

AGENDA
West Virginia State University
BOARD OF GOVERNORS
Erickson Alumni Center, Grand Hall
March 19, 2015
12:30 p.m.

- | | | |
|---|-------------|-----|
| 1. Call to Order and Roll Call – Chair Tom Susman, presiding | | |
| 2. Verification of Appropriate Notice of Public Meeting | Action | 2 |
| 3. Review and Approval of Meeting Agenda | Action | 1 |
| 4. Review and Approval of Minutes of Previous Meetings | Action | 3 |
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| 6. Reports from Board Committees | | |
| a. Institutional Advancement | | |
| b. Recruitment and Retention | | |
| c. Audit | | |
| d. Academic Policies | | |
| e. Finance | | |
| 7. Report from the University President | | |
| a. University Reports Forwarded by Board Committees | | |
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| 10. Next Meeting Date – <i>April 23, 2015</i> | | |
| 11. Adjournment | | |

**West Virginia State University
Board of Governors**

Date/Time: 3/19/2015 -- 12:30 PM

Location:

West Virginia State University, Erickson Alumni Center, Grand Hall, Institute, WV

Purpose: To conduct regular business of the Board

Notes:

This is a compliant meeting.

Meeting was approved : 3/4/2015 10:17:25 AM

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
January 28, 2015
Minutes

1. Call to Order and Roll Call

Chair Susman was unable to attend due to a scheduling conflict. As a result, Vice Chair Smith called the meeting of the West Virginia State University Board of Governors to order at 1:32 p.m.

Present: Mrs. Jarvis, Mr. Konstanty, Mr. Lipscomb, Mrs. Pitchford, Mr. Salyers, Dr. Smith, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, faculty, and staff were present.

2. Verification of Appropriate Notification of Public Meeting

Dr. Smith announced the Verification of Appropriate Notification of Public Meeting.

3. Review and Approval of Meeting Agenda

Mr. Williams motioned for approval of the agenda as presented, and Mrs. Pitchford seconded the motion. The motion carried.

4. Financial Statements Audit

Dr. Smith introduced Jacob Lenell of CliftonLarsonAllen, who provided a presentation on the Financial Statements Audit. Mr. Lenell said the total assets were \$66,813,014 on the year, compared to \$63,029,930 last year. The total net position was \$33,888,517. He noted that new facilities, bonds, payments to contractors, etc. are represented in the statement of net position. He said additional time was taken to review capital assets with the new facilities to ensure the bonds were appropriately reported, confirmed balances, reviewed maturity payments, revenue ratio compliance, etc. Mr. Lenell explained additional notes from the statement of net position worksheet.

Operating revenues totaled \$29,569,290, compared to \$27,041,054 the previous year. Total operating expenses were \$48,268,054, compared to \$48,581,755 last year. Mr. Lenell said operating expenses were stable compared to the prior year. He said supplies and other services were under budget, because of action taken in the previous year. There was a positive cash flow of \$1.8 million, and total cash and investments were \$6,084,185. Mr. Lenell highlighted five significant disclosure areas – cash and investments, capital assets, bonds and notes payable, other postemployment benefits, and retirement plans. He also provided an overview on the various reports and letters conveyed during the audit process. Mr. Lenell stated the University's audit was clean with no major deficiencies or material weaknesses in terms of financial reporting. It was noted that the Board received the Financial Statements Audit for review in advance of the meeting. Dr. Smith thanked Mr. Lenell and President Hemphill, as well as Mr. Jones and his staff for their work.

Following Board discussion, it was agreed that the West Virginia State University Board of Governors accepts the financial statements audit as presented.

5. Next Meeting Date
January 28-29, 2015

6. Adjournment
With there being no further business, the meeting adjourned at 1:58 p.m.

Respectfully submitted,

L. Vincent Williams
Secretary

Approved: _____
Tom Susman
Chair

**West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
January 28, 2015
Minutes**

1. Call to Order and Roll Call

Chair Susman was unable to attend until later in the afternoon due to a scheduling conflict. Dr. Smith called the meeting of the West Virginia State University Board of Governors to order at 4:01 p.m. and chaired the meeting until Chair Susman arrived.

Present: Ms. Guetzloff, Dr. Guetzloff, Mrs. Jarvis, Mr. Konstanty, Mr. Lipscomb, Mrs. Pitchford, Dr. Smith, Mr. Susman, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Mr. Swingle motioned to verify the appropriate notification of the meeting, and Mrs. Jarvis seconded the motion. The motion carried.

3. Review and Approval of Meeting Agenda

Mr. Williams motioned for approval of the agenda as presented, and Mr. Swingle seconded the motion. The motion carried.

4. Roundtable Discussions

Dr. Smith said the meeting was being held in accordance with West Virginia Code to provide an opportunity for campus constituent groups to share their thoughts and ideas about the University. Each group was allotted time on the agenda to participate in a roundtable discussion.

- Item 4.a: Dr. Smith welcomed the faculty members in attendance. She noted that Dr. Guetzloff was teaching and would attend the meeting after class. Dr. Smith acknowledged Faculty Senate Chair Dr. Ruhnke and opened the floor for discussion. Dr. Ruhnke said there are many positive activities occurring on campus, which are largely attributed to the turnover in the administration during the past few years, including the academic deans. However, he said one of his concerns with this type of turnover is that the individuals likely do not know each other well, which could negatively affect certain areas that otherwise flow seamlessly in terms of operations when there is a long-term association with colleagues. Dr. Ruhnke said the University is in the final stages of reviewing the General Education curriculum, which has not been revised since its adoption in the late 1980s. The Faculty Senate and Dr. Jayasuriya will dialogue about the curriculum before it is voted on, and it is anticipated that the new curriculum will be implemented in fall 2015.

Chair Susman thanked Dr. Ruhnke for his comments and apologized for arriving late. Mr. Konstanty asked Dr. Ruhnke for an example regarding his earlier comments on potential negative effects from turnover. Dr. Ruhnke said one example is that a student may enroll, never attend a single class, and want to withdraw. The existing

grade appeal process and such instance would not be a normal appeal, because there was no attempt by the student to earn a grade, and individuals who have worked together for many years are more familiar with addressing these types of situations.

Mr. Williams asked about the general sense of working conditions, the number of faculty, students, etc. Dr. Vaughan said faculty members are committed and extremely student-oriented. Faculty help students in any way possible so they can stay in school and complete their degree program; they build relationships with most of their students, and understand their situations and know their challenges. Dr. Vaughan said the workload and expectation on faculty impact time for research, teaching, and class preparation. He feels there is a strong sense among faculty that there are too many distractions (i.e., committees, events, orientations, etc.) Dr. Ford added that faculty members agree with the importance of committees and events, but they prefer to keep their focus primarily on students. Dr. Ruhnke said it also takes various amounts of time to assist students and help them navigate through their program, which is important in order to help the students succeed, as well as meet the University's mission, but it also takes away time for class preparation, research, etc. It is not possible to plan time that will be spent assisting students because it is always a case-by-case basis. Dr. Vaughan said there is also a concern that resources will be decreased further for smaller academic programs, such as political science. Another concern is the number of adjunct faculty. While it is understood that adjunct faculty allow flexibility for class schedules, there is concern that this could eliminate the need for the number of full-time faculty who could be on campus on a daily basis to help with the workload and assist students.

Dr. Thralls asked if the faculty look positively upon the program review process and if they feel it is of value to the faculty and their time. Dr. Ford said the process has significant value and provides an opportunity to assess the strengths and weaknesses of academic programs over a five-year period. Yet, there is a level of stress, because faculty are asked to be brief, but there is a lot of information to provide to show the value of the program. Dr. Harper agreed with Dr. Ford's comments. Dr. Ruhnke said it might be beneficial to evaluate the preparation for program reviews to make the process more informative.

Mr. Williams thanked Dr. Ruhnke for his earlier comments about interaction with students to ensure they are receiving assistance. Mr. Lipscomb said that level of attention and focus is what helps make the University student-centered. Dr. Palubinskas said many faculty physically walk students through the process to ensure they receive the assistance needed and that type of dedication shows that faculty support them. Mr. Lipscomb asked about ideas for how to reduce the amount of time faculty spend assisting students. Dr. Ruhnke said it is partly a matter of planning and better communication among the various departments and offices. He said a webpage or list with information about who to contact for specific issues and how they can be contacted immediately to assist a student, or at least make sure the individual is aware of the issue so it can be addressed, would be helpful. Dr. Vaughan agreed with this

suggestion, but noted there will continue to be instances where students need a personal connection to the faculty.

Chair Susman commended the faculty for their dedication to students and thanked them for all they do. He said students often comment about how they love the University's faculty and what they learn from them. President Hemphill said when he was offered the presidency at the University there were two things that confirmed his decision – the quality of the faculty and research. He said he is proud to say those two things still stand true nearly three years later.

- Item 4.b: Chair Susman welcomed the classified staff in attendance. He also acknowledged Mrs. Jarvis for her service as the classified staff representative on the Board. Chair Susman opened the floor for discussion and asked Classified Staff Council Chair Tom Hunt for general comments. Mr. Hunt said the majority of comments and feedback from classified are concerns as it relates to the reduction-in-force and if there will be additional reductions in the future. Chair Susman said tough decisions had to be made as the state budget cuts continue to be mandated each year, coupled with the significant loss of revenue from the separation of the community and technical college. President Hemphill said much consideration was given during discussions about how to bring revenue and expenses inline despite the budget reductions from the past few years, as well as cuts expected next year. He met recently with the vice presidents regarding actions that will need to be taken this spring for another rescission, and the ground rule he made clear was that there are to be no additional layoffs this year.

Mrs. Squirts asked about performance-based funding and how the University compares to other institutions in the state. Chair Susman said there are many components that have to be considered regarding performance-based funding. He said a working group was appointed to review an outcomes-based funding model and discuss how it could be executed. Dr. Guetzloff noted that the University is at a disadvantage in terms of performance in graduation rates, because transfer students cannot be included in the data submitted to the Higher Education Policy Commission. Mr. Peggs asked if the number of transfer students has continued to increase. President Hemphill said the University continues to see growth in that area and, although the number of transfer students does not help with graduation rates, it does help in the area of degree production. Chair Susman said the University is also beginning to reclaim students from counties that it has not had enrollment from for many years.

Dr. Thralls asked about the morale of staff on campus. Staff members in attendance said the morale is low primarily due to layoffs and outsourcing; however, most staff understand these actions were taken, because of continued legislative budget cuts. Mrs. Jarvis agreed with the statements about the morale and fear of losing jobs. There was a consensus that staff also see the positive changes on campus with the new facilities, academic programs, etc. and these will help boost morale. Mrs. Jarvis said moving the offices for financial aid, admissions, etc. to where the registration

and cashier's offices are located has helped immensely with servicing students, as well as providing a better connection and understanding among those particular staff.

Chair Susman said the Board and administration knew the decisions that were made would impact morale, and now it is part of their duty to show why the decisions were made and how they helped the institution overall. He said President Hemphill and staff are at the Capitol almost daily during the legislative session on behalf of the University. Dr. Thralls said decisions to reduce workforce is never one the Board wants to make, and he hopes staff realize the value and importance of what they do and how the Board appreciates them.

Mrs. Jarvis said she received e-mails from staff for the roundtable discussion. One staff member asked why the University does not offer an opportunity for employees to sell unused sick leave. Chair Susman said there was a one-time sick leave buy-back at one point. There was also an option to trade in sick leave toward insurance when retiring, but these are no longer options due to changes in state law that are dictated through public policy.

Chair Susman thanked the classified staff members for attending the meeting. He said the Board would follow-up with President Hemphill to discuss how to help boost morale, as well as ways to communicate information on the results of decisions that have been made regarding budget reductions.

- Item 4.c: Chair Susman welcomed the students. He noted that SGA President Simms-Davis could not attend due to a scheduling conflict, and is being represented by Ms. Hightower. Ms. Hightower expressed her appreciation for the opportunity for students and the Board to dialogue. Several student-athletes said they appreciate President Hemphill being supportive of athletic events and seeing him on the sidelines or in the stands during games. Chair Susman asked if student-athletes have tutoring and other support mechanisms to help with their academics. Students said there are many services provided, and coaches, faculty, and staff are supportive about attending class and maintaining academic priorities. Dr. Thralls asked how residence students feel this year compared to last year. Students said the atmosphere is better and the new facilities have helped improve the college experience, along with the academic experience. The new residence hall and the way it was designed have also helped freshmen become acclimated. Mrs. Pitchford asked if students feel safe on campus, and students said they have always felt safe and comfortable. Chair Susman asked the students for their feedback on the recent Wi-Fi upgrades. Students said they noticed an improvement and wireless connection is stronger in classrooms, with the exception of the third floor in Ferrell Hall. However, there was a consensus among the students that the connection is still slow in the new residence hall. Students said the financial aid process has greatly improved, and they like how the area in Ferrell Hall was centralized to bring those offices closer to better serve students.

Chair Susman said the Board heard from faculty and staff earlier about the amount of time spent assisting students who are having issues registering, applying for financial aid, etc., and he asked students in what other ways could the University help in terms of recruitment and retention. Students said granting more leniency regarding their bills would be helpful to students who do not have excessive financial means, but are able to pay in installments over a longer period; many students do not return because of holds on their accounts and not being able to register. Mr. Williams noted there are other entities, such as the Foundation, that can assist with paying balances so students may register. Additionally, President Hemphill said a list of students who have balances, and are in good academic standing, is reviewed at the end of each semester to provide financial support through the Presidential Scholarship fund. He encouraged students to reach out to Ms. McCarthy regarding their situation so she can look for helpful resources.

Chair Susman thanked the students for attending the meeting. President Hemphill said the vice presidents have been working on issues and ideas shared during the forums he held with students last semester. Updates on those items will be provided during a follow-up lunch on February 17, 2015 in McGhee Suites, and he encouraged the students to attend.

5. Next Meeting Date
January 29, 2015

6. Adjournment
With there being no further business, the meeting adjourned at 6:20 p.m.

Respectfully submitted,

L. Vincent Williams
Secretary

Approved: _____
Tom Susman
Chair

West Virginia State University Board of Governors
Erickson Alumni Center, Grand Hall
January 29, 2015
Minutes

1. Call to Order and Roll Call

Chair Susman called the meeting of the West Virginia State University Board of Governors to order at 12:30 p.m.

Present: Ms. Guetzloff, Dr. Guetzloff, Mrs. Jarvis, Mr. Konstanty, Mr. Lipscomb, Mrs. Pitchford, Mr. Salyers, Dr. Smith, Mr. Susman, Mr. Swingle, Dr. Thralls, and Mr. Williams. Several members of the administration, faculty, and staff were also present.

2. Verification of Appropriate Notice of Public Meeting

Mr. Konstanty motioned to verify appropriate notification of the meeting, and Mr. Lipscomb seconded the motion. The motion carried.

3. Review and Approval of Agenda

Dr. Thralls motioned for approval of the agenda as presented, and Mr. Konstanty seconded the motion. The motion carried.

4. Review and Approval of Minutes of Previous Meeting

Mr. Williams noted that he is not listed as present although the minutes refer to him participating by conference call. Chair Susman said the minutes would be amended to indicate Mr. Williams was present. Mrs. Pitchford motioned for approval of the minutes as amended, and Mrs. Jarvis seconded the motion. The motion carried.

5. Announcements from the Chair

Copies of the Self-Study were distributed to the Board, and Chair Susman asked members to review the document carefully in preparation for the reaffirmation training that will be held as part of the March meeting. Additionally, he requested that Board members attend in-person for the training portion, if their schedules permit, as opposed to participating by conference call.

Chair Susman said discussion regarding Title IX regulations was held during the previous meeting, and, since that time, a working group has drafted a revised policy. Ms. McCarthy provided an overview of the draft revised policy. Chair Susman noted that he would like the draft policy to be distributed for public comment prior to the Board having detailed discussion. However, he asked if the Board had any questions prior to the vote on distributing the revised policy for comment. A question was asked about the University receiving legal advice, and Chair Susman indicated that Attorney Jim Newberry with Steptoe & Johnson, PLLC provided guidance and assisted in drafting the revised policy. Dr. Thralls asked if the Board would have an opportunity to view the comments in their entirety or in summary, and Chair Susman said all comments would be provided to the Board in the same manner as previous policies. Chair Susman said a special conference call meeting could be arranged, if needed, to discuss the comments

received. Dr. Guetzloff asked about the significant amount of revisions to the policy and how current information relating to Title IX is in the student and faculty handbooks. It was noted that the handbooks are more up-to-date than the current policy, and the amount of revisions to the policy are necessary due to changes in federal regulations and to the Clery Act. Ms. McCarthy asked if the staff could be allowed to make modifications to the policy in terms of changes to staff titles, and it was agreed that such adjustments could be made, as long as the content of the policy is not changed. Dr. Guetzloff motioned for approval to distribute the draft revised BOG Policy #14 for a thirty-day comment period, and Mr. Williams seconded the motion. The motion carried. Chair Susman asked for the minutes to reflect that the Board is aware of the importance of bringing the University's policy in line with current Title IX regulations and will work diligently with staff on revisions to the policy.

6. Reports from Board Committees

Institutional Advancement:

Committee Chair Susman was unable to attend the Committee meetings. As a result, Dr. Smith presided over the Committee meeting and presented the report.

- Ms. Schumann provided an update on where the University currently stands with giving. The Committee expressed for the record how pleased they are with the progress of the Foundation and University Advancement staff work toward meeting the fundraising goal of \$18 million.
- Recent major gifts include \$25,000 for the Athletics Department; \$100,000 for STEM scholarships; and \$500,000 from a Class of 1960 engineer graduate.
- The Committee received an update on outreach efforts and copies of a calendar of events from Alumni Relations were distributed. There will be an alumni event on campus on February 19 for alumni who live in a 40-mile radius.
- A mentoring program was initiated, and there are currently seven alums paired with students.

Recruitment and Retention:

Mr. Lipscomb chaired the Committee and presented the report.

- The Committee elected Mrs. Pitchford as Presiding Officer in Absence of the Chair.
- As of January 21, 2015, freshman applications increased 47 percent compared to this time last year. There is an 18 percent increase in applications from Kanawha County and an increase of 49 percent from Putnam County. The number of applications from local feeder schools increased overall; this is a result of increased recruitment at these schools. Admits increased 61 percent, from 345 to 546, and transfer applications increased by 13 percent.
- The Mini-State Day initiative has been successful; applications are taken on the spot, students receive information about scholarships and other opportunities, and schedule visit campus visits.
- The Admissions staff continue to participate in college fairs. Additionally, staff will visit the CTCs in West Virginia and surrounding areas. Continuing outreach efforts include First Fridays, Admitted Student Day, and open houses held in the spring.

Finance Committee:

Chair Susman requested to move up the Finance Committee report due to Mr. Salyers having to leave for another meeting, and the Board agreed with the request. Mr. Salyers chaired the Committee and presented the report.

- The Committee discussed items in the audit, and Mr. Jones was asked to gather additional information to clarify those items.
- The University has done an outstanding job in reducing expenditures. Mr. Jones was commended for his attention to the decreased trend on tuition.
- A three percent cut was implemented for the department budgets.
- The Committee reviewed auxiliary accounts, and it was noted that the housing account is trending in a positive directions.

Audit Committee:

Mr. Williams chaired the Committee and presented the report.

- Mr. Williams said there are no new audit matters to report because of the presentation on the financial statements audit to the full Board the previous day. The Board will receive another audit presentation on June 30, 2014.
- Staff will continue to monitor cash accounts.

Academic Policies Committee:

Dr. Thralls chaired the Committee and presented the report.

- The Committee discussed the program reviews, new program proposals, a proposal for a name change, and two follow-up reports on previous program reviews; these items will be recommended to the full Board for approval later on the agenda.
- The Committee also discussed the process for retroactive grade changes, and the Provost will follow-up on this item.
- The Committee will review assessment information from staff at the March meeting, as previously requested by the Chair.

7. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Legal, Personnel, and Property Matters

Mr. Williams motioned for approval to go into executive session, under the authority of West Virginia Code §6-9A-4, to discuss legal, personnel, and property matters. Mr. Konstanty seconded the motion, and the motion carried.

A motion to arise from executive session and reconvene into regular session was made by Mr. Williams, and Dr. Smith seconded the motion. The motion carried. Chair Susman asked for the record to reflect that the Board only discussed items related to the topics listed, that no decisions were made in executive session, and no motions or votes were taken.

8. Report from the University President

President Hemphill provided an enrollment update for the spring 2015 semester. He said the University will host a Retention Summit on January 31, 2015, and Dr. Vincent Tinto will be the keynote speaker. President Hemphill acknowledged Dr. Naveed Zaman for

his appointment as Interim Dean of the College of Natural Sciences and Mathematics. He also welcomed the Director of the ESL Program, Dr. Lan Wang. President Hemphill gave an overview of the recent trip to Mexico, where he and other University officials met with five universities to renew previous and new partnership agreements and discuss the University's ESL program. Chair Susman noted that the seed money for the ESL program was provided by the Kanawha County Commission.

a. University Reports Forwarded by Board Committees

- Item 8.a.i: President Hemphill said, as recommended by the Academic Policies Committee, he brings before the Board's consideration a program review for the Bachelor of Science in Communications. This review has been endorsed by the Provost's office and presented to the Academic Affair Committee. After reviewing the materials, the Academic Policies Committee voted to recommend continuation of the program at the current level with one condition: continuation would call for the submission of a follow-up/progress report on assessment including data collection instruments data collected, and analysis of the data collected to the Board of Governors on December 1, 2016. As indicated by Academic Policies Committee Dr. John Thralls, the review is recommended for approval by the full Board. Dr. Smith motioned for the review as recommended for approval by the full Board, and Mr. Swingle seconded the motion. The motion carried.
- Item 8.a.ii: President Hemphill said, as recommended by the Academic Policies Committee, he brings before the Board's consideration a program review for the Master of Arts in Media Studies. This review has been endorsed by the Provost's office and presented to the Academic Affair Committee. After reviewing the materials, the Academic Policies Committee voted to recommend continuation of the program at the current level with one condition: continuation would call for the submission of a follow-up/progress report on assessment to the Board of Governors on December 1, 2016. As indicated by Academic Policies Committee Dr. John Thralls, the review is recommended for approval by the full Board. Dr. Guetzloff motioned for approval of the program as recommended by the Academic Policies Committee, and Dr. Smith seconded the motion. The motion carried.
- Items 8.a.iii and 8.a.iv: President Hemphill asked Dr. Thralls to provide commentary on the program review follow-up reports for the Bachelor of Arts in Art and Bachelor of Science in Recreation that were reviewed by the Academic Policies Committee. Dr. Thralls said the Committee reviewed the reports and voted to accept the reports. President Hemphill stated for the record that the Board requested to receive any program reviews and follow-up reports prior to March to allow adequate time for extensive review, and he commended the faculty and staff for their work to provide the documents in a timelier manner.

- Item 8.a.v: President Hemphill said, as recommended by the Academic Policies Committee, he brings before the Board's consideration a name change of the Master of Science in Law Enforcement and Administration to the Master of Science in Criminal Justice. President Hemphill asked Dr. Thralls to provide additional commentary that may not have been shared during the Academic Policies Committee report. Dr. Thralls said the name change for this program has been discussed in detail including what level of approval is required. It was confirmed that the name change could be addressed at the institutional level with no further approvals following an endorsement by the full Board. Dr. Guetzloff motioned for approval to change the name of the Master of Science in Law Enforcement and Administration to the Master of Science in Criminal Justice, and Mr. Swingle seconded the motion. The motion carried.
- Item 8.a.vi: President Hemphill said, as recommended by the Academic Policies Committee, he brings before the Board's consideration a program proposal for the Bachelor of Fine Arts in Music Performance. President Hemphill asked Dean Woodard to provide additional comments about the program proposal. Dean Woodard said the program would benefit students majoring in music who do not wish to teach and want to be performers. He noted that the majority of faculty in the Music Department are trained performers with performance degrees from various prestigious institutions. There is no other similar program in this area. Dr. Guetzloff motioned for approval of the program proposal for the Bachelor of Fine Arts in Music Performance, and Mr. Swingle seconded the motion. The motion carried.
- Item 8.a.vii: President Hemphill said, as recommended by the Academic Policies Committee, he brings before the Board's consideration the Intent to Plan for a Master of Education degree in Instructional Leadership. President Hemphill asked Dean Carney to provide additional commentary on the Intent to Plan. Dean Carney said this would be a unique program in the state and surrounding areas. The University looked at relevant research based in leadership, as well as ways to market and expand the program. The University anticipates the program being 100 percent online as one model to increase enrollment, in addition to the traditional classroom setting. Dean Carney said another point of consideration is that the program would allow graduates to obtain a certificate of administration. Discussion has also been held regarding development of a leadership academy to establish partnerships and conduct outreach with local entities. Additionally, the program is in line with goals in the Vision 2020 strategic plan. Dr. Thralls noted that this item would come back to the Board as a program proposal, pending approval of the Intent to Plan by the Higher Education Policy Commission. Mrs. Pitchford motioned for approval of the Intent to Plan for a Master of Education degree in Instructional Leadership, and Mr. Williams seconded the motion. The motion carried.

- Item 8.a.viii: President Hemphill asked Mr. Jones to provide the budget report. Mr. Jones said the December report is included in the Board book. He reminded the Board that the University received a \$1.25 million allocation from the state on January 1, 2015, which will adjust the \$13,000 deficit currently showing in the year-to-date section. The general revenue target is 50% and performance indicators in the report are based on that percentage. The University's total income is only at 42 percent due to the quarterly allocation not being posted to the books when the report was prepared. The actual percentages for all of the areas are as follows: Academic Affairs (49.89 percent) Student Affairs (61.80 percent), President's Area (33.11 percent), University Relations (42.96 percent), Physical Facilities (34.72 percent), University Advancement (48.95 percent), Finance (50.26 percent), and College-Wide (18.07 percent). The majority of the areas are on or below budget. Mr. Jones referred to the footnotes listed at the bottom of the report with additional information on department budgets.

Tuition revenue is running behind due to increased enrollment in categories that are discounted, and some students have not paid their full balance. He said plans have been put into place to correct this, such as additional cost reductions and increased revenues. He noted there are also timing issues where payments that are factored into the budget have not been received. President Hemphill said after reviewing the December budget report, the University called for a 3 percent reduction in expenditures for each administrative area. The vice presidents have been working on recommendations for reductions in their respective area and he will review the information next week. The President said these reductions were not to include any reduction in force or cuts from budgets for academic programs. This measure was put into place to help cover the gap for the tuition shortfall. President Hemphill said another factor is non-collection and the fact that some students enroll, will not pay, and have to be sent to collection. Historically, the University has collected an average of 92 percent each year.

For the auxiliary accounts, housing is trending positively as a result of influx in the residence halls. The Athletics Enhancement funds decreased, which may be due to resurfacing of the tennis courts. Faculty housing remains in a deficit due to maintenance work. The Parking account has positive net activity, and the Bookstore continues to do well.

Before concluding his report, President Hemphill distributed invitations to the Gregory V. Monroe Athletic Complex Dedication and Opening Ceremony that will be held on March 18, 2015.

9. Other Matters

No other matters were brought before the Board for discussion.

10. Next Meeting Date

Chair Susman said the next Board of Governors meeting will be held on March 19, 2015.

11. Adjournment

With there being no further business, the meeting adjourned at 2:40 p.m.

Respectfully submitted,

L. Vincent Williams
Secretary

Approved: _____
Tom Susman
Chair

Agenda Item 5.a.
March 19, 2015

Action

Resolution Honoring Earl Lloyd

Information is still being developed and will be provided at the meeting.

Agenda Item 5.b.
March 19, 2015

Action

Revision to BOG Policy # 14

Ms. Kitty McCarthy, Vice President for Enrollment Management and Student Affairs, will provide an update on the Title IX compliance policy process. The process, which was highlighted during the October 23, 2014 Board of Governors meeting, includes an extensive update to existing BOG Policy #14 (Sexual Harrassment), which was initially presented during the January 29, 2015 Board of Govenrors meeting.

Upon approval by the Board of Governors, the proposed revised policy was distributed for a thirty-day public comment period and an internal task force, under the direction of Vice President McCarthy, was established in order to thoroughly review the proposed revisions and Title IX requirements. A total of four comments were received during the thirty-day public comment period and resulted in technical, non-substantive changes to the policy. Additionally, the Task Force participated in several meetings, which resulted in a number of technical, non-substantive changes to the policy.

It is recommended that the policy be given final approval by the Board of Governors for official adoption and implementation by the University.

From: Joseph Saunders
Sent: Friday, January 30, 2015 4:08 PM
To: Ashley Schumaker
Subject: Re: [All Employees] BOG Policy #14

Greetings, in reference to BOG policy #14 under local law enforcement. Dunbar Police Dept has no jurisdiction in the Institute Area. The correct source would be the Kanawha County Sheriffs Department at 304 357-0169 or dial 348-1111.

Sent from my iPhone

On Jan 30, 2015, at 2:45 PM, Ashley Schumaker <aschumaker@wvstateu.edu> wrote:

On behalf of the West Virginia State University Board of Governors (BOG), please find attached BOG Policy #14. Consistent with the January 29, 2015 BOG approval, the proposed revised policy is hereby posted for a thirty-day public comment period beginning immediately and ending Monday, March 2, 2015. Any comments should be e-mailed to aschumaker@wvstateu.edu or be delivered to the Office of the President (103 Ferrell Hall) by the deadline.

NOTE: Strikethrough indicates that language is being deleted and underline indicates that language is being added.

Sincerely,
Ashley

Ashley Schumaker
Chief of Staff
Special Assistant to the President
West Virginia State University
Post Office Box 399
Institute, West Virginia 25112
Office Phone: (304) 766-3112
Cell Phone: (304) 550-4099
E-mail: aschumaker@wvstateu.edu
Website: www.wvstateu.edu

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You received this message because you are subscribed to the Google Groups "All Employees" group.

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<BOG Policy #14 (1-30-15).pdf>

Comment #2

Ashley Schumaker

From: Barbara Ladner
Sent: Saturday, January 31, 2015 11:44 AM
To: Ashley Schumaker
Subject: Re: [All Employees] BOG Policy #14

Dear Ms. Schumaker/WVSU Board of Governors,
I suggest adding a definition of 'coercion' to the proposed BOG Policy #14. The proposed BOG Policy #14 properly addresses important aspects of sexual misconduct not covered by the previous language and devotes appropriate detail to most aspects policy related to it. However, because of the emphasis is now on responding to allegations of sexual violence (attention currently encouraged by the federal government and relevant to many current news stories), the 'older' concern with sexual 'harassment' is much less prominent. The policy does provide most of the 'ammunition' needed to address cases of 'harassment,' but I believe it would be stronger if the policy included a definition of 'coercion.' The overwhelming emphasis on sexual violence might lead one to consider coercion (and/or intimidation) in a strictly or primarily physical sense and might seem to minimize the complaints of those coerced or intimidated in subtler ways. A definition of 'coercion' that includes non-physical means would largely correct any lack in the proposed language. Thank you for your consideration.

--

Barbara Ladner
Professor of English
West Virginia State University
PO Box 1000
Institute, WV 25112
304-766-4113

On Fri, Jan 30, 2015 at 2:45 PM, Ashley Schumaker <aschumaker@wvstateu.edu> wrote:

On behalf of the West Virginia State University Board of Governors (BOG), please find attached BOG Policy #14. Consistent with the January 29, 2015 BOG approval, the proposed revised policy is hereby posted for a thirty-day public comment period beginning immediately and ending Monday, March 2, 2015. Any comments should be e-mailed to aschumaker@wvstateu.edu or be delivered to the Office of the President (103 Ferrell Hall) by the deadline.

NOTE: Strikethrough indicates that language is being deleted and underline indicates that language is being added.

Sincerely,

Ashley

Ashley Schumaker

Chief of Staff

Special Assistant to the President

West Virginia State University

Post Office Box 399

Institute, West Virginia 25112

Office Phone: (304) 766-3112

Cell Phone: (304) 550-4099

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--

Barbara Ladner
Professor of English
West Virginia State University
PO Box 1000
Institute, WV 25112
304-766-4113

Comment #3

Ashley Schumaker

From: Walter Stroupe
Sent: Thursday, February 05, 2015 9:07 AM
To: aschumaker@wvstateu.edu
Subject: BOG Policy #14

Ashley, Is there any consideration for a non-fraternization policy prohibiting faculty-student dating? If not, I would recommend consideration of this as well.

--

Dr. Walter Stroupe Ed. D.
Associate Professor and Chair
Director of Graduate Studies
Department of Criminal Justice
West Virginia State University
Wallace Hall 525
Telephone: (304) 766-3315
Cell: (304) 237-7553
email: wstroupe@wvstateu.edu

Comment #4

Ashley Schumaker

From: Regina Powell
Sent: Monday, February 09, 2015 9:57 AM
To: Ashley Schumaker
Subject: RE: [All Employees] BOG Policy #14

BOG Policy # 14, lots of really good information, maybe a bit too much if I personally needed to know how to respond .

From: allemployees@wvstateu.edu [mailto:allemployees@wvstateu.edu] **On Behalf Of** Ashley Schumaker
Sent: Friday, January 30, 2015 2:45 PM
To: allemployees@wvstateu.edu; allstudents@wvstateu.edu
Subject: [All Employees] BOG Policy #14

On behalf of the West Virginia State University Board of Governors (BOG), please find attached BOG Policy #14. Consistent with the January 29, 2015 BOG approval, the proposed revised policy is hereby posted for a thirty-day public comment period beginning immediately and ending Monday, March 2, 2015. Any comments should be e-mailed to aschumaker@wvstateu.edu or be delivered to the Office of the President (103 Ferrell Hall) by the deadline.

NOTE: Strikethrough indicates that language is being deleted and underline indicates that language is being added.

Sincerely,
Ashley

Ashley Schumaker
Chief of Staff
Special Assistant to the President
West Virginia State University
Post Office Box 399
Institute, West Virginia 25112
Office Phone: (304) 766-3112
Cell Phone: (304) 550-4099
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WEST VIRGINIA STATE UNIVERSITY BOARD OF GOVERNORS

West Virginia State University

PROPOSED REVISED BOG Policy #14

Title: Sexual Harassment

Section 1. General

1.1 Scope: This policy defines sexual harassment, provides guidelines for filing sexual harassment complaints and indicates what action will be taken against those found to have engaged in sexual harassment.

a. Scope of Policy (was section 2)

a. Persons, Conduct, Locations, Programs, Activities and Relationships Covered - All of University's students, employees, and campus visitors, and third party vendors are covered by this policy, regardless of sexual orientation or gender identity. This policy applies on all property owned by the University, on all property at which the University holds educational programs or activities, and on all airplanes, buses or other vehicles used to transport the University's students, and this policy applies to all of the University's educational programs and other activities.

1.2 Authority: West Virginia Code §18B-1-6, a policy statement issued by the Office for Civil Rights of the U.S. Department of Education on the interpretation of the following: Title IX of the Education Amendments of 1972 and Equal Employment Opportunity Commission (EEOC) interpretative guidelines issued in March, 1980, and subsequent federal court decisions on the subject of sexual harassment.

1.3 Effective: ~~October 6, 2005~~

1.4. Adopted:

~~Section 2. Policy~~

~~2.1 It is the policy of West Virginia State University (WVSU) to maintain a work and educational environment free from all forms of sexual harassment of any employee, applicant for employment or student;~~

~~2.2 Sexual harassment in any manner or form is expressly prohibited. It is the responsibility of each institution to provide educational opportunities to create this free environment and to take immediate and appropriate corrective action when sexual harassment is reported or becomes known;~~

~~2.3 Supervisors at every level are of primary importance to the implementation and enforcement of this policy.~~

~~Section 3. Definition~~

~~3.1 Sexual harassment is defined consistent with EEOC and United States Department of Education guidelines. Sexual harassment includes any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:~~

~~3.1.1 submission to such conduct is an explicit or implicit condition of employment;~~

~~3.1.2 submission to or rejection of such conduct is used as the basis for employment decisions; or~~

~~3.1.3 such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive work or educational environment.~~

Section 4. Filing of Complaints

4.1 The President of the University shall designate an Affirmative Action Officer who shall receive training in facilitating the proper resolution of complaints with the authority to investigate and report to the President;

4.1.1 In cases involving the President, any accusation of sexual harassment shall be filed with the Chair of the West Virginia State University Board of Governors.

4.2 ~~Employees~~ Any employee who feels he/she has been sexually harassed, and direct communication of such undesired activity has not resolved the situation, should follow one of these two formal procedures: 1) Section 4.2.1 if the immediate supervisor is not involved in the matter, or 2) Section 4.2.2 if the supervisor is involved in the matter:

4.2.1 Supervisors are to make every effort to ensure that such problems are resolved promptly and effectively. These formal procedural steps are to be followed until a successful resolution of the employee's accusation is achieved. ~~WVSU Employees~~ → Supervisor if Staff; Department Chair if faculty → Unit Head if staff; Dean if faculty → Relevant Vice President → Affirmative Action Officer → President.;

4.2.2 If a supervisor, either staff or faculty, in the chain of procedural steps of Section 4.2.1 is involved with the employee's accusation of sexual harassment, the employee may choose to take the complaint directly to the Affirmative Action Officer as the initial formal procedural step for resolution;

4.2.3 If the Affirmative Action Officer is involved with the employee's accusation of sexual harassment, the complaint will be taken directly to the supervisor of the Affirmative Action Officer.

