



# MEETING AGENDA

December 7, 2012

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David Hendrickson, Esq., Chair  
Bruce Berry, MD, Vice Chair  
Kathy Eddy, CPA, Secretary  
Jenny Allen  
Bob Brown, Ex-Officio  
John Estep  
Kay Goodwin, Ex-Officio  
John Leon, MD  
David Tyson, Esq.

Paul Hill, Ph.D., Chancellor

# **WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**December 7, 2012**

**West Virginia Regional Technology Park  
South Charleston, West Virginia**

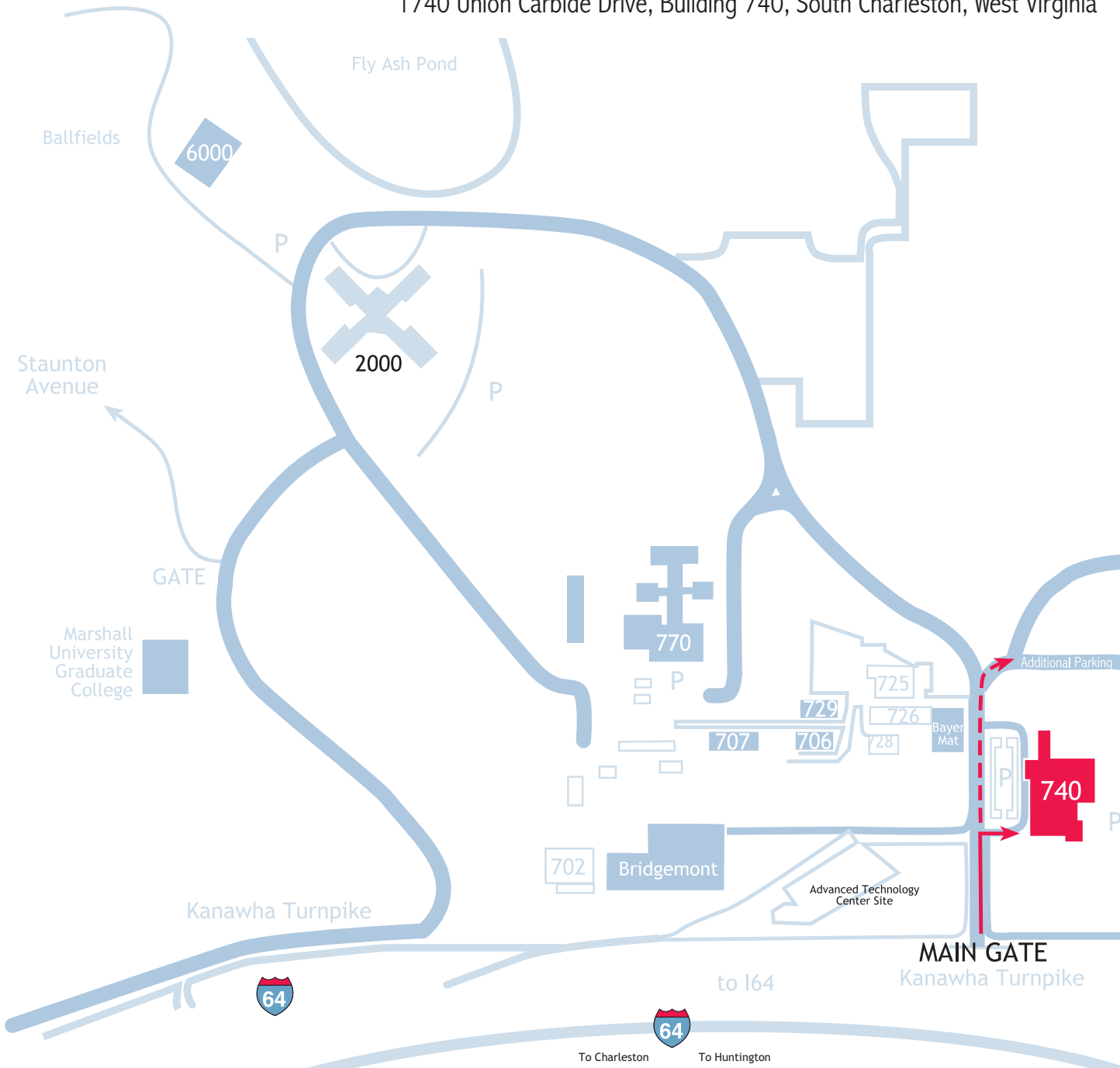
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**10:00 AM**            **Commission Meeting**  
1740 Union Carbide Drive  
Building 740  
Auditorium

**12:30 PM**            **Adjournment**

# Directions to the West Virginia **Regional Technology Park**

1740 Union Carbide Drive, Building 740, South Charleston, West Virginia



## **Arriving from the EAST on I-64**

(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 740

## **Arriving from the WEST on I-64**

(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 740

**MEETING OF THE  
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**DECEMBER 7, 2012**

**West Virginia Regional Technology Park  
South Charleston, West Virginia**

**10:00 AM**

**AMENDED AGENDA**

- I. Call to Order**
- II. Approval of Minutes (*Pages 7-19*)**
- III. Special Recognition**
- IV. Chairman's Report**
- V. Chancellor's Report**
- VI. Council of Presidents' Report**
- VII. Annual Reports from Constituent Groups**
  - A. Advisory Council of Classified Employees
  - B. Advisory Council of Faculty
  - C. Advisory Council of Students
- VIII. Senate Bill 330 Implementation (*Pages 20-74*)**
  - A. Senate Bill 330 Progress Report (*Pages 20-23*)
  - B. Approval of Series 53, Human Resources Administration (*Pages 24-73*)
  - C. Final Report on Institutional Human Resources Reviews (*Page 74*)
- IX. Access (*Pages 75-132*)**
  - A. Report on Fall 2012 Enrollment (*Pages 75-76*)
  - B. Report on West Virginia GEAR UP Grant Program External Evaluation (*Pages 77-132*)



**X. Cost and Affordability (*Pages 133-321*)**

- A. Report on Financial Aid Feedback Survey (*Pages 133-139*)
- B. Report on Institutional Bookstores and Textbooks (*Pages 140-229*)
- C. Approval of Fiscal Year 2014 Capital Project Priorities (*Pages 230-242*)
- D. Approval of Housing Master Plan at Fairmont State University (*Pages 243-283*)
- E. Approval of Guaranteed Energy Savings Performance Contract at Glenville State College (*Pages 284-286*)
- F. Approval of Student Center Project at West Virginia School of Osteopathic Medicine (*Pages 287-305*)
- G. Approval to Proceed with New Housing Project at West Virginia State University (*Pages 306-308*)
- H. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Academic Buildings at West Virginia University (*Pages 309-314*)
- I. Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Student Housing and Related Amenities at West Virginia University (*Pages 315-321*)

**XI. Learning and Accountability (*Pages 322-436*)**

- A. Report on Institutional Program Review (*Pages 322-334*)
- B. Approval of Stipulation for Newly Approved Academic Programs (*Page 335*)
- C. Approval of Master of Architecture at Fairmont State University (*Pages 336-378*)
- D. Approval of International Master of Business Administration at West Liberty University (*Pages 379-415*)
- E. Approval of Revisions to Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities (*Pages 416-430*)
- F. Report on Smarter Balanced Assessment Consortium (*Pages 431-433*)
- G. Approval of 2013-18 Master Plan: Access. Success. Impact. (*Page 434*)

- H. Approval of Final Report of the Revitalization Committee at West Virginia University Institute of Technology (*Pages 435-436*)

**XII. Economic Growth/Innovation (*Pages 437-481*)**

- A. Approval of 2012 Research Trust Fund Annual Report (*Pages 437-480*)
- B. Update on West Virginia Regional Technology Park (*Page 481*)

**XIII. Additional Board Action and Comment (*Pages 482-488*)**

- A. Approval of Revised Refunding Bond Resolution for West Virginia University (*Pages 482-488*)
- B. Status Report on and Funding of P-20 Longitudinal Data System
- C. Approval of Fiscal Year 2014 Budget Recommendation

**XIV. Adjournment**

**MINUTES**  
**HIGHER EDUCATION POLICY COMMISSION**  
**August 2, 2012**

**1. Call to Order**

Chairman David Hendrickson convened a work session of the Higher Education Policy Commission at 3:00 PM in the 9<sup>th</sup> Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny, Allen, Bruce Berry, Kathy Eddy, John Estep, Kay Goodwin, David Hendrickson, Jorea Marple, John Leon, and David Tyson. Absent: Bob Brown.

**2. Review of August 10 Meeting Agenda**

Commission staff provided a brief overview of the items on the agenda for the August 10, 2012 meeting.

**3. Adjournment**

There being no further business, the meeting was adjourned.

	Chairman
David K. Hendrickson	

	Secretary
Kathy Eddy	

## **MINUTES**

### **HIGHER EDUCATION POLICY COMMISSION**

**August 10, 2012**

#### **1. Call to Order**

Chairman David Hendrickson convened a meeting of the Higher Education Policy Commission at 10:00 AM in the Building 740 Auditorium at the West Virginia Regional Technology Park in South Charleston, West Virginia. The following Commission members were present: Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, John Leon, and David Tyson. Absent: Jenny Allen, Bob Brown, Kay Goodwin, and Jorea Marple. Also in attendance were institutional presidents, higher education staff, and others.

#### **2. Approval of Minutes**

Dr. Berry moved approval of the minutes of the meetings held on May 9, 2012, May 17, 2012, May 18, 2012, May 30, 2012, June 28, 2012, and July 19, 2012 as provided in the agenda materials. Ms. Eddy seconded the motion. Motion passed.

#### **3. Chairman's Report**

##### **A. Update on West Virginia University Institute of Technology Revitalization Committee**

Chairman Hendrickson provided an overview of the West Virginia University Institute of Technology (WVU Tech) Revitalization Committee which was formed in early 2012 to review and implement the WVU Tech Revitalization Study mandated by Senate Bill 486. The purpose of the Committee is to provide guidance and support in strengthening the institution's mission by creating new opportunities to "recruit, retain, and rebuild," a major focus of Carolyn Long, WVU Tech's Campus Executive Officer. Chairman Hendrickson reported that the next Committee meeting will be held on September 20, 2012. He also noted that, at the last meeting, a third Subcommittee was established, the Efficiencies Subcommittee. Chairman Hendrickson indicated that a report regarding the work of the Committee and the Subcommittees will be drafted by December 1, 2012 and presented to the Commission as part of the December 7, 2012 regular meeting.

##### **B. Report on Board of Governors Summit**

Chairman Hendrickson provided an overview of the Board of Governors Summit, which was held on July 20 and 21, 2012. The event was attended

by a total of 95 institutional governing board members, presidents, and board staff. Chairman Hendrickson noted that the Summit's focus was completion with a keynote address from Stan Jones, President of Complete College America; a plenary panel on the final report of the West Virginia College Completion Task Force, "Educating West Virginia is Everyone's Business;" and roundtable discussions on retention and graduation initiatives and adult learner best practices.

## **C. Interim Reports from Constituent Groups**

### **1. Advisory Council of Faculty**

Dr. Sylvia Shurbutt, Chair of the Advisory Council of Faculty (ACF), reported that new officers were selected during the group's annual retreat, which was held in July. Dr. Shurbutt reviewed the ACF's three main goals for the upcoming academic year, which includes the following: the 120 hour/60 hour curriculum review, the Smarter Balance Consortium, and requesting additional funding from the Legislature for faculty salaries.

### **2. Advisory Council of Classified Employees**

Ms. Amy Pitzer, Chair of the Advisory Council of Classified Employees (ACCE), provided an overview of the group's annual retreat which was held in July. She encouraged the Commission to ensure timely and full implementation of Senate Bill 330.

## **D. Special Recognition**

Chairman Hendrickson and Chancellor Hill presented a framed copy of the Summer 2012 edition of *The Neuron* to Dr. Joe Allen. Dr. Allen is Professor of Geology and Division Chair of Natural Sciences at Concord University. He appears on the cover and is featured in the publication.

Chairman Hendrickson and Chancellor Hill presented a Blenko vase to Shelli Dronsfield, Chief of Staff at Shepherd University, in honor of President Suzanne Shipley's service as Chair of the Council of Presidents from January 2010 through June 2012.

## **4. Chancellor's Report**

Chancellor Hill provided an overview of his first 90 days as Chancellor. During his presentation, he introduced new staff members including Chris Davies and Dr. Neal Holly and noted that Dr. Angela Bell has been named as Vice Chancellor of Policy and Planning. Chancellor Hill also introduced Dr. Maria Rose as the 14<sup>th</sup> President of Fairmont State University and Dr. Brian Hemphill as the 10<sup>th</sup> President of West

Virginia State University. Chancellor Hill noted that Kanawha Valley Community and Technical College has relocated to the West Virginia Regional Technology Park and will be open for the Fall 2012 semester. In addition, the Commission has assumed responsibility of the Erma Byrd Higher Education Center in Beckley, which is a shared facility between Bluefield State College, Concord University, and Marshall University.

Chancellor Hill reviewed early admission data for Fall 2012 and mentioned that approximately 60,000 students are slated for admission into the state's four-year public colleges and universities, an increase of approximately 1,000 students from Fall 2011 projected data.

Chancellor Hill noted that approximately 11,500 students are eligible to receive an award from the PROMISE Scholarship Program for the upcoming academic year, including approximately 3,700 new students. Approximately 35,000 students have been offered an award from the Higher Education Grant Program for the 2012-13 academic year.

Due to scheduling issues, Chairman Hendrickson noted that the "Update on Mountain State University" under the "Learning and Accountability" Section, Item E, would be presented to the Commission at this time. Chairman Hendrickson and Chancellor Hill jointly welcomed Dr. Ed Welch, President of the University of Charleston.

Chancellor Hill and President Welch provided an update regarding Mountain State University's loss of accreditation by the Higher Learning Commission (HLC). Chancellor Hill discussed the HLC's appeal process and statewide and campus informational sessions and other student outreach efforts. President Welch provided a detailed overview of the proposed teach-out plan and the University of Charleston's plans to establish and operate a Beckley campus. Chairman Hendrickson and Chancellor Hill thanked President Welch for his willingness to attend the meeting and provide a briefing to the Commission.

## **5. Presentation from Glenville State College President Peter Barr**

Chancellor Hill introduced Glenville State College President Peter Barr, who provided a presentation regarding the 2012 Summer Summit, Overcoming Obstacles: "How Do We Get There From Here." The three-day event was held from June 11-13, 2012 on the campus of Glenville State College. The purpose of the event was to engage K-12 and higher education faculty to better align goals for public education. President Barr also discussed the institution's Hidden Promise Consortium and JASON Project, which encourages students to become involved in the fields of science, technology, engineering, and mathematics (STEM).

## **6. Access**

### **A. Report on Services for Student Veterans**

Mr. Skip Gebhart, Administrator of the Office of Veterans' Education Programs for the Commission, discussed the Veterans Initiatives Task Force, which was created to examine and address statewide concerns regarding student veterans. The Task Force is comprised of college and university presidents, chief academic officers, veterans coordinators, Commission staff, and VA officials. As part of his presentation, Mr. Gebhart recognized President Barr as a recipient of the GI Bill. He also noted that many veterans have begun attending proprietary institutions rather than public institutions.

### **B. Update on Statewide Online Course Delivery Initiative**

Dr. Kathy Butler, Vice Chancellor for Academic Affairs, provided an overview of the West Virginia Remote Online Campus Knowledge System (WVROCKS) web portal, which has been designed to make college courses more available to all West Virginians. Dr. Butler noted that WVROCKS was created as a collaborative effort among higher education institutions that offer the Regents Bachelor of Arts (RBA) degree.

## **7. Cost and Affordability**

### **A. Approval of Expansion of the Clinical Evaluation Center at West Virginia School of Osteopathic Medicine**

Dr. Ed Magee, Vice Chancellor of Finance, provided an overview of the proposed expansion of the Clinical Evaluation Center (CEC) at the West Virginia School of Osteopathic Medicine. The institution has been working with Woolpert, Inc., on the programming of the space for the expansion which will include renovation to the existing space and the addition of 17,800 square feet of floor space.

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the expansion of the Clinical Evaluation Center at West Virginia School of Osteopathic Medicine.

Mr. Tyson seconded the motion. Motion passed.

**B. Approval of Fiscal Year 2013 Division Operating Budgets and Higher Education Resource Assessment Projects**

Dr. Magee provided an overview of funding from state appropriations and the Higher Education Resource Assessment (HERA) charged to all in-state and out-of-state students for operation of the Commission office and statewide projects and initiatives. Dr. Magee also reviewed the proposed Commission and divisional budgets for Fiscal Year (FY) 2013, which total approximately \$9.9 million, of which, personal services, employee benefits, and Other Post Employment Benefits (OPEB) equate to 62 percent of the operating budget.

Ms. Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2013 division operating budgets and Higher Education Resource Assessment projects.

Dr. Berry seconded the motion. Motion passed.

**C. Approval of Fiscal Year 2013 Division of Science and Research Spending Plans**

Dr. Magee presented the proposed FY 2013 spending plans for the Research Challenge Fund, the Research Trust Fund, and the National Science Foundation (NSF) infrastructure programs and described components of the program budget.

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2013 spending plans as recommended by the Science and Research Council.

Ms. Eddy seconded the motion. Motion passed.

**D. Approval of Fiscal Year 2013 Budget for West Virginia Network for Educational Telecomputing**

Ms. Donna Meadowcroft, Chief Financial Officer for West Virginia Network for Educational Telecomputing (WVNET), presented the proposed FY 2013 budget. Ms. Meadowcroft provided background on expenditures and revenues, noting that WVNET operating revenues are generated from the following sources: state appropriations, contracts, services, interest income, and an allocated portion of HERA funding. Ms. Meadowcroft stated that the budget includes an operation budget and pass-through budget.



Mr. Tyson moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2013 West Virginia Network for Educational Telecomputing budget.

Dr. Berry seconded the motion. Motion passed.

#### **E. Discussion of Fiscal Year 2014 Appropriation Request**

Chancellor Hill and Dr. Magee facilitated a discussion regarding the FY 2014 appropriation request and provided an overview of the budget forecast for higher education, including projected needs. Dr. Magee noted that state agencies were advised of a tentative 7.5 percent budget reduction.

Chairman Hendrickson indicated it would be difficult for the Commission and the institutions to continue to best serve students with the proposed budget cuts. Mr. Tyson requested a letter requesting a full exemption be sent to the Governor. Dr. Berry seconded the motion. Motion passed.

### **8. Learning and Accountability**

#### **A. Report on Master's Degree Programs**

Dr. Mark Stotler, Director of Academic Programming, provided a report on accomplishments and developments in the offering of graduate programs at Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University. Dr. Stotler reported that the first master's level degree programs were approved for initial offering during the 2003-04 academic year. Dr. Stotler stated that the number of graduate programs across the institutions has increased from five to twenty over the eight-year period, and noted that two programs are scheduled for implementation in 2012 and one in 2013. Dr. Stotler also noted the implementation dates for two programs at West Virginia State University are yet to be determined.

#### **B. Final Approval of Revised Series 20, Initial Authorization of Degree-Granting Institutions**

Dr. Butler provided an update on Series 20, Initial Authorization of Degree Granting Institutions, the legislative rule that outlines the procedures for the Commission to approve any institution, association, agency, or organization external to or within the state that request approval to offer programs or credit-bearing academic courses of postsecondary education in West Virginia. Dr. Butler noted that staff received comments from five sources during the comment period and provided an overview of those comments. Dr. Butler

recommended that minor changes be made and the final rule be approved.

Ms. Eddy moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Series 20, Initial Authorization of Degree-Granting Institutions, as revised, for final filing with the Secretary of State.

*Further Resolved*, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action.

Dr. Berry seconded the motion. Motion passed.

#### **C. Final Approval of Proposed Series 52, Annual Reauthorization of Degree-Granting Institutions**

Dr. Butler provided an overview of Series 52, Annual Reauthorization of Degree-Granting Institutions. Dr. Butler noted that staff received comments from four sources during the comment period and provided an overview of those comments. Dr. Butler recommended that minor changes be made and the final rule be approved.

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves Series 52, Annual Reauthorization of Degree-Granting Institutions, for final filing with the Secretary of State.

*Further Resolved*, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action.

Mr. Tyson seconded the motion. Motion passed.

#### **D. Update on Senate Bill 330 Progress**

Ms. Laura Nauman, Human Resources Project Specialist, provided an update regarding the progress made toward Senate Bill 330. Ms. Nauman was joined by Eileen Edmunds from ModernThink who provided an overview of the Human Resources Reviews and the Human Resources Report Card. Ms. Nauman discussed the work of Fox Lawson and Associates regarding a review of compensation and classification analysis as required by the legislation. Ms. Nauman also provided an overview of the progress toward promulgating the required emergency rule.

#### **E. Update on Mountain State University**

Chairman Hendrickson noted that, due to scheduling issues, this item was presented to the Commission earlier in the meeting.

#### **F. Update on Master Planning Process**

Chancellor Hill and Dr. Angela Bell, Vice Chancellor for Policy and Planning, reviewed the process for developing the proposed Master Plan. Dr. Bell noted the plan will have three focal areas (access, success, and impact) and will build upon the current master planning cycle (2007-2012). The new master plan will be in effect from 2013 through 2018.

Mr. Estep moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission directs staff to work with institutional representatives and other constituent groups to fully develop the master plan for presentation to and formal consideration by the Commission at the December 7, 2012 meeting.

Mr. Tyson seconded the motion. Motion passed.

#### **9. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues**

Mr. Tyson moved to go into Executive Session under the authority of West Virginia Code §6-9A-4 to discuss personnel issues. The motion was seconded by Ms. Eddy. Motion passed.

Mr. Tyson moved to rise from Executive Session. Dr. Leon seconded the motion. Motion passed.

Chairman Hendrickson reported that the Commission discussed the items noted on the agenda during Executive Session, but no action was taken.

#### **A. Approval of Presidential Appointment and Compensation at Bluefield State College**

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the presidential selection of Dr. Marsha Krotseng by the Bluefield State College Board of Governors under the terms and conditions of the proposed contract and delegates to the Chancellor the authority to approve the final contract as to form on behalf of the Commission.

Ms. Eddy seconded the motion. Motion passed.

**B. Approval of Presidential Salary Increase for Shepherd University**

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the increase in presidential compensation for Dr. Suzanne Shipley as requested by the Shepherd University Board of Governors consistent with the percentage increase provided to all employees.

Mr. Tyson seconded the motion. Motion passed.

**C. Delegation of Authority to the Chancellor on Personnel Issues**

Mr. Tyson moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission hereby delegates to its current Chancellor the authority to make necessary personnel decisions on its behalf.

Ms. Eddy seconded the motion. Motion passed.

**10. Additional Board Action and Comment**

There was no additional board action and comment.

**11. Adjournment**

The meeting was adjourned.

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David K. Hendrickson

Chairman

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Kathy Eddy

Secretary

## MINUTES

### HIGHER EDUCATION POLICY COMMISSION

November 9, 2012

#### 1. Call to Order

Chairman David Hendrickson convened a special meeting of the Higher Education Policy Commission at 3:30 PM in the Chancellor's Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia and by conference call. The following Commission members were present: Jenny Allen, Bruce Berry, Kathy Eddy, John Estep, David Hendrickson, Jorea Marple, and David Tyson. Absent: Bob Brown, Kay Goodwin, and John Leon.

#### 2. Approval of the Center for Graduate and Professional Studies at Shepherd University

Dr. Ed Magee, Vice Chancellor for Finance, provided an overview of a request from Shepherd University to establish a Center for Graduate and Professional Studies in Martinsburg. Dr. Magee noted that the Center will allow the University to expand academic offerings and better serve adult students. Dr. Magee reported that the Shepherd University Board of Governors has approved the project and subsequent funding. In closing, Dr. Magee indicated that, once a final site has been selected and a lease agreement is signed, the institution shall update the Commission on the project.

Commissioner Allen indicated that she was able to participate in the public meetings regarding this project. She reported strong community support especially from Blue Ridge Community and Technical College and local business and industry leaders. Commissioner Allen applauded the work of Shepherd University in expanding educational opportunities in the Martinsburg area.

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission authorizes Shepherd University to enter into a favorable lease agreement with a preferred Lessor to establish a site in the greater Martinsburg area for its Center for Graduate and Professional Studies.

*Further Resolved*, That the cost of improvements, furniture, and equipment required for the leased premises shall not exceed \$2.5 million, and the cost of the Center's first three years of operation shall not exceed \$2 million as provided by the Shepherd University Board of Governors.

Further Resolved, That Shepherd University's Facilities Master Plan is revised so that the institution may lease a facility in the greater Martinsburg area to house its Center for Graduate and Professional Studies.

Further Resolved, That Shepherd University shall provide an update on this project to the West Virginia Higher Education Policy Commission at a future meeting after the lease agreement is signed.

Ms. Allen seconded the motion. Motion passed.

**3. Approval of a Resolution to Authorize the Issuance of Refunding and Capital Improvement Revenue Bonds by West Virginia State University**

Dr. Magee provided an overview of a request from West Virginia State University to refund existing bonds and issue new bonds. Dr. Magee reported that refunding existing bonds will provide savings to the institution. Dr. Magee noted that the savings will be combined with new bond proceeds to fund various projects across campus.

Dr. Brian Hemphill, President of West Virginia State University, thanked the Commission for their consideration of the request and highlighted the importance of the institution in maintaining existing infrastructure and building new infrastructure in order to recruit new students and increase student success.

Dr. Berry moved approval of the following resolution:

*Resolved*, That the West Virginia Higher Education Policy Commission approves the resolution drafted by bond counsel authorizing (i) the refunding of West Virginia State College Student Union Revenue Bonds issued in 2002, and the outstanding note issue by the Board of Directors of the State College System on behalf of West Virginia State College in connection with the Education Direct Loan Mortgage Corporation in 1996, (ii) the design, construction and equipping of certain proposed capital improvement projects, and (iii) the financing of the cost of such refunding and the capital improvement projects through issuance by the West Virginia State University Board of Governors of refunding and capital improvement revenue bonds in an aggregate principal amount not to exceed \$12 million. Approval of the Resolution is subject to thirty days advance notice to the Joint Committee on Government and Finance and authorization by the Governor to sell the bonds pursuant to West Virginia Code §5-1-28.

Mr. Estep seconded the motion. Motion passed.

#### **4. Adjournment**

There being no further business, the meeting was adjourned.

_____	Chairman
David K. Hendrickson	

_____	Secretary
Kathy Eddy	

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Senate Bill 330 Progress Report

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Rob Anderson

**BACKGROUND:**

An update on progress toward fulfilling the requirements of Senate Bill 330, comprehensive human resources legislation passed during the 2011 regular legislative session, and related projects will be provided. Specific discussion will focus on the ongoing work of ModernThink, the selected vendor performing human resources reviews and report cards, and by Fox Lawson and Associates, the vendor performing the compensation and classification analysis as required by the legislation.

During the 2012 regular legislative session, proposed legislation targeted the adjustments of timelines specified in the original (2011) legislation. The bill making these adjustments did not pass, resulting in even greater non-compliance with statutory requirements. Although the Senate Bill 330 legislation is both sweeping (it constitutes comprehensive human resources reviews across the system) and professionally specific (it requires the use of qualified human resources professionals to conduct much of the work), staff has made recent progress in selecting consultants and organizing constituent review committees as required in the legislation.

Attached is a list of human resources accomplishments since July 1, 2012.



## West Virginia Higher Education Policy Commission

### Senate Bill 330 Progress Report November 16, 2012

In the absence of a Vice Chancellor for Human Resources, Commission staff has accomplished the following objectives during the period from July 1, 2012 through November 16, 2012.

#### **Emergency Rule**

- Emergency Rule Writing Committee has developed a proposed Emergency Rule, Series 53, Human Resources Administration, for approval by the Commission and submission to the Legislative Oversight Commission on Education Accountability (LOCEA) during December 2012.
- If approved by the Commission and LOCEA, the rule will become effective immediately.

#### **ModernThink**

- Finalizing final reports, reviewing institutional questionnaire scorecards, and open response reports.
- Institutions scheduled to receive institutional final HR ScoreCard, School Power-Point reports, key data points, and document review matrix detailing findings and recommendations on November 19, 2012.

#### **Fox Lawson & Associates**

- Consultants working to benchmark approximately 206 jobs to achieve request to cover 75 percent of the employee classification positions.
- Work continues on the market data study, aging market data to December 2012, reviewing geographic differentials, and reviewing salary data from CUPA surveys.
- Sorting benchmark positions into classified/nonclassified designations.
- Reviewing full-time equivalency status to annualize salaries to a full-time equivalency basis.
- Reviewing job titles across institutions to select benchmarks with highly populated jobs, representing every job family and every pay grade.
- Reviewing faculty disciplines and job descriptions for nonclassified jobs.

#### **Search – Vice Chancellor for Human Resources**

- Conducted national search for the Vice Chancellor for Human Resources position.

- The Search Committee for the Vice Chancellor for Human Resources conducted interviews with the finalists for the position of Vice Chancellor for Human Resources during the month of November.
- Search Committee consists of Commission staff, Chief Human Resources Officers representing the Commission and the Council, and the Chair of the Advisory Council of Classified Employees.
- Search Committee has offered a recommendation to the Chancellors.
- References and background checks are in process.

### **Job Classification Committee**

- Emergency Rule Writing Committee recommended that the Chancellors proceed with appointing an interim Job Classification Committee.
- Chief Human Resources Officers nominated members on October 31, 2012.
- Chair of the Advisory Council of Classified Employees offered nominations on November 7, 2012.
- Appointments to the Committee confirmed by the Chancellors on November 14, 2012.
- Appointment letters prepared on November 16, 2012.

### **Compensation Planning and Review Committee**

- Chief Human Resources Officers nominated members for the Compensation, Planning, and Review Committee on October 31, 2012.
- Chair of the Advisory Council of Classified Employees offered nominations on November 7, 2012.
- Appointments to the Committee confirmed by the Chancellors on November 14, 2012.
- Appointment letters prepared on November 16, 2012.

### **Position Information Questionnaire (PIQ) Updates**

- As required in Senate Bill 330, all classified employees of the Commission and Council completed up-to-date job descriptions and Position Information Questionnaires (PIQs) during July 2012.
- PIQs were reviewed and evaluated for all classified employees.
- Evaluation process was completed during September 2012 and resulted in the reclassification of several positions.

### **Institutional Progress in Meeting Salary Goals**

- Letters sent to institutional presidents during June 2012 to certify that institution achieved full funding of the Temporary Higher Education Classified Employee Salary Schedule.

### **Institutional Salary Increase Survey**

- Survey conducted with Chief Human Resources Officers to determine status of salary increases of all employee classifications for Fiscal Year 2013.

### **Chief Human Resources Officers Meeting**

- The Chief Human Resources Officers for all public higher education institutions held a two-day meeting on October 25 – 26, 2012 in Charleston.
- All institutions were represented at the meeting.
- The Chief Human Resources Officers will submit to the Chancellor for approval a shortened “PIQ” form to be used by all classified employees.
- Attendees received an update from the State Auditor’s Office regarding the Enterprise Resource Planning (ERP) System and were introduced to the OASIS HR/Payroll Team Leads.
- Met with the Chancellor to discuss progress and issues.

### **Best Practices Manual**

- Commission staff has assisted the Chief Human Resources Officers in developing and reviewing a Best Practices Manual for Human Resources.
- Eleven chapters of the reference manual have been reviewed and finalized.

### **Job Evaluation Committee**

- The current Job Evaluation Committee is scheduled to hold the next quarterly meeting of the Committee on November 30, 2012.
- The Committee will review an institutional classification appeal, two institutional classification grievances, and conduct an institutional classification review request.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Series 53, Human Resources Administration

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 53, Human Resources Administration, as an emergency rule for filing with the Secretary of State and submission to the Legislative Oversight Commission on Education Accountability for approval.

*Further Resolved*, That the West Virginia Higher Education Policy Commission approves the proposed Series 53, Human Resources Administration, as a legislative rule for submission to the Secretary of State for a thirty-day public comment period.

*Further Resolved*, That staff is instructed to forward the legislative rule to the Legislative Oversight Commission on Education Accountability for approval and further legislative action if no comments are received at the conclusion of the comment period.

**STAFF MEMBER:** Rob Anderson

**BACKGROUND:**

Senate Bill 330, passed during the 2011 legislative session, requires the Commission to promulgate an emergency rule to implement a policy to establish an employee classification and compensation system. The Chancellors formed an Emergency Rule Writing Committee consisting of Chief Human Resources Officers and representatives of the Advisory Council of Classified Employees to develop a proposed emergency rule. The rule's major provisions are summarized as follows:

- Provides guidelines for governing boards relative to decisions pertaining to public higher education employees.
- Establishes a statewide, integrated and self-regulating human resources structure capable of evolving to meet changing needs.

- Implements human resources best practices throughout the state higher education system.
- Develops a classification and compensation system to promote fairness, accountability, creditability, transparency and a systematic approach to progress (FACTS for Higher Education).
- Establishes a Job Classification Committee and the Compensation, Planning and Review Committee.
- Anticipates a classified employee market salary structure and minimum salary schedule.
- Establishes institutional human resources accountability measures .

The emergency rule becomes effective upon final approval by the Legislative Oversight Commission on Education Accountability (LOCEA). As required by statute, the rule must simultaneously be promulgated as a legislative rule and processed through the regular rule-making process.

It is recommended that the Commission approve Series 53 as an emergency rule for filing with the Secretary of State as well as submission for approval from LOCEA.

It is further recommended that the Commission approve Series 53 as a legislative rule to be filed with the Secretary of State for a thirty-day public comment period. If no comments are received during the comment period, it is recommended that the Commission extend its final approval of the rule and that the rule be submitted to LOCEA for approval and further legislative action.

**TITLE 133**  
**EMERGENCY RULE**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 53**  
**HUMAN RESOURCES ADMINISTRATION**

**§133-53-1. General.**

- 1.1. Scope. This rule establishes policy in a number of areas regarding human resources administration for the employees of the West Virginia Higher Education Policy Commission (Commission) and the public higher education institutions in West Virginia. It also provides guidelines for governing boards relative to decisions pertaining to public higher education employees.

The primary responsibility for implementation rests with the Commission, in consultation with the West Virginia Council for Community and Technical College Education (Council), who shall provide leadership and assistance to the human resources professionals within each organization to bring about the changes successfully.

- 1.2. Authority. West Virginia Code §18B-1B-5, §18B-4-2a, §18B-7, §18B-8, §18B-9 and §18B-9A.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeals and replaces Title 133 Series 8, Sections 3, 10, 11, 18, and 19.

**§133-53-2. Purpose.**

- 2.1. The intent of this rule is to establish a statewide, integrated human resources structure capable of, but not limited to, meeting the following objectives.
  - 2.1.a. Providing benefits to the citizens of the State of West Virginia by supporting the public policy agenda as articulated by state policymakers;
  - 2.1.b. Addressing fiscal responsibility by making the best use of scarce resources and promoting fairness, accountability, credibility, transparency and a systematic (FACTS) approach to progress in personnel decision-making;

- 2.1.c. Building upon human resources best practices to prevent, reduce, or, wherever possible, eliminate arbitrary and capricious decisions affecting employees of higher education organizations;
- 2.1.d. Creating a stable, self-regulating human resources system capable of evolving to meet changing needs;
- 2.1.e. Providing for institutional flexibility with meaningful accountability;
- 2.1.f. Adhering to federal and state laws, promulgated and adopted rules;
- 2.1.g. Implementing, as appropriate, human resources best practices throughout the state higher education system;
- 2.1.h. Developing and implementing a classification and compensation system that is fair, transparent, understandable, easy to administer, self regulating, and adaptable to meet future goals and priorities;
- 2.1.i. Providing for careful consideration of the recommendations and supporting documentation contained in the Final Report of the Select Committee on Higher Education Personnel;
- 2.1.j. Encouraging organizations to pursue a human resources strategy which provides monetary and non-monetary returns to employees in exchange for their time, talents, and efforts to meet articulated goals, objectives and priorities of the State, the Commission and the organization;
- 2.1.k. Maximizing the recruitment, motivation and retention of highly qualified employees, ensuring satisfaction and engagement of employees with their jobs, ensuring job performance and achieving desired results; and
- 2.1.l. Providing for recommendations from the Compensation Planning and Review Committee and the Job Classification Committee to be considered by the Commission and to be included in the legislative reporting process.

**§133-53-3. Definitions.**

- 3.1. Base Salary. The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

- 3.2. Benchmark Job. A job that is commonly found and defined and is used to make pay comparisons, either within the organization or to comparable jobs outside the organization.
- 3.3. Benefits. Programs that an employer uses to supplement the cash compensation of employees, including but not limited to, health and welfare plans, retirement plans, pay for time not worked, and other employee perquisites.
- 3.4. Career Ladder. A structured sequence of related, upwardly progressing positions.
- 3.5. Chancellor. Chancellor refers to the chief executive officer of the West Virginia Higher Education Policy Commission or the West Virginia Council for Community and Technical College Education, as appropriate.
- 3.6. Classification System. An organized structure in which classified jobs, job descriptions, job titles, and job analyses are utilized to determine a hierarchy of jobs, career ladders and pay grade assignments.
- 3.7. Classified Employee. Any regular employee of an organization who holds a full-time or part-time position and is assigned a particular job and job title within the classification system established by this rule or by other duly promulgated and adopted rules of the Commission.
- 3.8. Compensation. Earnings provided by an employer to an employee for services rendered.
- 3.9. Compensation Philosophy. The guiding principles that ensure that a compensation program supports an organization's culture.
- 3.10. Compensation Strategy. The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives.
- 3.11. Employee Classification or Employee Class. There are three employee classes: classified, nonclassified and faculty.
- 3.12. External Market Compensation: The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market as provided for in the approved institutional salary rule.
- 3.13. Factor. A key position trait used to evaluate a classified position



according to a point factor system. The items are Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Breadth of Responsibility; Scope and Effect; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.

- 3.14. Full Funding. When an organization provides, in total, one hundred percent of the funds needed to meet the salary funding target reflected in the temporary higher education classified employee annual salary schedule, as calculated in October, 2010.
- 3.15. Generic Job Description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work.
- 3.16. Hot Jobs. Jobs which are subject to market volatility and in high demand, usually for a temporary length of time, for which there is a low supply of available workers with the required education, skills and abilities.
- 3.17. Institutions. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.
- 3.18. Job. The total collection of tasks, duties, and responsibilities assigned to one or more individuals whose work is of the same nature and level.
- 3.19. Job Evaluation. A formal process used to evaluate classified jobs, establish proper pay grades, and slot jobs in pay grades.
- 3.20. Job Family. A series of job titles in an occupational area or group.
- 3.21. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of location of the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.
- 3.22. Major Deficiency. When an organization has failed to comply with federal or state law or with personnel rules of the Commission as identified by the human resources review.
- 3.23. Merit Increases. A discretionary salary increase given to an employee to

reward demonstrated achievements in the performance of the duties and responsibilities of a position, as evaluated by criteria established by the organization.

- 3.24. Nonclassified Employee. An employee of an organization who holds a position that is not assigned a particular job and job title within the classification system established by this rule, or, by other duly promulgated and adopted rules of the Commission and who meets one or more of the following criteria:
  - 3.24.a. Employee holds a direct policy-making position at the department or organization level; or
  - 3.24.b. Employee reports directly to the president or chief executive officer of the organization.
- 3.25. Nonclassified Job Description. A summary of the most important features of a job, including the general nature and level of the work performed.
- 3.26. Organizations. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; West Virginia University, including Potomac State College and West Virginia University Institute of Technology; Blue Ridge Community and Technical College; Bridgemont Community and Technical College; Eastern West Virginia Community and Technical College; Kanawha Valley Community and Technical College; Mountwest Community and Technical College; New River Community and Technical College; Pierpont Community and Technical College; Southern West Virginia Community and Technical College; West Virginia Northern Community College; West Virginia University at Parkersburg; the Office of the Higher Education Policy Commission; the Office of the Council for Community and Technical College Education; and the West Virginia Network for Educational Telecomputing.
- 3.27. Pay Grade. The level to which a job is assigned within a classification structure.
- 3.28. Peer Group. The entities used to compare where each classified employee category falls in relation to its relevant recruitment market.
- 3.29. Point Factor Methodology. A method used to evaluate job factors in order to determine the pay grade to which a classified position is assigned.
- 3.30. Position. A set of duties and responsibilities requiring employment of a

single employee at a particular organization.

- 3.31. Position Information Questionnaire (PIQ). A tool used in the creation and evaluation of a classified position including the factors of Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Scope and Effect; Breadth of Responsibility; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.32. President. A chief executive officer of an institution of higher education in West Virginia who reports to the institution's governing board.
- 3.33. Promotion. Movement from a classified position requiring a certain level of skill, effort, and authority into a vacant or newly created classified position assigned to a different job title and a higher pay grade that requires a greater degree of skill, effort, and authority.
- 3.34. Relative Market Equity. The relative market status of each employee classification at an organization falls within five (5) percent of all other employee classifications within the organization for the preceding three-year period. A comparison of the relative market status of the three distinct employee classes wherein the range from the class furthest from its market is within five (5) percent of the class closest to its market.
- 3.35. Relative Market Status. The calculated relationship between the average salary of each employee classification and its peer group.
- 3.36. Return Rights. The right of a nonclassified employee to return to either classified status or faculty status when provided for in the employee's contract or when an employee is involuntarily transferred to a nonclassified position; provided, however, that the return right either shall be provided for in West Virginia Code, or be in writing, a copy of which is to be provided to the employee and placed in the personnel file. For return to classified status, this writing must set forth the classified job title and pay grade. For return to faculty status, this writing must set forth the appropriate faculty track, and rank.
- 3.37. Salary Benchmarking. The process of market pricing a benchmark job.
- 3.38. Salary Schedule. A schedule consisting of a series of pay grades enacted by the Legislature or the Commission.
- 3.39. Step. A standard progression in pay rate established within a pay grade.

**§133-53-4. Classification and Compensation System Goals and Objectives.**

- 4.1. The Commission, in consultation with the Council, shall implement, control, supervise, and manage a complete, uniform system of personnel classification and compensation for classified employee positions. The chief purposes of the system are to accomplish the following goals and objectives:
- 4.1.a. Attract well qualified and diverse applicants.
  - 4.1.b. Retain and motivate employees to accomplish objectives, goals, and priorities in state law, rules of the Commission, state-wide master plans for higher education, and institutional compacts.
  - 4.1.c. Retain and reward classified employees who make valuable contributions to state and organization goals, objectives and priorities.
  - 4.1.d. Compensate employees within an organization fairly in relation to one another.
  - 4.1.e. Compensate employees across the higher education system who are performing similar work at similar wage rates.
  - 4.1.f. Compensate employees at levels that are competitive with appropriate external markets and are fiscally responsible.
  - 4.1.g. Ensure that regular market salary analyses are performed to determine how organization compensation for all classes of employees compares to compensation in relevant external markets.
  - 4.1.h. Maintain a uniform system for classifying jobs and positions of an organization's classified employees.
  - 4.1.i. Move classified employees through the compensation system based on performance and other objective, measureable factors including education, years of experience in higher education and experience above position requirements.
  - 4.1.j. Assign each current employee to an initial step for his or his pay grade that is closest to and exceeds his or her current salary regardless of previous education, experience or performance. The salary of a current employee may not be reduced by a job reclassification, a modification of the market salary schedule, or other conditions that the Commission and the Council consider appropriate and reasonable.

- 4.2. The Commission, in consultation with the Job Classification Committee (JCC), shall have in place a generic job description for every classified job title.
- 4.3. The Commission, in consultation with the JCC, shall develop a Position Information Questionnaire (PIQ) to be used by all organizations to gather data necessary for classification of positions.
  - 4.3.a. Each organization must ensure that a PIQ shall exist for every classified position. A PIQ shall be updated at least every three years for accuracy by the employee and supervisor and submitted to human resources. Submission of an updated PIQ does not constitute a request for a classification review. A formal request must be made pursuant to section six of this rule.
  - 4.3.b. Neither the employee nor the supervisor shall place duties in the employee's PIQ that the employee is not performing, but may be expected to perform in the future.
- 4.4. Salary adjustments shall be made in accordance with the procedures for upgrades and downgrades specified in Commission rule or rules. During the course of its reviews, should the Job Classification Committee discover the systematic misapplication of the program by an organization, it shall notify the Chancellors, who will take the appropriate action warranted.
- 4.5. Whenever the Chancellors, in consultation with the Vice Chancellor for Human Resources and the Job Classification Committee determine that employees have been misclassified at the organizational level, they shall order that these classifications and salaries be immediately adjusted to the proper level.
- 4.6. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an organization shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.
- 4.7. Provide that recommendations from the Compensation Planning and Review Committee and the Job Classification Committee be considered by the Commission and the Council and be included in the legislative reporting process.
- 4.8. The Commission may allow the Compensation Planning and Review Committee to collapse the three lowest pay grades into a single pay grade

and provide for employees to be paid at rates appropriate to the highest of the three lowest pay grades.

4.9. Pursuant to State law, the Commission may not delegate to the JCC or the CPRC the following:

4.9.a. Approval of a classification and compensation rule;

4.9.b. Approval of the job evaluation plan;

4.9.c. Approval of the annual market salary schedule; and

4.9.d. Approval of the annual minimum salary schedule.

**§133-53-5. Job Classification Committee.**

5.1. The Commission hereby establishes a Job Classification Committee (JCC). This committee shall replace the Job Evaluation Committee (JEC) upon the effective date of this rule. The Vice Chancellor for Human Resources shall serve as the Chair of the Job Classification Committee.

5.2. The JCC shall be comprised of four classified employees and six Human Resources specialists, ensuring representation from the Council institutions and the Commission institutions.

5.3. The Chancellor shall solicit nominations for JCC members from the Advisory Council of Classified Employees (ACCE) and the Chief Human Resources Officers (CHROs).

5.4. JCC members shall be appointed by the Chancellor of the West Virginia Higher Education Policy Commission, with concurrence of the Chancellor of the West Virginia Council for Community and Technical College Education, subject to approval by the Commission.

5.5. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.

5.6. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

5.7. The Commission shall use a point factor methodology to classify jobs. The Commission, in consultation with the Council, may adjust the job

evaluation plan, including the factors used to classify jobs and their relative values, if necessary.

- 5.8. Powers and duties of the Job Classification Committee include, but are not limited to, the following:
  - 5.8.a. Providing a system of audit for all job descriptions to make sure that the responsibilities of positions are accurately reflected;
  - 5.8.b. Modifying and deleting jobs and assigning job titles;
  - 5.8.c. Reviewing and revising job titles to make them consistent among organizations, including adopting consistent title abbreviations;
  - 5.8.d. Establishing job worth hierarchies and data lines for each job title;
  - 5.8.e. Classifying jobs, establishing proper pay grades, and placing jobs in pay grades consistent with the job evaluation plan;
  - 5.8.f. Determining when new job titles are needed and creating new job titles within the system;
  - 5.8.g. Recommending base pay enhancements for jobs for which the application of point factor methodology produces significantly lower salaries than external market pricing. The Committee may exercise this authority only if it reevaluates each job annually to make a determination whether the enhancement should be continued;
  - 5.8.h. Recommending a procedure for performing job family reviews for the joint approval of the Commission and Council;
  - 5.8.i. Determining appropriate career ladders within the classification system and establishing criteria for career progression;
  - 5.8.j. Hearing job classification appeals prior to commencement of the formal grievance process pursuant to Commission rule or rules; and
  - 5.8.k. Developing operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and at the direction of the Vice Chancellor for Human Resources.
- 5.9. The Committee shall meet monthly if there is business to conduct and also may meet more frequently at the call of the chair, given adequate lead time. A majority of the voting members serving on the Committee at a

given time constitutes a quorum for the purpose of conducting business providing that both classified staff and human resources representatives are present.

- 5.10. When evaluating jobs, the Committee shall use the following procedure:
  - 5.10.a. Each Committee member shall classify each job individually, independently of other members;
  - 5.10.b. The chair shall compile and share the individual evaluations with the whole Committee; and
  - 5.10.c. After discussing the issues and resolving differences, the Committee shall make a determination of the appropriate classification for each job. The Vice Chancellor for Human Resources shall communicate, in writing, the committee's decision to the CHROs and members of the JCC within ten working days.

**§133-53-6. Classification Review Request of Existing Position.**

- 6.1. An incumbent classified employee or the employee's supervisor may request a PIQ review when significant changes occur in the principal duties and responsibilities of a classified position. To initiate the review, the employee and supervisor must revise the PIQ and submit it to Human Resources along with a formal request for a review. The request must include the date and the reason for such request.
  - 6.1.a. The responsibility for assigning tasks and duties to a position belongs to the supervisor.
  - 6.1.b. Requests for position reviews also may be initiated by an employee with Human Resources after discussion with the immediate supervisor.
  - 6.1.c. PIQ reviews also may be initiated by the institution's Chief Human Resources Officer or his/her designee after discussion with the immediate supervisor.
- 6.2. Within forty-five (45) working days from the date of the formal request for review of a PIQ, the institution's Chief Human Resources Officer or his/her designee shall report to the requestor in writing the result of the classification review.
- 6.3. An organization that fails to complete a review within the specified time shall provide the employee back pay from the date the request for review



was received if the review, when completed, produces a reclassification of the position into a job in a higher pay grade.

**§133-53-7. Classification Appeals Process.**

- 7.1. The objective of classifying a position is to determine job content and its relative worth. A job's title and description are based upon the duties and responsibilities of the position, not the characteristics of the individual holding the position.
- 7.2. In the event that a classified employee disagrees with a classification decision made at the institutional level, he/she may appeal that decision to the Commission for review by the Job Classification Committee (JCC). Filing a classification appeal, however, shall not abridge the rights of an classified employee to file a formal grievance, using the statutory grievance process as set forth in WV Code 6C-2-1 *et seq.*; provided, however, upon the simultaneous filing of a statutory grievance and a classification appeal to the Commission by a classified employee, a request may be made, in writing, by the classified employee to hold the grievance in abeyance until this classification appeals process has been finalized.
- 7.3. Time limits.
  - 7.3.a. The classified employee shall submit a completed "Classification Appeals Form" to the organization's Human Resources office within ten (10) working days from the date of receipt of the notice of the institution's classification decision.
  - 7.3.b. The organization's human resources staff shall render a decision on the appeal within five (5) working days whether the original decision shall be upheld.
  - 7.3.c. The classified employee shall have five (5) working days from the date of receipt of the notice upholding the original decision to appeal the action to the Job Classification Committee.
- 7.4. Upon receipt of the classified employee's appeal of the organization's decision, the Commission shall forward the appeal to the Job Classification Committee.
  - 7.4.a. The JCC shall review the Classification Appeals Form, the original PIQ, and all supporting documentation, submitted by a classified employee to the Human Resources Office.

- 7.4.b. The JCC may review comparable positions within the organization, as appropriate.
- 7.4.c. The JCC shall notify the classified employee, and the organization's Human Resources Office, of its decision in writing, within twenty (20) working days from the date of receipt of the appeal to the Commission. The notification shall specify the effective date should there be any change in status.
- 7.5. An appeal shall not be considered if based on any of the following reasons:
  - 7.5.a. Seniority. An appeal shall not be considered if it is based on the employee's length of service with the institution or with the state of West Virginia.
  - 7.5.b. Qualifications of the individual incumbent. An appeal shall not be considered if it is based upon the individual classified employee's qualifications. A classification determination is based upon the requirements in the PIQ necessary to perform the duties and responsibilities of the position.
  - 7.5.c. Anticipated future job responsibilities. An appeal shall not be considered if it is based upon responsibilities that may be included in the job assignment in the future.
  - 7.5.d. Job Performance. An appeal shall not be considered if it is based upon the performance of the incumbent or certain personality traits (e.g., loyalty, dedication, commitment to organization, hardworking, etc.). A classification determination is based upon the content of the PIQ, not the characteristics of the individual holding the position.
  - 7.5.e. Salary within a salary range. An appeal shall not be considered if it is based upon the fact that an employee's salary is close to the maximum of a salary range or the relative position of the salary within the assigned salary range.
  - 7.5.f. Increase in the volume of work. An appeal shall not be considered if it is based on the volume of work rather than the level of responsibilities and complexity of the work.

**§133-53-8. Compensation Planning and Review Committee.**

- 8.1. The Commission shall hereby establish and maintain a Compensation Planning and Review Committee (CPRC). The Vice Chancellor for Human Resources shall serve as the Chair of the CPRC.
- 8.2. The composition of the Compensation Planning and Review Committee shall consist of the Vice Chancellor for Human Resources, the Vice Chancellor for Finance, two members representing the statewide Advisory Council of Classified Employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two members representing the Advisory Council of Faculty; one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two representatives from nonclassified employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two human resources administrators from institutions under the jurisdiction of the Council, and two human resources administrators from institutions under the jurisdiction of the Commission; and a president from each of the two systems.
- 8.3. The method for nominating committee members shall be representative of all the higher education organizations and affected constituent groups, including specifically providing for membership selections to be made from nominations from the Advisory Council of Classified Employees, the Advisory Council of Faculty, the human resources representatives, the nonclassified employees representatives group, the Council of Presidents group. The Presidents shall nominate a president and a nonclassified employee representative. The Chancellors, jointly, shall appoint members from nominations made by these affected constituent groups and require approval of the Commission and Council before beginning service.
- 8.4. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 8.5. The CPRC members shall develop operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and maintained at the direction of the Vice Chancellor for Human Resources.
- 8.6. The Committee shall manage all aspects of compensation planning and review that the Commission delegates to it, within the provisions of state law.
- 8.7. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third

for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

- 8.8. The Committee shall meet at least quarterly and at other times at the call of the Chair. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business.
- 8.9. The Compensation Planning and Review Committee has powers and duties which include, but are not limited to, the following:
  - 8.9.a. Making annual recommendations for revisions in the system compensation plan, based on existing economic, budgetary and fiscal conditions or on market study data;
  - 8.9.b. Overseeing the five-year external market salary study;
  - 8.9.c. Overseeing the annual internal market review;
  - 8.9.d. Meeting at least annually with the Job Classification Committee to discuss benchmark jobs to be included in salary surveys, market “hot jobs” that may require a temporary salary adjustment, results of job family reviews, and assessment of current job titles within the classification system for market matches and other issues as the Vice Chancellor for Human Resources, in consultation with the Chancellors, determines to be appropriate;
  - 8.9.e. Performing other duties as assigned by the Commission or as necessary or expedient to maintain an effective classification and compensation system; and
  - 8.9.f. Promoting the concept of a living wage.

**§133-53-9. Compensation: Classified Market Salary Structure and Minimum Salary Schedule.**

- 9.1. The Commission shall develop and maintain a market salary structure and minimum salary schedule and ensure that all organizations under its jurisdiction adhere to state and federal laws and duly promulgated and adopted organization rules.
- 9.2. The Commission and Council shall jointly contract with an external vendor to conduct a market salary study for classified employees at least once within each five-year period. Based on the study results, the Commission, in consultation with the Compensation Planning and Review Committee, may take any combination of the following actions:

- 9.2.a. Adjust the number of pay grades;
  - 9.2.b. Adjust the point values necessary for a job to be assigned to a particular pay grade;
  - 9.2.c. Adjust the midpoint differentials between pay grades to better reflect market conditions; or
  - 9.2.d. Adjust the range spread for any pay grade.
- 9.3. The Commission, in consultation with the Council, may perform an annual review of market salary data to determine how salaries have changed in the external market. Based on supporting data derived from that review, the Commission, with input from the Compensation Planning and Review Committee, shall adjust the market salary structure. In the absence of a market salary study conducted by a qualified external vendor, the Commission may not adjust the midpoint differentials between pay grades unless required to do so by a change in minimum wage or other laws or regulations and may not adjust the range spread for any pay grade.
- 9.4. The market salary structure serves as the basis for the following activities:
- 9.4.a. Evaluating compensation of classified employees in relation to appropriate external markets. The external market compensation for a job shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule; and
  - 9.4.b. Developing the minimum salary schedule to be adopted by the Commission. No organization may compensate a classified employee at a salary rate of less than the minimum salary rate values provided for in the minimum salary schedule.
- 9.5. The market salary structure shall include the following criteria:
- 9.5.a. The number of pay grades and steps to be included in the structure;
  - 9.5.b. A midpoint value for each pay grade which represents the average salary of jobs in that pay grade. The Commission may choose a midpoint step value at its discretion, based on its compensation philosophy, which need not be based exclusively on market salary data; and

- 9.5.c. The minimum and maximum step values based on an established range spread, as well as values for other steps in the salary structure.
- 9.6. The Commission may annually approve a minimum salary schedule that sets forth a compensation level for each step and pay grade below which no organization employee may be paid.
- 9.7. The minimum salary floor for each pay grade and step on the minimum salary schedule shall be at an appropriate percentage of the most recent annual market salary data, to be determined by the Commission. The Commission also shall consider the minimum wage and other laws that ensure that employees earn a living wage and shall maintain a salary structure which ensures that the average salary of each class of employees meets relative market equity among employee classes. The Commission may take into consideration other factors it considers appropriate.
- 9.8. The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule.
- 9.9. The salary of a classified employee working fewer than thirty-seven and one-half hours per week shall be prorated. The organization's salary rule may provide for differential pay for certain classified employees who work different shifts, weekends or holidays.
- 9.10. Merit increases may be granted if they are in accordance with state code and with duly promulgated rules of the Commission.

**§133-53-10. Salary Benchmarking.**

- 10.1. The Commission will engage an experienced compensation consultant to perform the functions related to salary benchmarking.
- 10.2. Job descriptions will be reviewed to ensure that the duties and responsibilities are understood so that appropriate matches can be made to benchmark positions. The following guidelines will be used for benchmark selection:
  - 10.2.a. Representation of all job families and levels throughout the system.
  - 10.2.b. Highly populated jobs.
  - 10.2.c. Jobs found in most of the system institutions.

10.2.d. Jobs with recruitment or retention problems.

10.2.e. Geographic differentials as necessary will be used to ensure that the data are reflective of the labor market and economic conditions.

**§133-53-11. Full Funding: Temporary Higher Education Classified Employee Annual Salary Schedule.**

- 11.1. Once the Commission has certified that the organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule, the organization's governing board has the authority to pay classified employees in excess of the salary on the Temporary Higher Education Classified Employee Annual Salary Schedule for their pay grade and years of experience, as long as the governing board has a salary rule in place ensuring that salary increases above the salary schedule are distributed equitably and in a manner consistent with the uniform classification and compensation system.
- 11.2. An organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule when it provides, in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. When an organization is fully funded, the Chancellor shall provide official certification that the organization has attained full funding of the Temporary Higher Education Classified Employee Salary Schedule.
- 11.3. Until an organization is fully funded or making appropriate progress as defined in this rule, the following restrictions apply:
  - 11.3.a. Classified salary increases distributed within the organization shall be provided in accordance with the uniform classification and compensation system established by §18B-9-1 et seq.
  - 11.3.b. An organization may not provide discretionary salary increases including performance or merit based increases to the president or chief executive or any group or class of employees, other than classified employees.
- 11.4. An organization is considered to be making appropriate progress when it has funded at least twenty-five percent of the amount needed to reach full funding of the salary schedule by July 1, 2012; has funded at least fifty percent of the calculated amount by July 1, 2013; has funded at least seventy-five percent of the calculated amount by July 1, 2014 and has funded one hundred percent of the calculated amount by July 1, 2015.

- 11.5. Until such time that a new salary schedule is implemented, the current Temporary Higher Education Classified Employee Annual Salary Schedule, consisting of a minimum annual salary for each pay grade in accordance with experience in West Virginia higher education or West Virginia state government, shall be in place. An employee is considered equitability compensated if his or her salary is at the minimum salary on the salary schedule that is required for his or her pay grade and years of experience on the July 1, 2001 salary schedule.

**§133-53-12. Classification System Methodology Audit.**

- 12.1. By July 1, 2014 and at least once within each five year period thereafter, the Commission shall review the effectiveness of the system for classifying jobs and submit an in-depth report to the Legislative Oversight Commission on Education Accountability. The report shall include, but is not limited to, findings, recommendations and supporting documentation regarding the following job classification issues:
  - 12.1.a. The effectiveness of the point factor methodology and a determination of whether it should be maintained; and
  - 12.1.b. The status of the job evaluation plan, including the factors used to classify jobs or their relative values, and a determination of whether the plan should be adjusted.

**§133-53-13. Nonclassified Staff.**

- 13.1. By July 1, 2013, the percentage of personnel placed in the category of nonclassified may not exceed twenty-five percent of the total number of classified and nonclassified employees of that organization.
- 13.2. Except as otherwise provided for in this rule, by July 1, 2015, the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization.
- 13.3. Organizations may request an extension to July 1, 2016, to comply with the requirement that the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization. If an extension is granted, it may not exceed twenty-five percent and it must be approved in advance of implementing such extension, by both the institution's governing board and the Commission.
- 13.4. In establishing return rights of a nonclassified employee to classified status, the return rights must be evidenced in writing, provided to the



employee and placed into the employee's personnel file, and must articulate the job title and pay grade. If the institution's compensation system establishes discretion as to placement on the salary schedule, then an indication of that placement must be specified.

- 13.5. In establishing return rights of a nonclassified employee to faculty status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate faculty track, tenure status if any, faculty rank if any, faculty job title, faculty compensation rate, and if non-tenured, whether the faculty status would be for a term, defined in the document, or for the remainder of the academic or fiscal year following separation from nonclassified status.
- 13.6. Classified employees who were involuntarily transferred to non-classified positions have the right to return to classified positions based on West Virginia Code provisions.
- 13.7. When an organization counts, as faculty or classified staff, those administrators who retain the right to return to faculty or classified positions, these designations apply only to the calculation of the organization's compliance with the statutory maximum ratio of nonclassified staff. An organization shall report to the Commission all nonclassified employees who retain return rights to either a classified or faculty position in the category of "nonclassified" in all data submissions or analysis other than the determination of the ratio of nonclassified employees, including but not limited to the analysis of relative market equity.
- 13.8. The current annual salary of a nonclassified employee may not be reduced if his or her position is redefined as a classified position solely to meet the requirements of West Virginia Code §18B-7-11. If such a nonclassified employee is reclassified, his or her salary does not constitute evidence of inequitable compensation in comparison to other employees in the same pay grade.

#### **§133-53-14. Employee Performance Evaluations.**

- 14.1. After a classified employee's probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related performance on an annual basis. A copy of the evaluation document shall be placed into the employee's personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.

- 14.2. Organizations are expected to conduct regular performance evaluations of non-classified employees and faculty as well as classified employees.
- 14.3. Each organization shall develop a consistent, objective performance evaluation system and evaluation instrument(s).
- 14.4. Organizations shall train supervisors, as necessary, in the best practices of conducting employee performance evaluations.
- 14.5. Supervisors who fail to conduct evaluations of those employees who report to them, according to their organization's policies, may be subject to disciplinary action.

**§133-53-15. Training and Development.**

- 15.1. The Vice Chancellor for Human Resources shall carry out the following duties related to training and development:
  - 15.1.a. Analyzing and determining training needs of organization employees and formulating and developing plans, procedures and programs to meet specific training needs and problems. Successful completion of these tasks requires the Vice Chancellor for Human Resources to work closely with and communicate regularly with the training and development coordinators employed by each organization.
  - 15.1.b. Developing, constructing, maintaining and revising training manuals and training aids or supervising development of these materials by outside suppliers.
  - 15.1.c. Planning, conducting, and coordinating management inventories, appraisals, placement, counseling and training.
  - 15.1.d. Coordinating participation by all employees in training programs developed internally or provided by outside contractors.
  - 15.1.e. Administering and analyzing an annual training and development needs survey. The survey may coincide with the completion of the annual performance review process.
  - 15.1.f. Developing model supervisor training programs in order to provide guidance in best practices related to supervision of subordinates and compliance with federal and state employment laws and rules of the Commission.

- 15.1.g. Developing training and professional development programs for personnel who administer human resources functions at each organization in response to performance reviews of those personnel, which are conducted at least once every three years.
- 15.2. The Commission shall assist organization human resources professionals in applying Fair, Accountable, Credible, Transparent, and Systematic (FACTS) principles to all human resources functions and shall provide model training programs to organizations upon request for assistance.
- 15.3. Funds allocated or made available for employee continuing education and development may be used to compensate and pay expenses for faculty or staff pursuing additional academic study or training to better equip themselves better for their duties.
- 15.4. Subject to legislative appropriation therefore, the Commission shall provide additional, regular training and professional development for human resources employees and any appointees to committees appointed by this rule. The training and development shall be:
  - 15.4.a. Mandatory with appropriate consideration given to limiting travel demands on employees; and
  - 15.4.b. In addition to and may not supplant the training and professional development regularly provided to any class of employees by each organization.
- 15.5. An account of the total amount, type of training or professional development provided, the number of employees who participated and the overall cost of the training and professional development provided to employees shall be provided to the Commission by the organizations as part of the annual personnel reports at a time designated by the Commission.

**§133-53-16. Organizational Rules.**

- 16.1. Each institution shall amend any of its policies/rules to comply with the Commission's rule or rules no later than six months after the effective date of any change in statute or Commission rule or rules, unless a different compliance date is specified within the statute or rule containing the requirements or mandate.
- 16.2. An institution may not adopt a rule, as mandated by this subsection, until it has consulted with the appropriate employee classes affected by the Commission's rule or rule's provisions. At a minimum, consultations with

the Advisory Council of Classified Employees (ACCE) and/or the Advisory Council of Faculty (ACF), as appropriate, shall take place.

- 16.3. If an institution fails to adopt a rule or rules as mandated by this subsection, the Commission may prohibit it from exercising any flexibility or implementing any discretionary provision relating to human resources contained in statute or in a Commission rule until the organization's rule requirements have been met.
- 16.4. An institution may exercise additional flexibility or areas of operational discretion identified in statute or in Commission rule or rules when it meets the following requirements:
  - 16.4.a. Receives certification from the Commission that the institution has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule or is making appropriate progress toward achieving full funding.
  - 16.4.b. Promulgates a comprehensive salary rule or rules as required by statute.
  - 16.4.c. Receives approval for the salary rule from the Chancellor.
  - 16.4.d. Adopts the rule by vote of the institution's governing board.
- 16.5. The Chancellor or his or her designee has the authority and the duty to review each institution's salary rule or rules and to recommend changes to the rule or rules to bring them into compliance with state and federal law, Commission rule or rules or legislative and Commission intent. The Chancellor may reject or disapprove any rule or rules, in whole or in part, if he or she determines that it is not in compliance with any law or rule/rules or if it is inconsistent with Legislative and Commission intent.

**§133-53-17. Organizational Accountability.**

- 17.1. The Commission shall conduct a systematic human resources review of each organization by an external vendor possessing experience and expertise in conducting these reviews every five years, subject to Legislative appropriation. The first review shall be completed no later than June 30, 2013.
- 17.2. The review shall focus on highlighting strengths and identifying and correcting any deficiencies in complying with state and federal law and in adhering to personnel rule or rules of the Commission.

- 17.3. The Commission shall provide organizations with reasonable notice prior to conducting a human resources review and shall identify the subjects to be examined in the review.
- 17.4. A major deficiency means an organization has failed to comply with federal or state law or with personnel rules of the Commission. The following guidelines exist for correcting deficiencies should any be found:
  - 17.4.a. When a major deficiency is identified, the Commission shall notify the governing board of the institution in writing within forty working days, giving particulars of the deficiency and outlining steps the governing board is required to take to correct the deficiency.
  - 17.4.b. The governing board shall correct the major deficiency within four months and shall notify the Commission when the deficiency has been corrected; however, extensions of this time frame may be requested and granted by the Commission.
- 17.5. If the governing board fails to correct the major deficiency or fails to notify the Commission that the deficiency has been corrected within a period of four months from the time the governing board receives notification, the Commission shall apply sanctions as specified:
  - 17.5.a. A formal reprimand shall be placed in the personnel file of each key administrator who shares responsibility and has operational authority in the area of the identified deficiency. The maximum period of time this reprimand shall remain in the personnel file shall be one year.
  - 17.5.b. Other sanctions may include, but are not limited to, suspending new hiring by the organization and prohibiting compensation increases for key administrators who have authority over the areas of major deficiency until the identified deficiencies are corrected.
- 17.6. To the extent that major deficiencies are identified relative to the Commission central office the sanctions described above shall be applicable.

**TITLE 133**  
**LEGISLATIVE RULE**  
**WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 53**  
**HUMAN RESOURCES ADMINISTRATION**

**§133-53-1. General.**

- 1.1. Scope. This rule establishes policy in a number of areas regarding human resources administration for the employees of the West Virginia Higher Education Policy Commission (Commission) and the public higher education institutions in West Virginia. It also provides guidelines for governing boards relative to decisions pertaining to public higher education employees.

The primary responsibility for implementation rests with the Commission, in consultation with the West Virginia Council for Community and Technical College Education (Council), who shall provide leadership and assistance to the human resources professionals within each organization to bring about the changes successfully.

- 1.2. Authority. West Virginia Code §18B-1B-5, §18B-4-2a, §18B-7, §18B-8, §18B-9 and §18B-9A.
- 1.3. Filing Date. --
- 1.4. Effective Date. --
- 1.5. Repeals and replaces Title 133 Series 8, Sections 3, 10, 11, 18, and 19.

**§133-53-2. Purpose.**

- 2.1. The intent of this rule is to establish a statewide, integrated human resources structure capable of, but not limited to, meeting the following objectives.
  - 2.1.a. Providing benefits to the citizens of the State of West Virginia by supporting the public policy agenda as articulated by state policymakers;
  - 2.1.b. Addressing fiscal responsibility by making the best use of scarce resources and promoting fairness, accountability, credibility, transparency and a systematic (FACTS) approach to progress in personnel decision-making;

- 2.1.c. Building upon human resources best practices to prevent, reduce, or, wherever possible, eliminate arbitrary and capricious decisions affecting employees of higher education organizations;
- 2.1.d. Creating a stable, self-regulating human resources system capable of evolving to meet changing needs;
- 2.1.e. Providing for institutional flexibility with meaningful accountability;
- 2.1.f. Adhering to federal and state laws, promulgated and adopted rules;
- 2.1.g. Implementing, as appropriate, human resources best practices throughout the state higher education system;
- 2.1.h. Developing and implementing a classification and compensation system that is fair, transparent, understandable, easy to administer, self regulating, and adaptable to meet future goals and priorities;
- 2.1.i. Providing for careful consideration of the recommendations and supporting documentation contained in the Final Report of the Select Committee on Higher Education Personnel;
- 2.1.j. Encouraging organizations to pursue a human resources strategy which provides monetary and non-monetary returns to employees in exchange for their time, talents, and efforts to meet articulated goals, objectives and priorities of the State, the Commission and the organization;
- 2.1.k. Maximizing the recruitment, motivation and retention of highly qualified employees, ensuring satisfaction and engagement of employees with their jobs, ensuring job performance and achieving desired results; and
- 2.1.l. Providing for recommendations from the Compensation Planning and Review Committee and the Job Classification Committee to be considered by the Commission and to be included in the legislative reporting process.

**§133-53-3. Definitions.**

- 3.1. Base Salary. The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

- 3.2. Benchmark Job. A job that is commonly found and defined and is used to make pay comparisons, either within the organization or to comparable jobs outside the organization.
- 3.3. Benefits. Programs that an employer uses to supplement the cash compensation of employees, including but not limited to, health and welfare plans, retirement plans, pay for time not worked, and other employee perquisites.
- 3.4. Career Ladder. A structured sequence of related, upwardly progressing positions.
- 3.5. Chancellor. Chancellor refers to the chief executive officer of the West Virginia Higher Education Policy Commission or the West Virginia Council for Community and Technical College Education, as appropriate.
- 3.6. Classification System. An organized structure in which classified jobs, job descriptions, job titles, and job analyses are utilized to determine a hierarchy of jobs, career ladders and pay grade assignments.
- 3.7. Classified Employee. Any regular employee of an organization who holds a full-time or part-time position and is assigned a particular job and job title within the classification system established by this rule or by other duly promulgated and adopted rules of the Commission.
- 3.8. Compensation. Earnings provided by an employer to an employee for services rendered.
- 3.9. Compensation Philosophy. The guiding principles that ensure that a compensation program supports an organization's culture.
- 3.10. Compensation Strategy. The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization's mission, vision, goals and objectives.
- 3.11. Employee Classification or Employee Class. There are three employee classes: classified, nonclassified and faculty.
- 3.12. External Market Compensation: The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market as provided for in the approved institutional salary rule.
- 3.13. Factor. A key position trait used to evaluate a classified position



according to a point factor system. The items are Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Breadth of Responsibility; Scope and Effect; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.

- 3.14. Full Funding. When an organization provides, in total, one hundred percent of the funds needed to meet the salary funding target reflected in the temporary higher education classified employee annual salary schedule, as calculated in October, 2010.
- 3.15. Generic Job Description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work.
- 3.16. Hot Jobs. Jobs which are subject to market volatility and in high demand, usually for a temporary length of time, for which there is a low supply of available workers with the required education, skills and abilities.
- 3.17. Institutions. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.
- 3.18. Job. The total collection of tasks, duties, and responsibilities assigned to one or more individuals whose work is of the same nature and level.
- 3.19. Job Evaluation. A formal process used to evaluate classified jobs, establish proper pay grades, and slot jobs in pay grades.
- 3.20. Job Family. A series of job titles in an occupational area or group.
- 3.21. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of location of the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.
- 3.22. Major Deficiency. When an organization has failed to comply with federal or state law or with personnel rules of the Commission as identified by the human resources review.
- 3.23. Merit Increases. A discretionary salary increase given to an employee to

reward demonstrated achievements in the performance of the duties and responsibilities of a position, as evaluated by criteria established by the organization.

- 3.24. Nonclassified Employee. An employee of an organization who holds a position that is not assigned a particular job and job title within the classification system established by this rule, or, by other duly promulgated and adopted rules of the Commission and who meets one or more of the following criteria:
  - 3.24.a. Employee holds a direct policy-making position at the department or organization level; or
  - 3.24.b. Employee reports directly to the president or chief executive officer of the organization.
- 3.25. Nonclassified Job Description. A summary of the most important features of a job, including the general nature and level of the work performed.
- 3.26. Organizations. The following entities individually or collectively—Bluefield State College; Concord University; Fairmont State University; Glenville State College; Marshall University; Shepherd University; West Liberty University; West Virginia School of Osteopathic Medicine; West Virginia State University; West Virginia University, including Potomac State College and West Virginia University Institute of Technology; Blue Ridge Community and Technical College; Bridgemont Community and Technical College; Eastern West Virginia Community and Technical College; Kanawha Valley Community and Technical College; Mountwest Community and Technical College; New River Community and Technical College; Pierpont Community and Technical College; Southern West Virginia Community and Technical College; West Virginia Northern Community College; West Virginia University at Parkersburg; the Office of the Higher Education Policy Commission; the Office of the Council for Community and Technical College Education; and the West Virginia Network for Educational Telecomputing.
- 3.27. Pay Grade. The level to which a job is assigned within a classification structure.
- 3.28. Peer Group. The entities used to compare where each classified employee category falls in relation to its relevant recruitment market.
- 3.29. Point Factor Methodology. A method used to evaluate job factors in order to determine the pay grade to which a classified position is assigned.
- 3.30. Position. A set of duties and responsibilities requiring employment of a

single employee at a particular organization.

- 3.31. Position Information Questionnaire (PIQ). A tool used in the creation and evaluation of a classified position including the factors of Knowledge; Experience; Complexity and Problem Solving; Freedom of Action; Scope and Effect; Breadth of Responsibility; Intrasystems Contacts; External Contacts; Direct Supervision Exercised; Indirect Supervision Exercised; Physical Coordination; and Working Conditions and Physical Demands.
- 3.32. President. A chief executive officer of an institution of higher education in West Virginia who reports to the institution's governing board.
- 3.33. Promotion. Movement from a classified position requiring a certain level of skill, effort, and authority into a vacant or newly created classified position assigned to a different job title and a higher pay grade that requires a greater degree of skill, effort, and authority.
- 3.34. Relative Market Equity. The relative market status of each employee classification at an organization falls within five (5) percent of all other employee classifications within the organization for the preceding three-year period. A comparison of the relative market status of the three distinct employee classes wherein the range from the class furthest from its market is within five (5) percent of the class closest to its market.
- 3.35. Relative Market Status. The calculated relationship between the average salary of each employee classification and its peer group.
- 3.36. Return Rights. The right of a nonclassified employee to return to either classified status or faculty status when provided for in the employee's contract or when an employee is involuntarily transferred to a nonclassified position; provided, however, that the return right either shall be provided for in West Virginia Code, or be in writing, a copy of which is to be provided to the employee and placed in the personnel file. For return to classified status, this writing must set forth the classified job title and pay grade. For return to faculty status, this writing must set forth the appropriate faculty track, and rank.
- 3.37. Salary Benchmarking. The process of market pricing a benchmark job.
- 3.38. Salary Schedule. A schedule consisting of a series of pay grades enacted by the Legislature or the Commission.
- 3.39. Step. A standard progression in pay rate established within a pay grade.

**§133-53-4. Classification and Compensation System Goals and Objectives.**

- 4.1. The Commission, in consultation with the Council, shall implement, control, supervise, and manage a complete, uniform system of personnel classification and compensation for classified employee positions. The chief purposes of the system are to accomplish the following goals and objectives:
  - 4.1.a. Attract well qualified and diverse applicants.
  - 4.1.b. Retain and motivate employees to accomplish objectives, goals, and priorities in state law, rules of the Commission, state-wide master plans for higher education, and institutional compacts.
  - 4.1.c. Retain and reward classified employees who make valuable contributions to state and organization goals, objectives and priorities.
  - 4.1.d. Compensate employees within an organization fairly in relation to one another.
  - 4.1.e. Compensate employees across the higher education system who are performing similar work at similar wage rates.
  - 4.1.f. Compensate employees at levels that are competitive with appropriate external markets and are fiscally responsible.
  - 4.1.g. Ensure that regular market salary analyses are performed to determine how organization compensation for all classes of employees compares to compensation in relevant external markets.
  - 4.1.h. Maintain a uniform system for classifying jobs and positions of an organization's classified employees.
  - 4.1.i. Move classified employees through the compensation system based on performance and other objective, measureable factors including education, years of experience in higher education and experience above position requirements.
  - 4.1.j. Assign each current employee to an initial step for his or his pay grade that is closest to and exceeds his or her current salary regardless of previous education, experience or performance. The salary of a current employee may not be reduced by a job reclassification, a modification of the market salary schedule, or other conditions that the Commission and the Council consider appropriate and reasonable.

- 4.2. The Commission, in consultation with the Job Classification Committee (JCC), shall have in place a generic job description for every classified job title.
- 4.3. The Commission, in consultation with the JCC, shall develop a Position Information Questionnaire (PIQ) to be used by all organizations to gather data necessary for classification of positions.
  - 4.3.a. Each organization must ensure that a PIQ shall exist for every classified position. A PIQ shall be updated at least every three years for accuracy by the employee and supervisor and submitted to human resources. Submission of an updated PIQ does not constitute a request for a classification review. A formal request must be made pursuant to section six of this rule.
  - 4.3.b. Neither the employee nor the supervisor shall place duties in the employee's PIQ that the employee is not performing, but may be expected to perform in the future.
- 4.4. Salary adjustments shall be made in accordance with the procedures for upgrades and downgrades specified in Commission rule or rules. During the course of its reviews, should the Job Classification Committee discover the systematic misapplication of the program by an organization, it shall notify the Chancellors, who will take the appropriate action warranted.
- 4.5. Whenever the Chancellors, in consultation with the Vice Chancellor for Human Resources and the Job Classification Committee determine that employees have been misclassified at the organizational level, they shall order that these classifications and salaries be immediately adjusted to the proper level.
- 4.6. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an organization shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.
- 4.7. Provide that recommendations from the Compensation Planning and Review Committee and the Job Classification Committee be considered by the Commission and the Council and be included in the legislative reporting process.
- 4.8. The Commission may allow the Compensation Planning and Review Committee to collapse the three lowest pay grades into a single pay grade

and provide for employees to be paid at rates appropriate to the highest of the three lowest pay grades.

4.9. Pursuant to State law, the Commission may not delegate to the JCC or the CPRC the following:

4.9.a. Approval of a classification and compensation rule;

4.9.b. Approval of the job evaluation plan;

4.9.c. Approval of the annual market salary schedule; and

4.9.d. Approval of the annual minimum salary schedule.

**§133-53-5. Job Classification Committee.**

5.1. The Commission hereby establishes a Job Classification Committee (JCC). This committee shall replace the Job Evaluation Committee (JEC) upon the effective date of this rule. The Vice Chancellor for Human Resources shall serve as the Chair of the Job Classification Committee.

5.2. The JCC shall be comprised of four classified employees and six Human Resources specialists, ensuring representation from the Council institutions and the Commission institutions.

5.3. The Chancellor shall solicit nominations for JCC members from the Advisory Council of Classified Employees (ACCE) and the Chief Human Resources Officers (CHROs).

5.4. JCC members shall be appointed by the Chancellor of the West Virginia Higher Education Policy Commission, with concurrence of the Chancellor of the West Virginia Council for Community and Technical College Education, subject to approval by the Commission.

5.5. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.

5.6. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

5.7. The Commission shall use a point factor methodology to classify jobs. The Commission, in consultation with the Council, may adjust the job

evaluation plan, including the factors used to classify jobs and their relative values, if necessary.

- 5.8. Powers and duties of the Job Classification Committee include, but are not limited to, the following:
  - 5.8.a. Providing a system of audit for all job descriptions to make sure that the responsibilities of positions are accurately reflected;
  - 5.8.b. Modifying and deleting jobs and assigning job titles;
  - 5.8.c. Reviewing and revising job titles to make them consistent among organizations, including adopting consistent title abbreviations;
  - 5.8.d. Establishing job worth hierarchies and data lines for each job title;
  - 5.8.e. Classifying jobs, establishing proper pay grades, and placing jobs in pay grades consistent with the job evaluation plan;
  - 5.8.f. Determining when new job titles are needed and creating new job titles within the system;
  - 5.8.g. Recommending base pay enhancements for jobs for which the application of point factor methodology produces significantly lower salaries than external market pricing. The Committee may exercise this authority only if it reevaluates each job annually to make a determination whether the enhancement should be continued;
  - 5.8.h. Recommending a procedure for performing job family reviews for the joint approval of the Commission and Council;
  - 5.8.i. Determining appropriate career ladders within the classification system and establishing criteria for career progression;
  - 5.8.j. Hearing job classification appeals prior to commencement of the formal grievance process pursuant to Commission rule or rules; and
  - 5.8.k. Developing operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and at the direction of the Vice Chancellor for Human Resources.
- 5.9. The Committee shall meet monthly if there is business to conduct and also may meet more frequently at the call of the chair, given adequate lead time. A majority of the voting members serving on the Committee at a

given time constitutes a quorum for the purpose of conducting business providing that both classified staff and human resources representatives are present.

- 5.10. When evaluating jobs, the Committee shall use the following procedure:
  - 5.10.a. Each Committee member shall classify each job individually, independently of other members;
  - 5.10.b. The chair shall compile and share the individual evaluations with the whole Committee; and
  - 5.10.c. After discussing the issues and resolving differences, the Committee shall make a determination of the appropriate classification for each job. The Vice Chancellor for Human Resources shall communicate, in writing, the committee's decision to the CHROs and members of the JCC within ten working days.

**§133-53-6. Classification Review Request of Existing Position.**

- 6.1. An incumbent classified employee or the employee's supervisor may request a PIQ review when significant changes occur in the principal duties and responsibilities of a classified position. To initiate the review, the employee and supervisor must revise the PIQ and submit it to Human Resources along with a formal request for a review. The request must include the date and the reason for such request.
  - 6.1.a. The responsibility for assigning tasks and duties to a position belongs to the supervisor.
  - 6.1.b. Requests for position reviews also may be initiated by an employee with Human Resources after discussion with the immediate supervisor.
  - 6.1.c. PIQ reviews also may be initiated by the institution's Chief Human Resources Officer or his/her designee after discussion with the immediate supervisor.
- 6.2. Within forty-five (45) working days from the date of the formal request for review of a PIQ, the institution's Chief Human Resources Officer or his/her designee shall report to the requestor in writing the result of the classification review.
- 6.3. An organization that fails to complete a review within the specified time shall provide the employee back pay from the date the request for review



was received if the review, when completed, produces a reclassification of the position into a job in a higher pay grade.

**§133-53-7. Classification Appeals Process.**

- 7.1. The objective of classifying a position is to determine job content and its relative worth. A job's title and description are based upon the duties and responsibilities of the position, not the characteristics of the individual holding the position.
- 7.2. In the event that a classified employee disagrees with a classification decision made at the institutional level, he/she may appeal that decision to the Commission for review by the Job Classification Committee (JCC). Filing a classification appeal, however, shall not abridge the rights of an classified employee to file a formal grievance, using the statutory grievance process as set forth in WV Code 6C-2-1 *et seq.*; provided, however, upon the simultaneous filing of a statutory grievance and a classification appeal to the Commission by a classified employee, a request may be made, in writing, by the classified employee to hold the grievance in abeyance until this classification appeals process has been finalized.
- 7.3. Time limits.
  - 7.3.a. The classified employee shall submit a completed "Classification Appeals Form" to the organization's Human Resources office within ten (10) working days from the date of receipt of the notice of the institution's classification decision.
  - 7.3.b. The organization's human resources staff shall render a decision on the appeal within five (5) working days whether the original decision shall be upheld.
  - 7.3.c. The classified employee shall have five (5) working days from the date of receipt of the notice upholding the original decision to appeal the action to the Job Classification Committee.
- 7.4. Upon receipt of the classified employee's appeal of the organization's decision, the Commission shall forward the appeal to the Job Classification Committee.
  - 7.4.a. The JCC shall review the Classification Appeals Form, the original PIQ, and all supporting documentation, submitted by a classified employee to the Human Resources Office.

- 7.4.b. The JCC may review comparable positions within the organization, as appropriate.
- 7.4.c. The JCC shall notify the classified employee, and the organization's Human Resources Office, of its decision in writing, within twenty (20) working days from the date of receipt of the appeal to the Commission. The notification shall specify the effective date should there be any change in status.
- 7.5. An appeal shall not be considered if based on any of the following reasons:
  - 7.5.a. Seniority. An appeal shall not be considered if it is based on the employee's length of service with the institution or with the state of West Virginia.
  - 7.5.b. Qualifications of the individual incumbent. An appeal shall not be considered if it is based upon the individual classified employee's qualifications. A classification determination is based upon the requirements in the PIQ necessary to perform the duties and responsibilities of the position.
  - 7.5.c. Anticipated future job responsibilities. An appeal shall not be considered if it is based upon responsibilities that may be included in the job assignment in the future.
  - 7.5.d. Job Performance. An appeal shall not be considered if it is based upon the performance of the incumbent or certain personality traits (e.g., loyalty, dedication, commitment to organization, hardworking, etc.). A classification determination is based upon the content of the PIQ, not the characteristics of the individual holding the position.
  - 7.5.e. Salary within a salary range. An appeal shall not be considered if it is based upon the fact that an employee's salary is close to the maximum of a salary range or the relative position of the salary within the assigned salary range.
  - 7.5.f. Increase in the volume of work. An appeal shall not be considered if it is based on the volume of work rather than the level of responsibilities and complexity of the work.

**§133-53-8. Compensation Planning and Review Committee.**

- 8.1. The Commission shall hereby establish and maintain a Compensation Planning and Review Committee (CPRC). The Vice Chancellor for Human Resources shall serve as the Chair of the CPRC.
- 8.2. The composition of the Compensation Planning and Review Committee shall consist of the Vice Chancellor for Human Resources, the Vice Chancellor for Finance, two members representing the statewide Advisory Council of Classified Employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two members representing the Advisory Council of Faculty; one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two representatives from nonclassified employees, one from institutions under the jurisdiction of the Council and one from institutions under the jurisdiction of the Commission; two human resources administrators from institutions under the jurisdiction of the Council, and two human resources administrators from institutions under the jurisdiction of the Commission; and a president from each of the two systems.
- 8.3. The method for nominating committee members shall be representative of all the higher education organizations and affected constituent groups, including specifically providing for membership selections to be made from nominations from the Advisory Council of Classified Employees, the Advisory Council of Faculty, the human resources representatives, the nonclassified employees representatives group, the Council of Presidents group. The Presidents shall nominate a president and a nonclassified employee representative. The Chancellors, jointly, shall appoint members from nominations made by these affected constituent groups and require approval of the Commission and Council before beginning service.
- 8.4. An organization may have no more than two members serving on the Committee at any time and the combined membership representing various groups or divisions within or affiliated with an organization in total may not constitute a majority of the membership.
- 8.5. The CPRC members shall develop operational procedures which shall include, but not be limited to, the keeping of minutes which shall be recorded, posted and maintained at the direction of the Vice Chancellor for Human Resources.
- 8.6. The Committee shall manage all aspects of compensation planning and review that the Commission delegates to it, within the provisions of state law.
- 8.7. Committee members shall serve staggered terms. One third of the initial appointments shall be for two years, one third for three years and one third

for four years. Thereafter, the term is four years. A member may not serve more than four years consecutively.

- 8.8. The Committee shall meet at least quarterly and at other times at the call of the Chair. A majority of the voting members serving on the Committee at a given time constitutes a quorum for the purpose of conducting business.
- 8.9. The Compensation Planning and Review Committee has powers and duties which include, but are not limited to, the following:
  - 8.9.a. Making annual recommendations for revisions in the system compensation plan, based on existing economic, budgetary and fiscal conditions or on market study data;
  - 8.9.b. Overseeing the five-year external market salary study;
  - 8.9.c. Overseeing the annual internal market review;
  - 8.9.d. Meeting at least annually with the Job Classification Committee to discuss benchmark jobs to be included in salary surveys, market “hot jobs” that may require a temporary salary adjustment, results of job family reviews, and assessment of current job titles within the classification system for market matches and other issues as the Vice Chancellor for Human Resources, in consultation with the Chancellors, determines to be appropriate;
  - 8.9.e. Performing other duties as assigned by the Commission or as necessary or expedient to maintain an effective classification and compensation system; and
  - 8.9.f. Promoting the concept of a living wage.

**§133-53-9. Compensation: Classified Market Salary Structure and Minimum Salary Schedule.**

- 9.1. The Commission shall develop and maintain a market salary structure and minimum salary schedule and ensure that all organizations under its jurisdiction adhere to state and federal laws and duly promulgated and adopted organization rules.
- 9.2. The Commission and Council shall jointly contract with an external vendor to conduct a market salary study for classified employees at least once within each five-year period. Based on the study results, the Commission, in consultation with the Compensation Planning and Review Committee, may take any combination of the following actions:

- 9.2.a. Adjust the number of pay grades;
  - 9.2.b. Adjust the point values necessary for a job to be assigned to a particular pay grade;
  - 9.2.c. Adjust the midpoint differentials between pay grades to better reflect market conditions; or
  - 9.2.d. Adjust the range spread for any pay grade.
- 9.3. The Commission, in consultation with the Council, may perform an annual review of market salary data to determine how salaries have changed in the external market. Based on supporting data derived from that review, the Commission, with input from the Compensation Planning and Review Committee, shall adjust the market salary structure. In the absence of a market salary study conducted by a qualified external vendor, the Commission may not adjust the midpoint differentials between pay grades unless required to do so by a change in minimum wage or other laws or regulations and may not adjust the range spread for any pay grade.
- 9.4. The market salary structure serves as the basis for the following activities:
- 9.4.a. Evaluating compensation of classified employees in relation to appropriate external markets. The external market compensation for a job shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule; and
  - 9.4.b. Developing the minimum salary schedule to be adopted by the Commission. No organization may compensate a classified employee at a salary rate of less than the minimum salary rate values provided for in the minimum salary schedule.
- 9.5. The market salary structure shall include the following criteria:
- 9.5.a. The number of pay grades and steps to be included in the structure;
  - 9.5.b. A midpoint value for each pay grade which represents the average salary of jobs in that pay grade. The Commission may choose a midpoint step value at its discretion, based on its compensation philosophy, which need not be based exclusively on market salary data; and

- 9.5.c. The minimum and maximum step values based on an established range spread, as well as values for other steps in the salary structure.
- 9.6. The Commission may annually approve a minimum salary schedule that sets forth a compensation level for each step and pay grade below which no organization employee may be paid.
- 9.7. The minimum salary floor for each pay grade and step on the minimum salary schedule shall be at an appropriate percentage of the most recent annual market salary data, to be determined by the Commission. The Commission also shall consider the minimum wage and other laws that ensure that employees earn a living wage and shall maintain a salary structure which ensures that the average salary of each class of employees meets relative market equity among employee classes. The Commission may take into consideration other factors it considers appropriate.
- 9.8. The external market, for purposes of evaluating relative market equity, for a classified, nonclassified or faculty position, shall be deemed to be the median compensation of substantially comparable positions in the relevant recruitment market, as provided for in the approved institutional salary rule.
- 9.9. The salary of a classified employee working fewer than thirty-seven and one-half hours per week shall be prorated. The organization's salary rule may provide for differential pay for certain classified employees who work different shifts, weekends or holidays.
- 9.10. Merit increases may be granted if they are in accordance with state code and with duly promulgated rules of the Commission.

**§133-53-10. Salary Benchmarking.**

- 10.1. The Commission will engage an experienced compensation consultant to perform the functions related to salary benchmarking.
- 10.2. Job descriptions will be reviewed to ensure that the duties and responsibilities are understood so that appropriate matches can be made to benchmark positions. The following guidelines will be used for benchmark selection:
  - 10.2.a. Representation of all job families and levels throughout the system.
  - 10.2.b. Highly populated jobs.
  - 10.2.c. Jobs found in most of the system institutions.

10.2.d. Jobs with recruitment or retention problems.

10.2.e. Geographic differentials as necessary will be used to ensure that the data are reflective of the labor market and economic conditions.

**§133-53-11. Full Funding: Temporary Higher Education Classified Employee Annual Salary Schedule.**

- 11.1. Once the Commission has certified that the organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule, the organization's governing board has the authority to pay classified employees in excess of the salary on the Temporary Higher Education Classified Employee Annual Salary Schedule for their pay grade and years of experience, as long as the governing board has a salary rule in place ensuring that salary increases above the salary schedule are distributed equitably and in a manner consistent with the uniform classification and compensation system.
- 11.2. An organization has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule when it provides, in total, one hundred percent of the funds needed to meet the salary funding target as calculated in October 2010. When an organization is fully funded, the Chancellor shall provide official certification that the organization has attained full funding of the Temporary Higher Education Classified Employee Salary Schedule.
- 11.3. Until an organization is fully funded or making appropriate progress as defined in this rule, the following restrictions apply:
  - 11.3.a. Classified salary increases distributed within the organization shall be provided in accordance with the uniform classification and compensation system established by §18B-9-1 et seq.
  - 11.3.b. An organization may not provide discretionary salary increases including performance or merit based increases to the president or chief executive or any group or class of employees, other than classified employees.
- 11.4. An organization is considered to be making appropriate progress when it has funded at least twenty-five percent of the amount needed to reach full funding of the salary schedule by July 1, 2012; has funded at least fifty percent of the calculated amount by July 1, 2013; has funded at least seventy-five percent of the calculated amount by July 1, 2014 and has funded one hundred percent of the calculated amount by July 1, 2015.

- 11.5. Until such time that a new salary schedule is implemented, the current Temporary Higher Education Classified Employee Annual Salary Schedule, consisting of a minimum annual salary for each pay grade in accordance with experience in West Virginia higher education or West Virginia state government, shall be in place. An employee is considered equitability compensated if his or her salary is at the minimum salary on the salary schedule that is required for his or her pay grade and years of experience on the July 1, 2001 salary schedule.

**§133-53-12. Classification System Methodology Audit.**

- 12.1. By July 1, 2014 and at least once within each five year period thereafter, the Commission shall review the effectiveness of the system for classifying jobs and submit an in-depth report to the Legislative Oversight Commission on Education Accountability. The report shall include, but is not limited to, findings, recommendations and supporting documentation regarding the following job classification issues:
  - 12.1.a. The effectiveness of the point factor methodology and a determination of whether it should be maintained; and
  - 12.1.b. The status of the job evaluation plan, including the factors used to classify jobs or their relative values, and a determination of whether the plan should be adjusted.

**§133-53-13. Nonclassified Staff.**

- 13.1. By July 1, 2013, the percentage of personnel placed in the category of nonclassified may not exceed twenty-five percent of the total number of classified and nonclassified employees of that organization.
- 13.2. Except as otherwise provided for in this rule, by July 1, 2015, the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization.
- 13.3. Organizations may request an extension to July 1, 2016, to comply with the requirement that the percentage of personnel placed in the category of nonclassified may not exceed twenty percent of the total number of classified and nonclassified employees of that organization. If an extension is granted, it may not exceed twenty-five percent and it must be approved in advance of implementing such extension, by both the institution's governing board and the Commission.
- 13.4. In establishing return rights of a nonclassified employee to classified status, the return rights must be evidenced in writing, provided to the



employee and placed into the employee's personnel file, and must articulate the job title and pay grade. If the institution's compensation system establishes discretion as to placement on the salary schedule, then an indication of that placement must be specified.

- 13.5. In establishing return rights of a nonclassified employee to faculty status, the return rights must be evidenced in writing, provided to the employee and placed into the employee's personnel file, and must articulate faculty track, tenure status if any, faculty rank if any, faculty job title, faculty compensation rate, and if non-tenured, whether the faculty status would be for a term, defined in the document, or for the remainder of the academic or fiscal year following separation from nonclassified status.
- 13.6. Classified employees who were involuntarily transferred to non-classified positions have the right to return to classified positions based on West Virginia Code provisions.
- 13.7. When an organization counts, as faculty or classified staff, those administrators who retain the right to return to faculty or classified positions, these designations apply only to the calculation of the organization's compliance with the statutory maximum ratio of nonclassified staff. An organization shall report to the Commission all nonclassified employees who retain return rights to either a classified or faculty position in the category of "nonclassified" in all data submissions or analysis other than the determination of the ratio of nonclassified employees, including but not limited to the analysis of relative market equity.
- 13.8. The current annual salary of a nonclassified employee may not be reduced if his or her position is redefined as a classified position solely to meet the requirements of West Virginia Code §18B-7-11. If such a nonclassified employee is reclassified, his or her salary does not constitute evidence of inequitable compensation in comparison to other employees in the same pay grade.

#### **§133-53-14. Employee Performance Evaluations.**

- 14.1. After a classified employee's probationary period, during which 3-month and 6-month probationary performance evaluations are required, each employee shall receive a written evaluation of his or her job related performance on an annual basis. A copy of the evaluation document shall be placed into the employee's personnel file and must include confirmation, through a physical or an electronic signature of the employee, signifying that the employee has participated in the evaluation process.

- 14.2. Organizations are expected to conduct regular performance evaluations of non-classified employees and faculty as well as classified employees.
- 14.3. Each organization shall develop a consistent, objective performance evaluation system and evaluation instrument(s).
- 14.4. Organizations shall train supervisors, as necessary, in the best practices of conducting employee performance evaluations.
- 14.5. Supervisors who fail to conduct evaluations of those employees who report to them, according to their organization's policies, may be subject to disciplinary action.

**§133-53-15. Training and Development.**

- 15.1. The Vice Chancellor for Human Resources shall carry out the following duties related to training and development:
  - 15.1.a. Analyzing and determining training needs of organization employees and formulating and developing plans, procedures and programs to meet specific training needs and problems. Successful completion of these tasks requires the Vice Chancellor for Human Resources to work closely with and communicate regularly with the training and development coordinators employed by each organization.
  - 15.1.b. Developing, constructing, maintaining and revising training manuals and training aids or supervising development of these materials by outside suppliers.
  - 15.1.c. Planning, conducting, and coordinating management inventories, appraisals, placement, counseling and training.
  - 15.1.d. Coordinating participation by all employees in training programs developed internally or provided by outside contractors.
  - 15.1.e. Administering and analyzing an annual training and development needs survey. The survey may coincide with the completion of the annual performance review process.
  - 15.1.f. Developing model supervisor training programs in order to provide guidance in best practices related to supervision of subordinates and compliance with federal and state employment laws and rules of the Commission.

- 15.1.g. Developing training and professional development programs for personnel who administer human resources functions at each organization in response to performance reviews of those personnel, which are conducted at least once every three years.
- 15.2. The Commission shall assist organization human resources professionals in applying Fair, Accountable, Credible, Transparent, and Systematic (FACTS) principles to all human resources functions and shall provide model training programs to organizations upon request for assistance.
- 15.3. Funds allocated or made available for employee continuing education and development may be used to compensate and pay expenses for faculty or staff pursuing additional academic study or training to better equip themselves better for their duties.
- 15.4. Subject to legislative appropriation therefore, the Commission shall provide additional, regular training and professional development for human resources employees and any appointees to committees appointed by this rule. The training and development shall be:
  - 15.4.a. Mandatory with appropriate consideration given to limiting travel demands on employees; and
  - 15.4.b. In addition to and may not supplant the training and professional development regularly provided to any class of employees by each organization.
- 15.5. An account of the total amount, type of training or professional development provided, the number of employees who participated and the overall cost of the training and professional development provided to employees shall be provided to the Commission by the organizations as part of the annual personnel reports at a time designated by the Commission.

**§133-53-16. Organizational Rules.**

- 16.1. Each institution shall amend any of its policies/rules to comply with the Commission's rule or rules no later than six months after the effective date of any change in statute or Commission rule or rules, unless a different compliance date is specified within the statute or rule containing the requirements or mandate.
- 16.2. An institution may not adopt a rule, as mandated by this subsection, until it has consulted with the appropriate employee classes affected by the Commission's rule or rule's provisions. At a minimum, consultations with

the Advisory Council of Classified Employees (ACCE) and/or the Advisory Council of Faculty (ACF), as appropriate, shall take place.

- 16.3. If an institution fails to adopt a rule or rules as mandated by this subsection, the Commission may prohibit it from exercising any flexibility or implementing any discretionary provision relating to human resources contained in statute or in a Commission rule until the organization's rule requirements have been met.
- 16.4. An institution may exercise additional flexibility or areas of operational discretion identified in statute or in Commission rule or rules when it meets the following requirements:
  - 16.4.a. Receives certification from the Commission that the institution has achieved full funding of the Temporary Higher Education Classified Employee Annual Salary Schedule or is making appropriate progress toward achieving full funding.
  - 16.4.b. Promulgates a comprehensive salary rule or rules as required by statute.
  - 16.4.c. Receives approval for the salary rule from the Chancellor.
  - 16.4.d. Adopts the rule by vote of the institution's governing board.
- 16.5. The Chancellor or his or her designee has the authority and the duty to review each institution's salary rule or rules and to recommend changes to the rule or rules to bring them into compliance with state and federal law, Commission rule or rules or legislative and Commission intent. The Chancellor may reject or disapprove any rule or rules, in whole or in part, if he or she determines that it is not in compliance with any law or rule/rules or if it is inconsistent with Legislative and Commission intent.

**§133-53-17. Organizational Accountability.**

- 17.1. The Commission shall conduct a systematic human resources review of each organization by an external vendor possessing experience and expertise in conducting these reviews every five years, subject to Legislative appropriation. The first review shall be completed no later than June 30, 2013.
- 17.2. The review shall focus on highlighting strengths and identifying and correcting any deficiencies in complying with state and federal law and in adhering to personnel rule or rules of the Commission.

