

WEST VIRGINIA UNIVERSITY

2010 PLAN

Building the **Foundation** for

Academic Excellence

2007 REPORT

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.

2007 Report

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

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An Open Letter to the Campus Community from President Mike Garrison

West Virginia University remains committed to the goals of the WVU 2010 Plan. This carefully vetted strategic plan considers the University's land-grant mission, its aspirations for national recognition, and its personnel, infrastructure, and financial objectives. The campus has united behind the goals of the WVU 2010 Plan, supporting a variety of strategies including facility improvements, new academic programs, and increased engagement opportunities.

The WVU 2010 Plan has guided the University's decision making since 2005, and it has provided a template for me as I develop initiatives and priorities within the institution. While new programs and fresh approaches may be needed to address current situations, the University's 2010 plan will remain the strategic center for decision making.

I am pleased that programs initiated at the onset of my tenure align directly with the goals of the WVU 2010 Plan and will further its success.

- The 5% salary pool approved by the Board of Governors was the largest increase since 1993. Increasing faculty and staff salaries is critical to employee retention.
- Dual Career Program will help to meet personnel needs of the local organizations as well as assist in efforts to recruit and retain high-quality faculty. Partners of faculty members bring valuable skills to the community.
- Through the efforts of the Child Care Center Implementation Team, which is co-chaired by First Lady Heather Garrison and Associate Vice President Joseph Fisher, WVU students and employees will soon have access to excellent child care. This service is critical for families with young children and will assist students with children in completing their degrees while also providing employees with a needed child care option.
- I have reviewed plans for a new residence hall on the downtown campus and am committed to this initiative. New residential facilities will enhance the learning environment and help to attract high-quality students.

These initiatives represent a commitment to the quality of life of our faculty, staff, and students. They will enhance our ability to recruit and retain high-quality faculty and students and will improve the learning and working environment for students and employees.

I appreciate the support of administrators, faculty, staff, and students for the WVU 2010 Plan. The progress and momentum of the WVU 2010 Plan will inform our strategic planning as we look toward 2015. Together we will continue to build the foundation for academic excellence!

An Open Letter to the Campus Community from the WVU 2010 Plan Implementation Team

We want to thank members of the campus community for their continuing dedication to the WVU 2010 Plan. Without the commitment of the campus, progress on the initiatives outlined in this report would not be possible. Over the past two years, the plan's influence has been visible throughout the institution, from refining student-support systems to renovating and expanding learning, research, and living spaces.

Implementation Summary

The WVU 2010 Plan offers the University a vision for the future and guidance in making strategic decisions for academic excellence. Work on the plan began with the Strategic Planning and Assessment Committee in 2005, which 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:

Goal 1: Attract and Graduate High-Quality Students

Goal 2: Recruit and Retain High-Quality Faculty Committed to the Land-Grant Mission

Goal 3: Enhance the Educational Environment for Student Learning

Goal 4: Promote Discovery and Exchange of Knowledge and Ideas

Goal 5: Improve West Virginia's Health, Economy, and Quality of Life

The Implementation Team has been meeting since the Board of Governors approved the 2010 Plan in fall 2005, weekly the first year and bi-weekly thereafter. During the first year, the campus mapped existing assets, developed strategies to meet the long-term goals, and charged key task force groups. The 2006 Report on the 2010 Plan is available at www.wvu.edu/~2010plan/documents/2006%20Report.pdf. During the past year, the Implementation Team has prioritized enacting recommendations from task force groups related to the WVU 2010 Plan.

2007 Report Structure

The organization of the 2007 Report on the 2010 Plan reflects current major initiatives. Although task force charges generally addressed a specific issue, the groups frequently recommended complex initiatives that encompass multiple goals of the WVU 2010 Plan. The 2007 Report on the 2010 Plan is thus organized in four sections to provide the campus community with a comprehensive understanding of the University's progress toward its interrelated goals:

1. The *Matrix* compares the 2005 Benchmarks, Recent Performance, and 2010 Goals of key indicators.
2. *Building Blocks of the 2010 Plan* provides details about enrollment, finances, and fund raising, which enable institutional investments.
3. *2007 Initiatives: Report on the 2010 Plan* summarizes key initiatives and provides related tables and narratives about program accomplishments.
4. The *Appendices* include data charts for indicators relevant to the goals of the WVU 2010 Plan and definitions and sources for data included throughout the report.

Implementation of the WVU 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.

November 2007 • The Implementation Team

Lawrence Hornak, co-chair

Gerald Lang, co-chair

Laura Brady

Mary Ellen Mazey

Terry Nebel

Chris Plein

Key Indicators Matrix

Enrollment	2005 Benchmark¹	Recent Performance²	2010 Goal³
Fall Headcount Enrollment ⁴	27,330	29,721	30,259
Undergraduate	19,510	21,145	21,941
Graduate	5,151	5,595 ⁵	5,236
First Professional	1,390	1,373	1,580
Potomac State	1,279	1,608	1,502
First-Time First-Year Main Campus Fall Headcount ⁶	4,574	4,731	4,600
Resident Students	2,395 ⁵	2,334	2,300
Non-Resident Students	2,235	2,397	2,300
Financial Plan			
Operating Revenues and Net Non-Operating Revenues	\$584.9 M	\$674.3 M	\$758.8 M
Operating Expenses	\$568.6 M	\$659.3 M	\$758.1 M
Income Before Other Activity	\$16.3 M	\$15.0 M	\$0.65 M
Increase in Net Assets	\$34.8 M	\$97.9 M	\$0.65 M
Fund Raising			
WVU Foundation Gifts Received ⁷	\$41.8 M	\$86.9 M	
WVU Foundation Disbursements	\$35.3 M	\$43 M	
WVU Foundation Assets	\$721 M	\$990.7 M	
WVU Foundation Endowment	\$368 M	\$470 M	
Goal 1: Attract and Graduate High-Quality Students			
First-Year Retention Rate ⁸	81%	79.4%	81%
Degrees Awarded	5,152	5,623	
Undergraduate	3,157	3,620	
Master's	1,499	1,459	
Doctoral	159	148	
Professional	337	396	
Goal 2: Recruit and Retain Faculty Committed to the Land-Grant Mission			
Increase to Number of Endowed Professorships or Chairs	-	+11	+15
Increase to Number of Endowed Teaching Professorships	-	+2	+5
Goal 3: Enhance the Educational Environment for Student Learning			
Faculty-Student Ratio ⁹	22.3	23.2	
Electronic Journals	17,655	31,848	
University-Supported CTec Technology Classrooms	12	49	
Goal 4: Promote Discovery and Exchange of Knowledge and Ideas			
Total Sponsored Programs Funding ¹⁰	\$150.6 M	\$138.6 M	\$200 M
Research Funding ¹¹	\$76.0 M	\$87.4 M	
Total Active Interdisciplinary Awards ¹²	115	122	
Goal 5: Improve West Virginia's Health, Economy, and Quality of Life			
Uncompensated Health Care Provided by the WVU Health Sciences Center ¹³	\$78.2 M	\$92.6 M	
New License Agreements	10	19	

¹The 2005 Benchmark reflects data from Fall 2005, the 2004-05 academic year, or FY 2005.