4.3 ~~Students~~ Any student who feels he/she has been sexually harassed, and direct communication of such undesired activity has not resolved the situation, is to follow these formal procedural steps: Student → Counselor → Student Affairs Vice President (WVSU) → Affirmative Action Officer → President.

4.4 Appeals to a decision rendered by the President shall be directed to the Chair of the Board of Governors.

Section 5. Sanctions

5.1 Any student, supervisor, agent or other employee who is found, after appropriate investigation, to have engaged in the sexual harassment of another employee or a student will be subject to appropriate disciplinary action;

5.1.1 Depending on the circumstances, sanctions may include termination or expulsion.

1. Introduction Section 2. Overview

The University prohibits all forms of sexual discrimination, including sexual misconduct. The University is committed to addressing sexual misconduct in a manner consistent with applicable law. A notice of the University's policy of nondiscrimination shall be widely disseminated on the University's campus to students, employees, applicants for admission and applicants for employment. The notice shall specifically state that (a) the University does not discriminate on the basis of sex in its education programs and activities, (b) the University is required by Title IX not to discriminate in such a manner, and (c) questions concerning Title IX may be referred to the University's Title IX Coordinator or to the Office of Civil Rights at the United States Department of Education. The notice of non-discrimination shall state the name or title, office address, telephone number and email address of the University's Title IX Coordinator.

Specifically, It is the policy of the University that designated staff members take immediate and appropriate steps to investigate or otherwise determine what happened when the University knows or reasonably should know of possible sexual **misconduct violence**. When sexual **misconduct violence** is determined to have occurred, the University shall take prompt and effective steps reasonably

calculated to end the sexual misconduct violence, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. All complaints shall be processed in accordance with the procedures established in this policy.

It is also the policy of the University to protect any student or employee filing a complaint alleging sexual misconduct violence and to ensure the student's safety as necessary, including taking interim steps to protect the student or employee prior to the final outcome of any investigation. It is the University's duty under Title IX to resolve complaints promptly and equitably and to provide a safe and nondiscriminatory environment for all students and employees, free from sexual harassment and sexual misconduct violence. This duty also applies to complaints involving parties of the same sex, and it requires the University to use the same procedures and standards used in all complaints involving sexual misconduct violence.

Inappropriate conduct by University personnel toward students is prohibited, and University policies shall identify procedures for identifying and responding to inappropriate conduct by University personnel.

~~b. Overview of Confidentiality Policy—The University's confidentiality policy is set forth in Section 6.~~

3. Options for Assistance Following an Incident of Sexual Misconduct

The University shall take prompt steps to protect the complainant once the University has notice of sexual misconduct violence. The University shall take interim measures, including academic accommodations, to protect the complainant and witnesses as necessary while any criminal or campus investigation is underway and before the final outcome of any investigation. University officials should be mindful that sexual misconduct violence can result in delayed decision-making by a student person who has experienced sexual misconduct violence. In anticipation of the need for support services from other agencies in the community, the University shall enter memoranda of understanding with other agencies as may be necessary to meet the University's obligation under Title IX. ~~The University shall enter a memorandum of understanding with local victim services provider if the University does not offer services required by Title IX.~~ All such memoranda shall comply with all FERPA requirements. In the event of an alleged off-campus sexual misconduct violence incident, the University shall protect the student and the University community in the same manner it would had the sexual misconduct violence occurred on campus. Further, the University shall handle off-campus sexual misconduct violence incidents as it would handle other off-campus incidents of misconduct or violence and consistent with any applicable law. ~~If the University has a sexual assault response coordinator, that person must be consulted in identifying safety risks and interim measures that are necessary to protect the student.~~ The Title IX Coordinator must be consulted in identifying safety risk and interim measures that are necessary to protect the complainant.

a. Immediate Assistance - In the event of a sexual assault, various resources are available to students:

i. Trained on- and off- campus advocates and counselors who can provide an immediate confidential response in a crisis situation:

~~Name and~~ Contact Information: Kellie Toledo — toledoke@wvstateu.edu

(304) 766-3262; 125 Sullivan Hall, East

~~Name and~~ Contact Information: Robin Tabor — taboro@wvstateu.edu

(304) 766-3224; 129 Sullivan Hall, East

~~Name and~~ Contact Information: REACH Advocate-

The Counseling Connection

1021 Quarrier Street, Suite 414

Charleston, WV, 25301

304-340-3676; www.tccwv.org

ii. Emergency phone numbers for on- and off- campus safety, law enforcement and other first responders, including the Title IX Coordinator:

Campus Safety/Police: WVSU Campus Police (304) 766-3353

Local Police: Dunbar Police Department (304) 766-0201

Agency & Contact Information: Kanawha County Sherriff's Office
301 Virginia Street, East
Charleston, WV 25301
(304) 357-0169

Ambulance: Kanawha County Emergency Ambulance Authority
(304)342-1107

Title IX Coordinator: Joyce Chaney Human Resources Director (304) 766-5224

iii. Advocates who can meet a victim at the hospital or other health care provider:

Name and Contact Information: REACH Advocate

The Counseling Connection

1021 Quarrier Street, Suite 414, Charleston, WV, 25301

Phone: 304-340-3676, Website: www.tccwv.org

iv. The Sexual Assault Response Team (SART) can provide the following resources and support and can be accessed by: REACH SART, 1021 Quarrier Street, Suite 414, Charleston, WV 25301; (304) 340-3676; 1-800-656-HOPE

v. Health care services are available as follows:

On-Campus: WVSU Health Center (304) 766-3323

Off-Campus: CAMC Women's and Children's Hospital

800 Pennsylvania Avenue

Charleston, WV 25302

(304) 388-2550

vi. A Sexual Assault Nurse Examiner (SANE) can be found or a rape kit can be obtained at:

CAMC Women's and Children's Hospital

800 Pennsylvania Ave, Charleston, WV 25302, (304) 388-2550

CAMC General Hospital

501 Morris St, Charleston, WV 25301, (304) 388-5432

CAMC Memorial Hospital

3200 MacCorkle Ave SE, Charleston, WV 25304, (304) 388-5432

Any victim of sexual misconduct should be aware of the options to seek treatment for injuries, preventative treatment for sexually transmitted diseases, and other services. Victims are encouraged to discuss with health care providers, campus officials, and/or first responders the option of seeking medical treatment in order to preserve evidence which may be necessary to the proof of criminal domestic violence, dating violence, sexual assault, or stalking, or in obtaining a protective order.

Alleged offenses may be reported to the law enforcement agencies or to University officials designated in Section 6, and victims may (a) notify law enforcement authorities, (b) be assisted by campus authorities in notifying law enforcement authorities if the victim chooses, or (c) decline to notify such authorities. Victims may also be able to obtain orders of protection, no contact orders, restraining orders, or similar lawful orders issued by an appropriate court.

University officials should be mindful of the University's obligation to provide interim measures to protect the complainant in the educational setting. The University must consider a number of factors in determining what interim measures to take, including, (a) the specific need expressed by the complainant, (b) the age of the students involved, (c) the severity or pervasiveness of the allegations, (d) any continuing effects on the complainant, (e) whether the complainant and the alleged perpetrator share the same residence hall, dining hall, class, transportation or job location, and (f) whether other judicial measures have been taken to protect the complainant. The University shall minimize the burden of any interim measures on the complainant. The University will provide counseling services

without charge to the complainant if the University determines that counseling is necessary as a part of its Title IX obligation to protect the complainant while the investigation is ongoing. ~~Non-professional counselors or advocates shall consult with students regarding what information needs to be withheld to protect each student's identity.~~ The University shall notify the complainant of complainant's options to avoid contact with the alleged perpetrator and allow the complainant to change academic and extracurricular activities or complainant's living, transportation, dining, and working situation as appropriate. The University shall ensure that the complainant is aware of (a) complainant's Title IX rights, (b) any available resources, such as victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, and legal assistance, and (c) the right to report a crime to campus or local law enforcement. The University shall not dissuade a complainant from filing a criminal complaint either during or after the University's internal Title IX investigation.

b. Ongoing Assistance

i. Counseling, Advocacy and Support - On and Off Campus

1. Counseling and support services for victims of sexual misconduct, whether or not a victim chooses to make an official report or participate in the University's disciplinary process or criminal process, include:

~~Name and Contact Information: Director, Counseling and Academic Support Services (CASS) Kellie Toledo — toledoke@wvstateu.edu~~

(304) 766-3262; 125 Sullivan Hall, East

~~Name and Contact Information: CASS Mental Health Specialist Robin Tabor — taborro@wvstateu.edu~~

(304) 766-3224; 129 Sullivan Hall, East

2. Confidential counseling, advocacy, health, mental health, or sexual-misconduct-related sources, can be found both on and off campus as follows:

On-Campus: CASS, 1st Floor Sullivan Hall, East; (304) 766-3168

On-Campus: Health Center, 004 University Union; (304) 766-3323

Off-Campus: REACH Advocate- The Counseling Connection
1021 Quarrier Street, Suite 414, Charleston, WV, 25301

Phone: 304-340-3676; www.tccwv.org

3. Ongoing support during the University's disciplinary process or the criminal process can be found as follows:

~~Name and Contact Information: Kellie Toledo — toledoke@wvstateu.edu~~

(304) 766-3262; 125 Sullivan Hall, East

~~Name and Contact Information: Robin Tabor — taborro@wvstateu.edu~~

(304) 766-3224; 129 Sullivan Hall, East

ii. Academic Accommodation and Interim Measures

1. The University can provide immediate steps and interim measures to ensure the safety and well-being of the victim, such as the ability to move dorms, change work schedules, alter academic schedules, withdraw from/retake a class without penalty, and access academic support (e.g. tutoring).

2. The University may be able to provide additional interim measures for complainants while an investigation is pending, such as no contact orders and changing the alleged perpetrator's living arrangements or course schedule.

4. Title IX Coordinator

The President shall designate at least one employee to coordinate the University's efforts to comply with and carry out responsibilities under Title IX. ~~The current Title IX Coordinator is: Joyce Chaney.~~ The University shall notify all students and employees of the name or title and contact information for the Title IX Coordinator. The President shall give the Title IX Coordinator the training, authority, and visibility to fulfill the required duties set forth in this section and elsewhere in

this policy in sections, 1, 3, 4, 6, 7, 9 and 10. The Title IX Coordinator shall have knowledge of Title IX requirements, of the University's policies and procedures on sex discrimination and of all complaints raising Title IX issues throughout the University. The University shall appropriately train the Title IX Coordinator in all areas over which the Title IX Coordinator has responsibility. The Title IX Coordinator shall be informed of all reports and complaints raising Title IX issues, even if the report or complaint was initially filed with another individual or office or if the investigation is to be conducted by another individual or office. The Title IX Coordinator shall be available to meet with students as needed. The Title IX Coordinator shall have no other job responsibilities which create a conflict of interest with the responsibilities associated with being the Title IX Coordinator. If more than one Title IX Coordinator is designated by the President, the University's notice of nondiscrimination and the University's grievance procedure shall describe each coordinator's duties and shall designate one coordinator as having ultimate oversight responsibility. The Title IX Coordinator shall review all processes used to resolve complaints of sexual misconduct violence to ensure that they (a) comply with requirements for prompt and equitable resolution of these complaints, (b) allow for appropriate interim measures to be taken to protect the complainant during the process, and (c) provide for remedies to the complainant and University community where appropriate. The Title IX Coordinator shall also review the University's disciplinary policy to ensure it does not have a chilling effect on student's reporting of sexual misconduct violence offenses or participating as witnesses.

5. Definitions

As used in this policy, the phrases and words listed shall have the meanings set forth below:

Complainant – The person making an allegation or complaint of sexual misconduct or relationship violence.

Consent - Verbal statements or non-verbal actions which a reasonable person would understand to mean a voluntary agreement to engage in sexual activity. Someone who is incapacitated cannot consent. Past consent does not imply future consent. Silence or an absence of resistance does not imply consent. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another. Consent can be withdrawn at any time. Coercion, force, or threat of either invalidates consent.

Counseling employees - Counselors employed by the University and other employees non-licensed employees working under the direct supervision and control of counselors the licensed employees such that non-licensed employees are covered under by the licensed employees' statutory privilege.

Dating violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of the relationship, and the frequency of interaction between the persons involved in the relationship. "Dating violence" includes, but is not limited to, sexual or physical abuse or the threat of such abuse, but it does not include acts covered under the definition of domestic violence.

Domestic violence - A felony or misdemeanor crime of violence committed by: (a) a current or former spouse or intimate partner of the victim, (b) a person with whom the victim shares a child in common, (c) a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner, (d) a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or (e) any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Educational setting - All of the University's academic programs and other activities of whatever nature on campus and at every other location where the University conducts authorized programs or activities.

Incapacitation - Any situation in which a person is incapable of giving consent due to the student's age, state of consciousness, use of drugs or alcohol, or an intellectual or other disability.

Intimidation - The intentional act of coercing or frightening someone to engage or not engage in conduct of a sexual nature against that person's will.

Hostile environment - "Hostile environment" means activity or conduct involving sexual harassment that is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the University's program.

Non-consensual sexual contact - Any physical touching of a sexual nature which is not preceded by consent or which continues after a previous consent is withdrawn.

Non-consensual sexual intercourse - Any sexual intercourse which is not preceded by consent or which continues after a previous consent is withdrawn. "Sexual intercourse" includes vaginal or anal penetration by a penis, object, tongue or finger and oral copulation.

Respondent - The person against whom the allegation or complaint of sexual misconduct or relationship violence is made.

Responsible employees - The President, Vice Presidents, and Deans of the University, the Title IX Coordinator, Department Chairs, Program Coordinators, Faculty members, Directors, Supervisors, resident advisors (RAs) and their supervisors, and University security officers are responsible employees.

Retaliation - The act of seeking revenge upon another person.

Sexual assault - An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI's Uniform Crime Reporting program.

Sexual exploitation - The abuse of a position of vulnerability, differential power, or trust for sexual purposes.

Sexual harassment—Unwelcome conduct of a sexual nature.

Sexual Harassment—Gender-based verbal or physical conduct that unreasonably interferes with or deprives someone of educational access, benefits or opportunities.

Hostile environment sexual harassment includes any situation in which there is harassing conduct that is sufficiently severe, pervasive/persistent and patently/objectively offensive that alters the conditions of education or employment, from both a subjective (the alleged victim's) and an objective (reasonable person's) viewpoint. The determination of whether an environment is hostile must be based on all of the circumstances. These circumstances could include: the frequency of the conduct; the nature and severity of the conduct; whether the conduct was physically threatening; whether the conduct was humiliating; the effect of the conduct on the alleged victim's mental or emotional state; whether the conduct was directed at more than one person; whether the conduct arose in the context of other discriminatory conduct; whether the conduct unreasonably interfered with the alleged victim's educational or work performance; or whether the statement is a mere utterance of an epithet which engenders offense in an employee or student, or offends by mere discourtesy or rudeness; and whether the speech or conduct deserves the protections of academic freedom.

Quid pro quo sexual harassment exists when there are: unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature; and submission to or rejection of such conduct results in adverse educational or employment action.

Retaliatory harassment is any adverse employment or educational action taken against a person because of the person's participation in a complaint or investigation of discrimination or sexual misconduct.

Sexual misconduct - Any act of sexual harassment, sexual violence, sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, stalking, intimidation, dating violence, or domestic violence, or any act that creates a hostile environment or any act of retaliation against a complainant or anyone involved in a grievance procedure under this policy.

Sexual violence - Physical sexual acts perpetrated against a person's will or with a person who suffers from incapacitation. "Sexual violence" also means same-sex conduct that violates the University's prohibition on sexual violence, including, but not limited to, the following examples: sexual assault, non-consensual sexual intercourse, non-consensual sexual contact, dating violence or domestic violence.

Stalking - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for the person's safety or the safety of others, or (b) suffer substantial emotional distress. As used in this definition, "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens or communicates to or about a person, or interferes with a person's property; "substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling; and "reasonable person" means a person under similar circumstances and with similar identities to the victim.

Title IX Coordinator - The person designated as such by the University's president or the person temporarily designated by the Title IX Coordinator to serve in that capacity during the Title IX Coordinator's incapacity or absence from the University's campus.

6. Reporting Policies and Protocols

The University encourages victims of sexual misconduct violence to talk to somebody about what happened so victims can get the support they need and so that the University can respond appropriately. Different employees on campus have different abilities to maintain a victim's confidentiality:

- Some are required to maintain near complete confidentiality; talking to them is sometimes called a "privileged communication."
- Other employees may talk to a victim in confidence, and generally only report to the University that an incident occurred without revealing any personally identifying information. Disclosures to these employees will not trigger a University investigation into an incident against the victim's wishes.
- Thirdly, some employees are required to report all of the details of an incident (including the identities of both the victim and the alleged perpetrator) to the Title IX Coordinator. A report to these employees (called "responsible employees") constitutes a report to the University - and generally obligates the University to investigate the incident and take appropriate steps to address the situation.

This policy is intended to make students and their parents, if appropriate, employees and others aware of the various reporting and confidential policies available to them - so they can make informed choices about where to turn seek assistance should they become a victim of sexual misconduct violence and so they will know how to report any problems relating to retaliation which may subsequently arise. The University encourages victims to talk to someone identified in one or more of these groups.

a. Reporting Required - All employees must be aware of their own reporting responsibilities and the importance of informing complainants of (a) the reporting requirements of responsible employees, (b) complainants' option to request confidentiality and available confidential advocacy, counseling, or other support service, and (c) complainants' right to file a Title IX complaint with the University and to report a crime to campus or local law enforcement. All responsible employees shall report incidents of sexual misconduct violence to the Title IX Coordinator, subject to the exemption

for the University's counseling employees. All other employees shall respond to reports of sexual misconduct violence by notifying a responsible employee of the information pertaining to the incident of sexual misconduct violence. The University shall take the following steps to ensure that a student understands an employee's reporting obligation before the student reveals any information to that employee:

1. New Student Seminars
2. Brochures/webpage/posters
3. Training of all employees Faculty will be trained to provide information about their reporting obligations to students seeking assistance. Students will also receive this information in new student seminars.

b. Responsible Employees - Responsible employees shall report to the Title IX Coordinator all relevant details about the alleged sexual misconduct violence that the complainant student or other reporter person has shared and that the University will need to determine what occurred and to resolve the situation. Before a student complainant or other reporter reveals information that the complainant or other reporter student wishes to keep confidential, a responsible employee, including a resident advisor, should make effort to ensure that the complainant or other reporter student understands: (a) the responsible employee's obligation to report the names of the alleged perpetrator and complainant student involved in the alleged sexual misconduct violence, as well as relevant facts regarding the alleged incident to the Title IX Coordinator or other appropriate University officials, (b) the complainant's student's option to request that the University maintain the complainant's student's confidentiality which the University will consider, and (c) the complainant's student's ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual-assault-related services. Resident advisors and all responsible employees shall report the names of the alleged perpetrator (if known), the person student who experienced the alleged sexual misconduct violence, other persons students involved in the alleged sexual misconduct violence, as well as relevant facts, including the date, time and location to the Title IX Coordinator. A responsible employee, including a resident advisor, prior to providing information about the incident to the Title IX Coordinator, shall consult with the complainant student about how to protect his or her safety and the details of what will be shared with the Title IX Coordinator. Responsible employees do not need to determine whether the alleged sexual harassment or sexual misconduct violence actually occurred or that a hostile environment has been created before reporting an incident to the Title IX Coordinator.

c. Requests for Confidentiality - Upon receipt of a complaint of sexual misconduct violence, the University must act immediately to protect the complainant while keeping the identity of the complainant confidential. The Title IX Coordinator and other appropriate University personnel shall determine, consistent with state and local law, whether appropriate law enforcement or other authorities should be notified. The Title IX Coordinator shall evaluate complainant student requests for confidentiality and shall determine when such requests shall be honored. If the University has a sexual assault response coordinator, the Title IX Coordinator shall be consulted in evaluating requests for confidentiality. The Title IX Coordinator shall make every effort to respect requests for confidentiality. In considering a student's request for confidentiality that would preclude a meaningful investigation or potential discipline of the alleged perpetrator, the Title IX Coordinator shall consider an evaluation of circumstances that suggest there is an increased risk of the alleged perpetrator committing additional acts of sexual misconduct violence or other violence, such as: (a) whether there have been other sexual misconduct violence complaints about the same alleged perpetrator, (b) whether the alleged perpetrator has a history of arrests or records from a prior University indicated a history of misconduct violence, (c) whether the alleged perpetrator threatened further sexual misconduct violence or other violence against the student or others, (d) whether the sexual misconduct violence was committed by multiple perpetrators, (e) whether the complainant's student's report reveals a pattern of perpetration at a given location or by a particular group, (f) whether the misconduct violence was perpetrated with a weapon, (h) the age of the complainant

student subjected to sexual misconduct violence, and (i) whether the University possesses other means to obtain relevant evidence. The Title IX Coordinator shall evaluate confidentiality requests in the context of the University's responsibility to provide a safe and nondiscriminatory environment for all students. The University shall inform the complainant student that a the student's request for confidentiality that the student's name not be released to the alleged perpetrator or asks that the University not investigate or seek action against the alleged perpetrator may limit the University's ability to fully respond to the incident, including pursuing disciplinary action against the alleged perpetrator. A responsible employee, including a resident advisor, shall explain to the student that reporting the student's information to the Title IX Coordinator does not necessarily mean that a formal complaint or investigation under the University's Title IX grievance procedure must be initiated if the student requests confidentiality. All information reported in connection with an alleged sexual misconduct violence incident shall be maintained in a secure manner. All The University employees shall only disclose information regarding alleged incidents of sexual misconduct violence to individuals who are responsible for handling the University's response. All The University employees shall notify students of the information that will be disclosed, to whom it will be disclosed and why the disclosure is being made. In the event the complainant requests that the University inform the perpetrator that the student asked the University not to investigate or seek discipline, the University shall honor this request and inform the alleged perpetrator that the University made the decision to go forward. In the event the University determines that it can respect the student's request for confidentiality, the University shall take all reasonable steps to respond to the complaint consistent with the request and to determine what interim measures are appropriate or necessary. In the event the University determines it must disclose the complainant's identity to an alleged perpetrator, the University shall inform the complainant prior to making the disclosure.

d. Reporting Options – Complainants Students may use any combination of the following options to report sexual misconduct:

1. Criminal Complaint - Criminal complaints are filed with local law enforcement officials and the University is not involved in that process. Criminal complaints can be filed with the following agencies:

Agency & Contact Information: WVSU Department of Public Safety
122 Wallace Hall, Institute, WV 25112,
(304)766-3353

Agency & Contact Information: Kanawha County Sherriff's OfficeDunbar Police Department
210 12th Street, Dunbar, WV 25064 (304)766-0201
301 Virginia Street, East
Charleston, WV 25301
(304) 357-0169

Agency & Contact Information: Dunbar Police Department
210 12th Street, Dunbar, WV 25064
(304)766 0201

Agency & Contact Information: Charleston Police Department
501 Virginia Street East, Charleston, WV 25301
(304) 348 8111

Agency & Contact Information: West Virginia State Police
725 Jefferson Road
South Charleston, WV 25309
(304) 746-2100

2. Institutional Complaint - Institutional complaints are filed with the University, and upon receipt of the complaint, the University will initiate an investigation by the University in accordance with this policy. Institutional complaints may be filed with the Title IX Coordinator. The Title IX

Coordinator's name and contact information are: Joyce Chaney, Title IX Coordinator; Human Resources Director, 105 Cole Complex; (304) 766-5224

3. Report to Responsible Employee - Reports made to responsible employees, including resident advisors are required by federal law to be relayed to the University's Title IX Coordinator and will initiate an investigation by the University in accordance with this policy. Responsible employees are identified in Section 5. Responsible employees can be found at www.wvstateu.edu/titleix around campus. The Title IX Coordinator is a responsible employee. You can report sexual misconduct to any responsible employee.

4. Privileged and Confidential Reporting - Either as an alternative to the reporting options listed above or in lieu of reporting sexual misconduct to the individuals or offices listed above, students complainants may make privileged and confidential reports of sexual misconduct to certain health or mental health providers or to certain off-campus pastoral counselors. While criminal complaints, institutional complaints, and reports to responsible employees will result in the initiation of an investigation, reports to health or mental health providers or to certain pastoral counselors are privileged and will remain confidential so long as the student filing the report does not represent a threat to his or her self or to others. Privileged and confidential reports may be made to:

On Campus Health Provider and Contact Information: Dr. Haikal, Health Center

004 Wilson University Union
(304) 766-3323

Off Campus Health Provider and Contact Information:

CAMC Women's and Children's
Hospital
800 Pennsylvania Avenue
Charleston, WV 25302
(304) 388-2550

On Campus Mental Health Care Provider and Contact Information:

Kellie Toledo
toledoke@wvstateu.edu
(304) 766-3262
125 Sullivan Hall, East
Robin Tabor
taboro@wvstateu.edu
(304) 766-3224

129 Sullivan Hall, East

Off Campus Mental Health Care Provider and Contact Information:

REACH
The Counseling Connection
1021 Quarrier Street
Suite 414
Charleston, WV, 25301
(304) 340-3676

Reports of sexual misconduct may be made by third-parties (individuals who were not the victim or perpetrator) or anonymously to: Joyce Chaney, Title IX Coordinator, Human Resources Director 105 Cole Complex; (304) 766-5224. Requests for amnesty from drug, alcohol, and other student conduct policies should be directed to the Title IX Coordinator who shall consider the request and make a recommendation to the Vice President for Enrollment Management and Student Affairs or the Vice President for Business and Finance if the Title IX Coordinator believes the request should be approved in order to further the objectives of Title IX. The President or his/her designee (Vice President for Enrollment Management and Student Affairs or the Vice President for Business and Finance) may approve or disapprove the request after considering all of the University's interests.

e. Reporting under the Clery Act - The University has various reporting obligations under the Clery Act which promotes campus safety by ensuring that students, employees, parents and the broader community are well-informed about important public safety and crime prevention matters. Details about the University's reporting obligations under Clery may be obtained

at: <https://www.notalone.gov/assets/ferpa-clerychart.pdf>. Depending on the circumstances, the Clery Act may also require the University to issue timely warnings to the campus community about crimes that have already occurred but may continue to pose a serious or ongoing threat to students and employees. Certain Campus Security Authorities (CSAs) are required to report information gathered during the investigation of criminal activity. These CSAs include campus law enforcement officers, non-law enforcement campus security officers, and local law enforcement officers. These CSAs will typically be required to document incidents in a fashion that contains personally identifiable information about the parties involved and witnesses. Other CSAs, such as University officials, are not typically required to report personally identifiable information.

7. Investigation Procedures and Protocols

The University shall process all complaints of sexual **misconduct violence**, regardless of where the conduct occurred, to determine whether the conduct occurred in the context of an education program or activity or had continuing effects on campus or in an off-campus education program or activity. The University shall determine whether any alleged off-campus sexual **misconduct violence** occurred in the context of an education program or activity of the University. If the off-campus **misconduct violence** occurred in the context of an education program or activity of the University, the University shall treat the complaint in the same manner that treats complaints regarding on-campus conduct. Once the University is on notice of an allegation of off-campus sexual **misconduct violence** against a student, the University shall assess whether there are any continuing effects on campus or in an off-campus education program or activity that are creating or contributing to a hostile environment and, if so, the University shall address the hostile environment in the same manner in which it would address a hostile environment created by on-campus misconduct. Since there may be continuing effects of off-campus sexual **misconduct violence** while at University or in an off-campus education program or activity, if the off-campus sexual **misconduct violence** did not occur in the context of an education program or activity of the University, the University shall consider the effects of the off-campus misconduct when evaluating whether there is a hostile environment on campus or in an off-campus education program or activity. The Title IX Coordinator or an individual designated by the Title IX Coordinator shall conduct the investigation of any complaint of sexual misconduct under this policy. An investigation may entail interviews with witnesses, a review of any documentary or electronic evidence, a review of medical evidence, a review of campus security data, or a review of any other material which the investigator deems relevant to an assessment of the facts surrounding the complaint. As soon after the initiation of the investigation as possible, the Title IX Coordinator or the designated investigator shall notify all University employees or students who are believed to have documentary, electronic, or tangible evidence to preserve such evidence for the investigation. The investigation shall provide the respondent and the complainant with equitable rights during the investigation. The University will endeavor to complete investigations and resolve complaints within sixty (60) days of the date on which the complaint was received, but the University's primary objective is a thorough investigation. Thus, if the Title IX Coordinator believes additional time beyond sixty days is necessary to complete a thorough investigation, the Title IX Coordinator shall advise the President of such information in writing and request an extension of time for the investigation, and such extensions shall be approved whenever the President believes an extension is warranted.

The University shall coordinate its Title IX investigation with any other ongoing University or criminal investigation of the incident and establish appropriate fact-finding roles for each investigator. ~~The following information may be shared with law enforcement during a parallel investigation: information identified by the Coordinator, subject to continuing FERPA restrictions, if any. The following information may not be shared with law enforcement during a parallel investigation: information identified by the Coordinator.~~ The University shall consider whether information can be shared among the investigators so that complainants are not unnecessarily required to give multiple statements about a traumatic event. The University should not wait for the

conclusion of a criminal investigation or criminal proceeding to begin its own Title IX investigation. If the fact-finding portion of the University's Title IX investigation is suspended due to the existence of a criminal investigation, the University's fact-finding portion of the Title IX investigation shall resume promptly once law enforcement officials have completed their evidence-gathering state of the criminal investigation. The University shall periodically update the parties on the status of the investigation and inform the parties when the University resumes its Title IX investigation following any delay associated with a criminal investigation.

The University shall immediately investigate any possible retaliation against the complainant, including threats, intimidation, coercion, or discrimination.

8. Grievance/Adjudication Procedures

The University has jurisdiction over Title IX complaints. The University shall adopt and publish grievance procedures for the prompt and equitable resolution of discrimination complaints, including harassment complaints, filed by students against University employees, other students and third parties, which shall:

- Provide notice to students and employees of the grievance procedures, including where complaints may be filed.
- Explain generally the grievance/adjudication process.
- Ensure that hearings are conducted in a manner that does not inflict additional emotional trauma on the complainant.
- Explain the possible results of the adjudication process, including sanctions, remedies/accommodations for the victim, and additional remedies for the University community.
- Explain that mediation is never appropriate in sexual misconduct cases.
- Notify the complainant of the right to end the informal process at any time and to begin the formal stage of the complaint process, if voluntary informal mechanisms for resolving some types of sexual harassment complaints are provided.
- Provide for the application of the procedure to complaints filed by students or on their behalf alleging sexual **misconduct violence** carried out by employees, other students, or third parties.
- Provide for adequate, reliable, and impartial investigation of complaints, including the opportunity for both the complainant and the alleged perpetrator to present witnesses and evidence.
- Designate reasonably prompt time frames for the major stages of the complaint process.
- Provide for simultaneous written notice to the complainant and the alleged perpetrator of the outcome of the complaint and any appeal.
- Provide assurance that the University will take steps to prevent the recurrence of any sexual **misconduct violence** and remedy discriminatory effects on the complainant and others, if appropriate.
- Provide adequate definitions of "sexual harassment" and an explanation as to when such conduct creates a hostile environment.
- Include reporting policies and protocols, including provisions for confidential reporting.
- Identify the employee or employees responsible for evaluating requests for confidentiality.
- Provide notice that Title IX prohibits retaliation.
- Provide notice of a student's right to file a criminal complaint and a Title IX complaint simultaneously.
- Provide notice of available interim measures that may be taken to protect the student in the educational setting.
- State the evidentiary standard that must be used (preponderance of the evidence) in resolving a complaint.
- Provide notice of the potential remedies for students.

- Provide notice of the potential sanctions or protective measures which may be imposed against the perpetrators, including, specifically, the sanctions regarding rape, acquaintance rape, domestic violence, dating violence, sexual assault, or stalking.
- Provide sources of counseling, advocacy and support.
- Provide for the extension of all rights given to the alleged perpetrator to the complainant.
- Provide notice of hearing(s) to both parties.
- Identify a process by which either party may raise issues related to potential conflicts of interest of the adjudicators.
- Identify the trained individuals who will determine whether the alleged sexual misconduct occurred and the individuals who will determine the sanction.
- Provide for all proceedings to provide a prompt, fair, and impartial investigation and resolution.
- Provide for all proceedings to be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- Provide an equal opportunity for the parties to present relevant witnesses and other evidence.
- Provide the parties with similar and timely access to any information that will be used at the hearing.
- Provide a description of the types of evidence that may or may not be presented.
- Provide an equal opportunity for the parties to be represented by counsel.
- Impose equal restrictions on the ability of lawyers or other advisors to speak or otherwise participate in the proceedings.
- Identify the persons who may attend and/or participate in the adjudication process and the extent of their participation.
- Provide an equal opportunity for the parties to present expert testimony.
- Provide an equal opportunity for the parties to appeal.
- Require the same type of review be applied on appeal, regardless of which party files the appeal.
- Describe the appellate procedures, grounds for appeal, the person/entity that will decide appeals, and the applicable reasonably prompt time frames for appeal.
- Include a statement that the University will not require a party to abide by a nondisclosure agreement, in writing or otherwise that would prevent the redisclosure of information relating to the outcome of the proceeding.
- Provide an equal opportunity for the parties to be present at the hearing.
- Permit the hearing to proceed if the complainant is not present.
- Provide the parties with an equal opportunity to cross-examine witnesses.
- Provide a description of alternative methods that preclude the respondent from personally cross-examining the complainant.
- Require the University to notify both parties in writing about the outcome of the complaint.
- Require the University to notify both parties in writing if there is any change to the results of the hearing that occurs prior to the time that such results become final.
- Require the University to notify both parties in writing when such results become final.
- Require the University to notify the complainant as to whether or not it found that the alleged conduct occurred, any individual remedies offered or provided to the complainant or any sanctions imposed on the perpetrator that directly relate to the complainant, and other steps the University has taken to eliminate the hostile environment, if the University finds one to exist, and prevent recurrence.
- Prohibit questioning about the complainant's sexual history with anyone other than the alleged perpetrator.
- Acknowledge that the mere fact of a current or previous consensual dating or sexual relationship between the two parties does not itself imply consent or preclude a finding of sexual **misconduct violence**.

- Prohibit University officials from notifying the perpetrator of the individual remedies offered or provided to the complainant.
- Require the University to offer the complainant all services needed to remedy the hostile environment on an interim basis.
- Require the University to offer the complainant all services needed as a final remedy to the hostile environment, even if the complainant declined the service as part of an interim measure.
- Require the University to consider remedies for the broad student population whenever the University is unable to conduct a full investigation.
- Require the University to take steps to provide appropriate remedies for the complainant and the broader student population when the perpetrator is not affiliated with the University.
- If the University uses its student disciplinary procedures to meet its Title IX obligations to resolve complaints of sexual misconduct violence promptly and equitably, require the University to assess whether imposing sanctions against the perpetrator, without additional remedies, will be sufficient to eliminate the hostile environment, prevent recurrence, and remedy effects as required by Title IX.

The University shall continue to protect the complainant after a determination that sexual misconduct violence has occurred.

The University's Grievance Procedure, consistent with these requirements, is attached as Exhibit "A".

