
Eberly College of Arts and Sciences

Strategic Plan Progress Report

December - 2007

Summary of Implementation Process:

When I was appointed Dean of the Eberly College of Arts and Sciences in the spring of 2005, I immediately embarked upon a strategic planning process because I knew the university had just completed a new strategic plan. The first phase was to complete a SWOT analysis with the departments and associate deans prior to my arrival on campus. Secondly, based upon the university plan and this SWOT analysis, I drafted a strategic plan for the college. The draft was reviewed by the College Advisory Board, the college chairs, the college faculty, and the Provost. All suggestions made by these individuals were incorporated into the plan. This process was completed by January of 2006, and then each unit within the college was asked to develop a strategic plan modeled after the university and college plan. These plans were submitted during the spring semester of 2006.

During the summer of 2006, the college completed its first annual report, and part of the annual report summarizes the current “state of the college”, and documents what has been achieved during the last year to implement the college strategic plan. A second annual report was completed during the summer of 2007, and prior to the completion of the second report each department chair was asked to submit what the department had completed the previous year to implement the unit strategic plan. This material also was used under the departmental section of the annual report. Therefore, it has been our goal to create a process in which each unit within the college and the college as a whole is continuously working to implement the university’s strategic plan.

The success of the process speaks for itself. At the present time, the Eberly College has record enrollments, record external funding, and record private giving. We have developed an enrollment management plan that has been very successfully implemented and have already achieved our 2010 enrollment targets. We have already exceeded the number of named professorships we had targeted in 2010 (our goal was five and we have eight), and we continue to increase the number of proposals submitted for external funding. The addition of a grants coordinator has especially assisted in the latter, and the hiring of that individual was made in order to implement the plan. We are currently searching for a full-time Director of Communications and Marketing and a webmaster as part of the implementation process for the Strategic Plan.

The attached report of the requested key indicators show the Eberly College is excelling in a number of categories. As previously mentioned, the enrollments, extamural funding, and private funding are at all-time highs so the challenge for us will be to surpassed these records in the future. However, a major critical issue to address is our retention especially as we examine the indicators that show our first-year retention has declined. With the addition of new assistant dean to address this group of students, and in addition to an endowed professorship that will focus on these students, the college will be striving to increase our retention rates. A critical issue for us has been how we address the growing number of majors with not a proportional increase in faculty and graduate teaching assistants. Our number of majors have increased by two-thirds or 2,000 students in the last five years, but our number of faculty have grown very slowly, and of the new

faculty that have been added many have been focused on the university's research mission. Therefore, the teaching loads of these individuals have deliberately been kept low in order that they have ample time to seek external funding. Since WVU has continually sent the message to the undergraduate student body that the university is "student centered", we must increase the number of faculty to address the classroom and advising needs of the undergraduate student body. In addition, as the college has placed a major emphasis upon increasing our graduate enrollments, we need additional faculty lines to serve this growing number of students.

As one would expect, the number of students receiving degrees at the undergraduate and graduate levels continue to rise in the college, and we are proud of the placement rate of our students as indicated in the table. Most of our departments report that their graduate students either find employment or continue in graduate school once they receive their degrees from WVU and the Eberly College.

In terms of "high recognition national awards", the attached tables show that three of our faculty have received Fulbright awards in the last two years, and a number have received research awards. For example, we have four faculty members who are fellows of the American Physical Society, two NSF career grants, three fellows of the American Association for the Advancement of Science, one as a fellow in the Japanese Physical Society and one Alfred P. Sloan Research fellowship and one chosen as a Beckman Young Investigator. In the humanities, we have a Huntington Library Fellow, a fellow of the American Philosophical Society, a Folger Library Postdoctoral Fellow, a Folger Library Fellow and an American Academy in Rome Fellow. All of these awards indicate that our faculty are recognized nationally and internationally which is the major focus of our college vision statement.

Since most programs in a College of Arts and Sciences do not have an accreditation process, there are fewer ways that they receive national recognition as compared to the professional schools. However, our Department of Physics has been recognized for its federal funding, our Department of Political Science and Department of Communication Studies have been recognized for their research productivity, and our Department of English and Division of Public Administration have been ranked in U.S. News and World Report for their academic programs. We will need to continue to work on our rankings in the future, but recruiting additional faculty and retaining our current outstanding faculty will be key to achieving this goal.