- 17.3. The Commission shall provide organizations with reasonable notice prior to conducting a human resources review and shall identify the subjects to be examined in the review.
- 17.4. A major deficiency means an organization has failed to comply with federal or state law or with personnel rules of the Commission. The following guidelines exist for correcting deficiencies should any be found:
  - 17.4.a. When a major deficiency is identified, the Commission shall notify the governing board of the institution in writing within forty working days, giving particulars of the deficiency and outlining steps the governing board is required to take to correct the deficiency.
  - 17.4.b. The governing board shall correct the major deficiency within four months and shall notify the Commission when the deficiency has been corrected; however, extensions of this time frame may be requested and granted by the Commission.
- 17.5. If the governing board fails to correct the major deficiency or fails to notify the Commission that the deficiency has been corrected within a period of four months from the time the governing board receives notification, the Commission shall apply sanctions as specified:
  - 17.5.a. A formal reprimand shall be placed in the personnel file of each key administrator who shares responsibility and has operational authority in the area of the identified deficiency. The maximum period of time this reprimand shall remain in the personnel file shall be one year.
  - 17.5.b. Other sanctions may include, but are not limited to, suspending new hiring by the organization and prohibiting compensation increases for key administrators who have authority over the areas of major deficiency until the identified deficiencies are corrected.
- 17.6. To the extent that major deficiencies are identified relative to the Commission central office the sanctions described above shall be applicable.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Final Report on Institutional Human Resources Reviews

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Rob Anderson

**BACKGROUND:**

During the meeting, Rob Anderson, Executive Vice Chancellor for Administration, will introduce Eileen Edmunds from ModernThink. As part of her presentation, Ms. Edmunds will discuss the methodology and outcomes of the institutional human resources reviews, which were mandated by Senate Bill 330 (2011).

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on Fall 2012 Enrollment

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Sarah Tucker

**BACKGROUND:**

Fall 2012 enrollment figures for headcount and full-time equivalent (FTE) for the state's four-year public colleges and universities are outlined on the following page. Detailed information regarding enrollment trends will be included in the 2012 Higher Education Report Card, which will be presented to the Commission as part of the February 1, 2013 meeting.

Dr. Sarah Tucker, Director of Planning and Research, will present a verbal report examining enrollment trends within West Virginia from an institutional and system perspective as part of the meeting.

## Headcount Enrollment

<i>Higher Education Policy Commission (HEPC) Institutions</i>		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	% Change	
							2008- 2012	2011- 2012
<b>HEPC</b>	Bluefield State College	1,868	1,989	2,063	1,929	1,935	3.6%	0.3%
	Concord University	2,812	2,882	2,822	2,797	2,834	0.8%	1.3%
	Fairmont State University	4,546	4,572	4,709	4,617	4,451	-2.1%	-3.6%
	Glenville State College	1,443	1,721	1,828	1,857	1,898	31.5%	2.2%
	Marshall University	13,282	13,434	13,717	13,610	13,277	0.0%	-2.4%
	Potomac State College of WVU	1,582	1,810	1,836	1,800	1,781	12.6%	-1.1%
	Shepherd University	4,185	4,256	4,234	4,393	4,326	3.4%	-1.5%
	West Liberty University	2,500	2,642	2,733	2,787	2,804	12.2%	0.6%
	West Virginia School of Osteopathic Medicine	691	778	806	816	827	19.7%	1.3%
	West Virginia State University	3,003	4,003	3,190	2,827	2,644	-12.0%	-6.5%
	West Virginia University	28,840	28,898	29,306	29,616	29,706	3.0%	0.3%
	WVU Institute of Technology	1,224	1,244	1,209	1,315	1,106	-9.6%	-15.9%
	<b>HEPC Total</b>	<b>65,976</b>	<b>68,229</b>	<b>68,453</b>	<b>68,364</b>	<b>67,589</b>	<b>2.4%</b>	<b>-1.1%</b>

## Full-Time Equivalent (FTE) Enrollment

<i>Higher Education Policy Commission (HEPC) Institutions</i>		Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	% Change	
							2008- 2012	2011- 2012
<b>HEPC</b>	Bluefield State College	1,632	1,730	1,729	1,660	1,717	5.2%	3.5%
	Concord University	2,705	2,753	2,706	2,723	2,621	-3.1%	-3.8%
	Fairmont State University	3,956	4,031	4,121	4,023	3,939	-0.4%	-2.1%
	Glenville State College	1,262	1,356	1,468	1,412	1,445	14.5%	2.4%
	Marshall University	10,599	10,843	11,422	11,305	11,234	6.0%	-0.6%
	Potomac State College of WVU	1,242	1,468	1,524	1,489	1,511	21.7%	1.5%
	Shepherd University	3,569	3,721	3,748	3,837	3,774	5.7%	-1.6%
	West Liberty University	2,408	2,546	2,636	2,656	2,672	11.0%	0.6%
	West Virginia School of Osteopathic Medicine	691	778	806	816	827	19.7%	1.3%
	West Virginia State University	2,337	2,739	2,459	2,259	2,108	-9.8%	-6.7%
	West Virginia University	26,997	27,212	27,704	27,945	27,948	3.5%	0.0%
	WVU Institute of Technology	1,044	1,104	1,056	1,104	946	-9.4%	-14.3%
	<b>HEPC Total</b>	<b>58,443</b>	<b>60,282</b>	<b>61,377</b>	<b>61,228</b>	<b>60,741</b>	<b>3.9%</b>	<b>-0.8%</b>



**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on West Virginia GEAR UP Grant Program External Evaluation

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Adam Green

**BACKGROUND:**

Staff will provide an update on the evaluation of the West Virginia Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant Program, funded by the United States Department of Education. Researchers from Edvantia, Inc., the external evaluator of the program, will present findings from the program's first four years of implementation.



# West Virginia GEAR UP Evaluation Highlights

**Dr. Kristine Chadwick, Edvantia**  
**Georgia Hughes-Webb, Edvantia**

**Dr. Adam Green, HEPC**  
**Michelle Johnson, HEPC**



# West Virginia GEAR UP

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- Six-year federal grant
- 10 counties, 14 high schools
- Serves students, parents, and educators in two cohorts each year
  - 2014 Cohort (graduating class of 2014)
  - Priority Cohort (11th and 12th grade students)
- More than 5,000 students per year
- Will serve more than 13,000 students during the life of the grant (2008-2014)

## West Virginia GEAR UP Service Areas and Schools

2012-13 Academic Year



**SOUTHWESTERN REGION** - served by Southern West Virginia Community and Technical College

**BOONE:** Scott High School (class of 2014 only);  
Sherman High School

**LINCOLN:** Lincoln County High School

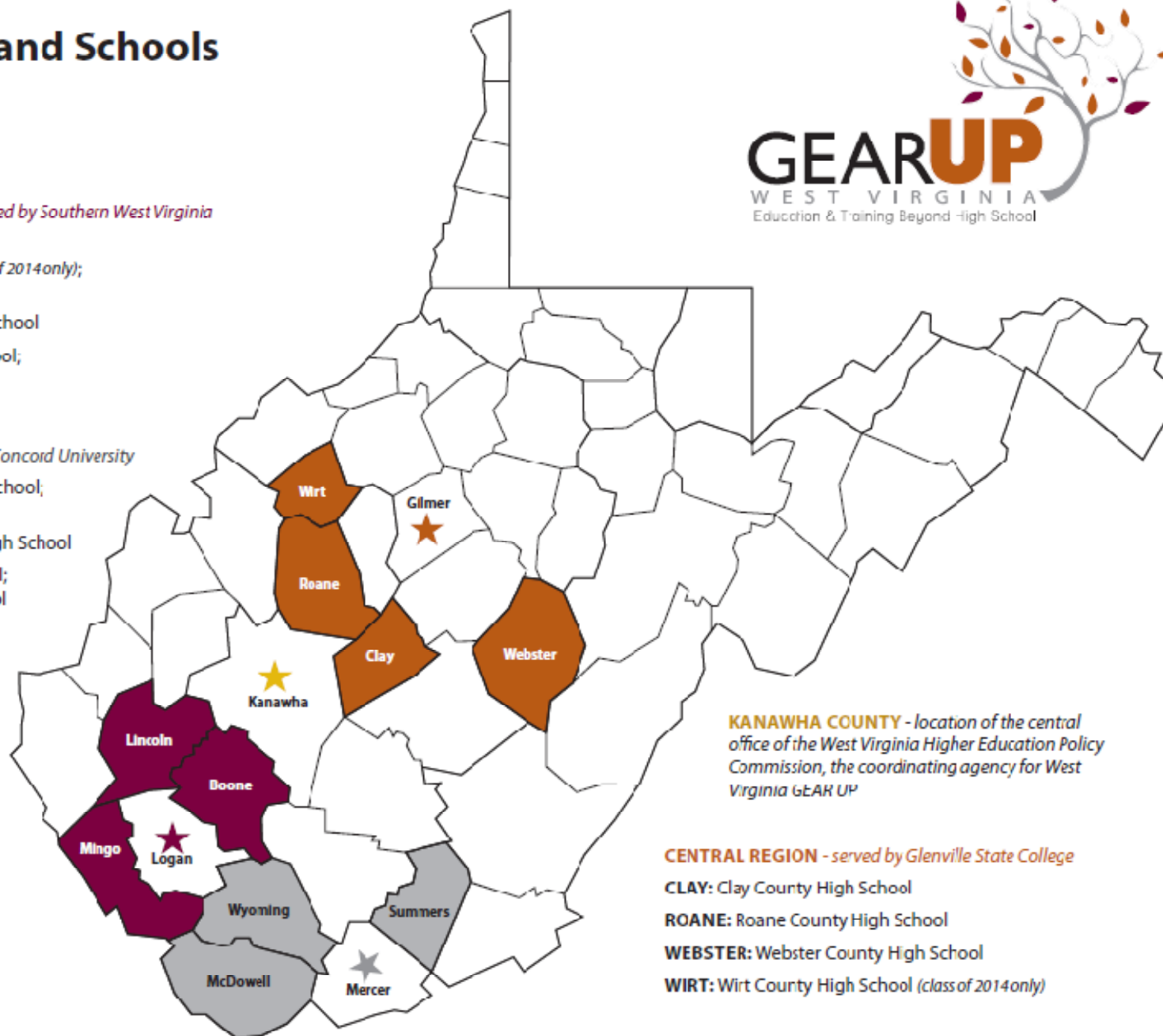
**MINGO:** Mingo Central High School;  
Tug Valley High School

**SOUTHERN REGION** - served by Concord University

**MCDOWELL:** Mount View High School;  
River View High School

**SUMMERS:** Summers County High School

**WYOMING:** Westside High School;  
Wyoming County East High School



[www.wvgearup.org](http://www.wvgearup.org)

# GEAR UP Services to Students

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<b>Student Events (2011-12)</b>	<b>Participants</b>	<b>Avg. Hours Per Student</b>
College Campus Visit	1,704	2.78
Academic and Career Counseling	3,419	2.83
Family or Cultural Event	2,291	2.68
Financial Aid Counseling and Advising	1,164	3.06
Job Site Visit	702	1.87
Mentoring Activities	2,055	3.34
Rigorous Academic Curricula	177	73.73
Summer Program	88	33.00
Tutoring	2,148	15.61

# GEAR UP Services to Parents and Educators

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<b>Parent Events (2011-12)</b>	<b>Participants</b>	<b>Avg. Hours Per Parent</b>
College Campus Visit	65	3.02
Counseling and Advising	473	2.49
Family College-Awareness Events	1,478	2.70
Financial Aid Workshop	284	1.87
<b>Educator Events (2011-12)</b>	<b>Participants</b>	<b>Avg. Hours Per Educator</b>
Professional Development Activities	290	8.48

# West Virginia GEAR UP Evaluation

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- 16 Questions
  - Implementation: Is the program doing what it planned?
  - Outcomes: What is happening as a result?
  - Sustainability: What efforts will sites be able to maintain?
- Rigorous, longitudinal quasi-experimental
- Embedded design using mixed methods

# Data Collection Methods

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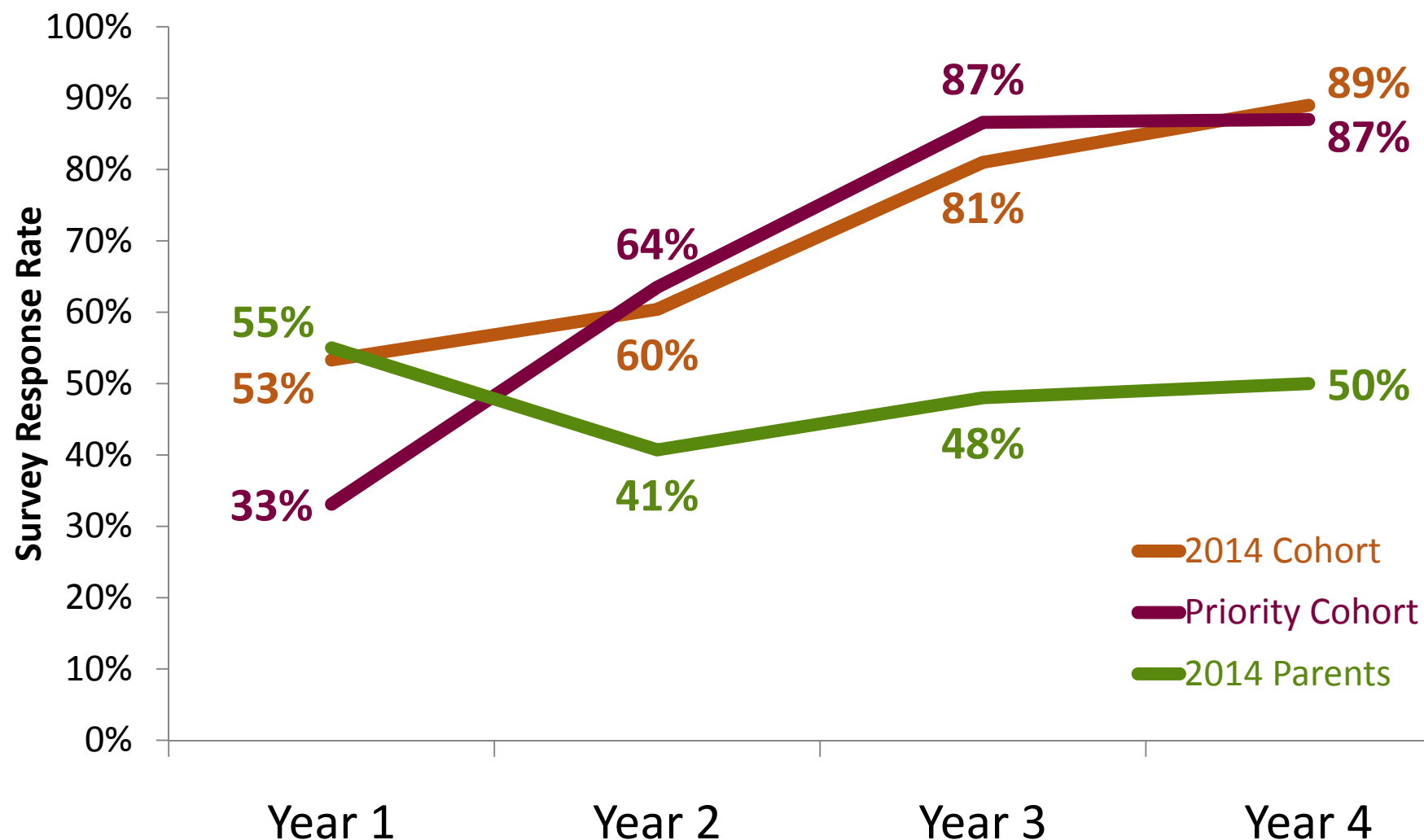
- Student and Parent Surveys
- School Personnel Surveys
- Site Coordinators Focus Group Interview
- Extant Student and School Data
- Service/Activity Implementation
  - SCRIBE (Standardized Collection and Reporting of Information Benefiting Education)



# Annual Student & Parent Surveys

		School Year					
Class of		2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
2009	Students	● 12th Grade					
2010	Students	● 11th Grade	● 12th Grade				
2011	Students		● 11th Grade	● 12th Grade			
2012	Students			● 11th Grade	● 12th Grade		
2013	Students & Parents	● 8th Grade		● 10th Grade	● 11th Grade	● 12th Grade	
2014	Students & Parents	● 7th Grade	● 8th Grade	● 9th Grade	● 10th Grade	● 11th Grade	● 12th Grade
2015	Students & Parents	● 6th Grade		● 8th Grade		● 10th Grade	● 11th Grade

# Annual Evaluation Survey Response Rates

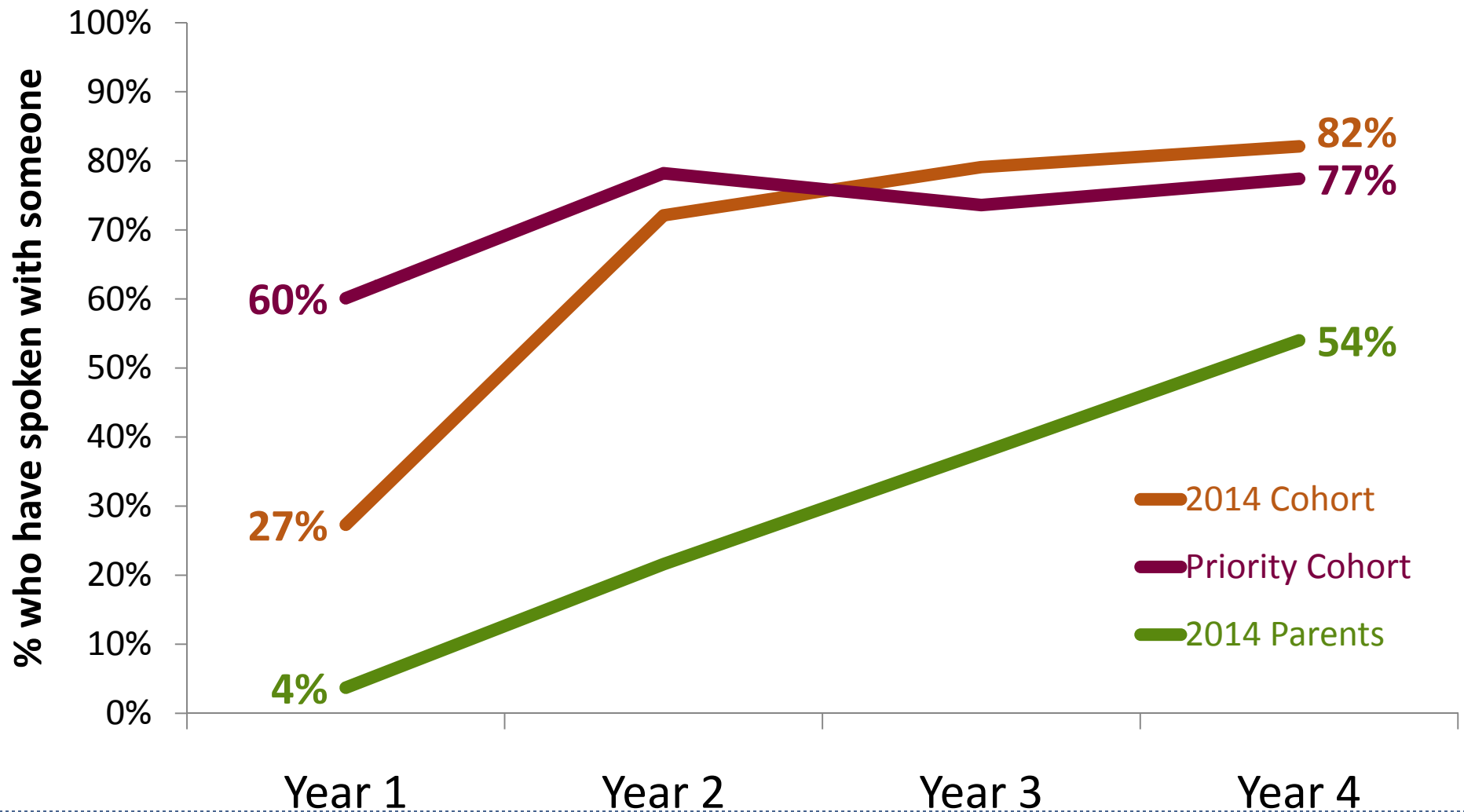


# Outreach for College Knowledge

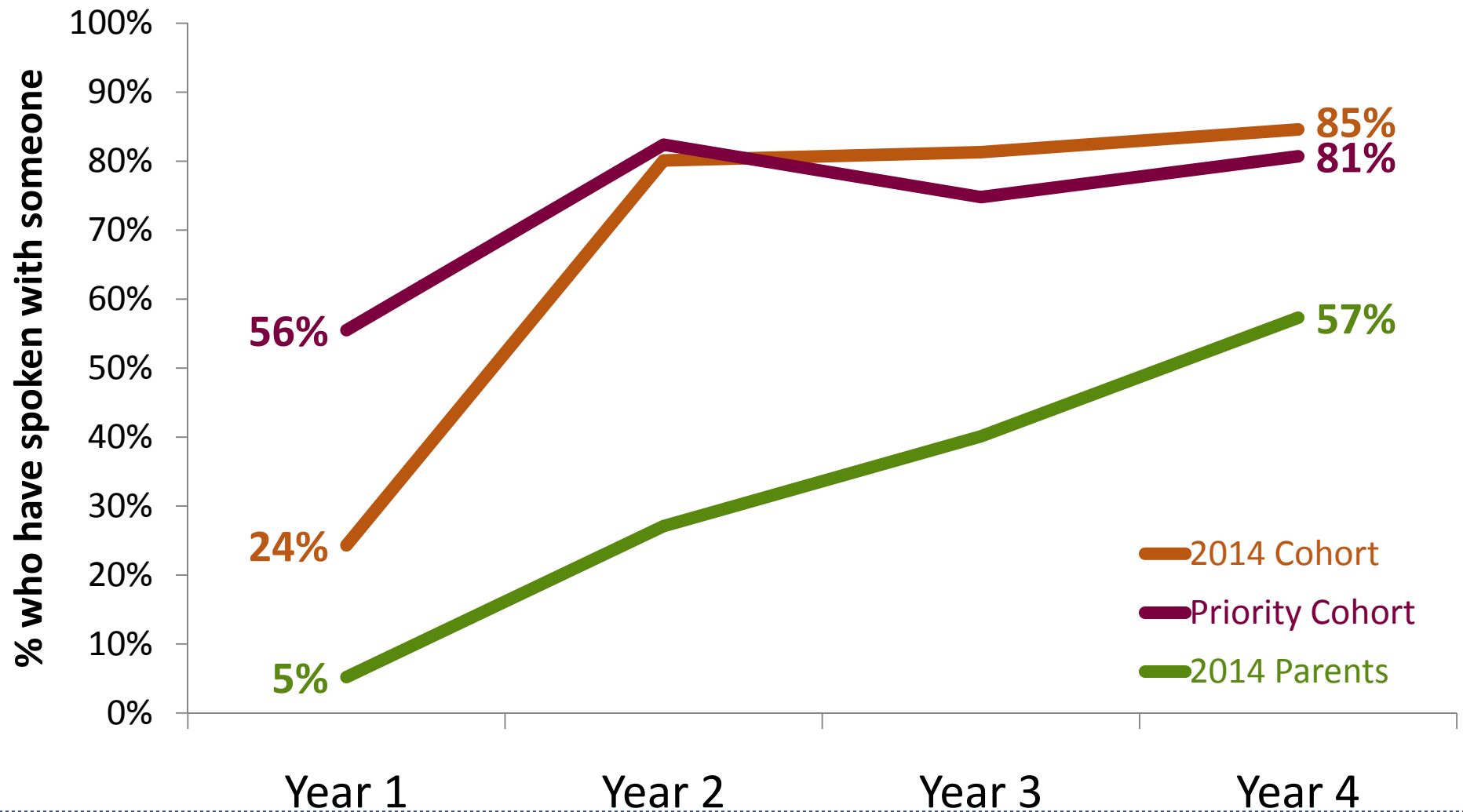




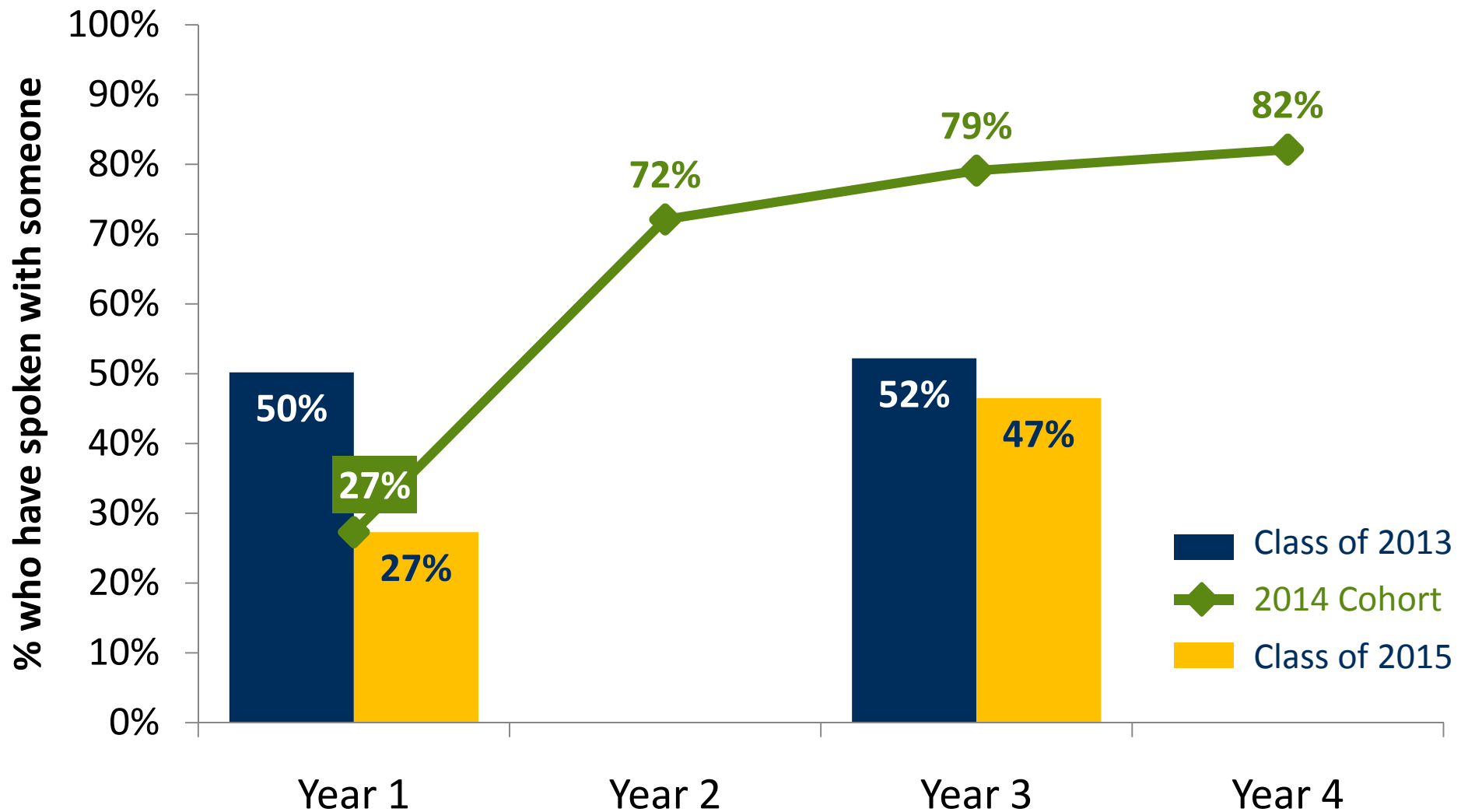
# Information Outreach: College Entrance Requirements



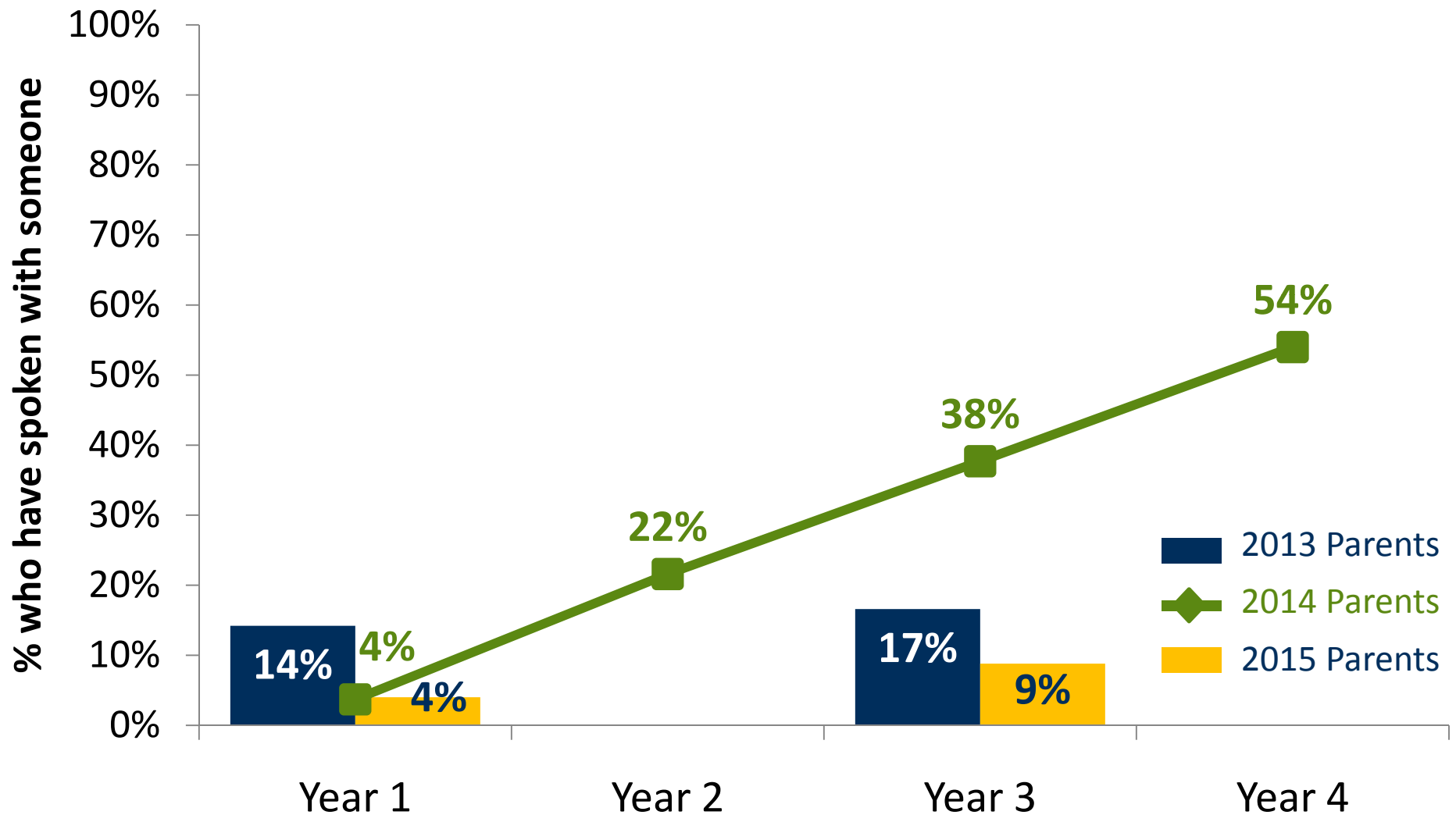
# Information Outreach: Financial Aid Availability



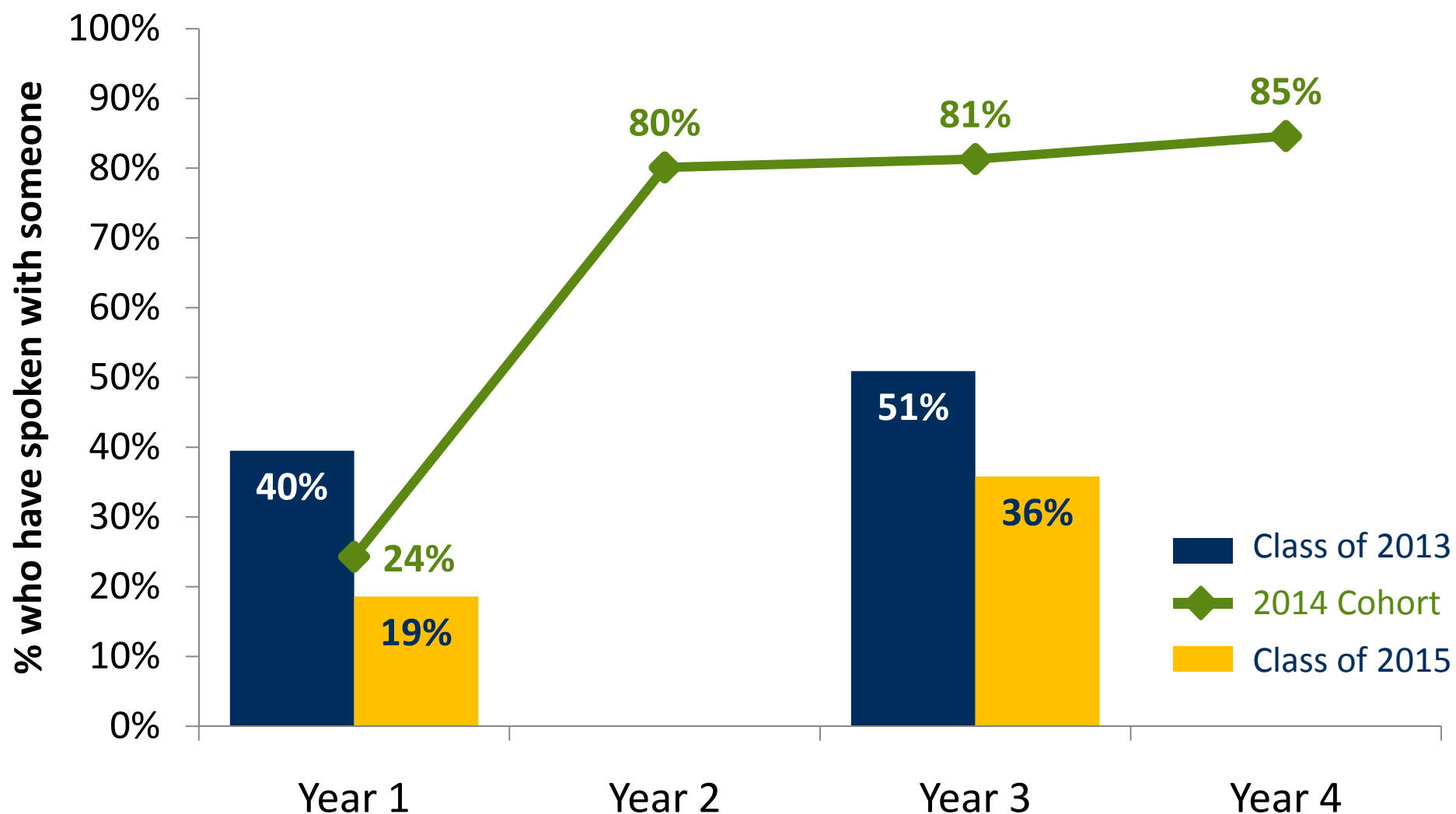
# Information Outreach: College Entrance Requirements



# Information Outreach: College Entrance Requirements

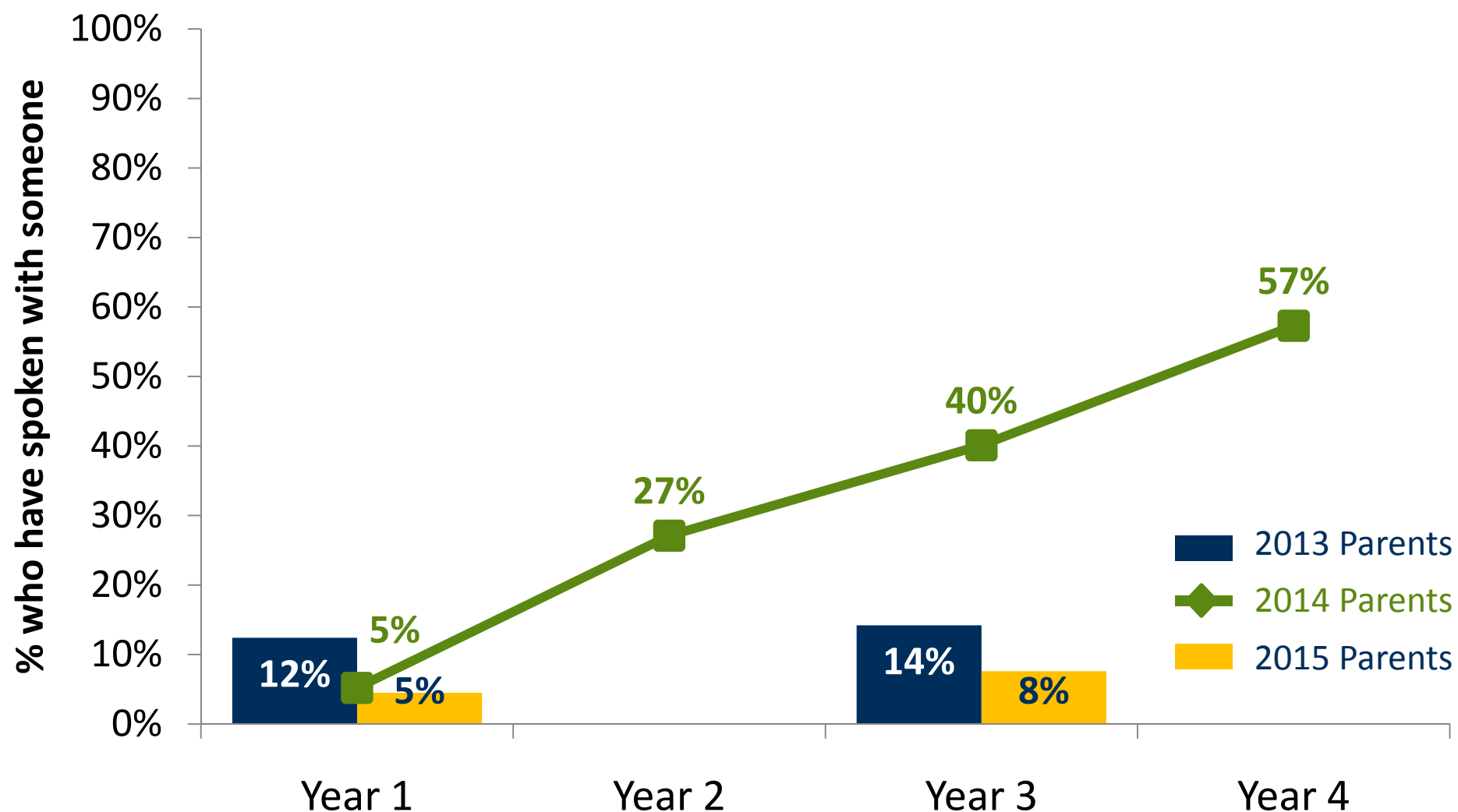


# Information Outreach: Financial Aid Availability

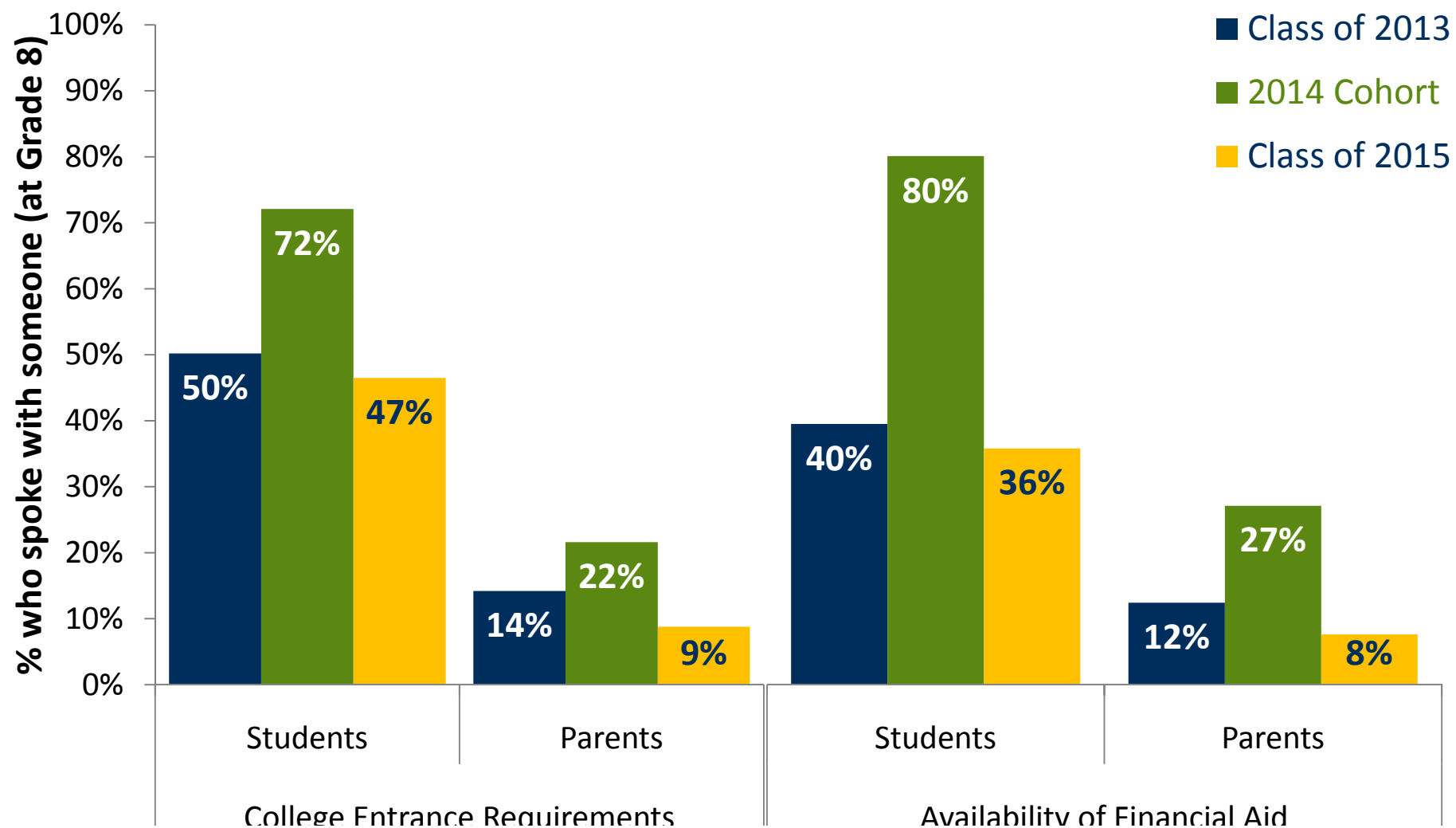




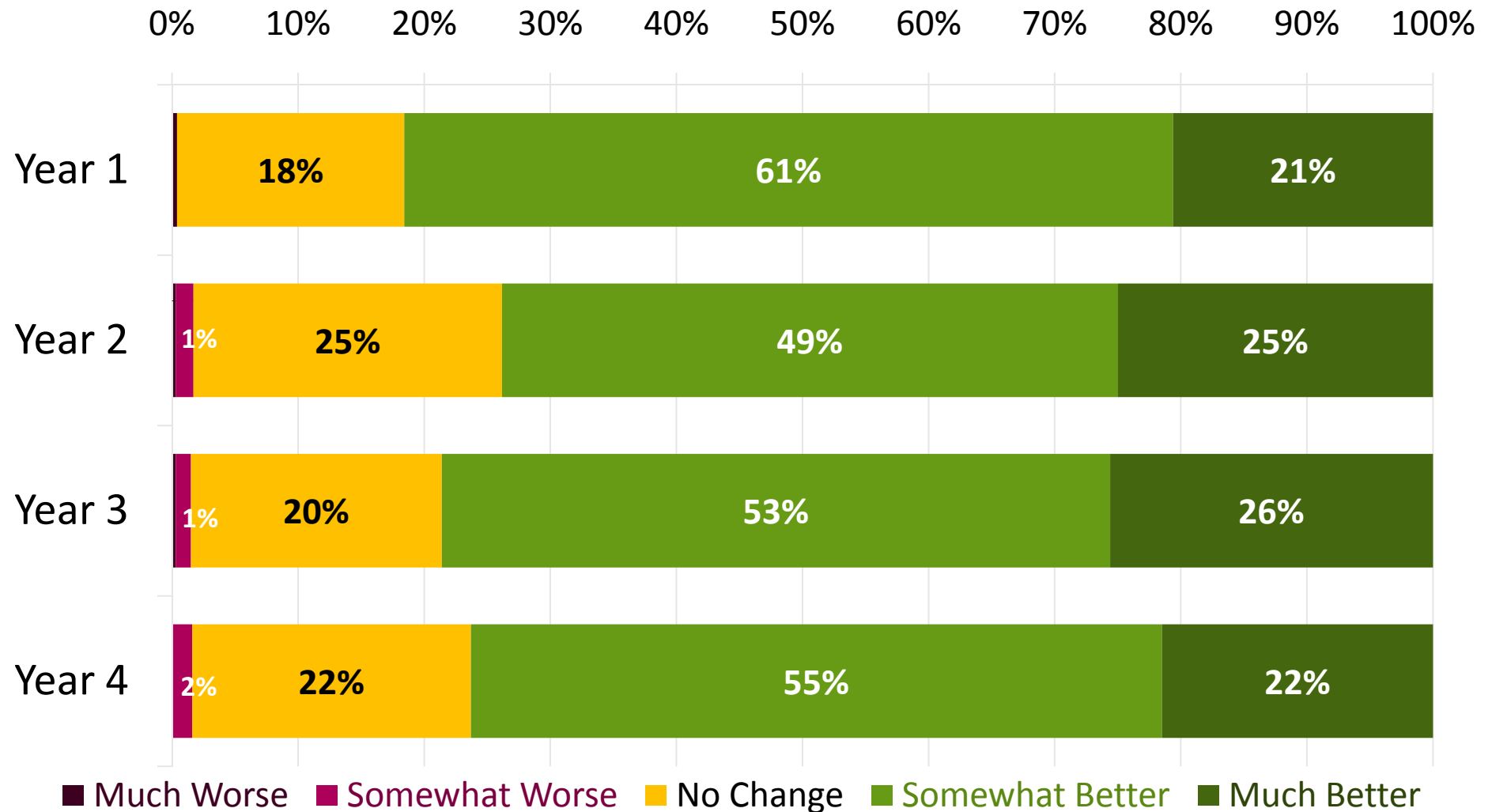
# Information Outreach: Financial Aid Availability



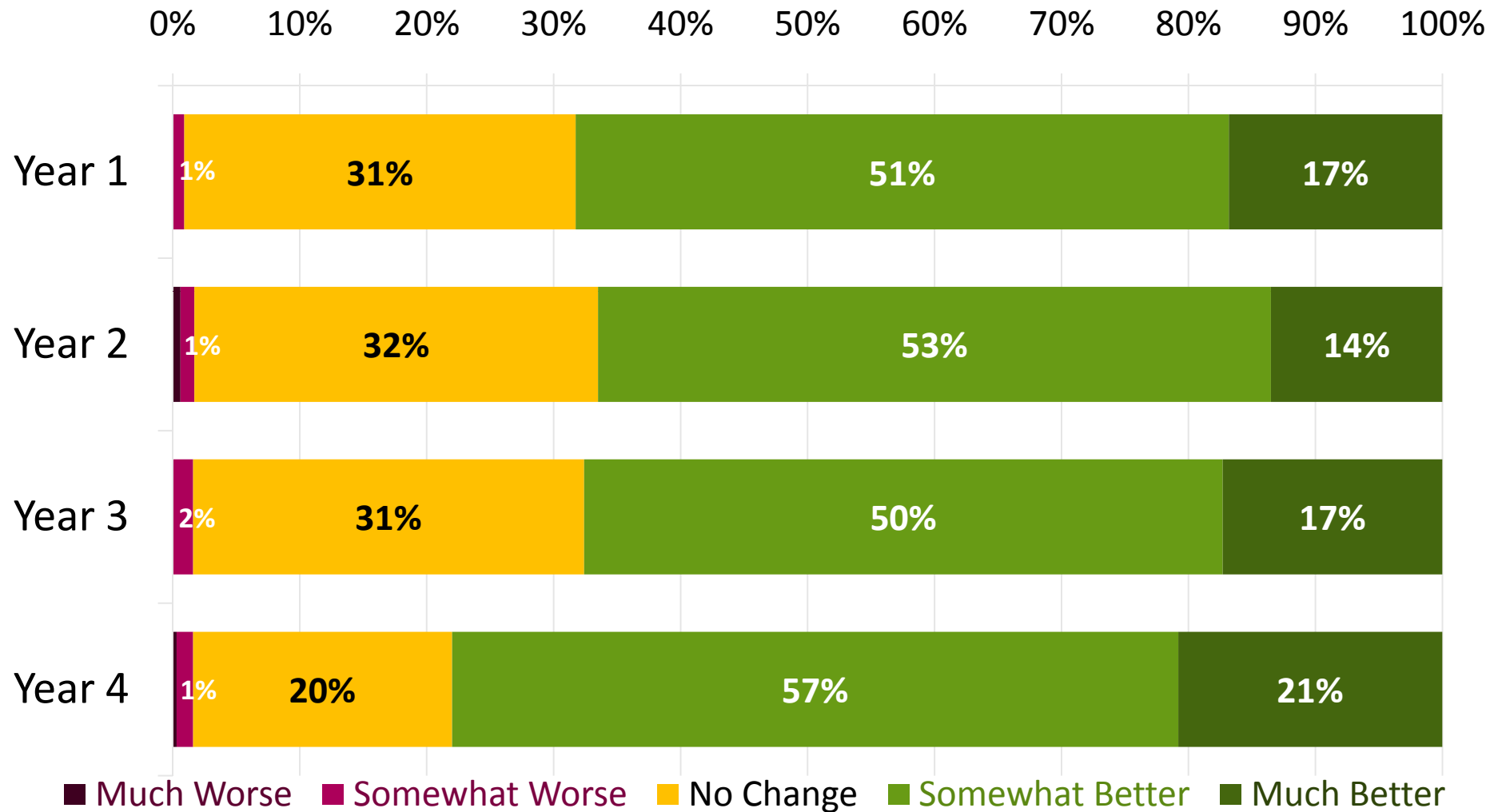
# Information Outreach by Grade 8



# School Staff Perceptions: Students' College Awareness



# School Staff Perceptions: Students' Career Awareness

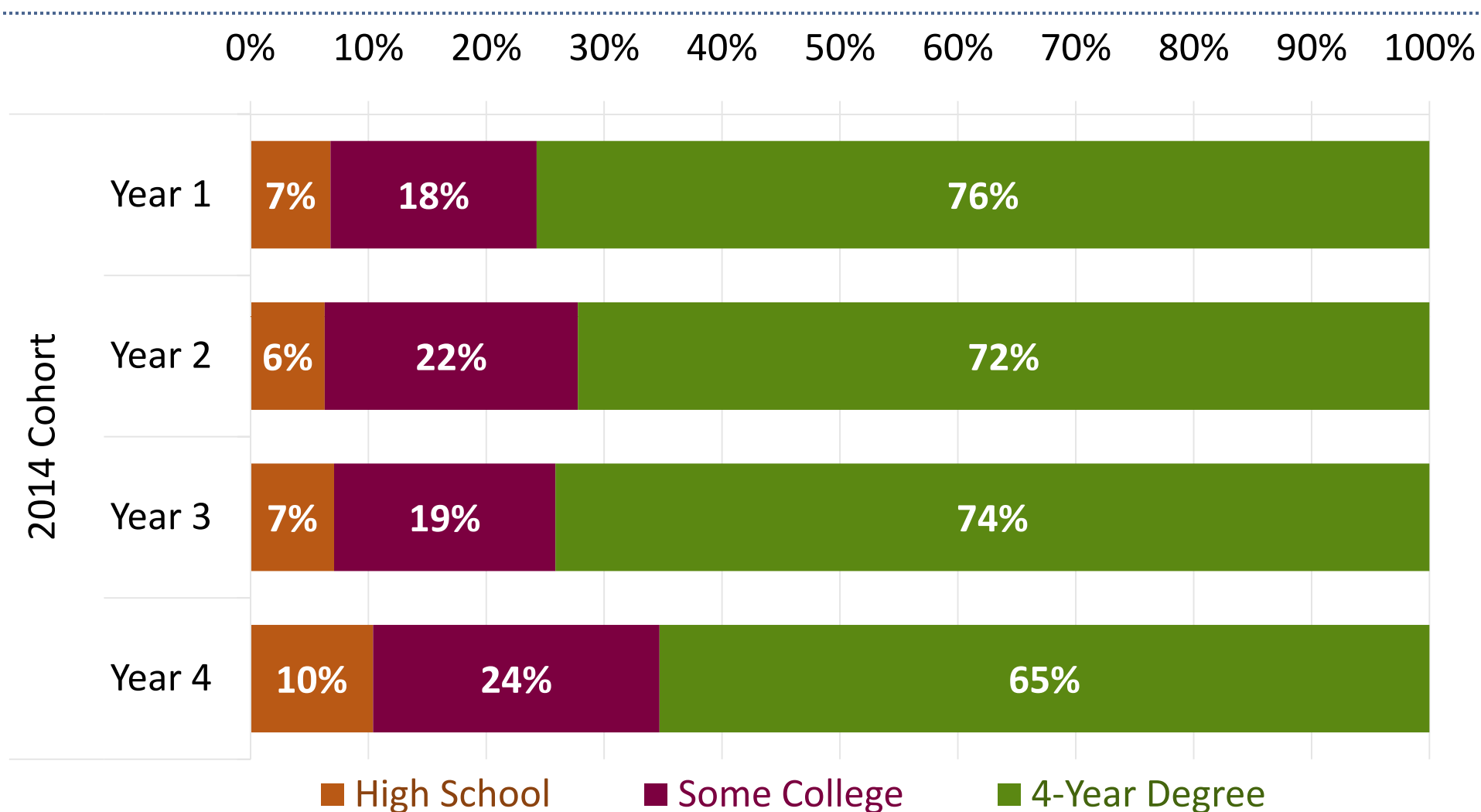




# Plans and Aspirations

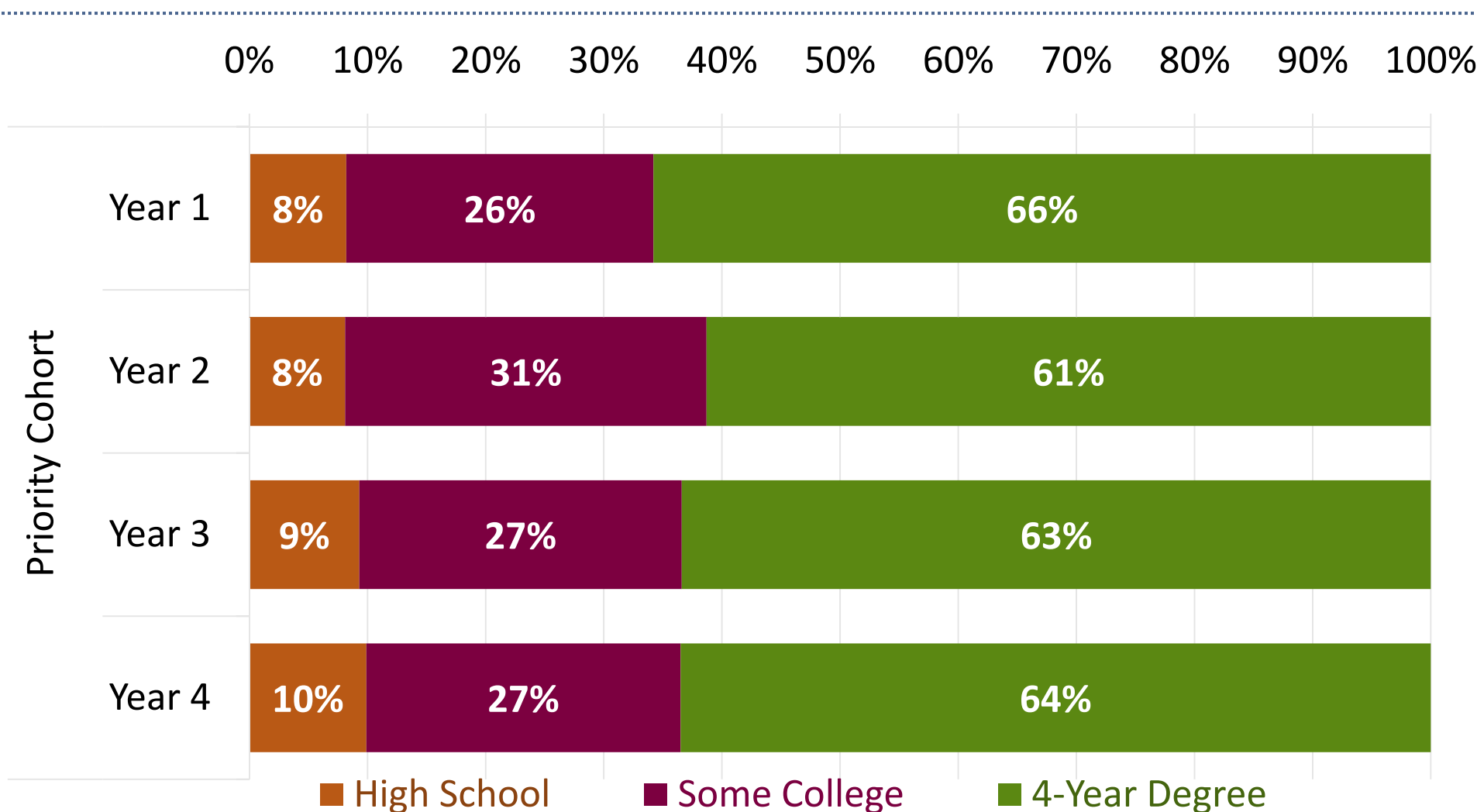


# Educational Aspirations: 2014 Cohort

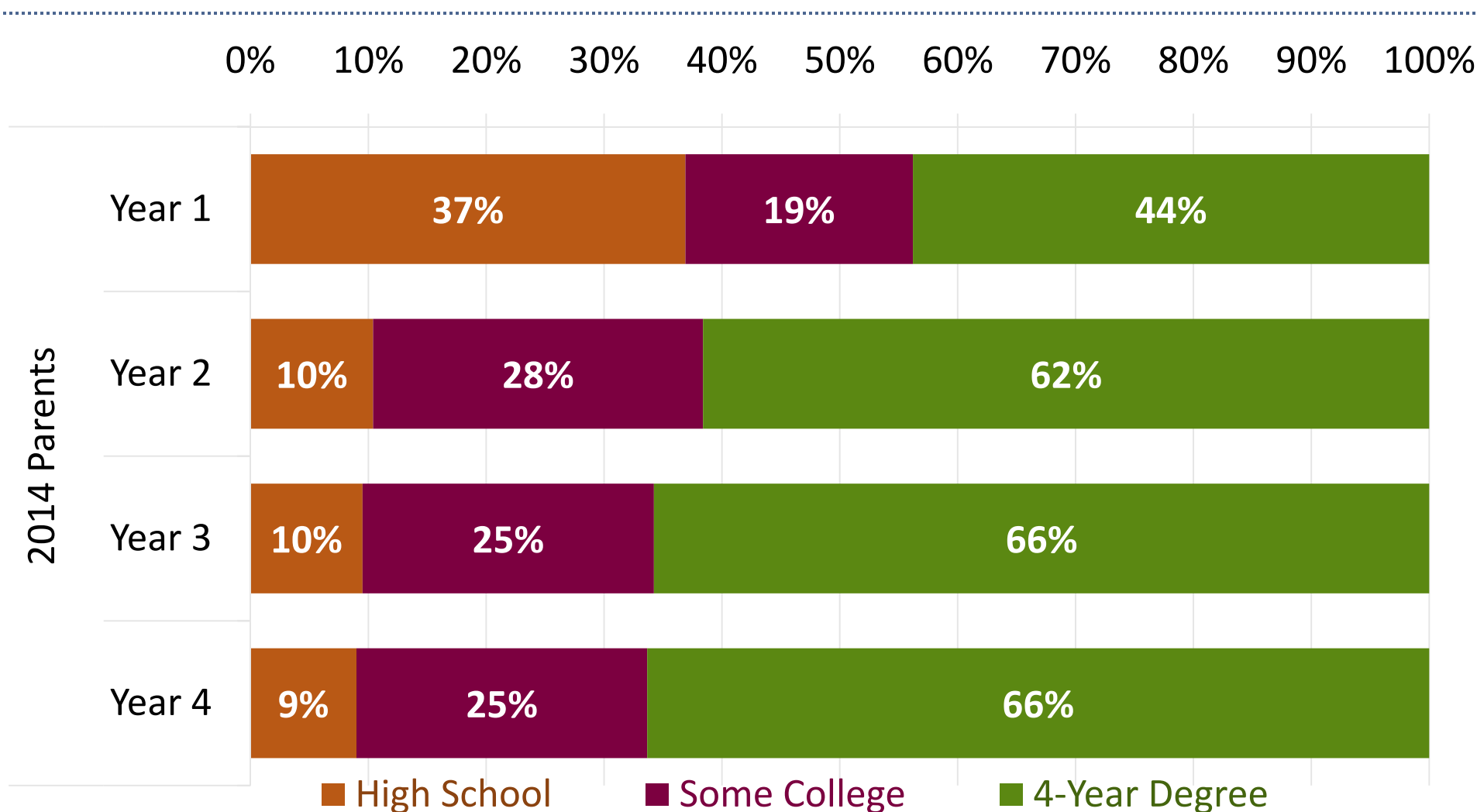




# Educational Aspirations: Priority Cohort

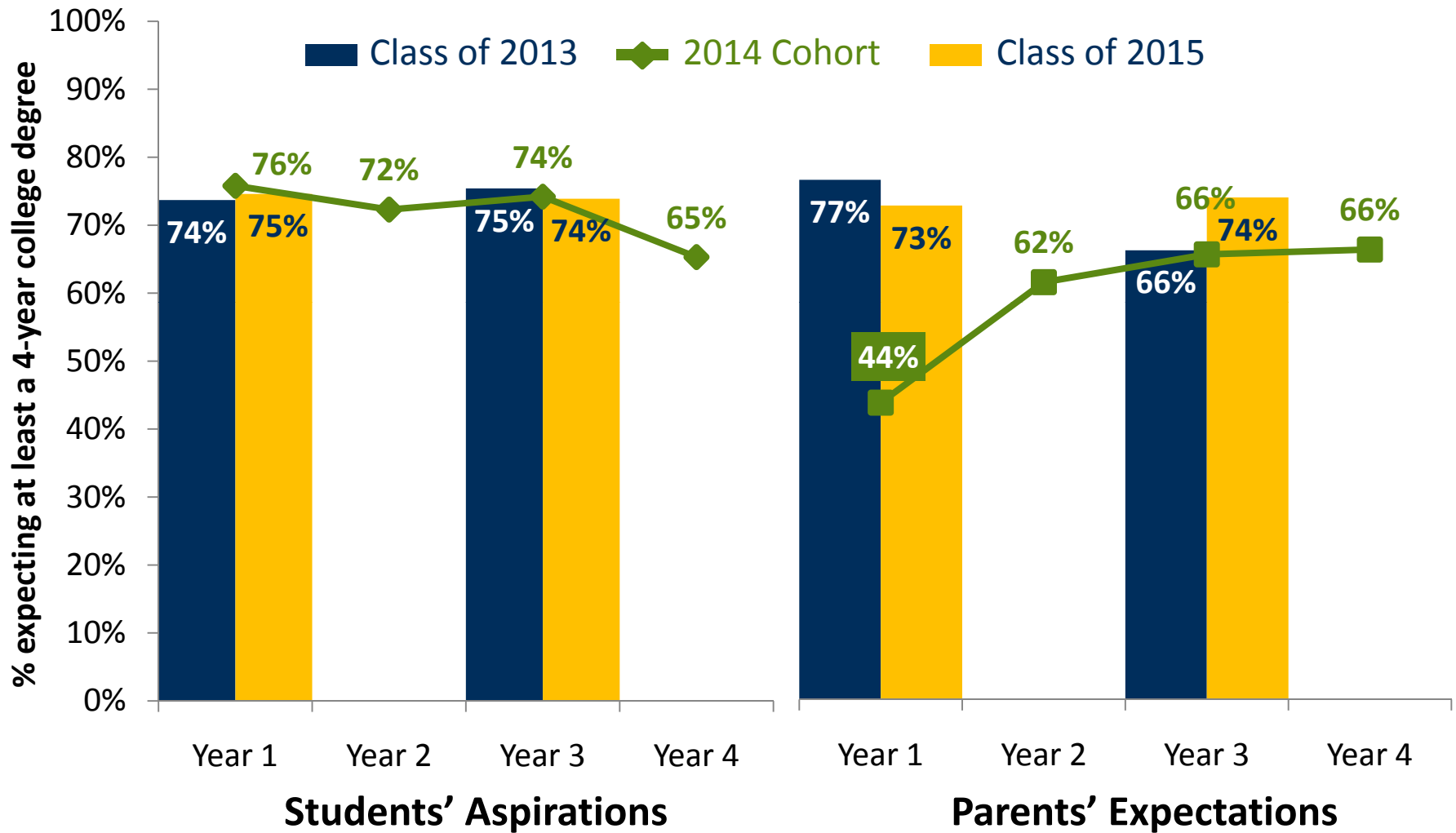


# Educational Expectations: 2014 Parents

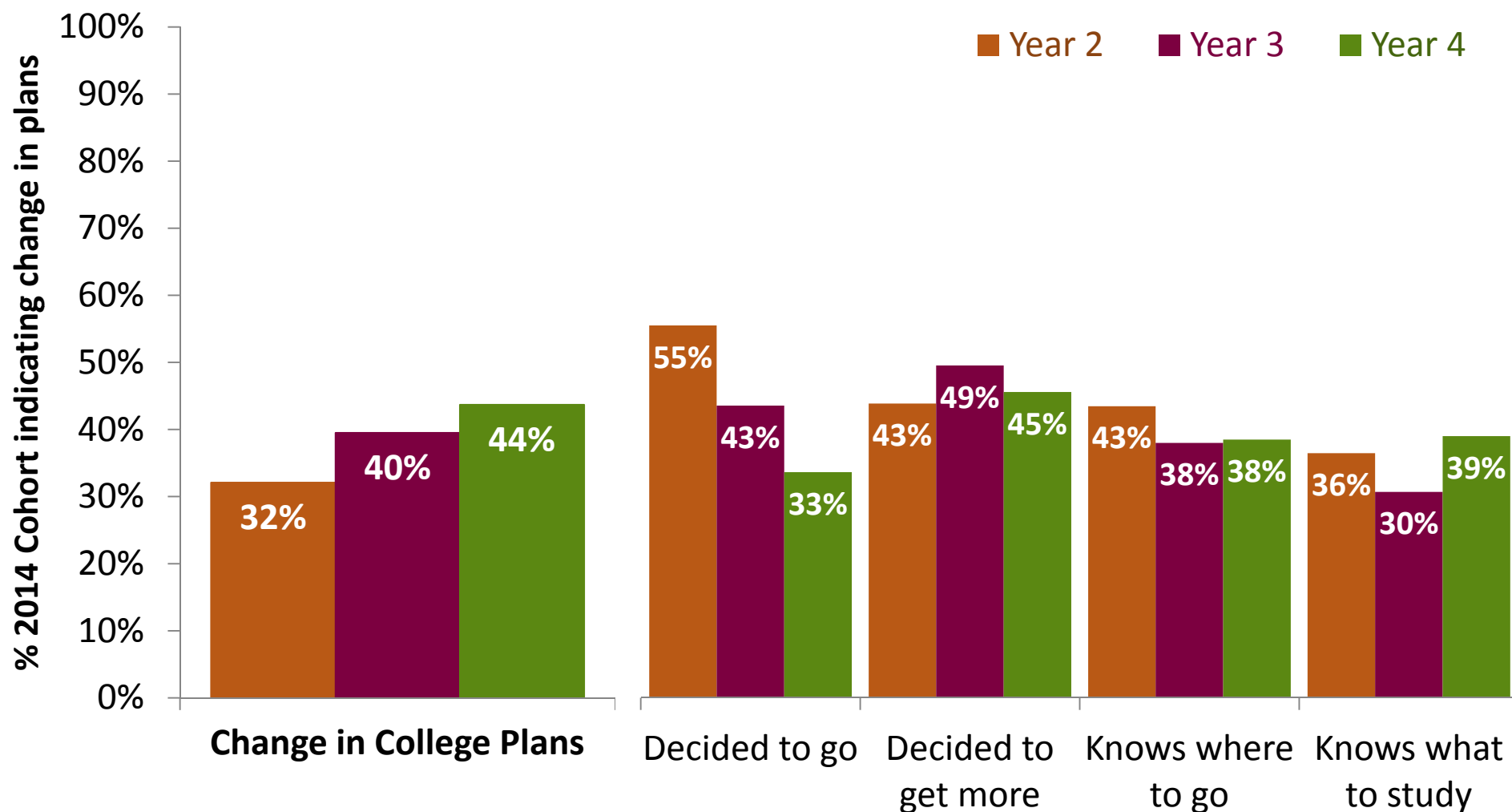




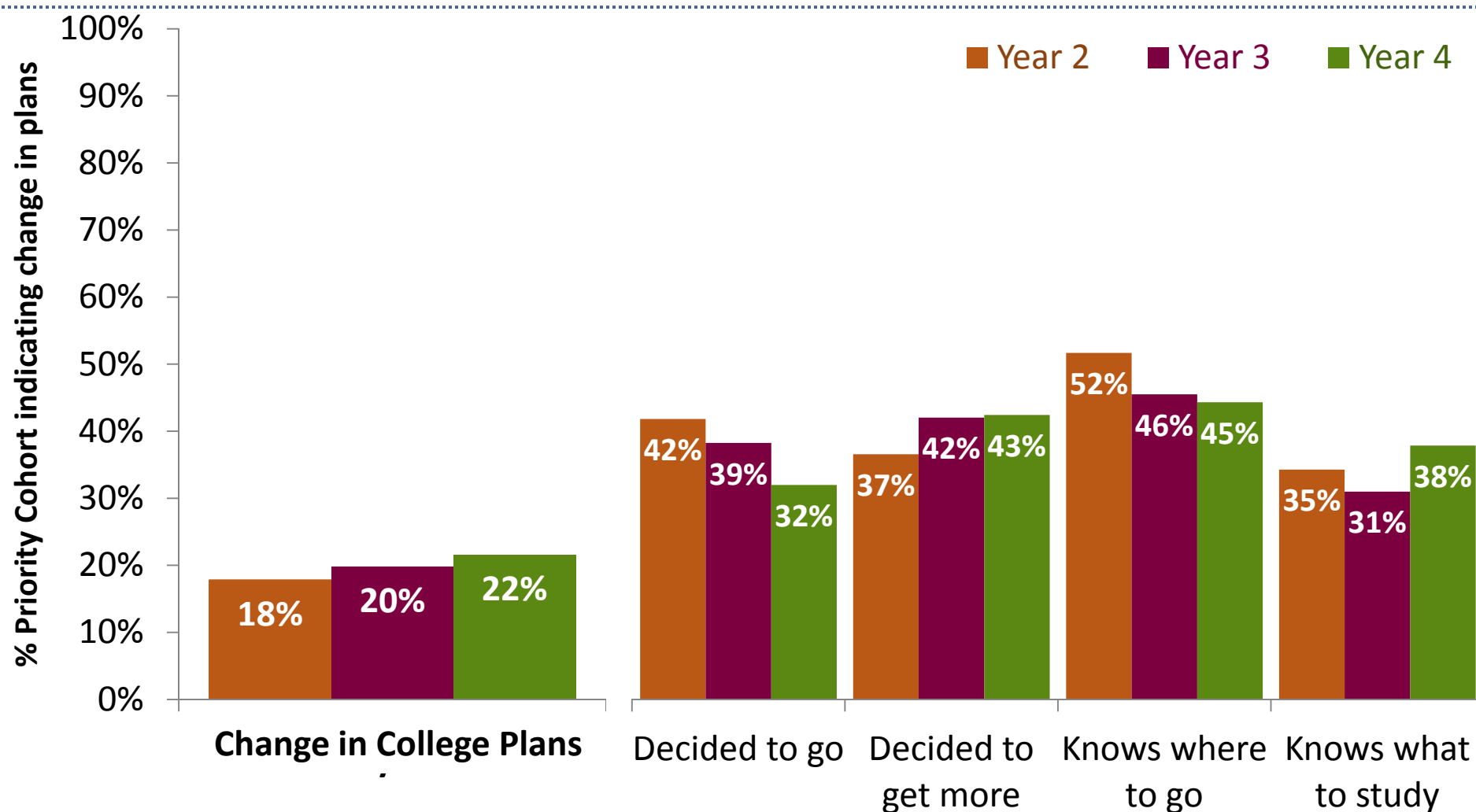
# Aspirations: 4-Year Degree



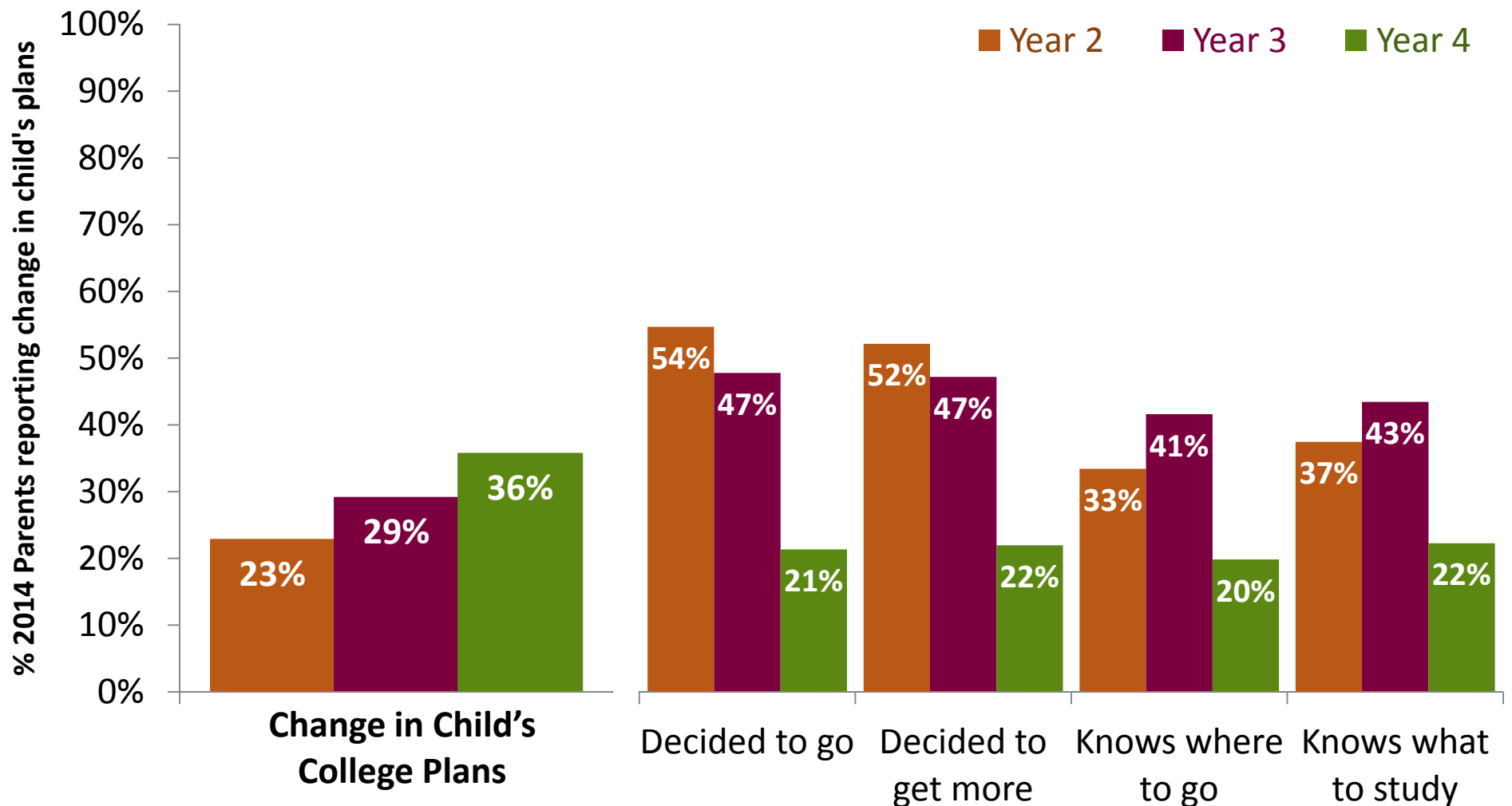
# Impact of GEAR UP on 2014 Cohort



# Impact of GEAR UP on Priority Cohort



# 2014 Parents' Perception of GEAR UP Impact



# College Going Rates

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- West Virginia GEAR UP Schools Average:  
44% of students in Class of 2011 matriculated to college the following year
- For Class of 2011: 9 of the GEAR UP schools (53%)\*  
had a better college-going rate than baseline  
(Class of 2008)

\*In 2010-2011, the project included 17 high schools. Four schools (in Mingo County) have since consolidated, leaving a current total of 14 high schools.



# Cost and Affordability

The image shows a flyer for 'COLLEGE GOAL SUNDAY' and a 'FINANCIAL AID DEADLINE' card pinned to a wooden surface. The flyer is for a workshop on February 12, 2012, from 1:00 to 4:00 PM, where students and families can get free help with completing the FAFSA. The card lists financial aid deadlines for various programs, including the 2012-13 deadline of January 15th for the FAFSA.

**COLLEGE GOAL SUNDAY**

College Goal Sunday™ is an opportunity for students and families to get FREE help with completing the Application for Federal Student Aid (FAFSA). Anyone planning to attend college is eligible to participate regardless of your age or income.

**JOIN US ON FEBRUARY 12, 2012 FROM 1:00 TO 4:00 PM!**

**WHERE:**

**CONTACT:**

**WHAT TO BRING:**

In order to complete the FAFSA at a College Goal Sunday workshop, you and your parents must bring several documents, including your 2011 federal tax records. If your 2011 tax records are not available, please bring your 2010 records (but please note, you will have to edit your FAFSA again later if you use information from 2010).

Please bring:

- Your driver's license (if you have one)
- Your Social Security number
- Your parents' (or guardians') Social Security number

**FINANCIAL AID DEADLINE**

By having planning information regarding the 2012-13 deadline for the FAFSA, you can ensure that you are not missing out on financial aid.

**DEADLINE OF 2012-13 FAFSA: JANUARY 15, 2012**

For students planning to attend college during the 2012-13 academic year, the 2012-13 FAFSA deadline is January 15, 2012. The 2012-13 FAFSA will be available online at [fafsa.gov](http://fafsa.gov).

**DEADLINE OF 2012-13 FAFSA: JANUARY 15, 2012**

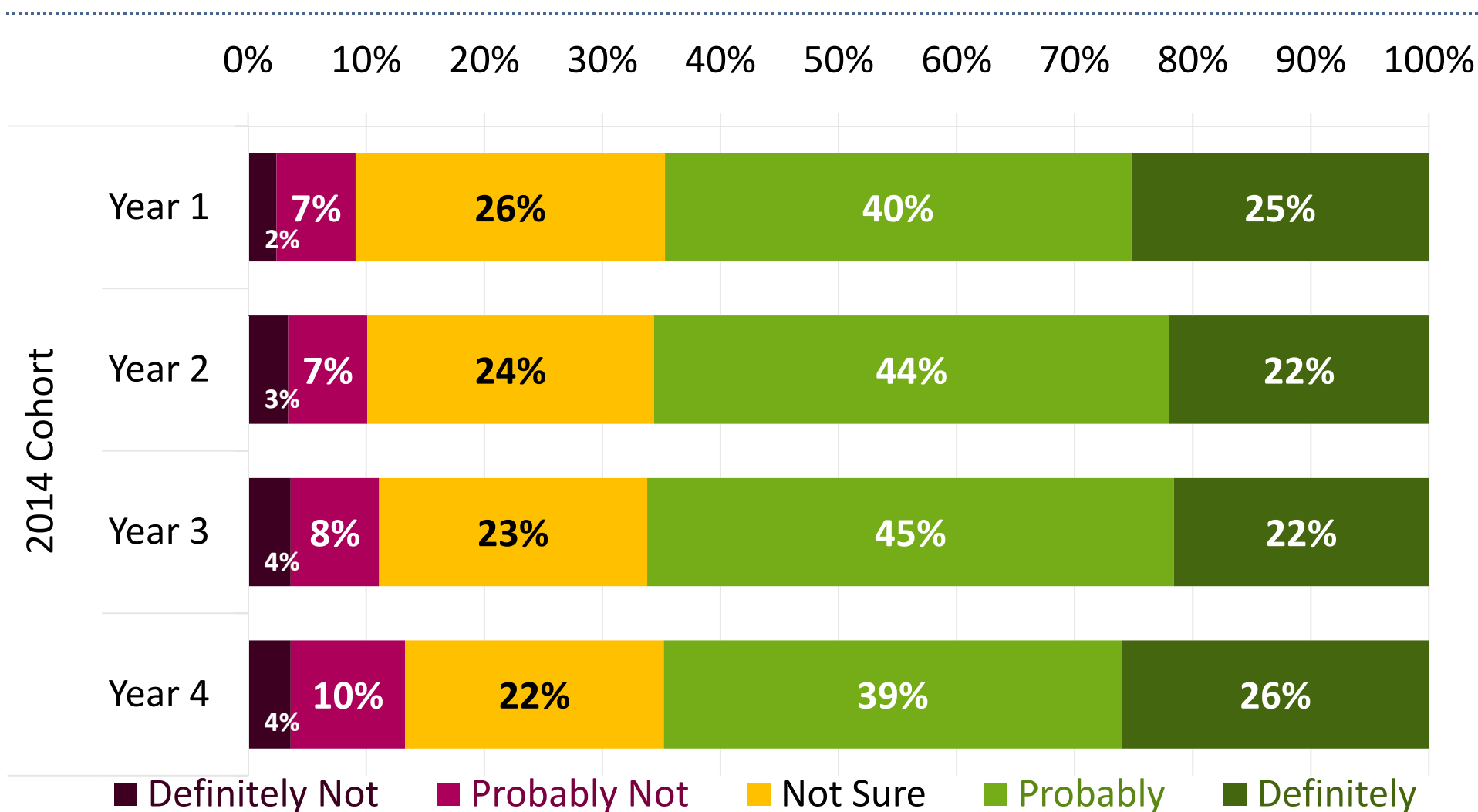
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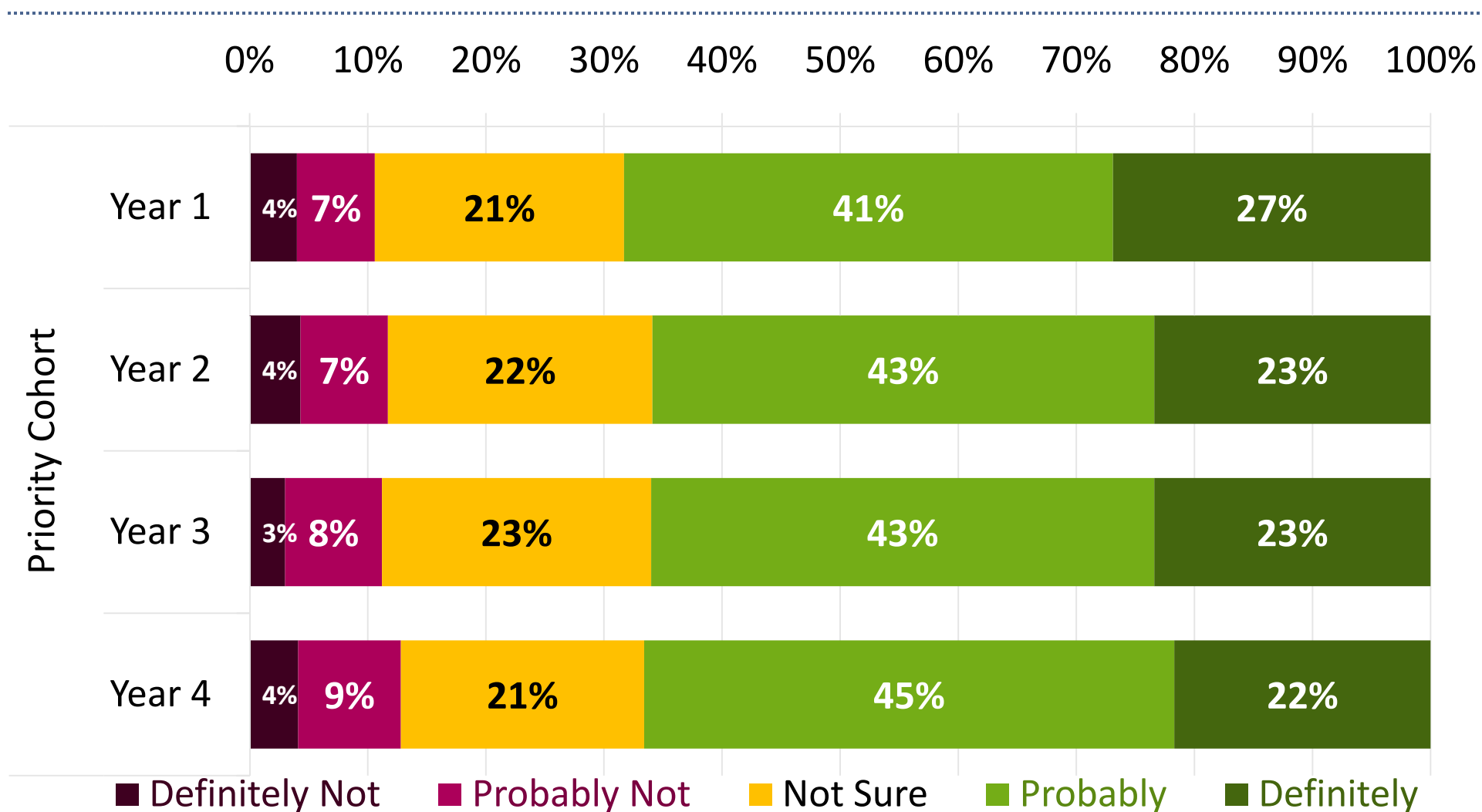
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[www.cfmv.com](http://www.cfmv.com)

# Perceptions of Affordability

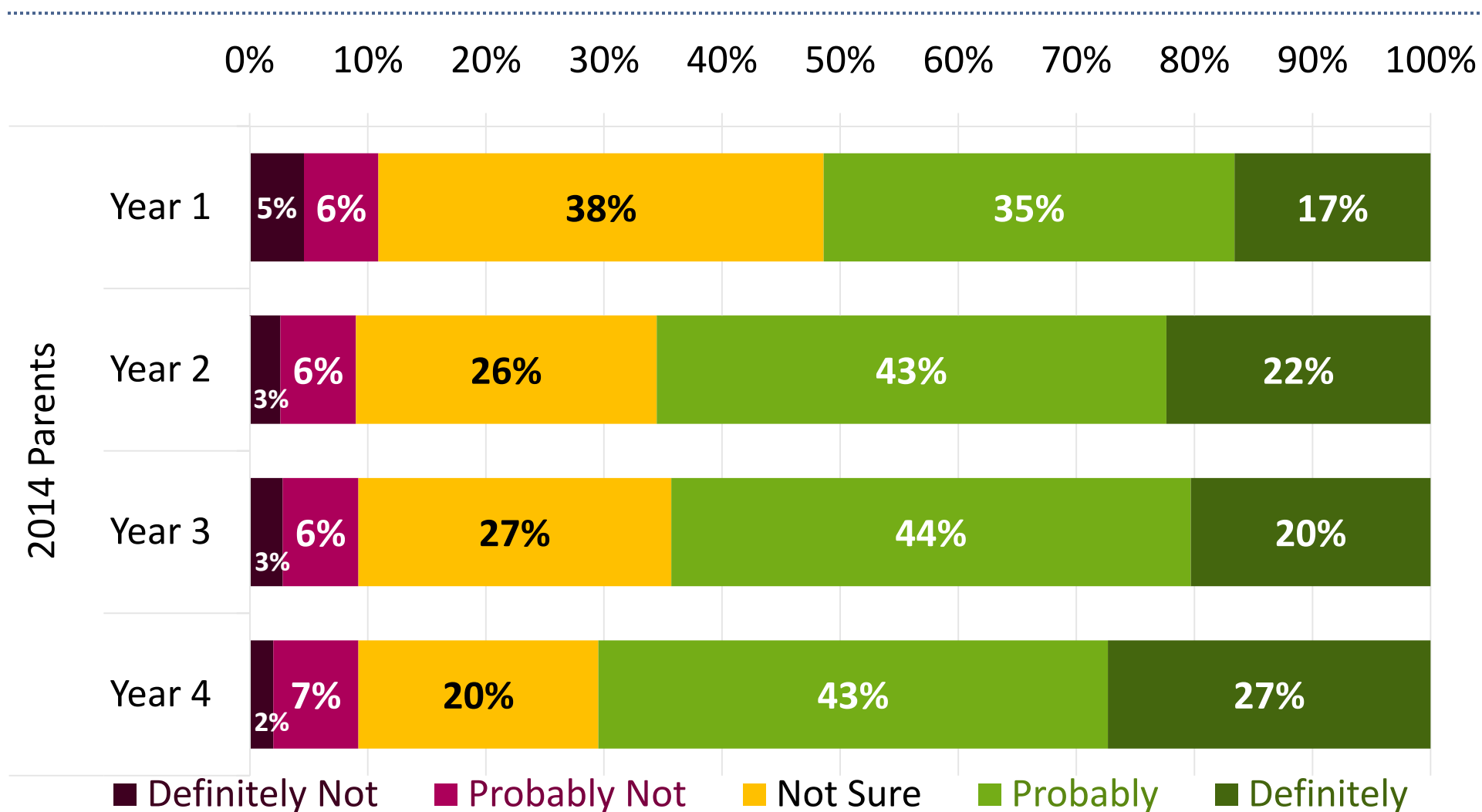


# Perceptions of Affordability

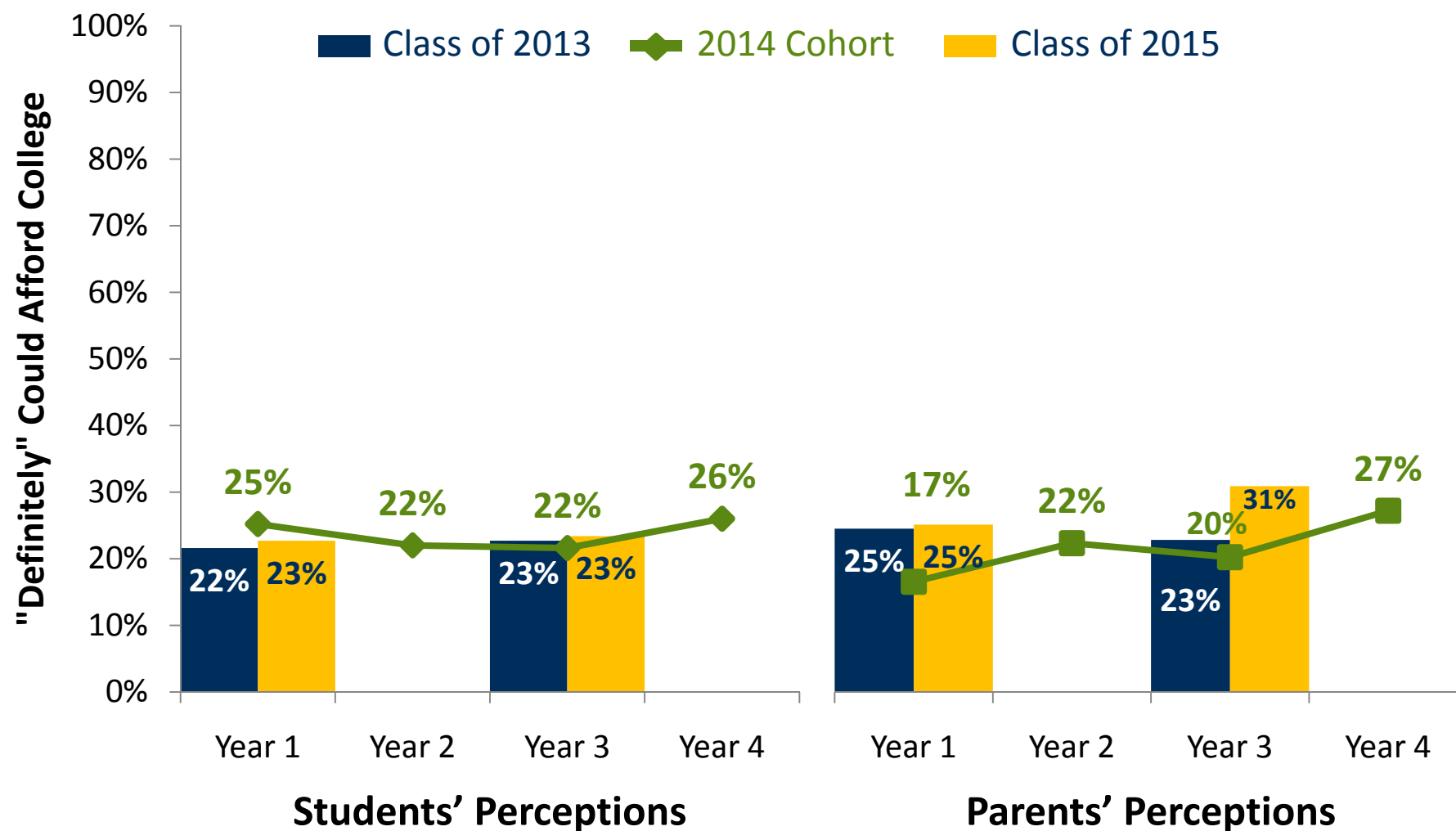




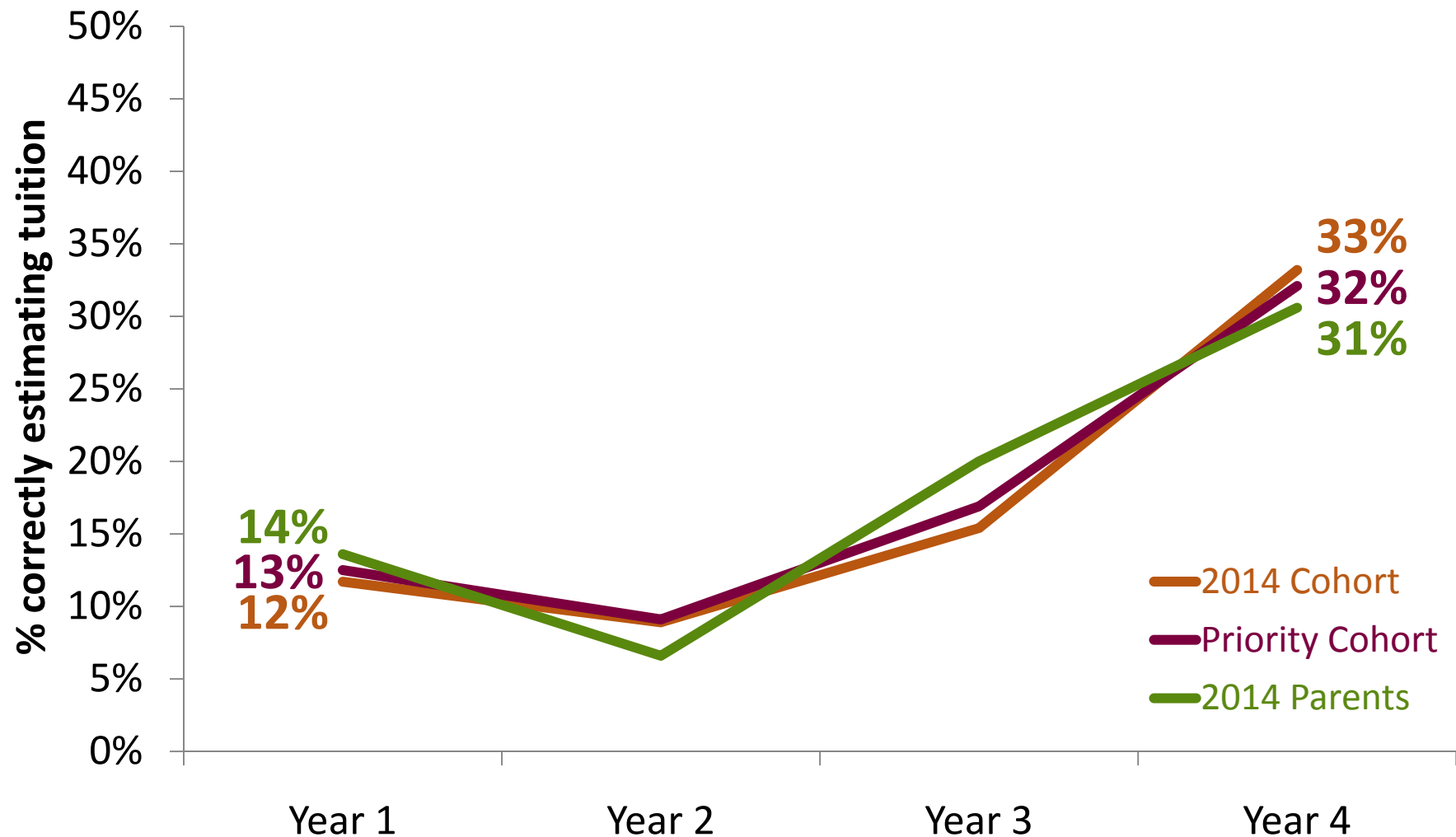
# Perceptions of Affordability



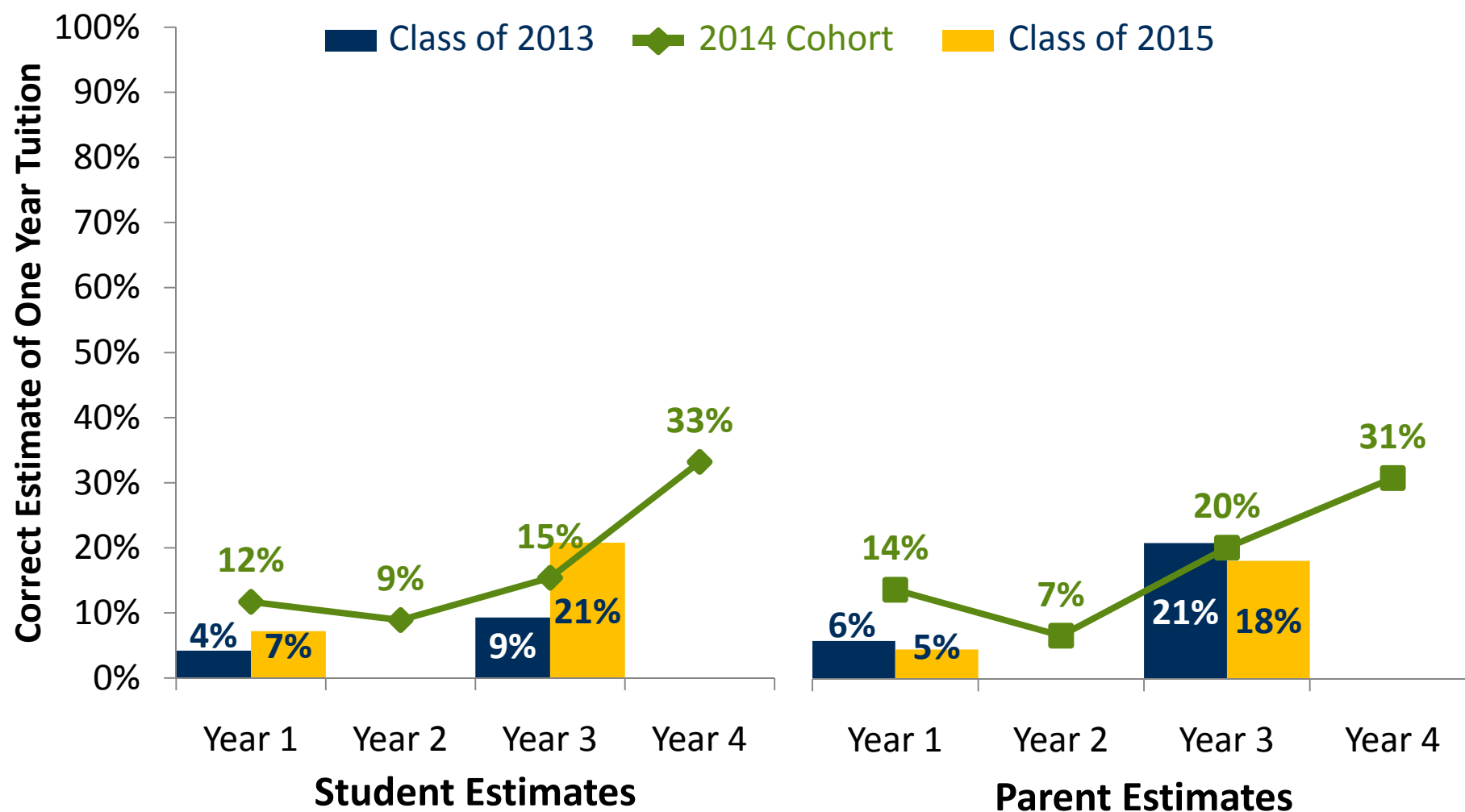
# Perceptions of Affordability



# Correct Estimates of Tuition Costs



# Correct Estimates of Tuition Costs



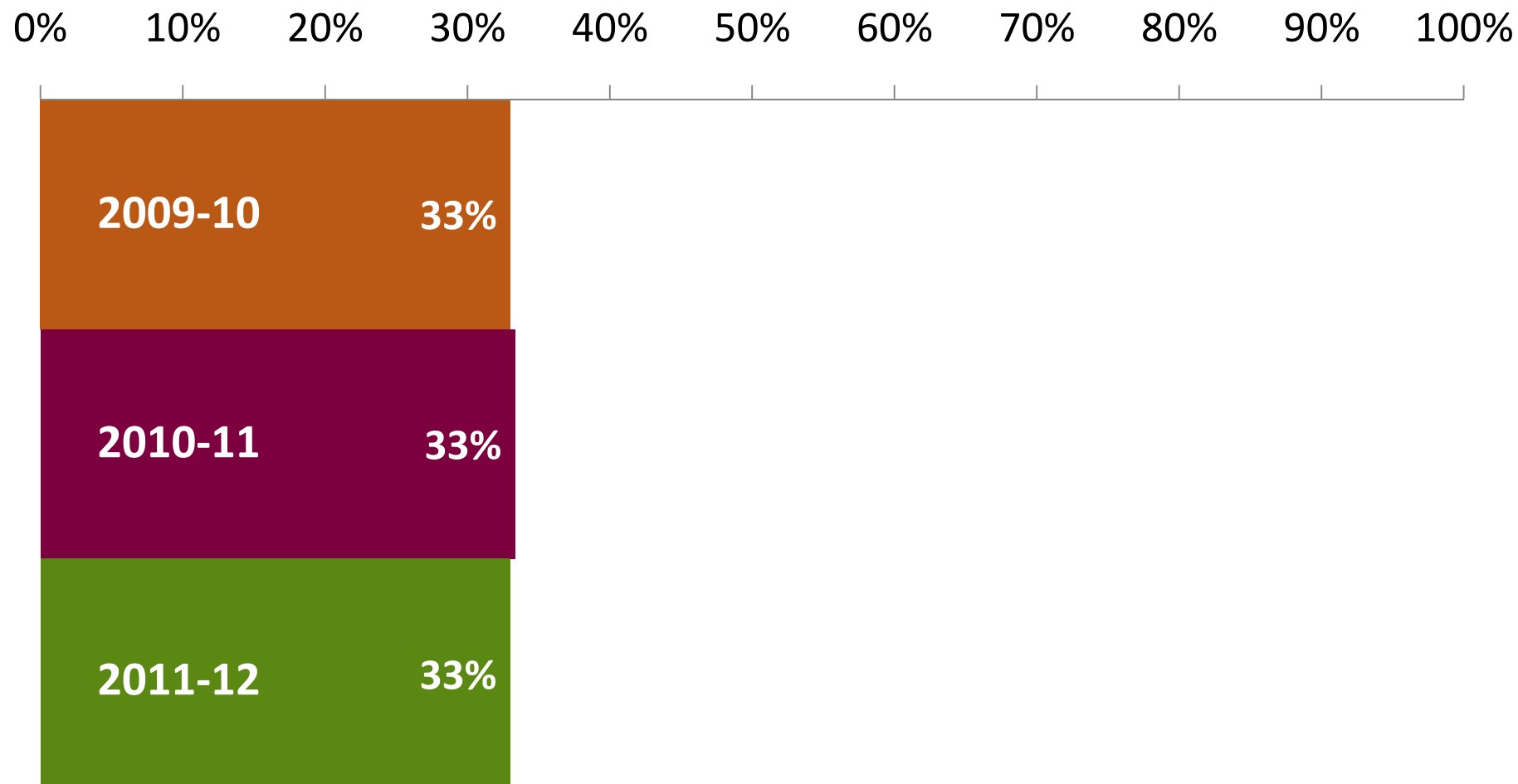


# Educational Outcomes



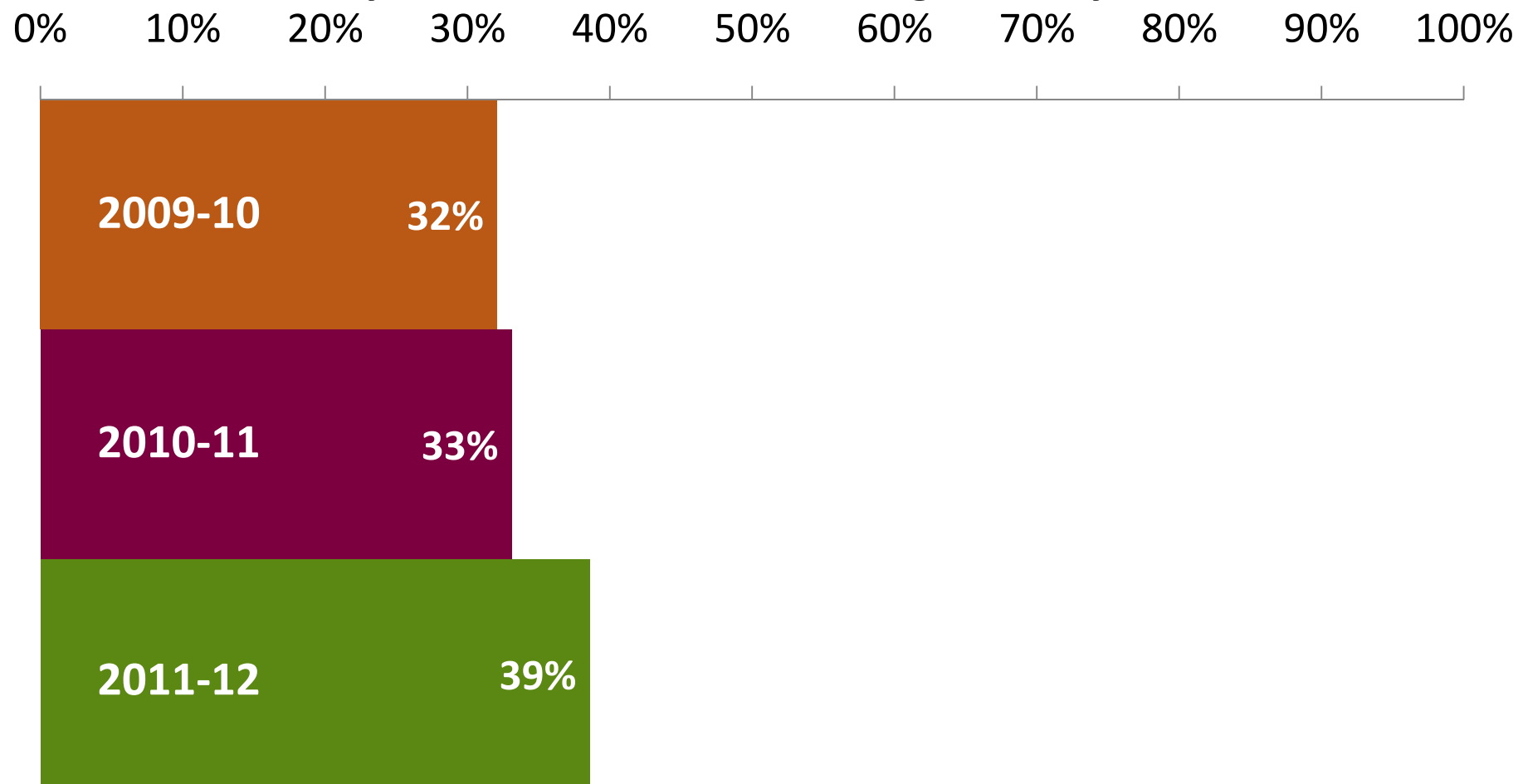
# WESTEST 2 Performance: Math

## 2014 Cohort Students Achieving Mastery: Math



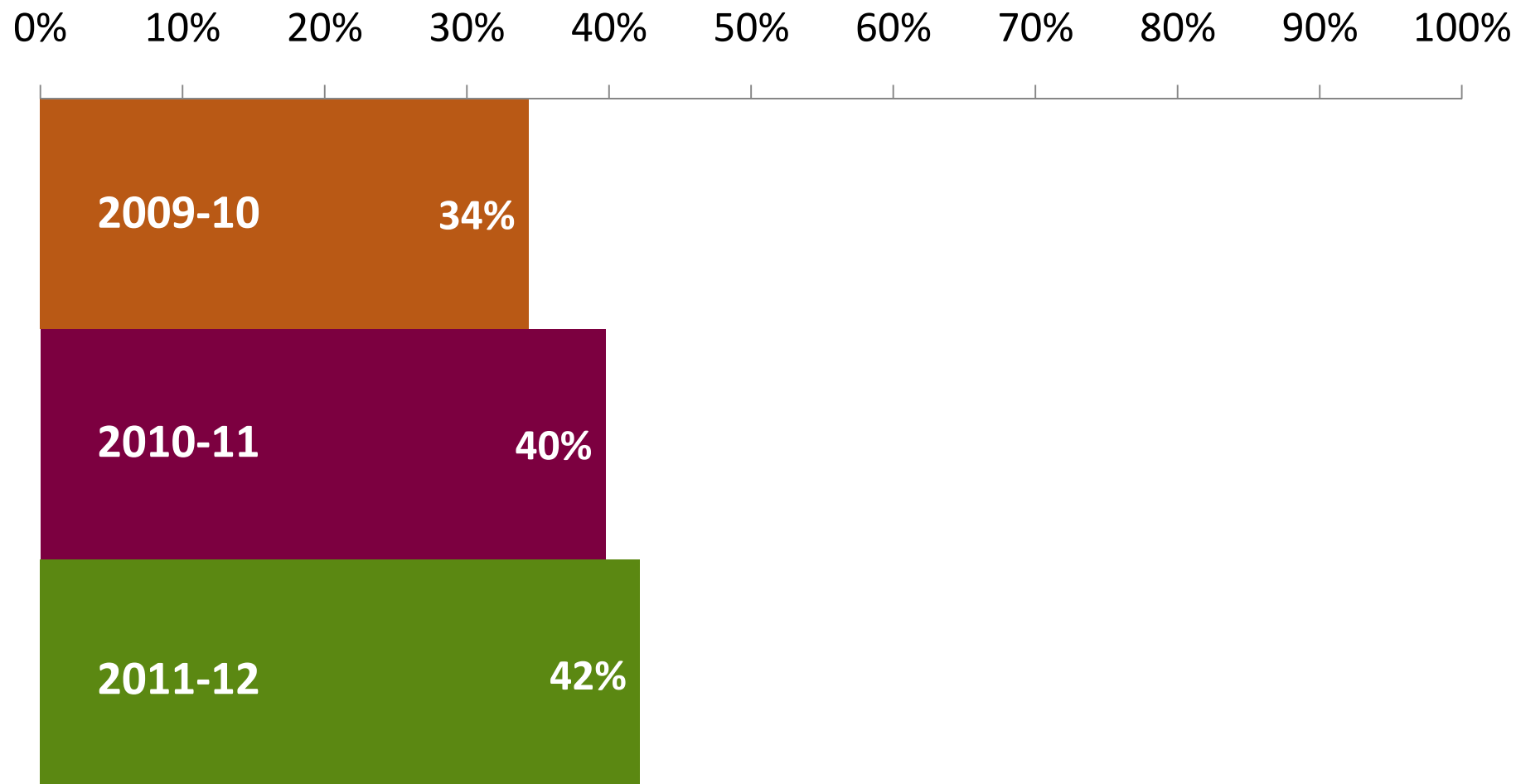
# WESTEST 2 Performance: Math

## Priority Cohort Students Achieving Mastery: Math



# WESTEST 2 Performance: Reading

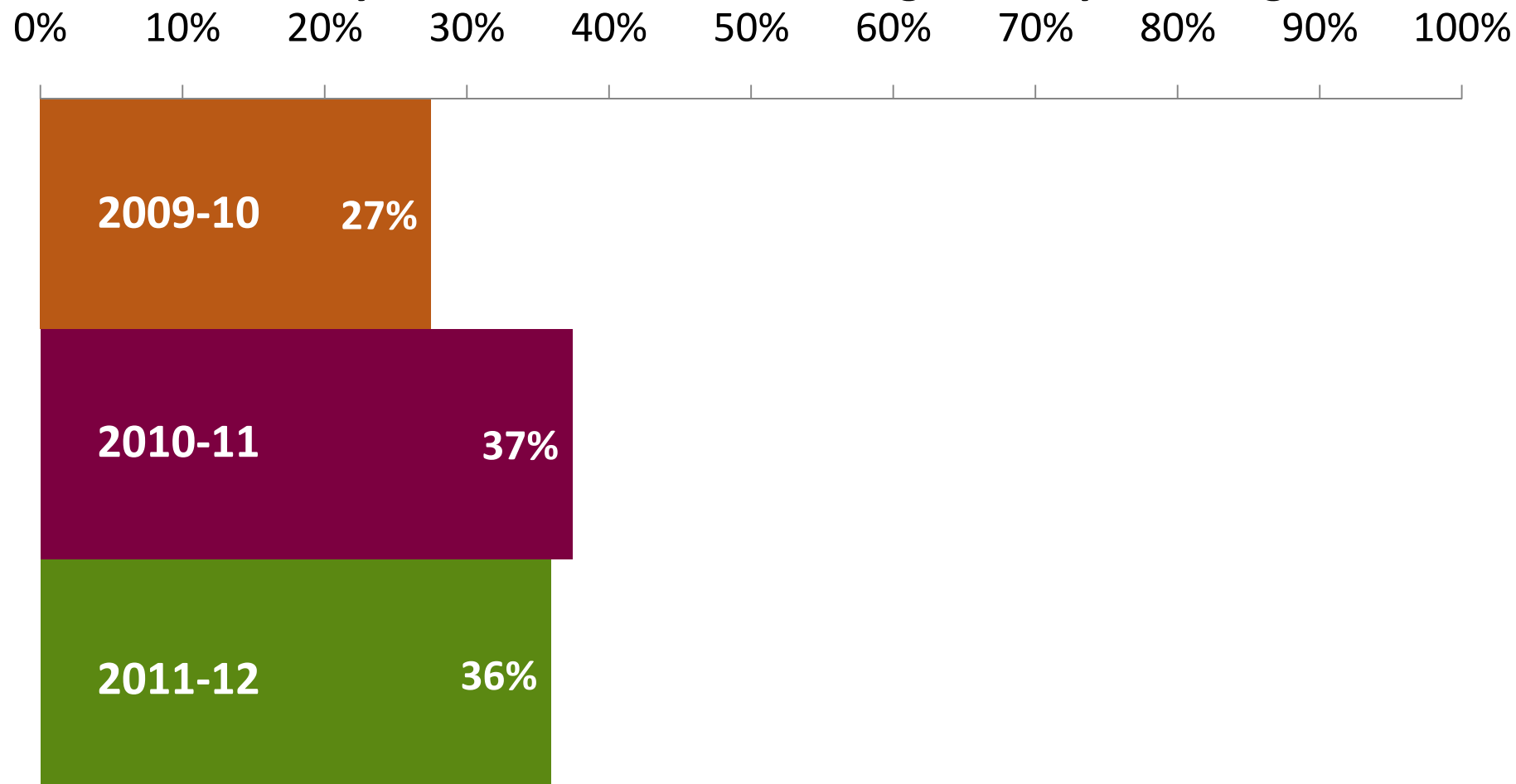
## 2014 Cohort Students Achieving Mastery: Reading