9. Prevention and Education

This policy shall be accessible to students and employees with disabilities. This policy, reporting forms, information and training shall be accessible to students who are English language learners. This policy shall be distributed on campus in such a way that all students, regardless of their immigration status, including undocumented students and international students, are aware of their rights under Title IX. Title IX prohibits retaliation against the complainant, anyone who files a third-party report, any witness or anyone who otherwise participates in the investigative and/or disciplinary process, and the University will take steps to prevent retaliation and strong responsive action if it occurs, including any retaliatory actions by University officials. The University must routinely take steps to inform students that the University's primary concern is student safety and that the use of alcohol and drugs never makes the survivor at fault for sexual misconduct violence.

a. Resident Advisors - As noted above, RAs are responsible employees. As such, RAs shall explain to the student (before the student reveals confidential information) that although the RA must report the names of the perpetrator and the complainant and other relevant facts to the Title IX Coordinator or other designated University officials, the University will protect the student's confidentiality to the greatest extent possible. RAs shall provide students with information regarding on-campus resources, including victim advocacy, housing assistance, academic support, counseling, disability services, health and mental health services, legal assistance, and the local rape crisis center or other off-campus resources.

b. Sexual Violence and Prevention Program - The University's sexual violence and prevention program (SVPP) shall clearly identify the offices or individual with whom students can speak confidentially. The SVPP shall clearly identify the offices or individuals who can provide resources such as victim advocacy, housing assistance, academic support, counseling disability services, health and mental health services, and legal assistance. The SVPP shall identify the University's responsible employees. The SVPP shall explain that, if students report incidents to responsible employees, these employees are required to report the incident to the Title IX Coordinator or other appropriate official, including the names of the alleged perpetrator and student involved in the sexual misconduct violence, the date, time, and location. The University's approach to prevention, including the type and frequency of prevention programming and education/outreach activities, shall consist of:

<u>Program/Activity</u>	<u>Description</u>	<u>Frequency</u>
<u>Training all new hires</u>	<u>Reporting obligations</u>	<u>Annual training for faculty and staff.</u>
<u>Bystander Intervention Programs</u>	<u>Ongoing awareness campaigns and residence hall programming</u>	<u>Incoming students</u>
<u>Presentations</u>	<u>A combination of in person presentation by Residence Hall, Athletic Presentations, Student Organizations and Freshman Experience Seminars</u>	<u>Alternate forms of delivery and frequency (including on-line modules).</u>

c. Bystander Intervention - The University shall utilize bystander intervention as a tool to prevent sexual misconduct. In implementing the bystander-focused prevention methods, the University shall implement the common components of bystander intervention and delivery methods found at: <https://www.notalone.gov/assets/bystander-summary.pdf>.

d. Campus Assessments - Beginning in the spring of 2015, the University shall conduct an annual climate survey in accordance with the guidelines found at: <https://www.notalone.gov/assets/ovw-climate-survey.pdf>. In addition, the University shall aggregate data about sexual **misconduct violence** incidents ~~from non professional counselors or advocates~~ in the University's on-campus health centers in order to identify patterns or systemic problems related to sexual **misconduct violence**.

e. Educating Students - The University shall conduct programs to educate students about the University's sexual misconduct policy at least once during each calendar year. At sexual **misconduct violence** awareness events, the University shall provide information on (a) Title IX, (b) how to file a Title IX complaint with the University, (c) resources available to sexual **misconduct violence** victims such as counseling, mental health and health services, and (d) options for reporting an incident of sexual **misconduct violence** to campus or local law enforcement. The University shall provide education programs to promote the awareness of rape, acquaintance rape, domestic violence, sexual assault, and stalking, which shall include:

1. primary prevention and awareness programs for all incoming students and new employees, which shall include -

(a) a statement that the University prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking;

(b) the definition of domestic violence, dating violence, sexual assault, and stalking in the state of West Virginia;

(c) the definition of consent, in reference to sexual activity, in the state of West Virginia;

(d) safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than such individual;

(e) information on risk reduction to recognize warning signs of abusive behavior and how to avoid potential attacks;

(f) information described in 20 U.S.C. 1092(f)(8)(B)(ii) through (vii); and

2. ongoing prevention and awareness campaigns for students and faculty, including the information described in clauses (a) through (f) of subparagraph 1. above.

10. Training

In all forms of training, the University shall establish methods for verifying that the training was effective.

a. Student Training - The University shall provide the following training for students:

- Encouragement to report incidents of sexual misconduct violence.
- How to report sexual misconduct violence to campus or local law enforcement and the ability to pursue law enforcement proceedings simultaneously with a Title IX grievance.
- General information on Title IX.
- What constitutes sexual misconduct violence under the University's policies.
- The University's definition of consent as applicable to sexual conduct, including examples.
- How the University analyzes whether unwelcome sexual conduct creates a hostile environment.
- Available reporting options, including formal reporting and confidential disclosure options and any timeframes set by the University for reporting.
- Places where students can seek confidential support services.
- Grievance procedures used to process sexual misconduct violence complaints.
- Disciplinary code provisions relating to sexual misconduct violence and the consequences of violating those provisions.
- Effects of trauma, including neurobiological changes.
- The role alcohol and drugs often play in sexual misconduct violence incidents, including the deliberate use of alcohol and/or other drugs to perpetuate sexual misconduct violence.
- Strategies and skills for bystanders to intervene to prevent possible sexual misconduct violence.
- Title IX's protections against retaliation.
- Persons on campus to whom students can confidentially report incidents of sexual misconduct violence.
- An explanation that students do not need to determine whether incidents of sexual misconduct violence or other sexual harassment created a hostile environment before reporting the incident.

With regard to all training directed toward students, the University shall consider educational methods that are most likely to help students retain information when designing its training, including repeating the training at regular intervals.

b. Resident Advisers Training - The University shall provide the following training for Resident Advisers:

- Places where students can seek confidential support services.
- Information about local rape crisis centers or other off-campus resources so that RAs can provide this information to students.

c. Faculty and Staff Training - The University shall provide training on a regular basis, even if employees have prior relevant experience in sexual misconduct violence, to all employees likely to witness or receive reports of sexual harassment and misconduct violence, including faculty, University law enforcement unit employees, University administrators, University counselors, general counsels, athletic coaches, health personnel and RAs. The University shall determine how training should be conducted, who has the relevant expertise to conduct the training, and who should receive the training to ensure that the training adequately prepares employees, particularly responsible employees, to fulfill their duties under Title IX. Employees who work with international students shall be trained on the University's sexual misconduct violence policies. The University requires (a) training or experience in handling sexual misconduct violence complaints and (b) training in the operation of the University's grievance procedures for the Title IX Coordinator, others who receive complaints, investigators, and adjudicators. The University shall provide the following training for faculty and staff:

- Practical information about (a) how to prevent and identify sexual misconduct violence, including same-sex sexual misconduct violence; (b) the behaviors that may lead to and result in sexual misconduct violence; (c) the attitudes of bystanders that may allow conduct to continue; (d) the potential for revictimization by responders and its effect on students; (e) appropriate methods for responding to a student who may have experienced sexual misconduct violence, including the use

of nonjudgmental language; (f) the impact of trauma on victims; and (g) the person(s) to whom such misconduct must be reported.

- Training to explain responsible employees' reporting obligation, including what should be included in a report and any consequences for the failure to report and the procedure for responding to students' and or employee requests for confidentiality, as well as provide the contact information for the University's Title IX Coordinator.
- Practical information on how and when to identify and report harassment and/or to appropriate University officials.

d. Special Training for Responsible Employees - Responsible employees are those employees defined in Section 5. Responsible employees shall be trained so that they will know how to respond properly to sexual misconduct complaints. The University shall train responsible employees to inform students of: (a) the reporting obligations of responsible employees; (b) students' option to request confidentiality and available confidential advocacy, counseling, or other support services; and (c) their right to file a Title IX complaint with the University and to report a crime to campus or local law enforcement.

e. Special Training for Title IX Coordinator and Others Involved in Grievance Procedure - The University shall require training for the Title IX Coordinator, others who receive complaints, investigators, and adjudicators to include information on: (a) working with and interviewing persons subjected to sexual misconduct violence, including same-sex sexual misconduct violence; (b) the proper standard of review for sexual misconduct violence complaints (preponderance of the evidence); (c) information on consent and the role drugs or alcohol can play in the ability to consent; (d) the importance of accountability for individuals found to have committed sexual misconduct violence; (e) the need for remedial actions for the perpetrator, complainant, and University community; (f) how to determine credibility; (g) how to evaluate evidence and weigh it in an impartial manner; (h) how to conduct investigations; (i) confidentiality; (j) the effects of trauma, including neurobiological change; and (k) cultural awareness training regarding how sexual misconduct violence may impact students differently depending on their cultural backgrounds. All staff involved in the grievance procedure must be trained so that they are capable of providing culturally competent counseling for all complainants. Counselors and other staff who are responsible for receiving and responding to complaints of sexual misconduct violence, including investigators and hearing board members, shall receive appropriate training about working with LGBT and gender-nonconforming students and same-sex sexual misconduct violence. Counselors and other staff who are responsible for receiving and responding to complaints of sexual misconduct violence, including investigators and hearing board members, and others counseling students who have experienced sexual misconduct violence shall be trained to be aware of the special issues that international students may encounter. Any University officials responsible for discussing safety and confidentiality with students shall be trained on the effects of trauma and the appropriate methods to communicate with students subjected to sexual misconduct violence. Any individual or body handling appeals shall be trained in the dynamics of and trauma associated with sexual misconduct violence.

f. Special Training for Pastoral and Professional Counselors - The University shall instruct counselors to inform students:

- Of their right to file a Title IX complaint with the University and a separate complaint with campus or local law enforcement.
- That they are available to assist the student in filing such complaints.
- That Title IX includes protections against retaliation.
- That University officials will not only take steps to prevent retaliation but also take strong responsive action if it occurs.

Counselors shall be trained to ensure that they understand the extent to which they may keep a report confidential. In addition to receiving the training listed for pastoral and professional counselors, non professional counselors or advocates shall be trained to report only general

information about incidents of sexual violence and to avoid disclosing personally identifiable information.

Due to the nature of the policy and the information contained therein, specific information (i.e. employee names, office, location, phone numbers, etc.) can be altered without Board of Governors approval in order to ensure that the campus community has access to correct information at all times.

LIST OF EXHIBITS

“A” - Grievance Procedure

DRAFT
1/22/15

West Virginia State University
Sexual Misconduct Grievance Procedure

West Virginia State University has adopted a Sexual Misconduct Policy (“Policy”), all of the provisions of which are incorporated herein by reference. A copy of the policy can be viewed at <http://www.wvstateu.edu/administration/board-governors/board-governors-policies>. In accordance with Section 8 of that policy, the University adopts and publishes the following grievance procedures for the prompt, fair, impartial and equitable investigation and resolution of sexual misconduct complaints, including discrimination and sexual harassment complaints, filed against University employees, other students, and third parties. Generally, these procedures provide (a) a method by which individuals can file complaints under Title IX, (b) a description of how those complaints will be investigated, (c) an informal resolution process, (d) procedures for the hearing to adjudicate factual disputes, (e) the method for appealing the outcome of the hearing, and (f) the method by which remedies and sanctions will be imposed.

Pursuant to Title IX and the requirements established by the United States Department of Education, please be aware that:

- Persons who file complaints (“Complainants”) have the right to end the informal process described in Section 3 at any time and to begin the formal stage of the complaint process as outlined in Section 4.
- The University will take steps to prevent the recurrence of any sexual **misconduct violence** and remedy discriminatory effects on the Complainant and others, if appropriate.
- The employee responsible for evaluating requests for confidentiality is the Title IX Coordinator as identified in the Policy.
- Reporting policies and protocols are set forth in Section 6 of the Policy, and members of the campus community are encouraged to review those policies and protocols, including the provisions for confidential reporting.
- Title IX prohibits retaliation against the Complainant or any witness involved in the investigation or hearing.
- Complainants have the right to file simultaneously a criminal complaint with appropriate law enforcement agencies and a Title IX complaint with the University.
- Various interim measures may be taken to protect Complainants in the educational setting, including those set forth in Section 3 of the Policy.
- The evidentiary standard that must be used in resolving the complaint is a preponderance of the evidence.
- The potential remedies for Complainants are set forth in Section 3 of the Policy.
- It is the intent of this procedure to provide the Complainant with all rights given to the alleged perpetrator.
- The potential sanctions or protective measures which may be imposed against the perpetrators include the possible reprimand, suspension or expulsion of a student perpetrator, the possible reprimand, suspension or termination of an employee perpetrator, and complainant’s options to avoid contact with the alleged perpetrator and

allow the complainant to change academic and extracurricular activities or complainant's living, transportation, dining, and working situation as appropriate.

- The process may result in additional remedies for the campus community, including greater emphasis on student awareness, educational and professional development courses for students, faculty and staff, and other steps designed to address the specific issues raised by the complaint.
- Sources of counseling, advocacy and support are listed in Sections 3 and 6 of the Policy.
- Information about how the University will protect the confidentiality of victims is listed in Section 6 of the Policy.
- As used in this procedure, “sexual harassment” and “hostile environment” shall have the meanings set forth in Section 5 of the Policy.
- The University will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information relating to the outcome of the proceeding.
- The University shall offer the Complainant all services needed to remedy the hostile environment on an interim basis, all as outlined in Section 3 of the Policy.
- The University shall offer the Complainant all services needed as a final remedy to the hostile environment, even if the Complainant declined the service as a part of an interim measure.
- The mere fact of a current or previous consensual dating or sexual relationship between the two parties does not itself imply consent or preclude a finding of sexual **misconduct violence**.
- In the event the University is unable to conduct a full investigation, such as when the perpetrator is a visitor to the campus, the University shall still consider remedies for both the Complainant and the broader student population.

1. **Initiation of Complaint** – Any person who believes that he or she has been the victim of sexual misconduct as defined in the University’s Policy shall file a written complaint with the University’s Title IX Coordinator as identified in the Policy. The complaint shall specify the alleged sexual misconduct; the name of the individual who engaged in the alleged misconduct and such other information as may assist the University in promptly investigating the alleged sexual misconduct.

2. **Investigation** – The Title IX Coordinator or the Coordinator’s designee(s) shall promptly investigate the alleged sexual misconduct in accordance with the provisions of Section 7 of the Policy. Any designee shall have received training in conducting investigations of Title IX complaints. It is the goal of the University to provide for an adequate, reliable, and impartial investigation of each complaint, including the opportunity for both the Complainant and the alleged perpetrator to present witnesses and evidence. Upon the conclusion of the investigation, the University shall determine whether probable cause exists to believe that the alleged sexual misconduct occurred. If the University determines that, there is no probable cause to believe the alleged sexual misconduct occurred, the complaint shall be dismissed, and both the Complainant and the alleged perpetrator shall be notified in writing of such determination by the University. If the University determines that there is probable cause and believes that the alleged sexual misconduct occurred, both the Complainant and the alleged perpetrator shall be notified in writing of such determination by the University, and an adjudicative hearing shall be scheduled

within fourteen (14) working days to resolve all disputed facts, if any. The University shall provide both the Complainant and the alleged perpetrator of the time and place of the hearing and the name of the hearing officer. The hearing shall be conducted in accordance with Section 4. In the event there are no disputed facts, no hearing will be held, and the University shall proceed to implement remedies and sanctions pursuant to Section 6.

3. **Informal Resolution Process** - Mediation is never appropriate in sexual misconduct cases and shall not be utilized by the University. However, after a finding of probable cause and prior to the hearing to resolve factual disputes, the University shall informally discuss possible remedies and sanctions with the Complainant and the alleged perpetrator to ascertain if a satisfactory resolution of the matter can be reached without the necessity of an adjudicative hearing. If so, the remedies and sanctions to which the parties agree shall be imposed. If not, the hearing pursuant to Section 4 will proceed as scheduled.

4. **Adjudicative Hearing** – The purpose of the adjudicative hearing is to resolve any facts disputed by the parties.

- a. **The Hearing Officer** - The hearing shall be conducted by a hearing officer designated by the University who has received annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and on how to conduct a hearing that protects the safety of victims and promotes accountability. If either party wishes to object to the hearing officer on the basis of a potential conflict of interest by the hearing officer, the party must notify the Title IX Coordinator of the objection within seven (7) working days after receipt of the notice specifying the name of the hearing officer. The Title IX Coordinator shall evaluate the objection and determine if a different hearing officer should conduct the hearing.
- b. **The Hearing Process** - The hearing officer shall endeavor to conduct the hearing in a manner that does not inflict additional emotional trauma on the Complainant. The hearing shall permit both the Complainant and the alleged perpetrator an equal opportunity to present relevant witnesses and evidence, including expert testimony. The hearing officer shall determine the probative value of the evidence presented and the rules of evidence shall not be strictly enforced. Seven (7) working days prior to the hearing, both the Complainant and the alleged perpetrator shall notify the hearing officer of the witnesses and documentary evidence that the party intends to present. Both the Complainant and the alleged perpetrator may be represented by legal counsel, but if either of the parties chooses not to be represented by counsel, the other party may still be represented by counsel. The hearing officer shall impose equal restrictions on the ability of legal counsel to speak or otherwise participate in the hearing. Only the Title IX Coordinator, the Complainant and the alleged perpetrator, the parties' legal counsel and the parties' parents (if invited by the parties) may attend the hearing, but parents may not participate in the hearing unless they are called as witnesses to address factual disputes. The hearing may proceed if either of the parties fails to attend. The Title IX Coordinator shall present the results of the investigation.

The Complainant may then present evidence, and the alleged perpetrator may present evidence following the Complainant. Each witness may be cross-examined by opposing counsel or the parties if they are not represented by counsel, but the parties may not cross-examine each other. In the event a party is not represented by counsel and wishes to question the opposing party, the party may submit written questions for the opposing party to the hearing officer who may ask the questions to the opposing party, if the hearing officer deems such questions relevant to the issues being adjudicated. Questions pertaining to the Complainant's sexual history with anyone other than the alleged perpetrator shall be prohibited. An audio recording of the hearing shall be made and retained by the University.

- c. **The Proposed Findings of Fact and Conclusions of Law and Recommended Remedies and Sanctions** – Within five (5) working days following the completion of the hearing, the hearing officer shall prepare proposed findings of fact and conclusions of law and recommended remedies and sanctions (“Findings”). The hearing officer shall make a finding of fact as to whether a hostile environment exists at the University in light of the Findings, and if so, the hearing officer shall make recommendations as to how the hostile environment can be eliminated. The Findings shall be submitted in writing to a panel (“Panel”) comprised of the Vice President for Enrollment Management and Student Affairs, the Provost and Vice President for Academic Affairs, and the Vice President for Business and Finance for consideration and a determination on behalf of the University (“Ruling”). The Panel may adopt the Findings in whole or in part and shall make a determination as to what, if any, remedies and sanctions should be imposed. The Panel may also remand the matter to the hearing officer for further findings and conclusions, if necessary. The Panel shall make the Ruling within five (5) working days following the receipt of the Findings. The members of the Panel shall receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and on how to conduct a hearing that protects the safety of victims and promotes accountability. In determining sanctions against the perpetrator, both the hearing officer and the Panel shall assess whether imposing sanctions against the perpetrator, without additional remedies, will be sufficient to eliminate the hostile environment, prevent recurrence, and remedy effects as required by Title IX.
- d. **Notice to the Parties** – Within five (5) working days following the receipt of the Findings, the Panel shall simultaneously send written notice via email to the parties of the University's Ruling and of their right of appeal under Paragraph 5 below. Specifically, the Panel shall notify both parties as to whether or not the University found that the alleged conduct occurred, any sanction imposed on the perpetrator that directly relate to the Complainant, and other steps the University has taken to eliminate the hostile environment, if the University finds one to exist, and prevent recurrence of the misconduct. The Panel shall also notify the Complainant of any individual remedies offered or provided to the Complainant,

but, the Panel shall not notify the perpetrator of the individual remedies offered or provided to the Complainant.

5. Appeals - Either party may appeal the Ruling by the Panel by submitting a written statement of appeal to the University's President or his/her designee. The appeal must be received by the President or his/her designee within seven (7) working days following the date on which the parties received notice of the Ruling from the Panel. The President or his/her designee shall have seven (7) working days to grant or deny the appeal. Regardless of which party files the appeal, the President or his/her designee may reverse the Ruling by the Panel only if the President or his/her designee finds that the Ruling was arbitrary or capricious or if the Ruling was not supported by substantial evidence. If the appeal is granted, the President or his/her designee shall make such instructions to the Panel as may be appropriate to modify the Ruling. The President's or his/her designee's decision on the appeal shall constitute the final action by the University, and the University shall simultaneously send written notice of the President's or his/her designee's decision via email to the parties. If neither party appeals the Panel's Ruling, the University shall simultaneously send written notice of the expiration of the time for an appeal via email to the parties. Upon the expiration of the time for an appeal of the Panel's Ruling or upon the President's or his/her designee's decision on a timely appeal, the University's decision shall be deemed final.

Any such appeal shall be in writing and shall state the grounds for the appeal. Grounds for appealing the results are:

1. An error in procedural due process which prejudiced the accused to the extent that they were denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedural errors that may have affected the outcome will be considered.

2. The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial hearing, would have substantially affected the original decision.

3. The imposition of sanctions which are disproportionate to the offense.

Both parties will be notified simultaneously, in writing, about any changes that occur prior to the time the results become final and the outcomes of any appeal. A copy will be sent to the Office of Human Resources for faculty and staff, and to the Title IX Coordinator. The University will follow the law in protecting the complainant's and respondent's confidentiality. The University will protect complainant confidentiality, including publicly available records, and will withhold complainant identity to the extent permissible by law.

6. Imposition of Remedies and Sanctions – After the time for an appeal of the Panel's Ruling has expired or after the President's or his/her designee's decision on the appeal is made, the Panel shall take the steps necessary to implement the remedies and sanctions. In the event interim measures should be taken to protect the Complainant at any point prior to the University's final determination, the Panel and the Title IX Coordinator may implement such measures in accordance with Section 3 of the Policy.

Agenda Item 7.a.i
March 19, 2015

Action

Program Review – Biology, B.S.

West Virginia State University

Comprehensive Program Review

for

Bachelor of Science in Biology

Submitted to

The Program Review Committee

January 20, 2015

Fall 2009 - Spring 2014

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

Program Purpose Statement

The purpose of the baccalaureate program in Biology is to offer students a comprehensive, research-enriched curriculum in the modern life sciences.

Mission Statement

The Department of Biology exists to provide students with an opportunity to learn about science in general, and about the science of biology specifically. To that end, the Department offers courses designed to serve a diverse community of students as follows:

- Planning a career in science, medicine, or the allied health sciences,
- Planning a career as science teachers; and
- Serving those with an avocational interest in living organisms.

Graduates of the program are prepared for graduate education, professional education (medicine, dentistry, pharmacy, nursing, etc.), and appropriate employment related to the discipline. The program also prepares secondary education Biology students for secondary public school teaching.

The program has an up-to-date curriculum that reflects current developments in the field. Faculty provide effective instruction, effective advising, and maintain modern research and teaching equipment and facilities.

B. Program Outcomes

The outcomes for our graduates may also be found in the program's assessment plan (see Section II.E.1). Upon successful completion of the program, graduates should be able to:

1. Apply the scientific method to devise, test, and evaluate scientific hypotheses regarding natural phenomena related to biological topics.
2. Effectively use scientific equipment and techniques and computer and library resources to obtain information and solutions to problems related to the discipline.
3. Demonstrate an understanding and proficiency in one of the specialized areas of study: environmental and organismal, biotechnology and genetics, or pre-medical and biomedical sciences.
4. Discuss current technological and environmental problems, their impact on society, and the role of science and technology in addressing them.
5. Demonstrate the ability to effectively communicate verbally and in writing to the intended audience.

C. Consistency with University Mission

The WVSU Mission Statement provides the overarching framework from which the Biology program derives its activities. The Mission Statement describes the University as, among other important things, a land-grant university. Additionally the values that are part of the mission include the advancement of knowledge through teaching, research, scholarship, creative endeavor, and community service.

The Biology program provides opportunities for undergraduate students to interact with a diverse population of international graduate students and faculty in a setting where the classroom learning comes to life in the research lab. Students participate in fulfilling the land-

grant and research missions of the University. Students contribute to the research efforts of faculty in the research laboratory. Students are authors on peer-reviewed scientific journal articles and make oral and poster presentations at scientific meetings and other public venues. The students interact with a diverse population of graduate teaching and research assistants.

Students and faculty participated in outreach activities to local public schools. Such outreach activities included demonstrations to students at Calvary Baptist Academy, Alban Elementary, the Bible Center School, and Cross Lanes Elementary. The demonstrations included how to build a terrarium, environmental science, ecology, and the microscopic world. Students also assisted faculty members and graduate students in delivering special laboratories to high school students from Sissonville High, Saint Albans High, South Charleston High and Poca High. These special labs included karyotyping, and DNA isolation and fingerprinting. Undergraduates take courses wherein they are provided an opportunity to participate in community outreach programs such as planting trees to reclaim strip mined soils, assisting area farmers with new applications in aquaculture, and planting a wildflower garden on campus.

D. Previous Reviews and Corrective Actions

A copy of the previous review period Institutional Response Form may be found on page 70 (Exhibit III, Institutional Response for 2009 – 2010). The corrective action recommended was the development of a new assessment plan with evidence of implementation and data collection.

Under the direction of the University's Assessment Coordinator, a new Assessment Plan was developed in 2011 – 2012. The plan proved to be unwieldy and some of the data collected was difficult to analyze and provide feedback to the learning objectives. The Major Field Test data was collected although not used for program change.

Under the direction of the University's Assessment consultants, the development of a new simpler plan was begun in spring of 2014. This plan may be found in Exhibit IV, beginning on page 72. Data collection began in fall 2014.

E. Accreditation Information

1. Accreditation Organization:

The Biology program, as a part of WVSU, is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

SECTION II: ADEQUACY

A. Curriculum

The Biology program curriculum was re-designed during the 2009 – 2010 academic year and implemented in the 2010 – 2011 academic year. The old curriculum featured four options: General, Pre-Medical/Pre-Dental, Graduate School Preparation, and Molecular Biology. The core courses for these options were the same: Fundamentals of Biology, Botany, Zoology, Cell Biology, General Ecology, Genetics, and Senior Seminar. The cognate courses differed from option to option: the General option required General Chemistry I and II and Labs, but only one semester of introductory Organic Chemistry and one semester of Physics with Lab; the other three options required both semesters of General Chemistry and Labs, Organic Chemistry with Labs, but no Physics.

The new curriculum has three options: Organismal and Environmental Biology, Biotechnology and Genetics, and Pre-Medical and Biomedical Sciences. The three options all share the same core courses, but the Biology core was updated when the program was re-designed. The new core courses are: Fundamentals of Biology, Biological Diversity, General Ecology, Genetics, Cell Biology, and Senior Seminar. The new core differs from the old core in several fundamental ways. Botany and Zoology were replaced with Biological Diversity, a course that features a survey of all living organisms. Because genetics is a major under-pinning of the study of life the Genetics course was re-designed to be taught at the sophomore level so that students could apply these principles to the remainder of the curriculum. Cell Biology was strengthened by adding the second semester of Organic Chemistry as a pre-requisite. Biology majors may now take Senior Seminar, only if they have completed all of the remainder of the core.

The Cognates for these options were simplified. The new curriculum now requires the same cognates for all three options: General Chemistry I and II and Labs, Organic Chemistry I and II and Labs, Physics I and Lab, and Calculus I or Statistics for Natural Sciences and Mathematics.

Because the core and cognates of all three options are the same, the differences between the options lie in the biology and chemistry electives the students take. The Organismal and Environmental Biology option is designed for those students who are interested in focusing on life at the level of the whole organism, how organisms function within populations, and how the environment affects this functioning. Electives for this option include such courses as General Zoology, Invertebrate Zoology, Field Botany, Microbiology, and Entomology. The Biotechnology and Genetics option provides education and training for students, who are interested in life at the level of the cell. Students who major with this option are trained for jobs in forensic, research, and technical labs, as well as jobs with government and regulatory agencies such as the West Virginia Department of Agriculture or the West Virginia Department of Health and Human Resources. Electives designed for this option include Microbial Genetics, Biochemistry and Lab, Plant Physiology, and Eukaryotic Molecular Genetics. The Pre-Medical and Biomedical Sciences Option is by far the most popular option taken by our students. Students taking this option plan careers in the various fields of medicine, dentistry, veterinary medicine, and medical research. Elective courses provided for these students include Human Anatomy and Physiology I and II, Cancer Biology, General Virology, Immunology, Biochemistry and Lab, and Pharmacology.

In addition to the career options described, all three options prepare students for graduate study in related disciplines of their choice.

Copies of the curriculum and its options may be found in Appendix II-A.

B. Faculty

The faculty of the Department of Biology has not changed much in composition and number since 2009. In 2009, there were 13 full-time faculty members in the department; eleven participated in teaching the undergraduate curriculum. Of those eleven, 10 held the Ph.D. and one the M.S. Seven were tenured, two were tenure-track, and one was full-time temporary. In addition, two scientists from the Gus R. Douglass Land Grant Institute participated in undergraduate student research. In spring 2014, 12 faculty members comprised the faculty. Eleven held a Ph.D. and one held a M.S. Ten were tenured, one was tenure track, and one was full-time temporary. Of those, eleven participated in the undergraduate curriculum. All held a Ph.D.; ten were tenured and one was tenure track. In 2014, three faculty from the Gus R. Douglass Land-Grant Institute participated in undergraduate directed student research.

The faculty members who teach in the Biology program hold a Ph.D. and have specializations that cover the breadth of the discipline of Biology. The faculty member who does not hold the terminal degree does not teach courses that are part of the major requirements. The specialization areas include Genetics and/or Genomics, Botany, Horticulture and Plant Physiology, Ecology and Evolution, Zoology, Human Anatomy and Physiology, Aquaculture and Fisheries, Microbiology, Biostatistics, and Cancer Biology.

One of the strengths of the faculty members is their ability to successfully receive extramural funding to support their research and teaching. In the five-year reporting period, Department of Biology faculty members secured \$8.9M in research, teaching, and programmatic funding from USDA, NIH, NSF, WVHEPC, and USDOD. When the research scientists affiliated with the Douglass Institute are included, this value increases to nearly \$10.6M. Please see Exhibit I, page 64 for additional details. Most of the faculty members with active research programs regularly publish. Please see Appendix II-B and Exhibit II, page 66 for a list of their publications, which may not be reflected in the data sheets (Appendix II-B).

C. Students

1. Entrance Standards:

Apart from the entrance standards for the University (see below), there are no additional entrance standards required of Biology students. Students may join the B.S. in Biology by self-identifying at the time of admission with the Admissions Office or if they change majors by self-identifying at the Office of Registration and Records.

Effective in August 2008, persons seeking admission to the University's baccalaureate programs must have successfully completed certain minimum high school academic core requirements prior to admission. Those requirements include a 3.0 GPA or a 2.0 GPA and an ACT composite of 18; 4 unit requirements in English (including courses in grammar, composition and literature); 3 unit requirements in Social Studies (including U.S. History); 4 unit requirements in mathematics (three units must be Algebra I and higher); and 3 unit requirements of 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).

Students must

- Be a graduate of an accredited secondary school and have at least a 2.0 GPA or C average;
- Be a graduate or an accredited secondary school with at least a score of 18 on the composite ACT;
- Hold a General Education Certificate (GED) with a minimum score of 45 on each of the five parts, or an average score of 55 (ACT scores must also be submitted);

- Be a transfer or transient student in good academic standing at the last institution attended.

2. Entrance Abilities:

The average High School GPA for entering freshmen is about 2.5 and the average ACT composite is 20.

3. Exit Abilities:

The ETS Major Field Exam is the nationally normed instrument given in senior seminar and used to gauge content knowledge of our graduates. Please see the Section II-E, page 45 for data collected using this tool. During the course of the review period, 54 students took this assessment. Students scored highest in the categories of Population Genetics and Evolution (mean percent correct = 50) and Ecology (mean percent correct = 51). The lowest scores were earned in the Organismal assessment indicators (Organismal – Animals and Organismal – Plants mean percent 37 and 35 respectively). This is probably due to the reorganization of the curriculum, which removed two semesters of sophomore-level Botany and Zoology and replaced them with a one-semester freshman level diversity and physiology course. No activities to correct the low organismal assessment indicators were undertaken during the review period. Organismal biology is becoming less and less the focus of modern biology. When the curriculum was redesigned in 2009 – 2010, we intentionally emphasized the principles of biology (genetics, ecology, cell function, etc.). Curriculum changes will focus on improving assessment indicators such as Analytical Skills and Molecular Biology and Genetics. Faculty will need to devise strategies to improve these indicators without sacrificing the good scores in other areas.

4. Graduates:

Seventy-two students received the B.S. in Biology during the review period. Please see Exhibit V, page 76 for information regarding the options distribution of these graduates. Eighteen students (25%) attended (or are attending) graduate or professional school. Four are currently enrolled in medical school at Marshall University (MU) or the West Virginia School of Osteopathic Medicine (WVSOM). A fifth student is an emergency room physician in Louisville, KY. Eight of the 18 students are currently enrolled in or recently graduated from the Biotechnology master's program at WVSU. Two students are enrolled in Ph.D. programs, one at West Virginia University (WVU) and the second at North Carolina State University. Two students are attending Pharmacy or Physician's Assistant programs at the University of Charleston (UC) and another is in Pharmacy School at WVU. One is a candidate for the M.S. in Exercise Science at MU.

Eleven students (~15%) are employed as Laboratory or Field Technicians or other similar jobs requiring a bachelor's degree in science.

We were unable to find information on 35 of our graduates.

D. Resources

1. Financial

The B.S. in Biology program is supported through a number of funding sources. The primary funding source is the Science Lab Fee. This fee is assessed in the amount of \$49 per course, which provides students with a "wet" laboratory activity. During the

program reporting period, over \$180,000 was spent to support labs delivered by the Biology program.

Over five-year period of this report, the University provided E and G (Education and General) monies in the amount of nearly \$40,000 for the support of Biology labs, office supplies, and other education related activities. Please see Exhibit VIII, page 83 for additional information.

2. Facilities

The Biology program is primarily delivered in the facilities housed in Hamblin Hall. This building was originally constructed in the early 1950s and was renovated in 1989 – 1991. Since this time, several additional renovations have been made to the facility, which resulted in new teaching labs and research labs. In 2010, Hamblin rooms 205, 207, and 209 were completely renovated. Rooms 205 and 209 were reduced in size from approximately 1,500 sq. ft. rooms to their current smaller sizes (see Exhibit VI, page 78). Obsolete fixed station seating was removed and replaced with tables to provide more flexible arrangements. Room 209 has seating for 30 and drop down gas lines that can be raised to the ceiling when not in use. This allows for different uses for this room: lectures and meetings as well as wet laboratory. Room 205 seats 24 and is also equipped with tables but without the gas lines.

The spaces in Hamblin Hall are generally available to any department/program on an as needed basis; however, there are teaching and research labs that primarily are used by the Biology program. Facilities in Hamblin Hall used by the Department of Biology to deliver the Biology program consist of seven instructional wet labs of over 7,000 sq. ft. and four lecture spaces including the Hamblin Auditorium seating approximately 280 students in total. All four major lecture spaces and five of the instructional labs are equipped with computer projection or a smart podium. Please see Exhibit VI, page 78 for a more detailed description of the facilities available to the faculty, staff, and students.

In addition to the facilities in Hamblin Hall, faculty members and researchers affiliated with the Gus R. Douglass Institute have access to two greenhouse facilities located on the south end of the WVSU campus. These facilities are part of a research station, which also features two small on-campus field plots. The greenhouse space consists of 4,980 sq. ft. of floor and bench space that is climate controlled and a 128 sq. ft. isolation greenhouse. Two of the Gus R. Douglass Land Grant Institute's research scientists who frequently guide Biology undergraduates in research and independent projects have laboratory space at the West Virginia Regional Technology Park located in South Charleston.

E. Assessment (Both Student and Program Levels)

1. Student Outcome Assessment Plan

2009 - 2011

Prior to 2009 and through 2011, the Department of Biology had in place an assessment plan which had been in place for many years. This plan consisted of three phases.

Phase I

Part A: Collect data on declared majors (name, race, gender, age, contact information and ACT scores).

Part B: Assign students to appropriate advisor.

Part C: Collect information on student satisfaction with the academic advisor.

Phase II

Part A: Grant students formal acceptance into Biology program once they have completed 45 credit hours.

Part B: Require transcript review of all students by registrar.

Phase III

Part A: All graduating seniors are required to complete the following (data collected in Senior Seminar):

1. An objective exam on information learned in the Core courses
2. Submit a writing sample. An essay question designed by the faculty
3. Complete a "Senior Survey Program Assessment" form. Items evaluated by the student are:

Core courses	personal comments
Biology electives	facilities
Cognate instruction	positive aspects of the Department
Instruction	negative aspects of the Department
Advising	post-graduate plans
Availability of Faculty	comments on the College as a whole
Helpfulness of faculty	
4. The "Biology Graduate Contact" form is used to track the progress of the graduate.

2011 – 2014

During the latter part of the 2010 – 2011 academic year and the 2011 – 2012 academic year, the Department developed a new Assessment Plan under the guidance of the University's Assessment Director. The Assessment Committee of the Department of Biology consisted of Drs. Collins, Dean, Eya, Harper, and Liedl assisted by the Assistant to the Dean, Leah Turner. Data were to be collected every semester and held in the University's LiveText account.

Undergraduate Biology Program Assessment

Assessment of the Biology program at WVSU is measured based on five Program Learning Outcomes (PLOs) and 3 of WVSU's Guiding Values (GV):

WV-WVSU-BioD 1.1 SCIENTIFIC METHOD: Application of the scientific method to devise, test, and evaluate scientific hypotheses regarding natural phenomena related to biological topics.

WV-WVSU-BioD 2.1 LABORATORY SKILLS: Effectively use scientific equipment and techniques, and computer and library resources to obtain information and solutions to problems related to the discipline.

WV-WVSU-BioD 3.1 CONTENT: Demonstrate an understanding and proficiency in one of the specialized areas of study: environmental and organismal, biotechnology and genetics, or pre-medical and biomedical sciences.

WV-WVSU-BioD 4.1 SCIENTIFIC ISSUES: Understand and discuss current technological and environmental problems, their impact on society, and the role of science and technology in addressing them.

WV-WVSU-BioD 5.1 COMMUNICATION SKILLS: Demonstrate the ability to effectively communicate verbally and in writing to the intended audience.