In summary, the Eberly College has continued to thrive in recent years and has set into place a strategic planning process that is ongoing and creates accountability at all levels of the college from the units to the individual faculty members. We are proud of our accomplishments and hope to build on them as we continue to implement the 2010 Strategic Plan and prepare for the 2015 Strategic Plan.

Key Indicators:

Fall Headcount Enrollment

		College/School	WVU (not including Potomac State)
Fall 2007	Undergrad	3,557	21,145
	Graduate	1,280	5,595
	Professional	n/a	1,373
	Total	4,837	28,113
	Total including pre-majors*	7,661	n/a
Fall 2006	Undergrad	3,040	20,590
	Graduate	1,195	5,105
	Professional	n/a	1,420
	Total	4,235	27,115
	Total including pre-majors*	7,345	n/a
Fall 2005	Undergrad	2,863	19,510
	Graduate	1,212	5,151
	Professional	n/a	1,390
	Total	4,075	26,051
	Total including pre-majors*	6,965	n/a

Point of Interest: ECAS enrollments, undergraduate and graduate, have increased by 696 students in the last two years.

FTE Enrollment

	College/School	WVU (not including Potomac State)
Fall 2007	13,571	26,287
Fall 2006	13,130	25,678
Fall 2005	12,600	24,601

Point of Interest: ECAS FTE enrollment has increased by 971 over the past two years.

First Year Retention Rate for First-Time, Full-Time Freshman

	Students from college/school retained at college/school	Students from college/school retained at WVU	WVU retention rate
2006 Cohort (returned Fall 2007)	68.2%	82.2%	79.4%
2005 Cohort (returned Fall 2006)	66.9%	84.0%	80.5%

Point of Interest: Students from the college retained within the college has increased, while the students from the college retained at WVU has declined.

Degree Production for Bachelor, Masters, Professional & Doctoral

		College/School	WVU
2006-07	Bachelor	1,282	3,620
	Masters	313	1,459
	Professional	n/a	148
	Doctoral	43	396
	Total	1,638	5,623
2005-06	Bachelor	1,285	3,372
	Masters	386	1,619
	Professional	n/a	168
	Doctoral	53	351
	Total	1,724	5,510

Point of Interest: The masters and doctoral degrees declined while the undergraduate degrees remained steady.

Degree Production in STEM

Degrees for STEM Disciplines	Bachelors		Masters		Doctorates	
	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06
Biology	118	97	4	10	4	3
Chemistry	21	23	2	1	4	6
Computer Science	16	16				
Geology	18	20	8	7	1	2
Mathematics	9	13	4	8	1	5
Physics	6	4	6	7	4	5

Point of Interest: Bachelor degrees increased and graduate degrees declined.

Licensure Pass Rates

Licensure Examination	2006-07	2005-06
Pass Rates (Social Work)	66%	67%

Point of Interest: The passage rates for Social Work students remained steady.

Sponsored Program Funding

		College/School	WVU
2006-07	Research	\$8,397,047	\$87,397,028
	Instruction	\$2,116,374	\$11,972,281
	Service	\$126,971	\$21,477,407
	Other	\$830,667	\$17,737,446
	Total	\$11,471,059	\$138,584,161
2005-06	Research	8,133,825	\$88,323,826
	Instruction	\$1,004,710	\$12,857,671
	Service	\$3,055	\$22,351,083
	Other	\$476,156	\$19,337,113
	Total	\$9,617,747	\$142,869,693

Point of Interest: Sponsored Program funding increased by 19%.

Placement and Employment Rates for Graduate Students

	Number of Ph.D Students Graduated		Number of M.S. MA, MPA or MSW Students Graduated		Percentage of Graduates Employed
	2005-06	2006-07	2005-06	2006-07	
Chemistry	4	8	1	0	100%
Communication Studies			89	65	100%
English	4	3	14	18	71%
Foreign Language			19	41	42%
Geology & Geography	2	1	7	7	100%
History	7	7	7	8	100%
Math	4	4	8	5	52%

Physics	6	7	6	6	100%
Psychology	10	9	1	1	96%
Public Administration			45	47	79%
Sociology & Anthropology			9	12	90%
Statistics			15	21	95%
Women's Studies			1		Graduate School

Point of Interest: ECAS placement rates for graduate students averaged 85%.