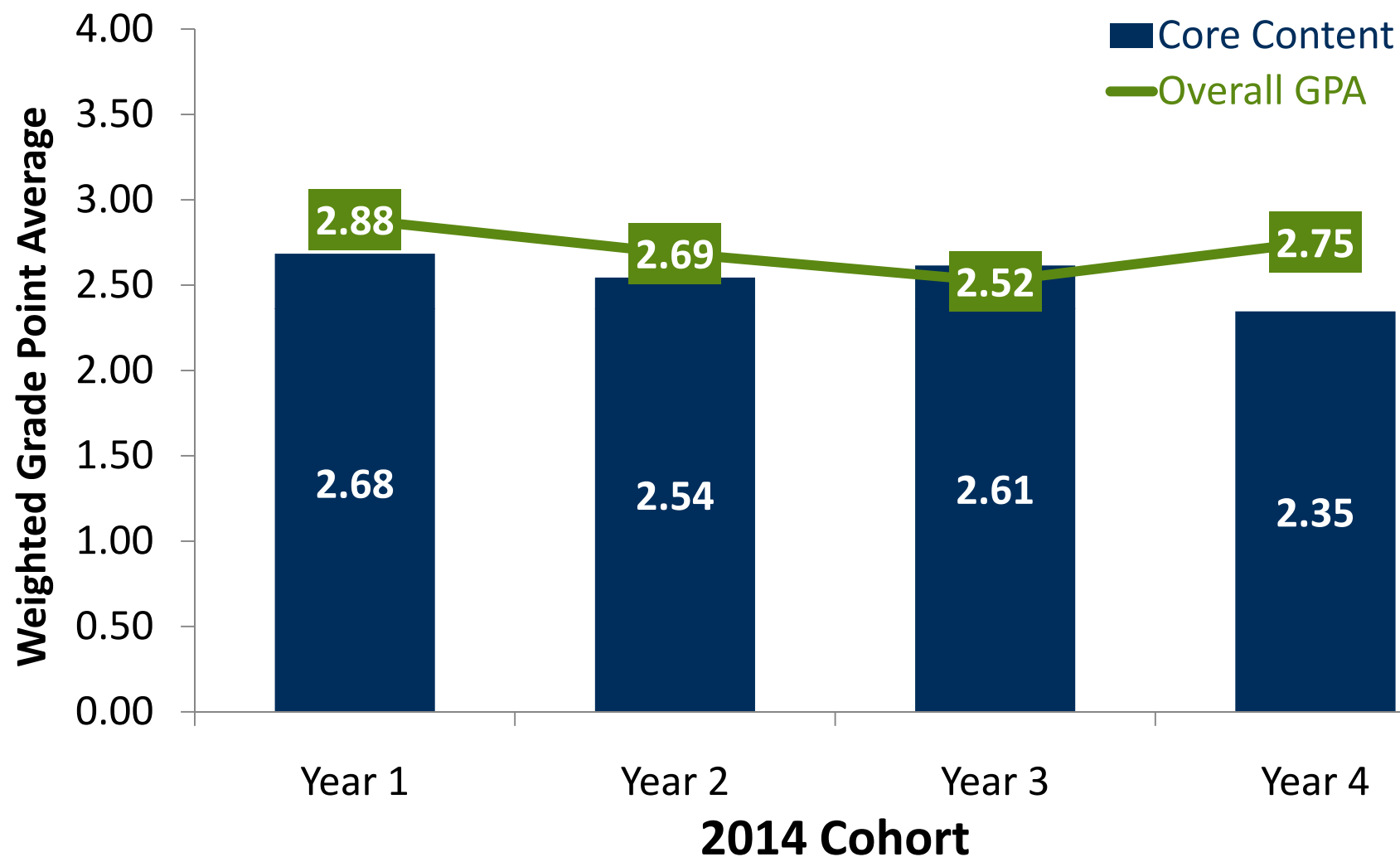


# WESTEST 2 Performance: Reading

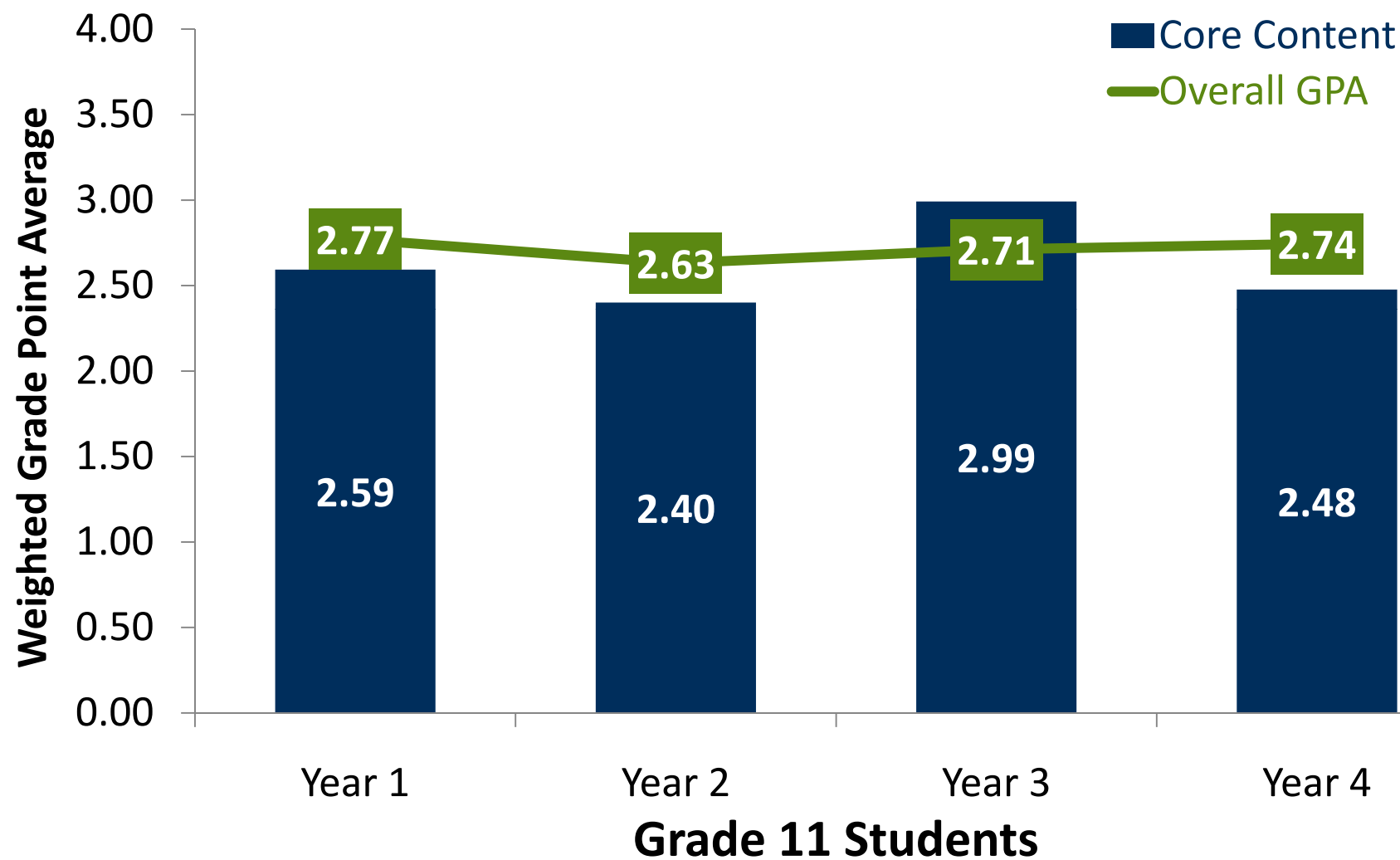
## Priority Cohort Students Achieving Mastery: Reading



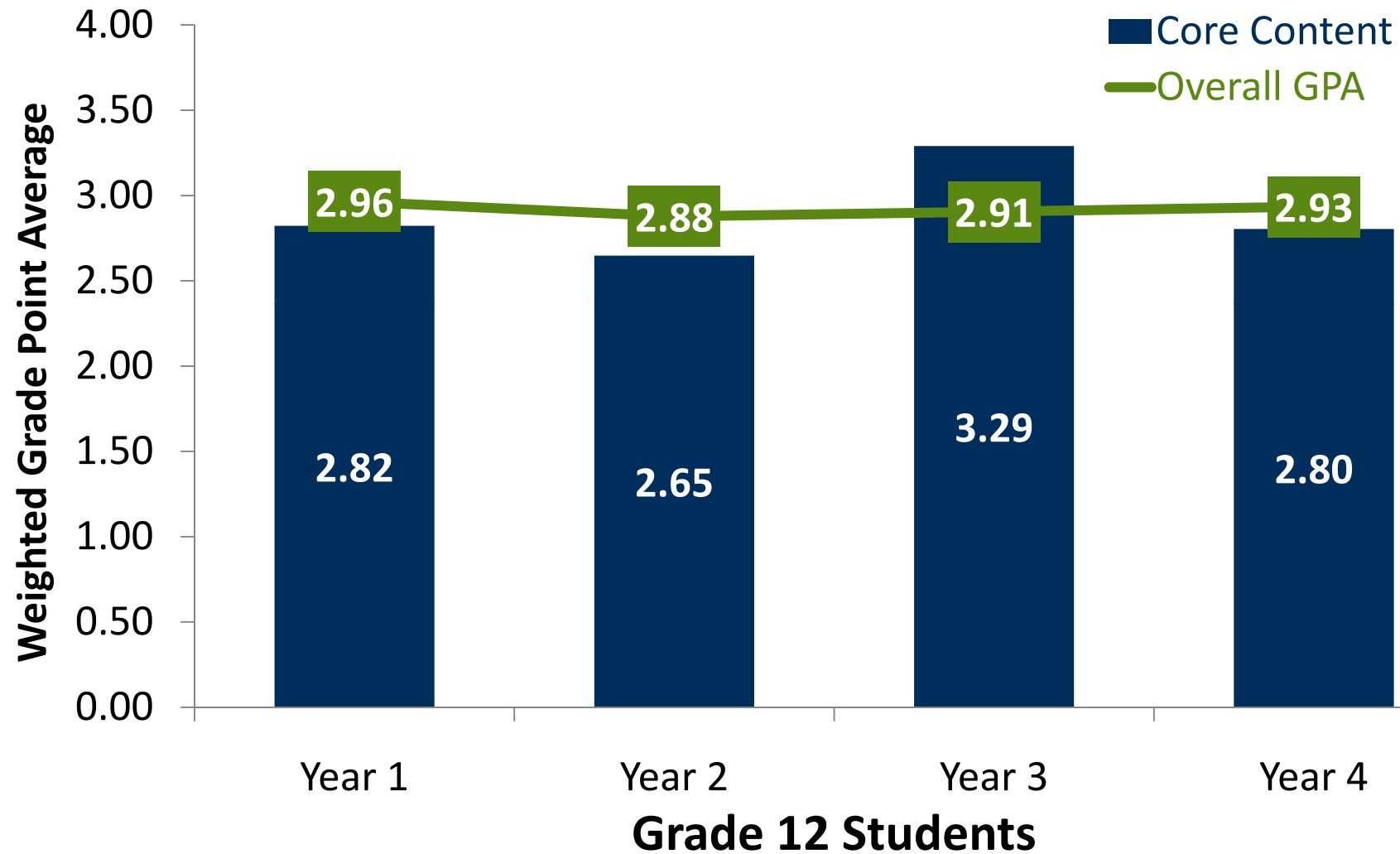
# Student Performance: GPA



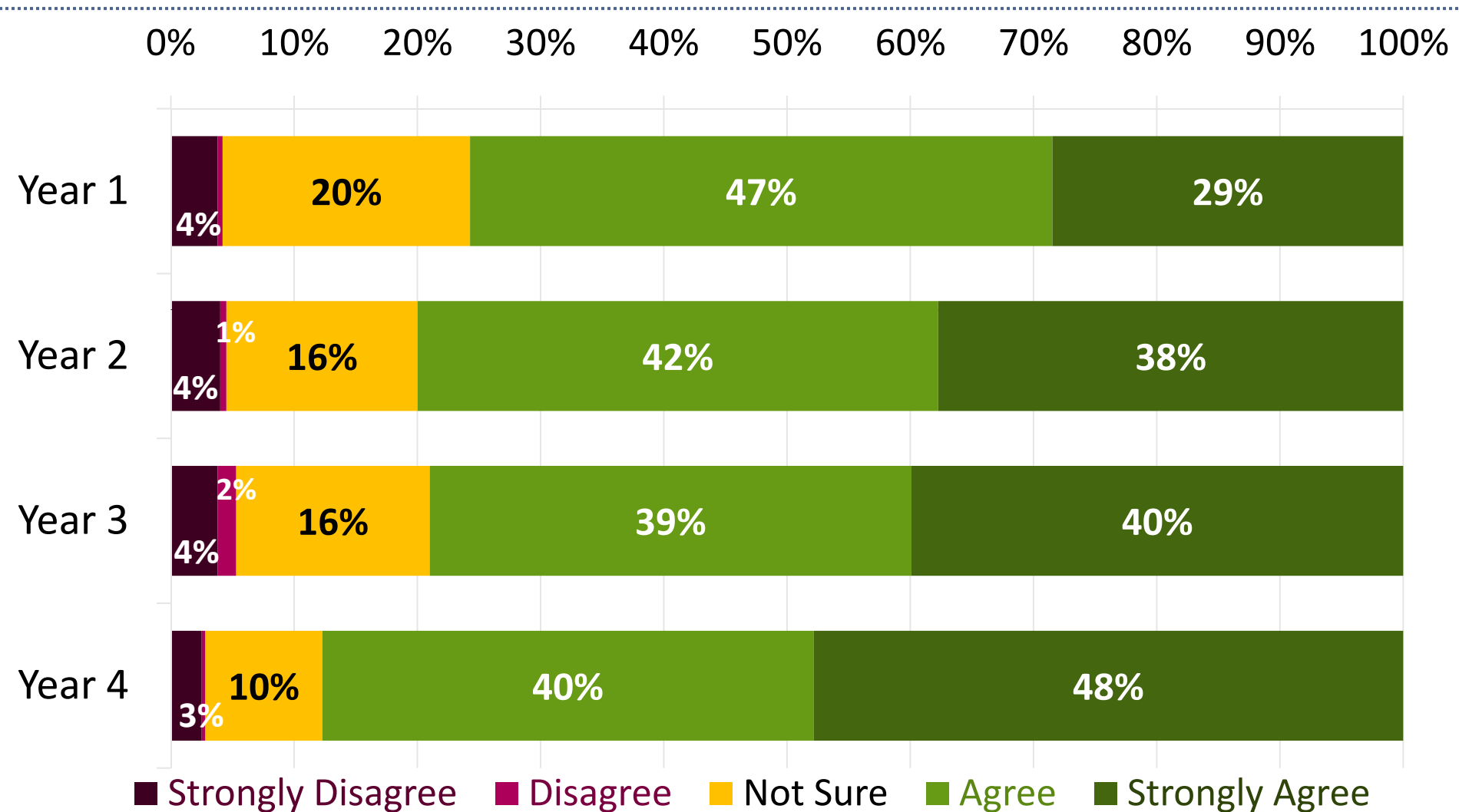
# Student Performance: GPA



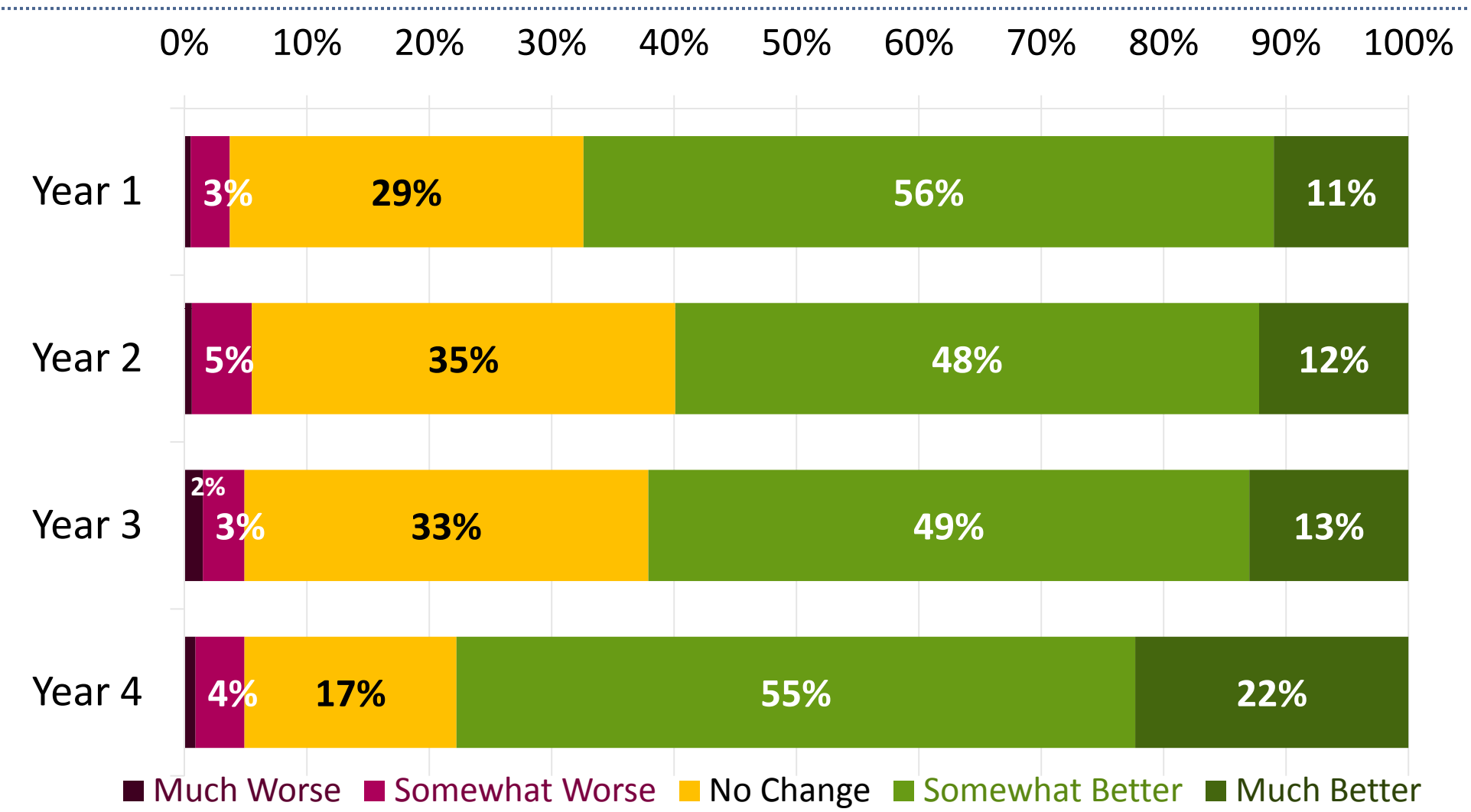
# Student Performance: GPA



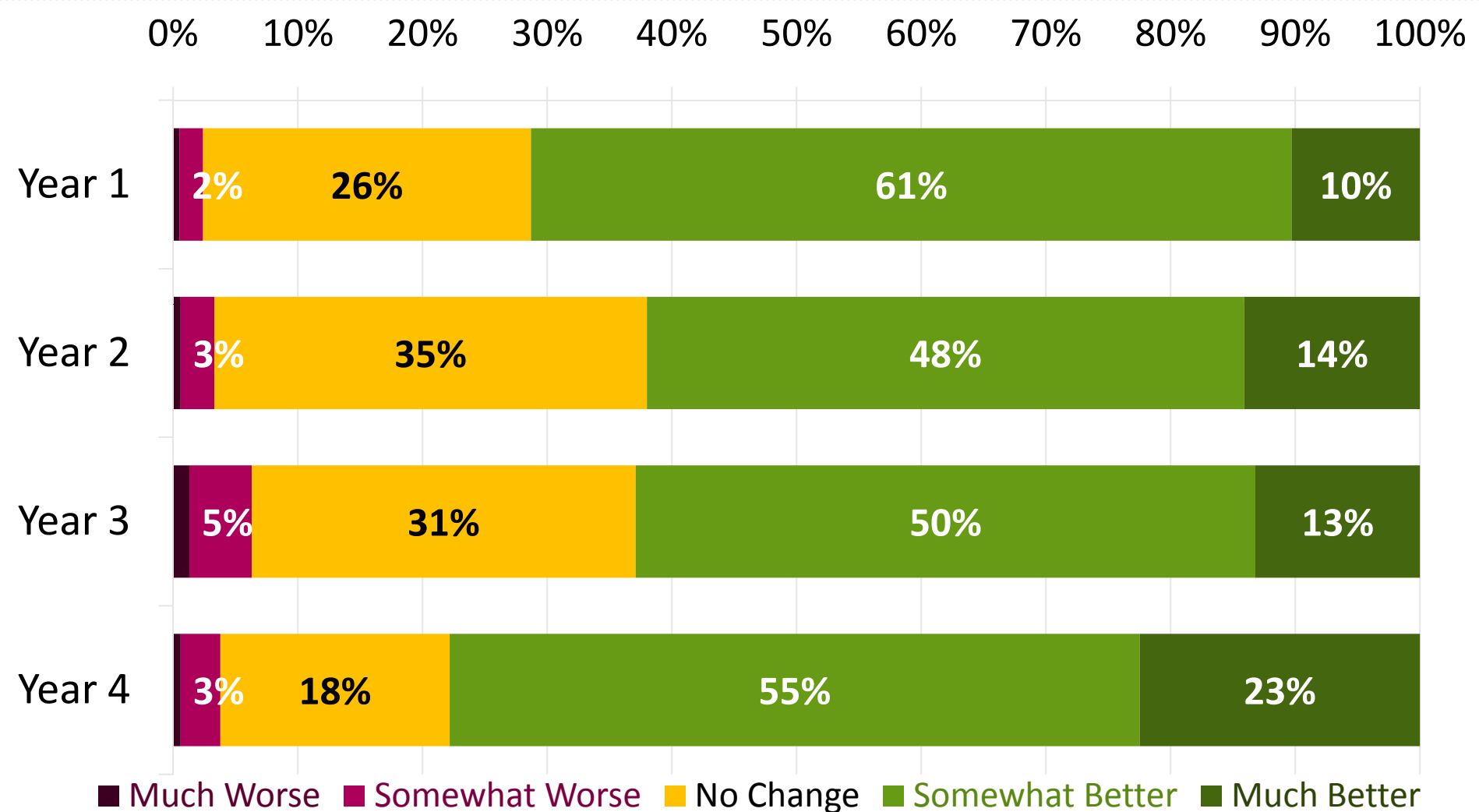
# School Staff Perceptions: GEAR UP Positive Impact



# School Staff Perceptions: Student Interest in School



# School Staff Perceptions: Student Involvement in School





# Comments and Questions





## Site Coordinators Say: It Changed our School

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“

It's amazing actually. Those services...have completely changed the culture in our school. When we began [the GEAR UP program, students thought], 'Oh, you know, I might think about going to college,' or, 'I might think about getting some training after high school.' Now it's an expectation.”

-A **Central Region** teacher describing her experiences with the GEAR UP program during a focus group at a Site Coordinator meeting.

# Teachers Say: It's Inspirational

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“This is the first [conference] I've attended with my heart, soul, and body . . . This event gave me the boost I needed to begin my 39<sup>th</sup> year in education!”

-A **Clay County High School** educator describing her experience at the 2011 Student Success Summit, a PK-20 Collaborative event co-sponsored by the Commission and the West Virginia Department of Education.

## Parents Say: Thank You

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“I wish they had GEAR UP when I was in school. GEAR UP has done a lot for my family.

- A **Burch High School** parent commenting on their experience at the GEAR UP Senior Awards Banquet.

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Our students are so lucky to be able to be a part of this program. I've been told that I was 'dumb-ing down' my daughter by allowing her to attend Wirt Co. schools. I think she is very fortunate that she is attending Wirt Co.!”

- A **Wirt County High School** parent commenting on their experience at the GEAR UP End of Year event.

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# Students Say: Now I Know I Can

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“ You have encouraged me to step-up and be a leader. And not be ashamed of who I am.

- A **Mount View High School** student sharing their experience at the Student Success Training event.

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I didn't plan on going to college—I didn't think I could go. But I applied during College Application Week...and was accepted... they even helped me find financial aid. Now I'm going!”

- A **Sherman High School** student describing her experience with the College Foundation of West Virginia's "College Application and Exploration Week" initiative.

## Students Say: GEAR UP Taught Me . . .

“The Student Leadership Academy, for me, was a very beneficial experience and made me really focused and determined to attend some form of postsecondary education.

I learned that West Virginia GEAR UP is there to help us out in making the choice to go to college.

Dreams don't come true. Goals do.”

- **Tug Valley, Mingo Central, and Mount View High School** students sharing their experiences at the Student Leadership Academy.

# Students Say: GEAR UP Taught Me . . .



Problems are opportunities.

Strive to be YOUR best not THE best.  
It's not about your IQ it's about IWILL.

[I learned] That my future depends on college.”

-Clay County, Scott, and Wirt County High School students sharing their experiences at the Student Leadership Academy.



## Students Say: GEAR UP Taught Me . . .

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“I learned I am really interested in music. With the mentoring program, I've come to the conclusion that I will be attending a college to fulfill a career in music. I would really like to become a music teacher.

I really enjoy being a part of a good group of students who feel the same way about their education and community as I do.”

- A **Westside High School** and **Wyoming East** student sharing their experience with the GEAR UP Mentor Program.

# Students Say: GEAR UP Taught Me . . .

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“We can all be leaders and [be] awesome.

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I do have a special purpose in this life.

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College is the right choice.”

- **Tug Valley, Webster County, and Wirt County High School** students  
sharing their experiences at the Student Leadership Academy.



**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on Financial Aid Feedback Survey

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBERS:** Paul Hill and Brian Weingart

**BACKGROUND:**

The Financial Aid Feedback Survey is an online survey instrument created by Commission staff and distributed to all state financial aid applicants and recipients with valid e-mail addresses. Approximately 40,000 students received the survey at the beginning of the Fall 2012 semester. The survey inquired about student experiences with institutional, state, and federal financial aid application processes. Students were asked to rate their experiences from 1 to 10 in all three categories and give further clarifications and explanations if desired.

The results of the inaugural survey appear on the following pages. Based on the detailed feedback provided and the response rate, Commission staff individually followed-up with students regarding outstanding issues and plan to launch a similar survey at the beginning of each academic year.

## **Financial Aid Feedback Survey Results**

### **Analysis**

The survey produced 2,646 valid responses from September 4, 2012 through November 4, 2012. Overall, students were more pleased with the West Virginia state financial aid application process (8.3) than the federal (8.1) or individual institutions (7.6) out of a possible 10. Thirty-three percent of students surveyed rated their federal application experience a 10 and an additional 18 percent at 9. When asked about the state's application process, 38 percent of students rated the experience a 10 and an additional 17 percent at 9. Finally, when asked about institutional aid process 27 percent gave it a 10, while 14 percent ranked it at 9.

### **Responses by Sector**

#### *Public Four-Year Institutions*

Over half of students surveyed attended a public four year institution (1,413) and they rated the state application an average of 8.3 out of a possible 10. These students found the state application process easier to navigate than both the federal (7.9) and specific institutions (7.7). Across the board, students at each four year public institution rated the state system process more favorably than both the federal and institutional processes.

#### *Public Two-Year Institutions*

Nearly one third (861) of the students surveyed attended a two-year public institution. In this sector students rated their experiences with both the state and federal application processes an average of 8.4 out of 10. Experiences with specific institutional applications were rated the least favorable at 7.5, which represents the lowest rating across all sectors for institutional aid processes.

#### *Independent, Non-Profit Institutions*

Students at West Virginia's four-year non-profit institutions rated the state system 8.6, greater than both the federal (8.1) and institutional ratings (7.8). There were 203 students from these institutions, 7.7 percent of respondents to the survey. At the four-year private institutions, ratings ranged from 7.8 to 9.0 for the federal application, 8.1 to 9.1 for state, and 7.9 to 9.8 for institutional.

#### *Independent, For-Profit Institutions*

Seventy-eight students surveyed (2.9 percent) attended an independent, for-profit institution. Students rated the federal application process the highest (8.6), followed by state (8.5), and ranking institutional processes the lowest (8.0).

### *Public Vocational/Technical Centers*

Only 16 students surveyed (0.6 percent) attended public vocational/technical centers. While data on these institutions remains important to understanding student experiences with federal, state, and institutional financial aid application processes, many schools only had a few students represented. With so few responses, patterns that emerge may not be representative of the student bodies at these institutions.

### *Out-of-State Institutions*

Out-of-state students followed the trend of ranking the state process the highest (8.3), then federal (8.1), followed by individual institution (7.6).

## **Student Comments**

When given the opportunity, several respondents chose to further clarify their responses and demonstrate areas in which they had the most difficulty applying for financial aid across all three levels. These responses were similar throughout all sectors.

### *Federal Aid Process*

Most students who commented about the federal application process found the experience easy and intuitive. According to some, *“...the ease of process is fantastic...”* and *“it was pretty quick and simple. I’ll give it an 11.”*

However, not all students found the federal application process as easy. When they didn’t, they were likely to point to time consumption and bureaucracy as negatives of filling out financial aid forms for the federal government.

As one student states:

*“I find it a time consuming process and I have to repeat every semester. If they have all information and no changes between semesters, then why do we have to go through all of the paperwork and approval process again... it seems extremely redundant and a hassle and very discouraging to continue my education and frustrating when I get a letter if someone needs more information...”*

And another explains:

*“It was just very stressful and made me question returning because I wasn’t sure I would be able to do this every semester until graduation.”*

### State Aid Process

Few students left additional feedback for the West Virginia financial aid process. Those who did, were pleased and believed that it was an easy process.

Student's negative comments were complaints mostly about communication with the state or general confusion about the process. As one respondent explains:

*"I received Promise Scholarship all 4 years of my college career, but I felt that it was hard to receive quality information regarding my scholarship."*

Another was unhappy about different contacts between the state agency and university,

*"I got an email on my home email saying I would get it, then I got an email on my Marshall email saying I wouldn't."*

And two final respondents explained their inability to find official assistance with the PROMISE Scholarship.

*"I've found it hard to renew my PROMISE. I didn't receive it this semester because I could not find someone to work with me. It would have been extremely helpful because my area of study does not leave much room for working a job."*

*"Have signed up on list for assistance at the beginning of 2012 school year and have yet to hear from them."*

### Institutional Aid Process

In this section, there were no comments praising the institutional financial aid application process. Students used this area in order to voice complaints.

Students attending two-year public institutions were most likely to address complaints about institutional procedures regarding financial aid, mainly the time table in which they receive their aid. Many were frustrated that institutions hold aid money for extended periods of times. They wrote:

*"School withholds funds for four weeks before issuing checks. I am paying interest on unsubsidized loans during that time period but do not actually have the funds"*

*"It would be nice if they didn't withhold my financial aid until the fourth week of classes just because there are people that abuse the system. There should be a waiting period for first time people and those who have abused it, not everyone."*

*"I have not received any of my financial aid yet. They told me they are holding checks because people are dropping out. This is completely unfair to me since I*

*have worked hard for the past two semesters and kept my grades up. I have no idea why I am being punished.”*

*“I am still waiting for financial aid disbursement. I don't know if it is the policy of all WV Institutions or just WVU affiliates, but they do not release financial aid until the 5th week of school.”*

*“School funds should be available to the student before or at the beginning of each semester. It is impossible to get supplies and materials that are beyond my regular means each semester. How can I be held accountable for an amount of money through grants, loans, scholarships, and other outlets, of which I have no immediate control?”*

### *General Feedback*

At the end of the survey, students were given the chance to give comments or feedback about anything that was not covered or they wanted to clarify further. Most of these responses dealt with better communication between the system office/institutions and the student.

Some comments highlighted the importance of financial aid in promoting and protecting the accessibility and affordability of higher education for all types of students.

*“It would be nice if seniors over the age of 70 could get a scholarship, but I am happy that at 72, I will graduate this May.”*

*“Again, just that I am so thankful. If the process were difficult, it would just make everything so much harder, but everything from start to finish is explained well and it is very easy and quick to apply.”*

*“I really am very grateful for all the assistance that I have received and hope to receive in the future. If it was not for it, I would not be able to afford the cost of tuition. Thanks so much.”*

*“Thank you for the opportunities for helping me to be one step further in fulfilling my dreams of graduating college.”*

*“I love financial aid, and I wouldn't be at school without it. It's amazing and I couldn't ask for a better experience!”*

*“I have no complaints. They make it pretty easy to complete and understand the application process. I am grateful and very blessed for this help because without it I would not be able to attend college.”*

**Table 1: Average Level of Student Satisfaction by Sector and Institution**

<b>Institutions</b>	<b>Number of Respondents</b>	<b>Federal</b>	<b>State</b>	<b>Inst.</b>
<b>Four-Year Public Institutions</b>	<b>1,413</b>	<b>7.9</b>	<b>8.3</b>	<b>7.7</b>
Bluefield State College	96	8.3	8.8	7.8
Concord University	94	7.6	8.3	8.1
Fairmont State University	185	8.3	8.4	7.9
Glenville State College	50	7.6	8	7.4
Marshall University	265	7.8	8.4	7.8
Potomac State College of WVU	43	8.3	8.7	8.4
Shepherd University	115	8.1	8.3	7.7
West Liberty University	70	8	8.4	8.2
West Virginia University	365	7.7	8.2	7.7
West Virginia State University	104	8	8.1	6
WVU Institute of Technology	26	7.8	8.2	7.8
<b>Two-Year Public Institutions</b>	<b>861</b>	<b>8.4</b>	<b>8.4</b>	<b>7.5</b>
Blue Ridge Community and Technical College	99	8.9	8.7	8.2
Bridgemont Community and Technical College	26	8.3	8.6	8.2
Eastern WV Community and Technical College	23	9.2	9.2	8
Kanawha Valley Community and Technical College	72	8.6	8.4	7.9
Mountwest Community and Technical College	73	7.9	7.8	7
New River Community and Technical College	89	7.9	7.8	6.6
Pierpont Community and Technical College	67	8.3	8.3	8
Southern WV Community and Technical College	94	8.7	8.4	7.2
WV Northern Community College	83	8.7	8.9	8.2
WVU at Parkersburg	235	8.3	8.6	7
<b>Four-Year Independent, Non-Profit Institutions</b>	<b>203</b>	<b>8.1</b>	<b>8.6</b>	<b>7.8</b>
Alderson-Broaddus College	26	7.9	8.4	8
Appalachian Bible College	4	8.8	8.8	9.8
Bethany College	4	7.8	8.8	8.2
Davis & Elkins College	24	8.4	8.4	8.7
Mountain State University	49	8.7	8.8	5.9
Ohio Valley University	5	9	8.4	8.4
University of Charleston	31	7.9	8.9	7.9
West Virginia Wesleyan College	49	7.4	8.1	8.3
Wheeling Jesuit College	11	8.5	9.1	9

<b>Independent, For-Profit Institutions</b>	<b>78</b>	<b>8.6</b>	<b>8.5</b>	<b>8</b>
American Public Institute	6	7.7	8	8.5
Charleston School of Beauty	1	8	1	9
Everest Institute	3	6	5.7	9
Huntington Junior College of Business	34	8.8	8.4	8.1
Salem International University	7	8.6	9.7	6
St. Mary's School of Nursing	1	10	10	7
Valley College	5	8.6	9.2	8.8
WV Business College	2	10	10	.
WV Junior College	19	8.8	9.1	8.1
<b>Public Vocational/Technical Centers</b>	<b>16</b>	<b>9.4</b>	<b>8.4</b>	<b>8.2</b>
Academy of Careers & Technology	1	10	10	10
Ben Franklin Career Center	1	.	.	10
Cabell County Vocational-Technical Center	1	10	10	10
Carver Career & Technical Center	3	9	4	3.5
James Rumsey Technical Institute	1	10	.	.
Mercer County Technical Education Center	2	10	10	10
Putnam Career & Technical Center	3	9.7	9.3	9.7
Roane-Jackson Technical Center	3	8	9.3	6.5
United Technical Center	1	9	9	8
<b>Private, Not-for-Profit Organizations</b>	<b>1</b>	<b>10</b>	<b>7</b>	<b>8</b>
North Central OIC	1	10	7	8
<b>Out-of-State Institutions</b>	<b>74</b>	<b>7.7</b>	<b>7.2</b>	<b>7.7</b>
<b>Total Valid Responses</b>	<b>2,646</b>	<b>8.1</b>	<b>8.3</b>	<b>7.6</b>

**Table 2: Total Number of Respondents and Percentages for Levels of Satisfaction**

Satisfaction Level	Federal		State		Institution	
	Number of Students	Percentage	Number of Students	Percentage	Number of Students	Percentage
1	38	1%	66	2%	132	5%
2	29	1%	25	1%	48	2%
3	38	1%	39	1%	60	2%
4	69	3%	34	1%	85	3%
5	166	6%	101	4%	141	5%
6	131	5%	106	4%	131	5%
7	280	1%	212	8%	212	8%
8	553	20%	402	15%	363	13%
9	482	18%	460	17%	392	14%
10	883	33%	1026	38%	723	27%
Total	2669	100%	2405	100%	2287	100%

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on Institutional Bookstores and Textbooks

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBERS:** Paul Hill and Patrick Crane

**BACKGROUND:**

After nearly two years of study and meetings, the Statewide Task Force on Textbook Affordability issued a report in July 2009 that addressed a number of institutional initiatives. These initiatives were aimed at increasing student access to high quality and affordable textbooks and course materials.

In response to this 2009 report, the Commission promulgated Series 51, Bookstores and Textbooks, directing institutions to adopt their own rules governing the selection of textbooks and course materials and setting specific requirements to be included in those rules. The Commission's rule required each institution to have such a rule in place within 180 days of the effective date of Series 51. Subsequently, each institution was charged to have the required rule in place by November 2010.

In September 2011, Chairman David Hendrickson posed a series of questions to institutional presidents regarding textbook affordability. Based on the requirements of Series 51 and the Chairman's letter, institutional reports regarding textbook affordability were submitted and presented to the Commission as part of the December 9, 2011 meeting. During that meeting, the Commission requested to continue the discussion concerning textbook availability and costs with representatives from publishing companies, who attended the February 17, 2012 Commission meeting.

In an effort to continue a strong focus on textbook affordability, a summary of the second year of institutional reporting and the full text of the institutional submissions follow this agenda item.

Specifically, Series 51 requires institutions to:

"Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule." (Series 51, Section 3.1.6.)



Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2010-11 Report
Bluefield State College	<u>Spring, Summer, and Fall 2011:</u> March 14, 2011 <u>Spring 2012:</u> October 15, 2011	96%	<u>Spring, Summer, Fall 2011:</u> March 14, 2011 <u>Spring 2012:</u> October 15, 2011	Book buy backs throughout the year, multiple used book companies are sought, textbook rental program available on the institution's online bookstore website .	Percentage of deadlines met 90%.
Concord University	<u>Fall 2011:</u> April 15, 2011 <u>Spring 2012:</u> October 17, 2011	<u>Fall 2011:</u> 48% <u>Spring 2012:</u> 64%	<u>Fall 2011:</u> April 15, 2011 <u>Spring 2012:</u> October 17, 2011	Changed from institutional managed bookstore to vendor managed bookstore in Summer 2011.	Comparison data not included.
Fairmont State University	March 31 of each year	96%	March 31 of each year	Online book sales were integrated with Banner registration process; provided textbook rental options; provided books in new, used, rental, and digital formats; trained faculty on textbook selection.	Percentage of deadlines met 100%.
Glenville State College	<u>Fall 2011:</u> February 11, 2011; <u>Spring 2012:</u> September 30, 2011; <u>Summer 2012:</u> February 11, 2012	<u>Fall 2011:</u> 81%; <u>Spring 2012:</u> 91%; <u>Summer 2012:</u> 100%	<u>Fall 2011:</u> March 1, 2011 <u>Spring 2012:</u> October 10, 2011; <u>Summer 2012:</u> March 9, 2012	A majority of textbooks are available through used or rental options.	<u>Fall 2010:</u> 89% <u>Spring 2011:</u> 93%; <u>Summer 2011:</u> 100%
Marshall University	Summer textbook deadline is April 1st; Fall textbook deadline is April 15; Spring textbook deadline is October 15. These are the deadlines each year.	<u>Fall 2011:</u> 7% <u>Spring 2012:</u> 15%	Summer textbook deadline is April 1st; Fall textbook deadline is April 15; Spring textbook deadline is October 15. These are the deadlines each year.	The Marshall University Bookstore provides a textbook rental service with 42% of textbook titles available. Buy-back and used textbooks provide other cost-savings for students as does the availability of digital textbooks.	Comparison data not included.

Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2010-11 Report
Shepherd University	<u>Fall 2011</u> : April 1, 2011 <u>Spring 2012</u> : October 15 2011 <u>Summer 2012</u> : April 2, 2012	<u>Fall 2011</u> : 42% <u>Spring 2012</u> : 30% <u>Summer 2012</u> : 46%	<u>Fall 2011</u> : April 1, 2011 <u>Spring 2012</u> : October 15, 2011 <u>Summer 2012</u> : April 2, 2012	Provide opportunity to buy back used books from students and purchase used books commercially as well as provide book rentals to students.	Comparison data not included.
West Liberty University	<u>Fall 2011</u> : February 1, 2011 <u>Spring 2012</u> : September 12, 2011 <u>Summer 2012</u> : September 12, 2011	No information prior to Fall 2012 is available. Bookstore is now tracking this information.	<u>Fall 2011</u> : April 1, 2011 <u>Spring 2012</u> : October 15, 2011 <u>Fall 2012</u> : April 16, 2012	Social media and e-mail blasts are sent to students regarding best sell back times, best times to get the most cash back for their books, etc. Institutional staff also provides presentations to parents during orientation regarding book buy-back options.	No information prior to Fall 2012 is available. Bookstore is now tracking this information.
West Virginia School of Osteopathic Medicine	May 4 of each year	100%	May 4 of each year	The institution is working to provide e-book package for students. Bookstore keeps mark up on textbooks at 20%, below state maximum allowance, library acquires one copy of each required book to place on reserve for students use. Library also procured unlimited online portals for students to digitally access all reference books free of charge.	Comparison data not included.

Institution	Deadlines for Textbooks/Course Materials To Be Posted	Percentages of Deadlines Met	Actual Dates Assigned Textbooks/Course Materials Posted	Innovative/Cost-Cutting Methods	Comparisons from 2010-11 Report
West Virginia State University	<u>Spring 2012</u> : October 15, 2011 <u>Fall 2012</u> : March 15, 2012	<u>Spring 2012</u> : 75% <u>Fall 2012</u> : 77%	<u>Spring 2012</u> : October 15, 2011 <u>Fall 2012</u> : March 15, 2012	All assigned textbooks and materials are prominently displayed on college bookstore's website and in the Wilson	Comparison data not included.
West Virginia University	<u>Fall 2011</u> : March 15, 2011 <u>Spring 2012</u> : October 21, 2011 <u>Fall 2012</u> : March 16, 2012	<u>Fall 2011</u> : 7.7% <u>Spring 2012</u> : 11.8% <u>Fall 2012</u> : 20%	<u>Fall 2011</u> : March 15, 2011 <u>Spring 2012</u> : October 21, 2011 <u>Fall 2012</u> : March 16, 2012	To provide students with as much information as possible about textbook purchases. Links to return, add/drop and e-textbook policies are on the same website where student search for their courses. Remote buy back stations have been added around campus. There are four options for course materials: textbook rentals, used textbooks, digital textbooks and new textbooks.	<u>Fall 2010</u> : 14.4% <u>Spring 2011</u> : 15.6%



October 29, 2012

Dr. Paul Hill  
Chancellor  
WV Higher Education Policy Commission  
1018 Kanawha Boulevard, East  
Suite 700  
Charleston, WV 25302

Dear Dr. Hill:

Attached is Bluefield State College's report on textbook affordability.

Feel free to call me at 304/327-4040 if you have any questions.

Sincerely,

Shelia Johnson, Vice President  
Financial and Administrative Affairs

SJ/bar

Attachment

c: Dr. Marsha Krotseng  
Mrs. Jane Richardson

**BLUEFIELD CAMPUS**

219 Rock Street Bluefield, WV 24701 (304) 327-4000 (304) 325-7747 (FAX)  
TOLL-FREE IN WV (800) 344-8892 IN VA, DC, OH, NC, KY AND PARTS OF MD, PA (800) 654-7798

**BLUEFIELD STATE COLLEGE  
CAMPUS CORNER AND BECKLEY BOOKSTORES  
REPORT TO THE HIGHER EDUCATION POLICY COMMISSION  
ON TEXTBOOK AFFORDABILITY  
NOVEMBER 1, 2012**

- Textbook Policy #36 has been adopted and is listed on the Bluefield State College (BSC) website under Human Resources' Policies.
- Book Order Requests are sent four weeks prior to the due date.
- Book orders are due two weeks before book list must be posted on line.
- Book lists are posted on the BSC website on the first day of pre-registration and are linked to the BSC Student Portal.
- The BSC Bookstore received 96% of the book orders for Summer I, Summer II, and Fall 2012 by the due date.
- The BSC Bookstore received 55% of the Spring 2013 book orders on October 12, 2012, which was the due date. The BSC Bookstore received a total of 97% within two days of the deadline. The book list for Spring 2013 is currently posted on the BSC website.
- If textbook adoptions are not made by the requested date, the Bookstore will re-adopt the textbook that was used last.
- The BSC Bookstore adheres to the two year adoption policy or waiver practice.
- The Textbook Rental Program is available on the BSC website.
- One-on-one training with deans and faculty members to improve the textbook selection and adoption process has been utilized.
- Used books are aggressively sought using multiple used book companies and placing the orders earlier to improve success in obtaining a maximum number of used books for resale.
- The BSC Bookstore conducts book buy-backs throughout the semester.
- Students can make purchases and check prices any time on the BSC Online Bookstore.



OFFICE OF THE PRESIDENT



October 25, 2012

Dr. Paul L. Hill  
Chancellor  
WV Higher Education Policy Commission  
1018 Kanawha Boulevard, East  
Charleston, WV 25301

Dear Chancellor Hill:

In Accordance with the Commission's Series 51, Bookstores and Textbooks, Concord University is submitting the following information as the annual report for FY 2012.

	<u>Fall 2011</u>	<u>Spring 2012</u>
Faculty Assigned to Courses:	March 4, 2011	September 23, 2011
Deadline for Textbooks and Course Materials to be selected:	April 15, 2011	October 17, 2011
Percentage of deadline met:	48%	64%
Listing of assigned textbook and Course materials posted:	April 15, 2011	October 17, 2011

Concord changed to a vendor-managed bookstore arrangement during the summer 2011. Since that time, many changes have been made that have resulted in more timely information for students and significant savings in textbook costs.

Best Wishes,

Gregory F. Aloia, Ph.D.  
President & Professor

GFA:cb





## Fairmont State Board of Governors

### Board Action Item Approval

Date 6/21/12

**Action Item: Textbook Adoptions Report**

- ☒ 1. Approve above action item as presented.
- ☐ 2. Approve above action with the following stipulation:
- ☐ 3. Table the above action item until \_\_\_\_\_ (next Board of Governors' meeting)

Maria C. Roe  
FSU President

6-21-12  
Date

Ron L. Tucker  
FSU Board of Governors' Chairman

6-21-12  
Date

Fairmont State University  
Board of Governors  
June 21, 2012

**Item:** Textbook Adoptions Report

**Committee:** Committee of the Whole

**Recommended Resolution:** Resolved, that the Fairmont State University (FSU) Board of Governors accept the textbook adoptions report and forward the same to the Higher Education Policy Commission (HEPC).

**Staff Member:** Christina Lavorata

**Background:** Bookstore Policy #54 section 2.2.7, requires the bookstore to compile a report regarding missing textbook adoptions by June 1 each year. This report is to be forwarded to the Board of Governors for review.

The report to the Board should contain specific information on adoption deadlines missed by academic area with justifications submitted by each academic dean.

The institutional Board of Governors must submit a report on textbook adoptions to the West Virginia Higher Education Policy Commission annually by November 1.

There were no book adoptions missed, since the list of Textbook Adoptions not submitted by the end of March 2012 were automatically adopted by the bookstore following the guidelines required in the Bookstore Policy #54. If exceptions were granted to the adoption deadline, they were noted by the dean.

The Administration, the Bookstore Advisory Committee, the Textbook Affordability Committee, Bookstore Personnel, and the Academic leadership of Fairmont State University worked diligently this spring with the faculty to achieve 96% textbook adoptions for all known classes for fall term 2012, spring term 2013, and summer 2013. This covers the entire 2012-2013 academic year.

Please note: Follett bookstores have recognized this success of 96% textbook adoptions for the 2012-2013 academic year. This 96% level of textbook adoptions was achieved by the end of March 2012.

A copy of this agenda item may be provided to the HEPC to fulfill this reporting requirement.



## Glenville State College

Fall 2012

### Textbook Report

Glenville State College is committed to providing its students with a quality post-secondary education. It is further committed to making this educational opportunity available, to the extent possible, to all students who meet admission standards regardless of financial and other circumstances. In order to ensure sufficient access to a higher education, the College strives to provide needed financial assistance and to affect in other ways the affordability of a Glenville State education.

While the cost of textbooks is a modest portion of the total cost of attendance, it is not inconsequential. Thus, this cost is not overlooked as part of Glenville State's efforts to affect the affordability of a higher education. Accordingly, the College supports and complies with Series 51 of the Higher Education Policy Commission.

In accordance with established policies, the institution makes available to Glenville students a listing of required textbooks and the cost of these textbooks at the time of registration. This information, including textbook ISBN numbers, is posted by the campus bookstore and the College via a web-link between the course schedule and the bookstore listing. The campus bookstore is run by Follett Higher Education Group.

The registration period for each term is set in the academic calendar made available in late spring of the preceding year. Each registration period is preceded by two weeks of advising sessions, which are also noted in the academic calendar. The listing of courses to be offered the following semester is posted one week before the beginning of the advising period. Textbook orders are due in the bookstore about two weeks prior to the scheduled date to post course offerings.

The recent dates set for the submission of textbook orders, the posting of course schedules, and registration periods are as follows.

Term	Book Orders Due	Course Schedule Posted*	Registration
Fall 2011	February 11, 2011	March 1, 2011	March 21-25, 2011
Spring 2012	September 30, 2011	October 10, 2011	November 7-11, 2011
Summer 2012	February 11, 2012	March 9, 2012	March 19-20, 2012

\*Information on textbooks posted concurrently.

The period between the textbook order due date and the posting of course offerings allows the bookstore time to finish entering textbook information in its database and to send out reminders to faculty members not meeting the initial due date. The percentage of faculty submitting their textbook orders by the initial due date was 81% for fall 2011, 91% for spring 2012, and 100% for summer 2012. Most of the "late" textbook orders were submitted to the bookstore and posted by the beginning of registration. Thus, only in a very small number of cases has it been necessary to use the allowed "To Be Determined" listing.

Department chairs are charged with the selection of "default" textbooks in those very rare cases in which a textbook order has not been submitted in a timely manner.

As demonstrated above, the College is in compliance with the textbook provisions of the 2008 Higher Education Policy Opportunity Act, West Virginia Code (18B-10-14), Series 51 of the West Virginia Higher Education Policy Commission, and Administrative Policy 11 of the Glenville State College Board of Governors.

Office of the President

November 1, 2012

David K. Hendrickson  
Chairman  
West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard East, Suite 700  
Charleston, WV 25301

Dear Mr. Hendrickson:

I am forwarding Marshall University's report on steps taken to meet the requirements and expectations of Series 51, the textbook provisions of the Higher Education Opportunity Act of 2008, and section §18B-10-14 of the West Virginia Code regarding textbook affordability.

I would be happy to respond to any questions you may have.

Sincerely,



Stephen J. Kopp, Ph.D.  
President

Attachment: Marshall University Textbook Affordability Report

c.

Joseph Touma, Chair, Marshall University Board of Governors

**WE ARE... MARSHALL.**

# **MARSHALL UNIVERSITY**

## **TEXTBOOK ANNUAL REPORT**

**OCTOBER 25, 2012**

**2011-2012**

**MARSHALL UNIVERSITY**  
**TEXTBOOK ANNUAL REPORT**

The following information is provided for the textbook annual report:

According to Series 51, Bookstores and Textbooks 3.1.6. "Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule."

1. Deadline for faculty to be assigned to courses?

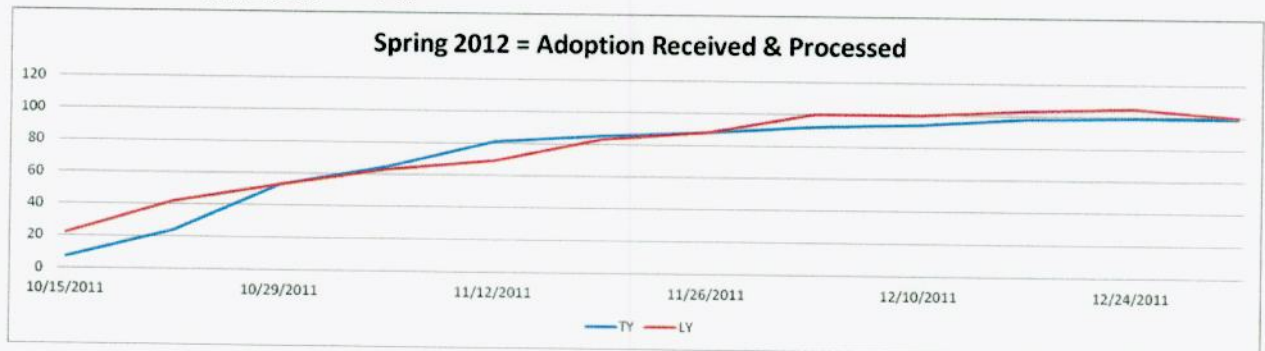
No deadline/we continue hiring throughout the academic year

2. Deadline for textbook and course materials to be selected?

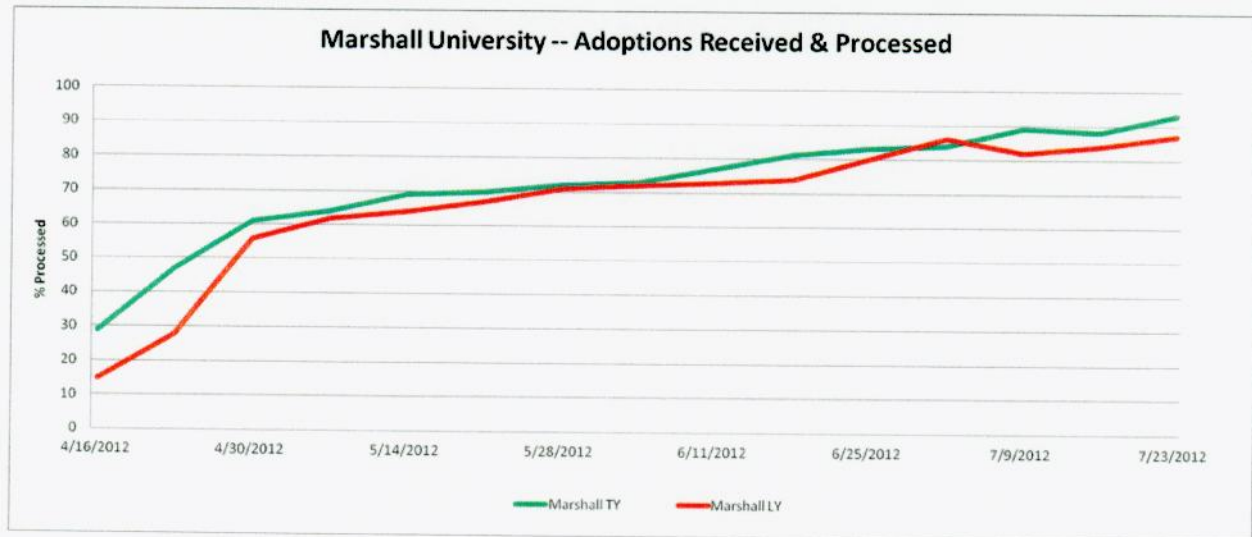
April 1<sup>st</sup> – Summer  
April 15<sup>th</sup> - Fall  
October 15<sup>th</sup> – Spring

3. Percentages of those deadlines met?

Fall 2011: 7%



Spring 2012: 15%



4. Dates the listing of assigned textbooks and course materials were posted? See attached; the listing of assigned textbooks and course materials are posted as adoptions are received by Bookstore.

myMU Marshall University - Microsoft Internet Explorer provided by EIT - Bringing IT Together

http://muhpda.marshall.edu/cp/render.UserLayoutRootNode.u?u?\_tparam=uf&utf=/cp/school/main

File Edit View Favorites Tools Help

myMU Marshall University

Back to myMU Tab

OCT 10, 2012 10:31 AM

**Huntington Campus Book Store:**

CRN	Subject Code	Course Number	Section Number	Course Title
1790	CJ	332	101	Correctional Rehab
3820	PSY	418	101	Psychology of Personnel

[Click here to purchase books](#)

**Graduate College Book Store:**

CRN	Subject Code	Course Number	Section Number	Course Title
3821	PSY	422	101	Psychology of Machines
3816	PSY	406	101	Psychometrics

[Click here to purchase books](#)

Start | Inbox - Microsoft Outlook | CourseTracks | myMU Marshall Unive... | Internet | 100% | 10:32 AM

**TEXTBOOK AFFORDABILITY COMMITTEE**  
**AGENDA/MINUTES OF**  
**SEPTEMBER 27, 2012**

**TEXTBOOK AFFORDABILITY COMMITTEE**

**AGENDA**

September 27, 2012

MEMORIAL STUDENT CENTER-JOHN SPOTTS ROOM

2:00 pm – 3:00 pm

1. Introductions
2. Update and Review of Last Year – Karen Kirtley
3. Presentation – John Rheault
4. Discussion



**TEXTBOOK AFFORDABILITY COMMITTEE**  
**MEETING MINUTES – September 27, 2012**

Present: Mike Campbell-Bookstore, Tootie Carter-Staff, Corley Dennison-Academic Affairs, Ray Harold, Mary Ellen Heuton-Staff, Susan Jackson, Faculty, Student, Karen Kirtley-Staff, Bonnie Lawrence-Faculty, John McComas-Bookstore, Mike McGuffy-Staff, Rudy Pauley-Academic Affairs, John Rheault-Follett, Stephanie Smith-Staff, Joe Vance-Bookstore, Charlann McKenna-Staff

❖ Provided members with the following information:

- Agenda
- Meeting Minutes – April 18, 2011
- Marshall University Bookstore – Textbook Affordability Program
- Follett – Presentation Printout
- Follett – Higher Education Group
- Recommendation for Administrative Procedure ACAD-00, Textbook Adoption Compliance

❖ Minutes were reviewed – no comments or corrections.

❖ Annual Textbook Affordability Report and Policy was presented to Board of Governors at August 2011 meeting by Dr. Ormiston. The report was also submitted to the Chancellor in November 2011.

❖ John Rheault gave an overview of the Marshall University Bookstore-Textbook Affordability Program 2011-2012 Academic Year.

- There are a variety of choice Follett provides to students for textbooks: new, used, digital, rental (new or used.)
- MU bookstore saved students \$517,328 by providing rental service. Currently 42% of MU textbook titles can be rented. Renting saves students at least 50% off price of purchasing new textbook. Rentals represented 46% of overall student textbook savings.
- Used textbooks save students 25% over the price of new books. Used savings represent 26% of total student textbook savings. Used textbook savings were \$292,284.
- Buyback represents 27% of total student textbook savings with students receiving up to 50% of purchase price back if book is used in next semesters. Total Buyback Paid out was \$301,657.
- Follett continues to work on their digital options which take many formats and offer a variety of choices (ex. Self-assessments, share notes, highlights, submitted comments, etc.) Digital textbook use was 9% with a savings of \$8,158. This percentage is consistent with other schools.
- Total student textbook savings was \$1,119,426.

❖ Follett representative John Rheault made a Presentation to the Committee.

- The Bookstore is evolving with new business models and online/digital solutions in addition to the traditional textbooks and other merchandise with technology, systems, and processes to best serve customers.



- The course materials market is more complex and dynamic than ever with the drive for increasing affordability, the changes in products and technologies, new competitors every day, and changing state/federal legislation.
  - Estimated 95% of course materials are still print. Ebooks and native digital (digital course material that was never a “textbook”) are very low.
  - Key guiding principles are affordability, access, convenience, and choice and flexibility.
  - Follett is the neutral ‘agent’ handling transactions between faculty, student, and publishers.
  - Discussed some of the factors that are influencing the adoption of digital textbooks. The declining print sales challenge publishers to drive digital adoptions. There is an increase in students owning tablets or smartphones but then not all students are able to afford tablets. Student access to internet is not always assessable off campus. Some faculty are still resistant to digital over print textbooks/materials. With no buyback option, cost will be a significant factor of student choice.
  - Follett is estimating that in 5-7years traditional print will decline by approximately 50% with native digital and ebooks making up the slack.
  - Follett believes that digital content will continue to be distributed in multiple formats under a variety of Business models. There is no one platform, device, format, publisher, or business model that will be able to satisfy the complex and evolving student and faculty needs.
  - Follett is helping to develop a new business model called includED which enables colleges to provide required course materials to students as part of their tuition/fees. This would alleviate the possibility of students not purchasing the required materials and possibly affecting their grade. Just by enrolling, student’s required materials will be ordered and be ready when the course begins. This is a forward thinking program at developing stage.
  - Course Materials sales online are slowly increasing. Plan to increase sales through implementation of broader inventory visibility and order management functionality. Before students went on the website and only saw MU bookstore availability but now they will see the network inventory of all Follett stores and can purchase from any location. This will help students locate new and used textbooks at other Follett stores. This is only currently available online but working on way to be able to do this in the bookstore.
  - Fall 2012 Adoption process percentage rate has improved over last year but percentage is still low.
  - Textbook rental program is very popular. Reviewed some of the criteria for textbooks to be placed on the rental list:
    - Binding will support multiple academic semester uses
    - Materials are not consumable or limited to a single use
    - Multi-term commitment use of the materials/textbooks
  - Follett offers access to large selection of digital solutions including CafeScribe, Inkling, Copia Interactive, and other learning technologies and supplements.
  - Follett course material market share for current year was 42% and previous year was 43%.
- ❖ Michael McGuffy distributed and reviewed a draft of the ‘Administrative Procedure, ACAD-00, Textbook Adoption Compliance.’ Noted there should be a correction: ‘2. b. Spring terms-October 15 preceding the spring term.’

cdm: 10/04/12

## **DRIVING AFFORDABILITY REPORT**

A decorative graphic featuring three concentric green circles of varying sizes. Two circles are in the upper right, and one is in the lower right. Thin green lines extend from the top left towards the circles, and another line extends from the top right towards the bottom right circle.

## Textbook Affordability Program

Marshall University Bookstore

Rental Textbooks  
Used Textbooks  
Textbook Buyback  
Digital Textbooks  
includED™

2011-2012 Academic Year

## DRIVING AFFORDABILITY

Affordability is a critical issue in education today, and Follett is ready and able to assist Marshall University in developing solutions that fit your unique needs. By providing the largest assortment of affordable course materials, we are addressing the needs of faculty while driving student success and savings. Through our partnerships with schools and content providers, we are developing new business models and solutions designed to help lower the cost of education. Together, we can meet the needs of today, and anticipate the challenges of tomorrow.

### Partnering with campuses to provide savings and convenience for students:

**A Single Trusted Source:** There are many decisions in education that impact affordability. We work as an expert and advocate – for the campuses, faculty and students we serve – helping each to make the most informed choice. Follett’s unique ability to deliver the widest variety of new, used, rental and digital products builds an assortment that can meet campus and faculty goals while driving the most affordable solutions.

**Flexible Payment Options:** Unlike other retailers, students can use any form of *tender (including financial aid and campus cards)* to pay for materials. This unique benefit extends to all course material purchases at schools served by Follett, offering the ultimate in flexibility and convenience.

### Driving Huge Savings with the Largest Bookstore Textbook Rental Program in the Industry:

More than 900 Follett stores offer Rent-A-Text® both in-store and online through [efollett.com](http://efollett.com). Students save, on average, 50% or more off the price of a new textbook. Follett developed the industry’s first affiliate rental program for our independent store partners, and we offer our virtual bookstore partners a web-based version of Rent-A-Text.

**Rental Savings<sup>\*</sup>: \$517,328**

*rental saves students at least 50%*

Currently **42%** of the titles used at Marshall University can be rented. Rental continues to be Marshall University student’s number one course material savings program representing 46% of overall textbook savings.

## TRADITIONAL TEXTBOOK SAVING

Through our relationships with thousands of publishers and content providers, Follett acts as your advocate in sourcing the most cost-effective options for your students. Used Books and Buyback comprise 56% of our comprehensive textbook affordability program.

**Used Books:** We maintain the largest used textbook selection in the industry; resulting in deep savings for students. Used textbooks save students 25% over the price of new textbooks. Used savings represent 26% of total textbook savings.

**Buyback:** 27% of total student textbook savings come from our textbook buyback program – students receive up to 50% of the purchase price for books we need for upcoming semesters.

**Buyback Dollars Paid Out<sup>\*</sup>: \$301,657**

**Used Textbook Savings<sup>\*</sup>: \$292,284**

## DRIVING DIGITAL

The digital transition taking place in higher education will proceed at a different tempo for every school. For the foreseeable future, digital content will be distributed in many formats by many different publishers and providers. Because there is no “one size fits all” product or platform, Follett works in close partnership with Marshall University to implement a digital strategy that is flexible, cost-effective and reflective of the campus’ larger course material goals and objectives.

**DIGITAL OPTIONS:** Follett offers access to the largest selection of digital solutions. Some of our most popular offerings include:

**CafeScribe™:** Follett's CafeScribe makes digital textbooks smarter with efficient study tools and improved access for easy online, offline and mobile studying. CafeScribe saves students up to 60% off the price of new textbooks and can seamlessly integrate with most learning management systems.

**Inkling™:** Follett is the largest distributor of Inkling digital textbooks, the leading platform for interactive learning content. Inkling's digital textbooks, which transform traditional print content into an immersive experience using multimedia and self-assessments, are available in Follett stores and online at [efollett.com](http://efollett.com).

**Copia Interactive:** Follett's partnership with Copia Interactive provides convenient access to digital trade and traditional course material titles. Copia's platform allows users to share notes, highlights and comments submitted by other readers.

**Other Publisher Content:** Working alongside our publisher partners, Follett offers many leading digital learning technologies and supplements, including Pearson's MyLab® series, Cengage's Aplia™, McGraw Hill's ALEKS® and Elsevier's Pageburst™.

**9% of textbooks used at Marshall University are digital.**

Digital Savings\*: \$8,158

## PULLING IT ALL TOGETHER: COMPREHENSIVE TEXTBOOK SAVINGS

**Total Textbook Savings Program\*: \$1,119,426**

Rental Savings\*: \$517,328 | Buyback\*: \$301,657 | Used Savings\*: \$292,284 | Digital Savings\*: \$8,158

## WHAT'S NEXT IN DIGITAL ACCESS?

We believe course content will continue to be distributed in many formats, through multiple channels, and on a variety of platforms. As our campus partners continue to add digital textbooks and other learning technologies to their course material strategy, aggregating and accessing the increasing number of tools and technologies represents a growing challenge. Follett is currently developing a new "digital shelf" solution allowing users to easily transact, organize and access their entire library of digital course material. This single sign-on solution is being designed to aggregate all digital content into one easily accessed source, optimized to work with your school's existing technology and strategy.

### PARTNERING WITH MARSHALL UNIVERSITY TO HELP NAVIGATE CHANGE

**Flexible solutions for an evolving marketplace:** Our goal is to help Marshall University successfully navigate the dynamic course material market. Academia is in a state of continuous evolution, and therefore it is important to make digital course material decisions that permit flexibility. Follett can work with your campus to provide what works today, without limiting your options for tomorrow.

**The Power of Relationships:** Follett's relationships with over 1,000 schools and more than 7,000 publishers and education service providers facilitates a unique view of what is happening across the entire industry. We are your source for credible information and insights and reliable delivery of all digital content.

**Seeing the Bigger Picture:** Technology has changed the way institutions approach course material selection and strategy, informing infrastructure investments and the evaluation of learning outcomes. In the dynamic and evolving course material environment, the principles of Affordability, Convenience, Access and Choice remain unchanged, and serve as guideposts to the goal of determining the optimal solution that will deliver engagement and enhanced learning outcomes.



## IncludED: A NEW APPROACH TO COURSE MATERIALS

Having the right course materials is essential to success in the classroom. But today, due to cost, more and more students are choosing to go without the required materials, thereby placing learning outcomes at risk. At Follett, we want to ensure that every student has access to the course materials they need to succeed, and through our new includED™ course materials model, Follett has partnered with the institutions we serve to deliver course materials to more students at a more affordable price

**What it is:** includED provides students with all the required course materials as part of tuition (or fees), ensuring students are prepared to learn on the first day of class.

**How it works:** When a school commits to purchasing all the required course materials through includED, Follett can deliver significant savings for the institution, which can be shared with students.

### **includED PROVIDES:**

**Savings:** Students can save 50 percent on average, depending on the type of content selected.

**Convenience:** Course materials can be picked up at the campus bookstore, shipped directly to the student's doorstep or delivered digitally.

**Success:** Students arrive on the first day of class prepared with all required course materials, ready to learn.

**83% of students agree they would like to get course materials for a single reduced fee as part of tuition.**

**Nearly 1 in 5 students say they have skipped or deferred a class because of course material costs.**

Source: National surveys of college students (Follett Student Survey) and faculty (Faculty Survey 2012) by Follett Higher Education Group, February 2012.

### **WHY includED?**

**Freedom for faculty:** Follett provides access to the largest selection of content and format choices – allowing faculty to choose the best materials for their unique needs.

**Consistent learning experience:** All students will have the same required course materials – regardless of their individual economic circumstances.

**No surprises:** Students and parents have a better idea of the full cost of education upfront – there are no surprises and no additional out-of-pocket costs.

**Competitive advantage:** includED is a key differentiator that can be used to attract and retain students.

**Better learning outcomes:** Recent student and faculty surveys indicate that students who have the required course materials perform better in class. In fact, 92% of faculty say that students who have all the required materials are more successful than those who do not.

### **BECOMING includED**

Follett provides guidance on implementation and communication to help schools transition to an includED model. Typically, full implementation takes six months to a year, and requires:

**Technology and systems:** By integrating with your School Information System through a simple and secure file exchange, Follett provides the technology and systems required to implement includED.

**Set adoption deadlines:** To determine custom course material fees and deliver the greatest savings for students, schools must meet firm deadlines for course material adoption.

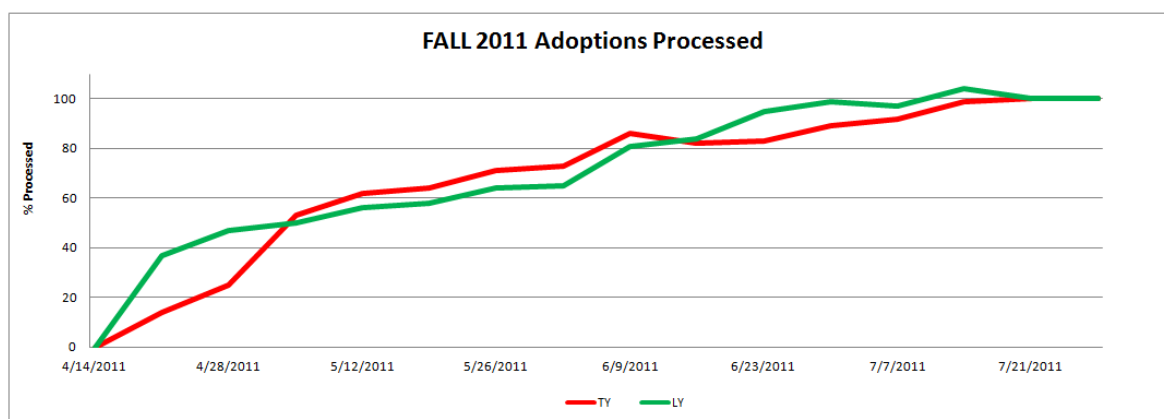
**Student and faculty engagement:** It is important to communicate about includED with key stakeholders from the outset, and to secure their support throughout the process.

**Program Options:** If the includED model is right for your school, campus-wide implementation typically provides the most benefits. But Follett can also work with you to create section-specific or department-level implementation as an initial step toward an all-school program

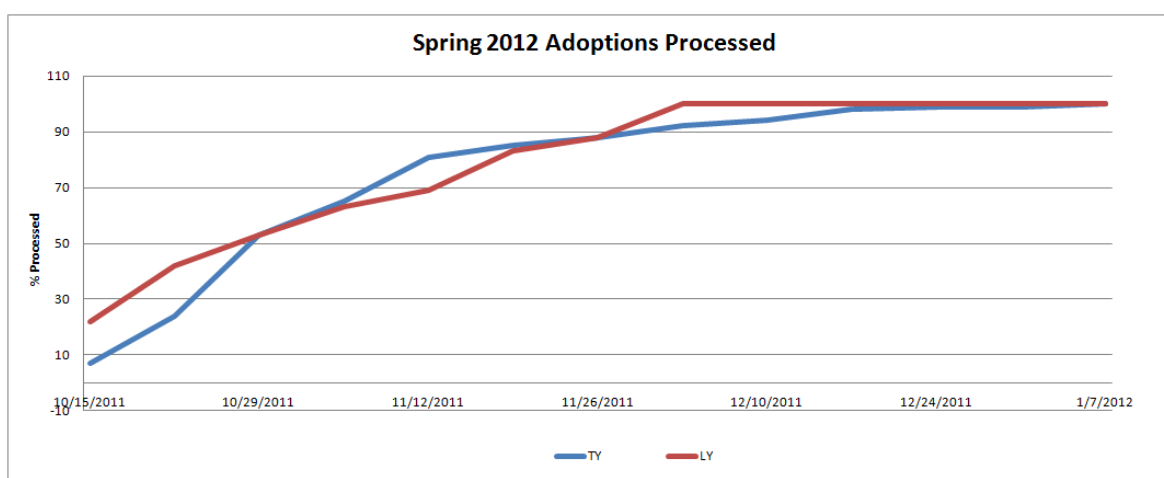
# **includED™**

\* 2011-2012 Academic Calendar

## Fall 2011 Textbook Adoption Results:



## Spring 2012 Textbook Adoption Results:



## Savings Data:

July 2011 – June 2012	TY	LY	Var	% Var
Used Sales	\$876,851	\$951,968	-\$75,116.47	-8%
New Sales	\$2,254,798	\$2,543,938	-\$289,139.68	-11%
Rental Sales	\$423,268	\$326,681	\$96,587.55	30%
Digital Sales	\$12,236	\$6,474	\$5,762.67	89%
Textbook Buyback	\$301,657	\$402,892	-\$101,235.00	-25%
Rental Savings	\$517,328	\$399,276	\$118,051.45	30%
Digital Savings	\$8,158	\$4,316	\$3,841.78	89%
Used Savings	\$292,284	\$317,323	-\$25,038.82	-8%

Comprehensive Textbook Savings	\$1,119,426	\$1,123,807	-\$4,380.59	-0.4%
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% of Total Textbook Savings	TY	LY	Var	% Var
Textbook Buyback	27%	36%	-9%	-25%
Rental Savings	46%	36%	11%	30%
Digital Savings	1%	0%	0%	90%
Used Savings	26%	28%	-2%	-8%

Used and Buyback Combined	53%	64%	-11%	-17%
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Text Units Sold / Transacted	TY	LY	Var	% Var
used	14,083	16,149	(2,066)	-13%
new	34,652	39,270	(4,618)	-12%
rental	153	71	82	115%
digital	9,941	8,462	1,479	17%
Total	58,829	63,952	(5,123)	-8%

**BOARD OF GOVERNORS UPDATE**  
**FEBRUARY 23, 2012**



MARSHALL UNIVERSITY BOARD OF GOVERNORS  
MEETING OF FEBRUARY 23, 2012

<b>ITEM:</b>	Textbook Affordability Report
<b>COMMITTEE:</b>	Academic and Student Affairs Committee
<b>RECOMMENDED RESOLUTION:</b>	Informational Item
<b>STAFF MEMBER:</b>	Dr. Gayle Ormiston Provost

**BACKGROUND:**

On August 9, 2011 an overview of Series 51, the textbook provision of the Higher Education Opportunity Act of 2008 and a request to approve the Textbook Affordability's textbook selection guidelines was presented to the Marshall University Board of Governors. On October 28, 2011, Marshall University forwarded its report on textbook affordability to the West Virginia Higher Education Policy Commission. This report met the requirements and expectations of Series 51, the textbook provision of the Higher Education Opportunity Act of 2008, and section §18B-10-14 of the West Virginia Code.

An update on the Marshall University's Bookstore Comprehensive Textbook Savings program is attached for discussion and review.

## Comprehensive Textbook Savings Program (April 2011 – January 2012)



**Used Savings: \$302181**

*used textbooks save 25% off the new textbook price*

**YTD Buyback Dollars Paid Out\* : \$298496**

*we pay up to 50% of the purchase price for textbooks*

**YTD Rental Savings: \$936320**

*rental saves students at least 50%*

**Total Marshall University Textbook Savings:  
\$1536997**

\* April through January 2011

4/1/11 through January Commission Estimate\*: \$654829

*\*Final statement detail from FHEG commissions department*

### Marshall University Bookstore's Campus Integration Solutions:



- booknow™ links your campus online registration system to the Marshall University Bookstore bookstore's online system, allowing students to purchase textbooks online immediately after registering for classes.
- Students are given the option to buy course materials when they complete the online registration process. When they opt to purchase course materials, they are taken to a pre-populated list of required and recommended course materials based on their class schedule.
- The students can then choose which materials they wish to purchase and complete their transaction online.



BookNow setup at Marshall University? **YES**

Our online integration continues to prove valuable to your students.

 <p>HELLO, <a href="#">Sign In</a></p> <p><a href="#">Store Information</a> <a href="#">Gift Cards</a> <a href="#">Visit Marshall University</a></p> <table border="1"><tr><td>Books</td><td>Apparel</td><td>Accessories</td><td>Collections</td></tr></table>	Books	Apparel	Accessories	Collections	<h3>Online Textbook Sales</h3> <p>Online Textbook Sales: \$464923 Online Order Quantity: 3406</p> <p>Online sales % of total Sales: 10% Online rental sales % total Rental Sales: 16%</p>
Books	Apparel	Accessories	Collections		

**Marshall University Bookstore's Rent-a-Text program** has been wildly popular with students; in fact January% of our textbook savings are derived from our rental program.

Currently January 40.2% of the titles used at Marshall University can be rented. We'd like to do more.



**Working in partnership, we can expand the rental selection at Marshall University by adding local titles to the program.**

For a title to be considered for our local rental program, it must meet the following criteria:

- The binding will support multiple academic term uses
- The title is not consumable, or otherwise not limited to a single use (such as an access code or lab manual/working papers)
- All bundle or package components must

If the title meets the minimum criteria, faculty and a university authorizing party on campus must be willing to sign a multi-term commitment form for the title. While the academic terms do not have to be consecutive, they must be of similar size and enrollment opportunity.

*If your faculty are interested in adding a title to our rental program, please ask them to contact:*

be reusable

**Acceptable binding type of a durable nature:**

- Hardcover
- Trade paperback
- Normally bought back at your store, regardless the binding type

**Unacceptable binding types:**

- Spiral, loose, or a format not normally bought from students
- Loose-leaf or otherwise consumable

**Michael Campbell, Bookstore Manager**

phone: 304.696.3622

email: [0419mgr@fhcg.follett.com](mailto:0419mgr@fhcg.follett.com)

*Mike will work with your faculty to secure the necessary information to have their title(s) reviewed by our course material team for eligibility.*

## Digital Textbooks at Marshall University Bookstore

### 9% of textbooks used at Marshall University are digital.

College students are busier than ever before and they are finding every opportunity to study. Thanks to today's increasingly mobile culture, on-the-go access is empowering students to study in some new and even strange places. According to a [survey](#) from [Follett Higher Education Group](#), the strangest places students have studied are on the way to class, the restroom and at a party.

When students were asked if they would find more time to study if they always had their materials with them, an overwhelming 84 percent said yes. To help students take advantage of their new on-the-go study habits, Follett has updated its mobile application for its [CafeScribe](#)® digital textbook platform, available in both the [Apple Store](#) and [Android Market](#). Students can now easily study, take notes and highlight all from their mobile device, anywhere, anytime.

"We are seeing two emerging trends in how students are studying," said Gary Shapiro, Senior Vice President of Intellectual Properties at Follett. "They are increasingly going mobile and they want the ability to search hundreds of pages of text with a click of a button. Our new mobile app meets these new demands by giving students more access on more devices and even better mobile search, note taking and study tools."

[Read more...](#)

### For those who study on-the-go, the mobile application allows students and faculty to:

- Search for keywords within the text and within notes
- Generate and view saved Snap Summaries, a one-of-a-kind feature of CafeScribe that allows students to compile their notes and highlights into a personalized study guide
- Highlight key information
- Create and access multiple bookmarks
- Share notes



- Set up an account or activate a book



*CafeScribe mobile app provides better access to students  
as they study on-the-go*

Bookstore Value: On Campus and Online	Marshall University Bookstore	Amazon	Chegg	Publishers
All Text Formats (used, new, rental, digital)	Yes	No	Limited	No
One source - all requirements	Yes	No	No	No
Pick-up or Shipping Options	Yes	No	No	No
Assurance of Right Materials*	Yes	No	No	No
Immediate Availability	Yes	No	No	No
Easy and Immediate Refunds	Yes	No	No	No
Student Account Transactions	Yes	No	No	No
Accepts All Tender Types (Cash, Check, Credit Card, Campus Card, Financial)	Yes	No	No	No
Immediate buyback	Yes	No	No	No
Integrated with Campus LMS (LMS, SIS, registration system)	Yes	No	No	No
Supports Campus Financially	Yes	No	No	No

November 8, 2012

Dr. Paul Hill, Chancellor  
West Virginia Higher Education Policy Commission  
1018 Kanawha Blvd, E, Suite 700  
Charleston, WV 25301

Dear Chancellor Hill:

Please accept this report submitted pursuant to Series 51 relating to textbook adoptions by faculty.

Shepherd University establishes a deadline for textbook adoptions prior to the first day on which students can initially advance register for courses in the next academic semester. The sequences allow the Shepherd University bookstore to aggressively re-purchase used books from students, purchase used books commercially, and provide a significant opportunity for book rentals. Because Shepherd utilizes an early book adoption due- date, the bookstore staff can aggressively pursue additional submissions and achieve effective final ratios of submissions.

For the Fall 2011 semester, the first day of classes was August 22. Advance registration began in April 2011. Faculty assignments to courses were completed and the book adoption date was April 1, 2011. Out of 888 book titles adopted, 373 ( 42%) met the posted deadline. For the Fall 2011 semester, 690 (78%) of adoptions were completed by the end of the Spring semester on May 14.

For the Spring 2012 Semester, the first day of classes was January 9. Advance registration began in November 2011. Faculty assignments to courses were completed and the book adoption date was October 15, 2011. Out of 847 book titles adopted, 257 (30%) met the posted deadline. Importantly, 70% of adoptions were completed before the first day of advance registration in November, and 90% if adoptions were completed prior to January 1, 2012.

For Summer 2012, the first day of classes was May 22. Advance registration began in April 2012. Faculty assignments to courses were completed and the book adoption date was April 2, 2012. Out of 146 book titles adopted, 67 (46%) met the posted deadline. The completion rate climbed to 100% May 2, 2012.

Thank you for your attention to these matters.

Sincerely,



K. Alan Perdue

**Report to HEPC on Bookstores and Textbooks  
Due: November 1, 2012**

*“3.1.6. Provide that by November 1 of each year, the institution shall report to the Chancellor of the Commission, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.5 of this rule.”*

Deadline for faculty to be assigned to courses for prior fiscal year:

- February 1, 2011 = deadline for Fall 2011
- September 12, 2011 = deadline for Spring 2012
- September 12, 2011 = deadline for Summer 2012

Deadline for textbooks and course materials to be selected:

- April 1, 2011 = deadline for Fall 2011
- October 15, 2011 = deadline for Spring 2012
- April 16, 2012 = deadline for Fall 2012

Percentage of the textbook deadlines met:

- The bookstore is now able to track this information from Fall 2012 onward. No information is available prior to this semester.

The dates the textbooks and course materials were posted:

- Textbook and course material information is posted by the bookstore within 24 hours of them receiving the “adoption form” from the faculty member.

**West Liberty University Textbook Affordability Committee**  
**Fall 2012 Report**

Jeremy Larance, Chair  
Serkan Catma  
Tammy Herman  
Stephanie Hooper  
JoJo Ullum  
LeeAnne Yeater

**I. 2012 Notable Improvements**

- **Textbooks Rentals**
  - Prior to the fall of 2012, the WLU Bookstore was not allowed to rent textbooks.
  - This was something the Committee highlighted in its Textbook Affordability report last year.
  - Students now have the option of renting textbooks, and it appears to be a popular option among many students.
  - The Committee plans on surveying students and professors about how well they think this option is working and if anything should be done to promote it more.
- **Textbook Adoptions**
  - Starting in the fall of 2012, teachers can submit textbook adoptions electronically via email using a Word template.
  - The Committee would like to look into the possibility of establishing a fully electronic form online.

**II. 2012-13 Concerns**

- **Textbook Requests Timetable**
  - All textbook requests were to have been submitted by October 12.
  - As of October 24, only 14% of classes had adopted textbooks.
  - Many teachers cite the fact that they often do not know what classes they will be teaching until after the deadline has passed.

**III. Proposed Educational Services for 2012-13**

- **Textbook Affordability Committee Sponsored Seminars**
  - **Apple Seminars: iPads, iBooks Author, etc.**
    - An Apple Representative has been contacted, and a seminar will be held later on this year to introduce teachers to the various products and services that Apple has to offer such as free textbook creation software (iBooks Author) and other forms of “free” textbook options.
    - One potential problem of using Apple products, however, is that the WLU bookstore has an exclusive contract with Barnes and Noble, and many of Apple’s products (including iBooks Author created textbooks) must be bought and downloaded from iTunes.
    - Nevertheless, the Committee still sees this as a viable option since classroom materials such as teacher-created textbooks could be made available through a free download.
    - Currently, the cheapest iPad (the iPad Mini) starts at \$329.



- Barnes and Noble Seminars: Nooks, Pubit, etc.
  - As far as we know, there is no Barnes and Noble representative who could come give a seminar. However, there are other options available.
  - Tammy Herman, Manager of the West Liberty University Bookstore, has information and handouts on B&N's self-publishing platform Pubit.
  - NOOK Study is a computer-based platform that might be a good option for West Liberty University teachers because SAKAI integration is apparently available.
  - The Committee is currently looking into contacting someone about more information regarding NOOK Study and SAKAI. Ann Rose, WLU's Director of the Office of E-Learning, has indicated that she has experience with this and that she would be available for demonstrations.
  - Currently, the cheapest Nook is \$99; however, Nook Study can run on any computer.
- General E-Ink Reader Seminars (Amazon Kindle, Nook, Sony, etc.)
  - Amazon doesn't appear to have any official reps of any kind either, but this might be the cheapest option for students since the cheapest Kindle is currently \$69.
  - The Kindle Fire, which is basically Amazon's version of the iPad, is also a much cheaper option, starting at \$159.
- Legal Seminars
  - To help teachers (and the University) avoid any possible copyright violations, the Committee would also like to sponsor seminars in conjunction with the University's legal department regarding issues concerning copyright and fair-use.
  - Other legal issues might also need to be addressed in the future, such as the possibility of selling personalized textbooks created by faculty members.
  - John Davis, WLU's Executive Vice President and General Counsel has suggested three possibilities for presenters: the Attorney General's office, the Ethics Commission, or the HEPC General Counsel's staff.

#### IV. Future Issues for Committee Consideration

- University Printing/Binding Services
  - Right now, WLU does not have an internal service to print or bind materials that could be used as textbooks or course packs.
  - Using these services, teachers at other institutions frequently create their own course packets that are bound on the campus and sold in the bookstore.
  - If printing and binding on campus is too cost prohibitive, perhaps the university could look into establishing a contract with an outsourced supplier for a set fee.
- Textbook Development Funds
  - The Committee will look into ways of possibly funding projects for teachers who wish develop and distribute free course materials for their classes:
    - Computer Programs
    - Printing Costs
    - Binding Costs
    - E-Readers



## West Virginia School of Osteopathic Medicine

*Office of the President*

October 26, 2012

Dr. Paul Hill, Chancellor  
West Virginia Higher Education  
Policy Commission  
1018 Kanawha Boulevard, East, Suite 700  
Charleston, WV 25301

Dear Chancellor Hill:

Per the Commission's Series 51, attached please find the Bookstores and Textbooks annual report submitted by the West Virginia School of Osteopathic Medicine. We are pleased to say that we are meeting and even exceeding the requirements.

If you have any questions regarding our annual report, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael D. Adelman", is written over a horizontal line.

Michael D. Adelman, D.O., J.D.  
President

MDA:ccb

Attachment

Copy: Rodney L. Fink, D.O., Chair  
WVSOM Board of Governors



## West Virginia School of Osteopathic Medicine

### Textbook Affordability Annual Report 2012

#### Textbook Affordability Series 51

During the 2012 fiscal year, a committee was formed consisting of two members from the following constituencies: administration, faculty, students and one representative from the bookstore. During the fiscal year, the committee discussed and developed ideas to help keep the cost of textbooks affordable to the students. As a medical school, it is not beneficial to use old edition of textbooks; medicine is ever changing. So, the challenge is to find other resources to help the student with the rising cost of textbooks.

#### Annual Report Deadlines (according to 3.1.6 mandates):

- Deadline established for faculty to be assigned to courses – August 1 of each year
- Deadline established for textbooks and course materials to be selected – May 4, 2012
- Percentage of those deadlines met – 100% faculty (preclinical and clinical) participation in meeting deadlines
- Date the listings of assigned textbooks and course materials were posted – the 2012/2013 WVSOM Booklist <sup>1</sup> for Osteopathic Medical Students (OMS) I – IV was posted on June 18, 2012, two (2) weeks *before* the mandated post date of July 1, 2012.

#### Initiatives adopted to address the accessibility to and affordability of textbooks and supplemental course materials:

- The WVSOM Library procured unlimited online portals which enable students to digitally access all of the reference books, free of charge.
- The WVSOM Library has acquired at least one copy of every required book to have on reserve for the students.
- The WVSOM Campus Store keeps mark up on textbooks at twenty percent, which is well below the state maximum allowance.
- The WVSOM Campus Store has been working with the Associate Dean of PreClinical Education to help develop an ebook package for the students. This would give every student access to all required books digitally, for a nominal fee.
- The Faculty only requires textbooks they feel are necessary to the medical student's education.

<sup>1</sup> 2012 – 2013 WVSOM Booklist available online and in Campus Store, please see attachment 1

- Developed a Publisher Form for Faculty to use which has all requirements set forth by Series 51 for faculty and publishers.<sup>2</sup>
- WVSOM Campus Store procuring electronic edition textbooks available from publishers at a reduced cost compared to cloth/paper textbooks.

