Assistant Professor SOM	Associate Professor SOM	Family Medicine	July 1, 2025
Unger, Kendra E.	Associate Professor SOM	Professor SOM	Family Medicine	July 1, 2025
Willard, Megan D.	Assistant Professor SOM	Associate Professor SOM	Medicine	July 1, 2025
Zinn, Zachary A.	Associate Professor SOM	Professor SOM	Dermatology	July 1, 2025

School of Nursing

Atassi, Katherine A.	Assistant Professor SON	Associate Professor SON	Charleston	July 1, 2025
McKenrick, Susan R.	Clinical Assistant Professor	Clinical Associate Professor	Family and Community Health	August 15, 2025
Piamjariyakul, Ubolrat	Associate Professor	Professor	Research and Scholarly Activities	July 1, 2025
Smothers, Angel M.	Clinical Associate Professor	Clinical Professor	Family and Community Health	August 16, 2024
Young, Stephanie	Clinical Assistant Professor	Clinical Associate Professor	Family and Community Health	August 16, 2024

School of Pharmacy

Garofoli, Gretchen M.	Clinical Associate Professor	Clinical Professor	Clinical Department	July 1, 2025
Goodhart, Angela L.	Clinical Assistant Professor	Clinical Associate Professor	Clinical Department	July 1, 2025
Martello, Jay L.	Clinical Associate Professor	Clinical Professor	Clinical Department	July 1, 2025

School of Public Health

Baus, Adam D.	Research Assistant Professor	Research Associate Professor	Health Services Research	July 1, 2025
Claydon, Elizabeth A.	Assistant Professor	Associate Professor with Tenure	Social and Behavioral Health	August 15, 2025
Davis, Stephen M.	Associate Professor	Professor	Health Policy Management and Leadership	August 15, 2025
Lilly, Christa L.	Associate Professor	Professor	Epidemiology and Biostatistics	August 15, 2025
Rudisill, Toni M.	Assistant Professor	Associate Professor with Tenure	Epidemiology and Biostatistics	August 15, 2025

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM:	**Board Budget Process**
INSTITUTION:	West Virginia University
COMMITTEE:	Full Board
RECOMMENDATION:	Resolved: Information Only
STAFF MEMBER:	Paula Congelio Vice President and Chief Financial Officer Barb Weiss Senior Associate Vice President for Finance
BACKGROUND:	Attached is a summary of the Budget Process and Board Engagement through the current Fiscal Year

BUDGET PROCESS AND BOARD ENGAGEMENT SUMMARY

Led by the Division of Finance, building the annual budget involves a multi-month process with input and collaboration from several different units within the university. The process typically culminates in June, when the completed budget is presented to the Board of Governors for consideration and, ultimately, approval.

To ensure that the Board is properly positioned to consider and approve the budget in June, aspects of the budget are brought to the Finance, Facilities and Revitalization Committee (FFRC) throughout the preceding months. Not only does this keep the Board informed throughout the process, but importantly, doing so provides the opportunity for the Board to provide input and guidance, helping to shape the budget as the Board provides oversight and ensures alignment with priorities. Budget-related topics discussed typically include enrollment projections, tuition increases (if any), and any new material issues that have emerged relative to the current year's budget.

In addition to the interactions with the FFRC, new this year are bi-weekly meetings between the Board Chair, the Chair of the FFRC, the Vice President of Finance/CFO and the Senior Associate Vice President of Finance to discuss matters related to the financial standing of the university. The Vice Provost and the Vice President/General Counsel regularly join the meeting as needed. Discussion have included such matters as the status of enrollment factors (applications, admits and deposits), cash, days cash on hand, and any urgent financial matters as well potential presentations for upcoming Finance Committee meetings. These meetings have also been used to discuss matters with direct impact on the FY2026 budget and assumptions for 5 year planning (2026-2030) including enrollment, potential tuition increases, tuition discounting/scholarships, non-controllable cost increases such as PEIA and debt service, academic investments, athletic investments (including revenue sharing), competing priorities that require budgetary commitments, potential changes to fees, and other potential new sources of revenue.

The above broadly and accurately describes the process used to develop the FY2026 budget over the last 8-10 months, to include multiple instances in which items related to the building of the budget were brought to the BOG and FFRC Chairs. In addition, immediately below, we provide a brief overview of the last four meetings of the FFRC, beginning last September, indicating the participation rate among Board members, including those who are not members of the FFRC committee.

Date	Committee	Topics Addressed
September 19, 2024	Finance, Facilities and Revitalization Committee Meeting 8 members of 9-member committee present, 7 of remaining 8 BOG members present (15/17)	Executive Session discussions that include, among other things, "[d]eliberative matters regarding current and upcoming budget periods, including current year retention and enrollment."

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Date	Committee	Topics Addressed
November 21, 2024	Finance, Facilities and Revitalization Committee Meeting All 9 members of committee present, 7 of remaining 8 BOG present (16/17)	Executive Session discussions that include, among other things, "[p]otential strategic initiatives relating to academic and administrative priorities . . . and other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University[.]"
December 20, 2024	Finance, Facilities and Revitalization Committee Meeting All committee and all other members of BOG present (17/17)	Executive Session discussions that include, among other things, "[d]eliberative matters regarding current and upcoming budget periods, including current year retention and enrollment."
April 3, 2025	Finance, Facilities and Revitalization Committee Meeting All committee and all other members of BOG present (17/17)	Executive Session discussions that include, among other things, "[c]onfidential, deliberative, and preliminary matters involving or affecting the University's budget for the current and upcoming academic year, including potential strategies."

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Report of Real Property Transactions –
                       Third Quarter of FY 2025

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Informational

STAFF MEMBER: Gary Furbee, II
                       Deputy General Counsel & Associate VP, Real Estate Operations

BACKGROUND: Pursuant to Section 2.3 of BOG Finance and Administration Rule 5.1, a report of all leases and transfers of real property shall be presented to the Board at least quarterly.

Completed and Pending Acquisition(s) or Disposition(s)

- Pursuant to standing authority renewed on June 23, 2023, the University is leasing, and intends to transfer, to the City of Montgomery certain parcels of vacant land associated with the former WVU Tech campus in Montgomery, WV. The transfer remains subject to the approval of the State of West Virginia Board of Public Works.

- Pursuant to authorization granted on March 18, 2024, the University is in the process of selling Catamount Place located in Keyser, West Virginia, to the Mineral County Development Authority. The disposition was approved by the West Virginia Board of Public Works on October 1, 2024. A closing is pending.

- Pursuant to authorization granted on November 22, 2024, the University is in the process of selling 16.92 acres located in Morgantown, West Virginia, to the Monongalia County Board of Education. The sale remains subject to the approval of the State of West Virginia Board of Public Works.

Other Real Property Transactions (e.g., Leases and Easements)

- Attached is a two-part report summarizing the real property agreements which were executed or became effective in the previous fiscal quarter.

REPORT OF REAL PROPERTY TRANSACTIONS[*] – PART 1: Q3, FY25, FROM WVU TO A THIRD PARTY

Date of Agreement	Type of Agreement[*]	Lessee / Grantee / Licensee	Location	Term End	Space / Description
01/01/2025	(WVU-A054) Parking Agreement	Islamic Center of Morgantown	Alumni Center Parking Lot	06/30/2025	Parking agreement for gravel lot and Alumni Center
12/01/2024	(WVU-A065) Facilities Use Agreement	Potomac Valley Hospital Walkers	Potomac State College Keyser, WV	No Expiration	Facilities Use Agreement for use of the Kelly Recreation Center and Gymnasium by PVH Walkers
10/01/2024	(WVU-A066) Facilities Use Agreement	Keyser Outlaws Baseball	Potomac State College Keyser, WV	05/31/2025	Facilities Use Agreement granting license to Keyser Outlaws Baseball to use the batting cages at Kelley Recreation Center
08/01/2028	(WVULeaseOut014) Wireless Site License Agreement	West Virginia PCS Alliance, LLC (T-Mobile)	Engineering Building Morgantown, WV	07/31/2043	Modification and Extension of existing cellular Wireless Site License Agreement with T-Mobile for equipment located on WVU Engineering Building.
01/01/2024	(WVULeaseOut028) Land Use Agreement	West Virginia University Innovation Corporation	Chestnut Ridge Road Morgantown, WV	12/31/2025	Land Use Agreement Addendum II for use of a small triangular parcel located along Chestnut Ridge Road.
01/14/2025	(WVULeaseOut033) Lease Agreement	M&J Property Holdings	Oakland Street Morgantown, WV	12/31/2055	Ground Lease agreement with M&J Property Holdings near University Park Apartments
01/01/2025	(WVULeaseOut051) Parking Agreement	West Virginia University Hospitals, Inc.	Poultry Farm Road Morgantown, WV	12/31/2025	Temporary Parking Area located at 99 Poultry Farm Road (former Research Park).
02/01/2025	(WVULeaseOut083) Lease Agreement	State of West Virginia Department of Administration	Reymann Memorial Farm Wardensville, WV	01/31/2030	Use of the Reymann Memorial Farm Aquaculture Facility by WV DNR
08/01/2024	(WVULeaseOut094) Lease Agreement	Seed Sower, Inc.	WVU Institute of Technology Beckley, WV	06/30/2025	Short-term lease of office space on Beckley campus for Seed Sower, a Beckley based business.

[*] Unless otherwise noted, WVU Finance and Administration BOG Rule 5.1 did not require prior authorization or approval by the Board.

Part 1 - Page 1 of 1

REPORT OF REAL PROPERTY TRANSACTIONS[*] – PART 2: Q3, FY 25, TO WVU FROM A THIRD PARTY

Date of Agreement	Type of Agreement[*]	WVU Program	Planned Use	Lessor / Grantor	Location	Term End	Space / Description
01/01/2025	(WVU-078) Lease Agreement	Computer Based Testing Center	Computer Based Testing Center	One Ridle Court, LLC	6 Riddle Court Morgantown, WV	12/31/2025	Computer Based Testing Center
01/01/2025	(WVU-314) Lease Agreement	Public Health	WVU School of Public Health office space	Riggs Commercial Realty, LLC	405 Capitol Street Charleston, WV	12/31/2026	Office location for WVU School of Public Health in Charleston, WV
01/01/2025	(WVU-A044) Agreement	Adventure WV	Rail Trail Kiosk	City of Morgantown	Walnut Street (rail trail) Morgantown, WV	12/31/2025	Use of City owned bike and boat rental facility for Adventure WV Bike and Kayak rentals.

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[*] Unless otherwise noted, WVU Finance and Administration BOG Rule 5.1 did not require prior authorization or approval by the Board.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Presidential Search Timeline: Votes and Briefings on Presidential Search Process & Selection

INSTITUTION: West Virginia University

COMMITTEE: Full Board

RECOMMENDATION: Informational

STAFF MEMBER: Patrice Harris, M.D., Chair of the Ad Hoc Governance Committee

BACKGROUND: One of the most important responsibilities of a higher education governing board is the selection of a president to the lead the institution. Since January 2024, the Ad Hoc Governance Committee and the full Board have engaged in a process, with significant feedback from the University community, to select the best candidate to move West Virginia University forward. To highlight the major undertaking and collaborative effort behind the unanimous approval of the presidential search process by all Board members, attached is a chart summarizing the timeline of the Ad Hoc Governance Committee and full Board engagement and decision-making related to the presidential search and selection process.

West Virginia University Board of Governors
Presidential Search Timeline:
Votes and Briefings on Presidential Search Process & Selection

Date	Committee / Full Board	Presentation Format	Description
November 17, 2023	Full Board	Oral Update by Chair Willis-Miller	**Public Session** (*See* Meeting Minutes) The Board Chair created an Ad Hoc Governance Committee to provide guidance to the Board related to several areas, including best practices for a presidential search, rules on selection and evaluation of presidents, and the Board's overall committee structure, board training and other functions. Dr. Patrice Harris was appointed as Chair. Other Committee members included: Charles Capito, Kevin Craig, Richard Pill and Frankie Tack.
December 15, 2023	Full Board	Vote – Consent Agenda	**Public Session** (*See* Meeting Minutes) WVU BOG approves the formation of an Ad Hoc Governance Committee Unanimous Board approval.
January 25, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.

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Date	Committee / Full Board	Presentation Format	Description
February 15, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
February 23, 2024	Full Board	Oral Committee Report	**Public Session** (*See* Meeting Minutes) The Ad Hoc Governance Committee Chair provided an update to the full Board on the two meetings held by the Governance Committee – January 25, 2024 and February 15, 2024. The Chair reported that the Committee met in executive session during both meetings to begin their deliberative and initial conversations relating to the upcoming search for the next University president and noted that the Committee is finalizing the details of a draft Board Rule on this topic. At a special full Board meeting in April, the Committee plans to present the draft Board Rule regarding the process for conducting a presidential search. During that special meeting, the Committee will ask the Board to approve putting the proposed Rule out for a 30-day public comment period. Following that comment period, the Board will have another special meeting in April or May to approve the final version after reviewing the public comments. Additionally, Chair Harris noted that the University will release a Request for Proposals in March to begin the process of retaining a search firm to assist the University with the upcoming presidential search. At the Board's April meeting, the Governance Committee will make a presentation on the details of the process and timeline.

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Date	Committee / Full Board	Presentation Format	Description
March 11, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
March 18, 2024	Full Board – Special Meeting	Vote Oral Committee Update	**Public Session** (*See* Meeting Minutes) The Board voted unanimously to approve and issue a Notice of Proposed Rulemaking for the adoption of BOG Governance Rule 1.3 – Presidential Selection, Contracts, & Evaluation. The Chair of the Ad Hoc Governance Committee, provided the following remarks regarding the progress of the Ad Hoc Governance Committee: *This is a responsibility we take very seriously. We will engage with campus communities, University stakeholders and other interested parties as we move through this process. We want to hear from all constituents and stakeholders, to understand their perspectives on the qualities, skill sets, attributes and capabilities our next president should have. This is an exciting time for West Virginia University, and we look forward to working collaboratively in the months ahead. The Committee will continue to work on finalizing the timeline and will have more details at the April Board meeting.*
April 4, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.

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Date	Committee / Full Board	Presentation Format	Description
April 12, 2024	Full Board	Oral Committee Report	**Public Session** (*See* Meeting Minutes) The Chair of the Ad Hoc Governance Committee provided a detailed report and update on the presidential search on two main areas: (1) timeline milestones and key dates for the search process; and (2) composition of the search committee. With respect to the following milestone timeline/key dates, the Committee Chair noted that these dates may need to be adjusted throughout the process: • March 18, 2024: BOG approved the Notice of Proposed Rulemaking for BOG Governance Rule 1.3 • March 19 – April 18, 2024: 30-day public comment period for Rule 1.3; encouraged those who have comments to post those • On or about April 25, 2024: WVU will post public comments received and an amended version of BOG Governance Rule 1.3 • During the Week of May 5: BOG will hold a Special Meeting to approve the finalized version of Rule 1.3 • On or about May 27, 2024: BOG Rule 1.3 will become effective • During the week of May 27, 2024: BOG will hold a Special Meeting to announce the selection of the search firm and to endorse the members of the Search Committee. • June through August 2024: A key priority of the 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 listening sessions, there will also be an online survey that will facilitate input from a broader audience.

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Date	Committee / Full Board	Presentation Format	Description
			• On or before September 1, 2024: Incorporating feedback from listening sessions, a position specification will be developed and approved by the Board. • September – November 2024: Search Committee will begin screening candidates and conducting interviews • By the Spring 2025: BOG will conduct finalist interviews and make a selection of the 27th President of WVU. The Committee Chair also provided an update on the 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 the following: • 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 the Chair noted earlier in her remarks.

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Date	Committee / Full Board	Presentation Format	Description
April 25, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
May 6, 2024 Special Board Meeting	Full Board	Vote	**Public Session** (*See* Meeting Minutes) The Board voted to approve BOG Governance Rule 1.3 to be effective in 15 business days, with one additional edit to the Rule. Specifically, it was 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 passed with unanimous Board approval. Dr. Patrice Harris moved for approval of the Rule with the edit; Frankie Tack seconded the motion.
May 14, 2024	Ad Hoc Governance Committee Meeting	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
May 29, 2024	Full Board	Oral Committee Report and Discussion During Executive Session	**Public Session** (*See* Meeting Minutes) The Chair of the Board's Ad Hoc Governance Committee, provided the following update:

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Date	Committee / Full Board	Presentation Format	Description
			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*

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Date	Committee / Full Board	Presentation Format	Description
			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.* **Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
June 6, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
June 21, 2024	Ad Hoc Governance Committee Committee Meeting included Full Board	Discussion During Executive Session Vote	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning. **Public Session** The Committee voted to approve the 2024 slate of WVU Presidential Search Committee Members discussed during Executive Session – with a notation that the names of the Search Committee will be

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Date	Committee / Full Board	Presentation Format	Description
			announced and voted upon during today's regular Board meeting. This motion was unanimously passed. The motion was moved by Kevin Craig and seconded by Charles Capito. The Committee voted to recommend to the full Board that the Search Committee Charge and Search Committee Confidentiality Agreement and Code of Ethics to be endorsed during today's regular Bord meeting. The motion was moved by Kevin Craig, and seconded by Charles Capito. This motion was unanimously passed.
June 21, 2024	Full Board	Oral Committee Report Vote Slide Deck and Oral Presentation by Search Firm	**Public Session** (*See* Meeting Minutes) The Chair of the Ad Hoc Governance Committee made the following report to the Board: *Slate of Presidential Search Committee Representatives* *During both of these meetings, the Ad Hoc Governance Committee reviewed numerous individual nominations received from different constituency groups. Choosing a president is an immense responsibility, and we were impressed by the quality of the nominees that were submitted. As a result, it was a difficult decision to determine our Committee recommendations of the individuals to serve on the Presidential Search Committee.* *Our Committee has selected the following individuals to recommend to the WVU Board of Governors to serve on the Presidential Search Committee. See June 21, 2024 Meeting Minutes for full list.* *On behalf of the Ad Hoc Governance Committee, I move that the full Board endorse this slate of individuals to serve on the Presidential Search Committee as just read by me. The board chair called for a vote, noting that no second was needed for a committee motion, and the motion passed unanimously.*

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Date	Committee / Full Board	Presentation Format	Description
			Presidential Search Committee Charge & Presidential Search Committee Confidentiality Agreement and Code of Ethics *Next, during our past several meetings, the Ad Hoc Governance Committee, in consultation with the Search Firm, developed the 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 and is attached to the Agenda Item on this topic submitted to the Board.* *The Ad Hoc Governance Committee also developed the 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 and is attached to the Agenda Item on this topic submitted to the Board.* *The Chair publicly summarized the confidentiality agreement and Code of Ethics and referenced its inclusion in the Board materials.* *On behalf of the Ad Hoc Governance Committee, I also move that the full Board endorse the Presidential Search Committee Charge and the Presidential Search Committee Confidentiality Agreement and Code of Ethics as included in the regular Board meeting packet. The board chair called for a vote, noting that no second was needed for a committee motion, and the motion passed unanimously.* Search Firm Introduction The Chair also introduced the search firm, WittKieffer, who provided a presentation to the Board during public session. The slide deck is included in the meeting minutes.

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Date	Committee / Full Board	Presentation Format	Description
			It was also announced that Dr. Patrice Harris will serve as chair of the Presidential Search Committee. WittKieffer addressed the next steps in the University's presidential search, including the following: • July – September: Preparation for Search Launch o Listening sessions conducted online and in person o Campus community survey released o Input informs Leadership Profile o Search Committee convenes o Draft Leadership Profile reviewed and approved o Ad placement reviewed and approved o Search strategy finalized • Mid-September: Position is announced and application process opens • Fall 2024: Search Committee screens candidates and conducts interviews • Spring 2025: Search partners conduct candidate due diligence • Spring 2025: WVU Board of Governors conducts finalist interviews and selects the 27th President of WVU • On or before July 1, 2025: New President takes office
July 29, 2024	Ad Hoc Governance Committee	Discussion in Executive Session Oral Presentation and Oral Committee Report	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning. **Public Session** Following the executive session, Chair Harris reported that the committee engaged in dialogues on various topics, but there were no actions taken as a result of today's Executive Session discussions.