Faculty Awards

Teaching – High Recognition National Awards

Award Name	Faculty	Year Awarded
Fulbright Distinguished Chair	Robert Blobaum	2005-2006
Fulbright Distinguished Chair, Austria,	Donald Hall	2005
Fulbright Senior Specialist, Finland	Donald Hall	2006
Fulbright Scholar, European Affairs Research Program,	Donley Studlar	2006-2007

Research – High Recognition National Awards

Award Name	Faculty	Year Awarded
NSF Career Grant	Sergei Urazhdin	2007
American Assoc. for the Advancement of Science Fellowship	Ed Keller, Henry Gould, Ken Showalter	
American Physical Society Fellowship	Leo Golubovic, Mark Koepke, Mohindar Seehra, Charles Jaffee	
Beckman Young Investigator	George O'Doherty	
NSF Career Grant	David Lederman	
Japanese Physical Society Fellowship	Mark Koepke	
Alfred P. Sloan Research Fellowship	Mohindar Seehr	
Huntington Library Fellow	Tyler Boulware	2007
American Philosophical Society	Tyler Boulware	2007
Folger Library Postdoc	Matt Vester	2006-2007
Folger Library Fellow	Jonathan Burton	2006
American Academy in Rome Fellow	Ethel Smith	2007

Service – High Recognition National Awards – None

Teaching – Discipline Specific Awards

Award Name	Faculty	Year Awarded
Case WV Professor of the Year	Ken Martis	2007
MOVE THIS Harless Award for Exceptional Teaching	E. Fones-Wolf	2005-2006
POSCO Fellowship Award	Hong Nak Kim	2005
Palm Academiques, France	Mike Lastinger	

Research – Discipline Specific Awards

Award Name	Faculty	Year Awarded
National Rural Social Work Caucus Lifetime Achievement Award	Barry Locke	
Outstanding Research Paper from the United Nations Office on Drug Control	Suzanne Bell	2006
DOE Young Investigator	Earl Scime	
ONR Young Investigator	Mark Koepke	
Alexander Von Humboldt Senior Scientist Award-Forschungspreis-Invitation Award	Ken Showalter	
Pushcart Prize	Mary Ann Samyn	2006
Fellow, International Association of Professors of English	Patrick Conner	2006
Davis Prize for Best Essay on American Literature (Modern Language Assoc)	Tim Sweet	2006
Fellow, Mineralogical Society of America,	Helen Lang	2006-2007
Research & Teaching Fellow, Eastern Communication Association	Melanie Booth-Butterfield	2005
Phillip Hoke Award	Jim Nolan	2006
Association for Behavior Analysis International, Fellow	Kennon Lattal	

Service – Discipline Specific Awards

Award Name	Faculty	Year Awarded
Cratis/Williams/James Brown Service Award, Appalachian Studies Assoc	Ron Lewis	2007
Nonprofit Times Power and Influence	Roger Lohman	
Brownlee Award – National Debate Coach	Neil Berch	2007

Teaching – College or University Awards

Award Name	Faculty	Year Awarded
ECAS Outstanding Teacher	Cynthia Chalupa, Ken Martis, Keith Weber	2006-2007
WVU Foundation Outstanding Teacher	Katherine Aaslestad	2006-2007
WVU Foundation Outstanding Teacher	Kathleen Ryan	2006-2007
WVU Foundation Outstanding Teacher	Mary Ann Samyn	2006-2007
WVU Foundation Outstanding Teacher	Keith Weber	2006-2007
Gabriel Brother Award	Ken Martis	2006-2007

Research – College or University Awards

Award Name	Faculty	Year Awarded
Benedum Award	Nancy Giles	
Robert C. Byrd Professorship	Earl Scime	
Woodburn Professor	Katherine Aaslestad, Ken Fones-Wolf, George O’Doherty, Jonathan Burton, Jeff Wells	2006-2007
ECAS Outstanding Researcher Award	Ken Fones-Wolf, Steve Zdatny, George O’Doherty	2006-2007

Service – College or University Awards

Award Name	Faculty	Year Awarded
Eberly Family Professor of Outstanding Public Service	Jack Hammersmith	2006-2007