Respectfully submitted:

X Cindi A. Knight 10/24/12


Cindi Knight  
WVSOM Campus Store Manager

X John A. Schriefer 10/24/12

John Schriefer, PhD  
Chair, WVSOM Textbook Affordability Committee  
Associate Dean of PreClinical Education

<sup>2</sup> See attachment 2



 <p>I certify this is the official booklist for academic year 2012-2013, West Virginia School of Osteopathic Medicine.</p> <p><i>Cindi A. Knight</i></p>		WVSOM Bookstore - 400 N. Lee Street - Lewisburg, WV- 24901					
Cindi A. Knight, Manager WVSOM Bookstore		2012-2013 Student Booklist for Medical Student I, II, III, IV					
Course Selection	Title	Author	Edition	YearPub	Required (Y or N)	ISBN	Bookstore Price
OMS1 - First Years							
ANATOMY							
Anatomy	Essential Clinical Anatomy	Moore	4th	2012	Y	9780781799157	\$70.99
Anatomy	Grant's Dissector	Tank	15th	2013	Y	9781609136062	\$56.95
Anatomy	Langman's Embryology	Sadler	12th	2013	Y	9781451173963	\$56.95
Anatomy	Student has choice of atlas from list below * one required					9781451113426	\$71.99
Anatomy	A Regional Atlas of the Human Body	Clemente	6th	2011	Y*	9781582558899	\$80.99
Anatomy	Atlas of Human Anatomy	Netter	5th	2011	Y*	9781451104448	\$80.99
Anatomy	Atlas of Anatomy	Gilroy	2nd	2013	Y*	1416059512	\$80.95
Anatomy	Atlas of Anatomy & Musculoskeletal System (1 of 3)	Thieme	1st R	2011	Y*	9781604067453	\$79.99
Anatomy	Atlas of Anatomy: Neck & Internal Organs (2 of 3)	Thieme	1st R	2011	Y*	9781604062908	\$74.99
Anatomy	Atlas of Anatomy: Head & Neuroanatomy (3 of 3)	Thieme	1st R	2011	Y*	9781604062885	\$74.99
Anatomy	Color Atlas of Anatomy	Rohen	7th	2011	Y*	9781582558561	\$87.99
Anatomy	Grant's Atlas of Anatomy	Agur	13th	2013	Y*	9781451105124	\$87.99
Anatomy	Lippincott, Williams and Wilkins Atlas of Anatomy	Tank	1st	2009	Y*	9781608317561	\$74.95
	Recommended					9781451174397	\$83.99
Anatomy	Lachman's Case Study in Anatomy	Cahill	4th	1996	N	9780781785051	\$80.99
BIOCHEMISTRY						9781451106442	\$80.99
Biochemistry	Mark's Basic Medical Biochemistry	Lieberman	4th	2013	Y	0195102975	\$31.50
CLINICAL SKILLS I							
Clinical Skills	Mosby's Guide to Physical Examination	Seidel	7th	2011	Y	9781608315727	\$79.95
						9781451173567	\$79.95
ETHICS							
Ethics	Resolving Ethical Dilemmas	Lo	4th	2009	Y	9780323055703	\$115.00
						9780323094238	\$74.75
GERIATRICS							
Geriatrics	Case-Based Geriatrics: A Global Approach	Hirth	1st	2011	Y	9780781793797	\$66.99
IMMUNOLOGY						9781451115000	\$66.99
Immunology	The Immune System	Parham	3rd	2008	N	9780071622394	\$94.00
						9780815341468	\$115.00



HISTOLOGY (MICROANATOMY)									
Histology	Wheater's Functional Histology	Young	5th	2006	Y		9780443068508		\$80.95
NEUROANATOMY									
Neuro	Neuroanatomy Through Clinical Cases	Blumenfeld	2nd R	2011	Y		9780878936137		\$84.95
OSTEOPATHIC PRINCIPLES									
OPP 1	Pocket Manual of OMT	Beatty	2nd	2011	Y		1608316572		\$58.99
	Foundations for Osteopathic Medicine	Chila	3rd	2011	Y	E-Book	9781451107715		\$58.99
						E-Book	0781766710		\$116.99
							9781451105889		\$116.99
PATHOLOGY									
Pathology	(Text needed all 4 years) Robbins & Cotran Pathologic Basis of Disease	Kumar	8th	2010	Y		9781416031215		\$134.95
					E-Book		9781437720150		\$134.95
PHARMACOLOGY									
Pharmacology	Basic & Clinical Pharmacology	Katzung	12th	2012	N		9780071764018		\$85.00
Pharmacology	Pharmacology	Brenner	3rd	2010	N		9781416066279		\$60.95
Pharmacology	Principles of Pharmacology	Golan	3rd	2012	N		9781608312702		\$82.99
					E-Book		9781451155709		\$82.99
PHYSIOLOGY									
Physiology	Medical Physiology	Boron	2nd R	2011	Y		9781437717532		\$122.00
Physiology	Rapid Interpretation of EKG's	Dubin	6th	2000	Y		9780912912066		\$38.00
Renal	Vander's Renal Physiology	Eaton	7th	2009	Y		9780071613033		\$41.95
Gastrointestinal	Mosby's Physiology Monograph Series	Johnson	7th	2006	N		9780323033916		\$45.95
OMS2 - Systems									
ACLS	ACLS Provider Manual	AHA	2010	2010	Y		9781616690106		\$36.00
	ECC Handbook	AHA	2010	2010	N		9781616690007		\$26.00
Blood & Lymph	Robbins & Cotran Pathologic Basis of Disease	Kumar	8th	2010	Y		9781416031215		\$134.95
					E-Book		9781437720150		\$134.95
Cardiovascular	Stanley 12-Lead EKG Package	Stanley	2nd	2007	Y		0963575937		\$81.50
Endocrinology	TBA								
Epidemiology	Epidemiology, Biostatistics, and Preventive Medicine	Jekel	3rd	2007	N		9781416034964		\$55.95
Ethics	Resolving Ethical Dilemmas	Lo	4th	2009	Y		9780781793797		\$66.99
					E-Book		9781451115000		\$66.99



[illegible]



Rotation: OB/GYN	NMS Obstetrics & Gynecology	Pfeifer	7th	2012	Y	9781608315765	\$49.99
Rotation: OB/GYN	Hacker & Moore's Essentials of Obstetrics & Gynecology	Hacker	5th	2010	N	9781451164459	\$49.99
Rotation: OB/GYN	Blueprints Obstetrics & Gynecology	Callahan	5th	2009	N	9781437725162	\$60.95
					E-Book	978178249x	\$60.95
					E-Book	9781609139131	\$41.99
Rotation: OMM	Somatic Dysfunction in Family Medicine	Nelson	1st	2007	Y	1405104759	\$63.99
	We highly suggest the following books for those interested in a career in pediatrics or in a field in which you will participate regularly in the healthcare of children. Be advised, many pediatric residency programs may provide one or more of these texts to incoming residents.						
Rotation: Pediatric	NMS Pediatrics	Dworkin	5th	2009	Y	0781770750	\$47.99
Rotation: Pediatric	Nelson's Textbook of Pediatrics	Kliegman	19th	2011	N	9781609139209	\$47.99
Rotation: Pediatric	Harriet Lane Handbook	JHH	19th	2012	N	1437707556	\$154.95
Rotation: Pediatric	Atlas of Pediatric Diagnosis	Zitelli	6th	2013	N	9780323079426	\$57.95
Rotation: Pediatric	Bright Futures: Guidelines for Health Supervisors of Infants, For those who do not plan on participating in the healthcare of children, these are an adequate reference text.	AAP	3rd	2008	N	9780323079327	\$159.00
Rotation: Pediatric	Oski's Essential Pediatrics	Crocetti	2nd	2004	N	1581102232	\$64.95
Rotation: Psychiatry	NMS Psychiatry	Thornhill	6th	2012	Y	0781737702	\$68.99
Rotation: Psychiatry	First Aid for the Psychiatry Clerkship	Stead	3rd	2011	N	1608315746	\$49.99
Rotation: Psychiatry	The Diagnosis & Statistical Manual of Mental Disorders (DSM-IV)	APA	4R/e	2000	N	9780071739238	\$49.99
Rotation: Surgery	NMS Surgery	Jarrell	5th	2008	Y	0890420254	\$48.00
					E-Book	9780781759014	\$121.00
						9781609139230	\$47.99
<b>Bookstore Recommendations</b>							
	Family Medicine Boards & Wards	Chan Ayla	2011 6th	2011 2013	N N	1934323306	\$26.95
	Maxwell Quick Medical Reference Surgical Recall	Maxwell Blackbourne	6th 6th R	2012 2012	N N	9781451144062	\$47.95
	Clinician's Pocket Reference	Gomella	12th	2013	N	9781451176414	\$7.95
						9781451129014	\$51.99
						9780071602822	\$45.00
	Y* - Denotes student has choice of one						
	***PRICES and BOOKS ARE CURRENT AS OF 05/08/2012						

WVSOM Textbook Affordability Annual Report 2012  
Attachment 2

Textbook Affordability Publisher Form

GA-30.4.1 Mandates

Date:

Publisher & Title:

Price of textbook: \_\_\_\_\_ Copyright dates of three previous editions:

Description of substantial content revisions from previous editions:

Is text available in lower cost format? \_\_\_\_\_

Is the text unbundled from supplemental material? \_\_\_\_\_

Signature:

Date Term

Faculty Name:

Course:



# BOOKSTORE

## West Virginia State University

123 Wilson Student Union

P.O Box 1000

Institute, WV 25112

(304) 766-3351

Fax (304) 766-4184

Email: [bookstore@wvstateu.edu](mailto:bookstore@wvstateu.edu) Website: <http://bookstore.wvstateu.edu>

**November 1, 2012**

Dr. Paul Hill, Chancellor  
West Virginia Higher Education Policy Commission

Dear Sir:

The report for the Textbook Affordability from the West Virginia State University Bookstore is as follows:

3.1.5 All textbooks and materials selected and assigned prior to each semester is prominently posted in the Wilson Student Union so that all of the student body can see it. It is posted in the campus bookstore and is available for all students to get all of the information for the textbook, ie, ISBN number, name, author, edition, etc. All supplemental and course materials are also displayed. The textbooks and materials are also posted on our website, *bookstore.wvstateu.edu*.

3.1.6 The deadlines for the faculty to turn in the textbook orders are Oct. 15, 2011 and March 15, 2012. The deadlines met for October 15 were 75%. The deadlines met for March 15 were 77%. The textbooks were posted on the first day that students could register for classes.

Sincerely,  
Mark Akers  
Manager WVSU Bookstore

Cc: Donna Simons  
Melvin Jones  
Lori Elliott





West Virginia University

Office of the President

October 30, 2012

RECEIVED

OCT 31 2012

HIGHER EDUCATION  
POLICY COMMISSION

Chancellor Paul Hill, Ph.D.  
West Virginia Higher Education Policy Commission  
1018 Kanawha Boulevard, East, Suite 700  
Charleston, WV 25301-2800

Dear Chancellor Hill:

On behalf of the Textbook Affordability Committee, I am pleased to submit West Virginia University's annual textbook affordability report.

The efforts of the Textbook Affordability Committee, led by Dr. Russell Dean, Senior Associate Provost, have yielded positive results in the timeliness of textbook adoptions over the 2011-2012 academic year.

Building on last year's success, timely adoptions submitted this fall by the textbook selection deadline for the Spring 2013 semester rose approximately 15% compared to last year. Other notable achievements include the creation and implementation of a set of textbook selection guidelines and textbook selection default procedure. Presentations and memoranda to our Board of Governors, department chairs, and deans on textbook affordability have also raised awareness in the West Virginia University community of this important issue.

For the 2012-2013 academic year, the Textbook Affordability Committee has created eight goals that emphasize two major themes. First, they want to focus on textbook customization and help ease the cost of textbooks by minimizing unnecessary customization. Second, they want to raise awareness among students, faculty, administrators, and staff about textbook affordability and textbook options.

At West Virginia University, we are looking forward to doing all we can this year to continue addressing affordability of textbooks for our students.

Sincerely,

James P. Clements, Ph.D.  
President

# TEXTBOOK AFFORDABILITY 2011-2012 REPORT

West Virginia University



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## I. WEST VIRGINIA UNIVERSITY POLICY ON TEXTBOOK AFFORDABILITY

### West Virginia University Board of Governors Policy 48

The West Virginia University Board of Governors adopted Policy 48 to establish a process for the selection, adoption, use, and sale of textbooks and other supplementary course materials in compliance with the Higher Education Opportunity Act, West Virginia Code §18B-10-14, and Higher Education Policy Commission Title 133, Series 51. Policy 48 was amended and made effective on February 4, 2011.

Please see Appendix A for Policy 48 in its entirety.

### Compliance with the Textbook Provisions of the Federal Higher Education Opportunity Act and with West Virginia Code §18B-10-14 Mandates

The West Virginia University Board of Governors revised its Policy 48, effective February 4, 2011, which promulgated rules to address the mandates of the Higher Education Opportunity Act (codified at 20 U.S.C.S §1015b) and West Virginia Code §18B-10-14.

## II. TEXTBOOK AND COURSE MATERIAL SELECTION

### Institutional Deadlines and Faculty Textbook Adoption

The Textbook Affordability Committee monitors two deadlines for textbook adoptions.

The first deadline, set by the WVU Bookstore, is the textbook selection deadline. The textbook selection deadline is important because early textbook adoption allows the WVU Bookstore to pay students the premium price for their textbooks through its “Cash for Books” buyback program. As soon as a faculty member adopts a textbook, the WVU Bookstore also begins to search for used copies of the book from used book distributors. Students’ access to used books is improved through a longer period of used book procurement, both from in-store buyback and from used book distributors.

The Fall 2011 deadline for the selection of textbook and course materials was March 15, 2011. The percentage of faculty that adopted a textbook by that deadline was 7.7%.

The Spring 2012 deadline for the selection of textbook and course materials was October 21, 2011. The percent of faculty that met that deadline was 11.8%.

The Fall 2012 deadline for the selection of textbook and course materials was March 16, 2012. The percentage of faculty that adopted a textbook by that deadline was 20%.

*Table 1: Adoptions Received by the Textbook Selection Deadline*

The buyback deadline is the second deadline monitored by the Textbook Affordability Committee. It tracks the number of textbook adoptions collected from faculty members by the beginning of final examination week, which is the last opportunity for the WVU Bookstore to repurchase textbooks from students.

Semester	Selection Deadline	Adoptions by Deadline
Fall 2011	March 15, 2011	7.7%
Spring 2012	October 21, 2011	11.8%
Fall 2012	March 16, 2012	20%

In preparation for Fall 2011, 40.5% of textbook adoptions by faculty were collected in time for the WVU Bookstore to buy back textbooks from students.

In preparation for Spring 2012, 76.7% of textbook adoptions by faculty were collected in time for the WVU Bookstore to buy back textbooks from students.

Finally, in preparation for Fall 2012, 58.9% of textbook adoptions by faculty were collected in time for the WVU Bookstore to buy back textbooks from students.

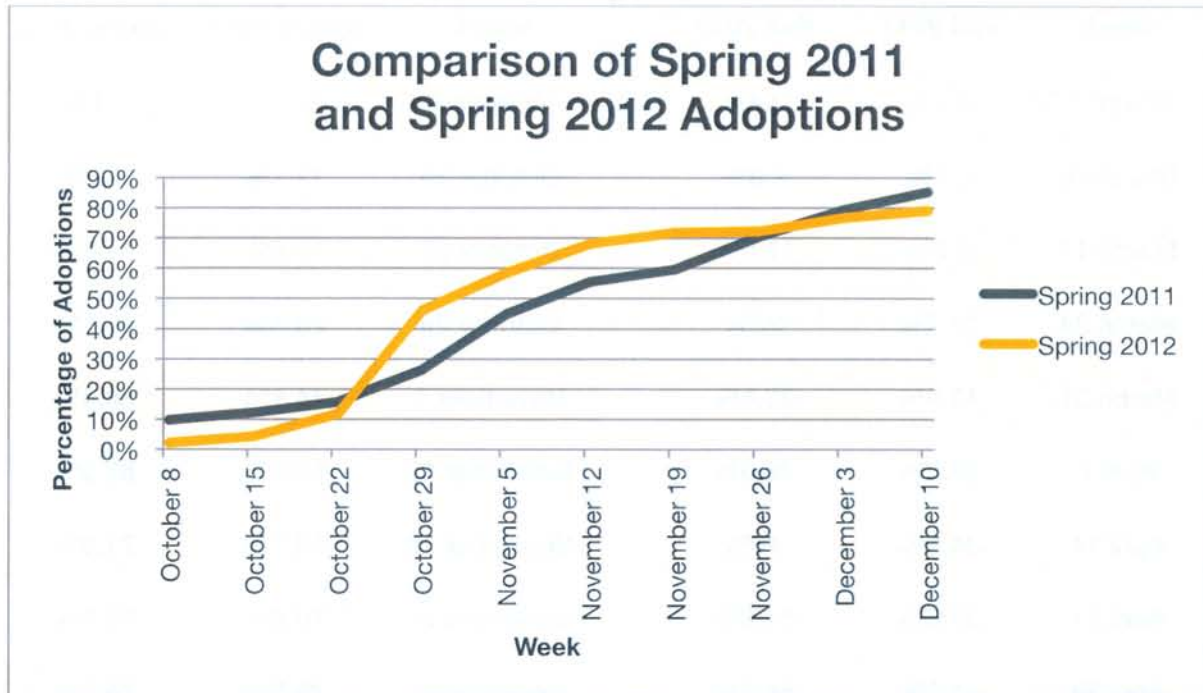
These numbers are significant because the vast majority of faculty textbook adoptions were received in time for the WVU Bookstore to repurchase used books from students, and because the WVU Bookstore is outperforming other comparable bookstores with respect to textbook adoptions by final examination week.

*Table 2: Adoptions Received by the Buyback Deadline*

Semester	Buyback Deadline	Adoptions by Buyback
Fall 2011	April 30, 2011	40.5%
Spring 2012	December 3, 2011	76.7%
Fall 2012	April 28, 2012	58.9%



An even more comprehensive picture of textbook adoptions over the course of the textbook selection period illustrates that the timely selection of textbooks is improving:



The data from the latest round of textbook adoptions, Fall 2012, shows even greater improvement. Please see Table 3 for a comparison of textbook adoption information by semester and week.

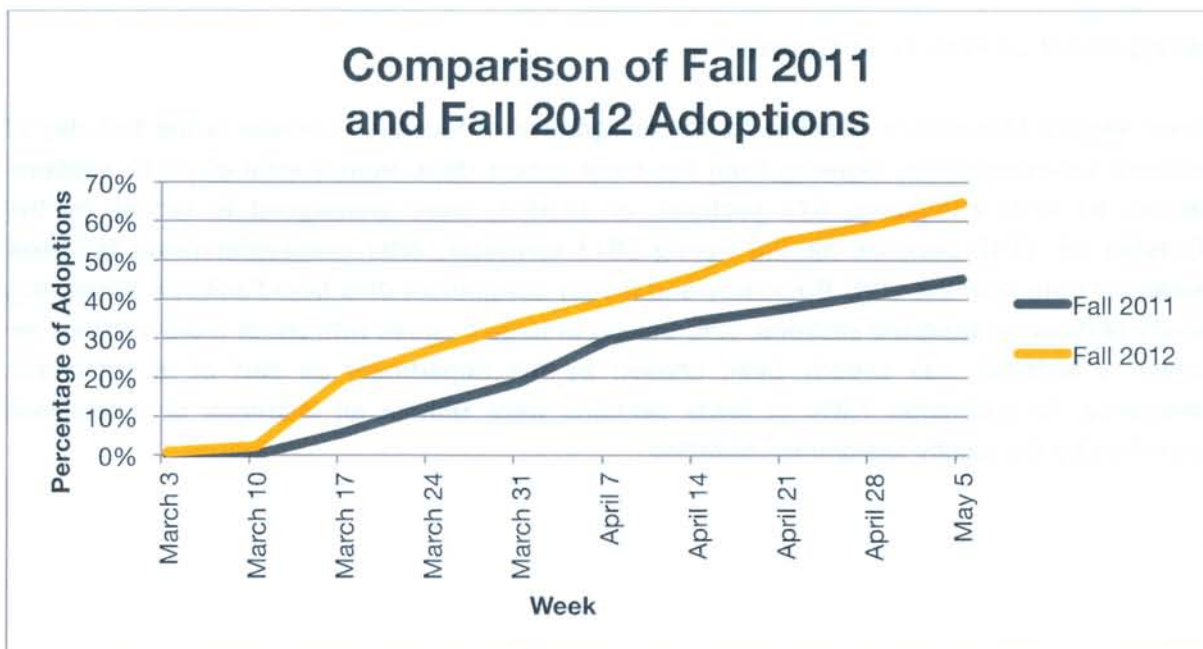


Table 3: Comparison of 2011 and 2012 Adoptions, By Semester and Week

Week	Fall 2011	Fall 2012	Week	Spring 2011	Spring 2012
March 3	0.1%	0.8%	October 8	9.7%	2.1%
March 10	0.1%	2.3%	October 15	12.3%	4.2%
March 17	5.7%	19.6%	October 22	15.6%	11.8%
March 24	12.7%	27%	October 29	26.3%	46.1%
March 31	18.9%	33.8%	November 5	44.8%	58.4%
April 7	29.6%	39.6%	November 12	55.6%	68.3%
April 14	34.5%	46%	November 19	59.7%	71.9%
April 21	37.6%	54.9%	November 26	70.6%	72.2%
April 28	41.2%	58.9%	December 3	79.5%	76.7%
May 5	45.2%	64.8%	December 10	85.4%	79.3%

#### Assignment of Faculty to Courses

West Virginia University's deadline for the assignment of faculty to courses is the first day of student pre-registration. Drawing from the most recent data, from a total of 7,010 sections across all WVU campuses, 873 sections, or 12.45%, were unassigned to faculty by the October 29, 2012 deadline for the Spring 2013 semester. After cross-referencing textbook selection data from the WVU Bookstore and faculty assignment data from Facilities Scheduling, many of those unassigned sections, 326, belong to large courses with ten or more sections for which a textbook has already been chosen by the department as part of its academic sequence. An estimated 7.8% or fewer sections were without an instructor or a textbook selection by the faculty assignment deadline.



## Default Selection of Textbooks

In 2011-2012, the Textbook Affordability Committee appointed a sub-committee, chaired by Alan Stolzenberg, to develop a set of textbook selection guidelines, in response to Section 2.3.1 of the West Virginia University Board of Governors Policy 48.

*Table 4: Textbook Selection Guidelines Sub-Committee Membership*

Name	Title	Represents
Alan Stolzenberg, Chair	Associate Professor, Chemistry and Past Chair, Faculty Senate	Faculty
David Lang	General Manager, WVU Bookstore	Bookstore
Jacob Ruddle	Student, English Major	Student Body

A draft set of guidelines was developed by March 1, 2012. The guidelines were circulated amongst faculty members, students, WVU Bookstore representatives, and administrators from Academic Affairs, Legal Affairs, and the President's Office for comment. Then, the draft set of textbook selection guidelines was presented to the Faculty Senate Executive Committee on March 19, 2012. After gathering feedback from the affected constituencies, the textbook selection guidelines were adopted at the end of March 2012. Please see Appendix B for the final version of the textbook selection guidelines.

### *Textbook Selection Guidelines and Default Selection of Textbooks*

The textbook selection guidelines develop a number of important ways in which textbooks may be kept affordable for students, and include a default selection procedure. The guidelines address the use of earlier editions of textbooks, the customization of textbooks, deadlines for textbook selection, the receipt of payment or other benefit as an inducement for requiring a specific textbook, and the written provision of information by textbook publishers when soliciting an employee of the West Virginia University Board.

The textbook default selection procedure developed by the Textbook Affordability Committee stipulates that the WVU Bookstore will notify department chairs of departmental courses without textbook selections after the textbook selection deadline. The department chair will then apply the default textbook selection procedure. Default selections will be strictly enforced. Each department, college, or school will establish its own procedure and forward that procedure to the Textbook Affordability Committee. If a textbook selection has not been made and the department, college, or school has no default procedure in place, the West Virginia

University default procedure will be applied. The university-wide default selection procedure defers to the course materials that were used the last time that the course was offered.

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### *Distribution of the Textbook Selection Guidelines*

Several efforts have been made to distribute the textbook selection guidelines. They have been posted on the West Virginia University Office of the Provost website:

[http://provost.wvu.edu/academic\\_affairs/textbook-selection](http://provost.wvu.edu/academic_affairs/textbook-selection),

and are also available for download:

<http://provost.wvu.edu/r/download/127897>.

A memorandum on the textbook selection guidelines and default selection procedure was distributed to academic deans on June 4, 2012. Please see Appendices C and D for a copy of that memorandum and the accompanying textbook selection timeline graphic. The memorandum required each dean to ensure that the default selection procedure for the college, or the departments within the college, be submitted to the textbook affordability committee by September 30, 2012, in advance of the Spring 2013 textbook selection deadline of October 15, 2012. Any textbook selections not submitted by November 15, 2012 will be subject to the application of the default selection procedure. In the absence of a department, school, or college-level procedure, the university procedure will be enacted.

The textbook selection guidelines were disseminated to the faculty via memorandum on September 24, 2012, to coincide with the faculty's return from the summer semester, as well as the textbook selection period for Spring 2013. Please see Appendix E for a copy of that memorandum.

On September 28, 2012, as required by WVHEPC Series 51, Dr. Russell Dean, Senior Associate Provost and chair of the textbook affordability committee, presented to the West Virginia University Board of Governors on textbook affordability and the work of the textbook affordability committee to date. Six of the nine textbook affordability committee members were present to answer any questions the Board had. The Board of Governors asked for the textbook affordability committee to present an interim progress update in the spring 2013 semester. Please see Appendices F and G for copies of the meeting agenda and presentation, and Appendix H for an article from the local newspaper, *The Dominion Post*, for coverage of the presentation.



### III. WEST VIRGINIA UNIVERSITY BOOKSTORE

#### Textbook and Course Material International Standard Book Numbers

The WVU Bookstore does post the International Standard Book Number of each textbook and supplemental course materials, both bundled and unbundled. The WVU Bookstore enters textbook adoptions into their system as soon as the information is received. It takes 24 hours for the information to appear on the WVU Barnes & Noble College website.

On the WVU Barnes & Noble College website, students may view their booklist by course. The required textbooks and materials for each course may be viewed as an itemized list that includes the ISBN number.

Students may also download their schedule from STAR directly to the WVU Barnes & Noble College website. This will generate a booklist based on the student's schedule.

As an example, please see the textbook webpage of the WVU Bookstore's Morgantown campus website:

<http://wvu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=15062&langId=-1>

In order to provide students with as much information regarding textbook purchases as possible, the Return Policy, Add/Drop Policy, and eTextbook information are listed on the same webpage as the one in which students search for textbooks for their courses.

#### Scholarship Support

The revenue that West Virginia University receives from Barnes & Noble College is utilized only for non-athletic scholarships. For the last contract year, that amount was \$1,638,533.63.

*Table 5: Non-Athletic Scholarship Support, by Fiscal Year*

Fiscal Year	Non-Athletic Scholarship Support
2011-2012	\$1,638,533.63

## IV. TEXTBOOK AFFORDABILITY COMMITTEE AND LIAISON

### Textbook Affordability Committee

West Virginia University has created a Textbook Affordability Committee, as required by Higher Education Policy Commission Title 133, Series 51. The Committee is composed of nine members. Members represent a wide variety of constituencies.

The first meeting of the Textbook Affordability Committee was held on October 14, 2011. Subsequent meetings of the full committee took place on November 15, 2011 and March 9, 2012. The Textbook Selection Sub-Committee met several times from November 2011 to March 2012 to develop the guidelines. A sub-group of the Textbook Affordability Committee met on April 16, 2012 to prepare the Committee's presentation for the April 26, 2012 Chairs' Luncheon. The Textbook Affordability Committee had its annual meeting with the West Virginia University Board of Governors on September 28, 2012, as required by West Virginia Higher Education Policy Commission Series 51.

*Table 6: Present Membership of the Textbook Affordability Committee*

Name	Title	Represents
Russell Dean, Chair	Senior Associate Provost	Office of the Provost
Daniel Durbin	Senior Associate Vice President of Finance	Division of Finance
April Min	Senior Deputy General Counsel	Legal Affairs
Zachary Redding	President, Student Government Association	Student Body
Christopher Nyden	Student, Economics Major	Student Body
David Lang	General Manager, WVU Bookstore	Bookstore
Molly Stultz	Textbook Manager, Mountainlair Bookstore	Bookstore
Michael Mays	Professor, Mathematics and Chair, Faculty Senate	Faculty
Alan Stolzenberg	Associate Professor, Chemistry and Past Chair, Faculty Senate	Faculty

## Institutional Liaison

Russell Dean, Senior Associate Provost in the Office of the Provost at West Virginia University, has been assigned to act as the institutional liaison to publishers, disseminate relevant information to faculty, and to enforce the textbook policies. Dr. Dean is also the Chair of the Textbook Affordability Committee.

Dr. Dean serves as the Provost's chief deputy, and is responsible for academic budget and facilities planning for all general University academic units. Dr. Dean also serves as chair of the Information Technology Oversight Committee, vice chair of the Budget and Capital Planning Committees, and co-chair of the Enrollment Management Council. Dean holds the academic rank of professor of mechanical and aerospace engineering.



## V. INSTITUTIONAL INITIATIVES ON TEXTBOOK AFFORDABILITY

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### Used Textbooks

West Virginia University has adopted three primary initiatives to increase the availability of used textbooks to the student body:

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#### *Early Textbook Adoption*

West Virginia University strongly encourages faculty to adopt their textbooks before the WVU Bookstore conducts the buyback of textbooks at the end of each academic term. The WVU Bookstore wishes to secure even more textbook adoptions prior to book buyback.

A joint communication from the Office of the Provost and the Student Government Association about the importance of early textbook adoption is sent to all faculty every semester in advance to of the textbook selection deadline.

---

#### *Remote Textbook Buyback*

West Virginia University is committed to increasing the number of textbook buyback locations. The WVU Bookstore has added several remote buyback stations around campus.

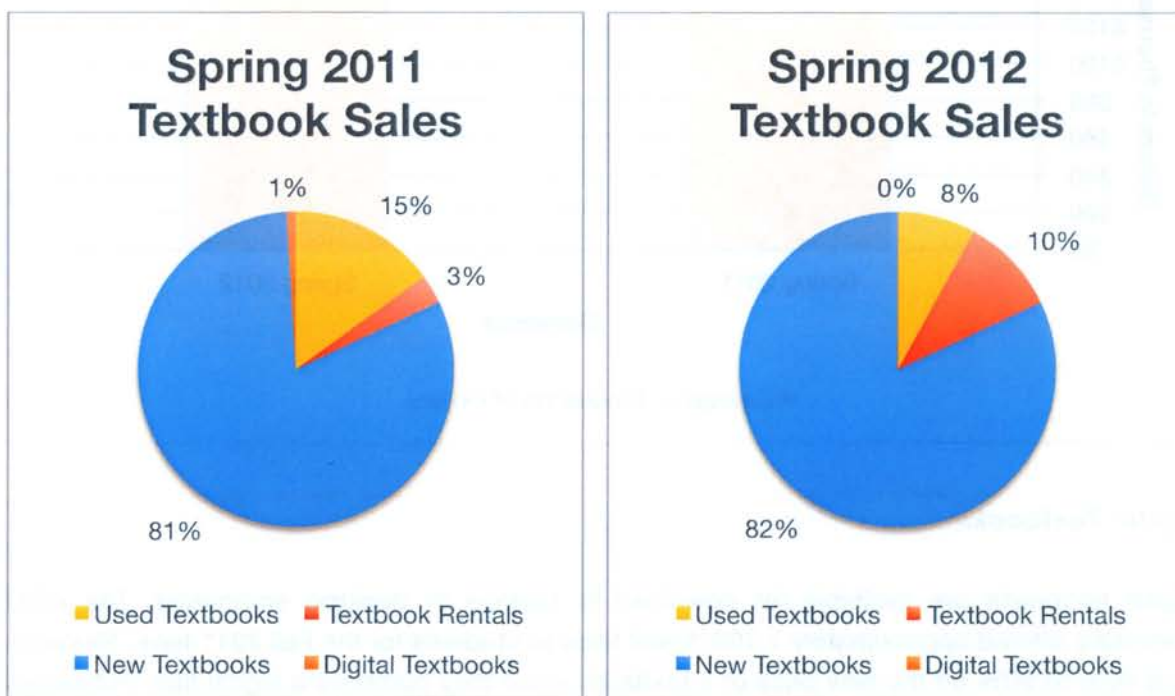
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#### *Increased Sourcing*

Finally, the WVU Bookstore has included used book distributors as another source for used books. The Bookstore communicates with distributors regarding the number of copies needed for each title, and the distributor fills the order over a period of weeks as they receive used copies of those titles. This method of acquiring used textbooks is called a “bin and hold.” The WVU Bookstore runs several bins before ordering from the publishers to increase the number of used textbooks available to students.

## Accessibility and Affordability

West Virginia University is committed to addressing the accessibility to and affordability of textbooks and supplemental course materials. As a result, the WVU Bookstore offers four textbook options on most titles: textbook rental, digital textbooks, used textbooks, and new textbooks. Even over the past year, we have seen textbook rentals increase in popularity among students. Please see the charts below for more information on trends in accessibility and affordability options.<sup>1</sup>



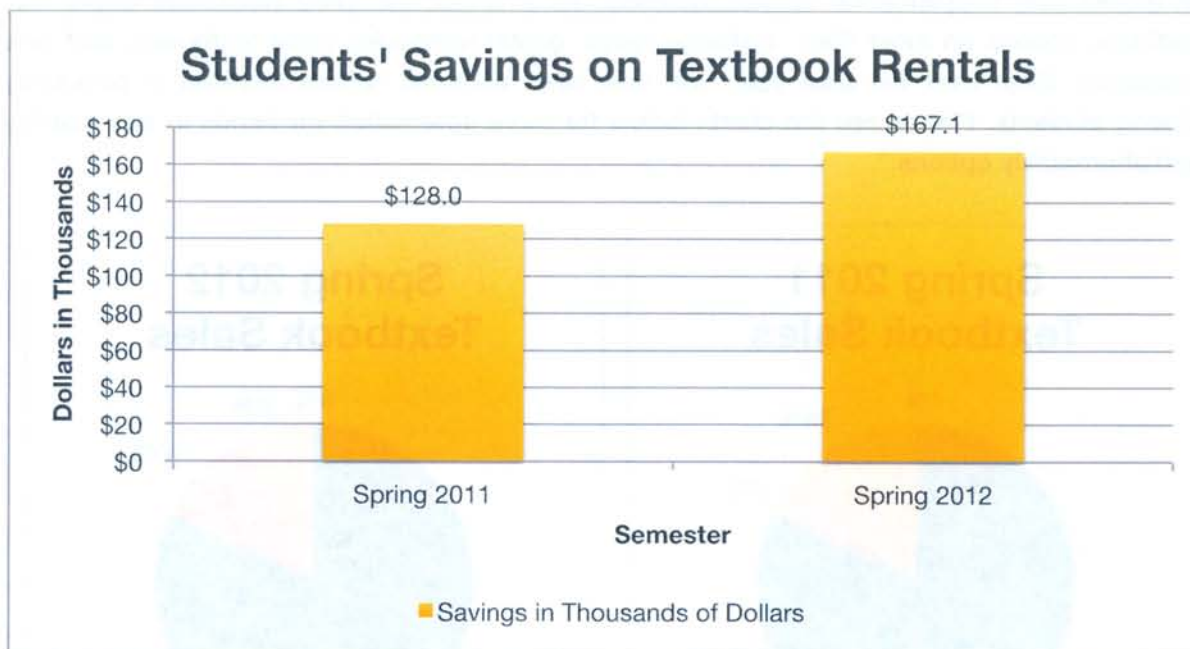
### Textbook Rental

Students may rent books that qualify for the WVU Bookstore's rental program at 50% off the new price of the textbook. Students keep the rental for the length of the semester and return the textbook after final examination week. Financial aid may be used to pay for the rental. Rented textbooks may be returned by mail. The drop/add policy for rented books is the same as for purchased books, and the same return policy applies to rented textbooks as to purchased textbooks.

The textbook rental option is increasing in popularity among students. In Spring 2011, textbook rentals composed 3% of all sales. In Spring 2012, textbook rentals increased to 8% of

<sup>1</sup> Barnes & Noble College, "Spring Rush Review 2012," prepared for the downtown location of the WVU Bookstore.

textbook sales. As a result, students are saving more money through the WVU Bookstore textbook rental program. Please see the charts below for more information on students' savings on textbook rentals.<sup>2</sup>



#### Digital Textbooks

Digital textbooks are available for download to laptops or desktop computers. The WVU Bookstore offered approximately 1,100 digital titles to students for the Fall 2011 term. Students save 40% to 60% off the new price of a textbook when they purchase a digital title. Publishers determine which titles are available digitally. Digital textbooks that have not been downloaded or accessed may be refunded within the first week of class. As evidence of growing campus-wide awareness about the importance of textbook affordability and the breadth of textbook options offered by the WVU Bookstore, please see Appendices I and J to read articles written by WVU journalism student Bryan Bumgardner for WVU's student newspaper, *The Daily Athenaeum*, on e-readers and digital textbooks.

#### Used Textbooks

The WVU Bookstore sells used textbooks for 25% off the new book price. A full refund will be given in the original form of payment if textbooks are returned during the first week of classes.

<sup>2</sup> Barnes & Noble College, "Spring Rush Review 2012," prepared for the downtown location of the WVU Bookstore.



with original receipt. With proof of a schedule change and original receipt, a full refund will be given in the original form of payment during the first 30 days of classes.

---

### *New Textbooks*

The WVU Bookstore also offers new textbooks for sale. A full refund will be given in the original form of payment if textbooks are returned during the first week of classes with original receipt. With proof of a schedule change and original receipt, a full refund will be given in the original form of payment during the first 30 days of classes.

## Faculty Education on Textbook Selection

The West Virginia University Office of the Provost routinely distributes, and will continue to distribute, information to the faculty, both directly and via the academic deans regarding textbook selection and the practices of book publishers. Please see Appendix K for an example of joint correspondence from the Office of the Provost and the Student Government Association. A similar reminder letter that details the importance of timely textbook selection is sent to the faculty every fall and spring semester in advance of the textbook selection deadlines. We have evidence that these joint memoranda improve the timely adoption of textbooks. For example, the WVU Downtown Bookstore received 48% of textbook adoptions by October 31, 2011 for the Spring 2012 semester. This represents an improvement of over 1,000 adoptions than at the same time in 2010.

Further, the West Virginia University Office of the Provost offers an ongoing Chairs' Leadership Luncheon Series for all department chairs at West Virginia University. The Textbook Affordability Committee, in conjunction with the WVU Bookstore, hosted a Chairs' Leadership Luncheon entitled, "Textbook Affordability and Selection Guidelines," on April 26, 2012. The event was promoted by the Office of the Provost to the faculty, and Dr. Russell Dean sent an additional memorandum to the deans that asked for their help in promoting the workshop. Please see Appendix L for a copy of the presentation abstract and registration form for this event, and Appendix M for a copy of the presentation. Total attendance at the event was 17.

The West Virginia University Office of the Provost also offers an all-day Chairs' Symposium every summer to provide a more in-depth mentorship program for department chairs. On July 9, 2012, Dr. Russell Dean and Dr. Elizabeth Hamilton from the Office of the Provost presented on textbook affordability at the Summer 2012 Chairs' Symposium. Please see Appendix N for a copy of the presentation. Total attendance at the event was 34.

## Textbook Affordability Goals for 2012-2013

The Textbook Affordability Committee is interested in pursuing the following areas for the 2012-2013 academic year:

1. Study the prevalence and practice of adopting customized textbooks at West Virginia University.
2. Investigate ways to reduce instances of textbook customization that do not add educational value. Such ways may include assisting departments and colleges in developing guidelines to determine whether customization is necessary.
3. Educate and incentivize those who coordinate faculty textbook adoptions at the department or college level by hosting a luncheon through the WVU Barnes & Noble College Bookstore.
4. Identify ways to better educate the faculty on the cost of textbooks, and the significance of early textbook adoption and customization.
5. Identify ways to better educate the students on the various textbook options and WVU Barnes & Noble College Bookstore services available to them.
6. Host a Chairs Leadership Luncheon on textbook affordability and the default textbook selection procedure.
7. Present at the Summer Chairs Symposium on trends in textbook affordability.
8. Engage the Deans Council on the default textbook selection procedure, the customization of textbooks, and digital texts.



## APPENDIX A: WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS POLICY 48 TEXTBOOK AFFORDABILITY

### West Virginia University Board of Governors Policy 48

#### TEXTBOOK AFFORDABILITY

##### Section 1. General

- 1.1. **Purpose.** – The purpose of this policy is to establish a process for the selection, adoption, use, and sale of textbooks and other supplementary course materials in compliance with the Higher Education Opportunity Act (“HEOA”), West Virginia Code §18B-10-14, and Higher Education Policy Commission (“HEPC”) Title 133, Series 51.
- 1.2. **Authority.** – The HEOA codified at 20 USCS § 1015b, W. Va. Code § 18B-10-14, HEPC Series 51 (133 WVCSR 51), and WVU BOG Policy #45.
- 1.3. **Scope.** – This policy shall apply to all units, colleges, and divisions under the jurisdiction of the West Virginia University Board of Governors (“Board”).
- 1.4. **Effective Date.** – February 4, 2011

##### Section 2. Policy

###### 2.1 Textbook Affordability Committee

- 2.1.1 The President of West Virginia University (“University”) or his/her designee shall establish a permanent Textbook Affordability Committee (“Committee”) consisting of faculty, students, administrators and bookstore representatives which shall meet periodically, but at least annually, to advise the faculty senate, student government, administration, and Board on affordability issues and initiatives, textbook selection guidelines and strategies, and educational opportunities.
- 2.1.2 The Board shall meet annually with the Committee to receive any recommendations or reports the Committee may have generated and copies of any such recommendations and reports shall be transmitted to the Chancellor of the HEPC (“Chancellor”).

## **2.2 Textbook Affordability Committee Duties**

- 2.2.1 The Committee shall be responsible for developing guidelines for use by the faculty in the selection of textbooks and supplementary course materials that ensure both that 1) appropriate, high quality course materials are selected, and 2) give students timely access to the most affordable materials.
- 2.2.2 By November 1 of each year, the Committee shall report to the Chancellor, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 2.4.1 of this policy.

## **2.3 Textbook Selection Guideline Requirements**

- 2.3.1 The guidelines for textbook selection shall, at a minimum:
  - 2.3.1.1 Commit, to the maximum percent practicable, to a selection procedure that will ensure certain basic textbooks will be utilized for a reasonable number of consecutive years without new editions being adopted, or selection of basic textbooks where earlier editions are easily and appropriately utilized in the courses;
  - 2.3.1.2 Commit, to the maximum percent practicable, to the number of used books the bookstore will repurchase from students at the end of each semester and to a range of percentage repurchase prices based on the new textbook price;
  - 2.3.1.3 Provide firm deadlines, to the maximum extent practicable, for faculty to be assigned to courses and textbooks and course materials to be selected prior to each semester;
    - 2.3.1.3.1 For those deadlines not met, there shall be a mechanism in place reasonably calculated to ensure that used textbooks, if available, can be located and purchased by the time of enrollment each semester, to the maximum extent practicable;
    - 2.3.1.3.2 That mechanism should include, but is not limited to, such measures as default selection for certain

textbooks, continuing to use the previous textbook, or having the chair or dean select the textbook. Any such textbook default selection must be strictly enforced and faculty shall not be allowed to change the selection.

2.3.1.4 Provide that textbook publishers soliciting any employee of the Board to select textbooks or supplemental course materials provide that employee, in writing:

2.3.1.4.1 The price of the textbook and supplemental course materials;

2.3.1.4.2 The copyright dates of the three previous editions, if any;

2.3.1.4.3 A description of any substantial content revisions from the previous editions;

2.3.1.4.4 Whether the textbook is available in other lower cost formats and, if so, the price to the University and the general public;

2.3.1.4.5 The price of textbooks unbundled from supplemental course materials; and

2.3.1.4.6 The same information, to the extent practicable, for custom textbooks;

2.3.1.5 Provide that no employee shall select or assign a textbook or supplemental course materials if the publisher has not supplied the information, in writing, required by Section 2.3.1.4 of this policy;

2.3.1.6 Prohibit any employee of the Board from requiring for any course a textbook that includes his or her own writing or work if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in or removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar materials which is published independently from the textbook; and



- 2.3.1.7 Prohibit any employee of the Board from receiving any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course materials, provided, however, that an employee may receive royalties or other compensation for such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional materials but may not resell those items.

## **2.4 Textbook Information Availability**

- 2.4.1 A listing of all textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore.
- 2.4.2 The listing shall be posted in a central location on campus communicated to the student body, on the electronic course schedule or through a link to the campus bookstore's website, in every campus bookstore, and on the University's website prior to course enrollment each semester for all required or recommended textbooks and supplemental course materials.
- 2.4.3 The listing shall include the International Standard Book Number (ISBN) or if the ISBN number is not available, then the author, title, publisher and copyright date; edition number; retail price and any other relevant information regarding each textbook or supplemental course materials. If such disclosure is not practicable, then the designation shall be "To Be Determined."
- 2.4.4 Any written course schedule shall reference the information available on the electronic course schedule and include the internet address to obtain such material.
- 2.4.5 Any policies or provisions for the rental of textbooks, the purchase of used textbooks, textbook repurchase or buy back, and alternative content delivery programs shall be posted on the University's website or through a link to its bookstore's website and electronic course schedule.
- 2.4.6 The University will make available, as soon as practicable upon the request of the college bookstore, the University's course schedule for the subsequent

academic period and for each course offered, the information required by Section 2.4.3 for each college textbook or supplemental course materials required or recommended, the number of students enrolled in such course, and the maximum student enrollment for the course.

## **2.5 Bookstore Operation**

- 2.5.1 All moneys derived from the operation of the bookstore shall be paid into a special revenue fund as prescribed by section two, article two, chapter twelve of the West Virginia Code and shall first be used to replenish stock and then to pay operating and maintenance expenses of the bookstore.
- 2.5.2 All revenue the University receives from a private entity for bookstore operation shall be utilized for non-athletic scholarships.
- 2.5.3 Prices charged shall not be less than the prices fixed by fair trade agreements and include, in addition to the price paid by the bookstore, a handling charge to cover expenses incurred for personal and other services, supplies and equipment, storage, and operating expenses.

## **2.6 Policy Review**

- 2.6.1 This policy shall be reevaluated periodically to comply with any future state and federal mandates.



## APPENDIX B: TEXTBOOK SELECTION GUIDELINES

**To:** West Virginia University Faculty

**From:** Textbook Affordability Committee

Russell Dean, Senior Associate Provost and Chair

Jason Bailey, President, Student Government Association

Lesley Cottrell, Faculty Senate Chair and Associate Professor, Pediatrics

Daniel Durbin, Senior Associate Vice President of Finance

David Lang, General Manager, WVU Bookstore

April Min, Senior Deputy General Counsel

Jacob Ruddle, Student, English Major

Alan Stolzenberg, Past Chair, Faculty Senate and Associate Professor, Chemistry

Molly Stultz, Textbook Manager, Mountainlair Bookstore

**About:** Textbook Selection Guidelines

The cost of textbooks and other instructional materials has increased in recent years to the point that they represent a significant part of students' educational expenses. Concern over the costs of course materials has led to both federal and state legislation and to Higher Education Policy Commission and WVU Board of Governors policies concerning textbook affordability. BOG Policy 48 mandates the establishment of a Textbook Affordability Committee and the creation of textbook selection guidelines that satisfy several specified requirements. All faculty are legally considered to be employees of the Board and are subject to Board policies and these guidelines.

The intent of the legislation and policies is to ensure that appropriate, high quality course materials are selected and that students are given timely access to the most affordable materials. Actions that support a market for used books increase affordability by enabling students to purchase used books and to sell back books that they do not wish to keep. Similarly, textbook rentals decrease costs. Public access to information about selected materials and the timely selection of course materials are important because they support used book and rental markets and allow students to find alternative, less costly sources for those materials. These considerations and state ethics code inform the provisions of the guidelines, below.

### Textbook Selection Guidelines

1) Textbooks should be utilized for a reasonable number of consecutive years before new editions or different titles are adopted. The selection of textbooks that have earlier editions available and can be easily and appropriately utilized in the course is also encouraged.

2) Customized editions of textbooks should not be adopted unless the customization provides exceptional educational utility. Customized textbooks cannot be repurchased, and no used book or rental market exists for these volumes. In addition, customized texts are produced to order and often require substantially longer lead times for orders to be filled. Inclusion of any course- or university-specific material, omission of particular chapters, and bundling the standard edition of the text with consumable supplies or an access code for online course materials are all considered customization.

3) Faculty should adhere to deadlines for textbooks and course materials to be selected prior to each semester. Deadlines fall on or around March 1 for summer semesters, March 15 for fall semester and October 15 for spring semester. If no course materials are to be adopted, faculty should inform the bookstore by the deadline. Textbooks cannot be repurchased or supplies of used copies be secured until the adoption information is received by the bookstore.

4) A procedure must be in place for the default selection of textbooks and course materials in the event that deadlines for selection are not met. The bookstore will inform department chairs of the status of selections for the departmental courses after the deadline. The procedure will be applied for courses where no selection has been made. Any such textbook default selection must be strictly enforced and the selection shall not be changed subsequently for the semester under consideration. Given that the types and usage of course materials vary greatly across the university, each department should establish its own procedure and forward that procedure in written form to the Textbook Affordability Committee, care of the Committee's chair. In the event that a department has not adopted a textbook default selection procedure, the university procedure will be applied. That is, the course materials that were used the last time that the course was offered will be adopted.

5) No employee of the Board shall require for any course a textbook that includes his or her own writing or work if the textbook incorporates either detachable worksheets or workbook-style pages intended to be written in and removed from the textbook. This does not prohibit an employee from requiring as a supplement to a textbook any workbook or similar materials which is published independently from the textbook. Workbooks, lab manuals, or similar material written jointly by the faculty of a course may be required.

6) No employee of the Board may receive any payment, loan, subscription, advance, deposit or money, service benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook or supplemental course material. However, an employee may receive royalties or other compensation for such sales that include the employee's own writing or work. An employee may also receive free sample copies, instructor's copies and instructional materials but may not resell these items.



7) Textbook publishers soliciting any employee of the Board to select textbooks or supplemental course materials must provide that employee, in writing: (i) the price of the textbook and supplemental course materials; (ii) the copyright dates of the three previous editions, if any; (iii) a description of any substantial content revisions from the previous editions; (iv) whether the textbook is available in other lower cost formats and, if so, the price to the University and the general public; (v) the price of textbooks unbundled from supplemental course materials; and (vi) the same information, to the extent practicable, for custom textbooks. A textbook or supplemental course material shall not be selected or assigned if the publisher does not supply the above information.

*Adopted March 2012*

## APPENDIX C: MEMORANDUM TO DEANS ON TEXTBOOK SELECTION GUIDELINES AND DEFAULT SELECTION PROCEDURE

June 4, 2012

### MEMORANDUM

To: Academic Deans

From: Russell K. Dean  
Senior Associate Provost, and  
Chair, Textbook Affordability Committee

Subject: Textbook Selection Guidelines and Default Selection Procedure



To comply with the Higher Education Opportunity Act, West Virginia Code §18B-10-14, and Higher Education Policy Commission Title 133, Series 51, the West Virginia University Board of Governors established Policy 48, Textbook Affordability, effective February 4, 2011. Among other processes that support textbook affordability, Policy 48 created a permanent Textbook Affordability Committee that was tasked with developing a set of textbook selection guidelines (enclosed, and at [http://provost.wvu.edu/academic\\_affairs/textbook-selection](http://provost.wvu.edu/academic_affairs/textbook-selection)).

The textbook selection guidelines (enclosed) are required to include a default selection procedure of textbooks and course materials in the event that textbook selection deadlines are not met. West Virginia University's default selection procedure adopts the course materials that were used the last time that the course was offered. However, given that the types and usage of course materials vary greatly across the university, each college, school, or department should develop and enforce its own procedure, and forward that procedure to me, the chair of the Textbook Affordability Committee. As dean, it is your decision whether to have a college-wide default selection procedure, or a procedure for each academic unit within your college.

To assist department chairs, schools, and colleges in crafting a default selection procedure, on April 26, 2012, the Office of the Provost hosted a Chairs' Luncheon on textbook affordability, the textbook selection guidelines, and the default selection procedure. A similar presentation will be given at the Chairs' Symposium on July 9, 2012. All default selection procedures must be submitted to the textbook affordability committee by **September 30, 2012**, in advance of the Spring 2013 textbook selection deadline of October 15, 2012. Any selections not submitted by **November 15, 2012** will be subject to the application of the default selection procedure. In the absence of a department, school, or college-level procedure, the university procedure will be enacted.

I appreciate your attention to this matter. Please contact me with any questions or concerns.

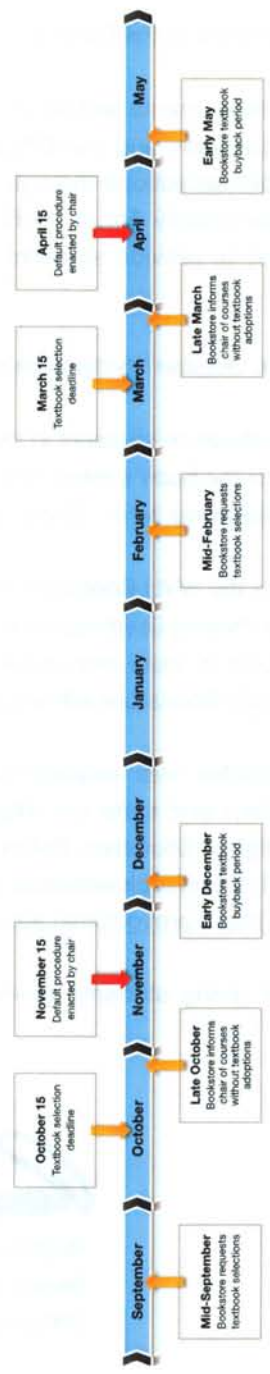
cc: Michele Wheatly  
David Lang

Enclosure: Textbook Selection Guidelines  
Textbook Selection Timeline



# APPENDIX D: MEMORANDUM ENCLOSURE - TEXTBOOK SELECTION TIMELINE

## TIMELINE TEXTBOOK SELECTION By Month



## APPENDIX E: LETTER TO THE FACULTY ON TEXTBOOK SELECTION GUIDELINES AND SPRING 2013 TEXTBOOK SELECTION DEADLINES

September 24, 2012

Dear Deans, Department Chairs, and Members of the Faculty:

The Spring 2013 deadline for academic departments and faculty to submit textbook requests is **October 15, 2012**. The Student Government Association and the Office of the Provost ask that you give high priority to submitting your course textbook selections through the University's official agent, Barnes & Noble. Federal law (Higher Education Opportunity Act of 2008) and the West Virginia Higher Education Policy Commission require all universities to provide students with accurate textbook information and pricing at the time of course registration.

Submitting your textbook selection by the October 15 deadline benefits students in many ways:

- The WVU Bookstore can offer the textbook to students in the semester that your course is offered.
- Students can save up to 50 percent of the book's retail cost through the textbook rental program.
- Students may plan earlier for the following term. Many are able to secure the book from other students or from other sources.
- Students may resell their textbooks to the WVU Bookstore for use the following term.
- Students have a better chance of purchasing used copies at bookstores and wholesalers.
- Bookstores can set shelves and process in-store and online orders.
- Publishers can anticipate what the WVU Bookstore will need and be prepared to fulfill orders.

In 2011, a Textbook Affordability Committee was established by West Virginia University Board of Governors Policy 48 to comply with federal and state law (Higher Education Opportunity Act of 2008, West Virginia Code §18B-10-14, and Higher Education Policy Commission Title 133, Series 51). The committee was required to develop a set of textbook selection guidelines. The completed guidelines are enclosed, and also may be found online: [http://provost.wvu.edu/academic\\_affairs/textbook-selection](http://provost.wvu.edu/academic_affairs/textbook-selection).

Thank you for all that you do, and for giving students every opportunity to prepare for our spring semester.

Sincerely,



Zachary Redding  
President  
Student Government Association



Russell K. Dean  
Senior Associate Provost  
Office of the Provost

Enclosure: Textbook Selection Guidelines

## APPENDIX F: WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS SEPTEMBER 28, 2012 MEETING AGENDA

### WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS

Meeting of September 28, 2012, 10:15 a.m.

Rhododendron Room, WVU Mountainlair, Morgantown, WV

	Staff Member	Page
1. Call to Order	Payne	
a. Administer Oaths of Office to Board Members	Hutchens	
2. Board Items		1
a. Report from University Relations	Martin	2
b. Textbook Affordability	Dean	3
c. State of the WVU Foundation Update	King	12
d. FY2012 Quarterly Financial Report through June 30, 2012	Weese	13
e. Research Trust Fund – if applicable	Wheatly	14
3. Executive Session, under authority in West Virginia Code §§ 6-9A-4(b)(2)(A), (b)(7), (b)(9), and (b)(12) to discuss:		
a. Legal matters		
b. Matters Involving Commercial Competition and the Investment of Public Funds		
c. An Official Investigation		
d. Personnel Matters		
4. Discussions Emanating from Executive Session	Payne	
5. Approval of minutes of the June 7, 2012 meeting		15
6. Committee Reports		
a. Audit Committee	Dailey	29
b. Classified Staff Constituency Meeting with Board	Martinelli	31
c. Executive Committee	Payne	33
7. President's Report	Clements	
8. Information Items (Written Only)		35
a. Status of FY 2012 Financial Statement Audit	Weese	36
b. Report on Real Estate Transactions – Fourth Quarter of FY 2011-2012	Weese	37
c. Major Capital Projects Update	Weese	40
d. FY 2012 Quarterly Financial Report, Key Monthly Indicators and Capital Projects Status Report through June 30, 2012	Weese	45
e. Organizational Changes at the Robert C. Byrd Health Sciences Center, School of Nursing	Clements & Colenda	57
f. Departmental Creation in the School of Medicine	Clements & Colenda	60



g. Senior Leadership Annual Reports		62
<i>Dr. Michele Wheatly</i>	Wheatly	63
<i>Provost and Vice President for Academic Affairs</i>		
<i>Christopher C. Colenda, MD, MPH</i>	Colenda	86
<i>Chancellor for Health Sciences</i>		
<i>Kenneth D. Gray</i>	Gray	111
<i>Vice President for Student Affairs</i>		
<i>Christine Martin</i>	Martin	134
<i>Vice President for University Relations</i>		
<i>Narvel G. Weese, Jr.</i>	Weese	138
<i>Vice President for Administration &amp; Finance</i>		
<i>Dr. Fred King, Interim Vice President</i>	King	146
<i>For Research and Economic Development</i>		
9. Consent Agenda (for Board Review and Action)		151
a. Entry of Institutional Undergraduate Fee Waivers and Institutional Graduate and Professional Fee Waivers	Wheatly	152
b. Conveyance of that certain real property on the WVU Animal Science Farm, 1.95 acres, located at or near the Mileground and U.S. 705, Morgantown West Virginia	Weese	158
c. PRT Modernization Project	Weese	160
d. Student Housing Master Plan 2012 – West Virginia University Main Campus	Weese/Gray	173
e. Renovation of 992 Elmer Prince Drive, Morgantown, West Virginia	Weese	196
f. Puskar Weight Room Expansion	Weese	198
g. Purchase and financing of that certain real property known as the Square at Falling Run, located on Falling Run Road, Morgantown, West Virginia, and consisting of approximately 25 acres	Weese	200
h. Organizational Changes at the Robert C. Byrd Health Sciences Center, Establishing School of Public Health	Colenda	223
i. Appointment to County Extension Committees	Wheatly	224
10. Plans for November 16, 2012 meeting in Morgantown		
11. Adjournment		

## APPENDIX G: TEXTBOOK AFFORDABILITY PRESENTATION TO THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS, SEPTEMBER 28, 2012

### TEXTBOOK AFFORDABILITY

Russell K. Dean, Ph.D.  
Senior Associate Provost, Academic Affairs  
West Virginia University Board of Governors Meeting  
September 28, 2012

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

### FEDERAL AND STATE LEGISLATION

- ❖ Federal Higher Education Opportunity Act
  - 20 U.S.C.S §1015b
  - Ensure access to affordable course materials
  - Decrease costs to students
  - Enhance transparency and disclosure
- ❖ West Virginia Code
  - §18B-10-14
- ❖ Higher Education Policy Commission
  - Title 133, Series 51

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

### WVU BOARD OF GOVERNORS POLICY 48

- ❖ Amended on February 4, 2011
- ❖ In compliance with state and federal legislation
- ❖ A process for the selection, adoption, use, and sale of textbooks and supplementary course materials must be established
  - Textbook affordability committee must be created
  - Textbook selection guidelines must be developed
  - Textbook information must be made widely available

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

### TEXTBOOK AFFORDABILITY COMMITTEE

Name	Title	Represents
Russell Dean, Chair	Senior Associate Provost	Office of the Provost
Daniel Durbin	Senior Associate Vice President of Finance	Division of Finance
April Min	Senior Deputy General Counsel	Legal Affairs
Zachary Redding	President, Student Government Association	Student Body
Christopher Nyden	Student, Economics Major	Student Body
David Lang	General Manager, WVU Bookstore	Bookstore
Molly Stultz	Textbook Manager, Mountainlair Bookstore	Bookstore
Michael Mays	Professor, Mathematics and Chair, Faculty Senate	Faculty
Alan Stolzenberg	Associate Professor, Chemistry and Past Chair, Faculty Senate	Faculty

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

### 2011-2012 COMMITTEE ACTIVITIES

- ❖ Textbook selection guidelines
  - Posted on the Office of the Provost website
- ❖ Default selection procedures for departments or colleges
- ❖ Memos to the faculty on textbook selection deadlines
  - Joint reminders from the Office of the Provost and the Student Government Association
- ❖ Chairs' Leadership Luncheon Series, Spring 2012
- ❖ Chairs' Symposium, Summer 2012

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

### TEXTBOOK SELECTION GUIDELINES

- ❖ Decisions about course materials should be made in a timely fashion
- ❖ Information about selected course materials should be made public
- ❖ Customized textbooks should not be adopted unless the customization provides exceptional educational utility

WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST



## TEXTBOOK SELECTION GUIDELINES

- ❖ Textbooks should be used for a reasonable period of time before a new edition is adopted
- ❖ No benefit may be received as an incentive for requiring a specific textbook
- ❖ Textbook publishers who solicit faculty must also provide specific supporting information for the textbook to be adopted



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## DEFAULT SELECTION PROCEDURE

- ❖ WVU Textbook Default Selection Procedure:
  - The course materials used the last time that the course was offered will be adopted
- ❖ Each department may decide to adopt a different default selection procedure
- ❖ Chair must enact default selection procedure
- ❖ Default selections must be enforced



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## WVU BOOKSTORE

- ❖ Scholarship Support
  - Revenue received from Barnes & Noble is utilized for non-athletic scholarships
  - 2010-2011 \$1,278,461
  - 2011-2012 \$1,638,533
  - Supports academic scholarships as well as need-based grants given to academically qualified students in the WVU Scholars Program



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## TEXTBOOK OPTIONS



**Digital Textbooks**  
40% to 60% off the new price of a textbook

**Textbook Rental**  
50% off the new price of the textbook



**New Textbooks**



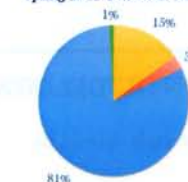
**Used Textbooks**  
25% off the new price of a textbook



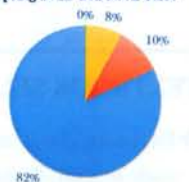
WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## TEXTBOOK TRENDS\*

Spring 2011 Textbook Sales



Spring 2012 Textbook Sales



■ New Textbooks    ■ Used Textbooks    ■ Textbook Rentals    ■ Digital Textbooks

\*Most recent data available from Barnes & Noble College, prepared for the classroom location of the WVU Bookstore.



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## TEXTBOOK ADOPTION DEADLINES

Semester	Buyback Deadline	Adoptions by Buyback
Fall 2011	April 30, 2011	40.5%
Spring 2012	December 3, 2011	76.7%
Fall 2012	April 28, 2012	58.9%



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST



## TEXTBOOK ADOPTION\*

Comparison of Fall 2011 and Fall 2012 Adoptions



\*Most recent data available from Barnes & Noble College, prepared for the downtown location of the WVU Bookstore.



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## GOALS 2012-2013

1. Study the prevalence and practice of adopting customized textbooks.
2. Investigate ways to reduce instances of textbook customization that do not add educational value. Such ways may include assisting departments and colleges in developing guidelines to determine whether customization is necessary.
3. Educate and incentivize those who coordinate faculty textbook adoptions at the department or college level.



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

## GOALS 2012-2013

4. Identify ways to better educate the faculty on the cost of textbooks, and the significance of early textbook adoption and customization.
5. Identify ways to better educate the students on the various textbook options and WVU Barnes & Noble College Bookstore services available to them.
6. Host a Chairs' Leadership Luncheon.
7. Present at the Summer Chairs' Symposium.
8. Engage the Deans' Council.



WEST VIRGINIA UNIVERSITY  
OFFICE OF THE PROVOST

Publication: The Dominion Post; Date: 2012 Oct 02; Section: Local & State; Page Number: 2-A



## Panel seeks to educate WVU profs

### Wants teachers to be mindful of textbook costs

BY ALEX LANG

The Dominion Post

A coupon can lead to big expense.

WVU is trying to combat rising textbook prices with education for its faculty and a few new methods of acquiring books for students.

"This is a big issue for the country," Senior Associate Provost Russ Dean said at last week's Board of Governors meeting. Dean is part of the text affordability committee at WVU.

One of the things the committee has done is create textbook selection guidelines for faculty. Guidelines include: Textbooks should be used for a reasonable amount of time and textbook companies that solicit an educator have to provide additional information before the textbook can be adopted.

The earlier textbooks are selected, the easier for the bookstore to buy them back, Dean said. One group of books that can't be sold back are "customizable" textbooks. These are books with

pages that can be removed during the year. The pages could include a coupon, a worksheet or other educational tool.

Manager David Lang said WVU bookstore employees are trying to be a resource for the faculty and provide information through email and through the deans.

Lang said there is frequent change in the publishing industry and six months from now what was new will be out of date.

"Publishing is changing every day rapidly," Lang said.

Professors are still allowed to choose textbooks to fit their classes, Dean said. But, what is happening is more teaching about the regulations and trying to get educators to realize that their decisions have a financial impact.

Faculty Representative Bob Griffith said the regulations aren't a burden on the faculty. But many weren't aware that something like a coupon torn from a textbook may mean the book can't be sold.

Asked about how much students spend on textbooks a semester, Dean said anywhere from several hundred dollars to \$1,000.

SGA President Zach Red-

ding, who is also on the board, said his books for the fall semester cost \$600-\$700.

Sophomore Josh Matthews said he spent \$650 for his books this semester.

"That's high," he said.

Matthews said he bought his books used as none of them were available through the rental program. He added if there were more options under the rental program, he would have gone that route.

Lang said rental programs use has seen a big jump. Students get a book at the start of the semester and return it when the term ends.

In spring 2011, 3 percent of the bookstore sales came from rental text books. In spring 2012, it jumped to 10 percent, according to BOG documents. During the same span, used text book sales dropped from 15 percent to 8 percent. In both years, new text books sales made up the vast majority of transactions as it was more than 80 percent in each year.

The two biggest cost savings for students are rental books and the buy-back program, Lang said. He added that they are encouraging professors to select materials that fit into one of those categories.

<sup>3</sup> Lang, Alex. (2012, October 2). Panel seeks to educate WVU Profs. *The Dominion Post*: [www.dominionpost.com](http://www.dominionpost.com). Retrieved from <http://ee.dominionpost.com>



## APPENDIX I: THE DAILY ATHENAEUM ARTICLE ON E-READERS

### E-READERS ALLOW STUDENTS TEXTBOOK ALTERNATIVE<sup>4</sup>

By Bryan Bumgardner

Published: Thursday, February 2, 2012

Updated: Friday, February 3, 2012 06:02

Textbooks are hard – hard to purchase and hard to carry.

E-readers are portable electronic devices designed primarily for the purpose of reading digital books, e-books and periodicals. Common e-reader devices include the Kindle and the Nook tablets.

John Jones, assistant professor of English at West Virginia University specializing in digital communication, said the possibility of an e-textbook future is possible but marred by legal constraints.

"The problem with a lot of e-books is they limit your ability to do natural things," he said.

Jones said a common issue with e-reader and e-book usage is the inability for users to copy and paste text in note taking, a primary reason for owning a tablet for academic purposes.

"The whole point of having text on a screen is so you can copy and paste it," he said.

Several copyright and legal limits apply to e-book users. E-book purchasers own a license to read an e-book, Jones said, rather than ownership of a book, and many e-books are made for one specific type of reader. Jones said this is done to prevent students from sharing e-books and reselling used physical books.

"Textbook publishers love this. With digital textbooks, they've solved the problem because you don't actually own the textbook," he said.

Jones said the issues surrounding e-books may not prevent them from becoming popular tools in the future.

"I think there's a lot of promise. We'll be able to integrate lots of media, such as video, images and audio into textbooks," he said.

Jones said universities may consider marketing a specifically-designed e-reader to its students to provide them with an alternative to printed text.

"I would get universities, instead of supporting the ecosystems of publishers, to make e-books that are provided by the university and are available to all students for a nominal fee," he said.

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<sup>4</sup> Bumgardner, Bryan. (2012, February 2). E-readers allow students textbook alternative. *The Daily Athenaeum*: [www.thedaonline.com](http://www.thedaonline.com). Retrieved from <http://www.thedaonline.com/news/e-readers-allow-students-textbook-alternative-1.2764559>

In March 2011, the research division of the National Association of College Stores published a survey of 655 students across the nation.

The report revealed a 6 percent increase in textbook e-book purchases when compared to an October 2010 study, although 75 percent of students in the study preferred printed textbooks.

"Although the vast majority of students still do not own a dedicated e-reader, this is a significant jump in five short months," said NACS Chief of Planning and Research Julie Traylor in a press release.

Troy Washam, a junior political science student, believes e-readers are a more convenient and inexpensive means of purchasing textbooks.

"They're definitely a better alternative to charging hundreds of dollars for textbooks," he said.

Jones said the viability of e-readers may change in the future as more universities and academic institutions choose to shift to newer forms of technology.

"This is one of the things universities with more resources can do. The ecosystem is going to change," he said.

## APPENDIX J: THE DAILY ATHENAEUM ARTICLE ON DIGITAL TEXTBOOKS

### DIGITAL TEXTBOOKS ARE TAKING THE WEIGHT OFF STUDENTS' BACKS<sup>5</sup>

By Bryan Bumgardner

Published: Tuesday, June 5, 2012

Updated: Wednesday, June 6, 2012 00:06

For some college students, lugging around a backpack full of books has become a thing of the past.

Digital textbooks are gaining popularity on college campuses across the country. In response, publishers have begun testing the waters for a potential market. Several independent research studies have confirmed that e-book use is on the rise.

But can digital textbooks become a university standard?

In the fall of 2011, students in Advertising 409 organized a research survey to gauge students' interest in e-readers. Most of the anonymous respondents purchased e-readers for portability.

"It was much easier than carrying around three to four books," said one respondent. Others had accessibility in mind.

"The price of books has continually gone up, and with bookstores in my area closing, the Kindle was the logical choice," said another individual.

Publishers are very interested in understanding the e-reader market. In March 2011, the research division of the National Association of College Stores published a survey of 655 students across the nation.

The report revealed a 6 percent increase in e-textbook purchases compared to an October 2010 study.

Print textbooks still reign as the preferred choice among college students. 75 percent of students in the study preferred printed textbooks.

"Although the vast majority of students still do not own a dedicated e-reader, this is a significant jump in five short months," said NACS Chief of planning and research Julie Traylor in a press release.

This report is one of many touting increases in e-book interest. The libraries at The University of Rochester began offering e-readers for loan. Within two weeks, there were six-month waiting lists on all the 10 devices owned by the library.

But do these reports of e-book fervor signal an evolving textbook market?

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<sup>5</sup> Bumgardner, Bryan. (2012, June 5). Digital textbooks are taking the weight off students' backs. *The Daily Athenaeum*: [www.thedaonline.com](http://www.thedaonline.com). Retrieved from <http://www.thedaonline.com/news/digital-textbooks-are-taking-the-weight-off-students-backs-1.2876477>



Dr. John Jones, assistant professor of English at WVU, specializes in digital communication. He thinks the possibility of an e-textbook future is marred by legal constraints.

"The problem with a lot of e-books is they limit your ability to do natural things," he said. Most e-readers do not permit copying and pasting of text. Jones believes these are crucial parts of digital notetaking.

"The whole point of having text on a screen is so you can copy and paste it," he said.

Several copyright and legal limits apply to e-book users. For example, e-book purchasers don't actually own the book; they own a license to read the e-book. Often, e-books are made for one specific type of reader. Jones said this is done to prevent students from sharing e-books and reselling used physical books.

"Textbook publishers love this. With digital textbooks, they've solved the problem, because you don't actually own the textbook," he said.

Jones said there is a flipside to e-books, however.

"I think there's a lot of promise. We'll be able to integrate lots of media such as video, images, and audio into textbooks," he said.

Jones believes that if universities worked to make e-books effective, they could become revolutionary learning resources.

"I would get universities, instead of supporting the ecosystems of publishers, make e-books that are provided by the university and are available to all students for a nominal fee," he said.

Such projects already exist. The Massachusetts Institute of Technology has become famous for its OpenCourseWare project, where all textbooks, class lectures, and study materials are put online for free. Could this be possible at WVU?

Troy Washam, a junior political science student at WVU, feels like e-readers are convenient.

"They're definitely a better alternative to charging hundreds of dollars for textbooks," he said.

Another student, David LaClair, is a computer science student who works at Staples and sells e-readers to customers.

"Since the Kindle Fire came out, I've had one person buy it mainly for textbooks," he said.

The future of e-books at WVU is still uncertain, but Jones thinks the university can adopt a new textbook system.

"This is one of the things universities with more resources can do. The ecosystem is going to change," he said.

## APPENDIX K: EXAMPLE SGA AND OFFICE OF THE PROVOST LETTER

February 27, 2012

Dear Deans, Department Chairs, and members of the Faculty:

The Summer 2012 deadline for academic departments and faculty to submit textbook requests is **March 2, 2012**, and the Fall 2012 textbook request deadline is **March 16, 2012**. The Student Government Association and the Office of the Provost ask that you give high priority to submitting your course textbook selections through the University's agent, Barnes & Noble. Submitting book selections by these deadlines enables the WVU Bookstore to send purchase orders to publishers in ample time for the textbooks to be ready for students prior to the start of classes.

Federal law (Higher Education Opportunity Act of 2008) and the West Virginia Higher Education Policy Commission require all universities to provide students with accurate textbook information and pricing at the time of course registration. Barnes & Noble is the University's agent for collecting this information.

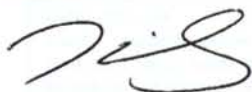
Submitting your textbook selection by the March 2 and March 16 deadlines benefits students in many ways:

- The WVU Bookstore can offer the textbook to students in the semester that your course is offered.
- Students can save up to 50 percent of the book's retail cost through the textbook rental program.
- Students may plan earlier for the following term. Many are able to secure the book from other students or from other sources.
- Students may resell their textbooks to the WVU Bookstore for use the following term.
- Students have a better chance of purchasing used copies at bookstores and wholesalers.
- Bookstores can set shelves and process in-store and online orders.
- Publishers can anticipate what the WVU Bookstore will need and be prepared to fulfill orders.

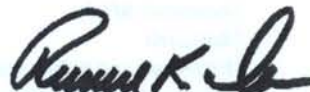
The Student Government Association and the Office of the Provost implore you to adhere to the guidelines for textbook adoption. Also, if the integrity of your course material is not jeopardized, please consider using a current edition instead of a more costly new edition.

Thank you in advance for all that you do and for ultimately assisting students to have every opportunity to prepare for our summer and fall semesters, and every semester that follows!

Sincerely,



Jason Bailey  
President  
Student Government Association



Russell K. Dean  
Senior Associate Provost  
Office of the Provost



## APPENDIX L: CHAIRS' LEADERSHIP LUNCHEON REGISTRATION



Office of the Provost

### West Virginia University Chair's Leadership Luncheon Series

#### *"Textbook Affordability and Selection Guidelines"*

The cost of textbooks and other instructional materials has increased in recent years to the point that they represent a significant part of students' educational expenses. Concern over the costs of course materials has led to both federal and state legislation and to Higher Education Policy Commission and WVU Board of Governors policies concerning textbook affordability. BOG Policy 48 mandates the establishment of a Textbook Affordability Committee and the creation of textbook selection guidelines that satisfy several specified requirements. The intent of the legislation and policies is to ensure that appropriate, high quality course materials are selected and that students are given timely access to the most affordable materials.

This presentation will provide important information on how faculty can increase the affordability of textbooks for students, the proposed WVU textbook selection guidelines, and the development and enforcement of a department-level default textbook selection procedure. Department chairs play an important role in ensuring timely textbook selection by faculty, and attendance at this workshop is strongly encouraged.

**Thursday, April 26, 2012  
12:00 p.m.-1:30 p.m.  
Laurel Room, Mountainlair**

~~Presenters~~

**Russell Dean**  
Senior Associate Provost and chair  
of the Textbook Affordability  
Committee

**Alan Stolzenberg**  
Past Chair, Faculty Senate and  
Associate Professor, Chemistry

**David Lang**  
General Manager, WVU  
Bookstore

#### **REGISTER for this session by one of the following options:**

- 1 - E-MAIL form to shirley.nichter@mail.wvu.edu [You can type on this form, save it to your hard drive, and attach it to an e-mail.]
- 2 - MAIL form to Shirley Nichter, Office of the Provost, PO Box 6203
- 3 - FAX form to Shirley Nichter at 304-293-7554
- 4 - ONLINE REGISTRATION @ <http://www.wvufaculty.wvu.edu/development>

**NO TELEPHONE REGISTRATIONS WILL BE ACCEPTED!!!!**

<b>REGISTRATION FORM</b> <b>CHAIRS LEADERSHIP LUNCHEON SERIES</b> April 26, 2012 <i>"Textbook Affordability and Selection Guidelines"</i>	
Name: _____	Title/Rank: _____
College: _____	Department: _____
Email Address: _____	Campus Phone: _____
Campus Address/PO Box #: _____	
<b>Please respond by April 20, 2012.</b>	
Vegetarian: Yes ___ or No ___ (check one)	

Academic Affairs  
Research  
Extension and Public Service  
Information Technology

Fax: 304-293-7554  
[www.wvu.edu/~acadaff/](http://www.wvu.edu/~acadaff/)

Stewart Hall  
PO Box 6203  
Morgantown, WV 26506-6203

If you have a disability that requires accommodation, please contact the Office of the Provost at least one week prior to the date of the program you plan to attend.

Equal Opportunity Institution

## APPENDIX M: CHAIRS' LEADERSHIP LUNCHEON PRESENTATION

### TEXTBOOK AFFORDABILITY

Russell K. Dean, Senior Associate Provost  
David Lang, General Manager, WVU Bookstore  
Alan Stolzenberg, Associate Professor, Chemistry and Past Chair, Faculty Senate  
Chairs' Leadership Luncheon  
West Virginia University  
April 26, 2012

### FEDERAL AND STATE LEGISLATION

- Federal Higher Education Opportunity Act
  - 20 U.S.C.S §1015b
  - Ensure access to affordable course materials
  - Decrease costs to students
  - Enhance transparency and disclosure
- West Virginia Code
  - §18B-10-14
- Higher Education Policy Commission
  - Title 133, Series 51

### WVU BOARD OF GOVERNORS POLICY 48

- Amended on February 4, 2011
- In compliance with state and federal legislation
- A process for the selection, adoption, use, and sale of textbooks and other supplementary course materials must be established
  - Textbook affordability committee must be created
  - Textbook selection guidelines must be developed
  - Textbook information must be made widely available

### TEXTBOOK OPTIONS

*The WVU Bookstore offers four textbook options on most titles:*

- Textbook Rental
  - 50% off the new price of the textbook
  - Financial aid may be used to pay for the rental
- Digital Textbooks
  - Up to 60% off the new price of a textbook
  - Approximately 1,100 digital titles available for Fall 2011
- Used Textbooks
  - 25% off the new book price
- New Textbooks

### AFFORDABILITY INITIATIVES

*Three initiatives to increase the availability of used textbooks:*

- Early Textbook Adoption
  - Faculty adopt textbooks before end-of-term buyback
    - ★ On or around March 15 for the summer and fall semesters
    - ★ On or around October 15 for the spring semester
- Remote Textbook Buyback
  - Added remote buyback stations around campus
- Increased Sourcing
  - Works with used book distributors

### TEXTBOOK SELECTION GUIDELINES

- Decisions about course materials should be made in a timely fashion
- Information about selected course materials should be made public
- Customized textbooks should not be adopted unless the customization provides exceptional educational utility



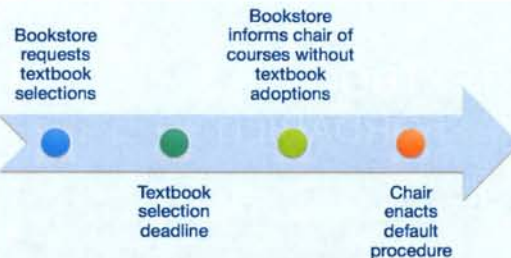
## TEXTBOOK SELECTION GUIDELINES

- Textbooks should be used for a reasonable period of time before a new edition is adopted
- No benefit may be received as an incentive for requiring a specific textbook
- Textbook publishers who solicit faculty must also provide specific supporting information for the textbook to be adopted



West Virginia University  
Office of the Provost

## TEXTBOOK ADOPTION PROCESS



West Virginia University  
Office of the Provost

## DEFAULT SELECTION PROCEDURE

- WVU Textbook Default Selection Procedure:
  - The course materials used the last time that the course was offered will be adopted
- Each department may decide to adopt a different default selection procedure
- Chair must enact default selection procedure
- Default selections must be enforced



West Virginia University  
Office of the Provost

## QUESTIONS FOR DISCUSSION

- How will you involve your faculty in developing a department-level default selection procedure?
- What might constitute a reasonable standard for default selection?
- How can you involve your faculty in making a default textbook selection?



West Virginia University  
Office of the Provost

## WHERE TO FIND THE GUIDELINES

Office of the Provost Website:

[http://provost.wvu.edu/academic\\_affairs/  
textbook-selection](http://provost.wvu.edu/academic_affairs/textbook-selection)



West Virginia University  
Office of the Provost

## CONTACT US

Textbook Affordability Committee  
c/o Dr. Russell K. Dean  
Senior Associate Provost and Chair  
Office of the Provost  
PO Box 6203  
Morgantown WV 26506  
304 293 7119



West Virginia University  
Office of the Provost



## APPENDIX N: SUMMER 2012 CHAIRS' SYMPOSIUM PRESENTATION

### TEXTBOOK AFFORDABILITY

Russell K. Dean, Senior Associate Provost  
Elizabeth Hamilton, Accreditation and Planning Officer  
Summer Chairs' Symposium  
West Virginia University  
July 9, 2012

### FEDERAL AND STATE LEGISLATION

- Federal Higher Education Opportunity Act
  - 20 U.S.C.S §1015b
  - Ensure access to affordable course materials
  - Decrease costs to students
  - Enhance transparency and disclosure
- West Virginia Code
  - §18B-10-14
- Higher Education Policy Commission
  - Title 133, Series 51

### WVU BOARD OF GOVERNORS POLICY 48

- Amended on February 4, 2011
- In compliance with state and federal legislation
- A process for the selection, adoption, use, and sale of textbooks and other supplementary course materials must be established
  - Textbook affordability committee must be created
  - Textbook selection guidelines must be developed
  - Textbook information must be made widely available

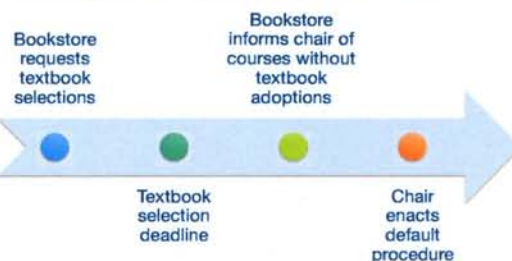
### TEXTBOOK SELECTION GUIDELINES

- Decisions about course materials should be made in a timely fashion
- Information about selected course materials should be made public
- Customized textbooks should not be adopted unless the customization provides exceptional educational utility

### TEXTBOOK SELECTION GUIDELINES

- Textbooks should be used for a reasonable period of time before a new edition is adopted
- No benefit may be received as an incentive for requiring a specific textbook
- Textbook publishers who solicit faculty must also provide specific supporting information for the textbook to be adopted

### TEXTBOOK ADOPTION PROCESS



## DEFAULT SELECTION PROCEDURE

- WVU Textbook Default Selection Procedure:
  - The course materials used the last time that the course was offered will be adopted
- Each department may decide to adopt a different default selection procedure
- Chair must enact default selection procedure
- Default selections must be enforced

## WHERE TO FIND THE GUIDELINES

Office of the Provost Website:

[http://provost.wvu.edu/academic\\_affairs/  
textbook-selection](http://provost.wvu.edu/academic_affairs/textbook-selection)

## CONTACT US

Textbook Affordability Committee  
c/o Dr. Russell K. Dean  
Senior Associate Provost and Chair  
Office of the Provost  
PO Box 6203  
Morgantown WV 26506  
304 293 7119

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Fiscal Year 2014 Capital Project Priorities

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the prioritized capital project list in Table 1 for Fiscal Year 2014 and directs the staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January as required by state law.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

West Virginia Code §18B-1B-4(a)(11) requires the Commission to “establish a formal process for identifying needs for capital investments and for determining priorities for these investments” for the Commission. The Commission must also report annually in January to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA) on its priorities for capital investment. *Id.* §18B-1B-4(a)(10)(B).

With respect to the capital appropriation request for Fiscal Year 2014, the Commission’s appropriation request submitted to the State Budget Office on September 4, 2012, once again included a one-time request of \$10 million for high priority code compliance and deferred maintenance projects. If the appropriation is authorized, it would be distributed between the two systems at 80 percent for Commission’s institutions (\$8 million) and 20 percent for the Council for Community and Technical College Education’s institutions (\$2 million). Consistent with prior practice, institutions will be required to match the state’s capital investment with institution or private funds.

Staff used the code compliance and deferred maintenance projects from the institutions’ capital appropriation requests received in late August to prepare the proposed list of projects for funding in Table 1. Approximately \$16 million in projects have been identified. If approved by the Commission, this list of prioritized projects will be submitted to the LOCEA in January as required by state law.

Table 2 contains the entire capital appropriation requests from the institutions which includes both Educational and General (E&G) and Auxiliary Enterprise code compliance, deferred maintenance, renovation (building renewal) and new building

projects. Auxiliary Enterprise projects are typically funded from user fees such as room and board and parking fees and include Residence Halls, Dining Halls, Student Unions, Parking Garages, etc. Major E&G projects, large renovations, additions and new facilities, have been funded in recent years by Lottery Revenue Bonds, or a combination of Lottery bond proceeds and institution E&G capital fees. Table 2 also identifies the projects that are fully funded and will be under design or construction in FY 2014, as required by the State Budget Office.

Table 1

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Capital Project Priorities  
High Priority Capital Projects  
December 7, 2012**

Institution	Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Available	Total Requested	Institution Match	HEPC Match	Running Total for HEPC Match
SU	1	1	Fire Alarm System Upgrades	210,000	0	210,000	105,000	105,000	105,000
SU	2	2	Emergency Egress Lighting	175,000	0	175,000	87,500	87,500	192,500
FSU	2	3	Hunt Haught Hall Greenhouse Renovations	400,000	150,000	250,000	125,000	125,000	317,500
SU	3	4	Roofing Replacements Butcher Center, McMurran Hall, Knutti Hall	600,000	0	600,000	300,000	300,000	617,500
FSU	3	5	Hunt Haught Hall - Window Replacement Project	250,000	120,000	130,000	65,000	65,000	682,500
WVU	4	6	Fire Alarm Integration Upgrade (HSC)	100,000	0	100,000	50,000	50,000	732,500
GSC	4	7	Campus-wide Electrical Upgrade and Power Redistribution	150,000	0	150,000	75,000	75,000	807,500
FSU	4	8	Caperton Center - Roof Renewal	400,000	0	400,000	200,000	200,000	1,007,500
WVU	5	9	Engineering Classroom - ADA Upgrades (WVUIT)	105,000	0	105,000	52,500	52,500	1,060,000
FSU	5	10	Caperton Center - Exterior Waterproofing	200,000	0	200,000	100,000	100,000	1,160,000
WVSOM	5	11	Main Building B - Exterior Restoration	756,000	100,000	656,000	328,000	328,000	1,488,000
WVSU	5	12	Storm Water Management	600,000	0	600,000	300,000	300,000	1,788,000
SU	5	13	Primary Electrical System Replacements	100,000	0	100,000	50,000	50,000	1,838,000
WVSU	6	14	Upgrade Campus Elevators to ADA and Fire Marshall Standards	950,000	0	950,000	475,000	475,000	2,313,000
GSC	6	15	Roof Projects (Clark Hall, President's Home & Library)	600,000	0	600,000	300,000	300,000	2,613,000
SU	7	16	Exterior Building Envelop - Masonry Repairs	200,000	0	200,000	100,000	100,000	2,713,000
GSC	7	17	Upgrade Fiber Network and Hard Wire Campus Phone System	300,000	0	300,000	150,000	150,000	2,863,000
CU	8	18	Admin - Science Bldg - E&G HVAC/Electrical/Plumbing - Phase I	1,000,000	0	1,000,000	500,000	500,000	3,363,000
WVU	8	19	Pharmacy Air Handlers (HSC)	1,600,000	621,000	979,000	489,500	489,500	3,852,500
WLU	9	20	Myers Maintenance Roof	100,000	0	100,000	50,000	50,000	3,902,500
WVU	11	21	Engineering Lab - Replace Elevator - ADA Upgrades (WVUIT)	200,000	0	200,000	100,000	100,000	4,002,500
FSU	12	22	Hazardous Waste Building Replacement	200,000	0	200,000	100,000	100,000	4,102,500
GSC	12	23	Elevator Upgrades/Replacements (RFK Library & Louis Bennett Hall)	350,000	0	350,000	175,000	175,000	4,277,500
WVU	14	24	Upgrade Campus Main Electrical Feed Above Ground (WVUIT)	1,250,000	250,000	1,000,000	500,000	500,000	4,777,500
WLU	16	25	Fine Arts Kelly Theatre Renovation	145,000	0	145,000	72,500	72,500	4,850,000



Table 1

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Capital Project Priorities  
High Priority Capital Projects  
December 7, 2012**

Institution	Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Available	Total Requested	Institution Match	HEPC Match	Running Total for HEPC Match
FSU	16	26	Hardway Hall - Roof Renewal	400,000	0	400,000	200,000	200,000	5,050,000
MU	17	27	Emergency Generators	1,040,000	40,000	1,000,000	500,000	500,000	5,550,000
WLU	18	28	Shotwell Hall Renovations	600,000	0	600,000	300,000	300,000	5,860,000
MU	19	29	Jenkins Hall ADA Renovations	400,000	0	400,000	200,000	200,000	6,060,000
MU	20	30	Jenkins Hall - Roof System	500,000	0	500,000	250,000	250,000	6,310,000
BSC	20	31	Roof Replacements Conley Hall, Library, Auditorium	650,000	0	650,000	325,000	325,000	6,635,000
WLU	20	32	Shotwell Hall New Roof	150,000	0	150,000	75,000	75,000	6,710,000
MU	22	33	University College Building (East Hall)- ADA Elevator	250,000	0	250,000	125,000	125,000	6,835,000
WVU	28	34	Church McKee Arts Center Stage Fire Curtains (PSC)	250,000	0	250,000	125,000	125,000	6,960,000
WVU	29	35	Charleston Center Life Safety & ADA Issues	3,000,000	2,000,000	1,000,000	500,000	500,000	7,460,000
MU	32	36	Morrow ADA Elevator	900,000	0	900,000	450,000	450,000	7,910,000
WVU	33	37	Two Barn Roofs at Upper Farm/Ag Tech Bldg - Roof Replacement (PSC)	200,000	0	200,000	100,000	100,000	8,010,000
<b>Total</b>						<b>\$16,000,000</b>	<b>\$8,000,000</b>	<b>\$8,000,000</b>	

Institution	Total Requested	Institution Match	HEPC Match
Bluefield State College	650,000	325,000	325,000
Concord University	1,000,000	500,000	500,000
Fairmont State University	1,580,000	790,000	790,000
Glenville State College	1,400,000	700,000	700,000
Marshall University	3,050,000	1,525,000	1,525,000
Shepherd University	1,285,000	642,500	642,500
West Liberty University	995,000	497,500	497,500
West Virginia School of Osteopathic Medicine	656,000	328,000	328,000
West Virginia State University	1,550,000	775,000	775,000
West Virginia University	3,834,000	1,917,000	1,917,000
<b>Total</b>	<b>\$16,000,000</b>	<b>\$8,000,000</b>	<b>\$8,000,000</b>

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
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**Bluefield State College**

1		Basic Science/Dickason Hall Lab Upgrades	2,000,000	2,000,000	-
2		Dickason Hall Roof Replacement	500,000	500,000	-
3		Campus Window Replacement Phase I	800,000	-	800,000
4		Student Center/Physical Plant Roof Replacement	250,000	-	250,000
5		Facilities Development Plan	100,000	-	100,000
6		Sidewalk, Step Replacement	600,000	-	600,000
7		Athletic Field Upgrade	500,000	-	500,000
8		Security System, Campus Notification Upgrade	300,000	-	300,000
9		Parking Lots, Roadways, Resealing, Restriping	175,000	-	175,000
10		Basic Science Conference Center	3,000,000	-	3,000,000
11		Railroad Property Upgrade Roadway, Parking Lot	6,000,000	-	6,000,000
12		Campus Key Replacement	400,000	-	400,000
13		Institutional Energy/Electrical Assessment Phase I Evaluation and Upgrade	4,500,000	-	4,500,000
14		Site Lighting & Control Upgrade	400,000	-	400,000
15		Repainting Campus Buildings	575,000	-	575,000
16		Conley Hall Renovation	2,500,000	-	2,500,000
17		Renovation Hardway Library	2,500,000	-	2,500,000
18		Campus Window Replacement Phase II	800,000	-	800,000
19		Energy Upgrade/Implementation Phase III	2,500,000	-	2,500,000
20		Roof Replacements Conley Hall, Library, Auditorium	650,000	-	650,000
21		Student Center Air Conditioning	500,000	-	500,000
22		Student Center Elevator	500,000	-	500,000
23		Lease of Gas Company Lot, Parking Upgrade	750,000	-	750,000
Subtotal - Bluefield State College			\$ 30,800,000	\$ 2,500,000	\$ 28,300,000

**Concord University**

1		Student Center E&G Renovations for Energy Conservation and Repair. (Boilers, water heater, HVAC and electrical). New roof and other major repairs.	8,000,000	500,000	7,500,000
2		North & South Towers Renovations	5,500,000	100,000	5,400,000
3		Carter Center - E&G HVAC/Electrical/Plumbing/ADA Elevator	1,100,000	-	1,100,000
4		Sidewalks, steps, curbing and paving upgrades for ADA	1,000,000	-	1,000,000
5		Woodell Hall HVAC Renovations	1,250,000	-	1,250,000
6		Sarvey Hall HVAC Renovations	1,250,000	-	1,250,000
7		Wilson Hall HVAC Renovations	1,250,000	-	1,250,000
8		Admin - Science Bldg - E&G HVAC/Electrical/Plumbing - Phase I	1,000,000	-	1,000,000
9		Admin - Science Bldg - E&G, HVAC/Electrical/Plumbing Upgrades Phase II	1,000,000	-	1,000,000
10		Admin-Science Bldgs - E&G HVAC/Electrical/Plumbing Upgrades - Phase III	1,000,000	-	1,000,000
11		Wilson Hall Auxiliary Water Heater Replacement	95,000	-	95,000
12		New Concession Stand and Press Box	1,000,000	-	1,000,000
13		Sarvey Hall New Windows	153,140	-	153,140
14		Wilson Hall - New Windows	316,990	-	316,990

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
15		Woodell Hall - New Windows	520,000	-	520,000
Subtotal - Concord University			\$ 24,435,130	\$ 600,000	\$ 23,835,130

**Fairmont State University**

1		Jaynes Hall Roof Renewal	350,000	350,000	-
2		Hunt Haught Hall Greenhouse Renovations	400,000	150,000	250,000
3		Hunt Haught Hall - Window Replacement Project	250,000	120,000	130,000
4		Caperton Center - Roof Renewal	400,000	-	400,000
5		Caperton Center - Exterior Waterproofing	200,000	-	200,000
6		Feaster Center - Basketball Locker Room Upgrades (Men's & Women's)	200,000	200,000	-
7		Hunt Haught Hall - Elevator Upgrade	100,000	100,000	-
8		Land Acquisition - Campus Periphery - Locust Avenue	2,500,000	-	2,500,000
9		Education Building - Temperature Control Systems	100,000	100,000	-
10		Campus-Wide Smoke Huts	100,000	-	100,000
11		Wallman Hall - Theatre Renovations	800,000	-	800,000
12		Hazardous Waste Building Replacement	200,000	-	200,000
13		Hardway Hall - Painting	100,000	-	100,000
14		Colebank Hall - IT Emergency Back-Up System	197,299	197,299	-
15		Wallman Hall - Roof Replacement	400,000	-	400,000
16		Hardway Hall - Roof Renewal	400,000	-	400,000
17		Colebank HVAC - Temp Controls	1,500,000	-	1,500,000
18		Infrastructure - Walk to Upper Campus from Education Bldg	125,000	-	125,000
19		Caperton Center - Additional Parking	900,000	-	900,000
20		Kiln Building - Upgrades	250,000	-	250,000
21		Feaster Center Windows & Doors	200,000	-	200,000
22		Feaster Center - Seating & Floor Replacement	900,000	-	900,000
23		Merchant Street - Roof Renewal	400,000	-	400,000
24		Jaynes Hall HVAC - Temp Controls	2,600,000	-	2,600,000
25		Caperton Center HVAC - Boilers	400,000	-	400,000
26		Merchant Street - HVAC Upgrades	500,000	-	500,000
27		Jaynes Hall - Interior Painting	250,000	-	250,000
28		Merchant Street - Sprinkler System	500,000	-	500,000
29		Feaster Center Pool Upgrades & Drainage	300,000	-	300,000
30		Feaster Center Painting	100,000	-	100,000
31		Infrastructure - Road to Gazebo	250,000	-	250,000
32		Shaw House Great Room Addition	200,000	-	200,000
33		Infrastructure - Pedestrian Steps between Hardway & Turley	500,000	-	500,000
34		Infrastructure - Hardway Hall - Exterior Renovations - Sidewalks	750,000	-	750,000
35		Student Housing Apartments (including Demo of Existing)	29,117,574	-	29,117,574
36		Parking Garage Elevator Addition	100,000	-	100,000
37		Infrastructure - Stone Steps to Locust Avenue	900,000	-	900,000
38		Falcon Center - Elevator Addition	100,000	-	100,000
39		Infrastructure - Development South of Locust Avenue	1,000,000	-	1,000,000
40		Turley Center - Roof Renewal	400,000	-	400,000
41		Fine Arts Building - New Facility	25,000,000	-	25,000,000

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
42		Hunt Haught Hall - Exterior Cleaning & Waterproofing	300,000	-	300,000
43		Colebank Hall - Exterior Cleaning & Waterproofing	300,000	-	300,000
44		Jaynes Hall - Exterior Cleaning & Waterproofing	300,000	-	300,000
45		Musick Library - Exterior Cleaning & Waterproofing	300,000	-	300,000
46		New Facility - Parking Garage	20,000,000	-	20,000,000
47		Morrow Hall Renovations	10,375,859	-	10,375,859
48		Pence Hall Renovations	7,272,292	-	7,272,292
49		Prichard Hall Renovations	8,864,022	-	8,864,022
50		Wallman Hall - Exterior Cleaning & Waterproofing	300,000	-	300,000
51		Feaster Center - HVAC & Temperature Control Systems - Pool Area	307,000	307,000	-
52		Infrastructure - Campus Lighting Upgrades	200,000	200,000	-
53		Feaster Center - Natatorium Upgrades	740,000	740,000	-
54		Infrastructure - Parking Lot Paving	1,000,000	250,000	750,000
55		Musick Library HVAC - Temp Controls	500,000	-	500,000
56		Infrastructure - Merchant Street Wall Structure Repair	350,000	350,000	-
57		Wallman Hall Elevator Replacement	100,000	100,000	-
58		Hardway Hall Renovations	5,500,000	5,500,000	-
59		Turley Center Renovations	6,000,000	6,000,000	-
60		Wallman Hall - Foundation Waterproof	150,000	150,000	-
61		Wallman Hall Renovations	5,200,000	5,200,000	-
62		Musick Library Elevator	2,000,000	2,000,000	-
Subtotal - Fairmont State University			\$ 143,999,046	\$ 22,014,299	\$ 121,984,747

**Glenville State College**

1		Multi-Function Health and Wellness Education Center	25,000,000	21,500,000	3,500,000
2		Campus-wide Communication and Emergency Notification System	175,000	-	175,000
3		Renovate Pickens Hall	2,000,000	-	2,000,000
4		Campus-wide Electrical Upgrade and Power Redistribution	150,000	-	150,000
5		New Classroom Building	20,000,000	-	20,000,000
6		Roof Projects	600,000	-	600,000
7		Upgrade Fiber Network and Hard Wire Campus Phone System	300,000	-	300,000
8		Window Replacements	1,200,000	-	1,200,000
9		Replace Stage Lights in Fine Arts Building	250,000	-	250,000
10		Campus-wide Lighting Upgrades	75,000	-	75,000
11		Sidewalk and Paver Replacement	135,000	-	135,000
12		Elevator Upgrades/Replacements	350,000	-	350,000
13		Campus Signage	250,000	-	250,000
14		Campus paving and parking upgrades	1,000,000	-	1,000,000
15		North Entrance	1,000,000	-	1,000,000
16		Handrail Replacement	500,000	-	500,000
17		Retaining Wall Replacement	150,000	-	150,000
Subtotal - Glenville State College			\$ 53,135,000	\$ 21,500,000	\$ 31,635,000