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Date	Committee / Full Board	Presentation Format	Description
			Chair Harris reported that the Board continue to make good progress in the presidential search process. Chair Harris advised that the Board launched a survey to help them learn more about the qualities our campus community would like to see in the next president, as well as the aspirations for the University. She strongly encouraged Mountaineer nation to be a part of the process and take the survey as thoughtful responses will help frame the Leadership Profile and provide critical guidance to the Presidential Search Committee as candidates are considered. Chair Harris also reported that the Presidential Search Committee held its first meeting earlier this month. During our time together, the Search Committee reviewed the committee's charge, discussed the importance of confidentiality and outlined the various phases of the search process. Additionally, Chair Harris reported that the Board held its first Listening Session with the Faculty Senate Leadership. Conducted by our partners from WittKieffer, the group discussed the pride points of the University, the opportunities the University has before it, as well as the qualities faculty would like to see in our new president. There will be more Listening Sessions to be held in late August and in September soon after the fall semester begins. When the schedule is finalized, the Board will share the schedule through our communication channels as well as post to the presidential search website. Chair Harris concluded her report by encouraging everyone to share their insights and provided email addresses where questions and comments could be sent.

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Date	Committee / Full Board	Presentation Format	Description
August 14, 2024	Ad Hoc Governance Committee	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
September 5, 2024	Full Board	Discussion During Executive Session	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
September 20, 2024	Ad Hoc Governance Committee Full Board in Attendance	Discussion During Executive Session and	**Executive Session** Executive Session under authority in West Virginia Code §§6-9A-4(b)(2)(A) and (12) to discuss confidential, preliminary, and deliberative matters relating to internal Board of Governors operations and institutional succession planning.
September 20, 2024	Full Board	Oral Committee Report Slide Deck and Presentation on WVU Presidential Search Update	**Public Session** (*See* Meeting Minutes) The Chair of the Ad Hoc Governance Committee provided a report to the full Board. Dr. Harris provided a WVU Presidential Search update (the slide deck is incorporated into the Meeting Minutes). Dr. Harris' presentation summarized the 34 listening sessions held from July through September 2024. Dr. Harris summarized the WVU Presidential Search Survey results noting that nearly 1,200 survey responses were received. Dr. Harris reported what the survey results demonstrated what the University

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Date	Committee / Full Board	Presentation Format	Description
			community believed were the key attractions of the leadership opportunity at WVU; the skill sets, experiences, qualifications, and personal attributes needed in the next president of WVU; and the key opportunities and challenges facing WVU. Dr. Harris concluded by outlining the following next steps: • Continue to actively update the University community on the status of the WVU Presidential Search – Since April 2024, we have published 11 community letters or press releases containing updates on the WVU Presidential Search • Feedback gathered from listening sessions and survey will guide the development of the University Leadership Profile that will be provided to potential candidates. o The Leadership Profile is the characteristics and qualifications that the search committee and Board will use to evaluate candidates for the presidency. • Finalized Leadership Profile will be reviewed and endorsed by the Board at a Special Meeting to be held during the week of October 7. • After endorsement, the search firm will release the Leadership Profile to the market and begin taking applications.
October 9, 2024	Full Board	Oral Update on Presidential Search Vote	**Public Session** (*See* Meeting Minutes) Discussion and Potential Endorsement of the WVU Presidential Search Leadership Profile Dr. Patrice Harris, Chair of the Ad Hoc Governance Committee and Chair of the Presidential Search Committee, presented this agenda item. Through information gathered from the listening sessions and the online survey, the University, with the assistance of the WVU Presidential Search Committee and our presidential search partner, WittKieffer, developed the Presidential Leadership Profile to attract

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Date	Committee / Full Board	Presentation Format	Description
			top candidates to the University and shape our expectations for the role. The proposed Leadership Profile is included with the Board's materials. It will also be available on the WVU Presidential Search website once WittKieffer formally opens the application process. The Presidential Leadership Profile, if endorsed by the Board today, will be posted publicly on October 11 for potential candidates. This will begin the portion of the search where formal applications and nominations will be accepted. Dr. Harris moved that the Board endorses the Presidential Leadership Profile, as presented. This motion was seconded by Elmer Coppoosle and passed unanimously. Dr. Harris added that the profile will continue to be edited – for formatting and other minimal items – but stated that no substantive changes would be made. Discussion and Endorsement of Presidential Search Finalist Stage Dr. Harris presented this agenda item to the Full Board. In keeping with our commitment to update the University community on the WVU Presidential Search process, and in accordance with BOG Rule 1.3 on the presidential search, Dr. Harris presented a key recommendation to the Board regarding the finalist stage of the process. To ensure that we attract a diverse and highly qualified pool of candidates, the Ad Hoc Governance Committee recommends that the University does not disclose the names or backgrounds of any candidates beyond the Board, the Search Committee and those authorized by the Board. More specifically, we recommend the following:

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Date	Committee / Full Board	Presentation Format	Description
			• The Search Committee will review applications, conduct preliminary interviews, and ultimately recommend a slate of 3 to 5 finalists to the Board. • The Board and the Search Committee will conduct in-person interviews with the finalists. • In accordance with its statutory obligations, the Board will deliberate and select the next President of West Virginia University. • The Board will announce the new University president in the Spring of 2025. Dr. Harris explained why this finalist phase process was being recommended and detailed the research and discussions surrounding this decision. Dr. Harris moved that the Board endorses the final stage of the presidential search process, as presented, pursuant to WVU BOG Governance Rule 1.3. This motion was seconded by Frankie Tack and passed unanimously. Dr. Harris added that the finalist stage will begin after the Search Committee completes its first round of interviews.
November 22, 2024	Full Board	Oral Update on Presidential Search	**Public Session** (*See* Meeting Minutes) Dr. Patrice Harris, Chair of the Presidential Search Committee, provided the following report: *West Virginia University has been accepting applications and nominations for our University's next President over the past six weeks.* *Our executive search firm, WittKieffer, has been vetting a competitive pool of candidates, reviewing all nominations and applications, and*

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Date	Committee / Full Board	Presentation Format	Description
			proactively recruiting individuals across the country who may be a great fit to serve at the helm of our University. *We've also updated the presidential search website to help attract the highest quality leaders.* *While recruitment conversations are in full swing, we've now entered what WittKieffer calls the "quiet period."* *We remain on track in our search process. As previously noted in our timeline, the search committee will review candidates over the fall and winter. The BOG will interview finalists and make a selection in the Spring.* *As we continue to move through the process, please reach out to me directly at any time if you have comments or questions.* *Thank you for your ongoing trust, support and participation. We look forward to continuing to provide updates during December's Board meeting.*
December 20, 2024	Full Board	Oral Update on Presidential Search	**Public Session** (*See* Meeting Minutes) Dr. Patrice Harris, Chair of the Presidential Search Committee, provided the following report: *The search process continues to be on track. Members of the Search Committee met yesterday (December 19) and, from a pool of very talented candidates, selected candidates for the first round of interviews. Those interviews are planned for next month. We continue on track for finalist interviews to occur during the Winter 2025 time frame and the announce the 27th President of West Virginia University in the Spring of 2025.*

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Date	Committee / Full Board	Presentation Format	Description
January 31, 2025	Full Board	Discussion During Executive Session Public Session Vote	**Executive Session** Executive Session under authority in West Virginia Code Section 6-9A-4(b)(2)(A), (b)(9), and (b)(12) to discuss: (a) potential strategic initiatives relating to personnel matters regarding the WVU presidential search; and (b) matters relating to internal Board of Governors operations. **Public Session** (*See* Meeting Minutes) Chair Pill stated that during today's Executive Session the Board received a comprehensive update regarding the efforts of the Presidential Search Committee. Importantly, the Search Committee has concluded its review of applications and conducted a round of preliminary interviews. The Board reviewed and considered the Search Committee's input, feedback, and comments on the semi-finalists following their initial interviews. Under WVU BOG Rule 1.3, Section 2.2.3, the Board of Governors may determine which specific individuals will be moved into the finalist interview phase of the WVU presidential search process. Chair Pill then requested a motion to approve the slate of finalists, as discussed during today's Executive Session. These designated finalists will be invited to participate in the next phase of the WVU presidential search. Accordingly, Dr. Patrice Harris moved that the Board approve the slate of candidates, as discussed in today's Executive Session, as finalists for the position of President of WVU. This motion was seconded by Kevin Craig and unanimously passed by the full Board.

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Date	Committee / Full Board	Presentation Format	Description
February 20, 2025	Full Board	Discussion During Executive Session Public Session Vote	**Executive Session** 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 personnel matters regarding the WVU presidential search [and] matters relating to internal Board of Governors operations[.] **Public Session** (*See* Meeting Minutes) Chair Pill stated that the board had a thorough discussion during Executive Session and is ready to vote on selecting the top candidate for West Virginia University's presidency. At a time when the higher education landscape is changing, we think that this person can best lead West Virginia University forward and serve as its 27th president. Chair Pill then requested a motion to select Candidate A (later identified as Michael Benson) as WVU's president and to authorize the Board officers to negotiate and finalize a contractual arrangement with the selected candidate. Frankie Tack so moved, which motion was seconded by Dr. Patrice Harris and passed. It is noted for the record that board members Bray Cary and Steve Ruby voted "no" regarding the passage of said motion. Chair Pill further stated that the board hopes to make a public announcement informing the WVU community and the citizens of our state who our next president will be as soon as a contract has been signed.

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Renaming of Buildings

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That pursuant to BOG Governance Rule 2.2, the West Virginia University Board of Governors approves the renaming of the building listed below, as well as the naming opportunities of the non-academic facilities to be announced later, in accordance with the terms discussed in Executive Session of the Finance Committee

STAFF MEMBERS: Paula Congelio,
Vice President and CFO

BACKGROUND: To better reflect the evolving use of the Chestnut Ridge Research Building, the decision has been made to remove "Research" and rename it: *Chestnut Ridge Building*. While the building has historically served as the home for WVU Research, it will now also house the University Police Department. This change acknowledges the building's broader role in supporting multiple campus functions, while maintaining a connection to its location and history.

Additionally, the administration has presented two naming opportunities non-academic facilities, one is philanthropic in nature and the other is a paid sponsorship opportunity for a term of years. The specific terms and details of these namings shall be consistent with the terms provided to the Finance Committee, in accordance with W. Va. Code § 6-9A-4(b)(10). Details of these two additional naming of the opportunities will be withheld until a later date at which time formal announcements and ceremonies will be held.

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WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Renewed Authority to Transfer or Sell Buildings and Property located in Montgomery, WV

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That pursuant to BOG Governance Rule 5.1, the West Virginia University Board of Governors authorizes the transfer or sale of buildings and parcels of real property located in Montgomery, West Virginia. Accordingly, the Board grants standing authority, through June 30, 2027, to the President or the Vice President and CFO, and their designees, to negotiate and finalize transactions which are deemed beneficial to the University.

STAFF MEMBERS: Gary Furbee, II
Deputy General Counsel & Associate VP, Real Estate Operations

BACKGROUND: Since the relocation of West Virginia University Institute of Technology to its new campus in Beckley, the University continues to identify new owners and uses of the buildings and real property associated with the former WVU Tech campus in Montgomery.

Accordingly, the University seeks to renew for two more years its authority to transfer or sell those buildings and property located in Montgomery. Through this authority, the University may divest its remaining real property assets by selling or transferring such assets to other public entities or private parties so long as the transaction is determined to be in the University's interest.

Transfers made subject to this authorization shall be by deed, with or without monetary consideration, and subject to all applicable statutory requirements.

In reliance on this authorization, the University anticipates transferring much of the greenspaces associated with the former WVU Tech campus to the City of Montgomery. Additionally, the University expects to sell the building known as "Old Main" to a private party. Thereafter, the University's only remaining assets in Montgomery will be the former fieldhouse, known as the Baisi Center, and a laboratory building, known as Orndorff Hall.

At least quarterly, the Board shall receive a report of any transfers or sales undertaken pursuant to this continued authorization.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Authorization to Extend President Gee's Term

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved, That the West Virginia University Board of Governors authorizes the Chair to execute the attached amendment to President Gee's contract extending his term to July 14, 2025.

STAFF MEMBERS: Stephanie Taylor, Vice President and General Counsel

BACKGROUND: The Board voted to approve Michael T. Benson to serve as the University's 27th president during a regular meeting on February 20, 2025; however, his start date is scheduled for July 15, 2025. To ensure continuity of operations and a smooth transition, President E. Gordon Gee has agreed to remain in the role until July 14, 2025.

This amendment formally extends President Gee's term as President to July 14, 2025. President Gee's salary shall remain unchanged during this extension.

{W0100842.1}

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[WVU BOG Letterhead]

[insert date]

Dr. E. Gordon Gee
103 Stewart Hall
Morgantown, WV 26505

> Re: Third Amendment to Employment Letter Agreement, dated June 27, 2019; and as subsequently amended

Dear Dr. Gee,

This Third Amendment to your Employment Letter Agreement is written on behalf of the West Virginia University Board of Governors ("the Board") on behalf of West Virginia University ("WVU" or "University"). This Third Amendment is intended to revise the prior Employment Letter Agreement dated June 27, 2019; the First Amendment dated May 18, 2020; and a Second Amendment dated December 9, 2024 (collectively the "Employment Agreement") to extend your term as WVU's President to July 14, 2025.

Accordingly, by execution of this Third Amendment, the parties desire to revise the terms of the Employment Amendment as follows:

Term as President: Your Employment Agreement (or any reference to the termination date therein) is hereby amended to state that you shall continue to serve as President of West Virginia University through July 14, 2025.

Except as set forth above, the provisions of the Employment Agreement shall remain unchanged and in full force and effect.

Your signature below, returned to me in a timely fashion from the date above, will signify acceptance of the revised terms your appointment, understanding of, and agreement with the revised terms and conditions of this Third Amendment.

Sincerely,

Richard A. Pill
Chair, West Virginia University
Board of Governors

The foregoing Third Amendment to the Employment Letter Agreement, dated June 27, 2019, and as subsequently amended, has been reviewed and is agreed to by the undersigned.

ACCEPTED:

_____   Date: _____
E. Gordon Gee

{W0100842.1}

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2024

ITEM: Approval of Undergraduate Program Review Recommendations

INSTITUTION: West Virginia University Main Campus, West Virginia UniversityInstitute 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 2024/2025 academic year.

STAFF MEMBER: Paul Kreider, DMA
                          Interim 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 Policy 1, approved by the West Virginia University Board of Governors on
                          September 7, 2001, 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 2025, as presented.

BOG Undergraduate Program Review Spring 2025

Chairs: Evan Widders, Associate Provost for Undergraduate Education
                 Louis Slimak, Associate Provost for Curriculum and Assessment

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
- Catherine Fonseca - Libraries - WVU-Morgantown
- Amy Weaver - WVU-Keyser

This year the Undergraduate Council reviewed 13 undergraduate programs including bachelor and associate degree programs at WVU-Morgantown and Potomac State College. The following pages consist of the recommendations and rationales for the review decisions for the programs listed below.

WEST VIRGINIA UNIVERSITY
Arts and Sciences, AA, WVU Potomac State
Psychology, BA, BS, WVU
Integrated Marketing Communications, BA, WVU
Music, BA, WVU
Philosophy, BA, WVU
Data Science, BS, WVU
Dental Hygiene, BS, WVU*
Medical Laboratory Diagnostics, BS, WVU
Medical Laboratory Science, BS, WVU*
Music and Health, BS, WVU*
Regent's Bachelor of Arts, RBA, WVU

*Accredited Programs

Undergraduate Council Program Reviews

- 13 programs were reviewed
  - There were 6 programs that were reviewed in summer 2023 which were considered to have fulfilled this academic year's program review requirement through that process.
- 4 programs were continued at the current level of activity.
- 9 programs were continued with specific action.
  - 9 actions were assigned to assessment of student learning.
  - 1 action was assigned at the school level to address accreditation requirements.

Program	Follow-up actions recommended
AA Arts and Sciences	Assessment of learning
BA Integrated Marketing Communications	Assessment of learning
BA Music	Assessment of learning
BS Music and Health	Assessment of learning
BA Music Business and Industry	Assessment of learning
BS Medical Laboratory Science	Assessment of learning
BIS Integrated Studies	Assessment of learning
Regent's Bachelor of the Arts	Assessment of learning
MDS Multidisciplinary Studies	Assessment of learning
School of Music	Address accreditation requirements

Follow-up Actions Assigned in Previous Years

- 10 programs had follow-up actions reviewed.
- 10 programs resolved their issues.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

AA in Arts and 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 notes that they contribute and align to the mission via their commitment to education and healthcare of students and the community.

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 should be n/a. The majors in the program are not new; the organization or grouping of these majors together is new. Therefore, the comment on goals is not relevant and that information would not be accessible in CIM.

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 notes that they had significant issues in all areas (e.g., accommodations, scheduling). However, they note in 5.3 that it is "N/A because no issues were identified." It is suspected they misread the question, but follow up is needed.

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 did not note any concerns in the area of faculty adequacy, credentials, composition, and 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.

- ◉ 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 notes that the data are difficult to interpret because the addition of the AS designation. That said they acknowledge that there has been a decrease in the enrollment. They note that they hope that enrollment will increase when the changes at Potomac State even out and they are able to engage in marketing/recruitment efforts. They also note program changes that they anticipate will also result in an increase in enrollment (e.g., restructuring pre-allied health majors into a single major with AOEs; adding AOEs). They note that it is common for students to transfer to another institution after 1 year and some students do not apply to graduate if they are moving to another institution after completing their associates degree requirements. They note that adding a professional advisor will help educate students about the benefit of graduating with an associates. They note that there are many courses with a high DFW courses. They note that they plan to initiate a tutoring program to assist with the courses that have a high DFW rate. They also note providing professional development resources to instructors of those courses.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

The program submitted an assessment plan and data from the first assessment data points. The assessment plan includes multiple indicators (e.g., graduation rates; continuation to a bachelor's program; course-level assessments). In the Action Plan, the program provides reflection on the data.

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 Q 8.14 in the program review.

> The program did not note any improvements given the program just reorganized.

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 Undergraduate Council requires that: 1. By January 2026, submit further evidence of assessment of learning demonstrating that the practices have been sustained over time. 2. By January 2026, the Provost's Office will work with the program to discuss the benefits and drawbacks of using program- level or major-specific learning outcomes and report back to the Undergraduate Council. 2. By January 2026, the Provost's Office will review the new program review structure with Potomac State College's dean's office to determine if it is meeting the goals of the process and if further changes are yet necessary and report back to the Undergraduate Council.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

BA/BS Psychology

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 psychology department supports the university's mission by advancing education, healthcare, and research to improve social and mental well-being. West Virginia faces significant societal challenges, including an aging population, educational struggles, the opioid crisis, and mental health concerns.
The psychology department addresses these issues through expertise in lifespan development, behavior analysis, behavioral neuroscience, and clinical psychology. The BA and BS programs attract students to the university, offering education from top researchers while providing hands-on experience in research, teaching, and community service. Graduates are well-prepared for advanced studies and careers in psychology, healthcare, education, and law.

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 identified

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 department has managed to offer all required courses through creative resource use and per-course support but faces significant faculty losses, particularly among tenure-track positions (loss of 3 faculty). Despite losing nine tenure-track faculty, two teaching faculty, and a key staff member—while hiring only five tenure-track faculty, two teaching faculty, and one service faculty—the department successfully launched a Neuroscience major and a Behavior Analysis certificate, both experiencing significant enrollment growth (130.9% 5 year growth). Graduate courses rely on external instructors to keep permanent faculty focused on undergraduates, but this is unsustainable long-term. Faculty shortages limit experiential opportunities and overburden advisors, with one faculty advisor managing 168 students in Fall 2024. Additional faculty resources are needed to maintain course access, experiential learning, and quality advising. The pandemic forced a rapid shift to online instruction, halting research and limiting field experiences. Budget cuts further reduced undergraduate research and professional development. While some field placements have resumed, faculty losses and funding constraints continue to limit research opportunities. While progress has been made, these issues have not been fully resolved, and additional faculty and financial support may be needed for long-term sustainability. Recommending support for additional faculty.

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.

◉ 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.

There are no courses within the Psychology department for which the DFW rate among their majors exceeds 30%. However, there are four courses forwhich they closely monitor student success: PSYC 101 (Introduction to Psychology), PSYC 191 (Freshman Seminar), and the PSYC 203/204 sequence(Research Methods and Analysis). Data from ARGOS indicate that for PSYC 101, overall DFW rate for the last three years was 11.3% A flipped classroom model was implemented, requiring students to complete readings and video mini-lectures before class, allowing in-class time for discussion and applied activities. This approach reduced DFW rates for psychology majors from 28% to 14.5% in PSYC 203 and from 15% to 6.6% in PSYC 204.
The success is expected to continue in 2024/25. During the review period, over 350 faculty-undergraduate research mentorships led to 39 journal articles with 52 undergraduate authorships, including 12 first-author credits. Students contributed to 177 conference abstracts, with 65 serving as presenting authors. More than 150 students presented at WVU Undergraduate Research Symposia, earning 13 best presentation awards and 8 runner-up recognitions. Psychology majors secured prestigious scholarships and research funding, with graduates admitted to top doctoral programs, medical schools, and law schools. Some alumni have secured notable positions, including managing research labs and interning for U.S. senators. Tracking alumni success remains a challenge.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

WVU psychology majors consistently outperform national averages on the P-ACAT, with 2023/24 scores averaging in the 74th percentile, showing strong knowledge in core areas. Critical thinking skills also improved, with 91.3% of seniors reporting at least moderate growth. Communication skills were assessed through capstone presentations, with students scoring an average of 18.97/20, and survey data indicating significant gains in written and oral communication. While 85% of students can articulate a career path, many lack deep knowledge of options, making career education and readiness a priority for future program development. During the review period, the BA/BS psychology programs maintained consistency while addressing challenges from the pandemic. Key improvements included expanding the advising team, offering individualized advising sessions, and introducing new courses such as Health Psychology and Clinical Neuropsychology to enhance content knowledge. The department also launched a Certificate in Behavior Analysis, which has grown significantly, providing professional direction for students. Additionally, the Undergraduate Training Committee expanded to include diverse faculty and student representatives, ensuring multiple perspectives inform program development.

