



MEETING AGENDA

September 27, 2019

Michael J. Farrell, Chair
Andrew Payne, Vice Chair
Diana Lewis Jackson, Secretary
James Dailey
Dale Lowther
Donna Schulte
Steve Paine, Ed.D., Ex-Officio
Robert Brown, Ex-Officio

Sarah Armstrong Tucker, Ph.D.
Interim Chancellor

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

2000 Union Carbide Drive, South Charleston, West Virginia



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

(after leaving Charleston)

1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
4. Proceed to Building 2000

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

(approaching Charleston):

1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
7. Proceed to Building 2000

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION MEETING

September 27, 2019 | 9:00 a.m. | West Virginia Regional Technology Park

AGENDA

- I. Call to Order
- II. Chairman's Report
- III. Chancellor's Report
- IV. Updates from Constituent Groups
 - A. Advisory Council of Classified Employees
 - B. Advisory Council of Faculty
 - C. Advisory Council of Students
- V. Campus Report – West Liberty University
- VI. Approval of Minutes (*Pages 5-13*)
- VII. Approval of Revisions to Series 14, Procedural Rule, Holidays (*Pages 14-16*)
- VIII. **Approval of Revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action** (*Pages 17-19*)
- IX. Approval of Revisions to Series 54, Procedural Rule, Campus Safety Procedures (*Pages 20-23*)
- X. Approval of One-Year Suspension of Institutional Textbook Affordability Report (*Page 24*)
- XI. **Approval of Revisions to Series 3, Legislative Rule, Higher Education Report Card** (*Pages 25-33*)
- XII. Approval of Series 61, Procedural Rule, Choose West Virginia Practice Program (*Pages 34-41*)
- XIII. Presentation of 2020 Census on Campus (*Page 42*)
- XIV. **Report on Master's Degree Programs** (*Pages 43-46*)
- XV. Report on Program Review (*Pages 47-52*)
- XVI. Approval of Campbellsville University to Confer Degrees in West Virginia (*Pages 53-138*)
- XVII. **Approval of Cooperative Bachelor of Science in Mathematics** (*Pages 139-158*)

XVIII. Vision 2025 Annual Report (*Pages 159-163*)

XIX. Approval of Fiscal Year 2019 Research Trust Fund Annual Report (*Pages 164-189*)

XX. Approval of Revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program (*Pages 190-202*)

XXI. Presentation of Champions of College Access and Success (*Page 203*)

XXII. Additional Board Action and Comment

XXIII. Adjournment

MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION Work Session

June 5, 2019

I. Call to Order

Vice Chairman Andrew Payne convened a work session of the Higher Education Policy Commission on June 5 2019, at 3:30 p.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. Commission members participated by telephone. Also in attendance were Interim Chancellor Sarah Tucker, Commission staff, state college and university presidents and staff, and others.

II. Review of June 14, 2019 Agenda

Commission staff provided an overview of the items on the agenda for the June 14, 2019 meeting.

III. Adjournment

There being no further business, the meeting was adjourned.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

June 14, 2019

I. Call to Order

Chairman Michael J. Farrell convened a meeting of the Higher Education Policy Commission on June 14, 2019, at 9:00 a.m. in the David K. Hendrickson Conference Center of the West Virginia Regional Technology Park, 2000 Union Carbide Drive, South Charleston, West Virginia. The following Commissioners were present: Jenny Allen (by phone); James W. Dailey (by phone); Michael J. Farrell; Dale Lowther; Diana Lewis Jackson (by phone); Steven L. Paine; Andrew A. Payne (by phone); and Donna L. Schulte (by phone). Absent was Commissioner Robert L. Brown. Also in attendance were Interim Chancellor Sarah Armstrong Tucker; institutional presidents and their staff; higher education staff; members of the faculty and classified staff councils; and others.

II. Chairman's Report

Chairman Farrell welcomed Commission members and the audience to the meeting. He expressed his confidence in Interim Chancellor Sarah Armstrong Tucker and showed his gratitude for her work ethic and leadership. He went on to outline the future of the Commission, highlighting the busy summer and fall that lie ahead, including the upcoming Legislative study on education that the Commission will participate in. He closed by commending the institutions for the lowest statewide tuition increase in a number of years and emphasized that it was made possible by the Legislature's recent increase in funding for higher education.

III. Chancellor's Report

Dr. Sarah Armstrong Tucker, Interim Chancellor, thanked the Commission for their confidence. She said she is thrilled to be in a position that allows her to speak about higher education as one voice and that she looks forward to what the future holds for higher education in West Virginia. She explained the recently passed legislation, Senate Bill 673, that removes the reporting requirements for institutions as well as the benefits of the bill, but emphasized that the Commission still sets the agenda and plans to continue doing so efficiently. She went on to speak of the Commission's work in creating the P20 data system and highlighted its usefulness to institutions and the Commission. Dr. Tucker concluded by focusing on the library consortium and its work in expanding the educational resources available to students to make education more affordable. She thanked Marshall University for their work in harnessing the power of the library system in order to reach that goal.

IV. Council of Presidents' Report

Dr. Anthony Jenkins, a member of the Council of Presidents, reported that the presidents met and discussed the upcoming special legislative session. He said a campus carry bill could once again be put on the table and he expressed the presidents' desires to ensure that campuses remain free of weapons. He reported that the Council of Presidents plans to assemble a group to meet with the Legislature's education chairs to discuss important agenda items, with the goal to strengthen higher education. Dr. Jenkins finished the report by thanking the Commission for their work in creating open educational resources and said the Council of Presidents is eager to provide assistance to expand open educational resources.

Chairman Farrell commented that the Commission is dedicated to providing services to the institutions and making a difference on campuses in West Virginia. He urged the presidents to take an inventory of issues that affect their campuses and to have an ongoing dialogue with the Chancellor and her staff to enhance the services provided to them by the Commission. Chairman Farrell emphasized the importance of collaboration among institutions and prompted the presidents to share resources and ideas to make higher education stronger for everyone.

V. Updates from Constituent Groups

A. Advisory Council of Classified Employees

The Council did not present a report.

B. Advisory Council of Faculty

The Council did not present a report.

C. Advisory Council of Students

The Council did not present a report.

VI. West Virginia Regional Technology Park Report

David Bailey, Marketing and Real Estate Manager for the West Virginia Regional Technology Park, provided the Commission with an update on a new opportunity for the West Virginia Regional Technology Park as a result of the upcoming Jefferson Road project. He said park staff have been working with the Commission to improve the park. One such way of improving the park is by removing 800,000 cubic yards of earth from the park to allow for 20 acres of developable land. Mr. Bailey said the plan would result in a 7 acre site and a 13 acre site, each being shovel-ready for new developments.

VII. Consent Agenda

Commissioner Lowther moved to move item F from the consent agenda to the active agenda. Commissioner Paine seconded the motion. Motion passed.

Commissioner Paine moved approval of items A to E as listed on the consent agenda. Commissioner Lowther seconded the motion. Motion passed.

- A. Approval of Minutes
- B. Approval of Revisions to Series 3, Legislative Rule, Higher Education Report Card
- C. Approval to Repeal Series 49, Legislative Rule, Higher Education Report Card
- D. Approval of Revisions to Series 41, Procedural Rule, Health Sciences Service Program
- E. Approval to Create a Statewide Working Group to Form the West Virginia Electronic Resource Consortium
- F. Approval of Annual Reauthorization of Four-Year Degree-Granting Institutions

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, provided an overview of reauthorization and explained that Ohio Valley University requested to be removed from consideration for reauthorization at this time.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University, and West Virginia State University; Alderson Broaddus University, Appalachian Bible College, Bethany College, Catholic Distance University, Davis and Elkins College, Future Generations University, University of Charleston, West Virginia Wesleyan College; American Public University System, Salem University, and Strayer University.

Commissioner Lewis Jackson seconded the motion. Motion passed.

VIII. Presentation of 2020 Census on Campus

Mr. Matthew Turner, Executive Vice Chancellor for Administration, spoke of the importance of the 2020 census and the role students play in the census.

IX. Approval of Reauthorization of Wheeling Jesuit University

Commissioner Paine moved to remove this item from the agenda.

Commissioner Allen seconded the motion. Motion passed.

X. Consideration of Approval of the University of Leicester and Wheeling Hospital Collaboration

Dr. Dennison explained that the University of Leicester sought permission to collaborate with Wheeling Hospital to enroll a cohort of students. Representatives of Wheeling Hospital, the University of Leicester, the West Virginia School of Osteopathic Medicine, West Liberty University, and Marshall University were recognized to address the matter.

Commissioner Lowther moved to deny approval.

Resolved, That the West Virginia Higher Education Policy Commission does not approve the University of Leicester and Wheeling Hospital collaboration.

Commissioner Lewis Jackson seconded the motion. Motion passed.

XI. Review of Institutional Tuition and Fees

Dr. Edward Magee, Vice Chancellor for Finance, provided an overview of institutional tuition and fees. He said public institutions in West Virginia averaged a 2.4 percent increase for the coming year – the lowest increase in a number of years.

XII. Review of Institutional Operating Budgets and Approval of Fiscal Year 2020 Institutional Capital Budgets

Dr. Magee presented the institutional operating and capital budgets.

Commissioner Allen moved approval the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2020 institutional capital budgets.

Commissioner Lowther seconded the motion. Motion passed.

XIII. Approval of Fiscal Year 2020 Higher Education Policy Commission Division Operating Budgets and Higher Education Resource Allocation Projects

Dr. Magee presented the division operating budgets and Higher Education Resource Allocation projects.

Commissioner Lowther moved approval of the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2020 Division Operating Budgets and Higher Education Resource Allocation projects.

Commissioner Lewis Jackson seconded the motion. Motion passed.

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

A. Confirmation of Interim President at Glenville State College

No executive session was requested.

XV. Possible Actions Resulting from Executive Session

No executive session was requested.

XVI. Additional Board Action and Comment

There were no additional actions or comments.

XVII. Adjournment

There being no further business, Commissioner Lowther moved to adjourn the meeting.

Commissioner Lewis Jackson seconded the motion. Motion passed.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

August 2, 2019

I. Call to Order

Chairman Michael J. Farrell convened a special meeting of the Higher Education Policy Commission at 10:00 a.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated by telephone: Michael J. Farrell, Robert Brown, James W. Dailey, Dale Lowther, Diana Lewis Jackson, Steven Paine, Drew Payne and Donna Schulte. Also in attendance were Interim Chancellor Sarah Armstrong Tucker, staff members, and others.

II. Confirmation of Interim President at Glenville State College

Commissioner Lewis Jackson moved to approve the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission confirms the appointment by the Glenville State College Board of Governors of Kathleen L. Nelson as Interim President of Glenville State College.

Commissioner Dailey seconded the motion. Motion passed.

Commissioner Brown moved to approve the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the contract entered into between the Registry for College and University Presidents and the Glenville State College Board of Governors to implement the appointment.

Commissioner Lowther seconded the motion. Motion passed.

III. Approval of Annual Reauthorization for Ohio Valley University

Commissioner Lowther moved to approve the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Ohio Valley University.

Commissioner Lewis Jackson seconded the motion. Motion passed.

IV. Approval of Annual Reauthorization for Wheeling University

This item was not taken up for consideration during this meeting.

V. Additional Board Action and Comment

There were no additional actions or comments.

VI. Adjournment

There being no further business, Commissioner Lewis Jackson moved to adjourn the meeting. Commissioner Payne seconded the motion. Motion passed.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

MINUTES

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION SPECIAL MEETING

August 16, 2019

I. Call to Order

Chairman Michael J. Farrell convened a special meeting of the Higher Education Policy Commission at 9:00 a.m. in the 9th Floor Conference Room at 1018 Kanawha Boulevard, East, Charleston, West Virginia, and by conference call. The following Commission members participated by telephone: Michael J. Farrell, Robert Brown, James W. Dailey, Diana Lewis Jackson, Steven Paine, Andrew Payne, and Donna Schulte. Commissioner Dale Lowther was absent. Also in attendance were Interim Chancellor Sarah Armstrong Tucker, staff members, and others.

II. Approval of Annual Reauthorization for Wheeling University

Dr. Corley Dennison, Vice Chancellor for Academic Affairs, provided information regarding the status of Wheeling University.

Commissioner Lewis Jackson moved to approve the following resolution:

Resolved, That the West Virginia Higher Education Policy Commission approves the Annual Reauthorization for Wheeling University until May 22, 2020, conditioned upon the university satisfying the Commission's requirements for information reporting and communication, and the Commission's assessment of the university's financial stability, viability and academic integrity.

Commissioner Payne seconded the motion. Motion passed.

III. Additional Board Action and Comment

There were no additional actions or comments.

IV. Adjournment

There being no further business, Commissioner Payne moved to adjourn the meeting. Commissioner Lewis Jackson seconded the motion. Motion passed.

Michael J. Farrell, Chairman

Diana Lewis Jackson, Secretary

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Revisions to Series 14, Procedural Rule, Holidays

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 14, Procedural Rule, Holidays, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Series 14, Procedural Rule, Holidays, establishes procedures for determining holiday schedules to be observed by each public college and university. The governing board or president of each institution has the flexibility to annually identify six holidays to be observed by the institution that are in addition to the six holidays that are specified in West Virginia Code.

Suggested revisions to Series 14, Section 5.2, eliminate the need to annually report the list of institutional holidays to the Chancellor. The president of each institution shall make the list available in appropriate campus locations including the institution's website.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and staff be instructed to final file the rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

**TITLE 133
PROCEDURAL RULE**

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

**SERIES 14
~~TITLE:~~ HOLIDAYS**

§133-14-1. SECTION 1. General.

1.1. Scope. -- Rule regarding holidays in the state system of higher education.

1.2. Authority. -- West Virginia Code §18B-1-6.

1.3. Filing Date. -- ~~March 19, 2002.~~

1.4. Effective Date. -- ~~April 19, 2002.~~

1.5. ~~Repeals and replaces Title 128, Series 26 and Title 131, Series 26~~ Repeal of Former Rule. -- Repeals and replaces Title 133, Series 14 which had an effective date of April 19, 2002.

§133-14-2. SECTION 2. Granting Power.

2.1. The West Virginia Higher Education Policy Commission (Commission) hereby directs that the governing board or president of each institution shall determine six holidays which will be observed by the employees of that institution in addition to the six holidays specified in Section 3.1 of this rule.

§133-14-3. SECTION 3. Number of Full Holidays.

3.1. The number of full holidays shall be twelve, plus additional days for any statewide, primary or general election. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Martin Luther King's Birthday. Six additional days determined by the governing board or president as provided in Section 2.1 shall also be taken. If a specified holiday falls on a Saturday or Sunday, the preceding Friday or the following Monday will be observed as the legal holiday.

3.2. Proclamation of additional legal holidays by the president of the United States, governor, or other duly constituted authority may be observed by employees as determined and communicated by the president of the institution. The president of the institution may determine that any such additional legal holidays shall be observed at a future date, if operational needs of the institution require the holiday not be observed on the date proclaimed.

§133-14-4. SECTION 4. Half Holidays.

4.1. As specified in the regulations of the division of personnel for agencies of the executive branch of state government, one-half day preceding Christmas or New Year's Day shall be a holiday when Christmas or New Year's Day falls on Tuesday, Wednesday, Thursday, or Friday.

§133-14-5. SECTION 5. Schedules.

5.1. Holiday schedules are to be established and used on a fiscal year basis.

5.2. The president of each institution shall ~~submit for information purposes to the Chancellor by June 30 of each year a list of the holidays to be observed at that institution for the upcoming fiscal year and shall assure that the list is posted in appropriate locations on campus, including, but not limited to, the institution's website. The Policy Commission will publish a consolidated calendar outlining campus closure dates and holidays, as well as other significant events or deadlines.~~

§133-14-6. SECTION 6. Policy Commission and West Virginia Network for Educational Telecomputing.

6.1. The Chancellor shall determine the holiday schedule for the staff of the ~~Policy~~ Commission and WVNET.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 40, Procedural Rule, Equal Opportunity and Affirmative Action, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Series 40, Procedural Rule, Equal Opportunity and Affirmative Action, requires each public college and university to establish an equal opportunity and affirmative action policy which prohibits discrimination and harassment. Each institution is required to have an affirmative action plan in place that is in compliance with the equal employment opportunity and affirmative action policy of the Commission as well as state and federal governments.

Suggested revisions to Series 40, Section 2.1, expands and clarifies the protected characteristics. Section 2.4 has been revised to eliminate the need for institutions to annually submit the institutional affirmative action plan to the Chancellor. Revisions to Section 2.5 remove the Chancellors' Equal Employment Opportunity Council, composed of institutional representatives.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and staff be instructed to final file the rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

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

**SERIES 40
EQUAL OPPORTUNITY and AFFIRMATIVE ACTION**

§133-40-1. General.

1.1. Scope. -- This rule establishes equal opportunity and affirmative action policy.

1.2. Authority. -- West Virginia Code §18B-1-6 and §18B-1B-5.

1.3. Filing Date. -- ~~October 8, 2013.~~

1.4. Effective Date. -- ~~November 7, 2013.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 40 which had an effective date of November 7, 2013.

§133-40-2. General Policy.

2.1. It shall be the policy of the West Virginia Higher Education Policy Commission (Commission) ~~and the West Virginia Council for Community and Technical College Education (Council)~~ to provide equal employment opportunities to all qualified employees and applicants and to prohibit discrimination or harassment against any such individuals on the basis of protected characteristics. The Commission ~~and Council~~ considers race, color, religion, sex/gender, national origin, ancestry, age, blindness, disability, pregnancy, genetic information, sexual orientation, gender identity, ~~and~~ veteran or military status or other category that is protected under federal, State, or local anti-discrimination laws as protected characteristics and will not permit discrimination or harassment against any employee or applicant for employment on the basis of any such characteristic. The Commission ~~and Council~~ will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will ~~engage in~~ encourage and support voluntary affirmative action where necessary to ensure that institutions employ, advance in employment and treat all qualified persons without discrimination in any employment practices.

2.2. The scope of this policy prohibiting discrimination and harassment extends, but is not limited to, the following: recruitment, employment, promotion, transfer, training, working conditions, wage and salary administration, benefits, discipline, promotion, transfer, layoff, termination processes, and the application of all other employment-related policies. These principles of non-discrimination and anti-harassment also apply to ~~business relationships of the Commission and Council, such as the selection and treatment of independent contractors and the selection and treatment of independent contractors,~~ personnel working on Commission ~~and/or Council~~ premises., and any other persons or firms doing business with the Commission.

2.3. Under the Commission's ~~and Council's~~ additional authority to allocate specified functions and responsibilities among the institutions within the jurisdiction of the Commission ~~and Council~~, each institution shall accept primary and long-term responsibility for the development and implementation of equal employment opportunity and where necessary, affirmative action policies consistent with the Commission's ~~and Council's~~ guidance and all applicable State and federal laws and regulations.

2.4. Each institution and the Commission ~~and Council~~ shall take the initiative in developing or modifying ~~its~~ their own plans to achieve compliance with the equal employment opportunity and affirmative action ~~polices~~ policy of the Commission ~~and Council~~ as well as those of the sState and federal governments. The president of each institution shall, through appropriate means, establish and maintain a positive program of equal employment opportunity and affirmative action within her/his jurisdiction in accordance with all laws and regulations applicable to the institution. The equal employment opportunity and affirmative action goals of the institution must be integrated into and consistent with other performance goals of the institution. The realistic goals and timetables of each institution shall be vigorously pursued to achieve a proportional representation of minorities and women in the workforce based on availability within the relevant workforce recruitment markets. The effective pursuit of affirmative action requires not only the adoption of an adequate plan, but also results-oriented procedures designed to ensure the involvement of managers at all levels of each institution. ~~Institutional affirmative action plans shall be submitted to the Chancellors by July 1 of each year.~~

~~2.5. The Chancellors shall appoint an equal employment opportunity/affirmative action advisory council, to be known as the Chancellors' Equal Employment Opportunity Council, composed of at least one representative from each of the campuses or institutions. The Council will help to facilitate the achievement of equal employment opportunity/affirmative action goals and compliance across the institutions under the Commission's and Council's jurisdiction. Under the general direction of the Chancellors, the Council shall be responsible for, but not necessarily limited to, the following duties and responsibilities:~~

~~2.5.1. Conducting periodic reviews of institutional equal employment opportunity/affirmative action plans and programs, while providing any assistance that may be required to improve programs and realize objectives.~~

~~2.5.2. Consulting from time to time with the Chancellors and presidents of institutions and/or their designees on equal employment opportunity/affirmative action matters.~~

~~2.5.3. Reviewing copies of equal employment opportunity reports of all institutions submitted to federal authorities responsible for enforcement of laws and regulations and providing consultation to the Chancellor where appropriate or as requested.~~

~~2.5.4. Helping to assure that current information affecting equal employment opportunity/affirmative action is disseminated to institutions and their employees.~~

~~2.5.5. Conducting other advisory assignments as directed by the Chancellors.~~

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Revisions to Series 54, Procedural Rule, Campus Safety Procedures

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 54, Procedural Rule, Campus Safety Procedures, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Series 54, Procedural Rule, Campus Safety Procedures, establishes guidelines and procedures for institutional planning and response to on-campus emergencies at public colleges and universities. Institutions are to have up-to-date emergency procedures, a Continuity of Operations Plan and emergency management team in place at all times and to annually review their plans.

Suggested revisions to Series 54, Section 3.1.c, eliminate the need for institutional presidents to annually submit a copy of the emergency plan and the continuity of operations plan to the Chancellor. Section 3.1.g has been revised to allow for training to be provided by the Commission as requested.

It is recommended that the Commission approve the rule for filing with the Secretary of State for a formal thirty-day public comment period and staff be instructed to final file the rule with the Secretary of State at the conclusion of the comment period if no substantive comments are received.

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

**SERIES 54
CAMPUS SAFETY PROCEDURES**

§133-54-1. General.

1.1. Scope. -- This rule establishes guidelines and procedures that will direct institutional planning and response to on-campus emergencies at public four-year higher education institutions in West Virginia.

1.2. Authority. -- West Virginia Code §18B-1-6(c)(3).

1.3. Filing Date. -- ~~August 7, 2018.~~

1.4. Effective Date. -- ~~September 7, 2018.~~

1.5. Repeal of Former Rule. -- Repeals and replaces Title 133, Series 54, dated ~~January 4, 2014~~ September 7, 2018.

§133-54-2. Purpose.

2.1. The primary purposes of this rule are to:

2.1.a. Ensure communication between individual campuses, the West Virginia Higher Education Policy Commission (Commission), and state leadership and emergency management personnel;

2.1.b. Ensure that institutions have up-to-date emergency procedures, a Continuity of Operations Plan (COOP), and teams in place;

2.1.b.1. Continuity of Operations Plan is defined as an effort within institutions to ensure that Primary Mission Essential Functions (PMEFs) continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies. The COOP should include methods and processes by which the critical activities performed by institutions, especially after a disruption of normal activities, may be continued with little or no interruption of essential services.

2.1.b.2. There are two categories of essential functions: Primary Mission Essential Functions (PMEFs), and Mission Essential Functions (MEFs). It is the responsibility of the institution to determine the functions in each category, however the complete plan should address:

2.1.b.2.a. Orders of Succession. Provisions for the assumption of senior agency offices during an emergency in the event that any of those officials are unavailable to execute their legal duties.

2.1.b.2.b. Delegations of Authority. Identification, by position, of the authorities for making policy determinations and decisions at the senior staff level, administrative and faculty levels, staff levels and coordination of services at the student level. Generally, pre-determined delegations of authority will take effect when normal channels of direction have been disrupted and will lapse when these channels have been reestablished.

2.1.b.2.c. Continuity Facilities. Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity event. Continuity Facilities, or “Alternate Facilities”, refers to not only other locations, but also nontraditional options such as working at home (teleworking/telecommuting), and mobile-office concepts.

2.1.b.2.d. Continuity Communications. Communications that provide the capability to perform essential functions, in conjunction with other agencies, under all conditions.

2.1.b.2.e. Vital Records Management. The identification, protection and ready availability of electronic and hard copy documents, references, records, information systems, data management software and equipment needed to support essential functions during a continuity situation.

2.1.b.2.f. Human Capital. During a continuity event, emergency employees and/or other pre-determined employees who are activated by an agency to perform assigned response duties.

2.1.b.2.g. Tests, Training, and Exercises. Measures discussed and/or exercised in some manner periodically to ensure that an institution’s continuity plan is capable of supporting the continued execution of the institution’s essential functions throughout the duration of a continuity event.

2.1.b.2.h. Devolution of Control and Direction. Capability to transfer statutory authority and responsibility for essential functions from an institution’s primary operating staff and facilities to other capable institution employees and available facilities.

2.1.b.2.i. Reconstitution. The process by which surviving and/or replacement institution personnel resume normal institutional operations from the original or replacement primary operating facility.

2.1.c. Ensure that institutions make available to the campus community members information on how to respond to emergency situations, make them aware of the COOP, and provide campus safety education and training programs on an on-going basis;

2.1.d. Provide coordination of resources in times of a campus or statewide emergency;

2.1.e. Provide emergency best practices, training, and resources for institutions; and

2.1.f. Provide that individual campuses have a plan and method by which critical and essential operations may continue in times of natural or manmade disasters, documents and records are stored and accessible in a protected location, and that an order of succession is identified and authority is delegated to appropriate individuals.

§133-54-3. Guidelines.

3.1. The following will guide the further development and coordination of emergency preparedness and response, and establishment of a COOP associated with natural and violent incidents on-campus:

3.1.a. All institutions are required to report any major emergency to the Chancellor or the Executive Vice Chancellor for Administration within a reasonable time from the initiation of the incident, and/or when it is safe and practicable to do so.

3.1.b. All institutions are required to have an emergency plan in place that addresses, but it is not limited to, the following: natural disasters, such as earthquakes, flooding, or tornados; violent acts, such as active shooters and hostage situations; and health related emergencies, such as the outbreak of an infectious

disease. Additionally, all institutions are required to have a COOP in place that addresses the performance of essential functions during all-hazards emergencies or other situations that may disrupt normal operations. A public version of the emergency plan is to be made available on the institution's website; this version would not contain sensitive information that could be used to cause harm.

3.1.c. All institutions are required to annually review their emergency plans and COOP ~~and the president of each institution shall submit a copy of the emergency plan and COOP to the Chancellor annually by June 30. A written summary of any revisions to the emergency plan and/or COOP is to accompany the document submitted to the Chancellor.~~

3.1.d. Faculty, staff, and students should be offered training concerning emergency procedures, especially how to react to violent acts on-campus.

3.1.e. All institutions are required to hold at least one campus-wide emergency drill each year. The simulation should be inclusive of faculty, staff, students, and members of the state and local emergency response community.

3.1.f. All institutions are required to develop and maintain a threat assessment committee/team. The purpose of this committee is to meet on a regular basis to discuss potential human and physical threats to the campus community. Additionally, this team should address issues associated with the COOP, including but not limited to essential functions, orders of succession, delegates of authority, continuity of facilities and communications, vital records management, and human capital. A threat assessment committee should consist of, but is not limited to, campus leadership who direct academic affairs, campus safety and security, student conduct, student health, and facilities.

3.1.g. The Commission, ~~through the Director of Facilities and Sustainability and/or other individuals qualified to offer support and coordination,~~ will actively provide training and resources associated with emergency planning and response and Continuation of Operations (COOP) best practices as requested.

§133-54-4. Emergency Situations.

4.1. The president, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor or to the Executive Vice Chancellor for Administration. The president, working with public safety officials, will determine when the emergency condition no longer exists.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of One-Year Suspension of Institutional Textbook Affordability Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Higher Education Policy Commission suspends, for one year, the November 1 institutional annual textbook report.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Textbook affordability for students remains a priority of the Commission; however, the current process of collecting data on timeframes for required textbook posting and methods of cutting costs is not meeting the modern standard for ensuring students have access to affordable classroom learning materials. Institutions instead should be incentivized to modernize the way textbooks are provided and available to their students, while not sacrificing quality.

Online resources have changed considerably in the last ten years, and Commission staff believe Series 51, Procedural Rule, Bookstores and Textbooks, requiring institutional annual reports on textbook affordability needs substantial amendment to come into conformance with modern practices. The Commission will use this opportunity to develop revisions to help institutions move toward open educational resources, which also will help the schools, Commission and the West Virginia Council for Community and Technical College Education comply with 2019 legislation that requires the promulgation of open educational resources for both K-12 and higher education.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Revisions to Series 3, Legislative Rule, Higher Education Report Card

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 3, Legislative Rule, Higher Education Report Card, to be filed with the Secretary of State and the Legislative Oversight Commission on Education Accountability for further legislative action.

STAFF MEMBER: Chris Treadway

BACKGROUND:

At its meeting of June 14, 2019, the Commission approved revisions to Series 3, Legislative Rule, Higher Education Report Card. With the enactment of Senate Bill 673 during the 2019 legislative session, the higher education data collection and reporting process was modified to reduce cost and improve access to the data for students, parents and citizens. The bill provided for expanded online accessibility of higher education information while minimizing the requirement for published reports. Series 3 sets out the data collection and reporting procedures for the public baccalaureate institutions of higher education.

During the thirty-day public comment period, the following comments were received:

Comment: Draft Series 3, as proposed, indicates that all sections of the draft Series apply to all institutions of higher education. First, draft Section 133-3-5 -- Key Performance Indicators and Goal Setting indicates that the WV Higher Education Policy Commission (“HEPC”) will be setting key performance indicators and goals for all institutions. Under the statutory parameters regarding HPEC’s [sic] mandates, HEPC can “establish and implement the benchmarks and performance indicators for state colleges and universities necessary to measure institutional progress in achieving state policy priorities and institutional missions pursuant to section seven, article one-d of this chapter.” WV Code §18-1B-4(9) (emphasis added).

Within Chapter 18B, “state college and university” is defined to mean “Bluefield State College, Concord University, Fairmont State University, Glenville State College, Shepherd University, West Liberty University or West Virginia State University.” WV Code §18-1-2(26). The three “exempted schools” (i.e., West Virginia University,

including West Virginia University Potomac State College and West Virginia University Institute of Technology, Marshall University, and West Virginia School of Osteopathic Medicine) are excluded from that definition. As a result, this statutory provision does not permit HEPC to set benchmarks and performance indicators for the exempted schools. In light of these statutory parameters, we request that HEPC amend its draft Series 3 to clarify the section on “Key Performance Indicators and Goal Setting” to apply only the institutions that constitute “state colleges and universities” and not to the “exempted schools.”

Response: *While it is generally understood that rules are drafted in conformance with statutory authority (i.e., an exemption that is stated in a statute exists implicitly in the rule by operation of law), for the sake of clarity, the Commission will revise Section 5.1 of the Rule to state, “**For the institutions under its jurisdiction, and not the exempted schools,** the Commission shall adopt a set of key performance indicators. . . .”*

Comment: Second, draft Section 133-3-8 – State Compacts provides that HEPC may enter into state compacts that would be binding on HEPC and “institutions under its jurisdiction,” which appears to be defined to mean all institutions of higher education. Draft Section 133-3-8.4. However, W. Va. Code §18B-1D-7 provides that the exempted schools are not required to enter into state compacts with HEPC or be bound by any state compact that HEPC enters into. Rather, this statute provision regarding state compacts is limited to “state colleges and universities.” Similarly, we request that HEPC amend its draft Series 3 to clarify that the section on “State Compacts” applies to only the institutions that constitute “state colleges and universities” and not to the “exempted schools”.

Response: *While it is generally understood that rules are drafted in conformance with statutory authority (i.e., an exemption that is stated in a statute exists implicitly in the rule by operation of law), for the sake of clarity, the Commission will revise Section 8.4 of the Rule to state, “**For the institutions under its jurisdiction, and not the exempted schools,** the Commission shall approve a proposed state compact before it becomes operative and binding on the Commission and the institutions under its jurisdiction.”*

**TITLE 133
LEGISLATIVE RULE**

WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

**SERIES 3
HIGHER EDUCATION REPORT CARD ACCOUNTABILITY SYSTEM**

§133-3-1. General.

1.1. Scope. -- This rule ~~establishes definitions, guidelines and procedures which will direct the development of the database and the comparable information to be included in the annually published Higher Education Report Card.~~ sets forth an accountability system for West Virginia public higher education institutions under the jurisdiction of the West Virginia Higher Education Policy Commission (Commission).

1.2. Authority. -- W. Va. Code ~~§18B-1-8a, §18B-1-1a, §18B-1-6, and §18B-1-8, §18B-1B-4, §18B-1D-1, and §18B-1D-8.~~

1.3. Filing Date. -- ~~April 9, 2002.~~

1.4. Effective Date. -- ~~April 9, 2002.~~

1.5. ~~This Rule repeals and replaces 128-16 and 131-16 which became effective on June 9, 1996. Sunset Date. -- This rule shall terminate and have no further force or effect upon~~

§133-3-2. Purpose.

2.1. ~~The primary purposes of this report are to:~~ This rule describes the responsibilities of the Commission and public higher education institutions under its jurisdiction to West Virginia taxpayers for the performance of the state public higher education system.

2.2. The rule sets forth an accountability system for the Commission and institutions under its jurisdiction.

2.3. The rule defines requirements for a public reporting system that facilitates the dissemination of higher education accountability data through internet-based data tools and published reports. At a minimum, the public reporting system must:

2.3.1. Provide ~~basic~~ thorough and consistent data and other relevant information to be used in assessing progress of the Higher Education Policy Commission and its member institutions toward the goals and objectives as stated in W. Va. Code §18B-1-1a;

2.3.2. Provide a basis for comparing institutional and system performance with regional and national norms toward accomplishing the goals and objectives as stated in W. Va. Code §18B-1-1a;

2.3.3. Provide information to assist the Commission in assessing institutional and system progress toward statewide and institutional higher education goals;

2.43.4. Provide additional information to assist the Commission in assessing institutional and system progress relative to historical, regional, and national trends;

2.43.5. Serve students, parents, faculty, staff, state policymakers and the public as a neutral and credible source of information available to parents, students, faculty, staff, state policymakers, and the general public on about the overall quality and performance of public higher education in West Virginia.

§133-3-3. Definitions.

3.1. “Accountability System.” All research, reports, documents, data and any other materials, the collection, analysis and dissemination of which are necessary to accomplish the purpose of this rule. The system includes goals, objectives and priorities, public policy agendas, implementation plans, institutional mission statements and master plans, the statewide annual report, and the statewide data reporting system.

3.2. “Goal.” A long-term public purpose that is a desired and expected result for which public higher education is established.

3.3. “Higher Education Institution” or “Institution.” Bluefield State College, Concord University, Fairmont State University, Glenville State College, Marshall University, Shepherd University, West Liberty University, West Virginia School of Osteopathic Medicine, West Virginia State University, and West Virginia University, including Potomac State College and West Virginia University Institute of Technology.

3.4. “Key Performance Indicator.” A quantifiable measure used to evaluate the success of an organization in meeting objectives for performance.

3.5. “Objective.” End to be accomplished or attained within a specified period of time for the purpose of meeting established goals.

3.6. “Priority.” The order in which objectives are to be addressed for the purpose of achieving state goals.

3.7. “State Compact.” A formal written agreement between the Commission and at least one other external entity to achieve state goals and objectives where significant collaboration and commitment of resources between the partners to the agreement is required in order to achieve the desired results.

3.8. “Statewide Annual Report.” A report or series of reports that outlines significant trends, identifies major areas of concern, and assesses the progress of Commission and the institutions under its jurisdiction toward achieving state, system or institution goals or objectives.

3.9. “Statewide Data Reporting System.” A collection of information management tools that provide public access to data on the performance of the Commission and institutions under its jurisdiction.

§133-3-34. General Guidelines for Data Collection and Reporting.

34.1. The following will guide the further development of the existing higher education database and the collection of data which will comprise the ~~Higher Education Report Card~~ Statewide Data Reporting System and the Statewide Annual Report:

~~34.1.1.~~ All data reported will be based on uniform and consistent definitions as established by the Commission.

~~34.1.2.~~ Institutional requirements for additional record keeping and reporting will be minimized.

~~34.1.3.~~ Data element collection procedures and report timelines will be established by the Commission.

~~3.1.4.~~ The Higher Education Report Card shall be brief and contain concise, non technical language, including relevant explanations.

~~3.1.5.~~ The preparation, printing, and distribution of the Higher Education Report Card will follow a schedule determined by the Commission so that the final document will be prepared by January 1 of each year. The Commission shall provide technical assistance (as needed) in data collection and reporting.

