Vision

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

West Virginia University is an Equal Opportunity/Affirmative Action Institution. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs or activities, or with respect to admission or employment.

West Virginia University is governed by the WVU Board of Governors and the West Virginia Higher Education Policy Commission.
## 2006 Report

**West Virginia University's 2010 Plan**  
*Building the Foundation for Academic Excellence*

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### 2006 Report on the 2010 Plan

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An Open Letter to the Campus Community
from the Implementation Team

We want to thank members of the campus community for their dedication to the WVU 2010 Plan. Without the commitment of the campus, the progress and programs reflected in this report would not have been possible. The WVU 2010 Plan offers the University a vision for the future and guidance in making strategic decisions for academic excellence. Over the past year, the plan’s influence has been visible throughout the institution, from administrative decisions to student-support programs.

The implementation team has been meeting regularly for the past year to coordinate efforts and solicit input from constituents. The process of implementing the plan has generated many beneficial activities, discussions, and changes. As the 2006 Report highlights, WVU has accomplished progress in three broad areas during the first year of implementation.

- **Aligning the strategic goals of colleges and schools with the 2010 Plan**
  Over the past year, ongoing dialogue with the Deans has assisted in the development of a unified approach to strategic planning. The process of aligning the plans of WVU colleges and schools and those of other academic and student support units will continue over the coming year. One of the most significant achievements of this process is the development of enrollment targets for each college which support the institution’s enrollment goal of 30,000 students by 2010.

- **Addressing areas of concern identified by the colleges**
  Three independent task force initiatives have analyzed current practices, researched best practices, and recommended action items to improve (1) Graduate Education and the Graduate Student Experience, (2) the Research Infrastructure, and (3) Advising and Career Placement. Implementation of the recommendations in each task force report will begin during the 2006-07 academic year.

- **Developing innovative programs to complement classroom learning**
  High-quality students are attracted to new opportunities available through the Center for Civic Engagement, the Honors College, the Fellowship and Graduate School Advising Office, and the National Merit Study-Abroad Scholarships. New housing options, including the International House, which emphasizes multicultural experiences, and Lincoln Hall, which develops community through a coed residential college, provide students with support networks at the University.

  The strategic plan will continue to be the guiding paradigm for future decision making at WVU. The successes and challenges of the first year have produced many valuable ideas for further implementation. Issues continuing to receive consideration, evaluation, and planning include:

  - Generating additional undergraduate research opportunities and encouraging increased student participation
  - Facilitating and tracking the placement and employment of graduate and professional students
  - Ascertaining and promoting programs with national recognition
  - Recognizing and promoting highly prestigious awards to faculty
  - Facilitating and tracking increased student engagement in the community through service learning, internships, practicums, and outreach teams

  Implementation of WVU’s 2010 Plan remains an ongoing process. The team invites comments from members of the campus community and will continue to keep you informed through an annual report, open letters, and updates to the website [www.wvu.edu/~2010plan/](http://www.wvu.edu/~2010plan/).

November 2006 • The Implementation Team
Lawrence Hornak, co-chair  Laura Brady  Terry Nebel
Gerald Lang, co-chair  Mary Ellen Mazey  Chris Plein
The WVU 2010 Plan offers the University a vision for the future and guidance in making strategic decisions for academic excellence. Over the past year, the plan’s influence has been visible throughout the institution.

Building Blocks of the 2010 Plan: Enrollment, Financial Plan, Fund Raising

WVU Total Fall Headcount Enrollment
The high-quality education provided to WVU students and resulting value of a WVU degree has led to record enrollment of 28,600 students this fall. West Virginia residents are choosing WVU over alternative, out-of-state institutions because of the availability of high-quality academic programs. As state funding has not kept pace with inflation nor the growth of WVU, revenue from increased enrollment and tuition and fees has become the primary source of funds for academic innovation, infrastructure projects, and operating costs.

Fundraising Levels
Donors gave the WVU Foundation over $61.2M during FY 2005-06. Alumni made well over 50% of these gifts. This significant financial support demonstrates that the external WVU community and its former students value the institution’s high-quality academic programs. These gifts contribute to the positive educational experiences of current and future students: 20-25% of disbursements provide scholarships, fellowships, and academic development for WVU students.

Financial Report
Due to higher than projected enrollment in Fall 2005 and Spring 2006 semesters, revenues from FY06 were greater than had been anticipated. The additional costs of providing services to a greater number of students increased expenditures proportionally. Revenues and expenses were both higher than forecasted; a comparison of FY06 financial results to the plan reveals no substantial differences that would affect the viability of the 2010 financial plan.

The approximately $9.9M of revenue, after expenses, allowed WVU to provide a salary improvement plan of 3.5% instead of the 3.0% salary increase budgeted in the FY06 financial plan. University employees received an additional $1.5M in salary as a result of additional student enrollment.
Implementation Summary for the 2010 Plan

Goal 1: Attract and Graduate High-Quality Students
As part of WVU’s effort to attract and graduate high-quality students, WVU will enact a plan to enrich academic support services, faculty mentoring, and student life programs for the first-year student through the national Foundations of Excellence in the First College Year program. A Joint Academic Affairs/Student Affairs Task Force on Advising and Career Placement has evaluated the current practices for undergraduate academic advising, career placement, and graduate school preparation and developed recommendations to increase the effectiveness of these activities. The Provost’s Task Force on Graduate Education and the Graduate Student Experience has suggested activities to strengthen recruitment efforts and to increase support for graduate students to engage in research, teaching, and scholarly activities.

Goal 2: Recruit and Retain High-Quality Faculty Committed to the Land-Grant Mission
To recruit and retain excellent faculty, the University must provide incentives that encourage faculty to remain at WVU. High-quality faculty members and academic programs associated with the faculty attract students to the institution. Consequently, the Salary Enhancement for Continued Academic Achievement program, a salary program for faculty with the rank of professor, was implemented August 16, 2006, to retain productive faculty. This program provides the opportunity for tenured faculty who have held the rank of professor for at least five years to be rewarded for research, teaching, and service productivity through a 7.5% increase to their base salary. Five years after the first award, professors are eligible for a second increase of 5% to their base salary.

Goal 3: Enhance the Educational Environment for Student Learning
The University’s environment, including physical surroundings, technology infrastructure, and intellectual atmosphere, are critical to accomplishing WVU’s teaching, research, and service missions effectively. In FY 2005-06, $1.93 million was spent on classroom renovations. In addition to refurbishing older classrooms, 14 rooms have been “right-sized” to facilitate faculty-student interaction, and 14 rooms have been renovated with “high technology” to permit the seamless integration of technology into instruction.