²Recent Performance lists the most current data available. Generally data is from Fall 2007, the 2006-07 academic year, or FY 2007, as appropriate to the indicator. Exceptions are noted in Data Definitions and Sources.

³Many indicators in the 2007 Report on the WVU 2010 Plan do not list goals. The University strives to demonstrate progress toward the WVU 2010 Plan through these indicators, but the plan did not specify goals for these indicators.

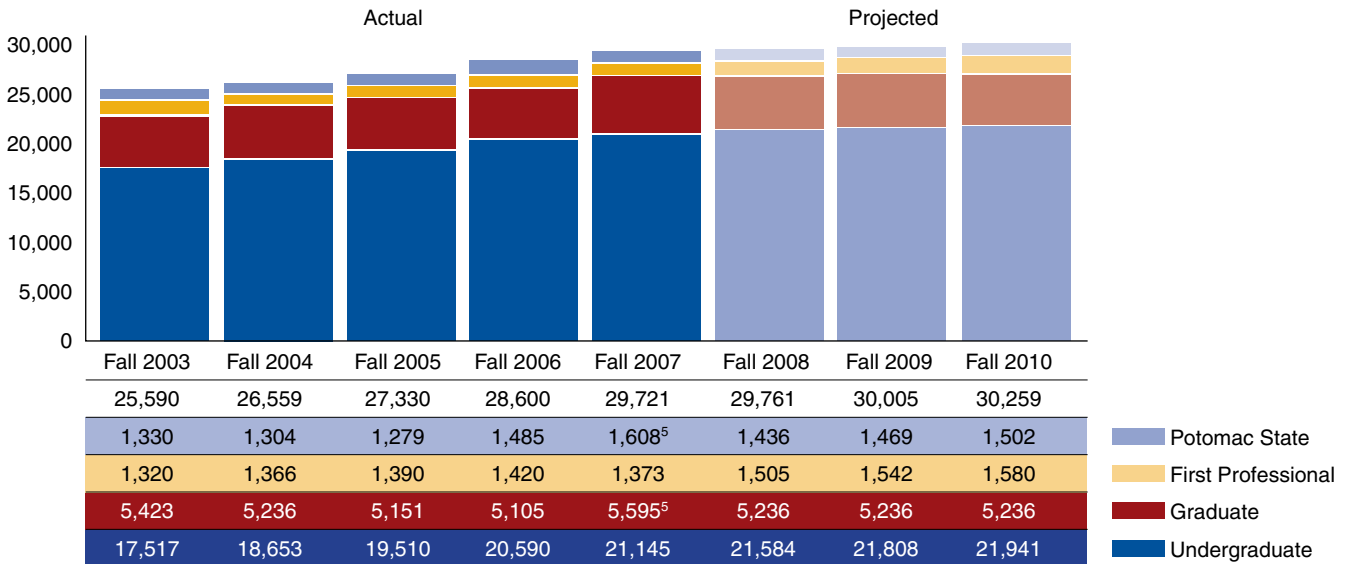
⁴⁻¹³See Data Definitions and Sources for these and following references.

Building Blocks of the 2010 Plan

Enrollment

WVU's Enrollment Strategic Plan 2005-2010 sets a target for growth to 30,000 enrolled students by the year 2010. Enrollment projections call for increased student retention and for the growth of first-time, first-year non-resident students to equal first-time, first-year resident 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 West Virginia high school graduates necessitates that WVU be proactive in recruiting non-resident students.

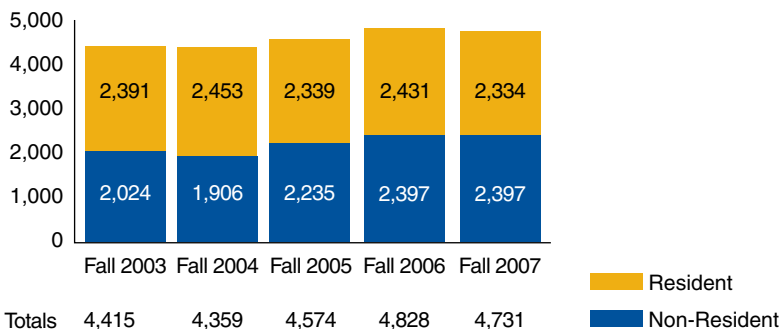
Fall Headcount Enrollment: All Students⁴



The high-quality education available to WVU students has led to record enrollment of 29,721 students this fall, with 28,113 students on the main campus. The 9.7 percent growth in the graduate student enrollment, an increase of 490 students, demonstrates the value of advanced WVU degrees.

Main Campus Fall Headcount Enrollment: First-Time, First-Year Students⁶

Enrollment of first-time, first-year students continues to exceed the enrollment plan for both resident and non-resident students. Additionally, the profile of first-year, first-time students has improved while high enrollment has been maintained. The Fall 2007 cohort includes 29 National Merit Scholars, and average high school grade point averages, ACT scores, and SAT scores have all increased, as indicated in First-Year Initiatives, page eleven.

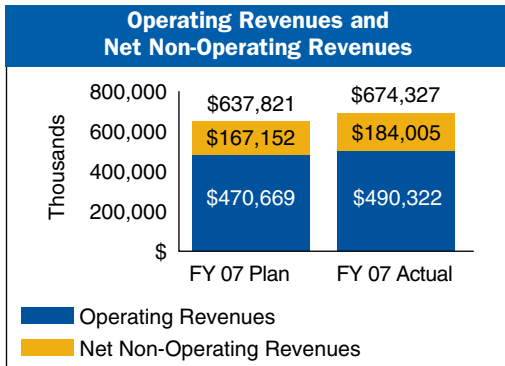


Building Blocks of the 2010 Plan

The Financial Plan

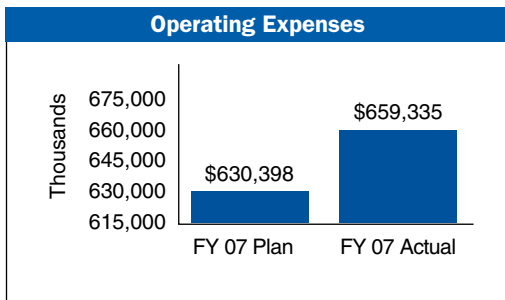
Comparison of FY 2007 Plan to Actuals

Due to higher than projected enrollment in fall 2006 and spring 2007 semesters, revenues from FY 2007 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 FY 2007 financial results to the plan reveals no substantial differences that would affect the viability of the 2010 Financial Plan.