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 Q 8.14 in the program review.

During the review period, the BA/BS psychology programs maintained consistency while addressing challenges from the pandemic. Key improvements included expanding the advising team, offering individualized advising sessions, and introducing new courses such as Health Psychology and Clinical Neuropsychology to enhance content knowledge. The department also launched a Certificate in Behavior Analysis, which has grown significantly, providing professional direction for students. Additionally, the Undergraduate Training Committee expanded to include diverse faculty and student representatives, ensuring multiple perspectives inform program development. Proposed Goals for 2024/25 • Continue current assessments: o Analysis of student learning using ACAT; factors associated with ACAT performance. o Assessment of perceived achievement and experiences through student surveys. o Applications of SpeakWrite on achievement (assessment of Capstone presentations). • Initiate direct assessment of core courses, through collection of pretest/posttest data. • Update psychology program to: o Distinguish BA/BS program learning goals and curricula. o Incorporate professional development into required curricula. • Address updates to APA psychology program guidelines. o Revise course offerings to align curriculum with updated program learning outcomes No recommendations at this time.

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

◉ Yes

◯ No

Q8.2. Do you believe the program should be awarded?

◉ 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

Distinction

Faculty

Graduates

Curriculum and Assessment

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

The WVU Psychology BA/BS program are distinguished through state and national recognition. Students consistently outperform peers on the Psychology Area Concentration Achievement Test, scoring in the 74th percentile in 2023/24 (national). During the review period, the students co- authored 39 journal articles, presented 177 conference abstracts, and earned prestigious awards including the WVU Foundation Scholar and Order of Augusta honors. The program offers one of only two ABAI-accredited undergraduate Behavior Analysis Certificates worldwide, preparing students for high-demand jobs. Regional impact includes addressing workforce needs through the WVU Field Experience program and community partnerships. These achievements align with WVU's mission, solidifying the program's reputation among peer institutions.

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

All full-time faculty hold Ph.D.s, with many also holding BCBA or BCBA-D credentials (Industry recognized credentials). During the review period, they produced 429 publications, secured nearly $17 million in external funding, and frequently collaborated with undergraduates. Faculty employ evidence- based teaching methods, such as flipped classrooms and interactive course materials, improving student outcomes. Inclusive initiatives like the Psychology Undergraduate Mentorship Program for Underrepresented Populations (PUMP-UP) mentorship program further enhance student engagement. Faculty have received multiple prestigious awards for research, teaching, and advising, reinforcing their commitment to academic excellence - (Including the Association for Behavior Analysis International MentorshipAward, the Travis Stimeling Award for Mentoring Undergraduates in Research, and the Nick Evans Award for Excellence in Advising).

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

The WVU Psychology BA/BS program excel in graduate and career placement. Graduates have been admitted to top Ph.D. programs (e.g., UNC Chapel Hill, Penn State) and professional schools in medicine, law, and health. Many secure paid positions through field experiences and work in clinical, forensic, and research settings. Alumni have taken leadership roles at institutions like Northwestern and Boston's Children's Hospital and contributed to policy through U.S. Senate internships. Nationally recognized, graduates have earned prestigious honors like the Order of Augusta and WVU Foundation Scholar awards, showcasing their strong competencies in data literacy, critical thinking, and communication.

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

The WVU Psychology BA/BS program outcomes align with the 2023 APA Guidelines, focusing on core knowledge, critical thinking, communication, and career readiness. Student learning is assessed through multimodal methods, including P-ACAT scores (74th percentile average in 2023/24), capstone evaluations (18.97/20), and senior surveys (90% reporting critical thinking gains). These assessments drive improvements, such as new pedagogical strategies, a required professional development course, and a cohort model. As evidenced from the self study, the site visitors' report noted,"… the undergraduate certificate in behavior analysis is exemplary of the standards put forth by ABAI for accreditation… The certificate has a robust sequence of coursework, dedicated faculty, and a great group of students.

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 24 - 25

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.

BA Integrated Marketing Communications

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 WVU Bachelor of Arts in Integrated Marketing Communications supports the vision and mission of the University system by providing ease of access to marketing/business and communications education to areas of Appalachia, thus allowing this region to benefit in economic growth that can be brought from digital media and marketing with a focus of social responsiveness. The program is designed to help students capitalize on opportunities to engage stakeholders and consumers. Additionally, students focus on working with diverse audiences using inclusive practices. This program offers opportunity to develop leadership skills that will empower residents of this state and region and, in turn, impact the region, as a whole.

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 reports no concerns with infrastructure or resources. Additionally, there have been no events or situations that have negatively impacted the program's ability to deliver curriculum and produce graduates during this review period.

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 no new faculty or staff being needed to carry out this 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.

◉ 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.

> At its inception in 2019, the program was designed as a collaborative effort between the College of Media and the College of Business and Economics. Although the initial target enrollment was 12 students, the enrollment number at the launch of the program in 2020 was three students. The number grew significantly to 10 in the second year of the program and doubled to 20 in the third year. The most current data shows an enrollment of 35. Enrollment is steady. Growth in enrollment from year 2 to 3 is attributed to the decision to change the program from being delivered collaboratively between two colleges to being delivered primarily through the College of Media since this College provides most resources in the program. Program growth continues in a positive direction. The program recorded 100% retention in its first to second year, with only 3 students. Recent data shows a 53% retention rate 2023-2024 and 61% in 2024-2025, comparable to the College in 2024-25 (64%). Because the program is at the point of a five-year review, not having yet completed a six-year cycle, graduation numbers are low. Enrollment varies due to the nature of the online program and concerns of its students ("nontraditional" with consecutive semester enrollment largely being determined by personal situations and financial considerations). The only high DFW courses are now eliminated as the program is now delivered through the Reed School of Media and Communications, without collaboration of B&E.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

Again, the program is fairly new, and one of the important measures in the assessment plan, the capstone course, has only been taught one semester thus far. At the next point of collecting assessment data, spring 2026, the capstone course will be taught enough times to gain a true picture of assessment. Currently, the program has created a detailed curriculum map, showing the introduction and reinforcement of all learning outcomes across core courses of the program. The curriculum map details the expected point of mastery for each outcome. Additionally, the program uses graduate surveys and alumni surveys in its assessment plan. Due to the new nature of the program, only a handful of graduates have completed the survey thus far; graduates have reported satisfaction in the program.

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 Q 8.14 in the program review.

The program has undergone changes in home college and delivery, making it more focused on media and communications, with a clearer purpose. Students complete an IMC track within their major, which adds specific digital and media skills to the foundation provide in the program. The program has entered into a partnership with U.S. Defense Information School (DINFOS) to train U.S. Military, DoD civilian, international military and interagency students in media and communications and expects enrollment growth from this effort. The program also is assigned a professional advisor who provides academic and other support and guidance for this often-considered nontraditional student population. Success oriented support services are valued by students as evidenced by satisfactory ratings (mentioned in program review document) in the senior exit survey.

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 Undergraduate Council requires that: 1) By January 2026, the program will submit an assessment plan and curriculum map to the Undergraduate Council. The Undergraduate Council will also expect to see evidence of assessment of learning and how the program is using that evidence to inform program change and support student success in its next BOG program review.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

BA Music

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.

The answer is yes, but no was answered in order to specify the following: As noted in the Self-Study and attested to by the inclusion of a letter from NASAM, all issues have been addressed except for a facilities issue schedule for summer 2025.

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 School of Music's Mission and Vision aligns with WVU's mission, vision, and values by in creating an innovative and inclusive environment where students engage in research and creative activity as it prepares them to become leaders in the musical arts.

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.

> Yes. the program indicates they have adequate and accessible infrastructure.

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-Study indicated that the program had an adequate number of faculty and nothing has impacted their productivity. They do have faculty qualified by means other than academic credentials. The attached document indicates that they follow HLC and NASAM standards for alternate credentials.

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.

○ All

◉ Some

Q5.2. What was inaccurate?

Yes, this information is in the current undergraduate catalog. Please note--The revised version (120 CR HRS; capstone 491; adjusted curriculum) is currently in CIM.

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 during the past five years are relatively steady with 7 students in 2019 and between 9-12 students in the interim with 12 as the current enrollment. The completion rate was -33.3% in 2019 and has risen to +50%. Musc263: Aural Theory 4 had a DFW rate of 50%. MUSC264: Written Theory had a DFW rate of 100%. MUSC270: Hist WestnM had a DFW rate of 50%. Besides the 189, the only other course to have a DFW rate lower than 30% is, MUSC 271,. All the others (18 courses) have over a 30% DFW. This needs to be addressed with an updated response. There is no information in the Self-Study pertaining to specific student successes. It is stated that the program is being reconfigured, which should yield student successes. CIM reveals that there are changes entered dating from 1/25, including the new capstone course noted in the Study. The Self-Study notes they are aware they need to develop and implement a tracking plan but this has not been done yet. This needs to be revisited.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

The Learning Outcomes are currently being updated in CIM (1/25). Note there are major changes but there is not enough room here to include them in this review. The new Learning Outcomes are clear and appropriate to the degree. The unit was supposed to submit an assessment plan and curriculum map by 12/15/21. The Self-Study indicates that there is no formal assessment plan and that developing one will happen now that the new Learning Outcomes have been formulated. A Curriculum map was included but a new one is being developed. These items be submitted for review to the UC.

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 Q 8.14 in the program review.

Improvements include updating the Learning Outcomes, reducing CR HRS from 125 to 120, and changing the capstone course to better serve students for the future and achieve more successful outcomes that can be assessed.

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 Undergraduate Council requires that: 1. By January 2026, the School of Music will provide a report to the Undergraduate Council addressing how it has resolved its NASM deferred accreditation status. 2. By January 2026, the program will submit an assessment plan and curriculum map to the Undergraduate Council. That plan should include methods to monitor and address student success in the program. 3. By January 2027, the program will submit evidence that demonstrates the implementation of the assessment plan.

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Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

> BA Philosophy

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 report outlines how the Philosophy program aligns to the WVU mission and Mountaineer Values. - The program encourages student inquiry (curiosity) through coursework, mentored research, and interactions with fellow students and faculty members. - The program notes that the philosophy community encourages "open and respectful exchange of ideas" (respect). - The program encourages students to engage in reflection about themselves and their community (service). - The program trains students to "engage in careful and respectful dialogue about difficult ethical, social, and political issues (accountability; appreciation).

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 Philosophy department did not report any challenges under 5.2 and 5.3.

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 program did not note any concerns with faculty adequacy, credentials, or composition. They did note that the move from Arnold Hall to Hodges Hall has greatly improved the experiences of students and the faculty. Specifically, the move has provided more accessible and hospitable options for faculty- student engagement. The program reports that the move to Hodges will likely result in recruitment and retention of faculty and students. The program also notes that the push to online instruction during COVID19 negatively impacted the program as it disrupted the typical methods in philosophy. Specifically, the program noted: "Both the skill set developed, and the joys experienced when studying philosophy, are ideally delivered in an on-campus, in-person setting."

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.

◉ 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 enrollment trends for the philosophy per the APS data indicate that the number of majors has declined since 2019-2020, but increased by 10% from 2022-2023 to 2023-2024. The program notes in their report that this does not account for double majors. Per the ARGOS report attached to the self study that there are 78 majors, when double majors are included. It is not clear, however, if these are registered or active students as of Fall 2024.
> Regardless, the enrollment trends for the philosophy BA is below that of the ECAS. The program completion data indicate a decline in program completion. The program notes that if both majors and double majors were included in the computation that it would not be an area of concern. That said, the program might consider migration data. If a significant number of students were migrating out of the major, the program might examine to what extent those students influence the completion data. With the new major structure online, this data might be helpful to track. The program addressed concerns re the courses with a high DFW report. They note that they are addressing concerns with plans to hold teaching workshops, engaging in peer reviews of faculty teaching, and re-engaging in holding tutoring sessions for students. The program provides evidence of student success (e.g., honors society; graduate employment/pursuit of graduate studies).

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The assessment plan seems appropriate and comprehensive. They collect a variety of assessments, including reflection on data; student feedback; and data from student performance in relevant coursework. They provide the latest assessment report where they report data and outline their responses to feedback. The curriculum map, assessment plan, and assessment report are commendable.

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 Q 8.14 in the program review.

> The program noted that there have been "drastic" changes since the last report. Three faculty members were added to the program; development and implementation of an assessment plan for the major; developed new courses; and updated courses. They also note that they've updated their major, which launched in fall 2024. There are no specific recommendations for improvement, but the program is encouraged to track student enrollment and retention since the launch of the new curriculum in fall 2024. In addition, we would like to note that the recruitment efforts by the faculty (e.g., contacting top performers in courses) are commendable.

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 24 - 25

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.

DSCI, BS in Data 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

Q1.6. 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 aligns well with WVU's mission, vision, and values. The availability of automated data collection systems in every aspect of modern life makes it important to develop a framework for systematic analysis, visualization and mining of data for making decisions that impact applications in science, engineering, humanities and healthcare. There is a current shortage of trained data scientists and so there is a significant potential for employment immediately upon graduation. Furthermore, since the field is relatively new, there are significant opportunities to conduct research and advanced training 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

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 currently has 34 students and is on track to meet its goal of 40-60 students in the near future. Students are able to get internships in well- known firms. While the first cohort of students has not graduated yet, the market appears to be excellent for this field. The loss of a senior faculty member (Dr. Huzurbazar) in 2023 implies that there are only two full time assistant professor and one part-time associate professor in the program. The program needs more faculty (two junior or one senior) to meet its goals.

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 in terms of classrooms, technology, equipment and support.

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 does not have adequate faculty. It is difficult to run a quality program with only two assistant professors and one part-time associate professor. The loss of senior faculty member Dr. Huzurbazar in 2023 is significant and a replacement is needed soon. The lack of a graduate program in data science makes it difficult to conduct research internally and so it is necessary to find collaborators in other programs (math and statistics, engineering, medical school, business school etc.). The lack of start-up funding for new faculty needs to be corrected.

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.

- ⦿ 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.

> This is a new program that started in Fall 2022. Fall Enrollment has increased from 9 in 2022-2023 to 19 in 2023-2024, a net gain of 111.1%. Program Continuance for AY 2023-2024 was 87.5%. There are currently 34 students in the program. The first cohort of students will graduate this year and so there is no data on student placement. However, students have done well in securing internships in well-known firms. Furthermore, students have been successful in conducting research with faculty and presenting these results in conferences.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

Since the program is relatively new and the first cohort of students has not graduated, the program has not been assessed. The assessment plan provided in the self-study is reasonable. I see that the three outcomes will be assessed via final exams, course projects as well as the capstone project. A rubric is provided for assessing the projects but not the exams. I would like to caution the faculty that they should not use the final grade in the final as a means of assessing whether the outcomes were met. For example, a student could theoretically pass a final exam while doing poorly in one of the outcomes and so using only the final score would not indicate this deficiency. Performance in individual questions in the exam or parts of the capstone report should be used to assess the 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 Q 8.14 in the program review.

This is a new program and so this question is not applicable.

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 24 - 25

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 Dental Hygiene

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 dental hygiene program aligns with the WVU's mission, vision, and values. The program creates a positive, stimulating, evidence-based learning environment to advance education and healthcare and provides service and outreach to the state and surrounding 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.

Providing students with accommodations- this is resolved. An HSC testing center is now in place. Access to adequate technological support- This issue is unresolved. The program reports decreases in reliable IT support, specifically related to SOLE (testing support in particular) and other HSC systems. The program reports this is directly impacting students and patient care.

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 an inadequate number of faculty to allow proper time for research and service. The increasing demands on faculty are negatively impacting faculty well-being. However, the number of faculty members has not affected the delivery of all required courses or the student's ability to progress through the program. Resolution of the issue is in progress. A search for a 1.0 FTE, a 12-month faculty member, was scheduled to begin in January 2025.

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.

◉ 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 consistently high application rates, averaging 287 during the academic years 2019-2020 and 2023-2024. The program's enrollment has remained consistent and reported a 0.6% increase in the 2024 fall semester. The program outlined that the continuance rate decreased by 1.6% [86.8%] due to the error of 27 students being admitted in 2022 due to a miscommunication between the University and HSC on incoming mat and science requirements. Trends through 24-25 have increased to 89.4 %. Attrition rates were greater than 91% in all years except for 2024. In 2024, a 79% attrition rate was a result of a repeating student, three changing majors, and one relocating to another school. The Dental Hygiene program's time to completion during the academic years 2019-2020 and 2023-2024 was 3.64 years, and the program graduated an average of 21 students each year. No dental hygiene course yields a high D/F/W. Many students have presented their research locally at HSC conferences [49 students] and regionally [26] at the state capitol. Four students participated in Dental Hygiene Advocacy Day at the Capitol, providing students the opportunity to speak with state representatives. WVU is the first dental school in the USA to integrate coursework for students to become Certified Tobacco Specialists. Students use this knowledge and serve WVU by offering tobacco cessation presentations.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program has three overarching goals. The program performs a systematic evaluation of the three overarching program goals as demonstrated by the Outcomes Assessment Working plan included in the self-study. Each goal has clear objective/outcome measures; data collected from students, alums (in year 2023), patients, faculty, and advisory boards are included in an outcomes assessment table.

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 Q 8.14 in the program review.

> The program uses the outcome assessment data to revise and improve the program. For example, an outcome measure (90% of students achieving a 'B' in a particular course) was not being met [82%]; the program increased hands-on activities and the number of assessments and improved specific guidelines in the clinical manual. The change resulted in 90% of students meeting the indicator. The program has demonstrated consistent admission and graduation rates. The program has a robust evaluation plan and positive outcomes. The students of this program positively contribute to the health of fellow West Virginians and beyond. One consideration would be incorporating employee data with the assessment plan to assist in identifying opportunities for program enhancement and improving readiness for practice.

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 24 - 25

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.

Medical Laboratory 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

Q1.6. 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 aligns with WVU's mission, vision, and values by creating an inclusive learning environment and preparing laboratory professionals to serve WV communities and beyond.

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 having adequate infrastructure

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 a sufficient number of qualified faculty members to meet student needs, and the ability to progress through the program. Yet, the program describes lacking sufficient faculty, leading to increased teaching workloads and decreased time for scholarship and service. The self-study outlines relocation, retirements, and other opportunities that contributed to the faculty leaving over the years and often leaving a one-person vacancy. Currently, they are searching for a new program director.

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.

◉ 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's continuance is -4.8% over five years. May 2024 was noted as a significant down year with six graduates. As a 2+2 program, the program continuance number reflects students who changed majors or did not complete the program prerequisites. The program prerequisites are taught outside the School of Medicine and BLD Program. The program engages with the students during the first two years through PALM 100, PALM 101, and PALM 201 courses, meetings, open Q&A sessions, and opportunities for activities. The program completion changes for the BLD program have dropped significantly in the past two years (-47.6% in 2022 to 2023 and -45.5% in 2023 to 2024). This drop is contributed to the 2+2 design of the major. Most students who leave or are lost do so before entering the professional phase of the program in their junior year. The rate of students graduating within 4 years of earning 60 institutional credits reflects the students who are retained and enter the professional phase of the program in the junior year.
> Percentages of program completion using this data are: 2021-2022 (85.7%), 2020-2021 (96.2%), 2019-2020 (76%), 2018-2019 (96%), and 2017-2018 (86.2%). All years meet the 75% benchmark established by our accrediting body, and all exceed the SOM comparison, except for the academic year 2019-2020. CHEM 115 is noted as a course that prevents students from meeting program requirements. A new course, 293A Basic Science Applications, is anticipated to support student

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program's curriculum was revised in May 2020. Changes included renaming the program to Biomedical Laboratory Diagnostics and Medical Laboratory Science, identifying prerequisites that better prepare students for the professional part of the program, resequencing courses, and offering additional laboratory experiences. Data driving these changes were not given. Evidence of meeting benchmark standards (indirect assessments) is included, but direct assessment of student meeting program outcomes (only course number) is 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 Q 8.14 in the program review.