~~3.1.6.~~ The Higher Education Report Card shall be prepared using institutional, system, and state, regional, and national data as applicable and available indicating performance of the individual institutions and public higher education as a whole. It shall be based upon information for the preceding academic school year, or for the most recent complete school year for which such information is available. Goals and trends for the institutions shall also be indicated in relation to higher education goals as stated in W. Va. '18B-1-1a.

~~3.1.7.~~ Integrated Postsecondary Education Data System (IPEDS) data will serve as primary sources for peer data comparisons. Historical trend data and other relevant data comparisons will be used as appropriate.

~~3.2.~~ The president or administrative head of each public college, university, regional campus, or community and technical college shall be responsible for ensuring that all requested information is submitted annually to the Commission and shall certify that the information submitted has been reviewed for accuracy.

~~3.3.4.2.~~ All detailed background data used in compiling the Higher Education Report Card-Statewide Annual Report shall be maintained on file at the Commission for a reasonable time.

§133-3-5. Key Performance Indicators and Goal Setting.

5.1. For the institutions under its jurisdiction, and not the exempted schools, the Commission shall adopt a set of key performance indicators to measure institutional and system progress toward achieving state, system and institutional objectives. These indicators will focus on institution- and system-level performance in the areas of finance, admissions, enrollment, academics, student outcomes, and other areas as deemed appropriate by the Commission.

5.2. In cooperation with the institutions under its jurisdiction, the Commission shall set state, system and institutional goals for each of the adopted key performance indicators.

5.3. Higher education central office staff shall develop and update at least annually a public internet-based data tool that will display system and institutional progress toward meeting established goals.

5.4. Higher education central office staff shall present an annual report to the Commission about progress made toward meeting established goals.

§133-3-6. Statewide Annual Report and Statewide Data Reporting System.

6.1. Purpose.

6.1.1. A primary purpose of the statewide data reporting system and statewide annual report is to make information available to students, parents, faculty, staff, state policymakers and the public on the quality and performance of public higher education.

6.1.2. A primary purpose of the statewide annual report is to provide a mechanism to evaluate the annual progress of the Commission and institutions under its jurisdiction in achieving state and system goals and objectives.

6.2. Contents.

6.2.1. The statewide annual report shall provide information on the performance of state higher education institutions, including health sciences education, in relation to the state and system goals, objectives and priorities.

6.2.2. When possible, the statewide annual report shall be based upon information for the current school year or for the most recent school year for which information is available, in which case the year shall be clearly noted.

6.2.3. When possible, the statewide data reporting system shall break down data by institution, including Potomac State College and West Virginia University Institute of Technology, and by system.

6.2.4. When possible, the ~~system report card~~ statewide annual report shall provide regional and/or national comparison data.

6.2.5. When possible, the information contained in the statewide annual report and the statewide data reporting system shall allow for easy comparison with higher education-related data collected and disseminated by the Southern Regional Education Board, the United States Department of Education and other education data-gathering and data-disseminating organizations.

6.2.6. The information contained in the statewide annual report and the statewide data reporting system shall be consistent and comparable between and among higher education institutions.

6.2.7. To the extent practicable, the statewide annual report shall be analysis-driven, rather than solely data-driven, and present information in a format that will help inform education policymaking.

6.3. Implementation.

6.3.1. The higher education central office staff, under the direction of the Vice Chancellor for Administration, shall provide technical assistance to each institution and governing board in data collection and reporting.

6.3.2. The president or chief executive officer of each higher education institution shall prepare and submit all requested data to the Commission at the times established by the Commission.

6.3.3. The higher education central office staff, under the direction of the Vice Chancellor for Administration, is responsible for maintaining the statewide data reporting system and developing the statewide annual report using data and information submitted by each institution.

6.3.4. The statewide annual report shall be completed no later than January 1 annually with printed copies provided to the Commission and the Legislative Oversight Commission on Education Accountability. The report shall also be published in electronic format to the Commission's official website.

6.3.5. An executive summary highlighting specifically the trends, progress toward meeting goals and objectives and major areas of concern for public higher education, including medical education, shall be presented annually to the Legislative Oversight Commission on Education Accountability during interim meetings in January.

§133-3-47. Health Sciences Indicators and Rural Health Data Collection and Reporting.

47.1. In addition to applicable information required by Section 34 of this rule, each health sciences school shall be responsible for ensuring that all requested information is submitted to the Vice Chancellor for Health Sciences.

47.2. The Vice Chancellor for Health Sciences shall make available to the public through the Statewide Data Reporting System or through the annual Health Sciences Report Card information specific to each of the state's health sciences schools, including:

~~4.27.2.1. For each health sciences school, the Higher Education Report Card shall include historical trend information for medical and dental students, tuition and fees, faculty, specialization of graduates, revenues and expenditures, passage rates on licensing examinations, and in-state retention of graduates.~~

~~4.37.2.2. The Higher Education Report Card shall indicate for each health sciences school the number and dollar value of loans made through the medical student loan program as well as default rates for the most recent year.~~

~~4.4.7.2.3. The Higher Education Report Card shall indicate for each health sciences school the number and dollar value of aid awarded through the Health Sciences Scholarship Service Program for the most recent year.~~

~~4.5. In addition, each health sciences school shall annually:~~

~~4.5.1. Report to the Vice Chancellor for Health Sciences all contractual and/or financial agreements with non-profit and for-profit entities receiving monies from the health sciences schools;~~

~~4.5.2. Submit to the Vice Chancellor for Health Sciences for review audits of the expenditures of each health sciences school and any audit received from such non-profit and for-profit entities determined by the Commission to have a significant affiliation to the health sciences school; and~~

~~4.5.3. Submit to the Vice Chancellor for Health Sciences a report projecting capital projects, operating expenses, and anticipated areas of expansion.~~

~~4.6. Information required in Sections 4.1. through 4.4. shall be submitted to the Vice Chancellor for Health Sciences who shall compile the information for inclusion in the Higher Education Report Card.~~

~~4.7. In addition to any and all information required in Sections 3 and 4, the following shall occur:~~

~~4.7.1. The Vice Chancellor shall review each institution's yearly report required in subsection 4.5.3. of this rule and will prepare an annual, comprehensive review and recommendations for allocation of state or other tax support for health sciences.~~

~~4.7.2. The Vice Chancellor shall review each institution's accreditation report. Accreditation reviews are conducted on a schedule set by the appropriate accreditation agency. The Vice Chancellor's review will depend on the institution's accreditation schedule.~~

~~4.7.3. The Vice Chancellor shall review each year the role and mission of each medical school and, based on outcome measures developed jointly with each school, submit an evaluation of each school's performance to the Legislature and also report on the quality of health sciences education.~~

~~4.7.4. The Vice Chancellor shall review the yearly audits as required by 4.5.2. and shall provide a report regarding financial management and operation of medical schools including proposals and barriers to improving efficiency and generating cost savings.~~

~~4.8. Each health sciences school shall assist the Vice Chancellor for Health Sciences in meeting the requirements of Section 4.7.~~

~~4.9. Other information deemed necessary or helpful by the Commission or the Vice Chancellor for Health Sciences may be requested at any time.~~

§133-3-5. Rural Health Indicators.

~~5.1. The Vice Chancellor for Health Sciences shall annually report to the West Virginia Higher Education Policy Commission on the West Virginia Rural Health Education Partnerships. At a minimum this report shall include, but is not limited to, identification of the sites, number of students involved, and student weeks served for the most recently concluded year.~~

~~5.2. The findings of this section shall be included in the Higher Education Report Card.~~

§133-3-6. Presentation of Higher Education Report Card.

~~6.1. The Higher Education Report Card shall be presented annually at a regular meeting of the Commission.~~

~~6.2. The Higher Education Report Card format adopted by the Policy Commission shall be completed and disseminated with copies to the Legislative Oversight Commission on Education Accountability prior to or by January 1, 2002 and each year thereafter. The Policy Commission will review formats and definitions annually to add new measures related to emerging state issues and delete measures which are no longer relevant.~~

133-3-8. State Compacts.

8.1. The Commission may identify important state and system goals, objectives and priorities that it and institutions under its jurisdiction acting alone will be unable to accomplish. In such cases, the Commission may authorize the Chancellor to enter into state compacts, or contracts, with external entities.

8.2. In determining whether a state compact may be appropriate, the Chancellor shall consider:

8.2.1. Whether significant collaboration with an external entity or entities is necessary or advantageous to increase the likelihood of accomplishing a goal, objective or priority;

8.2.2. Whether an external entity or entities would need to make a significant commitment of resources to accomplish a goal, objective or priority; and

8.2.3. Whether an external entity or entities is/are receptive to entering into a state compact.

8.3. At a minimum, a state compact shall:

8.3.1. Identify the parties to the compact;

8.3.2. Identify the term of the compact;

8.3.3. Set forth measurable outcomes the parties seek to achieve by entering into the compact;

8.3.4. Identify what each party will contribute in terms of resources as part of the compact;

8.3.5. Set forth a system for evaluating the success or failure of the compact to achieve the outcomes sought; and

8.3.6. Provide that the failure of one party to the compact to perform excuses the Commission from performance under the compact.

8.4. For the institutions under its jurisdiction, and not the exempted schools, the Commission shall approve a proposed state compact before it becomes operative and binding on the Commission and institutions under its jurisdiction.

8.5. The Chancellor shall provide a copy of any approved state compact to the Legislative Oversight Commission on Education Accountability.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Series 61, Procedural Rule, Choose West Virginia Practice Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves Series 61, Procedural Rule, Choose West Virginia Practice Program, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Laura Boone

BACKGROUND:

Senate Bill 1009, passed during the First Special Session of the 2019 Legislative Session, created the Nonresident Medical Student Tuition Regularization Program. Due to the complexity of the name, staff have elected to rename the program the Choose West Virginia Practice Program.

The purpose of the program is to incentivize nonresident West Virginia medical students to remain in West Virginia to practice. For the 2018 – 2019 academic year, the state's three medical schools collectively enrolled 391 students in their first year classes. Of these 391 students, 230 (58 percent) were out-of-state students. Although the exact number of out-of-state students who remain in the state to practice is not tracked, all three medical schools report that it is more difficult to retain out-of-state than in-state medical students for practice.

Two out-of-state medical students from each West Virginia medical school are eligible to be awarded each academic year. Although students from any current medical school class year are eligible to apply, medical students who are in their first year of medical school will receive preference. To be eligible for the award, students must be enrolled at a West Virginia medical school, meet their institution's requirements for being classified as an out-of-state student, and not be in default of any previous student loan.

Students who are awarded will receive a tuition waiver for the differential between in-state and out-of-state tuition (approximately \$30,000). In exchange for the award, students agree to practice at an eligible service site one year for every year they receive the award.

Subject to continued state funding, students who receive an award will be eligible to receive an award in each of their remaining years of medical school as long as they progress to the next academic year of their program and maintain good academic and professional standing.

Participants may complete residency and/or fellowship training in West Virginia or in other states. Medical specialties eligible for the service obligation are:

- Addiction Medicine
- Family Practice
- General Internal Medicine
- General Surgery
- Geriatrics
- Internal Medicine/Pediatrics
- Neurology
- OB/GYN
- Pediatrics
- Preventive Medicine
- Psychiatry (includes Addiction, Child & Adolescent, and Geriatric)

The service obligation begins within six months after the participant completes training. It requires the participant to practice at an eligible site one year for each year they receive the award (a maximum of 4 years). Participants are responsible for securing their own practice site.

Participants who do not complete the service obligation will be required to repay the award(s) plus five percent interest accruing from the default date. Repayment must occur in full within three years of the date they complete or terminate their training or three years following the date they are no longer practicing at an eligible service site.

Staff recommends approval of Series 61 for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 61
CHOOSE WEST VIRGINIA PRACTICE PROGRAM

§133-61-1. General.

1.1. Scope. -- This rule promulgates policy and procedure regarding the establishment and operation of the Choose West Virginia Practice Program through the West Virginia Higher Education Policy Commission (Commission).

1.2. Authority. -- West Virginia Code §18B-1-6 and §18C-3-5.

1.3. Filing Date. --

1.4. Effective Date. --

§133-61-2. Purpose.

2.1. The purpose of this program is to provide an incentive to out-of-state students enrolled in West Virginia medical schools in exchange for the students' agreement to practice in West Virginia upon completion of training.

2.1.a. "Shortage specialty" means the medical specialties of addiction medicine, general surgery, neurology, and any other specialties determined by the Vice Chancellor for Health Sciences to meet the requirements of West Virginia Code §18C-3-5.

2.1.b. "Primary care" means the medical specialties of family medicine, general internal medicine, geriatrics, internal medicine/pediatrics, obstetrics/gynecology, pediatrics, preventive medicine, psychiatry, or other specialties determined by the Vice Chancellor for Health Sciences to meet the requirements of West Virginia Code §18C-3-5.

2.1.c. "Training" is defined as the completion of a degree program in allopathic or osteopathic medicine, the successful completion of a residency program, and any additional fellowship training required by the specialty.

2.1.d. "Underserved" means any primary care or shortage specialty practice site located in an area of the state in which there is a shortage of physicians as determined by the Bureau for Public Health.

2.2. Any funds repaid in lieu of practice in an underserved area of West Virginia will be transferred to the Nonresident Medical Student Tuition Regularization Fund. Expenditures from the fund shall be to make additional awards to eligible students and support administrative program costs.

§133-61-3. Eligibility Criteria.

3.1. In order to be eligible for a Choose West Virginia Practice Program award, each applicant must:

3.1.a. Be enrolled at Marshall University, West Virginia School of Osteopathic Medicine, or West Virginia University in a program leading to the degree of Doctor of Medicine or Doctor of Osteopathy.

3.1.b. Meet his or her institution's requirements for being classified as an out-of-state student.

3.1.c. Not be in default of any previous student loan.

§133-61-4. Application Process.

4.1. The applicant must apply to the Choose West Virginia Practice Program using an application form approved by the Vice Chancellor for Health Sciences and submit a sworn statement of commitment to service in an underserved area of West Virginia.

4.2. The Vice Chancellor for Health Sciences shall establish a deadline for applying for the Choose West Virginia Practice Program. Applications must be complete and received by the deadline in order for the applicant to be considered for an award.

§133-61-5. Selection of Recipients.

5.1. Each medical school shall provide the Vice Chancellor for Health Sciences with the name of a staff member to serve as the designated Choose West Virginia Practice Program representative. After the application deadline, the Vice Chancellor for Health Sciences shall compile and then send to each designated representative all complete applications received from his or her respective institution.

5.2. Working with the three medical schools, the Vice Chancellor for Health Sciences shall establish criteria for evaluating applications. Criteria may include the applicant's commitment to primary care or a shortage specialty, expressed interest in practicing in West Virginia, family or professional ties to West Virginia, and other factors determined important to evaluate applications.

5.3. Each medical school shall establish an application review committee that includes the designated representative, the Vice Chancellor for Health Sciences or designee, and at least one other representative.

5.4. Each application review committee will review the applications for its institution and make awards to two applicants each year.

5.4.a. In the event two qualified applicants do not exist, the institution must notify the Vice Chancellor for Health Sciences. The Vice Chancellor for Health Sciences will then notify the other institutions of the unspent funding. If the other institutions have more than two qualified applicants, the unused funding may be transferred to another institution for use.

5.5. Applications will be processed without regard to race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity, and veteran status.

5.6. Nothing in this rule shall be construed as granting or guaranteeing any applicant any right to such an award.

§133-61-6. Eligibility For an Award in Multiple Academic Years

6.1. A recipient who receives an award may be eligible to draw down additional awards in every remaining year of the recipient's medical school education.

6.1.a. In order to be eligible for an award in a subsequent award cycle, the recipient must have progressed to the next academic year of the program, be in good professional standing and not be on probation or suspension or other circumstances deemed by the institution to warrant loss of good standing.

6.2. The recipient must notify the Vice Chancellor for Health Sciences annually whether the recipient wishes to receive the award for the current academic year.

6.3. The maximum number of awards a recipient may receive is four.

§133-61-7. Award Provisions and Promissory Note.

7.1. Upon notification of his or her acceptance into the program, each recipient must sign a promissory note agreeing to the program requirements. No award payments shall be disbursed before the recipient has properly completed and signed the promissory note.

7.2. By signing the promissory note, the recipient will agree to practice full-time in an underserved area for one year for every academic year the applicant receives an award. Additionally, the recipient will agree that if he or she fails to complete his or her training or practice at an eligible service site as required by the award agreement, then the recipient is in breach of contract and is liable for repayment of the award.

7.3. If a recipient fails to complete the service obligation and repayment of the award is required, the granting of or a renewal of a license to practice in West Virginia or to reciprocal licensure in another state based upon licensure in West Virginia shall be contingent upon the recipient's repayment of the award and any accrued interest, court costs, or other costs associated with the debt.

7.3.a. No license, renewal or reciprocity shall be granted to persons whose payments are in arrears.

7.3.b. The appropriate regulatory board shall inform all states where a recipient has reciprocated based upon West Virginia licensure of any refusal to renew licensure in West Virginia as a result of failure to repay the award amount.

7.4. Upon execution of the promissory note, each recipient shall receive a tuition waiver in the amount of the difference of the in-state and out-of-state tuition charged by the awardee's institution for the academic year during which the recipient is selected for the program.

7.4.a. If a recipient receives the award in more than one academic year, the waiver amount will be adjusted each year to reflect the current year's tuition differential between the institution's in-state and out-of-state tuition. A recipient must sign a separate promissory note for each year the recipient receives an award.

§133-61-8. Notification of Recipients and Fund Disbursement.

8.1. The Vice Chancellor for Health Sciences or his or her designee shall notify students of their selection to receive an award.

8.2. Each medical school shall invoice the Commission each year for the amount of funds required to provide the approved number of awards to its students. Once a medical school's invoice is approved by the Vice Chancellor for Health Sciences, the Commission shall disburse funds to the medical school.

8.3. The medical school will apply program funds in the form of a tuition waiver against the recipient's tuition statement for the academic year in which the student receives the program award.

8.4. If a recipient terminates enrollment for any reason during the academic year, the unused portion of the award shall be returned to the Commission by the institution in accordance with the Commission's rule for issuing refunds pursuant to the provisions of West Virginia Code §18C-5-1 et seq. If the recipient also received federal financial aid, the institution must abide by the refund policy associated with Title IV funds. The institution is responsible for returning the unused portion of the award even if the student does not request a refund from the institution.

§133-61-9. Completion of Program of Study and Training.

9.1. Recipients must complete medical school within a reasonable time period not to exceed six (6) years.

9.2. Recipients must complete residency training in a specialty leading to a practice in one of the primary care or shortage specialties. Recipients must complete residency training within a reasonable time period not to exceed six (6) years.

9.3. Fellowship training is allowed if the Vice Chancellor for Health Sciences determines it is relevant to the recipient's selected specialty. Recipients must complete fellowship training within a reasonable time period not to exceed three (3) years.

§133-61-10. Fulfillment of Agreement.

10.1. A recipient shall satisfy his or her obligation as stated in the recipient's award agreement by practicing at an eligible service site in West Virginia. If the program's definition of eligible service sites changes between the recipient receiving his or her award and beginning practice, the recipient may select a practice site that meets either the current definition or the definition in place during any of the academic years in which the recipient received the award.

10.1.a. At the time a recipient is ready to start his or her practice or teaching, he or she may request that additional areas be considered as eligible service sites by the Vice Chancellor for Health Sciences. A recipient must provide documentation to explain why the site should be considered for a waiver of program requirements. The Vice Chancellor for Health Sciences shall use his or her discretion in approving the award.

10.2. Unless a waiver is granted, the recipient must begin practicing within six (6) months of completing training.

10.2.a. Any recipient may petition the Vice Chancellor for Health Sciences to pursue additional post-graduate training beyond requirements contained in this section. The Vice Chancellor for Health Sciences shall use his or her discretion in approving such request.

§133-61-11. Coordination With Other Programs.

11.1. Federal policy prohibits concurrent service of Choose West Virginia Practice Program service obligation with some federal programs' service obligations, such as the National Health Service Corps' Scholarship Program.

11.2. With advance approval of the Vice Chancellor for Health Sciences, the recipient may serve his or her obligation concurrently with other programs with service obligations that do not fall under the federal prohibition of concurrent service obligations.

§133-61-12. Repayment of Award in Lieu of Service.

12.1. In lieu of service, a recipient must repay the full amount of funds received, plus interest at a rate of five percent per year. Repayment must occur in full within three (3) years of the date the recipient completes or terminates his or her training or if the participant begins the service obligation, within three (3) years following the date he or she is no longer practicing at an eligible service site.

12.1.a. Payment may be made in one full payment or arrangements may be made to repay the award over up to a three (3) year period.

12.1.b. If a recipient serves as much as six (6) months full-time practice for his or her obligation but does not complete the full obligation, payment shall be figured on a pro rata basis. No credit shall be given for less than six (6) months of service of full-time practice.

12.2. Interest shall start to accrue on the day the recipient completes or terminates training or is no longer serving as required by the promissory note.

12.3. The recipient shall pay all attorney's fees and other costs and charges for the collection of any amount not paid when due.

§133-61-13. Collections.

13.1. Institution and Commission staff shall exercise due diligence in collecting monetary repayments from program recipients.

13.2. Institutional due diligence means:

13.2.a. Conducting and documenting an entrance interview (individually or in groups) with an award recipient before disbursing funds in an academic year. This requirement may be met by correspondence if the institution determines that a face-to-face meeting is not practical.

13.2.b. Conducting and documenting an exit interview with the award recipient in which the institution provides the borrower with information necessary to carry out the terms of repayment, reminds the recipient of the rights and responsibilities associated with the funds, and updates the recipient's personal information to assist in locating the recipient if he or she fails to keep the institution or the Commission informed of his or her current address.

13.3. Commission due diligence means:

13.3.a. Notifying the award recipient of his/her obligations at least once annually during any grace or deferment period.

13.3.b. Performing regular billing.

13.3.c. Following up past due payments with a series of at least four (4) documented and reasonably spaced attempts to contact the borrower, at least three (3) of which must be in writing at not more than thirty (30)-day intervals, before the obligation becomes one hundred-twenty (120) days past due, provided that the Commission has a current address for the borrower.

13.3.d. Performing address searches when necessary.

13.3.e. Referring defaulted award recipients more than one hundred-twenty (120) days past due to the Secretary of the Department of Administration or to a collection agent.

13.4. In place of one or more of the procedures outlined above, institutions and Commission staff may substitute collection techniques that are equally or more effective.

§133-61-14. Cancellation and Waiver of Practice Obligation.

14.1. In the event of the recipient's death, any unpaid indebtedness on his or her obligation shall be cancelled.

14.2. In the event of the permanent, total disability of the recipient, any unpaid indebtedness on his or her obligation shall be cancelled.

14.3. In certain cases such as partial disability, chronic disease, or other instances of extreme hardship, repayment of the award may be postponed or waived. The recipient must thoroughly document a request for such consideration. The Vice Chancellor for Health Sciences shall be the authority that may grant such postponement or waiver.

§133-61-15. Annual Certification of Practice.

15.1. To be eligible for credit toward the obligation, the recipient must have approval from the Vice Chancellor for Health Sciences to practice at a specific practice site in an underserved area in West Virginia. Throughout the course of their participation in the program, recipients must annually provide evidence of continued practice at an approved site. Such evidence shall be presented on a form provided by the Vice Chancellor for Health Sciences for this purpose.

15.2. Recipients shall be required to maintain their current mailing address, email address, and phone number with the Vice Chancellor for Health Sciences until such time as the obligation has been satisfied through service or repayment.

§133-61-16. Appeals.

16.1. A student may appeal in writing the denial of an initial award or renewal award or any other decision within fifteen (15) days of receiving notification to the Vice Chancellor for Health Sciences. The Vice Chancellor for Health Sciences may consult with an appeals committee comprised of financial aid staff, health sciences staff, and representatives from the applicant's institution. The Vice Chancellor for Health Sciences shall issue a written decision upholding or reversing the initial decision within fifteen (15) days of receipt of the appeal.

16.2. An applicant may further appeal in writing the decision of the Vice Chancellor for Health Sciences within fifteen (15) days of receipt of notification of the decision to the Vice Chancellor for Administration. The Vice Chancellor for Administration shall issue a written decision upholding or reversing the Vice Chancellor for Health Sciences' decision within twenty (20) days of receipt of the appeal.

16.3. Any appeal made should set forth in detail the grounds for the appeal. The decision rendered at each level shall address in writing each ground raised.

§133-61-17. Accounting, Reporting, and Auditing Requirements.

17.1. Before the end of each fiscal year, each institution's financial aid office must reconcile its program records with:

17.1.a. The Commission's records of program awards and disbursements; and

17.1.b. The institution's business office records of program disbursements.

17.2. All participating institutions may be subject to financial aid audits.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Presentation of 2020 Census on Campus

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Matt Turner

BACKGROUND:

Carol Cain Bush, Partnership Specialist for the U.S. Census Bureau will provide a presentation titled 2020 Census: Counting Every Student Once, Only Once, and in the Right Place.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Report on Master's Degree Programs

INSTITUTIONS: Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1A-6(g), Concord University, Fairmont State University, Shepherd University, West Liberty University, and West Virginia State University have submitted reports on the viability of master's degree programs at their respective institutions.

The reporting elements as delineated in West Virginia Code are:

1. The number of programs being offered and the courses offered within each program;
2. The disciplines in which programs are being offered;
3. The locations and times at which courses are offered;
4. The number of students enrolled in the program; and
5. The number of students who have obtained master's degrees through each program.

The first master's level programs at the former baccalaureate-only institutions were approved by the Commission for initial offering in the 2003-2004 academic year. In the past academic year, the number of graduate programs implemented across the five institutions remained at 26. In addition, the Commission has approved nine additional programs that are awaiting implementation. Overall, there was a 4.3 percent decline in enrollment and a 7.2 percent decrease in graduates.

Summary comments on notable developments and achievements in the graduate offerings at each institution and a chart that lists number of program enrollees and graduates follow.

Concord University:

- Overall, enrollment and graduate numbers were flat compared to the previous year.
- The Health Promotions program did experience an enrollment growth of nearly 70 percent.
- Social Work remains the largest graduate program with an enrollment of 220 students. The program also served 55 students seeking provisional licensure.
- The M.Ed. in Education program offers specializations in Leadership and Supervision, Reading, and Special Education.
- All of the programs offered 100 percent of the classes online.

Fairmont State University:

- There was an overall decline in enrollment (15.2 percent) and graduates (26.3 percent) from the previous year.
- The Architecture program is in candidacy status with respect to accreditation. Full accreditation is anticipated in 2022.
- New options were approved in Education (Principalship and Superintendency) and Business (Cybersecurity Management).
- Criminal Justice continued work on developing a 4+1 degree program.
- Courses in the MBA and Architecture programs are primarily offered on-campus. Coursework for the other three programs are offered primarily online.
- The University is awaiting approval from the Higher Learning Commission for three programs approved by the Higher Education Policy Commission 1) MS Healthcare Management, 2) MA National Security and Intelligence, and 3) MS Engineering Management.

Shepherd University:

- Shepherd University experienced an overall decline in graduate enrollment (11.6 percent). The majority of the decline can be attributed to an enrollment decline in the MBA program (23.8 percent).
- A new MA in Appalachian Studies program was anticipated to begin in fall 2019.
- Concentrations have been eliminated in the DNP program (Leadership Administrative) and in Curriculum and Instruction (Special Education). The MAT program has plans to offer a Music Education certification.
- There are plans to offer a dual master's degree involving Student Development and Administration and Business Administration.
- Graduate certificates are offered in the following areas: 1) Appalachian Studies, 2) Health Administration, 3) Public Management, and 4) Sports Management.

West Liberty University:

- There was an increase in overall enrollment (2.9 percent). An overall decrease in

graduates (11.1 percent) can primarily be attributed to a decrease in graduates from the Education program (39.1 percent).

- The MA/MS Biology program had 12 graduates which represented the program's first graduates.
- A MS in Athletic Training program has been approved by the Higher Education Policy Commission in November 2018 but has yet to be implemented. In addition, two previously approved programs - MS Dental Hygiene and MS Clinical Psychology - have yet to be officially implemented.
- Two programs are offered at the main campus with traditional delivery: Physician Assistant Studies and Biology. Education and Professional Studies are offered at the Highlands Center at evening hours.
- The MBA and Criminology programs are offered entirely online.

West Virginia State University:

- Overall, enrollment and graduate numbers were relatively flat. A decline in graduates in several programs was offset by the 20 graduates in Instructional Leadership which represents the program's first graduates.
- As enrollment grows, Criminal Justice Administration will be offered 100 percent online.
- Virtually all of the graduate course offerings are offered on-campus.
- Media Studies remains a relatively small program. Efforts to increase enrollment led to an increase in applicants (two to twelve). A Public Health Communication track will be offered online
- Two programs approved in 2017, MS Computer Science and MS Sports Studies, have yet to be implemented.

**Enrollment Summary for Master's Degree Programs for
Concord University, Fairmont State University, Shepherd University,
West Liberty University and West Virginia State University
2018-2019**

Institution	Program	Term of Implementation	Total Program Enrollment (Degree Seeking)		Graduates		
			2017-18	2018-19	2017-18	2018-19	Overall
Concord University	MEd Education	Fall 2003	80	86	23	25	439
	MAT Teaching	Spring 2012	47	42	9	10	32
	MA Health Promotions	Fall 2012	23	39	11	8	80
	MSW Social Work	Fall 2013	232	220	58	60	208
Concord University Totals			382	387	101	103	759
Fairmont State University	MEd Education	Fall 2003	171	141	52	44	690
	MAT Teaching	Spring 2006	24	17	7	3	113
	MS Criminal Justice	Fall 2005	49	42	21	15	130
	MBA Business Administration	Fall 2006	46	48	13	7	202
	MArch Architecture	Fall 2014	6	3	2	1	6
	MS Engineering Management	TBD	-	-	-	-	-
	MA National Security and Intelligence	TBD	-	-	-	-	-
	MS Health Care Management	TBD	-	-	-	-	-
	MS Human Services <i>Note: Terminated Feb 2012</i>	Fall 2007	-	-	-	-	3
Fairmont State University Totals			296	251	95	70	1144
Shepherd University	MA Curriculum & Instruction	Fall 2003	16	11	4	3	110
	MA Student Development & Administration	Fall 2006	31	29	9	15	141
	MAT Teaching	Fall 2005	32	39	8	10	99
	MBA Business Administration	Fall 2005	113	86	32	28	342
	MS Data Analytics and Information Systems	Spring 2018	3	10	0	2	2
	Doctor of Nursing Practice	Fall 2015	29	22	7	3	10
	MA Appalachia Studies	TBD	-	-	-	-	-
	MM Music Education <i>Note: Terminated Sept 2014</i>	Fall 2005	-	-	-	-	27
Shepherd University Totals			224	197	60	61	731
West Liberty University	MA Education	Fall 2008	112	94	46	28	251
	MS Physician Assistant Studies	Summer 2012	34	34	16	14	100
	Master of Professional Studies	Fall 2014	44	34	17	15	74
	MS Criminology	Fall 2015	19	18	9	6	15
	Master of Business Administration	Spring 2016	131	144	38	37	75
	MA/MS Biology	Fall 2017	10	36	0	12	12
	MS Dental Hygiene	TBD	-	-	-	-	-
	MA Clinical Psychology	TBD	-	-	-	-	-
	MS Athletic Training	TBD	-	-	-	-	-
West Liberty University Totals			350	360	126	112	527
West Virginia State University	MA Media Studies	Fall 2003	8	4	3	1	45
	MA/MS Biotechnology	Fall 2003	24	21	9	6	78
	MS Criminal Justice Administration	Fall 2011	20	19	9	7	37
	Master of Public Administration	Fall 2015	26	25	11	4	17
	MEd Instructional Leadership	Fall 2016	46	53	0	20	20
	MS Sports Studies	TBD	-	-	-	-	-
	MS Computer Science	TBD	-	-	-	-	-
West Virginia State University Totals			124	122	32	38	197
OVERALL TOTALS			1,376	1,317	414	384	3,358

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Report on Program Review

INSTITUTIONS: Bluefield State College, Concord University, Fairmont State University, Marshall University, Shepherd University, West Liberty University, West Virginia State University, West Virginia University, Potomac State College of West Virginia University, and West Virginia University Institute of Technology

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Mark Stotler

BACKGROUND:

In accordance with West Virginia Code §18B-1B-4 and §18B-2A-4 and Series 10, Procedural Rule, Policy Regarding Program Review, the institutions through their respective governing boards conducted academic program reviews during the 2018-2019 academic year and submitted summary reports that indicated actions taken. A summary of program enrollments and graduates as well as a few highlights is provided in the information that follows. All programs were recommended for continuation with the exception of the following programs:

- BS Public Health - Marshall University
- MS Community Health Promotion - West Virginia University

The institutional reviews identified 29 programs that required follow-up reports or actions. In most cases, the follow-up reports are to address assessment concerns with a few requested to address program viability. The institutions reviewed a total of 98 programs.



2018-2019 Program Review Summary

Bluefield State College:

Program	Average Enrollment	Total Graduates
AS Radiologic Technology	19	64
BSN Nursing	23	91
BA Social Sciences	88	87
BA Regents Bachelor of Arts	NA	196

Highlights:

- All programs were recommended for continuation.
- Radiologic Technology and Nursing received accreditation visits in 2018 and were continued with no issues or concerns.
- The RBA program has significantly increased its utilization of WVROCKS courses.

Concord University:

Program	Average Enrollment	Total Graduates
BS Geography	8 (2018)	23
BA History	10.6	62
BA Political Science	76	46
BS Psychology	115	133
BS Sociology	63	89

Highlights:

- All programs were recommended for continuation with several recommendations for a better utilization of assessment and attention to program improvement.
- A revision of the Geography curriculum has resulted in the retirement of the GIS emphasis and the addition of Geospatial Science.
- A revision of the History curriculum has resulted in the deactivation of 15 courses and consideration of a switch to a BS degree.

Fairmont State University:

Program	Average Enrollment	Total Graduates
BA/BS History	35	55
BS Mathematics	17	30
BA National Security and Intelligence	86	56
BA Political Science	71	78
BS Sociology	39	41
AS Nursing	NA	389

Highlights:

- All programs were recommended for continuation. History, Mathematics, National Security and Intelligence, and Political Science were requested to submit an assessment report.

- National Security and Intelligence is the fastest growing major and experienced an enrollment growth at 115 percent during the review period.
- The BS option in History has no language requirements and produces a majority of history graduates.

Marshall University:

Program	Average Enrollment	Total Graduates
BA Arts	25	15
BA Communication Studies	59	63
BA Foreign Language	176	48
BA History	160	108
BA Humanities	45	18
BA Sociology	83	46
BFA Fine Arts	467	243
BS Biological Sciences	678	348
BS Health Sciences	286	233
BS Public Health	39	42
BA Regents Bachelor of Arts	288	1,018
MA Communication Studies	13	35
MA History	20	32
MA Humanities	10	15
MA Music	17	29
MA Sociology	10	13
MA Special Education	173	250
MA/MS Biological Science	30	59
PharmD Pharmacy	257	215
DPT Physical Therapy	102	135

Highlights:

- All programs were recommended for continuation with the exception of the BS in Public Health. The program lost all full-time faculty and is currently in a teach-out for the students.
- Additional resources were recommended for the BS in Biological Science to hire an associate chair.
- Pharmacy and Physical Therapy achieved accreditations.
- Health Sciences experienced an enrollment increase of 137 percent.

Shepherd University:

Program	Average Enrollment	Total Graduates
BA Elementary Education	486-combined	190
BA Secondary Education		188
BA Early Education		4
BS Health Promotion & Exercise Science	75	12
BSN Nursing	441	370

Program	Average Enrollment	Total Graduates
BS Social Work	92	109
BS Sociology	121	130
DNP Nursing	21	7

Highlights:

- All programs were recommended for continuation with four programs requested to provide follow-up reports on assessment.
- All programs are eligible for specialized accreditation and are in good standing.
- The DNP Nursing program produced its first graduates.
- Sociology has two tracks with Criminal Justice being the most popular.

West Liberty University:

Program	Average Enrollment	Total Graduates
BS Criminal Justice	113	139
BS Exercise Physiology	133	158
BA/BS Interdisciplinary Studies	4	16
BS Medical Laboratory Science	23	32
BA Regents Bachelor of Arts	30	223
BA Organizational Leadership	40	105
MS Physician Assistant Studies	35	86

Highlights:

- All programs recommended for continuation.
- Criminal Justice has been encouraged to utilize a local house to create a forensic crime scene.
- The Physician Assistant program enrolls cohorts of 18. Program accreditation has moved from provisional to full.