Goal 4: Promote Discovery and Exchange of Knowledge and Ideas
Today’s concerns require researchers to work with interdisciplinary teams to solve complex questions. WVU encourages collaboration on cutting-edge projects and seeks external funding to support programs for research and development. Research at WVU has global impact: the U.S. Department of Defense employs the Center for Identification Technology Research’s biometrics research in its Automated Biometric Identification System. This technology uses fingerprint, iris, and facial characteristics for human identification.

Goal 5: Improve West Virginia’s Health, Economy, and Quality of Life
As a land-grant institution, WVU’s mission is to provide services as well as educational opportunities for state residents. Numerous departments and programs provide outreach to the state, ranging from clinical health services to agricultural productivity. In 2005, WVU hospitals, health associates, and related physicians delivered a total of over $78M in uncompensated health care, including bad debt and charity care, to state residents.
Background Information on the 2010 Plan and its Implementation

In March 2005, more than 100 members of the Strategic Planning and Assessment Committee, co-chaired by Dr. Larry Hornak and Provost Gerald Lang, met to identify the academic objectives for West Virginia University during the next five years. Using data from the 2003-04 academic year and the fall of the 2004-05 academic year, as well as historical trends, this group analyzed the status of the University and future opportunities. The discussions led to West Virginia University's 2010 Plan: Building the Foundation for Academic Excellence, available online at www.wvu.edu/~2010plan/. This plan identifies five goals with objectives and key indicators for each:

1. Attract and Graduate High-Quality Students
2. Recruit and Retain High-Quality Faculty Committed to the Land-Grant Mission
3. Enhance the Educational Environment for Student Learning
4. Promote Discovery and Exchange of Knowledge and Ideas
5. Improve West Virginia’s Health, Economy, and Quality of Life

The Board of Governors approved the 2010 Plan in September 2005, and since October 2005, the Implementation Team has been meeting almost weekly to initiate the multiple actions identified in the plan. The first year of implementation focused on mapping existing assets, developing strategies to meet the long-term goals of the 2010 Plan, and enacting initial strategies. Throughout this phase, the current performances of existing programs at the University were evaluated in order to propose changes that will enhance their effectiveness.

Task Force Initiatives

The process of aligning existing programs with the goals of the 2010 Plan revealed areas of concern across the University. The Implementation Team established three task force initiatives to analyze the university’s current status and offer recommendations for strategic change. Each task force completed its work during Fall 2006; their reports are available at the 2010 Plan website www.wvu.edu/~2010plan/.

1. The Provost's Task Force on Graduate Education and the Graduate Student Experience, co-chaired by Dr. Larry Hornak, co-chair of the Implementation Team, and Dr. Fred King, Eberly College of Arts and Sciences Associate Dean for Research and Graduate Studies, was charged with undertaking a comprehensive assessment of WVU's programs for graduate education and research and making recommendations for a more holistic approach to achieve effective connections throughout the University, to enhance quality, and to support research growth.

2. A Joint Academic Affairs/Student Affairs Task Force on Advising and Career Placement, co-chaired by Dr. Cheryl Torsney, Associate Provost for Academic Programs, and Ms. Tricia Petty, Undergraduate Student Recruitment Coordinator, was charged with evaluating the current practices and strategies for academic advising, career placement, and graduate school preparation and recommending action items to increase the effectiveness of these activities.

3. The President's Task Force on Administrative Infrastructure for the Research Enterprise, co-chaired by Mr. Narvel Weese Jr., Vice President for Administration and Finance, and Dr. John Weete, Vice President for Research and Economic Development, was charged with evaluating the current administrative infrastructure that supports the research enterprise and making recommendations that will enable researchers to accomplish their goals more efficiently while continuing to use legal and ethical practices and procedures.
Content and Methods of the 2006 Report

The 2006 Report presents to the Board of Governors and the campus community the progress which has been made in the implementation of the strategic plan over the past year. Historical trends were determined through data collection and analyses. Although these data provide important reference points to measure change, they do not, by themselves, drive the decision-making process. Academic and institutional goals guide the long-term planning process, and the numbers included in this report illustrate the effects of the planning and implementation process.

The 2006 Report contains 29 quantitative measurements of WVU’s enrollment, financial stability, student body, faculty members, physical environment, research activity, and regional impact. Many of the changes to WVU’s academic culture, however, cannot be captured through numbers. In addition to statistics, the report highlights programmatic changes representing the ideals of the 2010 Plan. It is anticipated that additional measures will be included in future years.

The report is organized in three sections to contextualize and illustrate the 2010 Plan’s five goals:

1. Building Blocks of the 2010 Plan provides details about enrollment, finances, and fundraising that enable institutional investments.

2. The 2006 Report on the 2010 Plan identifies key metrics of progress for each goal. Undergraduate and graduate information related to Goal 1 is separated to depict undergraduate and graduate/professional programs. The 2006 Report provides three forms of data in order to capture the depth of institutional engagement in the strategic planning process.
   • Charts provide a glimpse of institutional trends by comparing current statistics with historical information.
   • Beyond the Numbers narratives give examples of the institutional changes that influence statistical trends demonstrated by the charts.
   • In Depth summaries showcase programs that model best practices to achieve strategic goals. These examples illustrate the influence of the 2010 Plan on daily experiences of students and faculty.

3. Appendices
   • Additional Measurements for 2010 Goals includes supplemental metrics related to the 2010 Goals.
   • Data Definitions and Sources defines terminology and provides source information for statistics included in the report. Endnote references can be found on this page.

Data presented in the 2006 report cover four years of critical importance to the 2010 Plan. In March 2005, the Strategic Planning and Assessment Committee examined Academic Year (AY) 2003-04 and Fall 2004 (AY 2004-05) records while developing WVU’s 2010 Plan. The implementation team began meeting in October 2005; as such, the AY 2005-06 data reflect policies enacted during the year in which the Board of Governors approved of the plan.

The Fall 2006 (AY 2006-07) data begin to demonstrate the 2010 Plan’s affect during its first year of implementation. University and college decisions have a cumulative effect; the influence of strategic decisions and of related programmatic changes becomes visible over time. Future years should provide greater evidence of the 2010 Plan’s achievements with additional measurable outcomes.
Report on Enrollment

The First Building Block of the 2010 Plan

WVU’s Enrollment Strategic Plan 2005-2010 sets a target for growth to 30,000 enrolled students by the year 2010. The enrollment projections call for increased student retention and for the growth of first-time, non-resident first-year students to equal first-time resident first-year students. Although no qualified in-state applicant is denied entry into the University to provide a spot for a non-resident student, the decreasing pool of resident high school graduates necessitates that WVU recruit non-resident students.