> The curriculum was revised in 2020, which included changing the name of the program, identifying prerequisites that better prepare students for the professional part of the program, resequencing courses, and offering additional laboratory experiences to prepare students better for practice.
> Accreditation benchmark standards were met, but program continuance and graduation rates decreased when using first-year student data (before students entered the professional program in the third year). Total number of graduates was 16 in 2021-2022, 8 in 2022-2023, and 9 in 2023-2024. Council recommendations: Update the evaluation plan to include direct assessments of student meeting program outcomes. Identify and include exemplary student work or accomplishments. Continue to focus on ways to engage and retain students during the first and second years. A peer mentoring or coaching program may assist in keeping students invested and interested.

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.

Resubmit evaluation plan outcomes to include direct assessments of student meeting program/learning outcomes.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

> Medical Laboratory 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

Q1.6. 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 aligns with WVU's mission, vision, and values by creating an inclusive learning environment and preparing laboratory professionals to serve WV communities and beyond.

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 having adequate infrastructure

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 a sufficient number of qualified faculty members to meet student needs, and the ability to progress through the program. Yet, the program describes lacking sufficient faculty, leading to increased teaching workloads and decreased time for scholarship and service. The self-study outlines relocation, retirements, and other opportunities that contributed to the faculty leaving over the years and often leaving a one-person vacancy. Currently, they are searching for a new program director.

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.

◉ 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's continuance is -4.8% over five years. May 2024 was noted as a significant down year with six graduates. As a 2+2 program, the program continuance number reflects students who changed majors or did not complete the program prerequisites. The program prerequisites are taught outside the School of Medicine and BLD Program. The program engages with the students during the first two years through PALM 100, PALM 101, and PALM 201 courses, meetings, open Q&A sessions, and opportunities for activities. The program completion changes for the BLD program have dropped significantly in the past two years (-47.6% in 2022 to 2023 and -45.5% in 2023 to 2024). This drop is contributed to the 2+2 design of the major. Most students who leave or are lost do so before entering the professional phase of the program in their junior year. The rate of students graduating within 4 years of earning 60 institutional credits reflects the students who are retained and enter the professional phase of the program in the junior year.
Percentages of program completion using this data are: 2021-2022 (85.7%), 2020-2021 (96.2%), 2019-2020 (76%), 2018-2019 (96%), and 2017-2018 (86.2%). All years meet the 75% benchmark established by our accrediting body, and all exceed the SOM comparison, except for the academic year 2019-2020. CHEM 115 is noted as a course that prevents students from meeting program requirements. A new course, 293A Basic Science Applications, is anticipated to support student

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program's curriculum was revised in May 2020. Changes included renaming the program to Biomedical Laboratory Diagnostics and Medical Laboratory Science, identifying prerequisites that better prepare students for the professional part of the program, resequencing courses, and offering additional laboratory experiences. Data driving these changes were not given. Evidence of meeting benchmark standards (indirect assessments) is included, but direct assessment of student meeting program outcomes (only course number) is 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 Q 8.14 in the program review

> The curriculum was revised in 2020, which included changing the name of the program, identifying prerequisites that better prepare students for the professional part of the program, resequencing courses, and offering additional laboratory experiences to prepare students better for practice.
> Accreditation benchmark standards were met, but program continuance and graduation rates decreased when using first-year student data (before students entered the professional program in the third year). Total number of graduates was 16 in 2021-2022, 8 in 2022-2023, and 9 in 2023-2024. Council recommendations: Update the evaluation plan to include direct assessments of student meeting program outcomes. Identify and include exemplary student work or accomplishments. Continue to focus on ways to engage and retain students during the first and second years. A peer mentoring or coaching program may assist in keeping students invested and interested.

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 Undergraduate Council requires that: 1. By January 2026, the program will submit evidence of assessment of learning, including evidence of direct assessment aligned with the program's student learning outcomes.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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 Music & Health

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 BS in Music and Health is an inclusive program blending music education with a liberal arts foundation while incorporating undergraduate science courses for students pursuing professional health fields. As a leader in Appalachian arts education, the School of Music fosters appreciation for regional culture. The program emphasizes hands-on learning through performances, faculty collaborations, mentorships, and personalized career paths, equipping students with communication, teamwork, analytical, and self-management skills.

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.

No concerns 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.

The program and the School of Music follow the guidelines established by the HLC in its Institutional Policies and Procedures for Determining Faculty Qualifications: HLC's Criteria for Accreditation and Assumed Practices – Equivalent Experience. Additionally, the School of Music, as an accredited member of NASM adheres to Standard II.E.1.a.(1-5) and 1.b.(1-4) No evidence of faculty credentials, composition, or 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.

- ⦿ 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.

> As evidenced from APS, the 5 year college enrollment trend is +1.5%. As this is a newer program, the results are difficult to interpret at this time in terms of number of graduates. However, it appears in APS that in the 2023-2024 year, 3 students graduated from this program. This program adds no extra burden to the faculty in the School of Music and contributes to enrollment in several science programs. No patterns in the data suggest a DFW issue.
> The data do suggest that some of these students struggle with the introductory science courses. The School of Music plans to investigate the suggested four-year plan to see if there are any potential issues with the sequence of courses.
> The self study provided evidence of 1 student research endeavor which included a capstone project titled: (2024) Disparities in Rural Healthcare in West Virginia However, I was unable to locate the specific project and how it contributed to creative research endeavors (Published? etc.)

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 8.6 in the program review.

- ○ Yes
- ⦿ No

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

> "Excel through challenging, methodical, and innovative practical training towards a career in a health profession while achieving creative music experiences" How is this measured?

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 8.11, 8.13, and 8.14 in the program review.

> N/A

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 Q 8.14 in the program review.

N/A Self study states the following: As previously mentioned, this program was not being offered during our most recent external accreditation review. It is noted the the current curriculum is being reviewed and revised and a new capstone course was approved through all levels of curriculum review.
Request the program to summarize the improvements made over the past five years and outline any future enhancement plans. This could also be an opportunity to highlight strategies for increasing enrollment and establish specific targets.

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.
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 requires that: 1. By January 2026, the School of Music will provide a report to the Undergraduate Council addressing how it has resolved its NASM deferred accreditation status. 2. By January 2026, submit in CIM revisions to program student learning outcomes 2 and 4; these are closer to mission statements than student learning outcomes. 3. By January 2026, the program will submit a curriculum map and assessment plan to the Undergraduate Council. 4. By January 2027, the program will submit evidence that demonstrates the implementation of the assessment plan.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

> Regent's Bachelor of the Arts

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.

> This program is in alignment with WVU's mission, vision, and values as its purpose is providing accessible education to increase access and opportunity for learners who may not be able to participate in face-to-face, synchronous learning experiences. This program provides credit for work experiences, thus supporting partnership in communities and placing value on service, curiosity, and accountability.

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 having been housed in a physically isolated location for years, making student engagement, especially with the population that may need additional support, difficult. It's possible that any decrease in head count could have been slightly influenced by this. The program has relocated to a new space and expects to see increased student engagement with ease of location. Program faculty and staff are also exploring online engagement opportunities, so this issue has been adequately addressed.

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 does not report any issues regarding faculty adequacy, credentialing, or 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.

◉ 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.

Unique nature of the program carries an expectation of fluctuating enrollment as students exit the program through graduation sooner because of entering the program with large numbers of credits from other institutions or earning credits through work and life experience through portfolio.
Additionally, this program's students, often considered "nontraditional," may enroll and unenroll based on financial and life circumstances, as noted in the program's review narrative. However, the five-year enrollment data shows steady enrollment with 162 as a minimum and 208 as a maximum headcount in fall semesters. The most recent three-year data trend is an increase of 4.8%. Even considering the often difficult to predict nature of this type of program due to the truly unique situation of each student, this program has maintained consistent enrollment. There are no trends of note regarding DFW concerns. Most recent graduation data available shows graduation rate of 58%, higher than the average for other majors. The program reports 120 graduates from fall 23 through spring 24.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> It is necessary to acknowledge the difficult nature of collecting measures of direct assessment in a program like this, where each student's degree plan is customizable and may be based on markers of assessment beyond letter grades. However, the program should provide some direct assessment against specified learning outcomes. The program narrative indicates that learning outcomes have been set at the state level. Outcomes published are based on AACU LEAP learning outcomes. The program reports interest in adding additional clear, measurable outcomes created at the college or program level. This is recommended in order to collect meaningful measures of assessment. Notably, although program of study is customized for each student, there appear to be common discipline courses completed by many students- BCOR, MDS, and some others. It may be possible to draw from these courses to engage in direct assessment.

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 Q 8.14 in the program review.

> WVU Bachelor of Arts degree provides a flexible and accessible degree opportunity for students in a variety of nontraditional circumstances. During the program review period, the RBA program has moved to a new physical location in Hodges Hall and continues to graduate a higher number of graduates than the college average. Enrollment has been steady despite the fluctuations within the college. This program has used its resources to make holistic advising a priority in this program. Through the Navigate system, advisors recorded 2400 meetings in one academic year. The nature of the population enrolled in this program requires advising to be much more than basic academic concerns. Clearly, the program is meeting those student needs as evidenced by the survey results in the program narrative. The RBA program reports plans to create RBA-specific initiatives to support a sense of connectedness among students in the major. Although program learning outcomes are governed at the state level, there is interest in creating additional outcomes that would guide assessment efforts at the program level.

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:

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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 requires that: 1) By January 2026, the program will submit an assessment plan to the Undergraduate Council. 2) By January 2027, the program will submit evidence that demonstrates the implementation of the assessment plan. The Undergraduate Council also strongly recommends that the program consider methods to create community among the program's students, including exploring some form of in-person orientation or other on-campus activity, even if it was not required of all students for program completion.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

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 2024/2025 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 2025, as presented.

BOG Graduate Program Review Spring 2025

Chair: Vacant

Members: Jeffery Houghton, WVU
                       Michael Vercelli, WVU
                       Geah Pressgrove, WVU
                       Kyle Hartman, WVU
                       Melissa Olfert, WVU
                       Gary Marsat, WVU
                       Carrie Rishel, WVU
                       Jason Phillips, WVU
                       Jake Follmer, WVU
                       Kim Floyd, WVU
                       Kristen Dieffenbach, WVU
                       Heather Henderson, WVU
                       Ahmad Hanif, WVU
                       Paul Chantler, WVU
                       Matthew Titolo, WVU
                       Victor Mucino, WVU
                       Kashy Aminian, WVU

This year the Graduate Council reviewed 16 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
Dentistry, DDS, WVU*
Music Business and Industry, MA, WVU*
Musicology, MA, WVU*
Medicine, MD, WVU*
Physician Assistant, MHS, WVU*
Conducting, MM, DMA, WVU*
Music Performance, MM, DMA, WVU*
Music Education, MM, WVU*
Dental Specialties (Endodontics, Orthodontics, Periodontics, and Prosthodontics), MS, WVU*
Integrated Marketing Communications, MS, WVU
Biochemistry and Molecular Medicine, PhD, WVU
Cancer Cell Biology, PhD, WVU
Cellular and Integrative Physiology, PhD, WVU
Pharmaceutical and Pharmacological Sciences, PhD, WVU
Psychology, PhD, WVU*

*Accredited Programs

WVU Board of Governor's Program Review

Executive Summary – Academic Year 2024-2025

Graduate Council Program Reviews

- 16 programs were reviewed
  - There were 4 programs that were reviewed in summer 2023 which were considered to have fulfilled this academic year's program review requirement through that process.
- 9 programs were continued at the current level of activity.
- 7 programs were continued with specific action.
  - 7 actions were assigned to assessment of student learning.
  - 1 action was assigned to addressing accreditation requirements.
  - 1 action was assigned to program enrollment and viability.
  - 1 action was assigned to program learning outcomes.
  - 1 action was assigned at the school level to review workload assignment practices.

Program	Follow-up actions recommended
DDS Dentistry	Assessment of learning, accreditation
MA Music Business and Industry	Assessment of learning, student learning outcomes, program enrollment and viability
MM DMA Conducting	Assessment of learning
MM DMA Music Performance	Assessment of learning
MM Music Education	Assessment of learning
MS Integrated Marketing Communications	Assessment of learning
MS Dental Specialties	Student learning outcomes
School of Medicine	Review faculty workload policies and practices

Follow-up Actions Assigned in Previous Years

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

Program	Follow-up action status
JD Law	Evidence of assessment of learning
MSJ Journalism	Evidence of assessment of learning

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

> DDS in Dentistry

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.

> "Our Mission - Oral Health. Our Priority. Those four words simply state our mission and vision at West Virginia University School of Dentistry. The dental school fosters an exemplary learning environment that is supported by excellence in oral healthcare education, clinical experiences and research.
> Ultimately, our goal is to be the dental school of choice for students, faculty, staff and patients. see: https://dentistry.wvu.edu/media/2238/sod- strategic□compass-080123.pdf The School of Dentistry aligns with WVU's mission. Its mission is to promote a diverse and dynamic learning environment that addresses the and future oral health needs of the citizens of West Virginia and beyond by providing an oral health center committed to excellence and innovation present in education, research, patient care, service and technology. The School of Dentistry is currently implementing recommendations resulting from its 2024 self-study and CODA site visit." School is not out of alignment with mission, vision or 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 self-study states that the DDS program has significant issues regarding access to adequate technological infrastructure. In particular, the program states that it faces obstacles to developing its digital dentistry educational offerings (which are an accreditation requirement). The self study explains that they are having difficulty in this area because of the "rigidity of the privacy and security requirements to host hardware and software on the network." The state that other schools have been able to fix these issues, but WVU IT has not been able to address these issues. This issue needs follow up with the DDS program and WVU IT to determine how to resolve these issues.

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 challenges recruiting faculty. They have retained a recruiting firm to assist in hiring an oral and maxillofacial surgeon and are attempting to recruit several others using networks and advertising. They can meet their basic educational mission, but only by increasing teaching obligations at the expense of research and service obligations. Also, they have had faculty retirements and other attrition over the last three years.

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.

  ◉ 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 is performing well in student recruitment and graduation rates. The program has 100% employment of graduates. It also reports 90-100% on-time graduation rates between 2016-2024. In terms of learning outcomes & competencies, the program reports 90+% combined student scores of "very prepared" or "prepared" consistently since 2009 in core areas of scientific process, patient evaluation, diagnosis, treatment planning, prevention of disease, and other areas. (However, several categories including orthodontic therapy, implant therapy, occlusal/TMD therapy and other therapeutic areas, there were fewer "very prepared" ratings.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

Student assessment is conducted via post-graduate outcome data, on-time graduation rates, and National Board passage rates (measured by first-time passage and students who pass upon retaking the exam) of 90%+. Their senior survey of curriculum reports high % of seniors who believe that they are "very prepared" or "prepared" in the core competencies, with the exception of a few areas such as "implant therapy." However, their CODA/accreditation site visit report from '24 noted several issues related to assessment that need improvement: the program needs an outcomes assessment process for student success (not just a survey), and the report lists several specific methods for achieving this. At a minimum the program should develop these plans for student assessment as outlined in the CODA report

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 Q 8.14 in the program review.

The program has undergone several improvements, including an innovation center with expanded student access to technology. The program continues to evaluate its curriculum with an eye to modernizing and updating it. It has added residencies in periodontics and pediatric dentistry. It has also remodeled and upgraded its urgent care and radiology clinics. Future improvement should focus on developing student assessment in line with the CODA recommendations and resolving its IT challenges making it difficult at present adequately to provide its digital dentistry curriculum.

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 requires that: 1) By January 2026, the program will submit an assessment plan to the Graduate Council that will, at a minimum, meet CODA accreditation requirements. 2) By January 2026, the Provost's Office will work with the School of Dentistry and ITS to resolve their problems with establishing their digital dentistry curriculum and provide a report back to the Graduate Council on that issue.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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 Music Business and Industry

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.

> This program aligns very well with WVU's mission as evidenced by supplementary documentation provided by the program that maps various characteristics of the program onto specific Goals and Objectives as outlined in the West Virginia University 2020 Strategic Plan.

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 no significant issues regarding accessibility and adequacy of infrastructure and resources during the review period.

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 adequate faculty to meet the mission of the program. Presently, the music business industry programs have three full time faculty, Darko Velichkovski, Teaching Professor and Director of Music Business and Industry, Joshua Swiger, Teaching Assistant Professor, and Ross Justice, Instructor. The program also uses qualified adjunct online instructors for the MA program, as needed. The program reports that no faculty are qualified by any other means than their academic credentials.

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.

● 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.

During the 5-year review period, the program reports a total 36 students enrolled in the program, which equates to an average of approximately 7 students per annual cohort (the program does not report annual enrollment figures). Of the 36 students, 27 have graduated, 7 are currently in the program, and 2 students dropped out after their first semester - one for financial reasons, and one for family/private situation reasons. The program sees no negative trends in either enrollment or completion rate and considers the program size to be not only viable, but also advantageous, because it allows for one-on-one faculty-student connection, communication and interaction. The program expects enrollment numbers to increase as the BA in Music Business and Industry grows and feeds more students into the MA program, and as more MA graduates establish themselves professionally thus enhancing the program's reputation. The program reports the time to graduation of the students who graduated within this cycle as follows: 56% - 19months 26% - 16-17 months 14% - 24 months 4% - 29 months. Most program graduates within this cycle are actively professionally participating in the music business and industry field, with many accomplishing laudable achievements. Specific examples are provided.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program utilizes a number of direct and indirect assessments throughout its structure, aligned with and relevant to its outcomes. Direct Assessments: Students are assessed on a weekly basis in all the above listed courses to determine their development and proficiency related to this outcome, through the following types of assignments: discussion board, journals, blogs, projects, and quizzes. Indirect Assessments: Course level student evaluation surveys for all the courses (SEI). Post-program student survey. Data show all the assessment findings in this cycle are positive, showing that the program and its courses are effective and delivering as planned, meeting all the objectives, and the program identifies no negative trends.

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 Q 8.14 in the program review.

> The program reports eliminating the Music Production Methods and Technology module from the program's curriculum and keeping MUSC 624 (Live Music Production) from that module as one of the electives in the Music Commerce, Management, and Operations module of the program. This change improved and strengthened the focus of the program on the business structures, methods, and practices in the music industry, which is the main professional interest of students, rather than the technological aspects of the industry. This change also lowered the program's total number of required credits to 30 credits, from 33 credits, which aids students in their time to completion. Additional examples of curriculum updates and modifications include the regulatory provisions and business implications of the new Music Modernization Act, applications of blockchain technology in the music industry, new digital music marketing, analytics, and promotion platforms and methods, etc.

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 requires that: 1) By January 2026, the program, in collaboration with the College of Creative Arts and Media's dean's office and WVU Online, submit a plan to the Graduate Council that addresses how it will improve recruitment and marketing for the program. 2) The Provost's Office will monitor program enrollment during annual academic unit review each of the next three academic years (through AY 27-28) to determine if the program needs to undergo further review for its viability as a revenue generating online program.

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Q1.1. Program Review - Reviewers Form AY 24 - 25

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 Musicology

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 demonstrates alignment with WVU's mission, vision, and values, in part through programmatic commitment to community and land-grant values, developing ethical performers and educators, and public-oriented scholarship.

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 does not indicate significant experienced issues with infrastructure-based 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 indicates adequate faculty and capacity to support its mission. The program does note experiencing challenge with enrollment since the most recent BOG program review. This challenge is attributed to the COVID-19 pandemic. The program also indicates complexity associated with recurring changes in leadership at departmental and programmatic levels.

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.

◉ 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 notes consistency in its completion and persistence-based/continuance metrics, though the self-study does not explicitly discuss these metrics or trends in these metrics since the prior BOG program review. Challenges with D/F/W rates are not present. As markers of student success, the program notes students' admittance into doctoral programs and success in securing leadership-type positions in the field (e.g., Interim Director of the WVU Community Music Program). Broadly, the self-study does not provide a deep contextualization of enrollment trends or completion rate information.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program summarizes aggregate assessment of program learning outcomes across enrollment in as many as eight degree programs. There is some question about the appropriateness of the program learning outcomes in framing students' skills and experiences as well as actionable assessment. The assessment work that is summarized generally indicates attainment of learning outcomes based on alignment with course-based assessments. It is at times a bit unclear what those course-based assessments were and the ways in which they were linked with specific program learning outcomes. On the whole, there is clear evidence of effort toward refining assessment of student learning and experiences in the program as well as students meeting major programmatic outcomes and milestones through the document assessment evidence.

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 Q 8.14 in the program review.