West Virginia State University:

Program	Average Enrollment	Total Graduates
BA Art	52	51
BS Criminal Justice	219	213
BS Health Science	35	63
BA International Studies	11	15
BFA Music Performance	9	14
BA Regents Bachelor of Arts	181	329
BS Social Work	100	115
BS Sports Studies	90	93
MS Criminal Justice	16	29

Highlights:

- All programs were recommended for continuation with seven of the programs required to submit a follow-up report on assessment.
- Due to high demand, Criminal Justice offers an online option. Health Science offers an online option for Community Health.

- International Affairs is considering a merger with Foreign Languages.

West Virginia University:

Program	Average Enrollment	Total Graduates
BFA Art and Design	212	224
BA Art History	8	17
BA/BS Biology	631	706
BS Exercise Physiology	673	717
BS Forensic and Investigative Science	322	167
BS Immunology and Medical Microbiology	35	9
BA/BS Interdepartmental Studies	301	403
BMDS Multidisciplinary Studies	709	1,791
BS Physical Education	78	247
BS Sport Studies	317	684
BA Theatre	52	43
BFA Theatre	93	67
MA Art	8	13
MFA Theatre	14	3
MOT Occupational Therapy	39	214
MPA Public Administration	52	136
MPH Public Health	78	183
MS/PhD Biology	45 (combined)	MS-15; PhD-15
MS Biostatistics	7	14
MS Community Health Promotion	20	55
MS/PhD Exercise Physiology	31 (combined)	MS-30; PhD-9
MS Forensic and Investigative Science	20	19
MS Health Sciences	19	23
MHS Pathologist's Assistant	30	75
MS Physical Education	N/A	399
PhD Immunology and Microbial Pathogenesis	7	7
PhD Kinesiology	29	37
PhD Neuroscience	24	17
PhD Public Health Sciences	34	20
EdD Physical Education	11	2

Highlights:

- All programs were recommended for continuation with the exception of the MS in Community Health Promotion.
- While enrollment in Art History remains low, the number of minors have increased from nine to 112.
- Nine programs were requested to provide follow-up reports primarily to address assessment.
- Exercise Physiology will address curriculum concerns as it considers pursuant of accreditation.

- The Division of Operational Therapy has proposed an Occupational Therapy doctoral program to meet a national mandate. The first doctoral students will be admitted in 2021.
- The Pathology Assistant's program is one of only 11 in the country.
- The PhD program in Kinesiology has been recognized as a program of excellence.

Potomac State College of West Virginia University:

Program	Average Enrollment	Total Graduates
AA/AAS Criminal Justice	105	114

Highlights:

- AAS graduates are being encouraged to consider the BAS degree as an option. A criminal justice option is available.

West Virginia University Institute of Technology:

Program	Average Enrollment	Total Graduates
BS Biology	N/A	41
BS Forensic Investigation	N/A	22
BS Health Services Administration	27	33
BA/BS Interdisciplinary Studies	N/A	2
BS Public Service Administration	9	8
BA Regents Bachelor of Art	25	119

Highlights:

- All programs were recommended for continuation.
- Interdisciplinary Studies has been requested to address extremely low enrollment and to consider dropping the BS option.
- Biology has doubled enrollment since the move to Beckley (40 to 80).
- Five of the programs were directed to develop assessment plans.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Campbellsville University to Confer Degrees in West Virginia

INSTITUTION: Campbellsville University (Kentucky)

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the request for Campbellsville University to offer Theology degrees in West Virginia.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Campbellsville University is a private, non-profit Christian institution of higher education located in Campbellsville, Kentucky with an enrollment of approximately 10,000 students. Campus administrators are requesting authorization to confer degrees in the field of theology at two locations in West Virginia, Williamson and Huntington. Undergraduate degrees offered in theology include Biblical Studies, Christian Missions, Christian Studies, Educational Ministries, Marriage and Family Ministries, and Pastoral Ministries. Graduate degrees include master's in Marriage and Family Therapy and in Theology.

In addition to theology programs, Campbellsville University offers 80 degree and certificate programs and is accredited by the Southern Association of Colleges and Schools (SACS) to award certificates and associate, bachelor, master and doctoral degrees. The University operates the main campus, six regional centers in Kentucky, and five instructional sites across the United States.

The Williamson, West Virginia site is to be located at the old Williamson High School campus while the Huntington, West Virginia site is a cooperative agreement with Christ Temple Church. Students will be able to enroll in both online and onsite courses.

Campbellsville University plans to offer a certificate in Christian Ministry and an associate's degree in Christian Studies at both the Huntington and Williamson sites as well as at least two occupational certificates in barbering and cosmetology at the Williamson site. According to West Virginia Code, the associate's degree and the post-secondary certifications must be approved by the West Virginia Council for Community and Technical College Education.

In accordance with Series 20, Legislative Rule, Initial Authorization of Degree-Granting Institutions, Campbellsville University is seeking authorization to confer degrees above the associate level in West Virginia. It is understood the authorization for degrees above

the associate level shall be limited to degrees offered in the field of theology. Should initial authorization be granted, Campbellsville University would be subject to paying any required fees and annual reauthorization as prescribed in Series 52, Legislative Rule, Annual Reauthorization of Degree-Granting Institutions.

It is also understood Campbellsville University may not offer the associate's degree or certificate programs until such programs have been approved by the West Virginia Council for Community and Technical College Education.

Certificate in Christian Ministry

The certificate in Christian ministry consists of the student's choice of nine courses, for a total of 27 credit hours. The certificate only requires ministry courses and has no general education requirements.

Certificate in Christian Ministry Courses (27 credit hours)

Choose nine of the following:

- **CHS 111:** Introduction to Old Testament Study
- **CHS 121:** Introduction to New Testament Study
- **CHS 130:** Christ and Culture
- **CHS 312:** Old Testament Prophets (or other upper-division Old Testament studies course)
- **CHS 323:** Studies in the Gospels (or other upper-division Old Testament studies course)
- **CHS 352:** Pastoral Ministries
- **CHS 353:** Ministry of Proclamation
- **CHS 354:** Introduction to Christian Evangelism
- **CHS 432:** Christian Theology
- **CHS 471:** Church History
- **PHI 241:** Introduction to Philosophy

Admissions Requirements

To apply to Campbellsville's certificate in Christian ministry, prospective students must submit or complete the following:

1. Complete the [Online application](#).
2. Submit official copies of transcripts from each college or university previously or currently attended, along with a complete record of all courses attempted, to the Office of Admissions.

3. If transferring less than 24 credit hours, submit official copies of high school transcripts and ACT or SAT scores to the Office of Admissions.

General Education Requirements for Bachelor Degrees (41 Hours Total)

Area of Personal Development (11 Hours Minimum)

Literature and Christian Studies (9 hours)

Take this specific course (3 hours):

ENG 210 Literary Studies (3 hours) (prerequisite: ENG 112)

Take two courses on this list (6 hours):

CHS 111 Introduction to Old Testament Study (3 hours)

CHS 121 Introduction to New Testament Study (3 hours)

CHS 130 Christ and Culture (3 hours)

PHI 241 Introduction to Philosophy (3 hours)

Art, Drama, and Music

Take one course on this list (2 hours minimum)

ART 110 Understanding Art (2 hours)

ART 310 Art History I (3 hours)

ART 311 Art History II (3 hours)

MUS 125 Understanding Music (2 hours)

MUS 221 Music Literature (3 hours)

TH 131 Introduction to Theater (3 hours)

Areas of Symbolics of Information (9 Hours Minimum)

English Composition

Take each course on this list (6 hours):

ENG 111 Freshman Composition I (3 hours)

ENG 112 Freshman Composition II (3 hours) (prerequisite: ENG 111)

Mathematics

Take one course on this list (3 hours minimum):

MTH 110 College Mathematics (3 hours)

MTH 111 College Algebra (3 hours)

MTH 112 Trigonometry and Analytic Geometry (3 hours)

MTH 123 Elementary Calculus and Its Applications (3 hours)

MTH 130 Elementary Statistics (3 hours)

MTH 210 Calculus I (4 hours)

Areas of Personal Skill Development (6 Hours Minimum)

Health Promotion, Mass Communication, and Computing and Technology (6 or 7 hours)

Take one course from two of these three subject areas:

Health Promotion

HP 180 Principles for Wellness (3 hours)

HP 200 Healthful Living (3 hours)

Mass Communication

MAC 120 Fundamentals of Speech (3 hours)

MAC 140 Introduction to Communication (3 hours)

Computing and Technology

CIS 100 Computer Concepts and Applications (3 hours)

CIS 160 CIS I (with lab) (4 hours)

LIS 150 Information Mastery (3 hours)

Area of Science and Social Sciences (15 Hours Minimum)

Biological Science

Take one course on this list (3 hours):

Note: P-5 teacher certification must take the 1-hour lab associated with the course chosen from this list:

BIO 103 Environment and Man (3 hours)

BIO 110 Biology (3 hours)

BIO 200 Biological Concepts (with lab) (4 hours)

Physical Science

Take one course on this list (3 hours):

Note: P-5 teacher certification must take the 1-hour lab associated with the course chosen from this list:

CHE 100 Introduction to Chemistry (3 hours)

CHE 111 General Chemistry I (3 hours)

GEO 105 Introductory Earth Science (3 hours)

GEO 211 Physical Geology (3 hours)

PHY 131 Conceptual Physics (3 hours)

PHY 132 Introduction to Astronomy (3 hours)

PHY 141 General College Physics I (3 hours)

Economics, Psychology, and Sociology (6 hours)

Take one course from two of these three subject areas:

Economics

ECO 110 Introduction to Economics (3 hours) (for students in non-business programs)

ECO 221 Macroeconomics (3 hours)

ECO 222 Microeconomics (3 hours)

Psychology

PSY 111 General Psychology (3 hours)

Sociology/Culture:

SOC 110 Introduction to Sociology (3 hours)

History and Political Science

Take one course on this list (3 hours):

HST 110 United States to 1877 (3 hours)

HST 120 United States Since 1877 (3 hours)

HST 231 World Civilization to 1650 (3 hours)

HST 242 World Civilization Since 1650 (3 hours)

POL 110 American Government (3 hours)

Other Required Courses For All First-time New Students (2 Hours)

(Does not count toward General Education hours)

OR 100 First-Year Experience (1 hour)

OR 100-91 FIRST CLASS (large group) (0 hours)

OR 110 First-Year Experience II (1 hour)

Biblical Studies Major

Course Offerings

Biblical Studies Area for Bachelor of Arts degree: 66 Hours

Language Requirement for Bachelor of Arts: 12 Hours

Select any two languages listed here:

Hebrew: 6 Hours

HEB 221 Beginning Hebrew I 3

HEB 222 Beginning Hebrew II 3

Greek: 6 Hours

GRK 221 Beginning Greek I 3

GRK 222 Beginning Greek II 3

Modern Language: 6 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

General Education Prerequisites: 6 Hours

These courses are recommended because they meet requirements for General Education and are prerequisites for required and elective courses in theology areas, majors, and minors.

CHS 111 Introduction to Old Testament Study 3
CHS 121 Introduction to New Testament Study 3

Biblical Studies Area Requirement: 36 Hours

Old Testament – Choose two courses from this list: 6 Hours

CHS 311 Wisdom and Poetic Literature 3
CHS 312 Studies in the Old Testament Prophets 3
CHS 411 Studies in the Pentateuch 3

New Testament – Choose two courses from this list: 6 Hours

CHS 323 Studies in the Gospels 3
CHS 324 Studies in Paul 3
CHS 325 Studies in John 3

Biblical Studies Electives:

Choose one course from this list: 3 Hours

CHS 311 Wisdom and Poetic Literature 3
CHS 312 Studies in the Old Testament Prophets 3
CHS 314 Isaiah 3
CHS 323 Studies in the Gospels 3

CHS 324 Studies in Paul 3
CHS 325 Studies in John 3
CHS 328 General Letters (Hebrews-Jude) 3
CHS 380/480 Special Topics 3
CHS 390/490 Independent Study 3
CHS 411 Studies in the Pentateuch 3
CHS 412 Intertestamental Period 3
GRK 321 Greek Exegesis I 3
GRK 322 Greek Exegesis II 3
HEB 321 Hebrew Exegesis I 3
HEB 322 Hebrew Exegesis II 3

Christian Studies Upper Division Elective: 3 Hours

Choose one [Christian Studies](#) upper division course.

Christian Missions Major

Course Offerings

Christian Missions Major for the Bachelor of Science degree: 39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3

CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

Christian Missions Major Requirements: 21 Hours

Christian Missions Major: 18 Hours

Take each course on this list:

CHS 234 World Religions 3
CHS 276 History of Christian Missions 3
CHS 354 Introduction to Christian Evangelism 3
CHS 376 Introduction to Missiology 3
CHS 378 Missions Methods and Strategies 3
SOC 321 Cultural Geography and Anthropology 3

Christian Missions Major Elective: 3 Hours

Choose one course from this list:

CHS 350 Introduction to Sports Ministry 3
CHS 355 Pastoral Care and Counseling 3
CHS 379 Missions Mobilization & Preparation 3
CHS 380/480 Special Topics 3
CHS 451 Growing a Healthy Church 3
SOC 340 Sociology of Religion 3
SWK 480 Special Topics: Global Outreach in Practice

Educational Ministries Major

Course Offerings

Educational Ministries Major for the Bachelor of Science Degree: 39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3

CHS 230 Spiritual Formation 3

CHS 365 Christian Studies Internship 3

CHS 432 Christian Theology 3

CHS 471 Church History 3

CHS Upper Level Old or New Testament Course 3

Educational Ministries: 15 Hours

Take the following four courses:

CHS 361 Intro to Educational Ministries 3

CHS 362 Teaching for Life Change 3

CHS 462 Intergenerational Ministries 3

CHS 463 Innovative Educational Ministries 3

Educational Ministries Electives:

Choose one course from this list:

CHS 363 Children's Ministry 3

CHS 364 Youth Ministry 3

CHS 380/480 Special Topics 1-3
CHS 390/490 Independent Study 1-3

Related Studies in Psychology: 3 Hours

Choose one course from this list:

PSY 311 Learning and Behavior 3
PSY 321 Lifespan Development 3
PSY 323 Theories of Personality 3
PSY 333 Group Dynamics 3
PSY 452 Psychology of Religious Experience 3

Elective from the following: 3 Hours

Choose one course from this list:

CHS Christian Studies Upper Division Course 3
TH 336 Church Drama 3

Marriage and Family Ministry Major

Course Offerings

Marriage and Family Ministry Major for the Bachelor of Science Degree:
39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

Marriage and Family Ministry Area Requirements: 21 Hours

Take the following five courses:

CHS 355 Pastoral Care and Counseling 3
CHS 368 Marriage and Singlehood 3
CHS 369 Parent and Child 3
CHS 456 Soul Care in Family Crises 3
CHS 462 Intergenerational Ministries 3

Interdisciplinary Electives: 6 Hours

Choose two courses from this list:

ECE 130 Childhood Development I 3
ECE 230 Childhood Development II 3
PSY 321 Lifespan Development 3
PSY 333 Group Dynamics 3
PSY 343 Gender Studies 3
PSY 412 Abnormal Psychology 3
PSY 452 Psychology of Religious Experience 3
SOC 415 Family Violence 3
SWK 460 Aging 3
SWK 481 Addictions 3

Pastoral Ministries Major

Course Offerings

Pastoral Ministries Major for Bachelor of Science Degree: 36 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3

CHS 230 Spiritual Formation 3

CHS 365 Christian Studies Internship 3

CHS 432 Christian Theology 3

CHS 471 Church History 3

CHS Upper Level Old or New Testament Course 3

Pastoral Ministries Major Requirements: 36 Hours

Pastoral Ministries: 15

Take each course on this list:

CHS 356 Ministry of Christian Leadership 3

CHS 352 Pastoral Ministries 3

CHS 353 Ministry of Proclamation 3

CHS 355 Pastoral Care and Counseling 3

Choose one course from this list:

CHS 354 Introduction to Christian Evangelism 3

CHS 451 Growing a Healthy Church 3

Electives in Pastoral Ministries: 3 Hours

Choose one course from this list:

CHS Christian Studies Upper Division Course 3

CHS 350 Introduction to Sports Ministry 3
PSY 321 Lifespan Development 3
PSY 333 Group Dynamics 3
PSY 452 Psychology of Religious Experience 3
SOC 331 Marriage and Family 3
TH 336 Church Drama 3

CAMPBELLSVILLE UNIVERSITY SELF STUDY

Section 1: Introduction

1.1 University and Program Information

Full Legal Name of University:

Campbellsville University, Inc.

URL for University Homepage:

www.campbellsville.edu

Location – New Site:

Williamson, West Virginia

Contact Information - Primary person responsible for this submission:

Name: Dr. Donna R. Hedgepath

Title: Provost and Vice President for Academic Affairs

Mailing Address: 1 University Drive, UPO 848; Campbellsville, KY 42718

Telephone: 270-789-5231

Fax: 270-789-5020

Email: drhedgepath@campbellsville.edu

Site Visit Coordinator for Campbellsville University:

Name: Dr. H. Keith Spears

Title: Vice President and Assistant to the President

Mailing Address: 1 University Drive, UPO 781; Campbellsville, KY 42718

Telephone: 270-789-5520

Fax: 270-789-5020

Email: hkspears@campbellsville.edu

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1.3 Executive Summary

“Explore the situation... Don’t keep looking the in rearview mirror and defending the status quo, which is outmoded the moment it happened.”

Marshall McLuhan
Weekend Magazine
March, 1967

Dr. McLuhan’s Comments a half century ago remain true, today! Campbellsville University (CU) is focused on the future, seeking to offer academic programs provided by The School of Business, Economics and Technology, in Williamson, West Virginia. Campbellsville University, with a student enrollment of more than 10,000, understands quality higher education occurs through personal interaction, dedicated faculty commitment and a strong ethic rooted in instilling principles of hard work and servant leadership. Since its founding in 1906, Campbellsville University (CU) has been passionately driven to change lives for the better.

As a private non-profit institution, regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 1866 Southern Lane, Decatur, GA 30033, CU prepares students at an affordable cost through a variety of delivery methods, focusing on critical thinking. CU educates students intellectually, morally and spiritually for work and life.

The foundation for bringing Campbellsville University to Williamson, West Virginia is based on the directions laid down by Vision 2025 (**See Appendix 1.3.a**) CU is to pursue new academic programs and venues, beyond Kentucky, especially in professional fields.

Augmenting the main campus and six other Kentucky regional centers and five instructional sites in the United States, Williamson, West Virginia is a natural progression for the university as potential students from our West Virginia neighbors seek higher education. Growing numbers of CU students are nontraditional, working full-time and/or have family obligations. Students with additional responsibilities must have flexible pathways to degree completion. Evening, weekend and online courses as well as convenient regional centers are providing flexibility to students. Campbellsville University is equipped for professionals, who seek degrees in our business program.

1.4 Regional and Statewide Need

Campbellsville University was solicited by the Williamson, West Virginia community and local business owners who saw a need for Christian higher education for this coal economy town in Southern West Virginia, bordering on Pike County, Kentucky.

For many years, coal mining and the railroad sustained the community and region, but the devastating economic impact of diminished coal demand; the opioid epidemic; the hunger issues in grade school children in Mingo County; and the attitude of citizens whose futures are full of uncertainty, have brought hopelessness to the region. The Williamson, West Virginia community leadership sent several letters of support to the University. Regional leaders indicated there would be financial support, and this was an opportunity for local business and

industry to give scholarship to their students entering Campbellsville University locally. **(Letters of Support are in Appendix 1.4.a).**

The community and region believe there is a lack of alternative career fields in the region as well as affordable training and education. The region has a high rate of high school graduates leaving the area to pursue degrees, and not returning to raise families or start a career. Campbellsville University can offer diversification, and a viable resource for affordable and strong adult education.

Section 2: Mission Statement and Academic Goals

Mission Statement

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by using advanced research to practice at the doctoral level, and active participation in a diverse, global society.

Values and goals

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master's and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

Meeting our mission and goals narrative

The mission and goals anchor the decision making at Campbellsville University. Grounded in the liberal arts tradition, teaching is at the core of fostering academic excellence. With a professor to student ratio of 13:1, academic curiosity and collaboration are nurtured, not only in classroom discussions and activities, but also in digital conversations via social media and more informal spaces. CU offers more than 80 different programs, ranging from certificates to graduate studies. Supported by the liberal arts emphasis, the University's academic mission extends into professional fields and post-graduate research.

Campbellsville University has been continuously accredited and is currently accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award certificates, associate, bachelors, masters and doctoral degrees. Information may be obtained by contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the status of Campbellsville University. The following list is a sampling of the recognitions gained for our efforts and recent Accolades for Academic Excellence.

Rankings and Accolades - 2018-2019

U.S. News & World Report:

- . 1st and only Kentucky university (101 nationally) for 2018 Best Online Graduate Business Programs (Excluding MBA)
- . 2nd in Kentucky (116 nationally) for 2018 Best Online MBA Programs
- . 5th in Kentucky (165 nationally) for 2018 Best Online Bachelor's Programs
- . 6th in Kentucky (125 nationally) for 2018 Best Online Graduate Education Programs
- . 6th Most International Students in the South 2018
- . Top 10 Kentucky Institution (106th regionally) for Best Regional Universities in the South

CollegeChoice.net

- . 1st in Kentucky (8th nationally) in Most Affordable Online Master's in Organizational Leadership:

OnlineAssociateDegrees.net

- . Top 10 in U.S. Associate's in Business Administration Online 2018

AffordableColleges.com

- . 1st in Kentucky (14th nationally) in Top 40 Affordable Online Master's Degrees in Social Work

BestValueSchools.org

- . 1st in Kentucky (23rd nationally) in Best 20 Online MBA Programs
- . 1st in Kentucky (24th nationally) in Best Early Childhood Education Programs 2018
- . 1st in Kentucky (16th nationally) in Top Online Human Resources Degrees of 2018
- . 2nd in Kentucky (47th nationally) in Best MBA Programs of 2018
- . 2ns in Kentucky in Best Colleges in Kentucky of 2018

Vision 2025, adopted by the Board of Trustees in 2010 encourages the university to seek students from a worldwide perspective. Focusing on professional and graduate fields of study, the university is carrying its mission outside the state of Kentucky.

Campbellsville University is committed to freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment and student involvement in service. The University affirms diversity and inclusion by focusing on an awareness and understanding of diverse perspectives across all aspects of the institution, while upholding the dignity, value, and uniqueness of each individual regardless of personal differences.

The composition of CU's student body reflects the commitment to inclusion and diversity. Nearly half (49%) of the student population are international students from more than 60 countries. Students from 44 states within the US and 113 of Kentucky's 120 counties make up the domestic population. CU students represent nearly 20 different religions. Of our undergraduate population, 40% are non-traditional students (25 years and older) and 35% are transfer students from other colleges.

Section 3: Administrative Capacity

3.1 Legal Characteristics

Incorporated in 1906 in the Commonwealth of Kentucky, the university's current legal status name emerged over the course of the 20th century and through amendments to its articles of incorporation. The last amendment was in 1996, which changed the legal name from Campbellsville College to Campbellsville University (**Appendix 3.1.a for the Articles of Incorporation**). Originally recognized as a nonprofit in 1943, the Internal Revenue Service reaffirmed the institution's designation, after its legal name change to Campbellsville University, as exempt from federal income tax under Section 501(c)(3) in 1997 and a nonprofit institution of Christian higher education under the laws of the Commonwealth of Kentucky and of the United States (**Appendix 3.1.b for the IRS determination letter**). The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558 as well as other boards, agencies, and commissions. (**Appendix 3.1.c for a copy of the Southern Association of Colleges and Schools Commission on Colleges reaffirmation document**).

Campbellsville University is **not** a parent, subsidiary, or part of any other corporate group.

3.2 Governance and Administrative Structure

The business and affairs of the University are conducted and managed by its Board of Trustees. The Board appoints the President of the University, who is directly responsible for the administration of the University. The President appoints and directly supervises all officers and employees of the University. Except for academically tenured faculty and employees under contract, all employees are "at will" employees who serve at the pleasure of the President.

The organization of Campbellsville University is vested in the Office of the President. The university organizational structure has been developed according to function and purpose. The President's Administrative Council, which meets on a regular basis is composed of the Provost & Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Communication, Vice President for Development, Vice President for University Outreach, Vice President for Enrollment Services, Associate Vice President for Finance and Controller, Vice President for Athletics, Executive Assistant to the President and Special Assistant to the President. Several times during the academic year, the President convenes key administrators and faculty leaders, which compose the University Council, meeting to facilitate communication and future student success (retention).

The academic administration reports through the Provost and gives oversight to all faculty and the academic programs which are offered by the university. A Dean's Council and Graduate Council are part of the academic governance, both reporting to the provost as part of the academic decision-making process.

3.2.1 Institutional Organizational Chart

(See Appendix 3.2.1 for Campbellsville University’s Institutional Organizational Chart)

3.3 Administrative Staff

Led by the University President, senior administrative staff are comprised of seven vice presidents. Each bring their specific area of expertise while working cross-functionally to implement policy and achieve goals.

3.3.1 Administrative Staff Job Descriptions

Office of the President:

Dr. Michael V. Carter

Job Description

Area: Board of Trustees and President
Position: President of Campbellsville University
Status: Full-time, Exempt
Reports to: Board of Trustees

Qualifications:

The president is the chief executive officer of the university and reports directly to the Board of Trustees. The President provides overall leadership and direction for Campbellsville University. The President serves as the Chief Executive Officer. The President must have significant higher education experience, hold the doctoral degree from a fully accredited university, and have a proven track record of successful management in higher education. The president must possess keen communications skills both oral and written. The president must have interpersonal skills, which allow the president to promote the mission of the university. The president must be a committed Christian, a Baptist, and seeks to work cooperatively with others, both Christian and non-Christian. In terms of personal character, the President, is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the president should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others.

Specific Responsibilities:

- Has the final authority and responsibility for all areas of the university not specifically reserved to the Board of Trustees.
- Provides vision, direction, and oversight over the finances of the university.
- Provides vision, direction, and oversight for development activities, enrollment management, and cooperative relations both within the university and outside the university.
- Provides vision, direction, and oversight to the vice presidents, faculty and staff in developing and maintaining the highest quality educational experience for students in all areas of the university.

- Provides vision, direction, and oversight to the vice presidents, faculty, and staff in developing and maintaining the highest quality spiritual experience for students through the institutional mission of becoming a Christian servant leader.
- Provides vision, direction, and oversight to the vice presidents, faculty and staff in developing and maintaining the highest quality for student life including integrity, personal growth and being part of a caring environment.
- Provides vision, direction and oversight in all areas of athletics so that student athletes model the best aspects of clean and healthy completion and reflect the mission of the university both on and off campus.
- The official spokesperson for the university.
- Provides vision, leadership and oversight to insure that the university is in compliance with all federal, state, and local laws.
- Demonstrates in all aspects of his professional and personal life a commitment to the health and mission of the university.

Vice Presidents:

Dr. Donna R. Hedgepath, Provost and VP, Academic Affairs

Job Description

Area: President
 Position: Provost and Vice President for Academic Affairs
 Status: Full-time, Exempt
 Reports to: President

Qualifications:

The Provost and VPAA must be very knowledgeable of the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools. In this regard, the Office of Academic Affairs maintains a file for each faculty member. The Office of Academic Affairs is also a central repository of course syllabi.

Summary:

Reporting to the President, the Provost and Vice President for Academic Affairs has vested administration of the academic program. The Provost and Vice President for Academic Affairs provides general leadership in planning, implementing, and administering the academic program of the University and provides leadership in recruiting and developing quality faculty for the University.

The Provost and Vice President for Academic Affairs works closely with the academic deans and the Associate Vice President for Academic Affairs to direct the academic program. In addition to the deans and the Associate Vice Presidents for Academic Affairs, the Dean of Academic Support, Director of Library Services, Director of Student Records, Director of Institutional Research, and the Director of Career Services and Counseling reports to the Provost and Vice President for Academic Affairs.

Specific Responsibilities:

- Serve as a member of the President' Senior Staff and Administrative Council.
- Serves on various committees as appropriate.

- Edit and make budget suggestions
- Interview all applicants for new positions
- The following are examples of activities of the Academic Office:
 - Approval of faculty and academic staff positions
 - Publish the University Bulletin-Catalog.
 - Publish the course schedules
 - Enter student schedules
 - Create academic calendar
 - Administer student course evaluation
 - Collect self-evaluation of faculty
 - Maintain dean's evaluation of faculty
 - Evaluate faculty evaluation of Chairs/Deans
 - Maintain Convocation attendance
 - Print and distribute class rolls
 - Orientation of new faculty
 - Student excessive absence reports
 - Probation/Suspension letters
 - Approve all academic purchase orders, request for absences, independent study, internship, practicum, appointment classes, work orders, course substitution, request forms, and visiting student forms
- Perform duties as requested by the President

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Dr. H. Keith Spears, VP, Communications, Asst. to the President

Job Description

Area: President
 Position: VP for Communication/Assistant to the President
 Status: Full-time, Exempt
 Reports to: President

Qualifications:

- Earned doctorate and be eligible to hold professorial rank in one of the university's academic disciplines
- Experience with university-wide concepts in development, communication and programming including implementation of traditional and adult degree programs with multiple delivery methods, including distance learning.
- Ability to understand and work with the accreditation of professional programs, while effectively marketing the programs for maximum enrollment
- Exhibit experience in institutional advancement, a key factor in providing comprehensive representation of Campbellsville University at regional sites
- Embrace the mission of Campbellsville University and have a clear understanding of and commitment to excellence in teaching through the integration of the Christian faith and learning.

Responsibilities:

Based in the President's Suite and reporting to the President, the Vice President for Communication/Assistant to the President will hold primary responsibility for the strategic vision, leadership for entrepreneurial initiatives, and administration of communication units while providing oversight to international education and the Louisville Education Center. This position, a liaison between university departments and the President will take a leadership role in the development of presidential initiatives for process improvement, strategic planning and entrepreneurial programming.

Specific Responsibilities:

- Serve as a member of the President' Senior Staff and Administrative Council.
- Participate in the institution's strategic planning process and other standing and special committees deemed necessary and appropriate.
- Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
- Perform duties as requested by the President.

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Dr. G. Ted Taylor, VP, University Outreach

Job Description

Area: University Outreach
Position: Vice President for University Outreach
Status: Full-time, Exempt
Reports to: President

Qualifications:

- Earned doctorate and be eligible to hold professorial rank in one of the university's academic disciplines
- Experience with the creation and implementation of adult degree programs using both traditional and nontraditional designs with multiple delivery methods, including distance learning.
- Ability to understand and work with the accreditation of professional programs, while effectively marketing the programs for maximum enrollment
- Exhibit experience in institutional advancement, a key factor in providing comprehensive representation of Campbellsville University at regional sites
- Embrace the mission of Campbellsville University and have a clear understanding of and commitment to excellence in teaching through the integration of the Christian faith and learning.

Responsibilities:

Based on campus with off-campus responsibilities and reporting directly to the President, the Vice President for University Outreach will hold primary responsibility for the strategic vision, leadership, and administration of academic programs that serve traditional, adult and professional students at off-site venues in South and Central Kentucky. The Vice President will be the leader for Church relations, which includes the Church Relations Council, First Class, Church Outreach teams and other denominational relationships. This position, the primary liaison between established and potential off-campus locations and the university community, will take a leadership role in the development of regional centers, augmenting the university's efforts in establishing the Campbellsville brand throughout Kentucky and beyond.

Specific Responsibilities:

- Serve as a member of the President' Senior Staff and Administrative Council.
- Participate in the institution's strategic planning process and other standing and special committees deemed necessary and appropriate.
- Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
- Perform duties as requested by President.

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.

- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Mr. Otto Tennant, VP, Finance

Job Description

Area: President
 Position: Vice President for Finance and Administration
 Status: Full-time, Exempt
 Reports to: President

Qualifications:

- A minimum requirement of a master's degree in finance, administration, business, computer science, information systems or education may be acceptable if the candidate has exceptional work experience.
- Higher education experience preferred including service as a financial and management officer of a comparable institution.
- Working knowledge of admissions and financial aid essential.
- Must demonstrate commitment to Christian higher education, and have a strong Christian commitment and relationship to local church.
- Must be a team player capable of interacting with diverse constituencies of students, faculty, staff, trustees and friends of the University.

Summary:

The Vice President for Finance and Administration reports to the President, serves as a member of the Senior Staff and Administrative Council, and oversees the financial, facility, and auxiliary services of the institution. This position requires a commitment to institutional growth and quality for all programs. The person must possess keen leadership and team building abilities. Communication and problem solving skills are a must.

Specific Responsibilities:

- Serve as a member of the President' Senior Staff and Administrative Council.
- Act as the Chief Financial Officer (CFO) of the University under the direction of the President.
- Manage and oversee the work of the following departments/programs: comptroller, bookstore/print shop/post office, personnel, purchasing, special projects, telecommunications, physical plant, housekeeping, information services, food services and vending.
- Participate in the institution's strategic planning process and other standing and special committees deemed necessary and appropriate.

- Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
- Perform duties as requested by supervisor.

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Mr. Benji Kelly, VP, Development

Job Description

Area: President
 Position: Vice President for Development
 Status: Full-time, Exempt
 Reports to: President

Qualifications:

- Candidate must possess technological expertise to lead the staff to use Blackbaud’s Razor Edge software and lead the staff in full utilization of the software.
- Must be personable, warm in personality and possess vision, energy and be highly organized.
- Should possess a master’s degree and have prior development experience.
- Candidate must support the Christian mission of the university and work comfortably with our Baptist Churches in Kentucky.
- Needs to be flexible in leadership style, yet able to accomplish the objectives of the development program.
- Must be able to complete all assignments as given by the president.

Summary:

The Vice President for Development is the chief development officer for the university and reports directly to the president. This individual is responsible for managing the people, the process, the budget, and the strategy of the development office of the university. This individual is expected to be keenly organized, who works with vision and energy to create a team

environment. The team environment must be both within the development office and across organizational lines with other colleagues and the faculty across campus. Special and functional relations must be maintained with all cabinet level officers but with special attention given to the relations with the Vice President for Communications, Vice president for Church and External relations, as well as the Athletic Director. Each of these three officers has some direct and indirect relationship with development.

Specific Area Responsibilities:

- Planned Giving
- Development Services
- Alumni and Foundation Relations
- Annual Giving
- Donor Relations
- Grants Writer and Prospect Researcher
- Perform duties as requested by the President

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Dr. Shane Garrison, VP, Enrollment Services

Job Description

Area: Enrollment
Position: Vice President for Enrollment Services
Status: Full-time
Reports to: President of the University

Summary

The Vice President for Enrollment Services will (a) oversee all divisions of university enrollment including on campus, online, dual credit, regional, graduate and post-graduate (b) oversee digital and traditional marketing efforts and brand management, (c) oversee lead acquisition and prospect data management, and (d) coordinate with the Vice President of Academic Affairs and various academic deans in new program development.

Qualifications:

- Graduate degree required, preferably in Business, Management or Higher Education Leadership.
- Outstanding relational, communication, and organizational skills.
- Ability to cast vision, implement change, and modernize enrollment strategies.
- Minimum of five (5) years of experience in higher education administration.
- Experience as a faculty member preferred.

Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

A. Recruitment and Enrollment

Responsible for the recruitment and enrollment of all incoming students at Campbellsville University, including on campus, online, graduate, post-graduate, dual credit and degree completion students.

B. Enrollment Team Development

Oversee staffing and leadership development of various directors within Enrollment Services such as on campus enrollment, online enrollment, marketing & operations. Provide additional leadership development with various regional enrollment directors, recruiters, and specialists.

Provide leadership through the hiring, training, development, annual evaluation and on-going supervision of all Enrollment Services personnel.

C. Budget Administration

Responsible for overseeing operating budget for marketing, enrollment, online education, and graduate education.

D. Marketing & Brand Management

Responsible for the traditional and digital marketing efforts to secure inquiries, applicants and admitted students for all degree programs.

The VP and Marketing Coordinator will work with University Communications to ensure the Campbellsville University brand is effectively communicated to prospective students via electronic and print strategy, communication funnels, social media and telemarketing.

E. Lead Acquisition & Data Management

Oversee continuous lead acquisition and prospective student follow-up ensuring accuracy, efficiency, confidentiality, and the availability of data to appropriate staff.