The high-quality education available to WVU students and resulting value of a WVU degree has led to record enrollment of 28,600 students this fall. West Virginia residents are choosing WVU over alternative, out-of-state institutions because of the availability of high-quality academic programs. As state funding has not kept pace with inflation and the growth of WVU, revenue from increased enrollment and adjustments to tuition and fees helps fund academic innovation, infrastructure projects, and operating costs.

Main Campus Fall Headcount Enrollment: First-Time First-Year Students

WVU has succeeded in maintaining high resident enrollment in Fall 2006 with 2,431 first-time resident first-year students. First-year non-resident enrollment has exceeded the goal of 2,300 students with a new record of 2,397 first-time, non-resident first-year students. Serving resident students fulfills WVU’s mission of supporting the educational advancement of the state, while non-resident students enrich campus diversity and contribute to the University’s sustainability.

Fall Headcount Enrollment: All Students

The Graduate Education and the Graduate Student Experience task force is analyzing changing patterns of graduate enrollment. The decline in graduate student headcount enrollment is attributable to the loss of part-time, non-degree seeking students, as the number of degree-seeking graduate students and the full-time equivalent rate increased in Fall 2006.

1 All Endnotes are found in the Data Definitions and Sources appendix at the end of the report.
Report on the Financial Plan

The Second Building Block of the 2010 Plan

Comparison of FY 2006 Plan to Actuals

Due to higher than projected enrollment in Fall 2005 and Spring 2006 semesters, revenues from FY06 were greater than had been anticipated. The additional costs of providing services to a greater number of students increased expenditures proportionally. Revenues and expenses were both higher than forecasted; a comparison of FY06 financial results to the plan reveals no substantial differences that would affect the viability of the 2010 financial plan.

Operating and Non-Operating Revenues (Expenses)

- Student tuition and fee increased $9.9M over the plan primarily due to higher enrollment.
- Grants and contract revenue are up $2.0M over the plan.
- Sales and services revenue up $2.4M over the plan.
- Auxiliary enterprises up $2.8M over the plan:
  - Athletic revenue from highly successful football and basketball seasons.
  - Housing/dining revenue increased due to increased student usage of on-campus dining facilities.
- Other sources of operating revenue were 500K under the plan.
- State appropriations increased $2.8M due to unanticipated earmarks.
- WVU Foundation gift revenue increased $7.7M.
- Investments due to unspent bond proceeds increased $5.8M, and non-operating expenses declined $0.4M.

Operating Expenses

- Salary and wages increased over the plan due to:
  - Implementing a 3.5% salary increase when 3.0% was planned, increasing costs by $1.5M.
  - Unanticipated $1.0M of faculty annual increment.
  - Unanticipated salary costs of $5.4M.
- Benefits increased over the plan primarily due to:
  - $1.9M of unanticipated tuition waiver costs for employees.
  - $5.5M of unanticipated increases in the compensated absence accrual due to increasing post-employment health insurance costs.
  - Unanticipated benefits costs of $2.7M.
- Scholarships and fellowships were $1.1M over the plan.
- Utilities were $3.0M over the plan, primarily as a result of a warmer than normal cooling season.
- Supplies and services were $13.8M over the plan.
- Depreciation was $1.6M over the plan.

Income Before Other Activity

Income before other activity was less than 1% of operating expenses.

Increase (Decrease) in Net Assets

The increase in “below the line” activity in FY06 reflects spending of $19.3M in bond proceeds from commission and capital grants of $18.9M, which were under-spent by $7.8M compared to the plan.
Report on Fund Raising

The Third Building Block of the 2010 Plan

The WVU Foundation’s previous capital campaign, Building Greatness, generated significant donations for capital improvement, scholarship and fellowship programs, library holdings, and faculty recognition. Currently, the WVU Alumni Association is preparing to break ground on the new Alumni Center, a 48,000 square foot banquet and conference center which will be entirely funded with private contributions through the WVU Foundation.

WVU Foundation Gifts Received and Disbursements

Donors gave the WVU Foundation over $61.2M during FY06. Alumni made well over 50% of these gifts. This impressive level of financial support demonstrates that the external WVU community and its former students recognize and support the institution’s high-quality academic programs. These gifts contribute to the positive educational experiences of current and future students.

The WVU Foundation (WVUF) provides financial support to many WVU constituents and programs through its disbursements.

- 25% or more of WVUF disbursements support faculty development and salaries. The WVUF funds professional development and research opportunities for many faculty, enabling them to participate in the international academic community. Additionally, the Foundation manages the endowment for named chairs and professorships, which recognize achievements of excellent faculty through salary supplements.

- 20-25% of disbursements from the WVUF provide scholarships, fellowships, and academic development for WVU students. These gifts help low-income and first-generation students attend college, enable students to participate in study-abroad programs, and subsidize departmental programs for students, along with funding many more educational opportunities.

- The Foundation contributes greatly to investments in buildings, facilities, and equipment. The recently successful WVUF Band Aid campaign provided new uniforms for each member of the WVU “Pride of West Virginia” Marching Band. The drive received $440,000 from 1,800 donors to purchase 400 new uniforms, which were dedicated during the October 14th WVU-Syracuse game.
Goal 1. Attract and Graduate High-Quality Students: Undergraduate

The 2010 Plan’s commitment to recruiting and graduating high-quality students reinforces WVU’s student-centered mission. A Joint Academic Affairs/Student Affairs Task Force on Advising and Career Placement has developed additional strategies to support undergraduate students. Recommendations related to academic advising, career placement, and graduate school preparation are offered to assist students during their undergraduate education and prepare them for employment and graduate education.

First-Year Retention Rate

WVU is participating in Foundations of Excellence in the First College Year, a program jointly sponsored by Academic Affairs and Student Affairs that will assist first-year students to achieve higher levels of learning and persistence in college. During the AY 2006-07, 81 members of the campus community will engage in a self-study and will develop a plan to enhance academic support services, outstanding faculty mentoring, and innovative student life programs for the first-year student.

Beyond the Numbers . . .