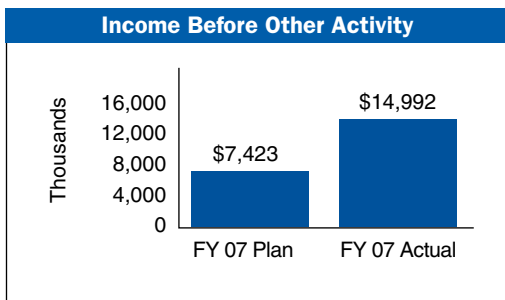
Operating Revenues and Net Non-Operating Revenues

- Student tuition and fees increased \$24.6 M over the plan primarily due to higher than planned increases in tuition and higher enrollment.
- Grants and contract revenues are down \$17.1 M compared to the plan.
- Sales and services revenues are \$3.8 M over the plan.
- Auxiliary enterprises are \$8.8 M over the plan due to successful athletic programs and increased usage of dining plans.
- State appropriations increased \$4.9 M.
- WVU Foundation gift revenue increased \$5.9 M.
- Investment income increased \$9 M due to unspent bond proceeds and increased investment flexibility.
- All other operating revenues and net non-operating revenues decreased by \$3.4 M.



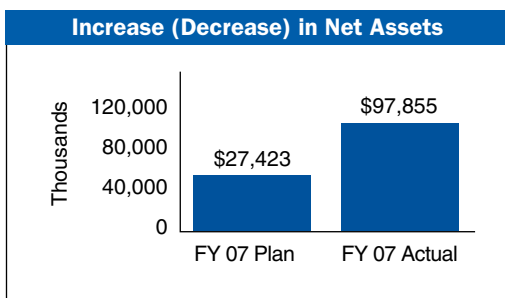
Operating Expenses

- Salary and wages increased \$19.2 M over the plan due to:
 - ▶ Implementing higher than planned salary increase programs for the past two years,
 - ▶ Unanticipated faculty annual increment costs, and
 - ▶ Unanticipated salary cost increases funded by colleges and departments.
- Benefits decreased \$1.7 M compared to the plan due to lower than anticipated increases in health insurance.
- Scholarships and fellowships were \$7.1 M over the plan due to higher tuition increases and an accounting change for athletic scholarships.
- Supplies and services were \$1.6 M over the plan.
- All other operating expenses were up \$2.7 M.



Income Before Other Activity

Income before other activity was 2.3 percent of operating expenses.



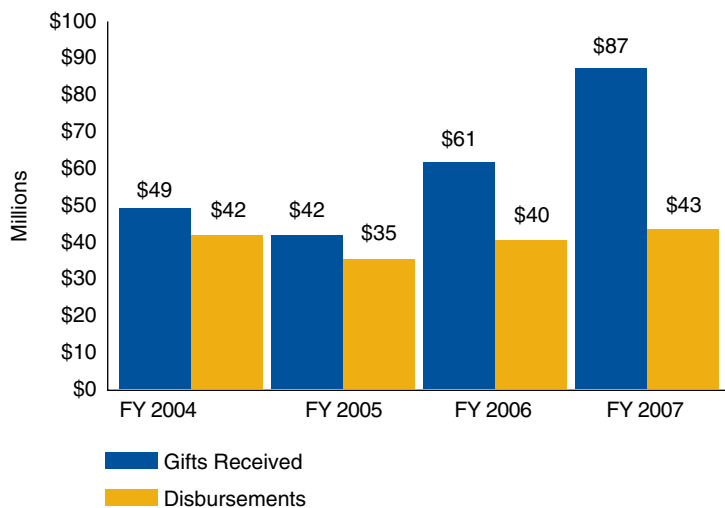
Increase (Decrease) in Net Assets

The increase in “below the line” activity in FY 2007 reflects spending of \$26.7 M in bond proceeds from commission and capital grants of \$36.2 M, which were not anticipated in the FY 2007 Plan.

Building Blocks of the 2010 Plan

Fund Raising

- Total assets under the West Virginia University Foundation management were \$990.7 M as of June 30, 2007, which totals a 23 percent increase as compared to \$809.1 M at the close of the previous fiscal year. Included in the total assets is \$340 M held by the Foundation for the WVU Hospitals.
- The Foundation's annual operating expenses of \$7.7 M represent less than one percent of total assets under management. No operating expenses are deducted from gifts given by donors. 100 percent of each donor's gift is made available for the intended purpose.
- Over the past ten years, the Foundation has provided \$339.1 M in support of the University.
- 26,724 individual donors contributed \$86.9 M to the Foundation for the benefit of the University during the past fiscal year.
- The Foundation's endowment portfolio earned a net investment return of 20.1 percent for the fiscal year.



Foundation Disbursements: Supporting High-Quality Faculty and Students

Nearly one-half of the disbursements on behalf of the University, \$43 M, were directed toward specific educational purposes, including scholarships and fellowships; academic program development; chairs, professorships, and lectureships; faculty development and research; equipment and facilities; and libraries.

Twenty-five percent, \$10.8 M, of the total disbursements on behalf of the University were directed toward student support. Many students, primarily state residents, rely on this financial support to attend WVU.

Twenty-two percent, \$9.6 M, of the total disbursements on behalf of the University were directed toward faculty salaries, professional development grants, and awards, which enabled the University to attract and retain high-caliber faculty for teaching, research, and public service.

Campus Alignment with the 2010 Plan

2007 Deans Retreat: Fostering Collaboration and Outreach

The 2007 Deans Retreat concentrated on initiatives to enhance collaboration between units and to increase outreach to the community. The retreat explored links between graduate education, the research enterprise, and technology-enhanced learning. The deans identified a need to establish areas of focus in which institutional strengths align with regional needs, national agendas, and international trends. By investing in core areas, the University can enhance opportunities for collaboration and outreach to the state.

Signature Programs

Each college and school at WVU serves the local, state, regional, and national communities through numerous outreach activities. Representative signature programs include:

The Eberly College's **Radio Astronomy Program** investigates pulsar searching, pulsar timing, scintillation, population studies, and grant pulses. In two years, the program has led to ten publications, including two in *Science*, generated \$611,033 in external funding, and assisted a participating high school student in winning a \$30,000 science scholarship.

Between 2002 and 2005, print, broadcast, and photography students in the P.I. Reed School of Journalism chronicled the stories of cancer patients, and their families, who were treated at the WVU Mary Babb Randolph Cancer Center. Their work, **Cancer Stories: Lessons in Love, Loss and Hope**, resulted in an Emmy Award-winning documentary.