F. Broader University Involvement

- Serve as member of the Administrative Council.
- Represent Enrollment on Academic Committee, Graduate Council, and Dean's Council.
- Retain faculty rank and teach adjunctively in the School of Theology.
- Fulfill other duties as assigned by the President.

General Employee Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.

- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Mr. Rusty Hollingsworth, VP, Athletics and Student Services

Job Description

Area: President

Position: Vice President for Student Services and Athletics

Status: Full-time, Exempt

Reports to: President

Qualifications:

- Bachelor degree required, Master degree preferred
- Previous experience in the role of Director of Athletics or Assistant Director of Athletics
- Previous experience in the role of Dean of Students or Student Services
- Experience in the management of an intercollegiate athletic program
- Knowledge of all applicable rules and guidelines for NAIA intercollegiate athletic programs
- Excellent communication skills, both verbal and written
- Excellent organizational skills
- Management experience
- Ability to work with coaches and athletes

Summary:

The VP for Student Services and Athletics is responsible for coordination, supervision, and assessment of the intercollegiate athletic program at Campbellsville University as well as the student services (life) activities and functions. The person reports directly to the president and works closely with all vice presidents, athletic director, and various deans and directors across the university. The vice-president serves at the pleasure of the president and provides timely reports and assessments concerning all work and activities within these two important areas of the university.

Specific Responsibilities:

- Support the mission of Campbellsville University in all aspects of the student services and athletic program.
- The Vice President for Student Services and Athletics leads and provides overall leadership and planning (both long-term and short-term) for the area of athletics and student services.
- Work to meet long-range athletic facility and student service's needs.
- Promote the athletic programs and the University.

- Encourage community, alumni, and friends of the University in their involvement and support of our student and athletic programs.
- Maintain athletic programs as an integral part of the University.
- Strive to achieve program and student equity and diversity through housing, student activities and athletics.
- Operate the student services area and the athletic program in a financially responsible manner.
- Develop a foundation of financial support for the athletic program (Big Maroon Club).
- Ensure program compliance with University, conference, and national rules and regulations.
- Provide adequate performance grants for student-athletes.
- Provide academic support to encourage and enable student-athletes to succeed in the classroom.
- Perform duties as requested by supervisor.

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

(Senior Administration Vitaes are in Appendix 3.3.a).

Section 4: Curriculum, Academic Policies, and Standards Development

4.1 Academic Policies

All academic policies are listed in the faculty handbook pertaining to Curriculum, Academic Policies, and Standards Development. (**Appendix 4.1.a for the Faculty Handbook - Curricular/Substantive Change Policy**); (**Appendix 4.1.b for the Academic Program Governance**); (**Appendix 4.1.c for the Curriculum Committee Policy**); and (**Appendix 4.1.d for the Campbellsville University Committees list for 2017-2018 listing the Curriculum Committee**).

Campbellsville University has developed a program quality assurance process consisting of undergraduate to graduate programs. The processes include documentation and assessment review to determine the impact of programs and their components. The process includes in-class, online, hybrid, main campus and regional centers.

4.2 Student Feedback

Campbellsville University believes that student feedback is important to the quality and effectiveness of course/program delivery. Student Course Feedback (Course Assessment) survey results provide quantitative data that is analyzed annually and compared year to year.

The Academic Office administers the Student Course Evaluations on an annual basis. Terms of the evaluation are determined by the Vice President for Academic Affairs. **(Student Survey Templates are in Appendix 4.2.a).**

Where student feedback or performance are indicative of the need for support, academic advising and student success specialists are available to assist students. Academic advising is available to students through the services of faculty assigned an advising role. An array of services are available through Academic Support, including Tutoring, at www.campbellsville.edu/academic-support, Advising, Introductory Studies, Academic Coaches, Study Area, and Study Rooms as well as Computer Lab and Laptop Computers. These services are available on the main campus in the Badgett Academic Support Center and at regional centers.

4.3 Campbellsville University Program Offerings:

Certificates:

- Christian Ministry
- English as a Second Language
- Music
- Teaching English as a Foreign Language
- Phlebotomy
- Medical Assisting
- Pharmacy Technician
- Certified Professional Coding
- SRNA

Associate Degrees:

- Accounting
- Business Administration
- Business Information Technology
- Christian Studies
- Computer Science
- Criminal Justice
- Early Childhood Education

- General Studies
- Nursing

Bachelor's Degrees:

- Accounting
- Art
- Biblical studies
- Biology
- Broadcast and Digital Media
- Business Administration
- Business Information Technology
- Chemistry
- Christian Missions
- Computer Information Systems
- Criminal Justice
- Early Childhood Education
- Economics
- Education
- Educational Ministries
- English
- Entrepreneurship

- Environmental Science
- Film
- Graphic Design
- Health & Physical Education
- Healthcare Management
- History
- Human Resource Management
- Interdisciplinary Early Childhood Education
- Journalism
- Learning & Behavior Disorders
- Liberal Arts & Sciences
- Management
- Marketing
- Marriage & Family Ministry
- Mass Communication
- Mathematics
- Medical Technology
- Music
- Nursing
- Organizational Management
- Pastoral Ministries
- Political Science

- Psychology
- Public Relations
- Social Studies
- Social Work
- Sociology
- Spanish
- Sports Medicine
- Theater

Master's Degrees:

- Business Administration
- Education
- Information Technology Management
- Management & Leadership
- Marriage & Family Therapy
- Music
- School Improvement-Rank 1 Social Work
- Sports Management
- Teaching English to Speakers of Other Languages
- Theology

Doctorate Degree

- Ph.D. in Management

Curriculum for each degree is listed in the Campbellsville University Undergraduate and Graduate Catalogs, accessed at <https://www.campbellsville.edu/academics/academic-affairs/catalogs/>

4.4 Campbellsville University Tuition

Campbellsville University will be offering the Masters of Business Administration in Williamson, WV. Campbellsville University's online MBA prepares students for leadership roles as an executive or manager, helping companies prepare for and solve the complex business challenges of tomorrow.

Ranked 4th Most Affordable Among Christian Colleges in U.S.

Program Details

Course Length: **8 weeks**

Estimated Length: **2 Years**

Credit Hours: **36**

Cost Per Credit Hour: **\$479**

MBA Overview

Campbellsville University's MBA program teaches advanced strategies and techniques used in foundational business areas. Graduates of the MBA program will be able to integrate Christian

values into their business practice and understand how technology plays a key role in decision making, allowing them to succeed in their careers and move up the job ladder.

As an online MBA student, they will learn to excel in the ever-changing business management world. The student will acquire the leadership skills necessary to move up into managerial positions and gain an understanding of the advanced business concepts that are utilized daily in the office. The student will also get insight into the trends that change the economy, along with information that can be immediately applied to their career.

Campbellsville University offers seven MBA concentrations, which all are taught by faculty members who have real-world experience in the business world. These fields include accounting, human resource management, marketing, information technology, international business, healthcare management and church management.

For example, students taking the online MBA to go into accounting can prepare to take the CPA exam while learning the fundamental accounting principles and ethics. Students going into human resource management will understand how to better manage a modern workforce and how to deal with complex issues such as compensation and benefits.

Campbellsville's online MBA programs are accredited by the International Assembly of Collegiate Business Education (IACBE) as well as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

For additional information about our other MBA concentrations, view the pages below.
Online MBA Concentrations

- [MBA Accounting](#)
- [MBA Church Management](#)
- [MBA Healthcare Management](#)
- [MBA HR Management](#)
- [MBA Information Technology](#)
- [MBA International Business](#)
- [MBA Marketing](#)

For more information on Program Tuition, please go to www.campbellsville.edu

Section 5: Faculty Credentials

With more than 68% terminally degreed faculty in the Campbellsville University School of Business, Economics and Technology, the SBET is specifying an elect number of faculty to the Williamson, West Virginia location. A listing of faculty along with credentials is included in this portion of the application.

5.1 Curriculum Vitae Release

Campbellsville University confirms and attests that the following statement is true: "The organization has on file and available for inspection, from all faculty and staff whose curriculum

vitae (CV) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and agreeing to the inclusion of their CV in any documents/web sites associated with the submission, review, and final status of the program application.”

5.2 Curriculum Vitae of Faculty Assigned to Program

The goal of the Master of Business Administration (MBA) degree is to prepare students for a leadership role in a rapidly changing global marketplace of constantly advancing technology. The MBA Program prepares students to be financially and socially responsible by integrating a thorough foundation in the basic functional areas of business with Christian values and an understanding of the role of technology in business decision-making. **(Faculty Curriculum Vitae are in Appendix 5.2.a)**

Faculty assigned to the Master of Business Administration (MBA) degree:

1. **Dr. Karen Rush**, Associate Professor of Business, Ph.D. Northcentral University
2. **Dr. Bill Adams**, Associate Professor of Business, Ph.D. Capella University
3. **Dr. Pat Cowherd**, Professor of Business/Dean, Ph.D. Nova Southeastern University
4. **Dr. Amanda Ewing**, Assistant Professor of Business, D.B.A. Northcentral University

Faculty assigned to the Bachelor of Science in Business Administration with Emphasis in Business Information Technology:

1. **Mrs. Chrys Hines**, Assistant Professor of Business Information Technology, ABD Nova Southeastern University and MBA from Campbellsville University
2. **Dr. Thomas Jeffrey**, Associate Professor of Business, Ph.D. Virginia Polytechnic Institute and State University

The mission of the School of Business, Economics, and Technology is to prepare undergraduate and graduate level students for careers in business, economics, and technology by emphasizing Christian ethics and business leadership. The School of Business, Economics, and Technology will provide a broad business education in accounting, business information technology, business administration, computer information systems, economics, entrepreneurship, healthcare management, human resource management, management, and marketing; emphasize communication and technology skills throughout the programs; and produce graduates with skills necessary to attain business employment in the fields of specialization, related fields, or to enter graduate schools.

The School of Business, Economics, and Technology offers several undergraduate and graduate degree programs. Students receive a quality education that helps develop their leadership and communication skills as well as equip them with the knowledge they need to succeed in their chosen career field. The Campbellsville University SBET programs have doctoral-qualified faculty. The majority of faculty members have professional work experience which gives them a diversity of experience. Several of the business programs are internationally accredited by the

International Accreditation Council for Business Education (IACBE). For more information on accreditation of the SBET go to our website at www.campbellsville.edu

Section 6: Ethical Conduct

6.1 Ethical Narrative

Campbellsville University is rooted in a Judeo-Christian western world view with the highest focus on ethical conduct.

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies programs, or activities; admission policies; or employment. Under Federal and Kentucky law, the University may make certain policy and employment decisions based in part on its religious beliefs in order to fulfill its purpose as a Christian institution.

No family member may be directly supervised by another family member without the written permission of the President. A family member is not permitted to initiate nor participate in institutional decisions involving direct benefits (initial appointment, retention, promotion, salary, leave of absence) to members of the immediate family. In addition, a family member is not permitted to participate in the evaluation of another family member. For the purpose of this policy, a family member is defined as parent, spouse, child, or sibling, and to the same affinity by marriage.

Section: Personnel

Subject: Compliance and Ethics Program

Effective Date: August 2017

- I. **Statement of Policy of Compliance** – It is the policy of the Board of Trustees of Campbellsville University (“University”) that all of the University’s programs be operated in an ethical manner, which complies with both the spirit and the letter of the statutes and regulations, which govern those programs. To promote ethical behavior, the Board has previously adopted the Standards of Conduct for University employees, a copy of which, is attached as **(Appendix 6.1.a)**. The Board reaffirms those ethical standards. However, the Board acknowledges that as the governing body of the corporate entity, it is ultimately responsible for ensuring that the institution is operated not only ethically, but also in a legally compliant matter. The day-to-day responsibility for the compliant operations of the University rests with the President, the faculty, and the staff of the institution. The Board adopts this Compliance and Ethics Program for the following purposes:
 - a. To maintain and enhance the existing culture of high ethical standards and compliance at the University;

- b. To facilitate the efforts of the President, faculty, and staff to continue to operate in a fashion consistent with the Board’s stated policy of compliance;
- c. To ensure that the Board is aware of ongoing compliance efforts and of the resources needed to maintain legally compliant operations; and
- d. To enable the Board to more fully discharge its fiduciary duties to the citizens of Kentucky who have entrusted the assets of the University to the Board’s care.

II. Elements of the University Compliance and Ethics Program

a. **Standards and Procedures to Prevent and Detect Non-Compliant Conduct** – To prevent and detect non-compliant conduct, the Compliance Committee shall identify each statute and regulation with which the University must comply. For each such statute or regulation, the Compliance Committee shall maintain a list detailing:

- i. The person primarily responsible for assuring compliance under the statute or regulation.
- ii. The specific compliance obligations imposed on the University as a result of the statute or regulation.
- iii. When applicable, the dates on which those compliance obligations must be implemented.
- iv. A list of human, financial, or other resources necessary to achieve compliance.
- v. A list of any current impediments to achieving full compliance, which need to be addressed by the institution.
- vi. Recommendations for alleviating any such impediments.

b. Oversight of the Compliance and Ethics Program

- i. **Board Oversight** – The President and/or the University Compliance Officer shall routinely report to the Board as to
 1. The status of ongoing compliance efforts,
 2. The resources necessary to achieve compliance, and
 3. Any current impediments to achieving full compliance and recommendations for alleviating those impediments.
- ii. **Senior-Level Administrative Oversight** – The President and the vice presidents shall have primary administrative oversight of the Compliance and Ethics Program. It shall be the responsibility of the President and the vice presidents to ensure the effectiveness of the Compliance and Ethics Program. The Vice President for Finance and Administration shall have overall responsibility for the Compliance and Ethics Program.
- iii. **University Compliance Officer** – The day-to-day compliance efforts shall be overseen by the University Compliance Officer whose duties shall include:

1. Convening regular meetings of the Compliance Committee;
 2. Coordination of training programs necessary to achieve compliant conduct; and
 3. Reporting regularly to the President, vice presidents and trustees as to the current state of campus compliance efforts and of the implementation of the Board's Compliance and Ethics Program.
- c. Exclusion of Individuals with a History of Non-Compliant Conduct** – The President and vice presidents shall ensure that:
- i. Individuals with a history of non-compliant behavior in a particular area not be hired to perform any duties in that area; and
 - ii. Individuals with a history of non-compliant behavior in two or more areas not be hired by Campbellsville University in any capacity.
- d. Compliance Training Programs** – The University Compliance Officer, in cooperation with the Compliance Committee, shall identify the training programs, which are necessary for the implementation of this Compliance and Ethics Program. The University Compliance Officer shall report the results of this training needs assessment to the President and vice presidents no later than December 15 of each year so that the funds necessary to support such training can be integrated into the institution's operating budget.
- e. Monitoring, Evaluation, and Reporting Mechanisms** – The University has implemented the Whistleblower Policy. See below excerpt from the University Policies and Procedures Manuel. When the University receives reports of non-compliant or unethical behavior, the University Compliance Officer shall coordinate the investigation of such reports to ascertain whether non-compliant or unethical conduct has occurred and to determine what remedial steps may be appropriate to address such conduct. Each year, the University Compliance Office shall assess whether:
- i. Members of the University community are following the Compliance and Ethics Program and whether the Compliance and Ethics Program is effectively monitoring and auditing to detect non-compliant or unethical conduct;
 - ii. The Compliance and Ethics Program is, overall, effectively achieving the Board's stated policies of compliant and ethical conduct; and
 - iii. The Whistleblower Policy has been adequately publicized and has served as an effective means by which members of the University community can confidentially report or seek guidance regarding potential or actual non-compliant or unethical conduct without fear of retaliation.

Section: Personnel
Subject: Whistle Blower Policy
Effective Date: August 2017

Whistleblower Policy

A whistleblower policy creates a mechanism by which an employee can report either a known or a suspected violation of policy or law without fear of retaliation. It also provides a means by which trustees and officers can protect Campbellsville University (the “University”) by addressing problems which otherwise might not come to their attention. This policy is a key part of the University’s Compliance and Ethics Program.

General

The Standards of Conduct and the Compliance and Ethics Program require employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and all representatives of the organization must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The objectives of the Whistleblower Policy are to establish policies and procedures for the following:

- The submission of concerns regarding conduct by employees which may be in violation of the Standards of Conduct or any applicable statute or regulation on a confidential and anonymous basis.
- The receipt, retention, and treatment of complaints received by the organization regarding any potential violation of the Standards of Conduct or any applicable statute or regulation.
- The protection of employees reporting concerns from retaliatory actions

Employees’ Good Faith Reporting Responsibility

Each employee has an obligation to report in accordance with this whistleblower policy any potential violation of the Standards of Conduct or any applicable statute or regulation. Anyone reporting a concern must act in good faith and have reasonable grounds for believing the information disclosed indicates a potential violation of the Standards of Conduct or any applicable statute or regulation. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense. It may also result in discipline, up to and including, termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Confidentiality

Reports of concerns, and investigation pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Disclosure of reports of concerns to individuals not involved in the investigation will be viewed as a serious disciplinary

offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

No Retaliation

This whistleblower policy is intended to encourage and enable employees to raise concerns within the organization for investigation and appropriate action. With this goal in mind, no employee who, in good faith, reports a concern shall be subject to retaliation or adverse employment consequences. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment.

Encouragement of Reporting

The organization encourages complaints, reports, or inquiries about any potential violation of the Standards of Conduct or any applicable statute or regulation by the organization itself, by its leadership, or by others on its behalf. Appropriate subjects to raise under this policy would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies. This policy is not intended to provide a means of appeal from outcomes in other mechanisms.

If possible, an employee should first discuss a concern with the employee's immediate supervisor. If, after speaking with the employee's supervisor, the employee continues to have reasonable grounds to believe the concern is valid, the employee should report the concern to the director of human resources. However, if the individual is uncomfortable speaking with his or her supervisor, or if the supervisor is a subject of the concern, the employee should report the concern directly to the director of human resources or to the University Compliance Officer ("UCO").

If the concern was reported verbally to the director of human resources, the reporting individual, with assistance from the director of human resources, shall reduce the concern to writing. The director of human resources is required to promptly report the concern to the UCO, who has specific and exclusive responsibility to investigate all concerns. If the director of human resources, for any reason, does not promptly forward the concern to the UCO, the reporting individual should directly report the concern to the UCO. Concerns may also be submitted anonymously. Such anonymous concerns should be in writing and sent directly to the UCO.

Handling of Reported Violations

The UCO shall address all reported concerns. The UCO will notify the sender and acknowledge receipt of the concern within five business days, if possible. It will not be possible to acknowledge receipt of anonymously submitted concerns. The UCO may be contacted as follows:

UCO Name: Terry VanMeter

UCO Campus Address: Administration Building Room 8

UCO Office Phone: 270-789-5016

UCO Email: twvanmeter@campbellsville.edu

If the UCO is unavailable for any reason, employees may direct concerns to the chair of the audit committee of the Board of Trustees.

All reports will be promptly investigated by the UCO, and appropriate corrective action will be recommended to the president or the audit committee of the board of directors, if warranted by the investigation. When possible, the UCO should advise the employee who reported the concern of how the concern was addressed. The UCO has the authority to retain outside legal counsel, accountants, private investigators, or other resource deemed necessary to conduct a full and complete investigation of the allegations.

- f. Incentives and Disciplinary Measures** – The President and vice presidents shall take such steps as are appropriate to include compliant and ethical behavior as a part of the annual employee review and compensation process. In addition, the President and vice presidents shall make non-compliant or unethical behavior a basis for faculty and staff discipline.
- g. Responding to and Prevention of Future Non-Compliant or Unethical Conduct** – The President and the vice presidents shall promptly respond to non-compliant or unethical behavior by taking appropriate steps to eliminate the non-compliant or unethical behavior and to prevent its recurrence in the future.

III. The University Compliance Committee

- a. Mission** – The mission of the University Compliance Committee will be to provide the University Compliance Officer, the President, and the Board of Trustees with:
 - i.** Regular reports as to the status of current compliance efforts on campus;
 - ii.** Lists detailing the information set forth in Section II.a. above; and
 - iii.** Periodic recommendations about compliance activities which the University should undertake to achieve the institution’s goals as set forth in both Compliance Policy and the Compliance and Ethics Program.
- b. Membership** – The University Compliance Officer shall convene and chair the Compliance Committee meetings at least quarterly. Members of the Compliance Committee shall consist of individuals with primary responsibility for the following areas:
 - i.** Title VII
 - ii.** ADA
 - iii.** Title IX
 - iv.** FERPA
 - v.** Athletics
 - vi.** Housing
 - vii.** Title IV
 - viii.** Title VI
 - ix.** SACSCOC Liaison
 - x.** Clery
 - xi.** Federal and State Taxation
 - xii.** Age Discrimination
 - xiii.** Standards for Safeguarding Customer Information
 - xiv.** Drug-Free Workplace Act
 - xv.** Drug-Free Schools and Communities Act
 - xvi.** FLSA
 - xvii.** Immigration
 - xviii.** ERISA
 - xix.** COBRA

An employee of Campbellsville University is expected to honor the mission, core values, and overall objectives of the institution and abide by the rules, regulations, and Standards of Conduct contained in this document.

Each employee represents the University both on and off the job. The image one portrays is a label for all persons – students, colleagues, administration, alumni, visitors, or townspeople. Therefore, certain standards of performance and conduct must be maintained in any work group. Basic values, such as honesty, integrity, cooperation, promptness, and dependability, are required of the employee and are evaluated in the annual employee performance review. An employee of Campbellsville University is expected to participate in the life of a local church in keeping with the spirit of the institutional mission statement and core values.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values as listed above.

Causes for termination include, but are not limited to, the following breaches of the standards of conduct:

1. Unheeded reprimands
2. Gross neglect of work or duty
3. Indecent conduct
4. Acts that jeopardize the safety of others
5. Alcohol or drug abuse
6. Insubordination
7. Theft or dishonesty
8. Property damage
9. Absenteeism and/or lateness
10. Incompetency
11. Sexual harassment

6.2 Ethical Conduct Statement

Section 5. Integrity

Integrity, essential to the purpose of higher education, functions as the basic contract defining relationship between Campbellsville University and all of its constituencies, including faculty, staff, students, alumni, accreditors, and the communities in which it operates. Consistent with its Christian heritage and the obligation imposed by SACSCOC Standard 1.1, the Board of Trustees expects integrity to govern the operation of Campbellsville University and for the faculty and staff to make reasonable and responsible decisions consistent with the spirit of integrity in all matters.¹

¹Adapted from SACSCOC “The Principles of Accreditation”, (5th Ed.), p. 13.

Section 6. Compliance

It is the Board's intent to ensure that the University is operated in an ethical manner consistent with both the letter and the spirit of all of its obligations under federal, state, and local law. The Board shall adopt such standards of conduct for its employees and such policies as may be necessary to assist the President, the faculty, and the staff to operate in compliance with all legal obligations.

6.3 Non Discrimination Policy

Equality Opportunity

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.

Compliance with the Rehabilitation Act and Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5450 to inquire about services or to schedule an appointment.

Section 7: Academic Freedom and Integrity

7.1 Academic Freedom

All members of the Faculty are entitled to academic freedom as suggested by the Statement of Principles on Academic Freedom and Tenure of the Association of American Colleges and the American Associations of University Professors. While the University's policies may be similar to policies suggested by AAUP, the University does not adopt the AAUP's statements as its own.

Neither is the University's statement necessarily to be interpreted by the definitions and interpretations, which AAUP applies to its own statements.

Specifically, members of the Campbellsville University Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. Such limitations as implemented will have input from appropriate faculty and staff sources.

Members of the Campbellsville University Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject or conflicts with the mission and goals of the institution.

Limitations of academic freedom because of religious or other aims of the institution will be clearly stated in writing at the time of appointment.

The Campbellsville University Faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

DISMISSAL:

Section: Academic Policies and Procedures
Subject: Termination of Appointment
Approved By: Board of Trustees
Effective Date: March 5, 1992
Revised Date: August 21, 1998; April 26, 2005; April 23, 2013

TERMINATION BY THE FACULTY MEMBER

A Faculty member may terminate his/her appointment effective at the end of an academic year, provided that written notice is given at the earliest possible opportunity, but no later than May 1, or thirty (30) days after receiving notification of the terms of his/her appointment for the coming year, whichever date occurs later. If the faculty member does not return acceptance within thirty (30) days after receiving notification, contract is considered null and void.

TERMINATION BY THE UNIVERSITY

A. Termination of an appointment with continuous tenure, or of a special or probationary

appointment before the end of the specified term, may be effected by the University on the grounds of immorality, negligence to duty, professional incompetence, contract violation or insubordination. Termination will be pursuant to the procedures specified in Dismissal Procedures.

- B. Where termination of an appointment is based upon financial exigency, bona fide discontinuance or reduction of a program or department of instruction, action will be pursuant to the procedures specified in the section titled Reduction in Force of the ADMINISTRATIVE POLICIES AND PROCEDURES MANUAL.

DISMISSAL PROCEDURES

- A. Adequate cause for dismissal will be related, directly and substantially, to the fitness of the faculty member in the professional capacity as a teacher and/or researcher within the philosophy, purposes, and policies of the University. Dismissal will not be used to restrain faculty members in their exercise of academic freedom, and responsibilities as specified by the laws of the United States of America.
- B. Dismissal of a faculty member with continuous tenure, or with a special or probationary appointment before the end of the specified term, will be preceded by:
 - a. Discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement;
 - b. Informal inquiry by the Promotion and Tenure Committee as appointed by the President which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken without its opinion being binding upon the President;
 - c. A statement of charges, framed with reasonable particularity by the President or the President's delegate.

TENURE:

The Purpose of Tenure

The Board of Trustees of Campbellsville University grants academic tenure to a member of the Faculty for three reasons:

1. To create an atmosphere favorable to academic freedom and responsibility as defined in the statement of policy on freedoms, rights, and responsibilities so that society as well as the individual will benefit;
2. To provide the Faculty member a reasonable expectation of security so that the University may attract and retain quality professional men and women;
3. To promote institutional stability by creating a Faculty with a strong, long-term commitment to Campbellsville University.

The awarding of academic tenure is an action with legal, societal, and ethical implications.

Academic tenure may be granted only by formal action of the Board of Trustees upon recommendation of the President. The recommendation for tenure will be a deliberate and thoroughly considered act. (Faculty Handbook).

7.2 Academic Honesty

Academic dishonesty includes cheating, plagiarism, and giving help on an examination or paper when it is expressly forbidden by the instructor, and any other practices, which demonstrate a lack of academic integrity. Cheating occurs any time a student uses deception in order to avoid fulfilling the specific requirements of an assignment or course and/or in order to avoid to receive a higher grade than he/she might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else's writing into his/her own without providing proper documentation and/or without using quotation marks to indicate when he/she is directly quoting from a source. It is the responsibility of the student to know and adhere to principles of academic honesty. Burden of proof in cases of cheating and/or plagiarism rests with the instructor.

A student may be given a failing grade in any course in which he/she has engaged in academic dishonesty. Repeated offenses may lead to further disciplinary action or dismissal from the University. It is the responsibility of the instructor to take necessary precautions to prevent the unauthorized circulation of examination materials and to exercise reasonable watchfulness to prevent cheating on examinations.

PLAGIARISM:

Section:	General Operation Information
Subject:	Academic Dishonesty
Approved By:	Board of Trustees
Effective Date:	March 5, 1992
Revised Date:	August 21, 1998

Academic dishonesty includes cheating, plagiarism, and giving help on an examination or paper when it is expressly forbidden by the instructor, and any other practices, which demonstrate a lack of academic integrity. Cheating occurs any time a student uses deception in order to avoid fulfilling the specific requirements of an assignment or course and/or in order to avoid to receive a higher grade than he/she might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else's writing into his/her own without providing proper documentation and/or without using quotation marks to indicate when he/she is directly quoting from a source. It is the responsibility of the student to know and adhere to principles of academic honesty. Burden of proof in cases of cheating and/or plagiarism rests with the instructor.

A student may be given a failing grade in any course in which he/she has engaged in academic dishonesty. Repeated offenses may lead to further disciplinary action or dismissal from the University. It is the responsibility of the instructor to take necessary precautions to prevent the

unauthorized circulation of examination materials and to exercise reasonable watchfulness to prevent cheating on examinations.

Cases of plagiarism and other cheating should be reported to the Vice President for Academic Affairs.

7.3 Ownership of Intellectual Property

University employees are encouraged to publish, copyright, invent, and patent materials / objects of their own creation that will contribute to the advancement of knowledge. The University shall encourage this and shall protect the interest of its personnel in relation to disclosure of scientific and technological developments, including inventions, discoveries, trade secrets, computer software, and original works and ideas which may have monetary value. The University shall ensure that public and University funds and property are not used for personal gain. The author, creator, or inventor is free to benefit from royalties and monies accruing from such publication or invention subject to the following guidelines:

1. All classes of intellectual property, scientific and technological developments, materials or objects created on the employee's own time, and without the use of University facilities, equipment, materials, or support, shall be the sole property of the creator.
2. Materials or objects created by employees at University expense or on University equipment shall be the property of the University. The University, in return for unrestricted license to use and reproduce original work without royalty payment, shall transfer to the creator of that work full ownership of any present or subsequent copyright/patent in accordance with the following paragraph.
3. In the event that materials or objects are sold to entities outside the University, all income shall go to the University until all developmental expenditures incurred by the University for that project, including stipends paid to the developer (over and above contract salary), prorated support, staff salaries, supplies, and other expenses related to the creation of the materials or objects, are recovered. Thereafter, all remuneration as a result of copyright publication or patented sale shall go to the creator(s) of the materials or objects.
4. The University shall ensure equity and management participation on the part of the inventor or inventors in business entities that utilize technology created at the institution of higher education.
5. No University employee shall realize a profit from materials sold exclusively to Campbellsville University students.
6. When instructional material developed by the faculty is sold in the Bookstore for a profit, the publisher of the material must be approved by the Administrative Council.
7. All projects funded by the Appalachian College Association (ACA) will conform to the ACA Intellectual Property Policy, namely, "to encourage proposals and practices that promise to yield products for a broad public use and to discourage those that involve or

promote proprietary interest except to the extent that a charitable end may also be served.” All products developed with ACA funds shall remain the property of Campbellsville University and ACA or if other colleges or universities are involved in the project, ACA shall retain ownership.

Any University employee who intends to create materials or objects developed wholly or partially using University time, equipment, materials, or facilities, and who intends to copyright, patent, or otherwise merchandise those materials or objects will inform the University President through the appropriate Vice President of that intent. The University will initiate an institutional review of scientific and technological disclosures, including consideration of ownership and appropriate legal protection. The President reserves the right to have final approval of the outcome of the review prior to initiation of any work which involves use of University resources.

No properties are excluded from consideration under this policy. Licensing authority shall rest with the Board.

Personnel of divisions or units whose function is to produce educational materials may not realize a profit from the sale of those materials. In the case of materials produced exclusively by these units, copyright will be held by Campbellsville University. Materials produced under an externally funded grant will be guided by the terms of the grant.

An inventor is not granted any right to share in equity resulting from his or her invention and is not granted any right to participate in the management of a business related to the development of his or her intellectual property.

7.4 Copyright Law

Pursuant to the Digital Millennium Copyright Act, which recently amended federal copyright law, the University is adopting a policy under which the computer accounts of users will be terminated if they infringe the copyrighted works of others.

Policy Statement

Compliance with the Digital Millennium Copyright Act applies to all users of the University’s information technology resources, including but not limited to students, faculty, and staff. Users of Campbellsville University’s technology resources are required to respect the legal protection provided by federal copyright law.

“Copyright” is legal protection for creative intellectual works, which includes but is not limited to text (email and Web information), graphics, art, photographs, music, and software. Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Violations of copyright law that occur on or over the University’s networks or other information technology resources may create liability for the University as well as the computer user.

If the University is notified of claimed copyright infringement, it will contact the user who is infringing on the copyright and request the user to remove the infringing material. Users who are

reported for a second time as infringing upon copyrights will have their computer accounts and access privileges terminated.

Copyright violations are violations of the University's Acceptable Use Policy. Employee violations will be dealt with according to procedures detailed in the discipline policy. Student violations will be referred to the Dean of Students.

Section 8: Student Protection

8.1 Protection Narrative

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.

The diversity mission of Campbellsville University is to foster awareness and understanding of diverse perspectives across all aspects of the institution vital to education, while affirming the dignity, value, and uniqueness of each individual regardless of personal differences. In this 21st Century, the commitment to diversity strengthens students and the broader community towards diverse citizenship, a pluralistic society, and global economy. Campbellsville University embraces diversity as integral to a caring, Christ-centered community of learners.

8.2 Rehabilitation Act and Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within

three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services.

Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5450 to inquire about services or to schedule an appointment.

8.3 Title IX

The School prohibits all forms of sexual discrimination, including sexual misconduct. The School is committed to addressing sexual misconduct in a manner consistent with applicable law. A notice of the School's policy of nondiscrimination shall be widely disseminated on the School's campus to students, employees, applicants for admission and applications for employment. The notice shall specifically state that (a) the School does not discriminate on the basis of sex in its education programs and activities, (b) the School is required by Title IX not to discriminate in such a manner, and (c) questions concerning Title IX may be referred to the School'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 School's Title IX Coordinator. Specifically, it is the policy of the School that designated staff members take immediate and appropriate steps to investigate or otherwise determine what happened when the School knows or reasonably should know of possible sexual misconduct. When sexual misconduct is determined to have occurred, the School shall take prompt and effective steps reasonably calculated to end the sexual misconduct, 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 School to protect any student filing a complaint alleging sexual misconduct and to ensure the student's safety as necessary, including taking interim steps to protect the student prior to the final outcome of any investigation. It is the School's duty under Title IX to resolve complaints promptly and equitably and to provide a safe and nondiscriminatory environment for all students, free from sexual harassment and sexual misconduct. This duty also applies to complaints involving parties of the same sex, and it requires the School to use the same procedures and standards used in all complaints involving sexual misconduct. Inappropriate conduct by School personnel toward students is prohibited, and School policies shall identify procedures for identifying and responding to inappropriate conduct by School personnel. (See Appendix A for Title IX Sexual Misconduct Grievance Procedure Policy)

8.4 Statement of Student Rights

Any student who has been charged with a value violation and thus alleged to be involved in an inappropriate behavior is guaranteed the following rights in order to insure fundamental fairness:

Each student has the right to:

1. Be informed in writing of the specific value violation and inappropriate behavior in which the student is suspected of involvement, and informed that the judicial process is stated in the Campbellsville University Student Handbook;
2. Have a member of the student body of Campbellsville University act as an advisor or support person for the accused student from initial notification through the completion of the judicial process;
3. Remain silent when being questioned by the individual or individuals investigating the case;
4. Know the nature of the evidence against the accused and to be able to question all witnesses involved in the case, except in cases that may jeopardize the student's position such as harassment and sexual misconduct;
5. Offer a defense by presenting material and/or witnesses on behalf of the accused student;
6. Be heard in person by an impartial body before a decision is made regarding the case;
7. Be present throughout all judicial proceedings, concerning the particular case except the deliberation process of the hearing body;
8. Be informed both orally and in writing of the results of the hearing;
9. Appeal any decision made and/or action taken by any individual or hearing body within the judicial process.

The sole purpose of the judicial process is to continue to ensure that each student is guaranteed the fundamental fairness he or she deserves. All phases of the judicial process must be conducted in a timely manner. The rights of the individual are paramount to the judicial system. At no time, therefore, shall the judicial policies and procedures of Campbellsville University violate the rights of the student guaranteed by the Student Rights Statement of the Judicial Policies and Procedures.

Steps in the Judicial Process

1. The judicial process begins with any member of the administration, faculty, staff or student body of Campbellsville University filing a complaint with either a Residence Hall Director or the Office of Student Services.
2. The complaint is then investigated fully by the Office of Student Services. The investigation process must be conducted in a discreet and professional manner, guided always by the principle that the student is innocent until proven guilty.
3. If the investigating party believes that there is substantial evidence to support the accusation,

the student accused schedules a time to meet with the Dean of Student Services or designated Student Services staff. The student will be given a chance to defend his/her actions and if found guilty - they will be given their sanctions according to the Student Handbook.