- In addition to direct scholarships, a new program for National Merit Scholars hosts recruiting receptions to highlight academic opportunities, offers individualized campus visits, waives application fees, and provides students with the opportunity for two study-abroad experiences. Students can participate in a paid spring semester study-abroad trip through Student Affairs in their first year. After the completion of their sophomore year, students are offered an expense-paid study-abroad experience through their colleges.
- In January 2006, the Office of Service Learning Programs was reorganized as the Center for Civic Engagement to support volunteer efforts, which totaled over 100,000 hours of service during AY 2005-06, as well as to coordinate academic-based service learning. The number of students engaged in service learning through the Center increased from 183 during Fall 2005 to 940 during Fall 2006.
- WVU developed the world’s first university degree program in forensic identification. Mock crimes are staged in three “crime houses” and a “crime garage” where students investigate murders, kidnappings, and robberies to learn fingerprinting, blood pattern analysis, and other investigative techniques.
- The new leadership minor complements traditional academic majors by exposing students to leadership theory and practice. In addition, students engage in experiential leadership education and apply their leadership skills to current issues.
Number of Students Studying Abroad
Goal: 800 Students Annually

National initiatives to increase student participation in study-abroad programs recognize that students with international educations have the experience to succeed in our global economy. Over the past few years, the number of students studying abroad has increased significantly towards the goal of 800 student participants each year.

Number of Students in the Honors College

As part of the 2010 strategic planning process, the Honors Program was reorganized as the Honors College. This shift reflects WVU’s commitment to undergraduate education and contributes to efforts in recruiting and retaining high-quality students. The new status conveys the distinction of being an Honors student to potential students. In Fall 2006, 415 new students entered the Honors College, raising the number of students enrolled to 1,639, a change of 24.4%.
WVU’s graduate programs and students advance the University’s status as a student-centered institution with high research activity. The Provost’s Task Force on Graduate Education and the Graduate Student Experience has recommended actions to support graduate students’ vital contributions to the success of WVU’s teaching, research, and service missions. Recruiting and graduating talented graduate students will build and maintain high-quality graduate and undergraduate programs as well as productive research and service programs.

Cumulative Increase to GA Minimum Stipends
WVU has made a commitment to raise the minimum stipend for all graduate assistants by $600 every year for four years after the increase of $500 for AY 2005-06. These increases represent an average of 7% per year for a cumulative total of $2,900 by 2010. In addition to stipends, graduate assistants receive tuition waivers for in- or out-of-state tuition, hospitalization insurance, and a waiver of numerous student fees. Many departments supplement assistantships with scholarships or fellowships.

**Licensure Passage Rates**
WVU prepares students for their future careers and for requirements to enter their professions. Students in professional degree programs and in some master’s programs must pass national, state, or professional certification exams in order to practice in their fields. WVU graduates perform well on these exams. Although the Law School passage rates appear lower than other disciplines, for example, the 2005-06 passage rate compares favorably with students trained outside of the state and with the national exam. A total of 72% of graduates from WVU’s School of Law passed the West Virginia Bar Examination on their first attempt, while only 63% of graduates from other law schools did so. Unlike many states which require only a professional responsibility exam and the multiple choice Multistate Bar Exam, admission to the West Virginia Bar requires the Multistate Bar Exam, the Multistate Professional Responsibility Examination, the Multistate Performance Test, and the Multistate Essay Examination, each of which is prepared by the National Conference of Bar Examiners and administered by the Board of Law Examiners.
Beyond the Numbers...

- Graduate students are essential to all aspects of the university. In the sciences and engineering, they work with undergraduates in laboratories and contribute to research groups. In the humanities and social sciences, graduate teaching assistants provide direct instruction in many undergraduate classes. Health science graduate students support research productivity in the biomedical sciences and contribute to the education of health professionals.

- The School of Applied Social Sciences has introduced an online Master of Legal Studies degree program. This program serves the state by providing professionals practicing in areas such as human relations, criminal and juvenile justice, journalism, social work, regulatory agencies, and business with a greater understanding of public law and the legal system.

- The new office of Fellowship and Graduate School Advising opened on August 16, 2006. This office identifies and prepares undergraduate students for the fellowship application process and provides basic information on graduate school so students can plan for their post-baccalaureate education more effectively. The office will recruit WVU's top undergraduate students to earn their graduate degrees at WVU as well as assisting them in applying to other institutions.

- The Colloquium for Aspiring Minority Doctoral Candidates promotes graduate education at WVU to prospective and current minority graduate students. The program informs high-achieving under-represented minority students enrolled in a master's program about potential careers and encourages them to consider pursuing a doctoral degree at WVU.

IN DEPTH...

Psychology Graduate Programs

The Department of Psychology won the 2005 Innovative Practices in Graduate Education in Psychology Award from the American Psychological Association and the Council of Graduate Departments of Psychology for the "Junior Colleague" training model utilized at WVU. The Department has approximately 80 graduate students in four doctoral training areas and 350 junior and senior psychology majors. An article in the September 2006 Academic Leader highlights the program, noting that graduate students are treated as junior colleagues and are prepared for their careers through collaborative research, professional development, guided teaching experience, and committee involvement.

Students collaborate with faculty on research within and across program areas, instead of working with individual faculty as research assistants. First-year graduate students enroll in a professional development seminar in which faculty members share their current research as well as prepare students for challenges they will encounter in the profession. Faculty members develop multimedia lectures for graduate teaching assistants to teach to their classes, allowing them to practice teaching skills and not focus exclusively on course content. Elected graduate student representatives serve as full voting and participating members of all departmental committees, including the faculty evaluation committee.

This carefully structured program with high student-faculty interaction has resulted in 38% of students publishing each year, 61% presenting research at a conference each year, and time-to-degree rates nearly one year less than the national average.
Goal 2. Recruit and Retain High-Quality Faculty
Committed to the Land-Grant Mission

The second strategic goal of WVU’s 2010 Plan emphasizes the importance of recruiting and retaining high-quality faculty to build the foundation for academic excellence. Interaction between faculty and students stimulates the University’s teaching, research, and service missions. During this period of growth, it is critical that WVU remain nationally competitive for highly qualified faculty. WVU continues to invest in faculty salaries in order to recognize current and attract potential faculty. The institutional commitment to a strong faculty results in more dynamic graduate and undergraduate education and increases the national reputation of WVU.

Number and Profile of Faculty

WVU has a balanced profile of faculty at various ranks. This profile remains dynamic to meet the needs of the institution. As some professors retire, other faculty are tenured or promoted. The consistent number of faculty at each tenure-track rank signifies WVU’s commitment to both the present and the future of the University.