Areas of expertise at Davis College's **Natural Resource Analysis Center (NRAC)** include economic development and environmental sustainability, remote sensing, land cover mapping, landscape analyses, watershed-based analysis and applications, and GIS-based planning and decision making. Recently the Center has worked on the development of water resource GIS datasets and parcel prioritization methodology for land conservation.

Collaboration is a hallmark of the **Benedum Collaborative Five-Year Teacher Education Program**, a five-year, dual degree program. The program has received national recognition as an example of an outstanding university-based teacher preparation program and has played a leadership role in the West Virginia Partnership for Teacher Quality (PTQ) initiative.

The School of Pharmacy's **WV Poison Center** provides information and resources to both the public and health care professionals. The Center's purpose is to assist in providing optimal treatment for poisoned patients and to reduce the number of accidental poisonings throughout West Virginia.

The success of the University's strategic planning depends upon the alignment of colleges', schools', and other units' activities with the WVU 2010 Plan. Each unit has a distinct mission, but each unit also plays a critical role within the University's land-grant mission of learning, innovation, and engagement. The deans and their colleges and schools deserve recognition for their significant commitment to the WVU 2010 Plan.

Accomplishments: Planning across the University Unit Strategic Plans

- Over the past year, units developed strategic plans that align with the WVU 2010 Plan. These plans identify strategies through which each unit contributes to achieving the five goals of the WVU 2010 Plan.
- Each unit will submit an annual progress report on its strategic plan by December 31, 2007. The annual progress reports will contain nine standard indicators, including headcount enrollment and sponsored program funding, in addition to indicators that reflect the unit's specific mission.
- Unit strategic plans and annual reports will be available at www.wvu.edu/~2010plan.

First-Year Initiatives

Students' transition to college life is critical to their ability to succeed. In 2006-2007, the Foundations of Excellence program was initiated and the First-Year Experience program was expanded to facilitate WVU's student-centered goals of higher retention rates, increased participation in academic and engagement opportunities, improved graduation rates, and higher employment or graduate and professional school acceptance rates upon graduation.

Foundations of Excellence in the First College Year

The Foundations of Excellence is a self-study and implementation program that assists institutions in revitalizing the first college year experience. The self-study report of this joint Academic Affairs-Student Affairs program has led to five goals. A Foundations of Excellence implementation team has been formed with work groups to address each goal. Among the recommended actions are creating a position to support the academic excellence of the First-Year Experience program, coordinating University 101 learning outcomes with the First-Year Experience philosophy statement, and improving targeted communications. For more information, visit www.wvu.edu/~foe/.

	2005 Benchmark ¹	Recent Performance ²	2010 Goal ³
First-Time First-Year Main Campus Fall Headcount ⁶	4,574	4,731	4,600
Resident Students ⁵	2,339	2,334	2,300
Non-Resident Students ⁵	2,235	2,397	2,300
Students in the Honors College	1,317	1,455	
First-Year Students in the Honors College	309 (est.)	386	
National Merit and National Achievement Students	51	61	
First-Year National Merit Students	8	29	
First-Year Students in the top 10% of their High School Class	18%	19.2%	
Mean ACT Total Scores of First-Year Students	23.1	23.5	
Mean SAT Scores of First-Year Students	1048	1061	
Faculty-Student Ratio ⁹	22.3	23.2	
First-Year Retention Rate ⁸	81.0%	79.4%	81%

Accomplishments: Raising the Academic Profile First-Year Students

- The new National Merit Finalists program, which offers high-quality students two study-abroad opportunities in addition to scholarship funding, has attracted 29 National Merit Finalists to WVU, nearly four times the number of first-year National Merit Finalists as in 2005. WVU will be ranked within the top 80 colleges and universities in the country in its recruitment of these high-quality students.
- Lincoln Hall, an innovative living and learning community and the first residence hall constructed since the 1960s, was cited in a *New York Times* article on the growth of community-oriented living arrangements at universities. Modeled on residential colleges such as those found at Oxford, Lincoln Hall is designed to improve student retention through increased faculty-student interactions and strengthened connections with the University.

Transitions The First-Year Experience

Student Affairs coordinates a constellation of programs designed to ease the transition to college life. One unique program, Adventure WV, a University 101 summer program, won the 2007 Noel-Levitz Excellence in Retention Award, a national award recognizing innovative and successful retention programs.

Participants in Adventure WV's suite of programs – Habitat WV, Explore WV, Backpack WV, and Paddle WV – have higher first-year retention rates and feel more connected to the University than their peers. The program assists incoming students with their transition to college life: in a sample of student reflection papers about their first semester, 49 percent of participants remarked that alcohol discussions during summer Adventure WV programs prepared them to deal responsibly with peer pressure during the following semester. A new Challenge Course facility, with state-of-the-art high and low ropes course initiatives, will increase the capacity of Adventure WV and enable programming throughout the year. For more information, visit adventurewv.wvu.edu.

Degree Completion

Advising Implementation Committee

The Advising Implementation Committee was formed to enact advising-related recommendations from the Task Force on Advising and Career Services. The committee has developed a central advising website for students, parents, and advisors. The committee is also working to streamline the submission and verification of forms through digital imagery software and to initiate an accountability and rewards system for advisors. For more information, visit www.wvu.edu/~advising.

In order for the University to achieve its 2010 goals, students must not only enroll, they must also complete their degrees in a timely fashion. The WVU 2010 Plan recognizes that support systems must be enhanced to provide students with the information and opportunities they need to graduate. Last year, the Task Force on Advising and Career Placement examined current practices, and recommendations are now being implemented to improve student support systems.

	2005 Benchmark ¹	Recent Performance ²	2010 Goal ³
Number of Students Studying Abroad	401	719	800
Percent of Graduates who Participated in Undergraduate Research	not avail.	30.9%	
Percent of Graduates who Participated in Service-Learning Courses ¹⁴	not avail.	18.0%	
Percent of Graduates who Participated in Internships or Practicums ¹⁴	not avail.	51.0%	
Percent of Graduates who Participated in Student Organizations or Volunteer Activities ¹⁴	not avail.	77.0%	
First-to-Third Year Retention Rate ⁸	69.7%	70.0%	
Undergraduate Degrees Awarded	3,157	3,620	
Four-Year Graduation Rate ¹⁵	25.2%	29.6%	
Six-Year Graduation Rate ¹⁶	54.5%	54.5%	63%
Employment Rate (positions accepted prior to graduation) ¹⁴	not avail.	28.2%	
Graduate and Professional School Placement Rate ¹⁴	not avail.	27.8%	

Career Services Implementation Committee

The Career Services Implementation Committee was formed to enact recommendations of the Task Force on Advising and Career Services. David Durham has been hired as director of Career Services to enhance services. Additionally, the committee is evaluating career fairs and other current practices to ensure that activities meet the needs of their constituent groups. The committee is developing ties with academic and student affairs departments and collaborated on the WVU 2007 Survey of Graduating Seniors. Additionally, the Career Services Center and Human Resources are developing a Student Employment Center, which will assist with applications and placements for student worker, work study, on-campus internship, external internship, and part-time positions. Students will have increased opportunities to gain valuable work experience while completing their undergraduate degrees. For more information, visit www.wvu.edu/careersc.