4. The student in violation will be notified of the place, date, and time of their meeting with the Dean of Students or designated Student Services staff at least 24 hours in advance. It is then the student's responsibility to prepare his/her defense. The student can/should exercise those rights guaranteed by the Judicial Policies and Procedures concerning the judicial process.
5. Based on the seriousness of the violation, major offenses that would call for an appearance Before the Judicial Council, the accused student may waive this appearance by signing a waiver and admission of guilt before the Dean of Student Services or designated Student Services staff, thereby agreeing to accept the sanctions for the violation as issued by the Office of Student Services. This waiver is subject to the approval of the Dean of Student Services.
6. The ruling of the Judicial Council will be made in private with council members only. The decision after deliberation will be given in the presence of the accused student, the investigating party and Dean of Student Services or designated Student Services staff.
7. Once the case is heard, the student must either be found innocent or guilty of the charge. If the student is found innocent, then all charges are dropped and the student shall be vindicated. If the student is found guilty, the hearing body imposes the sanctions for violation(s) and the student is notified both orally and in writing of these sanctions. Those cases in which the student is found guilty and sanctions are applied are turned over to the Dean of Student Services or designated Student Services staff to oversee the implementation of the sanctions.

Section 9: Student Support and Library Services

CU is an institution of 13,000+ students with a full array of academic and student services support that allows it to deliver programs to students on the main campus in Campbellsville, KY, USA, as well as its multiple regional centers and instructional sites across the U.S. A full service university outreach organizational structure replicates the main campus support for KY centers in Louisville (2), Hodgenville, Harrodsburg, Somerset and Liberty. Instructional sites outside the Commonwealth of Kentucky include: Costa Mesa, and San Francisco Bay Area in California. Augmenting these face/face locations, the university has a full-service online component that serves more than 1,200 fully online students.

9.1 Student Services

The Office of Student Services is located at 101 University Drive, across the street from the main campus entrance. The staff consists of the Dean of Students, Director of Residence Life, nine residence hall directors, Director of Campus Safety and Security, four full-time and two part-time Campus Safety Officers, the Director of Student Activities, the Campus Nurse, Coordinator of Summer Camps and Conferences, E. Bruce Heilman Coordinator, Director of Campus

Ministries, Director of Counseling Services, Clinical Counselor/New Student Orientation Coordinator and Secretary to the Dean of Students.

The Office of Student Services staff attempt to facilitate new student's adjustment to the University environment. The responsibilities of developing the student begins once a student is admitted to Campbellsville University. The registration/orientation sessions held in spring and summer, as well as at the beginning of the semester, serve to acquaint new students with the campus and university life.

The Office of Student Services works together with the academic personnel to provide not only a strong knowledge base, but opportunities for personal growth and development of our students. A major part of the educational process is learning about self and how to relate to others. With this philosophy, the Office of Student Services provides services to students to enhance the uniqueness of each individual in his/her developmental process, whether on the main campus, fully online, or at a regional center. A full list of services is available in the CU Undergraduate and Graduate Catalog on the website at <https://www.campbellsville.edu/academics/academic-affairs/catalogs/>

Academic Calendars are provided for student's convenience, and found in the current Undergraduate Handbook and Graduate Handbook. Links to both of these handbooks are on the website. Academic calendars are also listed separately on the university website at www.campbellsville.edu. Current calendar year is below.

Campbellsville University	
Undergraduate Calendar	
Fall 2019	
Fall Semester	August 19-December 7
1 st bi-term	August 19-October 12
2 nd bi-term	October 14-December 7
August 19	Advising/Registration
August 19	Evening Classes begin (5:15 p.m. and later)
August 20	Classes begin
August 23	Last Day to add/register for 1 st bi-term or semester term
September 2	Labor Day (No Classes)
September 27	Last Day to drop 1 st bi-term class with W
October 10-11	Fall Break (No Classes)
October 11	1 st bi-term ends*
October 14	2 nd bi-term begins**
October 18	Last Day to add/register 2 nd bi-term
October 16-25	Junior and Senior Academic Advising
October 28-29	Sophomore Academic Advising
October 30-November 8	Freshman Advising
	Sophomore/Junior/Senior Academic Advising continued
November 8	Last day to drop with W (semester term)
November 27, 28, 29	Thanksgiving Holidays
November 22	Last day to drop 2 nd bi-term with W
December 2-6	Final Exams***
December 6	Commencement

December 9	Grades due
<i>December 26-January 4</i>	<i>Jan Term</i>
<i>January 1</i>	<i>New Year's Day Observed</i>
*1 st bi-term classes will have finals Oct. 8 and Oct. 9.	
** Adding a 2 nd bi-term may bring your total hours for the semester to more than 18 hours and thus you will be charged for all hours above 18.	
*** 2 nd bi-term classes will have finals Dec. 4 and Dec. 5.	

Campbellsville University	
Undergraduate Calendar	
Spring 2020	
Spring Semester	January 6-May 2
1 st bi-term	January 6-February 29
2 nd bi-term	March 9 –May 2
January 6	Advising/Registration
January 6	Evening Classes begin (5:15 p.m. and later)
January 7	Classes begin
January 10	Last Day to add/register for 1 st bi-term or semester term
January 20	Martin Luther King Jr. Day (no classes)
February 14	Last Day to drop 1 st bi-term class with W
February 29	1 st bi-term ends*
March 2-6	Spring Break (No Classes)
March 9	2 nd bi-term begins**
March 13	Last Day to add/register 2 nd bi-term
March 11-20	Junior and Senior Academic Advising
March 23-24	Sophomore Academic Advising
March 25-April 3	Freshman Academic Advising
	Sophomore/Junior/Senior Academic Advising continued
April 3	Last day to drop with W (semester term)
April 17	Last day to drop 2 nd bi-term class with W
April 10-13	Easter Holidays (No Classes)
April 27-May 1	Final Exams***
May 1	Graduate Commencement
May 2	Undergraduate Commencement
May 4	Grades due
*1 st bi-term classes will have finals Feb. 26 and 27.	
** Adding a 2 nd bi-term may bring your total hours for the semester to more than 18 hours and thus you will be charged for all hours above 18.	
*** 2 nd bi-term classes will have finals April 29 and 30.	

9.2 Learning and Physical Resources

9.2.1 Montgomery Library Mission Statement

The mission of Montgomery Library is to support the intellectual, cultural and spiritual life of Campbellsville University by providing an active learning environment. As part of this endeavor, the library acquires, organizes, preserves, and provides access to information resources. Campbellsville University's resources are available to the campus community both in physical locations, especially the respective Montgomery Libraries in Campbellsville and Louisville, Kentucky, and virtually over the Internet.

As with all other distant-from-the-main campus programs, students in Williamson, WV will have the full array of university services available. The advent of web-based support has changed the methods by which the university provides student service, whether the student is at a distant site, fully online or residing on the main campus.

Montgomery Library provides research assistance through these modalities to the students at regional centers.

Reference Service

The library staff provides instruction in the use of library resources through the live chat box on the web page, by telephone, and through email during library hours of operation. Library contact information is located on the Montgomery Library web page.

Research Consultation

Students may consult with library staff about research resources provided by the library via telephone during library hours of operation. Telephone numbers for librarians and hours of operation are found on the Montgomery Library web page.

Online Research Guides

Montgomery Library maintains three research guides of particular interest to MSITM students: the guide to Business Administration, the guide to Management, and the guide to Computer Information Systems. These guides are accessed through the Library Guide link on the Montgomery Library web page.

Online Research Tutorial from Montgomery Library

Students may use the online research tutorial found on the Montgomery Library web page for self-instruction in finding online library resources.

The Campbellsville University Montgomery Library has a budget of \$10,000 per year for books as onsite resource. The development of library collections is the joint responsibility of the librarians and the faculty. The SBET has a representative on the committee who is appointed each academic year. The budget lines refer specifically to books, but local digital products are included. DVDs may also be purchased. Other regional center library resources available to students include:

Library Services and Instruction

Library users access the databases through the Montgomery Library web page at <https://www.campbellsville.edu/academics/academic-affairs/montgomery-library/> Montgomery Library's electronic resources are available to students and faculty around the clock, seven days per week in all locations with internet connectivity. Access to library databases on the Campbellsville campus and at the regional centers is available through IP authentication. Off-campus users reach the library's databases through a proxy server. The proxy server is password protected, but the password is available to current students, faculty, and staff, at any location, through the Library tab on the University Jenzabar ICS known as TigerNet. Online and regional center users may request to have Montgomery Library's circulating resources sent to them via CU Library Exchange, the service that physically delivers the circulating resources of Montgomery Library to the Campbellsville University community in remote locations. When requested library materials are not found within Montgomery Library collections, Campbellsville campus users may request items through the library's affiliation with the Online Computer Library Center (OCLC), which provides access to an extensive network of member libraries. Off-campus and regional center users may request interlibrary loan materials through their local public libraries. CU Library Exchange and Interlibrary Loan information is available on the Montgomery Library webpage.

Library instruction and reference services are provided to students and faculty through many modalities. The library's chat box, Live LibChat, is found on the Montgomery Library webpage as well as within the Library Guides, and is staffed during library hours of operation. The Montgomery Library Guides, found on the webpage, offer discipline-specific research assistance. Also found within the Library Guides is the Online Research Tutorial, which provides video instruction on how to find library resources. Librarians can be reached during hours of operation for additional reference and instruction services by live chat, e-mail, telephone, drop in, and by appointment through contact information found on the library webpage. At this time, Campbellsville University employs five professionals in its library services.

Cooperative Agreements and Consortia

Through formal arrangement or agreements, Campbellsville University library user have access to library materials beyond those owned or leased by the University. Campbellsville University participates in OCLC's interlibrary loan program, which allows the Library to share materials with other libraries around the world. Membership in the Federation of Kentucky Academic Libraries (FoKAL) also includes an interlibrary loan agreement among members that provides free and equitable sharing of materials. Through FoKAL membership, students, faculty, and staff have borrowing privileges at fellow institutions in AICKU, the Association of Independent Kentucky Colleges and Universities, and at Kentucky's state-funded universities.

Campbellsville University belongs to consortia that allow the library to subscribe and purchase some electronic resources at a discounted group rate. The Kentucky Virtual Library provides many of Montgomery Library's databases at a reduced cost by bundling the University's subscriptions with those of other Kentucky institutions. The Appalachian

College Association's Bowen Central Library of Appalachia (BCLA) provides most of the library's databases through bundling with member libraries. The BCLA also provides Campbellsville University's integrated library system called *Sierra*, the Library's EBSCO Discovery System, locally called CU Search, and the Innovative Interfaces, Inc. proxy server, which provides electronic database access to current students, faculty, and staff at all times and at any location with internet connectivity.

Evaluation and Assessment

Montgomery Library reports to the Office of the Provost and Vice President for Academic Affairs. Feedback on the Library's services and resources is sought through the annual Faculty Satisfaction Survey of the Library, the Library Instruction Student Evaluation, and through the Library Instruction Faculty Evaluation.

Campbellsville University's Montgomery Library strives to provide the most current and latest technology, with a systemic schedule for upgrades and resource renewal, with plans to renew the following online databases in their respective cycles to support our online students as well as regional and out of state sites:

ABI/INFORM Global

Find in-depth coverage for thousands of publications, most of which are available in full text, and the latest business and financial information for researchers at all levels.

Academic Search Complete

This database provides journal and newspaper coverage for most academic areas of study.

Access World News

This comprehensive news collection is ideal for exploring issues and events at the local, regional, national and international level.

ACM Digital Library

Search the full-text collection of all the Association for Computing Machinery publications, including journals, conference proceedings, technical magazines, newsletters and books.

Business Premium Collection

This resource provides global coverage in business and economics featuring thousands of full-text journals and market research reports.

Business Source Premier

BSP features a collection of popular business magazines, scholarly journals, and trade publications covering business, real estate, trade and technology.

Dissertations & Theses Global

This ProQuest database contains dissertations and theses from around the world, dating from 1743 to the present, offering full text for graduate works added since 1997 along with selected full text for works written prior to 1997.

JSTOR

JSTOR is an online archive of full-text academic journals in all fields.

NetAdvantage

This database from Standard & Poor's contains a broad spectrum of industry, company and investment analysis including Industry Surveys, Equity Research (formerly Stock Reports) and Industry data sets. Company data covers over 3 million private and public companies worldwide.

Newspaper Source

Updated daily, this source provides selected full-text coverage for many U.S. regional, national and international newspapers.

Newsstand

Newsstand provides access to over a thousand international, national and regional newspapers including The New York Times and The Wall Street Journal.

Nexis Uni

Sources include print and online journals, television and radio broadcasts, newswires and blogs, local, regional, and national newspapers, legal sources for federal and state cases and statutes, and business information on more than 80 million U.S. and international companies.

Public Administration Abstracts

Search current references covering Public Administration theory, organization, and methods.

Regional Business News

This source, updated daily, contains full-text coverage of over 75 business journals and newspapers.

9.3 Admission and Financial Aid Policies

Admission of all students to Campbellsville University is under the authority of the vice president for enrollment services. Entry requirements for each of the various types of students who enroll can be found in the CU Undergraduate and Graduate Catalog.

Completed applications with credentials and fees, as appropriate, should be submitted well in advance of the desired starting term and sent to:

Vice President for Enrollment Services
Campbellsville University
1 University Drive - UPO 782
Campbellsville, KY 42718-2190

Application materials will be carefully reviewed and evaluated by the Office of Admissions professional staff. Accepted applicants are expected to possess high motivation, initiative, discipline, open-mindedness, tolerance, respect for the freedom of inquiry, and a strong desire to search for truth. Members of all cultural, racial, religious, national, and ethnic groups regardless of sex, economic status, or social standing who desire to attend this Christian University are encouraged to apply.

Campbellsville University values good customer service to all students. The student population has access to many support services throughout their admission's process. Email and phone numbers are available on the website for students to contact members of the admissions team. The admissions team are available to talk to students about the academic programs that are available to them, and give them detailed information on what to expect through the application process. If the student needs help, admission is available to walk students through the application process, and give them detailed information on the documents that are required for acceptance. The admission's department is in constant contact with students by email, and phone. The admissions team strives to do whatever is necessary for the success of the student and their admissions process. The admissions team is available also to connect them with other departments who may be of assistance.

The Office of Admissions is located in the Student Welcome Center, at the corner of Hoskins Street and University Drive. The telephone number is (270) 789-5220. More information on admissions is found on the CU website at www.campbellsville.edu

Campbellsville University Financial Aid Administration handles the awarding of all scholarships, grants, loans and student work. Office hours are Monday-Friday, 8 a.m. – 5 p.m. ET, except for University approved Holidays.

Financial aid at Campbellsville University is a cooperative investment in youth, and focuses on the student as an individual. The programs are intended to remove the financial barrier from students who are unable to pay, to ease the financial burden for those who are more able to pay, and to manifest a special commitment to disadvantaged students. More information on Financial Aid can be found in the CU Undergraduate and Graduate Catalog on the CU website at <https://www.campbellsville.edu/academics/academic-affairs/catalogs/>

9.4 Academic Progress

Federal regulations require all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Campbellsville University. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (cumulative grade average). Progress is monitored at the conclusion of each term.

The University operates on the semester system. All academic credit for satisfactory work is given on the basis of the (approximate) 16-week semester. A one semester hour credit consists of one 50-minute period of recitation or two 50-minute periods of laboratory each week.

The quality of a student’s academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

Letter Grade Definitions

Letter Grade	Definition	Quality Points per Semester Hour
A	Excellent	4
B	Good	3
C	Average	2
D	Lowest Passing Grade	1
F	Failure	0
I	Incomplete	0
S	Satisfactory	0
U	Unsatisfactory	0
W	Withdraw	0
WA	Withdraw - Absence	0
X	Final Exam Missed	0

More information on Academic Regulations and Grading Systems can be found in the Undergraduate and Graduate Catalog on the CU website at <https://www.campbellsville.edu/academics/academic-affairs/catalogs/>

9.5 Career Services

Campbellsville University Career Services and Placement’s mission is to assist, serve and support the students of Campbellsville University; to better teach them how to identify career opportunities that fit with their values, interests, personality and skills; and to empower students by providing resources assisting with the development of career management skills that allow them to connect with employers and other professionals through career fairs, networking opportunities and more. This allows the students a better chance to achieve their personal and professional career goals.

Section 10: Financial Stability

10.1 Reporting and Audit

- It is Campbellsville University’s policy to conduct regular annual audit of its financial methods, performance, and stability by an arm’s-length professional accountant. While the University does not have a formal policy, a regular audit of financial methods, performance, and stability is a requirement as a recipient of federal funds as well as a SACS requirement. It is comprehensive standard 3.10.2 with SACS and covered in 3.10. Our responses in the 2014 reaffirmation are included in this section.

- Under the Whistleblower policy, the organization encourages complaints, reports, or inquiries about any potential violation of the Standards of Conduct or any applicable statute or regulation by the organization itself, by its leadership, or by others on its behalf. Appropriate subjects to raise under this policy would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies. This policy is not intended to provide a means of appeal from outcomes in other mechanisms.
 - If possible, an employee should first discuss a concern with the employee’s immediate supervisor. If, after speaking with the employee’s supervisor, the employee continues to have reasonable grounds to believe the concern is valid, the employee should report the concern to the director of human resources. However, if the individual is uncomfortable speaking with his or her supervisor, or if the supervisor is a subject of the concern, the employee should report the concern directly to the director of human resources or to the University Compliance Officer (“UCO”).
 - If the concern was reported verbally to the director of human resources, the reporting individual, with assistance from the director of human resources, shall reduce the concern to writing. The director of human resources is required to promptly report the concern to the UCO, who
 - If the UCO is unavailable for any reason, employees may direct concerns to the chair of the audit committee of the Board of Trustees.

All reports will be promptly investigated by the UCO, and appropriate corrective action will be recommended to the president or the audit committee of the board of directors, if warranted by the investigation. When possible, the UCO should advise the employee who reported the concern of how the concern was addressed. The UCO has the authority to retain outside legal counsel, accountants, private investigators, or other resource deemed necessary to conduct a full and complete investigation of the allegations. Administrators and all levels of management are responsible for preventing and detecting instances of fiscal irregularities and related misconduct.

In addition, administrators are expected to recognize risks and exposures inherent in their area of responsibility and to be aware of indications of fraud and related misconduct. In order to establish and maintain proper internal controls that provide security and accountability for the resources, administrators should ensure they and their staff receive adequate fiscal management training for their level of responsibility.

Administrators, faculty and staff who know or suspect other employees are engaged in theft, fraud, embezzlement, fiscal misconduct or violation of University financial policies have a responsibility to report it to their supervisor and the Comptroller.

Management and staff should not confront the individual under suspicion or initiate investigations on their own as such actions could compromise any ensuing investigation. All employees are to cooperate fully with those performing an investigation pursuant to this policy.

Investigative Procedures

- When a fiscal irregularity is reported to the Comptroller's Office, the Vice President for Finance and Administration and the area vice president(s) will be advised. In cases where the Vice President for Finance and Administration and area vice president(s) determine an investigation, either by the Office of Business Services or the Police Department, is necessary, the Comptroller will consult with the President and legal counsel, to determine appropriate interim administrative action that should be taken by the area administrators to protect University faculty, staff, students, and property. The Comptroller's Office will communicate these recommended actions to the area administrators and notify the area administrator of their responsibility to secure all University resources and to place appropriate personnel on administrative leave (paid or unpaid depending on the circumstances of the case), while the investigation is pending. The Comptroller's Office will also inform the Office of Personnel when administrative leave actions are being taken by the area administrator. Exceptions to placing personnel on administrative leave must be approved by the Vice President for Finance and Administration.
- Once the audit or investigation is complete and circumstances surrounding the irregularity or impropriety have been determined, responsibility shall be assigned for taking appropriate personnel and operational action to minimize the likelihood of recurrence. The Office of Finance and Administration will initiate one of the following steps:
 - Consult with the President and legal counsel if a legal issue is involved and determine jointly the next action to be taken.
 - If a legal issue is not involved but internal action is needed, refer an occurrence accompanied by a copy of an audit or report of investigation to the area Vice President. The area Vice President will have responsibility for taking appropriate personnel and operational action to minimize the likelihood of a recurrence. The Office of Finance and Administration will be available to assist and advise as needed.

Regarding non appropriated funds, the University produces a report of the "unrestricted" fund operations of the University on a monthly basis that is distributed to the President, VP's and the Business & Executive committees of the board. This is also addressed in the SACS comprehensive standard 3.10.3. Responses in the 2014 reaffirmation is below.

3.10.3 The institution exercises appropriate control over all its financial resources.
(Control of finances)

Judgment of Compliance

Compliance **Partial Compliance** **Non-Compliance**

Narrative:

Campbellsville University exercises appropriate control over its financial resources. The University maintains a system of strong internal controls, employs qualified staff, tracks

University financial activities with robust financial software, strictly enforces policies and procedures, and utilizes strong budgetary controls.

The Board of Trustees is responsible for managing the finances of the University as evidenced in the Bylaws. This responsibility is delegated as permitted to the President and the Vice President for Finance and Administration, who reports directly to the President on the control of financial resources. The organizational chart for the University provides evidence of the reporting structure for this area and its segregation from other areas of the institution. The Business Office, under the direction of the Associate Vice President for Finance and Controller, manages much of the control of financial resources.

The University maintains a strong system of internal controls through the segregation of duties as evidenced in the Business Office organizational chart. All positions are filled with no employee changes since FY2008. Business Office policies and procedures establish a framework of internal controls that verifies information, quickly detects and corrects errors, ensures proper authorization for all University transactions, and enforces compliance with all applicable state and federal laws. Additional policies in the Administrative Policies and Procedures Manual cover budget authorization, purchasing and reimbursement guidelines. A major component of this system of internal controls is the employment of qualified staff with relevant education and work experience to carry out the mission of the office as evidenced in business office staff summary of qualifications. This summary has been provided for director and manager-level staff members.

The Jenzabar EX financial reporting software allows all staff accurately to account for and monitor student receivables, accounts payable, purchasing, fixed assets, tax reporting, budget, payroll, and all other financial transactions at the line item account level.

The Development Office maintains gift accounting records using Blackbaud with daily transmittals of those records to the Business Office. All users in the Business Office are restricted at the function level on the items necessary for completion of their specific job responsibilities, providing an electronic system of control at the application level. An example of an application-level control is the issuance of accounts payable checks. The Accounts Payable Manager can enter invoices for payment, but does not have authority to post those to the general ledger, an action required before the system can issue a check. This control provides an automatic requirement of third party review before checks can actually be issued from the system. The Information Technology Office manages Jenzabar system access and security. Any changes to system access are first approved by the Associate Vice President for Finance and Controller.

The employees of the University are a substantial financial resource that is managed by the Human Resources Office. The Director of Human Resources is qualified to manage this function as evidenced in the resume. The Human Resources Office processes all employment paperwork and ensures University compliance with all applicable employment laws and employment policies of the University. Duties are appropriately segregated between the Human Resources Office and the Business Office, which processes payroll to employees. Payroll policies and procedures are designed to detect and prevent payroll-related fraud.

The budget development and monitoring system provides the University's strongest control over financial resources. This process encompasses the entire University from the Board of Trustees down to the departmental level. The Administrative Policies and Procedures Manual clearly defines the budget process. Using the strategic planning process as a guiding principle for budgetary priorities, the budget reasonably projects the revenues and expenditures of the University. The Board of Trustees approves all changes in tuition and fees for the University annually in January as evidenced in the Board of Trustee minutes. Changes come as a recommendation from the Business Committee of the Board of Trustees in proposal form. This process establishes the basic framework of the budget for the next fiscal year. Departmental involvement in the process appears in the budget request submission example. The Business Committee makes a recommendation of the proposed budget to the full Board in April. The Board of Trustees grants final budget approval as evidenced in the minutes. All academic and administrative department heads continually monitor the budget through real-time online reporting access. Additionally, the Associate Vice President for Finance and Controller makes monthly budget reports to the President, Vice President for Finance and Administration, and the Business and Executive Committees of the Board of Trustees. The Business Committee is also updated at quarterly meetings as evidenced in committee Business Committee minutes.

Campbellsville University contracts with BKD – CPAs & Advisors, certified public accountants in Louisville, Kentucky, to conduct its annual external financial audit to ensure the internal controls of the University are sufficient and the financial results are fairly presented. The Audit Committee of the Board of Trustees annually reviews and approves financial statement audits.

The auditors' management comment letters are presented to and discussed by the Audit Committee. The Audit Committee minutes substantiate appropriate review of the financial statements and any recommendations as a result of the external audit process. There have been no material findings during the past five years and management has worked to address any recommendations made by the external auditors to continue to strengthen University operations and internal controls. Additionally, all financial statement opinions have been unqualified.

In summary, the University has multiple levels of appropriate controls over its financial resources to prevent misuse and allow for fulfillment of its mission.

10.2 Financials

The Campbellsville University Independent Auditor's Report and Consolidated Financial Statements are attached as (**Appendix 10.2.1**).

Section 11. Organization Evaluation

Higher education has moved from the long-range planning approach, implemented in the 1960s during unprecedented growth years, to the strategic planning approach. Strategic planning is different from long-range planning in that it is not a blueprint; it is not a set of platitudes; and it is not carried out by a planner. Rather, strategic planning deals with the changing external environment, competitive conditions, strengths and weaknesses of the Institution, and opportunities for growth. Therefore, it is constantly reviewed and refined, and is implemented through a joint effort by the University community--the Board of Trustees, the President, the administrators, faculty, staff and students.

In 1989, the strategic planning process was begun at Campbellsville University with the Administrative Council striving to develop a document to serve the dual role of providing the Institution with a sense of direction and continuity, while at the same time attacking many specific goals which had been identified through previous planning efforts and recommendations from the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558 and other specialized accreditation agencies.

Through this Document, an initial attempt was made to bring every entity of the Institution into the planning process. Therefore, the Board of Trustees, Administrative Council, Institutional Planning Council, Academic Council, Faculty, Staff, Students, and Advisory Boards were invited to have early input into the Document content. Each constituency was invited to review and to make recommendations regarding the draft Document. Upon receiving the input described above, the President and the Administrative Council incorporated the comments and suggestions into the final paper or Document, and presented it to the Board of Trustees for approval. Upon Board approval, the Strategic Planning Document was implemented campus-wide in September 1990.

Under the leadership of Dr. Michael V. Carter, a new strategic planning process began, upon approval of the Board of Trustees, September 2000, with consulting provided by Dr. Bob Agee, former president of Oklahoma Baptist University and former, Executive Director of the Association of Southern Baptist Colleges and Schools. A strategic planning committee began work in the fall of 2000 and continued a University wide Phase 1 process that was completed with Board of Trustees review and approval of the Phase 1 package on July 24, 2001. Phase II and III of the strategic planning process were concluded in 2001-2002. The ongoing annual process includes detailed goals and objectives for each office and academic program. The university has moved to an online platform for processing reports. The Board of Trustees gives final approval to an annual set of “program objectives” in several general areas (i.e., general university, academic affairs, athletics, admissions, student services, business affairs, and development). Annual updates are prepared and submitted to the Board of Trustees and Administrative Council.

Joe M. Lycan
Cheryl A. Lycan
37 North Sunset Blvd.
Williamson, WV 25661

August 6, 2018

Dr. H. Keith Spears
Vice President for Communication
Campbellsville University
1 University Drive
UPO781
Campbellsville, KY42718-2190

Dear Dr. Spears,

We are writing this letter to express our support of the establishment of a Campbellsville University Regional Education Center in Williamson, West Virginia. We have visited your main campus twice and were exceptionally impressed with the faculty, staff and overall campus.

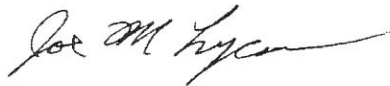
The quality Christian-based post-secondary education that Campbellsville could offer the residents of this region would be a blessing of "Biblical proportion".

The down-turn in the coal industry which was the main employer in this region for decades has left few options for employment without relocation. Education to learn new employment skills is often difficult for many without the financial resources to travel long distances to pursue retraining. Campbellsville University could provide alternative career fields as well as affordable training and education. Plus, it would be a blessing for our high school graduates to have the option to pursue an education from a four-year university and still be able to live locally.

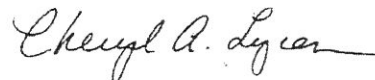
We appreciate both your and your staff's time and recent travel to Williamson to tour the now vacant Williamson High School campus as a possible satellite campus location for Campbellsville. We are diligently praying that the Lord will "pave the way" for CU to become a valued member of this community.

May God continue to bless you and Campbellsville University!

Respectfully yours,



Joe M. Lycan



Cheryl A. Lycan



City of Williamson

142 East 4th Avenue ~ Williamson, West Virginia 25661

Phone: (304) 235-1510 ~ Fax: (304) 235-1516



Charles W. Hatfield
Mayor

Meredith Anderson
City Clerk

July 30, 2018

Campbellsville University
1 University Drive
Campbellsville, Kentucky 42718-2190

Dear Keith Spears,

The City of Williamson and its representatives, Charles W. Hatfield, Mayor, Meredith Anderson, City Clerk, Randall Price, Councilman Ward I, Sherri Hairston Brown, Councilwoman Ward II, Ralph Hall, Councilman Ward III, and Joe Venturino, Councilman, Ward IV, respectfully submits this *Letter of Support* for the opportunity to work with Campbellsville University in establishing a satellite school at the former location of the Williamson High School and Williamson Junior High School Complex. This endeavor to bring such a wonderful opportunity to our city and our community is overwhelming. We are grateful that Campbellsville University is making the consideration and we are offering our assistance in any way to facilitate your due diligence efforts.

The City of Williamson hereby offers its support to your University and please know that our community is engaged in promoting educational opportunities for this region. We are also engaged in diversifying our economic base in all sectors of commerce including tourism by supporting ATV trail riding with the ever popular Hatfield-McCoy trail system. We are working to promote our waterways, with the Friends of the Tug River initiative, which will add a new component for visitors to enjoy kayaking, canoeing and rafting. We are also in the process of developing walking and biking trails.

Bringing Campbellsville University to our city will encourage others to invest in our community which serves both West Virginia and Kentucky.

Respectfully submitted,

Charles W. Hatfield
Mayor of Williamson

Meredith Anderson
City Clerk

Randal Price
Councilman Ward I

Sherri Hairston Brown
Councilwoman Ward II

Ralph Hall
Councilman Ward II

Joe Venturino
Councilman Ward IV

CITY OF WILLIAMSON



Police Department
165 East 4th Avenue
Williamson, West Virginia 25661
(304) 235-2570



August 1, 2018

Campbellsville University
1 University Drive
Campbellsville, KY 42718
Attention: Keith Spears

Re: Request for Consideration of Proposal for College in Williamson, WV
Via email: hkspears@campbellsville.edu

Dear Mr. Spears:

I am writing to request you consider the proposal for a college located in Williamson, West Virginia. As I'm sure you are aware, Williamson is a small town located in Mingo County, West Virginia. I currently serve as the Chief of Police with over seventeen (17) years of experience in law enforcement.

It is my personal belief that a college would be extremely beneficial both to the City of Williamson and Campbellsville University. It is a wonderful opportunity for someone who is just starting their journey or for someone who simply wants to further their education to have an accredited university so easily accessible. There are several restaurants, banking institutions and convenience stores located within walking distance of the proposed building for the university, which, in my opinion, is imperative for both students and faculty alike.

The Department of Health and Human Resources, which is also located in Williamson, offers an Education Expense Reimbursement and leave (EER/L) Program for full-time permanent employees. Through this program, employees qualify for reimbursements for both undergraduate studies and graduate-level studies up to four times each year. It also provides paid leave for courses taken during work hours, however, most DHHR employees do not take advantage of that program due to the lack of courses/studies offered at the small community college and it is not economically feasible for them to travel such a great distance to obtain those degrees. In fact, both myself and my wife have considered furthering our education but have been unable to do so because of the aforementioned.

In closing, I respectfully request you consider the proposal for Campbellsville University to open a location in Williamson. We implore you to visit our town and observe the proposed location as

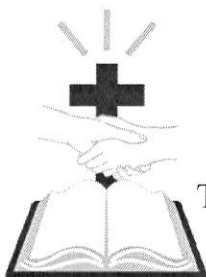
we are certain you will not be disappointed. This decision will greatly impact the lives of many and will certainly be beneficial to both Campbellsville University and the City of Williamson.

Thank you for your prompt attention and consideration in this matter. Should you wish to discuss this matter further, please contact me at the number listed above.

Sincerely,

Chief Dotson

A handwritten signature in black ink, appearing to read "Chief Dotson", written in a cursive style.



THE GREATER WILLIAMSON
MINISTERIAL ASSOCIATION

1421 Buffalo Creek Road
Williamson, WV 25661

Phone: (304) 236-3016

Dr. Garland Dale Carey, President
Rev. Rick Hisel, Vice President
Rev. Jarrod Belcher, Clerk
Melissa Carey, Treasurer

Friday, August 3rd, 2018

TO: Campbellsville University
1 University Drive Campbellsville, KY 42718

RE: Prospective Williamson, WV Campus

To Whom It May Concern,

The Greater Williamson Ministerial Association would like to personally thank you for your interest in Williamson, West Virginia. Our participating ministers and pastors are unanimously in favor of Campbellsville establishing a campus in our community. We would wholehearted support your aspirations to partner with our local community college in providing our people academic degree programs right here at home. Your Christian values and ministries are also imperative. We would be honored to serve alongside you in meeting the spiritual needs of our region. We are, therefore, confident that you will decide to bring your university to Williamson.

If our association can ever assist you or if you should have questions, concerns or need additional information, please do not hesitate to contact me at the above phone number or email me at preachercarey@aol.com. Thank you again for your interest in our region. We look forward to fostering a relationship with Campbellsville as we believe in the services you provide. May "the grace of our Lord Jesus Christ be with you" (1 Thessalonians 5:28, ESV).

Respectfully,

A handwritten signature in black ink, appearing to read "Garland D. Carey".

Dr. Garland D. Carey, Ed.D.
President

gdc

WILSON EYECARE ASSOCIATES

A MEMBER OF *VISION SOURCE*

DR. STEVEN C. WILSON • OPTOMETRIC PHYSICIANS • DR. G. SHAWN SAMMONS

August 2, 2018

Keith Spears

Vice President for Communication
Campbellsville University
1 University Drive
UPO 781
Campbellsville, KY 42718-2190

Dear Mr. Spears,

I'm writing this letter to express my support of the establishment of a Campbellsville University Regional Education Center in Williamson, West Virginia. I have visited your campus twice in the past to support my brother as an athlete for the University of Pikeville football team, so I have some limited experience with CU. Based on appearances alone, it seems like an excellent place for post-secondary education and training. Further, the information on the CU website is impressive.

I am an Optometric Physician in Williamson, and a native of Mingo County. In the past, coal related jobs dominated the economy in this area – so much so that Williamson is referred to as “The Heart of the Billion Dollar Coalfield.” In the past ten years, however, coal mining and related jobs have been in steady decline. As a result, unemployment, prescription and non-prescription drug abuse, and crime rates have skyrocketed.

I believe that a large part of the reason for these changes is a lack of alternative career fields as well as affordable training and education. In the past, an individual fresh out of high school could go to work in the mining industry and make upwards of \$80,000 per year. With the loss of coal-related jobs, there are now fewer and fewer opportunities for such employment. The alternative is education and training. If more individuals seek education and training after high school, the area will benefit by diversifying the economy of this area – and that is where Campbellsville University comes into the picture.

I am excited about the opportunity for the establishment for a Regional Education Center in Williamson to help move this area into the 21st Century by helping to provide affordable and strong adult education for the surrounding area.

Thank you for your time and consideration.

Very Respectfully,



G. Shawn Sammons, OD

WILSON EYECARE ASSOCIATES

A MEMBER OF *VISION SOURCE*

DR. STEVEN C. WILSON • OPTOMETRIC PHYSICIANS • DR. G. SHAWN SAMMONS

August 1, 2018

Keith Spears
VP for Communication, Assistant to the President
Campbellsville University
1 University Drive
UPO 781
Campbellsville, KY 42718-2190

Dear Keith,

I write this letter to demonstrate my support of establishing, yet another, Campbellsville University Regional Center of Educational Excellence right here in Williamson, WV. I admit that I have perused the University's website to gain additional insight into the role that this well established institution might have in creating new optimism in our communities. I must say that I have been most impressed by what I see.

As a 35 year practicing Optometric physician, I have witnessed changes in our community of Williamson that I could never have imagined. The devastating economic impact of diminished coal demand as a result of political posture; the opioid epidemic that has, in part, resulted from one of the largest pill mills in WV (2 doors down from my practice); the hunger issues that we see in grade school children right here in Mingo County; the cynical demeanor of our so-called community leaders; and the attitude of our citizens whose futures are full of uncertainty. Bottom line....

We've lost our Hope.