> As indicated in the prior response, on the whole, there is clear evidence of effort toward refining assessment of student learning and experiences in the program as well as students meeting major programmatic outcomes and milestones through the document assessment evidence. The program notes the need for further refinement to its learning outcomes as well as efforts to further support student success initiatives.

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 24 - 25

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.

MD Doctor of Medicine

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 MD program contributes to the WVU mission, vision, and values by providing a premium education to qualified students. Learning outcomes promote health and wellness. Students participate in engaging classroom presentations, clinical and problem-based learning groups, self-directed didactics and experiential learning in world class facilities. The program also contributes to the School of Medicine's mission, to "improve the health and wellbeing of everyone we serve."

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.

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 issues.

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.

◉ 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 been steady and graduation rate is stable over the past five years. The four-year graduation rate is approximately 78%. Students who are delayed for academic or personal reasons receive help from a number of resources, including the Committee on Academic and Professional Standards, faculty advising, learning specialists, and peer tutors. There are no high DFW courses reported. Student success is demonstrated by strong match rates for graduates. All 2024 graduates matched to a residency program across 22 states.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The Continuous Quality Improvement Committee (CQIC) conducts assessment for the program and prepares for accreditation visits. The program exceeded national expectations for medical schools in all four factors monitored by accreditation: pass rate on Step 1 boards above 85%, pass rate on Step 2 boards above 89%, withdrawal and dismissal rates from the program below 5%, and an initial residency match rate above 83%.

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 Q 8.14 in the program review.

> The program improved student responses to teaching in courses that rated below national averages, including immunology and clinical clerkships. The program also responded to student feedback from an accreditation survey by addressing student dissatisfaction with unscheduled time and self-directed learning. Finally, the program increased the frequency of its curriculum reviews as recommended by the most recent accreditation visit.

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 24 - 25

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.

SOM Physician's Assistant MHS

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.

This program aligns with the WVU Institutional mission, vision and values. The West Virginia University Division of Physician Assistant Studies is committed to partnering with communities to improve the health and quality of life for individuals within and beyond the state of West Virginia. The Division is dedicated to addressing health care needs by offering a high-quality academic program that strives for excellence in education and clinical practice. The Division, through promotion of quality improvement and evidence-based practice, contributes to scholarship in the field. The program provides a model for addressing health disparity through an understanding of health and health policy, as well as awareness of social drivers of health and quality of life locally and globally. Division of Physician Assistant Studies Goals The goals of the program are to prepare physician assistants who: Contribute as members of an interprofessional team to deliver health care across multiple healthcare settings. Address issues of prevention and chronic disease management in rural and underserved areas, especially in West Virginia. Pursue and apply evidence-based practice. Demonstrate professional integrity through practice in an ethical and legal manner. Commit to professional development and lifelong learning.

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 report states there are no signficant infrastructure issues for resources. Students are able to have accommodations, classrooms, technology support, and physical space as needed to run this program.

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.

> First student enrollment was Jan 2020 two months before COVID pandemic resulting in online learning shift. This remote work put stress on the talent and structure of the newly hired faculty. New "green" faculty were encouraged to enroll in the HSC Teaching Scholars Program to assist in mentoring and guiding. Post-pandemic the program was awarded the 5-yr HRSA Primary Care and Training Enhancement-Physician Assistant Rural Training Grant. No notation of how this has impacted the composition and productivity of faculty.

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.

◉ 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 trends have become steady and full over the past three years resulting in 100% retention, pass rate for discipline specific exams from 96% to now 100% pass rate, student success has increased with scholarships and IPE recognitions from students. There are no concerns of this program currently. Corrections have been made appropriately to reach full capacity and full graduation rates.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> From analysis of the curriculum map and competencies adjustments were made after program data were collected. New curriculum adjustments were made as of Jan. 2024 when a risk stratification tool was created to follow students along in their process. Program scores were improved from this process. Both student performance and perception scores were impacted positively by this implementation process with the result hitting above the target benchmark.

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 Q 8.14 in the program review.

> A risk stratification process was put in place, data collected and reviewed regularly to refine and improve the process impacting curriculum adjustments in a dynamic process, followed by exit interview review with both data including student perceptions and actual curriculum competency review. The curriculum program mapping and objectives were adjusted based on data collected.

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

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

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

MM Conducting DMA Conducting

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 Master of Music (MM) in conducting and the Doctor of Musical Arts (DMA) in conducting degrees are in alignment with WVU's mission, vision, and values through the WVU School of Music's mission "to create an innovative and inclusive musical community that prepares informed, ethical students for meaningful lives as performers, educators, composers, conductors, music therapists, entrepreneurs, and scholars." The vision in the WVU School of Music is "to cultivate a vibrant community of musicians and scholars who engage in research and creative activity in the fields of music performance and improvisation, composition, music teacher education, theory, musicology, music therapy, technology, and industry," to directly support WVU's vision of supporting the "pillars of education, healthcare and prosperity." Music Education, then, is fully integrated into the School's long-term plans, and, as the information presented below will demonstrate, the students and faculty alike are contributing to the field through preparing and supporting music education in and throughout the region.

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 significant issues are 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.

> Since the last BOG 5-year review in 2019, the MM and DMA in Music Conducting did not have growth in enrollment during the COVID pandemic but demonstrate recent growth. During this time the School of Music has also had dramatic changes in leadership (three directors and two directors of graduate studies in five years). All of the graduate programs will undergo revisions within the next five-year period, including refining the program learning outcomes. The school expects to maintain their current level enrollment dependent upon continued funding for graduate assistantships.

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.

◉ 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 target enrollment for the MM Conducting and DMA Conducting programs is designed to be small. The current funding supports FOUR GTAs for the music conducting area. The funding assists in all of the large, public-performing ensembles. These ensembles include WVU Orchestra, WVU Choirs, WVU Bands, WVU Marching Band. Despite the pandemic, APS data show an increase in enrollment since 2021 and the Program expects to maintain the current trend. Continuous GTA support is also vital to the undergraduate programs and will ensure continuity in the music education degree. The completion rate has been consistent despite the variability of enrollment this reporting period. The school does not see any issues with their program's continuance or completion rates. Only MUSC 695 Independent Study was reported with a high DFW percentage. This course is not seen as a significant trend in this report. Alumni Success: school band directors, auditions with the US Army Band, and Assistant Professor of Choral Music, are among the examples mentioned. The Creative Consultant and Media Mentors program is open to sophomores through graduate students and currently matches 60 students with 60 mentors. Also, the program partners with the WVU Purpose Center to provide coaching in professionalism and career development.

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 8.6 in the program review.

◯ Yes
◉ No

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

> The program's learning outcomes are overly broad and not specific. They are also difficult to measure. However, it is noted that they were accepted by the NASM accrediting body.

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 8.11, 8.13, and 8.14 in the program review.

> The provided curriculum map is very simplistic and the program states that they are in the process of revising the graduate programs learning outcomes. A review of the NASM self-study provides a three-page summary of evaluation and planning that includes all programs in the School of Music (SOM).
> Details and evidence are not clear. However, no problems are noted for the MM and DMA in Music Conducting.

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 Q 8.14 in the program review.

Despite the challenges of the recent pandemic and Academic Transformation, the program's enrollment has continued to grow exceeding its pre- pandemic numbers. The program anticipates a revision in the Program Learning Outcomes over the next reporting cycle to reflect more measurable results. The school is aware that they need more effective tracking of students' successes by soliciting feedback from their recent graduates to continue to shape their program for the future. The program needs to fix the facilities' air handler as part of NASM requirement.

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 requires that: 1. By January 2026, the program will submit evidence of its direct assessment of student learning in the program and of its student learning outcomes and an explanation of how that evidence is used to inform possible program change. The Graduate Council also recommends extending the current curriculum map to be more robust and to better support the current assessment plan.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

MM DMA Music Performance

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 provides the School of Music's mission and vision statements, and notes that these directly align with WVU's vision of supporting the "pillars of education, healthcare and prosperity" and that students and faculty contribute to the university's mission through public performances, conference presentations, and peer-reviewed publications.

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.

<div style="border:1px solid black; padding:10px">
The program reports no significant issues regarding accessibility and adequacy of infrastructure and resources during the review period.
</div>

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.

<div style="border:1px solid black; padding:10px">
The program reports an adequate number of faculty, none of whom are qualified by means other than their academic credentials. Despite the challenges of the COVID pandemic, Academic Transformation, and leadership changes in the School of Music, the program faculty have been able to maintain program enrollments and teaching, research, and service activities at a consistent level during the review period. The program notes that all of their graduate programs will undergo revisions within the next five-year period, including refining program learning outcomes.
</div>

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.

- ◉ 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 reports enrollments ranging between 55-60 during the review period, with continuance and completion rates remaining steady. Although completion time increased slightly in the wake of the pandemic, the program notes that the average completion time is returning to historic levels. The program notes student graduate, performance, and teaching placements at major universities and conservatories, arts organizations, and secondary schools, providing several examples across these categories. The program also comments that graduates are active participants in a variety of professional organizations. The program touts the School of Music's Creative Consultant and Media Mentors that through a competitive application process matches outstanding students with accomplished arts professionals.

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 8.6 in the program review.

- ⦿ Yes
- ◯ No

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.

- ⦿ All
- ◯ Some

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 8.11, 8.13, and 8.14 in the program review.

The program's assessment plan provides an overview of assessment methods for each learning objective. Assessment methods include an entrance performance audition and an entrance music theory exam, jury performances and degree recitals, as well as comprehensive exams. However, the program provides very little in terms of assessment data, presenting only comprehensive exam pass rates over recent semesters. The program also provides little information regarding program changes or improvements stemming from assessment findings.

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 Q 8.14 in the program review.

As noted above, the program provides scant information regarding improvements resulting from the assessment process. However, the program admits a need to revise its learning objectives to be more measurable, which could facilitate a more effective assessment process. Consequently, the program anticipates revising program learning objectives and associated assessment methods. The Council concurs and recommends that the program revise its learning objectives to be more specific and measurable, and create a revised comprehensive assessment plan to more effectively document student learning and developmental outcomes and to identify areas for future program changes and improvements.

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 requires that: 1. By January 2026, the program will submit evidence of its direct assessment of student learning in the program and of its student learning outcomes and an explanation of how that evidence is used to inform possible program change. The Graduate Council also recommends that the program extend the curriculum map to be more robust and to better support the current assessment plan.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

MM Music Education

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.

MM in Music Education in direct alignment with WVU's mission, vision, and values through the WVU School of Music's mission "to create an innovative and inclusive musical community that prepares informed, ethical students for meaningful lives as performers, educators, composers, conductors, music therapists, entrepreneurs, and scholars." The vision in the WVU School of Music is "to cultivate a vibrant community of musicians and scholars who engage in research and creative activity in the fields of music performance and improvisation, composition, music teacher education, theory, musicology, music therapy, technology, and industry," to directly support WVU's vision of supporting the "pillars of education, healthcare and prosperity." Music Education, then, is fully integrated into the School's long-term plans, and, as the information presented below will demonstrate, the students and faculty alike are contributing to the field through preparing and supporting music education in and throughout the region.

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.

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.

Since the last BOG 5-year review, the MM in Education has had a dip in enrollment during the COVID pandemic, but demonstrates recent growth. During this time the School of Music has also had dramatic changes in leadership (three directors and two directors of graduate studies in five years). All of the graduate programs will undergo revisions within the next five-year period, including refining the program learning outcomes. The School expects to maintain their current level enrollment dependent upon continued funding for graduate assistantships.

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.

◉ 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 target enrollment for the MM in Music Education program is designed to be small. The current funding supports three GTAs for the music education area which supports all aspects of the undergraduate program in music education, which is the largest undergraduate degree. Despite the pandemic, APS data show a steady increase in MM student enrollment since 2021 and the Program expects to maintain the current trend. Continuous GTA support is vital to the undergraduate programs and will ensure continuity in the music education degree. The MM Music Education completion rate has been consistent despite the variability of enrollment this reporting period. The Program does not see any issues with their program's continuance or completion rates. Of the courses with a high DFW rate this reporting only one (ED600) was a graduate level course. This course also falls outside of the School of Music and is not seen as a significant trend in this report. Recent Alumni Success: Several students are teaching in K-12 schools, others are pursuing graduate programs, a student is touring the country with a nationally known country music artist, and others presented research at the state and national levels. The Creative Consultant and Media Mentors program is open to sophomores through graduate students and currently matches 60 students with 60 mentors. Also, the program partners with the WVU Purpose Center to provide coaching in professionalism and career development.

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 8.6 in the program review.

○ Yes
◉ No

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

The program's learning outcomes are overly broad and not specific. They are also difficult to measure. However, it is noted that they were accepted by the NASM accrediting body.

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 8.11, 8.13, and 8.14 in the program review.

The provided curriculum map is very simplistic and the program states that they are in the process of revising the graduate programs learning outcomes. A review of the NASM self-study provides a three-page summary of evaluation and planning that includes all programs in the School of Music (SOM).
Details and evidence are not clear. However, no problems are noted for the MM in Music Education.

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 Q 8.14 in the program review.

Despite the challenges of the recent pandemic and Academic Transformation, the program's enrollment has continued to grow exceeding its pre- pandemic numbers. The program anticipates a revision in the Program Learning Outcomes over the next reporting cycle to reflect more measurable results. The program is aware that they need more effective tracking of students' successes by soliciting feedback from their recent graduates to continue to shape their program for the future. The program needs to fix the facilities' air handler as part of NASM requirement.

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 requires that: 1. By January 2026, the program will submit evidence of direct assessment of learning that aligns with program's student learning outcomes. 2. By January 2026, the program should review its CIM / Catalog program requirements to ensure that it is clearly communicating what the program requirements are and how / if they prepare students to be certified teachers in the state of West Virginia. The Graduate Council also recommends that the program extend its curriculum map to make its current assessment plan more robust.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

EDON_MS; ORTH_MS; PERI_MS; PRSTHDON_MS

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.

Program not out of alignment with mission, vision or values. The Mission, Vision and Values Statement of the Program is consistent with WVU's Mission Statement.

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.

Does not report negative issues in these areas.

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.

Program reports no issues regarding adequacy of faculty.

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.

○ All
◉ Some

Q5.2. What was inaccurate?

Only the "Endodontics" page lists the course requirements for that specialty. Course requirements are not listed for Orthodontics, Periodontics or Prosthodontics. The webpages for these programs list 9 courses for Endodontics, 6 courses for Orthodontics and Periodontics (the same 6 courses) and 6 (different) courses for Prosthodontics.

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 data for enrollment trends is not presented in tabular form Endodontics, Orthodontics, Periodontics, and Prosthodontics programs enroll. Enrollment reflects the patient pool and in general these programs have enrollment of 1 or 3 students per year, maintaining a total enrollment between 6 to 9 per year.

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 8.6 in the program review.

◯ Yes
◉ No

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

> Each Program lists the Degree Requirements clearly and all four programs offer exactly the same Learning Outcomes, mainly: 1. Provide the education and training necessary for graduate dentists to practice in their specialty. 2. Provide the education and training necessary for a specialist to achieve Board Certification. Perhaps these LO are rather too general and do not reflect the different nature of each program. Maybe a redefinition is in order.

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 8.11, 8.13, and 8.14 in the program review.

> Most likely, YES... but since Learning Outcomes are not clearly differentiated between programs, the assessment is most likely based on specific degree requirements, program completion reports, success rate of graduates etc.

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 Q 8.14 in the program review.

> Based on the most recent CODA Accreditation for Endodontics, Orthodontics and Prosthodontics review (April of 2024) and the Periodontics (April of 2021) There were no significant changes. However, Periodontics on 02/21/2022 and Prosthodontics on 05/21/2022 added the course PROS 693A to curriculum requirements as a lecture-based class to fulfill degree requirements.

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 requires that: 1. By January 2026, each specialty submit in CIM program student learning outcomes that are distinct from the learning outcomes in the other specialties.

Q1.1. Program Review - Reviewers Form AY 24 - 25

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 Integrated Marketing Communications

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 Integrated Marketing Communications Program prepares students to excel as professional communicators, scholars and innovators in a rapidly changing global media environment. The program is aligned with the 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 program has not experienced significant issues with inadequate 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 has adequate number of faculty necessary to meet the mission 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.

- 🔘 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 enrollment, number of graduates, and time to completion has been relatively stable with the exception of 2024-25 enrollment (-74%). D/F/W percentages were below 30%. However, the program has implemented changes in some the courses (DMC 680, DMC 571) to increase student resources. These changes appeared to have improved student completion in subsequent terms. Program's graduates are employed by numerous Fortune 500 companies as well as nonprofits.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

The assessment of program-level learning outcomes is conducted through the regular collection of direct (Pre/ Post Test Assessment) and indirect (Alumni Surveys) measures. However, no data has been provided. The IMC program conducts an alumni success survey every two years in the fall. The most recent alumni survey was conducted in December 2024. Alumni were asked to help assess curriculum, program relevance to the current marketplace and other significant aspects of the program. Of those that responded to the 2024 survey: 98.6% of respondents said they had or would recommend the program to a friend or colleague. 96.6% reported that their degree led to a better position and/or promotion. 60.7% report an increase in income of more than 25% since completing the program an increase from 58.9% in 2022.

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 Q 8.14 in the program review.

The program has made the following improvements: Curriculum Improvements: Addressing Foundational Content Missing in Core Courses, Course Enhancements, Supplemental Learning Technologies to Improve Instructor-Student Engagement The overall program curriculum: New Major (Digital Marketing Communication, 2020), Improved Student Resources (Student Dashboard, Student Orientation Course, The WVU Marketing Communications Today Podcast, WVU eCampus Overview YouTube Video, Interactive Learning Modules). However, it is not clear how the improvements are related to the learning outcome assessment results.

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 requires that: 1) By January 2026, the program will submit evidence of its direct assessment of student learning in the program and of its student learning outcomes and an explanation of how that evidence is used to inform possible program change.

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Q1.1. Program Review - Reviewers Form AY 24 - 25

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.

> Ph.D. Biochemistry and Molecular Medicine

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 aligns with WVU's mission, vision, and values to advance education, health care, and prosperity by training future research leaders who study issues critical to West Virginia, including diabetes and cancer. The program teaches students to address the societal and economic implications of their work to improve health care in West Virginia and beyond 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

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.

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-19 pandemic hindered bench-based science in the department, however the program adapted, supported student research, and contributed to the state's COVID Rapid Response Laboratory.

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.

◉ 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 in recent years from incoming cohorts of 2 to 3 students to groups of 5 to 6. Graduated students have also increased over the past five years, from 7 during the previous five-year review period to 12. Time to degree peaked at 7.17 years in 2018 and improved to 5.6 years in 2024. No high DFW courses were reported. To demonstrate student success, the program reports that students publish 2 to 4 times as lead or contributing authors. Students have received NIH and NSF grants and fellowships in recent years and presented their work at national conferences. Recent graduates have secured postdocs at prestigious universities, government agencies, and industries.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program reports that most faculty train graduate students and maintain active research agendas with external funding. Efforts to improve the diversity of the program's student body have succeeded: 18% of students are ethnically diverse, 66% are women.

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 Q 8.14 in the program review.

> The program improved its time-to-degree metrics by restructuring its qualifying exam to accelerate student progress and identify individual student needs. The program also expanded its definition of acceptable publications and allows student to graduate before final paper acceptance when circumstances are beyond their control.

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 24 - 25

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 SOM Cancer Cell 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.

> Yes, this program aligns with the mission, vision and values of WVU. Students in the doctoral program in Cancer Cell Biology receive comprehensive in- depth training in modern areas of cancer biology, with a strong emphasis on cellular and molecular aspects of cancer origin, progression and treatment and a focus on cancer types and issues relevant to international, national and West Virginia populations. The program is designed to produce scholarly researchers with aptitude in public speaking, community service, clinical engagement, and critical thinking. Completion of the Ph.D. degree is realized when the student successfully presents the research results to faculty of the graduate dissertation committee and program, and publishes original peer- reviewed research as the primary author. Typically, five years are required to realize this goal. The doctor of philosophy program in cancer cell biology is designed to expose Ph.D. and M.D./Ph.D. level graduate students to a wide spectrum of opportunities available in basic and translational cancer research. In addition to mechanistic and therapeutic approaches to studying problems in cancer at the bench, students have the opportunity for exposure to more clinical elements of cancer practice, including participation in tumor boards, shadowing clinicians, and participation in the design and approval of clinical trials. The cancer cell biology program at WVU is a member of the Cancer Biology Training Consortium (CABTRAC), a national o

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 report states adequate resources with accessible infrastructure continue to be present for this PhD program in Cancer Cell Biology which spans across many basic science department setting it in a very unique position to serve students enrolled in specific unique approached to research.

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.