Accomplishments: Measuring Student Engagement 2007 Pilot Survey of Graduating Seniors

- The Survey of Graduating Seniors will become a permanent survey administered every semester and will provide data about student engagement, post-graduation plans, and overall satisfaction. This survey was piloted among students completing their undergraduate degrees in May 2007.
- Since the creation of the Center for Civic Engagement, student and faculty involvement in service learning has increased across campus. Among respondents to the Graduating Senior Survey who participated in service-learning opportunities, 89% said that service learning was valuable to their educational growth, and 84% believe that their experience has helped prepare them for employment or further education.
- Among the 51% of survey respondents who enrolled in internships, practicums, or field placements, 97% regard their experience as valuable to their educational growth, and 93% indicated that it prepared them for post-graduation employment or further education. The new Student Employment Center will assist students with identifying and applying for these valuable educational opportunities.

Graduate Education

Strong graduate education programs will contribute to the success of each of the five goals of the WVU 2010 Plan. Improving the quality of the graduate student body will directly impact the teaching, scholarship, and outreach at WVU. The academic profile of both graduate and professional students, as measured by the GPA of incoming students, has improved since fall 2005. As the quality of graduate teaching assistants improves, so does the quality of undergraduate education. High-quality graduate students enhance research, scholarly productivity, and innovation. These results, along with ensuing increases in faculty productivity and retention, will contribute to the success of the WVU 2010 Plan.

Assistant Vice President for Graduate Education

Dr. Jonathan Cumming, previously chair of the Biology Department in the Eberly College, serves as the new Assistant Vice President for Graduate Education. This position was created in response to recommendations of the Provost's Task Force on Graduate Education and the Graduate Student Experience, co-chaired by Dr. Fred King and Dr. Lawrence Hornak.

The Assistant Vice President for Graduate Education is responsible for the oversight of graduate education initiatives and for coordinating the efforts of the colleges, the Research Office, and supporting units to improve the recruitment, retention, and productivity of graduate students. The Graduate Education website is being redesigned to support recruitment efforts and to showcase the research activities of graduate students.

	2005 Benchmark ¹	Recent Performance ²	2010 Goal ³
Fall Headcount Enrollment			
Graduate	5,151	5,595 ⁵	5,236
Professional	1,390	1,373	1,580
GPA of Incoming Graduate Students	3.33	3.37	
GPA of Incoming Professional School Students	3.49	3.59	
Graduate Degrees Awarded	1,995	2,003	
Master's	1,499	1,459	
Doctoral	159	148	
Professional	337	396	

Accomplishments: Preparing the Professoriate Graduate Teaching Assistant Training

- New professional development opportunities for graduate students were offered through the Fall 2007 GTA Professional Development Workshop. The workshop included sessions on millennial students, the first-year experience, and academic integrity as part of the teaching orientation for new GTAs. Breakout sessions provided new GTAs with teaching techniques focused on the expectations and responsibilities in their fields.
- Workshops on pedagogy, technology, and other topics will be offered throughout the year to graduate teaching assistants. In the future, graduate students may be able to earn certificates for participating in teacher training opportunities while completing their degrees.
- Increases to graduate assistant stipends have continued as specified in the 2006 Report. This year the stipend minimum increased by 7.3%.

The Office of Graduate Education and Life

Following the recommendations of the Task Force on Graduate Education and the Graduate Student Experience, the Office of Graduate Education has been renamed the Office of Graduate Education and Life (OGEL). This change in name reflects the importance of providing current and potential graduate students with information and services related to social, economic, emotional, and psychological needs, as well as academic support. Because graduate education is decentralized at WVU, OGEL serves the University community by coordinating graduate programs with research initiatives, facilitating communication with graduate students, providing training for the future professoriate, and preparing individuals for a range of careers. For more information, visit www.wvu.edu/~graduate.

Faculty and Staff

Dual Career Program

The Dual Career Program demonstrates to potential faculty members that the University is concerned with their quality of life. This program assists the spouses and partners of newly hired faculty members with finding employment in Morgantown or surrounding communities.

The Dual Career Program provides job search and employment assistance in addition to information about the community, volunteer activities, and educational opportunities. Increasing the satisfaction of faculty partners will contribute to University efforts to retain high-quality faculty. For more information, visit www.dualcareer.wvu.edu.

The WVU 2010 Plan recognizes that faculty and staff are essential to the mission and goals of the University. Goal Two asserts the institution's need to recruit and retain high-quality faculty committed to the land-grant mission. WVU is working to recruit new faculty with salaries as close as possible to the national average, including competitive start-up packages in the sciences, and to decrease salary compression for current faculty. Merit-based promotions and salary increases provide incentives to maintain high-quality teaching and research productivity.

	2005 Benchmark ¹	Recent Performance ²	2010 Goal ³
Increase to Endowed Chairs and Professorships	-	+11	+15
Increase to Endowed Teaching Professorships	-	+2	+5
Number and Profile of Instructional Faculty	1,850	1,925	
Lecturer	273	307	
Instructor	136	103	
Assistant Professor	549	604	
Associate Professor	398	411	
Professor	494	500	

Child Care Center

A new child care center will enhance WVU's family-friendly environment and support efforts to recruit high-quality faculty and staff. The WVU Child Care Task Force reported that 700-900 preschool-age children of students and employees are in need of care, and private centers often have long wait lists.

First Lady Heather Garrison and Associate Vice President for Facilities and Services Joe Fisher are chairing the implementation team responding to recommendations of the most recent task force, as well as previous studies. The team will consider issues including location, operating hours, infant care, schedule flexibility, and the Center's financial relationship with the University with the objective receiving proposals to develop a child care center by the spring 2008 semester.