**Marshall University**

1		High Technology/Academic Instructional Facility	14,000,000	-	14,000,000
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Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
2		Forensic Science Center Annex Build-Out	1,500,000	-	1,500,000
3		Academic Support Center	3,500,000	-	3,500,000
4		Medical Education Building Renovation (Phase 3)	3,500,000	-	3,500,000
5		Sports Medicine Translational Research Center	7,500,000	-	7,500,000
6		Indoor Practice Facility with Track	14,000,000	14,000,000	-
7		Classroom Renovations (Campus-wide)	2,000,000	-	2,000,000
8		Full Technology Enhance Classroom Initiative	2,000,000	-	2,000,000
9		Student Career Services Center	6,000,000	-	6,000,000
10		Teays Center	7,000,000	-	7,000,000
11		Joan C. Edwards Stadium Structural Improvements/Upgrades	1,500,000	-	1,500,000
12		Land Purchase/Demolition	2,000,000	-	2,000,000
13		Old Main Repairs	9,000,000	-	9,000,000
14		Rural Health & Residency Education Center(s)	11,100,000	-	11,100,000
15		Center for Music/Music Education	40,300,000	-	40,300,000
16		Memorial Student Center Renovations	2,700,000	-	2,700,000
17		Emergency Generators	1,040,000	-	1,040,000
18		Shop - Storage of Athletic & B&G Equipment	350,000	-	350,000
19		Jenkins Hall ADA Renovations	400,000	-	400,000
20		Jenkins Hall - Roof System	500,000	-	500,000
21		Drinko Library - Carpet	120,000	-	120,000
22		University College Building (East Hall)- ADA Elevator	250,000	-	250,000
23		Welcome/Recruitment Ctr - ADA Elevator & Renovations	700,000	-	700,000
24		Fire Alarm System-Science/Henderson/Shewey/Football Stadium	225,000	-	225,000
25		Science Building and Annex Renovation Project	4,000,000	-	4,000,000
26		Henderson Center HVAC	3,000,000	-	3,000,000
27		Joan C. Edwards Stadium Elevator Project	600,000	-	600,000
28		Erma Ora Byrd Clinical Center Skills Equipment	500,000	-	500,000
29		Institutional Business Process Review & ERP Gap Analysis	500,000	-	500,000
30		Campus-Wide Wireless Build-Out 263 Units	600,000	-	600,000
31		Drinko Renovations	4,000,000	-	4,000,000
32		Morrow ADA Elevator	900,000	-	900,000
33		Identity Management System	150,000	-	150,000
34		Fairfield Clinical/Pre-Clinical Education Center	40,000,000	-	40,000,000
35		Holderby Hall HVAC Renovation	4,500,000	-	4,500,000
36		Joan C. Edwards Football Stadium Expansion	24,000,000	-	24,000,000
37		Tennis Complex - Indoor Courts	3,300,000	-	3,300,000
38		Baseball Field	14,000,000	-	14,000,000
39		Biotechnology Incubator & Applied Engineering Complex	50,000,000	25,000,000	25,000,000
40		Fine Arts Incubator/Center for Visual Arts	11,000,000	11,000,000	-
41		Parking Facility	7,000,000	7,000,000	-
42		Soccer Stadium Complex	5,400,000	5,400,000	-
43		Academic Building Renovation/Repair	13,000,000	13,000,000	-
Subtotal - Marshall University			\$ 317,635,000	\$ 75,400,000	\$ 242,235,000

**Shepherd University**

1		Fire Alarm System Upgrades	210,000	-	210,000
2		Emergency Egress Lighting	175,000	-	175,000



Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
3		Pedestrian Access - Sidewalks	200,000	-	200,000
4		Building HVAC Upgrade	750,000	-	750,000
5		Primary Electrical System Replacements	100,000	-	100,000
6		Pedestrian and Vehicle Circulation	100,000	-	100,000
7		Exterior Building Envelop - Masonry Repairs	200,000	-	200,000
8		Roofing replacements Butcher Center, McMurrin Hall, Knutti Hall	600,000	-	600,000
9		Frank Center Renovation and Addition	16,000,000	-	16,000,000
10		Snyder Annex Renovation	500,000	-	500,000
11		Parking Structure	11,000,000	-	11,000,000
12		New Maintenance Facility	6,359,600	-	6,359,600
13		King Street Pedestrianization	2,450,000	-	2,450,000
14		New Student Center/Dining Facility	30,184,000	-	30,184,000
15		Campus Entrances and border definitions	500,000	-	500,000
16		Artificial Turf Soccer Field	1,500,000	-	1,500,000
17		Re-grading and renovation of Football/Soccer Practice Fields	300,000	-	300,000
18		Tennis Court Renovation	250,000	-	250,000
19		Field House and Restrooms for Softball and Baseball	200,000	-	200,000
Subtotal - Shepherd University			\$ 71,578,600	\$ -	\$ 71,578,600

**West Liberty University**

1		Arnett Hall Renovation	3,500,000	-	3,500,000
2		New Health Science Building Additional Square Footage	1,200,000	-	1,200,000
3		Main Hall HVAC Chiller Replacement	500,000	-	500,000
4		Arnett Hall Roof	325,000	-	325,000
5		Campbell Hall (New Science Building) New Parking Lot	450,000	-	450,000
6		Library Parking Lot	400,000	-	400,000
7		Market Place Generator	100,000	-	100,000
8		Student Union Roof	200,000	-	200,000
9		Myers Maintenance Roof	100,000	-	100,000
10		Blatnik Hall Window Replacements	250,000	-	250,000
11		Main Hall Renovations	800,000	-	800,000
12		Elevator replacements Hughes, Krise, & Beta Halls	725,000	-	725,000
13		Library Elevator	140,000	-	140,000
14		Football Field Lights	400,000	-	400,000
15		Krise Hall Window Replacement	450,000	-	450,000
16		Fine Arts Kelly Theatre Renovation	145,000	-	145,000
17		Library Window Replacement	250,000	-	250,000
18		Shotwell Hall Renovations	600,000	-	600,000
19		Hughes Hall Window Replacement	250,000	-	250,000
20		Shotwell Hall New Roof	150,000	-	150,000
Subtotal - West Liberty University			\$ 10,935,000	\$ -	\$ 10,935,000

**West Virginia School of Osteopathic Medicine**

1		Center for Clinical Evaluation Building Addition	6,986,750	6,986,750	-
2		Phase II HVAC Replacement in Building B (Main) and Building C (Old Clinic)	3,500,000	3,500,000	-
3		Science Building Roof Replacement	300,000	300,000	-

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
4		Library/OMM Lab Roof Replacement	300,000	300,000	-
5		Main Building B - exterior restoration	756,000	100,000	656,000
6		Main Building B Roof replacement	932,000	932,000	-
7		Main Building C Roof Replacement	293,000	293,000	-
8		Student Center	14,000,000	14,000,000	-
9		Main Building C Exterior Restoration	358,000	58,000	300,000
10		Campus Energy, Lighting, & Beautification Project	1,300,000	1,300,000	-
Subtotal - WV School of Osteopathic Medicine			\$ 28,725,750	\$ 27,769,750	\$ 956,000

**West Virginia State University**

1		Fleming Hall Renovation	13,000,000	13,000,000	-
2		Wallace Hall Roof and Chiller/Boiler Replacement	1,035,000	1,035,000	-
3		Roof Replacement E&G Buildings	2,000,000	-	2,000,000
4		Sullivan Hall East Elevator Replacement	800,000	-	800,000
5		Storm Water Management	600,000	-	600,000
6		Upgrade Campus Elevators to ADA and Fire Marshall Standards	950,000	-	950,000
7		Underground Electrical Upgrade	500,000	-	500,000
8		Building upgrades for Energy Conservation	5,000,000	5,000,000	-
9		Hamblin Hall Emergency Generator	250,000	-	250,000
10		Replace Water Headers and Fire Hydrants	1,000,000	-	1,000,000
11		Buildings Weather Proofing	1,000,000	-	1,000,000
12		Cole Complex HVAC Upgrade	400,000	-	400,000
13		Hamblin Hall Lab Hood Ventilation	500,000	-	500,000
14		Wallace Hall Window Replacement	2,000,000	-	2,000,000
15		Upgrade Existing Parking Lots	1,000,000	-	1,000,000
16		Rehabilitation Center Renovation	3,000,000	-	3,000,000
17		Natatorium	10,000,000	-	10,000,000
18		Ferrell Hall HVAC Upgrades and Boiler	700,000	-	700,000
19		Capitol Center Elevator Upgrade to ADA Code	500,000	-	500,000
20		Ferrell Hall ADA Accessibility	200,000	-	200,000
21		Davis Fine Arts HVAC Upgrade	500,000	-	500,000
22		Capitol Center Sprinkler System	400,000	-	400,000
23		Sullivan Hall HVAC Upgrade	500,000	-	500,000
24		Wallace Hall HVAC Upgrades	950,000	-	950,000
25		West Campus Land Acquisition & Parking Lot	1,000,000	-	1,000,000
26		East Campus Land Acquisition & Parking Lot	900,000	-	900,000
27		Sullivan Hall Air Handler	200,000	-	200,000
28		Hamblin Hall ADA Accessibility	300,000	-	300,000
29		Ferguson-Lincoln Second Floor Classroom Addition	2,000,000	-	2,000,000
30		Lakin Field Upgrades	2,000,000	-	2,000,000
31		Hamblin Hall HVAC Upgrade	400,000	-	400,000
32		Media Center - Downtown Charleston Campus	10,000,000	-	10,000,000
33		Media Center Classroom Building	22,000,000	-	22,000,000
34		Academic/Technology Classroom Building	10,000,000	-	10,000,000
35		Research/Science Building	15,000,000	-	15,000,000
36		Davis Fine Arts Renovation	3,000,000	-	3,000,000
Subtotal - West Virginia State University			\$ 113,585,000	\$ 19,035,000	\$ 94,550,000

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
<b>West Virginia University</b>					
1		Hodges Renovation	25,000,000	-	25,000,000
2		New Science/Lab Building (PSC)	18,000,000	-	18,000,000
3		Renovation of Health Sciences North (HSC)	39,000,000	-	39,000,000
4		Fire Alarm Integration Upgrade (HSC)	100,000	-	100,000
5		Engineering Classroom - ADA Upgrades (WVUIT)	105,000	-	105,000
6		Clark Hall Upgrade Fire Alarm System	750,000	750,000	-
7		Health Sciences North Freight & Library Elevator (HSC)	750,000	750,000	-
8		Pharmacy Air Handlers (HSC)	1,600,000	-	1,600,000
9		NRCCE Replace Perimeter Hot Water Radiation Heating System	350,000	350,000	-
10		Learning Center - Student Center Phase (HSC)	1,000,000	-	1,000,000
11		Engineering Lab - Replace Elevator - ADA Upgrades (WVUIT)	200,000	-	200,000
12		Stewart Hall Replace Fan Coil Units	375,000	375,000	-
13		Admissions & Records Fire Alarm & Sprinkler System	450,000	450,000	-
14		Upgrade Campus Main Electrical Feed Above Ground (WVUIT)	1,250,000	-	1,250,000
15		Academy Hall Chiller, Air Handlers, Controls Replacement (PSC)	350,000	-	350,000
16		Engineering Research Roof Replacement	575,000	575,000	-
17		Academic Instructional Gymnasium (PSC)	8,000,000	-	8,000,000
18		Orndorff Hall - ADA Upgrades (WVUIT)	20,000	-	20,000
19		Orndorff Hall replace and upgrade HVAC system (WVUIT)	1,665,500	-	1,665,500
20		IT Infrastructure (HSC)	5,000,000	-	5,000,000
21		Stewart Hall Sprinklers	600,000	600,000	-
22		Stansbury Hall Upgrade Fire Alarm System	500,000	500,000	-
23		Charleston Div Building Infrastructure (HSC)	10,000,000	-	10,000,000
24		Fall Protection on Roofs (WVUIT)	100,000	-	100,000
25		Chitwood Fire Alarm Upgrade	500,000	500,000	-
26		Martin Fire Alarm Upgrade	500,000	500,000	-
27		Woodburn Fire Alarm Upgrade	500,000	500,000	-
28		Church McKee Arts Center Stage Fire Curtains (PSC)	250,000	-	250,000
29		Charleston Center Life Safety & ADA Issues	3,000,000	-	3,000,000
30		Health Sciences North Electrical Upgrade (HSC)	2,000,000	2,000,000	-
31		Conley Hall Roof Replacement (WVUIT)	200,000	-	200,000
32		Research Laboratories BMRC (HSC)	3,200,000	-	3,200,000
33		Two Barn Roofs at Upper Farm/Ag Tech Bldg - Roof Replacement (PSC)	200,000	-	200,000
34		Engineering Lab Building - Upgrade HVAC and Controls (WVUIT)	672,000	-	672,000
35		Engineering Classroom Bldg. MCC (WVUIT)	110,000	-	110,000
36		Evansdale Library Fire Alarm Upgrade	500,000	500,000	-
37		Engineering Classroom Controls on Building (WVUIT)	250,000	-	250,000
38		Replace Halon Fire Protection System in Clark Hall	200,000	200,000	-
39		Engineering Science Fire Alarm Replacement	1,200,000	1,200,000	-
40		Evansdale Steam Vault/Piping Repairs	2,000,000	2,000,000	-
41		Equine Education Facility Fire Pump, Sprinkler and Fire Alarm (PSC)	250,000	-	250,000

Table 2

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

Inst. Priority	HEPC Priority	Project	Total Estimated Project Cost	Total Funds Available	New Project Funding Requested
42		Connector Bridge Renovations & Windows (HSC)	100,000	-	100,000
43		Upgrade Sprinkler /Fire Alarm Ag Science Annex	400,000	400,000	-
44		School of Public Health Building (HSC)	4,000,000	-	4,000,000
45		Simulation Training Center Phase II (HSC)	7,000,000	-	7,000,000
46		Knapp Hall Fire Alarm System Upgrade	500,000	500,000	-
47		Conley Hall MCC (WVUIT)	110,000	-	110,000
48		Downtown Electrical Substation Water Infiltration	300,000	300,000	-
49		Vining Library - Install New Fire Panel (WVUIT)	25,000	-	25,000
50		Various Academic Buildings (Orndorff; Engineering; Engineering Lab; Vining Library) Exterior Doors Replacement (WVUIT)	125,000	-	125,000
51		South AG Sciences Water Proof Foundation and Install Exterior Drainage System	500,000	500,000	-
52		Wise Library West Virginia Collection Passenger Elevator Modernization	250,000	250,000	-
53		Campus Exterior Lighting - Grounds Lighting (PSC)	190,000	-	190,000
54		Cancer Center Lab (HSC)	10,000,000	-	10,000,000
55		School of Dentistry Clinical Facility (HSC)	25,000,000	-	25,000,000
56		Campus Drive and Parking Area Paving (PSC)	300,000	-	300,000
57		Vining Library - ADA Upgrades (WVUIT)	35,000	-	35,000
58		Vining Library Carpet Replacement (WVUIT)	250,000	-	250,000
59		Elevator Enclosure at Oglebay Hall	400,000	400,000	-
60		Office of Dentistry Patient Intake Room Upgrade (HSC)	150,000	-	150,000
61		Engineering Sciences Building Passenger Elevator Modernization	900,000	900,000	-
62		Admissions & Records Renovation	3,000,000	3,000,000	-
63		Phase Two Downtown Chiller Loop Connections	700,000	700,000	-
64		Stewart Hall Chill Water Tie In	800,000	800,000	-
65		Hostler Auditorium (HSC)	200,000	200,000	-
66		Downtown Chiller Plant Add 4th Chiller	1,500,000	1,500,000	-
67		Evansdale Parking Garage Off of Monongalia Boulevard	23,000,000	-	23,000,000
68		Move and Replace Reynolds/Friend Halls Chiller (PSC)	300,000	-	300,000
69		COBE - HVAC system and Control Upgrade and Distribution (WVUIT)	400,000	-	400,000
70		Allen/Percival Install Emergency Generator	300,000	300,000	-
71		Old Main Repairs Roof (WVUIT)	200,000	-	200,000
72		E-Moore Hall Window Replacement	750,000	750,000	-
73		Lanham & Orndorff Roof Replacement (WVUIT)	200,000	-	200,000
74		BRNI Build Out of Shelled Second Floor (HSC)	5,000,000	-	5,000,000
75		Campus Emergency Alerting System (PSC)	100,000	-	100,000
76		Stewart Hall Retaining Wall and Step Repair	350,000	350,000	-
77		Knapp Hall Building Window Upgrades	1,100,000	1,100,000	-
78		Downtown Electrical Fit Out of the Chiller Plant	2,000,000	2,000,000	-
79		Baisi Center - Classroom Building-Install Sprinkler System Throughout Building-Includes Asbestos Abatement (Ceilings and Joists) (WVUIT)	1,100,000	-	1,100,000
80		Baisi Center - Classroom Building-Upgrades to Fire Alarm System (WVUIT)	450,000	-	450,000
81		Baisi Center - Classroom Building - ADA Upgrades (WVUIT)	65,000	-	65,000

**Table 2**

**West Virginia Higher Education Policy Commission  
Fiscal Year 2014 Institution Capital Appropriation Requests**

<b>Inst. Priority</b>	<b>HEPC Priority</b>	<b>Project</b>	<b>Total Estimated Project Cost</b>	<b>Total Funds Available</b>	<b>New Project Funding Requested</b>
82		Animal Facility (HSC)	18,000,000	18,000,000	-
83		College of Physical Activities and Sports Sciences (CPASS) Building	21,000,000	21,000,000	-
84		Student Health & Wellness Facility	18,800,000	18,800,000	-
85		Advanced Engineering Research Building	41,400,000	41,400,000	-
86		Agriculture Science Classroom & Office Building	88,100,000	88,100,000	-
87		Law Center Addition and Renovation	22,000,000	22,000,000	-
88		Art Education and Museum	10,000,000	10,000,000	-
Subtotal - West Virginia University			\$ 442,622,500	\$ 245,000,000	\$ 197,622,500
Grand Total			\$ 1,237,451,026	\$ 413,819,049	\$ 823,631,977



**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Housing Master Plan

**INSTITUTION:** Fairmont State University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fairmont State University Housing Master Plan.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

Fairmont State University hired Perkins Eastman, an architectural firm in Pittsburgh, to develop a Housing Master Plan. Perkins Eastman partnered with Ira Fink and Associates, a nationally recognized firm dedicated exclusively to consulting for college and university planning, to perform a Student Housing Market Analysis that reviewed data about historic and projected enrollments, student housing occupancy rates, student housing preferences and demand for more marketable housing options, the condition and adequacy of existing housing, and projected growth in housing demand through 2021. The Master Plan was presented to and approved by the Fairmont State University Board of Governors on August 16, 2012.

Prior to approving this plan, the Fairmont State University Board of Governors required the administration to complete a more in-depth analysis of the following:

- A review of existing facilities and a plan for replacement and renovation;
- An analysis of student housing demand and the potential for expansion of housing capacity;
- The rent rate increase required to support replacement of existing housing with new units and a rent review analysis for private housing in the Fairmont area;
- A renovation plan for existing residence halls to be retained;
- A funding model for a long-term (twenty-year) plan for maintaining rents as low as possible; and
- Due diligence in looking into public/private funding relationships, options and reasons for maintaining a University only housing plan.

The current housing capacity is 1,071 beds in three basic configurations that serve students enrolled in Fairmont State University and Pierpont Community and Technical College. Morrow, Prichard, and Pence Halls are traditional dormitories that provide 444 beds in double bedroom units. Bryant Place (the newest residence hall) provides 400 beds in a suite style arrangement, and College Park provides 224 beds in one, two, and

three bedroom residential style apartments. Perkins Eastman performed an architectural/engineering evaluation of each building and assessed the capability of each to meet the contemporary housing needs of Fairmont's/Pierpont's students. For those that can be adapted to provide contemporary housing, Morrow, Prichard, and Pence Halls and Bryant Place, renovation is recommended. For those that cannot be economically renovated, the College Park Apartments, demolition is recommended.

The Housing Master Plan offers two options for long-term improvements and expansion with timelines and a twenty-year financial plan (proformas) for both options. The difference between the two options primarily centers on the fate of College Park Apartments and when it is most prudent for the University to demolish the units. The generalized recommendations of the Housing Demand Study and Master Plan are as follows:

- Provide a net gain of approximately 170 beds over the next twenty years;
- The existing residence halls should be renovated; and
- College Park Apartments should be demolished and replaced.

The total estimated cost of implementing the Master Plan over the next twenty years is approximately \$29 million in 2012 dollars. A PowerPoint summary of the Master Plan is provided on the following pages. The entire Housing Master Plan document and the Student Housing Market Analysis are available on the Commission's website at [www.hepc.wvnet.edu](http://www.hepc.wvnet.edu) under the "Links" box. A presentation will be made at the Commission meeting.

# Housing Master Plan



Bryant Place



Morrow Hall



Pence Hall



Prichard Hall



College Park

# Overall Building Score

	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	College Park Apartments (Bldgs. A-F)	College Park Apartments (Bldg. G)
Building Systems	3.3	2.5	2.8	3.0	2.2	2.2
MEP Systems	3.3	1.6	1.6	1.5	1.8	2.0
Energy Efficiency	3.8	1.8	2.6	2.6	1.4	1.4
<b>Overall</b>	<b>3.5</b>	<b>2.0</b>	<b>2.3</b>	<b>2.4</b>	<b>1.8</b>	<b>1.9</b>



3-4 Above Average; Good to Excellent condition



2-3 Average; Fair to Good condition



1-2 Below Average; Poor to Fair condition

# College Park A-G: Recommendations

(Demolish these facilities as scheduled on page 11 of this document)





Build a 392-bed  
Apartment Complex  
from FY 2015 to 2023 for  
approximately \$29,017,574

This will involve demolishing and replacing  
224 beds in the current apartment complex  
and adding 168 additional beds on the  
current campus apartment footprint.

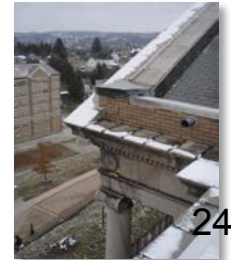
# Morrow Hall: Recommended Renovations

(Scheduled for FY 2025-2026)

Site:	Replace concrete steps and porch concrete at main entrance.
Skin:	Hire restoration consultant to examine historic masonry.
Roof:	Repair copper coping and flashing at portico.
Windows:	Replace windows.
Interiors:	Renovate restrooms, bedrooms, & ALL other interiors to include: flooring, paint, etc.
HVAC:	Replace at least one boiler. Replace with new system that provides integrated heating/cooling. <b>(REPLACED BOTH BOILERS)</b>
Plumbing:	Replace water heaters with HE units. If renovated, replace in entirety.
Power:	Replace all branch panel boards with new panel boards.
Lighting:	Replace all existing lighting with new lighting.
Fire Protection:	Add fire protection system including sprinklers.
Fire Alarm:	Simplex 4020 Fire Alarm System; update to include voice notifying system.



Life Safety  
Remodel



# Pence Hall: Recommended Renovations

(scheduled for FY 2028-2029)

Site:	Create buffer at front of building.	
Skin:	Repair water leak at front vestibule. <b>(COMPLETE)</b> Replace corroded steel lintels.	✓
Roof:	Replace existing membrane roof with “white” EPDM membrane roof.	
Interiors:	Renovate restrooms, bedrooms, & ALL other interiors to include: flooring, paint, etc.	
HVAC:	Replace existing packaged rooftop unit.	
Plumbing:	Replace existing water heaters. If renovated consider system upgrade.	
Power:	Replace older equipment with new.	
Lighting:	Replace all existing lighting with new lighting.	
Fire Protection:	Add fire protection system including sprinklers.	
Fire Alarm:	Remove Notifier system and all devices. Provide new devices. <b>(COMPLETE)</b>	✓



Life Safety



Remodel





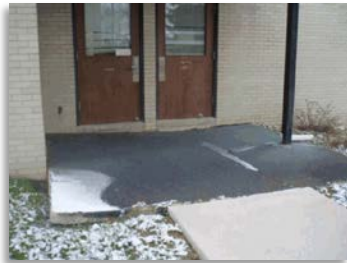
# Prichard Hall: Recommended Renovations

7

(scheduled for FY 2031-2032)

Site:	Address drainage issues.
Skin:	Replace corroded steel lintels with new.
Roof:	Replace existing roof with new.
Interiors:	Renovate restrooms, bedrooms, & ALL other interiors to include: flooring, paint, etc.
Exterior Doors:	Replace few exterior doors.
HVAC:	Consider installation of corridor ventilation system.
Plumbing:	Replace water heater. Update fixtures in restrooms.
Power:	Replace older equipment with new. Add distribution panels.
Lighting:	Replace all existing lighting fixtures with new fixtures.
Fire Protection:	Add fire protection system including sprinklers.
Fire Alarm:	Remove Notifier system and all devices. Provide new devices. <b>(COMPLETE)</b>

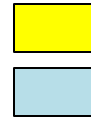
 Life Safety  
 Remodel



# Bryant Place: Recommended Renovations

(scheduled in the next three years to be complete)

Site:	Add additional mature landscape on western site of building.	
Skin:	Repair masonry damaged. (COMPLETED)	✓
HVAC:	Install snow screen to eliminate snow being drawn into ERU's. (COMPLETED) Consider replacing snow melt boiler with HE boiler.	✓
Power:	Waterproof/ repair conduits from transformer pad to eliminate water infiltration.	
Security:	Replace existing camera system with new system; enhance security controls.	
Fire Protection:	Maintain to current condition.	
Fire Alarm:	Maintain & update to include voice notifying system.	
	Monitor & Maintain this facility in current condition in this plan.	



Life Safety  
Remodel





## Current Capacity – 1,060

Bryant Place:	400 beds (Suite style)
Morrow Hall:	160 beds (Double bedroom)
Prichard Hall:	150 beds (Double bedroom)
Pence Hall:	134 beds (Double bedroom)
College Park:	224 beds (1,2,3 BR apartments)

## Projected Growth

- Ira Fink & Associates projects housing demand to increase to 1,249 beds in 2019.
  - Moderate first-time freshman enrollment increase projected.
  - Due to the various mitigating factors, Ira Fink & Associates based the housing projection upon Historical Housing Occupancy data.

# Housing Projects Targeted in this Housing Master Plan

<b>Project</b>	<b>Occupancy Date</b>	<b>Beds</b>	<b>Gross Square Footage</b>	<b>Building Only Construction Cost (2011 Dollars)</b>	<b>Construction Cost (Inflated to Date of Construction)</b>
Demolish and replace the College Park Apartments (adding an additional 168 beds on this site)	2014-23	392 beds	137,200	\$22,092,000	\$29,017,574
Renovate Morrow Hall	2025-26	143 beds	--	\$5,991,800	\$10,375,859
Renovate Pence Hall	2028-29	124 beds	--	\$3,733,400	\$7,272,292
Renovate Prichard Hall	2031-32	144 beds	--	\$4,045,424	\$8,864,022

# Revenue & Expense

## Operating Budget Proforma

- Summarizes Revenues, Labor, Operating, and Debt Service Actual expenses in FY 2011-2012 and projected expenses from 2012-13 through 2033-34. Since the BOG approval, this proforma is the monthly and annual reporting model that we are targeting to achieve.
- This financial plan is the long term plan for funding the future new, replacement and repair needs of University Housing.
- This plan results in a projected ending balance in 2033-34 of \$9,223,987. This was purposely targeted to achieve a reserve in excess of the largest annual debt service payment created from bonding in case future bonding requires debt service reserves to match one year of debt payments.
- See next page that lists the Financial Plan Assumptions.

Assumptions for Housing 20 Year Master Plan Projection – FY13 Update

- Revenues from rent were increased by 5% for FY13 and future years have been increased by percentages listed in the Room Rent Revenue Plan.
- Temporary triples room revenue is budgeted for FY13, FY14, FY19, FY22, FY25 and FY28, due to the need for additional beds in those years.
- Other revenues are budgeted to remain the same for FY13 and are projected to increase at 1% for all future years.
- Vacancy Losses have been reduced to 3% of revenue, which was previously budgeted at 6%.
- FY13 labor is increased by one additional Resident Life position, Mercer step and increment increases and PEIA rate increases. Labor currently has a projected increase of 2.3% for two of every three years, beginning in 2014. FY15 labor includes an additional \$80,000 for staff to manage the 168 bed apartment complex.
- Operating expenses has a projected increase of 2% each year. FY13 includes a \$61,200 increase for network bandwidth costs. FY15 through FY23 includes \$200,000 to support additional management staff to transition the College Park Apartments to new with an additional 168 beds.
- A 5-year capital lease has been added for a new fire alarm system for Pence & Pritchard Halls. This was completed in the summer of 2012.
- Debt Service payments have been updated for the amount due after refunding of the bonds has been completed. Housing pays 100% of the 2003A bond and 59.4% of the 2002A bond.
- Interest Income is projected at \$6,500.
- Funding for equipment replacement and purchase and minor capital projects has been added annually.
- Additional Debt Service is projected for all future projects, which include:
  - Build over a nine year period a 392 bed modern apartment complex that will replace the current apartment complex and add an additional 168 beds on the current footprint
  - Renovate Morrow Hall in FY25 and reopen in FY26
  - Renovate Pence Hall in FY28 and reopen in FY29
  - Renovate Pritchard Hall in FY31 and reopen in FY32



# Housing Master Plan

Funding Model (Operating Revenue and Expenses)  
from Fiscal Year 2011-12 through 2033-34

OPERATING REVENUE AND EXPENSE								
University Action		2011-12	2012-13	2013-14	2014-15 Open 168 Single Stdtd Shared Apt Beds	2015-16	2016-17	2017-18
No. of Suites/Units/Apts					42	--	--	--
Avg. No. of Beds/Suite/Unit					4	--	--	--
No. of New Beds					168	--	--	--
No. of Renovated Beds					--	--	--	--
Revenue		\$4,351,676	\$4,569,854	\$4,782,536	\$6,217,297	\$6,563,447	\$6,825,985	\$7,030,765
Temporary Triples (Less Credit)			\$90,705	\$95,240				
Other Revenue		\$92,000	\$92,000	\$92,920	\$93,849	\$94,788	\$95,736	\$96,693
Vacancy Losses		(\$261,101)	(\$137,096)	(\$143,476)	(\$186,519)	(\$196,903)	(\$204,780)	(\$210,923)
<b>Total Revenue</b>		<b>\$4,182,575</b>	<b>\$4,615,463</b>	<b>\$4,827,220</b>	<b>\$6,124,627</b>	<b>\$6,461,332</b>	<b>\$6,716,941</b>	<b>\$6,916,535</b>
Labor Escalator				1.023	1.000	1.023	1.023	1.000
Labor Expense		\$656,636	\$694,456	\$710,428	\$790,428	\$808,608	\$827,206	\$827,206
Operating Escalator				1.020	1.020	1.020	1.020	1.020
Operating Expenses		\$1,605,415	\$1,776,432	\$1,811,961	\$2,052,200	\$2,093,244	\$2,135,109	\$2,177,811
Capital Lease			\$45,223	\$45,223	\$45,223	\$45,223	\$45,223	
<b>Total Expenses</b>		<b>\$2,262,051</b>	<b>\$2,516,111</b>	<b>\$2,567,612</b>	<b>\$2,887,852</b>	<b>\$2,947,076</b>	<b>\$3,007,538</b>	<b>\$3,005,017</b>
Net Total Revenue		\$1,920,524	\$2,099,352	\$2,259,608	\$3,236,776	\$3,514,256	\$3,709,403	\$3,911,517
Current Debt Service Payment		\$1,574,377	\$1,384,928	\$1,385,212	\$1,386,032	\$1,384,135	\$1,385,133	\$1,384,778
Transfer to Reserves		\$346,147	\$714,424	\$874,396	\$1,850,744	\$2,130,121	\$2,324,270	\$2,526,740
<b>Beginning Cash Balance - Auxiliary Reserves</b>		<b>\$2,397,569</b>	<b>\$2,526,956</b>	<b>\$3,193,104</b>	<b>\$4,019,223</b>	<b>\$4,442,309</b>	<b>\$5,144,772</b>	<b>\$6,096,161</b>
Interest Income		\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
Transfers In - Reserves		\$346,147	\$714,424	\$874,396	\$1,850,744	\$2,130,121	\$2,324,270	\$2,526,740
Less - Projects		(\$223,260)	(\$54,777)	(\$54,777)	(\$54,777)	(\$54,777)	\$0	\$0
<b>Ending Cash Balance - Reserve Funds</b>		<b>\$2,526,956</b>	<b>\$3,193,104</b>	<b>\$4,019,223</b>	<b>\$5,821,691</b>	<b>\$6,524,154</b>	<b>\$7,475,542</b>	<b>\$8,629,400</b>
Additional Debt Service (E11)		--	--	--	\$1,379,382	\$1,379,382	\$1,379,382	\$1,379,382
Maintain College Park		--	--	--	--	--	\$100,000	\$100,000
<b>Revised Cash Balance</b>		<b>\$2,526,956</b>	<b>\$3,193,104</b>	<b>\$4,019,223</b>	<b>\$4,442,309</b>	<b>\$5,144,772</b>	<b>\$5,996,161</b>	<b>\$7,150,019</b>
*Note - FY12-13 includes an additional \$61,200 for Networks to address the increased bandwidth used by Housing. FY14-15 includes an additional \$80,000 for Labor and \$200,000 for Operating to support the new Apartments opening that year.								

OPERATING REVENUE AND EXPENSE									
<i>University Action</i>	<i>2018-19 Demolish College Park E, F, G (122 Beds)</i>	<i>2019-20 Open 112 Single Stdtd Shared Apt Beds</i>	<i>2020-21</i>	<i>2021-22 Demolish College Park A, B, C, D (94 Beds)</i>	<i>2022-23 Open 112 Single Stdtd Shared Apt Beds</i>	<i>2023-24</i>	<i>2024-25 Close Morrow Hall</i>	<i>2025-26 Open Renovated Morrow Hall</i>	
No. of Suites/Units/Apts	--	28	--	--	28	--	--	--	--
Avg. No. of Beds/Suite/Unit	--	4	--	--	4	--	--	--	--
No. of New Beds	--	112	--	--	112	--	--	--	--
No. of Renovated Beds	--	--	--	--	--	--	--	--	143
Revenue	\$6,525,120	\$7,692,281	\$7,923,050	\$7,518,966	\$8,806,018	\$9,070,198	\$8,507,605	\$9,599,044	
Temporary Triples(Less Credit)	\$116,956			\$127,801			\$141,007		
Other Revenue	\$97,660	\$98,636	\$99,623	\$100,619	\$101,625	\$102,641	\$103,668	\$104,705	
Vacancy Losses	(\$195,754)	(\$230,768)	(\$237,691)	(\$225,569)	(\$264,181)	(\$272,106)	(\$255,228)	(\$287,971)	
<b>Total Revenue</b>	<b>\$6,543,982</b>	<b>\$7,560,149</b>	<b>\$7,784,981</b>	<b>\$7,521,817</b>	<b>\$8,643,463</b>	<b>\$8,900,734</b>	<b>\$8,497,052</b>	<b>\$9,415,777</b>	
Labor Escalator	1.023	1.023	1.000	1.023	1.023	1.000	1.023	1.023	
Labor Expense	\$846,232	\$865,695	\$865,695	\$885,606	\$905,975	\$905,975	\$926,813	\$948,129	
Operating Escalator	1.020	1.020	1.020	1.020	1.020	1.020	1.020	1.020	
Operating Expenses	\$2,221,367	\$2,265,794	\$2,311,110	\$2,357,333	\$2,404,479	\$2,452,569	\$2,501,620	\$2,551,653	
Capital Lease									
<b>Total Expenses</b>	<b>\$3,067,599</b>	<b>\$3,131,490</b>	<b>\$3,176,806</b>	<b>\$3,242,939</b>	<b>\$3,310,455</b>	<b>\$3,358,544</b>	<b>\$3,428,433</b>	<b>\$3,499,782</b>	
Net Total Revenue	\$3,476,383	\$4,428,659	\$4,608,175	\$4,278,878	\$5,333,008	\$5,542,190	\$5,068,619	\$5,915,995	
Current Debt Service Payment	\$1,385,190	\$1,386,151	\$1,384,044	\$1,385,311	\$1,383,666	\$1,383,659	\$1,386,049	\$1,384,470	
Transfer to Reserves	\$2,091,193	\$3,042,508	\$3,224,132	\$2,893,567	\$3,949,342	\$4,158,531	\$3,682,570	\$4,531,525	
<b>Beginning Cash Balance -</b>	<b>\$7,250,019</b>	<b>\$7,908,505</b>	<b>\$8,462,411</b>	<b>\$9,197,941</b>	<b>\$9,541,853</b>	<b>\$9,753,802</b>	<b>\$10,174,940</b>	<b>\$10,120,116</b>	
<b>Auxiliary Reserves</b>									
Interest Income	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	
Transfers In - Reserves	\$2,091,193	\$3,042,508	\$3,224,132	\$2,893,567	\$3,949,342	\$4,158,531	\$3,682,570	\$4,531,525	
Less - Projects	(\$50,000)	(\$50,000)	(\$50,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	
<b>Ending Cash Balance -</b>	<b>\$9,297,712</b>	<b>\$10,907,514</b>	<b>\$11,643,043</b>	<b>\$11,998,007</b>	<b>\$13,397,695</b>	<b>\$13,818,833</b>	<b>\$13,764,010</b>	<b>\$14,558,141</b>	
<b>Reserve Funds</b>									
Additional Debt Service (E11)	\$1,389,207	\$2,445,102	\$2,445,102	\$2,456,154	\$3,643,893	\$3,643,893	\$3,643,893	\$4,750,578	
Maintain College Park	\$50,000	\$50,000	\$50,000	--	--	--	--	--	
<b>Revised Cash Balance</b>	<b>\$7,858,505</b>	<b>\$8,412,411</b>	<b>\$9,147,941</b>	<b>\$9,541,853</b>	<b>\$9,753,802</b>	<b>\$10,174,940</b>	<b>\$10,120,116</b>	<b>\$9,807,563</b>	

OPERATING REVENUE AND EXPENSE									
<i>University Action</i>		2026-27	2027-28 <i>Close Pence Hall</i>	2028-29 <i>Open Renovated Pence Hall</i>	2029-30	2030-31 <i>Close Prichard Hall</i>	2031-32 <i>Open Renovated Prichard Hall</i>	2032-33	2033-34
No. of Suites/Units/Apts		--	--	--	--	--	--	--	--
Avg. No. of Beds/Suite/Unit		--	--	--	--	--	--	--	--
No. of New Beds		--	--	--	--	--	--	--	--
No. of Renovated Beds		--	--	124	--	--	144	--	--
Revenue		\$9,887,015	\$9,347,852	\$10,424,477	\$10,737,211	\$10,086,267	\$11,404,102	\$11,746,225	\$12,098,612
Temporary Triples (Less Credit)			\$154,830			\$170,009			
Other Revenue		\$105,752	\$106,809	\$107,877	\$108,956	\$110,046	\$111,146	\$112,257	\$113,380
Vacancy Losses		(\$296,610)	(\$280,436)	(\$312,734)	(\$322,116)	(\$302,588)	(\$342,123)	(\$352,387)	(\$362,958)
<b>Total Revenue</b>		<b>\$9,696,157</b>	<b>\$9,329,056</b>	<b>\$10,219,620</b>	<b>\$10,524,051</b>	<b>\$10,063,733</b>	<b>\$11,173,125</b>	<b>\$11,506,096</b>	<b>\$11,849,034</b>
Labor Escalator		1.000	1.023	1.023	1.000	1.023	1.023	1.000	1.023
Labor Expense		\$948,129	\$969,936	\$992,245	\$992,245	\$1,015,067	\$1,038,413	\$1,038,413	\$1,062,297
Operating Escalator		1.020	1.020	1.020	1.020	1.020	1.020	1.020	1.020
Operating Expenses		\$2,602,686	\$2,654,739	\$2,707,834	\$2,761,991	\$2,817,231	\$2,873,575	\$2,931,047	\$2,989,668
Capital Lease									
<b>Total Expenses</b>		<b>\$3,550,815</b>	<b>\$3,624,676</b>	<b>\$3,700,079</b>	<b>\$3,754,236</b>	<b>\$3,832,297</b>	<b>\$3,911,988</b>	<b>\$3,969,460</b>	<b>\$4,051,964</b>
Net Total Revenue		\$6,145,341	\$5,704,381	\$6,519,541	\$6,769,815	\$6,231,436	\$7,261,137	\$7,536,636	\$7,797,069
Current Debt Service Payment		\$1,383,095	\$1,385,575	\$1,383,678	\$1,384,012	\$1,384,774	\$1,384,915		
Transfer to Reserves		\$4,762,246	\$4,318,805	\$5,135,863	\$5,385,803	\$4,846,661	\$5,876,222	\$7,536,636	\$7,797,069
<b>Beginning Cash Balance - Auxiliary Reserves</b>		<b>\$9,807,563</b>	<b>\$9,725,731</b>	<b>\$9,200,458</b>	<b>\$8,716,584</b>	<b>\$8,482,649</b>	<b>\$7,709,573</b>	<b>\$7,020,624</b>	<b>\$7,992,089</b>
Interest Income		\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
Transfers In - Reserves		\$4,762,246	\$4,318,805	\$5,135,863	\$5,385,803	\$4,846,661	\$5,876,222	\$7,536,636	\$7,797,069
Less - Projects		(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)	(\$100,000)
<b>Ending Cash Balance - Reserve Funds</b>		<b>\$14,476,310</b>	<b>\$13,951,037</b>	<b>\$14,242,821</b>	<b>\$14,008,887</b>	<b>\$13,235,811</b>	<b>\$13,492,295</b>	<b>\$14,463,760</b>	<b>\$15,695,658</b>
Additional Debt Service (E11)		\$4,750,578	\$4,750,578	\$5,526,238	\$5,526,238	\$5,526,238	\$6,471,671	\$6,471,671	\$6,471,671
Maintain College Park		--	--	--	--	--	--	--	--
<b>Revised Cash Balance</b>		<b>\$9,725,731</b>	<b>\$9,200,458</b>	<b>\$8,716,584</b>	<b>\$8,482,649</b>	<b>\$7,709,573</b>	<b>\$7,020,624</b>	<b>\$7,992,089</b>	<b>\$9,223,987</b>

# Projected Rent Percentage Increases per Bed from 2013 through 2034

The following rent increases have been built into these revenue projections:

- Fiscal Year 2013 – 5 percent increase for the residence halls and College Park Apartments.
- Fiscal Year 2014 – 5 percent increase for residence halls and 5.5 percent for College Park Apartments, with the exception of 2 Bedroom unfurnished units, which projects a 3 percent increase.
- Fiscal Year 2015 – 5 percent increase for residence halls and 6.5 percent for College Park Apartments, with the exception of 2 Bedroom unfurnished units, which projects a 3 percent increase.
- Fiscal Year 2016 – 6 percent increase for residence halls, College Park and new apartments , with the exception of 2 Bedroom unfurnished units, which projects a 3 percent increase.
- Fiscal Year 2017 – 4 percent increase for residence halls, College Park and new apartments.

Note: The increases from fiscal year 2013 through 2017 are needed to provide for the 20-year housing master plan costs. We project that with these increases through 2017 our rent costs will be less than our closest competitors in Higher Education in West Virginia (see next slide).

- Fiscal Year 2018 and forward – all rates escalate at 3 percent per year, with the exception of 2028 and 2031, which escalate at 3.5 percent.



# Rents Compared to our Competitors

Entity	FY12	%↑	FY13	%↑	FY14	%↑	FY15	%↑
Bryant Single	\$4,688.00		\$4,922.00		5,168.10	5.0%	\$5,426.51	5.0%
Bryant Double	\$3,956.00		\$4,156.00		4,363.80	5.0%	\$4,581.99	5.0%
<b>Total BP Rev</b>								
College Park 1 Bedroom	\$5,982.00		\$6,282.00		6,627.51	5.5%	\$7,058.30	6.5%
College Park 2 Bedroom Unfurn.	\$4,570.00		\$4,800.00		4,944.00	3.0%	\$5,092.32	3.0%
College Park 2 Bedroom Furn.	\$4,910.00		\$5,156.00		5,439.58	5.5%	\$5,793.15	6.5%
College Park 3 Bedroom	\$4,572.00		\$4,802.00		5,066.11	5.5%	\$5,395.41	6.5%
<b>Total CP Rev</b>								
<b>Morrow</b>	<b>\$3,478.00</b>		<b>\$3,652.00</b>		<b>3,834.60</b>	<b>5.0%</b>	<b>\$4,026.33</b>	<b>5.0%</b>
<b>Pence</b>	<b>\$3,478.00</b>		<b>\$3,652.00</b>		<b>3,834.60</b>	<b>5.0%</b>	<b>\$4,026.33</b>	<b>5.0%</b>
<b>Prichard</b>	<b>\$3,478.00</b>		<b>\$3,652.00</b>		<b>3,834.60</b>	<b>5.0%</b>	<b>\$4,026.33</b>	<b>5.0%</b>

Competitors*	FY12	%↑	FY13	%↑	FY14	%↑	FY15	%↑
Single Suites								
WVU	\$5,810.00		\$6,130.00		\$6,313.90	3.0%	\$6,503.32	3.0%
Marshall	\$7,496.00		\$7,720.00		\$7,951.60	3.0%	\$8,190.15	3.0%
Shepherd	\$7,654.00		\$8,036.00		\$8,277.08	3.0%	\$8,525.39	3.0%
Double Suites								
WVU	\$4,938.00		\$5,210.00		\$5,366.30	3.0%	\$5,527.29	3.0%
Marshall	\$5,616.00		\$5,784.00		\$5,957.52	3.0%	\$6,136.25	3.0%
Shepherd	\$5,102.00		\$5,358.00		\$5,518.74	3.0%	\$5,684.30	3.0%
Falcon Crest 1 Bedroom	\$7,020.00		\$7,020.00		\$7,230.60	3.0%	\$7,447.52	3.0%
Falcon Crest 2 Bedroom Unfurn.	\$4,800.00		\$4,800.00		\$4,944.00	3.0%	\$5,092.32	3.0%
Traditional Halls								
WVU	\$4,426.00		\$4,648.00		\$4,787.44	3.0%	\$4,931.06	3.0%
Marshall	\$4,792.00		\$4,936.00		\$5,084.08	3.0%	\$5,236.60	3.0%
Shepherd	\$4,432.00		\$4,654.00		\$4,793.62	3.0%	\$4,937.43	3.0%

Entity	FY16	%↑	FY17	%↑	FY18	%↑
Bryant Single	\$5,752.10	6.0%	\$5,982.18	4.0%	\$6,161.64	3.0%
Bryant Double	\$4,856.91	6.0%	\$5,051.19	4.0%	\$5,202.72	3.0%
<b>Total BP Rev</b>						
College Park 1 Bedroom	\$7,481.80	6.0%	\$7,781.07	4.0%	\$8,014.50	3.0%
College Park 2 Bedroom Unfurn.	\$5,245.09	3.0%	\$5,454.89	4.0%	\$5,618.54	3.0%
College Park 2 Bedroom Furn.	\$6,140.74	6.0%	\$6,386.37	4.0%	\$6,577.96	3.0%
College Park 3 Bedroom	\$5,719.13	6.0%	\$5,947.90	4.0%	\$6,126.33	3.0%
<b>Total CP Rev</b>						
<b>Morrow</b>	<b>\$4,267.91</b>	<b>6.0%</b>	<b>\$4,438.63</b>	<b>4.0%</b>	<b>\$4,571.78</b>	<b>3.0%</b>
<b>Pence</b>	<b>\$4,267.91</b>	<b>6.0%</b>	<b>\$4,438.63</b>	<b>4.0%</b>	<b>\$4,571.78</b>	<b>3.0%</b>
<b>Prichard</b>	<b>\$4,267.91</b>	<b>6.0%</b>	<b>\$4,438.63</b>	<b>4.0%</b>	<b>\$4,571.78</b>	<b>3.0%</b>

Competitors*	FY16	%↑	FY17	%↑	FY18	%↑
Single Suites						
WVU	\$6,698.42	3.0%	\$6,899.37	3.0%	\$7,106.35	3.0%
Marshall	\$8,435.85	3.0%	\$8,688.93	3.0%	\$8,949.60	3.0%
Shepherd	\$8,781.15	3.0%	\$9,044.59	3.0%	\$9,315.93	3.0%
Double Suites						
WVU	\$5,693.11	3.0%	\$5,863.90	3.0%	\$6,039.82	3.0%
Marshall	\$6,320.33	3.0%	\$6,509.94	3.0%	\$6,705.24	3.0%
Shepherd	\$5,854.83	3.0%	\$6,030.48	3.0%	\$6,211.39	3.0%
Falcon Crest 1 Bedroom	\$7,670.94	3.0%	\$7,901.07	3.0%	\$8,138.10	3.0%
Falcon Crest 2 Bedroom Unfurn.	\$5,245.09	3.0%	\$5,402.44	3.0%	\$5,564.52	3.0%
Traditional Halls						
WVU	\$5,079.00	3.0%	\$5,231.36	3.0%	\$5,388.31	3.0%
Marshall	\$5,393.70	3.0%	\$5,555.51	3.0%	\$5,722.18	3.0%
Shepherd	\$5,085.55	3.0%	\$5,238.12	3.0%	\$5,395.26	3.0%

# Housing Master Plan

## Room Rent Revenue Plan

### Fiscal Years 2011-12 through 2033-34

ROOM RENT REVENUE PLAN								
University Action		2011-12	2012-13	2013-14	2014-15 Open 168 Single Std Shared Apt Beds	2015-16	2016-17	2017-18
No. of Suites/Units/Apts					42	--	--	--
Avg. No. of Beds/Suites/Unit					4	--	--	--
No. of New Beds					168	--	--	--
No. of Renovated Beds					--	--	--	--
<b>Number of Beds</b>								
Bryant Place (single)	240	240	240	240	240	240	240	240
Bryant Place (double)	160	160	160	160	160	160	160	160
Morrow Hall	163	163	163	163	163	163	163	163
Pence Hall	142	142	142	142	142	142	142	142
Prichard Hall	150	150	150	150	150	150	150	150
College Park (1 BR unfurnished)	7	7	7	7	7	7	7	7
College Park (2 BR unfurnished)	176	176	176	176	176	176	176	176
College Park (2 BR furnished)	28	28	28	28	28	28	28	28
College Park (3 BR furnished)	6	6	6	6	6	6	6	6
New Apartment Beds	--	--	--	--	168	168	168	168
New Suite Beds	--	--	--	--	--	--	--	--
<b>Total Number of Beds</b>	<b>1,072</b>	<b>1,072</b>	<b>1,072</b>	<b>1,072</b>	<b>1,240</b>	<b>1,240</b>	<b>1,240</b>	<b>1,240</b>
<b>Revenue per Bed</b>								
Inflation				1.050	1.050	1.060	1.040	1.030
Bryant Place (single)	\$4,688	\$4,922	\$5,168	\$5,427	\$5,752	\$5,982	\$6,162	\$6,162
Bryant Place (double)	\$3,956	\$4,156	\$4,364	\$4,582	\$4,857	\$5,051	\$5,203	\$5,203
Morrow Hall	\$3,478	\$3,652	\$3,835	\$4,026	\$4,268	\$4,439	\$4,572	\$4,572
Pence Hall	\$3,478	\$3,652	\$3,835	\$4,026	\$4,268	\$4,439	\$4,572	\$4,572
Prichard Hall	\$3,478	\$3,652	\$3,835	\$4,026	\$4,268	\$4,439	\$4,572	\$4,572
Inflation				1.055	1.065	1.060	1.040	1.030
College Park (1 BR unfurnished)	\$5,982	\$6,282	\$6,628	\$7,058	\$7,482	\$7,781	\$8,014	\$8,014
College Park (2 BR unfurnished)	\$4,570	\$4,800	\$4,944	\$5,092	\$5,245	\$5,455	\$5,619	\$5,619
College Park (2 BR furnished)	\$4,910	\$5,156	\$5,440	\$5,793	\$6,141	\$6,386	\$6,578	\$6,578
College Park (3 BR furnished)	\$4,572	\$4,802	\$5,066	\$5,395	\$5,719	\$5,948	\$6,126	\$6,126
New Apartment Beds				\$7,200	\$7,632	\$7,937	\$8,175	\$8,175
New Suite Beds				--	--	--	--	--
<b>Total Revenue</b>	<b>\$4,351,676</b>	<b>\$4,569,854</b>	<b>\$4,782,536</b>	<b>\$6,217,297</b>	<b>\$6,563,447</b>	<b>\$6,825,985</b>	<b>\$7,030,765</b>	<b>\$7,030,765</b>



<b>University Action</b>	<b>2018-19 Demolish College Park E, F, G (122 Beds)</b>	<b>2019-20 Open 112 Single Std't Shared Apt Beds</b>	<b>2020-21</b>	<b>2021-22 Demolish College Park A, B, C, D (94 Beds)</b>	<b>2022-23 Open 112 Single Std't Shared Apt Beds</b>	<b>2023-24</b>	<b>2024-25 Close Morrow Hall</b>	<b>2025-26 Open Renovated Morrow Hall</b>
No. of Suites/Units/Apts	--	28	--	--	28	--	--	--
Avg. No. of Beds/Suites/Unit	--	4	--	--	4	--	--	--
No. of New Beds	--	112	--	--	112	--	--	--
No. of Renovated Beds	--	--	--	--	--	--	--	143
<b>Number of Beds</b>								
Bryant Place (single)	240	240	240	240	240	240	240	240
Bryant Place (double)	160	160	160	160	160	160	160	160
Morrow Hall	163	163	163	163	163	163	--	143
Pence Hall	142	142	142	142	142	142	142	142
Prichard Hall	150	150	150	150	150	150	150	150
College Park (1 BR unfurnished)	4	4	4	--	--	--	--	--
College Park (2 BR unfurnished)	63	63	63	--	--	--	--	--
College Park (2 BR furnished)	28	28	28	--	--	--	--	--
College Park (3 BR furnished)	--	--	--	--	--	--	--	--
New Apartment Beds	168	280	280	280	392	392	392	392
New Suite Beds	--	--	--	--	--	--	--	--
<b>Total Number of Beds</b>	<b>1,118</b>	<b>1,230</b>	<b>1,230</b>	<b>1,135</b>	<b>1,247</b>	<b>1,247</b>	<b>1,084</b>	<b>1,227</b>
<b>Revenue per Bed</b>								
Inflation	1.030	1.030	1.030	1.030	1.030	1.030	1.040	1.030
Bryant Place (single)	\$6,346	\$6,537	\$6,733	\$6,935	\$7,143	\$7,357	\$7,652	\$7,881
Bryant Place (double)	\$5,359	\$5,520	\$5,685	\$5,856	\$6,031	\$6,212	\$6,461	\$6,655
Morrow Hall	\$4,709	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,677	\$5,848
Pence Hall	\$4,709	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,677	\$5,848
Prichard Hall	\$4,709	\$4,850	\$4,996	\$5,146	\$5,300	\$5,459	\$5,677	\$5,848
Inflation	1.030	1.030	1.030	1.030	1.030	1.030	1.040	1.030
College Park (1 BR unfurnished)	\$8,255	\$8,503	\$8,758	\$9,020	\$9,291	\$9,570	\$9,953	\$10,251
College Park (2 BR unfurnished)	\$5,787	\$5,961	\$6,140	\$6,324	\$6,513	\$6,709	\$6,977	\$7,186
College Park (2 BR furnished)	\$6,775	\$6,979	\$7,188	\$7,404	\$7,626	\$7,854	\$8,169	\$8,414
College Park (3 BR furnished)	\$6,310	\$6,499	\$6,694	\$6,895	\$7,102	\$7,315	\$7,608	\$7,836
New Apartment Beds	\$8,421	\$8,673	\$8,933	\$9,201	\$9,478	\$9,762	\$10,152	\$10,457
New Suite Beds	--	--	--	--	--	--	--	--
<b>Total Revenue</b>	<b>\$6,525,120</b>	<b>\$7,692,281</b>	<b>\$7,923,050</b>	<b>\$7,518,966</b>	<b>\$8,806,018</b>	<b>\$9,070,198</b>	<b>\$8,507,605</b>	<b>\$9,599,044</b>

<i>University Action</i>	<i>2026-27</i>	<i>2027-28 Close Pence Hall</i>	<i>2028-29 Open Renovated Pence Hall</i>	<i>2029-30</i>	<i>2030-31 Close Prichard Hall</i>	<i>2031-32 Open Renovated Prichard Hall</i>	<i>2032-33</i>	<i>2033-34</i>
No. of Suites/Units/Apts	--	--	--	--	--	--	--	--
Avg. No. of Beds/Suites/Unit	--	--	--	--	--	--	--	--
No. of New Beds	--	--	--	--	--	--	--	--
No. of Renovated Beds	--	--	124	--	--	144	--	--
<b>Number of Beds</b>								
Bryant Place (single)	240	240	240	240	240	240	240	240
Bryant Place (double)	160	160	160	160	160	160	160	160
Morrow Hall	143	143	143	143	143	143	143	143
Pence Hall	142	--	124	124	124	124	124	124
Prichard Hall	150	150	150	150	--	144	144	144
College Park (1 BR unfurnished)	--	--	--	--	--	--	--	--
College Park (2 BR unfurnished)	--	--	--	--	--	--	--	--
College Park (2 BR furnished)	--	--	--	--	--	--	--	--
College Park (3 BR furnished)	--	--	--	--	--	--	--	--
New Apartment Beds	392	392	392	392	392	392	392	392
New Suite Beds	--	--	--	--	--	--	--	--
<b>Total Number of Beds</b>	<b>1,227</b>	<b>1,085</b>	<b>1,209</b>	<b>1,209</b>	<b>1,059</b>	<b>1,203</b>	<b>1,203</b>	<b>1,203</b>
<b>Revenue per Bed</b>								
Inflation	1.030	1.035	1.030	1.030	1.035	1.030	1.030	1.030
Bryant Place (single)	\$8,118	\$8,402	\$8,654	\$8,913	\$9,225	\$9,502	\$9,787	\$10,081
Bryant Place (double)	\$6,854	\$7,094	\$7,307	\$7,526	\$7,790	\$8,023	\$8,264	\$8,512
Morrow Hall	\$6,023	\$6,234	\$6,421	\$6,614	\$6,845	\$7,050	\$7,262	\$7,480
Pence Hall	\$6,023	\$6,234	\$6,421	\$6,614	\$6,845	\$7,050	\$7,262	\$7,480
Prichard Hall	\$6,023	\$6,234	\$6,421	\$6,614	\$6,845	\$7,050	\$7,262	\$7,480
Inflation	1.030	1.035	1.030	1.030	1.035	1.030	1.030	1.030
College Park (1 BR unfurnished)	\$10,559	\$10,928	\$11,256	\$11,594	\$11,999	\$12,359	\$12,730	\$13,112
College Park (2 BR unfurnished)	\$7,402	\$7,661	\$7,891	\$8,128	\$8,412	\$8,665	\$8,925	\$9,192
College Park (2 BR furnished)	\$8,666	\$8,969	\$9,238	\$9,516	\$9,849	\$10,144	\$10,448	\$10,762
College Park (3 BR furnished)	\$8,071	\$8,354	\$8,604	\$8,862	\$9,172	\$9,448	\$9,731	\$10,023
New Apartment Beds	\$10,771	\$11,148	\$11,482	\$11,826	\$12,240	\$12,608	\$12,986	\$13,375
New Suite Beds	--	--	--	--	--	--	--	--
<b>Total Revenue</b>	<b>\$9,887,015</b>	<b>\$9,347,852</b>	<b>\$10,424,477</b>	<b>\$10,737,211</b>	<b>\$10,086,267</b>	<b>\$11,404,102</b>	<b>\$11,746,225</b>	<b>\$12,098,612</b>

The primary objective of this Master Plan is not to require major enrollment growth to occupy new beds. If this occurs and more growth drives more demand for student housing, there will be a future adjustment to this Master Plan. The primary objective is modest growth in beds, a genuine focus on renovation of the older dormitories, and replacement of the College Park Apartments.

The Housing Master Plan study evaluates the demand for student housing from both Fairmont and Pierpont students. However, the new bed demand projections are much higher than the new beds planned in the 20-year Master Plan. (It will not be the plan to depend on Pierpont students living in new beds created in this Master Plan). New bonding will be the responsibility of the University.

# College Park Apartments

- Must be addressed as early as possible in this Master Plan
- We should plan **now** for the demolition of the College Park units and the building of 392 bed apartment complex over a period of nine years or earlier if funding allows
- It is recommended that we choose one architectural firm or a design build firm to plan all of these new/replacement facilities
- The start of this project is important to show our commitment toward improving our apartment facilities



# We wish to modernize Morrow, Pence, & Prichard Hall

- We wish to assure these three facilities include all of the life safety features of Bryant Place.
- We wish to assure access to all floors of these buildings (ADA Compliant) – new elevators
- Replace mechanical, HVAC, lighting, & plumbing systems
- Replace windows
- Replace restrooms and showers with up-to-date facilities
- Abate hazardous material from these older facilities

Funding these projects is very possible over the next twenty (20) years. The goal for the twenty-year funding model is to make sure it provides the guide to help us get to the end result. This funding model will need to be revised as each fiscal year comes and goes.

Public / Private Pros and Cons  
as it relates to Fairmont State's  
Housing environment provided  
by Ira Fink and Associates, Inc.

This was requested by the  
University Board of Governors



**IRA FINK AND ASSOCIATES, INC.**  
**UNIVERSITY PLANNING CONSULTANTS**

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BERKELEY, CALIFORNIA 94708-2104  
TEL (510) 843-1900 FAX (510) 420-0100

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June 26, 2012 (Via Email)

Mr. Enrico Porto  
Vice President for Administrative and Fiscal Affairs  
Fairmont State University  
1201 Locust Avenue  
319b Hardway Hall  
Fairmont, West Virginia 26554

**RE: Fairmont State University, Student Housing Market Analysis**

Hi Rick:

The following are some bullet points regarding the conversation you are having with your Board of Governors about the Housing Master Plan.

1. **Private sector firms:** All of the housing development, both the renovation of the existing housing and the building of replacement apartments, will be done by the private sector. This includes the architectural design and the bidding and construction contracting for the projects. The University role is simply that of owner and operator. So, what the BOG is referring to is a private developer acting as owner and operator, as they already will be the builder in the Master Plan.
2. **Risk and reward:** In all housing, there is a risk and a reward. The risk is that of potential for vacancies and not meeting revenue expectations. The reward is having a surplus of income over expenditures. As the University has strived to keep housing costs to students low, the reward has also been low. This same concept or principle of low cost to students would have to be negotiated and recorded in the legal documents in a private development as it involves both project cost to complete the work and, in turn, rental rates or charges to repay debt.
3. **Avoid:** What the University does not want to do is to get itself into a situation where the new housing, which in this case are likely to be apartments, is given to the private sector to develop and to keep the monetary reward for doing so. The loss of this reward would severely hamper, if not scuttle, the University from having money enough to take care of the existing halls. If the private sector is anxious to build housing, there is probably still a demand for new housing in the City of Fairmont, not on University lands. In that event, the developer would take both the risk and reap the reward.
4. **Housing type:** Currently, according to the housing survey, the University houses 18 percent of its students. Another 27 percent live at home with their parents or guardians. This



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means that the majority of Fairmont State University and Pierpont Community and Technical College students (some 55 percent) live in housing that is privately owned. *(Note: The University occupancy numbers show the University to house 14 percent of students. This would mean that closer to 60 percent of students live in privately-owned apartments or houses and do not live at home.)*

5. **Age of private housing:** Of the entire private sector housing in the City of Fairmont, for example, 12 percent of the housing supply was vacant and available for rent in 2010. Of the renter-occupied housing in the City of Fairmont, according to the 2010 U.S. Census of Population and Housing, about 10 percent of the rental housing supply in Fairmont was less than 30 years old and more than 70 percent was 30 or more years old, including nearly 20 percent built between 1940 and 1949, and nearly 33 percent built before 1940. In other words, more than one-half of the housing in the City of Fairmont is 70 years old or more.
6. **Housing upkeep:** A trip across Fairmont might lead someone to conclude this housing built in an earlier time in the City of Fairmont has not fared very well either. The comment you sent said "the University doesn't do a very good job of building or maintaining its housing and the private sector would not have let this happen." I think a review of housing in the City of Fairmont might make that statement doubtful.
7. **All or nothing:** If the University were to consider privatized housing, it would be best to make it an all or nothing concept. In other words, the University would completely exit the housing business on campus and the entire activity would be privately owned and operated. The reason for this is simple: If the property is returning more to the University than it is costing, then it is possible for the University to reallocate those "rewards" to take care of the housing that is not as capable of doing so. If the University were in an environment where the new housing is given to a private developer, then the University loses the income stream from that housing to help pay for and take care of the older units that are in need of attention. It is better for only one operator to be involved with all of the housing.
8. **Live-in requirement:** The University currently has a live-in requirement that all traditional age students attending at least one class on the main campus are required to live on campus for four semesters unless they apply for and receive approval from the Office of Residence Life to live off campus. Exemptions include married students, single parents, students who live in a home of a parent or a guardian within a driving distance of 50 miles, and students who are 21 years of age or older. This requirement is often known as *in loco parentis*. The requirement for students to live in University-supplied on-campus housing is closely linked to the academic progress of these students. If the housing on campus became privatized, I am not sure that the four semester requirement to live on campus could be upheld because





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the housing owner would be a private developer, rather than a university, and thus could not enforce the academic requirement.

9. **Profit motive:** There are different cultures and different motivations between private developers and universities for being in the housing business. One primary difference is that private development has a profit motive.
10. Listed below are some of the issues or concerns that would have to be accounted for in the event of private ownership of all on-campus housing:
  - a. **Subordination of land:** It is important that the University not subordinate its land to a private developer. Thus, the lands upon which university housing resides would have to be subject to a land-lease between the University and the developer. Normally these land-leases match the length of the financing involved (a 30-year pay back, a 30-year lease), plus additional increments on a case-by-case basis for extending the land-lease terms.
  - b. **Land-leases:** Land-leases are complicated legal documents that everyone must understand and agree to prior to project start-up. Quite often the development community is not in the development business for the entire length of a land-lease. They buy, sell, and trade these properties. Like any legal document, if the condition is known, it can be identified, and is included in the document; if the condition was overlooked, too bad. It is hard to know all the conditions that would have to be accounted for in a sale or lease transaction of all FSU housing to a private developer.
  - c. **Deep pockets:** Generally the University, as a state agency, is considered to have deep pockets. If a circumstance arose in the privately-owned on-campus housing, it is quite likely that the University, even though it had no ownership interest or financial interest in the project, would be included in any legal action. For example, student death, student injury, illegal arms or drugs, etc.
  - d. **Housing access:** Currently the housing is on University state-owned land. If it were to become a private development in the heart of the campus, then all city services would have to be available to this project. When I was at the University of California, I wrote the University's policy about allowing (or not allowing) private development on university lands. There were a number of criteria to be met, including the land on which the private development rested had to be declared surplus to university academic needs. This was due to the concern that leases could be extended and the University could not get its land back and thus have a window of private leased land within its boundaries. Another issue was that any private development had to front



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on a public street. This would allow public services to be available in the public right-of-way. It also meant that in the event of a private default, the land could be re-subdivided and the project and its land holdings sold off if necessary. This would not be easy to do if the projects are in the center of campus.

- e. **Occupancy:** Often, when private developers work in concert with the University, it is the expectation that the University will have the entire responsibility for marketing the student housing and keeping it full. If there are vacancies below a certain level, the University makes up the lost revenue.
- f. **Right of refusal:** It is often the case that development agreements are written in such a way that the private developer has the first right of refusal on any future university housing that is being considered.
- g. **Rental rates:** Unfortunately, the University sometimes is precluded from being part of the conversation as to what rental rates are charged to students living in privately-owned housing on university lands, or even what front-end costs and deposits they are subject to.
- h. **Housing staffing:** The University currently provides resident assistants and housing directors to the housing, as well as a central housing office staff. The operations of housing are much more complicated than its construction and upkeep. Private developers charge the University a management fee to do this.
- i. **Cultural differences:** There are major cultural differences between university housing operations and the private market.
- j. **Changes:** If the housing is shifted to the private market operator model and this distribution of activities is managed by a contract, every change is a renegotiation. Moreover, much of the housing operations ceases to be transparent.
- k. **End of lease term:** Universities often seek to reach the point where housing is debt free so the entire revenue stream less expenses can be used for other housing operations and renewal purposes. This would not be the case in private development unless the terms of the agreement had a date upon which the University would receive back the housing. In some instances, these contracts indicate that the housing is to be torn down as a condition of housing return at the end of the lease. This may be to keep the housing from falling down on its own.



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- l. **Attitudes:** Most importantly, there are cultural differences leading to university attitudes toward on-campus housing, its purpose, its operations, and its style of management dealing with student contact, etc. The private developer is not an agent of the University but simply another landlord.
- m. **Bond covenants:** Also, it is often the case there are bond covenants as a result of publicly issuing revenue bonds in order to gain money to build a project that can hamper or preclude what is being suggested. You indicate that you are talking to your bond counsel who should be able to identify these for you.

I trust this is useful.

Regards,  
**IRA FINK AND ASSOCIATES, INC.**

Ira Fink, Ph.D., FAIA  
President

Bond Counsel (Taunja Willis-Miller of Jackson Kelly) review of Bonds and how a public/private housing partnership would impact our tax exempt bonds

## Porto, Enrico

---

**From:** Willis-Miller, Taunja <TWILLISMILLER@jacksonkelly.com>  
**Sent:** Tuesday, June 26, 2012 12:27 PM  
**To:** Porto, Enrico  
**Subject:** Responses to Questions

Rick,

This confirms and expands upon our telephone conversation of Friday:

First, with respect to the audits:

1. I compared your language to WVU's, and there is no substantive difference. Consequently, you should be able to use the same approach as WVU does with respect to accrual vs. cash basis reporting. For example, both Indentures describe Gross Operating Revenues as rents, fees, charges and other revenues and income received by or accrued to the University from the operation and use of the Auxiliary Facilities.
2. With respect to whether the FYE 2012 audit must report on the 2002 and 2003 Bonds: The requirements for audits and reporting set forth in the respective Indentures and Continuing Disclosure Agreements no longer apply. Whether there are requirements under GAAP, separate from the Bond requirements, is something that Deloitte should determine.
3. You do need to do an audit and reporting, both under the Indenture and under the Continuing Disclosure Agreement, with respect to the new Bonds for FYE 2012. As we discussed previously, you no longer need to do three separate segments; the 2012A Bonds and the 2012B Bonds can be combined into one segment.

Second, with respect to public-private partnerships relating to housing:

1. With respect to new housing facilities, public-private partnerships are doable. However, they must be analyzed carefully to make sure they're beneficial, both financially and programmatically. I have a good bit of information gathered up from last year's NACUA (National Association of College and University Attorneys) conference and other seminars I have attended and am actively involved in several right now.
2. With respect to existing housing facilities, which were purchased or constructed with tax-exempt bond proceeds, it would be very difficult to structure a public-private partnership. You can enter into management agreements and similar arrangements in compliance with Revenue Procedure 97-13 (the one we've talked about in connection with the bookstore and food service), but that generally is not what is contemplated when public-private partnerships are discussed. For example, in one type of public-private partnership, you would ground lease existing property to an private entity (for fair market value), the private entity would construct the housing facility, the private entity would transfer the housing facility to you as an up-front rental payment, and then the private entity would long-term lease the housing facility from you. The private entity would collect the room rentals and operate the housing facility, although they could enter into an operating agreement with you for some aspects. If the property had originally been acquired with tax-exempt bond proceeds, use by the private entity in this manner would constitute a violation of the tax covenants. There are specific "change in use" provisions in the IRS Regulations, which require certain "remedial actions" to prevent private use from being considered deliberate and tainting the bond issue from its outset. Generally speaking, you would have to defease the bonds allocable to the private use. That could be part of the deal with the private entity (that they pay for defeasance of the applicable bonds), but, particularly because the bonds are not redeemable for a number of years, that could be expensive. It is possible to do a public-private partnership with a nonprofit, for which there can be tax-exempt debt if additional requirements are met. It might be possible to structure some type of arrangement, where you retained ownership and contracted with a non-profit, leaving your bonds in place and just "reissuing" them after meeting the additional requirements. These ideas are hard to analyze in

the abstract. The primary thing to note is that you have tax-exempt bonds outstanding in connection with many of your housing facilities, and those must be considered before any action is taken in connection with the facilities.

3. There are certain covenants in your Indenture that must be considered with respect to the housing facilities. As you know, a lien has been granted on the gross revenues from the auxiliary facilities, which include the rents from the housing facilities (they're part of the Pledged Revenues and the Trust Estate). Section 4.03 of the Indenture provides: "The Issuer and Pierpont covenant and agree that they will not sell, convey, assign, pledge, encumber or otherwise dispose of any part of the Trust Estate except as herein provided." Section 4.06 provides: "The Issuer and Pierpont represent that they have fixed and covenant that they will fix, maintain and collect just, equitable and sufficient Fees and will operate the Auxiliary Facilities so as to produce Gross Operating Revenues, which combined Fees and Gross Operating Revenues shall at all times produce Pledged Revenues sufficient, when combined with other moneys legally available to be used for such purposes, to make the prescribed payments into the funds and accounts created under this Indenture." Section 4.09 provides: "The Issuer shall not own or operate any Auxiliary Facilities at or near the Campus, the income from the operation of which does not constitute a part of the Pledged Revenues, if the effect of such ownership or operation would cause the Issuer to be in violation of its covenant set forth in Section 4.06 hereof." Although none of these provisions specifically addresses the conversion of existing housing facilities from University owned and operated to public-private partnerships, they bolster the general concept that the University should not take any actions that would adversely affect the gross revenues derived from the auxiliary facilities.

I hope these sufficiently respond to your questions. Please let me know if you would like to discuss this further.

Taunja

**Taunja Willis-Miller**

Member

Jackson Kelly PLLC

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**West Virginia Higher Education Policy Commission**  
**Meeting of December 7, 2012**

**ITEM:** Approval of Guaranteed Energy Savings Performance Contract

**INSTITUTION:** Glenville State College

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the request of Glenville State College to enter into a performance-based contract with Energy Systems Group for energy conservation measures for the purpose of reducing energy operating costs of at least \$2,496,000 in guaranteed energy savings over fifteen years.

*Further Resolved*, That the West Virginia Higher Education Policy Commission authorizes the Chancellor to grant final approval for a lease-purchase agreement not to exceed \$1.5 million to finance a portion of the energy saving measures over fifteen years at an interest rate not to exceed 3.4 percent once the agreement and supporting documentation have been “approved as to form” by the Attorney General’s Office.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

Under the provisions of West Virginia Code §5A-3B-1, Glenville State College issued a request for proposals for a performance-based contract with qualified providers of energy conservation measures for the purpose of significantly reducing energy operating costs in campus buildings. After evaluating the proposals received, Glenville State College selected Energy Systems Group (ESG) of Newburgh, Indiana, as the preferred energy performance-based contractor.

West Virginia Code §5A-3B-1 stipulates that the selected contractor, before entering into a contract, must provide a proposal summarizing the scope of work to be performed, an estimate of the total cost of the work, including debt service, and the estimated amount by which the energy operating costs will be reduced by implementing the energy saving measures. If the energy saving measures will result in at least a five percent guaranteed savings over the current annual energy operating costs, and, at a

minimum, that the guaranteed savings will satisfy the debt service required, the institution may enter into a contract with the contractor. The contract must include the following:

- A guarantee of a minimum net percentage savings of at least five percent of energy operating costs each year over the term of the contract;
- A statement of all costs of energy-conservation measures, including the costs of design, engineering, installation, maintenance, repairs and operations; and
- A provision that payments, except obligations upon termination of the contract before its expiration, are to be made over time.

In addition, the West Virginia Code provides that:

- An agency [institution] may supplement its payments with federal, state, or local funds to reduce the annual cost or to lower the initial amount to be financed, and an energy-savings contract is subject to competitive bidding requirements and other requirements of §5A-3;
- The contract may extend beyond the fiscal year in which it first becomes effective, but may not exceed a fifteen-year term;
- The contract must also contain a provision that the contract will be void unless the agency [institution] shall have the option during each fiscal year of the contract to terminate the agreement;
- Agencies [institutions] may enter into a "lease with an option to purchase" contract for the purchase and installation of energy-conservation measures if the term of the lease does not exceed fifteen years and the lease contract includes the contract termination provisions above and meets federal tax requirements for tax-exempt municipal leasing or long-term financing;
- The agency [institution] may include in its annual budget for each fiscal year any amounts payable under long-term energy-savings contracts during that fiscal year;
- Upon the issuance of a request for proposals or request for quotations for an energy-savings contract, the agency [institution] shall provide a copy to the Joint Committee on Government and Finance; and
- Before signing a contract or extending an existing contract, the agency [institution] shall give thirty days' written notice, and shall include a copy of the proposal containing the information required in the first set of bullet points above to the Joint Committee on Government and Finance.

An energy and water use baseline for three years (2009, 2010, and 2011) has been established at an average annual expenditure of \$744,000, or \$11,160,000 over fifteen years, not counting annual increase in utility costs. ECS performed a survey of the campus and has identified approximately \$2,496,000 in guaranteed energy and water savings over a fifteen-year period. Implementing these guaranteed energy and water saving measures will result in a savings of approximately \$166,400 per year, or approximately twenty-two percent, not including annual increases in utility costs.

To finance installation of the energy savings measures, Glenville State College proposes to borrow \$1 million from the Commission's Energy and Water Savings Revolving Loan Fund, which is a loan at zero percent interest for ten years, and finance the remainder through a lease-purchase agreement arranged by ESC over a fifteen-year term at an interest rate of approximately 3.2 to 3.4 percent. The exact interest rate will depend on the rate in effect when the lease-purchase agreement is signed.

West Virginia Code §18B-19 requires the Commission to approve capital project financing greater than \$1 million for all institutions except Marshall University and West Virginia University. The approval threshold for these institutions is \$15 million.

The exact amount of Glenville's lease-purchase agreement has not been determined, so the Commission is requested to authorize the Chancellor to approve a lease-purchase agreement of up to \$1.5 million at an interest rate not exceeding 3.4 percent so that Glenville may proceed with this project at the earliest opportunity.

The contract and lease-purchase agreement, and any supporting documents, require "approval as to form" by the Attorney General's Office.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Student Center Project

**INSTITUTION:** West Virginia School of Osteopathic Medicine

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves West Virginia School of Osteopathic Medicine's Student Center Project and schematic design with a proposed project budget of approximately \$25 million to be funded from reserves on-hand at the institution.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

The West Virginia School of Osteopathic Medicine (WVSOM) Facilities Master Plan approved by the Commission on December 9, 2011, identified the need for a Student Center on the campus. The lack of on-campus student life facilities is seen as a barrier to delivering the ideal experience for the campus community. The WVSOM Facilities Master Plan identified the construction of a student center on the south side of the parade grounds as a near-term priority.

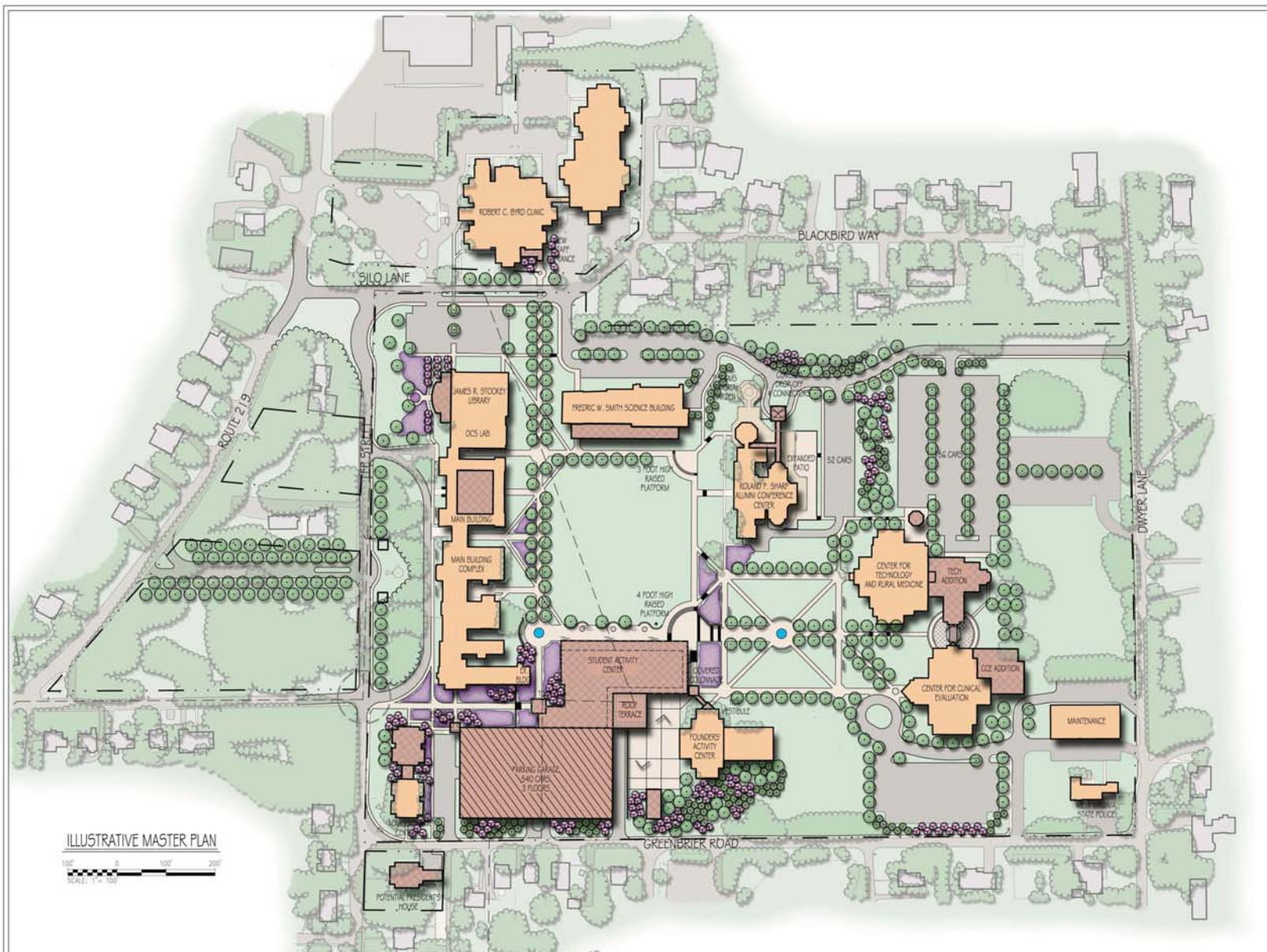
WVSOM has been working with Woolpert, Inc., on the programming of the space along with developing its schematic designs. The facility will be a two story building with a total enclosed area of approximately 52,000 square feet. The building includes an upper-level outdoor terrace and lower-level seating that overlooks the parade grounds. In addition, site improvements will be made between the Center for Technology and Rural Medicine and the Clinical Evaluation Center as outlined in the Facilities Master Plan to improve pedestrian walkways.

Approval of the schematic design and project budget by both the WVSOM Board of Governors and the Commission is required prior to moving the project into the next project design phase and to bidding and construction. The WVSOM Board of Governors approved the project design and budget on August 20, 2012.

The total project budget is slightly under \$25 million as outlined on the following page. WVSOM does not intend to borrow any money and will fund the project from institution resources.

Site Preparation	\$1,750,000	
Hardscape & Landscape	350,000	
Building Construction	16,350,000	\$18,450,000
Contingency		1,845,000
Architectural/Engineering Services		1,845,000
Equipment, Furniture & Fixtures		2,548,000
Total Project Budget		<u>\$24,688,000</u>

The project design will be presented to the Commission during the meeting. The institution's illustrative Master Plan and renderings follow this agenda item.



WEST VIRGINIA  
SCHOOL OF OSTEOPATHIC MEDICINE  
LEWISBURG, WEST VIRGINIA

PREPARED BY:  
KCI TECHNOLOGIES, INC  
PARADIGM ARCHITECTURE  
MAY 31, 2010

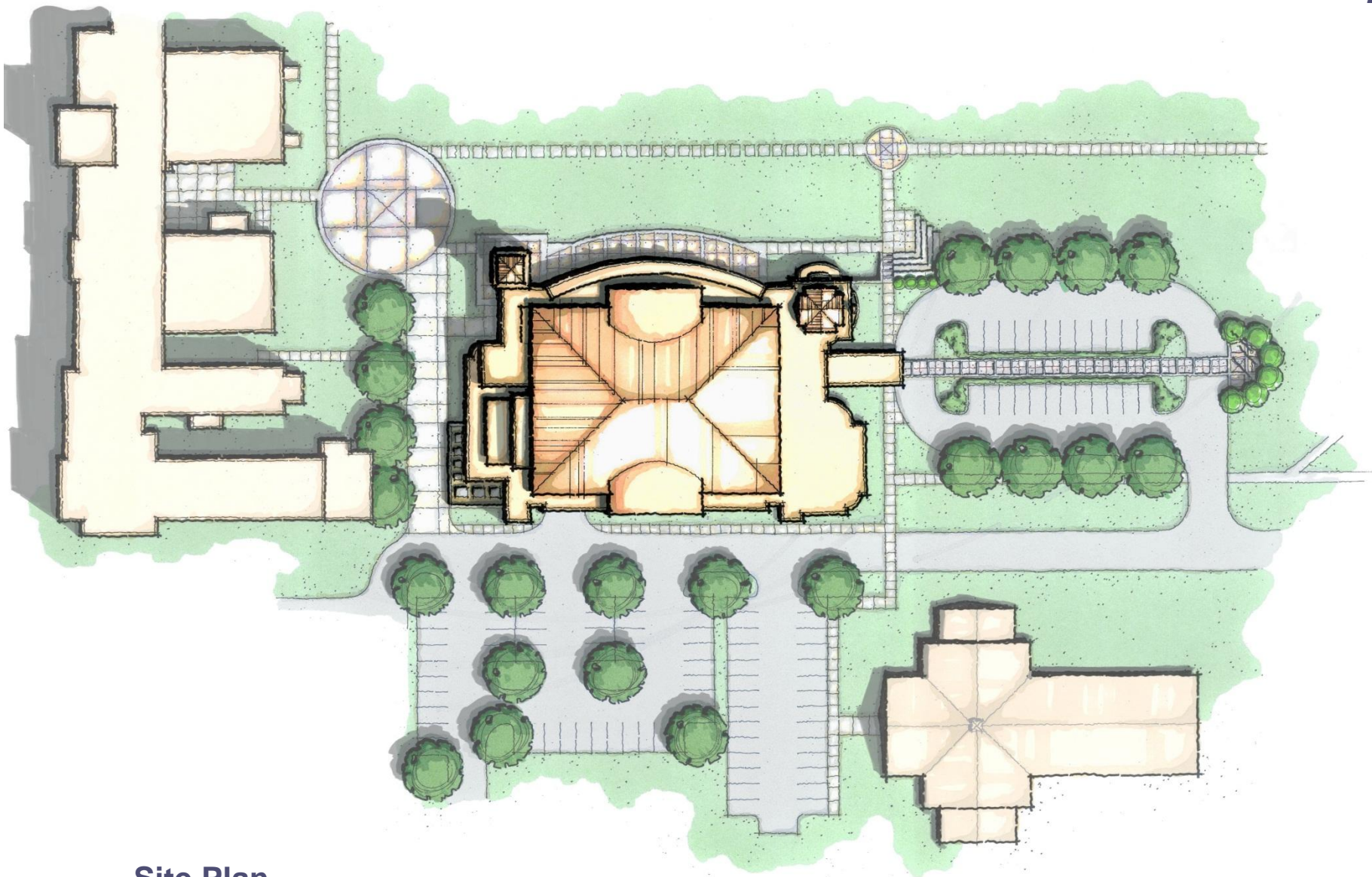




## New Student Center West Virginia School of Osteopathic Medicine



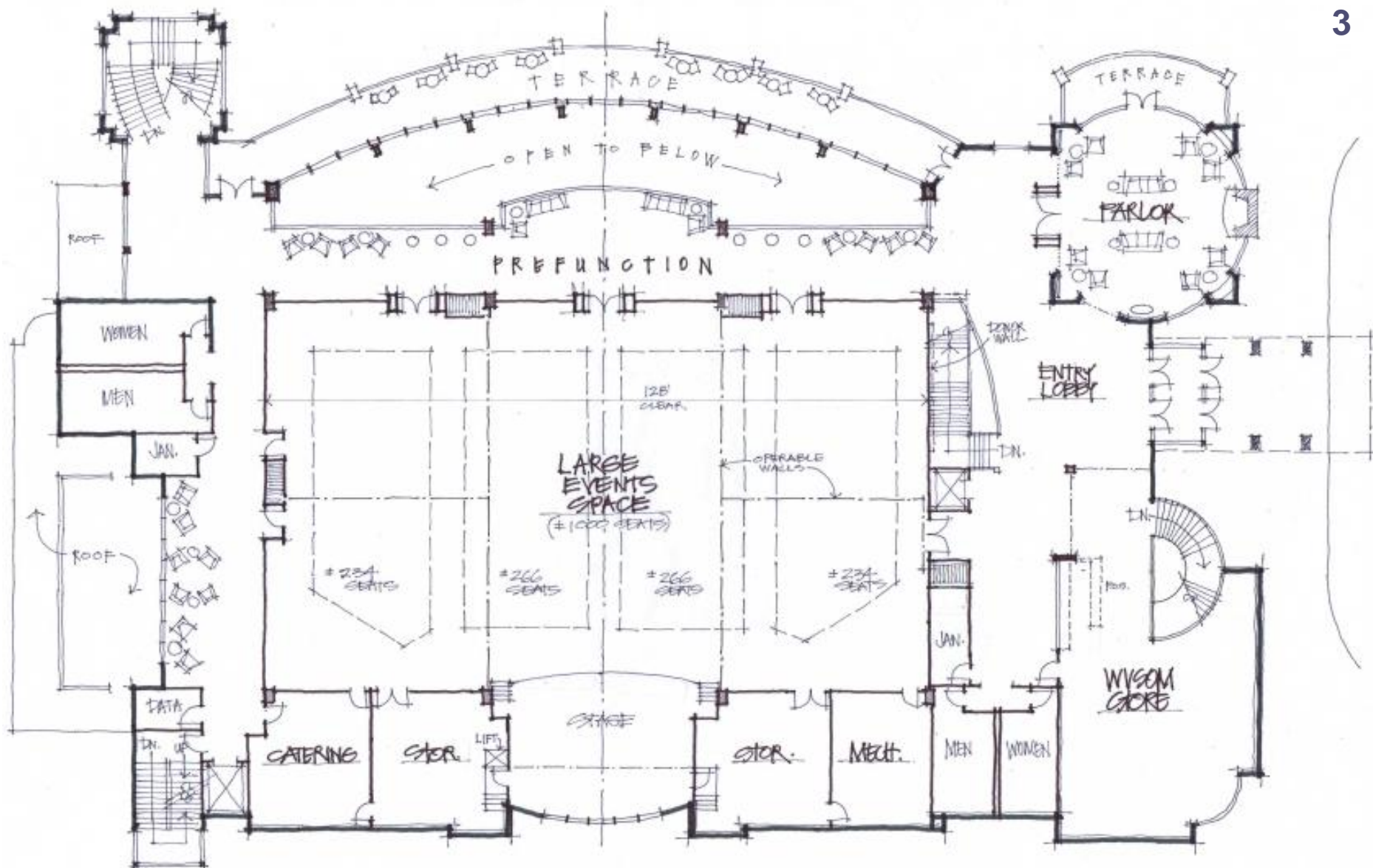




## Site Plan

### New Student Center West Virginia School of Osteopathic Medicine



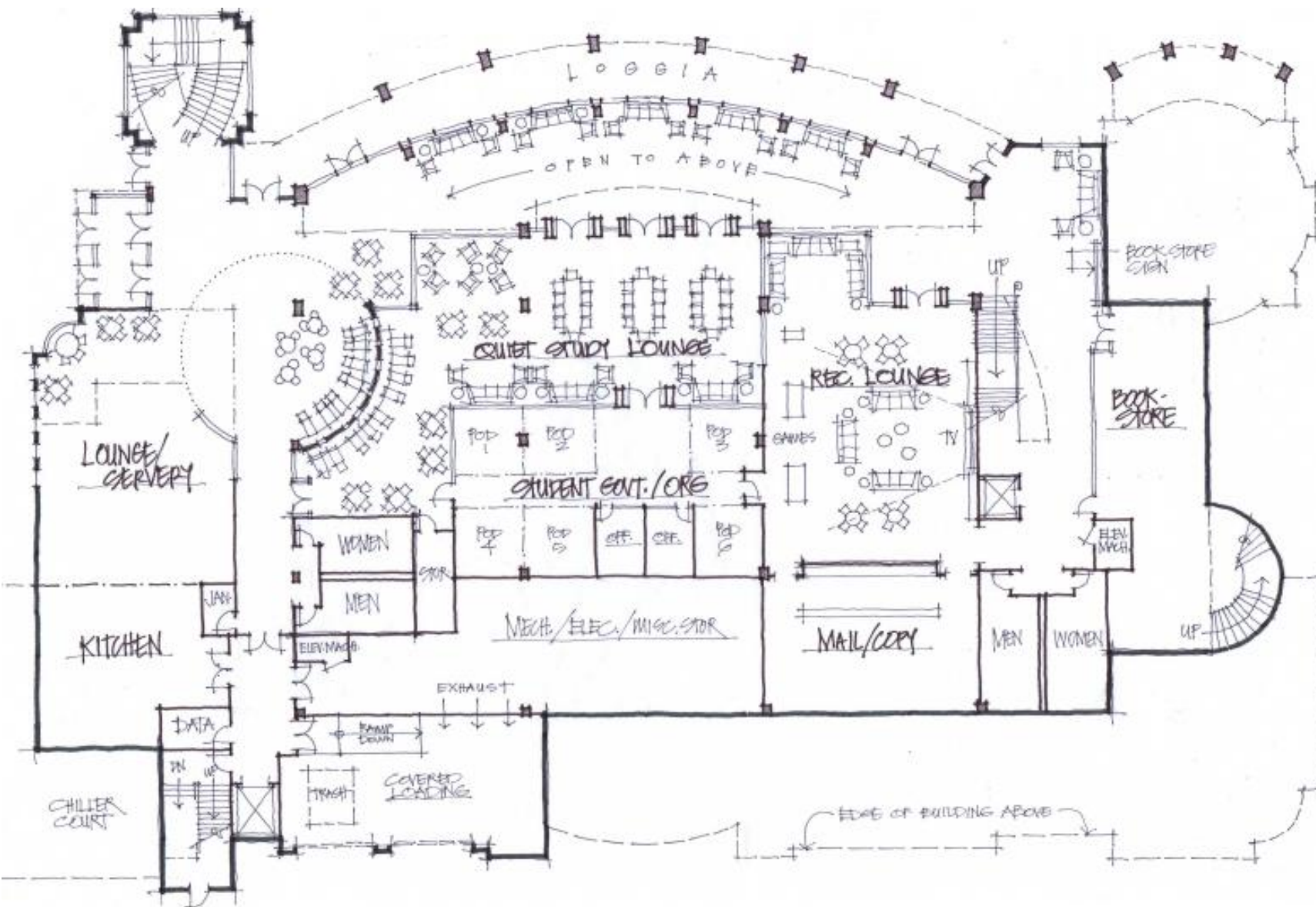


## Floor Plan – Level 200

**New Student Center**  
**West Virginia School of Osteopathic Medicine**



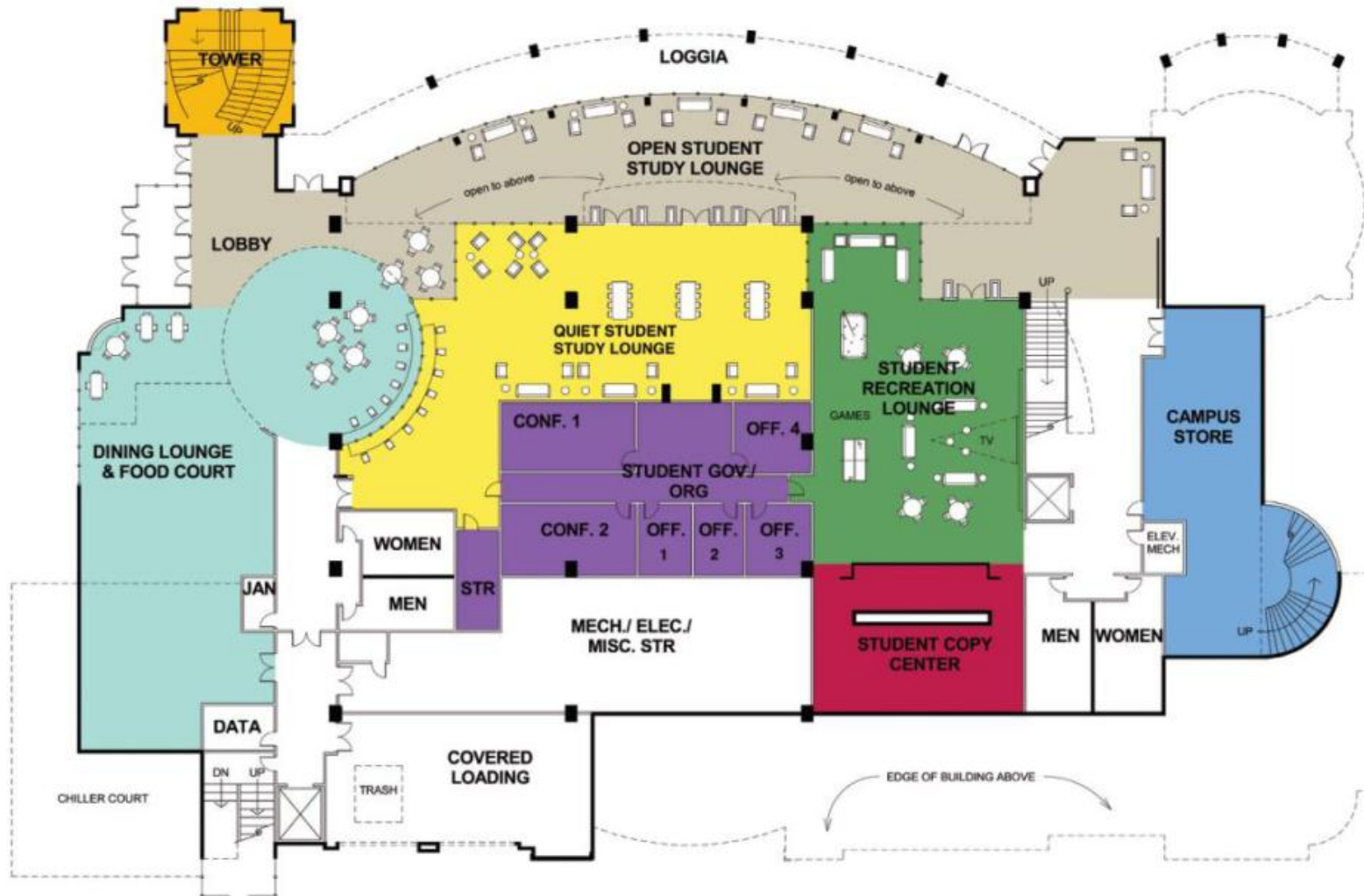




**Floor Plan – Level 100**

**New Student Center**  
**West Virginia School of Osteopathic Medicine**

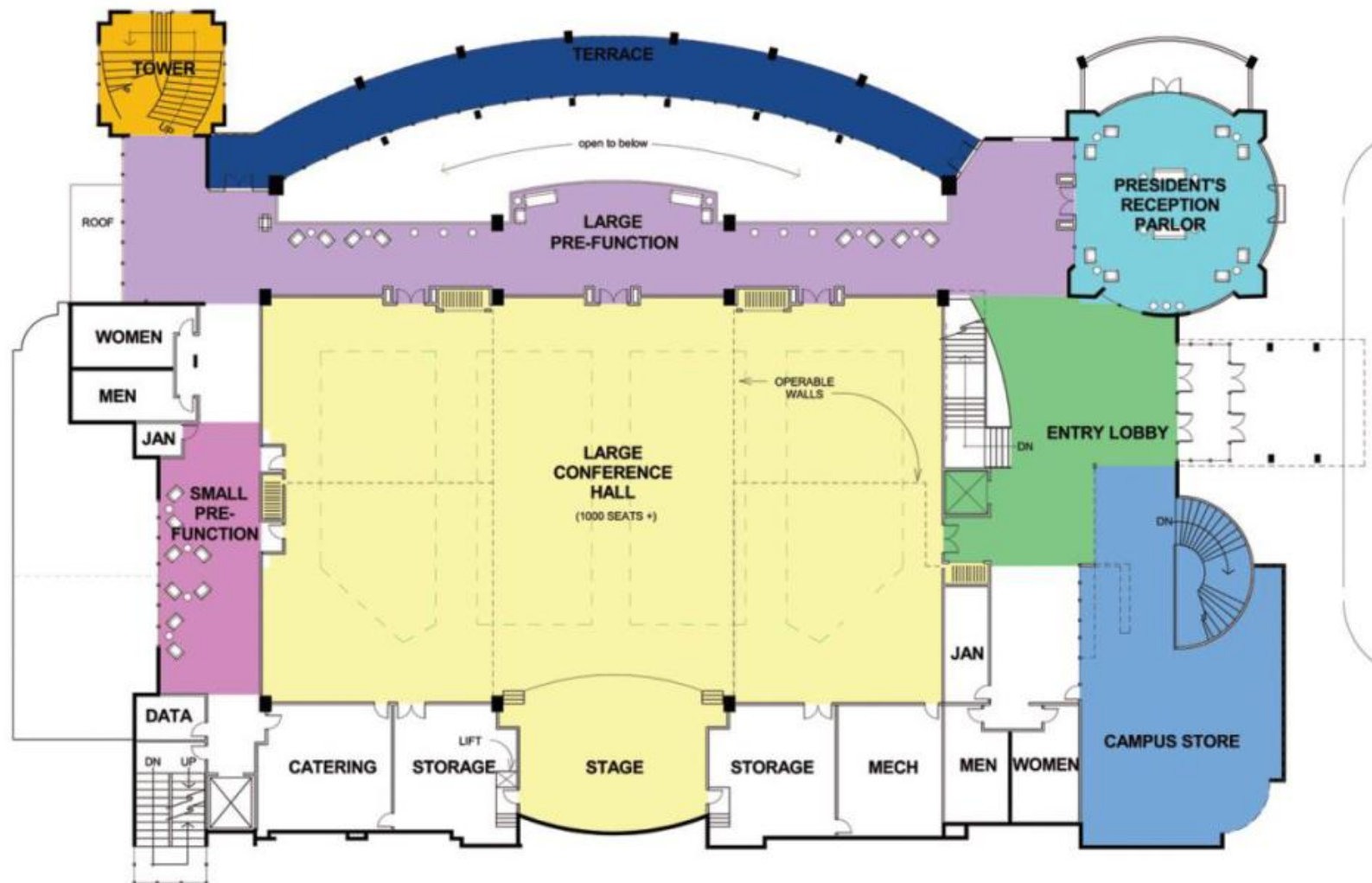




**Floor Plan – Level 100**



**New Student Center**  
**West Virginia School of Osteopathic Medicine**

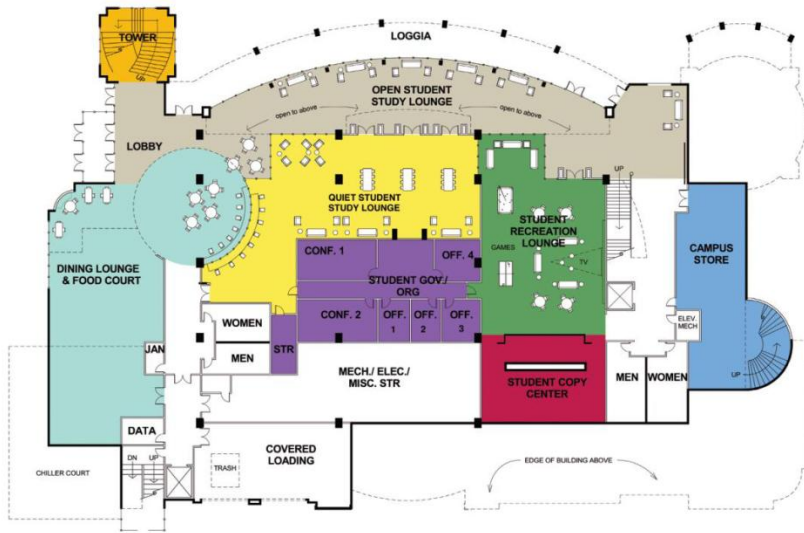


**Floor Plan – Level 200**

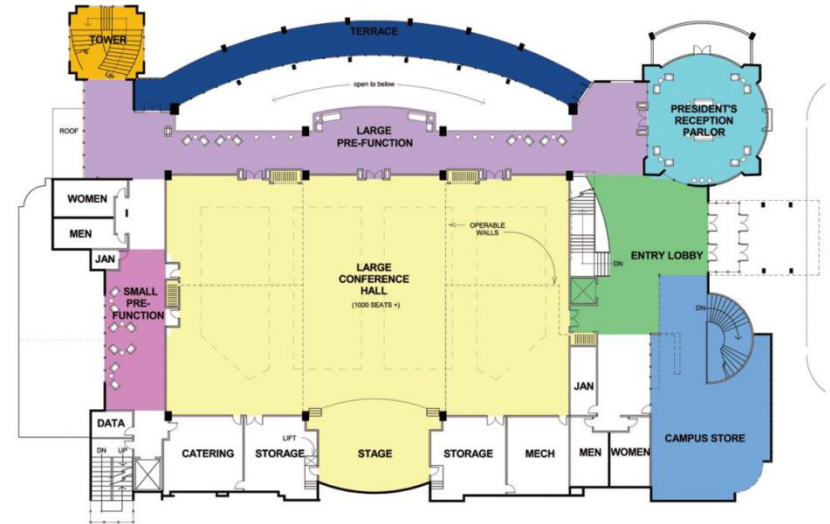
**New Student Center**  
**West Virginia School of Osteopathic Medicine**