Programs with National Recognition or Accreditation

Communication Studies

- Ranked number one for research productivity, Communication Research Reports, 2003

English

- Ranked in the top 90 doctoral programs in English, US News and World Report, 2004

Political Science

- Program ranked 124th internationally, British Journal, Political Science, 2001
- Ranked 8th for research published by Ph.D. graduates, American Political Science Association, 2001
- Ranked 18th for research published in the field of public law, American Political Science Association, 1998
- Ranked 39th in research published by faculty in the top journals of the profession, American Political Science Association, 1998

Physics

- Ranked 95th nationally in regards to total and federally financed R&D expenditures in physics at universities and colleges, NSF, 2002

Public Administration

- Program ranked 65th, U.S. News and World Report, 2004
- Program ranked 79th, U.S. News and World Report, 1998

Targets:

Enrollment Goal – Fall 2010

	Headcount Majors	Instructional FTE
Fall 2005 Actual	6965	12600
Fall 2006 Actual	7345	13130
Fall 2007 Actual	7661	13571
Fall 2007 Goal	7176	12998
Difference Between Goal and Actual	485	573
Increase from 2006	316	441
Fall 2008 Goal	7309	13251
Fall 2009 Goal	7463	13541
Fall 2010 Goal	7638	13872
Total Increase 05-10	673	1272

2010 Research Target

The goal of the Eberly College is to reach 14 million in funded research by 2010.

Selected Objectives and Outcomes from ECAS Strategic Plan Adopted Fall Semester 2005

Goal 1

Objective: Expand marketing and recruitment efforts at both the undergraduate and graduate levels.

Outcome for 2006-07: Upgraded all ECAS web sites and developed a new graduate viewbook.

Outcome for 2005-06: Upgraded over half of the ECAS web sites and developed a new college viewbook.

Objective: Enrich opportunities for students through research, study-abroad, service learning, independent study, and internships.

Outcome for 2006-07: Received 15 new privately funded accounts for research/scholarship.

Outcome for 2005-06: Received five new privately funded accounts for research/scholarship.

Outcome for 2006-07: ECAS provided \$60,175 to support study abroad in 35 different countries.

Outcome for 2005-06: ECAS increased its funding for support study abroad to \$25,500, and students studied in 20 different countries.

Goal 2

Objective: Recruit and retain internationally and nationally recognized diverse, student-centered faculty and staff.

Outcome for 2006-07: Hired 10 new female faculty members, 2 Hispanic and one African-American. Hired over 22 replacement/new tenure line faculty.

Outcome for 2005-06: Hired eight new tenure track females and twelve males. Hired over 20 replacement/new tenure line faculty.

Objective: Increase the number of endowed professorships and chairs of national stature by 5 over the next five years.

Outcome for 2006-07: Created the new F. Duke Perry, Endowed Professorship in Leadership Studies.

Outcome for 2005-06: The new endowment in Chinese Studies will create two new endowed professorships.

Objective: Increase innovative campus-wide programs that promote interdisciplinary academic exchange.

Outcome for 2006-07: Five new interdisciplinary projects were undertaken.

Outcome for 2005-06: Three new interdisciplinary projects were undertaken.

Goal 3

Objective: Enhance the academic success of students by creating a student-centered environment.

Outcome for 2006-07: Awarded 243 students Academic Enrichment Grants.

Outcome for 2005-06: Awarded 199 students Academic Enrichment Grants.

Goal 4

Objective: Encourage faculty/staff to collaborate within ECAS, with other colleges and units, and with colleagues at other universities to seek external support for teaching, research, and service projects.

Outcome for 2006-07: ECAS submitted 248 proposals to Research and Sponsored Programs which was 5 more than the previous year.

Outcome for 2005-06: ECAS submitted 243 proposals to Research and Sponsored Programs which is 19 more than the previous year.

Objective: Emphasize innovative and niche programs to increase graduate student enrollment.

Outcome for 2006-07: Graduate enrollment increased by 2.7%.

Outcome for 2005-06: Graduate enrollment increased by 7%.

Goal 5

Objective: Reward faculty innovation to recognize intellectual property and industrial relationships that benefit the state.

Outcome for 2006-07: ECAS had 9 new patent applications.

Outcome for 2005-06: ECAS had 8 new patent applications.