Campbellsville University has an opportunity to truly live and demonstrate their mission and values here in Williamson. First and foremost, our community needs to witness an institution that is grounded in Christian values, that teaches the eternal benefits of a life relationship with Jesus Christ, that fosters opportunities in personal growth and learning, and which becomes involved in our community to restore Hope.

I am an advocate and encourager of our current mayor, Charlie Hatfield. If 25% of the things that he has proposed and imagined would come to pass, I am convinced that Williamson could, once again, prosper. Perhaps, his best plan has been to invite Campbellsville University to come to Williamson and truly make a difference in our community. Please prayerfully consider the opportunity that your institution has to be instrumental in restoring our Hope.

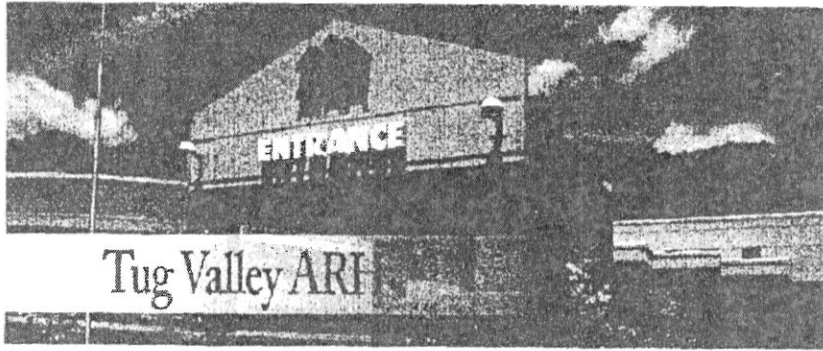
If you have any questions or would just like an opportunity to have conversation, please reach out to me anytime. My cell number is 304-928-3059. I'd love to talk.

In Christ,



Steven C. Wilson, O.D.

SCW/wp



Tug Valley ARH Regional Medical Center
 260 Hospital Drive
 South Williamson KY 41503

Phone: (606) 237-1700
 Fax: (606) 237-1701
 Email: arh.org

July 31, 2018

Re: Letter of Support for the University of Campbellville to place a satellite campus in Williamson, West Virginia

To Whom It May Concern

Dr. Sirs,

I am writing this letter as a sign of support for your Board of Trustees to consider placing a satellite campus in Mingo County, West Virginia.

I am the Community Chief Executive Officer at Tug Valley ARH Regional Medical Center. Our Tug Valley Region, which covers the Eastern part of Pike County, Kentucky and the Southern part of Mingo County, West Virginia, is in dire need for additional educational opportunities. We need opportunities that the placement of this satellite campus could provide for the local high school students looking to stay close to home, and for the non-traditional coal miners that are looking for a college education to pursue other career paths. In terms of healthcare needs, as we look to grow our local campus with the millennials over the next several years, we need a strong university to meet our continued recruiting needs. The greatest asset in our community is our people. As our people are looking for opportunities, they are somewhat challenged by the inability to travel a distance for an affordable education. I am very impressed with your University's mission and vision for the next generation of students. I, as the CCEO of Tug Valley ARH Regional Medical Center, would embrace the opportunity to have you join our Tug Valley Region. I feel that the current location that the University is looking at would be a great place to re-purpose and build the future generation of Patriots to work and serve our community. I look forward to seeing your organization at our future Tug Valley Chamber of Commerce meetings. Working together we can build a great future for the people of the Tug Valley area.

Sincerely,

Tim A. Hatfield
 Community CEO



July 25, 2018

Keith Spears
Campbellsville University
1 University Drive, UPO 818
Campbellsville, KY 42718-2190

RE: *Letter of Support*

Dear Sir:

Please accept this *Letter of Support* from the Williamson Memorial Hospital Board of Trustees. We are excited to add our voice to the many throughout our community whom are eager and willing to assist Campbellsville University in the endeavor of establishing a presence here. We strongly believe that educational opportunities as afforded by Campbellsville will add investment and opportunities to continue the efforts to revitalize our economy.

With great anticipation, we look forward to learning more about the University's strategic plans and will offer any assistance to help with the upcoming due diligence. The impact of the array of educational offerings CU would offer to our population is nearly immeasurable in terms of job creation, job training, and other opportunities for both private and public ventures and much more.

This Board has voted unanimously to offer this unconditional *Letter of Support* and our commitment to making this community Campbellsville's next location for higher education.

Respectfully submitted, and on behalf of the Williamson Memorial Board of Trustees, I am

A handwritten signature in black ink that reads "Charles W. Hatfield".

Charles W. Hatfield
Board of Trustees Chairman

COTIGA DEVELOPMENT COMPANY

LIMITED PARTNERSHIP

120 West 1st Ave • P.O. Box 1956 • Williamson, WV, 25661 • (304) 235-7070

August 14, 2018

Keith Spears, VP Communications & Assistant to the President
1 University Drive
Campbellsville, KY 42718-2190

VIA: Email: hkspears@campbellsville.edu
CC: sddouglas@campbellsville.edu

Dear Mr. Spears,

I am the manager of Resources of Cotiga Development Company. Cotiga is a land holding company with roots here in Mingo County dating back to 1888. Cotiga has had offices in Williamson for the past 40+ years.

In the past years Cotiga has supported Mingo County by donating to civic and educational organizations. Currently we sponsor a special scholarship program at Southern West Virginia Community and Technical College named the Appalachian Leadership Academy-Cotiga Chapter. This program is a spin-off on General Doc Fogelsong's Appalachian Leadership Education Foundation; our program has helped many folks young and old to reach their goals of a better life through education.

We would welcome and encourage Campbellsville University to bring a campus to the City of Williamson. It would be a great addition to our areas' need for higher education. Perhaps Cotiga could establish a relationship with Campbellsville and help develop and bolster a scholarship program equally successful as our current program with SWVTC.

Thanks for considering making an investment in our community.

Kind regards,



Edward L. Curry
Manager of Resources



HOUSING AUTHORITY OF THE CITY OF WILLIAMSON

P.O. BOX 1758 • WILLIAMSON, WEST VIRGINIA 25661 • (304) 235-3270

Dr. Keith Spears
Vice President of Communications
Assistant to the President
Campbellsville University
1 University Drive
Campbellsville, KY 42718

August 2, 2018

Dear Dr. Spears,

I am writing to express my support on behalf of Campbellsville University opening a campus in Williamson, West Virginia. I believe you will find the Williamson community to be good fit for your University. The people I have encountered and worked with are genuine, intelligent, and ambitious. They love their Appalachian heritage and are willing to do whatever it takes to improve the economy and wellbeing of the region.

Personally, I am a longtime advocate for higher education and believe that your university will bring much needed educational resources to our community. As the Executive Director of the Williamson Housing Authority, I know firsthand what a difference higher education can make in the livelihood of low income families. It is my hope that should your university open a campus in Williamson, the Housing Authority might partner with Campbellsville to provide academic services to our public housing residents.

Please do not hesitate to contact me should you have any questions. I look forward to hearing more about your plans. Best of luck with this newest endeavor.

Sincerely,

Pauline Sturgill
Executive Director



Tug Valley ARH Regional Medical Center
ADMINISTRATION
260 Hospital Drive
South Williamson, Kentucky
(606) 237-1712
Fax #: (606) 237-1701

FACSIMILE COVER SHEET

DATE: July 31, 2018

TO: Mayor Hatfield – City of Williamson

FAX # : 235-1500

PHONE #:

FROM: Tim A. Hatfield, CCEO

MESSAGE: See attached Support Letter.

TRANSMISSION INQUIRIES: If you did not receive all pages or it was sent to you in error, please contact me at (606) 237-1712.

NUMBER OF SHEETS, INCLUDING COVER SHEET: 2

NOTICE OF CONFIDENTIALITY

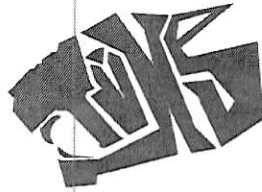
The information contained in this facsimile is confidential, proprietary or privileged and may be subject to protection under the law, including the Health Insurance Portability and Accountability Act (HIPAA). The message is intended for the sole use of the individual or entity to which it is addressed. If you are not the intended recipient, you are notified that any use, distribution or copying of the attached material is strictly prohibited and may subject you to criminal or civil penalties. If you received this facsimile in error, please notify me immediately.

MARSHA MAYNARD - ASSISTANT PRINCIPAL

BYRNA JEWELL - GUIDANCE COUNSELOR

CANDACE FLETCHER - GUIDANCE COUNSELOR

LISA KISER - SECRETARY



TUG VALLEY HIGH SCHOOL

PRINCIPAL
C. DOUGLAS WARD, Ed. D

50 PANTHER AVENUE, WILLIAMSON, WV 25661

P 304-235-2266 - F 304-235-2636

Dear Dr. Spears,

This correspondence is in support of Campbellsville University to establish a branch campus in Williamson, West Virginia. The opportunity to have a first-rate university would add to our regions quality of life in a variety of ways.

I am a life-long resident of the region and serve as the principal of Tug Valley High School, the high school geographically situated to best benefit from a partnership with Campbellsville University. However, this partnership will not only benefit our school and students, but will provide an economic benefit to our county. As a veteran twenty eight year administrator of Mingo County School District the opportunity for Campbellsville University to benefit from locating in Williamson will include, providing a needed product for our region. This will include post-secondary training and the creation of new educational alliances. This could be a prosperous endeavor for your university.

It is with full confidence I endorse Campbellsville University in creating a branch in Williamson West Virginia. Please consider this request. If I can be of assistance, please contact me at the attached addresses.

Professionally,

C. Douglas Ward, Ed. D
Principal
Tug Valley High School

8/26/18

To: Dr, Keith Spears, Vice President
Campbellsville University

Re: Williamson, WV

Dear Dr. Spears,

My name is Tonya Webb and I am a resident of Williamson, West Virginia. It has been brought to my attention that Campbellsville University is looking at possibly branching out and opening a satellite campus in my hometown. I cannot begin to convey to you how happy and thrilled I am over this possibility. Not only am I excited for personal reasons that I will mention later, but I'm so thrilled for the endless opportunities this will bring to so many in my community. Believe me when I say that having a University such as Campbellsville in West Virginia would open doors for so many of our residents. It would also open doors for those that reside in nearby States such as Ohio, Virginia and Kentucky.

As I mentioned before, this news does make me very happy. On a personal note, I would be very interested in furthering my education and possibly pursuing a Master's Degree if Campbellsville University will be offering those programs. I am a single mother who would love to be able to further her education but I'm just not able to drive long distances to do so. This would resolve that issue. Secondly, I am employed in a field where I am constantly trying to help others gain employment or pursue college degrees so this would be invaluable help with that population as well. Lastly, I spend a lot of my time volunteering in my community. I belong to many different organizations including the Williamson Convention and Visitors Bureau. I cannot begin to tell you what an impact Campbellsville University would have on this area. I'm not just speaking from an economic stand point but also for the socialization and partnerships that could be developed. It would truly be an honor to be able to be able to work with you and your staff in that aspect.

In closing, for all those reasons listed (and more), my sincere wish is that you will bring Campbellsville University to Williamson, West Virginia. The community is already buzzing with excitement over the possibility and I promise, you can't beat the hard working and heartfelt citizens in this area. To us, this is not just about education but it's also about bringing hope and revitalization to an area that desperately needs and wants it. We would welcome you with open arms. Hope to see you in Williamson soon!

Sincerely,
Tonya Webb
18 S. Sunset Blvd.
Williamson, WV 25661
(606) 625-1628

Williamson Mining and Manufacturing
P. O. BOX 1569
HUNTINGTON, WEST VIRGINIA 25716-1569

Liza Caldwell, President
John Hitt, Secretary

PO Box 1569
Huntington, WV 25716
(304) 525-5264
(304) 399-0105 Fax

Keith Spears
1 University Drive
Campbellsville, KY 42718-2190

VIA: Email

August 22, 2018

Dear Mr. Keith Spears,

Mayor Hatfield and I have been discussing the future of Williamson and his desire to see it flourish. I am very encourage that Campbellsville University is considering placing a facility in Williamson. Education is such key for the changing work environment and your commitment to provide the opportunity to Mingo County will be a game changer.

Williamson Mining has known that investing into the city of Williamson would continue to provide the opportunity for the community to grown and meet its potential of the people of this area. We have always felt it was be time and energy well spent.

Respectfully,

Liza Caldwell
President
Williamson Mining and Manufacturing

From: [Helen Stanley](#)
To: charliehatfield@suddenlinkmail.com
Subject: Letter of Support
Date: Thursday, August 2, 2018 12:05:23 PM

Dear Keith

My name is Helen Stanley. I am writing you to let my intentions be known that I wholly support Campbellville University making a possible move to Williamson, WV.

Currently, I am Conservation Supervisor for Mingo County, a member of the Williamson Board of Parks and Recreation, chairperson of Mingo County Solid Waste, member of the Williamson Redevelopment Authority and also Chair and Co chair a few state boards. I also own a specialty grocery store here. The thought of an accredited University coming to our community is beyond my wildest hopes. Higher education is sorely lacking in our area and is evident in our economy.

There are some people who may be negative toward the idea of your coming here, but they are few in numbers. I don't think they have entirely thought this through. Many high school graduates leave the area to pursue degrees and don't return to raise families or start a career. Campbellville University would be the key to changing the mindset of many going off to school and not coming back to their roots.

For many years coal mining and the railroad sustained this community. With the new trends, we need diversification that only education can bring to the area. Entrepreneurship is wide open here as there isn't much competition.

In closing, let me thank you for considering Williamson as a new home for Campbellville University and I will continue to support your efforts to join our community.

Sincerely,

Helen Stanley



Sent from my iPhone

Douglas, Sheila D.

From: Samantha Harris <samantha@samanthaharris.us>
Sent: Thursday, August 16, 2018 6:37 AM
To: Spears, Keith
Cc: Douglas, Sheila D.; charles.hatfield@cityofwilliamson.org
Subject: Williamson

August 16, 2018

Campbellsville University
1 University Dr.
Campbellsville, KY 42718

RE: WILLIAMSON WV

Dear Sir/Madam:

Thank you for the opportunity to comment on the possibility of a satellite campus, which would be located in Williamson, WV. I have, on several occasions, spoken to our mayor, Charles Hatfield, regarding this possibility. We discussed what a wonderful option this university could be for the citizens of our area and also the surrounding areas.


Due to circumstances beyond my control, I myself was only able to complete my Associates Degree. Almost thirty years after high school, I would love to complete my Bachelors Degree. CU satellite campus could be the way for me to achieve that degree. The mere convenience of a university located here in my home town is extremely exciting. I can only imagine how many young adults, who are not able to leave their families, would be able to further their education right here at home.

I appreciate your time and consideration. I would certainly welcome CU to our small town that has a big heart. Thank you.

Sincerely yours,

Samantha Harris

State of West Virginia



Certificate

*I, Mac Warner, Secretary of State,
of the State of West Virginia, hereby certify that*

CAMPBELLSVILLE UNIVERSITY, INC.

has filed the appropriate registration documents in my office according to the provisions of the West Virginia Code and hereby declare the organization listed above as duly registered with the Secretary of State's Office.

*Given under my hand and
the Great Seal of West Virginia
on this day of
February 08, 2019*



Mac Warner

Secretary of State

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Cooperative Bachelor of Science in Mathematics

INSTITUTION: West Virginia State University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the cooperative Bachelor of Science in Mathematics program between Ningbo University of Technology in China and West Virginia State University.

STAFF MEMBER: Corley Dennison

BACKGROUND:

West Virginia State University seeks approval to award the Bachelor of Science in Mathematics as a cooperative degree with Ningbo University of Technology in China. Students who complete the requirements of the program will receive degrees from both institutions.

Under the agreement, West Virginia State University provides qualified instructional staff for 15 courses including the advanced math and computer science courses. The program target is to recruit a cohort of 100 students each fall. A joint program management committee made up of representatives from both schools oversees the logistics and implementation of the agreement.

Under the agreement, West Virginia State University's other responsibilities include the following:

- Cooperate to promote the program.
- Introduce advanced teaching concepts and teaching management methods to the Ningbo faculty members.
- Arrange for qualified instructors to teach courses scheduled to be taught by West Virginia State University.
- West Virginia State University shall keep transcripts and student information at the Institute, WV data base.
- Award the Bachelor of Science degree to students who have fulfilled the academic requirements of the program.

The agreement expires in 2024 and may be renewed by mutual consent of both parties. The agreement is attached.



August 15, 2019

Dear Dr. Corley Dennison:

This letter is to request an approval of the cooperation agreement of the joint program in Bachelor of Science in Mathematics (Computational Science Option) between Ningbo University of Technology, Ningbo, Zhejiang, China (NBUT) and West Virginia State University, Institute, WV, USA (WVSU). The agreement was signed by President LV/Zhongda of NBUT and President Anthony Jenkins of WVSU in September 2016.

Cooperation Objectives

The students will use both English and Chinese mastering basic mathematical theory, program design, data analysis, and mathematical modeling knowledge, become familiar with big data mining process, be able to develop and design new data product, and be able to apply various mathematics, statistics, and computing knowledge to solve the practical problems in data engineering.

Cooperation Curriculum and graduation

The Bachelor of Science in Mathematics with Computation Science option at WVSU requires completion of 120 credit hours including the following requirements (the details can be found in WVSU catalog):

- General Education: 38-40 credit hours
- Core Courses: 41 credit hours
MATH 205, MATH 206, MATH 207, MATH 208, MATH 222, MATH 251, MATH 307, MATH 355, MATH 402, MATH 403, MATH 404, MATH 406, MATH 408, MATH 435
- Cognates: 25-26 credit hours
CS 101, CS 102, CS 230, CS 250, CS 336, CS 355, CS 455 and
BIO 120 or CHEM 105 & 107 or PHY 231 & 203.

The joint program will be offered at the NBUT Campus. Under the agreement, WVSU is responsible to provide qualified teaching staff for MATH 205, MATH 206, MATH 207, MATH 208, MATH 251, MATH 307, MATH 355, MATH 402, MATH 403, MATH 404, MATH 406, MATH 435, CS 336, CS 355, and CS 455.

The students who complete the requirements of the program will receive bachelor's degrees from both institutions.

Financial Arrangement

As mentioned above, WVSU provides instructional staff for 15 courses. WVSU is responsible to pay the salary of this staff. NBUT will pay WVSU \$614 per student per course. So, for each student in the program, WVSU received $\$614 * 15 = \$9,210$ from NBUT

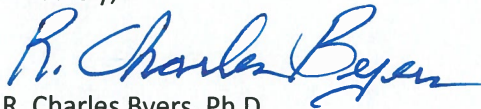
Program Enrollment

The program's target is to recruit a cohort of 100 students every year. The first cohort (Fall 2017) consists of 75 and the second cohort (Fall 2018) consists of 98 students.

Finally, this collaboration has so far helped both Universities improving quality of education. It has put WVSU in particular and the higher education in the state of West Virginia in general on international academic map. We believe that in future, this collaboration will result in faculty and student exchanges for academic and cultural experiences among the two institutions as well as the recruitment at both institutions.

If you have any further questions, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink that reads "R. Charles Byers". The signature is fluid and cursive, with the first name "R." and last name "Byers" clearly legible.

R. Charles Byers, Ph.D.

Interim Provost and Vice President

for Academic Affairs

West Virginia State University

The Supplementary Agreement

Party A: Ningbo University of Technology, China

Party B: West Virginia State University, USA

In accordance to the Cooperation Agreement Regarding Jointly Delivering an Undergraduate Program in Information and Computing Science between Ningbo University of Technology, China and West Virginia State University, USA, in order to promote the program successfully, the parties have discussed the financial arrangement and related issues during the program operation and come into a consensus written in this supplementary agreement, for the future reference:

1. Party A shall pay Party B tuition which is related to the courses registered by each student.

2. Both Party A and Party B shall expense a certain amount of tuition income which is accrued from the courses instructed by the faculty from respective party, to cover the cost, including recruiting, instructing, administration and the use of classroom, and international transportation.

3. This program plan to recruit 100 students for each session (4 years), the actual recruiting student number shall depend on the program operation reality.

4. Party A and Party B shall work together to offer 20 major courses, of which 15 courses shall be taught by Party B's faculty and be taught by using English original teaching materials. With the standard of \$614 per student per course, 15 courses during 4 years, Party A shall pay Party B the tuition with the total amount of \$9210 per student during 4 years. Party B shall provide curriculum and teaching materials as well as teaching requirement for the other 5 courses, which shall be instructed by Party A's faculty, Party A shall not pay any tuition concerning these 5 courses to Party B.

Calculating Formula: $\$614(\text{each course}) * 15 = \$ 9210$

4.1 The courses shall be arranged according to the Academic Arrangement listed in **Appendix 3**.

4.2 Payment shall be made with US Dollars.

4.3 Students enrolled in each course must receive the approval from both parties. Party A shall make full payment to Party B within 30days after Party B sends tuition bill to Party A.

5. Party A and Party B shall bear their respective cost including faculty salary and other relating expense.

6. This agreement is written in Chinese and English in duplicate, each party will keep one copy. The Chinese version and the English version have the same validity. This Supplementary Agreement has the same legal effect as the abovementioned agreement signed by both parties named Cooperation Agreement Regarding Jointly Delivering an Undergraduate Program in Information and Computing Science between Ningbo University of Technology, China and West Virginia State University, USA.

Signed for and on behalf of

Party A: Ningbo University of Technology (seal)

President& Prof.

Date:

Party B: West Virginia State University (Seal)

President& Prof.

Date:



Cooperation Agreement Regarding Jointly Delivering an
Undergraduate Program in Information and Computing
Science
between
Ningbo University of Technology, P.R.China
and
West Virginia State University U.S.A

July 2016

Cooperation Agreement Regarding Jointly Delivering an Undergraduate Program in
Information and Computing Science

between

West Virginia State University U.S.A

Based on “the Regulation of the People’s Republic of China on Chinese

Ningbo University of Technology, P.R.China

and

se-Foreign Cooperation in Running School „ and “ the Implementation Method of Regulations of the People’s Republic of Chian on Chinese-Foreign Cooperation in Running Schools „, Ningbo University of Technology, P.R. China(hereinafter referred to as Party A) and West Virginia State University (hereinafter referred to as Party B) plan to jointly deliver an Undergraduate Program in Information and Computing Science through bilateral discussion and in accordance to the principles of cooperation, development, equality and risk-sharing. Details of the schooling mode are written as below:

Article 1: Cooperative Parties

1.1 This agreement is between

Party A (Chinese Party) : Ningbo University of Technology(NBUT)

Legal Representative : President & Prof. LV/ Zhongda , Chinese

Address : 201 Fenghua Road Jiangbei District, Ningbo, Zhejiang, P.R.China ,315211

Party B (American Party) : West Virginia State University

Legal Representative : President & Prof.Anthony Jenkins

Address : 103 Ferrell, P.O. Box 1000, Institute, WV 25112

1.2 Legality

1. Party A shall guarantee that Party A is a higher education institution legally qualified by the People's Republic of China (see Appedix 1: Party A's legal entity certificate).

2. Party B shall guarantee that Party B is a higher education institution legally qualified by the United States of America (see Appendix 2: Party B's the legal entity certificate). Party B shall obtain a legal licence from USA government to deliver the joint program.
3. Both Parties promise that the conclusion of this Agreement shall not violate the laws from each country, and shall not have any illegal act, and both parties have sufficient financial resources and intellectual property rights to perform the agreement.
4. As legal independent institutions, both parties jointly perform this agreement.

Article 2: Cooperation Principles , Objectives and Mode

2.1 Cooperation Principles

1. Conscientiously implement the Chinese national education strategic development guideline, introducing high-quality educational resources (including teachers, curriculum system, teaching materials, teaching methods and teaching management experience, etc.) from Virginia State University in the field of Information and Computing Science.
2. Learn from West Virginia State University their successful professional accumulation, advanced teaching methods and curriculum management experience, including credit management mode in terms of Mathematics and Information and Computing Science, forming modern university management experience with assessment contents of inner structure
3. Through full introduction and practical experience learning, try to explore an effective way to consolidate and enhance the capability in running the data engineering specialty, by the mutual cooperative practice, gradually fuse and form the curriculum system with characteristics of a newly management mode, with the cooperative achievement of high level, substantially promoting the learning and teaching of the universities.

2.2 Cooperation Objectives

Through four years studying, the students can use both English and Chinese

mastering basic mathematical theory, program design and data analysis and mathematical modeling knowledge, be familiar with big data mining process, can develop and design new data product, can comprehensively apply various mathematics, statistics, and computing knowledge to solve the practical problems in data engineering.

Graduates should acquire the following knowledge and abilities:

1. The graduates should have a good moral and professional standards, should have strong communication skills and social adaptability.
2. The graduates should grasp the theory of probability, statistics, program design, data analysis and the basic theories, methods and skills of modeling, with a wide range of knowledge; should be familiar with data analysis and modeling application software, master the ideas and skills of data mining.
3. The graduates should be familiar with the relevant principles, policies and regulations of the data engineering industry.
4. The graduates are encouraged to take some qualification examination related to the data analysis, data engineering, such as the R and SAS certification, in order to lay a solid foundation for the future to enter the data engineering and related industries.

2.3 Cooperation Mode

1. Party A is in charge of students recruitment, and students shall complete all their studies on Party A's campus;
2. Party A and Party B shall develop cultivation scheme by mutual consultation, determine the teaching materials, perform the teaching and assessment with mutual effort;
3. Students who meet the requirements of the cultivation scheme will receive a bachelor's degree from both parties (with details in 4.6 of this Agreement);
4. The two parties will introduce more excellent international original teaching materials and the English teaching and examination methods, to keep up with the advancing developing speed as the international Information and Computing Science talents cultivation mode;

Article 3: Name and School Location of the Program

3.1 Chinese Name of the Program : 宁波工程学院与美国西弗吉尼亚州立大学合作举办信息与计算科学专业本科教育项目

3.2 English Name of the Program: Jointly Delivering an Undergraduate Program in Information and Computing Science Between Ningbo University of Technology, P.R.China and West Virginia State University, USA.

3.3 School Location : Party A is located at 201 Fenghua Road Jiangbei District, Ningbo, Zhejiang, P.R.China ,315211, which is the place to run this program.

Article 4: Term of Study, Enrollment Scale& Condition, Cultivation Scheme, Teaching Language, Diploma&Degree

4.1 Term of Study : Full Time 4 years ;

4.2 Enrollment Scale : 100 students /academic year ;

4.3 Enrollment Condition : The program will be officially included in the Enrollment Plan at Zhejiang Provincial Education Authority. The English requirement is over 100 score in the matriculation exam.

4.4 Cultivation Scheme : The parties shall jointly develop the cultivation scheme for the program (See Appendix 3 : Cultivation Scheme) ;

4.5 Teaching Language : Party A shall use both English and Chinese in their teaching, Party B shall only use English in their teaching.

4.6 Diploma & Degree :

1. Students shall respectively register in both Party A and Party B, and complete four years studying in Ningbo. The students who successfully obtained the required credits specified in the cultivation scheme, will be awarded the Undergraduate General Higher Education Diploma in Zhejiang Province from Party A
2. Students who meet the degree awarding requirement of Ningbo University of Technology will receive a science bachelor degree from Party A ;
3. Students who meet the degree awarding requirement of Party B, will be awarded the bachelor of science degree from West Virginia State University.

Article 5 : Responsibilities of Both Parties

5.1 Responsibilities of Party A

1. Obtain all approvals which are necessary to implement the Cooperation Program from the related administrative departments in China;
2. Promote and recruit new students for this program as well as students registration management;
3. Provide all necessary teaching and living facilities for students in the program;(including classrooms, computer classrooms, libraries, stadium, offices and dormitories);
4. Daily management over students' affairs and teaching affairs ensuring the teaching quality;
5. Arrange qualified instructors to teach the courses scheduled to be taught by NBUT as specified in the Cultivation Scheme, including teaching materials selection, making teaching plan& teaching syllabus , examinations and etc;
6. Assist students to choose internship as well as potential employment;
7. Provide the faculty and administrators from Party B with accomodation and offices at Party A's campus, provide them with essential documents to issue a visa to China;

8. Select 1-2 teachers per year from Party A's faculty to be trained at Party B's campus;
9. Award the Undergraduate Diploma of General Higher Education in Zhejiang Province and the Science Bachelor Degree of Ningbo University of Technology to the qualified students.

5.2 Responsibilities of Party B

1. Coordinate with Party A in obtaining all approvals which are necessary to implement the cooperation program in China. Obtain all approvals which are necessary to implement the Cooperation Program from the related administrative departments in USA;
2. Cooperate with Party A to promote the Program ;complete the students registration in Party B;
3. Introduce advanced teaching concept and teaching management method to Party A, participating in the teaching management;
4. Arrange qualified instructors to teach courses scheduled to be taught by Party B as specified in cultivation scheme; In accordance with the relevant regulations of the Chinese -Foreign Cooperation in Running Schools, Party B shall bear at least one third of all the courses listed in the cultivation scheme, Party B shall bear at least one third of all core courses; foreign teachers appointed by Party B should bear at least one third of the total teaching hours in terms of professional courses. The specific and respective teaching courses and workload for both parties will be specified in cultivation scheme (see Appendix 3: Cultivation Scheme);
5. Provide Party A with the resumes of the instructors dispatched to deliver the course teaching in China under this program at least 2 month earlier; upon approval by Party A, the instructors shall start the visa application to China with the assistance of Party A;
6. Issue score report to the program students who have complete the program; keep study transcripts and student information in Party B's database;
7. Award Bachelor of Science Degree at West Virginia State University to students who have fulfilled the academic requirements and meet the degree awarding

requirements of Party B. The degree awarded to the program students shall have the same effect and quality as the Bachelor of Science Degree awarded to the students in USA by Party B;

8. Provide the training to Party A each year in Party B's location; provide necessary assistance and documents support to personnels dispatched by Party A to be trained at Party B's location;
9. Assist the program students who shall carry out cultural exchanges in USA in terms of visa application, accomodation and transport facilities.

Article 6 Program Management & Finacial Arrangment

6.1 Program Managment

1. A joint Program Management Committee will be set up to coordinate the implementation of the program, negotiate on the issues raised about the the program and seek solution;
2. The committee is composed of 7 representatives from both parties , among which four representatives from Party A and three representatives from Party B;
3. Director of the committee is udnertaken by Party A's representative, deputy director of the committe is undertaken by Party B's representative.
4. The duties of the Committee include but not limited to: making the development plan, approval of the work plan, review the budget and final accounts, determine the continuation & termination of the program, and other major issues.
5. The professional academic committee is under the Management Committee, composed of teaching personnels from each Party, responsible for teaching organization, curriculum supervision, teaching and research opinion exchange, students' registration management, assessment & evaluation, score record, diploma examination, etc. Both parties shall retain their accurate teaching & academic activities records, providing the necessary information to each other.

6.2 Financil Arrangement

- 1. The pricing of tuition fees payable by students for this program should be submitted to the Pricing Bureau in Party A’s government for examination and approval;
- 2. Both parties shall review tuition fees every four years, any changes in tuition and fees will be agreed by both parties and reported to the government and get approved. The aforementioned adjustment shall be implemented for the new and next recruited session of students;
- 3. A special account for the program shall be established in Party A’s account, for the revenue and expenditure business transaction;
- 4. Any remaining balance in this account shall be used only for teaching activities of the joint program or improving the teaching condition in relation to this program;
- 5. Both parties may gain compensation from tuiation fee for their cost and efforts contributed to this program.(see Appendix 4: Estimation of Program Cost Per Student)

**Article 7 Cooperation Duration & Arrangement for Students after
Termination or Expiration of this agreement**

7.1 Cooperation Duration : This program plan to recruit 4 sessions of students after the approval by the authority, one year one sesion, the first session of students plan to enroll in 2017, training cycle should be 4-6 years, the term of cooperation plan to terminate in the end of July of 2024; After the expiration of the agreement, if both parties have the intention to continue to cooperate, one year before the fourth session of the student admissions, both parties shall put forward an application to extend the cooperation and obtain approval from respective authority before student recruitment of the 2nd round of cooperation.

7.2 Arrangement for Students after Termination or Expiration of this agreement: In case of force major or unanimous agreement to terminate the program or either party

has the intention to terminate the agreement in advance, both parties shall adopt necessary measures to ensure students can finish their study on schedule and be awarded the relevant degree provided that the students have enrolled into the cooperation program. This term at the time of termination of this agreement is still valid.

Article 8 Liability for breach the contract

8.1 The parties shall fulfill obligations stipulated in the agreement; any unilateral action which is not approved by the Management Committee or without the consent of both parties shall be regarded as breaching; the breaching party shall bear all damages arising from its breach; the other party is entitled to compensation from the breaching party.

Article 9 Dispute Resolution

9.1 Both parties shall discuss and solve disputes friendly in the event that there is any dispute. Unsolved disputes shall be dealt with in the territory of China and shall be interpreted and governed by the laws and regulations of China.

Article 10 Others

10.1 Unsolved matters in this agreement shall be discussed with results by both parties and written in the later Supplementary Agreement, which has the same legal effect as this agreement.

10.2 This agreement is written in Chinese and English in triplicate, each party will keep one and the third copy will be submitted to the Chinese government as an essential part of application documents; The chinese version and the english version have the same validity.

10.3 The agreement is signed by the representatives from both parties and shall take effect on the date when the agreement is approved by Chinese government.

10.4 Terms of this agreement is subject to review and revision in every four years.

Appendix 1: Certificate of Legal Person for Party A

Appendix 2: Certificate of Legal Person for Party B

Appendix 3: Cultivation Scheme

Appendix 4: Estimation of Program Cost Per Student

Signed for and on behalf of

Party A : Ningbo University of Technology (seal)

President& Prof.

Date:

Party B : West Virginia State University (Seal)

President& Prof. Anthony Jenkins

Date:

get compensation from the breaching party.

Article 9: Dispute Resolution

9.1 Both parties shall discuss and solve disputes friendly in the event that there is any dispute. Unsolved disputes shall be dealt with in the territory of China and shall be interpreted and governed by the laws and regulations of China.

Article 10: Others

10.1 Unsolved matters in this agreement shall be discussed with results by both parties and written in the later Supplementary Agreement, which has the same legal effect as this agreement.

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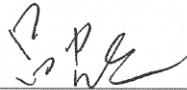
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Appendix 1: Cultivation Scheme

Appendix 2: Estimation of Program Cost per Student

Signed for and on behalf of

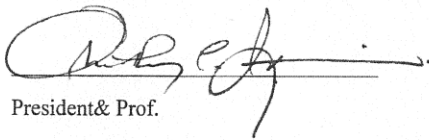
Party A : Ningbo University of Technology (seal)



President& Prof.

Date:

Party B : West Virginia State University (Seal)



President& Prof.

Date:

get compensation from the breaching party.

Article 9: Dispute Resolution

9.1 Both parties shall discuss and solve disputes friendly in the event that there is any dispute. Unsolved disputes shall be dealt with in the territory of China and shall be interpreted and governed by the laws and regulations of China.

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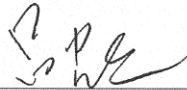
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Appendix 1: Cultivation Scheme

Appendix 2: Estimation of Program Cost per Student

Signed for and on behalf of

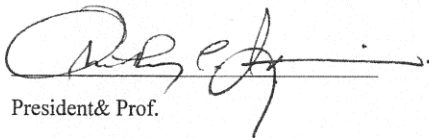
Party A : Ningbo University of Technology (seal)



President & Prof.

Date:

Party B : West Virginia State University (Seal)



President & Prof.