Floor Plan - Level 100

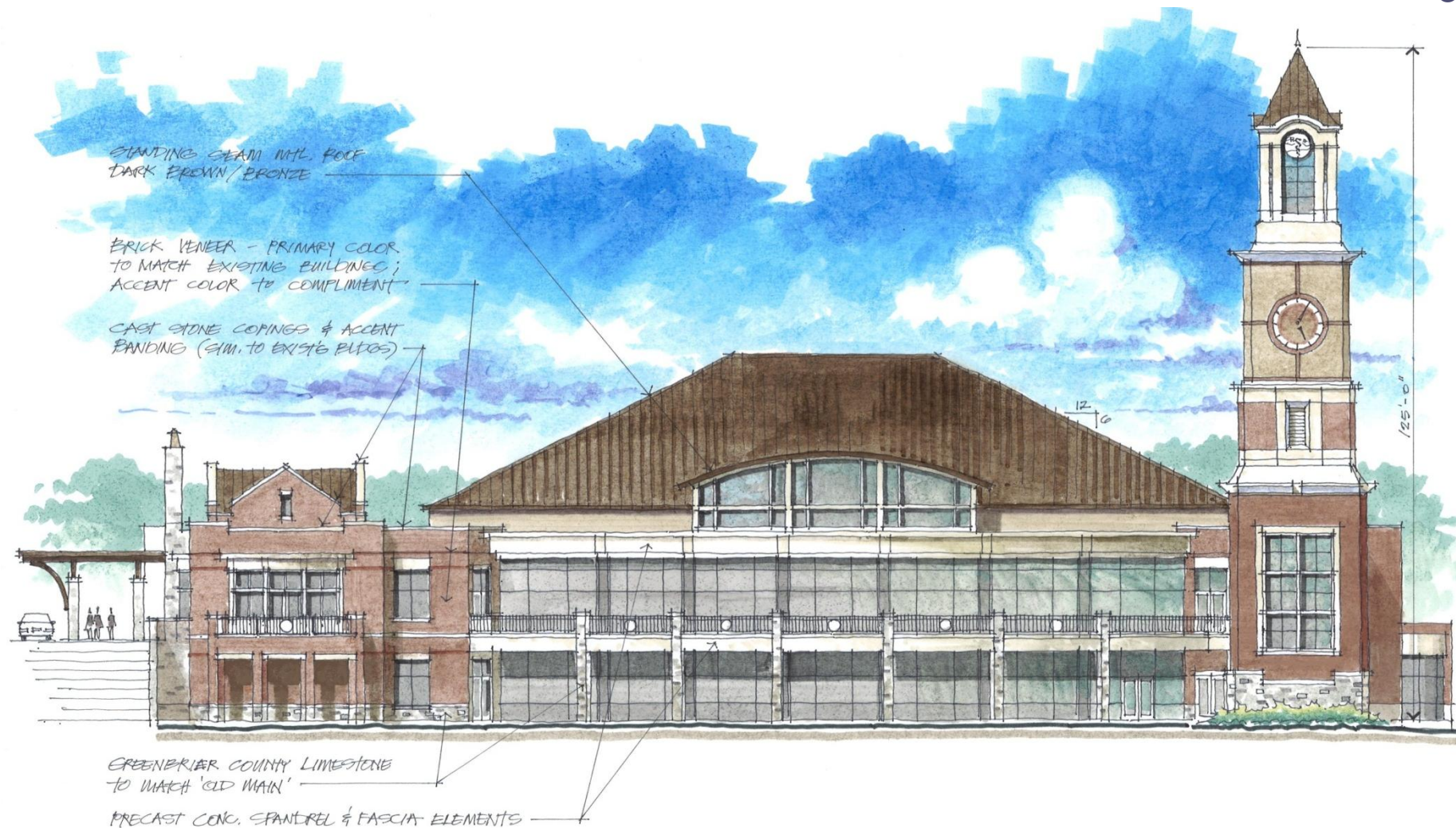


Floor Plan - Level 200



## New Student Center West Virginia School of Osteopathic Medicine





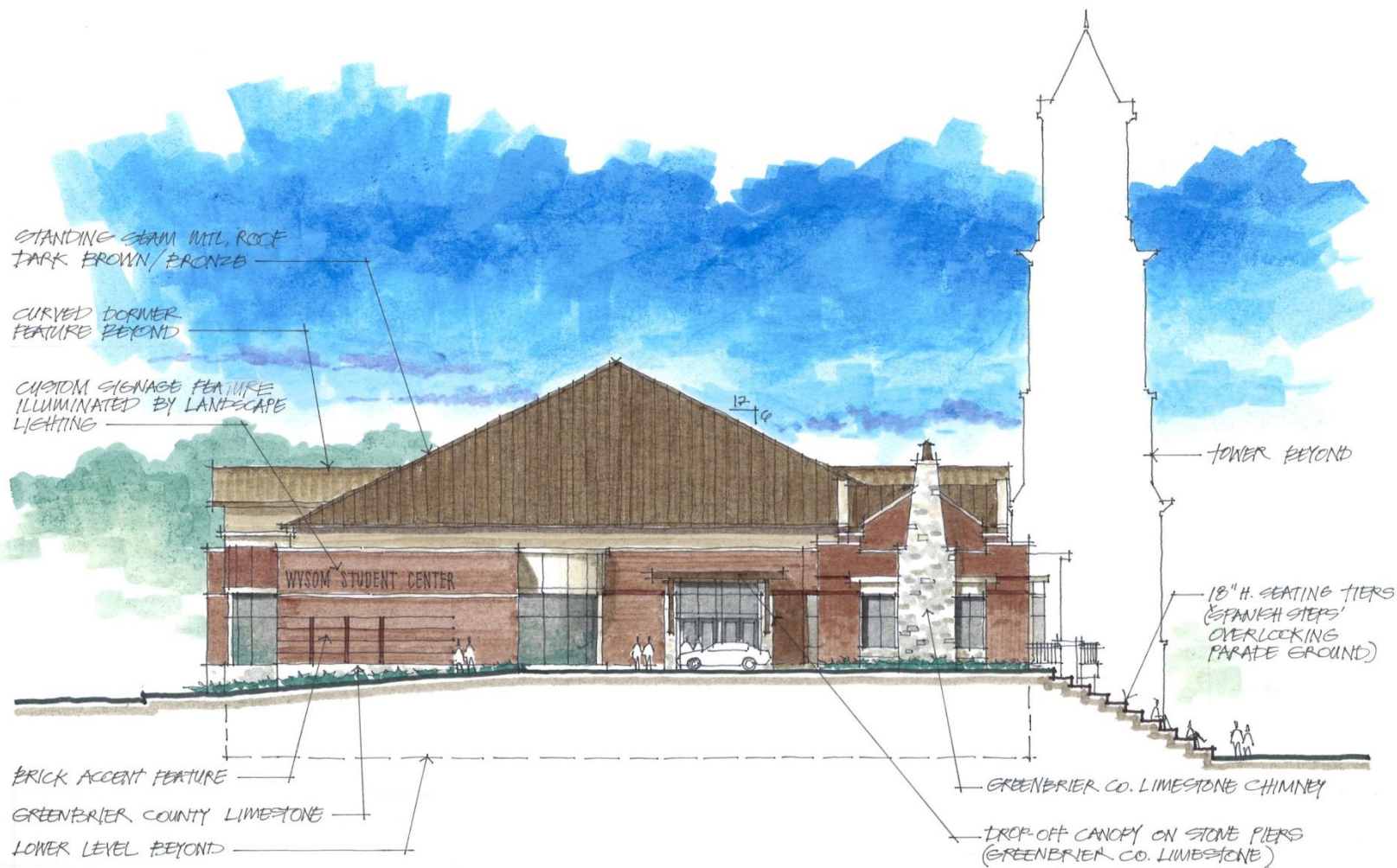
## North Elevation



## New Student Center West Virginia School of Osteopathic Medicine



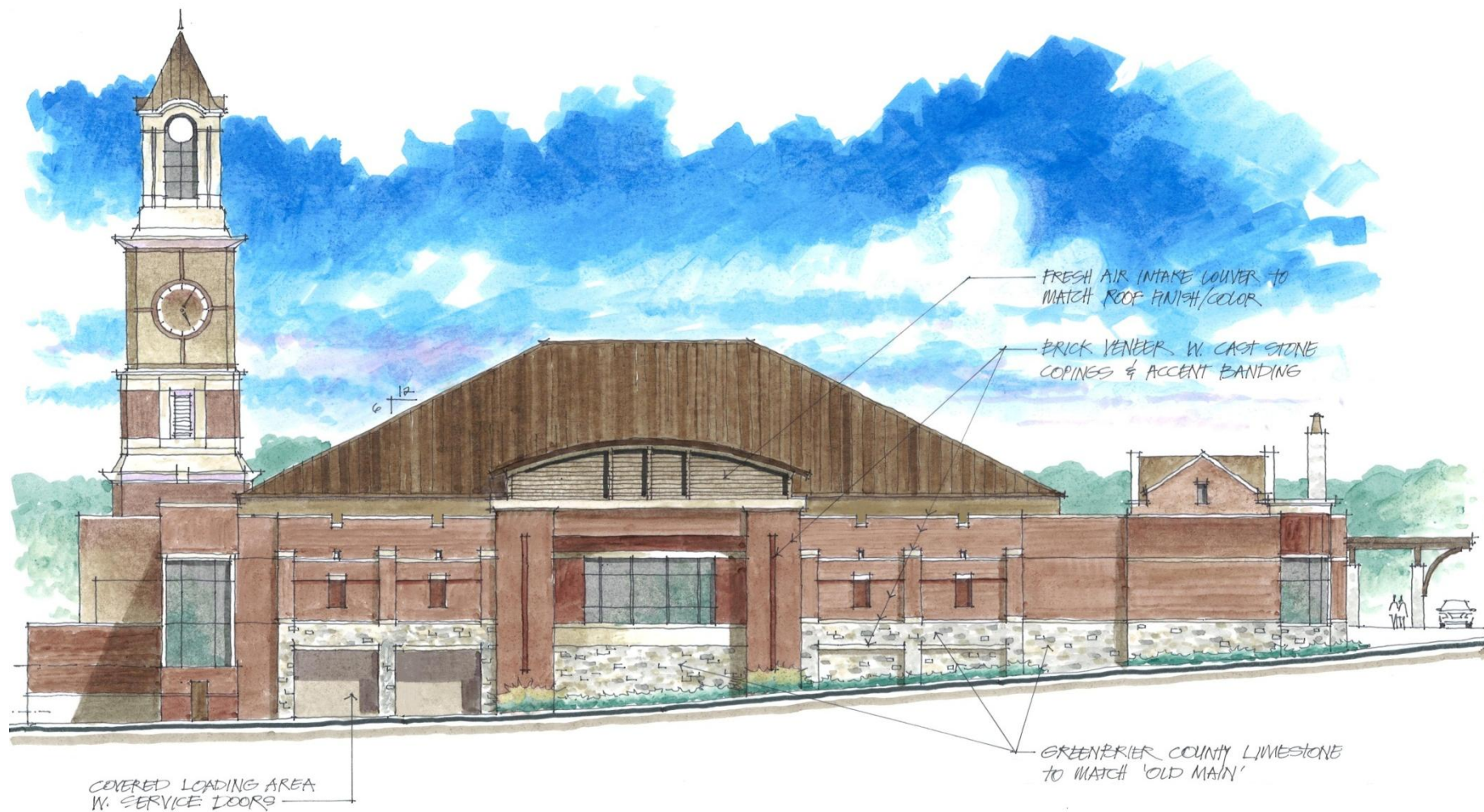




## North Elevation



## New Student Center West Virginia School of Osteopathic Medicine



## North Elevation



**New Student Center**  
**West Virginia School of Osteopathic Medicine**





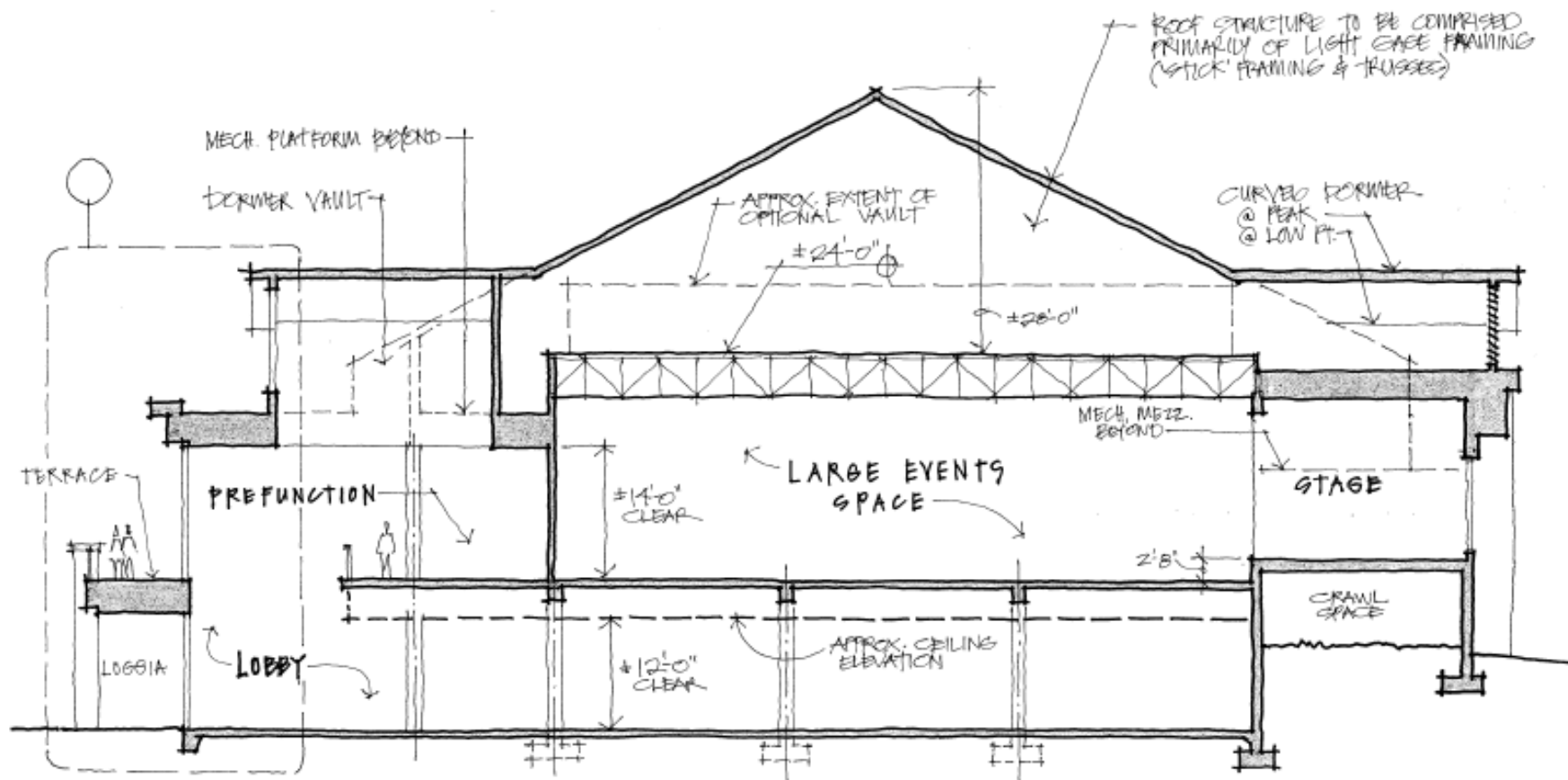


## North Elevation



## New Student Center West Virginia School of Osteopathic Medicine





**Building Section 1**

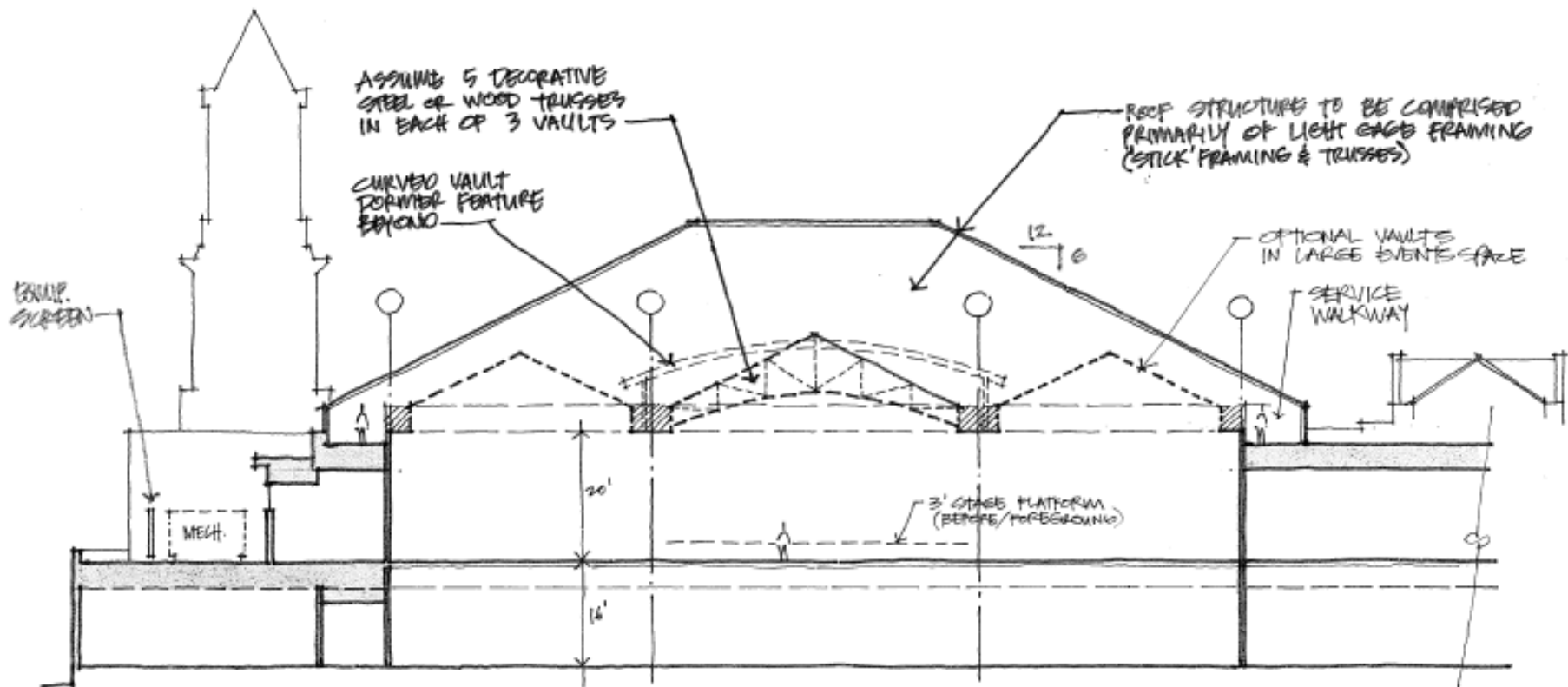


**New Student Center**  
**West Virginia School of Osteopathic Medicine**



BRAILSFORD & DUNLAVEY





## Building Section 2



**New Student Center**  
West Virginia School of Osteopathic Medicine





## New Student Center West Virginia School of Osteopathic Medicine







## New Student Center

### West Virginia School of Osteopathic Medicine







## New Student Center West Virginia School of Osteopathic Medicine



**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval to Proceed with New Housing Project

**INSTITUTION:** West Virginia State University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission authorizes West Virginia State University to proceed with the New Student Housing Project and directs Commission staff to work with the University and Attorney General's Office to move the project forward pursuant to state law and the Commission's policies.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

Given the age and condition of its housing inventory, West Virginia State University has recognized for a number of years the need to provide contemporary student housing on the campus to remain competitive. Further, construction of one or more new residence halls is identified as a priority in the 2006 Campus Master Plan approved by the Board of Governors and the Commission.

Currently, the University has four residence halls on campus to serve the needs of its students:

- Prillerman Hall, named after Byrd Prillerman, the institution's President of West from 1901-1919, was originally built in 1936 as a residence hall for men. The building has since been extensively remodeled and converted from a residence hall into efficiency apartments that serve as accommodations for upper-class students, single parents, married couples, and non-traditional students. Each apartment is equipped with a double or single bed, small living area, kitchenette, stove, refrigerator, cabinet space, a bathroom with shower and bathtub, and closet space.
- Gore Hall, named after the seventeenth Governor of West Virginia, Howard M. Gore, opened as a residence hall for men on October 1, 1926, it remains so today. It is a three-story building that has 79 rooms comprised of four double rooms and 75 private rooms; Gore Hall has a maximum capacity of 83 residents. The community bathrooms, located on each floor, were recently remodeled. Laundry facilities for residents are located in the basement. The lounge is on the first floor.

- Dawson Hall, named after the twelfth Governor of West Virginia, Mr. William Dawson, has had three “lives”. The original building was constructed in 1903 to house female students. The building was destroyed by fire in 1917. Its second life began in 1922 when a replacement building was built. In 1976, the building was remodeled and, the third life of Dawson Hall began after its re-dedication on August 16, 1999. Dawson Hall has five lounges, a snack and soda machine, a computer lab, a laundry facility, 53 rooms, and 29 bathrooms. Each room has Internet access, cable television, telephone tie-ins, and two each of the following: beds, dressers, closets, and large storage/study desks.
- Sullivan Hall, named after the Rev. Dr. Leon Sullivan, an alumnus of West Virginia State University, who was also a leader in civil rights, as well as the founder and director of the Opportunities Industrialization Center (OIC). Sullivan Hall became the first co-ed residence hall on campus, after being built in 1969. Positioned between the John W. Davis Fine Arts Building and the University Union, Sullivan Hall is an eight-story building that has twin towers with a housing capacity of 506 male and female students. Today, females are housed in the east wing, while males are housed in the west wing. Each room is designed to comfortably accommodate two students. The rooms are furnished with two each of: beds, desks, chairs, dressers, and large built-in closets. Separate lounges, laundry facilities and computer labs are located in each wing of Sullivan Hall.

Last fall, as recommended by Commission staff, the University commissioned a study to determine the demand for housing, the optimal size of the project, the best location on or adjacent to the campus on which to build the project, what to do with obsolete housing when the new housing becomes available, how to finance and develop the project, and how to structure a request for proposals.

The University hired Mantra, LLC, of Miami, Florida, to perform the study. The results indicated that there is a need and demand to build one or more new residence halls with a capacity of up to 300 additional beds in phases with the first phase providing approximately 150 beds. In addition, the study recommends the demolition of Gore Hall and Prillerman Hall when deemed appropriate as part of the first phase. However, this recommendation will need to be reviewed within the context of meeting the State Historic Preservation Office’s guidelines. The study results also recommended that the University solicit proposals from developers to provide a context for and to help determine how best to pursue collaboration between the University and a private entity, and the appropriate structure to negotiate and implement the financing, design, development, and construction of a new residence hall.

The Housing Demand Study was approved by the West Virginia State University Board of Governors on January 26, 2012, and presented to and approved by the Commission on February 17, 2012. The Commission authorized proceeding with the project through the Request for Proposals (RFP) process, the evaluation of proposals, and that upon completion of the RFP process and evaluation of proposals, the University is to present



its recommendations to the Commission for further consideration prior to proceeding with the project.

The University received three proposals from developers as follows:

- Ambling University Development Group, Valdosta, Georgia;
- Preiss Petroplus Partners (a joint venture of The Preiss Company, Petroplus Land and FD Stonewater); Raleigh, North Carolina, Morgantown, West Virginia and Arlington, Virginia; and
- Mantra, LLC, Miami, FL.

The University evaluated the proposals and interviewed all three developers to arrive at its selection of Mantra, LLC, as the preferred developer.

Steps for Moving Forward: Having completed the RFP process with the selection of Mantra, LLC, as its preferred developer, West Virginia State University seeks approval to continue work on the New Residence Hall Project which would include but may not be limited to the following steps. Many of the steps below will require approval by the West Virginia State University Board of Governors, close coordination with the Commission's staff as applicable under the provision of West Virginia Code §18B-19, and "approval as to form" by the Attorney General's Office:

- Developing a land lease with Mantra, LLC;
- Working with Mantra, LLC, to develop an expression of interest for architectural/engineering services. The architect/engineer hired would be employed by Mantra, LLC, to design the project and provide construction administration services;
- Hiring a design professional (architect/engineer) experienced in working with an Owner (the University) in developing design criteria for design/build projects as an advisor to the University and Commission staff (recommended by Commission staff);
- Developing a pro-forma financial statement and financing instrument, including proposed room rates. The pro-forma and instrument for financing the Project shall be approved by the Commission;
- The Project design and budget shall be approved by the Commission;
- A design/development agreement with Mantra, LLC;
- A facility management agreement with Mantra, LLC;
- All other work that may be required for the production of bidding and construction documents for the project;
- Overseeing construction of the project; and
- Applicable provisions of West Virginia Code pertaining to "public improvements" shall be followed with respect to planning, designing, financing, and constructing the project.

**West Virginia Higher Education Policy Commission**  
**Meeting of December 7, 2012**

**ITEM:** Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Academic Buildings

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$5,250,000 for the acquisition of approximately twenty-five acres in Morgantown for the purpose of developing academic buildings and related infrastructure, pursuant to the Resolution prepared by bond counsel. Approval of the Resolution and acquisition of the property is subject to thirty days advance notice to the Joint Committee on Government and Finance and authorization by the Governor to sell the bonds pursuant to West Virginia Code §5-1-28.

*Further Resolved*, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to incorporate acquisition of approximately twenty-five acres of property in Morgantown across University Avenue from the Business and Economics Building and continuing up the valley to West Virginia University's farm on the Mileground.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

West Virginia University (WVU) is acquiring certain real property in Morgantown consisting of approximately twenty-five acres, along with improvements, for the sum of \$5,340,404 for the purpose of developing, among other things, academic buildings and related infrastructure.

This acquisition involves several parties including the City of Morgantown; the Morgantown Building Commission; First United Bank and Trust, the West Virginia Economic Development Authority; the Bankruptcy Estate for McCoy 6, LLC; Augusta Apartments, LLC; and the Square at Falling Run, LLC. The property is commonly known as "Square at Falling Run."

The property begins along the sweeping curve of University Avenue (old stadium loop) adjacent to the Business and Economics Building and continues up the valley to WVU's farm on the Mileground, and includes parcels on Yoke Street, Falling Run Road, College Avenue, and Overlook Street. There are ten residential houses located inside the acquisition boundaries. WVU is acquiring the property for future academic development.

WVU anticipates issuing revenue bonds in the aggregate principal amount of not more than \$5,250,000. The debt associated with this acquisition will be amortized over twenty years, and the annual debt service payments are to be funded from WVU's property acquisition budget. In addition, Institutional Capital Fees, Auxiliary Fees, Auxiliary Capital Fees and Gross Operating Revenues received by the Board of Governors are being pledged.

A resolution to be considered by the Commission in approving and authorizing the bond issue has been drafted by bond counsel, Jackson Kelly PLLC, and is included on the following pages.

Also, the Commission is being asked to approve an amendment to WVU's Campus Development Plan to incorporate the twenty-five acre site into the Campus Development Plan for construction of student housing, parking and related amenities.

WVU staff will be available to provide additional information and to answer questions.

**STATE OF WEST VIRGINIA  
HIGHER EDUCATION POLICY COMMISSION  
(Loop Acquisition)**

**RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE  
BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS  
OF REVENUE BONDS IN AN AGGREGATE PRINCIPAL AMOUNT  
OF NOT MORE THAN \$5,250,000 TO FINANCE THE PURCHASE  
OF CERTAIN REAL PROPERTY LOCATED IN CLOSE  
PROXIMITY TO THE CAMPUS OF WEST VIRGINIA UNIVERSITY**

**WHEREAS**, in furtherance of its strategic development and 2020 Plan, West Virginia University (the “University”) is interested in purchasing property in close proximity to the University’s downtown campus;

**WHEREAS**, the University has been presented with the opportunity to purchase certain tracts of property in the Loop area, which property is in close proximity to its downtown campus (the “Property”);

**WHEREAS**, the University has entered into or intends to enter into purchase agreements, option agreements, memoranda of understanding or similar agreements (each, a “Property Purchase Agreement” and, together, the “Purchase Agreements”) with the several owners of the Property (each, a “Seller” and, together, the “Sellers”), pursuant to which the Sellers have agreed or will agree to sell and the University has agreed or will agree to purchase the respective parcel or parcels of the Property;

**WHEREAS**, substantially all of the Property either is owned by First United Bank & Trust or one of its affiliates (together, the “Bank”) through foreclosure or is part of the bankruptcy estate for McCoy 6, LLC, Augusta Apartments, LLC or The Square at Falling Run, LLC and is subject to the lien of the Bank;

**WHEREAS**, the University proposes to finance the purchase price of the Property and related costs, including the costs of issuance of the Bonds (defined below), through the issuance by the West Virginia University Board of Governors (the “Board”) of a series of revenue bonds in an aggregate principal amount of not to exceed \$5,250,000 (the “Bonds”) pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Act”), Section 2.19 of the Bond Trust Indenture dated as of November 1, 2004, with United Bank, Inc., as trustee (the “Trustee”), as previously supplemented and amended (the “Original Indenture”), and a Supplemental Indenture (as defined in the Original Indenture and, together with the Original Indenture, the “Indenture”) to be entered between the Board and the Trustee and the sale of the Bonds to the Bank;

**WHEREAS**, the Act requires that the issuance of the Bonds be approved by this Commission; and

**WHEREAS**, having made the considerations required by the Act, this Commission deems it desirable and in the best interests of the University to approve and authorize the issuance of the Bonds to finance the purchase price of the Property and related costs.

**NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:**

Section 1. Approval of the Bonds.

A. The issuance of the Bonds, in a principal amount not to exceed \$5,250,000, to finance the purchase price of the Property and related costs is hereby approved.

B. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board and set forth in the Supplemental Indenture and sold to the Bank or otherwise by private sale after requests for proposals or such other manner as the Board determines is in the best interests of the University.

C. The University has represented to this Commission that, although the Trust Estate described below is pledged as security for the Bonds, the University expects to derive revenues from the project to be developed on the Property sufficient to pay the debt service on the Bonds.

D. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$5,250,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the the sources of revenue pledged thereto by the Board pursuant to the Indenture. The Indenture pledges to the payment of the Bonds, on parity with the bonds issued by the Board pursuant to the Indenture in 2004, 2011 and 2012 and currently outstanding (the “Outstanding Bonds”), the following (the “Trust Estate”): (i) All rights, title and interest of the Board in and to the Pledged Revenues, as defined in the Indenture and set forth below, and the present and continuing right to make claim for, collect and receive such Pledged Revenues, subject to the terms and conditions of the Indenture; and (ii) all moneys and securities held by the Trustee in any fund or account under the Indenture and earnings thereon, excepting only the Bond Purchase Fund and the Rebate Fund.

The following terms are defined in the Indenture and are set forth herein for ease of reference:

(i) “Pledged Revenues” means the Fees and Gross Operating Revenues received by the Board, calculated in accordance with generally accepted

accounting principles, any interest earnings thereon and on the funds and accounts held by the Trustee, and funds representing capitalized interest.

(ii) “Fees” means the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees.

(iii) “Institutional Capital Fees” means the required educational and general capital fees imposed and collected by the Board on the University’s students pursuant to the Act for the purpose of supporting debt service, capital projects and campus maintenance and renewal for the University’s educational and general educational facilities, exclusive of that component part of the required educational and general capital fees of the University that constituted registration and tuition fees in effect as of March 21, 2004, and imposed and collected under the Act for the purpose of supporting debt service of system-wide bond issues.

(iv) “Auxiliary Fees” means the auxiliary fees imposed and collected by the Board on the University’s students pursuant to the Bond Act [Chapter 18B, Article 10] for the purpose of operating and financing the Auxiliary Facilities.

(v) “Auxiliary Capital Fees” means the auxiliary capital fees imposed and collected by the Board on the University’s students pursuant to the Bond Act for the purpose of supporting debt service, capital projects and campus maintenance and renewal for the Auxiliary Facilities of the University.

(vi) “Auxiliary Facilities” means, collectively, all auxiliary facilities of the University, including but not limited to all dormitories, student housing facilities, food service facilities, student union facilities, athletic facilities, transportation facilities, and motor vehicle parking facilities, now or hereafter situated on the Morgantown, West Virginia campus of the University and the Keyser, West Virginia campus of Potomac State College of West Virginia University.

(vii) “Gross Operating Revenues” means all rents, fees, charges and other income received by or accrued to the University from the operation and use of the Auxiliary Facilities, exclusive of the Auxiliary Fees, Auxiliary Capital Fees and as otherwise required by statute.

The Bonds would constitute Additional Bonds under the Indenture, payable from and secured by the Trust Estate described above on parity with the Outstanding Bonds. The payment of principal of and premium, if any, and interest on the Bonds from the Trust Estate is hereby ratified, confirmed and approved.



Section 2. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board or the University entered in connection with the Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board or the University for the issuance of the Bonds to finance the purchase price of the Property and related costs. Although the transaction is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of such financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to a lease-purchase agreement for the Property or a revenue bond issue under other authority; provided, that no such alternate structure shall cause the financing to be a general obligation of the State of West Virginia or an obligation or liability of any member, officer, agent or employee of this Commission, the Board or the University in his or her individual capacity. The Chancellor's written approval shall constitute approval by this Commission of the financing.

Section 4. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this \_\_\_\_ day of \_\_\_\_\_ 2012.

WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**West Virginia Higher Education Policy Commission**  
**Meeting of December 7, 2012**

**ITEM:** Approval and Authorization of the Issuance of Revenue Bonds for the Acquisition of Real Property to Develop Student Housing and Related Amenities

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves and authorizes the issuance of revenue bonds by the West Virginia University Board of Governors in an aggregate principal amount not to exceed \$15 million for the acquisition of approximately five acres in Morgantown, West Virginia, from Paradigm Development Group, LLC, and RCL Holding, LLC, pursuant to the Resolution prepared by bond counsel. Approval of the Resolution and acquisition of the property is subject to thirty days advance notice to the Joint Committee on Government and Finance and authorization by the Governor to sell the bonds pursuant to West Virginia Code §5-1-28.

*Further Resolved*, That the West Virginia Higher Education Policy Commission approves an amendment to West Virginia University's Campus Development Plan to incorporate acquisition of approximately five acres of property bordered by University Avenue, 3<sup>rd</sup> Street, Grant Avenue and Houston Drive, in the city of Morgantown, West Virginia.

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

West Virginia University (WVU) is acquiring certain real property in Morgantown previously owned by Paradigm Development Group, LLC and RCL Holding, LLC, consisting of approximately five acres, along with the improvements thereon, for the sum of \$14,576,602.92 for the purpose of developing, among other things, student housing, parking, and related amenities.

To support WVU's 2020 Plan, WVU recognizes that safe and affordable student housing and related amenities is critical for the success of its education and academic mission and that property for such housing and related amenities located within close proximity to WVU's downtown campus will be in high demand and potentially unavailable in the future. WVU, after careful analysis and consideration, believes that this property is uniquely positioned to meet the current and future needs of the institution to provide quality student housing adjacent to its Downtown Campus.

The student housing facilities, parking and related amenities will be built on the five-acre site by the developer, Paradigm Development Group, LLC (Paradigm). It is expected that approximately \$70 million will be built on the property after it has been leased to Paradigm for a forty-year term with two ten-year options to renew. Paradigm will be solely responsible to finance the project and pay the debt service. WVU will not guaranty or provide collateral for the financing of the project. In addition, Paradigm will pay the West Virginia Department of Labor prevailing wage rates to construct the project, and follow competitive bidding (to the extent possible) and comply with safe workplace requirements. Once construction of the project is complete, WVU will enter into a fair market value lease with Paradigm based upon a net revenue share agreement. Upon expiration of the lease, all improvements revert to WVU.

The purchase price for the property is \$14,576,602.92, which is anticipated to be funded through the issuance of revenue bonds in the aggregate principal amount of not more than \$15,000,000. The source of payment for these bonds will be revenues generated by the student housing project to be developed on the property. In addition, Institutional Capital Fees, Auxiliary Fees, and Auxiliary Capital Fees are also being pledged. It is anticipated that the bonds will be structured such that debt service payments do not begin until the project is complete and has been placed into service.

A resolution to be considered by the Commission in approving and authorizing the bond issue has been drafted by bond counsel, Jackson Kelly PLLC, and is included on the following pages.

Also, the Commission is being asked to approve an amendment to WVU's Campus Development Plan to incorporate the five-acre site into the Campus Development Plan for construction of student housing, parking, and related amenities. A plat on the following page identifies the location of the property.

WVU staff will be available to provide additional information and to answer questions.



**STATE OF WEST VIRGINIA  
HIGHER EDUCATION POLICY COMMISSION  
(Property Acquisition)**

**RESOLUTION APPROVING AND AUTHORIZING THE ISSUANCE  
BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS  
OF REVENUE BONDS IN AN AGGREGATE PRINCIPAL AMOUNT  
OF NOT MORE THAN \$15,000,000 TO FINANCE THE PURCHASE  
OF CERTAIN REAL PROPERTY LOCATED IN CLOSE  
PROXIMITY TO THE CAMPUS OF WEST VIRGINIA UNIVERSITY**

**WHEREAS**, in furtherance of its strategic development and 2020 Plan, West Virginia University (the “University”) is interested in purchasing property in close proximity to the University’s downtown campus for the purpose of developing, among other things, student housing and related amenities;

**WHEREAS**, the University has entered into a Real Estate Purchase and Sales Agreement for the purchase of such property in close proximity to its downtown campus (the “Property”);

**WHEREAS**, the University proposes to finance the purchase price of the Property and related costs, including the costs of issuance of the Bonds (defined below), through the issuance by the West Virginia University Board of Governors (the “Board”) of a series of taxable revenue bonds in an aggregate principal amount of not to exceed \$15,000,000 (the “Bonds”) pursuant to the authority contained in Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Act”), Section 2.19 of the Bond Trust Indenture dated as of November 1, 2004, with United Bank, Inc., as trustee (the “Trustee”), as previously supplemented and amended (the “Original Indenture”), and a Supplemental Indenture (as defined in the Original Indenture and, together with the Original Indenture, the “Indenture”) to be entered between the Board and the Trustee;

**WHEREAS**, the Act requires that the issuance of the Bonds be approved by this Commission; and

**WHEREAS**, having made the considerations required by the Act, this Commission deems it desirable and in the best interests of the University to approve and authorize the issuance of the Bonds to finance the purchase price of the Property and related costs.

**NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF  
THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:**



Section 1. Approval of the Bonds.

A. The issuance of the Bonds, in a principal amount not to exceed \$15,000,000, to finance the purchase price of the Property and related costs is hereby approved.

B. The Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board and set forth in the Supplemental Indenture. The Bonds may be sold by private sale after requests for proposals or such other manner as the Board determines is in the best interests of the University.

C. The University has represented to this Commission that, although the Trust Estate described below is pledged as security for the Bonds, the University expects to derive revenues from the project to be developed on the Property sufficient to pay the debt service on the Bonds.

D. This Commission hereby finds and determines that an aggregate principal amount not exceeding \$15,000,000 can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the sources of revenue pledged thereto by the Board pursuant to the Indenture. The Indenture pledges to the payment of the Bonds, on parity with the bonds issued by the Board pursuant to the Indenture in 2004, 2011 and 2012 and currently outstanding (the “Outstanding Bonds”), the following (the “Trust Estate”): (i) All rights, title and interest of the Board in and to the Pledged Revenues, as defined in the Indenture and set forth below, and the present and continuing right to make claim for, collect and receive such Pledged Revenues, subject to the terms and conditions of the Indenture; and (ii) all moneys and securities held by the Trustee in any fund or account under the Indenture and earnings thereon, excepting only the Bond Purchase Fund and the Rebate Fund.

The following terms are defined in the Indenture and are set forth herein for ease of reference:

(i) “Pledged Revenues” means the Fees and Gross Operating Revenues received by the Board, calculated in accordance with generally accepted accounting principles, any interest earnings thereon and on the funds and accounts held by the Trustee, and funds representing capitalized interest.

(ii) “Fees” means the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees.

(iii) “Institutional Capital Fees” means the required educational and general capital fees imposed and collected by the Board on the University’s students pursuant to the Act for the purpose of supporting debt service, capital projects and campus maintenance and renewal for the University’s educational and general educational facilities, exclusive of that component

part of the required educational and general capital fees of the University that constituted registration and tuition fees in effect as of March 21, 2004, and imposed and collected under the Act for the purpose of supporting debt service of system-wide bond issues.

(iv) “Auxiliary Fees” means the auxiliary fees imposed and collected by the Board on the University’s students pursuant to the Bond Act [Chapter 18B, Article 10] for the purpose of operating and financing the Auxiliary Facilities.

(v) “Auxiliary Capital Fees” means the auxiliary capital fees imposed and collected by the Board on the University’s students pursuant to the Bond Act for the purpose of supporting debt service, capital projects and campus maintenance and renewal for the Auxiliary Facilities of the University.

(vi) “Auxiliary Facilities” means, collectively, all auxiliary facilities of the University, including but not limited to all dormitories, student housing facilities, food service facilities, student union facilities, athletic facilities, transportation facilities, and motor vehicle parking facilities, now or hereafter situated on the Morgantown, West Virginia campus of the University and the Keyser, West Virginia campus of Potomac State College of West Virginia University.

(vii) “Gross Operating Revenues” means all rents, fees, charges and other income received by or accrued to the University from the operation and use of the Auxiliary Facilities, exclusive of the Auxiliary Fees, Auxiliary Capital Fees and as otherwise required by statute.

The Bonds would constitute Additional Bonds under the Indenture, payable from and secured by the Trust Estate described above on parity with the Outstanding Bonds. The payment of principal of and premium, if any, and interest on the Bonds from the Trust Estate is hereby ratified, confirmed and approved.

Section 2. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board or the University entered in connection with the Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board or the University for the issuance of the Bonds to finance the purchase price of the Property and related costs. Although the transaction is anticipated to be substantially as presented to this Commission, this Commission recognizes that market conditions and other factors may affect the amount and terms of such financing. Without limiting the generality of the foregoing, this Commission hereby authorizes the Chancellor to approve an alternate structure for the financing, including but not limited to a lease-purchase agreement for the Property or a revenue bond issue under other authority; provided, that no such alternate structure shall cause the financing to be a general obligation of the State of West Virginia or an obligation or liability of any member, officer, agent or employee of this Commission, the Board or the University in his or her individual capacity. The Chancellor's written approval shall constitute approval by this Commission of the financing.

Section 4. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this \_\_\_\_ day of \_\_\_\_\_ 2012.

WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION

By: \_\_\_\_\_  
Its: \_\_\_\_\_

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on Institutional Program Review

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Mark Stotler

**BACKGROUND:**

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and the Commission's Series 10, Policy Regarding Program Review, the institutions, through their respective governing boards, conducted reviews of academic programs for the 2011-12 academic year and submitted summary reports that indicated actions taken. A total of 105 programs were reviewed during this program review cycle. The actions are summarized below.

- **Continue with no specific action or follow-up:** 80 programs  
In addition to being recommended for continuation, the following programs were recommended as programs of excellence at West Virginia University:
  - B.S. Aerospace Engineering
  - B.S. Chemical Engineering
  - B.S. Mechanical Engineering
  - B.S. Petroleum and Natural Gas Engineering
  - M.S./Ph.D. Mechanical Engineering
- **Continue with corrective action or follow-up:** 19 programs  
The primary reason for corrective action was related to assessment. In some cases, the department was requested to enhance the assessment plan. In other cases, an assessment plan was in place but there was a lack of evidence showing how the results are being used for program improvement. Other reasons for corrective action centered on program viability and program structure including the need to develop or eliminate areas of emphasis. Despite continued calls to enhance program assessment, there was significant evidence that assessment data is being utilized to drive program improvement.
- **Discontinuation:** 6 programs  
Programs recommended for discontinuation include:
  - B.S. Adult and Technical Education – Marshall University
  - B.A. Counseling – Marshall University
  - B.A. Family and Consumer Sciences – Marshall University
  - M.A. Family and Consumer Sciences – Marshall University

- M.S. Engineering – West Virginia University
- B.S. Mathematics – West Virginia University Institute of Technology

A summary of the 2011-12 program actions is provided in the table that follows. The table indicates the recommendation of the respective governing board for each program. In most cases, the boards were aided by the use of external reviewers. In instances where a governing board has recommended follow-up action, the rationale for the action is provided.

Recent revisions to the Commission's Series 11, Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs, stipulate that the commonly accepted program length is 60 hours for associate degree programs and 120 hours for bachelor's degree programs. The program review process is being utilized as the vehicle for monitoring compliance with this provision. Institutions with programs that exceed these standards are being asked to submit a follow-up report by December 1, 2013 on how they will address this issue.





## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Bluefield State College	B.S. Radiologic Sciences	Continue at the current level of activity	21	120
	<i>The program has had a 44 percent completion rate since 2006. Most majors are currently practicing radiologic technologists. External reviewers cited the dean and program director for creating and sustaining a successful and valuable program.</i>			
	B.S. Criminal Justice	Continue at the current level of activity	88	120
	<i>The program offers credit for attending either the state police or corrections academies. The program utilizes a variety of delivery methods including closed circuit television, video internet streaming and online classes.</i>			
Concord University	B.S. Biology	Continue at the current level of activity	148	120
	<i>Degree tracks are offered in a) Pre-professional Biology, b) Liberal Arts Biology, c) Recombinant Gene Technology, and d) Biological Education 9-Adult. Students are provided with opportunities for research and internship experiences.</i>			
	B.S. Chemistry	Continue at the current level of activity	22	120
	<i>Degree tracks are offered in a) comprehensive, b) pre-professional, c) pharmacy, d) clinical laboratory sciences, and e) education. Students have 3+1 options for pharmacy at the University of Charleston and medical technology at Jefferson College of Health Sciences in Roanoke.</i>			
	B.S. Computer Information Systems	Continue at the current level of activity	18	120
	<i>Five of the required courses are routinely offered in Beckley. Program faculty have recently attended professional development conferences geared to enhance Microsoft software development in the curriculum beginning spring 2012.</i>			
	B.S. Environmental Geosciences	Continue at the current level of activity	14	120
	<i>The program is designed to prepare students for multidisciplinary scientific careers and graduate study. In the past five years 94 percent of graduates matriculated to professional employment or graduate school within four months of degree completion.</i>			
Fairmont State University	B.S. Mathematics	Continue at the current level of activity	31	120
	<i>The program offers three majors: a) Comprehensive Mathematics, b) Computer Science/Mathematics, and c) Mathematic major with required minor. Of 18 reporting graduates, 11 were employed and 6 were attending graduate school.</i>			
	A.S. Architectural Engineering Technology	Continue at the current level of activity	9	65-66
	<i>The B.S. program has become a B.S. in Architecture. This associate degree program is a technology degree in name only. Only one graduate did not matriculate into the B.S. program in Architecture.</i>			
	A.S. Civil Engineering Technology	Continue at the current level of activity	11	67
	<i>The program has full accreditation from TAC of ABET. When 70 percent of the students in a course do not meet established competency standards, a plan of improvement is initiated.</i>			
	A.S. Electronics Engineering Technology	Continue with corrective action or follow-up	15	69
	<i>Accreditation review identified issues regarding assessment and its use in program improvement and program leadership. Plans for improvement are in place. Graduate placement is strong.</i>			



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Fairmont State University (cont'd)	A.S. Mechanical Engineering Technology	Continue at the current level of activity	8	67
	<i>A Continuous Improvement Plan has been implemented to address ABET concerns. The program primarily serves as a feeder program for the baccalaureate program.</i>			
	A.S. Safety Engineering Technology	Continue at the current level of activity	3	68
	<i>Most Students transfer into the baccalaureate program without the associate degree.</i>			
	B.S. Accounting	Continue at the current level of activity	83	128
	<i>External review recognized the Accounting program as being one of the best in the state. Planned curriculum changes include: a) an Ethics course as mandated by the Board of Accountancy, and b) integration of new outcomes-based general studies requirements. Graduate survey revealed that 86 percent are currently employed.</i>			
	B.S. Architecture	Continue at the current level of activity	66	129
	<i>Accreditation is being pursued. A survey of recent graduates revealed that 70 percent are employed in-field or are pursuing an advanced degree.</i>			
	B.S. Aviation Technology	Continue at the current level of activity	29	134
	<i>An active advisory committee has recommended curricular revisions for program improvement and has reviewed changes to reduce to number of hours required for graduation.</i>			
	B.S. Civil Engineering Technology	Continue at the current level of activity	71	128
	<i>The program has TAC of ABET accreditation and has addressed weaknesses and deficiencies identified in the last review. As is true for all technology programs, the program utilizes a departmental continuous improvement plan to meet assessment needs.</i>			
	B.S. Electronics Engineering Technology	Continue with corrective action or follow-up	28	129
	<i>Accreditation review identified issues regarding assessment and its use in program improvement and program leadership. Plans for improvement are in place. Graduate placement is strong.</i>			
	B.S. Information Systems Management	Continue at the current level of activity	76	128
Glenville State College	<i>An advisory board was recently created to assist with continuous review, development, and program improvement. Recent curricular revisions were implemented to meet the changing demands of the information systems profession. Plans are in place to reduce the number of hours required for graduation.</i>			
	B.S. Mechanical Engineering Technology	Continue at the current level of activity	57	133
	<i>The department's Continuous Improvement Plan has addressed a weakness/deficiency identified in the last accreditation review. Survey results revealed that 100 percent of graduates responding were employed in-field.</i>			
	B.S. Occupational Safety	Continue at the current level of activity	38	128
Glenville State College	<i>No deficiencies/weaknesses were identified in the last accreditation review. The program has a high placement rate with 75 percent of the graduates employed in West Virginia.</i>			
	A.A.S. Land Surveying Technology	Continue at the current level of activity	43	65
	<i>The Department continues to adapt the program to meet ABET requirements with the goal to eventually seek accreditation. A new facility is scheduled to be completed in 2014. In-field placement is approximately 90 percent.</i>			
	B.A. Chemistry	Continue at the current level of activity	19	128



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Glenville State College (cont'd)	<i>An additional faculty member has been added. A NASA grant and other smaller grants have provided an opportunity to equip the newly renovated science facility with state-of-the-art equipment. External reviewers expressed concern about maintaining a wide array of modern laboratory instrumentation given current funding</i>			
Marshall University	B.S. Mathematics	Continue at the current level of activity	33	120
	<i>A statistics major is under development which is expected to enhance enrollment. Assessment was cited as an area needing improvement. Reviewer recommended increased technology for math lab and more tenure-track faculty.</i>			
	B.S. Chemistry	Continue at the current level of activity	122	120
	<i>The Department has been active in collaborating with other departments to secure external funds. Initiatives implemented to encourage majors include: a) a special room maintained by students, b) an active professional fraternity, and c) honors sections for lab. Most weaknesses identified in last review remain. Reviewer recommended increased funding for overall budget, staffing, and graduate assistants.</i>			
	B.A./B.S. Geology	Continue at the current level of activity	21	120
	<i>The departmental regularly has employer requests for graduates and more often than not the demand exceeds supply. Responding to institutional mandate the department is working on developing more detailed and specific measures of learning outcomes. Reviewer recommended greater investment in program given the potential to impact economic development.</i>			
	B.S. Physics	Continue at the current level of activity	11	120
	<i>The program provides service courses to a wide variety of students. As was the case in the last review, the need for additional faculty and inadequate physical space are a weakness. Reviewers recommended formation of an advisory committee and improved communication with graduates.</i>			
	B.A. Psychology	Continue at the current level of activity	423	120
	<i>The program adopted undergraduate goals established by the American Psychological Association. Of 201 graduates responding, 10 percent were working in-field or related field, seven percent were employed outside the field, and seven percent were in graduate programs. The remaining 76 percent were unaccounted for. Weaknesses identified in previous review (number of faculty, equipment, space, and research support) remain.</i>			
	B.A. Adult and Technical Education	Discontinue	2	N/A
	<i>The program had been on suspension since spring 2010. All affected faculty have been provided with professional development resources to support their transition to new program assignments. This program was on probation as a result of the 2009 productivity audit.</i>			
	B.A. Counseling	Discontinue	124	N/A
	<i>The MA degree has become the entry-level degree for counseling. Affected faculty have received professional development and reassigned to other programs.</i>			
	B.A. Family and Consumer Science	Discontinue	35	N/A
	<i>A corrective action plan provided through previous review was never fully enacted. Affected faculty have received professional development and reassigned to other programs.</i>			
	M.A. Counseling	Continue at the current level of activity	315	N/A



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	<i>The program meets the need for professional counselors in mental health agencies, school systems, correctional systems and other related agencies. The program is currently implementing an improvement plan that includes the recruitment of two full-time tenure track faculty positions.</i>			
	M.A. Elementary Education	Continue at the current level of activity	145	N/A
	<i>A number of improvement priorities have been developed including enhanced monitoring of student progress and reviewing courses and clinical experiences to further assist majors in meeting needs of diverse students, working with special needs students, and integrating technology.</i>			
	M.A. Secondary Education	Continue at the current level of activity	134	N/A
	<i>Improvement priorities include the development of a new capstone experience and adjusting program requirements to meet Department of Education mandates.</i>			
	M.A. Psychology	Continue at the current level of activity	160	N/A
	<i>Assessment data guided recent faculty searches in the need for expertise in statistics and research methodology. The program reviewer recommended additional laboratory space.</i>			
	Psy.D. Psychology	Continue at the current level of activity	25	N/A
	<i>The program committee meets at least twice a month to review assessment data. As in the previous review the need for additional space was cited as a weakness. The reviewers recommended additional laboratory space.</i>			
	Ed.S. School Psychology	Continue at the current level of activity	57	N/A
	<i>The program is housed in South Charleston and is the only school psychology program in West Virginia approved by the National Association of School Psychologists. The program has been active in utilizing assessment data for program improvement. The vast majority of graduates are employed either in-field or in a related field.</i>			
	M.S. Sports Administration	Continue at the current level of activity	105	N/A
	<i>A previous weakness in tracking graduates was not cited in this review. Eighty-seven percent of program graduates are employed in-field or in a related field.</i>			
	M.S. Chemistry	Continue at the current level of activity	11	N/A
	<i>The program has recently required an undergraduate degree in chemistry for admission. Undergraduate students participating in a research project through a capstone experience may enter a 4+1 program as juniors. A number of weaknesses identified in the previous review remain including poor faculty retention and morale, unmet laboratory needs and budgeted funds for repair and upkeep of equipment. A reviewer recommended budget increases for the program.</i>			
	M.S. Physical and Applied Sciences	Continue at the current level of activity	30	N/A
	<i>Program provides opportunities for graduates from a variety of disciplines to improve the depth and breadth of their scientific, computer and mathematical knowledge and skills. The program was cited as being unique by the reviewer but recommended that an advisory committee be formed to improve communication with graduates.</i>			
	M.A. Mathematics	Continue with corrective action or follow-up	26	N/A
	<i>The assessment tools are inadequate in revealing strengths and weaknesses. The Board has mandated the development of an assessment plan. Fifty-four percent of graduates have been accepted into doctoral programs. The reviewer recommended support for research and development of a lab.</i>			



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Marshall University (cont'd)	M.A. Adult and Technical Education	Continue with corrective action or follow-up	311	N/A
	<i>Administratively, the program was moved from the College of Education on the Huntington campus to the Leadership Studies program on the South Charleston campus. Corrective action mandated by the Board include: 1) development of measurable learning objectives, 2) reduction in the number of electives, 3) development of master syllabi for core courses, 4) development of assessment plan that will provide meaningful data for improvement, and 5) reduction in the number of areas of emphasis.</i>			
	M.A. Family and Consumer Sciences	Discontinue	1	N/A
	<i>This action mirrors the action taken on the undergraduate program. This program was on probation as a result of the 2009 productivity audit.</i>			
Shepherd University	B.S. Environmental Studies	Continue with corrective action or follow-up	84	120
	<i>The program offers six concentration areas: 1) Aquatic Science, 2) Environmental Engineering, 3) Environmental Science, 4) Environmental Sustainability, 5) Historic Preservation, and 6) Resource Management. Recommended actions include a) review and assessment of electives, b) collaborate with Department of History in the offering of Historic Preservation, and c) development of a strategic plan with objectives, student learning outcomes and assessment tools.</i>			
	B.S. Chemistry	Continue at the current level of activity	41	120
	<i>Concentrations are offered in 1) Traditional Chemistry, 2) Biochemistry, 3) Environmental Chemistry, and 4) Biopharmaceutical Chemistry. Through a capstone course students have an opportunity to design experiments, to analyze and present results and use scientific literature. Faculty were cited for creating a collegial environment that extends beyond the department and for being productive in research and securing external grants.</i>			
	B.S. Business Administration	Continue with corrective action or follow-up	434	120
	<i>Concentrations are offered in seven areas. Hospitality Management is a recent addition. The program is accredited by the International Assembly of Collegiate Business Education. A number of recommendations were offered including 1) develop a strategic plan with specific assessment tools, 2) create an advisory board, 3) increase efforts to obtain external funding, 4) increase use of online courses, and 6) create a separate School of Business and Entrepreneurship with an independent budget.</i>			
	B.S. Accounting	Continue with corrective action or follow-up	68	120
	<i>A number of recommendations were offered for program improvement including: 1) development of a 3+2 program in conjunction with the MBA program to accommodate students interested in becoming a licensed CPA, 2) exploring an internal auditing concentration, 3) develop assessment tools to evaluate student performance in co-ops and internships, and 4) expand faculty involvement in scholarship, professional development, and external fund raising.</i>			
Shepherd University	B.S. Recreation and Leisure Studies	Continue with corrective action or follow-up	239	120
	<i>Preparations are underway for accreditation with the National Recreation and Parks Association. The review was written for the Department which also includes the Physical Education Teacher certification. To enhance accreditation efforts it is recommended that the recreation and leisure studies program be realigned to include a focused core that is separate and apart from health education, physical education, wellness and exercise science. The number of concentrations should be reduced to provide greater rigor as required by NRPA. Therapeutic recreation students interested in sitting for the national exam must be supervised by a certified therapeutic recreation specialist during their internship.</i>			





## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Liberty University	B.S. Mathematics	Continue with corrective action or follow-up	4	128
	<i>The program is currently under probation from the initial productivity audit. The external reviewer identified recruitment and retention as areas of concern. The Board has recommended further development of the assessment plan, specifically the measurement of student learning outcomes and use of outcome data. Since the last review, the program has hired two faculty with PhD's. and implemented multiple curricular changes.</i>			
West Virginia State University	B.S. Chemistry	Continue with corrective action or follow-up	21	126-134
	<i>The program offers three options including one that is certified by the American Chemical Society. An advisory committee was recently formed. While the assessment plan is in the process of being reconfigured, the Board has suggested a follow-up report regarding assessment data collection and analysis and changes resulting from the analysis.</i>			
	B.S. Computer Science	Continue with corrective action or follow-up	2	128
	<i>While enrollment numbers are adequate, the program has had few graduates. The institutional review committee commended the development of the program despite limited faculty and few students. The committee recommends: 1) an emphasis on recruitment, 2) expansion of the advisory committee and its involvement, and 3) a follow-up report regarding assessment data collection and analysis.</i>			
	B.S. Mathematics	Continue with corrective action or follow-up	5	125
	<i>The review committee expressed concerns over the low number of majors and graduates. A recommendation was made to expand the advisory committee to, in part, assist in publicizing the major. A follow-up is requested regarding a more detailed comprehensive assessment plan, including data collection and analysis.</i>			
West Virginia University	B.S. Aerospace Engineering	Continue at the current level of activity – Program of Excellence	221	125
	<i>A large number of students select a dual major with mechanical engineering. The excellence designation is supported by substantial evidence of high quality instruction, faculty research, productivity, and excellent student outcomes.</i>			
	B.S. Biometric Systems	Continue with corrective action or follow-up	46	133
	<i>The department houses a NSF Industry University Cooperative Research Center named the Center for Identification Technology Research. WVU has been designated as a Center of Excellence in Information Assurance Education by the National Security Agency and Department of Homeland Security. The department is considering revisions to the program to make it a Biometric Systems Engineering program so that ABET accreditation can be pursued. The program has been requested to add student learning outcomes to the assessment plan.</i>			
	B.S. Chemical Engineering	Continue at the current level of activity – Program of Excellence	85	133
	<i>Enrollment has increased by 79 percent over the review period. The excellence designation is supported by an active assessment plan that has led to program improvements. ABET described the curriculum as “unique” and “externally recognized” for the integration of “design experiences throughout the curriculum.”</i>			



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	B.S. Civil Engineering	Continue at the current level of activity	247	132
	<i>The program has an active assessment plan. Enrollment has been very stable and is expected to increase. Graduates are in high demand.</i>			
	B.S. Computer Engineering	Continue at the current level of activity	191	131
	<i>Faculty are highly productive in scholarship, education and service. Each program outcome has multiple assessment data for evaluation. Assessment data is used for program improvement.</i>			
	B.S. Computer Science	Continue at the current level of activity	163	128
	<i>The program has ABET accreditation. The option of dual majors has enhanced the program.</i>			
	B.S. Electrical Engineering	Continue at the current level of activity	200	132
	<i>The program ranks in the top 33 percent nationally with regard to degrees awarded. The placement of graduates in the region was 89 percent with 43 percent finding jobs in West Virginia. It is anticipated that an increased demand in the field will lead to an increase in enrollment.</i>			
	B.S. Industrial Engineering	Continue at the current level of activity	237	128-130
	<i>Enrollment increased by 58 percent over the review period. Accreditation report commended program for efforts in student development. An internship is part of the culminating design experience. Graduate placement is extremely high and many students have multiple offers.</i>			
	B.S. Mechanical Engineering	Continue at the current level of activity – Program of Excellence	515	124
	<i>The accreditation report indicates program strengths are the integration of laboratory experiences and design competitions into the curriculum. The excellence designation was supported by substantial evidence of high quality instruction, faculty research productivity, and excellent student outcomes.</i>			
	B.S. Mining Engineering	Continue at the current level of activity	65	129-134
	<i>The program is one of only 12 programs in the country. The accreditation report noted that particular strengths were positive student-faculty interaction and strong alumni support.</i>			
	B.S. Petroleum and Natural Gas Engineering	Continue at the current level of activity – Program of Excellence	134	131
	<i>Various surveys show a high degree of satisfaction by outgoing students, alumni and employers. Assessment results were used to revamp the capstone design course. The excellence designation was supported by substantial evidence regarding curriculum, graduates and faculty. Job placement is 100 percent.</i>			
	B.S./B.A. Mathematics	Continue at the current level of activity	86	125-132
	<i>The program has seen an increase in overall enrollment as well as in female students. Previous recommendations were addressed through the development of effective assessment tools.</i>			
	M.S./Ph.D. Aerospace Engineering	Continue at the current level of activity – Program of Excellence	M.S.-26 Ph.D. - 13	N/A



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	Assessment data has been used to guide decisions for increasing/maintaining graduate fellowships, monitoring research productivity, and establishing a formalized exit interview for each graduating student. The Ph.D. program as a major under the Ph.D. in Engineering has been recommended for the excellence designation based in part on research productivity, employer satisfaction, and student success in competing for national fellowships.			
	M.S./Ph.D. Chemical Engineering	Continue at the current level of activity	M.S.-36/Ph.D.-12	N/A
	Faculty regularly file invention disclosures with the WVU Office of Technology Transfer and a significant number of these lead to successful patent applications. New faculty hires have reflected expansion into new areas such as neuroscience and technology, materials science, and technology and biomedical engineering. Future recruitment will recognize these new areas.			
	M.S./Ph.D. Civil Engineering	Continue at the current level of activity	M.S.-73/Ph.D.-19	N/A
	Four major areas of interest are environmental and hydrotechnical engineering, geotechnical engineering, transportation engineering, and structural engineering. New hires will reflect the critical areas of sustainable construction and environmental sciences. Students were taught to work on multidisciplinary teams.			
	Ph.D. Computer Engineering	Continue with corrective action or follow-up	1	N/A
	This program is a major under the Ph.D. in Engineering. Efforts to increase enrollment have shown some success over the last two years. The program has been asked to submit a follow-up report outlining a specific assessment for the program.			
	M.S./Ph.D. Computer Science	Continue at the current level of activity	M.S.-91/Ph.D.-14	N/A
	Students are active in publishing with their advisors and produce 30-40 peer-reviewed publications annually. Six faculty have endowed chair professorships. Following the past review, course design, graduate examinations, and course requirements were improved to reflect the different nature of emerging research fields.			
	M.S./Ph.D. Electrical Engineering	Continue at the current level of activity	M.S.-183/Ph.D.-18	N/A
	The program has dramatically increased the selectivity of students admitted to the graduate programs (especially the MS program). Efforts to increase research awards are geared to providing greater support for graduate students. Approximately 35 teaching assistants and 90 graduate assistants are supported by research revenue. The department's objective is to increase the PhD to MS student ratio.			
	M.S. Engineering	Discontinue	9	N/A
	The program has been used for students holding a baccalaureate degree in an engineering field different from the master's field they were seeking. The program lacks a critical mass of students.			
	M.S./Ph.D. Industrial Engineering	Continue at the current level of activity	M.S.-62/Ph.D.-13	N/A
	Students develop a program with a focus in industrial engineering designed to meet objectives in the areas of applied ergonomics, decision sciences and production systems, or manufacturing and production systems. The exit survey indicated 41 percent of the students were still looking for jobs as they approached graduation. The alumni survey for doctorates indicated 100 percent placement. New faculty hires have focused on research which will lead to greater student support.			
	M.S. Industrial Hygiene	Continue at the current level of activity	15	N/A
	The program is one of only 22 accredited programs nationwide. Many students are employed prior to program completion. A significant amount of support is provided by NIOSH.			
	M.S./Ph.D. Mining Engineering	Continue at the current level of activity	M.S.-17/Ph.D.-9	N/A



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University (cont'd)	<i>Job placement is 100 percent over the past five years. Limited research funds are a challenge and the department is concentrating its efforts on the state's Coal and Energy Research Bureau. Students and faculty have both received prestigious national awards and recognition.</i>			
	Ph.D. Occupational Safety and Health	Continue at the current level of activity	5	N/A
	<i>This program is a major under the Ph.D. in Engineering. Coursework is derived from courses offered by engineering majors through the college. Approximately 50 percent of the faculty are part-time/adjunct. Enrollment is limited to two enrollees per year.</i>			
	M.S./Ph.D. Mechanical Engineering	Continue at the current level of activity – Program of Excellence	M.S.-112/Ph.D.-50	N/A
	<i>Research productivity places the program in the top tier of programs nationally. Annual research awards and peer-reviewed publication has increased steadily. Students have been highly successful in competing for national fellowships. Faculty have received prestigious recognition both nationally and within the university.</i>			
	M.S./Ph.D. Petroleum and Natural Gas Engineering	Continue at the current level of activity	M.S.-48/Ph.D.-2	N/A
	<i>The majority of students are international. As the field of energy extraction continues to grow, the number of applicants is up. Graduates are all being placed in the job market.</i>			
	M.S. Safety Management	Continue at the current level of activity	135	N/A
	<i>Following the previous review an effective assessment plan has been implemented that includes recommendations by the Safety Management Advisory Organization. Placement has increased to better than 95 percent.</i>			
	M.S. Software Engineering	Continue at the current level of activity	83	N/A
	<i>Through an extended learning format, the program reaches students in remote locations across the state. An evaluation is currently underway involving focus groups representing industry, graduates, students, and faculty. Based on the input, the program will revise objectives and outcomes.</i>			
	M.S./Ph.D. Mathematics	Continue at the current level of activity	M.S.-27/Ph.D.-11	N/A
	<i>Graduate enrollment reached an all-time high in 2010-2011. Assessment has been enhanced with the addition of exit surveys, alumni surveys, and employer interviews. The program is competitive with its peers in productivity and degrees awarded.</i>			
	M.S. Statistics	Continue at the current level of activity	86	N/A
	<i>Nearly 100 percent of the graduates have been placed in professional positions or entered Ph.D. programs. The program has an excellent multi-tiered assessment process. There are plans to develop a master's degree in applied statistics.</i>			
	M.S./Ph.D. Reproductive Physiology	Continue at the current level of activity	M.S.-11/Ph.D.-8	N/A
	<i>Students completing the Ph.D. degree earn the M.S. degree as part of the program. The skills learned in the M.S. program are considered essential learning for the Ph.D. program. Student applications and enrollment are very low. Enrollment was cited as a concern in the last review. The Ph.D. program is viable despite low graduation numbers.</i>			
	M.A./Ph.D. Economics	Continue at the current level of activity	M.S.-25/Ph.D.-37	N/A
	<i>Admission to the programs is highly competitive – only 15-25 percent of applicants are admitted. Placement rates are high. There is evidence of effective use of assessment data for program improvement.</i>			



## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
Potomac State College of West Virginia University	A.A.S. Computer Information Systems	Continue at the current level of activity	24	63
	<i>The program meets a clear need for training computer information system technicians. Enrollment and graduation rates are stable. Since the last review the program has responded positively and actively to the need for an improved assessment plan.</i>			
West Virginia University Institute of Technology	B.S. Chemical Engineering	Continue at the current level of activity	24	135-139
	<i>Enrollment has remained constant at approximately 35 students per year. All program graduates have found employment.</i>			
	B.S. Civil Engineering	Continue with corrective action or follow-up	98	137
	<i>An intense recruiting effort resulted in enrollment growth in 2011 following years of stagnation. Concerns raised by the accreditation review regarding the use of the assessment plan for program development and improvement remain. The program is directed to address this issue in a follow-up report.</i>			
	B.S. Computer Engineering	Continue at the current level of activity	11	131
	<i>Initial accreditation was received in summer of 2009. Concerns over program objective and assessment have been addressed. Assessment data has led to course modifications.</i>			
	B.S. Computer Science	Continue with corrective action or follow-up	37	128
	<i>The program is working toward accreditation and has taken a number of actions including: 1) hiring of three Ph.D. faculty with significant scholarship, 2) a review of the curriculum and mapping out a comprehensive assessment plan, and 3) formulation of an initial recruitment plan. The most important deficit is updated computers and computer laboratories. A follow-up report is requested on the success of improvement plans. The follow-up report should eliminate any data related to the Information Systems program.</i>			
	B.S. Electrical Engineering	Continue at the current level of activity	73	131
	<i>Following the last accreditation review, the program filed an interim report in 2010 that successfully addressed concerns regarding assessment. The program is viable with a steady enrollment of more than 60 students.</i>			
	B.S. Electronic Engineering Technology	Continue with corrective action or follow-up	15	127
	<i>The last accreditation report cited a number of concerns including: 1) the development of a continuous improvement plan, 2) adequacy of support and classroom/lab facilities, and 3) sufficiency of faculty numbers. An interim report was submitted but a response from the accrediting agency was not included in this program review. A follow-up report has been requested. The separation of Bridgemont Community and Technical College necessitated the creation of the Department of Engineering Technology.</i>			
	B.S. Engineering Technology	Continue with corrective action or follow-up	31	127
	<i>The program offers areas of emphasis in Civil, Mechanical, and Environmental. Enrollment has been limited to graduates from Bridgemont Community and Technical College with A.A.S. degrees in Engineering Technology. Reviewer found that the data provided included all programs housed under the Department of Engineering Technology. A follow-up report on enrollment and viability must include discrete program data.</i>			
	B.S. Industrial Technology	Continue with corrective action or follow-up	5	127
	<i>The report addressed the mission of the Department rather than the discrete program. A follow-up report on viability and the program's assessment plan is requested.</i>			





## Summary of Program Review Recommendations, 2011-12

Institution	Program	Recommendation	Total Number of Graduates Last Five Years	Graduation Hours
West Virginia University Institute of Technology (cont'd)	B.A. Mathematics	Discontinue	3	N/A
	<i>The recommendation to discontinue the program may be waived by meeting a number of conditions include: 1) providing a clear and feasible plan for increasing enrollment and demonstrating positive outcomes for those enrolled, 2) developing a strong comprehensive curriculum, and 3) explore the feasibility of developing a 2+2 program with the main campus.</i>			
	B.S. Mechanical Engineering	Continue at the current level of activity	78	134
	<i>Enrollment in the program mirrors a decline in population and a decline of employment in the coal industry. An Admissions Counselor has been hired to reach out to neighboring states and international students. The self-study indicates that there is a well-designed assessment program.</i>			

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Stipulation for Newly Approved Academic Programs

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved, That, the West Virginia Higher Education Policy Commission approves the implementation of any newly approved academic program must commence within two calendar years after Commission approval or the program must be resubmitted for review and approval.*

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Currently, there is no limitation on the amount of time that can elapse between the date of the Commission's approval of a new program and when the higher education institution chooses to implement that program. When there is a significant delay of implementation following approval, conditions that existed at the time of approval may change. These conditions may include such factors as program duplication, availability of qualified program faculty, appropriate financial resources, and regional accreditation approval.

It is recommended that the Commission approve a limitation on the period within which implementation of a newly approved academic program must commence. If the newly approved program has not been implemented within two calendar years from the date of Commission approval, the approval of that academic program is terminated. Once approval is terminated, the academic program proposal must be resubmitted for review and approval.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Master of Architecture

**INSTITUTION:** Fairmont State University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Architecture to be implemented at Fairmont State University, effective August 2013. This approval expires in August 2015 if the program is not fully implemented at that time.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Fairmont State University proposes the approval and implementation of a Master of Architecture degree program (M. Arch) with plans to admit the first cohort of students during the Fall 2013 semester. The 42-hour credit, full-time graduate program is designed for students holding a baccalaureate degree in architecture or equivalent and will complement the existing pre-professional undergraduate architecture degree already in place at Fairmont State University.

The Master of Architecture degree program focuses on the cultural, geographic, and historical conditions that distinguish the character of the surrounding environment and its people. This program will provide an opportunity to study and address concerns relevant to small cities and towns, particularly within the rural environment. It will provide opportunities for improved research and applications in sustainable and green design principles and will complement and complete studies begun in the four-year undergraduate program.

Students seeking admission to the Master of Architecture program must complete a four-year pre-professional degree in architecture or equivalent. In addition to meeting required cut-off test scores, student applicants must provide references, a portfolio of creative design work and a letter of intent summarizing their purpose in pursuing the Master of Architecture degree. A limited number of students will be admitted to the program each year.

Completion of an accredited program is required by the West Virginia Board of Architects and most jurisdictions for licensure as an architect. This Master of Architecture degree program has been designed so that it can be accredited by the National Architectural Accrediting Board (NAAB). NAAB requires a four-year

undergraduate pre-professional degree in architecture with an additional three semesters at the graduate level to be eligible to take the licensure exam. Currently, Fairmont State University has the only pre-professional Bachelor of Science degree in Architecture in the state. There are no graduate programs in architecture in West Virginia at this time.

It is anticipated that the Architecture faculty will move forward with acquiring NAAB accreditation as the student enrollment increases annually. It is anticipated that this program will begin with a small cohort of students (i.e., 10 or less) with an additional 7-10 students admitted each year until the program receives full accreditation from NAAB. After receiving full accreditation, the program would be expanded based on the resources available.

According to the United States Bureau of Labor Statistics (*2010 Wage Data*) and *2008-2018 Employment Projections*, this professional field is projected to need an additional 50,900 architects by 2020. The federal government indicates that projected growth in this field will be between 20 to 28 percent. An additional 36,200 employees will be needed as architectural and civil drafters, and 49,700 architectural managers will be needed during this same time period. Data reported on the need for architects in West Virginia indicates that another 140 architects will be needed each year until 2018.

According to the program proposal, operational resources for this program will be supplied via a budget request from the West Virginia Legislature, financial resources at Fairmont State University, and through philanthropic groups. Fairmont State University staff indicate that members of the Legislature will support funding at the state level to assist Fairmont State University in implementing this program once it has been approved by the Commission. Thrasher Engineering, Incorporated in Fairmont, West Virginia has also committed \$100,000.00 to the College of Science and Technology to support this endeavor.

An out-of-state consultant reviewed this program proposal and made the following comments in summary of his observations:

*"In summary, this proposal presents a strong argument for an accredited professional degree in Architecture in the State of West Virginia. The present architecture degree program at Fairmont is the logical place to implement such a program. The faculty members guiding this program are dedicated to this proposition and have themselves benefited from such programs. The state of West Virginia will benefit immeasurably from this program. There is a demonstrated demand from students and the profession for this program. The will is strong on the part of Fairmont faculty and students. The question now, is there support from the State for this strong argument? Fairmont will need adequate financial support to supply the proper faculty, administrative assistance, building space, library materials, and operational support for this endeavor."*

Upon approval from Commission, Fairmont State University must complete the appropriate procedure/process to seek accreditation approval from the Higher Learning Commission to add this graduate program. Additionally, Fairmont State University must assure that funding is available to initiate implementation and sustain this program. If the Master of Architecture program is not fully implemented by the 2015-16 academic year, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

In the 2016-17 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.



Fairmont State University

May 1, 2012

New Program Proposal (Final Copy)

Master of Architecture

Program Location: Fairmont State University

Projected Date of Implementation: Fall Semester 2013

Brief Summary Statement: Fairmont State University offers the only B.S. degree in architecture in the state of West Virginia, and graduates of this program currently must go out of state to complete their requirements for professional licensure. Further, there are no accredited architecture programs in West Virginia. An accredited graduate program leading to professional licensure would: create a unique educational opportunity locally that would reduce the educational expenses to West Virginia citizens, draw students from the surrounding states to FSU, and would result in West Virginia retaining more professionally licensed architects. This would contribute to the economic well-being of the state.

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## **Program Description**

Fairmont State University's professional Master of Architecture degree program (M.Arch) is planned to admit the first cohort of students in the fall of 2013. This is a 42 credit full-time graduate program designed for students holding a 4-year baccalaureate degree in architecture or equivalent. This program will complement the existing pre-professional undergraduate architecture degree already in place at Fairmont State University.

The mission of the Architecture Program at Fairmont State is to educate future architects as creative thinkers who pursue architecture as a process of integration where theory, culture, history, sustainability, and practice come together within the understanding of the unique character and dynamics of the regional condition as part of the global community. The program is designed to address the cultural, geographic, and historical conditions that distinguish the character of the surrounding environment and its people. The Appalachian region is largely rural and is composed of small towns and cities, many with regional historical significance and a need for a reinvigorated sense of place. The key components of this program have been designed to address the built environment of the American small city and the regional uniqueness of their surroundings.

Among the most significant concerns is the responsible designing and planning for community revitalization and sustainability. The Appalachian region has a rich topographical, environmental and cultural influence on the content, methods, and outcomes of the design process. While the notion of green design and sustainable principles is imperative to the fundamental practice of architecture, it is ever more critical in a region dependent upon the quality of its environment as an economic determinant.

All required courses are unified by the common threads of sustainable principles and community-considerate design. Architecture students are exposed to innovative ways of community outreach through design and the ability of architecture to address people at a personal level.

This program will serve as a professional architecture degree that may be accredited by the National Architectural Accrediting Board (NAAB). An accredited degree is required by the West Virginia Board of Architects and most jurisdictions for licensure as an architect. Fairmont State University has the distinction of having the only pre-professional Bachelor of Science degree in Architecture in the state. Thus, it is uniquely positioned to be the first and only professional architecture degree offered in West Virginia. The faculty in the Architecture Program has prepared an application for candidacy and plan for achieving initial accreditation from the NAAB. This application is currently being reviewed on the campus of Fairmont State University and will be forwarded to NAAB once completed. It should be noted that while most professional degrees take two or three years to complete, NAAB requires a four-year undergraduate pre-professional degree in Architecture with an additional three semesters at the graduate level to sit for licensure. Thus, a professional degree in architecture requires a minimum of five and one-half years of study.

## **M.Arch Program Objectives and Learning Outcomes**

The Master of Architecture Program will:

- Prepare students to apply critical thinking skills to creatively solve a variety of design problems with respect to culture, context, systems, materials, sustainable principles, and contribute to the development of new knowledge.
- Demonstrate how architectural history, theory, and practice may inform design decisions in a diverse, global society.
- Provide students with the skills and knowledge to transition to internship and licensure and gain employment in professional design offices and design and construction-related fields.
- Enable students to assume the role of an architect as a collaborator, communicator, and leader while observing the diverse needs of clients, populations, and communities in a global society.
- Prepare students to make informed, ethical, and responsible contributions in a diverse and global society to serve the public good.

## NABB Learning Outcomes Imbedded into the Program and Courses

Learning Outcomes	Assessment Tool	Benchmark	Collection Timeline & Responsibility	Associated Courses
Apply critical thinking skills to creatively solve a variety of design problems with respect to culture, context, systems, materials, sustainable principles, and contribute to the development of new knowledge. *NAAB Realm A,B & C, Perspective A	PY 1: Co-op performance review by employers  PY1: Professional Jury Review  PY 2: Portfolio review	≥ 90% satisfactory  ≥ 90% competency in 80% of topic areas  ≥ 90% competency in 80% of topic areas	annually by faculty  alternate years by faculty  annually by faculty	ARCH 5500 Architecture Design Studio - Community  ARCH 5550 Comprehensive Design Studio
Demonstrate how architectural history, theory, and practice may inform design decisions in a diverse, global society. *NAAB Realm A, Perspective B	PY 1: Co-op performance review by employers	≥ 90% satisfactory	annually by faculty	ARCH 5510 Architecture Design Seminar 1 – Small Urban Context
Transition to internship and licensure and gain employment in professional design offices and design and construction-related fields. *NAAB Realm C, Perspective C	PGY 3: Graduate employment  PGY 3: Architecture Registration Examination	≥ 80% Graduates employed in architecture related field  ≥ 80% licensed	every 5 years by staff	ARCH 5540 Professional Practice
Assume the role of an architect as a collaborator, communicator, and leader while observing the diverse needs of clients, populations, and communities in a global society. *NAAB Realm C, Perspective D	PY 1: Co-op performance review by employers	≥ 90% satisfactory	annually by faculty	ARCH 5540 Professional Practice
Make informed, ethical, and responsible contributions in a diverse and global society to serve the public good. *NAAB Realm B & C, Perspective E	PY 1: Co-op performance review by employers	≥ 90% satisfactory	annually by faculty	ARCH 5560 Architecture Design Seminar 2 – Sustainable

\*Realm A: Critical Thinking and Representation

\*Realm B: Integrated Building Practices, Technical Skills & Knowledge

\*Realm C: Leadership and Practice

PY = Program Year

PGY = Post Graduate Year



## **Program Identification (CIP Code)**

Classification of Instructional Programs (CIP): Architecture 04.0201

## **Catalog Description**

The Master of Architecture degree program has a focus on the cultural, geographic, and historical conditions that distinguish the character of the surrounding environment and its people. The Master of Architecture degree program will provide graduates with the requisite educational background to enter the professional practice of architecture and its numerous variants. The state of West Virginia requires an architect to be a graduate of a professional degree program. The contemporary practice requirements established for legal use of the title, Architect, which focuses on the design of buildings and environments to satisfy stated individual or societal needs as regulated by the state require a professional degree in architecture. Integral with the study of architecture is an examination of the processes of design, systems of construction, relationships to environmental, social, historical and geographical context, and an understanding of behaviorism and symbolism. This program will provide an opportunity to study and address concerns relevant to the small city and town, particularly within a more rural environment. This program will also provide opportunities for improved research and applications in sustainable and green design principles. This program will complement and complete studies begun in the four year undergraduate program. The graduate program will provide an opportunity to examine the past, and prepare for the present and future challenges in architecture.

## **Admission and Performance Standards - Graduate School Admissions Requirements:**

All students seeking admission to this graduate program at Fairmont State University must first meet the **minimum standards** established by the university. Applicants must also be approved for admission by the Architecture Program, where the admissions standards may be more rigorous than those established by the university. Regular admission to Graduate Studies at Fairmont State University requires a baccalaureate degree from a regionally accredited institution with a minimum 2.75 overall grade point average or a 3.0 grade point average on a 4.0 scale on the student's last sixty (60) semester hours of baccalaureate degree courses.

Official transcripts must be sent directly from the college or university that issued the baccalaureate degree to the Office of Admissions. In addition to the Graduate School Admissions Requirements, admission to the Master of Architecture degree program will be partially determined by the applicant's GRE score, portfolio, letters of recommendation, and letter of intent. Particular experience in required areas of pre-requisite study will be evaluated. A personal interview will be required as part of the admissions process. This interview will be conducted by faculty in the Architecture program.

Students seeking admission to the M.Arch program must meet the following requirements:

1. Completion of a four-year pre-professional degree in architecture or equivalent. An equivalent program would consist of a program of study similar to a pre-professional degree in architecture but not recognized as such by NAAB. An equivalent degree should consist of approximately 90-96 credit hours of architecture content courses and

45 credit hours of general studies. The architecture faculty will determine if a program of study meets equivalency. It is noted that the current undergraduate degree in Architecture will need to be modified in the future to adhere to HEPC rules that all undergraduate degree programs are limited to 120 credit hours. Thus, the above statement regarding equivalency will be modified upon a redesign of the existing undergraduate degree program.

2. Scores on the Graduate Record Exam (GRE) of not less than 900 for the Verbal and Quantitative sections combined. The submitted score must be no more than five years old.
3. TOEFL (Test for English as a Foreign Language) must be taken by all international students in which English is not the primary language. Score not less than 173 via the computer assessment or 61 Internet.
4. Three letters of reference with a minimum of two from undergraduate architecture instructors. The third may be from a professional acquaintance.
5. A portfolio containing examples of the applicant's creative/design work.
6. A letter of intent summarizing the student's purpose in pursuing the M.Arch degree.

#### General Information:

1. Two C rule: Students cannot continue in the graduate program if they earn more than one grade of C or lower in any graduate course. After receiving a C grade in any program course a student may repeat that course in an attempt to earn a higher grade. If a higher grade is not achieved or a student earns a C in any other graduate course, the student will be automatically dismissed from the Architecture Program. The Graduate Council as a means of maintaining program integrity and student accountability has enacted the Two C rule at Fairmont State University. In order to graduate, students must maintain a 3.00 overall GPA.

#### Transfer Students:

Students transferring to the graduate Architecture Program must meet the university requirements for students transferring to the institution (Refer to page 12 of the FSU catalog [http://www.fairmontstate.edu/publications/catalogs/11-12\\_fsu\\_catalog.pdf](http://www.fairmontstate.edu/publications/catalogs/11-12_fsu_catalog.pdf)), and the graduate studies requirements for graduate student admission. Additionally, students must meet the requirements listed above for admission to the M.Arch degree program.

The M.Arch program will consist of 42 semester hours of graduate architecture courses in addition to a pre-requisite of a four-year pre-professional degree in architecture or equivalent. The M.Arch program will typically be completed in three semesters of full-time study.

## Program Requirements - Proposed Master of Architecture Curriculum

Core Courses (Required) .....	30 hrs	
ARCH 5500*	Architecture Design Studio – Community	6 hrs
ARCH 5510*	Architectural Design Seminar 1 – Small Urban Context	3 hrs
ARCH 5540*	Professional Practice	3 hrs
ARCH 5550*	Comprehensive Design Studio	6 hrs
ARCH 5560*	Architecture Design Seminar 2 - Sustainable	3 hrs
ARCH 6610*	Advanced Study Proposal	3 hrs
ARCH 6620*	Advanced Architectural Design Studio	6 hrs
Specialization Courses.....	12 hrs	
ARCH 54xx/65xx* Architecture Electives		9 hrs
XXXX ##### Interdisciplinary Elective		3 hrs
Total Hours .....	42 hrs	

\* Indicates new courses

*The following model schedule and curriculum outline represents the totality and sequence of courses required to complete the Master of Architecture Program.*

### Proposed Course Rotation

#### First Year

<u>Fall</u>	<u>15 Hours</u>	
ARCH 5500	(6)	Architectural Design Studio - Community
ARCH 5510	(3)	Architecture Design Seminar 1 – Small Urban Context
ARCH 5540	(3)	Professional Practice
ARCH 54xx	(3)	Architecture Elective
<u>Spring</u>	<u>15 Hours</u>	
ARCH 5550	(6)	Comprehensive Design Studio
ARCH 5560	(3)	Architecture Design Seminar 2 - Sustainable
ARCH 6610	(3)	Advanced Study Proposal
ARCH 54xx	(3)	Architecture Elective

#### Second Year

<u>Fall</u>	<u>12 Hours</u>	
ARCH 6620	(6)	Advanced Architectural Design Studio
ARCH 65xx	(3)	Architecture Elective
XXXX #####	(3)	Interdisciplinary Elective

### Unique Nature of this M.Arch Program

The program at Fairmont State University will focus on the unique challenges in architecture relevant to the small city and town, particularly within a more rural environment. These aspects are often overlooked in many M.Arch degree programs, and this type of study and practice is essential in maintaining healthy communities with the design of structures that are essential in an environmental, social, geographical, and historical context.

**Course Descriptions:** (Refer to Detailed Course Descriptions)

**ARCH 5500 Architecture Design Studio – Community (6 credits)** Advanced studio problems in architecture with emphasis on the built environment of the small city; addressing a variety of critical and ideological constructs; community connectedness, revitalization, development. CO-REQUISITE: ARCH 5510.

**ARCH 5510 Architecture Design Seminar 1 – Small Urban Context (3 credits)** Offered in conjunction with Architecture Design Studio - Community. Review of contemporary concepts in architectural design in the context of the rural small city environment; attitudes and phenomena making the particular culture of today and their impact on the built environment. CO-REQUISITE: ARCH 5500.

**ARCH 5540 Professional Practice (3 credits)** Basic principles and legal aspects of practice organization and management, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, project delivery, expanded practice settings, diversity, and others. PREREQUISITE: Students must be enrolled in the M.Arch Program.

**ARCH 5550 Comprehensive Design Studio (6 credits)** Focuses on the design of a large scale building as an integration of architectural systems and design criteria; addresses a variety of critical issues including life-safety, building technology and applications of sustainable principles as design determinants. PREREQUISITE: ARCH 5500, ARCH 5510; CO-REQUISITE: ARCH 5560.

**ARCH 5560 Architectural Design Seminar 2 – Sustainable (3 credits)** Offered in conjunction with Comprehensive Design Studio; Topics address a sustainable approach to architecture including social, political and economic issues, focusing on resource conservation through design of the site, building envelope and the building systems. PREREQUISITES: ARCH 5500, ARCH 5510. CO-REQUISITE: ARCH 5550.

**ARCH 6610 Advanced Study Proposal (3 credits)** Study and research in a specific area culminating in a proposal that includes research techniques, preliminary research; and conceptual development of an architectural project for an advanced study focus. PREREQUISITE: ARCH 5550.

**ARCH 6620 Advanced Architectural Design (6 credits)** Application of graphic, research, critical thinking and comprehensive design skills to advanced architectural projects that address cultural conditions, theory, context, coordination of complex variables and professional judgment leading to planning and development of design of components of the built environment. This is the terminal requirement for the Master of Architecture degree. PREREQUISITE: ARCH 6610 and Submission of an Advanced Study Proposal.

**ARCH 54xx/65xx Architecture Electives (3 credits)** Architecture elective courses permit the student to structure a program of study related to an established programmatic emphasis area, or a unique exploration topic that has faculty support. Architecture Electives are comprised of courses in the visual arts offered jointly with the School of Fine Arts as approved by the faculty advisor.

**Interdisciplinary Electives (3 credits)** Graduate studies in architecture are complemented by programs in other colleges, schools, or departments offering courses in the fine arts, language arts,

and business. This course may include upper division undergraduate level courses as approved by the faculty advisor.



**Number & Title of Course:**

ARCH 5500 Architecture Design Studio - Community, 6 credits

**Course Description:**

Advanced studio problems in architecture with emphasis on the built environment of the small city; addressing a variety of critical and ideological constructs; community connectedness, revitalization, development. CO-REQUISITE: ARCH 5510.

**Course Overview:**

This course explores advanced studio problems in architecture with emphasis on the built environment of the small city; topics include: regional culture, community connectedness, revitalization, and development.

**Course Goals:**

- Synthesize historical, cultural, and structural concerns of the co-requisite course into the architectural exploration of built form
- Develop a responsible design approach that engages the community
- Work collaboratively to develop an understanding of the diversity of needs and the implication of architectural intervention

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Evaluate through design investigations the physical, historical, and cultural influence that help define the character of the given context.
- Participate as members of design teams that include professionals, civic leaders, and the community at large, and take leadership roles where needed.
- Investigate, propose, and illustrate alternative design solutions.
- Organize, analyze, synthesize, recommend, and produce a design product.
- Employ 2-d and 3-d graphic and computer representations to convey complex architectural ideas.

**Topical Outline** (include percentage of time in course spent in each subject area):

Cultural and Historic Research (25%)

Design Investigation (50%)

Codes and Guidelines (10%)

Modeling, Graphic Representation (15%)

**Prerequisites:**

Enrollment in the M.Arch program

Co-Requisite: ARCH 5510 Architecture Design Seminar 1 - Small Urban Context

**Textbooks/Learning Resources:**

Various texts: topics include small city development, revitalization, and development

## **ARCH 5500 Detailed Outline:**

### **Architecture and Culture (25%)**

#### Cultural and Historic Research

1. Parallel and divergent canons and traditions of architecture, landscape, and urban design
2. Examples of indigenous, vernacular, local, regional, and national context
3. Climatic, ecological, technological, socioeconomic, public health and cultural factors
4. Diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns
5. Different cultures and individuals and the implication of diversity on the societal roles and responsibilities of architects

### **Design (50%)**

#### Design Investigation

1. Examination of relevant precedents
2. Fundamentals of natural and formal ordering systems
3. Applied research to determine function, form and system integration
4. Site, facility, and systems that provide independent and integrated use by individuals with physical, sensory, and cognitive disabilities

### **Life Safety (10%)**

#### Codes and Guidelines

1. Review of relevant laws, standards, and assessment of their implications for the project
2. Life-safety systems with an emphasis on egress

### **Media (15%)**

#### Modeling, Graphic Representation

1. Appropriate representational media
2. Illustrating and identifying assembly of materials, systems and components

**Number & Title of Course:**

ARCH 5510 Architecture Design Seminar 1: Small Urban Context, 3 credits

**Course Description:**

Offered in conjunction with Architecture Design Studio - Community. Review of contemporary concepts in architectural design in the context of the rural small city environment; attitudes and phenomena making the particular culture of today and their impact on the built environment. CO-REQUISITE: ARCH 5500.

**Course Overview:**

This course explores architectural concepts within the context of cities of less than 50,000 residents. Topics include urban design, historic preservation, and social and cultural implications.

**Course Goals:**

- Identify and explore the characteristics unique to the small city (focuses on the Appalachian region)
- Investigate issues related to economic, social, and environmental influences
- Present concepts that consider planning theory, adaptive reuse, and sustainable strategies

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Evaluate the approach to development of the built environment within the small urban context.
- Differentiate the historical context, social and cultural forces, and physical influences that shape small cities.
- Describe the fundamental structure involved in planning a project.

**Topical Outline** (include percentage of time in course spent in each subject area):

Introduction to historical, cultural, and environmental influences (50%)

Codes and ordinances (10%)

Planning Strategies and Theories (40%)

**Prerequisites:**

Enrollment in the M.Arch program

Co-Requisite: ARCH 5500 Architectural Design Studio - Community

**Textbooks/Learning Resources:**

Various texts: topics include urban design principles, historic preservation, and cultural influences

## **ARCH 5510 Detailed Outline:**

### **Context (50%)**

Introduction to historical, cultural, and environmental influences

1. Examples of indigenous, vernacular, local, regional, and national context
2. The relationship between human behavior, the natural environment, and the design of the built environment
3. Characteristics of different cultures and individuals and the impact of this diversity on the societal roles and responsibilities of architects
4. Environmental impact of building construction and operations on future generations through such means as carbon-neutral design, bioclimatic design, and energy efficiency

### **Planning (10%)**

Codes and ordinances

1. Zoning as a means for protecting public health, safety, and welfare, promoting desirable development patterns, and maintaining community character, aesthetics, and resources
2. Accessibility of sites, facilities, and systems to provide independent and integrated use by individuals with physical, sensory, and cognitive disabilities

### **Application (40%)**

Planning Strategies and Theories

1. Gathering, assessing, recording, applying, and comparatively evaluating information within the architectural framework
2. Responsibility to work in the public interest to respect historic resources and to improve the quality of life for local and global neighbors
3. Fundamentals of building and development cost including acquisition, construction, and operating costs

**Number & Title of Course:**

ARCH 5540 Professional Practice: 3 credits

**Course Description:**

Basic principles and legal aspects of practice organization and management, time and project management, risk mitigation, mediation and arbitration; trends affecting practice such as globalization, project delivery, expanded practice settings, diversity, and others. **PREREQUISITE:** Students must be enrolled in the M.Arch Program.

**Course Overview:**

This course introduces the business of architecture, the architect's legal and ethical responsibility for the public good, and the collaborative nature of contemporary practice.

**Course Goals:**

- The primary goal is to present the practicing architect as a business person, interdisciplinary team leader, and project manager within the context of legal, ethical, social, community, and global responsibility.

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Illustrate the collaborative nature of the architect, client, and building professional.
- Describe the various stages of project development and project management.
- Discuss the legal, ethical, and professional responsibility for protecting the public interest.
- Apply the essentials of practice management.

**Topical Outline** (include percentage of time in course spent in each subject area):

Internship and Licensure (10%)

Firm Structure and Management (25%)

Project Responsibility and Management (25%)

Project Team (20%)

Legal and Ethical Responsibilities (20%)

**Prerequisites:**

Enrollment in the M.Arch Program

**Textbooks/Learning Resources:**

Various texts: topics include architecture as a business, legal, and ethical responsibilities of architecture

## **ARCH 5540 Detailed Outline:**

### **Internship and Licensure (10%)**

#### Intern Development Program

1. Responsibility of the intern architect for participating in and completing in the required educational and training areas such as Design and Construction Documents, Construction and Contract Administration, Management, and Community Service
2. Responsibility of the intern architect to prepare and complete the architect registration examination as a qualification of skill, judgment, and knowledge for the professional practice of architecture

### **The Firm (25%)**

#### Firm Structure and Management

1. Basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice

### **Management (25%)**

#### Project Responsibility and Management

1. Methods for competing for commissions, selecting consultants, assembling teams, and recommending project delivery methods
2. Techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities

### **The Team (20%)**

#### Project Team

1. Responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains
2. Methods for competing for commissions, selecting consultants, assembling teams, and recommending project delivery methods

### **The Law (20%)**

#### Legal and Ethical Responsibilities

1. Responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation, and accessibility laws
2. Ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues in architectural design and practice
3. Responsibility to work in the public interest to respect historic resources, and to improve the quality of life for local and global neighbors



**Number & Title of Course:**

ARCH 5550 Comprehensive Design Studio, 6 credits

**Course Description:**

Focuses on the design of a large scale building as an integration of architectural systems and design criteria; addresses a variety of critical issues including life-safety, building technology and applications of sustainable principles as design determinants. PREREQUISITE: ARCH 5500, ARCH 5510; CO-REQUISITE: ARCH 5560.

**Course Overview:**

Through the design of a large building, this course integrates design criteria, systems, and technology. Emphasis is placed on life safety, sustainability, and context as design determinates.

**Course Goals:**

- Produce a comprehensive design solution integrating a range of concerns including the site, context, building function and organization, building systems, and sustainable principles
- Develop a solution respectful of societal and cultural influences specific to place and time

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Apply sound design principles and an understanding of the complementary relationship of interdisciplinary building systems and technology.
- Apply and coordinate knowledge of materials and building systems at a variety of levels of detail.
- Produce technically clear and accurate drawings and models using 2-d and 3-d computer software.

**Topical Outline** (include percentage of time in course spent in each subject area):

Comprehensive Design Solution (100%)

**Prerequisites**

ARCH 5500 Architecture Design Studio - Community

ARCH 5510 Architecture Design Seminar 1 - Small Urban Context

Co-Requisite: ARCH 5560 Architecture Design Seminar 2 - Sustainable

**Textbooks/Learning Resources:**

Various texts: topics include design criteria and sustainability

## **ARCH 5550 Detailed Outline:**

### **Comprehensive Design Solution (100%)**

#### **Design Thinking Skills**

1. Clear and precise questions
2. Abstract ideas to interpret information
3. Consider diverse points of view
4. Well-reasoned conclusions
5. Alternative outcomes against relevant criteria and standards

#### **Technical Documentation**

1. Technically clear drawings, writing
2. Outline specifications
3. Models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design

#### **Investigative Skills**

1. Gather, assess, record, relevant information within architectural coursework and design processes
2. Apply, and comparatively evaluate relevant information within architectural coursework and design processes

#### **Ordering Systems**

1. Fundamentals of natural ordering systems and the capacity of each to inform two- and three-dimensional design
2. Fundamentals of formal ordering systems and the capacity of each to inform two- and three-dimensional design

#### **Historical Traditions and Global Culture**

1. Parallel and divergent canons and traditions of architecture, landscape, and urban design
2. Indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors

#### **Accessibility**

1. Site design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
2. Facility design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
3. System design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities

#### **Sustainability**

1. Optimize, conserve, or reuse natural and built resources
2. Provide healthful environments for occupants/users
3. Reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency

#### Site Design

1. Soil
2. Topography
3. Vegetation
4. Watershed

#### Life Safety

1. Principles of life-safety systems
2. Egress

#### Environmental Systems

1. Embodied energy
2. Active and passive heating and cooling
3. Indoor air quality
4. Solar orientation
5. Day-lighting and artificial illumination
6. Acoustics
7. Appropriate performance assessment tools

#### Structural Systems

1. Gravity and lateral forces
2. Range and appropriate applications of contemporary structural systems

**Number & Title of Course:**

ARCH 5560 Architecture Design Seminar 2 - Sustainable, 3 credits

**Course Description:**

Offered in conjunction with Comprehensive Design Studio; Topics address a sustainable approach to architecture including social, political and economic issues, focusing on resource conservation through design of the site, building envelope and the building systems. PREREQUISITES: ARCH 5500, ARCH 5510. CO-REQUISITE: ARCH 5550.

**Course Overview:**

This course presents a sustainable approach to architecture considering social and economic issues, resource conservation, the building envelope, and building systems.

**Course Goals:**

- Identify and explore sustainable principles as they relate to the role of designing the built environment
- Address economic, social, political, and environmental influences as they relate to sustainable design strategies

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Employ principles that protect and preserve natural resources and create healthier environments for people.
- Apply principles that guide the appropriate selection of materials and employment of resources.
- Illustrate the ethical, moral, and economic concerns involved with public discourse and influencing building design.