WV-WVSU-GV.1 Academic Excellence

WV-WVSU-GV.4 A core of student learning that includes effective communication, understanding and analysis of the interconnections of knowledge, and responsibility for one's own learning.

WV-WVSU-GV.6 Development of human capacities for integrity, compassion, and citizenship

An evaluation is made in four of Biology's core curriculum courses. An early assessment is made in Biol 120, continuing with middle assessments in Biol 250 and

Biol 385, and a final assessment is made in Biol 411. Data collection of students' performances in these courses concerning final grade, cumulative exams, written and oral presentations, and laboratory assignments will follow. This system will be implemented fully, rather than phased.

Data concerning lecture and laboratory materials will be combined to determine a final grade. Students will be assessed based on their general understanding of lecture materials through a final grade compiling assignments such as exams, quizzes, and written assignments. This component addresses Biology PLOs three, four, and five. Students will also be assessed based on their laboratory skills, including hand-ins, write-ups, quizzes, experimental reports, and independent presentations. This component addresses numbers one, two, and five of the Biology PLOs. Both components cover all three WVSU Guiding Values. Students will receive a score of one through four based on their overall percentage in each component. Exemplary work (100%-90%) will receive a four, accomplished work (89%-80%) a three, developing individuals (79%-70%) a two, and work that is unacceptable according to program requirements (69% and below) a one.

A cumulative exam will be used to assess students on their knowledge of topics presented in lectures throughout Biology courses 120, 250, and 385. This data strongly assesses PLO number three along with the three Guiding Values. Data will be collected via a rubric identical to the one seen in final grade assessment.

All students in Biology 120, 250, 385, and 411 will be subject to data collection concerning their ability to write a concise, well-constructed paper and/or their ability to give an audible, informative presentation. Each of these components of the third assessment assignment addresses PLOs two through five, including the three WVSU Guiding Values. Assignments will be graded on content knowledge, grammar/spelling, organization, references, and oral presentation skills. Each constituent graded on a scale of one to four, exemplary to not acceptable.

The program's final assessment is based on the student's laboratory skills in Biol 120, 250, and 385. They are expected to complete a laboratory report that is concise, informative, and knowledgeable using a standard format. This task addresses Biology PLOs one through five and each of the three WVSU Guiding Values. Assignments will be graded on a four-point rubric based on the following: components, procedures, diagrams, content knowledge, spelling/grammar, and references.

Collection of data will be completed via LiveText.com. Each instructor of the evaluated courses has set up a LiveText account and will be able to access assessment rubrics accordingly. Final grades for the fall 2011 semester will be submitted for classes 120, 250, and 411. Additional data will be collected for spring 2012 and subsequent semesters.

Assessment Analysis

Assessment results will be discussed and evaluated by the biology faculty's assessment subcommittee. Information collected regarding the results of assessment will be presented to the rest of the faculty at our regular meetings. The faculty as a whole will then decide how to use the collected information to improve the program and/or curriculum. This information will be made available to the external advisory committee at their next meeting. Administration and faculty will also be informed of decisions in writing. Students are able to track their progress throughout the program through their LiveText accounts.

Continuous Improvement Process

The biology faculty assessment subcommittee will meet at the beginning of every semester to ensure that the academic program assessment plan is periodically reviewed, evaluated, and changed when appropriate. A staff member in the Department is responsible for initiating this ongoing process of program improvement and making sure that the results from each year are the basis for action plans in the following year.

2. Use of Assessment Data: Learning-Teaching-Curriculum

2009 - 2011

Information collected from the 2009 – 2011 Assessment plan led to a reorganization of student advising. Data collected from the Phase I part B indicated that students were satisfied with the new procedure. In addition, student files were updated and purged. Phase II-A was abandoned and the Department no longer requires students to apply for admission to the program. This was not a practical policy. By 2011, students no longer had their transcripts evaluated by the Registrar. This affected Phase II-B of assessment. Students now have their transcripts evaluated by the Department Chair.

2011 - 2014

Only one semester of data was collected from the plan. Please refer to Appendix II-E, page 45. After this initial semester, it was discovered that the plan did not adequately address useful questions. In addition to this, LiveText was found difficult to use. No additional data were collected using this plan, other than that collected using the Major Field Test. Data from this nationally normed assessment tool showed that students did best in Ecology, Population Genetics and Evolution, and Cellular Structure, Organization and Function assessment indicators. The lowest scores were earned in the Organismal assessment indicators. This is probably due to the reorganization of the curriculum, which removed two semesters of sophomore-level Botany and Zoology from the curriculum and replaced it with a one-semester freshman level diversity and physiology course.

Please see the Appendix II-E, page 45 for data collected using this tool.

3. Graduate and Employer Satisfaction

Graduate satisfaction was assessed through review of the Institutional Exit Survey conducted in some of the semesters of this review period. Data were available for spring 2010, fall 2011, spring 2011, fall 2012, spring 2012, and spring 2013. Please see Appendix II-E, page 45 for a summary of the exit survey data. Several quotes from the exit surveys are provided below.

- *“It is a great opportunity to learn molecular techniques and state of the art technology on microbial ecology. My advisor was always supportive and I was given the opportunity to have hands on in my own research project. Such opportunity helped me to develop my academic abilities, and technical expertise.”*
- *“Is a great place to study, with excellent faculty and staff, with small group classes that helps to build good communication between faculty and students. The laboratories are equipped with the best technologies available.”*
- *“I grew up in the Kanawha Valley with a very biased opinion regarding (what was then) West Virginia State College. It would be fair to say that it was the commonly held opinion that one only went to State if they failed to get into any other college, or if one planned to stay home for a semester before going elsewhere. Once I began taking courses at the*

college of NSM, I found that my prejudices were completely unfounded. WVSU is a wonderful university with great faculty."

F. Advisory Committee(s)

In 2009, the Committee on Expectations, Standards, and Assessment (CESA) was established in response to the plan of correction for Biotechnology Program Review. This Committee was developed to guide the Department on how the Biology and Biotechnology programs could better serve WVSU students in particular and the citizens of West Virginia in general. Please see Exhibit X, page 86 for a list of the membership. This Committee was active from February of 2010 through February of 2012. During this time, the Committee met five times. The composition of the Committee included a variety of individuals including two local physicians, who are both graduates of the University. Undergraduate students, graduate students (whose names are not listed), faculty, and staff were among the membership. Faculty members from Marshall University and representatives from Nitro High School and the West Virginia Department of Environmental Protection rounded out the membership. Local citizens also attended the meeting on one occasion.

One of the suggestions made by the Committee was for an increase in outreach. As a result, the Biology faculty developed a LabMenu of lab exercises that could be easily taken to area high schools. This was accomplished and resulted in five area schools participating in these outreach exercises. For additional Committee actions, see Exhibit IX, page 85.

G. Program Strengths and Weaknesses

One of our greatest strengths is that of research opportunities for undergraduates. Students may participate in Research Rookies (RR), Summer Undergraduate Research Experience (SURE), NASA West Virginia Space Grant Scholarship program, and the various individually grant-funded research projects being conducted by faculty. This aspect of the program makes it unique among others in our region.

The faculty participating in the program are active in research and other professional development activities. They have successful records of securing extra-mural funds and publish in peer-reviewed journals (see Appendix II-B and Exhibits I and II). This is a valuable resource for the students in particular and the University and in general.

The Biology program has access to a variety of excellent teaching and research laboratory equipment. This is due to a variety of reasons including good faculty track records with grant-funding, HBCU and land-grant status of the University, and the science lab fee. The Department has good basic lab equipment such as microscopes, pH meters, automatic pipettors, vortexers, water baths, electrophoresis apparatus, table top minicentrifuges, incubators, incubator shakers, -80°C specimen storage freezers, and adequate supplies of laboratory consumables. In addition to the everyday basic equipment, students have access to research grade equipment, such as thermal cyclers, gas chromatographs, DNA analysis and sequencing equipment, high-speed and ultracentrifuges, and research grade microscopes (brightfield, confocal, fluorescence, digital). Faculty and students also have access to a 400 MHz NMR spectrometer and a time-of-flight Liquid Chromatography Mass Spectrometer. Please see Exhibit VII, page 81 for a partial list of research equipment.

Our most significant weakness is the lack of a useful assessment program that yields data that can be used to improve the program. The assessment plan in place in 2009 was developed in the late 1990s. Although some of the information collected was useful, little of it was used for programmatic changes. The assessment program developed in 2011 – 2012 taught us what kind of information was not useful. However, the exercise of creating that program along with the assistance from the University's consultants informed the development of our current assessment plan, which we hope will provide use with information that will guide our

programmatic changes in the future. Please see Exhibit IV, page 72 for a copy of the current assessment program plan.

The number of full-text journals that the students have access to in the Drain-Jordan Library is insufficient for them to conduct library research to support their laboratory research. The Interlibrary Loan program has improved significantly since the last reporting period. This improvement makes it easier for students to get the articles they need, but it is still not an ideal situation.

Lack of a more transparent budgeting process is a third significant weakness. The Science Lab Fee Account often does not reflect the number of students that were enrolled in the course for which lab fees were supposed to have been collected. While we understand that the fees come in “in dribs and drabs” often the semester closes and the correct amount of fees are still not accounted for in the Science Lab Fee Account. This makes planning difficult to do.

SECTION III: VIABILITY

A. Program Enrollment

During the reporting period, the number of majors in the program dropped from a high of 201 in the fall of 2009 to a low of 146 in the spring of 2013. This parallels the drop in enrollment experienced by the University at large. The number of majors is improving: the average enrollment for the 2012 – 2013 academic year was 153 while that for 2013 – 2014 was 165. The most popular option of the major is the pre-med option. The percentage of majors enrolling in this option grew from ~52% in 2009 – 2010 to over 74% in spring 2013.

B. Course Enrollment

As predicted by the popularity of the pre-med option, the most popular Elective courses tend to be those suited for students headed for medical school or the other allied health options. Biology 331 and 332, Human Anatomy and Physiology I and II respectively, had the highest average enrollment of all Biology elective courses during the review period: 25.6 and 20.3 respectively. In addition, average enrollment for General Microbiology another course popular with pre-meds and pre-nursing students also had high average enrollment: 18.6. Enrollment in other electives is not as high. This could be due to the high number of elective courses offered each semester. Students need only 18 – 20 hours of elective credit to earn a degree, so the enrollment in electives other than those already discussed tends to be lower.

Enrollment in some core courses (Biol 270 for example) experienced the same fluctuations as did the enrollment in the major. As the number of majors declined the number of students enrolled in the core courses also declined. In 2013 – 2014 only 11 students were enrolled in Genetics (Biol 270) a sophomore level core course. In previous academic years, this enrollment was higher (24 in 2012 – 2013 for example).

C. Enrollment Projections

Due to the increased recruitment efforts of the University's Division of Enrollment Management and Student Affairs, increased positive publicity about the University in general and the research and science opportunities in particular, and our outreach programs, we expect to see enrollment in the Biology program continue to grow. The number of students enrolled in Biol 120 (first course in the major) grew from 44 in fall of 2009 to 90 in fall of 2013 (see Appendix III-A). This trend continued in fall of 2014. As the number of majors increases, the number of students enrolling in the core, electives, and cognate courses should also increase.

D. Cost Analysis

A cost analysis is performed for the Program Review to provide data about the Departmental Cost of Instruction and the Facilities and Administrative Costs, which are not instructional driven but attribute the overall educational experience of students.

Departmental Cost of Instruction:

The Departmental Cost of Instruction encompasses two components: 1. Departmental cost to offer the major, and 2. Departmental cost to offer courses in the Department. To determine the departmental cost to offer the major, calculations are conducted to generate the program cost per graduate and the cost per student in the major. It should be noted that, in this cost analysis, we only considered the salaries including fringe benefits.

Calculation of the cost to offer the major: The numerator value is determined by using 2014-2015 faculty salary data for full-time and part-time faculty (including fringe benefits) who

provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses), unless those courses are required for the major and serves as the numerator value for both the program cost per graduate and the cost per student in the major formulas.

Two denominator values are determined for the various calculations. For the program cost per graduate calculation, the denominator value is the average number of program graduates for the 2010 - 2014 period, while the cost per student in the major calculation uses the average number of majors in the degree program during the same review period as the denominator value.

The resulting formulas are:

$$\text{Cost per graduate} = \frac{\text{2014-2015 degree program instructional faculty}}{\text{Average number of program graduates 2010-2014}}$$

$$\text{Cost per student in the major} = \frac{\text{2014-2015 degree program instructional faculty}}{\text{Average number of majors in the degree program 2010-2014}}$$

Biology program cost per graduate = \$481,968/14.4 = \$33,470

Biology program cost per student in the major = \$481,968/351.6 ~ \$1371

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the academic years (2010 - 2014) of the five-year review period. The credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

$$\text{Cost of courses offered in the department} = \frac{\text{2014-2015 degree program instructional faculty}}{\text{Total student credit hours produced by department}}$$

Biology program cost per credit hour offered in the Department = \$481,968/1620 ~ \$297

The Facilities and Administrative cost also using total faculty compensation for 2014-2015 as the numerator. For this value, the denominator federal indirect rate of 56.9%, which is a measure that is used to determine the cost of operation for grant administration.

The formula facilities and administrative cost (Non-instructional operational cost):

$$\text{Facilities and administrative cost} = \text{2014-2015 degree program instructional faculty} * 0.569$$

Biology facilities and administrative cost = \$481,968 * 0.569 ~ \$274,240

The ratios are exhibited in the table below.

Total Salary: \$ \$481,968

	Avg Majors (AY10-AY14)	Avg Graduates (AY10-AY14)	CPCH (AY 10-AY14)	Cost of Operation (AY 2014)
Average per year	351.6	14.4	1620	0.569
Cost Ratios	\$1371	\$33,470	\$297	\$274,240

In summary, the total salary for faculty during the 2014 - 2015 year of the review period is \$481,968 and includes both part-time and full-time faculty salaries. The average cost per major is \$1371 while the average cost per graduate is \$33,470. Both values include all unduplicated student majors and graduates for the five-year review period. The cost of offering courses in the Department for all majors is \$297 per credit hour, which is based on the total semester credit hours (fall and spring combined) generated per year. The cost of operation (non-instructional cost) is \$274,240.

E. Service Courses

The Department of Biology offers four courses, which are part of the University's General Education and Honors programs. Those courses are Biol 101: Principles of Biology, Biol 108: Environmental Biology, Biol 110: Economic Biology, Biol 120: Fundamentals of Biology (also the first core course in the major), and Biol 101H: Principles of Biology for Honors. In addition, the Department offers biology courses as cognates for Chemistry, Computer Science, Education, Health Sciences, Mathematics, and Sports Studies students. Please see Appendix III-C, page 59 for a complete listing of these offerings.

F. Off-Campus Courses

The Department of Biology offers off campus courses through the University's Early Enrollment program. During the reporting period, the Department offered two sections of Biol 101: Principles of Biology and two sections of Biol 108: Environmental Biology at Capitol High School. Five sections of Biol 108 were offered at George Washington High School. One hundred and fifty three students (36.8 FTE) were served by these courses. Please see Appendix III-D, page 61 for more information.

G. Articulation Agreements

The Department of Biology has no articulation agreements with other institutions. There have been preliminary discussions with Kanawha Valley Community and Technical College (now BridgeValley Community and Technical College) regarding the development of a 1 + 3 in biotechnology. The major hindrance to the development of this program is the lack of a major's level General Chemistry I and II sequence with accompanying wet labs at the CTC. Students who would transfer to WVSU to complete the final three years would need to take General Chemistry in the sophomore year which would put them a year behind in the program.

SECTION IV: NECESSITY

A. Job Placement

Of the students for whom we have data, 33 were employed or in school (see Section II.C.4). Sixteen of those were employed in biology or other science related fields. The following companies or agencies employ our former graduates in this capacity:

- Alpha EMC, Atlanta, GA
- Dow Chemical, South Charleston, WV
- Eurofin Lancaster Labs, Durham, NC
- LabCorp, Charleston, WV
- Morning Dew Farms, Newcastle, ME
- Thomas Memorial Hospital, South Charleston, WV
- West Virginia Department of Agriculture, Guthrie, WV
- West Virginia Bureau of Public Health, Charleston, WV
- West Virginia Department of Mining and Reclamation, Chapmanville, WV
- West Virginia State University, Institute, WV

At least two of our graduates are self-employed: one as a farmer and the other as a general contractor. Two are seeking additional bachelor's degrees: one in nursing and the other in secondary education with a certification in Biology. Five are working in non-science related areas as sales associates, bank tellers, or other commercial employees.

B. Similar Programs

Marshall University (MU), the University of Charleston (UC), and West Virginia University Institute of Technology (WVUIT) are the closest institutions of higher learning to WVSU. All three of these offer B.S. in Biology programs. The WVSU B.S. in Biology curriculum is distinct from that of the University of Charleston in that Ecology and Cell Biology are required core courses at WVSU; they are electives at UC. The MU and WVUIT programs are similar to that of WVSU in core requirements. What makes the WVSU program unique from the WVUIT program are the wide-ranging, paid and for credit research opportunities available to students at WVSU. Seven of the ten tenured WVSU Biology faculty members (as of 2014) conduct extensive, long-term research programs that feature projects in which undergraduates routinely participate. While MU Biology faculty have active research programs, the smaller size of WVSU's faculty makes it easier for students to get to know their faculty and become involved in their research efforts.

The B.S. in Biology program is unique in the region in that WVSU is a land-grant institution and the WVSU Biology faculty provide research programs necessary for the WVSU land-grant mission. Three faculty members receive release time from their teaching duties to conduct research consistent with the USDA Plan of Work for the Gus R. Douglass Land Grant Institute and GRDI research scientists collaborate with Biology faculty frequently if not daily. This results in a program that is unique to the area in that research faculty provide applied and

basic research that is germane to the USDA's Plan of Work. The plan addresses the following challenge areas:

- Food Security;
- Climate Variability and Change;
- Water;
- Sustainable Bioenergy;
- Childhood Obesity Prevention; and
- Food Safety.

Appendices

Appendix II-A

Curriculum

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology - Option A Organismal and Environmental	Total number of credit hours required for graduation: 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours	
Biol 120 Fundamentals of Biology	4	Option A Organismal and Environmental Biology: 18 – 20 hours of electives specific to Option A Biol 306 General Zoology Biol 310 Conservation Ecology Biol 320 Entomology Biol 321 Animal Parasitism Biol 325 Invertebrate Zoology Biol 326 Vertebrate Zoology Biol 341 Microbiology Biol 350 Evolution Biol 365 Biology of the Fishes Biol 375 Principles of Aquaculture Biol 395 Practicum in Biology Biol 399 Special Topics Biol 435 Comparative Vert. Morph. Biol 440 Field Botany Biol 442 Plant Geography Biol 443 Plant Tissue Culture Biol 444 Plant Physiology Biol 460 Environmental Microbiology Biol 490 Directed Student Research Biol 491 Undergrad. Stud. Independent Study or Research Biol 492 Undergrad. Library Research Biol 499: Special Topics in Biology		Chem 105 General Chem. I	3	NSM 101 Freshman Exper.	1	
Biol 121 Biological Diversity	4			Chem 106 General Chem. II	3	G Ed 100 Origins	3	
Biol 250 General Ecology	4			Chem 107 Gen. Chem. I Lab.	2	G Ed 200 Human Diversity	3	
Biol 270 Genetics	4			Chem 108 Gen. Chem. II Lab.	2	International Perspectives	6	
Biol 385 Cell Biology	4			Chem 205 Organic Chem. I	3	Hist 201 World History OR	3	
Biol 411 Senior Seminar	1			Chem 206 Organic Chem. II	3	Hist 202 World History	3	
				Chem 207 Org. Chem. I Lab.	3	Engl 101 Engl. Composition I	3	
				Chem 208 Org. Chem II Lab.	2	Engl 102 Engl. Composition II	3	
				Phys 201 General Physics I	2	Mathematics (see cognates)	3	
				Phys 203 Gen. Physics I Lab	2	Comm 100 Speech Communic.	3	
				Math 206 Analytic Geometry and Calculus I	4	HHPLS 157 Healthy Living OR	2	
				OR		HHPLS 122 Fitness for Living	2	
				Math 222 Elementary Statistics for Math and Natural Science	1	Engl 150 Literature	3	
					3-4	Natural Science (Biol 120)	6	
						Fine Arts	3	
						American Traditions	3	
						Social Structures/ Hum. Behav.	3	
						Free Electives (to total 128)	16-19	
Total Required Major Hours:	21		Total Additional Major Hours:	18 - 20	Total Cognate Hours:	28 - 29	Total Gen. Ed./Elective Hours:	58-61

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology – Option C Pre-Medical and Biomedical Sciences	Total number of credit hours required for graduation: 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Biol 120 Fundamentals of Biology Biol 121 Biological Diversity Biol 250 General Ecology Biol 270 Genetics Biol 385 Cell Biology Biol 411 Senior Seminar	4 4 4 4 4 1	Option C Pre-Medical and Biomedical Sciences 18 – 20 hours to include Biol 331 Human Anat. and Phys I Biol 332 Human Anat. and Phys II Biol 341 Microbiology Chem 331 Biochemistry Plus 3-5 additional hours of restricted electives specific to Option C: Biol 306 General Zoology Biol 321 Animal Parasitism Biol 326 Vertebrate Zoology Biol 330 Vertebrate Histology Biol 345 General Virology Biol 347 Immunology Biol 361 Microbial Genetics Biol 370 Pharmacology Biol 395 Practicum in Biology Biol 399 Special Topics Biol 435 Comparative Vert. Morph. Biol 466 Cancer Biology Biol 490 Directed Student Research Biol 491 Undergrad. Stud. Independent Study or Research Biol 492 Undergrad. Library Research Biol 499 Special Topics in Biology Chem 333	4 4 4 4 3 4 4 4 4 3 4 4 4 4 1 1-4 4 3 1-4 1-4 1-2 1-4 2	Chem 105 General Chem. I Chem 106 General Chem. II Chem 107 Gen. Chem. I Lab. Chem 108 Gen. Chem. II Lab. Chem 205 Organic Chem. I Chem 206 Organic Chem. II Chem 207 Org. Chem. I Lab. Chem 208 Org. Chem II Lab. Phys 201 General Physics I Phys 203 Gen. Physics I Lab Math 206 Analytic Geometry and Calculus I OR Math 222 Elementary Statistics for Math and Natural Science	3 3 2 2 3 3 2 2 4 1 4 or 3 OR 4	NSM 101 Freshman Exper. G Ed 100 Origins G Ed 200 Human Diversity International Perspectives Hist 201 World History OR Hist 202 World History Engl 101 Engl. Composition I Engl 102 Engl. Composition II Mathematics (see cognates) Comm 100 Speech Communic. HHPLS 157 Healthy Living OR HHPLS 122 Fitness for Living Engl 150 Literature Natural Science (Biol 120) Fine Arts American Traditions Social Structures/ Hum. Behav. Free Electives (to total 128)	1 3 3 6 3 3 3 3 3 6 3 3 16-19
Total Required Major Hours:	21	Total Additional Major Hours:	18-20	Total Cognate Hours:	28-29	Total Gen. Ed./Elective Hours:	58-61

Note:

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Science in Biology – Option B Biotechnology and Genetics	Total number of credit hours required for graduation: 128
Professional society that may have influenced the program offering and requirements: NA	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
Biol 120 Fundamentals of Biology Biol 121 Biological Diversity Biol 250 General Ecology Biol 270 Genetics Biol 385 Cell Biology Biol 411 Senior Seminar	4 4 4 4 4 1	Option B Biotechnology and Genetics: 18 – 20 hours to include Biol 341 Microbiology Chem 331 Chem 333 Plus 9-11 additional hours of restricted electives specific to Option B: Biol 345 General Virology Biol 347 Immunology Biol 350 Evolution Biol 361 Microbial Genetics Biol 373 Eukaryotic Mol. Genetics Biol 375 Principles of Aquaculture Biol 395 Practicum in Biology Biol 399 Special Topics Biol 443 Plant Tissue Culture Biol 444 Plant Physiology Biol 460 Cancer Biology Biol 490 Directed Student Research Biol 491 Undergrad. Stud. Independent Study or Research Biol 492 Undergrad. Library Research Biol 499 Special Topics in Biology	4 4 3 2 3 4 3 4 4 1 1-4 4 3 3 1-4 1-4 1-2 1-4	Chem 105 General Chem. I Chem 106 General Chem. II Chem 107 Gen. Chem. I Lab. Chem 108 Gen. Chem. II Lab. Chem 205 Organic Chem. I Chem 206 Organic Chem. II Chem 207 Org. Chem. I Lab. Chem 208 Org. Chem II Lab. Phys 201 General Physics I Phys 203 Gen. Physics I Lab Math 206 Analytic Geometry and Calculus I OR Math 222 Elementary Statistics for Math and Natural Science	3 3 2 2 3 3 2 2 4 1 4 or 3 4 1 3 3 3 1-4 1-4 1-2 1-4	NSM 101 Freshman Exper. G Ed 100 Origins G Ed 200 Human Diversity International Perspectives Hist 201 World History OR Hist 202 World History Engl 101 Engl. Composition I Engl 102 Engl. Composition II Mathematics (see cognates) Comm 100 Speech Communic. HHPLS 157 Healthy Living OR HHPLS 122 Fitness for Living Engl 150 Literature Natural Science (Biol 120) Fine Arts American Traditions Social Structures/ Hum. Behav. Free Electives (to total 128)	1 3 3 6 3 3 3 3 3 2 3 6 3 3 16-19
Total Required Major Hours:	21	Total Additional Major Hours:	18-20	Total Cognate Hours:	28-29	Total Gen. Ed./Elective Hours:	58-61

Note:

Appendix II-B
Faculty Data Sheets

Faculty Data Sheet

Name: Dr. Kevin Barry	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Maryland	Data Degree Received: 2012
Area of Specialization: plant ecology, invasive species	

Professional Registration/Licensure:
Years of employment at present institution: 3
Years of employment in higher education: 3
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 101, Principles of Biology	95
Spring 2013	Biol 101, Principles of Biology	48
	Biol 310/510, Conservation Ecology	7
	NSM 101, Freshman Experience	12
Fall 2013	Biol 101, Principles of Biology	105
	Biol 101H, Principles of Biology (honors)	2
Spring 2014	Biol 101, Principles of Biology	48
	Biol 250, Ecology	11

(B) If degree is not in area of current assignment, explain:

(C) Identify your professional development activities during the past five years.

I attended the Ecological Research as Education Network (EREN) meeting this summer, where I became involved in several research projects designed to involve undergraduates in large-scale ecological research. EREN is an NSF-funded organization of faculty at small universities whose goal is to integrate undergraduate education and long-term ecological research.

I am a member of the Ecological Society of America (ESA), the Botanical Society of America (BSA), and the American Association for the Advancement of Science (AAAS)

I am working with Drs. Reddy, Huber, and Haas on a recently awarded \$260,000 grant to study the genomics of adaptation to mine soils.

Thus far we have visited our field sites, have developed a sampling plan, and are working on further developing certain aspects of both the observational and manipulative parts of the research before beginning sampling and planting in the field.

My research student Jordan Dillon received a \$2500 NASA Space Grant Scholarship for the project "Secondary metabolite production in *Ailanthus altissima* under varying light levels". The proposal is attached below.

In the summer and fall of 2013 I mentored Jordan Dillon during his work on the NASA funded project "Secondary metabolite production in *Ailanthus altissima* under varying light levels". The research involved locating and sampling *A. altissima* leaves, creation of leaf extracts in the lab, and testing of various leaf extracts on radish seed germination. Data analysis for this project is still underway, and Jordan has begun work on a PowerPoint presentation at an upcoming Honors Program meeting. I also mentor Vasiliou Dianellos on his AmeriCorps project.

Native Plant Garden – The Hamblin Hall Native Plant Garden was installed on Earth Day in April 2013 with the help of several undergraduate students, staff, and faculty. During the planting of the garden, I was interviewed by local news and the Daily Mail. The garden currently contains 12 different native species, and was enhanced and maintained with the help of undergraduate Jordan Dillon in summer 2013. To educate students and visitors about the garden and native species, I maintain a weekly updated chalkboard that I place outside of Hamblin Hall to highlight which species are in bloom, and interesting facts about the species. Since all garden species are perennial, the garden will become more lush and full this upcoming Spring and Summer. The garden proposal is attached below.

Ecological Research as Education Network (EREN) – I am planning a long-term study on forest dynamics as part of a multi-site EREN project. This study, which involves monitoring tree growth and changes in forest structure, will be conducted at Kanawha State Forest. Additionally, I will use these sites for research on leaf decomposition and invasive species, also as part of EREN. This leaf decomposition project would involve placing the leaves of *Ailanthus altissima* and a native species in mesh bags and monitoring their mass over time. Plots will also be monitored for the invasive insect emerald ash borer, and the presence and identity of invasive earthworms may also be monitored. This research and variations on these projects will be largely driven by undergraduates.

Tree Campus USA – I serve as on the Tree Advisory Board for WVSU's Tree Campus USA initiative.

Hamblin Hall greenhouse – I measured the Hamblin Hall greenhouse and drew up a schematic plan for installation of Dr. Nimmakayala's extra growth lights. Work began on this project, with several struts already installed to support lights, but other projects have unfortunately drawn away the attention of Physical Facilities. Once the lights are installed it will improve greenhouse yields, especially during the winter, and make the space more effective as a teaching greenhouse.

(D) List awards/honors (including to speak in your area of expertise) or special recognitions in the last five years.

(E) Indicate any other activities that have contributed to effective teaching.

(F) List professional books/papers published during the last five years.

(G) List externally funded research (grants and contracts) during the last five years.

Faculty Data Sheet

Name: Dr. Mark Chatfield	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Oregon State University	Data Degree Received:
Area of Specialization: plant physiology, genetics, biochemistry	

Professional Registration/Licensure:
Years of employment at present institution: 23
Years of employment in higher education: 31
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 120, Fundamentals of Biology	61
	Biol 121, Biological Diversity	15
	Biol 444/644, Plant Physiology	6
	Biol 490, Directed Student Research	2
Spring 2013	Biol 110, Economic Biology	10
	Biol 490, Directed Student Research	1
	Chem 331/531, Biochemistry	24
	Chem 333/533, Biochemistry lab	8
Fall 2013	Biol 108, Environmental Biology	30
	Biol 440/640, Field Botany	4
Spring 2014	Biol 490, Directed Student Research	3
	Biol 121, Biological Diversity	52
	Chem 331/531	21

(B). If degree is not in area of current assignment, explain: [degree is in area of assignment]

(C). Identify your professional development activities during the past five years.

Toured World Food Program in Nairobi Kenya, July 2013 During the Summer break I participated by leading tours of several World Food Program Centers in Nairobi Kenya with Padma Nimmakayala and several WVSU undergraduate and graduate students. We were in Kenya for 2 weeks.

I am a Co-PI on a CBG for this travel but I can't remember what year it was awarded 2012 maybe?

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Invited lecturer in Biochemistry at Universidad Autonoma de Coahuila in Torreon Mexico November 2012

(E). Indicate any other activities that have contributed to effective teaching.

Trained in Quality Matters Online teaching Courses at WVSU 2012-2013

(F). List professional books/papers published during the last five years. [none since 2007]

(G). List externally funded research (grants and contracts) during the last five years.

a. Successful grant application to non-WVSC source – Yes CBG Online Learning for \$499,000

b. Unsuccessful grant application to non-WVSC source: - Yes CBG Peppers for \$499,000.

Faculty Data Sheet

Name: Dr. Sean Collins	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Illinois	Data Degree Received: 2003
Area of Specialization: entomology, ecology	

Professional Registration/Licensure:
Years of employment at present institution: 8
Years of employment in higher education: 8
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 250, Ecology	16
	Biol 320/599, Entomology	5
	Biol 411/BT511, Senior Seminar/Biotech Seminar	19
Spring 2013	Biol 121, Biological Diversity	18
	Biol 250, Ecology	8
Fall 2013	Biol 250, Ecology	17
	Biol 399, Herpetology	13
Spring 2014	Biol 121, Biological Diversity	52, team-taught
	Biol 326, Vertebrate Zoology	12

(B) If degree is not in area of current assignment, explain:

My Ph.D. from the University of Illinois is in Entomology

(C) Identify your professional development activities during the past five years.

Served as WVSU's representative to the Advisory Council of Faculty (2010 - 2011)

WebCT workshops (2009 - 2010)

NSF Bioinformatics workshop in Little Rock, AR (2013)

Served on 2 grant review panels for the National Institutes for Food and Agriculture (USDA) for years 2013 and 2014.

I assisted with aspects of the planning for the West Virginia Academy of Sciences research symposium held on campus, as well as moderated a session of oral presentations and served as a judge for the poster competition (2012).

I was a member of a group from WVSU that was invited to Elizabeth City State University (NC) to discuss a planned grant proposal to the National Science Foundation.

North Central Self-Study Criterion Committee (Criterion 2 [integrity], Core components C & D)

Served on the Biology department subcommittee for establishing the guidelines for the rubrics, courses, and assignments to be used for accreditation using LiveText

(D) List awards/honors (including to speak in your area of expertise) or special recognitions in the last five years.

(E) Indicate any other activities that have contributed to effective teaching.

I have served as the content specialist for the following Education students over the last 5 years: Howard Mize, Brian Lanham, Danielle Perry, Allison Belcher, Ann Lucas, Ronald Smith, Desiree Unsel, Elisha Westfall, Lorrie Mottesheard and Pamela Darnold

(F) List professional books/papers published during the last five years.

Size variation in cicada killer wasps (*Sphecius speciosus*) from urban and rural nesting aggregations. (presented by Hunter Aliff)- Abstract

Genetic variation in cicada killer wasps (*Sphecius speciosus*) from urban and rural nesting aggregations. (presented by Belinda Fox)- Abstract

Size variation in cicada killer wasps from urban and rural nesting aggregations. (Poster presentation by Hunter Aliff and Michael McClain)- Abstract

(G) List externally funded research (grants and contracts) during the last five years.

Association of gene expression profiles of oxidative phosphorylation and nutrient efficiency, growth and development in different life stages of rainbow trout, *Oncorhynchus mykiss*. NSF Capacity Building Grant; Co-PI with Dr. Jonathan Eya (2012)

Faculty Data Sheet

Name: Dr. Jonathan Eya	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Auburn University	Data Degree Received: 1997
Area of Specialization: fisheries science, aquaculture	

Professional Registration/Licensure:
Years of employment at present institution: 15
Years of employment in higher education: 21
Years of related experience outside higher education: 3

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 101, Principles of Biology BT 567, Current Concepts in Biotechnology	48 10, team-taught
Spring 2013	Biol 101, Principles of Biology	48
Fall 2013	BT 567, Current Concepts in Biotechnology	11, team-taught
Spring 2014	Biol 101, Principles of Biology	48

(B). If degree is not in area of current assignment, explain: NA

(C). Identify your professional development activities during the past five years.

Organized a collaborators meeting five scientists from Mississippi State University, USDA-ARS Catfish Genetics Research Center and USDA-ARS National Center for Cool and Coldwater Aquaculture to evaluate the progress of the USDA funded research in July 2009

Presented “Genetic relationships of growth, feed efficiency and mitochondrial function in rainbow trout fed diets differing in dietary lipid levels” and “Effects of strain and diet on growth performance characteristics and relative expression of genes coding for electron transport chain in channel catfish” and “Aspects of mitochondrial function, growth and nutrient efficiency of rainbow trout fed diets containing different levels of dietary fat” Aquaculture America 2012, Las Vegas, Nevada. February 20 – March 2, 2012.

Presented “Relationship and genetic variation to mitochondrial function in growth performance and feed efficiency of juvenile rainbow trout, *Oncorhynchus mykiss*.” and “Genetic variation in feed consumption, growth, nutrient utilization efficiency and mitochondrial function within a farmed population of channel

catfish (*Ictalurus punctatus*).” The Annual International Conference and Exposition of the World Aquaculture Society. Natal Convention Center, Natal/RN Brazil. June 6-10, 2011.

Presented “Mitochondrial Function and Growth in Channel Catfish: Strain and Diets Effects.” and “A possible association of mitochondrial function with feed efficiency in rainbow trout *Oncorhynchus mykiss*: diets and full-sib family effects” 1890 institutions of Association of Research Directors 16th Biennial Research Symposium at Atlanta, Georgia, April 9- 13, 2011.

Was a collaborator in a grant involving 1890 institutions, 1862 institutions and Federal Government agencies and the proposal was submitted to USDA-NIFA and the proposal was not funded.

Attended the Aquaculture America 2014 conference in Seattle, Washington (2014)

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Participated in the USDA-CSREES/CP Small Business Innovation Research Peer Review System (December 2009).

Participated in the National Oceanic and Atmospheric Administration (NOAA) Research Peer Review System (December 2010).

(E). Indicate any other activities that have contributed to effective teaching.

Attendance of conferences (national and international) and acquiring knowledge of the latest development in my area of expertise as well as other areas and utilizing the knowledge gained in my teaching.

(F). List professional books/papers published during the last five years.