> With a recent new director hired that was new and more focused determination as to how to recruit with more intention to the focus and specialty of faculty here at WVU Cancer Center and Basic Science focus researchers. Enrollment has shifted over the years due to Covid Pandemic, change in leadership in the director and shift in faculty recruitment and hiring. Currently the program is where the director and other faculty have set a goal. It appears to be stable with enrollment and support allowing unique flexibility of this 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.

◉ 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 consistent in the last 5 years with shifts most current from the hiring of a new leadership of the Cancer Institute and realignment with priorities of the institution. Currently there are three students 1 MD/PhD in spring 2023 and 2 PhD student in spring 2024, although this is less/smaller than back in 2021 during the Covid Pandemic there were no enrollments in 2022-23 due to changes made in program, leadership and re- centering of the Cancer Center.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> With the unique and vast expance of faculty mentors involved in this type of program that is spread over many departments the best way to determine impact and evidence of assessment is through outputs or products from the students enrolled. Peer-review publications were at 40 published during this 5 year review. That is substantial with the issues of the global pandemic shutting down labs. Further where these individuals go for job placement after graduation is another area of focus.

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 Q 8.14 in the program review.

> Improvements in the form of re-alignment with shifts of leadership in the HSC and the Cancer Center to offer a unique and varied program based on multiple different basic science department faculty engaged in this student training program. Flexibility has been a necessary ingredient over the past 5 years to allow this program to be more focused and specialized based on leadership and resources.

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 24 - 25

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.

> P.h.D Cellular and Integrative Physiology

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 mission of the CIP Graduate Program is to engage students in developing a creative approach to the life sciences and to explain how the higher- level properties of complex systems arise from the interactions amongst their parts. Students specifically develop skills with problem-solving applying quantitative and theoretical approaches. Further, CIP promotes a diverse and inclusive learning environment by providing opportunities for students of any gender or race. CIP through its educational material helps to educate students on the underpinnings of various diseases that are directly relevant to West Virginians As such, CIP contributed to the mission, vision, and values of WVU

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.

For the most part, CIP does have adequate and accessible infrastructure resources. The program dierctor states issues with access to scheduling of classrooms, technical infrastructure, and technological support. the concerns are a reflection of the movement to Live25 which allows all programs/departments to schedule rooms that were typically in the footprint of CIP. secondly, the issues with technological reflects updates and security software that impacts with the running of the various PCs used for resaerch and teaching. Also, several of the PCs in the lecture rooms are old and need replaced. No steps have been taken to address these concerns.

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 director indicates they have enough faculty with the required credentials and composition to ensure the running of the program. Based on their website, they have ~ 15 faculty who are actively involved in the research and teaching of the graduate students in their 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.

○ All

◉ Some

Q5.2. What was inaccurate?

CIP has recently updated its Chair to Dr. Hollander; this change was not reflected on the websites. Given that CIP is an umbrella program with the HSC BMS, the metrics for enrollment and graduation were not found, but i am not sure if this is a CIP or BMS issue.

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 is dependent on several factors,including grant funding, number of faculty eligible to take a student into their laboratory, and student interest. Since ~2022, CIP have had a steady enrollment of 10-11 students, that compares favorably to the college comparison which is a -5.8%, with a course completion rate is 100%. The 3-year trend for graduation in our program is +41.4%, whichcompares favorably to the college value of -9.2%. Examination of the JobEq report shows that CIP are similar to institutionslike Stanford, Cincinatti, and Loyola in numbers of degrees awarded within a year. the student success is exemplary with several students receiving NIH/AHA fellowships, numerous publications, invited oral and poster presentations at national and regional conferences.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

Programmatic review by faculty: All students are reviewed annually by the graduate program that insures that students are completing curricular requirements on time and are maintaining the academic and professional standards published in their handbook. Advisory committee evaluation: Research Grade of Satisfactory or unsatisfactory are determined by the students research committee. Students are required to have a meeting at least once a year with the dissertation advisory committee and the results of this meeting are documented on an evaluation form that becomes part of the student's permanent file. Self-assessment: Students are required to complete an individual development plan yearly Student satisfaction survey: This survey is sponsored by the Office of Research and Graduate Education and is sent out each January to all graduate students at the HSC. The survey identifies deficiencies in resources and support and importantly any issues with sexual harassment and misconduct, inappropriate requests for services outside of graduate education, discrimination and harassment based on gender, sexual minority status, ethnicity, and religion. CIP also provides specific information on the various courses they teach and how those courses target the various learning outcomes. for example, advanced Physiology (PSIO 750) acheives all learning outcomes, while PSOP 744 seminar only meetings 5 of the 8 learning outcomes. No issues are reported

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 Q 8.14 in the program review.

CIP program has improved the number of course choices to address the specific needs of students in the program. A student satisfaction survey has been added that helps us learn and address student perspectives and needs. Students have been given access to programs that help them make figures for talks and papers and analyze their data on laptops provided to them by the program. We have added faculty to the department since the last review, which has allowed CIP to expand its expertise into cardiac and mitochondrial physiology

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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 24 - 25

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.

Pharmaceutical and Pharmacological 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 PPS Program is an interdisciplinary program that prepares students for a future in a variety of employment settings, ranging from academic research and industry to federal positions. The PPS Graduate Program is committed to improving the health and well- being of West Virginians and society at large by conducting innovative research that advances scientific knowledge, pharmacy practice, and by educating students and practitioners.

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 lists no significant issues related to existing 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 lists no issues related to adequate faculty, productivity, and lists no faculty qualified by other means than academic credentials

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.

◉ 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 lists no issues with enrollment, graduation rates, D/F/W courses and provides an attached list of recent student accomplishments including publications and grants. The program reports a graduation rate of ~4 students per year.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program provides an assessment of student learning, curriculum map, and list of student support services, and student satisfaction survey. The program assessment includes how each program learning outcome is assessed, but does not provide data indicating how many students within the program are meeting the assigned benchmarks. While the materials presented are adequate at this point, the Council recommends that the program look to develop and implement more direct assessment of student learning prior to its next Board of Governors program review.

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 Q 8.14 in the program review.

> The program reports improvement over this reporting cycle by creating a mandatory grant writing course based on student feedback and advisor recommendations. As noted elsewhere, the Council recommends that the program look to develop and implement more direct assessment of student learning prior to its next Board of Governors 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

Q1.1. Program Review - Reviewers Form AY 24 - 25

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 Psychology

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 mission of the PhD program in Psychology at West Virginia University aligns with our land-grant institution's commitment to education, healthcare, and societal progress. We aim to produce scientists who push the boundaries of psychological research, educators who effectively communicate and disseminate psychological principles, and clinicians who apply psychological approaches to address individual and societal challenges. Our commitment also includes a focus on diversity and inclusion, and an engagement with our community, to lead transformation within West Virginia and beyond.

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

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 department lost 9 TT (4 full, 4 associate, 1 assistant) and 2 TAPs. They hired 5 TT at assistant level, 1 SAP, and 2 TAPs. 5 of lost faculty were from the Clinical Psychology program and have replaced only one. Three were from the Behavioral Neuroscience (BN) program. Although we hired two behavioral neuroscientists in 2020, this program remains understaffed relative to previous years and relative to all other programs. Losses have affected their ability to cover graduate-level courses, resulting in reduced course offerings and hiring outside the department on a per-course basis. They lost key leadership roles: Director of Clinical Training (CT) (required for APA accreditation) and Director of the on-campus mental health clinic. This program has made temporary compensations by dividing the role of Director of CT among remaining faculty, seeking affiliate mentors for graduate students, and hiring from outside of the department to cover courses required for licensure as a clinical psychologist. For BN, the hiring of a TAP for the undergraduate neuroscience major, allowed coverage of graduate courses by BN faculty. The losses and reductions in funding, has affected the size of graduate cohorts, and their ability to meet the minimum enrollment requirements for some courses. They identified affiliate faculty from other program areas or departments to serve as research mentors to our graduate students. The SAP covered some administrative and teaching duties.

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.

- ⦿ 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.

Student headcounts from fall 201 to fall 2024 remained consistent from the previous reporting cycle. Average new enrollees declined slightly from 17.3 to 15.8 over the reporting period. This decline can be attributed to reduced departmental budget and to the loss of several faculty. Average percentage of students continuing the program each year of this reporting cycle was 78.7% Overall continuance for this reporting period is consistent with the previous reporting period. Graduate students were highly prolific in creative and research endeavors having co-authored 54.7% of the 400 scientific articles produced by the program during the 2019-2024 reporting cycle. Graduate students also co-authored 34 books, book chapters, or white papers and technical reports. Forty-three students were awarded prestigious fellowships, scholarships, and awards. Post-graduate employment has been successful for students. Students who left the program with the MS degree have 75% placement in clinical practice or other health-related fields. For those who earned their doctorate, 88% are places in a faculty position, clinical practice, or a post-doctoral fellowship. 8.6% are working in other research-oriented positions. 3.5% have an unknown placement status. For the PhD, the average number of students earning a doctorate was 12.2 and 11.4 for 2014-2019 and 2019-2024 periods, respectively. The total number of students earning a doctorate was 61 and 57, respectively, for these same reporting period.

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 8.6 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 8.11, 8.13, and 8.14 in the program review.

> The program is accredited by the APA (clinical) and the ABAI (Behavior Analysis). Both accrediting bodies re-accredited the program in 2020 (Clinical) and 2024 (Behavioral Analysis). Using requirements set by each programmatic accreditor, curriculum mapping addresses specific learning outcomes across the curriculum are in CIM. Curricular changes for this reporting cycle included removing the 1-credit course PSYC 701 from the degree requirements. The information presented in this course was incorporated into the PD series for incoming students. Other curriculum changes were made for individual program areas. For Lifespan Developmental students, PSYC 612, 711 & 745 were made required. These changes did not affect the total credits required for students in the LSD program. For Behavior Analysis, 2 elective courses were added to align with requirements per accrediting body: PSYC 729 & 738. These changes did not affect the total credits required for students in the BA program. For Clinical, changes were made to meet new accreditation standards of the APA. Courses removed were PSYC 721 & 531; courses added were PSYC 762, 726 & 780. These changes reduced the number of required credits from 85 to 79. In 2022, PSYC: Clinical Child program was deactivated, as it was a duplicate of the PSYC: Clinical program.

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 Q 8.14 in the program review.

They created annual assessment data based on our program learning outcomes that they gather yearly. That approach allows for a more standardized evaluation across all students, regardless of their program area. They hired a faculty member to serve in the role of Assistant Director of Graduate. In their last report, they noted that ratings of satisfaction with assistantship funding had been notably low, and that they had begun efforts to increase stipend levels. Specifically, the department began supplementing the 9-month stipend level. For 2019-2024, they continued those efforts. Median ratings increased initially, but decreased again over the last two years, likely influenced by rising inflation rates coupled with reduced funds to the department to support activities like student travel. They increased the stipend in 2024 to address concerns. There were students' lower ratings on items pertaining to diversity, equity, and inclusion (DEI), which they felt impacted the recruitment and retention of exceptional students. They responded by developing a Diversity Committee and incorporating diversity-focused speakers into departmental colloquium series. Ratings for some DEI items improved but remain relatively low overall. During 2019-2024, the committee continued to identify speakers and promote DEI-related events & resources. They also began PUMP-UP (Psychology Undergraduate Mentorship Program for Underrepresented Populations).

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 13, 2025

ITEM: Termination of the Master of Arts (MA) in Elementary Mathematics Specialist degree and the Certificate in Health Professions Education in 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 Master of Arts (MA) in Elementary Mathematics Specialist degree and the Certificate in Health Professions Education in the College of Applied Human Sciences.

STAFF MEMBERS: Paul Kreider
Interim Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, College of Applied Human Sciences, requests approval to terminate the MA in Elementary Mathematics Specialist degree and the Certificate in Health Professions Education in the College of Applied Human Sciences.

These programs are closed to enrollment. There are no students currently enrolled in these programs.

This has been approved by the Associate Provost for Graduate Academic Affairs.

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

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Termination of the Master of Science Journalism (MSJ) degree in Media Solutions and Innovation in the College of Creative Arts and Media.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: West Virginia University Board of Governors approves the termination of the Master of Science Journalism (MSJ) degree in Media Solutions and Innovation in the College of Creative Arts and Media.

STAFF MEMBERS: Paul Kreider
Interim Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, College of Creative Arts and Media, requests approval to terminate the Master of Science Journalism (MSJ) degree in Media Solutions and Innovation in the College of Creative Arts and Media.

These programs are closed to enrollment. There are no students currently enrolled in these programs.

This has been approved by the Associate Provost for Graduate Academic Affairs.

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

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Approval of a new online MS degree in Artificial Intelligence in the 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 creation of an online MS degree in Artificial Intelligence in the Statler College of Engineering and Mineral Resources.

STAFF MEMBERS: Paul Kreider
Interim Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, Statler College of Engineering and Mineral Resources is requesting approval to initiate a new online MS degree in Artificial Intelligence in the Fall of 2025.

The Masters of Science in Artificial Intelligence degree will provide students with a solid grounding and competence in the theories, technologies and applications of artificial intelligence. This degree program offers students a robust curriculum in computer science and data science topics while also providing students with opportunities to explore artificial intelligence developments and applications in other disciplines.

The proposal for this MS program was approved on April 17, 2025, by the Graduate Council.

The West Virginia University Board of Governors is asked to approve this new degree program.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

ITEM: Approval of a new MS degree in Human and Community Development in the Davis College of Agriculture and Resources.

INSTITUTION: West Virginia University

COMMITTEE: Full Board – Consent Agenda

RECOMMENDATION: Resolved: That the West Virginia University Board of Governors approves the creation of an MS degree in Human and Community Development in the Davis College of Agriculture and Resources.

STAFF MEMBERS: Paul Kreider
Interim Provost and Vice President for Academic Affairs

BACKGROUND: West Virginia University, Davis College of Agriculture and Resources, is requesting approval to initiate a new MS degree in Human and Community Development in the Fall of 2025.

This degree will provide the ontological, epistemological and methodological development of social scientists needed for agriculturally related industries. This degree supports the Land-Grant mission of the university by supporting the development of extension and community development scholars at the master's level.

The proposal for this MS program was approved on April 17, 2025, by the Graduate Council.

The West Virginia University Board of Governors is asked to approve this new degree program.

WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS
Meeting of June 13, 2025

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: Paul Kreider, ED
Interim 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

Hancock County

04/28/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

Name: Carroll J. Rosenlieb

Address: 482 Rosenlieb Way, New Cumberland, WV 26047

Date term expires: 06/30/2025

NOMINATED MEMBER:

Name: Lonna Flowers

Address: 351 Carolina Ave. Chester, WV 26034

Phone Number(s): 3046709760

E-mail: lflowers@hscbank.com

Education: BA in Elementary Education

Occupation: Director of Retail Operations, Hancock County Savings Bank

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Director of Retail Operations for Hancock County Savings Bank,

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

Member of ATA Local School Improvement Council. Hancock County Elementary School Financial Literacy team

Previous experience with WVU Extension Activities:

Was an AmeriCorps member for Hancock County Energy Express, did 4-H in her youth.

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)

This will be her first term, starting July 2025 and ending June 2027.

Hancock County

04/28/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>

    Name: Hannah Hebrock

    Address: 598 Carolina Ave. Suite A. Chester, WV 26034

    Date term expires: 06/30/2025

<u>**NOMINATED MEMBER:**</u>

    Name: Hannah Hebrock

    Address: 598 Carolina Ave. Suite A. Chester, WV 26034

    Phone Number(s): 3047487850 ext. 1014

    E-mail: hhebrock@brookehancockfrn.org

    Education:

    Occupation: Director, Hancock County Family Support Center

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    Director of the Hancock County Family Support Center, President of the Hancock County Extension Service Committee,

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    Member of Hancock County Partners in Prevention. FRN

Previous experience with WVU Extension Activities:

    Hannah has served on the ESC since 2023. In this time we have done a lot of programming together including both community and in school program. Hannah has volunteered with Hancock County 4-H and served a member of the Hancock County Energy Express Community 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)

    Hannah's first term was July 2023-June 2025. This will be her second term from July 2025-June 2027.

Hancock County
04/28/2025 **Date**
Employees and/or community leaders involved in selection of those recommended:

Incumbent:
    Name: Mallory Markowicz
    Address: 3586 Veterans Blvd. New Cumberland, WV 26047
    Date term expires: 06/30/2025
NOMINATED MEMBER:
    Name: Mallory Markowics
    Address: 3586 Veterans Blvd. New Cumberland, WV 26047
    Phone Number(s): 3046708644
    E-mail: mallorymarkowicz@gmail.com
    Education:
    Occupation: Middle School Teacher, Oak Glen Middle School
Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Mallory is the owner and operation of Fruit and Holler, a local holistic business that educates the community on naturalistic medicines, skin care, and other things.
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:
    Mallory has worked with WVU Extension on a variety of programming including Storybook Cafe and 4-H.
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)
    Mallory served on the ESC from 2023-2025. This will be her second term serving beginning in July 2025 and ending in June 2027).

Hancock County

04/28/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>RECOMMENDED ALTERNATE:</u>

    Name: Toni Hartung

    Address: 605 Railroad St, Chester, WV 26034

    Phone Number(s): 30473871915

    E-mail: thartung@k12.wv.us

    Education:

    Occupation: Principal at A.T. Allison Elementary

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    Toni is the head principal at A.T. Allison Elementary School.

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    As principal, Toni is involved in many community activities such as the ATA Local School Improvement Council, PTA, Communities in Libraries, and many more.

Previous experience with WVU Extension Activities:

    Toni has been instrumental in getting Extension programming in the schools. We work her ATA many times throughout the year.

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)

    Toni served as the alternate Board of Governor 1 from 2023-2025. This will be her second term.

Hancock County

04/28/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**RECOMMENDED ALTERNATE:**</u>

    Name: Rita Hawkins

    Address: 1300 Potomac Ave, Suite C Weirton, WV 26062

    Phone Number(s): (304) 748-7850 ex. 1002

    E-mail: rhawkins@brookehancockfrn.org

    Education:

    Occupation: Resource and Training Specialist for the BHFRN

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    Resource and Training Specialist for the Brooke Hancock Family Resource Network

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    Disability Acceptance Coalition Facilitator Local School Improvement Council member

Previous experience with WVU Extension Activities:

    We work with Rita a lot throughout the year. She has helped with community programming, Energy Express, 4-H Camp and other 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)

    Rita served as an alternate from 2023-2025.

Lewis County

May 22, 2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

Name: Phyllis Hinterer

Address: PO Box 730, Jane Lew, WV 26378

Date term expires: June 2025

NOMINATED MEMBER:

Name: Tim Johnston

Address: 2099 Berlin Rd, Weston, WV 26452

Phone Number(s): 304-517-0572

E-mail: timothy@johnstoneq.com

Education: 2 yrs college

Occupation: Owner/Operator Johnston Equipment

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

served on Lewis County Fair Board

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

local 4-H club volunteers at Lewis County High School on career development activities.

Previous experience with WVU Extension Activities:

4-H member as youth. Currently vetted volunteer and helps with 4-H camp and other 4-H 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

Marshall County

3/21/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**RECOMMENDED ALTERNATE:**</u>

    Name: Dustin Hawkins

    Address: 102 Notta Lane, Cameron, WV 26033

    Phone Number(s): 304-280-1410

    E-mail: dustin.hawkins@aol.com

    Education: Enrolled Bachelors degree program

    Occupation: Operations Supervisor, Williams Energy

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    Livestock Advisory Board, Marshall County Fairboard

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    Bolunteer on behalf of Williams Energy for various organizations including United Way and Habitat for Humanity

Previous experience with WVU Extension Activities:

    Work with kids and parents through Marshall County 4-H and FFA Livestock Club, Former 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)

    No

Pendleton County

4/25/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
   Name: Terry McCoy
   Address: PO BOX 1303 FRANKLIN, WV 26807
   Date term expires: June 30, 2025
NOMINATED MEMBER:
   Name: Isaac Carr
   Address: 24 Slate Rock Drive Upper Tract, WV 26866
   Phone Number(s): 3046684410
   E-mail: icarr24@yahoo.com
   Education: College Degree
   Occupation: Poultry Farmer
<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

   At this time, Isaac does not have an active leadership role in the community, but is looking for more ways to get involved, especially in Extension/Agriculture programming.

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

   Isaac is a former 4H Volunteer, where he served at county 4H camp as a counselor. He is a member of the Lutheran Church. He volunteers his time when he can throughout the community.

Previous experience with WVU Extension Activities:

   Isaac is a former 4H Member, who was in 4H until he aged out at 21. He was an active participant in livestock judging activities, where he traveled to national judging contests. He attends our winter dinner meetings, and has provided help through coaching current youth livestock practices.