Date:

B.S. in Mathematics - Actuarial Science Option
 Department of Mathematics & Computer Science
 West Virginia State University

- The Course which a WVSU faculty will teach are in listed as WVSU.
- The NBUT courses listed below are either an exact or an approximate match.
- xxxxxxxx means any NBUT 3 credit course.
- yyyyyyyy means any NBUT course in stated category.
- **Core (45 cr. hr.):** MATH 205, 206, 207, 208, 222, 307, 330, 403, 404, 406, 408, 415, 430, 435
- **Cognates (21 cr. hr.) :** BA 215, BA 313, BA 319, BA 414, CS 101, ECON 201, ECON 202
- **Suggested Free Electives (9 hr.):** MATH 308, 310, 409

Freshman Year

First Semester

WVSU #	Title	NBUT #
MATH 206	Calculus I	80120090
G ED 101	Freshman Experience	{09100000 & 80100000}
G ED	Written Comm. I	07100010
G ED	History	90100030
	Free Elective	xxxxxxx

Second Semester

WVSU #	Title	NBUT #
MATH 222	Elementary Statistics	80150340
MATH 207	Calculus II	80120100
CS 101	C Programming	80150112
G ED	Written Comm. II	07100020
G ED	Wellness	{70100000 & 70100010}

Sophomore Year

First Semester

WVSU #	Title	NBUT #
MATH 205	Discrete Math	WVSU
MATH 208	Calculus III	WVSU
MATH 307	Linear Algebra	WVSU
ECON 201	Macroeconomics	80120220
BA 215	Accounting I	80150180

Second Semester

WVSU #	Title	NBUT #
MATH 415	Differential Equations	WVSU
ECON 202	Microeconomics	80140070
BA 313	Business Finance	80150330
G ED	Natural Science	yyyyyyy
G ED	Oral Communication	WVSU

Junior Year

First Semester

WVSU #	Title	NBUT #
MATH 403	Intro. to Probability	WVSU
MATH 404	Numerical Analysis	WVSU
BA 319	Risk Management & Insurance	80150370
G ED	Scientific Reasoning	80120190
	Free Elective	xxxxxxx

Second Semester

WVSU #	Title	NBUT #
MATH 406	Mathematical Statistics	WVSU
MATH 330	Financial Mathematics	WVSU
MATH 308	Abstract Algebra	WVSU
BA 414	Investments	80150152 and {80150810 or 80150230}
G ED	Humanities	{07110060 & 07110080}

Senior Year

First Semester

WVSU #	Title	NBUT #
MATH 435	Applied Regression & Time Series	WVSU
MATH 310	Elem. Number Theory	WVSU
G ED	Arts	yyyyyyy
	Free Elective	80150270

Second Semester

WVSU #	Title	NBUT #
MATH 430	Actuarial Models	WVSU
MATH 408	Senior Seminar	WVSU
MATH 409	Advanced Calculus I	WVSU
G ED	Social Sciences	80100012
G ED	Int. Perspectives	80120220

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Vision 2025 Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Jan Taylor

BACKGROUND:

Vision 2025, the West Virginia Science and Technology Strategic Plan, was developed by the West Virginia Science and Research Council (SRC) and a group of diverse stakeholders in May and June 2015. Vision 2025 is the strategic plan to guide our efforts to achieve the vision: “By 2025, Science, Technology, and Engineering are West Virginia’s Leading Economic Growth Drivers Attracting Investments, Creating Jobs, and Improving Our Quality of Life.”

There are five objectives in the plan: 1. Financial Development; 2. Physical Development; 3. People Development; 4. Cultural Development; and 5. Innovation Economy Development. Each objective has two or three “smart goals,” specific, measurable, attainable, results-focused, and time-bound.

Some of the goals of the plan have been met, others are underway, and some are behind. One goal that is making good progress is the research expenditure growth from our public institutions of higher education. For the most recent year that data are available, 2017, growth from 2015 was up 6.5% to \$210.3 million. This growth in research expenditures has resulted in West Virginia University regaining its Carnegie R1 ranking and Marshall University for the first time being recognized as a Carnegie R2 research institution.

During the 2019 Regular Session, the Legislature enacted and the Governor signed the Small Business Innovation Research and Small Business Technology Transfer (SBIR/STTR) Matching Funds Program. House Bill 2550 will provide a \$2,500 “WV Phase Zero” grant to companies or researchers who submit an SBIR/STTR application; award up to \$100,000 to companies who win an SBIR/STTR Phase I grant; and, award up to \$200,000 over two years to companies who win an SBIR/STTR Phase II grant. This is helping tech-based small businesses become more competitive with help from the state.

Additional information about progress on reaching the goals of the plan are included in the attached report. As provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements for progress on the Strategic Plan for the State, Vision 2025, the

Legislative Oversight Commission on Education Accountability (LOCEA) receives the progress report by July 1 of each year.

Vision 2025: The West Virginia Science and Technology Strategic Plan

Annual Report on Progress

August 2019

Vision: By 2025, Science, Technology, and Engineering are West Virginia's Leading Economic Growth Drivers Attracting Investments, Creating Jobs, and Improving Our Quality of Life

Key Objective: Financial Development

Smart Goal: Obtain \$6 million in state-based funding for the West Virginia Higher Education Policy Commission Division of Science and Research and match 3-1 with external funding by July 1, 2017 and grow 5% per year thereafter

Progress: Due to the state's economic troubles, no additional funds have been forthcoming. However, for Fiscal Year (FY) 2019, the Research Challenge Fund did not suffer any further reductions.

Smart Goal: Dedicate \$10 million in annual funding with private 1-to-1 match for a Science and Technology Future Fund starting July 1, 2017

Progress: Due to the state's economic troubles, no additional funds have been forthcoming. The success of the Research Trust Fund with \$50 million of state funds being matched by private gifts has helped West Virginia University regain its Carnegie R1 -Highest Research status and has helped Marshall University increase its competitiveness for federal grants including gaining status as an R-2 Doctoral University -High Research Activity in the Carnegie Classifications for the first time. Additional funding would increase the likelihood of more research leading to economic development.

Smart Goal: Obtain \$1 million funding for start-up and venture businesses with private 1-to-1 match by July 1, 2017 and grow 10% per year

Progress: During the 2019 legislative session, the Legislature enacted and the Governor signed the Small Business Innovation Research and Small Business Technology Transfer Matching Funds Program. House Bill 2550 will provide a \$2,500 "WV Phase Zero" grant to companies or researchers who submit an SBIR/STTR application; award up to \$100,000 to companies who win an SBIR/STTR Phase I grant; and, award up to \$200,000 over two years to companies who win an SBIR/STTR Phase II grant.

Key Objective: Physical Development

Smart Goal: Determine statewide needs for science and technology facilities to enable research and business growth goals at universities and technology parks by July 1, 2016

Institutions have evaluated science and technology needs. Marshall University is constructing a new pharmacy school. West Virginia University is renovating Hodges Hall which will be occupied by the Eberly College of Arts and Sciences and other programs.

Smart Goal: Upgrade and increase science and technology facilities to enable research and business acceleration needs for Vision 2025 at universities and technology parks by July 1, 2024

Researchers at the Marshall Institute for Interdisciplinary Research (MIIR) are focused on the development of new therapeutics research in cancer, cardiovascular, herbal medicine and nutraceuticals, and molecular medicine that will lead to biomedical advances that can be patented and licensed. At the WVU School of Medicine, recent NIH funding to Dr. Aaron Robart is studying how cells catalyze removal of non-coding “junk” DNA to make sense of the RNA which remains. His findings may lead to more information about disorders like diabetes and cancer that are linked to alterations in gene expression and may help researchers develop drugs that have potential for treating and reducing the effects of major neurological disorders including Alzheimer’s disease and stroke. Although his research does not address any single disease, what he discovers may lay the foundation for developing RNA-based therapeutics aimed at controlling changes in gene expression found in many diseases.

Smart Goal: Ensure continual upgrades and expansions of broadband infrastructure to meet prevailing FCC and E-rate standards and follow the recommendations of the WV Strategic Broadband Plan for statewide administration, promotion, and development, starting July 1, 2017.

The West Virginia Broadband Enhancement Council (BEC) established by Senate Bill 488 in 2015 (West Virginia Code §31-15C-3) to replace the Broadband Deployment Council, which was sunset in December 2014, has unfortunately not updated the 2014 Strategic Plan for broadband. However, the Appalachian Regional Commission (ARC) has awarded West Virginia \$4.2 million in grant funding to develop broadband in distressed coalfield counties: Boone, Clay, Lincoln, McDowell, Mingo, Webster and Wyoming. These counties may apply for funds to develop broadband that will increase economic and business development and provide service for unserved customers. Earlier, the U.S. Department of Housing provided Community Development Block Grant funds (\$2.4 million) to West Virginia that were dedicated to broadband development throughout the state.

The West Virginia Broadband Infrastructure Loan Insurance Program has been developed to expand, enhance and make generally available broadband service throughout the State of West Virginia. The program places a primary emphasis on the development of broadband infrastructure in unserved and underserved areas of the state as outlined in West Virginia Code §31G-1-1, et seq. House Bill 3093. This program is coordinated by the West Virginia Broadband Enhancement Council and the West Virginia Economic Development Authority.

Key Objective: People Development

Smart Goal: Create and implement a STEM and entrepreneurial-based education and workforce development plan by December 31, 2016

This goal is behind.

Smart Goal: STEM faculty at all West Virginia colleges and universities have opportunities to be rewarded for entrepreneurial activities and innovation in promotion and tenure considerations by 1 January 2017

WVU faculty are rewarded through the promotion and tenure process for entrepreneurial activities.

Key Objective: Cultural Development

Smart Goal: Increase West Virginia public’s understanding of the value of STEM and research by 5% annually starting January 1, 2016

Surveys are conducted after every STEM speaker appearance. It appears that our audience is fairly STEM aware and interested in STEM research. We will do an annual survey in the fall of 2019 that is a little more extensive and will query their understanding of the value of research.

Smart Goal: Increase external understanding and awareness of West Virginia's STEM strengths and attract new STEM-based businesses by increasing external communication, public relations, and marketing activities starting January 1, 2016

The Division of Science and Research is continuing to host nationally-recognized STEM speakers via the Chancellor's STEM Speaker series. We also highlight West Virginia scientists and their research in brief documentary-style videos hosted on YouTube and promoted through *The Neuron*, Facebook and Twitter.

Key Objective: Innovation Economy Development

Smart Goal: Grow number of technology based businesses by 2% annually starting July 2016

No information available

Smart Goal: Increase research and development public and private expenditures in WV by 6% annually starting January 1, 2016

The latest data from NSF on research expenditure shows that public university research expenditures have grown by 6.5% from 2015 to 2017 and 5.98% from 2016 to 2017. The latest data available is 2017 research expenditures. The 2018 data will be released in late November 2019.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Fiscal Year 2019 Research Trust Fund Annual Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the Fiscal Year 2019 Research Trust Fund Annual Report and recommends submission to the Governor and the Legislature.

STAFF MEMBER: Jan Taylor

BACKGROUND:

As provided in West Virginia Code §18B-18A-1 et seq. and reporting requirements outlined in Series 48, Legislative Rule, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided the annual report for Fiscal Year (FY) 2019 activities within the Research Trust Fund for review, comment, and approval. Marshall University and West Virginia University are using the proceeds from investments of private gifts and state matching to fund scholarships and fellowships to undergraduate and graduate students, support faculty research, support for endowed chairs in the College of Engineering and Mineral Resources at WVU and in the College of Information Technology and Engineering at MU.

The market value of investments at WVU as of June 30, 2019 was \$83,520,808 which provided \$3,216,735 in earnings available to spend on the approved research plan. In FY 2019, \$11,617,533 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives. For FY 2020, \$13,796,683 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$2,985,076 will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; \$10,811,607 will come from unspent funds from the previous year.

The market value of endowments at the MU Foundation as of June 30, 2019 was \$38.2 million. Earnings to date are \$9.81 million which are available to spend on MU's approved research plan. FY 2018 expenditures totaled \$560,720 and total expenditures over the life of the program are \$2.45 million.

The impact of the Research Trust Fund cannot be overstated. WVU again received classification as an R1 Doctoral Research University: Very High Research Activity by the Carnegie Classification of Institutions in 2019. For the first time, Marshall University received classification as an R2 Doctoral University: High Research Activity.

Examples of research that has been enabled by the Research Trust Fund includes new research from a team at the Marshall University Joan C. Edwards School of Medicine that establishes a role of adipocyte Na/K-ATPase signaling in worsening obesity and its companion diseases, including neurodegeneration and non-alcoholic steatohepatitis (NASH), that was enhanced by specific targeting of NaKtide, an antagonist of Na/K-ATPase signaling, to the adipocyte. The findings are published in the May 28, 2019, edition of *Scientific Reports*, an online journal from the publishers of Nature.

Sandrine Pierre, Ph.D., associate scientific director at the Marshall Institute for Interdisciplinary Research (MIIR), has received a new grant from the National Institutes of Health (NIH) to further her research on myocardial infarction, known as a heart attack. Pierre received a \$440,000 three-year NIH Research Enhancement Award (R15), designed to support small-scale research projects that strengthen the research environment of the institution. Through the grant, Pierre and her team will explore a new Na/K-ATPase/Src pathway as a target in ischemia/reperfusion injury to limit cardiac dysfunction in hopes of developing new therapeutic interventions for the treatment of myocardial infarction and heart failure.

External funding for research and other sponsored programs at West Virginia University totaled \$181.4 million this past fiscal year, a University record that bucks a downward trend that sees higher education grappling with dwindling resources. The record figure represents a 24 percent, or \$35 million, jump from the previous year (\$146.5 million) and a steady climb since 2015, with \$133.3 million reported that year. WVU receives funding for research, instruction and service from a variety of sources including federal, state, industry and private donors.

One of the programs funded by the Research Trust Fund at WVU is the Ruby Fellows Graduate Fellows Program. Established in 2011, the program provides tuition waivers, a \$30,000 stipend and a \$2,000 travel grant to each fellow, assisting them with furthering their research as graduate students and preparing them to enter science and engineering fields. Each year, six outstanding students receive these fellowships that will help them be the best scholars that they can.

The 2019 report is the eleventh in a series of annual reports provided by staff since the program's inception in 2008. Contents of the report are provided on the following pages. The full, printed report, titled, "Report to the Legislative Oversight Commission on

Education Accountability – West Virginia Research Trust Fund,” will be provided to the Governor and the Legislature pending Commission approval.

FY2019 Report on the Research Trust Fund (RTF)

Background

Outlined in Series 48, Research Trust Fund Program, the Commission receives annual reports from institutions and is required to submit a combined annual report on the Research Trust Fund to the Governor and the Legislative Oversight Commission on Education Accountability (LOCEA) by January 1 of each year.

In compliance with this statutory requirement, the Commission is provided a draft annual report for FY2019 activities within the Research Trust Fund for review, comment, and approval. The FY2019 report is the eleventh in a series of annual reports provided by staff since the program's inception in 2008.

RTF Activities through August 2017

The Commission completed its initial implementation plan during the fall of 2008 which resulted in Title 133 Legislative Rules Series 48, subsequently approved by the legislature during the 2009 regular session. The rule establishes guidelines, procedures and documentation standards for the distribution of funds in the West Virginia Research Trust Fund. The rule designates the Vice Chancellor for Science and Research as the administrator of the program, under the general direction of the Chancellor and the Commission. The final rules are available at

https://www.wvhpc.org/resources/rulesandpolicies_files/Series%2048%20%284-16-09%29.pdf .

Commission staff created an electronic "Match Request System" (MRS) in 2008 that allowed secure transactions for RTF requests made by the universities. All requests, documentation and invoicing are permanently recorded in files that allow sorting, analysis and up-to-date balance information. The MRS was cross referenced with university records annually to ensure accuracy in drawdown reporting for previous reports.

Required "Research Plans" specified by the legislation and approved by institutional Boards of Governors' were received from both West Virginia University and Marshall University. Both institutional plans are on file at the Commission and are found to be generally compliant with legislative requirements.

The RTF financial account was established in late June 2008 by the State Auditor and made accessible to Commission staff for distribution. All transactions from this fund were completed in 2013.

Interest funds generated by the RTF account have been separately tracked for distribution to State Colleges as defined by the Legislature. On May 15, 2009, the Commission released the first competitive request for proposals for RTF interest funds collected on the account specifically for state colleges and the WV School of Osteopathic Medicine in accordance with provisions of §18B-18A-10 of the code. A second request for proposals was issued on March 9, 2010 a third on June 2, 2011, a fourth on May 30, 2012 and a fifth on September 21, 2012. Proposals for up to \$100,000 each were received from eligible institutions and subsequently reviewed by external peers for program merit. Two awards were issued in 2009, two in 2010 and one in 2011 as a result. No applications were received in response to the May 2012 request for proposals. A request for proposals was issued on September 7, 2012 – one institution was awarded. A final award was made on May 6, 2013

The institutions who received awards from the RTF for State Colleges and Universities were Shepherd University, Fairmont State University, West Liberty University, West Virginia State University and West Virginia University Institute of Technology.

The Research Trust Fund has been fully matched and no additional funds are available for distribution.

Marshall University and West Virginia University reports for FY2019 are attached.



Marshall University
Research Endowment Plan Annual Report
FY 2019

Submitted to the Division of Science and Research at the
West Virginia Higher Education Policy Commission

#

I. Summary

The West Virginia Research Trust Fund program has created sixteen endowments at Marshall University to fund allowed research-related activity. Over fifteen million dollars of private donations and the fifteen million dollars of state match have been invested in the Marshall University Foundation and Marshall University Research Corporation, respectively. These endowments span research areas from Engineering to Clinical and Translational Research and specify uses from direct research support to student research stipends. In FY 2013, the full \$15MM in gifts and pledges was raised, along with an excess of over \$800,000.

As of June 30, 2019, the Marshall University Bucks for Brains Endowments totaled \$38.2MM, with \$2.45 MM of endowment proceeds expended over the life of the program. FY 19 expenditures totaled \$560,720. Earnings to date have amounted to \$9.81 MM.

II. Review of the Marshall University Research Endowment Plan

Marshall's original Research Endowment Plan approved by the University's Board of Governors in 2008, directed donations to:

- Endowment of the Marshall Institute for Interdisciplinary Research (MIIR), continuing with the plan laid out in Marshall's application to the Eminent Scholars Recruitment and Enhancement (ESRE) initiative; and
- Advancement of Intelligent Transportation Systems research at the Rahall Transportation Institute (RTI).

In November 2010, the Marshall University Board of Governors approved a Research Trust Fund Addendum (Appendix One) that broadened the recognition of Biomedicine/ Biotechnology as a focus for donor activity across the University, and further included aspects of Engineering, Environmental Science and the Physical Sciences.

III- Endowed Research Area Highlights

A brief update on highlighted activities of some of the endowments is included below. A comprehensive summary of the endowments is included in previous versions of this report.

pNaKtide alleviates genetic and phenotypic attributes of atherosclerosis: This study addresses the effect of novel drug, pNaKtide, a peptide derived from $\alpha 1$ Na/K-ATPase, has on atherosclerosis. Obesity induced oxidant stress plays a key role in the development of atherosclerosis, both experimentally and clinically. We previously reported that the $\alpha 1$

subunit of Na/K-ATPase serves as a receptor for both reactive oxygen species (ROS) and cardiotoxic steroids (CTS) and can act as a feed-forward amplifier of ROS. We have specifically shown that this pathway is critical to the pathophysiology of several experimental models of disease including obesity/metabolic syndrome and atherosclerosis. We and others have also observed that the adipocyte itself is an important source of oxidant stress in models with obesity/metabolic syndrome and that mediators directly tied to the cellular phenotype of these adipocytes play a causal role in the atherosclerosis associated with obesity/metabolic syndrome. These observations suggest that adipocytes could play a central role in the development and progression of atherosclerosis. We determined that adipocytes create systemic oxidant stress through the Na/K-ATPase feed-forward oxidant amplification loop in atherosclerosis and serve as a therapeutic target for this condition. In one set of experiments, we determined the role of Na/K-ATPase signaling in adipose tissue in the C57BL/6 and ApoE^{-/-} mice. In another set of experiments, western diet was employed to amplify Na/K-ATPase/ROS amplification loop activated by elevated levels of CTS inducing further ROS production. Adipose, aortic and systemic outcomes were assessed using morphological, physiological and biochemical methods that are well established in the lab.

Effect of hepatocyte specific pNaKtide expression on NASH and liver fibrosis using lentiviral constructs: Mice with hepatocyte-specific targeting of pNaKtide provide a unique opportunity to advance our understanding of the pathophysiology of NAFLD and associated metabolic dysfunction. We have the lenti-Alb-eGFP-pNaKtide vector and its control Lenti-Alb-eGFP for in vivo studies which has been constructed (Cyagen Biosciences, CA, US) to achieve pNaKtide expression specifically in the liver. This mode of intervention is utilized to obtain pNaKtide expression for an extended period of time. We expect Na/K-ATPase-Src signaling cascade will be activated in mice fed a western diet, which will precipitate a pro-inflammatory setting, increase TGs and FFA levels and will induce insulin resistance. This will be accompanied by fatty liver infiltration and a decline in liver function. However, with lentiviral injections, we expect that pNaKtide targeted specifically to hepatocytes will suppress Na/K-ATPase-Src/ROS amplification loop and will attenuate ROS, IR, hepatic steatosis and fibrosis.

Role of pNaKtide in ameliorating renal failure: pNaKtide was also tested in mouse models with renal failure (C57Bl/6 mice fed standard chow vs western diet and ApoE KO mice fed standard chow vs western diet) to see if pNaKtide could ameliorate glomerulosclerosis and interstitial fibrosis and improve urine production, GFR/cystatin-C. ApoE KO mice on western diet showed increased interstitial fibrosis, decreased urine production and decreased GFR which was improved with pNaKtide.

Altered modification and signaling of anti-oxidants in human adipocytes:

Recent studies of the anti-oxidants in obese mice have demonstrated that it can be targeted to decrease obesity and doing so alters the expression of oxidative and adipogenic markers. Given the importance of the adipocyte redox state in the development and maintenance of obesity, we are interested in elucidating the full role of this Na/K-ATPase pump in adipocytes and the pathogenesis of obesity, as this has never been studied in humans. Given the close relationship between the Na/K-ATPase and

ROS, and the close relationship between ROS and obesity, it is our hope that determining all components of the signaling pathway may highlight novel molecular mechanisms to combat obesity and its related comorbidities. Goals of this project are to (a) understand the role of the Na/K-ATPase in the pathogenesis of obesity in humans, (b) isolate, quantify, and characterize modifications to the Na/K-ATPase in human adipocytes in obese vs control patients, (c) study inflammatory markers, oxidative stress markers, and adipogenic markers associated with the Na/K-ATPase in obese vs control patients, (d) identify signaling cascades and their changes, that stem from the Na/K-ATPase modifications in obese vs control patients. This is the next step in bridging the gap in our extensive animal model studies to human studies.

Effect of tobacco flavors on addiction susceptibility: Nicotine addiction is the underlying cause of all tobacco-related diseases and disorders. The multitude of tobacco flavors available to increasingly popular electronic cigarettes may exacerbate nicotine addiction and increase risk for tobacco related diseases and disorders. Creating and authenticating a biomarker for tobacco flavors that can exacerbate nicotine addiction will contribute greatly to tobacco control research and future FDA tobacco regulations. This work aims to create a biomarker system that will facilitate the identification of tobacco flavors that pose a risk to addiction.

We have determined that menthol enhances addiction by binding to specific receptors in the brain. This leads to enhanced activity of dopamine neurons in the mesolimbic pathway of addiction. We have also determined that another tobacco flavor increases addictive behavior by altering the same neurons and cell types that menthol.

Disruptions in astrocyte-driven synaptic development in Neonatal Abstinence Syndrome (NAS): Multiple stages of central nervous system development are highly regulated by astrocytes, the most abundant glial cell type in the brain. Going forward, understanding the complex relationships between astrocytes, neurons, and the synaptic connections between neurons will be key to forging new therapies for brain disorders characterized by aberrant network connectivity, including autism, schizophrenia, and addiction. Current work focuses on potential disruptions in astrocyte-driven synaptic development in Neonatal Abstinence Syndrome (NAS). This condition, in which newborns suffer from withdrawal after being born to mothers who abused opioids during pregnancy, has seen a significant increase in incidence in West Virginia and Central Appalachia in recent years. This project will focus on developing a mouse model for NAS in order to investigate short- and long-term consequences of prenatal opioid exposure on astrocyte and neuron development.

Appendix One- Marshall University’s Research Trust Fund Addendum

The University’s directed research endowment plan has concentrated initially in two domains of interdisciplinary research, which are strengths at Marshall: research clusters in biomedicine/biotechnology/ bionanotechnology and transportation technology/logistics. Marshall’s Research Trust Fund activities are to be expanded to include the following areas:

I. Engineering

Engineering is a foundational discipline essential to the development and implementation of research in the approved areas in the Research Trust Fund legislation¹. Marshall has recently achieved ABET accreditation of its engineering program, and has experienced dramatic facilities growth with the construction and occupation of The Arthur Weisberg Family Engineering Laboratories facility and is planning for the future addition of an Advanced Engineering and Technology Center Complex. Development of robust undergraduate and graduate programs and the associated integral research opportunities are essential to developing and enhancing the capabilities and profile of the school.

Match from the Research Trust Fund will be requested to enhance private donations for endowed professorships and other research-related positions and initiatives in all aspects of Engineering as they relate to the allowed subject areas of the Research Trust Fund Program and the associated uses allowed in the legislation.

Two examples of gifts that have been received in support of engineering endowments are included, and a third solicitation is discussed:

A. Applied Research- Safety Engineering Program

Risk management is a highly specialized field that involves applying the principles of safety engineering and industrial hygiene and integrating them with economic and financial analysis. Marshall University will expand its Research Trust Fund Plan in this area important to transportation and logistics and energy to support an endowment in risk management research. The proposed endowment will support

¹

- 4.3.1. Energy and environmental sciences;
- 4.3.2. Nanotechnology and materials sciences;
- 4.3.3. Biological, biotechnical and biomedical sciences;
- 4.3.4. Transportation technology and logistics;
- 4.3.5. Biometrics, security, sensing, and related identification technologies; and
- 4.3.6. Gerontology.

the development of research expertise in the school of engineering in the area of risk management, a highly interdisciplinary pursuit at the interface of management, engineering and applied mathematics.

The proposed applied research employs advanced risk management concepts and research to identify, trend, estimate and reduce workplace hazards in industry based in WV. The area will be supported by a \$100,000 endowment received from BrickStreet and the corresponding state match.

Risk management is of particular interest to the energy industry in our state because of the safety and economic risks associated with the extraction process. In energy, risk management research is essential to find new ways to:

- deal with its high element of monetary risk due to the uncertainty of the economic and regulatory outlook
- reduce the physical risk associated with extraction and development activities, and improve the safety of individual employee

In transportation and logistics research, risk management has become central to understanding many critical elements such as:

- the robustness and resilience of our transportation systems to interruptions due to system load, natural phenomena, and man-made disruptions
- the risks associated with transport of hazardous materials and the potential benefits of mitigation of those risks
- the robustness of logistics networks
- the risks associated with logistics and supply chain outsourcing

These benefits are of particular relevance to the state given current events, and are particular interests of the donor.

B. Mechanical Engineering

Mechanical engineering applies the principles of physics and materials science for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers use the core principles of mechanics, kinematics, thermodynamics, materials science, and structural analysis along with tools like computer-aided engineering and product lifecycle management to design and analyze items as diverse as manufacturing plants, industrial equipment and machinery, heating and cooling systems, motorized vehicles, aircraft, watercraft, robotics, medical devices and more.

The field has continually evolved to incorporate advancements in technology, and mechanical engineers today are pursuing developments in such fields as composites, mechatronics, and nanotechnology. Mechanical engineering overlaps with aerospace engineering, civil engineering, electrical engineering, and petroleum engineering to varying amounts.

A gift from the Fletcher family will endow a founding Chair of Mechanical Engineering. Mechanical Engineering is an important discipline in Bioengineering and energy sectors. This endowment is essential to developing a Department of Mechanical Engineering, by attracting a senior-level professor to Marshall, with his/her associated research programs.

Another area that is endorsed by the Board of Governors for planning and an active source of solicitation is:

C. Bioengineering

In the translation of biomedical and biotechnology advances, bioengineering is a lynchpin in bridging the transition from academe to commercialization. Marshall University is planning to develop a Bioengineering Department contemporaneously with the construction of the Applied Technology and Engineering Complex. The development of the Department would follow a trajectory very similar to that of Mechanical Engineering, with the attraction of a founding research scientist/bioengineer.

“Biological engineering, biotechnological engineering or bioengineering (including biological systems engineering) is the application of engineering principles to address challenges in the life sciences, which include the fields of biology, ecology, and medicine. Biological engineering is a science based discipline founded upon the biological sciences in the same way that chemical engineering, electrical engineering, and mechanical engineering are based upon chemistry, electricity and magnetism, and statics, respectively”².

“Biological Engineering can be differentiated from its roots of pure biology or classical engineering in the following way. Biological studies often follow a reductionist approach in viewing a system on its smallest possible scale, which naturally leads toward the development of tools such as functional genomics. Engineering approaches using classical design perspectives are constructionist, involving the building and research of new devices, approaches, and technologies from component concepts. Biological engineering utilizes both of these methods in concert relying on reductionist approaches to define the fundamental units, which are then commingled to generate something new”.³“Although engineered biological systems have been used to manipulate information, construct materials, process chemicals, produce energy, provide food, and help maintain or enhance human health and our environment, our ability to quickly and reliably engineer biological systems that behave as expected remains less well developed than our mastery over mechanical and electrical systems”.⁴

² Cuello J.C., “Engineering to biology and biology to engineering, The bi-directional connection between engineering and biology in biological engineering design”, *Int. J. Eng. Ed.*, **21**,1-7 (2005).

³ Riley MR, “Introducing Journal of Biological Engineering”, *Journal of Biological Engineering* **1**, 1 (2007).

⁴ Endy D, “Foundations for Engineering Biology”, *Nature*, **438**, 449-4 (2005).

Given Marshall's research strengths in the biological and biomedical sciences and the emphasis of new initiatives, like the Marshall Institute for Interdisciplinary Research (MIIR), on translating key research findings into commercialization, the discipline of bioengineering sits at a nexus of opportunity for the University. It will be a critical element in fully developing the potential of Marshall's applied research enterprise and its translation to economic development.

II. Mathematics and the Physical Sciences

Mathematics and the Physical Sciences are basic sciences that have relevance to all aspects of the allowed areas of the Research Trust Fund legislation. Research Trust Fund match will be sought to enhance private donations supporting endowed professorships and other research-related positions and initiatives focusing on research in the allowed areas in these disciplines.

The first application will be for an endowed rotating professorship to promote an undergraduate summer research experience in Chemistry.

This match for the undergraduate research endowment is being requested under the Research Trust Fund because undergraduate summer research in Chemistry is relevant to so many of the legislatively enabled areas:

- Chemistry is one of the fundamental underpinnings of nanoscience because of the molecular nature of the discipline
- The Department of Chemistry at Marshall University has core groups in biochemistry/biotechnology and materials science
- Faculty members also work on energy research and molecular energetics.

WV Research Trust Fund

Annual Report

from

West Virginia University¹

August 15, 2019

¹ Address questions and requests for additional information regarding WVU's Strategic Research Plan and the Research Trust Fund initiative to Provost Maryanne Reed, West Virginia University (maryanne.reed@mail.wvu.edu) or Vice President for Research, Dr. Fred King, West Virginia University (fred.king@mail.wvu.edu).

Introduction

This annual report describes the history of the Research Trust Fund, responds directly to the reporting requirements outlined in Series 48 (§ 133-48-14), and lays out the proposed spending plan for the earned interest and carry over funds from each endowment for FY 2020.

History of the Research Trust Fund (2008-2009)

In March 2008, the West Virginia Legislature enacted Senate Bill 287, commonly referred to as the Research Trust Fund, as an effort to build a critical mass in selected areas of research and thus lay the groundwork for future economic development. The initial Bill provided a five-year window for the deposit of qualified donations into research endowments. Senate Bill 239 (Passed March 12, 2011) amended §18B-18A-9 of the Code of West Virginia to provide a seven year window. Senate Bill 287 committed \$35 million to West Virginia University as a basis for a 1:1 match with private dollars to create endowments that would provide a sustainable source of funds for research and development. West Virginia University's approved Strategic Research Plan identified four areas for investment:

- Energy and environmental sciences;
- Nanotechnology and material science;
- Biological, biotechnological, and biomedical sciences; and
- Biometrics, security, sensing and related identification technologies.

An Addendum to WVU's Strategic Research Plan for the Research Trust Fund was approved by the WVU Board of Governors in December 2010 and incorporated therein. Three modifications were made:

1. Adding forensic sciences as an area of emphasis under the biometrics, security, sensing, and related identification technologies, providing the opportunity for private investment into this area of research.
2. Adding a Library endowment to support the acquisition of materials in the four research areas, clarifying the importance that library resources provide to a vibrant research agenda.
3. Removing the language "no research area may receive more than \$17.5 million in private donations within the first two years," allowing WVU to maximize private investment regardless of focus area.

Achieving the Goal: \$70 million in Private and State Endowments

During the first four years after the inception of the Research Trust Fund, West Virginia University received gifts and pledges totaling \$35 million, the total amount allocated to the University through the Research Trust Fund initiative. Each endowment was qualified by the West Virginia University Board of Governors and thus eligible for state matching funds. **Thus the University's goal was achieved.**

The seven-year pledge period has officially concluded. The 85 endowments in Appendix A represent the final portfolio established under the Research Trust Fund initiative. These endowments include five generic types of gifts: 12 chairs and professorships, 12 undergraduate scholarships, 14 graduate fellowships, 2 graduate or undergraduate fellowships, 43 broad-based research support funds, and 2 library endowments.

Compliance with Legislative Rule for Research Trust Fund

Three specific reporting requirements are identified in Series 48 (§ 133-48-14), the Research Trust Fund Program.

1. *14.1. By August 15, 2009, and annually thereafter, each participating institution shall provide an annual report to the Commission that includes a full accounting of the trust funds, endowment proceeds, and adherence to the objectives established by the research plan.*
2. *14.2. Each participating institution shall detail in its annual report to the Commission the total amount of qualified donations received, the investment earnings realized and any anticipated expenditures of the research endowment proceeds in its annual operating budget.*

The data in APPENIDX A summarize much of the information requested by the Legislative Rule.

Through June 30, 2019 the following results have been achieved:

- **FY19 Market Value for all the Private RTF Endowments**
The market value of Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2019 is \$44,167,306.
- **FY20 Spend Available for the Private RTF Endowments**
The available proceeds from Directed Research Endowments established with private gifts invested in the Research Trust Fund Program of the WVU Foundation Endowment for FY20 are \$1,796,344.

- **FY19 Market Value for all the State RTF Endowments**
The market value of Directed Research Endowments established with trust distributions (state funds) to the Research Trust Fund Program of the WVU Foundation Endowment for fiscal year ending June 30, 2019 is \$39,353,502.
- **FY20 Spend Available for the State RTF Endowments**
The available proceeds from Directed Research Endowments established with trust distributions to the Research Trust Fund Program of the WVU Foundation Endowment for FY20 are \$1,420,391.
- **NOTE:** During the period from March 08, 2008 to June 30, 2012, the WVU Foundation received 19 distributions from the Research Trust Fund totaling \$35,000,000; these dollars provided the matching funds for 1210 qualified gifts (donations and pledges) to Directed Research Endowments established under the Research Trust Fund.

3. *14.4. Each participating institution's research corporation and/or foundation shall provide the Commission with an audited financial statement annually. These statements shall be treated as confidential.*

A copy of the audited financial statements for years ending June 30, 2018 and 2017 for the WVU Foundation has been forwarded, under separate cover, to the Policy Commission through Director Jan Taylor. Because of timing of submission of this report relative to the receipt of the audited financial statement, the audited financial statement of the WVU Foundation, Inc. will always be a year in arrears.

Impact of the Research Trust Fund

Vice President for Research Fred King remarked previously that: “The Research Trust Fund is not only an investment in our University, it is an investment in the future of our state. We know that research and innovation are the key economic drivers as we move forward in the 21st Century and compete in a global economy. The ideas generated and the students educated through the endowments establish under the Research Trust Fund initiative provide a basis for West Virginia’s future prosperity. We are thankful to the donors and the West Virginia legislature for their confidence in our ability to deliver the innovation and education essential to the state’s economic future.”

To place Vice President King’s remarks in a more specific context, WVU again received classification as West Virginia’s only R1 Doctoral Research University by the Carnegie Classification of Institutions of Higher Learning in 2019. Only 129 other universities in the United States received this highest ranking in the Carnegie Classification. This ranking evidences WVU’s reputation as one of the leading U.S. Research Universities.

This is further supported by the fact that in FY 2019, WVU faculty secured \$172 million in externally sponsored grants and contracts.

WVU is committed to using its RTF resources to improve the quality of life for all West Virginians. These efforts are interwoven with the statewide West Virginia Forward effort that Marshall University, West Virginia University, and the Department of Commerce are engaged in to diversify and grow the economy of the State of West Virginia.