Comprehensive Salary Program

To recruit and retain excellent faculty, the University must provide incentives that encourage faculty to come and stay at WVU. Because of past policies and circumstances, current faculty salaries lag 20% behind national averages. WVU is enhancing its competitiveness through increases to initial hiring salaries, scheduled 10% raises with promotions, salary enhancements for continued academic achievement, and endowed chairs and professorships, in addition to an annual merit-based salary increase program. WVU’s initiatives to retain high-quality faculty have several unique features that support long-term strategic planning:

1. All salary increases are merit-based and involve peer evaluation.
2. The salary program rewards continuous meritorious performance over an extended career.
3. Endowed chairs and professorships recognize and reward the very best faculty.

Taken together, the following initiatives provide the structure of a salary program designed to recruit and retain key faculty. The success of these programs will be determined by WVU’s ability to hire new faculty at competitive salaries and to provide resources for annual increases.

- New Faculty Salaries

To retain highly-qualified faculty in the future, WVU is recruiting new faculty hires with salaries as close as possible to the national average and offering start-up packages that include unique components depending upon the discipline: computers, software, research funding, laboratory space and equipment, temporarily reduced teaching loads, temporarily reduced service expectations, summer teaching opportunities, summer research funding, and funding for research assistants.
• Annual Merit-Based Salary Increases
In keeping with the goal to recruit and retain highly qualified faculty, the annual salary increases are distributed based on merit assessments. In October, merit-based distribution of the 4% salary pool raised the average faculty salary, excluding lecturers, from $63,830 to $67,759. This significant financial investment demonstrates WVU’s commitment to the faculty.

• Promotion and Tenure Scheduled Raises
Policies approved by the Board of Governors in 2002 provide a 10% raise for promotion to Associate Professor and an additional 10% raise for promotion to Professor. These raises help keep salaries competitive and make WVU attractive to successful and productive faculty.

• Salary Enhancement for Continued Academic Achievement
With the new Salary Enhancement for Continued Academic Achievement program, approved by the Board of Governors, WVU has in place the key features of a competitive salary program for its professors. This program provides the opportunity for tenured faculty who have held the rank of professor for at least five years to be rewarded for productivity with a 7.5% increase to their base salary. Five years after the first award, professors are eligible for a second increase of 5% to their base salary. Initial salary increases for eligible professors went into effect August 16, 2006. Implementation of this program will bring WVU’s highly qualified professors closer to the national average.

• Endowed Chairs and Professorships
The ability to recognize and reward the very best faculty through endowed positions provides one final measure to achieve the objective of Goal 2. WVU seeks to increase the number of endowed chairs and professorships to recognize highly productive faculty and excellent teaching. Endowments reward faculty for meritorious performance and contribute to the national desirability of WVU faculty positions. Seven new professorships were established through gifts to the WVU Foundation in 2005-06.

In Depth...

Faculty Awards
Carolyn P. Atkins, Professor of Speech Pathology and Audiology and WVU alumna, received the 2005 CASE U.S. Professor of the Year for West Virginia award. The CASE award recognizes dedication to teaching, commitment to students, and innovative instructional methods. Professor Atkins teaches public speaking classes at WVU with special classes for student-athletes and students in the Honors College. In her courses, students develop their speaking skills by engaging with the public. Several basketball student-athletes explained, “The service portion of the course allowed us to speak to area middle schools and high schools, read to young children, and visit the WVU Children’s Hospital. The experiences were important ways of allowing us to tell our stories to others and to give something back to the community that has supported us.” Other students appreciate connections between daily life and public speaking, for example testifying in court or interviewing for jobs, that enrich her curriculum.

Bill Reger-Nash, Professor of Community Medicine, has been awarded the 2006 Heebink Award for Distinguished State Service for his efforts to promote health in West Virginia communities through media-based social interventions. His 1% Or Less campaign, promoted through different media in Clarksburg, Beckley, Parkersburg, and Wheeling, encouraged consumers to switch to low-fat milk to reduce their intake of saturated fat and calories because drinking 1% and skim milk rather than saturated fat reduces the risks of heart disease and obesity. An article in Public Health Reports documents that the seven-week campaign increased supermarket purchases of low-fat milk from 18% to 41% in Clarksburg, the most actively targeted area. Wheeling Walks, a campaign to increase physical activity through mass media, challenged adults to engage in leisure-time physical activity. The program increased moderate intensity walking by 14% as a result of an intensive eight-week mass media-based program, and the community continues to see a positive influence. The National Cancer Institute lists this program as one of its 15 research-tested cancer intervention programs based on physical activity.

Kenneth Showalter, C. Eugene Bennett Chair of Chemistry, has received over $4M in research funding from the National Science Foundation, the Office of Naval Research, the Petroleum Research Fund of the American Chemical Society, NATO, and the W.M. Keck Foundation. His research in nonlinear chemical dynamics, including work in chemical kinetics, oscillatory reactions, reaction dynamics in open chemical systems, and chemical waves, has been published in over 100 refereed articles, including articles in the prestigious scientific journals Science, Nature, and Physical Review Letters. A 2002 cover article in Science reports on Professor Showalter’s pioneering work in the stabilization and control of chemical wave segments.
Goal 3. Enhance the Educational Environment for Student Learning

The University environment encapsulates many aspects of the physical surroundings, technology infrastructure, and intellectual atmosphere that are critical to accomplishing WVU’s teaching, research, and service missions most effectively.

Number of Endowed Teaching Professors
WVU clearly values and recognizes those faculty who focus their exceptional talents and expertise to enhance the student learning environment. Distinguished professorships in teaching represent a way for the University to value the contributions of faculty dedicated to the teaching mission. Two new professorships in teaching were filled for the 2006-07 academic year. The Bolton Distinguished University Professorship in recognition of outstanding teaching was awarded to Dr. Boyd Edwards, Professor of Physics. Professor Edwards, an exemplary classroom teacher, is also spearheading the development of a new minor in nanoscale science. The second new professorship internationalizes curriculum and prepares students for China’s growing economic and political influence. This professorship in Chinese language allows WVU to offer courses in Chinese language and culture.

Faculty-Student Ratio
The slight increase in the ratio of students to faculty reflects WVU’s growing student body. Despite a growing faculty, hiring has not been able to match enrollment growth.