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)

   n/a

Pendleton County

5/23/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

RECOMMENDED ALTERNATE:

   Name: Lynn "Trey" Keyser

   Address: 70 Mallow Farm Lane Upper Tract WV 26866

   Phone Number(s): 3043583299

   E-mail: lkeyser@fcvirginias.com

   Education: College Degree

   Occupation: Farm Credit Sr Loan Officer

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

   Trey serves on many committees in the community, including the Chair of the Livestock Sale committee For the Tri County Fair.

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

   Trey is an active member on many community organizations, which he volunteers his time to help others. He is a member of the Pendleton County Farm Bureau, WVPBSBA, and more! He is also an active member in his church.

Previous experience with WVU Extension Activities:

   Trey has been a 4H volunteer, where he helps with livestock activities, such as hosting/coaching livestock teams at their farm, preparing youth for judging contests, and more!

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)

   n/a

Raleigh County

05/22/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:
   Name:
   Address:
   Date term expires:
NOMINATED MEMBER:
   Name: Brian Bell
   Address: 1602 Harper Rd Beckley WV 25801
   Phone Number(s): 304-252-8531
   E-mail: brian.c.bell@wv.gov
   Education:
   Occupation: Beckley-Raleigh Co. Health Dept.
Leadership positions in community:
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
   Threat Preparedness Coordinator Registered Sanitarian WV-PHEMA - treasurer
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)
   No previous service on CESC.

Raleigh County

05/22/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>

Name: Molly Williams

Address: 116 N. Heber St Beckley WV 25801

Date term expires:

<u>**NOMINATED MEMBER:**</u>

Name: Molly Williams

Address: 116 N. Heber St Beckley WV 25801

Phone Number(s): 304-934-5323

E-mail: mwilliams@raleighcountyparks.gov

Education:

Occupation: Director of Raleigh County Parks and Recreation

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Director of Raleigh 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:

Has become very familiar with WVU Extension programs since becoming the Director.

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)

No previous service on CESC.

Raleigh County

05/22/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

Name: Kelly Elkins

Address: 306 Stanaford Rd Beckley WV 25801

Date term expires:

NOMINATED MEMBER:

Name: Kelly Elkins

Address: 306 Stanaford Rd Beckley WV 25801

Phone Number(s): 3045750991

E-mail: kelkins@ARH.org

Education:

Occupation: Regional Community Development Manager

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

Regional Community Development Manager; Vice President for Resource Development at Mountain State Centers for Independent Living

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

Previous experience with WVU Extension Activities:

Has become very familiar with WVU Extension programs since becoming the Director.

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)

No previous service on CESC.

Summers County
5/2/25 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
    Name: Doris Selko
    Address: 411 Temple St Hinton, WV 25951
    Date term expires: 2027 (replacing early due to retirement)
<u>**NOMINATED MEMBER:**</u>
    Name: Felisha Hartwell
    Address: 411 Temple Street Hinton WV 25951
    Phone Number(s): 3044662226
    E-mail: felisha.hartwell@reachhfrc.org
    Education: Bachelor's and Master's in Social Work
    Occupation: Director of REACHH Family Resource Center
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Former director of Child Advocacy Center Director of REACHH Family Resource Center
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
    Democratic Women, FRN, volunteer
Previous experience with WVU Extension Activities:
    collaborate on projects and working on CDC HOP grant
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

Taylor County

5/23/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>

    Name: Vickie Crimm

    Address: PO Box 81, Flemington, WV 26347

    Date term expires: Expired

<u>**NOMINATED MEMBER:**</u>

    Name: Vickie Crimm

    Address: PO Box 81, Flemington, WV 26347

    Phone Number(s): 304-677-7582

    E-mail: crimmfamily2015@hotmail.com

    Education: Registered Nurse

    Occupation: Retired, Substitute School Nurse

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    None

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    Volunteer Grafton High School Softball,

Previous experience with WVU Extension Activities:

    4-H Volunteer, 4-H Camp Nurse, 4-H All Star, Assited with Livestock Skillathons at State Fair of WV for several 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)

    July 2019- July 2022

Taylor County

5/23/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
    Name:
    Address:
    Date term expires:
<u>**NOMINATED MEMBER:**</u>
    Name: Barb Watkins
    Address: 9111 Victory Ave. Grafton, WV 26354
    Phone Number(s): 304-677-5986
    E-mail: teacherbarbie02@yahoo.com
    Education: Bachelors Degree in Chemistry, Bachelors Degree in Education
    Occupation: High School Teacher
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
    Past President of Taylor County Fair Board
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
    Member Taylor County Fair Board Member Camp Towles Advisory Committee Past Member Taylor County Historical Society Volunteer WV Memorial Day Parade in Grafton
Previous experience with WVU Extension Activities:
    Volunteer with Taylor County Jr Livestock Association Attends Agriculture Trainings
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

Tucker County
Date

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
    Name: Kim Ledden
    Address: 206 Wolfe Run Rd. Parsons, WV 26287
    Date term expires: 7/2025
<u>**NOMINATED MEMBER:**</u>
    Name: Kim Ledden
    Address: 206 Wolfe Run Rd. Parsons, WV 26287
    Phone Number(s): 304-478-2660
    E-mail: kimberly.d.ledden@wv.gov
    Education: Bachelors Degree in Nursing
    Occupation: Nurse for the Tucker County Health Department
<u>**Leadership positions in community:**</u>
(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)
    Board member with the FRN and St. George Medical Clinic.
Previous experience with WVU Extension Activities:
    Was a 4-H member in her youth. Is a CEOS member. Volunteers with various different programs offered. Collaborates with healthy living programming with the Health Department.
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)
    2022 - 2025

Tucker County

5/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

Incumbent:

    Name: Mark "Digger" Burns

    Address: 323 Location Rd. Parsons, WV 26287

    Date term expires: 2024

NOMINATED MEMBER:

    Name: William White

    Address: 497 Butts Farm Rd Parsons, WV 26287

    Phone Number(s): 304-6428675

    E-mail: willw0165@gmail.com

    Education: High School

    Occupation: General Laborer

Leadership positions in community:

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    For president of 4-H club, class officer

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    4-H Volunteer - Camp and Cloverbud Camp Volunteer for Horseshoe Fishing Derby Track coach for Tucker Valley Elementary Middle and Tucker County High School

Previous experience with WVU Extension Activities:

    Tucker County 4-H Alumni - attended local and state camps. Teen Leader, livestock project exhibitor at the county fair, and volunteer for fundraising events and banquet.

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)

    n/a

Tyler County
5-29-2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**Incumbent:**</u>
   Name: Rodney Byers
   Address: 250 Hanford Ave, Sistersville WV 26175
   Date term expires: 06/30/2025
<u>**NOMINATED MEMBER:**</u>
   Name: Shane Matthews
   Address: 31 Malloy Street, Middlebourne WV 26149
   Phone Number(s): 304-483-7265
   E-mail: shanematthews@frontier.com
   Education: BS Finance; BS Business Management
   Occupation: Tyler County 911 Dispatcher
<u>**Leadership positions in community:**</u>
(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)
   Tyler Co Fair Assoc Board Member (2019-present), Fair Board Treasurer (2021-2023), Fair Board Livestock Chairman (2020-2023).
Involvement in other community activities:
(e.g. member, county library board; volunteer, community council; member, FRN)
   Gorrells Run Church of Christ Treasurer (2015-2023)
Previous experience with WVU Extension Activities:
   Worked with extension office with various activities through the Tyler County Fair
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)
   N/A

Tyler County

06/02/2025 **Date**

Employees and/or community leaders involved in selection of those recommended:

<u>**RECOMMENDED ALTERNATE:**</u>

    Name: Tracy Wade

    Address: 1721 Clark Ridge Sistersville WV 26175

    Phone Number(s): 304-398-5481

    E-mail: tracyrenee15@gmail.com

    Education: Associates in Business Administration

    Occupation: Material Handler Lead

<u>**Leadership positions in community:**</u>

(e.g. vice-president, chamber of commerce; chair, solid waste authority; board of directors, economic development authority)

    4-H Co-leader; Relay for Live Team Leader

Involvement in other community activities:

(e.g. member, county library board; volunteer, community council; member, FRN)

    4-H Interview Judge, 3 years; 4-H volunteer,10 years; Relay for Life volunteer

Previous experience with WVU Extension Activities:

    4-H Co-Leader

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)

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS
April 4, 2025

The two hundred thirty first meeting of the West Virginia University Board of Governors was held on April 4, 2025 in Morgantown, WV, in person and via zoom webinar. Board members in attendance/participating via zoom included Chair Richard Pill and members Charles Capito, Bray Cary, Dr. Lesley Cottrell, Elmer Coppoolse, Kevin Craig, Michael D'Annunzio, Dr. Patrice Harris, Rusty Hutson, Susan Lavenski, Charlie Long, Paul Mattox, Shirley Robinson, Steve Ruby, Frankie Tack, and Robert Reynolds. Board member Alan Larrick was absent and excused.

Other participants included:
President, E. Gordon Gee;
General Counsel, Stephanie Taylor;
Interim Provost and Vice President for Academic Affairs, Paul Kreider;
Interim Vice President for Strategic Communications and Marketing, Heather Richardson;
Vice President and Executive Dean of Health Sciences, Clay Marsh;
Deputy General Counsel and Associate Vice President. Gary Furbee;
Vice President and Chief Financial Officer, Paula Congelio;
Senior Associate Vice President for Finance, Barbara Weiss;
Associate General Counsel, Kylie Barnhart;
Associate Vice President, Government Relations and Collaboration, Travis Mollohan;
Associate Provost for Budget, Facilities and Strategic Initiatives, Mark Gavin;
Dean of Students, Corey Farris;
Associate Provost for Curriculum and Assessment, Louis Slimak;
Associate Provost for Undergraduate Education, Evan Widders;
Associate Vice President for Strategic Partnerships, Erin Newmeyer;
Chair and Associate Professor of the Department of Management Information Systems, Brad Price;
Milan Puskar Dean of the Chambers College of Business and Economics, Joshua Hall;
Executive Officer and Assistant Board Secretary, Jennifer Fisher;
Director of News Communications, Shauna Johnson; and
Special Assistant to the Board of Governors, Valerie Lopez.

For the Student Government Associate Report, Charlie Long was joined by Abigail Browning, Susie Rick, Logan Price, Colin Street and Ro Jones;

For the Classified Staff Report, Shirley Robinson was joined by Thea Browne, Member-At-Large, Staff Council and Sarah Seime, Ex-Officio Member, Staff Council;

Members of the Press also attended.

CALL TO ORDER

The meeting was called to order by Chair Richard Pill at 10:00 a.m.

A roll call was taken to determine who was in attendance and a quorum established.

PROVOST'S REPORT

Interim Provost and Vice President for Academic Affairs, Paul Kreider offered the following updates:

Retention

I want to start off today with some really exciting positive news on the retention front – and you all are some of the first to hear it.

Our Fall-24 to Spring-25 first-time freshmen retention rate is projected at 93.8%, which is an increase of almost one percent from last year – and our highest fall to spring retention rate ever. Bear in mind this is different from our fall-to-fall freshman retention rate (which was over 83% and also a record high).

A high fall-to-spring retention rate like this is a good indicator that students are generally happy with their college experience – that they're getting the support they need and are more likely to stay enrolled for their sophomore year.

Particularly notable was a 97% rate in the Statler College and a rise in first-generation student retention of over one point.

Much of the credit for these overall retention numbers is due to the good work of our dedicated academic advisers and faculty – who are committed to the success of our students, both in and beyond the classroom.

HLC Visit

Our student success efforts were just one of the many things we were able to highlight earlier this week during the Higher Learning Commission's accreditation site team visit.

It was a busy couple of days filled with small-group and open forum meetings with the site team. The team met with folks in student life, enrollment management, university leadership, our academic deans, research team, undergraduate and graduate council members, faculty, staff, and students. There were specific meetings related to each criterion of the self-study report, a range of short topical meetings, as well as open forums for faculty, staff and students.

Thanks to those of you who participated in discussions with the team and to our campus community who engaged in the forums.

All-in-all, the visit was a success, and the team thanked us for our engagement and openness during the discussions.

The visiting team will finalize their report to the HLC over the next few weeks. WVU will receive that report to correct any errors of fact. That corrected report is then reviewed by the HLC's Institutional Action Committee before being approved finally by the HLC's Board of Governors. WVU should receive its final evaluation from the HLC sometime this summer.

Day at the Capitol

Spring semester is also the time when we are able to showcase our best and brightest in front of lawmakers in Charleston. Late last month 65 WVU students representing the Morgantown and Beckley campuses participated in Undergraduate Research Day at the Capitol.

The event provides students the opportunity to present their original scholarly works during a poster session and to talk with legislators about their findings. This year, students were mentored by faculty from the Statler College of Engineering and

Mineral Resources, College of Applied Human Sciences; College of Creative Arts and Media; Davis College of Agriculture and Natural Resources; Eberly College of Arts and Sciences; and the Health Sciences schools of Dentistry, Medicine, Pharmacy and Public Health.

Celebrations / Awards

I'd like to also highlight the national recognition that our Office of Undergraduate Research received in March. The national Council on Undergraduate Research honored the WVU office with its "Award for Undergraduate Research Accomplishments" – an award that pays tribute to exemplary programs that provide high quality and collaborative research experiences for undergraduates.

Our Office of Undergraduate Research was established in 2015 and has continued to promote a strong undergraduate research culture and provide excellent opportunities for student engagement. They enhance the student experience through programs like the Research Apprenticeship Program and the Summer Undergraduate Research Experience, as well as one-on-one mentoring.

We know their work has significant impact on the lives and long-term success of our students, and they are so well deserving of this recognition.

WVU is also rolling out its annual faculty awards from the Office of the Provost.

Late last month, we announced this year's honorees for the Nicholas Evans Awards for Advising Excellence. The 2025 recipients of the Nicholas Evans Faculty Advising Excellence Award include faculty advisers Nettie Freshour in the Davis College and Rebekah Dunaway in the Eberly College and primary role advisers Marilyn Munzer in the Statler College and Semoa DeSousa-Brown in the Eberly College. This year, we also added the first recipient of the New Adviser Award, which goes to Jenna Edwards in the Davis College.

Just this week, we also announced the winners of the Caperton and Heebink faculty awards.

Julie Hicks Patrick – a professor of psychology in the Eberly College – is the 2024-2025 recipient of the Caperton Award for Excellence in the Teaching of Writing.

Joshua Meadows –a service assistant professor in the Chambers College's Department of Management Information Systems and Supply Chain – is the recipient of the Ethel and Gerry Heebink Award for Distinguished Beginning State Service.

And Lori Hostuttler – University librarian and director of the West Virginia and Regional History Center – is the recipient of the Ethel and Gerry Heebink Award for Distinguished Extended State Service.

We have more awards to announce in the coming weeks and look forward to celebrating everyone at the annual awards ceremony at the Blaney House in mid-April.

Next week, the University will also be celebrating Graduate Student Appreciation Week with a series of fun events, activities and giveaways for all WVU graduate and professional students. The Office of Graduate Education and Life – along with partners from around campus – is offering free professional headshots, snacks and swag stations, and workshops with the Purpose Center and Collegiate Recovery Center.

The week will wrap up with the Three-Minute Thesis Competition Grand Finale, during which 10 finalists will present their doctoral research topic and its significance in three minutes using a single PowerPoint slide.
We look forward to an exciting week celebrating our students.

And speaking of looking forward….

Our academic deans and program leaders have been looking ahead to the future and developing innovative curriculum.

On the consent agenda for your review and approval are two new proposed programs we are excited to highlight for you today. We believe both of these programs – which have been developed by the Chambers College – will be enrollment drivers for years to come.

The Bachelor of Science in Applied Artificial Intelligence and Data Analytics undergraduate program will focus on identifying how artificial intelligence and data analytics tools are used, developed, deployed, evaluated and maintained in organizations.

The Master of Science in AI Marketing will offer graduate students an opportunity to learn how artificial intelligence can be adopted to solve marketing problems.

We believe that both of these forward-looking programs will fill a void in higher-education and the need for AI-related talents in the workforce.

With us today to share a bit about these programs are Brad Price, chair and associate professor of the Department of Management Information Systems and Supply Chain, and Joshua Hall, Milan Puskar Dean of the Chambers College of Business and Economics.

STUDENT GOVERNMENT ASSOCIATION REPORT

Charlie Long, the student representative presented his report to the full board, which presentation is attached hereto ad made a part hereof, by reference.

CLASSIFIED STAFF REPORT

Shirley Robinson, the classified staff representative presented her report to the full board, which presentation is attached hereto ad made a part hereof, by reference.

EXECUTIVE SESSION

Chair Pill 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; legislative or regulatory matters; personnel matters; other deliberative matters involving commercial competition which, if made public, might adversely affect the financial or other interest of the University;

b. Matters relating to internal Board of Governors operations; and,

c. A confidential and privileged report by General Counsel.

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

DISCUSSIONS EMANATING FROM EXECUTIVE SESSION, IF ANY

Chair Pill reported that no actions resulted from today's Executive Session discussions.

APRIL 3, 2025 FINANCE AND FACILITIES AND REVITALIZATION COMMITTEE MEETING

Kevin Craig, chair of this committee, made the following report:

Thank you, Mr. Chairman. Yesterday there was a meeting of Finance and Facilities and Revitalization Committee.

We met in Executive Session to discuss: Potential strategic initiatives relating to academic, administrative, and athletic priorities; 2. Personnel matters; 3. Potential and ongoing corporate partnerships; 4. Other deliberative matters involving commercial competition; and 5. Confidential, deliberative, and preliminary matters involving or affecting the University's budget for the current and upcoming academic year, including potential cost-saving and revenue generation strategies related to future budget years.

No actions or votes were taken during Executive Session.

The Finance and Facilities and Revitalization committee continues to prioritize opportunities and resources that support students, faculty, and staff by advancing the critical and purposeful programs and work that bring needed and valued solutions to real-life problems within the pillars of education, healthcare and prosperity.

The Committee reviewed and discussed detailed and draft financial analyses of the current and future budget including projected expenses, potential cost savings, and increases in revenue generation. These deliberative and confidential discussions remain key as the University considers competing priorities and strategically plans for the financial future of WVU.

After a productive afternoon, the Finance and Facilities and Revitalization committee adjourned.

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

APRIL 3, 2025 STRATETIG PLANS AND INITIATIVES COMMITTEE MEETING

Elmer Coppoolse, chair of this committee, made the following report:

Thank you, Mr. Chairman. Yesterday, there was a meeting of the Strategic Plans and Initiatives committee.

In public session, we heard an update and presentation on the newly formed Office of Innovation & Commercialization. Erienne Olesh, Executive Director of the Office of Innovation and Commercialization, and Ryan Watson, Executive Director of Intellectual Property and Licensing & Senior Associate General Counsel, provided the Strategic Initiatives Committee with an overview of the Office of Innovation and Commercialization. This unit, launched in Fall 2024, consolidates the efforts of the former Office of Technology Transfer and the Office of Faculty and Student Innovation.

We then met in Executive Session. During Executive Session, under authority in West Virginia Code Sections 6-9A-4(b)(2)(A), (b)(9), and (b)(12) to discuss:

1. Potential strategic initiatives relating to academic and administrative priorities;

2. personnel matters;

3. potential and ongoing corporate partnerships;

4. matters relating to intellectual property;

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

6. a confidential, preliminary, and strategic priorities associated with enrollment and retention.

No actions or votes were taken during executive session.

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

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

APRIL 4, 2025 DIVISIONAL CAMPUS COMMITTEE MEETING

Paul Mattox, chair of this committee, made the following report:

Thank you, Mr. Chairman. Your Divisional Campus Committee met this morning in Public Sessions.

The board was excited to hear from Jerry Wallace, Campus President of WVU Potomac State College and T. Ramon Stuart, Campus President of WVU Institute of Technology – both of whom provided an overview of each divisional campus, including relevant updates covering various areas of interest.

Mr. Chairman, everyone enjoyed hearing from these dynamic campus leaders, and this concludes my report. Thank you.

PRESIDENT'S REPORT

President Gee offered the following remarks:

We have so much to celebrate as we near the end of the academic year here at West Virginia University.

Last week, we marked our eighth annual Day of Giving, and I am so thankful for the generosity of everyone who made investments in the future of West Virginia University. Our supporters donated a record $46.2 million this year. More than 10,300 gifts were made during the 24-hour online fundraising event held across the University system, also a new record. The $46.2 million figure tops 2024's Day of Giving record of $30.4 million raised from more than 8,500 gifts. More than 1,300 of those making gifts Wednesday self-identified as first-time donors.

Donor support is critical as we continue to evolve into a modern land-grant institution, one that provides a high-quality, affordable education to our students while supporting them as they find their purpose. Mountaineer Nation always shows up to support West Virginia University, and we are grateful.