Accomplishments: Faculty and Staff Salaries Performance Incentives

- The Board of Governors approved a 5% pool for salary increases effective October 1, 2007. In accordance with the University's mission, faculty salary increases are based on merit and determined by academic units. The salary pool for classified staff was distributed through a formula that considers the difference between an individual's current salary and correct placement on the salary schedule, which is determined by pay grade and years of service.
- The Salary Enhancement for Continued Academic Achievement program rewards highly qualified and productive tenured faculty who have held the rank of professor for at least five years. 149 professors, 93 in 2006-07 and 56 in 2007-08, earned a 7.5% salary increase through this program, an investment of \$935,000 in base salaries.
- Two endowed chairs and three endowed professorships have been established this year, raising the total to eleven new endowments towards the WVU 2010 Plan goal of 15 additional endowed chairs or professorships. Additionally, an endowed chair at the College of Law received additional funding to raise it to an endowed deanship.

Research Infrastructure

The President’s Task Force on Administrative Infrastructure for the Research Enterprise was charged with evaluating administrative infrastructure that supports the research enterprise and with making recommendations that will enable researchers to accomplish their goals efficiently. Additionally, the task force was asked to examine ways that the WVU Research Corporation can be better used as a vehicle to carry out the charter of supporting and advancing the research and economic development missions of WVU.

Integrating Graduate Education and the Research Enterprise

The report of the Graduate Education and Graduate Student Experience Task Force emphasizes the importance of partnerships between the research enterprise and graduate education. These ties will be enhanced as part of the effort to support interdisciplinary, collaborative research more effectively. Focused graduate programs in cutting-edge fields attract high-quality students and strengthen grant proposals. State-of-the-art facilities and excellent student researchers in turn enable faculty members to conduct innovative research, while providing valuable experiences for undergraduate and graduate students.

	2005 Benchmark ¹	Recent Performance ²	2010 Goal ³
Total Sponsored Programs Funding ¹⁰ Research Funding ¹¹	\$150.6 M \$76.0 M	\$138.6 M \$87.4 M	\$200 M
Total Active Awards ¹⁸ New Awards ¹⁹	791 380	853 407	
Total Active Interdisciplinary Awards ¹² New Interdisciplinary Awards ²⁰	115 39	122 40	
Money from State Agencies ²¹	\$25.1 M	\$31.5 M	
Occupancy of the Business Incubator	76%	76%	
New License Agreements	10	19	

Accomplishments: Funding Innovation Sponsored Programs

- The College of Engineering and Mineral Resources’ **Center for Identification Technology Research (CITeR)** is a leader in the rapidly growing area of biometric identification technology. Some areas of current research include latent fingerprint image identification, multimodal biometrics, and an automated dental identification system.
- The School of Physical Education and the School of Medicine partnered to study the effect of regular exercise, using the video-game **Dance Dance Revolution (DDR)**, with overweight children ranging in age from 7-12 years who had documented endothelial dysfunction. Due to positive results, the researchers designed a multi-phased statewide project that will place DDR in every public school in the state.
- The **Forensics Accounting and Fraud Investigation** program at the College of Business and Economics secured a National Institute of Justice award to develop model curricula for fraud and forensics accounting programs. The program and the College have become leaders in this rapidly growing area of accounting.

Reengineering the Research Enterprise

The report of the Task Force on Administrative Infrastructure and the Research Enterprise has elucidated the need to reengineer the research enterprise. Over the past several years, national reports have emphasized an increasing need for higher education to generate cutting-edge research contributions to national energy, security, and health agendas, among other issues. The University is developing processes to streamline its grant proposal, award, and management systems to compete more effectively for federally and privately funded grants. Throughout the coming year, WVU will examine additional proposals for reengineering the research enterprise.

Technology and Facilities

Oglebay and Ming Hsieh Halls

WVU has been investing heavily in infrastructure over the past year. Renovations to Oglebay Hall, completed in August 2007, generated nine additional high-technology classrooms as well as laboratory and operational space for the forensics program.

Ming Hsieh Hall was built adjacent to Oglebay to provide four new high-technology classrooms. To make use of space and topography efficiently, the roof of the annex provides 25 new parking spaces.

Enhancing the educational environment for student learning is the third goal of the WVU 2010 Plan. Investment in physical and virtual infrastructure, as well as in learning, living, and social spaces, will be necessary for the University to fulfill its vision of meeting the needs of the state and the country through teaching, research, service, and technology. The University's Facility Master Plan calls for new construction and renovations of classrooms, research space, and residence halls to meet WVU's needs.

	2005 Benchmark	Recent Performance	2010 Goal
Total Number of Technology Classrooms (including departmental)	47	73	
University-Supported CTec Classrooms	12	49	
Number of Beds Available in Residence Halls	5,060	5,357	
Number of Students Living in Residence Halls	4,930	5,111	
Library Holdings			
Databases	121	177	
Electronic Journals	17,655	31,848	
Current Serials	31,450	34,133	
Volumes Held	1,525,163	1,584,498	
Total Library Expenditures	\$10.2 M	\$11.9 M	
Materials Expenditures	\$4.8 M	\$6.2 M	

Technology-Based Learning Task Force

The Task Force on Technology-Based Learning and Academic Programs was charged with understanding the competitive context for technology-based learning, inventorying current courses and programs, analyzing institutional resources required to support technology-based learning, and recommending best practices to increase the availability and effectiveness of online offerings.

In its report, the task force concluded that online learning has moved from the periphery of the academic mission to its core. The task force recommended a review of the structure and roles of technology-related units and the mechanisms used by academic units to encourage faculty members to develop and offer pedagogically-sound online or hybrid courses. To fulfill its land-grant mission, the institution must balance student expectations of interactive technology-based learning with the benefits of faculty-student interactions in classrooms, research laboratories, and the community.

Accomplishments: Investing in Student Learning Campus Modernization Projects

- Renovations were completed to Brooks Hall, which houses Geology and Geography. The building now contains a virtual reality cave and seven high technology classrooms in addition to faculty offices, seven laboratories with individual prep rooms, four computer labs, and sunny study areas for students.
- Facility renovations incorporate sustainability guidelines and the latest technologies for energy efficiency. Brooks Hall now has a "green" roof with living plants, which will reduce heating and cooling costs as well as protect the environment by decreasing storm water runoff and increasing green space.
- In addition to new facilities in Brooks, Oglebay, and Ming Hsieh Hall, \$1.8 M was invested to enhance learning by installing symposia with computers, projectors, and sound systems in eight renovated classrooms.

A P P E N D I C E S

Goal 1. Attract and Graduate High-Quality Students

Managing enrollment levels is an essential component of the WVU 2010 Plan. Due to limited state funding, the University relies on student tuition and fees revenue for a significant portion of its operating budget. Attracting and graduating high-quality students serves as a necessary foundation for the University to progress in each of the other four goals.