Beyond the Numbers . . .
- Lincoln Hall, the first residence hall built on the WVU campus in nearly 40 years, houses 350 students in contemporary living environments, with a 50-seat theater for classes and cultural events, high-speed Internet connections, a small library, study areas, and a computer center.
- All residence halls have Resident Faculty Leaders who plan special activities; host trips to concerts, ski resorts, and major cities; and are advocates, mentors, and friends to students.
- 150 Wi-Fi access points are spread throughout 40 WVU buildings.
- In FY 2005-06, $1.93 million was spent on classroom renovations. Basic refurbishing for older classrooms included fresh paint and new furniture to provide students and faculty with a more pleasant learning environment.
- 14 classrooms have been “right-sized” to facilitate faculty-student interaction by reducing the number of seats and providing a more comfortable, effective learning environment while maintaining flexible classroom scheduling options.
Library Holdings

A research university’s library resources are essential to the scholarship of faculty and students. In addition to WVU holdings, over 22 million holdings are available through PALCI EZ-Borrow member libraries. Electronic journals allow researchers to gain immediate access to current research in their fields.

<table>
<thead>
<tr>
<th></th>
<th>2003-04</th>
<th>2004-05</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Databases</td>
<td>116</td>
<td>121</td>
<td>134</td>
</tr>
<tr>
<td>Electronic Journals</td>
<td>16,697</td>
<td>17,655</td>
<td>18,206</td>
</tr>
<tr>
<td>Current Serials</td>
<td>31,419</td>
<td>31,450</td>
<td>31,735</td>
</tr>
<tr>
<td>Volumes Held</td>
<td>1,498,864</td>
<td>1,525,163</td>
<td>1,549,602</td>
</tr>
</tbody>
</table>

Number of Smart Classrooms

AY 2006-07: 53
AY 2005-06: 47

During Summer 2006, six additional smart classrooms were constructed and seven smart classrooms were renovated to provide students and professors with cutting-edge technology. Smart classrooms, sometimes referred to as high-technology classrooms, enhance learning by providing computers, projectors, and sound systems for use with instruction. These rooms permit instructors across the disciplines to address different learning styles with the help of multimedia presentation equipment.

The International House

The International House opened in Fall 2005 to provide an exciting housing option for American and international students interested in cultural experiences. During the 2005-06 year, 37 students from Ghana, Libya, Korea, Japan, France, Germany, Austria, and Greece, as well as the United States, lived together in a semiprivate rooms with shared common areas.

Students at the International House participate in many organized programs designed to share cultures, such as holiday games night and international dinners, when they each cook traditional meals from their home countries. Other programs, including rafting trips, opera performances, and city trips to Baltimore, New York, and Washington, D.C., enhance their appreciation of American culture.

The International House’s small size means students have the opportunity to develop a supportive network of friends. They’re able to experience each other’s cultures through different traditions, holidays, customs, and food. The living arrangements and Resident Faculty Leaders foster a community to share social and academic experiences.

Last year students demonstrated their appreciation for one another by organizing parties for everyone’s birthdays, game nights, dance evenings, and graduation parties. The mixture of cultures proves one thing: we are all more alike than we are different.
Goal 4. Promote Discovery and Exchange of Knowledge and Ideas

The President’s Task Force on Administrative Infrastructure for the Research Enterprise is addressing the needs of the research enterprise and will make recommendations to streamline the current administrative infrastructure. The task force seeks to enable researchers to accomplish their objectives more efficiently while continuing to use legal and ethical practices and procedures.

Goal 4 Objectives
• Celebrate and value diversity
• Build upon strengths
• Enable the exchange of ideas

Sponsored Programs and Research Funding
Achieving the goal of $200M in externally sponsored programs and research is expected to advance WVU’s reputation as an institution with high research activity under the Carnegie classification system. Supporting an active research agenda is essential to recruiting high-quality faculty and students. Research awards at WVU grew from $76M in FY 2004-05 to $88M in FY 2005-06, a 16% increase.

Beyond the Numbers . . .
• The Child Development and Family Studies program, now located in the College of Human Resources and Education, is recognized as the state’s leading provider of education and training for pre-kindergarten educators. A close connection with the College of Human Resources and Education provides more flexibility for course offerings and joint programs and enhances research opportunities for graduate students and faculty.

• Undergraduate research has become an important component of a high-quality WVU education. All students in the Honors College are required to do original research for their theses. Many other students participate in undergraduate research and publicly present their intellectual or creative contributions. Students are encouraged to participate in regional programs such as the Undergraduate Research Day at the State Capitol and the Regional Undergraduate Research Symposium at the University of Pittsburgh; paid summer opportunities through the Mary Randolph Cancer Center, the Pfizer Undergraduate Summer Research Fellowship for Pharmacy, and WVU-SURE (for science, technology, engineering, and mathematics students); and departmental or college sponsored events including the College of Engineering and Mineral Resources Undergraduate Research Day, the Annual Literature Symposium for Undergraduate Students, the Department of Psychology Capstone Poster Session, and the Eberly College of Arts and Sciences Research Horizons Poster Session.
NSF Centers or Equivalent

- Center for Identification Technology Research (CITeR)
- Regional Research Institute
- The National Research Center for Coal and Energy (NRCCE)
- Constructed Facilities Center
- West Virginia State Geographic Information Systems Technical Center (GIS)
- Nanoscale Science, Engineering, and Education Initiative (WVNano)

Currently, WVU has several recognized “centers of excellence,” which incorporate University, private, and governmental resources to target specific issues. Cutting-edge research at these centers has global impacts; for example, the U.S. Department of Defense employs CITeR’s biometrics research on human identification in its Automated Biometric Identification System. This technology, already being used by soldiers in Iraq to track enemy combatants, identifies individuals with increasing accuracy by using fingerprint, iris, and facial recognition.

Number of Major Interdisciplinary Awards

Today’s issues require researchers to work in teams across disciplines to solve complex questions. As an active research university, WVU encourages departments and colleges to collaborate on cutting-edge projects. Working with specialists in other disciplines provides researchers, both faculty members and graduate students, with innovative approaches and interdisciplinary solutions for research questions.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Awards</th>
<th>Open Awards (ongoing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2003-04</td>
<td>34</td>
<td>67</td>
</tr>
<tr>
<td>FY 2004-05</td>
<td>39</td>
<td>76</td>
</tr>
<tr>
<td>FY 2005-06</td>
<td>32</td>
<td>71</td>
</tr>
</tbody>
</table>
As a land-grant institution, WVU’s mission is to serve the state by providing educational opportunities as well as assistance to residents. Numerous departments and programs provide outreach to the state, ranging from clinical health services to agricultural productivity. Student participation in internships in law, public administration, social work, psychology, teacher education, and engineering makes workers with valuable skills available to communities, organizations, and businesses in the state.