**Topical Outline** (include percentage of time in course spent in each subject area):

Sustainable Principles (50%)

Influence of Culture and Society (15%)

Theories of Sustainable Applications (35%)

**Prerequisites:**

ARCH 5500 Architectural Design Studio - Community

ARCH 5510 Architecture Design Seminar 1 – Small Urban Context

Co-Requisite: ARCH 5550 Comprehensive Design Studio

**Textbooks/Learning Resources:**

Various texts on sustainable and environmental design

## **ARCH 5560 Detailed Outline:**

### **Environment (50%)**

#### Sustainable Principles

1. Optimize, conserve, or reuse natural and built resources
2. Provide healthful environments for occupants/users
3. Reduce the environmental impact of buildings and operation

### **Community (15%)**

#### Culture and Society

1. The relationship between human behavior, the natural environment, and the design of the built environment
2. Characteristics of different cultures and individuals and the impact of this diversity on the societal roles and responsibilities of architects
3. Responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors

### **Demonstration (35%)**

#### Sustainable Application

1. Gathering, assessing, recording, applying, and comparatively evaluating information within the environmental framework
2. Environmental impact of building construction and operations on future generations through such means as carbon-neutral design, bioclimatic design, and energy efficiency
3. Embodied energy, active and passive solar heating and cooling, indoor air quality, day-lighting
4. Inherent material and assembly characteristics and performance including their environmental impact and reuse

**Number & Title of Course:**

ARCH 6610 Advanced Study Proposal, 3 credits

**Course Description:**

Study and research in a specific area culminating in a proposal that includes research techniques, preliminary research; and conceptual development of an architectural project for an advanced study focus. PREREQUISITE: ARCH 5550.

**Course Overview:**

Study and research toward an individual area culminating in a proposal that includes research techniques, preliminary research, and defined focus for an advanced study project.

**Course Goals:**

- Mobilize the student toward researching and gathering information that lays the groundwork for beginning the advanced architecture design project
- Produce study plan and timeline that defines milestones for completing the advanced architecture design project

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Identify and organize factual and theoretical information relevant to a given subject.
- Apply research and planning as it relates to initiation and completion of a project.

**Topical Outline** (include percentage of time in course spent in each subject area):

Researching and Developing a proposal and timeline for an advanced design project (100%)

**Prerequisites:**

ARCH 5550 Comprehensive Design Studio

**Textbooks/Learning Resources:**

None



## **ARCH 6610 Detailed Outline:**

### **Researching and Developing a proposal and timeline for an advanced design project (100%)**

#### Applied Research

1. Role of applied research in determining function, form, and systems
2. Impact on human conditions and behavior

#### Pre-Design

1. Assessment of client and user needs
2. Inventory of space and equipment requirements
3. Analysis of site conditions (including existing buildings)
4. Review of the relevant laws, standards, and assessment of their implications for the project
5. Definition of site selection and design assessment criteria

#### Project Management

1. Competing for commissions
2. Selecting consultants and assembling teams
3. Recommending project delivery methods

**Number & Title of Course:**

ARCH 6620 Advanced Architectural Design, 6 credits

**Course Description:**

Application of graphic, research, critical thinking and comprehensive design skills to advanced architectural projects that address cultural conditions, theory, context, coordination of complex variables and professional judgment leading to planning and development of design of components of the built environment. This is the terminal requirement for the Master of Architecture degree.

PREREQUISITE: ARCH 6610 and Submission of an Advanced Study Proposal.

**Course Overview:**

Advanced architecture projects are pursued through integration of research, critical thinking, design, and representation. This is the terminal requirement for the Master of Architecture degree.

**Course Goals:**

- Projects produced should demonstrate a student's ability to comprehensively research and apply architectural principles through the conception of the idea to the complete and accurate representation of a realized formal solution
- Demonstrate an advanced understanding of planning, systems, and the application of theory
- Allocate resources and work independently or collaboratively in small teams

**Course Outcomes:**

At the conclusion of this course students should be able to:

- Produce a design solution that effectively integrates the critical design components including function, structure, systems, life safety, context, culture, and sustainable strategies.
- Present design solutions at the highest level of verbal and graphic communication skill.

**Topical Outline** (include percentage of time in course spent in each subject area):

Researching and developing a comprehensive design solution (100%)

**Prerequisites:**

ARCH 6610 and Submission of an Advanced Study Proposal

**Textbooks/Learning Resources:**

None

## **ARCH 6620 Detailed Outline:**

### **Researching and Developing a Comprehensive Design Solution (100%)**

#### **Design Thinking Skills**

1. Clear and precise questions
2. Abstract ideas to interpret information
3. Consider diverse points of view
4. Well-reasoned conclusions
5. Alternative outcomes against relevant criteria and standards

#### **Visual Communication Skills**

1. Appropriate representational media: traditional graphic skills to convey essential formal elements at each stage of the programming and design process
2. Appropriate representational media: digital technology skills to convey essential formal elements at each stage of the programming and design process

#### **Technical Documentation**

1. Technically correct drawings
2. Outline specifications
3. Models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design

#### **Investigative Skills**

1. Gather, assess, record, relevant information within architectural coursework and design processes
2. Apply and comparatively evaluate relevant information within architectural coursework and design processes

#### **Use of Precedents**

1. Examine and comprehend the fundamental principles present in relevant precedents
2. Choices regarding the incorporation of such principles into architecture and urban design projects

#### **Ordering Systems**

1. Natural ordering systems and the capacity of each to inform two- and three-dimensional design
2. Formal ordering systems and the capacity of each to inform two- and three-dimensional design

#### **Historical Traditions and Global Culture**

1. Parallel and divergent canons and traditions of architecture, landscape, and urban design
2. Indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors

#### **Applied Research**

1. Role of applied research in determining function, form, and systems
2. Impact on human conditions and behavior

### Pre-Design

1. Assessment of client and user needs
2. Inventory of space and equipment requirements
3. Analysis of site conditions (including existing buildings)
4. Review of the relevant laws, standards, and assessment of their implications for the project
5. Definition of site selection and design assessment criteria

### Accessibility

1. Site design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
2. Facility design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities
3. System design to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities

### Sustainability

1. Optimize, conserve, or reuse natural and built resources
2. Provide healthful environments for occupants/users
3. Reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency

### Site Design

1. Soil
2. Topography
3. Vegetation
4. Watershed

### Life Safety

1. Principles of life-safety systems
2. Egress

### Environmental Systems

1. Embodied energy
2. Active and passive heating and cooling
3. Indoor air quality
4. Solar orientation
5. Day-lighting and artificial illumination
6. Acoustics
7. Appropriate performance assessment tools

### Structural Systems

1. Gravity and lateral forces and the evolution
2. Range and appropriate application of contemporary structural systems

### **Program Outcomes – Expected Results of the Program**

- The West Virginia Board of Architects requires a professional degree from a NAAB-accredited program as the primary means of satisfying the board's education requirement. West Virginia cannot meet its own requirements for the profession, and this increases the cost for this education as West Virginia citizens must pay out-of-state tuition and fees to complete their degree requirements. Further, according to the American Institute of Architects (West Virginia Chapter), many of the students who leave the state to study architecture do not return upon graduation. An accredited graduate program would enable West Virginia to meet its board of architecture requirements and potentially keep its newly educated citizens in the state.
- An accredited architecture degree program is a professional program, similar to law or medicine. This program would elevate the perception of the offerings of the university and stand alone as the sole professional architecture program in the state. It would bring new recognition to West Virginia.
- Architecture programs often attract the best and brightest students. Average ACT scores for many accredited undergraduate programs are 28-30, with the average freshman student having graduated in the top 10 percent of his/her class. Recruitment of such students elevates the learning environment for all students with whom they interact.
- Architecture programs attract many out-of-state students. This adds to the diversity of the classroom throughout the campus, and brings with it greater financial resources to the university.
- States with architecture programs have the resource of knowledgeable professionals who are vested in improving the quality of the built environment, as well as improving the condition of the communities where they live and work. Often, West Virginia must call upon 'experts' from beyond its borders. While very capable, they work here, then leave, and they do not have the same regard for the welfare of the people and places as those living in the state.
- Fairmont State University is within a four-hour drive of a population of over 10,000,000 people; within 90 minutes drive, there is a population of over 4,000,000 people. Within the immediate 120 mile radius there are no public architecture programs. This is significant in that it demonstrates a large pool from which to draw. The above stated population contains the metro areas of Pittsburgh, Washington D.C, Huntington, Charleston, and Columbus, OH. It also extends to regions of our five neighboring states.

### **Program Content**

The proposed educational program is consistent and compatible with the institutional mission of Fairmont State University. The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good. The education objectives and outcomes in the M.Arch

program reflect the University core values of SOAR: Scholarship, Opportunity, Achievement, and Responsibility. The proposed program is also in line with the required semester hours beyond a bachelor's degree at Fairmont State University. This program of study is beyond 32 hours in order to comply with the accreditation requirements of NAAB (i.e., number of credit hours and content to earn a professional degree) and state licensure rules in West Virginia. For licensure, the West Virginia Board of Architects requires a professional degree from a NAAB accredited program.

This proposal illustrates the needed courses required by NAAB to obtain accreditation. NAAB outlined the number of credit hours required for accreditation in their *2009 Conditions for Accreditation*. This document illustrated the relationship needed by post-secondary institutions offering a Bachelor of Architecture degree and a Master of Architecture degree. In order to award the M.Arch degree, a program of study must require a minimum of 168 semester credit hours (i.e., from both undergraduate and graduate degree programs with NAAB accreditation), of which 30 semester credit hours must be at the graduate level. Fairmont State currently provides a pre-professional degree (i.e., B.S. in Architecture), and it would not qualify for accreditation as a Bachelor of Architecture (B.Arch) degree. This is because a minimum of 150 credit hours in academic coursework, general studies, professional studies, and electives are required for such a program. With state requirements to reduce undergraduate programs of study to 120 credit hours, the only alternative is to provide additional courses at the graduate level to meet the necessary NAAB requirements for accreditation and state licensure. The proposed program of study is similar to other NAAB accredited programs of study with pre-professional programs in the United States. The curriculum of study illustrated in this document would provide accreditation based on the existing undergraduate architecture program at Fairmont State University.

### **Relationship to Institutional Goals**

The proposal to establish a M.Arch degree at Fairmont State University has a direct connection to the Master Plan for West Virginia Higher Education and the Strategic Plan for Fairmont State University. The proposed M.Arch degree would contribute to the state's economic vitality by preparing Architects for the state of West Virginia. This degree program would address the concept of access by creating a degree that would provide educational opportunities that currently do not exist in the state. Further, the M.Arch degree will cultivate and strengthen the educational, economic, and cultural well-being of the region served by Fairmont State University, as outlined in the 2010-2012 Strategic Plan Update - Redefining Our Future.

### **Existing Programs**

There are no institutions offering the M.Arch degree in the state of West Virginia. The advantage in investing in the current architecture program is that Fairmont State University offers the only B.S. degree in architecture, and there are no accredited architecture programs within the state. The development of this advanced degree is therefore a natural fit for Fairmont State University. Further, an accredited program would likely draw students from the surrounding states to Fairmont State University. This offers a unique opportunity to serve the citizens of West Virginia, provide additional revenue to Fairmont State University via out-of-state enrollments, and grow the economy of the state.



## **Program Planning and Development**

The origin of the Architecture Program dates back to the 1950s where it began as an associate degree in construction technology. The program continued to evolve, becoming a bachelor's degree in architectural engineering technology in 1978. The first inquiries were made regarding accrediting the program by the National Architectural Accrediting Board (NAAB) in 1991. William McMinn, a noted consultant, concluded that an architecture program could be sustainable at Fairmont State University.

In 1993, in response to the desire of an overwhelming majority of students entering the program with aspirations of becoming registered architects, the program curriculum evolved to its current state of being an architectural design curriculum rather than an engineering technology curriculum. The 1993 curriculum addressed student concerns by focusing on design and theory. This curriculum change provided students with an undergraduate education needed to be successful in accredited graduate architecture programs. The degree name was officially changed to Bachelor of Science in Architecture in 2006. Illustrated below are steps that have been undertaken to meet accreditation standards and to develop this proposal. It should be noted that a number of activities illustrated below involve students and the professional development of faculty. These activities and learning experiences are essential to obtaining accreditation by NAAB:

- Since 2006 the program focus has been to align with the intent of the National Architectural Accrediting Board (NAAB) and its four collateral organizations: Association of Collegiate Schools of Architecture (ACSA), American Institute of Architects (AIA), American Institute of Architecture Students (AIAS) and National Council of Architectural Registration Board (NCARB).
- The AIAS at Fairmont State promotes excellence in architectural education, training, and practice. Through the AIAS, students have annually attended national conferences such as AIAS Forum, and the Grassroots Leadership Conference, developed an annual travel program to a major city within the United States, and attended national graduate school fairs. Additionally, students have participated and placed in design competitions sponsored by the national AIAS. The AIAS serves as a community service outreach opportunity for students. Students have been active in Habitat for Humanity, Canstruction, providing food to the local soup opera, and Freedom by Design, designing and building to meet the needs of people with physical challenges.
- Fairmont State became an affiliate member of ACSA. The association maintains a variety of activities that influence, communicate, and record important issues. Such endeavors include scholarly meetings, workshops, publications, awards and competition programs, support for architectural research, policy development, and liaison with allied organizations. Faculty has been actively involved in ACSA Teachers Seminars, ACSA Conferences, and ACSA Administrators Conferences. Students have participated in ACSA sponsored design competitions and attended ACSA college and career expos.
- The faculty has also been active members of the AIA, attending conferences and workshops at the local, regional, and national levels. The AIA builds a connection between students and the profession. Students may be student affiliate members of AIAS-WV. Since 1993, the

architecture program has coordinated an annual design competition scholarship sponsored by AIAS-WV. Since 2003, the program has coordinated the Jeffery Mayfield Design Competition Scholarship available to senior students in the architecture program. Each competition is judged by a jury of professional architects, promoting student interaction with professional community.

- Current faculty have maintained their status as registered architects and certified by NCARB. They continue to be engaged with the practice of architecture. NCARB is the key agency responsible for the standards of acceptable professional practice of architecture. NCARB also provides minimum standards for architectural education as it relates to professional practice.
- Faculty and students have been actively involved with the university's undergraduate research program. Faculty has served as mentors for each student research project. Students have attended national conferences and conducted grant supported research annually since 2008.
- The architecture program has encouraged student and faculty travel abroad to experience first-hand the built environment presented in the classroom, most recently through collaboration with the university honors program. Architecture students and faculty have traveled to Italy, London, Paris, Turkey, Belgium, the Netherlands, and Romania to complete coursework, attending conferences, and participating in co-op opportunities.
- In 2011, as part of long range planning efforts, and to better align the architecture program with the requirements of NAAB, the program learning outcomes were revised. This effort was completed in conjunction with the Architecture Advisory Committee.
- In 2011, the faculty met with the Executive Director of NAAB to discuss the requirements needed to obtain accreditation and to discuss the proposed graduate program developed in this proposal.
- In 2012, the Architecture program of study was reviewed (i.e., 5-year Program Review) by administration and the Board of Governor's at Fairmont State University. This program was viewed as an asset to the citizens of West Virginia. The program review also noted the need to move the M.Arch degree forward and have it approved by the HEPC. The outside consultants that reviewed the program of study noted: "The curriculum structure provides a logical base for the implementation of the proposed Accredited M.Arch program.... The Architecture Program at Fairmont State University is at a significant crossroads. Every reasonable effort needs to be made to implement the M.Arch program and gain NAAB Accreditation."

There is a demand for a M.Arch degree in the state of West Virginia. Currently, West Virginia citizens can only earn a pre-professional degree within the state. This results in an increased cost to our citizens to obtain their professional architecture degrees by paying out-of-state tuition and fees. The American Institute of Architects (West Virginia Chapter) has reported that many students earning the M.Arch degree in other states do not return to West Virginia after receiving their licenses. This is a tremendous loss to the state. In fact, over 75 percent of all current licensed architects in West Virginia were not originally from the state of West Virginia. This contributes to the loss of our cultural heritage.

## **Clientele and Need**

The current B.S. degree in Architecture at Fairmont State University currently serves a mix of traditional and non-traditional students. The vast majority of students have a desire to acquire their professional licensure in architecture. The study of architecture takes no less than eight years of formal training (minimum of four to five years in a NAAB accredited architecture program) and an internship program (three years required). Historically students from Fairmont State University have been placed on a ten-year track to licensure, four years of undergraduate education, three years of graduate education, plus three years in an intern development program.

Over the past five years graduates from Fairmont State University have been accepted to professional graduate architecture programs at the following institutions: University of Pennsylvania, Miami University, Syracuse University, Illinois Institute of Technology, University of Illinois-Chicago, University of Cincinnati, The Pratt Institute, Virginia Tech, University of North Carolina-Charlotte, University of Kentucky, Savannah College of Art and Design, University of Colorado-Denver, Parsons School of Design, Texas A&M, and the University of Hawaii. However, these students incur a considerable expense in completing the M.Arch degree due to their out-of-state resident status.

The architecture faculty at Fairmont State University has maintained ties with business and industry and the American Institute of Architects in West Virginia (AIA-WV). The AIA-WV student chapter has been involved in community revitalization efforts and benevolent programs in the community. Members of AIA-WV serve as adjunct faculty and are on the professional advisory committee for the undergraduate architecture program.

The Architecture Program has built a presence in conducting undergraduate research at Fairmont State University. Research studies have bridged the connection between art and architecture and have investigated sustainable principles and applications. In 2008 and 2009, sustainable research conducted by architecture students received national attention by the American Association of State Colleges and Universities. It is anticipated that the M.Arch program will continue to expand its connections with business and industry, encourage community engagement, and provide greater opportunities for student research.

## **Employment Opportunities**

According to the United States Bureau of Labor Statistics (*2010 Wage Data*) and *2008-2018 Employment Projections*, the median annual salary for an architect is \$73,340.00. This professional field has a projected growth rate faster than many other occupations in the United States. It is projected that between 2011-2020, an additional 50,900 architects will be needed. The federal government indicates that projected growth in this field will be between 20 to 28 percent. The federal government also indicated that an additional 36,200 employees will be needed as architectural and civil drafters, and 49,700 architectural managers will be needed during this same time period. Data reported on the need for architects in West Virginia indicates that another 140 architects will be needed each year until 2018. This data can be found online at <http://www.onetonline.org>.

### **Program Impact**

This proposal will have an immediate impact with the enrollments of students in the M.Arch graduate program and selected elective courses within the program. At the outset, it is anticipated that this program will start with a small cohort of students (i.e., 10 or less). Within three years it is anticipated that the M.Arch degree will have between 25-30 students enrolled on a full time basis. It is also expected that the undergraduate architecture program and selected fine arts courses will have some minor increases in student enrollment during this same period. This is because more students may elect to enroll in the undergraduate architecture degree program and matriculate into the new graduate degree program.

### **Cooperative Arrangements (Internships and Research Opportunities)**

The new M.Arch degree will require future cooperative arrangements with architectural and engineering firms in the state of West Virginia to provide internship and research opportunities for students. The program already has a rich history of providing these experiences, and no problems are expected in providing additional internships or research experiences for future students. In fact, there is a great deal of support by business and industry leaders for this new program of study. Internships and research opportunities will follow the accreditation standards established by NABB. Accordingly, an accredited program must demonstrate that an intern development program (IDP) Education Coordinator has been appointed, is trained in the issues of IDP, has regular communications with students, is fulfilling the requirements as outlined in the IDP Education Coordinator position description and, regularly attends IDP coordinator training and development programs. Faculty members in the Architecture have received this training and are certified as IDP mentors. The current faculty regularly place students in internship opportunities within the state.

In the near future, the Architecture program will move forward with the development of a Community Design Assistance Center. This development of this Center has the support of Main Street Fairmont. The purpose of this Center will be to provide community design assistance to small towns. This will provide another unique opportunity for internships and research endeavors for students in the M.Arch degree program.

### **Alternatives to Program Development**

In order to serve students and taxpayers in the state of West Virginia, there are no alternatives other than to provide an M.Arch degree.

### **Program Administration**

In the College of Science and Technology, where the Architecture Program is housed, undergraduate programs are led by coordinators. The College of Science and Technology does not currently have any graduate programs. It is expected that the M.Arch program would be led by a director when graduate enrollments increase to merit such a position.

The Graduate Program Director would be an uncompensated position. In addition to a teaching load, the director would be responsible for directing and coordinating the graduate program, leading marketing and program recruitment efforts, coordinating procedures for admission or

denial of graduate program applicants, providing initial graduate student advising, maintaining departmental graduate student records, tracking all students in the program, handling graduate student petitions and appeals, leading graduate program planning and curriculum development, and coordinating program review and assessment. As there are currently no chairs in the College of Science and Technology, the graduate program director would report to the Dean of the College. It is expected that some adjustment to the teaching load of the Architecture Graduate Program Director would be made as the program matures.

### **Program Projections**

It is anticipated that planned program growth will complement the program of study while the Architecture faculty move forward with accreditation from NAAB. Thus, it is expected that only 7-10 students will be admitted each year until the program receives full accreditation from NAAB. After receiving full accreditation, the program would be expanded based on the resources available. Form 1 reflects the recruitment and acceptance of 7-10 students per year and the anticipated students in the program of study each year until 2016.

**Form 1**  
**Five-Year Projection of Program Size\***

	<b>Year 2012</b>	<b>Year 2013</b>	<b>Year 2014</b>	<b>Year 2015</b>	<b>Year 2016</b>
Headcount	7-10	18-30	30-32	32-35	35-40
Student FTE	7-10	18-30	30-32	32-35	35-40
Student Credit Hours	210-300	756-1260	1260-1344	1344-1470	1,470-1,680

\*Note: Only full time graduate students (i.e., majors) will be omitted to the program of study.

### **Faculty Instructional Requirements**

There are currently two tenured faculty members in the Architecture Program at Fairmont State University. Both faculty members hold the rank of Associate Professor, and both are licensed architects with Master's Degrees. For the inaugural year of the program, two new full-time faculty member will be needed. An additional faculty member will be needed for year two of the program. This arrangement would provide faculty to teach each graduate design studio and required courses. As the program matures, additional faculty may be needed should enrollments exceed expected projections. It is the expectation that Fairmont State University would pursue future faculty that hold a terminal degree in architecture and those with an active license.

Administration of the M.Arch degree will become part of an administrator's role for the first three years of the program. It is expected that this will transition to faculty in subsequent years with reassigned time and a reduction of a teaching load. For the information provided below, no cost of living or merit increments have been included in the calculations.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Assoc Professor	\$70,000.00	\$140,000.00	\$140,000.00	\$140,000.00	\$140,000.00
Benefits	\$18, 927.68	\$37,855.36	\$37,855.36	\$37,855.36	\$37,855.36
<b>Total</b>	<b>\$88,927.68</b>	<b>\$177,855.36</b>	<b>\$177,855.36</b>	<b>\$177,855.36</b>	<b>\$177,855.36</b>

Total faculty funds needed (five years): \$800,349.12

### Library Resources

The Ruth Ann Musick Library at Fairmont State University currently holds 3,399 books and multimedia materials directly related to architecture. These are available either in print or electronically online. The library provides access to interlibrary loan materials and a large collection of serials. In addition, the library provides an extensive collection of electronic resources. These electronic resources include indexing and database services which support architecture.

This would include:

- Art Full Text (via WilsonWeb), currently available to all students and faculty members, covers 1984-present and currently shows over 33,000 full text articles on the general topic of architecture;
- ARTstor is available online to all students and faculty and contains thousands of images of architecture and city planning including the following collections: Architecture of Dublin; Beyond the Taj: Architectural Traditions and Landscape Experience in South Asia; Contemporary Architecture, Urban Design, and Public Art (11,600 images); and Historic American Buildings Survey/Historic American Engineering Record (Minneapolis College of Art and Design (200,000 images).
- Avery Index to Architectural Periodicals currently available via WilsonWeb.

While the library purchases materials requested by architecture faculty, a limited budget makes it difficult to add significant amounts of material in any subject area. The architecture collection needs to be more extensive. For NAAB accreditation, the library will need to purchase additional books and media in the general architecture discipline. The library would need to purchase specialized books, journals, and other media related to this field. It is estimated that an additional \$32,000.00 will be needed each year for the first five years of this program.

### Support Service Requirements

The Architecture Program has a dedicated computing laboratory containing 12 graphics workstations. A teaching laboratory with 24 workstations is located in the Engineering Technology building, and another 32 workstations are located in Hunt Haught Hall. These teaching laboratories are shared with other degree programs in the College of Science and Technology. The addition of



this program of study would require the following resources during the next five years as part of the support services already in place:

<b>EQUIPMENT NEEDS</b>					
	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
Computers	\$38,000.00	\$0.00	\$0.00	\$0.00	\$44,052.41
HP DESIGNJET Plotter	\$12,485.00	\$12,859.55	\$0.00	\$0.00	\$0.00
<b>Total Equipment</b>	<b>\$50,485.00</b>	<b>\$12,859.55</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$44,052.41</b>
<b>ANNUAL OPERATING COSTS</b>					
AutoCad software license	\$10,000.00	\$10,300.00	\$21,000.00	\$21,630.00	\$22,278.90
Expendable supplies	\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.63	\$5,627.53
Accreditation fees (estimated)	\$0.00	\$12,000.00	\$3,500.00	\$3,500.00	\$3,500.00
<b>Total operating expenses</b>	<b>\$15,000.00</b>	<b>\$27,450.00</b>	<b>\$29,804.50</b>	<b>\$30,593.63</b>	<b>\$31,406.43</b>
<b>Total</b>	<b>\$65,485.00</b>	<b>\$40,309.55</b>	<b>\$29,804.50</b>	<b>\$30,593.63</b>	<b>\$75,458.84</b>

Total funds needed (five years) for equipment, accreditation, and operation: \$241,651.52

### **Support Services for Student Retention and Success**

The faculty of the College of Science and Technology has become increasingly aware of the need to provide additional tutorial services to increase student retention and graduation rates. The College of Science and Technology at Fairmont State University provides the majority of programs related to science, technology, engineering, and mathematics (STEM) careers at the institution. The faculty of the College has initiated a number of efforts to improve the retention and graduation rates of STEM students. These efforts have focused on tracking all students in the College during the first 4- and 8-weeks of each semester. Students with any grades less than a 'C' are identified and provided information on tutorial services and methods to improve their academic standing. In this process, faculty, advisors, and the Dean of the College make contact with academically challenged students to discuss their academic progress and to address academic and non-academic issues that require remediation.

Faculty in the College is providing a great deal of additional tutoring assistance to students. This assistance is beyond what the University provides as part of Tutorial Services on campus. As such, specific programs of study have organized tutoring sessions that occur weekly in the College of Science and Technology. These organized tutoring sessions utilize both faculty and gifted upper division students. The results of these efforts have consistently improved the retention rates in STEM programs since 2008. In 2008, the College of Science and Technology had a retention rate of 43 percent. Each year the College has improved its retention rate since 2008, and the College has a 7 year mean of 53.02 percent. The efforts to improve student retention and graduation rates has become a priority within the College, and the current services being provided will be extended to further improve on the progress made to date. Architecture students are already taking advantage of the tutoring services provided by the University and College of Science and Technology.

### **Facilities Requirements**

The Architecture Program is currently housed in Hunt Haught Hall on the campus of Fairmont State University. There is a need to obtain additional laboratory and classroom space for this program. At the outset, the program will rely on existing classroom base in the Engineering Technology Building, Hunt Haught Hall, and other campus facilities to provide general teaching space, seminar spaces, and auditorium facilities. Program exhibits and traveling exhibits can be housed in the Brooks Gallery and in the Tower Galley in the School of Fine Arts. The administration is currently examining its existing spaces to find a permanent location for this new program. It is expected that this space will be identified after the completion of the renovation of the Turley Center on the campus of Fairmont State University. Once this renovation is complete, a number of spaces will become available on campus, and this program should have the facilities needed for its successful long term implementation.

## Operating Resource Requirements

### Form 2

#### Five-Year Projection of Total Operating Resource Requirements

	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016
<b>FTE Positions</b>					
Administrators	.10	.10	.10	-	-
Full-time Faculty	2	3	3	3	3
Adjunct Faculty	-	-	-	-	-
Graduate Assistants	-	-	-	-	-
Other Personnel: Clerical Workers	-	-	-	-	-
Professional	-	-	-	-	-
<b>Operating Costs</b>					
Administrators	\$12,517.00	\$12,517.00	\$12,517.00	-	-
Full-time Faculty	\$177,855.36	\$177,855.36	\$177,855.36	\$177,855.36	\$177,855.36
Adjunct Faculty	-	-	-	-	-
Graduate Assistants	-	-	-	-	-
Other Personnel: Clerical Workers	-	-	-	-	-
Professional	-	-	-	-	-
Total Salaries	\$190,372.36	\$190,372.36	\$190,372.36	\$177,855.36	\$177,855.36
<b>Current Expenses</b>	\$15,000.00	\$27,450.00	\$29,804.50	\$30,593.63	\$31,406.43
Repairs and Alterations	-	-	-	-	-
Equipment					
Educational Equipment	\$50,485.00	\$12,859.55	-	-	\$44,052.41
Library Books	\$32,000.00	\$32,000.00	\$32,000.00	\$32,000.00	\$32,000.00
AutoCad Software	\$10,000.00	\$10,300.00	\$21,000.00	\$21,630.00	\$22,278.90
Expendable supplies	\$5,000.00	\$5,150.00	\$5,304.50	\$5,463.63	\$5,627.53
Accreditation fees	-	\$12,000.00	\$3,500.00	\$3,500.00	\$3,500.00
Nonrecurring Expenses	-	-	-	-	-
Total Costs	\$302,857.36	\$290,131.91	\$281,981.36	\$271,042.62	\$316,720.63
<b>Sources</b>					
General Fund Appropriations					
Reallocation	-	-	-	-	-
New Funds	X	X	X	X	X
Federal Government	-	-	-	-	-
Private and Other	-	-	-	-	-
Total All Sources	\$302,857.36	\$290,131.91	\$281,981.36	\$271,042.62	\$316,720.63

The majority of the equipment is in place, as well as appropriate resources to support faculty development. Once fully operational, the cost of this program will be met by the tuition and fees

generated by students enrolled in the program. It is expected that the program will bring in a number of students from outside the state of West Virginia due to our low graduate tuition rates.

### **Source of Operation Resources**

Operational resources for this program will be supplied via a budget request from the state legislature, financial resources at Fairmont State University, and via philanthropic groups. The Fairmont State Foundation and Institutional Advancement regularly solicit funding requests from Deans, and these two groups are working to solicit funds to support this endeavor. Several members of the state legislature have approached the administration of Fairmont State University fully supporting this proposal. They have noted that they would support funding at the state level to assist Fairmont State University in getting this program in place. Once the program has been approved by the HEPC, state representatives will work with Fairmont State University to obtain funding to support the M.Arch program of study. Thrasher Engineering, Incorporated in Fairmont, West Virginia has also committed \$100,000.00 to the College of Science and Technology to support this endeavor. Additionally, Fairmont State University has the necessary funds to hire one new faculty member for this new program of study.

### **Evaluation Procedures and Accreditation Status**

For architecture programs of study, assessment begins in the design studio. The studio is concerned primarily with the process and product of architecture. Because the studio is a place of dialog and contemplation, student and faculty engage on a one-to-one level that is unique in education, similar to a peer-to-peer learning opportunity. The experience of working with difficulties and conflicts on the way to producing an answer to a question is what architects actually do as they interact with colleagues, clients, and the public.

Much of what is produced in the studio results in immediate feedback from faculty. Both the qualitative and quantitative aspects of the design process are evaluated. The design studio provides an almost constant state of review on some level by peers, faculty, adjunct faculty and professional juries. It is from the studio that the entire architectural learning environment is cultivated.

The FSU 2006-2011 Strategic Plan, Goal 1, directed each academic program to begin a programmatic assessment plan by developing program outcomes and identifying direct measures of those outcomes. The learning outcomes approach provides for review of individual courses and programs, and provides a means for determining direction or re-direction as necessary.

### **Program Learning Outcomes**

The M.Arch program of study has been designed to meet the program learning outcomes relevant for the acquisition of knowledge, skills, and attitudes of a professional architect. These desirable outcomes are fostered by NAAB, and they are essential to obtaining accreditation. The program and outcomes identified in this proposal would be in compliance for future consideration of NAAB accreditation. The faculty of the Architecture Program at Fairmont State University is working towards that goal of obtaining national accreditation from NAAB, and this proposal is the first step in reaching that goal.

The architecture faculty at Fairmont State University has already begun the efforts of obtaining national accreditation from NAAB. Faculty have met with the Director of NAAB in Washington, DC,

and have obtained the materials necessary to apply for accreditation. The faculty have developed a new undergraduate degree program that could meet the requirements of a pre-professional program, and this proposal would implement the M.Arch degree necessary for accreditation. Upon approval of this proposal, the faculty will submit a Candidacy Application for the accreditation of the M.Arch degree. This document has already been prepared, and is being reviewed by administrators at Fairmont State University. Officials at NAAB are aware of our intention to work towards accreditation, and will begin working with faculty and administrators once this proposal is approved and our documentation is forwarded to the national office. Full accreditation from NAAB can take up to six years to accomplish, and this is outlined below in the graphic element entitled

#### *Assessment Events and Tools.*

The program learning outcomes to meet NAAB accreditation are provided below.

Upon degree completion, students should be able to:

1. Apply critical thinking skills to creatively solve a variety of design problems with respect to culture, context, systems, materials, sustainable principles, and contribute to the development of new knowledge (NAAB Perspective A).
2. Demonstrate how architectural history, theory, and practice may inform design decisions in a diverse, global society (NAAB Perspective B).
3. Transition to internship and licensure and gain employment in professional design offices and design and construction-related fields (NAAB Perspective C).
4. Assume the role of an architect as a collaborator, communicator, and leader while observing the diverse needs of clients, populations, and communities in a global society (NAAB Perspective D).
5. Make informed, ethical, and responsible contributions in a diverse and global society to serve the public good (NAAB Perspective E).

#### **Assessment Responsibilities**

In addition to the program faculty, program assessment will involve the following parties:

##### *Professional Advisory Committee*

The professional advisory committee has been a key element in assessment of the current pre-professional architecture program. This group composed of practicing architects from the state of West Virginia, full-time program faculty, adjunct faculty, and one lay member meets annually or as needed to discuss the direction for the program. This committee and structure will be used to advise and assess the accredited degree program.

### *Academic Advisors*

Faculty advisors will guide students with respect to courses, external study opportunities; and monitor student progress toward completing the degree.

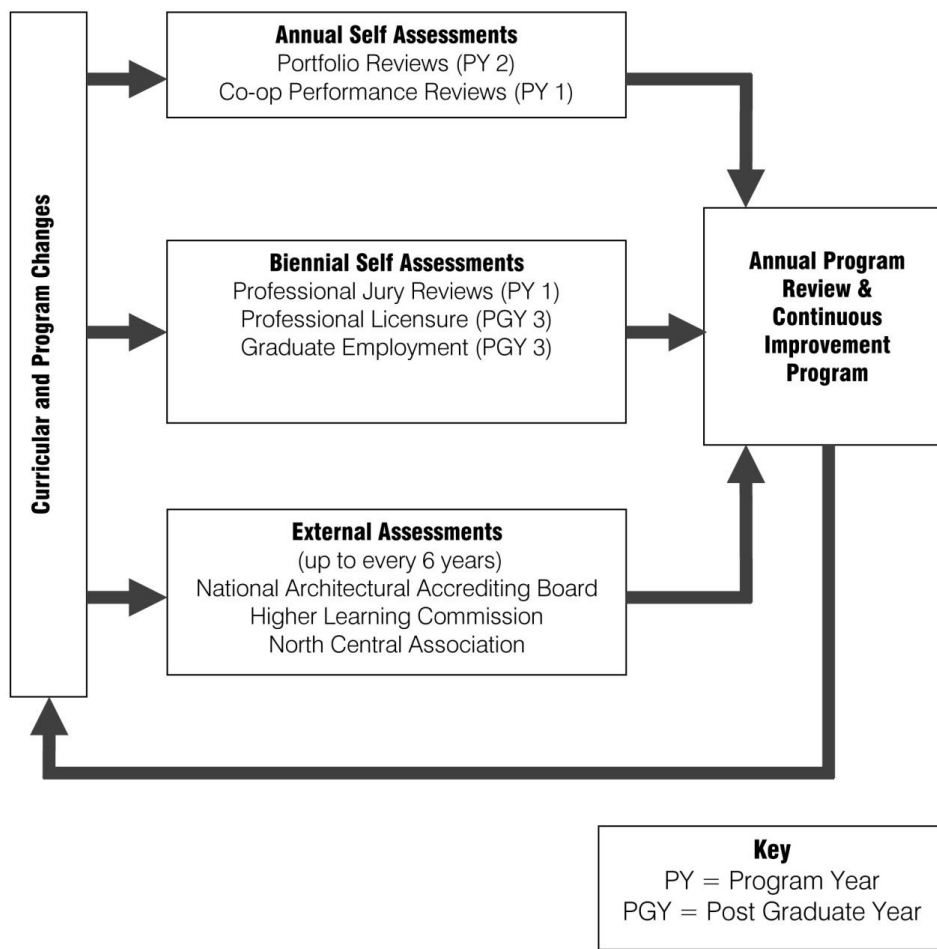
### *Professional Juries*

Professional juries are conducted by practicing architects who donate their time to critique student work and provide insight based on their experience of the practice of architecture. This is a traditional practice in architecture education.

### **Academic Program Review**

As with all FSU degree programs, the M.Arch program will undergo a regular academic program review by the institution. Currently, this review process takes place every 5 years. However, each program of study is charged with an annual review of the program by reviewing student performance in individual classes and how they are obtaining the overall objectives identified by the program. The following flowchart and table represent the assessment plan and schedule.

#### **Assessment Events and Tools**





**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of International Master of Business Administration

**INSTITUTION:** West Liberty University

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the International Master of Business Administration to be implemented at West Liberty University, effective January 2013. This approval expires in January 2015 if the program is not fully implemented at that time.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

West Liberty University proposes a January 2013 implementation of a new program, International Master of Business Administration (International MBA). The International MBA degree is designed to meet the needs of students who wish to study international business at the graduate level and who may desire business experience in a global setting.

Recognizing an increasingly global component in business and commerce in the 21<sup>st</sup> century, the proposed International MBA will prepare individuals to manage international businesses and/or business operations. Program components include instruction in the principles and processes of export sales, trade controls, foreign operations and related problems, monetary issues, international business policy, and applications to doing business in specific countries and markets.

West Liberty University's International MBA is distinguished from a traditional Master of Business Administration (MBA) and a Master of Business Administration with an international emphasis in that the international component is integrated into each course. A unique feature of this program is that students will complete an international experience as the final capstone for the program, combining theoretical and practical experiences in two distinct political economies and regulatory environments. The economies and countries chosen for the course may differ from semester to semester. Both students and faculty will travel to each of the two countries.

The 36-hour International MBA degree program will serve the local, state, and regional constituency by making graduate business education accessible to the people of the Ohio Valley, West Virginia, and the region, while introducing them to a global business

core of courses. The planned hybrid delivery (online with some meetings) of the core courses will make the degree more accessible to working adults as they upgrade their education for 21st century business.

Graduates of the International MBA program will serve businesses in the State of West Virginia and the region. The Bureau of Labor Statistics lists several industries, well represented in the tri-state area, whose professionals need advanced business preparation provided by the International MBA. Nationally, the Bureau of Labor Statistics predicts an increase of 10.4 percent in 'management, business, and financial occupations' between 2006 until 2016, and 16.7 percent for 'professional and related occupations' as well. Additionally, existing professionals often need enhanced management education to further their career.

Graduates completing the International MBA will develop the skills necessary to compete for 21st century management positions due to the continuing "globalization" of business. It is anticipated that the West Liberty University International MBA program will contribute to commerce in West Virginia by enabling graduates to start their own businesses, create jobs for West Virginians, and/or provide businesses the ability to expand regionally, nationally, or internationally. The West Liberty University International MBA program will positively impact West Virginia's growing export business by increasing the related business skills of West Virginians.

Currently, six universities (Fairmont State University, Marshall University, University of Charleston, West Virginia University, West Virginia Wesleyan College, and Wheeling Jesuit University) offer a Master of Business Administration program; however, none offer the integrated international business focus that is being implemented with this proposed program.

The institution expects that fifteen (15) students will complete the program by the end of the second year of implementation. An increase is predicted for each of the following four years. By 2016-17, it is estimated that thirty (30) students will complete the masters program annually. Though the University has made a commitment to fully support the program, it is anticipated that student enrollment and tuition and fees will be sufficient to support the program.

Upon approval from the Commission, West Liberty University must complete the appropriate procedure/process to seek accreditation approval from the Higher Learning Commission to add this graduate program. If the International Masters of Business Administration program is not fully implemented by the 2015-16 academic year, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval.

In the 2015-16 academic year, the Commission will conduct a post-audit review of the new program to assess progress toward successful implementation.

# **WEST LIBERTY UNIVERSITY**

## **Proposal to Add New Degree Program**

### **International Master of Business Administration**



#### **GARY E. WEST COLLEGE OF BUSINESS**

August 2012

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**Brief Summary Statement:** This document is the complete proposal to create an International Master of Business Administration (International MBA) degree program at West Liberty University. The International MBA degree is geared toward students who wish to study international business at the graduate level. The International MBA targets students who desire business experience in a global setting. This proposal is submitted in accordance with Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (HEPC), Series 11. The projected date for implementation of this plan is January, 2013.

### **3.9 PROGRAM DESCRIPTION**

The West Liberty University Gary E. West College of Business (WCOB) proposes the addition of an International MBA degree program that will prepare individuals to function at the executive levels of responsibility in business, government, and other organizations with a substantial international component.

#### **3.9.1 Program Objectives: State the Program Objectives so they can be related to the Criteria (see Section 7)**

The faculty of the Gary E. West College of Business at West Liberty University is committed to providing the highest level of quality graduate education to produce graduates capable of functioning at the executive levels of responsibility in international business, government, and not-for-profit organizations. The faculty recognize an increasingly global component in business and commerce in the twenty-first century. The International MBA is designed to serve that need. Upon completion of the International MBA, graduates will be able to:

1. Utilize appropriate research techniques in order to solve complex business questions and dilemmas.
2. Demonstrate knowledge of today's dynamic business environment through an understanding of all business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.
3. Display an ability to utilize quantitative and technical skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
4. Network across cultures and language barriers.
5. Exhibit conceptual learning, critical thinking, and problem solving skills.
6. Establish awareness and knowledge of social responsibility, ethical leadership, and corporate citizenship in the domestic and global environment.
7. Apply knowledge of the dynamic business environment (legal, regulatory, political, cultural and economic) especially the links between our region and the global business world.

The chart below outlines the seven learning objectives of the program and where each objective is being covered and assessed in the core courses:

## MBA Learning Outcome Matrix

Course No.	Research Tech- niques	Functional Knowledge	Quantitative & Technical	Network	Conceptual Learning/Critical Thinking/ Problem Solving Skills	Ethics Social Responsibility	Global Legal Environment
<b>MBA-500</b> Quantitative Decision Making Analysis	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>		
<b>MBA-505</b> Global Acctg Policies	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>
<b>MBA-510</b> Foundations off Global Mgmt & Marketing		<i>I</i>		<i>I</i>	<i>I</i>	<i>I</i>	<i>I</i>
<b>MBA-520</b> Global Economics Models	<i>R</i>	<i>I</i>	<i>R</i>	<i>I</i>	<i>P</i>		
<b>MBA-525</b> Intl Business Law	<i>I</i>	<i>I</i>				<i>R</i>	<i>P</i>
<b>MBA-530</b> Global Info Technology Mgmt		<i>I</i>	<i>R</i>		<i>P</i>		
<b>MBA-535</b> International Marketing	<i>P</i>	<i>I</i>		<i>R</i>		<i>R</i>	
<b>MBA-540</b> International Finance		<i>I</i>	<i>P</i>		<i>P</i>		<i>R</i>
<b>MBA-545</b> Current Topics In Ethics & Leadership				<i>I</i>		<i>P</i>	<i>R</i>
<b>MBA-550</b> Global Business Strategy & Operations	<i>P</i>	<i>P</i>	<i>P</i>	<i>R</i>	<i>P</i>	<i>R</i>	<i>P</i>
<b>MBA-599</b> International Experience		<i>R, P</i>		<i>R, P</i>	<i>P</i>		<i>R, P</i>

*I* = Introduce    *R* = Reinforce    *P* = Practice



**3.9.2 Program Identification: Each proposal shall include an appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics.**

The following is the appropriate program identification as provided in the Classification of Instructional Programs (CIP 2000) developed and published by the U.S. Department of Education Center for Education Statistics.

**–International MBA**

**52.1101 - International Business/Trade/Commerce**

A program that prepares individuals to manage international businesses and/or business operations. Includes instruction in the principles and processes of export sales, trade controls, foreign operations and related problems, monetary issues, international business policy, and applications to doing business in specific countries and markets.

The proposed program's characteristics and descriptions follow:

The proposed International MBA will be "a program that generally prepares individuals to plan, organize, direct, and control the functions and processes of a firm or organization" ( 52.0201 ) in an international business environment.

**3.9.3 Program Features: Summarize the important features of the program and include a full catalog description.**

The 36-hour International MBA degree program serves the local, state and regional constituency by making graduate business education accessible to the people of the Ohio Valley, West Virginia, and the region, while introducing them to a global business core of courses.

The planned hybrid delivery (online with some meetings) of the core courses will make the degree more accessible to working adults as they upgrade their education for 21<sup>st</sup> century business.

The International Experience course (MBA 599) is a unique capstone course that combines theoretical and practical experiences in two distinct political economies and regulatory environments. The economies and countries chosen for the class may differ from semester to semester. Students and faculty will travel to both countries. The cost of student travel will be borne by the students. The cost of faculty travel will be supported by the Gary E. West College of Business.

The curriculum includes 36 credit hours in total: 30 hours of courses, one three-hour international experience (MBA 599) and one three-hour elective. Following are the full catalog course descriptions of the International MBA curriculum:

**MBA 500 -(3) Quantitative Decision Making Analysis in the Global Economy.**

Tools and techniques to capture the opportunities of world markets for enhancing competitiveness of a business through higher productivity and quality in a time-based mode of operations; effective resource utilization and reliable supply-chain strategies emphasized. Focus on creating and managing global suppliers and global customers.

**MBA 505 - (3) Global Accounting Policies.**

Accelerated and in-depth introduction to conceptual foundations of global financial and managerial accounting and how it is used in decision making; selected tax topics.

**MBA 510 - (3) Foundations of Global Management and Marketing.**

This course examines basic Marketing concepts as applied to global enterprises in a variety of management situations, including not-for-profit and public sector settings. This course provides a working knowledge of the tools of marketing (product policy, pricing, distribution, promotion, consumer behavior). The course builds practical skills in analyzing, marketing opportunities and problems, and in developing marketing programs.

**MBA 520 -(3) Global Economic Models.**

This course contains elementary international economics for business management. Essential economic theory and applications to global business will be surveyed. Economic concepts such as the market model, consumption and production theory and income and employment determination in an international environment will be examined. The concepts and tools will be applied to business and social issues in the context of a global economy; how decisions of firms, consumers and governments interact to determine market outcomes.

**MBA 525 – (3) Legal and Regulatory Aspects of International Business Law.**

The course surveys the pivotal areas of laws as they apply to global business so that potential problems may be anticipated and avoided as well as how legal principles can be leveraged. The topics are torts, contracts, employment law, securities regulation and corporate governance.

**MBA 530 - (3) Global Information Technology Management.**

Information technology's impact on globalization of businesses; International IT environment; models and issues in International IT; planning and managing global systems.

**MBA 535 - (3) International Marketing.**

Delivers the conceptual framework for understanding marketing across national borders. Provides key background about the cultural, economic, ethical, legal, and management components that drive selected global marketing strategies. Case studies explore segmentation, targeting and positioning strategies as well as the global marketing mix across diverse marketing channels. Student teams will execute marketing plans for an on-line simulation game that sells, distributes, and manufactures consumer durable goods in an emerging region.

**MBA 540 - (3) International Finance.**

This course is designed to provide a foundation in finance with a focus on international finance from both the corporate and banking viewpoints. Financial challenges in competing in international marketplaces and the differences between domestic and international environments will be analyzed. Topics include sources of business and financial information, financial statement analysis, the time value of money, and the measurement of risk. Additionally exchange rates will be examined by comparing the interest rate parity model, purchasing power parity model, the balance of payments, open economy macroeconomic policy, and the international monetary system. Risk exposure and performance of international companies, and the use of forward exchange contracts for hedging will be evaluated.

**MBA 545 -(3) Current Topics in Ethics and Leadership in International Business.**

An analytic structure will be introduced that enables students to identify ethical issues in business, analyze options and make choices consistent with their values. Students will also work to improve the communication and writing skills that are critical to managerial success. Seminars will also focus on soft skills such as leadership, team building, and oral presentation. There will be team-building activities that include classroom exercises in group decision making and problem solving.

**MBA 550 - (3) Global Business Strategy and Operations.**

Business strategy from perspective of top management of a multinational enterprise, promoting long-term success of the organization; focus on strategic analysis of alternative actions; evaluation of environmental conditions, industry characteristics, and organizational capabilities in determining strategy in a global context.

**MBA 599 - (3) International Experience Capstone**

Provides both theoretical and practical experiences in international businesses operating in two distinct political economies. The course begins with in-depth readings about two disparate economies, followed by travel to both countries. In country site visits to factories, small and medium enterprises and includes meetings with government officials, chambers of commerce and civic organizations. Students will maintain a journal/portfolio during the semester and

complete an original research paper that builds on the experiential and didactic portions of this international experience. (Approval of Dean/Director.)

Economies and countries may be featured alternately. Students are responsible for travel and personal expenses.

**MBA 578 (3) Special Topics/Free Elective.**

Elective may be a special topics course created for the student or a graduate course chosen from any approved area. (Approval of Director/Dean)

**3.9.3.1 Admission and Performance Standards: Describe admissions and performance standards and their relationship to the program objective.**

**Admission Standards**

- A bachelor's degree from a regionally accredited institution with a 2.5 overall undergraduate Grade Point Average; and
- A minimum Graduate Management Admissions Test (GMAT) score of 500\*; or an index of 1000\* computed by multiplying the undergraduate Grade Point Average (GPA) by 200 and adding the GMAT score.
- International students must provide evidence of English language Proficiency. Proof of proficiency may be provided by one of the following: 1) The Test of English as a Foreign Language (TOEFL)- Minimum acceptable scores 595 (paper test), 195 (computer based test), or 70 (internet test) for graduate study; 2) Michigan English Language Assessment Battery (MELAB) – The minimum acceptable score is 82% for graduate study; or 3) A minimum score of 6.5 on the International English Language Testing System (IELTS) for graduate study.

**Provisional MBA Admission:**

Applicants whose overall undergraduate GPA is sufficiently low that the index does not equal 1000 may enroll in the 36-hour International MBA curriculum as provisional students with the permission of the International MBA Director. Once the student is admitted under provisional status and completes 12 International MBA credits with a grade of "B" or higher, the student may be fully admitted to the International MBA program.

**Performance Standards**

- Students must maintain a grade-point average of 3.0 (B) or higher.
- Students must adhere to the West Liberty University Code of Conduct as well as related student policies that either the Graduate School or the West College of Business approve.

**3.9.3.2 Program Requirements: Describe course requirements (indicating new courses with asterisks), majors and specializations, credit hour requirements, research tool requirements, examination procedures and requirements for a research paper, thesis or dissertation. Also include fieldwork or similar requirements and any other information that helps to describe the program of study.**

The International MBA program will be a 36-credit hour degree. The program could be completed in approximately four semesters. All courses are newly developed. Several new PhD qualified faculty have been hired for the International MBA. Vitas for the International MBA faculty are provided as an attachment to this document. The earliest the International MBA, once approved, will be offered is January 2013. However, tentative syllabi for the International MBA program have been developed and are provided as an attachment to this document. Complete course descriptions are provided in section 3.9.3 and a matrix identifying expected program outcomes and assessment is provided in section 3.9.1. An assessment process flowchart and the International MBA assessment process is in section 7.1 (pp. 19- 21).

The International MBA is distinguished from a traditional MBA and an MBA with an international emphasis because there is an international component in each course, that is, the international component is integrated into all courses. In programs where the student takes a traditional MBA core followed by international courses that are separate, there is a risk of compartmentalization which can lead to a lack of perspective. Our faculty believe that this integration will enhance the students' international business perspective.

Below is a listing of all courses and credit hours required for the International MBA degree. The University's curriculum committee approved the curriculum in April 2011.

### **Summary**

#### **International MBA**

36 total credit hours

30 credit hours	Int'l MBA classes
3 credit hours	International Experience
3 credit hours	Elective

#### **International MBA**

- MBA 500 Quantitative Decision Making Analysis in the Global Economy **(3) \***
- MBA 505 Global Accounting Policies **(3)\***
- MBA 510 Foundations of Global Management and Marketing **(3)\***
- MBA 520 Global Economic Models **(3)\***
- MBA 525 Legal and Regulatory Aspects of International Business Law **(3)\***
- MBA 530 Global Information Technology Management **(3)\***
- MBA 535 International Marketing **(3)\***
- MBA 540 International Finance **(3)\***
- MBA 545 Current Topics in Ethics & Leadership in International Business **(3) \***

MBA 550 Global Business Strategy and Operations **(3)\***

MBA 599 International Experience **(3)\*** Capstone

**International MBA Elective:**

**3 hours** from any approved course

\* New Course

The research tools and other expected learning outcomes will be incorporated into each of the courses per the Learning Outcome Matrix on page 3. Assessment of the learning outcomes is embedded into the courses. The examination procedures and requirements for research papers will also be embedded into the courses and will be determined by the instructor. Since the International MBA is an applied degree, no thesis will be required.

An International Experience Capstone is required and will give the student a global and comparative perspective.

**3.9.4 Program Outcomes: Indicate the expected results of the program and, if this is a proposal for an expanded or modified program, specify how the proposed change may achieve results different from those produced by the current program.**

The International MBA will prepare students to enter and compete within the global business arena. The following skills will be assessed (see p 3 & p 20):

1. Utilize appropriate research techniques in order to solve complex business questions and dilemmas.
2. Demonstrate knowledge of today's dynamic business environment through an understanding of all business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.
3. Display an ability to utilize quantitative and technical skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
4. Network across cultures and language barriers.
5. Exhibit conceptual learning, critical thinking, and problem solving skills.
6. Establish awareness and knowledge of social responsibility, ethical leadership, and corporate citizenship in the domestic and global environment.
7. Apply knowledge of the dynamic business environment (legal, regulatory, political, cultural and economic) especially the links between our region and the global business world.



**3.9.5 Program Delivery: Describe any institutional delivery methodologies to be employed such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based delivery.**

The International MBA programs will be delivered in a hybrid manner. The majority of course work will be delivered utilizing an online platform with students working in cohort groups enhanced by the diversity of cross-cultural dimensions. The students will meet with the instructor or proctor periodically to take exams, present their findings and discuss progress and development within the course. The number of periodic meetings will be determined by the instructor and will be clearly stated in the course syllabus. A minimum of two meetings will be held for each class each semester.

The WCOB at WLU has purchased software and hardware necessary to deliver the International MBA in a hybrid format. This includes *Adobe Connect* and *Adobe Captivate*. The cost of the annual subscription for this software is approximately \$3841. The graduate faculty have attended appropriate training sessions to enable them to utilize the software effectively. Students must provide their own computers and Internet connections as well as purchase materials online. Thus, the future costs to the WCOB to deliver the hybrid aspect of the International MBA will be negligible.

**133-11-4 PROGRAM NEEDS AND JUSTIFICATION**

**4.1 Relationship to Institutional Goals and Objectives - Relate this program to the institution's goals and objectives and the statewide master plan.**

“The Statewide Master Plan addresses the following areas that are necessary components of a program of effective and high quality post-secondary education in West Virginia: 1) Economic growth; 2) learning and accountability; 3) innovation; 4) access; and 5) cost and affordability.” (*Distinction and Distinctiveness: an Institutional Master Plan for WLU*)

The Mission of West Liberty University is: *To provide our students the opportunity for a high quality undergraduate, graduate and professional education.*

The Mission of the College of Business is “to provide students with an environment that enables them to acquire the knowledge, skills, competencies, ethics and values necessary to make a positive contribution to society and the business profession and to grow both professionally and personally.”

The WCOB International MBA programs will satisfy the *State Master Plan* goal # 1) by increasing the supply of qualified business managers; goal # 2) by employing competent assessment instruments and continuously improve the International MBA curriculum; goal # 3) by offering entrepreneurs an opportunity to conceive of and start or improve a business; goal # 4) by offering the program in a convenient hybrid format; and goal # 5) by offering the programs at a competitive tuition.

**4.2 Existing Programs - List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.**

There are six universities (Fairmont State University, Fairmont WV, West Virginia Wesleyan College, Buckhannon WV, West Virginia University, Morgantown WV, Marshall University, Huntington WV, Wheeling Jesuit, Wheeling WV, and the University of Charleston, Charleston WV) in the State that offer MBA degree programs but none offer the international business focus that is being implemented with the International MBA program at West Liberty University.

No International MBA program with an international emphasis is offered in the state of West Virginia.

**4.3 Program Planning and Development - Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?**

The International MBA is a significant part of and is supported by the WCOB 2010-2013 Strategic Plan.

**Planning activities**

- Date of Intent to Plan: June 2010
- WLU Curriculum Committee approval of International MBA Program and curriculum: April 2011
- WLU Board of Governor's approval: April 2012 (see BOG Chair's letter)
- Proposed date for full implementation: January 2013 (pending approval by the Higher Learning Commission)

**Personnel**

The WCOB has hired full-time doctoral qualified faculty capable to teach graduate business classes in the International MBA. Additionally, the WCOB provided tuition and expenses for post-doctoral "Bridge to Business" programs for a current faculty who held a non-business doctoral degree. Eleven (11) faculty in the WCOB are terminally qualified to teach in the International MBA. Faculty are being encouraged to take advantage of numerous professional development opportunities. The University and the WCOB reimburse faculty for faculty development travel and award stipends for activities that qualify.

**Equipment**

West Liberty University has invested in the technology (equipment and software) to fully support a hybrid program. This includes Sakai, *Adobe Connect* and *Adobe Captivate*. The graduate faculty have attended appropriate training sessions. *Adobe Connect* enables the faculty to offer ten classes (100 students each) concurrently in

a virtual classroom setting from the West Liberty, WV or Highlands Center, to anywhere in the world. *Adobe Captivate* allows faculty to record lectures and class sessions and post them on any classroom management system such as Sakai or Blackboard. This allows all courses in the International MBA to be accessible 24/7.

**4.4 Clientele and Need - Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.**

In order for West Virginia to become more competitive in international business, students need graduate degree options in the State of West Virginia. Students can complete 36 hours of graduate study in order to earn the International MBA. The International MBA degree program was developed in response to a need of students to continue their business studies as well as a demand in the business community for graduates who have the education and ability to compete in business on an international level.

Initially, the primary clientele will be current West Liberty students who wish to continue their business studies beyond the BSBA and professionals from all industries (medical, service, not-for-profit, etc.) who want to enhance their business skills to compete in the 21<sup>st</sup> century.

**Projected Clientele**

<b>2013</b>	Current WCOB students and Ohio Valley professionals
<b>2014</b>	Current WCOB students, Ohio Valley professionals and local online cohorts
<b>2015</b>	Current WCOB students, Ohio Valley professionals, Local online cohorts, national online cohorts, and international Cooperative agreements with foreign universities
<b>2016</b>	Current WCOB students, Ohio Valley professionals, Local online cohorts, national online cohorts, international Cooperative agreements with foreign universities, international Online cohorts and International study abroad programs

**4.5 Employment Opportunities - Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.**

Graduates of the International MBA program will serve businesses in the State of West Virginia and the region. Indeed, metropolitan Pittsburgh is becoming “a global workplace as the region’s small businesses pick up overseas clients” and foreign workers increasingly relocate here (*Pittsburgh Post-Gazette* (March 20, 2012, Section E 25). The Bureau of Labor Statistics lists several industries, well represented in the tri-state area, whose professionals need advanced business preparation provided by the International MBA. Nationally, the Bureau of Labor Statistics<sup>1</sup> predicts an increase of 10.4% in ‘management, business, and financial occupations’ between 2006 until 2016, and 16.7% for ‘professional and related occupations’ as well. This forecast makes MBA-related professions the fastest growing occupational groups in the country. Accordingly, we believe our graduates will be trained to enter the following labor markets:

- Medical and Health care
- Information and Computer Technology
- Engineering
- Banking and Finance
- Education

Existing professionals often need enhanced management education to further their career. Examples of some of these professionals are:

- Accountants
- Appraisers
- Budget analysts
- Human resource managers
- Advertising, Sales executives
- Industrial production managers

Graduates completing the International MBA will also develop the skills necessary to compete for international business employment. It is well known that the term “international employment” does not necessarily mean that graduates of the International MBA would work in foreign countries. Indeed, many companies that do business primarily in the United States and West Virginia are owned by foreign entities. The fact that the reference materials omit the word “international” when referring to the types of professions that can benefit from MBA education is inconsequential. Therefore, the job statistics for MBAs also apply to International MBAs. Indeed, the International MBA will better prepare our graduates for 21<sup>st</sup> century management positions due to the continuing “globalization” of business.

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<sup>1</sup> Dohn, A. and Shniper, L. 2007 (November). Employment outlook 2006-16: Occupational projections to 2016. *Monthly Labor Review*, 86-127. Washington, D.C. Office of Occupational Statistics and Employment Projections, Bureau of Labor Statistics.

**4.6 Program Impact - Describe the impact of this program on other programs that it will support or that will be supported by it.**

It is possible that the International MBA will enhance all of the undergraduate degrees at West Liberty University by making affordable graduate business education available to undergraduate degree recipients at WLU regardless of major. Because the professional faculty members who will teach in the International MBA program are doctoral prepared, it will certainly support undergraduate business program development.

The West Liberty International MBA program will contribute to commerce in West Virginia by enabling graduates to start their own businesses, create jobs for West Virginians, and/or provide businesses the ability to expand regionally, nationally, or internationally. The West Liberty International MBA program will positively impact West Virginia's growing export business by increasing the related business skills of West Virginians.

**4.7 Cooperative Arrangements - Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.**

There are no existing cooperative agreements. West Liberty intends to explore all (academic, business, etc.) viable opportunities for cooperative arrangements.

**4.8 Alternatives to Program Development - Describe any alternatives to the development of this program that have been considered and why they were rejected.**

None

**133-11-5 PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS**

**5.1 Program Administration - Describe the administrative organization for the program and explain what changes, if any, will be required in the institutional administrative organization.**

There will be one change necessary in the academic organization of West Liberty University at the College level. The Provost is the chief academic officer for all programs, including the International MBA. The Dean of the West College of Business is the chief academic officer of all WCOB programs. As the program grows, an International MBA Director will be appointed and a part-time administrative secretary will be hired. The International MBA Director will handle the daily administration of all graduate study programs in the WCOB. The Dean of the West College of Business is available as necessary.

The WCOB has demonstrated adequacy of resources to offer a graduate degree without compromising the baccalaureate mission. The International MBA program enlists eleven faculty holding terminal degrees. This faculty will have a proven record of scholarship, including substantial research and publication that will enhance their undergraduate instruction. There are nine other faculty professionally qualified to teach undergraduates.

**5.2 Program Projections - Indicate the planned enrollment growth and development of the new program during the first five years (FORM 1). If the program will not be fully developed within five years, indicate the planned size of the program in terms of degrees and majors or clients served over the years to reach full development of the program.**

Presently there are approximately 430 Business Administration majors in the West College of Business at West Liberty University. We anticipate that the demand for this MBA program will increase steadily over time. For example, it is projected that first-year enrollments in all programs will be 20 in Year 1, 25 in Year 2, 30 in Year 3 and 30 in Year 4. It is expected that Year 5 will maintain the enrollment in the International MBA program at 35 students.

**FORM 1  
FIVE YEAR PROJECTION OF  
PROGRAM SIZE**

	1 <sup>st</sup> Year 2012/2013	2 <sup>nd</sup> Year 2013/2014	3 <sup>rd</sup> Year 2014/2015	4 <sup>th</sup> Year 2015/2016	5 <sup>th</sup> Year 2016/2017
<b>Number of Students Served through Course Offerings of the Program:</b>					
Headcount	20	25	30	30	35
FTE	20	25	30	30	35
Number of student credit hours generated by courses within the program (entire academic year):	360	450	540	540	630
<b>Number of Majors:</b>					
Headcount	20	25	30	30	35
FTE	20	25	30	30	35
Number of student credit hours generated by courses within the program (entire academic year):	360	450	540	540	630
Number of degrees to be to be granted (annual total):	0	15	20	25	30

With the full support of West Liberty faculty and other resources, the program is expected to be self- sustaining through the generation of program revenues.

**5.3 Faculty Instructional Resources - Indicate the number, probable rank, experience, and cost of faculty required over the five-year period.**

The Gary E. West College of Business is committed to teaching business administration in accordance with best practices in the field. Qualified faculty with recognized expertise in international business are being hired and internally developed. Alternatively, a cadre of highly qualified part-time faculty may be recruited that will be



able to offer courses without becoming full-time employees of West Liberty if courses for the International MBA program are offered as hybrids. These faculty members could be hired on a per-course basis according to need, qualifications, and expertise.

The West College of Business currently has 11 doctoral faculty members with various specialties who are qualified to teach in the International MBA program. The International MBA doctoral qualified faculty come from Korea, China, Nepal, Turkey, Sierra Leone, and the United States.

Offering the International MBA in a hybrid delivery system requires no additional (to those mentioned above) full-time faculty resources for implementation of this graduate program. However, some additional full-time faculty positions may be needed after the fifth year. Please see the graduate faculty abbreviated vitas in Appendix A.

**5.4 Library Resources and Instructional Materials - Evaluate the adequacy of existing library resources and instructional materials for the proposed program. Estimate the nature and probable cost of additional resources necessary to bring the proposed program to an accreditable level.**

Existing library and online instructional resources are adequate to meet the immediate needs of students pursuing the International MBA. Additional library and instructional resources may be needed as the program evolves.

The program will require access to comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals. A review of the capacities of the WLU Paul N. Elbin Library suggests that such access is in place with no additional resource requirements.

**5.5 Support Service Requirements - Indicate the nature of any additional support services (e.g., laboratories, computer facilities, equipment, etc.) likely to be required by the proposed program. Include the expected costs, and describe how such expansions will be incorporated into the institutional budget.**

Other than described earlier (see 4.3 & 5.3) there will be no additional support services requirements for the International MBA. The Director and the graduate faculty will handle student support services such as advising and program planning. The current budget for faculty travel and other faculty development is sufficient.

**5.6 Facilities Requirements - Indicate whether the program will require the addition of new space or facilities or the remodeling or renovation of existing space. If so, provide a statement detailing such plans and space needs and their estimated funding requirements. Describe the impact of this new program on space utilization requirements.**

The International MBA will be offered through the Highlands Center in a hybrid delivery system. As many of the classes will be conducted in virtual classrooms, additional

facilities are not anticipated. Enhanced computer access has been purchased and may need to be expanded as the program develops.

**5.7 Operating Resource Requirements - Using FORM 2, provide a summary of operating resource requirements by object of expenditure.**

In order for the undergraduate students enrolled in the College of Business to enter this program and graduate within a total of five years, the College will need to offer three or four graduate courses per semester. No additional faculty will be needed other than what is described in section 5.3.

**FORM 2  
FIVE YEAR PROJECTION OF  
TOTAL OPERATING RESOURCE REQUIREMENTS**

<b>A. FTE Positions</b>	<b>1<sup>st</sup> Year 2012/2013</b>	<b>2<sup>nd</sup> Year 2013/2014</b>	<b>3<sup>rd</sup> Year 2014/2015</b>	<b>4<sup>th</sup> Year 2015/2016</b>	<b>5<sup>th</sup> Year 2016/2017</b>
1. Administrators	0	.25	.25	.25	.25
2. Full-Time Faculty	2	2	2	2	2
3. Part-time Faculty	.25	.5	.5	.5	.5
4. Graduate Assistants	0	0	0	0	0
5. Other Personnel:					
a. Clerical Workers	.25	.25	.25	.25	.25
b. Professionals	0	0	0	0	0
<b>B. Operating Costs (Appropriated Funds Only)</b>					
1. Personal Services					
a. Administrators	\$ 0	\$ 39,024	\$ 39,894	\$ 40,791	\$ 41,715
b. Full-time Faculty	\$174,150	\$179,376	\$184,755	\$190,298	\$196,007
c. Part-time Faculty	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
d. Graduate Assistants	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
e. Non-Academic Personnel:					
f. Clerical Workers	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,797
b. Professionals	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>	<u>\$ 0</u>
Total Salaries	\$184,150	\$228,550	\$234,954	\$241,553	\$253,519

**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\***

	<b>1<sup>st</sup> Year 2012/2013</b>	<b>2<sup>nd</sup> Year 2013/2014</b>	<b>3<sup>rd</sup> Year 2014/2015</b>	<b>4<sup>th</sup> Year 2015/2016</b>	<b>5<sup>th</sup> Year 2016/2017</b>
2. Current Expenses					
Technology	\$ 9100	\$9100	\$9100	\$9100	\$9100
Advertising	3000	3000	3000	3000	3000
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					

Educational Equip.	0	0	0	0	0
Library Books					
(software/subscriptions)	\$24500	\$24500	\$24500	\$24500	\$24500
5. Nonrecurring Expense (specify)					
Meraki wireless	\$ 5,950	0	0	0	0
subtotal Costs:	<u>\$42,550</u>	<u>\$36,600</u>	<u>\$36,600</u>	<u>\$36,600</u>	<u>\$36,600</u>
Total Costs	\$226,700	\$265,150	\$ 271,554	\$278,153	\$285,119

### C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)					
<u>  X  </u> Reallocation					
<u>      </u> New Funds	\$189,150	\$233,550	\$239,954	\$246,553	\$253,519
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other (specify)					
Fees and Revenues	<u>\$42,550</u>	<u>\$36,600</u>	<u>\$36,600</u>	<u>\$36,600</u>	<u>\$36,600</u>
Total All Sources	\$226,700	\$265,150	\$ 271,554	\$278,153	\$285,119

**NOTE: Total costs should be equal to total sources of funding**

\*Explain your Method of Predicting the Numbers

### Budget Narrative

For the purposes of budget predictions, a base salary of \$90,000 and 29% benefits for each faculty that will be teaching in the Program was used. There are 12 courses in the International MBA. Each doctoral faculty will teach one International MBA course which is one-fourth of a normal faculty load.

A stipend of \$5,000 per course was used to calculate part-time faculty costs. Students in the International MBA will study with the full-time PhD faculty almost exclusively. However, we do foresee a need for one or more part-time faculty to teach classes in the International MBA from time-to-time in the event that full-time PhD qualified faculty do not exist at WLU to teach the International MBA course. An allocation of \$5,000 was used to calculate the costs for the clerical position. The dean will appoint a part time International MBA director. The International MBA director will receive a stipend and a course release each semester beginning in AY 2013. Salary for the International MBA Director will consist of 1 course release each semester and a stipend of \$10,000. Salary will be allocated as follows .25 x annual salary assumption + \$10,000 stipend. (e.g. salary allocation for 2013/2014 = (\$90,000\*1.29\*.25)+\$10,000). An annual salary increment of 3% is assumed for each subsequent year.

Funding for the program is based primarily on tuition and fees, but the University has made a commitment to fully support the program. Since the proposed degree will become a part of the existing West College of Business, most of the required infrastructure and resources are already in place.

**5.8 Source of Operating Resources** Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each year of the five-year period.

**Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.**

West Liberty University, West Liberty University Foundation

All operating resources will be derived from existing budget allocations. The International MBA will not necessarily require additional resources beyond the regular budget process. Due to the nature of any program, upgrades are required every five years or so in order to maintain the quality of facilities and other equipment owned by the University, and is normally incorporated into the University operating or capital budget.

Revenue generated by program tuition will be determined by the total number of credit hours generated within the program and the mix of in-state and out-of-state students. All General fund appropriations are reallocations of funds and all tuition generated is allocated to the General Fund. *Since total sources of funding must equal total costs (break-even revenues) per Form 2*, the question is what is the student mix (in-state/out-of-state) that is required to achieve break-even revenues? The graduate tuition rates used in the following chart are those approved by the BOG and the HEPC for FY13 of \$335/credit hour in-state and \$767/credit hour out-of-state.

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>
Number of student credit hours generated by courses in the program per year (per FORM 1):	360	450	540	540	630
Maximum program revenue generated (100% out-of-state students assumed):	\$276,120	\$345,150	\$414,180	\$414,180	\$483,210
Minimum program revenue generated (100% in-state students assumed):	\$120,600	\$150,750	\$180,900	\$180,900	\$211,050
Break-Even program revenue (equals total cost minus other fees and revenues): (per FORM 2)	\$189,150	\$233,550	\$239,954	\$246,553	\$253,519

Student Mix required to  
achieve Break-Even  
Revenues (% out-of-state  
/ % in-state)\*

44/56

43/57

25/75

28/72

16/84

\*The student mix numbers are not extrapolations. Rather, the precise student mix calculation for any level of revenue within the range was derived by solving two equations with two unknowns.

### **133-11-6 Offering Existing Programs at new Locations, Not applicable**

### **133-11-7 PROGRAM EVALUATIONS**

- 7.1 Evaluation Procedures indicate the evaluation or review guidelines, procedures, schedule, and assessment measures that will be used for this program. Criteria and standards for program evaluation will vary according to the level and purpose of the program. The evaluation should address the viability, adequacy, and necessity of the program in relation to the mission of the institution. Both qualitative and quantitative indicators are important. Among the measures may also be the value of the program to the State and its people, its roles in contributing to human development, and its social utility in contributing to the further development of West Virginia.**

Admission requirements will initially assure the quality of the entering students. The program quality will be monitored through a variety of procedures:

1. Students will evaluate every course completed via standard West Liberty University and Gary E. West College of Business evaluation procedures.
2. Program Outcomes will be evaluated through the assessment program.
3. Faculty will evaluate the program on an ongoing basis.
4. The West College of Business Advisory Board will evaluate the program. Adjustments and updates will be made to the program as needed.

### **WCOB Assessment**

In order to fulfill the Mission of the Gary E. West College of Business (*To provide students with an environment that enables them to acquire the knowledge, skills, competencies, ethics and values necessary to make a positive contribution to society and the business profession and to grow both professionally and personally*), the West College of Business developed and utilizes an assessment program to measure student outcomes. All students in the WCOB participate in the assessment program.

The following student outcomes were identified and mapped for the International MBA (please see section 3.9.4):

1. Utilize appropriate research techniques in order to solve complex business questions and dilemmas.
2. Demonstrate knowledge of today's dynamic business environment through an understanding of all business functions, practices, and related theories

and be able to integrate this functional knowledge in order to address business problems.

3. Display an ability to utilize quantitative and technical skills enabling them to analyze, interpret, and communicate business data effectively and to improve business performance.
4. Network across cultures and language barriers.
5. Exhibit conceptual learning, critical thinking, and problem solving skills.
6. Establish awareness and knowledge of social responsibility, ethical leadership, and corporate citizenship in the domestic and global environment.
7. Apply knowledge of the dynamic business environment (legal, regulatory, political, cultural and economic) especially the links between our region and the global business world.

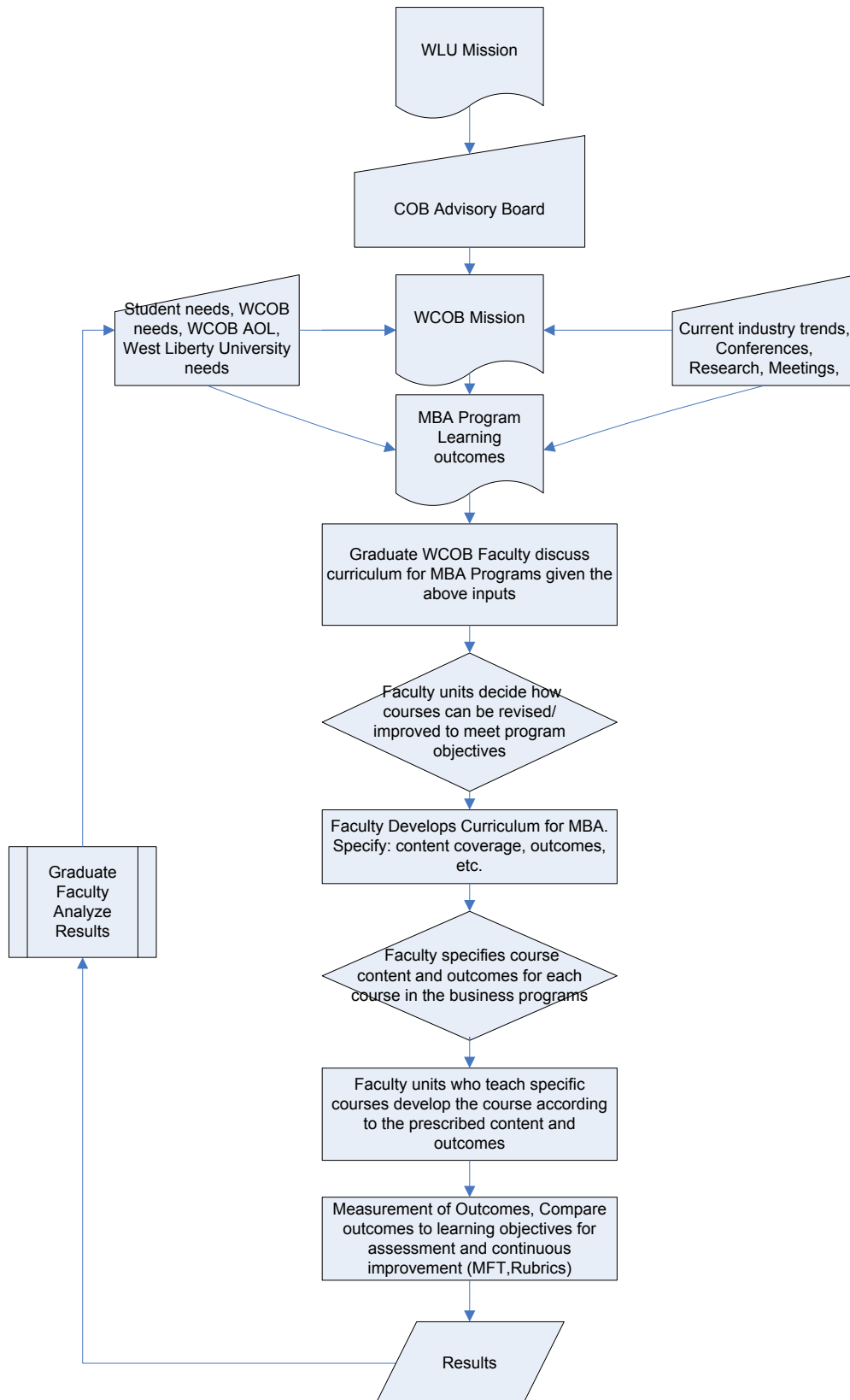
Students will also take the MBA level *Major Field Test in Business (MFT)* which is designed to measure the basic knowledge and understanding of the foundational knowledge required for International MBA students to be successful.

Information derived from these assessment tools will be used to continuously improve the International MBA curriculum, course content, and general operating procedures.

The International MBA Assessment Process is shown in the flowchart below:



## West Liberty University College of Business MBA Assessment Process Flowchart.



**7.2 Accreditation Status - Indicate the accrediting agency for the proposed program, the schedule for initiating and receiving accreditation, and the costs of each stage of the process. Attach to the proposal the statement of standards used by the accrediting agency for such a program.**

The Gary E. West College of Business is currently exploring the possibility of additional accreditation through the Accreditation Council for Business Schools and Programs (ACBSP). We expect this process to be completed within two years.

The International Assembly for Collegiate Business Education (IACBE) currently accredits the Gary E. West College of Business. The IACBE is recognized by the Council for Higher Education Accreditation (CHEA). The International MBA will be evaluated by the IACBE in conjunction with the Gary E. West College of Business accreditation during the maintenance of accreditation visit.

Business accreditation by the International Assembly for Collegiate Business Education (IACBE) *is not regulatory* but rather addresses quality processes. In this voluntary organization member peers evaluate each other to help continuously improve quality processes in order to improve the quality of graduate business programs. The IACBE states 9 Principles of Accreditation (please see below). There are no standards to which the program must comply. Therefore, it is not possible to provide a matrix matching accreditation standards to program content.

A description of the IACBE follows:

**Scope of Accreditation of the IACBE:**

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant bachelor's and/or graduate degrees. The IACBE does not accredit business programs of institutions of higher education that offer only associate degrees in business.

## Mission of the IACBE

The mission of the IACBE is to promote and recognize excellence in business education in institutions of higher education worldwide, at both the undergraduate and graduate levels, through specialized accreditation of business programs.



## Vision of the IACBE

The vision of the IACBE is to be the leader in mission-driven and outcomes-based programmatic accreditation and to be the business accrediting body of choice for teaching-oriented institutions of higher education worldwide.

## Core Values

- Collegiality – A culture of collaboration and cooperation in advancing academic quality in business education
- Developmental Philosophy – An emphasis on continuous improvement and a shared journey towards excellence in business education
- Responsiveness – An unwavering focus on service to our members

## Scope of Accreditation of the IACBE

The IACBE accredits business programs that lead to degrees at the associate, bachelor's, master's, and doctoral levels in institutions of higher education worldwide that grant bachelor's and/or graduate degrees. The IACBE does not accredit business programs of institutions of higher education that offer only associate degrees in business.

## Functions of the IACBE

In order to accomplish its mission and goals, the IACBE:

- recognizes high-quality business education by granting specialized programmatic accreditation;
- develops and promulgates sound educational principles and practices for the accreditation of business programs;
- maintains regional and international centers to represent the Assembly and its members worldwide;
- collects and disseminates information about business education throughout the world;
- supports worthy projects and research in business education;
- sponsors meetings, conferences, workshops, and symposia that foster excellence in business education;
- engages in activities that enhance and promote the study of collegiate business education and that apprise the public of its value, scope, and character.

Characteristics of creditable programs are given to guide institutions and an annual assessment report is required to maintain IACBE accreditation.

**Annual cost** = \$2450 **Website:** <http://iacbe.org/about-iacbe.asp>. The nine IACBE Principles upon which accreditation is based is in Section Three of *The IACBE Accreditation Manual* reproduced below:

## SECTION THREE: ACCREDITATION PRINCIPLES

In order to evaluate the overall academic quality of an academic business unit and its business programs, the IACBE implements a quality assurance process that involves a comprehensive set of accreditation principles pertaining to academic resource measures, educational processes, and outcomes assessment. In order for its business programs to be accredited by the IACBE, the academic business unit must demonstrate compliance with these principles as detailed in this manual.

The IACBE recognizes and acknowledges the fact that academic business units around the world operate in differing educational, historical, cultural, legal/regulatory, and organizational environments, and that, as a result, excellence in business education and high levels of academic quality may be achieved in different ways. Moreover, the IACBE encourages and supports alternative and innovative approaches to achieving excellence in business education. Consequently, academic business units in different countries may align themselves with the IACBE's Accreditation Principles in a variety of ways. Wherever such differences exist, the academic business unit must nevertheless demonstrate that its programs and activities are in compliance with the principles.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore appreciates and respects the fact that academic business units are guided by different missions. Therefore, the IACBE focuses its accreditation reviews on the overall performance of the academic business unit relative to its mission and goals, as measured by the outcomes assessment process. In order for its business programs to be accredited by the IACBE, the academic business unit must demonstrate an acceptable level of performance consistent with its mission and the IACBE's Accreditation Principles.

Given the IACBE's philosophy of accreditation as articulated earlier, compliance with each of the accreditation principles that pertain to academic resources and educational processes is interpreted and applied in terms of whether the particular resource or process is of sufficiently high quality to ensure achievement of the academic business unit's mission, goals, and intended outcomes, with the extent of such achievement being measured through the outcomes assessment process. In other words, compliance with each of the IACBE's resource and process principles is evaluated in terms of performance or the degree to which the resource or process produces measurable results or outcomes pertaining to actual student learning, operational effectiveness of the academic business unit, and the achievement of the academic business unit's mission.

In its accreditation reviews, the IACBE uses each of its accreditation principles to evaluate the extent of the academic business unit's achievement of excellence in business education. The principles, in their entirety, foster high levels of academic quality and promote continuous improvement in the overall performance of the academic business unit.

An introduction is provided for each accreditation principle listed in this section, including the characteristics of excellence in business education enumerated in Section One that relate to that principle. Each principle, which appears as a boxed item, is followed by a description of the principle and guidelines for documenting compliance with that principle in the self-study.

### **Principle 1: Outcomes Assessment**

Outcomes assessment is a systematic process that is used to measure the effectiveness of an institution and the academic quality of its degree programs. The process involves the collection and evaluation of information pertaining to the extent to which institutional goals, objectives, and intended outcomes are being achieved in order to inform planning, budgeting, and decision making.

In addition, the outcomes assessment process provides a basis for continuous improvement in curriculum, pedagogy, institutional resources, academic support services, staffing, and other aspects of institutional operations that impact student learning.

The IACBE is a mission-driven and outcomes-based accrediting body, and it therefore focuses its accreditation reviews on the overall performance of the academic business unit relative to its mission. The performance of the academic business unit depends on its overall effectiveness in its entire range of activities and operations. Therefore, the outcomes assessment process that is used to evaluate the academic business unit's performance must be comprehensive and must encompass the following areas:

- **Strategic Assessment:** The growing complexity of the global business environment requires the academic business unit to prepare itself and its students for future challenges. Since the academic business unit's mission provides strategic directions that guide the unit's decision making to meet those future challenges, the academic business unit's outcomes assessment process must provide for the assessment of the extent to which the unit's mission and broad-based goals are being accomplished, i.e., for strategic assessment.
- **Student Learning Assessment:** Since the principal activity of any academic institution is the education of its students, the academic business unit's outcomes assessment process must provide for the assessment of the extent to which student learning objectives are being achieved.
- **Operational Assessment:** Since the quality of the academic business unit's performance depends on its ability to manage its human, physical, financial, and technological resources and its educational processes efficiently and effectively, i.e., on the extent of its operational effectiveness, the academic business unit's outcomes assessment process must provide for operational assessment.
- **Linkage with Strategic Planning:** The quality of the academic business unit's performance depends on its efforts in continuous improvement in its activities and operations to meet future challenges. Since this requires any necessary changes and improvements that are identified as result of the outcomes assessment process to be incorporated into its planning process for the future, the academic business unit's outcomes assessment process must provide for the linkage of its outcomes assessment and strategic planning processes.

In order for its business programs to be accredited by the IACBE, the academic business unit must provide evidence of mission accomplishment, student learning, operational effectiveness, and continuous improvement. Consequently, the process of outcomes assessment is essential in measuring the effectiveness of the academic business unit, and in determining the extent to which the academic business unit is achieving its mission, goals, and intended outcomes.

The following characteristics of excellence in business education relate to outcomes assessment:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.

- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.

## **Principle 2: Strategic Planning**

The growing complexity of the business environment brought on by the continuing forces of globalization places increasing demands on business education. Consequently, academic business units face rising pressures to prepare themselves and their students for the future challenges that will inevitably confront them as a result of such a dynamic environment. This preparation must involve a process of continuous improvement in the academic business unit's overall performance and its business programs.

Preparation for the future, continuous improvement, and excellence in business education require the academic business unit to be engaged in effective strategic planning and outcomes assessment processes. These processes should be consistent with those of the institution, but may be implemented in different ways depending on the internal and external environments in which the academic business unit operates.

The following characteristics of excellence in business education relate to the strategic planning process:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The organizational structures of the institution and the academic business unit support excellence in business education.

## **Principle 3: Curriculum**

Excellence in business education requires curricula that are both relevant and current. The following characteristics of excellence in business education relate to curriculum:



- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

### **3.6 Master's Degree Curriculum**

**Excellence in business education requires that master's-level business programs should consist of a minimum of thirty semester credit hours (forty-five quarter hours) of graduate-level course work. The level of these courses should be beyond that of the undergraduate Common Professional Component (CPC) courses. The thirty semester hours (forty-five quarter hours) of graduate-level course work should be in courses normally reserved for graduate students.**

#### **Description**

For the purposes of IACBE accreditation, the review of master's-level business programs is based in part on the institution's published program objectives. The requirement that the level of graduate courses be beyond that of the undergraduate CPC courses means that they should be graduate-level, advanced courses in business fields. For students entering the graduate-level business programs who have not completed an undergraduate business degree or who have not taken the CPC-equivalent of the undergraduate business core prior to enrolling in the program, there must be some mechanism in place to prepare the students for the graduate-level courses in those programs.

#### **Principle 4: Faculty**

Each academic business unit seeking IACBE accreditation for its business programs must (i) have an effective method for recruiting faculty, (ii) evaluate faculty based on defined criteria, (iii) provide support for faculty development and scholarly activity, and (iv) foster an academic climate conducive to excellence in teaching and learning.

The following characteristics of excellence in business education relate to faculty:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.

- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

## **4.1 Faculty Qualifications**

**Excellence in business education requires highly-qualified faculty. Therefore, to ensure that the academic business unit's business programs are properly supported, a high percentage of the undergraduate- and master's-level student credit hours delivered by the academic business unit must be taught by doctorally-qualified and professionally-qualified faculty members. At the doctoral level, it is expected that all doctoral student credit hours will be taught by doctorally- qualified faculty.**

### **Description**

High-quality teaching depends on highly-qualified faculty who are capable of providing opportunities for student learning and who are active in professional and scholarly activities. This principle requires extensive academic preparation for faculty, including, but not limited to, holding graduate degrees in business fields in which they teach. The IACBE also recognizes the importance and applicability of degrees in collateral fields such as computer science, education, engineering, law, and the social sciences. Furthermore, faculty members with appropriate practical and professional experience are encouraged to be part of the academic business unit. The IACBE recognizes that preparation for effective teaching is a life-long task, and that such preparation, emphasizing content as well as pedagogical (or andragogical) skills, is enhanced by the teaching experience itself, which should be considered in evaluating faculty qualifications.

The graduate degrees used to establish faculty credentials should be earned degrees awarded by institutions having nationally-recognized institutional accreditation or its equivalent, or by institutions with recognized program accreditation in business.

For the purposes of evaluating the portfolios of faculty members to determine compliance with this principle, the following definitions apply:

- A. To be considered doctoral-qualified to teach at the undergraduate level, a faculty member may:
1. Hold an earned doctorate in a field of business with a major, minor, or concentration in the area of assigned teaching responsibilities; or
  2. Hold an earned doctorate in a field of business, and also be professionally-qualified in the area of assigned teaching responsibilities; or
  3. Hold a Juris Doctorate and teach in the areas of legal environment of business and/or business law; or

4. Hold a Juris Doctorate and a business-related master's degree, and teach in the areas of legal environment of business, business law, and/or another area that contains significant legal content; or
  5. Hold a Juris Doctorate and be a CPA, and teach in the areas of legal environment and/or accounting; or
  6. Hold an earned out-of-field doctorate,<sup>14</sup> along with a sufficient combination of graduate course work in the area of assigned teaching responsibilities, professional experience, scholarly achievements, and extensive and substantial documented successful teaching experience at the college level in the area of assigned teaching responsibilities.
- B. To be considered doctorally-qualified to teach at the master's level, a faculty member may:
1. Hold an earned doctorate with a major in the area of assigned teaching responsibilities;  
or
  2. Hold an earned doctorate in a field of business and have a sufficient combination of course work, professional experience, and/or scholarly achievements in the area of assigned teaching responsibilities; or
  3. Hold an earned out-of-field doctorate, and have a sufficient combination of course work, professional experience, and/or scholarly achievements to be considered equivalent to a doctorate in the area of assigned teaching responsibilities.
- D. To be considered professionally-qualified to teach, a faculty member may:
1. Be A.B.D. (has completed all course work required for a Ph.D. or D.B.A. in business, passed the general comprehensive examinations, but has not completed a dissertation) with a major, minor, or concentration in the area of assigned teaching responsibilities; or
  2. Hold a master's degree in a business-related field and professional certification (e.g. C.P.A, C.C.P., C.M.A, P.H.R., etc.) appropriate to the area of assigned teaching responsibilities; or
  3. Hold a master's degree in a business-related field, and have five or more years of professional and management experience in work directly related to the area of assigned teaching responsibilities, and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research or/or programs for the enhancement of pedagogical (or andragogical) skills; or
  4. Hold a master's degree in a business-related field, and have completed a special post-graduate training program especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities.
- E. Minimum Qualifications: The minimum qualification for a faculty member is a master's degree in a field appropriate to the area of assigned teaching responsibilities. An academic business unit may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications to meet that specialized need.

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<sup>14</sup> Generally, any doctorate other than a Ph.D. or D.B.A. in a business content field is considered, for business accreditation purposes, to be an out-of-field doctorate. Out-of-field doctorates include degrees such as the Doctor of Education degree; the Juris Doctor degree; non-content-area Ph.D.s, such as a Ph.D. in Higher Education Administration; or interdisciplinary degrees, such as a Ph.D. in Leadership.

## **Principle 5: Scholarly and Professional Activities**

Excellence in business education requires faculty members to be engaged with the academic and professional communities in ways that benefit students, the faculty member, the institution, the academic business unit, and the community.

The following characteristics of excellence in business education relate to scholarly and professional activities of faculty:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.

## **Principle 6: Resources**

Excellence in business education requires appropriate resources to be provided to the academic business unit, especially in relationship to the support provided to other academic units of the institution. The allocation of resources should be related to the specific mission and broad-based goals of the academic business unit. Adequate financial support for human resources, libraries, facilities, and equipment is essential to ensuring excellence in the academic business unit's business programs.

The following characteristics of excellence in business education pertain to resource allocation:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their to be included. General community service such as coaching sports teams or delivering meals to shut-ins are not considered to be professionally-related.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The organizational structures of the institution and the academic business unit support excellence in business education.

## **Principle 7: Internal and External Relationships**

Excellence in business education requires the academic business unit to have effective internal and external working relationships with other units, institutions, organizations, and individuals, including effective linkages with the "real world" of business. Excellence in business education also requires accountability to the public for student learning outcomes.

The following characteristics of excellence in business education address the need for effective internal and external relationships:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.

- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- Faculty members in the academic business unit integrate ethical viewpoints and principles in their teaching activities.
- Faculty members in the academic business unit strive to be effective teachers who are current in their professional fields and are active in contributing to their institutions and disciplines. Furthermore, members of the business faculty are positively engaged within their academic business unit and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the business faculty is worthy of the respect of the academic and business communities.
- The missions of the institution and the academic business unit are effectively communicated to current and prospective students.
- The institution provides resources to the academic business unit that are adequate to accomplish its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The organizational structures of the institution and the academic business unit support excellence in business education.

## **Principle 8: International Business Education**

Excellence in business education requires business students to be prepared to function effectively in a changing global environment.

The following characteristics of excellence in business education relate to international business education:

- The academic business unit has a clearly defined mission and broad-based goals that are consistent with those of the institution.
- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit develops students, both personally and professionally, into well-educated, ethical, and competent business professionals.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.



- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.

### **Principle 9: Educational Innovation**

As the global business environment becomes increasingly complex, excellence in business education requires innovation and creativity in the design and delivery of business programs.

The following characteristics of excellence in business education are related to educational innovation:

- The academic business unit strives for higher levels of overall performance consistent with its mission as reflected in its student learning outcomes, operational effectiveness, and the accomplishment of its mission and broad-based goals.
- The academic business unit engages in a strategic planning process that is driven by the approved mission and broad-based goals of the academic business unit, is consistent with the strategic planning process of the institution, and is in touch with the realities of business education and the marketplace.
- The academic business unit has developed and implemented an outcomes assessment process that promotes continuous improvement in its business programs and its operations, and is linked to the strategic plans of both the academic business unit and the institution.
- The academic business unit operates in an environment that encourages and promulgates innovation and creativity in business education.
- The academic business unit has meaningful and effective linkages between the classroom and practitioners in the business community, thereby contributing to the assurance of currency in and relevance of its business programs.
- The academic business unit encourages both internal and external cooperative relationships with other educational units and institutions that are consistent with its mission and broad-based goals.
- The curricula in business programs reflect the missions of the institution and its academic business unit, and are consistent with current, acceptable business practices and the expectations of professionals in the academic and business communities.
- The curricula in business programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global business environment.
- The content of business courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The organizational structures of the institution and the academic business unit support excellence in business education.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Revisions to Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities, as a procedural rule to be filed with the Secretary of State for a thirty-day public comment period.

*Further Resolved*, That the rule is approved for final filing at the conclusion of the comment period if no substantive comments are received.

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

Series 23, Standards and Procedures for Undergraduate Admission at Four-Year Colleges and Universities, is the procedural rule that outlines the admission standards and procedures for West Virginia public four-year colleges and universities. The current version of this policy was last revised in 2007 and does not accurately reflect present public high school graduation requirements, conditional admission processes, or guidelines for admission of special groups.

The proposed revisions to Series 23, summarized below, strengthen the rule and clarify the standards and procedures for admission at West Virginia's four-year higher education institutions. These changes are proposed in an effort to prevent unintended consequences of denying admission to academically qualified students.

The proposed modifications are as follows:

**Section 2** Changes within this section are intended to clarify for whom the policy is applicable and to further emphasize the purpose for establishing admission standards, noting an emphasis on facilitating access to quality academic programs and promoting college completion.

- Section 3** This new section, Definitions, was added to clarify terms used throughout the policy. This new section replaces Section 3, Basic Admissions Standards, as found in the older version of the policy. The content previously found in the section on Basic Admission Standards is now separated into distinct sections that address regular admission, conditional admission, and core requirements.
- Section 4** Using much of the language found in the previous version of the policy, this section addresses basic admission standards for all institutions, focusing specifically on high school GPA and test scores. Each admission option is more clearly defined so as to eliminate ambiguity in interpretation. Remaining in this policy version is the option to admit a student based solely upon a high school GPA of 3.0 since high school GPA is widely recognized as a primary indicator of how a student will perform in college. This option gives state colleges and universities flexibility in the baccalaureate admission process.
- Section 5** This section clarifies the institutional responsibilities and procedures for conditionally admitting students. It provides additional guidelines regarding the fulfillment of developmental education requirements and establishes a limit and reporting standard for reporting conditionally admitted students.
- Section 6** Since this policy was last revised, West Virginia high school graduation requirements have changed resulting in a direct impact on higher education admission requirements. Section 6 updates the policy with current graduation requirements and provides institutions with a systematic process for employing waivers for students who lack core academic unit requirements.
- Section 7** For ease of understanding and clarity, the existing admission requirements for transfer students and non-degree seeking students were removed from Section 3 of the previous policy and placed in a separate section. Minor modifications were made in total credit hours required for exemption from admission standards. Also added is a requirement that a transfer student must supply the receiving institution with all transcripts from previously attended institutions.
- Section 8** Section 8, International Students, is a new section added to the policy in an effort to establish standards that could be implemented consistently across all institutions. Due to a renewed interest and emphasis on international student recruitment across four-year institutions, this section addresses the admission issues of this special population.

**Section 9** Much of the text that is deleted from Section 4 of the previous version of Series 23 has been reorganized into other sections of the revised policy. Standards for the validation of high school transcripts are included. A modification in Section 9.5 allows the institutions some flexibility as to determining when immunization records must be on file with the institution. Clarification is added to the policy to state the role of conditional and/or regular admission in regard to entry into specific programs.

**Section 10** This section, Institutional Admission Policies, has been modified to emphasize the role of the higher education institution in maintaining standards of quality. It is a reminder that institutions must establish their own admission policies, however, those policies must be in compliance with Commission policy and uphold the minimum standards of this policy.

**Section 11** This section was deleted because it is no longer applicable.

Staff recommends approval of revised Series 23 for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State.

**TITLE 133  
PROCEDURAL RULE  
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION**

**SERIES 23  
STANDARDS AND PROCEDURES FOR UNDERGRADUATE ADMISSIONS  
AT FOUR-YEAR COLLEGES AND UNIVERSITIES**

**§133-23-1. General.**

- 1.1. Scope -This rule establishes standards and procedures for public undergraduate institutional admissions policies at four-year colleges and universities.
- 1.2. Authority - West Virginia Code ' 18B-1-1A; 18B-1-4
- 1.3. Filing Date - ~~May 2, 2007~~
- 1.4. Effective Date - ~~June 1, 2007~~
- 1.5. Repeal of Former Rule - Repeals and replaces Title 133, Series 23 which had an effective date of ~~April 1, 2005~~ June 1, 2007.

**§133-23-2. Statement of Principles.**

- 2.1. It is the intent of the Higher Education Policy Commission (Commission) ~~that West Virginia residents shall have to provide~~ access to higher educational opportunities commensurate with their student interests and abilities. Working toward this end, the Commission continues to encourage the development of academic programs and ~~flexible time space delivery~~ options which ~~allow citizens throughout West Virginia to develop to the fullest their capabilities for work and fulfillment of life~~ facilitate access and promote college completion. It is further the intent of the Commission that admissions policies at the four-year state-supported institutions of higher education should foster the attainment of these broad goals of access to the highest extent possible within the limits of available educational programs and resources.
- 2.2. In recognition of the diverse educational programs offered by the different public four-year higher education institutions and the varying kinds of preparation necessary for successful entry into them, the Commission considers it more appropriate to establish basic statewide guidelines and standards than to provide detailed provisions related to admissions criteria and procedures. Accordingly, the Commission has identified certain basic

policies and provisions around which specific institutional admissions policies and practices are to be developed.

2.3. This rule applies to undergraduate admissions at West Virginia public four-year colleges and universities. The standards in this rule also apply to students who enroll in baccalaureate-level programs at state higher education institutions where missions are primarily the offering of associate-level degrees. Standards for students enrolled in associate degree or one-year certificate programs, regardless of institutional classification, shall be at least as rigorous as those at the community and technical colleges.

2.4. In fulfilling its mission, the Commission is also responsible for assuring quality programs to any individual attending West Virginia institutions.

**§133-23-3. Definitions.**

3.1. ACT and SAT are college admission tests that are designed to assess academic readiness.

3.2. Conditional admission is the admission of an undergraduate student who does not meet the requirements for regular admission as outlined in section 4 of this rule.

3.3. Continual enrollment is a term that describes student enrollment in consecutive semesters, excluding summer terms.

3.4. Developmental education programs commonly address academic preparedness, diagnostic assessment and placements, development of general and discipline-specific learning strategies. Developmental courses are “pre-college” courses and do not count toward a baccalaureate degree, an A.A. degree, an A.S. degree, or an A.A.S. degree.

3.5. Diploma means formal documentation and recognition that a student has satisfactorily completed the graduation requirements of a state and school district.

3.6. General Education Development (GED) Diploma means a diploma issued by a state department of education based upon satisfactory score earned on the GED test prepared by the General Educational Testing Service as an agent of the American Council on Education.



- 3.7. Grade point average (GPA) is the cumulative high school grade point average based on a 4.0 scale.
- 3.8. Home-Instructed (Home-Schooled) students means those students defined under West Virginia Code §18-8-1, who are not enrolled in a public school within the school district and who are instructed by a person or persons providing home instruction.
- 3.9. International Baccalaureate Diploma Program means a comprehensive two-year international curriculum designed as a rigorous pre-university course of study that leads to examinations. An institution, at its discretion, may award college credit to students for successful completion of IB courses and examinations.