Eya, J.C. Nouaga, R.Y., Ashame, M.F., Pomeroy, C.F., Gannam, A.L. 2014. Effects of dietary lipid levels on mitochondrial gene expression in low and high-feed efficient families of rainbow trout (*Oncorhynchus mykiss*). Journal of Fish Biology 84: 1708-1720.

Eya, J.C. Nouaga, R.Y., Ashame, M.F., Pomeroy, C.F., Gannam, A.L. 2013. Effects of dietary lipid levels on growth, feed utilization and mitochondrial function in low- and high- feed efficient families of rainbow trout (*Oncorhynchus mykiss*). Aquaculture 416-417: 119-128.

Eya, J.C., Ashame, M.F. Pomeroy, C.F., Manning, B.B. and Brian, B.C. 2012. Genetic variation in feed consumption, growth, nutrient utilization efficiency and mitochondrial function within a farmed population of channel catfish (*Ictalurus punctatus*). Comparative Biochemistry and Physiology Part B 163: 211-220.

Eya, J.C., Ashame, M.F. and Pomeroy, C.F. 2011: Association of mitochondrial function with feed efficiency in rainbow trout: Diets and family effects. Aquaculture 321(1-2):71-84.

Eya, J.C., Ashame, M.F. and Pomeroy, C. 2010. Influence of diet on mitochondrial complex activity in channel catfish, *Ictalurus punctatus*. North American Journal of Aquaculture 72: 225-236.

Eya, J.C., Ashame, M.F. and Pomeroy, C. 2010. Nutritive evaluation of protein from anaerobically digested poultry wastes as a dietary ingredient replacer for channel catfish, *Ictalurus punctatus*. Journal of World Aquaculture Society 41(S2):179-190.

Eya, J.C., Ashame, M.F. and Pomeroy, C. 2010. Researchers study effect of diet and strain on catfish production. Aquaculture North America, July/August, page 7.

(G). List externally funded research (grants and contracts) during the last five years

Faculty Data Sheet

Name: Dr. Richard Ford	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Miami University (OH)	Data Degree Received: 1993
Area of Specialization: micro/molecular genetics	

Professional Registration/Licensure:
Years of employment at present institution: 13
Years of employment in higher education: 15
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 210, Basic Anatomy and Physiology	29
	NSM 101, Freshman Experience	9
	BT 501, Seminar for Teaching Assistants	6
Spring 2013	Biol 101, Principles of Biology	21
	Biol 345/599, General Virology	7
	BT 510, Seminar for Teaching Assistants	4
Fall 2013	Biol 120, Fundamentals of Biology	90
	BT 501, Seminar for Teaching Assistants	4
Spring 2014	Biol 101, Principles of Biology	45
	NSM 101, Freshman Experience	20
	BT 501, Seminar for Teaching Assistants	3

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Since Fall 2009, I did my last two years as Biology Department Chair / Biotechnology Graduate Program Director (Fall 2009 - Spring 2012). I resumed the job of Biotech Coordinator (Fall 2013 - present). I have been the WVSU Faculty Representative to HEPC's Advisory Council of Faculty (Fall 2011 - present). I developed and taught new courses at dual undergraduate/graduate levels: Immunology (Spring 2012) and General Virology (Spring 2013), and one new graduate level course: Seminar for Teaching Assistants (Fall 2012). I became Editor for the Proceedings of the West Virginia Academy of Science (Spring 2012 - present), served on the WVAS Executive Committee (Spring 2012 -

present), and hosted the combined WVAS / STaR Symposium meetings at WVSU (April 20-21, 2012). I have served on many departmental and campus-wide committees, served on at least three search committees. I have been on at least three Master's Thesis Committees.

My professional development has been the product of learning and doing these jobs.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

Faculty Data Sheet

Name: Dr. Gerald Hankins	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Virginia	Data Degree Received: 1991
Area of Specialization: developmental genetics	

Professional Registration/Licensure:
Years of employment at present institution: 9
Years of employment in higher education: 23
Years of related experience outside higher education: 10

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	BT 567 Current Concepts in Biotechnology	11, team taught
	Biol 499/599 Developmental Biology	11
Spring 2013	NSM 101, Freshman Experience	10
	BT 555, Biostatistics	11
	BT 572, Techniques in Biotechnology II	10, team-taught
Fall 2013	NSM 101, Freshman Experience	22
	BT 567, Current Concepts in Biotechnology	11, team-taught
	Biol 441/BT511, Senior Seminar/Biotechnology Seminar	19
	Biol 466/666, Cancer Biology	9
Spring 2014	NSM 101, Freshman Experience	15
	BT 555, Biostatistics	8
	BT 572, Techniques in Biotechnology II	8, team-taught

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Professional Affiliations: American Association for the Advancement of Science
 American Council for Medicinally Active Plants
 Genetics Society of America
 West Virginia Academy of Science
 Member, Cell Differentiation + Development Center, Marshall University

Presentations at:

NIH Biennial National IDeA Symposium of Biomedical Research Excellence (2010, 2012, 2014)
Gordon Research Conference on Fibroblast Growth Factors in Development & Disease (2014)
Genetics Society of America conference on Model Organisms to Human Biology: Cancer Genetics (2012)
Gordon Research Conference on Cancer Genetics & Epigenetics (2011)
Annual Conference of the American Council for Medicinally Active Plants (2010, 2011)
American Society for Biochemistry and Molecular Biology Special Symposium: Biochemistry And Cell
Biology Of ESCRTs In Health And Disease (2010)
Annual Meeting, American Society of Pharmacognosy (2010)

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

Nimmakayala P, Abburi VL, Abburi L, Alaparathi SB, Cantrell R, Park M, Choi D, Hankins G, Malkaram S, Reddy UK, Linkage disequilibrium and population structure analysis among *Capsicum annum* L. cultivars for use in association mapping. *Molecular Genetics and Genomics* 289 (4): 513-521, 2014 [PMID: 24585251]

Reddy UK, Almeida A, Abburi VL, Alaparathi SB, Unsel D, Hankins GR, Park M, Choi D, Nimmakayala P, Identification of gene-specific polymorphisms and association with capsaicin pathway metabolites in *Capsicum annum* L. collections. *PLOS One* 9: e86393, 2014 [PMID: 24475113]

Manohar S, Harlow M, Nguyen H, Li J, Hankins GR, Park M, Chromatin modifying protein 1A (Chmp1A) of the endosomal sorting complex required for transport (ESCRT)-III family activates ataxia-telangiectasia mutated (ATM) for PanC-1 cell growth inhibition. *Cell Cycle* 10 (15): 2529-2539, 2011 [PMID: 21705858]

(G). List externally funded research (grants and contracts) during the last five years.

Editor's note: Dr. Hankins submitted too much information to fit into two pages. He cited 12 externally-funded grants totaling over \$1.3 million. Five examples are:

"Cytation 3 Cell Imaging Multi-mode reader and high-speed spectrophotometer", Equipment subaward from NIH grant 5P20GM103434 to the West Virginia IDeA Network for Biomedical Research Excellence, \$72,091.

"Alternative Utilization of Roselle Hibiscus as a Small Farm and Niche Market Crop", Co-PI (PI: Dr. Kit Chin, SUBR Southern University) September 1 2012-August 31 2015, USDA/NIFA 2012-38821-20092, WVSU part: \$50,000.

"Transdermal patch development of capsaicin using genomic approach for treatment of chronic low back pain", Mentor (P.I.: Gagan Kaushal, University of Charleston, Co-PI: Umesh Reddy, WVSU), Sept 1 2012-Aug. 31 2014, NSF RII subaward, \$80,000.

"Development of value added peppers using genomic driven association mapping", Sept. 1 2010-Aug. 31 2013, USDA/NIFA 2010-38821-21574, \$299,810.

"Sex steroid hormones and epigenetics in meningiomas", May 1 2010-April 30 2014, WV-INBRE, NIH 5P20RR016477 & P20GM103434, \$690,000.

Faculty Data Sheet

Name: Dr. Katherine L. Harper	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Data Degree Received: 1986
Area of Specialization: Genetics and Developmental Biology	

Professional Registration/Licensure:
Years of employment at present institution: 27
Years of employment in higher education: 27
Years of related experience outside higher education: 1

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biology 270 Genetics	14
Spring 2013	Biology 385 Cell Biology	18
Fall 2013	Biology 270 Genetics	5
Spring 2014	Cell Biology	16

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Campus Governance and Service

2000 – 2014 Dean, College of Natural Sciences and Mathematics

Panel member: WVHEPC Improving Teacher Quality Panel 2007-2008; 2008-2009; 2009-2010; 2010-2011; 2011-2012. With R. Ford, hosted the combined WVAS / STaR Symposium meetings at WVSU (April 20-21, 2012). I have been on at least three Master's Thesis Committees.

D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

- "Multi-Disciplinary Summer Undergraduate Research Experience" \$60,060. WV Higher Education Policy Commission Science and Research SURE Award, NSF-EPSCoR; February 2009. Co-PIs: Dr. Sean Collins, Dr. David Huber, Dr. Gerald Hankins, Dr. Sharon Molnar, Dr. Timothy Ruhnke, Dr. Ernest Sekabunga, Dr. Andrew Schedl.
- "2010 Summer Undergraduate Research Experience" \$30,000; WV Higher Education Policy Commission Division of Science and Research SURE Award, NSF-EPSCoR
- "2014 - 2017 Summer Undergraduate Research Experience" \$76,000; WV Higher Education Policy Commission Division of Science and Research Award,

Faculty Data Sheet

Name: Dr. Robert T. Harris	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Ohio University	Data Degree Received: 1992
Area of Specialization: biomedical science	

Professional Registration/Licensure:
Years of employment at present institution: 19
Years of employment in higher education: 21
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 331, Human Anatomy and Physiology I	23
	Biol 332, Human Anatomy and Physiology II	19
Spring 2013	Biol 331, Human Anatomy and Physiology I	24
	Biol 332, Human Anatomy and Physiology II	14
Fall 2013	Biol 331, Human Anatomy and Physiology I	19
	Biol 332, Human Anatomy and Physiology II	13
	Biol 370/599, Pharmacology	20
Spring 2014	BT 567, Current Concepts in Biotechnology	11, team-taught
	Biol 331, Human Anatomy and Physiology I	21
	Biol 332, Human Anatomy and Physiology II	13

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

WVSC Outstanding Faculty Recognition; April 2010

1st Annual Conference of the American Council for Medicinally Active Plants Racine CR et.al. Anti-tumor properties and effects on vascular smooth muscle cell proliferation and migration of extracts of

Hibiscus sabdariffa accessions. 1st Annual Conference of the American Council for Medicinally Active Plants, Rutgers University, New Brunswick, NJ, July 20-23, 2010.

51st Annual Meeting of the American Society of Pharmacognosy Racine CR et. al. In vitro screening of Hibiscus sabdariffa extracts for anti-tumor properties. 51st Annual Meeting, American Society of Pharmacognosy, St. Petersburg Beach, FL, July 10-14, 2010.

WV IDEA Conference Harris, RT et al. Smooth Muscle Cells have an Inherent Capacity to Form Tube-Like Structures, WV IDEA Conference, Huntington, WV, March 23, 2010.

(E). Indicate any other activities that have contributed to effective teaching.

Hosted a Visiting Scientist for 3 months: Dawn Turner, Ph.D. Mountain State University

(F). List professional books/papers published during the last five years.

Kevin M. Rice, Sunil K. Kakarla, Sriram P. Mupparaju, Anhaiah Katta, Miaozone Wu, Robert T. Harris and Eric R. Blough. Shear stress activates Akt during vascular smooth muscle cell reorientation. Biotechnology and Applied Biochemistry 55: 85-90, 2010.

Rahul P. Nagmal, James R. Tchabo, Eric R. Blough, Robert T. Harris, Resveratrol attenuates fluprostenol induced hypertrophy of vascular smooth muscle cells. Biophysical Journal 98(3) Supplement 1: 4330, 2011.

Gary Hunter and Robert T. Harris. Structure and Function of the Muscular, Neuromuscular, Cardiovascular, and Respiratory Systems (chapter 1). In: Essentials of Strength Training and Conditioning. Third edition, Human Kinetics, (R. Earle, ed.) pp. 3-19. (2009)

K. M. Rice, S. Uddemarri, R. S. Kinnard, R. Harris, G.L. Wright, and E. R. Blough. Fluprostenol-induced ROS-dependent A7R5 smooth muscle cell hypertrophy involves the activation of mTOR, p70S6k, and PTEN. Prostaglandins Other Lipid Mediat. 85:49-57.

(G). List externally funded research (grants and contracts) during the last five years.

Effects of Muscle Loading and Unloading on microRNA Expression. Harris. NASA EPSCoR- MURC. \$40,000.

Development of Value-Added Peppers Using Genomic Driven Association Mapping. Hankins, Harris, Reddy. USDA \$299,937.

Influence of the HDAC inhibitor Trichostatin A on Hypertrophic and Atrophic Responses of Smooth and Skeletal Muscle. West Virginia Space Grant Consortium; Robert Harris, James Tchabo (graduate student), \$12,000.

Mechanotransduction, Intracellular Signaling and Vascular Cell Biology, National Institute of Health, West Virginia INBRE program, \$521,422, May 2009-April 2012. Robert T. Harris

Response of Vascular Smooth Muscle Cells to Stretch, National Institute of Health, West Virginia INBRE program, \$1,140,000, June 2004-August 2009. Robert T. Harris

Research Support Program, West Virginia INBRE program, \$190,000, June 2004-August 2009. Robert T. Harris

Faculty Data Sheet

Name: Dr. David Huber	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Michigan State University	Data Degree Received: 1996
Area of Specialization: microbial ecology, microbial genetics, plant pathology	

Professional Registration/Licensure:
Years of employment at present institution: 15
Years of employment in higher education: 15
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 341, Microbiology	16
	BT 567, Current Concepts in Biotechnology	5
Spring 2013	Biol 241, Introduction to Microbiology	10
	BT 572, Techniques in Biotechnology II	10, team-taught
Fall 2013	Biol 341, Microbiology	22
	BT 567, Current Concepts in Biotechnology	11, team-taught
Spring 2014	Biol 241, Introduction to Microbiology	8
	Biol 361/561, Microbial Genetics	10
	BT 572, Techniques in Biotechnology II	8, team-taught

(B). If degree is not in area of current assignment, explain. Not relevant

(C). Identify your professional development activities during the past five years (Fall 2012 – Sp 2014).

Professional Meetings Attended

- American Society for Microbiology Annual Meeting, Denver, CO, May 2013; abstract and poster
- USDA Association of Research Directors Biannual Meeting, Jacksonville (FL), April 2013
- American Society for Microbiology Annual Meeting, Boston, MA, May 2014; abstract and poster
- 5 presentations at professional meetings in 2012; 7 presentations in 2013. (details available)

Host to Visiting International Research Collaborators

- Dr. Nagamani Balagurusamy (Universidad Autonoma de Coahuila, Mexico) visited my laboratory for a week in April. He also was a guest teacher in my new Microbial Systems Science (BIOL 599) class.
- Dr. Teodoro Espinosa-Solares (Universidad Autonoma Chapingo, Mexico). Espinosa visited my laboratory in order to collaborate on anaerobic digestion research.

Host to Visiting International Graduate Student Researchers: 3 from Mexico (details available)

(D). List awards/honors (including invitations to speak) None

(E). Indicate any other activities that have contributed to effective teaching.

- USDA CBG Research/Teaching Integration grant listed below. This grant was designed to also build teaching capacity: biotechnology resources at WVSU were increased through purchase of \$100,000 Roche pyrosequencing instrument; new class was created (Microbial Systems Biology); workshop training was provided (Microbial Metagenomics Workshop)
- Agilent Gas Chromatograph (\$40,000) was purchased for teaching and research through the NSF EPSCoR RII multi-institution grant (listed below)
- Upward Bound teaching to local elementary children (summer 2013)

(F). List professional books/papers published during the last five years.

Refereed Journal Publications

Shade, A., Peter, H., Allison, SD, Baho, DL, Berga, M., Burgmann H., Huber DH, Langenheder, S., Lennon, JT, Martiny JBH, Matulich KL, Schmidt TM, and Handelsman J. 2012. Fundamentals of microbial community resistance and resilience. Frontiers in Microbiology 3:417. (doi:10.3389/fmicb.2012.00417)

Sharma, D., Espinosa-Solares, T., Huber, DH. 2013. Thermophilic anaerobic co-digestion of poultry litter and thin stillage. Bioresource Technology. 136:251-256.

Smith, A.M., Sharma, D., Lappin-Scott, H., Burton, S., Huber, D.H. 2014. Microbial community structure of a pilot-scale thermophilic anaerobic digester treating poultry litter. Applied Microbiology and Biotechnology 98(5):2321-2334. (doi 10.1007/s00253-013-5144-y).

Rivera-Salvador, V., I.L. Lopez-Cruz, T. Espinosa-Solares, J.S. Aranda-Barradas, D.H. Huber, D. Sharma, J.U. Toledo. 2014. Application of Anaerobic Digestion Model No. 1 to describe the syntrophic acetate oxidation of poultry litter in thermophilic anaerobic digestion. Bioresource Technology 167:495-502.

Book chapter

Alvarado A, Nafarrate E, Huber D, Balagurusamy N (2012) Microbiología de la digestión anaerobia. In Balagurusamy N, Das KC (ed), Avances Tecnológicos en la Producción de Biogas: Perspectivas y Retos. Lap Lambert Academic Publishing, Saarbrücken, Germany.

(G). List externally funded research (grants and contracts) during the last five years.

Federal Grants as Principal Investigator (PI)

David Huber (PI), Ami Smith (Co-PI), Marek Krasnansky (Co-PI). USDA 1890 Research/Teaching Capacity Building Grant. Title: Implementing metagenomics-enabled systems analysis to engineer energy thresholds and resilience in microbial bioenergy communities. Amount: \$564,000. Award dates: 9/2010-8/2014

Faculty Data Sheet

Name: Dr. Umesh Reddy	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Osmania University	Data Degree Received: 1997
Area of Specialization: genetics	

Professional Registration/Licensure: genetics, genomics and biotechnology
Years of employment at present institution: 10
Years of employment in higher education: 20
Years of related experience outside higher education: 1

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 411/BT 511, Senior Seminar/Biotech Seminar	20
Spring 2013	BT 572, Techniques in Biotechnology II	8
	Biol 270, Genetics	10
Fall 2013	Biol 411/BT 511, Senior Seminar/Biotech Seminar	25
Spring 2014	Biol 399/599, Crop Biodiversity and Genome	10

(B) If degree is not in area of current assignment, explain:

(C) Identify your professional development activities during the past five years.

1. Attended 25 national and international conferences
2. Federal grants funded up to two million dollars from USDA-NIFA
3. Supervised 12 graduate students for their thesis research
4. Served as member in 20 thesis committees
5. Supervised 15 undergraduate student research
6. Published 25 research papers in peer reviewed journals
7. Organized high school student/teacher workshops in DNA techniques
8. Attended grant review panels
9. Reviewed 100 manuscripts for various journals
10. Served as chair for Research and Development committee
11. Supervised 5 postdoctoral research associates
12. Hosted 6 visiting scientists from India/Mexico

(D) List awards/honors (including to speak in your area of expertise) or special recognitions in the last five years.

Five invited talks in Plant and Animal Genome Conference in San Diego in various genomic workshops

(E) Indicate any other activities that have contributed to effective teaching.

Developed laboratory modules for teaching various biotechnology techniques such as PCR, sequencing, genome analysis, mapping, cloning, genetic diversity, microarrays, alternative splicing, epigenetics, functional validation and qRT PCR for graduate and undergraduate students.

Obtained one million dollar funding from USDA-NIFA higher education proposals to strengthen facilities to teach biotechnology and genomics.

Editor's notes in italics. Dr. Reddy submitted too much material to fit into two pages, so I cut out the details. Dr. Reddy listed the four USDA-NIFA grants. I chose one example:

1. Stories of Crop Evolution, Biodiversity and Domestication and Methods of Genomic Assisted Crop Improvement for Curricula Development. (Contract/Grant/Agreement No: 2010-38821-21476 Proposal No: 2010-02247 Start: 01 Sep 2010 Term: 31 Aug 2013 Grant Yr: 2010 Grant Amount: \$299,986)

(F) List professional books/papers published during the last five years.

Editor: Dr. Reddy listed 21 published papers on which he was an author. Two examples are:

1. Padma Nimmakayala, Amnon Levi, Lavanya Abburi, Venkata Lakshmi Abburi, Yan R. Tomason, Thangasamy Saminathan, Venkata Gopinath Vajja, Sridhar Malkaram, Rishi Reddy, Todd C. Wehner, and Umesh K. Reddy 2014. Single nucleotide polymorphisms generated by genotyping by sequencing used to characterize genome-wide diversity, linkage disequilibrium and selection sweep for worldwide cultivated watermelon. BMC Genomics 2014, 15:767 (Highly accessed)

2. Reddy UK, Nimmikayala P, Levi A, Abburi VL, Saminiathan T, Tomason YR, Vajja G, Reddy R, Abburi L, Wehner TC, Ronin Y, Karol A. 2014 High-Resolution Genetic Map for Understanding the Effect of Genome-Wide Recombination Rate on Nucleotide Diversity in Watermelon. G3: Genes | Genomes | Genetics. doi: 10.1534/g3.114.012815.

(G) List externally funded research (grants and contracts) during the last five years.

Editor: Dr. Reddy listed seven externally-funded grants (in addition to the four shown in section E, above. These total over \$2.5 million. Four examples are:

1. Syntenic analysis of cucurbit cultivar complex for widening genetic diversity and functional genomics of fruit quality and architecture. Contract/grant/agreement no: 2007-38814-18472 proposal no: 2007-03466 start: 01 Sep 2007 term: 31 Aug 2011 Fy: 2009 grant yr: 2007, grant Amount: \$499,762

2. Utilization of genomics for molecular breeding of high quality and disease resistant peppers contract/grant/agreement no: 2010-38814-13906 start: 01 Sep 2010, Grant Amount: \$299,647

Faculty Data Sheet

Name: Dr. Tim Ruhnke	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Connecticut	Data Degree Received: 1993
Area of Specialization: zoology, parasitology	

Professional Registration/Licensure:
Years of employment at present institution: 19
Years of employment in higher education: 21
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

(A) List courses you taught in the last two years (fall and spring semester) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these course you taught. For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number and Title	Enrollment
Fall 2012	Biol 120, Fundamentals of Biology	48
	Biol 121, Biological Diversity	24
Spring 2013	Biol 120, Fundamentals of Biology	48
Fall 2013	Biol 121, Biological Diversity	12
	Biol 321/521, Animal Parasitism	4
Spring 2014	Biol 120, Fundamentals of Biology	30
	Biol 350/550, Evolution	4

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Campus Governance and Service

- 2010-present Chair, Faculty Senate.
- 2012-present Ex-officio member, WVSU Foundation Board.
- 2014 Member, Provost Search Committee.
- 2013 Member, Associate Provost Search Committee.
- 2013 Member, Shelter in Place Task Force.
- 2012 Member, Bioinformatics Research Associate Search
- 2012 Member, Admission Director Search Committee
- 2012-2013 Chair, Degree Completion Task Force.
- 2010-2013 Advisor, Beta Kappa Chi.

Manuscript Review

- 2014 Comparative Parasitology
- 2013 International Journal for Parasitology
- 2012 Folia Parasitologica and Comparative Parasitology
- 2011 Folia Parasitologica
- 2010 Vestnik Zoologii (Ukraine) and Comparative Parasitology
- 2009 Systematic Parasitology (2 manuscripts), Journal of Parasitology

D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Ruhnke, T.R. 2009. Systematics and Diversity of the Cestodes of Elasmobranch Fishes. Presented to the Department of Biology, West Virginia University.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

Ruhnke, T. R. and R. E. Workman. 2013. Two new species and a new phyllobothriid cestode genus from sharks of the genus *Negaprion* Whitley (Carcharhiniformes). Systematic Parasitology 85: 37-48.

Ruhnke, T.R. 2011 A monograph on the Phyllobothriidae. Bulletin of the University of Nebraska State Museum, 25: 1-208.

Caira, J. N., M. Malek, and T. Ruhnke. 2010 A new genus of Phyllobothriidae (Cestoda: Tetracysthidae) in carcharhiniform sharks from Iran and Australia. Journal of Helminthology.

Ruhnke, T. R. and H. D. Seaman. 2009. Three new species of *Anthocephalum* Linton, 1890 (Cestoda: Tetracysthidae) from dasyatid stingrays of the Gulf of California. Systematic Parasitology 72: 81-95.

Ruhnke, T. R. and J. N. Caira. 2009. Two new species of *Anthobothrium* van Beneden, 1850 (Tetracysthidae: Phyllobothriidae) from carcharhinid sharks, with a redescription of *Anthobothrium laciniatum* Linton, 1890. Systematic Parasitology 72: 217-227.

(G). List externally funded research (grants and contracts) during the last five years.

2010- present WVSU Faculty Coordinator, NSF EPSCoR RII, "Bionanotechnology for Public Security and Environmental Safety".

2008-present Collaborator – NSF PBI: A survey of the tapeworms (Cestoda: Platyhelminthes) from the vertebrate bowels of the earth. NSF (J.N. Caira P.I.).

2009-present NASA Space Science Research Enhancement Award. Annual Award. Total amount awarded since 1999 approximately \$25,000.

2006-2011 Collaborator – NSF BS&I: A Survey of the Elasmobranchs and their Metazoan Parasites of Indonesian Borneo (Kalimantan) (J.N. Caira, P.I.).

Appendix II-E

Assessment

West Virginia State University Assessment Results

Biology Spring 2012

Class Where Assessment Occurred	Outcome being Assessed	Assignment or Instrument Used to Collect Data	Results	Planned Actions or Improvements Based on Assessment Results
1. Biology 120	PLO 3	Cumulative Exam	<p style="text-align: center;">PLO 3 AVG SCORE: 1.44 – Not Acceptable The majority of students received a 69% or below on their final cumulative exam and are not able to demonstrate an understanding and proficiency in the area of general biology.</p>	
2. Biology 120	PLO 2, 3, 4, 5	Writing Assignment		
3. Biology 120	PLO 1, 2, 3, 4	Leaf/Microorganism Lab		
4. Biology 250	PLO 3	Cumulative Exam	<p style="text-align: center;">PLO 3 AVG SCORE: 3.00 – Accomplished The majority of students in Bio120 received an 89% or above on their final cumulative exam and are able to demonstrate an understanding and proficiency in environmental and organismal biology.</p>	
5. Biology 250	PLO 2, 3, 4, 5	Soil Biodiversity Written Assignment	<p style="text-align: center;">PLO 2, 3, 4, 5 AVG SCORE: 2.37 – Developing Students are developing their ability to demonstrate an understanding of ecological content, effectively use laboratory skills, and understand scientific issues while communicating in a written assignment.</p>	
6. Biology 250	PLO 1, 2, 3, 4	Laboratory Exercise	<p style="text-align: center;">PLO 1, 2, 3, 4 AVG SCORE: 3.79 – Exemplary The majority of students were exemplary in demonstrating an understanding of ecological content, applying the scientific method, effectively using laboratory skills, and understanding scientific issues while completing a laboratory exercise.</p>	

7. Biology 385	PLO 3	Cumulative Exam	<p>PLO 3 AVG SCORE: 2.20 – Developing 10 of 15 Students displayed final examination scores that displayed a developing to an accomplished understanding of cellular biology content.</p>	
8. Biology 385	PLO 2, 3, 4, 5	Term Paper	<p>PLO 2, 3, 4, 5 AVG SCORE: 3.27 – Accomplished The average of students were accomplished in demonstrating an understanding of cell biology content, effectively using laboratory skills, and understanding scientific issues while demonstrating the ability to effectively communicate in a written assignment.</p>	
9. Biology 385	PLO 1, 2, 3, 4	Enzyme Lab Report	<p>PLO 1, 2, 3, 4 AVG SCORE: 3.03 – Accomplished The majority of students were accomplished in demonstrating an understanding of cell biology content, applying the scientific method, effectively using laboratory skills, and understanding scientific issues while completing an enzyme lab and report.</p>	
10. Biology 411	PLO 2, 3, 4, 5	Oral Presentation		

Appendix II-E
Assessment
(Major Field Test Data)

DEPARTMENTAL SUMMARY OF ASSESSMENT INDICATORS

Test: Biology

Form Code: 4GMF

Institution: West Virginia State University

Cohort: Combined Fall 2010, Fall 2011, Spring 2012, Fall 2012, Fall 2013, Spring 2014

Closed on: Combined

Assessment Indicator Number	Assessment Indicator Title	Mean Percent Correct
1	Biochemistry and Cell Energetics	47
2	Cellular Structure, Organization, Function	49
3	Molecular Biology and Molecular Genetics	45
4	Diversity of Organisms	45
5	Organismal - Animals	37
6	Organismal - Plants	35
7	Population Genetics and Evolution	50
8	Ecology	51
9	Analytical Skills	43

Students responding to less than 50% of the questions: **0**

Students in frequency distribution: **54**

Students tested: **54**

Appendix II-E

Assessment
(Graduate Satisfaction)

Department of Biology: Summary of exit survey results

	No. students responding	Teaching effectiveness	Faculty concerned with intellectual development	Faculty willingness to help	Faculty interaction outside classroom	Preparation for graduate or further education	Preparation for employment	Overall quality of academic program*
Spring 2010	9	3.2	3.1	3.3	3.4	2.8	2.4	2.4
Fall 2011	2	2	2	2	2.5	2	2	2.5
Spring 2011	6	3.5	3.5	3.7	3.8	3	2.5	3.2
Fall 2012	3	2.3	2.3	2.3	2.7	1.7	1.3	2.7
Spring 2012	7	2.0	1.9	2.1	2.0	1.4	1.4	2.4
Spring 2013	2	3.0	3.0	3.0	3.0	3.0	2.5	4.0

Very satisfied = 4

Satisfied = 3

Somewhat satisfied = 2

Not at all satisfied = 1

*Significantly exceeded expectations =4

Was better than expected =3

About what was expected =2

Was below what was expected =1

Appendix III-A
Program Enrollment Data

Biology Headcount by Major Fall 2009 – Spring 2014

Term	Option	Headcount	Total
Fall 2009	0202 - Biology / Envrnmntl & Orgnisml	7	
	0204 - Biology / Pre-Med & Biomedical	20	
	0205 - Biology / General	85	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	89	
	0207 - Biology / Graduate Study Prep	9	
			210
Spring 2010	0202 - Biology / Envrnmntl & Orgnisml	17	
	0203 - Biology / Genetics & Biotech	1	
	0204 - Biology / Pre-Med & Biomedical	43	
	0205 - Biology / General	64	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	72	
	0207 - Biology / Graduate Study Prep	3	
			200
Fall 2010	0202 - Biology / Envrnmntl & Orgnisml	25	
	0203 - Biology / Genetics & Biotech	8	
	0204 - Biology / Pre-Med & Biomedical	84	
	0205 - Biology / General	36	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	38	
	0207 - Biology / Graduate Study Prep	3	
Spring 2011	0202 - Biology / Envrnmntl & Orgnisml	21	
	0203 - Biology / Genetics & Biotech	6	
	0204 - Biology / Pre-Med & Biomedical	70	
	0205 - Biology / General	28	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	29	
	0207 - Biology / Graduate Study Prep	3	
Fall 2011	0202 - Biology / Envrnmntl & Orgnisml	36	
	0203 - Biology / Genetics & Biotech	9	
	0204 - Biology / Pre-Med & Biomedical	115	
	0205 - Biology / General	17	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	17	
	0207 - Biology / Graduate Study Prep	1	
Spring 2012	0202 - Biology / Envrnmntl & Orgnisml	33	
	0203 - Biology / Genetics & Biotech	11	
	0204 - Biology / Pre-Med & Biomedical	99	
	0205 - Biology / General	12	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	12	
	0207 - Biology / Graduate Study Prep	1	
Fall 2012	0202 - Biology / Envrnmntl & Orgnisml	22	
	0203 - Biology / Genetics & Biotech	15	
	0204 - Biology / Pre-Med & Biomedical	111	
	0205 - Biology / General	6	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	5	
			159

Biology Headcount by Major Fall 2009 – Spring 2014, cont'd

Term	Option	Headcount	Total
Spring 2013	0202 - Biology / Envrnmntl & Orgnisml	20	
	0203 - Biology / Genetics & Biotech	12	
	0204 - Biology / Pre-Med & Biomedical	105	
	0205 - Biology / General	5	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	4	
			146
Fall 2013	0202 - Biology / Envrnmntl & Orgnisml	27	
	0203 - Biology / Genetics & Biotech	16	
	0204 - Biology / Pre-Med & Biomedical	130	
	0205 - Biology / General	2	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	2	
			177
Spring 2014	0202 - Biology / Envrnmntl & Orgnisml	25	
	0203 - Biology / Genetics & Biotech	15	
	0204 - Biology / Pre-Med & Biomedical	110	
	0205 - Biology / General	1	
	0206 - Biology / Pre-Med/Dent/Vet/Opt	1	
			152

Appendix III-B
Course Enrollment Data

Biology Lower Division Course Enrollment Summer 2009 – Spring 2014

Course no.	Course Name	Fall 2009 (201001)	Spring 2010 (201002)	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014
120	Fundamentals of Biology	44	32	67	40	61	43	62	20	90	30
121	Biological Diversity	23	28	25	36	27	20	15	18	12	52
199	Special Topics	0	0	0	0	0	0	0	0	0	0
250	General Ecology	31	14	23	9	17	12	16	8	17	9
270	Genetics	22	10	10	18	10	13	14	10	5	7
299	Special Topics	0	0	0	0	0	0	0	0	0	0

Biology Upper Division Course Enrollment Summer 2009 – Spring 2014

Course no.	Course Name	2009 03*	2010 01	2010 02	2010 03	2011 01	2011 02	2011 03	2012 01	2012 02	2012 03	2013 01	2013 02	2013 03	2014 01	2014 02
306	General Zoology				0								4			
310	Conservation Ecology												6			
320	Entomology					3										
321	Animal Parsitism						8						3			
325	Invertebrate Zoology								8							
326	Vertebrate Zoology			10						12						12
330	Vertebrate Histology															
331	Human Anatomy & Physiology I		53	36	13	20	23		23	24		28	17		18	27
332	Human Anatomy & Physiology II	17	10	51		25	20		17	20		5	21		13	24
340	General Microbiology*	22														
341	Microbiology		16	13		17			24			16			22	
345	General Virology												5			
347	Immunology									3						
350	Evolution															2
361	Microbial Genetics			0												3
365	The Biology of Fishes						4									
370	Pharmacology									8					17	
373	Eukaryotic Molecular Genetics											1			0	
375	Principles of Aquaculture									0						
385	Cell Biology			11			11			15			18			16
395	Practicum in Biology	0	5	3		2	2	0	0	1	0	1	1	0	1	3
399	Special Topics**															
411	Senior Seminar		7	8		9	5		6	8		12	7		5	11
430	Embryology & Animal Develop.*															
435	Comparative Vertebrate Morph.															
440	Field Botany		5						10						3	
441	Plant Development*															
442	Plant Geography															
443	Plant Tissue Culture			0												
444	Plant Physiology					2						4				
460	Environmental Microbiology						1									
466	Cancer Biology		4						1						2	
490	Directed Student Research	1	8	11		10	7	0	8	7	1	6	4	1	6	4
491	Undergrad. Independent Study		0	3		3	2	0	0	2	0	4	2	0	0	2
492	Undergraduate Library Research		1	4		1	2	0	2	1	0	0	2	0	0	1
499	Special Topics**															

*Semesters ending in 03 are summer semesters; semesters ending in 01 are fall and semesters ending in 02 are spring. For example 201001 is fall of 2009 – 2010; 201002 is spring of 2009 -2010, etc.

Biology Special Topics Course Enrollment Summer 2009 – Spring 2014

Course no.	Course Name	2009 03*	2010 01	2010 02	2010 03	2011 01	2011 02	2011 03	2012 01	2012 02	2012 03	2013 01	2013 02	2013 03	2014 01	2014 02
399	Molecular Genetics		2													
399	Animal Husbandry Internship				1											
399	Crop Evolution and Diversity						0**			0			5			
399	Plant Evolution & Crop Domest.	0				0										
399	Eukaryotic Molecular Genetics	1			1											
499	Microbial Systems Science									0						
399	Herpetology														13	

*Semesters ending in 03 are summer semesters; semesters ending in 01 are fall and semesters ending in 02 are spring. For example 201001 is fall of 2009 – 2010; 201002 is spring of 2009 -2010, etc.

**Graduate sections of these courses were dual listed. Enrollment in the graduate sections provided enough enrollment for the courses to make.