**Amount of Uncompensated Health Care Provided by Health Sciences Center**

Together, WVU hospitals, health associates, and related physicians contributed a total of over $78M in uncompensated health care in 2005. The newly allied organization, WVU-East, provided over $17M in services. This health care represents a significant contribution from WVU to the state.

**Occupancy of the Business Incubator**

The WVU Business Incubator was established to provide the environment, resources, and entrepreneurial support necessary to maximize the growth potential for small start-up businesses. The incubator will generate economic development by supporting entrepreneurs, advancing entrepreneurial activities, and nurturing early-stage businesses with space, facilities, and support services.

**License Agreements**

License agreements offer a quick picture of the University’s research and development productivity. Commercial marketing through license agreements can also generate revenue to support research infrastructure. The number of license agreements has more than doubled in two years.
Beyond the Numbers . . .

- The Research Park, designed to foster commercialization, innovation, and economic competitiveness, is expected to be open in late 2007. At this time, land preparation is nearly complete. The businesses housed at the park could provide 2,600 jobs within a decade.

- Construction began May 1 on a $30 million, three-story facility for the Blanchette Rockefeller Neurosciences Institute. Laboratory and administrative facilities will support research into diseases that result in memory loss, particularly Alzheimer's disease, when the facility opens in spring 2008.

- The mission of the West Virginia University Extension Service is to form learning partnerships with the people of West Virginia that enable citizens to improve their lives and communities. In FFY 2005, Extension worked with 20,369 volunteers to impact the community through 443,996 individual contacts. WVU brings useful research- and experience-based knowledge that facilitates critical thinking and skill development to these partnerships. The dollar value Extension provided to agricultural goods totaled $3.8 million.

- The WVU organic farm was ranked 4th in the nation in 2006. Funded primarily through grants and contracts, the farm conducts innovative research on raising organic livestock and plants. Produce is also available to the local community through the Morgantown Farmers’ Market.

IN DEPTH . . .

4-H

The WVU Extension Service 4-H Center enables families and youths to improve their lives through educational programs and activities in the areas of nutrition and health, literacy, family life, international awareness, career and post-secondary opportunities, and life skills development. The center organizes numerous programs to assist West Virginia families and children, and one out of every five West Virginia youth, between the ages of 9 and 19, a total of 56,006, are involved in one or more programs. These programs address a range of issues such as literacy, child care, finances, outdoor activities, nutrition, and entrepreneurship. A few highlights include:

- **4-H Camping**
  Since 1915, the West Virginia 4-H Camping program has given youth opportunities for acquiring knowledge, life skills, and values through cooperative group living in a natural environment. During summer 2005, nearly 15,000 youth participated in day or residential 4-H camps at the state and county levels. An eight-county study showed that younger campers perceived a gain in ability to respect others and make friends with people who are different from themselves. Older campers perceived gains in taking responsibility for their actions and accepting differences.

- **4-H Charting**
  Through the 4-H Charting program, adolescents build skills in self-understanding, critical thinking, decision making, communication, leadership, and future planning. In FY 2005-06, 130 youth participated in this unique West Virginia program during which they explore values and personal traits, make decisions, and plan future goals. Discussion sessions and group exercises are facilitated by trained instructors. This character development program may be expanded to additional states.

- **Energy Express**
  This six-week summer program promotes school success and the reading skills of children living in rural and low-income communities across West Virginia. The 2006 program served 82 communities, provided two nutritious family-style meals each day to over 3,141 youth, engaged 552 college students in community service, and utilized 4,472 community volunteers. Energy Express students gain skills in letter-word identification, passage comprehension, and reading fluency. On average, students increased by five academic months in broad reading skills scores as compared to students not participating in the program.
Appendix 1: Additional Measurements for 2010 Goals

This appendix contains supplemental metrics related to the five goals of the 2010 Plan. This information will provide a more detailed understanding of WVU’s current status and the influence of the 2010 Plan. These metrics were not included with the main contents of the 2006 Report in order to present the information related to the implementation of the 2010 Plan in a succinct format. Data selected for inclusion in the report either provide more meaningful information for each of the five goals than the metrics presented below or measure trends that have been more directly influenced by the implementation of the plan.

Goal 1: Undergraduate

Incoming First-Year Students Profile

The average ACT score for incoming first-year students has been increasing for the past three years. Because the ACT is the primary test administered in West Virginia, this increase suggests that the level of academic preparation among our resident students is improving.

<table>
<thead>
<tr>
<th>Percent of First-Year in the Top 10% of their High School Class</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean ACT Total Scores</td>
<td>22.9</td>
<td>23.0</td>
<td>23.1</td>
<td>23.2</td>
</tr>
<tr>
<td>Mean SAT Scores</td>
<td>1058</td>
<td>1072</td>
<td>1048</td>
<td>1042</td>
</tr>
</tbody>
</table>

First to Third Year Retention Rate

WVU has made significant improvement in the first to third year retention rate since the 2001 cohort entered the University. This retention rate provides information about the number of students persisting in their education and suggests that efforts to assist students in their transition to college during the first year have been effective.
Four-Year Graduation Rate
Consistent gains have been made in the four-year graduation rate. New strategies to increase first-year retention, developed through the Foundations of Excellence in the First College Year program, and new initiatives to improve advising for undergraduates, identified by the Joint Academic Affairs/Student Affairs Task Force on Advising and Career Placement, will work to continue improving this graduation rate.

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</thead>
<tbody>
<tr>
<td>1999 Cohort</td>
<td>25.1%</td>
<td>25.2%</td>
<td>25.4%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>25.1%</td>
<td>25.2%</td>
<td>25.4%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

Six-Year Graduation Rate
Goal: Attain 63% Six-Year Graduation Rate
The goal of a 63% six-year graduation rate has been set by the Higher Education Policy Commission. Because of the length of time between when a student cohort enters the University and the calculation of the six-year graduate rate, this statistic will not accurately reflect the impact of the 2010 Plan until the next planning cycle. The 2010 six-year graduation rate will track the 2005 cohort. These students entered the University before implementation of the 2010 Plan began.

Undergraduate Employment and Graduate or Professional School Placement Rates
The job placement and graduate school admission rates of students responding to the 2005 Career Services survey indicate that WVU does a good job educating graduates for their future careers. The Joint Academic Affairs/Student Affairs Task Force on Advising and Career Placement addresses the changing skills and training required for students to succeed in their careers after graduation. Through the efforts of this task force, WVU students will have additional resources to prepare themselves for their careers.
Goal 1: Graduate

GPA of Incoming Graduate and Professional Students

WVU recruits students who perform well in undergraduate programs to earn graduate degrees at the University. A student’s grade point average provides only one indication of undergraduate performance, and individualized recommendations from professors are usually more influential in determining admission.