Headcount Enrollment by College and School								
	Fall 2005				Fall 2007			
	UG (Colleges do not Include Pre-majors)	Grad	First Prof.	Total	UG (Colleges do not Include Pre-majors)	Grad	First Prof.	Total
UG Academic Services Center	7,699			7,699	8,169			8,169
Davis College of Agriculture, Forestry, and Consumer Sciences*	1,601	266		1,867	1,641	268		1,909
Eberly College of Arts and Sciences	2,863	1,212		4,075	3,557	1,280		4,837
College of Business and Economics	839	337		1,176	978	334		1,312
College of Creative Arts	620	135		755	579	117		696
College of Engineering and Mineral Resources	2,012	737		2,749	2,174	689		2,863
College of Human Resources and Education*	155	1,487		1,642	689	1,564		2,253
Perley Isaac Reed School of Journalism	837	167		1,004	836	242		1,058
School of Physical Education	879	176		1,055	1,103	247		1,350
College of Law		3	469	472		4	440	444
School of Dentistry	96	18	184	298	86	21	196	303
School of Medicine	786	295	420	1,501	826	355	415	1,596
School of Nursing	418	89		507	506	154		660
School of Pharmacy		35	317	352		29	322	351
Academic Affairs	703	193		896		310		310
Senior Citizen	2	1		3	1	1		2
Potomac State College of West Virginia University	1,279			1,279	1,608			1,608
Total	20,789	5,151	1,390	27,330	22,753	5,595	1,373	29,721

*The Child Development and Family Studies program moved from the Davis College to the College of Human Resources and Education effective Fall 2007.

Goal 1. Attract and Graduate High-Quality Students

Many fields require practitioners to pass certification exams prior to practicing. Some exams are administered by governmental bodies, while others are administered by professional organizations. An important measure of the University's success in graduating high-quality students is their preparation for their careers, demonstrated through licensure passage rates for certification exams.

Licensure Passage Rates					
Area	July 1, 2003 to June 30, 2004	July 1, 2004 to June 30, 2005	July 1, 2005 to June 30, 2006	July 1, 2006 to June 30, 2007	
First Professional	Law*	73%	80.17%	72%	66.3%
	Dentistry	100%	100%	98%	98%
	Pharm D	98.5%	95%	90%	97.2%
	Medicine 1st Timers USMLE Step 3 or Comlex-Level 3	96%	99%	98%	98%
Graduate	National Exam in Speech Path and Audiology	96%	97%	87%	96.6%
	Family Nurse Practitioner	77%	88%	90%	95%
	Physical Therapy	100%	100%	100%	100%
	Occupational Therapy	95.5%	95%	100%	100%
	Teacher Education Praxis II (CST and PLT)	92%	90%	95.3%	86.6%
	National Certified Counselor Exam	100%	100%	94%	93%

*Although the Law School passage rate has declined since 2004-05, the 2006-07 passage rate compares favorably with students trained at other institutions. The 66.3% passage rate for WVU graduates is higher than the 65.9% passage rate for the graduates of all other law schools who were first-time takers of the West Virginia Bar examination on the same testing date.

Goal 2. Recruit and Retain High-Quality Faculty Committed to the Land-Grant Mission

Faculty awards serve an important function in raising the University's national profile. Exceptional teachers, researchers, and outreach specialists enable the institution to serve its students, the community, and society. West Virginia University is especially proud to acknowledge Syd Peng, a specialist in mining engineering whose contributions have been recognized through his induction into the National Academy of Engineering. The following list, although not exhaustive, indicates the range of excellencies and activities for which faculty members have earned recognition.

Faculty Awards **			
	High-Recognition National Awards	Discipline Specific National Awards	College/School or University Awards
Teaching	CASE West Virginia Teacher of the Year Kenneth C. Martis, 2007 Carolyn Atkins, 2005 Laura Brady, 2004 Elizabeth Fones-Wolf, 2002 John J. Renton, 2001 James Harms, 1999 Christine Martin, 1998 Gail Galloway Adams, 1994 Richard Turton, 1993 Jack Hammersmith, 1992 Patricia Rice (Emerita), 1991 Robert E. DiClerico, 1990 Judith Stitzel (Emerita), 1989 Carl A. Rotter (Emeritus), 1998 West Virginia Merit Foundation Teacher of the Year Julio Davalos, 1998 Robert DiClerico, 1995 Philip Comer (Emeritus), 1991 Forrest Bowman (Emeritus), 1988 Emory Kemp (Emeritus), 1987 Jack Byrd, 1985	Joe Morritz, Poultry Science Association Land o' Lakes/ Purina Mills Teaching Award	2007 WVU Outstanding Teachers Ken Martis Katy Ryan Mary Ann Samyn Keith Weber Stanley Zaslau
Research	Syd Peng, Member of the National Academy of Engineering Sergi Urazhclin, NSF Career Award Fellows of the American Physical Society Leo Golubovic Charles Jaffe Mark Koepke Mohindar Seehra (Emeritus) Mohindar Seehra, Alfred P. Sloan Research Fellowship George O'Doherty Beckman Young Investigator	Udaya Halabe Fellowship of the American Society of Civil Engineers Kennon Lattal, Fellow of the Association for Behavioral Analysis International and Fellow of the Association of Physiological Sciences Kenneth Showalter, Alexander von Humboldt Foundation Award	2007 Benedum Distinguished Scholars Jorge Flores Nancy Giles WVU Research Corp Robert C. Byrd Professorship Awards Mridul Gautam Earl Scime Laura F. Gibson

(continued on next page)