Appendix III-C

Service Courses

Department of Biology
Service Courses 2009 - 2014

Course	Title	Credit hours	Department/Program served
Biology 101	Principles of Biology	4	General Education – Natural Sciences
Biology 101H	Principles of Biology (for Honors Students)	4	General Education – Natural Sciences for Honors Program
Biology 108	Environmental Biology	4	General Education – Natural Sciences
Biology 110	Economic Biology	4	General Education – Natural Sciences
Biology 120	Fundamentals of Biology	4	General Education – Natural Sciences BS Chemistry – Pre-med Cognate BS Computer Science – Cognate BS Mathematics – Cognate
Biology 121	Biological Diversity	4	Secondary Education – Biology 9 – Adult BS Mathematics – Cognate
Biology 210	Basic Anatomy and Physiology	4	BS Sports Studies - Cognate BS Social Work (no longer required as of 2012)
Biology 250	General Ecology	4	Secondary Education – Biology 9 – Adult
Biology 270	Genetics	4	Secondary Education – Biology 9 – Adult
Biology 303	Nutrition	3	BS Health Sciences
Biology 331	Human Anatomy and Physiology I	4	BS Chemistry – Pre-med Cognate
Biology 332	Human Anatomy and Physiology II	4	BS Chemistry – Pre-med Cognate
Biology 341	Microbiology	4	BS Chemistry – Pre-med Cognate
Biology 385	Cell Biology	4	Secondary Education – Biology 9 – Adult BS Chemistry – Pre-med Cognate

Appendix III-D
Off-Campus Classes

Department of Biology
Off-Campus Classes 2009 - 2014

Course	Credit hours	Semester	Location	Students served
Biology 101	4	Fall 2009	Capitol High School	21
Biology 108	3	Spring 2010	George Washington High School	1
Biology 108	3	Spring 2010	Capitol High School	25
Biology 101	4	Fall 2010	Capitol High School	20
Biology 108	3	Fall 2010	George Washington High School	10
Biology 108	3	Spring 2011	Capitol High School	22
Biology 108*	4	Fall 2011	George Washington High School	29
Biology 108	4	Spring 2013	George Washington High School	8
Biology 108	4	Spring 2014	George Washington High School	17

*Biology 108 was re-designed as a 4 credit course effective Fall 2011

Exhibits

Exhibit I

Faculty Grants Received

2009 - 2014

Grants, 2009 – 2014 Biology and Affiliated GRDI Researchers

Date	Project	Agency	Amount	Faculty or Researcher
2009	Bioplex 9	USDA	\$453,175	Huber
2009	Organic Seeds / sub	USDA	\$9,004	
2009	INBRE-Harris	NIH	\$683,000	Harris
2009	EPSCoR Track 1 Supplemental	NSF	\$86,832	Ruhnke, et. al*
2009	EPSCoR CI-TRAIN	NSF	\$581,890	Toledo, Reddy
2009	SURE	HEPC	\$60,060	Harper
2010	Tomato Blight	USDA	\$9,004	Liedl
2010	WV-INBRE	NIH	\$9,000	Harris
2010	NE SARE	USDA	\$15,000	Liedl
2010	WVDA – Specialty Crop	USDA	\$6,882	Liedl
2010	Bioplex II	USDA	\$468,000	Huber, Toledo
2010	SURE 2010	HEPC	\$30,000	Harper
2010	INBRE	NIH	\$172,525	Hankins
2010	INBRE	NIH	\$173,793	Harris
2010	CBG – Crop Evolution	USDA	\$299,986	Padma Nimmakayala
2010	CBG – Value Added Peppers	USDA	\$299,937	Hankins
2010	CBG – Microbial Communities	USDA	\$564,000	Huber
2010	EPSCoR RII Bionanotech	NSF	\$500,000	Ruhnke, et. al*
2011	NE-SARE WV Outreach	USDA	\$15,000	Liedl
2011	INBRE - MU	NIH	\$24,760	Hankins
2011	EPSCoR RII Bionanotech yr. 2	NSF	\$490,000	Ruhnke, et. al*
2011	CBG - Trout	USDA	\$295,663	Eya
2011	Sol. CAP Yr. 3, Mich. State sub	USDA	\$6,250	Liedl
2012	INBRE	NIH	\$174,476	Hankins
2012	INBRE	NIH	\$17,700	Hankins
2012	CBG - Teaching	USDA	\$149,583	Harris, Reddy, Ford
2012	CBG - CGIAR	USDA	\$299,811	Reddy, Chatfield, Padma
2012	CBG - Tomatoes	USDA	\$299,734	Liedl
2012	CBG - Pumpkins	USDA	\$299,832	Padma, Reddy, Harris
2012	EPSCoR RII Bionanotech yr. 3	NSF	\$485,000	Ruhnke, et. al*
2012	Step To Success	NSF	\$499,248	Byers, Harper
2012	CBG - Mine Sites	USDA	\$242,954	Huber, Reddy, Barry, Hass
2013	CBG Alcorn St. Sub	USDA	\$293,497	Padma, Reddy
2013	EPSCoR mentoring Sub	NSF	\$10,000	Hankins
2013	CBG – Hibiscus 2 Sub	USDA	\$50,000	Hankins
2013	INBRE Summer teacher	NIH	\$20,000	Hankins
2013	INBRE	NIH	\$174,530	Hankins
2013	EPSCoR RII Bionanotech yr. 4	NSF	\$485,000	Ruhnke, et. al*
2013	CBG - Watermelon	USDA	\$444,346	Reddy
2013	CBG – Plant Breeding	USDA	\$120,000	Padma, Reddy
2013	Drilling, Mud Research	USDA	\$97,865	Hass
2013	Farmer Outreach	USDA	\$4,996	Liedl
2014	INBRE Nat. Products	NIH	\$26,560	Harris
2014	SURE 2014	HEPC	\$76,000	Harper
2014	Instrumentation - Analyzer	DOD	\$156,336	Eya
2014	MU Renewable Energy	ARC	\$35,075	Hass
2014	INBRE Equipment	NIH	\$72,091	Hankins
2014	CBG – Mushrooms - sub	USDA	\$22,370	Hankins

*Ruhnke et. al = Ruhnke, Hankins, Collins, Huber, Eya, Reddy, Harris

Exhibit II
Faculty Publications
2009 – 2014

1. **Eya, J.C.**, Ashame, M.F. and Pomeroy, C. 2010. Researchers study effect of diet and strain on catfish production. Aquaculture North America, July/August, page 7.
2. **Eya, J.C.**, Ashame, M.F. and Pomeroy, C. 2010. Nutritive evaluation of protein from anaerobically digested poultry wastes as a dietary ingredient replacer for channel catfish, *Ictalurus punctatus*. Journal of World Aquaculture Society 41(S2):179-190.
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4. **Eya, J.C.**, Ashame, M.F. and Pomeroy, C.F. 2011: Association of mitochondrial function with feed efficiency in rainbow trout: Diets and family effects. Aquaculture 321(1-2):71-84.
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6. **Eya, J.C.** Nouaga, R.Y., Ashame, M.F., Pomeroy, C.F., Gannam, A.L. 2013. Effects of dietary lipid levels on growth, feed utilization and mitochondrial function in low- and high- feed efficient families of rainbow trout (*Oncorhynchus mykiss*). Aquaculture 416-417: 119-128.
7. **Eya, J.C.** Nouaga, R.Y., Ashame, M.F., Pomeroy, C.F., Gannam, A.L. 2014. Effects of dietary lipid levels on mitochondrial gene expression in low and high-feed efficient families of rainbow trout (*Oncorhynchus mykiss*). Journal of Fish Biology 84: 1708-1720.

Gerald Hankins

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2. Nimmakayala P, Abburi VL, Abburi L, Alaparathi SB, Cantrell R, Park M, Choi D, **Hankins G**, Malkaram S, Reddy UK, Linkage disequilibrium and population structure analysis among *Capsicum annuum* L. cultivars for use in association mapping. Molecular Genetics and Genomics 289 (4): 513-521, 2014 [PMID: 24585251]
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Robert Harris

1. Gary Hunter and **Robert T. Harris**. Structure and Function of the Muscular, Neuromuscular, Cardiovascular, and Respiratory Systems (chapter 1). In: Essentials of Strength Training and Conditioning. Third edition, Human Kinetics, (R. Earle, ed.) pp. 3-19. (2009)
2. Kevin M. Rice, Sunil K. Kakarla, Sriram P. Mupparaju, Anhaiah Katta, Miaozone Wu, **Robert T. Harris** and Eric R. Blough . Shear stress activates Akt during vascular smooth muscle cell reorientation. Biotechnology and Applied Biochemistry 55: 85-90, 2010
3. Rahul P. Nagmal, James R. Tchabo, Eric R. Blough, **Robert T. Harris**, Resveratrol attenuates fluprostenol induced hypertrophy of vascular smooth muscle cells. Biophysical Journal 98(3) Supplement 1: 4330, 2011.

David Huber

1. Shade, A., Peter, H., Allison, SD, Baho, DL, Berga, M., Burgmann H., **Huber DH**, Langenheder, S., Lennon, JT, Martiny JBH, Matulich KL, Schmidt TM, and Handelsman J. 2012. Fundamentals of microbial community resistance and resilience. Frontiers in Microbiology 3:417. (doi:10.3389/fmicb.2012.00417)

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Umesh Reddy

1. Nimmakayala P, Tomason Y, Jeong J, Vajja G, Levi A, Gibson P, **UK. Reddy**.2009. Molecular diversity in the Ukrainian melon collection as revealed by AFLPs and microsatellites. *Plant Genetic Resources* 7: 127-134.
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4. **Reddy UK**, Rong JK, Nimmakayala P, Vajja G, Rahman M, Yu JZ, Soliman K, Heller-Uszynska K, Kilian A, and Paterson A.H. 2011. Use of DArT markers for integration into cotton reference map and anchoring to a RIL map. *Genome* 54(5): 349-359.
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6. Dawei Li, Jordi Garcia-Mas, Juan Zalapa, Jack E Staub, **Umesh K. Reddy**, Xiaoming He, Zhenhui Gong, Yiqun Weng 2011. Syntenic Relationships between Cucumber (*Cucumis sativus* L.) and Melon (*C. melo* L.) chromosomes as revealed by comparative genetic mapping. *BMC Genomics* 2011, 12:396
7. Manohar S., Jagadeeswaran G., Nimmakayala P., Tomason Y., Almeida A., Sunkar R., Levi A., **Reddy UK**. (2012) Dynamic regulation of novel and conserved miRNAs across various tissues of diverse Cucurbit species. *Plant Mol. Biol. Rep* ;31 335-343
8. Levi A, Thies J A, Wechter P, Harrison HF, Simmons AM, **Reddy UK**, Nimmakayala P, and Fei Z. 2013. High frequency oligonucleotides: targeting active gene (HFO-TAG) markers revealed wide genetic diversity among *Citrullus* spp. accessions useful for enhancing disease or pest resistance in watermelon cultivars. *Genet Resour and Crop Evol*, 60, 427-440.
9. Tomason Y, Nimmakayala P, Levi A and **Reddy U**.2013. Map-based molecular diversity, linkage disequilibrium and association mapping of fruit traits in melon. *Mol Breeding* (doi: 10.1007/s11032-013-9837-9).
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genetic diversity among *Citrullus* spp. accessions useful for enhancing disease or pest resistance in watermelon cultivars. Genet Resour and Crop Evol, 60, 427-440.

14. **Umesh K. Reddy**, Nischit Aryal, Nurul Islam-Faridi, Yan Tomason, Amnon Levi and Padma Nimmakayala. 2013. Cytomolecular characterization of rDNA distribution in various *Citrullus* species using fluorescent in situ hybridization. Genetic Resources and Crop Evolution. DOI 10.1007/s10722-013-9976-1.
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17. **Reddy, U. K.**, A. Almeida, V. L. Abburi, S. B. Alaparathi, Nimmakayala P et al., 2014. Identification of Gene-Specific Polymorphisms and Association with Capsaicin Pathway Metabolites in *Capsicum annuum* L Collections. PLoS ONE 9: e86393.
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19. Nimmakayala, P., Venkata I. Abburi, Lavanya Abburi, Suresh Babu Alaparathi, Robert Cantrell, Minkyu Park, Doil Choi, Gerald Hankins, Sridhar Malkaram and **Reddy UK**. 2014. Linkage disequilibrium and population structure analysis among *Capsicum annuum* L. cultivars for use in association mapping. Molecular Genetics and Genomics, DOI 10.1007/s00438-014-0827-3.
20. **Reddy UK**, Nimmikayala P, Levi A, Abburi VL, Saminathan T, Tomason YR, Vajja G, Reddy R, Abburi L, Wehner TC, Ronin Y, Karol A. 2014 High-Resolution Genetic Map for Understanding the Effect of Genome-Wide Recombination Rate on Nucleotide Diversity in Watermelon. G3: Genes | Genomes | Genetics. doi: 10.1534/g3.114.012815.
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Timothy Ruhnke

1. **Ruhnke, T. R.** and R. E. Workman. 2013. Two new species and a new phyllobothriid cestode genus from sharks of the genus *Negaprion* Whitley (Carcharhiniformes). Systematic Parasitology 85: 37-48.
2. **Ruhnke, T.R.** 2011 A monograph on the Phyllobothriidae. Bulletin of the University of Nebraska State Museum, 25: 1-208.
3. Caira, J. N., M. Malek, and **T. Ruhnke**. 2010 A new genus of Phyllobothriidae (Cestoda: Tetrphyllidea) in carcharhiniform sharks from Iran and Australia. Journal of Helminthology. 85: 40-50.
4. **Ruhnke, T. R.** and H. D. Seaman. 2009. Three new species of *Anthocephalum* Linton, 1890 (Cestoda: Tetrphyllidea) from dasyatid stingrays of the Gulf of California. Systematic Parasitology 72: 81-95.
5. **Ruhnke, T. R.** and J. N. Caira. 2009. Two new species of *Anthobothrium* van Beneden, 1850 (Tetrphyllidea: Phyllobothriidae) from carcharhinid sharks, with a redescription of *Anthobothrium laciniatum* Linton, 1890. Systematic Parasitology 72: 217-227.

Exhibit III
Institutional Response Form
2009 - 2010



ACADEMIC PROGRAM REVIEW
Institutional Response Form

2009-10

Program: Bachelor of Science in Biology

Date: May 28, 2010

Type of Review: Comprehensive Self-Study
 Follow-Up / Progress Report

Recommendation to the Board of Governors:

- 1. Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
- 2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
- 3. Identification of the program for further development (e.g., providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
- 6. Other. Specify.

Rationale for Recommendation:

The Committee recommends the Bachelor of Science in Biology program be continued at the current level of activity with specific action. Strengths of the program include the productive faculty which collaborates with other institutions of higher education. The program has substantial grant funded research, in which both faculty and students participate. The program has worked hard to keep equipment up-to date. Additionally, they have a strong advising program in which anecdotal evidence is given to faculty based on feedback from students. The weaknesses of the program include no assessment plan (and therefore, no data) and limited space.

The Committee has concerns that the program has no assessment plan and therefore no data on student outcomes during the review period. The university is facing serious budget cuts and yet the current assessment proposal depends on not-yet approved release time for faculty and paid graduate students. The Committee would like to see documentation of approval of expenditures for the current assessment plan or a new assessment plan that can be implemented based on current staffing patterns.

Therefore the committee recommends specific action to include a follow-up report due January 2012, with a detailed assessment plan with evidence of implementation including data collection.

I concur with the recommendation of the Program Review Committee.

R. Charles Beyers
Signature of Chief Academic Officer

May 28, 2010
Date

Hayo W. Cantor
Signature of President

JUNE 11, 2010
Date

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Exhibit IV
Program Assessment Plan
2014



WEST VIRGINIA STATE UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning

Draft Plan for Academic Years 2014-2015 and 2015-2016

Department/Program Biology (BS)

Program Learning Outcomes

1. Demonstrate field knowledge
2. Apply the scientific method to answer a biologically relevant question
3. Evaluate a problem on a current technological, medical and environmental issues and compose a strategy for further research.

Curriculum Map

Core Course	PLO #1 Demonstrate field knowledge	PLO #2 Apply scientific method to answer a biologically relevant question	PLO #3 Evaluate a problem on a current technological, medical and/or environmental issue and compose a strategy for further research
Biol 120 Fundamentals of Biology	ETS	X	
Biol 121 Biological Diversity	Question		
Biol 250 General Ecology	Question		
Biol 270 Genetics	Question		
Biol 385 Cell Biology	Question	X	
Biol 411 Senior Seminar	ETS		X

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Fall 2014

Biol 120 Fundamentals of Biology: PLO#1 will be measured with a nationally normed test (ETS® Major Field Test in Biology) being given to a subset 30% of the incoming students across the multiple sections. This is a new application of an existing measure the program has used for graduating seniors to generate a base line of our incoming students.

Biol 121 Biological Diversity, Biol 250 General Ecology and Biol 270 Genetics: PLO#1 will be measured with a department generated question for each core class embedded in the

final exam and evaluated against a rubric. This is a new measure to assess individual core courses as students progress through the program.

Biol 411 Senior Seminar: PLO#1 will be measured with a nationally normed test (*ETS*® Major Field Test in Biology) being given to all graduating seniors. This is an existing measure that the program has data on over a course of years to use in assessment of the program. We are interested in evaluating how our students perform relative to peer institutions as well as nationally. If possible, we will conduct an item analysis and identify comparative data of interest with other institutions.

Biol 411 Senior Seminar: PLO#3 will be measured in the course project with a rubric that will be shared with the students. This is a new measure to assess outcomes of the Capstone Project.

Spring 2015

Biol 120 Fundamentals of Biology: PLO#2 will be measured in a scientific lab project using a rubric to assess student performance early in the program. This is a new measure to assess students' ability to apply the scientific method.

Biol 121 Biological Diversity, Biol 250 General Ecology, Biol 270 Genetics and Biol 385 Cell Biology: PLO#1 will be measured with a department generated question for each core class embedded in the final exam and evaluated against a rubric. This is a new measure to assess individual core courses as students progress through the program.

Biol 385 Cell Biology: PLO#2 will be measured in a scientific lab project using a rubric to assess student performance near the end of the program. This is a new measure to assess students' ability to apply the scientific method.

Biol 411 Senior Seminar: PLO#1 will be measured with a nationally normed test (*ETS*) being given to all graduating seniors. This is an existing measure that the program has data on over a course of years to use in assessment of the program. We are interested in evaluating how our students perform relative to peer institutions as well as nationally. If possible, we will conduct an item analysis and identify comparative data of interest with other institutions.

Biol 411 Senior Seminar: PLO#3 will be measured in the course project with a rubric that will be shared with the students. This is a new measure to assess outcomes of the Capstone Project.

Fall 2015 Data from the 2014-2015 academic year will be reviewed by the assessment team during the summer of 2015 to evaluate implementation of the new assessment plan, measures used, trends if they can be identified and recommendations for modifications necessary prior to the 2015-2016 academic year. This information will be shared with the department faculty and invited parties at one of the first departmental meetings of the new academic year. If no modifications are proposed the following courses will be assessed as listed:

Biol 120 Fundamentals of Biology: PLO#1 will be measured with a nationally normed test (*ETS*) being given to a subset 30% of the incoming students across the multiple sections. This is a new application of an existing measure the program has used for graduating seniors to generate a base line of our incoming students.

Biol 121 Biological Diversity, Biol 250 General Ecology and Biol 270 Genetics: PLO#1 will be measured with a department generated question for each core class embedded in the final exam and evaluated against a rubric. This is a new measure to assess individual core courses as students progress through the program.

Biol 411 Senior Seminar: PLO#1 will be measured with a nationally normed test (*ETS*) being given to all graduating seniors. This is an existing measure that the program has data on over a course of years to use in assessment of the program. We are interested in evaluating how our students perform relative to peer institutions as well as nationally. If possible, we will conduct an item analysis and identify comparative data of interest with other institutions.

Biol 411 Senior Seminar: PLO#3 will be measured in the course project with a rubric that will be shared with the students. This is a new measure to assess outcomes of the Capstone Project.

Spring 2016 Unless recommendations to the assessment plan are proposed in the Fall of 2015, the assessment plan will be as follows:

Biol 120 Fundamentals of Biology: PLO#2 will be measured in a scientific lab project using a rubric to assess student performance early in the program. This is a new measure to assess outcomes on scientific method.

Biol 121 Biological Diversity, Biol 250 General Ecology, Biol 270 Genetics and Biol 385 Cell Biology: PLO#1 will be measured with a department generated question for each core class embedded in the final exam and evaluated against a rubric. This is a new measure to assess individual core courses as students progress through the program.

Biol 385 Cell Biology: PLO#2 will be measured in a scientific lab project using a rubric to assess student performance near the end of the program. This is a new measure to assess outcomes on scientific method.

Biol 411 Senior Seminar: PLO#1 will be measured with a nationally normed test (ETS) being given to all graduating seniors. This is an existing measure that the program has data on over a course of years to use in assessment of the program. We are interested in evaluating how our students perform relative to peer institutions as well as nationally. If possible, we will conduct an item analysis and identify comparative data of interest with other institutions.

Biol 411 Senior Seminar: PLO#3 will be measured in the course project with a rubric that will be shared with the students. This is a new measure to assess outcomes of the Capstone Project.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

Objects to be used in measuring the PLOs include tests both national normed and faculty generated as well as projects including both written and oral communication components. Tools include the ETS test with national norms to benchmark WVSU Biology seniors against other institutions, core course faculty generated questions to be given to all students completing a course and rubrics to measure student projects. This assessment plan may also change after the first year of implementation if insights are gained that support changes.

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

All departmental faculty are expected to be engaged in understanding and participating in this assessment plan which was unanimously approved on September 5, 2014 in a departmental meeting. The Assessment Team including the Chair has specific responsibilities to implementing this plan and will lead the collection and analysis of data with faculty colleagues, staff and invited participants to be involved as requested. The assessment team will meet in January to verify collection of all data from the fall semester and put measures into place to collect the spring term data. Data will be analyzed for the year after the spring term when all the data is available. A summary including any trends and recommendations will be presented in a faculty meeting early in the fall term.

Exhibit V

Graduates Options Distribution

Biology Graduate Count August 2009 – Spring 2014

Term	Option	No. Graduates	Total
August 2009	0205-Biology / General	1	
			1
December 2009	0204-Biology / Pre-Med & Biomedical	1	
	0205-Biology / General	3	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
	0207-Biology / Graduate Study Prep	1	
			6
May 2010	0205-Biology / General	2	
	0206-Biology / Pre-Med/Dent/Vet/Opt	6	
	0207-Biology / Graduate Study Prep	2	
			10
August 2010	0205-Biology / General	1	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
			2
December 2010	0205-Biology / General	2	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
			3
May 2011	0202-Biology / Envrnmntl & Orgnismml	2	
	0204-Biology / Pre-Med & Biomedical	1	
	0206-Biology / Pre-Med/Dent/Vet/Opt	4	
	0207-Biology / Graduate Study Prep	1	
			8
December 2011	0205-Biology / General	2	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
			3
May 2012	0204-Biology / Pre-Med & Biomedical	1	
	0205-Biology / General	2	
	0206-Biology / Pre-Med/Dent/Vet/Opt	4	
			7
December 2012	0202-Biology / Envrnmntl & Orgnismml	3	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
			4
May 2013	0202-Biology / Envrnmntl & Orgnismml	2	
	0203-Biology / Genetics & Biotech	3	
	0204-Biology / Pre-Med & Biomedical	4	
	0206-Biology / Pre-Med/Dent/Vet/Opt	1	
			10
December 2013	0204-Biology / Pre-Med & Biomedical	5	
	0205-Biology / General	1	
			6
May 2014	0202-Biology / Envrnmntl & Orgnismml	1	
	0203-Biology / Genetics & Biotech	2	
	0204-Biology / Pre-Med & Biomedical	8	
	0205-Biology / General	1	
			12
	Grand total		72

Exhibit VI

Facilities

Instructional and Research Facilities Used by the Department of Biology

Room	Description	Comments
002	330 sq. ft. conference room; seats 16; LCD projection	Departmental and other meetings; seminars
003	Temporary waste storage facility; fume hood flammable storage	Used by Research, Biology, Chemistry and Physics
005	720 sq. ft. classroom with tables seats 48+; LCD projection	Used by Biology and Chemistry
007	Hamblin Auditorium; seats 140; smart podium	Classes, conferences, campus-wide meetings
020	Biology department storage; -80°C freezers; drying oven	
024	Aquaculture research feed storage; 100 sq. ft.	Dr. Eya
026	Aquaculture research lab: 600 sq. ft. temp. controlled with 12 150 l aquaria	Dr. Eya
H101	Natural Sciences and Mathematics office suite	Also Biology Department office
H101D	Faculty Office	Dr. Ford
102	1,184 sq. ft. research lab; fume hood; GC, incubator	Dr. Huber environmental microbiology research
106	240 sq. ft. student computer lab; 5 desktop computers Large table, chairs, couch	Available during regular campus hours for use by any student;
107	Classroom with tables; seats 48+; LCD projection	Used by Biology and Chemistry
126	312 sq. ft. digital microscopy research dry lab; specimen storage and preparation	Dr. Ruhnke tapeworm specimen and microscopy lab
128	Staff Office	Seats 4; technicians, postdocs
130	154 sq. ft. prep lab with 2 autoclaves, EPure water purification system and ice machine	General use for all instructional and research activities
131	Faculty Office	Ms. Fletcher
132	110 sq. ft. dark Room and imaging center	
133	Faculty Office	Dr. Collins
134	1,008 sq. ft. instructional wet lab; 24 fixed stations; LCD projection; incubators, refrigerator	Microbiology, Genetics, Cell Biology, Biotechnology instruction
135	Faculty Office	Dr. Ruhnke
136	256 sq. ft. wet lab with clean hood; anaerobic hood	Huber and Reddy shared research space
137	Faculty Office	Dr. Eya
138	Graduate student office	Seats 6
139	Faculty Office	Dr. Huber
140	1,080 sq. ft. instructional wet lab; six benches with 30 fixed stations	Human A&P instruction
141	Faculty Office	Dr. Reddy
142	Instructional core facility; overflow research lab space for Ruhnke group	Prep for labs
144	282 sq. ft. stock room and academic lab manager's office	Mandy Bailey
145	Research lab; fume hood; mini digesters	Dr. Huber: Environmental Microbiology research
201A	Research lab; digital microscopy	Dr. Collins
201B	171 sq. ft. headhouse	Greenhouse prep
201C	300 sq. ft. greenhouse	Generally used for instruction; some research

202	684 sq. ft. research lab; fume hood	Dr. Chatfield plant physiology research
203	1,026 sq. ft. instructional wet lab; 24 fixed stations	Botany, Ecology instruction
205	958 sq. ft. instructional wet lab with tables; seats 24; LCD projection	General Education Biology instruction
207	1,062 sq. ft. 959 sq. ft. instructional/research lab; 18 fixed stations; fume hood; clean hood; centrifuge; refrigerator; LCD projection	Biotechnology, Biochemistry instruction
208A	Graduate student office	Seats 2
208B	Post doc and tech office	Seats 2
209	1,134 sq. ft. instructional wet lab with tables; seats 30; LCD projection	Introductory Biology Nutrition and service course instruction
211	Faculty Office	Dr. Harper
212	676 sq. ft. classroom with desks; seats 45+; LCD projection	Mostly used by Chemistry; occasionally used by Biology
214	Microscope lab;	Temporary visiting scientist office
216	140 sq. ft. zoology specimen storage wet lab	
218	885 sq. ft. instructional wet lab; 24 fixed stations; LCD projection	Zoology, Evolution instruction
219	Faculty Office	Dr. Chatfield
221	Faculty Office	Dr. Nimmakayala
227	Faculty Office	Dr. Hankins
230	240 sq. ft. research lab; fume hood	Dr. Hankins tumor biology
232	432 sq. ft. research lab; fume hood	Dr. Hankins tumor biology
301	324 sq. ft. research instrument lab	Drs. Padma and Reddy genomics
303	405 sq. ft. shared research lab; fume hood	Drs. Padma and Reddy genomics
305	572 sq. ft. shared research lab; fume hood, clean hood, PCR lab	Drs. Padma, Reddy, Harris and Hankins genomics, muscle physiology
306	Graduate Student Office	Seats 6
309	624 sq. ft. research lab; fume hoods (2)	Dr. Eya metabolomics and fish physiology
330	312 sq. ft. research instrument wet lab; LC, incubator	Dr. Padma and Dr. Reddy genomics

Exhibit VII

Research Equipment

Department of Biology: Special Laboratory Equipment

- ABI 3130xl Genetic Analyzer
- Advance Analytical Fragment analyzer
- Agilent Bio Analyzer 2100
- Applied Bio systems Step One-plus RT PCR
- Branson Sonicator
- Flourchem Gel DOC
- Hybridization Oven
- Speed Vac-DNA concentrator
- Kinamatica Homogenizer
- Labconco Vaccum Freze Dryer
- LICOR 4300 DNA Analyzer (2)
- Licor Odyssey
- MicroArray Scanner
- Nanodrop-1000 Spectrophotometer
- NanoPure-Water purification system
- NUAIRE Sterile Work Bench
- Partec ploidy analyzer
- Qiagen Tissue Lyser
- Qivac 96 well vaccum filtration
- Roche tissue Lyser
- Trinean Xpose spectrophotometer (DNA Quantification)
- Waters 1525 Binary HPLC
- Roche GS Junior Pyrosequencing Instrument
- Pilot-scale, 40 cubic meter, thermophilic anaerobic digester research facility
- Bioprocess engineering research facility: sixteen 5-15 liter, anaerobic, automated glass reactors; and pilot-scale plugflow anaerobic digester
- Beckman TL-100 Ultracentrifuge
- Anaerobic Chamber
- Thermo Fisher Arena 60 Automated Discrete Photometric Analyzer System
- Applied Biosystems ABI Prism 7500 Real Time Sequence Detection
- Centrifuges include RC-5B refrigerated centrifuge
- Spectronic Genesis 2 UV/VIS g spectrophotometer
- Leco Truspec Nitrogen Analyzer
- Leco AC-350 bomb calorimeter.
- Instech Fiber Optic Oxygen monitor for mitochondrial respiration measurement
- Tissue Lyser II with tungsten carbide beads, 96 well 3 mm bead dispenser, and adapter sets

Exhibit VIII
Financial Information

Biology Financial Information 2009 – 2014

	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	total
Science Lab Fee Total Collections	\$ 50,385.22	\$ 53,294.65	\$46,149.49	\$31,220.65	\$46,577.00	\$ 227,627.01
Biology College Operations	\$ 12,007.00	\$ 12,000.00	\$ 11,400.00	\$4,684.32	\$1,350	\$ 41,441.32
Science Lab Fee Generated by Biology and BT lab courses	\$ 31,494.65	\$ 45,545.16	\$ 43,541.92	\$ 31,220.65	\$28,361.34	\$ 180,163.72

Exhibit IX

Committee on Expectations, Standards, and Assessment

Overview of Plans, Activities, and Results

Committee on Expectations, Standards, and Assessment

Overview of Plans, Activities, Results

January 4, 2015

<u>Recommendation / Plan</u>	<u>Status / Result</u>
CESA evaluates Biology and BT	curriculum, facilities, equipment (etc.) discussed student advising was thoroughly reviewed
CESA active in assessment by helping develop and analyze exit exams by developing employer and alumni surveys	never really took off discussed but not done discussed but not done
employer / alum survey (on-line, ongoing)	no
undergraduate internship course	yes
NSM Alumni award	no
get database for regional secondary schools	no
activities to include alumni	a few done: invite to semesterly luncheons notify of public seminars
testimonials by alums	no
join WV Bio	no
improve public relations presence make advertising posters make promotional videos	no filmed, but never released by WVSU
improve web page, do a Facebook page	yes
Science Bowl	yes, Dr. Micheal Fultz, Department of Chemistry
summer institute (health science focus)	no
collaboration map	no
Lab Menu	yes

Exhibit X

Committee on Expectations, Standards, and Assessment

Membership

Committee on Expectations, Standards, and Assessment

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Agenda Item 7.a.ii
March 19, 2015

Action

Program Review – English, B.A.



PROGRAM REVIEW Committee Committee Recommendation Form

2014-15

Program: Bachelor of Arts in English

Date: February 6, 2015

Type of Review: Comprehensive Self-Study
Follow-Up / Progress Report

Recommendation to the Board of Governors:

- 1. Continuation of the program at the current level of activity with specific action as described in the Rationale section of this Form;
- 2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks, merging programs, etc.) or other corrective action as described in the Rationale section;
- 3. Identification of the program for further development (e.g., providing additional institutional commitment);
- 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
- 5. Discontinuance of the Program according the provisions of Higher Education Policy Commission (Section 8.1, Series 11, Title 133)
- 6. Other. Specify.

Rationale for Recommendation:

The Program Review Committee recommends the Bachelor of Arts in English be continued at the current level of activity.

The program has a strong, diverse curriculum and a highly qualified faculty that publishes regularly and promotes student engagement. After a dip in enrollment, the number of majors seems to be growing again. Many of the graduates of the program are currently in graduate school or are employed in fields which make use of the knowledge and skills that they gained at WVSU.

The program needs to continue to work on its assessment program in order to generate useful data for analysis and program improvement.

The Committee recommends a formal Follow-Up/Progress Report on program assessment, including data, due December 1, 2017.

Place a check if additional sheet(s) attached

Signature of Committee Chairperson

West Virginia State University

Comprehensive Program Review

for

Bachelor of Arts in English

Submitted to

The Program Review Committee

Fall 2014 - Spring 2015

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SECTION I: PROGRAM DESCRIPTION

A. Program Purpose Statement

The purpose of instruction in the Department of English is to develop graduates who are proficient in analytical thinking, in critical reading of literary and non-fictional texts, and in a variety of writing modes. All graduates should be able to demonstrate their knowledge of features of language, interpretive approaches to literature in English from several periods, and the process of composing.

Courses offered by the Department prepare students for reading and writing throughout the college curriculum, for communication in business and professions, for the advanced study and teaching of English, and for careers in professional writing, publishing, and related fields. The Bachelor of Arts in English has a common core of courses in language, writing, literature, and critical theory. Students may choose to pursue the more traditional Literature Option, which prepares them for graduate study and professional school, the Professional Writing Option, which prepares students for a variety of careers as writers, or the Technical Writing Option, which prepares them for careers as technical writers in diverse businesses and industries.

To strengthen the program and enable students to measure their own progress, student learning is assessed through portfolios of work from several stages of student development, interviews, and surveys. Material collected from these sources is used to measure student progress, advise students more effectively, and determine whether the curriculum allows students to achieve the competencies listed above and to meet their own objectives.

B. Program Outcomes

Before graduating, English majors will be able to:

1. Analyze historical and contemporary literature.
2. Synthesize theory with a variety of texts.
3. Conduct research using print and online sources.
4. Compose texts for specific audiences.
5. Evaluate language variety and development.

C. Consistency with University Mission

West Virginia State University is “a living laboratory of human relations” and a historically black university, which values “our rich and diverse heritage.” To support this mission, students take major courses to make sure they understand and appreciate gender, age, racial/ethnic, and regional diversity, as well as further develop “human capacities for integrity, compassion, and citizenship.” Specifically, students must take at least one course designated for developing an understanding of diversity: 337, Black Writer in America; 338, Black Novelists in America; 339, Black Poets in America; 340, Readings in African Literature; 342, Women Writers; or 343,

Appalachian Literature and Culture. A number of other regularly taught courses also address diversity issues, such as 350, World Literature; and 440, Interpreting the Holocaust.

Because the University's mission is to offer "comprehensive and distinguished baccalaureate degree programs," the English Department offers three rigorous major options: the Literature option, the Professional Writing option, and the Technical Writing option. These prepare our students for graduate study and careers in many different fields.

Faculty research and creative efforts produce conference papers and publications that enhance our teaching and contribute to the mission by advancing "knowledge through teaching, research, scholarship, creative endeavor, and community service." Diverse community service activities, such as participation in the Poetry Out Loud programs in area schools, not only enhance teaching, but also forge "mutually beneficial relationships" with community groups and institutions.

The mission states that students will learn a core "that includes effective communication." This "value" begins in the English Department with 101, Freshman Composition I and 102, Freshman Composition II. In addition to being a large part of the General Education curriculum, the courses are vital to the "outcomes" of our three major options.

The Department endeavors to provide "accountability through shared responsibility and continuous improvement" through various levels of assessment, and the use of assessment findings.

D. Previous Reviews and Corrective Actions

After the 2009 - 2010 Program Review, the recommendation was for the continuation of the program at the current level of activity without any specific action.

SECTION II: ADEQUACY

A. Curriculum

The Bachelor of Arts in English has three options for majors: Literature, Professional Writing, and Technical Writing.

Literature and Professional Writing have a core of five English courses that all majors must take: 250, Introduction to British Literature; 303, Expository Writing; 334, Literary Criticism; 315, Shakespeare; and 477, Senior Seminar. In addition, all majors take two cognate courses in a foreign language at the 200-level, one American literature course chosen from 316, American Literature to 1860; 317, American Literature, 1860-1940; or 408, Contemporary American Literature, 1940 to the present), and one course from the expanded canon chosen from 337, Black Writers in America; 338, Black Novelists in America; 339, Black Poets in America; 340, African Literature; 343, Women Writers; or 343, Appalachian Literature and Culture. These classes total 27 hours, 21 of which are in English courses.

These common courses connect what are otherwise two fairly different options by focusing on essential outcomes: historical period approaches to British and American literature, development of the students' understanding of diversity, knowledge of literary criticism and theory, and development of the process approach to writing to build on and prepare for writing in the other classes, in and out of the English Department.