**~~§133-23-3. BASIC ADMISSIONS STANDARDS~~**

- ~~3.1 As a means of ensuring a reasonable chance of success in the educational programs for which students seek admission and of making the most productive use of federal, state and community resources, institutional admissions policies shall incorporate the following basic standards.~~
- ~~3.2 This rule applies to undergraduate admissions at West Virginia public four year colleges and universities. The standards in this rule also apply to students who enroll in baccalaureate level programs at state higher education institutions where missions are primarily the offering of associate level degrees. Standards for students enrolled in associate degree or one year certificate programs, regardless of institutional classification, shall be at least as rigorous as those at the community and technical colleges.~~
- ~~3.3 Degree Programs at Four Year Colleges and Universities. Students who meet General Educational Development (GED) requirements or have a high school diploma and overall grade point average (GPA) of at least 2.0, or a composite score of at least 17 (3.0 GPA or 18 ACT composite score and a 2.0 GPA effective August 2008) on the ACT may be admitted on a regular admission basis to four year colleges and universities which offer associate and bachelor's degree programs. For universities which grant doctoral degrees, the minimum high school GPA/standardized test score requirement for regular admission (effective August 2008) is a 3.0 high school GPA or a 19 ACT composite score and a high school 2.0 GPA. Students will normally be expected to sit for the ACT. However, in instances where students have taken the SAT I examination, these scores may be substituted for the ACT. SAT I scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the chancellor. These students will not be required to take the ACT at a later time.~~
- ~~3.3.1 Conditional admission may be granted in instances where GPA or ACT standards are not met and institutional officials have evidence that the student has the potential to successfully complete college level work.~~

~~Students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the following stipulations:~~

~~3.3.1.1 If freshman placement standards require, developmental work must be completed prior to enrolling in the corresponding college level courses.~~

~~3.3.1.2 Students must complete the provisions of their conditional admission within the first three semesters of enrollment.~~

~~3.3.1.3 Conditionally admitted students must achieve a minimum of a 2.0 GPA in at least twelve graded hours.~~

~~3.3.1.4 When all admission standards have been met, conditional status will be removed and the student will become a regular admission student.~~

~~3.3.2 In order to facilitate an orderly transition to the higher ACT/GPA standards effective in 2008, institutions shall employ the conditional admission provisions in section 3.3.1 of this rule. The use of these provisions must, however, be consistent with the recognition of the Commission's commitment to high academic standards as well as the need to afford students the opportunity to pursue a baccalaureate education. While there are no specific limits imposed on the number of students who may be admitted conditionally in 2008, beginning with the 2010 fall semester, no more than fifteen (15) percent of entering first time students may be admitted conditionally. The percentage of students admitted conditionally shall not exceed ten (10) percent in fall 2011 and thereafter.~~

~~3.3.3 In addition to GPA and ACT requirements, students must successfully complete the following minimum academic core unit requirements (effective until August 2008) prior to admission:~~

**~~Required Units (Years)~~**

~~4 English (including courses in grammar, composition, literature)~~

~~3 Social Studies (including U.S. History)~~

~~3 Mathematics (Algebra I and at least one higher unit)~~

~~3 Science (Two of the three units must be laboratory science. At least two units from Coordinated and Thematic Science 10, Biology, Chemistry, Physics and other courses with a strong laboratory science orientation)~~

**~~Strongly Recommended Units~~**

~~2 Foreign Language~~

**~~Elective Units~~**

~~Remaining Units — It is recommended that the remaining elective units be chosen from the academic core (English/language arts, mathematics, science, social studies) or subjects such as computer science, fine arts, humanities, and keyboarding.~~

~~3.3.4 Effective August 2008, students in addition to GPA and ACT requirements, must successfully complete the following minimum academic core unit requirements prior to admission:~~

**~~Required Units (Years) 2008 Standards~~**

~~4 English (including courses in grammar, composition, and literature)~~

~~3 Social Studies (including U.S. History)~~

~~4 Mathematics (three units must be Algebra I and higher)~~

~~3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)~~

~~1 Arts~~

~~2 Foreign Language (Two units of the same foreign language)~~

~~3.3.5 Institutions are authorized to employ the following exemptions to the above unit requirements:~~

~~3.3.5.a All four (4) year public higher education institutions have the discretionary authority to waive the college preparatory curricular requirements for regular admission for not more than five (5) percent of resident freshman students who graduated with a high school diploma within three (3) years of the date of enrollment based upon enrollment of resident first-time freshmen entering the institution in the fall term of the previous year. Beginning with the fall 2008 semester and until the fall 2010 semester, the five (5) percentage limit on curriculum waivers shall be lifted to allow for a study of the impact of the effect of the 2008 college preparatory curriculum requirements on otherwise academically qualified resident students who seek admission to West Virginia public colleges and universities. This suspension of the waiver limitation will permit (1) West Virginia high schools to deliver more fully the necessary courses required for regular admission and (2) enable a more orderly and non-punitive transition for qualified West Virginia high school students to the state's colleges and universities. No later than December 2009, the Higher Education Policy Commission shall establish an appropriate limit on the percentage of college preparatory curricular waivers allowed, effective with the fall 2010 semester.~~

~~Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies through the successful completion of commensurate college coursework. Each student receiving a waiver under this provision must complete any commensurate coursework no~~

- later than the academic term in which s/he accumulates sixty hours of credits.
- ~~3.3.5.b Applicants for admission who have been out of high school for more than three (3) years or who meet institutionally established GED requirements may be exempted from the specified high school curricular requirements at the discretion of the individual institution.~~
- ~~3.3.5.c Non resident applicants for admission who graduate from high schools not requiring the minimum number of units for high school graduation listed in Section 3.3.4 (effective August 2008) may be exempted from the resident curricular requirements at the discretion of the individual institution. Any non resident student admitted under provisions of this rule who has not completed the high school curricular requirements delineated in section 3.3.4 of this rule must complete any commensurate coursework no later than the academic term in which s/he accumulates sixty hours of credit.~~
- ~~3.3.6 The academic performance of students admitted under one (1) of the above exemptions or on a conditional basis must be evaluated at the conclusion of each semester. To continue, such students must be in good academic standing according to institutional standards as stated in the institutional catalog for regularly admitted students. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.~~
- ~~3.4 Transfer Students. Students seeking transfer admission to a state college must be academically eligible to return to the institution from which they wish to transfer. Students seeking transfer admission or readmission to a community college or community college division must meet the institution's basic admission standards. Students attending community and technical colleges or community college divisions who are seeking to transfer into a four (4) year program must meet the regular institutional criteria for transfer admission. Students with fewer than twenty six (26) transferable semester credit hours must meet the basic admission standards outlined in this section.~~
- ~~3.4.1 Students under disciplinary sanction at a West Virginia public college or university at the time of the application for transfer admission are also subject to other applicable rules of the Higher Education Policy Commission.~~
- ~~3.5 Non Degree Students. An institution may admit students on a non degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution.~~
- ~~3.6 It should be noted that the basic standards contained in this section are based upon current levels of funding. Should financial resources be limited, it may be~~

~~necessary to establish additional standards and/or accept only those qualified students applying by a specified date.~~

**§133-23-4. Regular Admission Standards.**

- 4.1. Students who meet GED requirements or have an approved high school diploma and a) an overall grade-point average (GPA) of a least 2.0 and an 18 ACT composite score, b) a GED and an 18 ACT composite score, or c) a 3.0 GPA, may be admitted on a regular admission basis to four-year colleges and universities which offer associate and bachelor's degree programs.
- 4.2. For universities which grant doctoral degrees, the minimum high school GPA/standardized test score requirement for regular admission is a) a 2.0 high school GPA and a 19 ACT composite score or b) a high school 3.0 GPA.
- 4.3. Home-School students who provide appropriate ACT composite scores as outlined above and meet any additional institutional requirements may be admitted on a regular admissions basis.
- 4.4. Except as provided in section 8.2 and section 9.3 of this rule, all students must submit ACT or SAT scores prior to admission.
- 4.5. In instances where students have taken the SAT examination, these scores may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the Chancellor. These students will not be required to take the ACT at a later time.

**§133-23-5. Conditional Admission Standards.**

- 5.1. Conditional admission may be granted in instances where GPA or ACT standards for regular admission are not met and institutional officials have evidence that the student has the potential to successfully complete college-level work. Students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the stipulations listed below. Institutions are expected to monitor and provide support to conditionally admitted students through the offering of developmental education initiatives and other dedicated academic and student service programs.

5.1.a. Conditionally-admitted students must maintain good academic standing as defined by the institution.

5.1.b. If freshman placement standards require, developmental education must be completed prior to enrolling in the corresponding college-level courses. As necessary, students must enroll in the required developmental education program in the first semester of enrollment and maintain continual enrollment until all developmental requirements are fulfilled.

5.1.c. Students must complete any required developmental education and the provisions of their conditional admission within the first four semesters of enrollment. Unless the student is still enrolled in developmental education, students failing to meet the provisions of conditional admission shall be denied re-enrollment. Return to the institution is subject to institutional policy.

5.2. The percentage of first-time, baccalaureate degree-seeking students enrolled conditionally shall not exceed ten (10) percent of the Commission census data enrollment. The percentage shall be based upon a three-year rolling average. The specific process for calculating this average will be determined by the Commission and communicated to all institutions.

**§133-23-6. Admissions – Core Requirements.**

6.1. In addition to GPA and ACT requirements, students must successfully complete the following minimum academic core unit requirements prior to the initial period of enrollment: **Required Units**

6.1.a. 4 English (including English 12CR and courses in grammar, composition, and literature)

6.1.b. 3 Social Studies (including U.S. History)

6.1.c. 4 Mathematics (three units must be Algebra I and higher or Math I or higher; Transitional Math for Seniors will also be accepted)

6.1.d. 3 Science (all courses to be college preparatory laboratory science, preferably including units from biology, chemistry, and physics)

6.1.e. 1 Arts



6.1.f. 2 Foreign Language (two units of the same foreign language, Sign language is also acceptable)

6.2. Institutions are authorized to employ the following waivers to the above unit requirements:

6.2.a. All four-(4) year public higher education institutions have the discretionary authority to waive academic core unit requirements for admission to their institution.

6.2.b. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies through the successful completion of commensurate college coursework. Each student receiving a waiver under this provision must complete any commensurate coursework prior to degree completion.

**§133-23-7. Transfer Students and Non-Degree Seeking Students.**

7.1. Students seeking transfer admission to a state college or university must be academically and otherwise eligible to return to the institution from which they wish to transfer and must meet the institution's basic admission standards. Students attending community and technical colleges who are seeking to transfer into a four-(4) year program must meet the regular institutional criteria for transfer admission. Students with at least twenty-four (24) transferable credit hours are exempt from meeting regular admission standards outlined in section 4 of this policy. Institutions may develop policies which require a greater number of credit hours completed prior to exemption from regular admission standards.

7.2. Transfer students must supply the institution with official transcripts reflecting all previous college work prior to admission.

7.3. Non-Degree Students. An institution may admit students on a non-degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution. Institutions may establish minimum standards for admission of non-degree students.

**§133-23-8. International Students.**

8.1. International students are required to abide by the same freshman and/or transfer admission requirements as previously stated in this policy.

8.2. International students are not required to present ACT or SAT scores for admission purposes. International students are required to submit ACT or SAT scores prior to their second semester of enrollment.

8.3. International students must meet English proficiency requirements as established by the institution and must submit scores prior to admission.

**§133-23-49. ~~INSTITUTIONAL ADMISSIONS PROCEDURES~~ Additional Admissions Criteria.**

~~49.1. Official high school transcripts or GED scores are required to be on file for each incoming freshman who is registered in an undergraduate certificate or degree program and who has graduated from high school within five years. Such transcripts documents shall be on file with the institution prior to the end of the first semester of the student's attendance.~~

9.2. The institution issuing the diploma can be validated by a College Entrance Examination Board (CEEB) code, by a state department of education, or by other established procedures determined by the institution.

~~4.2. Students who desire to enroll on a degree-seeking basis at four-year state colleges and universities who do not meet the GED requirements or have a high school diploma and an overall grade point average of at least 2.0 must submit ACT or SAT I scores prior to admission.~~

~~4.3. In accordance with Section 3.3, students who substitute SAT I scores for ACT scores will not be required to take the ACT at a later time.~~

~~4.4. Degree-seeking state college students at four-year colleges or universities who do meet the GED or high school grade point average requirements must submit ACT or SAT I scores prior to their second semester of enrollment.~~

~~4.5~~9.3. All students who have graduated from high school or completed GED requirements more than five years prior to seeking admission to a four-year college or university may have the requirement for ACT or SAT I scores ~~waived~~ exempted at the discretion of the institution.

~~4.6. Transfer students must supply the institution with official transcripts reflecting all previous college work prior to admission.~~

~~4.7.19.4.~~ In addition to the above, ~~colleges~~ institutions may use, but shall not be limited to the use of, the following information in determining admission to institutions and/or institutional programs:

~~4.7.19.4.a.~~ Records of traditional academic performance relative to the specific educational program to which the student seeks entry.

~~4.7.29.4.b.~~ Record of nontraditional learning experiences.

~~4.7.39.4.c.~~ Standardized examinations relative to the requirements of the program to which the student seeks entry.

~~4.7.49.4.d.~~ College equivalency examinations such as the College Level Examination Program (CLEP) and also, special preparatory programs such as the Advanced Placement Program of the College Entrance Examination Board and the International Baccalaureate Diploma.

~~4.7.59.4.e.~~ Recommendations and reports of interviews.

~~4.8.9.5.~~ Health and immunization records may be required before or after admission into the institution depending on institutional policy. ~~Immunization records are to be submitted at the time of initial enrollment in accordance with the applicable rule of the Higher Education Policy Commission.~~

9.6. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

#### **§133-23-~~510~~. Institutional Admissions Policies.**

~~510.1. Institutional admissions policies shall be comprehensive and stated in specific terms and shall include the general admissions requirements of the institution, as well as additional requirements for entry into specific programs. Institutions may establish admission standards more rigorous than those established by this rule for basic admission to the institution and/or for admission into specific programs.~~

~~510.2. All institutional admissions policies shall be submitted to the Commission for evaluation in terms of their compatibility with stated Commission policies, institutional goals and available educational programs and resources. Any amendments to admission policies shall be submitted to~~

~~the Commission prior to their actual implementation at the institutional level. Institutional admissions policies shall be comprehensive and stated in specific terms and shall include the general admissions requirements of the institution, as well as additional requirements for entry into specific programs.~~

510.3. All institutional admissions policies shall be consistent with existing Commission policies and applicable State and Federal regulations regarding nondiscrimination.

510.4. ~~Subject to Commission approval, institutions may establish admission standards more rigorous than those established by this rule for basic admission to the institution and/or for admission into specific programs. Institutional admissions policies shall be submitted to the Commission for evaluation in terms of their compatibility with stated Commission policies, institutional goals and available educational programs and resources. Any amendments to general admission policies shall be submitted to the Commission prior to their actual implementation at the institutional level. The Commission shall be notified of any amendments to admission policies prior to implementation at the institution.~~

#### **~~§133-23-6. IMPLEMENTATION DATE~~**

6.1. ~~The high school GPA and ACT/SAT I test score requirements in section 3.3 and the successful completion of high school unit requirements listed in section 3.3.4 and related exemptions outlined in Section 3 shall be effective no later than the fall of 2008. The effective date of all other provisions of this policy will be sixty (60) days after the date of filing with the West Virginia Secretary of State's Office.~~

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Report on Smarter Balanced Assessment Consortium

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Kathy Butler

**BACKGROUND:**

The Smarter Balanced Assessment Consortium (SBAC) is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics. The CCSS were developed voluntarily and cooperatively by 48 states, two territories, and the District of Columbia by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace. Creation of the CCSS was initiated by the National Governors Association and Council on Chief State School Officers initiative in 2009-10. More than 40 states have now adopted the CCSS. In West Virginia, nearly 100 teachers across the state customized these standards to benefit West Virginia students and their needs. These are being called the Next Generation Standards. West Virginia is one of twenty-five states that make up the SBAC. With more than 40 states implementing the CCSS, the Smarter Balanced assessment system will allow states to certify that students have the knowledge and skills to meet the requirements of entry-level, credit-bearing postsecondary courses in these key subject areas.

The computer adaptive assessment system, including summative and interim assessments and formative resources for teachers, will provide accurate and consistent information about student progress toward college readiness. The assessment system will give parents and students accurate information about whether or not students are on track to graduate high school ready for college and the workforce. It will provide teachers with resources to tailor instruction to student needs through a digital library of instructional best practices. Additionally, educators will be able to easily compare student achievement between schools, districts, and states to ensure that students are making progress. Assessments are to begin in 2014-15 for grades 3-8 and 11. The 11<sup>th</sup> grade summative assessment will provide evidence that students are college- and career-ready. In West Virginia, students will also have the opportunity to take an English and/or math transition course their 12<sup>th</sup> grade year if they fail to reach the determined cut score.

## **Higher Education Involvement**

Continued collaboration with higher education leaders and faculty is critical to the success of Smarter Balanced. Representatives from higher education are involved in key design decisions with the goal that colleges and universities across the Smarter Balanced member states will accept an agreed-upon achievement level on the assessment as evidence that high school students are ready for entry level, credit-bearing coursework.

Each Smarter Balanced state has identified a higher education lead, who will serve as a liaison between Smarter Balanced and state higher education institutions. Dr. Kathy Butler, Vice Chancellor for Academic Affairs, is West Virginia's higher education lead. The Commission has also formed a statewide Smarter Balanced Higher Education Advisory Council comprised of higher education faculty and administrators from many of our two- and four-year institutions, the chair of the statewide Advisory Council of Faculty (Dr. Sylvia Shurbutt), the Smarter Balanced K-12 lead (Carla Williamson, Executive Director, West Virginia Department of Education, Office of Instruction), and the Smarter Balanced higher education state lead (Dr. Butler).

The Advisory Council objectives include the following: (1) generating higher education support and buy-in for the Smarter Balanced Assessment, (2) strengthening and expanding partnerships between higher education and K-12, including working with and support K-12 to advance the work of the Smarter Balanced Assessment Consortium, (3) providing expertise, advice, and feedback to the Commission and the Council as well as the national SBAC in the development, implementation, and promotion of SBA, and (4) taking SBA information back to campuses and to various higher education advisory groups/councils. The Commission and the West Virginia Department of Education are also working together to provide professional development for teacher education faculty around the Next Generation Standards and the Smarter Balanced Assessment.

The state's Higher Education Smarter Balanced Advisory Council has created a statewide plan for adopting the Smarter Balanced assessment as an indicator of college readiness and creating a statewide definition of college readiness. Higher education policies and procedures that will need to be revised have been identified. A communication plan to build support among the state's colleges and universities has been devised. This plan involves informing higher education administrators, faculty, and staff about Smarter Balanced and the Common Core State Standards. This information has been presented at the state Student Success Summit (a P-20 statewide educational conference), a meeting of the chief academic officers, and at a meeting of the Advisory Council of Faculty. Presentations to the following groups are planned:

### **Statewide Groups and Organizations**

Legislative Oversight Commission on Education Accountability  
West Virginia House of Delegates - House Education Committee  
West Virginia State Senate - Senate Education Committee



Higher Education Policy Commission  
Council of Presidents (Four-Year Public Presidents)  
Council for Community and Technical College Education  
Community and Technical College Advisory Committee (Two-Year Public Presidents)  
Advisory Council of Faculty  
Academic Affairs Advisory Committee  
Student Affairs Advisory Committee  
Teacher Education Advisory Council  
Mathematics Advisory Council  
Admission and Records Advisory Committee  
Advisory Council of Students

## **Conferences**

West Virginia Association of Student Personnel Administrators  
Student Success Summit (Joint higher education and K-12 conference)  
West Virginia Community and Technical College Fall Conference

A primary goal of the Smarter Balanced system is the commitment by higher education institutions to recognize an agreed-upon uniform performance level on the 11th grade summative assessment as evidence that students are “college-ready.” This designation would signify that students are ready for success in entry-level, credit-bearing courses in English and mathematics and should be exempted from remedial or developmental coursework. If students score at the college-ready level and wish to take more advanced courses, additional information may be needed to make specific course placement decisions. Likewise, if students score below the college-ready level, a diagnostic assessment may be needed to determine the student's specific developmental needs. The Smarter Balanced assessment is designed as a placement tool and is not designed to replace the function of examinations such as the ACT or SAT that are used in admissions decisions.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of 2013-18 Master Plan: Access. Success. Impact.

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2013-18 Master Plan: Access. Success. Impact. for a thirty-day public comment period.

*Further Resolved*, That the Master Plan is approved at the conclusion of the comment period if no substantive comments are received.

**STAFF MEMBERS:** Paul Hill and Angela Bell

**BACKGROUND:**

As part of the August 10, 2012 meeting, the Commission approved the conceptual framework for a new five-year Master Plan and directed staff to work with the institutions and other constituent groups in developing the full plan for presentation to and formal consideration by the Commission at the December 7, 2012 meeting.

During the meeting, Dr. Paul Hill, Chancellor, and Dr. Angela Bell, Vice Chancellor for Policy and Planning, will provide an overview of the 2013-18 Master Plan: Access. Success. Impact. The report will highlight the collaborative work with the institutions in establishing statewide metrics for the five-year master planning cycle. Prior to the Commission meeting, detailed information will be provided regarding the proposed Master Plan, including the three focal areas (access, success, and impact) and the three tools (collaboration, assessment, and fiscal responsibility).

Staff recommends Commission approval of the 2013-18 Master Plan: Access. Success. Impact. for a thirty-day public comment period as required by Series 49, Accountability System. If no substantive comments are received during the comment period, staff recommends final Commission approval.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Final Report of the Revitalization Committee

**INSTITUTION:** West Virginia University Institute of Technology

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the Final Report of the West Virginia University Institute of Technology Revitalization Committee.

*Further Resolved*, That the Final Report of the West Virginia University Institute of Technology Revitalization Committee shall be forwarded to the West Virginia University Board of Governors and the West Virginia University Institute of Technology Board of Visitors.

*Further Resolved*, That the Final Report of the West Virginia University Institute of Technology Revitalization Committee shall be forwarded to the Legislative Oversight Commission on Education Accountability for review and further legislative action.

**STAFF MEMBERS:** Paul Hill and Patrick Crane

**BACKGROUND:**

During the 2011 regular legislative session, Senate Bill 486 was passed requiring the Commission to initiate a study of West Virginia University Institute of Technology. The legislation advised the Commission to draw upon the expertise of groups both internal and external to West Virginia to take advantage of the services of national organizations specializing in institutional renewal. To conduct the study aimed at assisting the institution to reach its full potential as a center of excellence and a positive force for economic development and cultural enrichment in the state, the Commission assembled a team of regional and national experts chaired by Dr. Constantine "Deno" Curris, former President of the American Association of State Colleges and Universities (AASCU) and Murray State University; former President and Professor of Public Policy at the University of Northern Iowa and Clemson University; and Dean of Student Personnel Programs at Marshall University.

The team conducted an institutional site visit and held forums with faculty, staff, students, community leaders, and industry experts in late July 2011. After the initial visit, the team continued to meet with interested parties, review institutional documents,

and develop a series of recommendations.

The recommendations were outlined in a report, which was transmitted to Commission staff in draft form in early September 2011. The draft report and associated recommendations were shared informally with various groups to confirm the validity of data and other information. The report was formally presented to the Legislative Oversight Commission on Education Accountability (LOCEA) on October 11, 2011 and held for further review and discussion. On November 14, 2011, LOCEA approved the report, but without any commitment regarding funding recommendations.

During the December 9, 2011 meeting, the Commission was provided an overview of next steps including the announcement of a transitional leader, Campus Executive Officer Carolyn Long, and the formation of a transitional steering committee, the West Virginia University Institute of Technology Revitalization Steering Committee. The Committee held an initial meeting on March 15, 2012 with subsequent meetings on May 15, 2012, July 17, 2012, and September 20, 2012. In addition to the work of the full Committee, Subcommittees in the areas of academics, efficiencies, and facilities were developed. Through the work of the Committee and the Subcommittees, feedback and participation from the campus community and general public were encouraged through on-campus public meetings and an online survey. The work of the Revitalization Committee has been supported by official actions of the institution's Classified Staff Council, Faculty Assembly, and Student Government Association.

The Final Report of the West Virginia University Institute of Technology Revitalization Committee will be made available to the Commission for review and approval.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of 2012 Research Trust Fund Annual Report

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** *Resolved*, That the West Virginia Higher Education Policy Commission approves the 2012 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

**STAFF MEMBER:** Jan Taylor

**BACKGROUND:**

As provided in West Virginia Code 18B-18A-1 et seq. and reporting requirements outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for 2012 activities within the Research Trust Fund for review, comment, and approval. The report also includes the most up-to-date figures on the \$50 million account, funds drawn down by Marshall University and West Virginia University, gifts received, endowments established, and reports provided to the Commission by the two universities. In addition, the report includes information on the fund's interest account, which supports competitive research opportunities for the state's other eligible institutions as provided by statute.

The 2012 report is the fourth in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages. The full, printed report, titled, "Report to the Legislative Oversight Commission on Education Accountability – West Virginia Research Trust Fund," will be developed and provided to the Governor and the Legislature pending Commission approval.

## **Report on the Research Trust Fund (RTF)**

This report on agency level activities to implement and achieve the goals of West Virginia Code §18B-18A-1 et seq., the Research Trust Fund (RTF) is hereby provided to the Legislative Oversight Commission of Education Accountability (LOCEA). While annual and periodic reports have been provided throughout the first three years of implementation, this report provides a comprehensive assessment in compliance with the authorizing legislation.

### **Background**

The West Virginia Legislature created the RTF during the 2008 regular session to provide endowment funding to Marshall University and West Virginia University, the state's two doctoral-granting, public research universities, and to promote, educate, and train researchers and research support staff in science, technology, engineering, and mathematics (STEM) fields of study. All awards from the RTF require a 1:1 match from private gifts and all funds must be permanently endowed by the recipient institution. The additional investment of both private donations and state funds is critical to recruiting world-class scientists, researchers, research staff, technicians, and professional degree graduates, as well as providing sustained funding for laboratories and scientific equipment. All earnings from the endowments may be utilized to secure such scientific infrastructure. The Legislature further determined that certain areas of emphasis including energy, national security technology, environmental sciences, health and biomedical sciences, biometrics, biotechnology, gerontology, transportation, and nanotechnology should be targeted by endowments established by RTF investments. The Commission was charged to administer RTF public funds available to the state's two doctoral-granting public research universities to match qualified private donations and qualified private donation pledges upon successful demonstration that such qualified donations were made to the institutions.

The Legislature subsequently appropriated \$50 million during the 2008 session to the RTF and designated that \$15 million would be available to Marshall University and \$35 million would be available to West Virginia University. All interest earned on the account prior to distribution of the corpus was designated to be distributed primarily to the state's baccalaureate colleges through a competitive process. In order to implement the Legislature's intent, the Commission was authorized to initiate rulemaking. During the 2011 regular session, the Legislature extended the original compliance date for fund distribution to July 1, 2015.

### **RTF Activities through November 2012**

The Commission completed its initial implementation plan during the fall of 2008, which resulted in Series 48 and was subsequently approved by the Legislature during the 2009 regular session. The rule establishes guidelines, procedures, and documentation standards for the distribution of RTF funds. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission.



Commission staff created an electronic “Match Request System” (MRS) in 2008 that allows secure transactions for RTF requests made by the universities. All requests, documentation, and invoicing are permanently recorded in files that allow sorting, analysis, and up-to-date balance information. The MRS is cross referenced with institutional records annually to ensure the accuracy for this report.

Required “Research Plans” specified by the legislation and approved by the respective institutional Boards of Governors have been received from both Marshall University and West Virginia University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. This report provides all transaction activities on the RTF to date from its existence.

Interest funds generated by the RTF account have been separately tracked for distribution to state colleges and universities as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and universities and the West Virginia School of Osteopathic Medicine in accordance with provisions of West Virginia Code §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010, a third on June 2, 2011, a fourth on May 30, 2012, and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. As a result, two awards were issued in 2009, two in 2010, and one in 2011. No applications were received in response to the May 2012 request for proposals and the current request remains open until December 21, 2012.

## Transaction Summary

### **Marshall University**

- Through 2009, combined funds matched by the RTF and transferred were \$742,100. This represents 4.95 percent of the total funds available to MU.
- In 2010, new gifts of \$136,660 were reported but were not submitted for match. Thus, total transfers in 2010 were zero.
- A total of two endowments were created through 2010.
- In 2011, new gifts of \$8,194,634 were submitted and matched for a total of \$8,936,733.93 or 59.58 percent of available funds.
- In 2012, new gifts of \$2,181,245 were submitted and matched for a total of \$11,117,979 or 74.12 percent of available funds
- To date, \$3,882,021 or 25.89 percent remains available.

### **West Virginia University**

- Through 2009, combined funds matched were \$3,489,233. This represented 9.97% of the total funds available.
- In 2010, new gifts of \$4,541,851 were submitted and matched for a total

\$8,031,086 or 22.95% of available funds.

- A total of 37 endowments were created through 2010.
- In 2011, new gifts of \$13,835,180 were submitted and matched for a total of \$21,866,266 or 62.48% of available funds.
- In 2012, new gifts of \$13,133,736 were submitted and matched, which completed the \$35 million in match funds that were available.

#### **State Colleges and Universities (Fund Interest Earnings)**

- Total “RTF interest” accrued reached \$919,151.68 as of October 22, 2012.
- An award of \$100,000 was made to Concord University on November 13, 2009.
- An award of \$100,000 was made to West Liberty University on November 13, 2009.
- An award of \$100,000 was made to Fairmont State University on September 17, 2010.
- An award of \$99,892.50 was made to Shepherd University on September 17, 2010.
- An award of \$100,000 was made to West Virginia State University on September 16, 2011.
- Of the commitments totaling \$499,892.50 to state colleges and universities, \$254,241 has been matched and withdrawn by the institutions.
- The current cash balance in the “RTF interest” account is \$477,062.

#### **Combined Disbursements**

- Total combined distributions from the RTF to date are \$46,372,220 or 92.74% of the total fund.
- Of this amount, \$15,435,197 was distributed during 2012 and includes \$140,672 disbursed from the interest account for state college participants.
- RTF current account balance is \$3,882,021 on the principal account and \$477,062 in the interest account for a total balance of \$4,359,083.
- Institutions recently provided updates on their respective fundraising activities that are in agreement with this total.

#### **Plans for 2013**

- A sixth state college and university competition is planned for Spring 2013 to further disburse RTF interest funds.
- A plan is in place for pledge gifts to ensure that all such donor pledges are completed by July 1, 2015, the legislatively defined compliance date (as amended).
- Annual meetings with institutional leaders and foundations are planned.

## Summary Distribution History

### 2009 Approved Requests Summary as of December 14, 2009

2009	Gifts	Pledges	Total Gifts	Total Pledges	Total Request
Marshall	15	4	\$603,100	\$139,000	\$742,100
WVU	104	14	\$2,214,907	\$1,274,326	\$3,489,233
Combined	119	18	\$2,818,007	\$1,413,326	\$4,231,333

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### 2010 Approved Requests Summary as of November 30, 2010

2010	Gifts	Pledges	Total Gifts	Total Pledges	Total Request
Marshall	2	0	\$136,660	\$0	\$136,660
WVU	134	64	\$3,061,857	\$1,480,000	\$4,541,857
Combined	136	64	\$3,198,517	\$1,480,000	\$4,678,517

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### 2011 Approved Requests Summary as of November 11, 2011

2011	Gifts	Pledges	Total Gifts	Total Pledges	Total Request
MU	11	2	\$3,069,634	\$5,125,000	\$8,194,634
WVU	61	12	\$10,586,046	\$3,249,134	\$13,835,180
FSU	2	0	\$9,250	0	\$9,250
SU	1	0	\$39,307	0	\$39,307
WLU	1	0	\$32,130	0	\$32,130
Combined	76	14	\$13,736,367	\$8,374,134	\$22,110,501

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### 2012 Approved Requests Summary as of 11/30/2012

2012	Gifts	Pledges	Total Gifts	Total Pledges	Total Request
MU	8	2	\$2,080,245	\$100,000	\$2,181,245
WVU	13	4	\$2,096,236	\$11,037,500	\$13,133,736
CU	1	0	\$23,500	0	\$23,500
FSU	5	0	\$17,172	0	\$17,172
SU	2	0	\$53,194	0	\$53,194
WVSU	1	0	\$100,000	0	\$100,000
Combined	30	6	\$4,391,669	\$11,137,500	\$15,509,387

**Total Approved Transfers to Date** **\$46,372,220**

## RTF Milestones

January 9, 2008	Governor proposes program during State of the State address.
March 8, 2008	Senate Bill 287 approved by Legislature.
April 3, 2008	Legislation signed by the Governor.
June 23, 2008	RTF account established, \$50 million deposited.
August 25, 2008	Agency-approved Emergency Rules filed.
October 15, 2008	Electronic MRS (Match Request System) completed.
April 6, 2009	Legislative Rules approved by Legislature (HB 2904).
April 11, 2009	Rules signed by the Governor.
April 16, 2009	Final Rules filed with Secretary of State's Office.
May 18, 2009	Rules effective.
May 15, 2009	First Request for Proposals issued for state colleges and universities.
March-December 2009	Match transfers to both Marshall University and West Virginia University.
November 13, 2009	Awards to Concord University and West Liberty University.
December 3, 2010	Draft report presented to Commission for approval.
January 1, 2010	Statutory report presented to the Governor and LOCEA.
March 9, 2010	Second Request for Proposals issued for State colleges universities.
June - November 2010	Match transfers to West Virginia University.
September 2010	Awards to Fairmont State University and Shepherd University.
December 2010	Report presented to the Commission.
January 1, 2011	Statutory Report filed with the Legislature.
March 12, 2011	Legislation authorized extending RTF distribution date by two years to July 1, 2015.
June 2, 2011	Third Request for Proposals issued for state colleges and universities.
August 15, 2011	Annual Institutional reports provided by Marshall University and West Virginia University to the Commission.
September 16, 2011	Award made to West Virginia State University.
December 9, 2011	Draft report presented to the Commission for approval.
January 1, 2012	Report presented to the Governor and LOCEA.
March 13, 2012	West Virginia submitted final request for RTF match which totaled the \$35 million available to West Virginia University.
June 1, 2012	Fourth Request for Proposals issued for state colleges and universities. No proposals were received.
August 15, 2012	Annual Institutional reports provided by Marshall University and West Virginia University to the Commission (attached).
September 21, 2012	Fifth Request for Proposals issued with proposals due on December 21, 2012.



**Marshall University**  
**Research Endowment Plan Annual Report**  
**2011-2012**

Submitted to the Division of Science and Research at the  
West Virginia Higher Education Policy Commission

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## I. Review of the Marshall University Research Endowment Plan

The West Virginia Research Trust Fund program has led to the initiation of eleven endowments at Marshall University to fund allowed research-related activity. These endowments span research areas from Engineering to Clinical and Translational Research and uses from direct research support to student research stipends. Over \$9MM in gifts and pledges has been received, which will provide over \$18 MM in total endowments when matched by the state.

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

Both of these endowments continued to receive significant support in FY2012.

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of Biomedicine/ Biotechnology as a focus for donor activity across the University, and further included aspects of Engineering, Environmental Science and the Physical Sciences.

The rationale for this expansion of the plan was based on the success of the Research Trust Fund program in the initial two areas and its potential to further accelerate other strategic research initiatives at Marshall. For example:

**Engineering:** With the accreditation of Marshall's engineering program, the potential for development of significant research activity has been enhanced by the construction of The Arthur Weisberg Family Engineering Laboratory facility and this trend will continue with the planned construction of the Biotechnology Incubator and Applied Engineering Complex. The availability of the Research Trust Fund will enhance the Engineering College's ability to attract and sustain research activity in key disciplines crucial to practical development of technology and innovation, and this, in turn will leverage the multidisciplinary research environment called for in Marshall University's Strategic Initiatives.<sup>1</sup>

The Fletcher Endowment in Mechanical Engineering and the BrickStreet Endowment in Safety Engineering were two significant gifts in this area.

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<sup>1</sup> <http://www.marshall.edu/President/strategic/initiatives.asp>

**Clinical and Translational Research:** There has been substantial growth in biomedical research in the School of Medicine and at the Marshall Institute for Interdisciplinary Research, and new facilities developed to promote translation of basic science discoveries to improvements in patient care with the construction of the Translational Genomics facility at the School of Medicine. Based on these investments from ESRE, RTF and other sources, Marshall was a successful co-applicant on the University of Kentucky's Clinical and Translational Science Award from the National Institutes of Health<sup>2</sup> program aimed at speeding the time for laboratory discoveries to benefit patients. This award makes Marshall a member of the Appalachian Translational Research Network, which involves not only UK but Ohio State, West Virginia University and Cincinnati Children's Hospital and makes resources available for further development of Marshall's clinical research effort. Marshall researchers are already accessing pilot funding, mentorship and collaborative opportunities from this partnership, and development of Research Trust Fund endowments to support clinical and translational research will allow Marshall to leverage this support.

The Maier Endowment for Dementia Research was the first gift in this area, and the appointment of Dr. Shirley Neitch as the inaugural of the Maier Clinical Research Professor was announced in June 2012. Subsequently, the Zacharias OB/GYN endowment, which has been directed to the support of the activities of Dr. David C. Jude, and the Cline Family Endowment for Translational Sports Medicine were established, indicating the substantial donor interest in this area.

Throughout FY 2012, the broadened scope of the Research Trust Fund Addendum provided the strategy for fundraising efforts, and no further modifications were deemed necessary.

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<sup>2</sup> <http://www.marshall.edu/murc/marshall-to-partner-with-uk-as-part-of-national-research-funding-project/>

## II. Research Endowment Plan Fundraising Progress

### A. Fundraising in Prior Years (FY 2009, 2010 and 2011)

Through FY2009, 2010 and 2011, \$8.07MM in qualifying donations and pledges were received and matched for nine endowments.

### B. Summary of Fundraising in FY 2012

During FY 2012 four of the nine existing endowments received additional donations, indicating the willingness of donors to support the continued development of these programs (Table One). Both the MIIR endowment and the Chemistry Summer Undergraduate Research Endowment have broad support from a large number of individual contributors.

Both the MIIR endowment and the RTI endowment have benefitted from generous corporate support:

MIIR was the recipient of a \$750,000 gift from the AEP Foundation. Proceeds from this endowment will be used to support the Marshall Institute for Interdisciplinary Research and the institute's collaborations with other research initiatives at the university. The donation is the largest single gift ever made by the foundation in West Virginia.

Allied Realty made another \$100,000 gift to the MIIR endowment, bringing their total contribution to \$350,000 since the program's inception.

RTI continued to enjoy generous support from CSX for the transportation research endowment.

**Table One-** Fund Balances for Existing Research Trust Fund Endowments

Research Endowment	Fund Balance FY 2011	Fund Balance FY 2012	Locus
Marshall Institute for Interdisciplinary Research (MIIR)	\$1,200,000	\$2,064,923.50	Research Corporation
Rahall Transportation Institute (RTI)	\$100,000	\$150,000	Research Corporation
Pew River Research	\$115,000	\$215,000	College of Science
Chemistry Summer Undergraduate Research Endowment	\$72,431.00	\$93,661.00	College of Science

Total gifts and pledges since inception of the program came to over \$9MM at the end of FY 2012, with over \$1MM being raised during the year. Significant gifts and pledges are anticipated to bring the total funds raised to over \$10MM in the near future.

Earnings to date are \$120,767 on \$5.2MM of private gifts and pledges received, and \$328,000 on the \$8.066 MM of state match received.

Two new endowments for support of research-active undergraduates were created during FY2012, the Don C. Tarter Memorial Scholarship Endowment and the Eiselstein Memorial Scholarship Endowment (Table Two). Although relatively small initially, it is expected that these endowments will attract broad donor support in future years, akin to the pattern observed with the Chemistry Endowment. The utility of the Research Trust Fund in incentivizing and supporting undergraduate participation in research is further reinforced by these developments.

**Table Two-** Balances and Loci of New Research Trust Fund Endowments Created During FY 2012

Research Endowment	Donations as of 6/30/12	Locus
Tarter Biological Sciences Student Research Scholarship Endowment	\$27,660	Biology
Eiselstein Memorial Scholarship Endowment	\$16,000	Chemistry

These scholarships are dedicated as follows:

**The Herbert Louis Eiselstein Memorial Scholarship** was established by his wife, Maryellen, in her husband's memory. Herbert spent his entire career with Inco Alloys International and retired as Vice President of Technology, Research and Development.

Freshman recipients of the support are to be full-time chemistry majors in the College of Science (COS) and have a minimum high school GPA of 2.9. Priority shall be given to students considering a career in metals and materials science or who have aspirations of becoming a professional scientist. The recipient shall engage in a minimum of 90 hours per semester of original student-faculty collaborative research.

**The Donald Cain Tarter Biological Sciences Student Research Scholarship**

Dr. Tarter received his Bachelors of Science in Biology and Chemistry from Georgetown College, his MAT in Zoology from Miami University, and his PhD in

Zoology from the University of Louisville. His tenure from 1960 to 2001 at Marshall included six years as Chairperson for the Department of Biological Sciences where he taught the courses -- Animal Ecology, Entomology, General Biology, Ichthyology, and Limnology. He was also the thesis director for 93 graduate students. Dr. Tarter's research interests were in the taxonomy/ecology of benthic macro invertebrates and fishes, and he was awarded over \$600,000 in grants and contracts in projects involving aquatic biology. He devoted his research energies to furthering understanding of the aquatic ecosystem and environmental disturbances which disrupt it.

Dr. Tarter authored or co-authored over 100 papers in aquatic biology in 11 journals, and presented over 100 papers at state and national meetings throughout the country. He served on the Environmental Quality Board in West Virginia for 12 years and was president of the West Virginia Academy of Science. Dr. Tarter was the honored recipient of the "Meet the Scholars" award at Marshall University in 1991.

The recipient shall be a full-time student (undergraduate of junior level or greater, or graduate), majoring in Biological Sciences or Integrated Sciences. The student must be involved in research in biological, biotechnical, biomedical sciences, or in energy and environmental sciences. The award shall be made just before or during the Fall semester of the academic year if possible. The Dean or appointed faculty members in the College of Science, in collaboration with the Office of Student Financial Aid, shall select the recipient(s) and renew the award as long as full-time status and good academic standing.

We include these dedications to show how these new endowments, coupled with the Chemistry fund, provide alumni and the community an opportunity to support undergraduate research, either to honor a distinguished mentor or scientist or as part of a general departmental initiative. The power of these programs in transmitting the success of a previous generation of scientists to the current generation of students is a very tangible output of the Research Trust Fund.

### **C. Description of Existing Endowed Research Areas**

The endowment plans for MIIR and RTI have been described in the original Research Trust Fund Plan and prior annual reports and MIIR activities are described more fully below. The brief descriptions of the other existing endowments are provided below to show the breadth of support the Research trust fund has engendered.

#### **Fletcher Mechanical Engineering Endowment**

Following the accreditation of the College of Engineering in the summer of 2010, the Board of Governors has endorsed development of new areas of emphasis in the engineering curriculum. Mechanical Engineering is a high priority, and the Fletcher family's generous gift will support the position of a founding chair of the department of Mechanical Engineering.

### **Pew Endowment for River Research**

The proceeds of the requested endowment will be used to support start-up and research operating expenses of the ESRE Aquatic Ecologist, described in Section IV-A in this report. It is anticipated that the endowment proceeds will be used to support the purchase and maintenance of research equipment, the purchase of research supplies, and/or the support of undergraduate and graduate research fellows who are working with the ESRE Aquatic Ecologist.

### **Maier Endowment for Dementia Research**

The endowment will support the work of promising biomedical/clinical scientists in the Marshall University School of Medicine, engaged in translational dementia research. This research support will foster interdisciplinary research dedicated to investigating the cause(s) of dementia, improving the clinical management, treatment and therapeutic outcomes for present and future generations of people who are at-risk or already suffering with dementia with the goal of eventually preventing this debilitating brain condition.

Dr. Shirley M. Neitch, professor of internal medicine and chief of geriatrics at the Joan C. Edwards School of Medicine at Marshall University, has been named the inaugural Maier Clinical Research Professor.

The professorship will support interdisciplinary translational research investigating the causes, management and treatment of dementia, which will significantly impact the lives of persons with the disease.

The first goal is to complete a genetics study of a family whose affected members develop symptoms at a very young age, in their late 20's. The next step will be to pursue treatment options.

### **BrickStreet Endowment for Safety Engineering Research**

The College of Information Technology and Engineering's Safety Engineering Research Program is undertaking an initiative to expand its activity in risk management research. Risk management is a highly interdisciplinary field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis.

This discipline is extremely important to the transportation and logistics and energy sectors. The BrickStreet endowment will support the development of research expertise in the school of engineering in the area of risk management, by promoting these highly interdisciplinary studies at the interface of management, engineering and applied mathematics.

### **The Endowment for Summer Undergraduate Research in Chemistry**

The endowment has been created by individual donations and departmental royalties set aside for this purpose. The proceeds will be used to support endowed rotating professorships and undergraduate summer research fellowships in Chemistry.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected will do an original, collaborative research project with a supervising faculty member.

### **Fred and Isabella Zacharias Endowment for Obstetrics and Gynecology Research**

Physicians of the Department of Obstetrics and Gynecology at the Joan C. Edwards School of Medicine are active in the investigation into improving the pregnancy outcomes of women with obesity, hypertension, and diabetes. Through the Maternal Hypertension Center, there is an ongoing database of pregnancies evaluated and managed through that center for over five years.

Funds from the Fred and Isabella Zacharias Endowment will be used to support the activities of Dr. David C. Jude in biomedical research. His research interests include:

- Identification of characteristics of hypertensive, diabetic, and obese women that increase their likelihood of having poor pregnancy outcomes and investigating the outcomes of the infants born to these mothers.
- Determining what pre-pregnancy and pregnancy related interventions may improve maternal health during pregnancy.
- Determining what interventions before and during pregnancy may impact the short and long term health of these women.

### **The Cline Endowment for Translational Sports Medicine Research**

The endowment will support the Translational Sports Medicine Research at Marshall University where comprehensive interdisciplinary research that translates to advances in human injury prevention, injury recovery and accelerated therapeutic outcomes will be conducted. The endowment proceeds will be used to initiate and develop a nationally-competitive research program that enhances human function and quality of life through discoveries, which protect human health and enhance injury repair, while advancing human performance capacity.

The development of a robust, interdisciplinary research program is envisioned in areas such as:



**Musculoskeletal and Ligament Health and Injury** - research studies that evaluate predictors of joint and muscle injury, innovative techniques for injury intervention and prevention and the efficacy of conventional and novel treatment practices.

**Biomechanics** - research studies that identify and ameliorate biomechanical risk factors that predispose individuals to musculoskeletal injury.

**Muscle Injury and Genomics** - research studies that identify mechanisms of skeletal muscle injury, preventative therapies and underlying genomic factors that predispose humans to injury or limit human performance capabilities.

**Comparative Orthobiologics** - research studies that examine and discover biologics [e.g., gene therapy, cellular therapy, protein therapy] and other techniques for advancing and accelerating the healing of musculoskeletal injuries while improving the durability of healed sites.

#### **IV. ESRE Update**

##### **A-Recruitment of Eminent Scholars/Startup of Their Laboratory Operations**



At the beginning of FY 2012, the search for the Eminent Scholar in the College of Science was initiated. This Eminent Scholar is to continue the creation of a strong research cluster in freshwater resources, particularly in the scientific focus areas of Energy and the Environment. Dr. Mindy Yeager Armstead, a nationally respected aquatic ecologist from the commercial sector was selected. Dr. Yeager Armstead is leading an interdisciplinary team of faculty members focused on research and economic development activities associated with West Virginia's extensive water and energy resources.

Dr. Yeager has immediately brought grant activity to her new laboratories. She is the recipient of a sub-award under the Appalachian Research Initiative for Environmental Science (ARIES) project. Her activities are being given additional support from the Pew River Research Endowment.

## B-Progress at MIIR



Nanobiologist Dr. Jingwei Xie joined MIIR's senior scientific staff in January of 2011 as the Eminent Scholar Senior Scientist from Washington University in St. Louis.

Dr. Xie has developed an active program exploring the biomedical applications of nanofiber scaffolds. This basic research is having translational implications in development of techniques for tissue repair to alleviate a wide variety of conditions, including myocardial infarction, and in applications such as tendon repair and skin grafts.

MIIR has been an important part of the Clinical and Translational Science Award (CTSA) award from the NIH with the University of Kentucky. Dr. Xie is currently funded on a pilot award to investigate the use of nanofiber scaffolds in treating myocardial infarction.

Other major projects in Dr. Xie's laboratory include:

### **Development of Submicron Bioactive Glass Tubes for Bone Tissue Engineering**

Fabrication of submicron bioactive glass tubes has been achieved by injecting heavy mineral oil and gel solution to the core and shell independently during coaxial electrospinning, followed by sintering to remove the heavy mineral oil and polymer. This approach is simple, versatile and robust. An *in vitro* bioactivity test indicates that the bioactive glass tubes had a faster induction of HCA-like mineral formation compared to solid fibers. Pre-osteoblastic cells showed a higher proliferation rate on submicron bioactive glass tubes than on PCL fibers. In addition, the model protein drug BSA was released from bioactive glass tubes for a longer period than was observed with the solid fibers. The bioactivity of released lysozyme from glass tubes can be as high as 90.9%. This novel class of bioactive glass could be promising for applications in bone tissue engineering and drug delivery.

### **Mussel Inspired Protein-mediated Surface Modification to Electrospun Fibers and Their Potential Biomedical Applications**

The work demonstrates a simple and versatile approach to the surface modification of electrospun fibers with a controllable layer of polydopamine using *in situ* aqueous polymerization of dopamine. Results suggest that polydopamine-mediated surface

modification to electrospun fibers could render a wide range of novel fiber materials with multiple uses in tissue engineering and controlled drug delivery applications.

The University is currently conducting a nationwide search to identify a permanent Director to continue the recruiting of MIIR scientists and the expansion of the research portfolio.

## **Appendix One- Marshall University's Research Trust Fund Addendum**

The University's directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/logistics. Marshall's Research Trust Fund activities are to be expanded to include the following areas:

### **I. Engineering**

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation<sup>3</sup>. Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

### **II. Applied Research- Safety Engineering Program**

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management

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4.3.1. Energy and environmental sciences;

4.3.2. Nanotechnology and materials sciences;

4.3.3. Biological, biotechnical and biomedical sciences;

4.3.4. Transportation technology and logistics;

4.3.5. Biometrics, security, sensing, and related identification technologies; and

4.3.6. Gerontology.

research. The proposed endowment will support the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

### **A. Mechanical Engineering**

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace

engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

## **B. Bioengineering**

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”<sup>4</sup>.

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.<sup>5</sup> “Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological

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<sup>4</sup> Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, **21**,1-7 (2005).

<sup>5</sup> Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* **1**, 1 (2007).



systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems".<sup>6</sup>

Given Marshall's research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall's applied research enterprise and its translation to economic development.

## **II. Mathematics and the Physical Sciences**

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the research trust fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas;

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science.
- Faculty members also work on energy research and molecular energetics.

These summer positions are a central component in the Department's long-term strategy to increase research output and obtain sustainable external funding. Each student selected does an original, collaborative research project with a faculty member. The relevance to the Research Trust Fund is clear from the work of the two most recent awardees, Austi Sergent Roush (2009) and Tiffany Bell (2010), who worked with Drs. McCunn and Frost respectively. Austi assisted Dr. McCunn in her first summer at Marshall establishing her lab and generating the preliminary results essential to her obtaining her recent award from the Research Corporation. Tiffany Bell identified transiently palmitoylated proteins while working on Professor Frost's research project "Identifying Post-translational Protein Modifications via Mass Spectrometry".

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<sup>6</sup> Endy D, "Foundations for Engineering Biology", *Nature*, **438**, 449-4 (2005).

# WV Research Trust Fund

Annual Report

From

West Virginia University<sup>1</sup>

August 15, 2012

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<sup>1</sup> Address questions and requests for additional information regarding the Eminent Scholars Recruitment and Enhancement Program to Dr. Glenn Dillon, Vice President for Health Sciences Research and Graduate Education, West Virginia University Health Sciences Center ([ghdillon@hsc.wvu.edu](mailto:ghdillon@hsc.wvu.edu)); for additional information regarding WVU's Strategic Research Plan and the Research Trust Fund initiative to Dr. Michele Wheatly, Provost, West Virginia University ([michele.wheatly@mail.wvu.edu](mailto:michele.wheatly@mail.wvu.edu)) or Dr. Fred King, Interim Vice President for Research, West Virginia University ([fred.king@mail.wvu.edu](mailto:fred.king@mail.wvu.edu)).

## A Landmark Achievement

A total of \$35 million in matching funds through the Research Trust Fund was available to West Virginia University. The University is pleased to report that \$35 million in private endowments that qualified for the matching funds are now established. This landmark achievement is a testament to our donors and their belief in and support of the research mission of the University.

## Introduction

This fourth annual report describes the activities and achievements for 2011-2012 regarding WVU's Strategic Research Plan relative to the State of West Virginia's Research Trust Fund initiative. This document also responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14).

In addition, an update on the Eminent Scholars Recruitment and Enhancement Program is included.

## Eminent Scholars Recruitment and Enhancement Program (2007-2008)

The predecessor to the Research Trust Fund was the Eminent Scholars Recruitment and Enhancement (ESRA) Program. Under this program, WVU successfully matched the available \$5 million commitment from the State for a total investment of \$10 million to enhance its research and outreach efforts in the areas of cancer and stroke. These initiatives directly enhance WVU's efforts to respond to patient needs in two critical areas of health care. The continuing development of each initiative is reviewed below.

### CANCER PROJECT

To recruit and retain eminent scholars in the areas of breast cancer, lung cancer and gynecological cancer:

1. The Jo and Ben Statler Chair and Eminent Scholar in Breast Cancer Research, Fund 3V805 - \$1.5 million
2. The Bonnie Wells Wilson Distinguished Professor and Eminent Scholar in Breast Cancer Research, Fund 3V804 - \$1 million
3. ESRE Program Matching Funds - \$2.5 million

### Fund Purpose Statements:

\$1.5 million from Ben and Jo Statler will support a Chair in Breast Cancer Research to benefit the Mary Babb Randolph Cancer Center (MBRCC), West Virginia University. The Fund's spend is designated to be used annually by the MBRCC to support the Chair, including salary and/or fringe benefits, teaching/research assistants, travel

expenses, conference attendance, secretarial and other support staff, and to otherwise support the scholarly activities of a regionally, nationally or internationally recognized outstanding scholar in the field of breast cancer research.

\$1 million from Ben and Jo Statler will support a Distinguished Professorship to benefit the Mary Babb Randolph Cancer Center, West Virginia University. The Fund's spend shall be used annually by the MBRCC to support the Distinguished Professorship, including salary and/or fringe benefits, teaching/research assistants, travel expenses, conference attendance, secretarial and other support staff, and to otherwise support the scholarly activities of a regionally, nationally or internationally recognized outstanding scholar in the field of cancer research.

\$2.5 million from ESRE will support the recruitment and start-up of three physician-scientists in the area of lung, breast and gynecological cancers to conduct Phase I and II clinical trials.

### **Funding Impact:**

The impact of this support to grow the research portfolio of the Cancer Center has been significant. It is precisely the type of investment that is needed to prepare a Cancer Center Support Grant (CCSG) application to establish the first NCI-designated Cancer Center in West Virginia. Three research and clinical faculty have been recruited to the MBRCC under this plan as outlined in prior progress reports: Michael Ruppert (MD, PhD) from the University of Alabama–Birmingham, Breast Cancer Research Program; Jame Abraham (MD) from WVU, Breast Cancer Research Program; and William Tse (MD) from the University of Colorado, Osborn Hematopoietic Malignancies and Transplantation Program. Progress over this past year has been significant and there are prospects to link activities to opportunities provided through the WV Research Trust Fund as well. The Cancer Center would welcome another opportunity for scientific recruitment under this mechanism to move the Center closer to a NCI-designation.

Activities this past year are summarized below:

- Erik Bey, PhD – Dr. Bey was jointly recruited to the institution this past year from UT-Southwestern in Dallas as Assistant Professor of Basic Pharmaceutical Science in the School of Pharmacy and Eminent Scholar in Lung Cancer Research at MBRCC. He is an expert in oxidative stress pathways, with emphasis on NQO1-directed quinine therapies. Eminent Scholar funds were committed for laboratory start-up for this junior scientist. As a minority hire, Dr. Bey also fulfills a commitment to enhance faculty diversity.
- Associate Center Director for Translational Research – The MBRCC is in the midst of its final leadership recruitment, which commenced in August 2009. Since then 14 candidates were formally interviewed and three were extended offers. An offer is currently extended to Xue-Zhong Yu (MD, MS), who is a senior physician scientist from the H. Lee Moffitt Cancer Center and Research Institute in Tampa, Florida. He has three NIH R01 grants and expertise in graft vs. house

disease and will be enormously helpful to grow the translational research platforms in the Osborn Hematopoietic Malignancy and Transplantation Program. It is anticipated that this recruitment will come to fruition shortly after submission of this report. Eminent Scholar funds as well as an endowed chair – Chambers Chair in Hematological Malignancies Research – with matching funds from the WV Research Trust Fund are directed toward his recruitment.

- Alternative Strategy for Associate Center Director for Clinical Research – The MBRCC has been unable to attract a viable candidate for this position. The MBRCC senior leadership has re-dedicated efforts to recruit a clinician scientist as Co-Leader of the Sara Crile Allen and James Frederick Allen Lung Cancer Program in the MBRCC. This recruit will join Yon Rojanasakul (PhD), Professor of Basic Pharmaceutical Science, who is a NIH-funded investigator with interest in lung cancer, and was named Co-Leader in January 2012. Eminent Scholar funds will be directed toward this recruitment; one candidate has already visited campus and several others are in process.

Questions and/or requests for additional information should be directed to Dr. Scot Remick ([scot.remick@hsc.wvu.edu](mailto:scot.remick@hsc.wvu.edu)), Director, Mary Babb Randolph Cancer Center.

## **STROKE PROJECT**

To recruit eminent scholars to enhance new interventions to prevent and treat stroke and enhance recovery of brain function:

1. West Virginia University Hospital (WVUH) Private Gift, Fund 2R338 - \$2.5 million
2. ESRE Program Matching Funds - \$2.5 million

### **Fund Purpose Statements:**

\$1.5 million from WVUH will support the recruitment of a Stroke Medical Director. This person will be a clinician-scientist with board certification in stroke neurology who will bring extensive experience with stroke clinical trials and the ability to design new trials based upon research at WVU and other research institutions.

\$1.0 million from WVUH will support the recruitment of a clinician-scientist with board certification in stroke neurology and neuro-intensive care. S/he will bring experience in the design and conduct of clinical trials and the necessary credentials to classify the WVU clinical stroke unit as a comprehensive stroke center.

\$1.5 million from the ESRE Program will support recruitment of a Stroke Translational and Basic Science Research Director. This person will be a clinician-scientist with credentials as both a stroke neurologist and laboratory-based scientist. S/he will guide a research team investigating biological mechanisms that underlie stroke events, new diagnostics of stroke, the neuro-vascular response to stroke and neural repair.

\$1.0 million from ESRE will support the recruitment of an expert in regenerative medicine who uses stem cells or other means to regenerate neurons and neural circuits. This person will develop therapeutic approaches that will be tested in clinical trials.

### **Funding Impact:**

This fund is providing resources to the support development of the Stroke Research Program. Last year a Stroke Neurologist, Christopher Cummings (MD) who did stroke fellowship at the Cleveland Clinic, was hired. A Stroke Clinical Research Nurse was added this year. They are working with and providing support to Dr. Laurie Gutmann, Stroke Medical Director. Through her leadership, Ruby Memorial Hospital, the WVU School of Medicine and the WVU Health Sciences Center have collaborated to create the new WVU Stroke Center. The Center provides a multidisciplinary and comprehensive approach to stroke. An emergency response team is available 24 hours a day to evaluate and treat stroke patients quickly to help minimize lasting damage. Treatment teams include experts in neurology, neurosurgery, interventional radiology, emergency medicine, neuro-imaging, physical therapy and others who collaborate on care for and rehabilitation of patients. This collaborative approach is extremely effective and our current mortality statistics are low compared to national data. The number of patients treated through the Stroke Center increased by 8% over the past year. In addition, the last two years have seen an increase in stroke research trials, with 12 ongoing clinical studies, five of which are funded by NIH.

The WVU Stroke Center outreach efforts involve making West Virginians aware of the warning signs of stroke and working with providers and first responders throughout the state to ensure standards of care. Research groups are working to develop new strategies for treatment, including new diagnostic and therapeutic approaches, as well as monitoring the effectiveness of new therapies. Five of the National Institutes of Health (NIH) stroke clinical trials are currently active in the Center. The Stroke Center was also recognized by the NIH as the “role model” for a rural comprehensive stroke program. For the last two years, the Center’s program has received the Get With the Guidelines-Stroke Gold Plus Achievement Award by the American Heart Association/American Stroke Association and Target Stroke Award. The Center’s transient ischemic attack (TIA) mortality is extremely small compared to many peer institutions. The mortality and length of stay for TIA, as well as for ischemic and hemorrhagic stroke, are all substantially lower than established norms for peer American academic medical centers. Only 6% of America’s hospitals meet WVU’s door-to-needle time.

Associated with growth of the clinical program, investments have been made into infrastructure and faculty recruitment in basic and translational stroke research. This segment of the stroke research team is coalesced into a new laboratory space on the first floor of a new research building, the Erma Byrd Biomedical Research Facility (BMRF). The build-out of the first floor was completed in January 2011, at a cost of approximately \$8 million. Therefore, WVU continues to invest substantial resources into

this program. Currently six stroke research faculty occupy contiguous space in the BMRF. The laboratories of additional faculty recruited with support from ESRE funds will also be housed here. The search for the Stroke Translational and Basic Sciences Director is complete and negotiations are ongoing with the top candidate.

ESRE funds have been used to recruit new stroke researchers to WVUHSC. Taura Barr (RN, PhD) is a clinician/scientist who studies genetic predictors of stroke events and outcome. Additionally, Valeriya Gritsenko (PhD) and Sergiy Yakovenko (PhD) are new Assistant Professors who study brain motor systems. 11 They are specifically interested in motor system reorganization following stroke, and development of rehabilitation strategies to improve recovery of motor function following a stroke.

Questions and/or requests for additional information should be directed to Dr. Laurie Gutmann ([lagutmann@hsc.wvu.edu](mailto:lagutmann@hsc.wvu.edu)), Director, WVU Stroke Center.

## Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus lay the groundwork for future economic development. The initial Bill provided a five year window for the deposit of qualified donations into its research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven year window. Senate Bill 287 committed \$35 million to West Virginia University as a basis for a 1:1 match for private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences
- Nanotechnology and material science
- Biological, biotechnological, and biomedical sciences
- Biometrics, security, sensing and related identification technologies

A brief description of each research area is available at

[http://research.wvu.edu/home/research\\_trust\\_of\\_west\\_virginia\\_university](http://research.wvu.edu/home/research_trust_of_west_virginia_university)

These areas build on the expertise of WVU's faculty, are critical issues of importance to the public, and are at the core of WVU's land-grant mission.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies, providing the opportunity for private investment into this area of research.



2. Adding a Library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language “no research area may receive more than \$17.5 million in private donations within the first two years,” allowing WVU to maximize private investment regardless of focus area.

## Efforts Over 2011-2012

### WVU's Commitment to Research Development

West Virginia University continues to balance its tripartite responsibilities for teaching, research, and service in fulfillment of its land-grant mission. The institution is in the second full year of its comprehensive strategic plan, WVU's 2020 Strategic Plan for the Future (<http://strategicplan.wvu.edu>). “To excel in research, creative activity and innovation” is one overarching objective of the strategic plan.

Dr. Fred King, Professor of Chemistry and Associate Dean for Research in the Eberly College of Arts and Sciences, has been appointed as WVU's Interim Dean for Research, replacing Dr. Curt Peterson who retired in December 2011. Dr. King is currently reviewing the structure and function of the Research Office with an eye toward the future. In light of the significant stresses in the national economy and attendant changes in the research environment, namely the moratorium on directed funding, loss of ARRA funding, reductions in industry sponsorship, reductions in non-research grants, increasing competition for available federal funds, and potential cuts to future research agency budgets, Dr. King is also revisiting the research expectations called for in the WVU 2020 Strategic Plan.

The impact of the changing national research environment is readily reflected in the marked reduction of \$51 million in total funding for sponsored programs at WVU in FY12, specifically from \$173.9 million in FY11 to \$122.9 million in FY12. Thirty-five million is attributed to the loss of ARRA and congressionally directed funding. This reduction comes as WVU faculty submitted just over 100 more proposals in FY12 compared to FY11. The decline in proposal success, and funding, reflects the extremely competitive nature of the federal research grant process. In addition to the 21 new faculty positions in research focal areas related to the Research Trust Fund (including 12 in energy and the environment, two (2) in nanotechnology, six (6) in biological sciences and one (1) in biometrics/forensics) authorized by the Office of the Provost for FY12, 20 additional positions have been approved for FY13, including another ten (10) related to energy and three (3) related to addressing health disparities. The other seven (7) positions are dedicated to innovations in water stewardship, radio astronomy, and STEM education. Thus WVU continues to support faculty growth in areas related to the Research Trust Fund.

As noted last year, the WVU's Board of Governors approved a new Advanced Engineering Research Building; ground breaking is scheduled for the fall 2012 semester. A new Agricultural Sciences Building for the Davis College of Agriculture, Natural Resources and Design continues through the design phase. Construction has also begun on a new biomedical research building. These new facilities, with new state-of-the-art research laboratories, directly support WVU's aggressive research agenda.

Through new hires, support for their start-up needs, and major capital investments into the research infrastructure, WVU continues to make tangible commitments to its research agenda.

### Energy and environmental sciences

In 2011-2012, two elements of the "Business Plan for the Advanced Energy Institute (AEI)" aimed at improving WVU's competitive position were implemented: 1) sponsoring (via internal funding) teambuilding for emerging interdisciplinary initiatives, and 2) strengthening capabilities in energy policy research. A competition for the AEI funding was held and two teambuilding initiatives were selected for funding over a two year period. Both are truly interdisciplinary and involve researchers from the Statler College of Engineering and Mineral Resources, the Davis College of Agriculture, Natural Resources and Design, and the Eberly College of Arts and Sciences. One initiative is focused on bio-energy and the other on geothermal resource development. Likewise, a competition for AEI funding to support energy policy research concluded with the funding of two initiatives focused on Marcellus Shale policy issues. These four initiatives have been monitored via quarterly project reviews and each is proceeding as planned. Sponsorship of these initiatives has already strengthened WVU's competitive position and proposals for several new grant opportunities have been submitted.

Total funding awarded for energy research in FY12 was below the \$30.9 million received in FY11. The decline was due primarily to the reduction in federal funding for energy research, the de-emphasis of fossil energy research, and the elimination of congressional earmarks. As a result, the steady growth in energy research funding that began with FY09 ceased.

The AEI web site, [www.energyresearch.wvu.edu](http://www.energyresearch.wvu.edu), is updated frequently and provides news and information about AEI and contains articles about recent achievements of faculty and researchers. A few of the highlights of WVU's work in the energy and environmental sciences follow:

- The NETL-RUA (National Energy Technology Laboratory-Regional University Alliance) selected two (out of six considered) Strategic Growth Areas for further development: the Grid Technologies Collaboration (GTC) and the Critical Materials Alliance (CMA). Each will receive modest funding through FY13. WVU is involved as a team member for both of these Strategic Growth Areas and AEI

has been working to support significant roles for WVU faculty in each. There is an immediate and major opportunity for the CMA as DOE has released a Funding Opportunity Announcement (FOA) for a Hub focused on Critical Materials. The potential funding for this Hub is in the \$125 to \$140 million range over a five year period. The overall CMA program is being led by Virginia Tech and the Hub proposal is due in August 2012.

- WVU officials signed a technology management plan with Chinese officials on August 19, 2011. This plan is a key document that governs the research performed by the U.S.-China Clean Coal Energy Research Center led by WVU Professor Jerald Fletcher. The U.S. and Chinese groups each include a consortium of universities, national laboratories and private sector companies. These consortia are researching ways to make coal more environmentally friendly. A major element of the technology management plan is an agreement for the protection of intellectual property when information is shared. Under the agreement, an inventing entity can set the terms for the license and can limit the property's use or receive royalties.
- WVU's focus on innovation and the commercialization of technologies discovered by its researchers is receiving key support from the Claude Worthington Benedum Foundation. In August 2011, the Foundation awarded the university a \$132,000 grant to improve commercialization and economic impact by nurturing ties to industries and to other universities that are recognized for successful entrepreneurial efforts. Research faculty, administrators and students are being engaged and exposed to new avenues and resources that help move technologies to the marketplace. The initiative is called Linking Innovation, Industry and Commercialization or LIINC.
- On September 16, 2011, WVU's Statler College of Engineering and Mineral Resources announced that it will receive \$1.5 million over the next five years as part of the U.S. Department of Energy's Industrial Assessment Center program. The grant, a renewal of a program that has been at WVU since 1992, places emphasis on students gaining practical training on core energy efficiency and management concepts. The grant requires the Statler College to train 10-15 students a year in conducting energy assessments as well as extensive follow-up reporting and tracking.
- WVU experts are working on a new generation of affordable, high capacity electric storage batteries that could help keep a busy nation's lights shining brightly even in the aftermath of crippling weather events like the storm that violently knocked out power to millions of Americans in July 2012. An experienced research team led by Dr. Xingbo Liu and composed of experts from a range of WVU colleges is set to explore that possibility and develop the technology to make it a reality under a major new initiative called the Center for Electrochemical Energy Storage or CEES. The initiative has received a \$1.3

million Research Challenge Grant from the West Virginia Higher Education Policy Commission's Division of Science and Research.

- WVU's College of Law will expand its energy curriculum by adding six new energy law courses during the 2012-2013 academic year. Professor Joshua Fershee, a former practitioner in the energy industry and member of the faculty at the University of North Dakota, has recently joined WVU's Law faculty. The expanded energy curriculum further enhances the College's Center for Energy and Sustainable Development.
- In October 2011, the West Virginia University College of Law held a two-day conference to look at critical issues related to Marcellus shale gas development. "Drilling Down on Regulatory Challenges: Balancing Preservation and Profitability in the Development of Shale Gas Resources" examined the economic potential and the regulatory conundrums faced by state lawmakers in protecting the economy and the environment. The event focused on key topics facing public and private policy makers and featured more than a dozen experts on aspects of the development of shale gas resources. The event presented points of view from across the spectrum through talks by industry experts, regulators, policy makers, representatives of environmental groups and concerned citizens.
- Two software grants were provided to WVU for energy research:
  1. A division of Halliburton has donated \$10.2 million worth of software to Eberly College's Department of Geology and Geography to help with its energy research and teaching mission. The gift was made by Landmark Software & Services, a leading supplier of software to the oil and gas industry.
  2. Siemens has given the Statler College of Engineering and Mineral Resources product lifecycle management software (by Siemens PLM), an in-kind gift valued at more than \$425 million. This donation will offer WVU students the opportunity to gain hands-on experience with the same software used by leading companies around the world.
- In August 2011, the new training center developed to teach personnel how to operate clean integrated gasification combined cycle (IGCC) power plants formally opened at WVU's National Research Center for Coal and Energy. Established as part of DOE's initiative to advance new clean coal technology for power generation, the goal of the facility is to train the workforce needed to operate future IGCC power plants. AVESTAR will also allow students to navigate a power plant that uses clean coal technology using 3D glasses and a joy stick controller. The center will foster training, research and education activities in the area of advanced fossil energy power generation.

- West Virginia University engineering professors Brian J. Anderson and Shahab D. Mohaghegh recently earned high achievement awards from U.S. Department of Energy Secretary Steven Chu. The two were recognized for their efforts with the National Energy Technology Laboratory (NETL) in response to the Deepwater Horizon oil spill. The NETL team was recognized for estimating the rate of oil flowing into the Gulf of Mexico, and also for developing options to cap the well. This work led to effective analyses of raw data, which guided major decisions to help reduce the environmental cost of the disaster.

### Nanotechnology and material science

There is a continued effort to advance nanoscale science, engineering, education and medicine across the state of West Virginia through interdisciplinary research. Interdisciplinary research on West Virginia University's campuses involve over 40 faculty members from five colleges and twelve departments at WVU.

WVU is entering the second year of a \$20 million, five-year National Science Foundation Research Infrastructure Improvement (RII) grant on nano-enabled technology for sensors with focus on enhancing public security and environmental safety. This important initiative builds interdisciplinary projects across science, engineering and medicine to address problems of national need. Faculty who are engaged in this program have formed a group called WVU NanoSAFE, the state of West Virginia's initiative for nanoscale science, engineering and education.

The research activities of this cooperative agreement require sustainable computational capabilities. Due to this requirement, the infrastructure of a High Performance Computing facility (HPC) has been supported through this grant. The HPC provides computational capabilities that are an important consideration for nano device development. By the end of the second year, 384 computing cores have been purchased and installed. At least fifteen WVU researchers used the facility during the past year.

Education and outreach are components of the NSF RII grant. During the last year, there were events held to provide outreach about nanotechnology to our community including participation in the Morgantown Arts Walk and Kids' Day. Artistic scanning electron and atomic force microscopy images were displayed at the Morgantown History Museum as part of the Arts Walk. The exhibit was entitled, "Imaging the Invisible" and visitors were exposed to the science of how nanoscale images are captured and interpreted. A booth was set up for visitors during the Morgantown Kids' Day in July 2012 to learn about nanoscience using materials from the NISE Network. Approximately 100 adults and children passed through and participated in the activities.

The WVU Shared Research Facilities (SRF), an outcome of the NSF RII grant, offers access to highly specialized, state of the art instruments located in several locations on the Downtown and Evansdale campuses. The SRF provides students, postdoctoral researchers and faculty the opportunity to use 35 cutting edge instruments located in

one of four facilities: an electron microscopy facility, a materials fabrication and characterization laboratory, a cleanroom, and a bio-nano research facility. The bio-nano facility enables research at the intersection of molecular biology and nanomaterials. The four facilities are managed by PhD scientists and engineers who have a commitment to train and prepare students for their future endeavors in industry or academia. During FY12, there were over 100 users of the facilities including several users external to the University.

### Biological, biotechnological, and biomedical sciences

The Health Sciences Center interdisciplinary research programs are focused upon health disparities relevant to West Virginia and Appalachia. Biomedical research focuses on discovery and understanding of new treatment strategies that translate into improvements in health and well-being.

For example, in cancer cell biology, the National Center for Research Resources designated WVU as a Center of Biomedical Research Excellence (COBRE) in cancer biology. WVU programs for cancer patients – including clinical trials of the latest drugs, radiological and surgical treatments – are directly tied to laboratory research. WVU is also the home of an NIH-designated COBRE in sensory neurosciences which supports our efforts to address the clinically important area of neurological diseases such as stroke.

In cardiovascular sciences and vascular biology, WVU has a full array of researchers in the basic sciences, in clinical care, and in risk prevention and health promotion working together to address some of West Virginia's most pressing health issues.

A major commitment to research has led to impressive institutional growth. Externally funded research awards have grown over the past decade, and the Health Sciences faculty has been particularly successful in competing for federal funding. A new 22,000-square-foot biomedical research facility, funded primarily from a National Institutes of Health grant, is currently under construction. Additional recent facility improvements include the new four-story, 118,000-square foot Erma Byrd Biomedical Research Center and renovated research space in the WVU Pediatric Research Institute.

Some current research highlights from the past year include:

- The emerging School of Public Health (SPH) was established in June 2012. Interim Dean Alan Ducatman, M.D., and his faculty have submitted accreditation materials to the Council on Education for Public Health and have been approved for the next accreditation step. SPH faculty have recently received notification of several new competitive NIH grants. Topics of research include developing a computational framework for clinical decision making, environmental exposures and coronary artery disease, and effectiveness of cell phone laws in reducing traffic accidents in young drivers.

- Dr. David Felton, D.D.S., was recruited as the new Dean of the School of Dentistry. Dr. Felton joined us from University of North Carolina at Chapel Hill. He has initiated searches to recruit several dental clinician-scientists who will conduct clinical and translational research that addresses dental needs of West Virginia.
- Dr. Deborah Shelton, Ph.D., R.N., was recruited as the E. Jane Martin Professor and Associate Dean for Research and PhD Education. Dr. Shelton is Principal Investigator on grants from NIH and HRSA totaling over \$3 million; these awards focus on improving nurse competencies and engagement in research.

#### Biometrics, security, sensing and related identification technologies

The research activities in biometrics, security and sensing continue as area of excellence for West Virginia University nationally and internationally. The core research activity revolves around the Center for Identification Technology Research - CITeR ([www.citer.wvu.edu](http://www.citer.wvu.edu)), a National Science Foundation sponsored Industry – University Cooperative Research Center. The center celebrated its 10<sup>th</sup> year anniversary this past year with an impressive inventory of achievements, which included over 300 academic publications and six textbooks authored by participating faculty. In the 2011 National Biometrics Challenge document prepared by the National Science and Technology Council, part of the Executive Office of the President, CITeR is the only academic organization mentioned by name and credited for the contributions to biometrics research in the United States. Formed at West Virginia University, CITeR has recently expanded with sites at the University of Arizona, Clarkson University and the University of Buffalo.

Research activities related to biometrics, security and sensing technology have continued to grow as the result of the professional relationships with its industry and government partners. WVU continues to serve as the academic lead for the FBI Biometric Center of Excellence. During the past year, research project awards in the Center of Excellence to WVU faculty exceeded \$3.4 million. WVU continues its partnership with the University of Arizona and a dozen other academic organizations nationwide in the DHS Center of Excellence in Border Security and Immigration. Faculty and students continue their research projects sponsored by the Office of Naval Research (\$1.1million and \$0.7 million), the Department of Justice (\$3 million) and the National Science Foundation. CITeR has made significant progress towards stimulating economic development in the region through its Transition Readiness Assessment Center supported by the National Institute of Justice (\$1.1 million).

WVU recently hired two new faculty members with expertise in biometric security. The Research Trust Fund Endowment “Verizon WV for Biometrics” is now providing additional support for their start-up packages, primarily by sponsoring the research of gifted students. This approach emphasizes the integration of educational and research programs in biometrics with the growing emphasis on West Virginia workforce development.



## Achieving the Goal: \$70 million in Private and State Endowments

Over the four year period since the inception of the Research Trust Fund, West Virginia University created 86 private endowments. These 86 endowments totaled \$35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. **Thus the University's goal was achieved.** Through the combined support of private donors and the state legislature, WVU has established \$70 million in endowments to support research. These endowments include five generic types of gifts: 12 chairs and professorships, 14 undergraduate scholarships, 15 graduate fellowships, 43 broad-based research support funds, and 2 library endowments.

## Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. *14.1. By August 15, 2009, and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds, and adherence to the objectives established by the research plan.*
2. *14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.*

The data in APPENIDX A summarize much of the information requested by the Legislative Rule.

Through June 30, 2012 the following results have been achieved:

- **FY12 Market Value for all the Private RTF Endowments**

The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2012 is \$25,687,574.

- **FY13 Spend Available for the open Private RTF Endowments**

The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY13 are \$904,037.

- **FY12 Market Value for all the State RTF Endowments**

The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2012 is \$34,639,059.

- **FY13 Spend Available for the Open State RTF Endowments**

The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY13 are \$69,376.

- **FY12 Total Number and Amount of Gifts Received that Qualified for State Funds**

During FY12, the WVU Foundation received 335 qualified private gifts (donations and pledges) totaling \$16,025,201; matching funds equal to this amount were requested from the Research Trust Fund.

- **FY12 Total Number and Amount of Gifts Received from the State for Matching Funds**

During FY12, the WVU Foundation received six (6) distributions from the state's Research Trust Fund of \$18,298,206 to match 454 qualified gifts (donations and pledges) to Directed Research Endowments.

- **Total Number and Amount of Gifts Received since Inception that Qualified for a State Match**

During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 1210 qualified private gifts (donations and pledges) totaling \$35,000,000; matching funds equal to this amount were requested from the Research Trust Fund.

- **Total Number and Amount of Gifts Received since Inception from the State for Matching Funds**

During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000 to match 1210 qualified gifts (donations and pledges) to Directed Research Endowments.

3. *14.4. Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.*

A copy of the audited financial statements for years ending June 30, 2011 and 2010 for the WVU Foundation has been forwarded to the Policy Commission through Chancellor Hill under separate cover. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

## Examples of the Impact of the Research Trust Fund Initiative

In last year's report, three gifts were described to illustrate the impact of the Research Trust Fund initiative.

1. The first two Ruby Graduate Fellows were recruited; both are West Virginians and each received a three-year \$30,000 per year fellowship plus a tuition and fee waiver from West Virginia University. The Ruby Fellowships are the most prestigious graduate fellowships at WVU. At least two additional fellowships are anticipated this coming year. These fellowships provide a life-changing opportunity for these students.
2. Dr. William Neal continues to serve as the James H. Walker Chair of Pediatric Cardiology and continues to make a difference in the lives of the youth of West Virginia and their families.
3. The George B. Bennett Dean's Research Opportunity Fund provided support for start-up support for new faculty in CEMR. This source of flexible funds is critical for helping new faculty begin their research careers.

This past year, as part of the gift that led to the naming of the Statler College of Engineering and Mineral Resources, \$11 million of the donation qualified for matching funds from the Research Trust Fund. This endowment, when matched with state Trust Fund dollars, will provide scholarships and research support for at least 20 meritorious undergraduate students in engineering, thus easing their financial burden to attend West Virginia University and enriching their education through a research experience. This gift also supports three endowed named chairs in energy research and an accompanying graduate fellowship program. This gift will help the university lead the nation in energy research and engineering.

The impact of the Research Trust Fund is evident in this small sampling of the 86 different endowments that were created. In recognition of the successful completion of the challenge issued to the West Virginia University, President Clements has stated, "I want to thank our donors for their incredible support over the past few years. Through their generosity, in tough economic times, WVU has built a strong foundation of support for projects that directly help the State, as well as provide opportunities for undergraduate and graduate students to participate in world-class research with the highest caliber faculty and research staff at WVU. I also want to thank all of the State and University leaders who made the program possible. Our University, and West Virginia, is a better, stronger place because of their efforts." President Clements' statement captures the power of the Research Trust Fund initiative.

## Additional Reporting from West Virginia University

### Marketing Plans

West Virginia University continues to highlight through public news releases, stories on its home page and that of the WVU Foundation, stories in college and university brochures, and ceremonial activities the receipt of each gift and its potential impact. These actions readily demonstrate the impact of a gift on changing the lives of students and faculty who receive an honor or recognition or the impact to WVU's future as a 21<sup>st</sup> century leader in research that changes the lives of our citizens.

While the University has met its goal, inquiries continue to come from other donors regarding the potential to make a gift that would be matched with dollars from the Research Trust Fund. West Virginia University would welcome the inclusion of additional funds into the Research Trust Fund by the West Virginia Legislature. The ability to leverage state funds, on a dollar-for-dollar basis, makes the Trust Fund an attractive option for private donors. At the same time, private gifts provide the state with a way to double its limited resources and have a direct impact on economic development, job growth and health care.

### Grants and Contracts

Faculty at WVU were successful in obtaining \$69.1 million in external grants and contracts in 2011-12 in the four research areas identified within WVU's Strategic Research Plan (Table 1). As noted previously, the overall institutional funding level was down from that reported last year and is a reflection of the economic changes occurring nationally in support of research. This downward trend in external funding for research is occurring across higher education. Nonetheless, WVU remains committed to a building a strong research agenda as reflected in the commitment to hire another 20 new faculty in STEM areas, 10 of which are in the energy area. Faculty are the foundation for a strong research enterprise. The four areas of WVU's Research Strategic Plan for the Research Trust Fund continue to be areas of focus in the future and thus will benefit from the endowments established through the Research Trust Fund.

### Partnership with the WVU Foundation

The WVU Foundation is a significant partner in the University's efforts to meet the goal established by the Trust Fund and is to be publicly recognized for its efforts. Foundation personnel work directly with the senior leadership within WVU to cultivate donors and guide the solicitation of each gift. The Foundation plays a critical role in the management of the private and state endowment funds.

All state matching endowments have been for the same purpose as the gift outlined in the private endowment.

TABLE 1. Summary of the Funding Received by WVU through External Grants and Contracts in each Research Area for the Past Four Years.

	Total Amount Awarded (million)			
	<u>FY09</u>	<u>FY10</u>	<u>FY11</u>	<u>FY12</u>
Energy and the environment	\$21.2	\$28.3	\$30.9	\$19.9
Nanotechnology and material Sciences	\$ 3.9	\$ 2.8	\$ 7.4	\$ 6.0
Biomedical sciences	\$49.0	\$69.5	\$57.4	\$38.7
Biometrics, security and Identification technologies	\$ 3.4	\$ 7.8	\$ 5.3	\$ 4.5
TOTAL	\$77.5	\$108.4	\$101.0	\$69.1

\*Includes renewals and new awards

## Business Plan

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission required a business plan for each research area. APPENDIX A reflects the anticipated use of the money available to spend in FY13.

In FY12, \$289,492 of Research Trust Fund dollars, both that from private accounts and the matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives. For FY13, \$819,861 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$318,788 (17.5%) will come from the matching state endowments established from the Research Trust Fund. It is important to note that the proceeds from an individual endowment, whether established by private or state funds, depend on the amount in the endowment, the length of time since the endowment was created, and the investment policies which differ between the private and state funds. Endowments without any spend for FY13 have not earned interest because, most often, they were established late in the fiscal year. When the amount of available funds was insufficient to meet the objectives of the endowment, the money was allowed to accrue. The funds for each endowment are being distributed according to the intent of the respective endowment.

## Concluding Remarks

The Research Trust Fund has made an impact on the research initiatives at West Virginia University. In four years, 86 endowments have been established, qualifying for the total \$35 million available in state matching funds in the Research Trust Fund

The Research Trust Fund Program grew out of the strategic planning that began in 2005 with the development and release of *Vision 2015*, the West Virginia Strategic Plan for Science and Technology. *Vision 2015* called for a significant investment in human and physical infrastructure in STEM related disciplines at the two research universities in the state. The Eminent Scholars Recruitment and Enhancement Program began the process of infusing state funds into building this infrastructure. WVU's Cancer Center and Stroke Center continue to become stronger because of the ESRE Program. WVU has made a commitment to adding new faculty in STEM disciplines and to its physical infrastructure through a new Advanced Engineering Research Building, and a new Agricultural Sciences Building and a new Animal Research Facility. The Research Trust Fund Program continues that visionary support and in FY13, \$1,8 million will be available to support the institution's research agenda. WVU looks forward to the significant and sustained impact that the ERSE and RTF programs will have on addressing some of the nation's most important issues in energy, health care and security.

## Research Trust Fund for State Colleges and Universities

**Concord University** was awarded \$100,000 to implement a Faculty-Student Research Program (CUFSRP); a formalized summer undergraduate research initiative for science and mathematics majors designed to stimulate the research atmosphere on campus. The initiative will solidify undergraduate STEM research as an area of distinction at Concord University. The primary goal of the program is to connect student learning with faculty development. Anticipated program outcomes include the creation of vibrant student/faculty research communities, increased graduation rates for science and mathematics majors, increased academic performance in upper-division courses, and increased postgraduate educational activities in STEM fields. To date, Concord University has drawn down \$23,500.

**Fairmont State University** received \$100,000 for the “New Media Assessment Project,” which will enable the Open Source Intelligence Exchange to create a process that allows the institution to capture large amounts of content from new media applications such as Twitter, social networking sites, and discussion boards and to consequently generate new knowledge about national security and law enforcement threats. The program is anticipated to enhance the institution’s competitiveness with federal agencies, its status as a leader in quality STEM research, its ability to incubate entrepreneurial economic development, and the quality of instruction and advising provided to students. To date, Fairmont State University has drawn down \$26,422.

**Shepherd University** received \$99,892.50 to develop an “Undergraduate Research and Experiments in Robotics-Based Accomplishments for STEM Students” project. Through this robotics initiative, the institution will seek to improve the recruitment and retention of STEM students and better prepare them for careers in robotics engineering and science. Robotics is an emerging multi-disciplinary STEM area that combines mechanical, electrical, and computer engineering in the design and construction of robots to perform specific tasks in addition to emphasizing mathematics and computer science. To date, Shepherd University has drawn down \$92,500.

**West Liberty University** was awarded \$100,000 to provide research stipends to biology students, which will develop strong workforce skills and to purchase advanced equipment for biology labs. Stipends are awarded based on student merit, research interests, and placement availability in a competitive process. The advanced equipment will allow faculty to undertake new research and better prepare students to enter the professional arena with knowledge and experience of the types of instrumentation available and the capabilities of said instrumentation in terms of research and potential advancement. To date, West Liberty University has drawn down \$32,130.

**West Virginia State University** was awarded \$100,000 to purchase a 400 MHz Nuclear Magnetic Resonance Spectrometer (NMR) to help strengthen and expand the science, technology, and mathematics research capacity of the institution. Undergraduate, graduate, and research faculty in the Departments of Chemistry and Biology as well as the Gus R. Douglas Land-Grant Institute will utilize the NMR to



conduct cross-disciplinary research pursuant to: 1) teaching and learning goals of the approved institutional STEM curriculum and 2) research objectives contained in the Institutional Research Plan. The NMR will permit previously on-going research to continue and allow for new experimentation by faculty and students. To date, West State University has drawn down \$100,000, the full awarded amount, and purchased the NMR.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Update on West Virginia Regional Technology Park

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Information Item

**STAFF MEMBER:** Paul Hill

**BACKGROUND:**

Dr. Paul Hill, Chancellor, will provide an update regarding the West Virginia Regional Technology Park. The update will highlight on-going operations, the renovation of current facilities, the construction of new facilities, and future planning efforts by the Technology Park staff and the Corporation's Board of Directors.

**West Virginia Higher Education Policy Commission  
Meeting of December 7, 2012**

**ITEM:** Approval of Revised Refunding Bond Resolution

**INSTITUTION:** West Virginia University

**RECOMMENDED RESOLUTION:** *Resolved, That the West Virginia Higher Education Policy Commission approves and authorizes issuance of revenue refunding bonds to advance refund all or a portion of the outstanding West Virginia University Board of Governors University Revenue Improvement Bonds 2004 Series C in an aggregate principal amount not to exceed \$150 million; authorizes issuance of revenue refunding bonds to advance refund all or a portion of the outstanding West Virginia University Board of Governors University Revenue Improvement Bonds 2004 Series B in an aggregate principal amount not to exceed \$55 million; and the issuance of 2012 Series Revenue Bonds in an aggregate principle amount not to exceed \$30 million to fund new capital improvements, pursuant to the approving and authorizing resolution prepared by bond counsel.*

**STAFF MEMBER:** Richard Donovan

**BACKGROUND:**

On July 19, 2012, the Commission adopted a resolution authorizing the West Virginia University (WVU) Board of Governors to issue up to \$150 million in aggregate principal amount of tax-exempt revenue refunding bonds to advance refund the 2004 Series C Bonds, and to issue up to \$12 million in aggregate principal amount of new money tax-exempt capital improvement bonds by funding new capital improvement projects from the savings.

Since that time, WVU has been advised that additional savings may be realized from the refunding of the 2004 Series C Tax-Exempt Bonds and that conditions may also be favorable to advance refund the 2004 Series B Taxable Bonds. WVU is now proposing that, in addition to issuing up to \$150 million in tax-exempt bonds to refund the 2004 Series C Bonds, the Board of Governors also be authorized to issue up to \$55 million in taxable refunding bonds to advance refund the 2004 Series B Bonds. In addition, the Board of Governors would also issue up to \$30 million in aggregate principal amount (instead of \$12 million) to utilize the savings from these refundings to fund new capital projects consistent with WVU's capital plan.

WVU expects to realize net present value savings in debt service payments of \$18.3 million (13 percent) for the 2004 Series C Bonds and \$3.1 million (8 percent) for the 2004 Series B Bonds. These are estimated savings at this point. Actual savings will not be determined until the bonds are priced.

WVU staff will be available to provide additional information and to answer questions.

**STATE OF WEST VIRGINIA  
HIGHER EDUCATION POLICY COMMISSION**

**RESOLUTION SUPPLEMENTING AND AMENDING THE RESOLUTION ADOPTED BY THE HIGHER EDUCATION POLICY COMMISSION ON JULY 19, 2012, RELATING TO THE ISSUANCE BY THE WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS OF REVENUE REFUNDING BONDS AND RELATED CAPITAL IMPROVEMENT REVENUE BONDS; AUTHORIZING THE ISSUANCE OF AN ADDITIONAL NOT TO EXCEED \$55,000,000 IN AGGREGATE PRINCIPAL AMOUNT OF TAXABLE REFUNDING BONDS TO FINANCE THE ADVANCE REFUNDING AND REDEMPTION OF ALL OR A PORTION OF THE OUTSTANDING WEST VIRGINIA UNIVERSITY BOARD OF GOVERNORS UNIVERSITY REVENUE IMPROVEMENT BONDS (WEST VIRGINIA UNIVERSITY PROJECTS) 2004 SERIES B; AND INCREASING THE AUTHORIZED PRINCIPAL AMOUNT OF CAPITAL IMPROVEMENT REVENUE BONDS TO THE MAXIMUM PRINCIPAL AMOUNT, NOT TO EXCEED \$30,000,000, THE REPAYMENT OF WHICH CAN BE SUPPORTED FROM THE SAVINGS REALIZED FROM THE ADVANCE REFUNDINGS**

**WHEREAS**, on July 19, 2012, this Commission adopted a Resolution (the “Original Resolution”; capitalized terms used and not otherwise defined in this Supplemental Resolution have the respective meanings given them in the Original Resolution), authorizing certain actions by the West Virginia University Board of Governors (the “Board”), including (a) the issuance of not to exceed \$150,000,000 in aggregate principal amount of a series of refunding revenue bonds as Additional Bonds under the Indenture (the “Tax-Exempt Refunding Bonds”) for the purposes of (i) financing the cost of advance refunding and redeeming on October 1, 2014 the Series 2004C Bonds To Be Refunded; (ii) funding a debt service reserve fund for the Tax-Exempt Refunding Bonds, if required; and (iii) paying the costs of issuance of the Tax-Exempt Refunding Bonds and related costs (the issuance of the Tax-Exempt Refunding Bonds and the use of the proceeds for advance refunding and redeeming the Series 2004C Bonds To Be Refunded are hereinafter referred to together as the “2004C Refunding”) and (b) not to exceed \$12,000,000 (the “Authorized Capital Improvement Bonds”; the Tax-Exempt Refunding Bonds and the Authorized Capital Improvement Bonds are hereinafter referred to together or alternatively, as applicable, as the “Series 2012 Tax-Exempt Bonds”) for the purposes of financing the costs of design, acquisition, construction and equipping, or any thereof (and including capitalized interest, if applicable) of capital improvement projects consistent with the University’s capital plan (the “Capital Improvement Projects”), the debt service on which Authorized Capital Improvement Bonds would be allocable to the debt service savings realized through the 2004C Refunding;

**WHEREAS**, West Virginia University (the “University”) has been advised that (a) the savings realized through the 2004C Refunding may support Capital Improvement Bonds in excess of \$12,000,000 in principal amount; (b) that it may also be advantageous to issue not to exceed \$55,000,000 in aggregate principal amount of a series of taxable refunding revenue bonds as Additional Bonds under the Indenture (the “Taxable Refunding Bonds”; the Tax-Exempt Refunding Bonds and the Taxable Refunding Bonds are hereinafter referred to together as the “Refunding Bonds”) for the purposes of (i) financing the cost of advance refunding and redeeming on the earliest available date the Board’s outstanding University Revenue Improvement Bonds (West Virginia University Projects) 2004 Series B, which were issued in the aggregate principal amount of \$55,430,000 (the “Series 2004B Bonds To Be Refunded”); (ii) funding a debt service reserve fund for the Taxable Refunding Bonds, if required; and (iii) paying the costs of issuance of the Taxable Refunding Bonds and related costs (the issuance of the Taxable Refunding Bonds and the use of the proceeds for advance refunding and redeeming the Series 2004B Bonds To Be Refunded are hereinafter referred to together as the “2004B Refunding”; the 2004C Refunding and the 2004B Refunding are hereinafter referred to together as the “Refunding”), and (c) that the debt service savings realized through the 2004B Refunding may support Capital Improvement Bonds in addition to those supported by the debt service savings realized through the 2004C Refunding;

**WHEREAS**, pursuant to the authority contained in Chapter 13, Article 2G of the Code of West Virginia, 1931, as amended (the “Refunding “Act”) and, as applicable, Chapter 18B, Articles 10 and 19 of the Code of West Virginia, 1931, as amended (together, the “Financing Act” and, together with the Refunding Act, the “Act”), Section 2.19 of the Original Indenture and a Supplemental Indenture (as defined in the Original Indenture and, together with the Original Indenture, the “Indenture”) to be entered between the Board and the Trustee, the University proposes for the Board to issue (a) in addition to the Tax-Exempt Refunding Bonds, not to exceed \$55,000,000 in aggregate principal amount of the Taxable Refunding Bonds for the purposes of (i) financing the cost of the 2004B Refunding; (ii) funding a debt service reserve fund for the Taxable Refunding Bonds, if required; and (iii) paying the costs of issuance of the Taxable Refunding Bonds and related costs and (b) instead of the Authorized Capital Improvement Bonds, one or more series of revenue bonds in the aggregate principal amount, not to exceed \$30,000,000 (the “Capital Improvement Bonds”), that can be supported by the debt service savings realized through the 2004C Refunding and the 2004B Refunding, to (i) finance the costs of design, acquisition, construction and equipping, or any thereof (and including capitalized interest, if applicable) of Capital Improvement Projects consistent with the University’s approved plan, (ii) fund a debt service reserve fund for the Capital Improvement Bonds, if required, and (iii) pay the costs of issuance of the Capital Improvement Bonds and related costs;

**WHEREAS**, the issuance of the Tax-Exempt Refunding Bonds, the 2004C Refunding, the issuance of the Taxable Refunding Bonds, the 2004B Refunding, the issuance of the Capital Improvement Bonds (the Tax-Exempt Refunding Bonds, the Taxable Refunding Bonds and the Capital Improvement Bonds are hereinafter referred to together as the “Series 2012 Bonds,” and the definition of Series 2012 Bonds set forth in the Original Resolution is hereby amended and restated accordingly; provided, that the Series designation

may be changed to reflect the year and series designation of the Refunding Bonds or the Capital Improvement Bonds, as applicable) and the financing of the Capital Improvement Projects are hereinafter referred to together as the “Transaction”;

**WHEREAS**, Chapter 18B, Article 10, Section 8 of the Code of West Virginia, 1931, as amended, requires that the Series 2012 Bonds be approved by this Commission; and

**WHEREAS**, this Commission deems it desirable and in the best interests of the University to supplement and amend the Original Resolution to approve and authorize the issuance of the Series 2012 Bonds by the Board to additionally effect the 2004B Refunding and the financing of additional Capital Improvement Projects, allocating the debt service savings realized from the Refunding to the payment of debt service on the Capital Improvement Bonds, not to exceed \$30,000,000 in aggregate principal amount.

**NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE HIGHER EDUCATION POLICY COMMISSION, AS FOLLOWS:**

Section 1. Supplement to and Amendment of the Original Resolution; approval of the Taxable Refunding Bonds and Increased Principal Amount of Capital Improvement Bonds.

A. The Original Resolution is hereby supplemented and amended and this Commission hereby approves the Transaction and, more specifically, as follows:

(i) The 2004B Refunding and the issuance by the Board pursuant to the Act of its Taxable Refunding Bonds in an aggregate principal amount not to exceed \$55,000,000, for the purposes of (i) advance refunding and redeeming on the earliest available date the Series 2004B Bonds To Be Refunded, (ii) funding a debt service reserve fund for the Taxable Refunding Bonds, if required, and (iii) paying the costs of issuance of the Taxable Refunding Bonds and related costs (including but not limited to Credit Enhancement or a Liquidity Facility) are hereby approved.



(ii) The design, acquisition, construction and equipping of the Capital Improvement Projects and the issuance by the Board pursuant to the Financing Act of its Capital Improvement Bonds as Additional Bonds in the aggregate principal amount, not to exceed \$30,000,000, that can be supported by the debt service savings realized by the 2004C Refunding and the 2004B Refunding for the purposes of (i) financing the costs of the Capital Improvement Projects, (ii) funding a debt service reserve fund for the Capital Improvement Bonds, if required, (iii) capitalizing interest on the Capital Improvement Bonds, if required, and (iv) paying the costs of issuance of the Capital Improvement Bonds and related costs (including but not limited to Credit Enhancement or a Liquidity Facility) are hereby approved. The debt service savings realized from the Refunding shall be allocated to the debt service payments on the Capital Improvement Bonds; provided, that there shall not be created a direct pledge of the debt service savings realized by the Refunding to the Capital Improvement Bonds; rather, such Capital Improvement Bonds shall be secured by and payable exclusively from the respective Fees, other sources of revenue and funds pledged under the Indenture.

B. The Series 2012 Bonds shall be dated, mature, bear interest and have such other terms and provisions as are determined by the Board and set forth in the Supplemental Indenture.

C. This Commission hereby finds and determines that, taking into account the Refunding, an aggregate principal amount not exceeding \$235,000,000 (which includes the Tax-Exempt Refunding Bonds authorized by the Original Resolution) can be paid as to both principal and interest and, as applicable and necessary, reasonable margins for a reserve therefor from the Institutional Capital Fees, Auxiliary Fees and Auxiliary Capital Fees (as defined in the Indenture, collectively, the “Fees”) and other sources of revenue pledged thereto by the Board pursuant to the Indenture. The source of and security for payment of the Series 2012 Bonds from the Fees and other sources of revenue are on parity with that of the outstanding bonds previously issued pursuant to the Indenture. The payment of principal of and premium, if any, and interest on the Series 2012 Bonds from the Fees and other sources of revenue is hereby approved. The Series 2012 Bonds may be sold by private sale or such other manner as the Board determines is in the best interests of the University.

Section 2. Special Obligations. This Commission recognizes and agrees that all covenants, stipulations, obligations and agreements of the Board or the University entered in connection with the Refunding, the Capital Improvement Projects and the Series 2012 Bonds shall be deemed to be the special and limited covenants, stipulations, obligations and agreements of the Board and the University to the full extent permitted by law, and such covenants, stipulations, obligations and agreements shall be binding upon this Commission, the Board and the University, and their respective successors. No covenant, stipulation, obligation or agreement entered in connection with the Refunding, the Capital Improvement Projects or the Series 2012 Bonds shall be deemed to be a covenant, stipulation, obligation or agreement of any member, officer, agent or employee of this Commission, the Board or the University in his or her individual capacity, and no member, officer, agent or employee of this Commission, the Board or the University shall be liable personally thereunder or be subject to any personal liability or accountability by reason thereof.

Section 3. Incidental Action. The Chancellor, the Chairperson, Vice-Chairperson, Secretary and other appropriate members and officers of this Commission are hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by the Board or the University to carry out the purposes of this Resolution. Each of such authorized officers is hereby authorized and directed to execute and deliver any documents, certificates, agreements and instruments and take such other actions as may be required or desirable by this Commission, the Board or the University to accomplish the Series 2012 Bond financing.

Section 4. Effect on Original Resolution. Except as supplemented and amended hereby, the Original Resolution remains in full force and effect. From and after the adoption hereof, reference to the Resolution shall mean the Original Resolution as supplemented and amended hereby.

Section 5. Effective Date. This Resolution shall take effect immediately upon adoption.

ADOPTED this 7th day of December 2012.

WEST VIRGINIA HIGHER EDUCATION  
POLICY COMMISSION

By: \_\_\_\_\_  
Its: Chair \_\_\_\_\_