Faculty Awards**

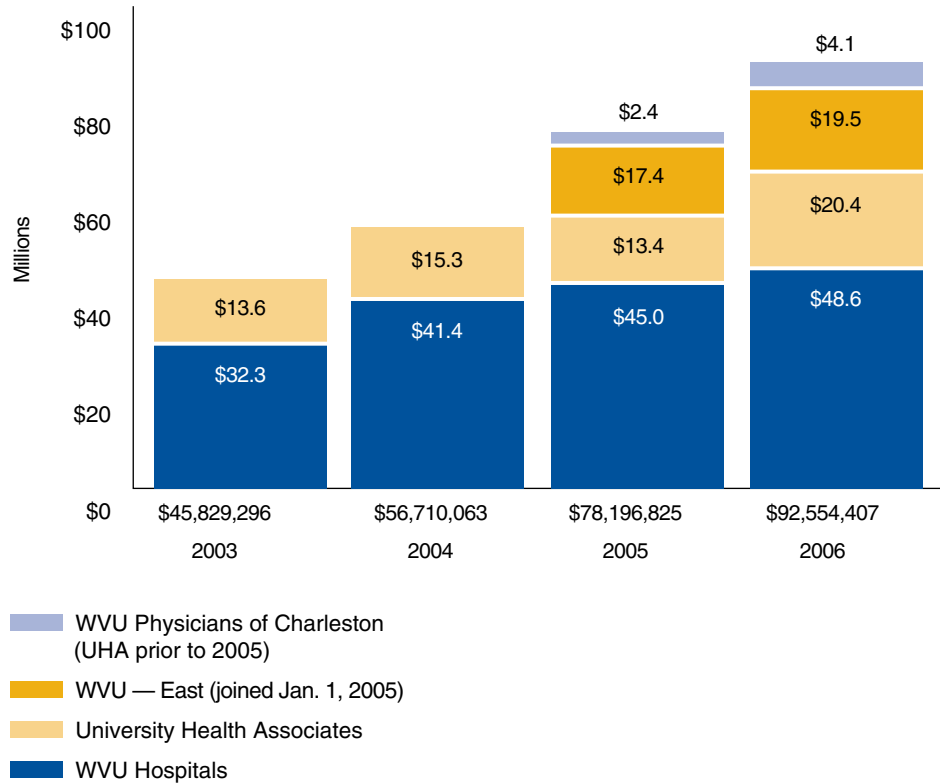
	High-Recognition National Awards	Discipline Specific National Awards	College/School or University Awards
Service	Fellows of the American Association for the Advancement of Science Kenneth Showalter Henry Gould Edward Keller, Jr. (Emeritus)	Edward Keller, Jr. (Emeritus), Science Education for Students with Disabilities 2007 Lifetime Achievement Award David Dawley, 2006 Delta Sigma Pi National Chapter Advisor of the Year Award	2007 Heebink Awards Extended Service Rebecca Schmidt Beginning Service Ann Richards

**More complete data about faculty awards and recognitions will be available next year. Each of the colleges and schools will include this information in its unit annual report, and their data will be used to populate the University's 2008 Report on the WVU 2010 Plan.

Goal 3. Improve West Virginia's Health, Economy, and Quality of Life

Health care provided by the West Virginia University Health Sciences Center represents a significant contribution to the state. Through the work of the WVU Hospitals, University Health Associates, WVU-East, and WVU Physicians of Charleston, necessary health services are provided to state residents in every county. Together, WVU hospitals, health associates, and related physicians contributed a total of \$92.6 M in uncompensated health care over the past year.

Uncompensated Care Provided by the West Virginia University Health Sciences Center¹³



Data Definitions and Sources

- ¹ The 2005 Benchmark reflects data from Fall 2005, the 2004-05 academic year, or FY 2005.
- ² Recent Performance lists the most current data available. Generally data is from Fall 2007, the 2006-07 academic year, or FY 2007. Exceptions are noted in Data Definitions and Sources.
- ³ Many indicators in the 2007 Report on the WVU 2010 Plan do not list goals. The University strives to demonstrate progress toward the WVU 2010 Plan through these indicators, but the plan did not specify goals for these indicators.
- ⁴ 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. Recent performance reflects Fall 2007 data.
- ⁵ The WVU 2010 Plan was developed during the spring of 2005. Some of the goals established at that time were met during the following year, in Fall 2005. Current strategies seek to maintain the enrollment and retention goals identified in the WVU 2010 Plan.
- ⁶ Fall Headcount Enrollment First-Time, First-Year Students includes only students on WVU's main campus. The designation between resident and non-resident is fee-based. Resident students include reciprocity and common market place students. Recent performance reflects Fall 2007 data.
- ⁷ 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.
- ⁸ 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 increased the accuracy of retention rate calculations. The revised retention rate for the 2004 Cohort is 81%. Calculations for later cohorts and for the 1st to 3rd year retention rate use the PIDM system.
- ⁹ 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.
- ¹⁰ Total sponsored programs funding includes all external funding, from federal or local governments, foundations, individuals, or corporate sponsors, awarded to WVU for specified programs. Reported data reflect FY 2005 as the benchmark and FY 2007 in recent performance.
- ¹¹ Research funding is the portion of total sponsored program funding that has been awarded for research projects and does not include funding categorized as service, instruction and training, or other. Reported data reflect FY 2005 as the benchmark and FY 2007 in recent performance.
- ¹² Total active interdisciplinary awards are collaborative projects (involving two or more departments at WVU) that received external funding, including awards in their first year of funding and those in later years of a multi-year award. Reported data reflect FY 2005 as the benchmark and FY 2007 in recent performance.
- ¹³ Uncompensated care includes bad debt and charity services provided by WVU hospitals, University Health Associates, WVU-East, and WVU Physicians of Charleston, during the calendar year.
- ¹⁴ The Percent of Graduates who Participated in Undergraduate Research, Percent of Graduates who Participated in Service-Learning Courses, Percent of Graduates who Participated in Internships or Practicums, Percent of Graduates who Participated in Student Organizations, Employment Rate (positions accepted prior to graduation), and Graduate and Professional School Placement Rate are derived from the pilot of the 2007 Graduating Senior Survey. All undergraduates awarded a degree in May 2007 were encouraged to participate in the survey, and a 29.3% usable response rate was attained. Employment and graduate and professional school placement rate are calculated from the number of viable surveys and no response is included as a negative response. Other percents are calculated by the number of responses to the specific question.
- ¹⁵ The Four-Year Graduation Rates include all full-time, first-time freshmen (in a referenced cohort) who graduated by the end of the academic year within four years of their first fall semester. The 2005 Benchmark for the Four-Year Graduation Rate is represented by the 2000 Cohort. Recent Performance reflects the 2002 cohort.
- ¹⁶ The Six-Year Graduation Rates include all full-time, first-time freshmen (in a referenced cohort) who graduated by the end of the academic year within six years of their first fall semester. The 2005 Benchmark for the Six-Year Graduation Rate is represented by the 1998 Cohort. Recent Performance reflects the 2000 cohort.

- ¹⁷ Professor, Associate Professor, and Assistant Professor are tenure-track positions, while Instructor and Lecturer are non-tenure-track positions. Academic chairs are included with their rank, as are faculty with prefixes of adjunct, clinical, SM/School of Medicine, SD/School of Dentistry, and visiting. Faculty equivalents and faculty titles including the prefixes research and extension are excluded.
- ¹⁸ Total active awards includes all projects receiving external funding, including awards in their first year of funding and those later years of a multi-year award. Reported data reflect FY 2005 as the benchmark and FY 2007 in recent performance.
- ¹⁹ New awards includes all awards that began receiving funding in FY 2005 for the benchmark and in FY 2007 for recent performance.
- ²⁰ New interdisciplinary awards includes all collaborative projects involving two or more departments at WVU that began receiving funding in FY 2005 for the benchmark and in FY 2007 for recent performance.
- ²¹ Money from State Agencies is sponsored program funding provided by the State of West Virginia rather than federal or local governments, foundations, individuals, or corporate sponsors. Reported data reflect FY 2005 as the benchmark and FY 2007 in recent performance.