Beyond those seven common or restricted-elective courses, students in the Literature Option take world literature (320, 321, 350, or 351 – Literature of the Western World I or II or World Literature: Classical or Modern Era) and four more upper-division (300- and 400-level) literature classes to increase the depth and breadth of their understanding of literary periods, analysis and interpretation, to learn more about how one determines “significance,” to focus on their own interests, to practice using critical theory, and to complete research papers, for a total of 15 hours. Our literature curriculum specifies a history cognate in British, American, or world, but this is currently automatically fulfilled when students complete the General Education World Civilization requirement. Students in the literature option also study the history of the English language (401) and take an introduction to linguistics (230) to develop their understanding of the language and how to study it. Beyond the General Education requirements of 50-52 hours and the six hours of upper-division foreign language, a major in the Literature Option takes 14 courses (42 hours) in the Department. The total required of hours required for graduation is 120, so students make up the difference with electives.

Beyond the seven common or restricted-elective courses, students who choose the Professional Writing Option take one linguistics or language course (chosen from 401, History of the English Language; 230, Introduction to Linguistics; 255, Power of Language, or 306, Principles of Grammar). This gives them the basis for learning the aspects of language all English majors must possess. Their curriculum includes a common four-course (12-hour) writing core: 112, Technical Writing; 204, Writing for Business and Other Professions; 225, Journalism; and 304, Creative Writing.

Professional Writing Option majors may then choose one writing workshop course (227, Copy Editing and Makeup; 430, Poetry Writing; 431, Fiction Writing; or 432, Creative Nonfiction Workshop); and one advanced professional writing class (429, Writing for Publication or 310, Technical and Report Writing); these two add up to six hours. The total of non-cognate hours is seven courses or 21 hours. As a three-credit cognate, they take either Art 213 (now 230), Graphic Design or Art 217, Computer Graphics. All these courses develop their skills in composing on the computer a variety of creative and non-fictional texts, reports, and correspondence and deepen their understanding of the work of an editor. So they will be more prepared to be professional writers, students in this option also take an area study of three cognate courses/9 hours in a field of their choosing in art, biology, business, etc. Beyond the General Education requirements of 50-52 hours, six hours of upper-division foreign language, and a cognate in computer graphics, a major in the Professional Writing Option takes 14 courses (42 hours) in the Department. The total number of hours required for graduation is 120, so students make up the difference with electives.

In the Technical Writing option, the degree requirements are similar to those in the Literature option and the Professional Writing option. For example, students must take an American Literature class and two foreign language classes at the 200 level. These requirements are in addition to the ten core classes: 112, Technical Writing; 160, Practical English Grammar and Usage; 204, Writing for Business and Other Professions; 228, Introduction to Desktop Publishing (*Fall 2011+*); 310, Technical and Report Writing; 311, Editing for Technical Writers; 410, Digital Literacies; 412, Information Design; 477, Senior Seminar; and Comm 285, Web Design and Digital Media. These core classes total 30 hours. The total number of hours needed for graduation is 120, so students make up the difference with electives.

The English Department also offers three minors: Literature, Professional Writing, and Technical Writing. Each is a total of 15 hours. In addition to these, the Department offers five Certificates of Completion in English: Creative Writing; Technical Writing; Literary Studies; Diversity Literature; and World Literature.

See Appendix II-A for a complete listing of all the program requirements.

B. Faculty

At the present time, there are twelve full-time faculty members, and all of them have a Ph.D. In other words, 100% of full-time members of the English Department have terminal degrees. Of these, eleven are tenured and one is on probationary status. The English Department has one full professor, with a Ph.D., who is on an early retirement plan, and still teaches three classes a year.

The English Department has many excellent faculty members, who meet the various needs of its students in American literature; British literature; comparative literature; literary and critical theory; teacher preparation in language arts; professional writing; and technical writing.

C. Students

1. Entrance Standards:

The entrance standards for the Department are the same as those for the University as a whole. For more on these, refer to the 2014-2015 *West Virginia State University Catalog*, pp. 17-21.

2. Entrance Abilities:

During the review based on the available data, the range of composite ACT scores for English majors is from 14 to 28. For a representative semester, fall 2010, the average scores on the Reading section of the ACT is 21.41; the average score on the Math section is 18; the average for the Science section is 19.6; the average for the Reading section is 23.70; and the overall composite score was 20.67.

3. Exit Abilities:

Since English Education content is similar to the Literature option for English majors, PRAXIS II scores were studied. The Assessment Committee examined at pass rates for the past four years, and all students passed. Based on the qualitative standards of the portfolio review for the Professional Writing and Technical Writing majors, the students are meeting and, in many cases, exceeding the expectations established in the Program Learning Outcomes. In addition to this, Program Learning Outcomes for two courses in the Technical Writing and Professional Writing options were applied to assignments. Most components in the evaluated rubrics 'worked' with artifacts from the selected courses, but adjustments were needed in the wording of a few rubric components and the division of one component into two. For more on this, refer to Section E., Part 2, Use of Assessment Data: Learning-Teaching-Curriculum.

4. Graduates:

Within the last five years, graduates with an English degree from West Virginia State have been accepted into law school, master's degree programs, Ph.D. programs, and divinity school. They have found employment in the fields of journalism, public relations, teaching, and several others. For the specific names of graduate schools and employers, refer to the last part of this review, Section IV: Necessity; B. Job Placement.

D. Resources

1. Financial

The budget for the English Department has decreased every year for the past five years. It started at \$1,800 in 2009 - 2010 and has fallen to \$400 in 2013 - 2014. These monies are spent on office supplies, usually small items like paper, but sometimes on a larger item like a wall mount for a television in a classroom.

2. Facilities

The English Department operates and maintains two computer-based classrooms in Ferrell Hall, 315 and 316. 315 is a multi-media room with fifteen desk-top computers, one LCD projector, and two carts, each with a TV, as well as a VCR and DVD player. 316 is used more for composition classes and has 25 desk-top computers, enough to accommodate a full class of writing students. For the past four years, the Department also maintains and operates, except for fall 2014, a Writing Center. It was located in Ferrell Hall 304. Student Support services maintains and operates the Writing Center now, and it is located on the second floor of the Drain-Jordan Library.

E. Assessment (Both Student and Program levels)

1. Student Outcome Assessment Plan

To strengthen the program and students in the program options of Literature, Professional Writing, Technical Writing, and English Education, the English Department documents the learning development of our majors. For this documentation, we use a four-stage process to assess progress and achievement through portfolios, interviews, and surveys. Two of the three papers for the portfolio must be nonfiction prose.

Stage One

Students submit a paper from a 100-level class to the instructor of their English 250 course. They also complete the self-assessment form by writing a paragraph describing (1) the purpose of the paper; (2) how the paper was prepared; and (3) their view of the paper's strengths and weaknesses. (Lacking a paper from that first year, submit the earliest one from your college career that you can).

Stage Two

Two or three semesters before graduation, students submit a paper from a 200-, 300-, or 400-level class to their advisors. The students complete the self-assessment form (it is online), writing a paragraph describing (1) the purpose of the paper; (2) how the paper was prepared; and (3) their view of the paper's strengths and weaknesses.

Stage Three

A. During the semester students graduate or while they take English 477 Senior Seminar, they submit a third paper from a 300- or 400-level course to their advisor, along with the completed self-assessment form. This includes a paragraph describing (1) the purpose of the paper; (2) how the paper was prepared; and (3) their view of the paper's strengths and weaknesses.

B. Before the end of that same semester, the students' advisors will also assess the portfolio, writing a brief description of their advisees' strengths and weaknesses in their chosen option.

C. By the end of that final semester, another faculty member will also assess the students' portfolios. Using the appropriate form, these faculty members will evaluate the students' samples and briefly describe their strengths and weaknesses in the chosen option (English education, literature, professional writing, or technical writing).

2. Use of Assessment Data: Learning-Teaching-Curriculum

Traditionally, the assessment data is used in many different ways, both by students and by faculty. Material created by these assessments enable students to measure their own progress in meeting departmental Program Learning Outcomes (PLOs) as students assemble and comment on their own work. (Please note that—although the Department requires student assessment—this assessment is not part of any student's grades.) The assessment also allows the Department to advise students more effectively, individually and collectively, and to determine whether the curriculum enables students to meet those objectives. Because of this, faculty members have developed new classrooms practices to better help students improve their understanding of literature and writing.

Most recently, assessment data is even more connected to the Program Learning Outcomes. PRAXIS II scores for our English Education Majors over the past four years were studied, as well as the sub-scores, to assess effectiveness of the Literature curriculum (the English Education content specialization is substantially the same as the Literature Option for English Majors). The Assessment Committee analyzed the PRAXIS II scores by looking for pass rates, any trends in the data, and relative strengths and weaknesses suggested by the sub-scores. Though all students passed the PRAXIS II on the first try and data did not show any strong trends, the average percentage on the second sub-score, "Language and Linguistics," is somewhat lower than the averages for the other two sub-scores.

With regards to the Technical Writing and the professional Writing options, the rubrics for PLOs 3 and 4 were evaluated by applying them to artifacts from 410, Digital Literacies, and the draft rubric for PLO 4 was applied to artifacts from 430, Poetry Writing Workshop. A digital portfolio in 410, Digital Literacies, poetry "encyclopedia" entries and personal poetry anthologies with essay about selected poems were used to evaluate rubrics for PLOs 3 and 4. The Assessment Liaison for the Department evaluated the language and structure of the rubrics in terms of how well they 'worked' with quite different assignments. Most components in the evaluated rubrics 'worked' with artifacts from the selected courses, but adjustments were needed in the wording of a few rubric components and the division of one component into two. The current rubric for PLO 5, "evaluate language variety and development," could be supplemented with a rubric for that PLO which includes components on mastery of language and linguistic concepts, not just on their seeming application in essays or professional/creative/technical writing. It is hoped that data from the supplemental assessment will provide information useful for improving instruction and/or curriculum in this area.

3. Graduate and Employer Satisfaction

No formal surveys have been conducted, but informal feedback suggests that graduates and employers are pleased with the quality of education. One graduate

remarked, “I would not have been prepared for my current job without my degree.” She goes on to give a specific example, “We have a new exhibit called ‘What’s Your Story?’ which is storytelling using digital and traditional means—when I get to work in that gallery, I am an asset to the teachers by helping supplement their teachings by putting them into practice with the students.” Another graduate student remarked, “I’ve been more prepared than other people from much...bigger schools.” One employer expressed a similar sentiment, “The student came to us very well prepared for the work environment. Her writing skills and learning were exemplary.” Graduate schools have expressed the same sentiment, describing graduates with English degrees from West Virginia State as “strong.” As a graduate school administrator wrote to one of the faculty members, thanking her recommending a recent graduate, “He is a wonderful addition to our community.” This is a common sentiment for many graduate schools and employers.

F. Advisory Committee(s)

The Advisory Committee is comprised of five members, ranging from a former student to a librarian to an attorney. It meets sporadically with the Chair (and other Department members who wish to attend). The Committee members are Phillip Boze, Jennifer Zuccaro, William M. Haydon, Christine Roth, and Cathy Wallace. The Committee members offer comments and suggestions about the Department’s programs and activities, and then these are shared with the entire Department, sometimes, acted upon.

G. Program Strengths and Weaknesses

When faculty members were asked for strengths and weaknesses of the English Department and major, they responded in many ways. Here are some of those responses:

Weaknesses:

- 1) The English Department needs to hire more faculty members to ensure that students are getting the best instruction possible. For example, the area that needs improvement according to the Praxis test is language and linguistics. Currently, the Department does not have a linguist. The linguistics course, Introduction to General Linguistics, is a part of the Literature and Professional Writing curriculum, as well as the English Education curriculum. See Exhibit E for PRAXIS II scores.
- 2) The reliance on temporary instructors, especially part-time instructors, for regularly offered classes may endanger the quality of instruction. Temporary instructors lack the long-term commitment that will help ensure their active participation in curricular coherence and quality, and part-time instructors are less readily accessible to students who need help.
- 3) The English Department needs up-to-date computers and operating systems and software for the labs that it maintains and operates. If the strength of the humanities and English in particular is to teach critical thinking skills, and critical thinking leads to better problem solving skills, then giving students access to reasonably up-to-date software and reliable computers seems the least we can do to facilitate their development as problem solvers in the current

job market. If at all possible, more labs and classrooms should be developed. Many students are coming from high schools with technology-enabled classrooms, and the English Department needs to strive for the same. More and better technology would help students to better use the library's online tools, and do collaborative work and peer reviews.

Strengths:

- 1) The Bachelor of in English represents a strong academic curriculum with a wide variety of course offerings. The development of the Technical Writing option during the review period gives students even more choices for an emphasis in the major.
- 2) The program has diverse faculty with excellent preparation (100% with the doctorate) and high level of professional involvement in scholarly, community, departmental, and campus activities.
- 3) Faculty members publish in regional and national publications. For example, one Associate Professor published a full-length scholarly book at a prestigious literary press.
- 4) Students have the opportunity to publish in The Kanawha Review and The Yellow Jacket. Exhibit A and B are examples of poetry published in The Kanawha Review.
- 5) English Department faculty members promote student engagement and success by providing English majors and minors with extensive individual attention. Students have the opportunity to experience smaller classes (better faculty-to-student ratios that promote student engagement and critical thinking), personal attention from their advisors, a twice-yearly English majors luncheon to mix socially with professors and other students, and an English club to promote esprit de corps. Exhibit C is a flyer advertising an activity sponsored by the English Club.
- 6) Students have the opportunity to qualify for membership in the national literary honorary society, Lambda Iota Tau, and/or the national English honorary society, Sigma Tau Delta.
- 7) Students are well prepared for graduate study, teaching, and other career options. For more on this, see Section IV, B. Job Placement.
- 8) The Advising Handbook (excerpts in Exhibit D) assists students with course planning, remigration, and academic counseling.

SECTION III: VIABILITY

A. Program Enrollment

During the review period, 179 students enrolled in Literature option; 282 enrolled in the Professional Writing option; 440 students enrolled in the English Education option; and four students enrolled in the Technical Writing option. It should be noted that the Technical Writing option is new and needs time and support to flourish.

Over the five-year period, the enrollment for majors in Literature option ranged from 29 to 13 students; the enrollment in the Professional Writing option ranged from 37 to 18; and the enrollment for the English Education option ranged from 54 to 33.

The number of English majors has decreased slightly over the past five years. The lowest point is spring 2013, but there has been a noticeable improvement over the past year. The number of students enrolled in all three options has increased during that time. There seems to be no reason why this increase should not continue in the coming years, or stabilize at the current level, especially as enrollment increases. Please note that these patterns, most notably the decrease, somewhat matches what the University has experienced.

There are many possible reasons why the numbers may have decreased. One may be the huge decrease in state funding for the University. Another possible reason is the impact of the water crisis last year on enrollment at the University as a whole. Both are plausible reasons, as are many others that have not been brought up.

For more information, refer to Appendix III-A, Program Enrollment Data.

B. Course Enrollment

For the five-year review period, the average course enrollment per semester is 331.5. There has been a decrease. However, these numbers have remained fairly stable.

For more information, refer to Appendix III-B, Course Enrollment Data.

C. Enrollment Projections

The trend in decreasing program and course enrollment seems to have stabilized. Over the past five years, a number of things, from a substantial decrease in state funding to a water crisis, have made it harder for students to enroll in and attend the University. Although these obstacles persist, the number of students in the English Department seems to have stabilized and may have even increased. Because of the trend toward increased enrollment at the University as a whole, it would seem likely the English Department will enroll the same or more students as it currently does. One other reason for possible stabilization or increase, especially in upper-level classes, is the development and implementation of an online degree program for the Technical Writing option.

D. Cost Analyses

A cost analysis is performed for the Program Review to provide data about the Departmental Cost of Instruction and the Facilities and Administrative Costs, which are not instructional driven but attribute the overall educational experience of students.

Departmental Cost of Instruction:

The Departmental Cost of Instruction encompasses two components: 1. Departmental cost to offer the major, and 2. Departmental cost to offer courses in the department. To determine the departmental cost to offer the major, calculations are conducted to generate the program cost per graduate and the cost per student in the major. It should be noted that in this cost analysis we only considered the salaries including fringe benefits.

Calculation of the cost to offer the major: The numerator value is determined by using 2014 - 2015 faculty salary data for full-time and part-time faculty (including fringe benefits) who provide instruction for courses offered in the major (degree program). The value excludes salary compensation for instruction in general education courses (services courses) unless those courses are required for the major and serves as the numerator value for both the *program cost per graduate* and the *cost per student in the major* formulas.

Two denominator values are determined for the various calculations. For the *program cost per graduate* calculation, the denominator value is the average number of program graduates for the 2010 - 2014 period, while the *cost per student in the major* calculation uses the average number of majors in the degree program during the same review period as the denominator value.

The resulting formulas are:

Cost per graduate =
$$\frac{\text{2014-2015 degree program instructional faculty}}{\text{Average number of program graduates 2010-2014}}$$

Cost per student in the major =
$$\frac{\text{2014-2015 degree program instructional faculty}}{\text{Average number of majors in the degree program 2010-2014}}$$

English program cost per graduate = \$731490/68 ~ \$10,757

English program cost per student in the major = \$731,490/90.5 ~ \$8083

Calculation for the departmental cost to offer courses in the department: The previously generated numerator value also serves as the numerator for this calculation. The denominator of this calculation is student credit hours produced for the academic years (2010-2014) of the 5 year review period. The credit hours produced is calculated using courses taken by both majors and non-majors.

The resulting formula is:

Cost of courses offered in the department =

$$\frac{\text{2014-2015 degree program instructional faculty}}{\text{Total student credit hours produced by department}}$$

English Program cost per credit hour offered in the department

= \$731,490/2268 ~ \$323

The Facilities and administrative cost also using total faculty compensation for 2014 - 2015 as the numerator. For this value, the denominator federal indirect rate of 56.9%, which is a measure that is used to determine the cost of operation for grant administration.

The formula Facilities and administrative cost (Non-instructional operational cost):

Facilities and administrative cost = 2014-2015 degree program instructional faculty * 0.569

English Facilities and Administrative cost = \$731,490.43* 0.569 ~ \$416,218

The ratios are exhibited in the table below.

Total Salary: \$ \$731,490.43

	Avg Majors (AY10- AY14)	Avg Graduates (AY10-AY14)	CPCH (AY 10-AY14)	Cost of Operation (AY 2014)
Average per year	90.5	68	2268	0.569
Cost Ratios	\$8083	\$10757	\$323	\$416,218

In summary, the total salary for faculty during the 2014 - 2015 year of the review period is \$731,490 and includes both part-time and full-time faculty salaries. The average cost per major is \$8,083 while the average cost per graduate is \$10,757. Both values include all unduplicated student majors and graduates for the five-year review period. The cost of offering courses in the department for all majors is \$323 per credit hour, which is based on the total semester credit hours (fall and spring combined) generated per year. The cost of operation (non-instructional cost) is \$416,218.05.

E. Service Courses

The English Department teaches a large number of service courses, probably more than any other Department on campus. In a representative fall semester, the English Department teaches 42 sections:

- Four sections of 020, Introduction to College Writing;
- Fifteen sections of 101, Composition I;
- Four sections of 10E, Enhanced Composition I;
- Eight sections of 102, Composition II; and
- Twelve sections of 150, Introduction to Literature.

These classes are required in the General Studies curriculum and serve nearly a thousand students every semester. With the expected increases in enrollment, these numbers will be even higher.

For a complete list of service courses that the English Department teaches, refer to Appendix III-C.

F. Off-Campus Courses

During the past five years, the English Department has offered composition classes in South Charleston High School, St. Albans High School, Sissonville High School, and George Washington High School. For a complete list of these courses, as well as yearly enrollments, refer to Appendix III-D.

G. Articulation Agreements

At an earlier time in the review period, 2 +2 agreements had been negotiated with both Bridgemont Community and Technical College and with Kanawha Valley Community and Technical College. However, since these two merged into BridgeValley Community and Technical College, it is not known if these agreements are still in effect or need to be renegotiated.

SECTION IV: NECESSITY

A. Similar Programs

Both Marshall University and West Virginia University offer majors in English. However, the two four-year colleges closest to West Virginia State University, West Virginia University Institute of Technology and the University of Charleston offer a major in English. As for the Technical Writing option within the English major at West Virginia State, there is no major in technical writing at any other school in the state.

The quality of the faculty at West Virginia State University makes it distinctive. As stated earlier, all 13 faculty who currently teach courses in the major have a Ph.D. During the review period, faculty have published extensively, both creative and scholarly writing, in regional and national journals. This includes a book, Approaching Disappearance. They have presented papers at regional and national conferences, and been honored with awards. They have also received grants, including one from the National Endowment for the Humanities. For more on the faculty, refer to Appendix II-B, Faculty Data Sheets.

B. Job Placement

Many of the students who graduated with English majors during the last five years are either attending graduate school or employed in fields which use the knowledge and skills that they developed at West Virginia State. Graduate schools are included in this section because in most cases the students are working as graduate assistants to finance their education. Here is a partial list of known graduate schools and employers:

- Andover Newton Theological School, Boston, MA
- Bridge Valley Community and Technical College, Writing Center Director
- Carnegie Mellon University, Master's Program in Professional Writing
- Charleston Gazette
- Clay Center
- Kanawha County Public Library
- Legal Aid of West Virginia
- Marshall University Graduate College, Humanities Program
- Marshall University, Master's program in English
- Thomas M. Cooley Law School, Ann Arbor, Michigan
- University of Louisiana at Lafayette, Ph.D. in Literature
- University of Pittsburgh, Master's Program in Library Science
- West Virginia Culture Center
- West Virginia State Government, Senior Disability Advisor
- West Virginia University, Ph.D. Program in English Literature

It is difficult to know within a five-year period if these students will be able to keep their jobs, but the preparation that they received by completing an English degree clearly helped them to enter the next stage of their professional lives.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts—Literature Option	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements:	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
230 Introduction to General Linguistics	3	<i>American Literature</i> --Select one: 316 American Literature to 1860 317 American Literature, 1860-1940 408 Contemporary American Literature <i>World Literature</i> —Select one: (2006+) 3 hours 320 Literature of the Western World I 321 Literature of the Western World II 350 World Literature, Classical Era 351 World Literature, Modern Era <i>Diversity Component</i> -- Select one: 337 The Black Writer in America 338 Black Novelists in America 339 Black Poets in America 340 Readings in African Literature 342 Women Writers 343 Appalachian Literature and Culture <i>Majors who started by 2006-7:</i> Select five more literature courses at the 300-400 level <i>Majors who started Fall 2007 or later:</i> Select four more literature courses at the 300-400 level	3	Foreign Language at 200 level or above <i>(These cannot be courses in foreign culture taught in English)</i> British, American, or World History course (can be cross-listed with General Education) Electives as needed	6	Freshman Experience: Interdisciplinary Matrix International Perspectives History of Civilization English 101 and 102 Mathematics 111 or higher Speech Comm 100 Lifetime Health and Fitness Literature English 150 Fine Arts Natural Science American Traditions	1
250 Introduction to English Literature	3		3		6		6
303 Expository Writing	3		3		3		6
315 Shakespeare	3		3		3		3
334 Principles of Literary Criticism	3		3		19		6
401 History of the English Language	3		3		3		3
477 Senior Seminar	3		3		2		3
					6		6
					15		6-8
					12		2
Total Required Major Hours:	21	Total Additional Major Hours:	27	Total Cognate Hours:	9	Total Gen. Ed./Elective Hours:	53

Notes:

- ✓ Before 2013, the total number of hours need for graduation was 123.
- ✓ A student needs to take 19 hours as need to bring his or total number of hours to 120 hours.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts—Professional Writing Option	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements:	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours
112 Technical Writing	3	<i>Language</i> --Select one: 230 Introduction to General Linguistics 255 The Power of Language 306 Principles of Grammar 401 History the English Language <i>American Literature</i> --Select one: 316 American Literature to 1860 317 American Literature, 1860-1940 408 Contemporary American Literature <i>Diversity Component</i> --Select one: 337 The Black Writer in America 338 Black Novelists in America 339 Black Poets in America 340 Readings in African Literature 342 Women Writers 343 Appalachian Literature and Culture <i>Writing Workshop</i> --Select one: 227 Copy Editing 430 Poetry Writing Workshop 431 Fiction Writing Workshop 432 Creative Nonfiction <i>Advanced Writing</i> --Select one 310 Technical & Report Writing 311 Editing for Technical Writers (<i>to be proposed, presently Course Subst.</i>) 326 Journalism II 429 Writing for Publication	3	Foreign Language at 200 level or above (<i>These cannot be courses in foreign culture taught in English</i>)	6	Freshman Experience:	1
204 Writing for Business and Other Professions	3		3	Art/technology—		Interdisciplinary Matrix	6
225 Journalism I	3		3	Select one (<i>not Fall 2011+</i>)	3	International Perspectives	6 3
228 Introduction to Desktop Publishing (<i>Fall 2011+</i>)	3		3	Art 217 Computer Graphics Art 230 Graphic Design		History of Civilization	6
250 Introduction to English Literature	3		3	Area Study—		English 101 and 102	3
303 Expository Writing	3		3	<i>Majors who started before Fall 2003:</i>		Mathematics 111 or higher	3
304 Introduction to Creative Writing	3		3	Select four classes outside English	12	Speech Comm 100	2
315 Shakespeare	3		3	<i>Majors who started in Fall 2003+:</i>		Lifetime Health and Fitness	3
334 Principles of Literary Criticism	3		3	Select three classes outside English.....	9	Literature English 150	6
477 Senior Seminar (<i>Fall 2003+</i>)	3		15			Fine Arts	6-8
						Natural Science	3
						American Traditions	3
						Social Structures	3
Total Required Major Hours:	30	Total Additional Major Hours:	18	Total Cognate Hours:	15-21	Total Gen. Ed./Elective Hours:	51-53

Note: Before 2013, the total credit hours needed for graduation was 123.

APPENDIX II-A: Curriculum

Degree Program: Bachelor of Arts—Technical Writing Option	Total number of credit hours required for graduation: 120
Professional society that may have influenced the program offering and requirements:	

Core Courses Required in Major (by course number and title)	Hours	Additional Courses Required in Major	Hours	Courses Required in Related Fields	Hours	Courses Required in General Education and Elective Hours	Hours			
112 Technical Writing	3	<i>English Literature</i> --Select one: 250 Introduction to English Literature 315 Shakespeare 402 Early English Literature through the Fifteenth Century 403 The English Renaissance 405 Literature of the Restoration and the 18th Century 406 English Romanticism 407 The Victorian Period 409 Modern British Literature <i>American Literature</i> --Select one: 316 American Literature to 1860 317 American Literature, 1860-1940 408 Contemporary American Literature <i>Diversity Component</i> --Select one: 337 The Black Writer in America 338 Black Novelists in America 339 Black Poets in America 340 Readings in African Literature 342 Women Writers 343 Appalachian Literature and Culture 347 The Immigrant Experience in America (<i>to be proposed</i>) <i>Comparative/World Literature</i> --Select one: 320 Literature of the Western World, Part I 321 Literature of the Western World, Part II 350 World Literature, Classical Era 351 World Literature, Modern Era 413 Development of the Novel 414 The Modern Novel 415 The Modern Drama	3	Foreign Language classes at 200 level or above (<i>These cannot be courses in foreign culture taught in English</i>) Area study from one outside field	6	Freshman Experience: Interdisciplinary Matrix International Perspectives History of Civilization English 101 and 102 Mathematics 111 or higher Speech Comm 100 Lifetime Health and Fitness Literature English 150 Fine Arts Natural Science American Traditions Social Structures	1			
160 Practical English Grammar and Usage	3		6		6					
204 Writing for Business and Other Professions	3		12		6					
228 Introduction to Desktop Publishing (<i>Fall 2011+</i>)	3		3		3					
310 Technical and Report Writing	3		3		6					
311 Editing for Technical Writers	3		3		3					
410 Digital Literacies	3		3		2					
412 Information Design	3		3		3					
477 Senior Seminar	3		3		6					
Comm 285 Web Design and Digital Media	3		3		6-8					
Total Required Major Hours:	30		Total Additional Major Hours:		12		Total Cognate Hours:	18	Total Gen. Ed./Elective Hours:	53

Note: Before 2013, 123 hours were needed for graduation.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Karen Anderson	Rank: Instructor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: MA; MLS
Degree Conferred by: Marshall University; UCLA	Date Degree Received: 2003; 1987
Area of Specialization: Humanities, Emphasis in Literature and Culture; Library and Information Science	

Professional registration/licensure:	
Years of employment at present institution: 13	
Years of employment in higher education:	21, including UCLA Film & TV Archive and USC & AFI libraries
Years of related experience outside higher education:	5, including professional writing (public relations/newspaper)

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	English 102: Composition II (2 sections)	23, 18
	English 150: Introduction to Literature	23
Spring 2013	English 102: Composition II (2 sections)	25, 24
	English 150: Introduction to Literature	24
Fall 2013	English 101: Composition I (2 sections)	24, 24
	English 150: Introduction to Literature	11
Spring 2014	English 101: Composition I (2 sections)	12, 15
	English 150: Introduction to Literature	22

- (B). If degree is not in area of current assignment, explain:

The position includes one course release time per semester for the management of the English Department Multimedia/Computer Classroom/Labs. The MLS (Library and Information Science) and previous employment as an educational media specialist (Nova Southeastern University) complements the MA in fulfilling these duties and in teaching research writing. The MA emphasis in literature and culture, as well as graduate film

coursework (in fulfilling the MLS), is applicable in teaching introductory literature classes. The BA is in English, Phi Beta Kappa, granted by the University of Iowa.

(C). Identify your professional development activities during the past five years.

See E.

Presently co-authoring a work of creative non-fiction dealing with domestic violence (in development stage).

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Moderator at West Virginia Book Festival 2009 (and see E).

(E). Indicate any other activities that have contributed to effective teaching.

Served as liaison in initiating WVSU English Department faculty facilitation of book discussion programs at the Kanawha County Public Library (KCPL; served also as substitute reference librarian); my first program took place in 2004, and my most recent, 2012. (seven total). My literature students have regularly participated in the discussions. Additional faculty members have facilitated in the interim.

(F). List professional books/papers published during the last five years.

"Backgrounds" (creative nonfiction) republished in *Constellations: An Anthology of the Marshall University Graduate Humanities Program* in 2009; originally published in *Confluence: The Journal of Graduate Liberal Studies*, Fall 2006.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Timothy C. Alderman	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Purdue University	Date Degree Received: 1983
Area of Specialization: Modern British and American Literature	

Professional registration/licensure:
Years of employment at present institution: 28
Years of employment in higher education: 40
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	General Education 100	23
	English 150	25
	English 102	18
	English 360	12
	English 317	1
Spring 2013	English 408	14
	General Education 100	17
	English 102	22
	English 150	12
Fall 2013	English 102	21
	General Education 100	21
	English 150	15
	General Education 100	18
Spring 2014	English 102	19
	General Education 100	21
	English 204	11
	English 477	13

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Jessica Barnes-Pietruszynski	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D
Degree Conferred by: Illinois State University	Date Degree Received: May 2009
Area of Specialization: 19 th Century British Literature , Feminist Theory and Pedagogy	

Professional registration/licensure:	
Years of employment at present institution:	9 years
Years of employment in higher education:	16 years
Years of related experience outside higher education:	5 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	Communications 195 Journalism Lab	4
	English/Communications 227 Copyediting and Makeup	9
	English 150 Introduction to Literature	23
	English 102 Composition II	13
Spring 2013	Communications 195 Journalism Lab	3
	English/Communications 399 Special Topics: Investigative Journalism	8
	English 334 Literary Criticism	1
	English 228 Introduction to Desktop Publishing	9
	English 102 Composition II	21
Summer 2013	General Education 200 Race, Gender and Human Identity	25
	English 102 Composition II	19

Fall 2013	Communications 195 Journalism Lab English/Communications 225 Journalism I English 250 Introduction to British Literature English 020 Introduction to College Writing	2 23 20 16
Spring 2014	Communications 195 Journalism Lab English/Communications 227 Copyediting and Makeup General Education 200 Race, Gender and Human Identity	2 6 22
Summer 2014	English 101 Composition I English 101 Composition I English 228 Introduction to Desktop Publishing	5 10 4

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

June 2013 West Virginia Developmental Education Summit

May 2013 Accelerated Learning Program Workshop

July 2012 Developmental Literary Workshop

June 2012 Developmental Education Faculty Workshop

March 2012 Conference on College Composition and Communication

March 2012 CCCC presentation "Teaching in the Mountains: The Writing Classroom and the Appalachian Identity"

November 2011 Developmental Education Instructors Workshop

Peer Editor Gender and the Nineteenth Century – an online journal

2011- Present Faculty Advisor to The Yellowjacket – WVSU student newspaper

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Renae Bonnett	Rank:
Status: <input type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time <input checked="" type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: MA Humanities; MA Teaching
Degree Conferred by: Marshall University	Date Degree Received: 12/13/2013; 05/10/2014
Area of Specialization: Literary Studies, Cultural Studies, English Education (5-Adult), and Teaching	

Professional registration/licensure:	State of West Virginia License: Professional Teaching Certificate (Endorsement: English 5-Adult)
Years of employment at present institution:	3 (part-time / adjunct)
Years of employment in higher education:	5 (part-time / adjunct)
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2014/Spring	Gen. Ed. 100-06 (1384) Origins	20
2013/Fall	Engl. 102-11 (1334) Composition II	25
2013/Spring	Engl. 101-13 (1324) English Composition I	12
2012/Fall	-Engl. 102-09 (1353) English Composition II	20
2012/Spring	Engl. 102-09 (1353) English Composition II	20

(B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

- 2011 Writing for Publication (Marshall University, Education and Professional Development)
- 2012 Higher Ed. Harassment and Discrimination (training and professional development, WVU-Parkersburg)
- 2013 Principles of Learning and Teaching (PLT)
- 2013 Praxis: English (Highly Qualified requirement)
- 2014 Completion of MAT (MA in Teaching)
- 2014 State of WV Professional Teaching Certificate / Licensure (5-Adult) with Endorsement in English

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- 2009 WV Writers (Poetry) award
- 2010 MA Humanities Comprehensive Exams (Literary Studies; Cultural Studies) "Distinguished"

(E). Indicate any other activities that have contributed to effective teaching.

- Clinical I, II, and III experiences (MAT student teaching for secondary education) in English
- Completion of graduate coursework in curriculum and instruction and educational foundations (including technology in content area: English, literacy in content area: English, special education and exceptionalities)

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Arnold M. Hartstein	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time (currently in phased retirement) <input type="checkbox"/> Part-time <input type="checkbox"/>	Highest Degree Earned: Ph.D.
Degree Conferred by: The Ohio State University	Date Degree Received: 1981
Area of Specialization: Nineteenth-century British literature	

Professional registration/licensure:	
Years of employment at present institution:	39+
Years of employment in higher education:	39+
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2012/Fall	English 102—English Composition II	16
	English 150—Introduction to Literature	23
	English 409—Modern British Literature	13
	General Education 100—Origins (team-taught; 100% responsible for one of four sections)	25
2013/Spring	English 150—Introduction to Literature	24
	English 150—Introduction to Literature	23
	English 250—Introduction to English Literature	6
	General Education 100—Origins (team-taught; 100% responsible for one of four sections)	25
2013/Fall	English 102—English Composition II	22
	English 150—Introduction to Literature	27
	English 406—English Romanticism	7
	General Education 100—Origins (team-taught; 100% responsible for one of four sections)	26
2014/Spring	English 150—Introduction to Literature	23
	English 150—Introduction to Literature	24
	English 347—The Immigrant Experience in America	8
	General Education 100—Origins (team-taught; 100% responsible for one of four sections)	24

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
--Developed and taught English 347, The Immigrant Experience in America
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
--Participant in Student Panel Presentations for Education Department
--Master's examination committee member (MUGC)
- (F). List professional books/papers published during the last five years.
--Associate Editor, *Origins: Text for an Inquiry*, 11th and 12th editions
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Thomas Kiddie	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Rutgers University	Date Degree Received: May 1987
Area of Specialization: Technical & Workplace Writing, Comparative Literature, German	

Professional registration/licensure:	
Years of employment at present institution:	7 years
Years of employment in higher education:	11 years
Years of related experience outside higher education:	30 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	Engl 150 – Introduction to Literature	22
	Engl 310 – Technical and Report Writing	9
	Ger 101 – Elementary German I	12
Spring 2013	Engl 112 – Technical Writing	8
	Engl 160 – Practical English Grammar and Usage	21
	Engl 412 – Information Design	5
	Ger 102 – Elementary German II	7
	MS 502 – Graduate Research and Writing	12
Summer 2013	Engl 160 – Practical English Grammar and Usage	8
Fall 2013	Engl 160 – Practical English Grammar and Usage	23
	Engl 311 – Editing for Technical Writers	5
	Engl 345 – Popular Literatures	11
	Ger 101 – Elementary German I	12
	Ger 201 – Intermediate German I	2
Spring 2014	Engl 112 – Technical Writing	16
	Engl 410 – Digital Literacies	3
	Ger 102 – Elementary German II	8

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Apr. 2014 - Conference Attendance: Annual Conference of the Higher Learning Commission

Nov. 2012 - Conference Attendance: Annual Regional Convention of the Midwest Modern Language Association

Nov. 2011 - Conference Attendance: FACDIS Workshop on Technology

Oct. 2011 - Conference Attendance: Conference of the West Virginia Association of College English Teachers

Oct. 2010 - Conference Presentation: 75th Annual Convention of the Association for Business Communication

Oct. 2010 - WVSU Faculty Lecture Series: “The Future of Texting in Business Communication, Part II”

Dec. 2009 - Conference Attendance: 125th Annual National Convention of the Modern Language Association

Nov. 2009 - Conference Presentation: 74th Annual Convention of the Association for Business Communication

Sep. 2009 - WVSU Faculty Lecture Series: “Texting in Business Communication: An Elegy?”