Degrees Awarded to Graduate and Professional Students

The number of degrees earned by graduate students at WVU has increased noticeably. More students completed professional, doctoral, and master’s programs in 2005-06 than in either 2003-04 or 2004-05. The number of graduate degrees awarded by WVU influences the national prominence of the University and indicates the level of research activity.

Goal 3

Classroom Space

2005-06 Benchmark: 148,797 sq. feet

Classroom space must be continually increased and renovated in order to meet the needs of the growing student population. WVU has planned numerous construction projects to ensure sufficient, attractive classroom space.

Research Space

2005-06 Benchmark: 635,420 sq. feet

Faculty and student researchers require laboratory facilities for their work. The Capital Plan, included in WVU’s 2010 Plan as an appendix, presents the projects and timeframes that will fulfill the research needs of the University.

<table>
<thead>
<tr>
<th>GPA of Incoming Graduate and Professional Students</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA of Incoming Graduate Students</td>
<td>3.27</td>
<td>3.32</td>
<td>3.33</td>
</tr>
<tr>
<td>GPA of Incoming Professional Students</td>
<td>3.55</td>
<td>3.52</td>
<td>3.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees Awarded to Graduate and Professional Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2003-04</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Professional</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
<tr>
<td>Master’s</td>
</tr>
</tbody>
</table>
Library Expenditures

The WVU Libraries provides faculty and students with access to printed volumes, electronic journals, and lending consortiums. One-half of the annual library budget is spent to acquire additional materials for the University.

Goal 5

Money from State Agencies

In addition to research and sponsored program funds awarded by the federal government and private foundations, WVU receives money from state agencies. This money often funds outreach programs to serve state residents.
Appendix 2:
Data Definitions and Sources

With the exception of total enrollment, externally sponsored programs, and identified health services, statistics refer to the activities, students, faculty, and resources of WVU's main campus:

- Enrollment figures include Potomac State campus.
- Externally sponsored programs include activity on all campuses.
- Health services include all organizations allied with WVU hospitals.

A year alone signifies the calendar year from January 1st through December 31st. 
AY signifies Academic Year and is used to calculate graduation and degree data from the sequential fall, spring, and summer semesters. 
Fall signifies Fall Semester and represents data from the beginning of an academic year. This data corresponds with the Higher Education Policy Commission reporting date, usually October 1st. 
FY signifies Fiscal Year and represents data from July 1st through June 31st. 
FFY signifies Federal Fiscal Year and represents data from October 1st through September 30th.

(Endnotes)

1 Fall Headcount Enrollment First-Time First-Year Students includes only students on WVU’s main campus. This designation between resident and non-resident is fee-based. Resident includes reciprocity and common market place students.

2 The Higher Education Policy Commission defines and certifies Fall Headcount Enrollment based on records from a specified date in the fall semester, usually October 1st. This number includes students at Potomac State campus.

3 Gifts received includes only monies actually deposited with the Foundation. Pledges and bequests in wills are not included until they are deposited with the Foundation.

4 The First-Year Retention Rate reflects the percent of the previous year's first-time, full-time freshmen cohort returning to WVU in their second year. This percent does not include Potomac State. The Fall 2005 retention rate for the 2004 Cohort was initially reported as 80.6%, but an improved tracking system, which uses Personal Identification Numbers (PIDM) instead of Social Security Numbers, has improved the accuracy of retention rate calculations. The revised retention rate for the 2004 Cohort is 81%. Calculations for later cohorts and for the first to third year retention rate use the PIDM system.

5 Professor, Assistant Professor, and Associate Professor are tenure-track positions, while Instructor and Lecturer are non-tenure-track positions.

6 The faculty-student ratio follows the Common Data Set definition of full-time equivalent undergraduate students to full-time equivalent faculty, excluding faculty who teach exclusively in graduate or professional programs.

7 Uncompensated care includes bad debt and charity services provided by WVU Hospitals, University Health Associates, WVU-East, and WVU Physicians of Charleston.

8 The Four-Year Graduation Rates include all full-time, first-time freshmen (in a referenced cohort) who graduated through the end of the specified academic year, including summer sessions, within four years of their first fall semester. To be included in the AY 2002-03 Four-Year Graduation Rate, a member of the 1999 Cohort would have needed to have a degree posted by August 2003. Graduation rates are not calculated until March, so the current year cannot be included in fall reports.

9 Research space is calculated to determine the University's Facilities and Administrative cost rates (formerly indirect cost rates). The benchmark number for square footage of research space comes from the most recent facilities and administrative use survey in the FY 2003 Facilities and Administrative rate proposal.

10 Money from state agencies is the sponsored program funding provided by the state of West Virginia rather than federal or local governments, foundations, individuals, or corporate sponsors.
What does WVU do for West Virginia?

1. $150 million in sponsored research funding
2. generates a $2 billion annual economic benefit
3. WVU Extension serves more than 257,000 West Virginians
4. WVU Center provides expert advice, research, and a business incubator
5. Industries of the Future is a partnership of 70 state companies and WVU
6. 4-H efforts involve 56,000 young West Virginians
7. WVU’s statewide medical facilities were visited 723,000 times last year
8. WVU physicians and hospitals $56.7 million last year in uncompensated care
9. home to one of 12 Centers for Wood Utilization Research in the nation
10. The WVU family includes campuses in Charleston, Keyser, Martinsburg, Montgomery, and Parkersburg
11. The Eastern Division of the WVU Health Sciences Center provides community-based health sciences education in nine Eastern Panhandle counties
12. in fiscal year 2004, WVU created 28,603 jobs
13. more than $1 million in additional sales for small farmers due to Extension training and marketing support
14. partnerships with NASA and the US Air Force for aircraft development
15. WVU law students provided 11,500 hours of legal service volunteer work
16. creating smart bridges that monitor themselves through built-in sensors
17. every $1 invested in WVU by the state turns into $10 in West Virginia’s economy
18. more than 60 affiliated research centers and institutes
19. training our state’s doctors, nurses, lawyers, and pharmacists
20. Blanchette Rockefeller Neurosciences Institute, the world’s only major institute focusing on human memory
21. Extended Learning delivers undergraduate and graduate classes around the state through distance technology and onsite locations
22. world’s first bachelor’s degree program in forensic identification

From the Ohio to the Potomac and from the Tug Fork to the Monongahela, we’re West Virginia’s university.

www.wvu.edu