As a land-grant institution, our University always shows up for our state and world with solutions to real-world problems.

For that reason, I am excited that we are partnering with RAND to turn world-class research into practical solutions for evolving job markets. Launching this year, the innovative collaboration will leverage our R1 research capacity with analysis and expertise from RAND, a nonpartisan, nonprofit research organization that has informed policymaking at all levels of government for nearly eight decades. The project will identify workforce trends and solutions, with a specific focus on apprenticeships, stackable credentials and career pathways, and career technical education.

This partnership will allow us to expand our extensive efforts in workforce development and position on as a national leader. Working with RAND, our faculty and student researchers will develop and implement policy recommendations to enhance state and national workforce strategies. The goal is to address shifts in the labor market, technological challenges, and training deficiencies. RAND officials will join us this month at Focus Forward, a free statewide conference focusing on West Virginia's economy.

That is just one of many important events coming up for our community. We are entering an exciting time, with year-end awards and Commencement around the corner.

I had a wonderful visit to Washington, D.C., last week to speak to the Public Relations Society of America's Counselors to Higher Education.

On campus, the coming weeks will be especially meaningful to me as my time as University president draws to an end. As we focus on the future of West Virginia University, I am providing President Benson with any help I can during his transition into leadership. I know he will do a great job, and he will benefit from our engaged Mountaineer family, who understand West Virginia University's mission and help us to succeed.

APPROVAL OF MINUTES

Kevin Craig moved that the board approve the minutes for February 20, 2025 and February 21, 2025 regular meetings. This motion was seconded by Paul Mattox 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 Pill 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 Robert Reynolds and passed.

Thereupon, the following Consent Agenda items were approved:

1. **Board of Governors 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 13, 2025 regular meeting: Kevin Craig as chair, with the following members: Charles Capito, Bray Cary, Dr. Lesley Cottrell, and Shirley Robinson.

2. **Approval of a new online Certificate in Digital Health in the Benjamin M. Statler College of Engineering and Mineral Resources**
   Resolved: That Resolved: That the West Virginia University Board of Governors approves the creation of an online Certificate in Digital Health in the Benjamin M. Statler College of Engineering and Mineral Resources.

3. **Approval of a new online Certificate in Midstream Petroleum Engineering 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 Certificate in Midstream Petroleum Engineering in the Benjamin M. Statler College of Engineering and Mineral Resources.

4. **Approval of a new online MS degree in AI Marketing in the John Chambers College of Business and Economics**
   Resolved: That the West Virginia University Board of Governors approves the creation of an online MS degree in AI Marketing in the John Chambers College of Business and Economics.

5. **Approval of New Program: AAS, PSC Radiology Technology**
   Resolved: That the West Virginia University Board of Governors
   approve the creation of a new program in Radiology Technology, WVU
   Potomac State

6. **Approval of New Program: BS in Applied AI and Data Analytics, in
   the John Chambers College of Business and Economics**
   Resolved: That the West Virginia University Board of Governors
   approve the creation of a new program in Applied AI and Data Analytics

7. **Approval of New Program: BSF Forest Resources and Conservation**
   Resolved: That the West Virginia University Board of Governors
   approve the creation of a new program in Forest Resources and
   Conservation, WVU

8. **Approval of New Program: AS, PSC Engineering, WVU Potomac
   State**
   Resolved: That the West Virginia University Board of Governors
   approve the creation of a new program in Engineering, WVU Potomac
   State

9. **Approval of New Program: AS, PSC Pre-Engineering, WVU
   Potomac State**
   Resolved: That the West Virginia University Board of Governors
   approve the creation of a new program in Pre-Engineering, WVU
   Potomac State

10. **University Police Department (UPD) Relocation to
    Chestnut Ridge Research Building (CRRB)**
    Resolved: That the West Virginia University Board of Governors
    approve project budget for UPD Relocation project, as presented.

11. **Brooke Tower – Replace Water and Wastewater Piping and
    Refurbish Restrooms (Budget Increase**)
    Resolved: That the West Virginia University Board of Governors
    approve project budget increase for Brooke Tower - Piping and
    Restrooms, as presented.

12. Deferred Maintenance (Approval of a Resolution Authorizing Reallocation of a Portion of the State Institutions of Higher Education Deferred Maintenance Grant)
Resolved: That the West Virginia University Board of Governors approve a Resolution Authorizing Reallocation of a Portion of the State Institutions of Higher Education Deferred Maintenance Grant.

13. 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.

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**GENERAL DISCUSSION AND
ADJOURNMENT**

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Chair Pill announced that the next planned board meeting is scheduled for June 13, 2025. There being no further business to come before the board Elmer Coppoolse moved to adjourn the meeting. The motion was seconded by Kevin Craig and passed. The meeting was adjourned at 12:55 p.m.

_____
Robert Reynolds, Secretary

2024-2025 Administration

Charlie Long
Student Body President

Abigail Browning
Student Body Vice President

West Virginia University®

Susie Risk
Chief of Staff

Logan Pierce
Legislative Affairs

Colin Street
Incoming President

Ro Jones
Incoming Vice President

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President's Priorities

- Overall: Promoting safety, enjoyment, and energy on the Morgantown campus of West Virginia University
- Safety: Well-being is included in this, as well.
  - Tackling student loneliness
- Enjoyment: Another powerful driver of community and solution to loneliness.
  - WVU Arts Alliance
- Energy: Rebuilding morale in the aftermath of academic transformation. The future is bright!
  - First Day Complete
- You will **S.E.E.** what we mean.

WestVirginiaUniversity.

Loneliness Research Insights

- 69% of respondents had a positive view of group work in class
- 55% of respondents sometimes or rarely feel connected to others. This matches up quite well with the loneliness statistics.
- Respondents indicated that professors who made an effort to engage with the class and promote peer-to-peer interaction were among their favorites. 77% of respondents said their favorite class included peer-to-peer interaction activities.
- Respondents indicated that group assignments were at their best when they were accomplished within the class period and when the work was divided evenly among peers.

West Virginia University

WVU Arts Alliance

Vice President's Priorities

- Fall Safety Fair
- Nolan Burch Vigil and Greek Engagement
- Health Sciences Campus Accessibility Survey

EXECUTIVE BRANCH Highlights

- Internal Senates Mixers
- "Universities United" with Federal Representatives
- Big XII on the Hill
- Flood Relief in Partnership with WVU ROOTS
- Share a Swipe
- Grace Shelter Drive
- East End Village Town Hall

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STUDENT ASSEMBLY
Highlights

- Naloxone Training with WELLWVU
- Rail Trail Cleanup
- Trunk or Treat
- Big XII Conference
- Safety Walks
- Partnership with Shining Minds Program
- Voter Registration Drives

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State Legislative Advocacy

- **WV House Bill 2737**- Establish the Higher Education Health and Aid Grant
- Would facilitate funding to establish food pantries on college campuses statewide to address student food insecurity
- **Nearly 50%** of WVU students reported some level of food insecurity on the Fall 2023 National College Health Assessment Survey administered by the American College Health Association
- **Underwood-Smith Teaching Scholars Program**
- 25 high school seniors or recent graduates are supplied a $10,000 per year in return for a commitment to teach in an area of 'critical need' in WV for at least five years after graduation.
- Attempted to work towards expanding the number of applicants accepted
- Would help to combat teacher shortages and burnout that the state currently faces.

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Colin and Ro's Priorities

Classified Staff
of West Virginia University

West Virginia University Board of Governors
April 4, 2025

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Did you know…..?

Staff Council promotes a positive work environment for all Classified Employees through effectively advocating for our peers in the University's decision-making process. WVU Staff Council was created to provide the classified staff employees of West Virginia University a means of conveying their concerns on employee-employer relations. This council was formed with recognition that all matters at WVU are governed by state law, the West Virginia Higher Education Policy Commission, and University Rules.

What is a CLASSIFIED employee?

"Classified employee" means a regular full-time or regular part-time employee who:

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

o Was 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 Effective June 24, 2024

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

Classified Hourly Structure			
Grade	Minimum	Midpoint	Maximum
6-9	$14.00	$14.60	$17.52
10	$14.00	$14.87	$17.84
11	$14.00	$15.76	$18.90
12	$14.00	$16.75	$20.10
13	$14.24	$17.79	$21.36
14	$16.13	$18.94	$22.72
15	$17.21	$20.16	$24.20
16	$18.37	$21.94	$26.68
17	$19.63	$23.43	$28.48
18	$22.47	$25.02	$30.42
19	$24.04	$28.65	$34.82
20	$25.78	$31.25	$38..46
21	$25.78	$33.52	$41.25

Let's Celebrate
"Having A Good Day!

$13.00

$14.00

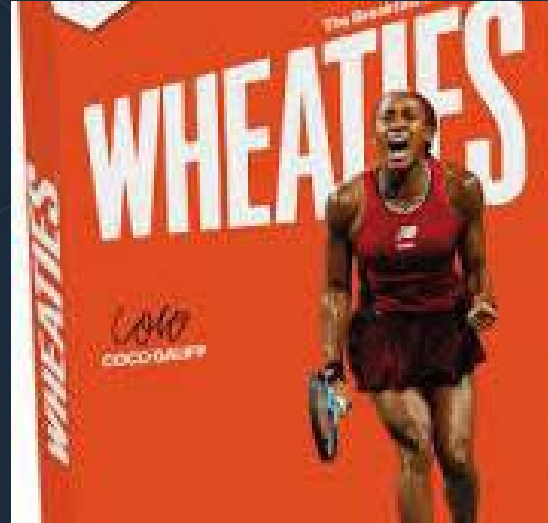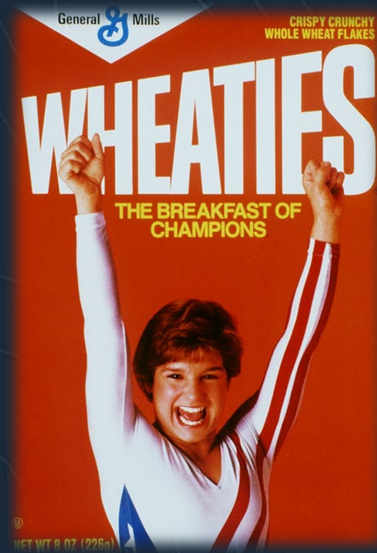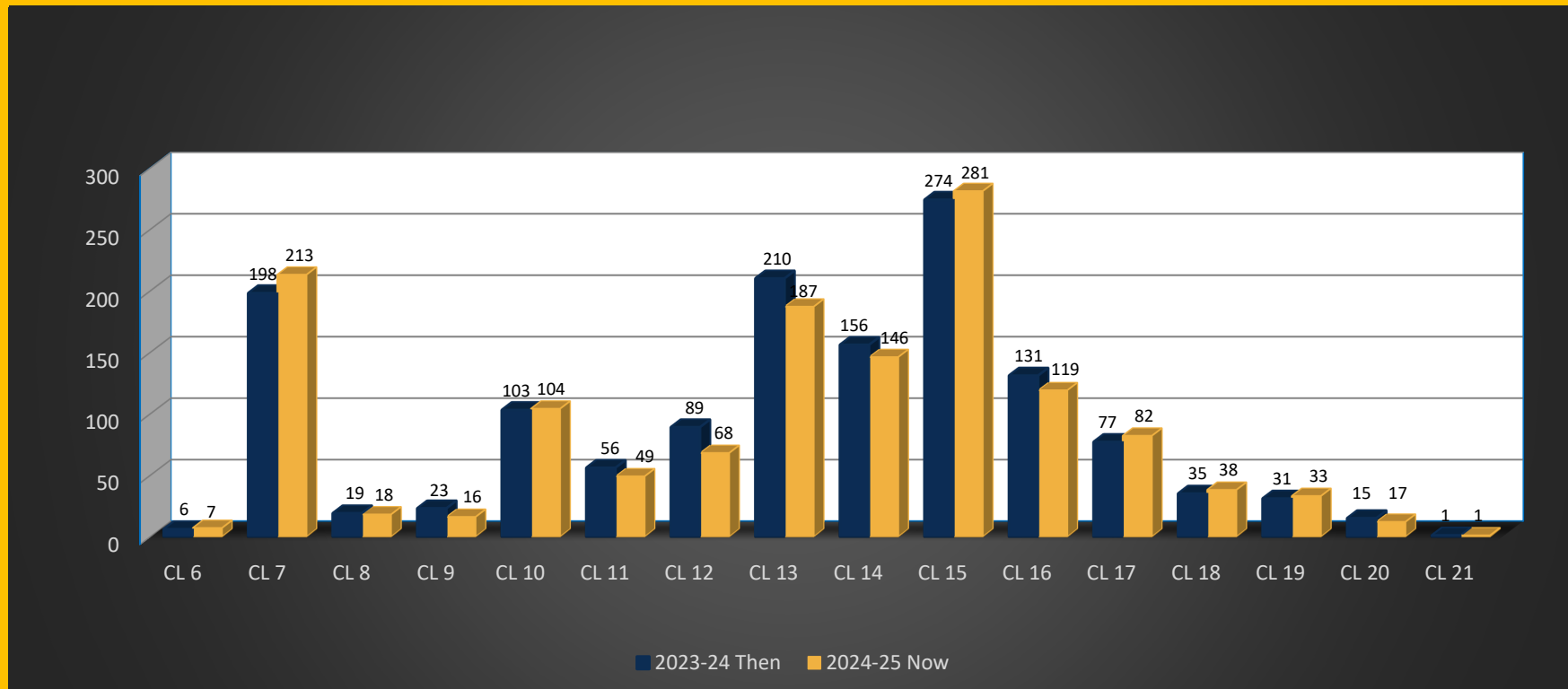# Salary Increases for Classified Staff

GOOD

BETTER

BEST! (YES)

Still a Champions Breakfast!

Number of classified staff by pay grade

Classified Staff per Campus

WVU Keyser 39 (42*) Down 3

WVU Beckley 50 (59*) Down 9

HSC 226 (217*) Up 9

HSC Charleston 13 (14*) Down 1

WVU Main 1,046 (1,092*) Down 46
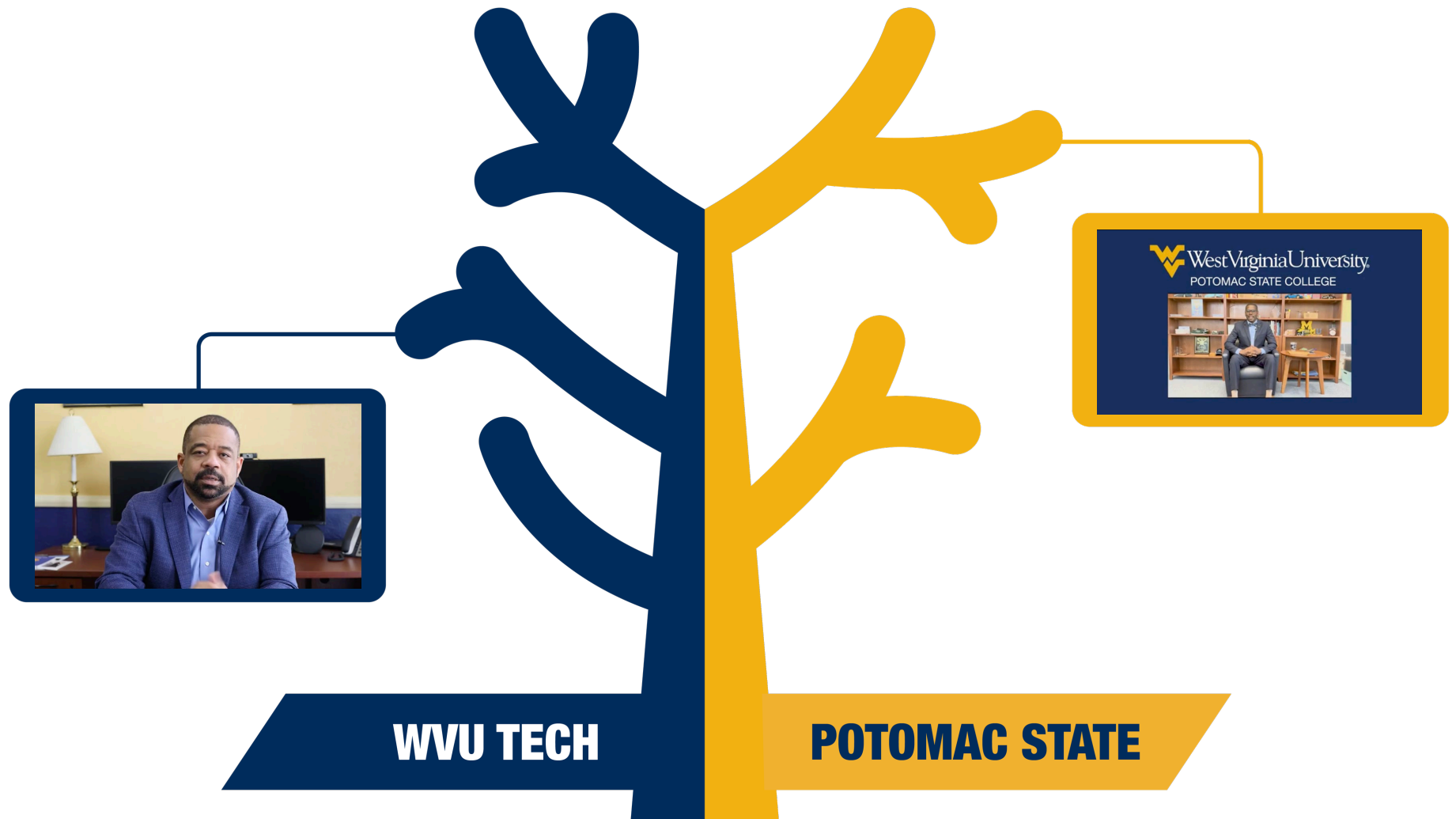
2024-25 Now
* 2023-24 Then

LET'S BRAINSTORM!

❖ Classified Staff numbers are down

❖ Salaries are low

As we each take part of the problem, **we** can come up with a **solution.**

We are working on the **problem** to bring about a **positive change.**

WVU TECH

POTOMAC STATE

Classified Staff by numbers

- **Average age of classified staff 48** compared to last FY '24 – 49
- **Longest years of service 52** compared to last FY '24 – 51

Staff Council Initiatives

- **Tuition Scholarships for Classified Staff**

- **Hearts and Hands Fund**

- **Red Cross Blood Drive Sponsorship**

- **Annual Coat/Clothing Drive (Partnered w/SGA)**

- **Employee/Veteran Spotlight**

- **STAAF** (*Service-Training-Appreciation-Advocacy- Fellowship*)*

   ***(Adopted from Baylor University by permission)**

- **Hidden Gems**

- **Years of Service Certificates**

- **Classified Staff Emeritus Award**

STAFF TESTIMONIALS

The Staff Council Scholarship Program has been instrumental in my professional growth by covering the costs to further my education. This support has enabled me to enhance my skills, stay updated with industry trends, and confidently tackle more complex tasks, making me a more valuable team member. I am excited to share that I will be graduating in May, which is a significant milestone in my educational journey.

On a personal level, the program has broadened my intellectual horizons and inspired me to pursue higher goals. The sense of achievement from completing challenging coursework has been incredibly fulfilling, fostering a culture of continuous learning and excellence. As a result of this experience, I plan to enter a master's program this fall marking another significant milestone in my educational journey.

Thank you, West Virginia University!

Lisa Verlinden
Program Coordinator, Honors College

At 44 years old, I finally decided to enroll in college to pursue a Regent's Bachelor of Arts degree. Prior to registering, I had always thought college was expensive and financially out of reach for me. The scholarship has made it enticing to continue pursuing a degree. I have spoken to several staff members to promote the benefits of attending college. My son is attending college at WVU Tech and is currently a sophomore. My daughter will be attending as well beginning this spring. I will continue my education through WVU Tech or WVU as I start a new job in Morgantown this May.

Gregg Peters

Trades Specialist Lead II

TECH Facilities Planning and Management

After putting my three boys through college, my youngest son told me that he wanted me to finish my degree. He said I put myself on hold to make sure they got their education, and it was my turn now. I found that I could finish in a short period of time and decided it was time to do this for myself. I was able to get several of the classes paid for with the scholarship.

I recently talked with a friend about finishing her degree and gave her the information for the scholarship. I highly recommend anybody that wants to complete their degree to take full advantage of the opportunities while working for the university. This scholarship is very helpful in obtaining those goals.

Jeanette Farris
Student Financial Services Manager

WVU Potomac State

AS WE STILL Continue to move forward, Let's continue to be ...

Hardworking. **O**btainable. **P**assionate. **E**ffective.

CLASSIFIED STAFF'S MOTTO
Determined to see a change

Working together STILL WORKS...

On behalf of the 1,046-classified staff at

West Virginia University,

THANK YOU!