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Oct. 2013 – Invited Speaker: 78th Annual National Convention of the Association for Business Communication. “The Future of Workplace Communication.”

(E). Indicate any other activities that have contributed to effective teaching.

I completed the quality matters peer review certification in June 2013. I have also been an active member of the online learning advisory committee since its inception in Fall 2012. Both have helped enhance my online teaching skills.

(F). List professional books/papers published during the last five years.

“Text(ing) in Context: The Future of Workplace Communication in the United States.” *Business & Professional Communication Quarterly* 77.1 (2014): 65-88.

“On Being John McCormick’s Last Student,” *College Hill Review* 7(2011).

“Recent Trends in Business Casual Attire and Their Effects on Student Job Hunters.” *Business Communication Quarterly* 72.3 (2009): 350-354.

“Texting in Business Communication: An Elegy?” *Proceedings from the 74th Annual Convention of the Association for Business Communication*, Dec. 2009.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Barbara Ladner	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Yale University	Date Degree Received: 1987
Area of Specialization: American Studies	

Professional registration/licensure: N/A
Years of employment at present institution: 23
Years of employment in higher education: 27
Years of related experience outside higher education: 1

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2012-2013	No teaching; overseeing Self Study process & Dean duties	23
Fall 2013	GE 100-03: Origins	23
	GE 100-05: Origins	24
Spring 2014	GE 200-01: Race, Gender and Human Identity	23
	ENGL 101: First-Year Composition I	25
	GE 100: Origins	26
	ART 319: Appalachian Arts and Crafts	1
	NSM 490H: Honors Thesis	

- (B). If degree is not in area of current assignment, explain:

American Studies is an interdisciplinary program for which my studies included literature, literary theory, art history, social history, film history and film theory. These studies are very appropriate to my teaching duties.

- (C). Identify your professional development activities during the past five years.

Attendance at NCA meetings in spring 2012 and 2013.

Attendance at LiveText conference in summer 2012.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

- (E). Indicate any other activities that have contributed to effective teaching.

- (F). List professional books/papers published during the last five years.

“Grant Wood’s Appraisal: Where Folk Art and Popular Culture Meet.” *ENCUENTROS*, Vol. 11, No. 2, July/December 2013.

- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Juris G. Lidaka	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time	Highest Degree Earned: Ph.D.
Degree Conferred by: Northern Illinois University	Date Degree Received: 1987
Area of Specialization: Old & Middle English Literature, Bibliography & Textual Criticism, & Philology (Historical Linguistics)	

Years of employment at present institution:	26
Years of employment in higher education:	34

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2012 Fall	Engl 250 - Introduction to English Literature	11
	Engl 306 - Principles of Grammar	13
2013 Spring	Engl 102 - English Composition II	11
	Engl 401 - History of the English Language	10
2013 Fall	Engl 102 - English Composition II	10
	Engl 306 - Principles of Grammar	18
2014 Spring	Engl 401 - History of the English Language	12
	Engl 402 - Early English Literature through the Fifteenth Century	8

- (B). If degree is not in area of current assignment, explain:
 The degree is partly in the area of my current assignment, but any mismatches are simply due to institutional need in service of the student body.

(C). Identify your professional development activities during the past five years.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

(E). Indicate any other activities that have contributed to effective teaching.

(F). List professional books/papers published during the last five years.

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Anne McConnell	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: University of Colorado at Boulder	Date Degree Received: May 2006
Area of Specialization: Comparative Literature; European and Hispanic Fiction and Literary Theory	

Professional registration/licensure:
Years of employment at present institution: 7
Years of employment in higher education: 8
Years of related experience outside higher education: 0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	English 102: Composition II	13
	English 150: Introduction to Literature	22
	English 321: Literature of the West World, Part II	10
	English 477: Senior Seminar	3
Spring 2013	English 102: Composition II	11
	English 102: Composition II	16
	English 150: Introduction to Literature	21
	English 477: Senior Seminar	12
Fall 2013	English 102: Composition II	23
	English 102: Composition II	27
	English 150: Introduction to Literature	26
Spring 2014	English 350: World Literature (Ancient)	11
	English 102: Composition II	25
	English 102: Composition II	20
	English 102: Composition II	19
	English 334: Principles of Literary Criticism	26

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

I have attended two workshops for online teaching.

(D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

I was invited to review a new book in my field for *Comparative Literature Studies*, one of the preeminent scholarly journals in Comparative Literature.

(E). Indicate any other activities that have contributed to effective teaching.

I have guided more than ten students through special arrangement courses – namely, Senior Seminar, so that those students could graduate on time.

I have sponsored the English Club and Honorary Societies, which contributes to a positive learning culture in our department.

(F). List professional books/papers published during the last five years.

Approaching Disappearance (2013): Dalkey Archive Press, Champaign, IL

(G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Jeffrey Pietruszynski	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D
Degree Conferred by: Illinois State University	Date Degree Received: May 2006
Area of Specialization: Early Modern British Literature, Shakespeare, Pedagogy	

Professional registration/licensure:	
Years of employment at present institution:	9 years
Years of employment in higher education:	16 years
Years of related experience outside higher education:	

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	English 315: Shakespeare	20
	General Education 200.01: Race, Gender, and Human Identity	21
	General Education 200.06: Race, Gender, and Human Identity	21
Spring 2013	English 403: The English Renaissance	8
	General Education 200.01: Race, Gender, and Human Identity	24
Fall 2013	English 150.08 Introduction to Literature	24
	English 315: Shakespeare	11
	General Education 160H: Foundations of Inquiry	14
Spring 2014	English 102.04: English Composition II	21
	English 250: Introduction to English Literature	16
	English 315: Shakespeare	2
	General Education 200.07: Race, Gender, and Human Identity	24

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.

July 15, 2013 to August 9, 2013 NEH Summer Institute for College and University Teachers, "Music and Travel in Europe and the Americas, 1500-1800." Director: Carla Zecher, Newberry Library, Chicago, IL.

June 2013 West Virginia Developmental Education Summit

May 2013 Accelerated Learning Program Workshop

March 2012 CCCC presentation "Teaching in the Mountains: The Writing Classroom and the Appalachian Identity"

April 2012 "Connecting with the Other: Anti-hero as Role Model in Firefly's 'Verse.'" Popular Culture Association / American Culture Association, Boston, MA

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

March 2013 "The Future of General Education." Speaker. FACET Workshop. West Virginia State University

July 15, 2013 to August 9, 2013 NEH Summer Institute for College and University Teachers, "Music and Travel in Europe and the Americas, 1500-1800." Director: Carla Zecher, Newberry Library, Chicago, IL.

- (E). Indicate any other activities that have contributed to effective teaching.

2008-Present Coordinator of General Education

2011- Present Director of Faculty Center for Excellence in Teaching (FACET)

2011- Present *Ex-officio* Member Honors Committee

2011- Present Member English Curriculum Committee

2012 - Present Member Online Advisement Committee

- (F). List professional books/papers published during the last five years.

2015 (publication date) – co-authored book chapter: "Two Strikes Against: The Development of a Writing Major at an Appalachian Historically Black College" Undergraduate Writing Majors: Eighteen Program Profiles

- (G). List externally funded research (grants and contracts) during the last five years.

July 15, 2013 to August 9, 2013 NEH Summer Institute for College and University Teachers, "Music and Travel in Europe and the Americas, 1500-1800." Director: Carla Zecher, Newberry Library, Chicago, IL. Award: \$3900

May 2014 PEER Grant Recipient. West Virginia State University. Award \$5000

APPENDIX II-B: Faculty Data

Name: Kent Shaw	Rank: Assistant Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: PhD
Degree Conferred by: University of Houston	Date Degree Received: May 2011
Area of Specialization: English Literature and Creative Writing	

Professional registration/licensure:	
Years of employment at present institution:	3 years
Years of employment in higher education:	6 years
Years of related experience outside higher education:	3 years

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR/ SEMESTER	COURSE NUMBER AND TITLE	
Fall 2012	ENGL 101 – English Composition I,	19,22, 14
	ENGL 430 – Poetry Writing Workshop	11
Spring 2013	ENGL 150 – Introduction to Literature,	19,15
	ENGL 101 – English Composition I,	10
	ENGL 339 – Black Poets in America	6
Fall 2013	ENGL 101 – English Composition I,	27, 25
	ENGL 150 – Introduction to Literature	26, 6
Spring 2014	ENGL 102 – English Composition II,	18, 19
	ENGL 150 – Introduction to Literature,	23
	ENGL 430 – Poetry Writing Workshop	3

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.

For two of the past five years, I have been pursuing my PhD in English Literature and Creative Writing. Since earning my degree, I have attended the Modern Language Association (MLA) and Associated Writers Program (AWP) Conferences, maintaining a membership in both organizations. I have also become a regular book reviewer at *The Rumpus*, an online magazine of contemporary culture. Each summer, I currently teach the poetry workshop at the Washington University Summer Writers Institute. In addition, I have been hired as Poetry Editor at the literary magazine, *Better*.

- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.

Awards:

September 2014 – Finalist, *Gigantic*, Cleveland State University Poetry Center Open Book Prize
 September 2014 – Finalist, *Gigantic*, Canarium Books Open Reading Period
 July 2014 – Finalist, *Gigantic*, National Poetry Series
 June 2014 – Honorable Mention, *Gigantic*, Braddock Book Prize, Coconut Books
 April 2014 – Finalist, *Gigantic*, Colorado Prize for Poetry, Center for Literary Publishing
 January 2014 – Faculty Development Grant, “American Hybrid,” West Virginia State University
 November 2013 – Nomination, “How to Fall in Love for Real,” Pushcart Prize
 November 2013 – Semi-Finalist, *Gigantic*, Brittingham and Pollak Prizes, University of Wisconsin Press
 August 2013 – Semi-Finalist, *Gigantic*, Akron Poetry Prize, University of Akron Press
 July 2013 – Semi-Finalist, *Gigantic*, Saturnalia Book Prize, Saturnalia Books
 May 2013 – Finalist, *Gigantic*, Sawtooth Poetry Prize, Ahsahta Press

- (E). Indicate any other activities that have contributed to effective teaching.

I have attended conference panels that discuss effective pedagogy. In 2010 I was on a panel discussing effective strategies for conducting a creative writing classroom that has traditional and non-traditional students. In Spring 2014, I was awarded a Faculty Development Grant, which I used to develop an ENGL 399 course on 21st Century American Poetry.

- (F). List professional books/papers published during the last five years.

1 poem at <i>Hayden’s Ferry Review</i> , forthcoming	2 poems at <i>Cincinnati Review</i> , 2013
2 poems at <i>Phantom Limb</i> , forthcoming	1 poem at <i>Columbia: A Journal of Literature and Art</i> , 2013
2 poems at <i>Southeast Review</i> , forthcoming	3 poems at <i>Western Humanities Review</i> , 2013
1 poem at <i>Third Coast</i> , forthcoming	1 poem at <i>Copper Nickel</i> , 2013
1 poem at <i>Oversound</i> , forthcoming	1 poem at <i>Catch-Up</i> , 2013
1 poem at <i>PEN America</i> , 2014	1 poem at <i>Ploughshares</i> , 2012
4 poems at <i>Handsome Magazine</i> , 2014	3 poems at <i>Witness</i> , 2012
1 poem in <i>Privacy Policy: An Anthology of Surveillance Poetics</i> , 2014	1 poem at <i>TriQuarterly</i> , 2012
	1 poem at <i>American Letters & Commentary</i> , 2012

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Carolyn Sturgeon	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Union Institute and University	Date Degree Received: 2002
Area of Specialization: English Composition Studies	

Professional registration/licensure:	N/A
Years of employment at present institution:	18
Years of employment in higher education:	18
Years of related experience outside higher education:	0

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	English 101 Composition I (2 sections)	39
	English 150 Introduction to Literature	20
	English 255 The Power of Language	15
Spring 2013	English 101 Composition I (2 sections)	17
	English 150 The Power of Language	1
	English 346 Literature and Film	9
Fall 2013	English 101 Composition I (2 sections)	42
	English 150 Introduction to Literature	25
	English 255 - The Power of Language	16
Spring 2014	English 101 Composition I (2 sections)	18
	English 150 Introduction to Literature	21
	English 440 - Interpreting the Holocaust Through Literature	18

- (B). If degree is not in area of current assignment, explain:

- (C). Identify your professional development activities during the past five years.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.
- (F). List professional books/papers published during the last five years.
- (G). List externally funded research (grants and contracts) during the last five years.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Carol S. Taylor Johnson	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: The Ohio State University	Date Degree Received: 1986
Area of Specialization: Folklore, Rhetoric and Composition, Africana Studies, Sociolinguistics	

Professional registration/licensure:
Years of employment at present institution: 18 Years
Years of employment in higher education: 27 Years
Years of related experience outside higher education:

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Fall 2012	Engl 102/09, Web 50, Engl Comp II	20 Students
	Engl 102/05, Web 50, Engl Comp II	18 Students
	Engl 338/01, Web 80, Black Novelists	13 Students
	Engl 324/01, Web 80, Literature for Children	24 Students
Spring 2013	Engl 102/06, Web 50, Engl Comp II	23 Students
	Engl 102/03, Web 50, Engl Comp II	25 Students
	Engl 150/10, Web 50, Intro to Literature	21 Students
	Engl 325, Web 80, Young Adult Literature	26 Students
Fall 2013	Engl 102/02, Web 50, Engl Comp II	20 Students
	Engl 102/04, Web 50, Engl. Comp II	20 Students
	Engl 150/11, Web 50, Intro to Literature	05 Students
	Engl 324/01, Web 80, Literature for children	25 Students
	GEd 200/03, Race, Gender, & Human Identity— (team-taught, 70%)	16 Students
	INTS 250/01, Diversity in Africana Studies	10 Students
Spring 2014	Engl 102/05, Web 50, Engl Comp II	15 Students
	Engl 102/10, Web 50, Engl Comp II	12 Students
	Engl 325/01, Web 80, Young Adult Literature	14 Students
	Engl 337/01, Web 80, The Black Writer in America	12 Students

- (B). If degree is not in area of current assignment, explain:

(C). Identify your professional development activities during the past five years.

Conference Papers—

Development October 17, 2014, “Who Reads Textbooks Anymore?”, 21st Annual HBCU Faculty Network Conference, Hilton North Raleigh/Midtown, Raleigh, NC

March 30, 2014, “John Frederick Matheus: The Haiti Effect,” College Language Association (CLA), Marriott Convention Center Downtown, New Orleans, LA

African February 8, 2013, “Uncle Tom Stages His Own Reality Show,” Southern Conference on Studies, Inc. (SCAASI), Tallahassee, FL

African February 7, 2011, “John Frederick Matheus: Tongues of Babel.” Southern Conference on American Studies, Inc., Dallas, TX

West Virginia State Faculty Lecture Series

Arts February 16, 2012, “John F. Matheus: Race, Diseased Bodies and Broken Hearts,” Davis Fine Lecture Hall

history April 15, 2010, “Haiti: Who Are Our neighbors in Need?” The National Center for Human Relations conducted a two-part forum informing the public of the rich culture and troubled speakers of Haiti while the massive destruction from the earthquake dominated the media. Forum were Paul C. Mocombe, Instructor of Sociology and Philosophy, Gerald Beller, Professor of Political Science, and Carol Taylor Johnson, English and Africana Studies

Haiti,” February 25, 2010, “John F. Matheus: West Virginia State University’s Early Connection to Davis Fine Arts Lecture Hall

(E). Indicate any other activities that have contributed to effective teaching.

Digital Humanities CLA Pre-Conference Workshop, Marriott Downtown, New Orleans, LA, March 26, 2014, Dr. Bryan Carter, Facilitator.

QM (Quality Matters Program), “Improve Your Online Course” (IYOC), May 16, 2014, Facilitator, Roxann Humbert. Completed workshop.

the Member of Sakai Pioneers Group, Completed the Introduction to the Quality Matters Rubric and Sakai Training sessions, Wallace 222, February 17, 2012.

APPENDIX II-B: Faculty Data

(No more than TWO pages per faculty member)

Name: Robert M. Wallace	Rank: Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: Indiana University of Pennsylvania	Date Degree Received: 2004
Area of Specialization: Composition	

Professional registration/licensure:	NA
Years of employment at present institution:	2004
Years of employment in higher education:	24
Years of related experience outside higher education:	2

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
2013 Spring	ENGL 020, Introduction to College Writing	14
	ENGL 101, Composition I	22
	ENGL 303, Expository Writing	9
	ENGL 304, Introduction to Creative Writing	17
2013 Fall	ENGL 020, Introduction to College Writing	20
	ENGL 101, Composition I	24
	ENGL 150, Introduction to Literature	26
	ENGL 303, Expository Writing	19
2014 Spring	ENGL 102, Composition II	25
	ENGL 150, Introduction to Literature	24
	ENGL 303, Expository Writing	9
	ENGL 304, Creative Writing	19
2014 Fall	ENGL 020, Introduction to College Literature	18
	ENGL 303, Expository Writing	15

- (B). If degree is not in area of current assignment, explain: Not Applicable.

- (C). Identify your professional development activities during the past five years.
Conference on College Composition and Communication, Louisville, KY 2010.
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- Faculty Lecture Series, Poetry Reading, Spring 2013.
 - Arts Council of Kanawha Valley, Poetry Reading, Spring 2012.
 - Conference on College Composition and Communication, Louisville, KY 2010. Panel Title: "From Fan Fiction to Found Poems: Sources of Inspiration for Composition." Presentation Title: "Remixing Language: Writing Surprising Poems After Reading Stories."
 - Finalist ABZ Poetry Award First Book Poetry Prize, 2010.
 - Finalist for Outstanding Narrative Theory Article Award of the American Educational Research Association's Narrative and Research Special Interest Group, 2008.
 - Nominated Retention Connection Award, West Virginia State University, 2008.
- (E). Indicate any other activities that have contributed to effective teaching.
Manuscript Reviewer, Teaching English in the Two-Year College, 2012-.
- (F). List professional books/papers published during the last five years.
- "What a CT Scan Taught Me about Interacting with Students," Indiana English, Spring 2013.
 - "Old River, New Bridge: The Increased importance of Writing in the Virtual Classroom." English Leadership Quarterly, Council on English Leadership, National Council of Teachers of English, August 2011.
 - "Seeing Red." Teaching English in the Two-Year College. National Council of Teachers of English, December 2010.
 - "Twenty-Two Anti-tank Mines Linked Together: The Effect of Student Stories on Classroom Dynamics." Teaching English in the Two-Year College. National Council of Teachers of English, May 2009.
- (G). List externally funded research (grants and contracts) during the last five years. Not Applicable.

APPENDIX II-B: Faculty Data

Name: David "Woody" Wilson	Rank: Associate Professor
Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time <input type="checkbox"/> Adjunct <input type="checkbox"/> Graduate Asst.	Highest Degree Earned: Ph.D.
Degree Conferred by: West Virginia University	Date Degree Received: August 2008
Area of Specialization: Appalachian Writers, English Education, Gender Studies & American Literature	

Professional registration/licensure: WV Teaching License
Years of employment at present institution: 9
Years of employment in higher education: 13
Years of related experience outside higher education: 4

To determine compatibility of credentials with assignment:

- (A). List courses you taught in the last two years (fall and spring semesters) of the review period. If you participated in team-taught courses, indicate each of them and what percent of these courses you taught. For each course include year and semester taught, course number, course title, and enrollment.

YEAR / SEMESTER	COURSE NUMBER AND TITLE	ENROLLMENT
Summer 2014	ENGL 102 English Composition II	16
	ENGL 160 Practical English Grammar & Usage	3
	ENGL 204 Advanced Effective Communication	8
Spring 2014	ENGL 102 English Composition II	21
	ENGL 160 Practical English Grammar & Usage	23
	ENGL 201 Advanced Effective Communication	10
	ENGL 204 Writing for Business and Other Professions	15
	G ED 200 Race, Gender and Human Identity	21
Fall 2013	ENGL 201 Advanced Effective Communication	19
	ENGL 204 (2 sections) Writing for Business and Other Professions	41
	ENGL 421 Teaching English in Secondary Schools	8
Summer 2013	ENGL 102 English Composition II	12
	ENGL 204 Writing for Business and Other Professions	8
Spring 2013	COMM 170	21
	ENGL 201 Advanced Effective Communication	14
	ENGL 204 Writing for Business and Other Professions	25
	ENGL 322 Teaching Writing & Grammar Grades 5-Adult	13
	G ED 200 Race, Gender and Human Identity	22
Fall 2012	ENGL 102 English Composition II	1
	ENGL 201 (2 sections) Advanced Effective Communication	29
	ENGL 204 (2 sections) Writing for Business and Other Professions	44
	ENGL 343 Appalachian Literature and Culture	19

- (B). If degree is not in area of current assignment, explain:
- (C). Identify your professional development activities during the past five years.
 08/2014 WVROCKS Faculty Training
 01/2014 WVDE/HEPC WV Next Generation Standards Conference/Workshop
 07/2013-08/2013 WVROCKS/WVHEPC Certificate of Online Teaching (COT) Program
 12/2012 WVDE/HEPC Common Core State Standards Workshop for Higher Education
 2009 Central West Virginia Writing Project Fellow
- (D). List awards/honors (including invitations to speak in your area of expertise) or special recognitions in last five years.
- (E). Indicate any other activities that have contributed to effective teaching.

2011-2013 Professional Consultation, Presenter and Teacher Evaluator for Improving Teacher Quality grants in Mingo County, Logan County and Kanawha County.

Manuscript Editor and Manuscript Reader for Mountain State Press

Member of ELLC Praxis II National Advisory Committee Advisory Committee

“Dead Dogs and Other Critters: Speaking For and About Animals in Appalachian Fiction”—Panel Moderator at 2013 Appalachian Studies Conference 2013 with author Lee Maynard and 2 WVSU students

“A Night with Lee Maynard”—Directed a reading by Lee Maynard, Davis Fine Arts Center, WVSU, 2013

- (F). List professional books/papers published during the last five years.
 “Masculine (Dis)Order: Malignant Discrimination in *The Stories of Breece D’J Pancake*” in *Appalachian Heritage*, Fall 2012.

APPENDIX II-C Assessment



WEST VIRGINIA STATE
UNIVERSITY

Find *Your* Passion.

Academic Affairs Assessment of Student Learning Report for Academic Year 2013-2014

Department/Program English

Program Learning Outcomes (Please list)

Before graduating, English majors will be able to

1. analyze historical and contemporary literature
2. synthesize theory with a variety of texts
3. conduct research using print and online sources
4. compose texts for specific audiences
5. evaluate language variety and development

1. Which learning outcomes did you measure this past year? [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.] We looked at PRAXIS II scores for our English Education Majors over the past 4 years, and at the sub-scores to assess effectiveness of the Literature curriculum (the English Education content specialization is substantially the same as the Literature Option for English Majors).

We also evaluated two rubrics for assessment of PLOs 3 and 4.

2. In which course(s) were assessments conducted?

The rubrics for PLOs 3 and 4 were evaluated by applying them to artifacts from ENGL 410, Digital Literacies, and the draft rubric for PLO 4 was applied to artifacts from ENGL 430, Poetry Writing Workshop.

3. How did you assess the learning outcomes (s)? (i.e., tool, e.g., rubric, national norms, item analysis, sampling; and object, e.g., student projects, presentations, exams, etc.) Assessment of student mastery of PLOs 1, 2, 4, and 5 was assessed with PRAXIS II scores and sub-scores from our English Education Majors over the past four years.

A digital portfolio in ENGL 410, Digital Literacies, poetry "encyclopedia" entries and personal poetry anthologies with essay about selected poems were used to evaluate rubrics for PLOs 3 and 4.

4. Who analyzed results and how were they analyzed? (Committee, assessment liaison, department faculty, statistical review vs. benchmark, Live Text, etc.)

The Assessment Committee analyzed the PRAXIS II scores by looking for pass rates, any trends in the data, and relative strengths and weaknesses suggested by sub-scores.

The Assessment Liaison for the Department evaluated the language and structure of the rubrics in terms of how well they ‘worked’ with quite different assignments.

5. Summarize results/findings/conclusions. (Data analysis)

Though all students passed the PRAXIS II on the first try and data did not show any strong trends, the average percentage on the second sub-score, "Language and Linguistics," is somewhat lower than the averages for the other two sub-scores. (Chart of PRAXIS II scores is attached.)

From the WEST VIRGINIA STATE UNIVERSITY (WVSU) National Council of Teachers of English (NCTE) SECTION IV: Assessment 1, State Licensure Exam Analysis to Demonstrate Candidate Content Knowledge: “West Virginia State University Teacher English Education Candidates consistently exceed the 80% Pass rate required by NCATE. In fact, greater than 80% achieved the required passing score on the West Virginia Licensure Exam on the first attempt.”

Most components in the evaluated rubrics ‘worked’ with artifacts from the selected courses, but adjustments were needed in the wording of a few rubric components and the division of one component into two.

6. What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The English Department Assessment Committee recommends that an assessment be developed that is more specific to language and linguistic than are current rubrics. The current rubric for PLO #5, "evaluate language variety and development," could be supplemented with a rubric for that PLO that includes components on mastery of language and linguistic concepts, not just on their seeming application in essays or professional/creative/technical writing. It is hoped that data from the supplemental assessment will provide information useful for improving instruction and/or curriculum in this area.

A rubric for PLO 5 needs to be developed.

The Assessment Liaison has drafted revised rubrics for consideration by the Assessment Committee and the Department. Original drafts of rubrics for PLOs 1-4 and revised draft rubrics for PLOs 3 and 4 are attached.

APPENDIX III-A Program Enrollment Data

Number of Majors	Fall '09	Spring '10	Fall '10	Spring '11	Fall '11	Spring '12	Fall '12	Spring '13	Fall '13	Spring '14
0015 Literature	29	24	19	14	14	14	17	13	17	18
0019 Professional Writing	37	32	28	27	30	30	33	18	23	24
0430 English Education	41	49	51	54	52	53	39	33	33	35
017 Technical Writing							0	1	2	1
Semester Total	107	105	98	95	96	97	89	65	75	78

*The Technical Writing Option was not started until fall 2012.

Appendix III-B Course Enrollment Data

YEAR	ENROLLMENT	FALL	SPRING	SUMMER
2009-2010	Lower division	1044	971	18
	Upper division	360	480	134
2010-2011	Lower division	871	775	103
	Upper division	341	341	91
2011-2012	Lower division	776	745	109
	Upper division	332	293	39
2012-2013	Lower division	808	596	126
	Upper division	354	251	122
2013-2014	Lower division	883	771	143
	Upper division	332	201	109

APPENDIX III-C Service Courses

English Department faculty members teach many services courses. Below is a complete list:

- ENGL 020, Introduction to College Writing
- ENGL 101, Composition I
- ENGL 102, Composition II
- ENGL 112, Technical Writing
- ENGL 150, Introduction to Literature
- ENGL 201, Advanced Effective Communication
- ENGL 303, Expository Writing
- ENGL 202, Writing for the Sciences
- ENGL 204, Writing for Business
- ENGL 350, World Literature: Classical Era
- ENGL 351, World Literature: Modern Era
- ENGL 440, Interpreting the Holocaust

These classes are an integral part of all four Colleges. ENGL 020, ENGL 101, ENGL 102, and ENGL 150, ENGL 350, ENGL 351, and ENGL 440 serve the entire university as part of the General Studies curriculum. ENGL 201 and ENGL 303 serve the College of Professional Studies. ENGL 112 and ENGL 202 serve the College of Natural Sciences and Mathematics. ENGL 204 serves the College of Business and Social Sciences.

APPENDIX III-D Off-Campus Courses

Semester	Course	Section	Location	Enrollment
Fall 2009	ENGL 101	200	George Washington High School	Not Available
Fall 2009	ENGL 101	300	South Charleston High School	Not Available
Fall 2009	ENGL 101	400	Sissonville High School	Not Available
Fall 2009	ENGL 101	401	Sissonville High School	Not Available
Spring 2010	ENGL 101	201	St. Albans High School	Not Available
Spring 2010	ENGL 102	200	George Washington High School	Not Available
Spring 2010	ENGL 101	200	South Charleston High School	Not Available
Spring 2010	ENGL 102	201	South Charleston High School	Not Available
Fall 2010	ENGL 101	200	George Washington High School	35
Fall 2010	ENGL 101	300	South Charleston High School	12
Fall 2010	ENGL 102	300	South Charleston High School	11
Spring 2011	ENGL 101	200	South Charleston High School	23
Spring 2011	ENGL 101	202	Saint Albans High School	19
Spring 2011	ENGL 102	201	George Washington High School	30
Fall 2012	ENGL 101	200	George Washington High School	26
Fall 2012	ENGL 102	201	South Charleston High School	31
Fall 2012	ENGL 150	200	George Washington High School	8
Spring 2013	ENGL 102	200	George Washington High School	19
Spring 2013	ENGL 102	201	South Charleston High School	20
Spring 2013	ENGL 154	01	George Washington High School	6
Fall 2013	ENGL 101	200	George Washington High School	7
Fall 2013	ENGL 101	201	South Charleston High School	26
Spring 2014	ENGL 102	200	George Washington High School	13
Spring 2014	ENGL 102	201	South Charleston High School	25

EXHIBIT A, Marshburn Poetry Prize Winner

To Harpo Marx

If a flaming bush rested on my head.
That, by itself, would not make me an alarmist,
A prophet. or you. I am no man of action.
Any carefree handkerchief that dances
Before your mouth is caught between
Your merciless teeth, dragged like a rug
From an upscale house's foyer.
Any knife that remains idle
Finds a home in your deep pockets.
Any passing woman is swiftly followed
By your flabby trenchcoat. The enormous
Arc of your snarling lips
Confuses the waddling police
Officer, the seat of his black
Trousers a target of your swinging
Foot. While your horn
Communicates an obscure
Morse code, I rely on my pen
To penetrate the veil of silence.
My distracted sketching recreates
Your leg in a ninety degree angle.

Marshburn Poetry Winner, 2011

EXHIBIT B, Marshburn Poetry Prize Runner-up

Private Garden

My world lies behind
An iron gate,
For you are not fit to keep me,
And I am not fit to be kept.
I am not fit
For sums and elements
And sewing and singing
And dancing at a big soiree.

No, not soirees
Where cads and fools
Thrust misaimed keys
Toward rusted locks.
They shiver to know
That people like me persist
Beyond ragged, shaded gardens.

We grow behind a lattice,
Extending tendrils not an inch beyond,
And fence off a comer of our own.

Marshburn Poetry, Runner-up 2011

WVSU'S ENGLISH CLUB PRESENTS:

THURSDAY, MARCH 15

POETRY

& ART

The WVSU English Club and Honor Societies will be hosting a poetry reading and art exhibit featuring the students of WVSU. If you would like to read or display your art, contact Betsy Allen at ballen8@wvstateu.edu. Sign up deadline is March 13. Find the event on Facebook and RSVP!

Join us in the Study Quiet Lounge in the Union building.
Light refreshments will be available.

TIME: 6:00PM - 8:00PM

EXHIBIT D, Excerpt from Advising Handbook
Tentative Course Rotation Schedule 2013-18
Details will change as needs and faculty do

	2013-14		2014-15		2015-16		2016-17		2017-18	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Writing Courses										
101 & 102 English Comp I & II	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
112 Technical Writing		✓		✓		✓		✓		✓
201 Advanced Effective Comm	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
202 Writing for the Sciences	✓		✓		✓		✓		✓	
204 Writing for Business and Other...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
303 Expository Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advanced Technical Writing	311	410	310	412	311	410	310	412	311	410
<i>Creative Writing</i>	431 432	304 430	304 431	304 432	304 430	304 431	304 432	304 430	304 431	304 432
<i>Other</i>	225	227 228 429	326	225 228	326 429	225 228	227	228 326	429	228 326
Language Courses										
160 Practical Engl Grammar & Usage	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
255 Power of Language	✓		✓		✓		✓		✓	
<i>Linguistics</i> ¹	306		230		306		230		306	
401 HEL		✓		✓		✓		✓		✓
Literature / Other Courses										
150 Introduction to Literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
250 Intro to English Literature	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Criticism</i> ²		334		441		334		441		334
<i>British Literature</i>	406	402	407	409	403	406	402	407	409	403
Shakespeare	✓		✓		✓		✓		✓	
<i>American Literature</i>	348 ³	316	317	408	348	316	317	408	348	316
<i>Special Audiences</i>	324	325	324	325	324	325	324	325	324	325
<i>World Literature</i>	350		351		320		321		350	
<i>Diversity Component</i>	340 342	337	338 343	339	340 342	337	338 343	339	338 343	339
<i>Other</i>	345 415	347 440	154 360	346 414	345 415	347 440	154 360	346 414	154 360	346 414
<i>English Education</i>	421		322	421		322	421			322
477 Senior Seminar (Fall 2003+) ⁴		✓	?	✓	?	✓	?	✓	?	✓

EXHIBIT E, PRAXIS II Scores

**Table 1: Candidate Data by Content Categories:
Listed by points/possible points (Average Performance Range)**

Praxis II: 0041	2009-2010 N = 6	2010-2011 N = 5	2011-2012 N = 11*	2012-2013 N = 3
I. Literature and Understanding Text	46/66 (42 – 55)	35/66 (44 – 55)	50/66 (43 – 54)	48/66 (42-55)
	48/66 (44 – 56)	48/66 (43 – 54)	41/66 (42 – 53)	61/66 (42-55)
	38/66 (43 – 56)	37/66 (42 – 55)	54/67 (46 – 57)	56/66 (42-55)
	49/66 (43 – 56)	51/66 (44 – 55)	57/67 (46 – 57)	
	57/67 (46 – 58)	46/66 (44 – 55)	38/66 (42 – 53)	
	39/66 (44 – 55)		42/66 (43 – 54)	
	Average	46.166	43.4	47
II. Language and Linguistics	11/18 (9 – 4)	14/18 (11 – 15)	13/18 (10 – 15)	10/18 (9-14)
	13/18 (11 – 15)	14/18 (10 – 15)	12/18 (10 – 15)	14/18 (9-14)
	12/17 (12 – 15)	10/18 (9 – 13)	15/18 (12 – 15)	15/18 (9-14)
	13/17 (12 – 15)	12/18 (11 – 15)	17/18 (12 – 15)	
	11/18 (11 – 15)	11/18 (11 – 15)	10/18 (10 – 15)	
	11/18 (11 – 15)		11/18 (10 – 15)	
	Average	11.833	12.2	13
III. Composition and Rhetoric	29/36 (23 – 31)	22/36 (22 – 31)	22/36 (25 – 33)	26/36 (24-31)
	28/36 (21 – 31)	27/36 (23 – 31)	27/36 (22 – 32)	32/36 (24-31)
	30/36 (25 – 32)	24/36 (23 – 31)	30/35 (24 – 32)	33/36 (24-31)
	27/36 (25 – 32)	24/36 (22 – 31)	28/35 (24 – 32)	
	32/35 (24 – 32)	20/36 (22 – 31)	22/36 (22 – 32)	
	24/36 (22 – 36)		26/36 (25 – 33)	
	Average	28.33	23.4	25.83

*Data Available for Composite Score only for five candidates.

Table 2: Candidate Praxis II (0041) Composite Data

Praxis II: 0041	2009-2010 N = 6	2010-2011 N = 5	2011-2012 N = 11	2011-2012 N = 11	
Composite	171	155	187	169	
	173	169	166	196	
	161	156	164	191	
	Passing = 155	171	171	162	
		177	160	177	
		157		162	
				175	
				178	
				180	
				153	
		158			
Average	168.333	162.2	169.272	185.33	

⁴Also, 399 and 499 courses offered as proposed & approved. With substantial overlap, these can substitute for required courses.

Agenda Item 7.a.iii
March 19, 2015

Information

BOG Budget Report

Information is still being developed and will be provided at the meeting.

Agenda Item 8.
March 19, 2015

Information

Reaffirmation of Accreditation Discussion – April Site Visit

During the meeting, staff will distribute updated copies of the *2015 Self-Study Report*, which was previously provided as part of the January 28-29, 2015 Board of Governors meetings. Steering Committee members, who are leading the University's reaffirmation of accreditation efforts, will provide information regarding the April 13-15, 2015 visit by the Higher Learning Commission team and be available to answer any specific questions from the Board.