President Gordon Gee continues to make the point that WVU's prominence in research is critical to reshaping West Virginia's economy for a brighter future. Three pillars undergird this transformation of the state: education, healthcare, and broad-based prosperity. The institution's research investments, the research funds generated by our faculty, and the support provided by the Research Trust fund set the foundation on which these pillars rest. The recent investment to found the WVU Startup Engine by John Chambers will facilitate the conversion of research and innovation supported by the RTF into economic impact.

Business Plan

In addition to the legislatively mandated reporting requirements, the Higher Education Policy Commission requires a business plan for each research area. APPENDIX A reflects the anticipated use of the money available to spend in FY20.

In FY19, \$11,617,533 of Research Trust Fund dollars, both that from private accounts and matching state accounts, was spent on research – for scholarships, fellowships, prominent scholars, and in support of ongoing research initiatives.

For FY20, \$13,796,683 will be available. This number includes the proceeds from each private endowment and its equivalent state matching endowment plus any unspent money from the preceding year. Of this amount, \$2,985,076 will come from interest earned on both the private endowments and that from the matching state endowments established from the Research Trust Fund; \$10,811,607 will come from unspent funds from the previous year. The significant amount of interest dollars reflects the positive impact of the stock market and the fact that all endowments are fully funded. All funds for each endowment are distributed according to the intent of the respective endowment.

WVU looks forward to the significant and sustained impact that programs supported by the Research Trust Fund will have on addressing some of the state's and the nation's most important issues in education, energy, health care and security.

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
R085	Frederick P. Jr. & Joan C. Stamp Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 17,528.34	\$ 120,015.40	\$ 87,142.18	\$ 32,873.22	\$ 15,322.17	\$ 48,195.39
R095	Norma Mae Huggins Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 79,492.32	\$ 341,114.29	\$ 247,746.82	\$ 93,367.47	\$ 91,990.34	\$ 185,357.81
R100	Walter H. Moran Jr. General Surgery Resident Research	Medicine(MED)	Medicine (MED)	\$ (30,487.10)	\$ 105,268.49	\$ 498.50	\$ 104,769.99	\$ 18,940.83	\$ 123,710.82
R103	Schoepp Neuroscience Research Student Support	Medicine(MED)	Medicine (MED)	\$ 6,247.01	\$ 37,047.16	\$ 24,765.44	\$ 12,281.72	\$ 4,722.48	\$ 17,004.20
R106	Verizon WV for Biometrics	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 29,534.79	\$ 194,079.02	\$ 166,490.79	\$ 27,588.23	\$ 21,980.42	\$ 49,568.65
R107	Raymond Brooks Vanscoy Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 18,677.19	\$ 88,308.04	\$ 54,251.24	\$ 34,056.80	\$ 17,319.65	\$ 51,376.45
R108	Allen S. Pack Endowment for Mining Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 5,945.27	\$ 33,493.19	\$ 22,197.72	\$ 11,295.47	\$ 4,379.67	\$ 15,675.14
R109	L. Zane Shuck Laboratory Endowment in Nanobiotechnology	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 11,774.61	\$ 74,356.87	\$ 38,688.81	\$ 35,668.06	\$ 8,753.03	\$ 44,421.09
R110	Alpha Natural Resources Endowment for Energy Research	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 35,011.11	\$ 169,411.18	\$ 52,479.27	\$ 116,931.91	\$ 25,926.14	\$ 142,858.05
R113	Alan Susman Cortico-Basal Ganglionic Degeneration Research	Medicine(MED)	Medicine (MED)	\$ 12,257.91	\$ 79,175.95	\$ -	\$ 79,175.95	\$ 9,128.31	\$ 88,304.26
R114	Blaine S. West Endowment for Civil and Environmental Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 12,343.36	\$ 87,596.98	\$ 86,131.49	\$ 1,465.49	\$ 9,186.50	\$ 10,651.99
R115	William J. Maier, Jr. Chair of Research	Health Sciences - Charleston Division(MCC)	Health Sciences - Charleston Division (MCC)	\$ 116,396.16	\$ 603,544.82	\$ 131,321.58	\$ 472,223.24	\$ 86,103.44	\$ 558,326.68
R116	Branson-Maddrell Endowed Professorship in Orthodontics	Dentistry(DEN)	Dentistry (DEN)	\$ 52,614.42	\$ 279,020.91	\$ 170,859.39	\$ 108,161.52	\$ 38,959.57	\$ 147,121.09

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
R130	E. Jane Martin Research Doctoral Fund	Nursing(NSG)	Nursing (NSG)	\$ 2,946.42	\$ 15,883.27	\$ 1,000.00	\$ 14,883.27	\$ 2,177.21	\$ 17,060.48
R131	John T. & June R. Chambers Chair of Oncology Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 85,803.93	\$ 433,670.06	\$ 507,280.48	\$ (73,610.42)	\$ 63,170.99	\$ (10,439.43)
R132	Christopher Cline Chair in Orthopedic Surgery	Medicine(MED)	Medicine (MED)	\$ 233,836.22	\$ 1,252,352.96	\$ 798,409.53	\$ 453,943.43	\$ 172,852.40	\$ 626,795.83
R133	Mabel C. Phares Leukemia Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 40,651.33	\$ 282,926.22	\$ 195,608.82	\$ 87,317.40	\$ 29,885.26	\$ 117,202.66
R134	Gary and Lisa Christopher Graduate Fellowship	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 14,268.69	\$ 63,906.41	\$ 30,826.61	\$ 33,079.80	\$ 10,471.67	\$ 43,551.47
R135	WV United Health System Evidence-Based Nursing Practice Res.	Nursing(NSG)	Nursing (NSG)	\$ 4,908.00	\$ 24,796.84	\$ 15,102.16	\$ 9,694.68	\$ 3,614.45	\$ 13,309.13
R136	Mike Ross Family Pediatric Diabetes Research Endowment	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 47,145.86	\$ 245,109.55	\$ 17,443.16	\$ 227,666.39	\$ 34,835.07	\$ 262,501.46
R137	Van Wyk Cancer Research Endowment	Cancer Center(CAN)	Cancer Center (CAN)	\$ 2,914.76	\$ 14,303.94	\$ 8,234.21	\$ 6,069.73	\$ 2,155.74	\$ 8,225.47
R138	Robert T. Bruhn Physics Research Endowment	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 6,093.51	\$ 35,448.91	\$ -	\$ 35,448.91	\$ 4,475.46	\$ 39,924.37
R139	Women in Science and Engineering Giving Circle Endowment	Qualifying - Interdisciplinary	Arts & Sciences (A&S)	\$ 2,934.86	\$ 15,631.29	\$ 3,364.67	\$ 12,266.62	\$ 2,165.65	\$ 14,432.27
R140	Jarrett Family Research Endowment for Dentistry	Dentistry (DEN)	Dentistry (DEN)	\$ 11,628.97	\$ 62,521.98	\$ 18,584.26	\$ 43,937.72	\$ 8,553.48	\$ 52,491.20
R141	Donald R. & Linda E. Holcomb Research Endowment Dentistry	Qualifying - Biological, Biotech & Biomedical	Dentistry (DEN)	\$ 11,458.77	\$ 52,117.38	\$ 5,320.42	\$ 46,796.96	\$ 8,406.34	\$ 55,203.30
R142	Arch Coal Inc. Endowment for Mine Health & Safety Research	Engineering & Mineral Resources (EMR)	Engineering & Mineral Resources (EMR)	\$ 31,003.45	\$ 149,915.52	\$ 48,712.18	\$ 101,203.34	\$ 23,364.20	\$ 124,567.54

split between MAP and Financial Aid

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
R143	Shaw Pathology Research	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 5,901.62	\$ 32,211.93	\$ 7,950.00	\$ 24,261.93	\$ 4,362.50	\$ 28,624.43
R144	Dr. Mohindar S. Seehra Research Award	Arts & Sciences (A&S)	Arts & Sciences (A&S)	\$ 2,927.72	\$ 18,320.69	\$ 1,264.00	\$ 17,056.69	\$ 2,157.88	\$ 19,214.57
R145	Oleg D. & Valentina P. Jefimenko Library Resources #2	Library (LIB)	Library (LIB)	\$ 15,906.99	\$ 112,299.31	\$ 112,299.27	\$ 0.04	\$ 15,696.12	\$ 15,696.16
R146	Frank and Susan Klatskin Cerminara Endowment	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 5,849.18	\$ 25,488.47	\$ 19,639.41	\$ 5,849.06	\$ 4,737.77	\$ 10,586.83
R147	Nesselroad Family Glaucoma Research	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 8,195.76	\$ 39,254.57	\$ 10,779.47	\$ 28,475.10	\$ 6,206.55	\$ 34,681.65
R148	Salvatore and Josephine Cilentto Research Enhancement	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 4,461.26	\$ 18,955.02	\$ 11,212.00	\$ 7,743.02	\$ -	\$ 7,743.02
R149	Statler Research Endowment	Engineering & Mineral Resources (EMR)	Engineering & Mineral Resources (EMR)	\$ 1,153,700.17	\$ 5,281,743.78	\$ 1,885,441.53	\$ 3,396,302.25	\$ 849,469.69	\$ 4,245,771.94
R150	WVU School of Medicine Research Endowment	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 43,167.98	\$ 225,353.97	\$ -	\$ 225,353.97	\$ 31,998.10	\$ 257,352.07
V813	Quad/Graphics Chair in Internal Medicine, Eastern Division	Health Science East(HSE)	Health Science East (HSE)	\$ 115,566.29	\$ 690,977.50	\$ 130,630.77	\$ 560,346.73	\$ 85,383.79	\$ 645,730.52
V815	James H. Walker Chair of Pediatric Cardiology	Medicine(MED)	Medicine (MED)	\$ 39,414.36	\$ 276,907.35	\$ 270,359.52	\$ 6,547.83	\$ 34,329.23	\$ 40,877.06
V824	James A. Kent Endowment for Biomedical Engineering	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 20,634.35	\$ 125,881.42	\$ 95,328.94	\$ 30,552.48	\$ 15,445.32	\$ 45,997.80
V828	Osborn Professorship in Hematological Malignancies Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 74,708.84	\$ 488,191.46	\$ 401,272.25	\$ 86,919.21	\$ 55,668.88	\$ 142,588.09
V829	BrickStreet Neurology Fellowship	Medicine(MED)	Medicine (MED)	\$ 11,703.83	\$ 68,705.63	\$ -	\$ 68,705.63	\$ 8,671.21	\$ 77,376.84

split between MAP and Financial Aid

split between MAP and Financial Aid

WVU Research Trust Fund

Annual Report through Fiscal Year 2019

Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward	
V830	Robert E. Murray Chairmanship Mining Engineering Department	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 117,600.19	\$ 726,793.81	\$ 447,542.75	\$ 279,251.06	\$ 87,374.18	\$ 366,625.24	includes F3V830W
V833	Rita Radcliff-Deppe & Brian Deppe Fellowship Award	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 4,920.67	\$ 27,584.00	\$ 3,179.97	\$ 24,404.03	\$ 3,775.14	\$ 28,179.17	
V835	Energy Materials Science & Engineering Facilities Support	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ -	\$ 760.00	\$ -	\$ 760.00	\$ -	\$ 760.00	All financial aid - nothing in MAP
V841	Oleg D. and Valentina P. Jefimenko Library Resources	Library(LIB)	Library (LIB)	\$ 23,464.03	\$ 139,508.47	\$ 139,508.47	\$ -	\$ 17,422.85	\$ 17,422.85	
V842	Oleg D. and Valentina P. Jefimenko Physics Fellowship	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 4,396.64	\$ 31,666.01	\$ 9,612.26	\$ 22,053.75	\$ 4,338.24	\$ 26,391.99	split between MAP and Financial Aid
V844	Bowlby Wood Science Graduate Research Fellowship	Agriculture & Forestry(AGR)	Agriculture & Forestry (AGR)	\$ 62,243.42	\$ 315,818.21	\$ 211,084.62	\$ 104,733.59	\$ 46,698.86	\$ 151,432.45	
V850	James P. Boland, M.D. Department of Surgery Endowed Research	Qualifying - Biological, Biotech & Biomedical	Health Sciences - Charleston Division (MCC)	\$ 32,716.65	\$ 183,412.36	\$ -	\$ 183,412.36	\$ 28,165.21	\$ 211,577.57	
V854	WVU Ruby Scholars Graduate Research Fellowships	Academic Affairs(AAR)	Academic Affairs (AAR)	\$ 607,423.23	\$ 3,580,256.02	\$ 2,011,994.56	\$ 1,568,261.46	\$ 458,277.63	\$ 2,026,539.09	split between MAP and Financial Aid
V858	Robert E. Pyle Chemical Engineering Graduate Fellowship	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 5,917.73	\$ 35,954.37	\$ 23,711.65	\$ 12,242.72	\$ 4,406.37	\$ 16,649.09	
V859	James & Ruby Romano Civil & Environmental Engineering End.	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 41,251.48	\$ 251,279.63	\$ 263,502.30	\$ (12,222.67)	\$ 30,701.53	\$ 18,478.86	
V880	Robert & Stephany Ruffolo Pharmacy Graduate Fellowship	Pharmacy(PHR)	Pharmacy (PHR)	\$ 5,761.12	\$ 24,538.35	\$ 8,000.00	\$ 16,538.35	\$ 4,245.67	\$ 20,784.02	
V882	James and Betty Hall Fellowship	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 11,674.29	\$ 52,989.93	\$ 41,397.94	\$ 11,591.99	\$ 8,597.77	\$ 20,189.76	split between MAP and Financial Aid
V886	Stuart M. & Joyce N. Robbins Distinguished Prof/Epidemiology	Qualifying - Biological, Biotech & Biomedical	Health Sciences Center (HSC)	\$ 115,619.13	\$ 551,947.77	\$ 261,823.03	\$ 290,124.74	\$ 85,322.25	\$ 375,446.99	

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
V887	Academy of Chemical Engineers Graduate Fellowship	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 18,477.40	\$ 85,762.68	\$ 26,194.45	\$ 59,568.23	\$ 14,281.29	\$ 73,849.52
V892	J.F. Brick Chair in Neurology	Qualifying - Biological, Biotech & Biomedical	Medicine (MED)	\$ 174,436.10	\$ 937,832.54	\$ 684,245.56	\$ 253,586.98	\$ 128,300.38	\$ 381,887.36
V894	Jack and Marietta Mullenger Fellowship	Qualifying - Biological, Biotech & Biomedical	Engineering & Mineral Resources (EMR)	\$ 3,076.47	\$ 14,397.71	\$ 3,179.97	\$ 11,217.74	\$ 2,676.60	\$ 13,894.34
V900	Research Trust Fund Jefimenko Professorship in Physics	Qualifying - Interdisciplinary	Arts & Sciences (A&S)	\$ 35,632.10	\$ 156,357.99	\$ 116,185.56	\$ 40,172.43	\$ 20,545.40	\$ 60,717.83
W762	Cyber Physical System Center	WVU Institute of Technology	WVU Institute of Technology	\$ -	\$ 19,999.78	\$ 22,174.32	\$ (2,174.54)	\$ -	\$ (2,174.54)
Sub-Totals				\$ 3,862,895.24	\$ 20,762,009.67	\$ 10,763,616.41	\$ 9,998,393.26	\$ 2,951,240.15	\$ 12,949,633.41
Financial Aid Accounts									
Z232	Wells Fargo Energy Group Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 10,487.38	\$ 60,787.23	\$ 14,500.00	\$ 46,287.23	\$ -	\$ 46,287.23
Z238	Benjamin James Galford Research Scholarship	Financial Aid(FAD)	Arts & Sciences (A&S)	\$ 11,564.01	\$ 56,677.07	\$ 54,340.00	\$ 2,337.07	\$ -	\$ 2,337.07
Z245	Carl Del Signore Foundation Graduate Fellowship	Financial Aid(FAD)	Academic Affairs (AAR)	\$ 5,794.52	\$ 33,437.81	\$ 15,500.00	\$ 17,937.81	\$ -	\$ 17,937.81
Z247	George M. & Mary Freda Vance Medical Scholarship-Fellowship	Financial Aid(FAD)	Cancer Center (CAN)	\$ 44,111.30	\$ 306,863.11	\$ 287,961.08	\$ 18,902.03	\$ 32,829.73	\$ 51,731.76
Z277	William S. Clapper Mechanical & Aerospace Engineering Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 5,942.84	\$ 36,957.82	\$ 28,738.00	\$ 8,219.82	\$ -	\$ 8,219.82
Z279	Everette C. Dubbe Research Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 11,676.38	\$ 66,282.50	\$ 52,800.00	\$ 13,482.50	\$ -	\$ 13,482.50

split between MAP and Financial Aid

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
R117	George B. Bennett Dean's Research Opportunity Endowment	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 118,743.74	\$ 731,602.86	\$ 506,337.68	\$ 225,265.18	\$ 88,518.48	\$ 313,783.66
R118	E. Elizabeth Morgan Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 3,129.08	\$ 19,248.57	\$ 11,408.28	\$ 7,840.29	\$ 2,329.34	\$ 10,169.63
R119	Badzek Family Endowment for Nursing Research	Nursing(NSG)	Nursing (NSG)	\$ 2,998.27	\$ 16,200.97	\$ 10,000.00	\$ 6,200.97	\$ 2,216.46	\$ 8,417.43
R120	Ruth and Robert Kuhn Nursing Faculty Research	Nursing(NSG)	Nursing (NSG)	\$ 2,939.66	\$ 17,740.00	\$ 2,348.08	\$ 15,391.92	\$ 2,177.36	\$ 17,569.28
R121	Hall - de Graaf Endowment for Women in Science & Engineering	Arts & Sciences(A&S)	Arts & Sciences (A&S)	\$ 2,912.23	\$ 17,458.21	\$ 4,739.44	\$ 12,718.77	\$ 2,157.57	\$ 14,876.34
R122	Fithian Family Foundation #2/Behavioral Medicine-Psychiatry	Medicine(MED)	Medicine (MED)	\$ 11,636.76	\$ 62,116.51	\$ 49,764.31	\$ 12,352.20	\$ 8,590.78	\$ 20,942.98
R123	WVUH Evidence Based Practice Research Professorship/Nursing	Nursing(NSG)	Nursing (NSG)	\$ 40,985.52	\$ 229,615.13	\$ 78,843.98	\$ 150,771.15	\$ 30,302.21	\$ 181,073.36
R124	Grace C. Clements Speech Pathology and Audiology Research	Human Resources & Education(HRE)	Human Resources & Education (HRE)	\$ 5,538.51	\$ 31,036.57	\$ 19,173.64	\$ 11,862.93	\$ 4,120.99	\$ 15,983.92
R125	Virginia Oil and Gas Research Endowment for PNGE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 6,904.59	\$ 38,140.40	\$ 20,416.81	\$ 17,723.59	\$ 5,087.93	\$ 22,811.52
R126	Michael Baker Corporation Endowment/CEE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 8,797.11	\$ 44,495.12	\$ 38,163.59	\$ 6,331.53	\$ 6,515.10	\$ 12,846.63
R127	Darrell & Diane Williams Research for PNGE	Engineering & Mineral Resources(EMR)	Engineering & Mineral Resources (EMR)	\$ 5,732.41	\$ 31,946.04	\$ 14,513.11	\$ 17,432.93	\$ 4,223.25	\$ 21,656.18
R128	Preservati Cancer Research	Cancer Center(CAN)	Cancer Center (CAN)	\$ 17,080.54	\$ 90,358.14	\$ 47,632.37	\$ 42,725.77	\$ 12,610.13	\$ 55,335.90
R129	Martha Gaines & Russell Wehrle Pediatric Research Endowment	Qualifying - Biological, Biotech & Biomedical	Health Sciences - Charleston Division (MCC)	\$ 5,817.66	\$ 29,883.79	\$ 8,300.82	\$ 21,582.97	\$ 4,293.69	\$ 25,876.66

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
Z282	Oleg D. and Valentina P. Jefimenko Physics Scholarship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 3,282.10	\$ 22,819.31	\$ 22,000.00	\$ 819.31	\$ -	\$ 819.31
Z326	James Bergen and Randy Monteith Anderson Scholarship in MAE	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 2,889.42	\$ 15,371.96	\$ 10,075.00	\$ 5,296.96	\$ -	\$ 5,296.96
Z329	Morton Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 13,210.29	\$ 66,109.83	\$ 39,500.00	\$ 26,609.83	\$ -	\$ 26,609.83
Z333	David VanDorn Sutton Scholarship	Financial Aid(FAD)	Financial Aid (FAD)	\$ 46,198.10	\$ 243,092.66	\$ -	\$ 243,092.66	\$ -	\$ 243,092.66
Z337	William "Bill" Closser Memorial Electrical Engineering Sch.	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Z339	Morrissey-Ropp Scholarship	Financial Aid(FAD)	Arts & Sciences (A&S)	\$ 8,569.51	\$ 43,217.25	\$ 45,151.00	\$ (1,933.75)	\$ -	\$ (1,933.75)
Z341	Martha Hopkins Hashinger Scholarship	Financial Aid(FAD)	Engineering & Mineral Resources (EMR)	\$ 3,181.70	\$ 16,625.04	\$ 10,980.00	\$ 5,645.04	\$ -	\$ 5,645.04
Z364	Research Trust Fund Taylor Endowment	Qualifying - Interdisciplinary	Engineering & Mineral Resources (EMR)	\$ 3,604.62	\$ 14,297.93	\$ 1,050.00	\$ 13,247.93	\$ 1,006.36	\$ 14,254.29
Z365	Mitchell-Morey Family Endowed Scholarship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 3,373.49	\$ 12,535.94	\$ -	\$ 12,535.94	\$ -	\$ 12,535.94
Z368	Statler Research Scholars Program	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 113,972.98	\$ 396,870.50	\$ 259,986.00	\$ 136,884.50	\$ -	\$ 136,884.50
Z372	William E. & Bonniegail Kucan Coleman Research Scholarship	To Be Determined	Financial Aid (FAD)	\$ 1,144.53	\$ 7,337.80	\$ 11,336.00	\$ (3,998.20)	\$ -	\$ (3,998.20)
Z375	Bettie D. Gallaher Research Fellowship	Qualifying - Interdisciplinary	Financial Aid (FAD)	\$ 48,135.66	\$ 267,847.68	\$ -	\$ 267,847.68	\$ -	\$ 267,847.68
Sub-Totals				\$ 337,138.83	\$ 1,667,131.44	\$ 853,917.08	\$ 813,214.36	\$ 33,836.09	\$ 847,050.45

split between MAP and Financial Aid

WVU Research Trust Fund

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Fund ID	Fund Description	Budget Division	Unit	FY19 Spend	Budget through FY19 Spend	Expenses through CLS-2019	Balance through FY19	FY20 Spend	Balance Forward
			Combined Totals	\$ 4,200,034.07	\$ 22,429,141.11	\$ 11,617,533.49	\$ 10,811,607.62	\$ 2,985,076.24	\$ 13,796,683.86

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Approval of Revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the revisions to Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program, to be filed with the Secretary of State for the thirty-day public comment period and if no substantive comments are received, that the Commission extends its final approval.

STAFF MEMBER: Brian Weingart

BACKGROUND:

In the 2019 Special Session, the West Virginia Legislature enacted legislation (House Bill 206) that made significant revisions to the Underwood-Smith Teacher Scholarship Program and renamed it the Underwood-Smith Teaching Scholars Program and Teacher Education Loan Repayment Program.

The purpose of this program is to improve the quality of education in West Virginia public schools by encouraging individuals who have demonstrated outstanding academic abilities to pursue teaching careers in critical teaching shortage fields at the elementary, middle, and secondary levels in public schools within the state.

The proposed rule differs from the current rule in that it is designed to specifically address critical teacher shortage needs in the state. The teacher shortage areas will be identified annually by the West Virginia Department of Education. Additionally, the revised rule provides for additional academic support and mentoring for their academic field for the distinguished Underwood-Smith Teaching Scholars from the beginning of their higher education through the first year of teaching. Once Scholar recipients complete their teacher preparation program and are fully licensed to teach in West Virginia, they must fulfill their teaching obligation to teach in an identified critical teaching shortage field in an elementary, middle, or secondary public school in West Virginia for five years.

The rule also includes the Teacher Education Loan Repayment Program. This revision is designed to assist teachers and school counselors with loan repayment if they are

employed in a West Virginia public school as a teacher in a critical shortage teaching field or as a school counselor at the elementary, middle, or secondary level in a school or geographic area of the state identified as an area of need for such field. The loan recipient is eligible for renewal of a loan repayment assistance award only during periods when the recipient complies with all other criteria and conditions established by the rule.

Staff recommends approval of the revised Series 26, Legislative Rule, Underwood-Smith Teacher Scholarship Program, for filing with the Secretary of State for a thirty-day public comment period and, if no substantive comments are received, final filing of the rule with the Secretary of State and the Legislative Oversight Commission for Education Accountability (LOCEA) for legislative approval.

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

**SERIES 26
~~UNDERWOOD-SMITH TEACHER SCHOLARSHIP PROGRAM~~ TEACHING SCHOLARS PROGRAM
AND TEACHER EDUCATION LOAN REPAYMENT PROGRAM**

§133-26-1. General.

1.1. Scope. This rule establishes guidelines and procedures which will direct the operation of the Underwood-Smith ~~Teacher Scholarship Program~~ Teaching Scholars Program and Teacher Education Loan Repayment Program.

1.2. Authority. West Virginia Code §18C-4 et seq.

1.3. Filing Date. ~~June 8, 2016~~.

1.4. Effective Date. ~~June 8, 2016~~.

1.5. Modification of Existing Rule: Title 133, Series 26, Legislative Rule of the West Virginia Higher Education Policy Commission dated ~~May 3, 2015~~ June 8, 2016.

§133-26-2. Purpose.

2.1. The intent of the legislation creating the Underwood-Smith ~~Teacher Scholarship Program~~ Teaching Scholars Program is to:

2.1.a. Improve the quality of education in the public schools of West Virginia by encouraging and enabling ~~West Virginia residents~~ individuals who have demonstrated outstanding academic abilities to pursue teaching careers in critical shortage fields at the ~~pre-school~~, elementary, middle or secondary levels in the public schools of West Virginia.

2.1.b. Make particular efforts to encourage those individuals who have demonstrated outstanding academic abilities to pursue teaching careers by developing selection criteria and procedures to reflect the state's present and projected ~~teacher needs, including needs statewide and in different geographic areas and for teachers with education and training in specific disciplines~~ critical teacher shortage fields.

§133-26-3. Funding.

3.1. A special revolving fund known as the Underwood-Smith ~~Teacher Scholarship Fund~~ Teaching Scholars Program Fund has been created in the State Treasury and is administered by the Vice Chancellor for Administration of the West Virginia Higher Education Policy Commission (Commission) solely to grant scholarships for prospective teachers and loan repayment assistance to teachers and school counselors. Monies received from collections, monies appropriated by the Legislature, interest earned on these monies, and monies received by other sources will be placed in this fund.

3.2. Carry-forward monies shall not expire or revert and will be used for future scholarships.

3.3. Additional funding may be received from gifts, grants, contributions, bequests, or endowments.

3.4. The Vice Chancellor for Administration shall make a reasonable effort to encourage external support for the scholarship program.

3.5. Fund balances shall be invested with the state's consolidated investment fund and interest on these investments shall be used solely for the use that they were appropriated.

3.6. In order to encourage support for the Underwood-Smith ~~Teacher Scholarship Program~~ Teaching Scholars Program and loan repayment programs, the Vice Chancellor for Administration may set aside up to one-half of the funds appropriated by the Legislature to match non-state source contributions on behalf of a specific institution of higher education in this state. Such match shall be at the rate of two state dollars to each one dollar contributed by a private source.

§133-26-4. Administration.

4.1. The Underwood-Smith ~~Teacher Scholarship Program~~ Teaching Scholars Program shall be administered by the Vice Chancellor for Administration or her/his designee.

4.2. The ~~Higher Education Policy~~ Commission, in consultation with the State Superintendent of Schools, shall promulgate reasonable legislative rules for the administration of the program and the Vice Chancellor for Administration, in accordance with such rules, shall establish appropriate guidelines for program operation.

4.3. Recipient awards shall not exceed ~~\$5,000.00~~ \$10,000.00 per year for a maximum of four academic years for a baccalaureate degree and/or two academic years for a master's degree.

4.4. The Vice Chancellor for Administration shall solicit the views of public and private education agencies and institutions and other interested parties in developing the selection criteria and procedures to be used by the selection panel. These views may be solicited by means of written and published selection criteria and procedures in final form for implementation. Views may also be solicited by means of public hearings on the present and projected teacher needs of the state or any other means the Vice Chancellor may deem appropriate to gather information.

4.5. The Commission and the West Virginia Board of Education jointly shall ensure that Underwood-Smith Teaching Scholar award recipients receive additional academic support and training from mentors in their academic field beginning with the freshman year and continuing through degree completion and the teaching obligation.

4.6. Model agreements between public education and higher education will be developed by Commission staff in collaboration with West Virginia Department of Education staff.

4.7. Critical teacher shortage fields will be identified by the West Virginia Department of Education annually and provided to the Commission.

4.8. Only those institutions that are regionally accredited and offer West Virginia Department of Education approved programs that lead to teacher certification and West Virginia licensure are eligible to participate in the Underwood-Smith Teacher Scholars Program.

4.9. An institution otherwise eligible to participate in Underwood-Smith Teaching Scholars Program under Section 4.8 of this rule shall be excluded from participating by the Vice Chancellor for Administration if:

4.9.a. The institution does not have a signed participation agreement in place; or

4.9.b. The institution has been deemed ineligible to participate in federal student financial aid programs by the United States Department of Education; or

4.9.c. The Commission determines, based upon audits and/or administrative site visits by Commission staff, that the institution has seriously mismanaged the Underwood-Smith Teaching Scholars Program or other state financial aid funds or lacks adequate institutional controls to manage such funds properly.

§133-26-5. Panel Selection Criteria and Procedures.

~~5.1. The Governor shall designate the Higher Education Student Financial Aid Advisory Board to select Underwood-Smith Teacher Scholarship recipients. The Vice Chancellor for Administration shall appoint a selection panel.~~

5.1.a. The selection panel shall be comprised of individuals representing higher education, public education, and the community at large.

5.1.b. The selection panel is charged with selecting individuals who meet the eligibility requirements for the Underwood-Smith Teaching Scholars Program.

§133-26-6. Application Process.

6.1. Application forms will be made available to public and private high schools in the state and to public and private colleges in the state.

6.2. Applications may be distributed and the program advertised ~~to interested parties such as, but not limited to, the National Association for the Advancement of Colored People, Division of Rehabilitation Services, and West Virginia's Women's Commission~~ in locations convenient to applicants, parents and others in an effort to attract students from low income backgrounds, ethnic or racial minority students, students with disabilities, and women or minority students who show interest in pursuing teaching careers in ~~mathematics and science~~ critical teacher shortage areas and who are under represented in those fields. Applications may also be distributed and the program advertised in campus newspapers, agency exhibits, and publications directed at interested parties.

~~6.3. In times of limited funding or limited teaching jobs in West Virginia, priority will be given to upper division college applicants.~~

§133-26-7. Eligibility Criteria.

7.1. Academic ability shall be the primary criteria for selecting scholarship recipients.

~~7.2. To be eligible to receive an Underwood-Smith Teacher Scholarship, applicants/renewals must be West Virginia residents who are or will be enrolled on a full time basis in an accredited institution of higher education in West Virginia pursuing a course of study leading to teacher certification at the preschool, elementary, middle or secondary level in West Virginia who:~~

~~7.2.a. Have graduated or are graduating from high school in the top 10 percent of their graduating class or the top ten percent statewide of those West Virginia students taking the American College Test or the Scholastic Assessment Test.~~

~~7.2.b. Have completed less than two years of college and have at least a 3.25 cumulative grade point average on a possible 4.0 scale; or~~

~~7.2.c. Are graduate students who have graduated or will be graduating with at least a 3.5 grade point average on a possible 4.0 scale from their undergraduate institution.~~

7.2. The Underwood-Smith Teaching Scholars Program award shall be limited to students who:

7.2.a. Have graduated or are graduating from high school with a cumulative grade point average of at least 3.25 on a 4.0 scale.

7.2.b. Have met the college algebra ready assessment standards and college readiness English, reading, and writing standards as established by the Commission.

7.2.c. Meet any and all selection criteria established by the Vice Chancellor for Administration which may include, but is not limited to, grade point average, involvement in extracurricular activities, financial need, current academic standing, expression of interest as demonstrated in a self-written essay, and letters of recommendation..

7.2.d. Agree to teach in a critical teacher shortage field at the elementary, middle, or secondary level in a public school in the state.

7.3. To be eligible for an award, the applicant must be a citizen of the United States or if a non-citizen, that individual must hold a valid Employment Authorization Document (EAD), or work permit, issued by the United States Citizenship and Immigration Services (USCIS).

7.3.7.4. Recipients must be willing to sign a scholarship agreement which shall fully disclose the terms and conditions under which a teaching obligation must be met or repayment may be required.

7.3.a.7.4.a. A recipient may appeal any determination of non-compliance with provisions of the scholarship agreement or provisions of the award by submitting a written appeal of the specific complaint within 30 days of notification of non-compliance. Such appeal will be submitted to the ~~Vice Chancellor for Administration~~ or her/his designee for a decision Higher Education Student Financial Aid Advisory Board.

7.3.b.7.4.b. No Underwood-Smith funds will be disbursed until a signed agreement has been received by the Vice Chancellor for Administration.

~~7.4. In addition to academic criteria, the following may be considered in the selection of the Underwood-Smith Teacher Scholarship recipients: Pursuit of a degree in a teaching need area as determined by the State Board of Education, grade point average, involvement in extra-curricular activities, financial need, a written essay in which the applicant expresses her/his interest in teaching, and reference letters from faculty members.~~

§133-26-8. Renewal Conditions.

8.1. The recipient of an Underwood-Smith Teaching Scholars award is eligible for scholarship renewal only during those periods when the recipient meets the following conditions:

8.1.a. Is enrolled as a full-time student in a regionally accredited institution of higher education in West Virginia;

8.1.b. Is pursuing a West Virginia Department of Education approved program of study leading to teacher certification and West Virginia licensure in a critical teacher shortage field at the elementary, middle, or secondary level;

8.1.c. Is maintaining satisfactory academic progress as determined by the institution of higher education the recipient is attending;

8.1.d. Is maintaining a grade point average of at least 3.0 on a 4.0 scale; and

8.1.e. Is in compliance with any other standards the Commission may establish.

§133-26-89. Service Obligation.

~~8.1.9.1.~~ Each recipient of the Underwood-Smith ~~Teacher Scholarship~~ Teaching Scholars Program scholarship shall enter into an agreement with the Vice Chancellor for Administration that within ~~a ten-year period~~ one year after completing the teacher education program, the recipient agrees to:

~~8.1.a.9.1.a.~~ Teach full-time in a critical teacher shortage field under contract with a county board of education in a public education program in West Virginia for ~~two years for each year for which the scholarship was received; or~~ a period of five consecutive years.

~~8.1.b.~~ Teach full time in West Virginia, ~~one year for each year for which the scholarship was received, under contract with a county board of education in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education; or~~

~~8.1.e.9.1.b.~~ Perform substitute teaching duties with a county board of education in West Virginia for ~~two years for each year for which the scholarship was received or if teaching in West Virginia in a teacher shortage area, in an exceptional children program, in a school having less than average academic results or in a school in an economically disadvantaged area as determined by the State Board of Education~~ teach one year for each year the scholarship was received. in a critical teacher shortage field at the elementary, middle, or secondary level. Credit received will be pro-rated based on the number of days in the public school system year. A minimum of 60 days of substitute teaching is required to earn any credit toward the teaching obligation.

~~8.2.~~ If a recipient is seeking and unable to secure a position as set out in Section 8.1 of this rule following completion of the teacher education program, he/she may be considered for additional options to fulfill the service obligation. Qualifying optional service will be credited at the rate of two years of service for each year the scholarship was received. Such service must be certified in writing by an appropriate employing official and be approved in advance by the Vice Chancellor for Administration or her/his designee. Additional options include:

~~8.2.a.~~ Teach full time or permanent part time in a private school, parochial or other school approved under exemptions (A) or (K) for the instruction of students of compulsory school age pursuant to section one, article eight, chapter eighteen of the West Virginia code or in an accredited higher education institution or accredited post-secondary vocational education program in West Virginia; or

~~8.2.b.~~ Perform alternative service or employment in West Virginia in a federal, state, county or locally supported program with an educational component, including mental or physical health care. A minimum of seventy five percent of the work assignments must involve the educational component to be considered for credit through alternative service or employment. This may include, but not be limited to,

~~those employed as librarians, guidance counselors, instructors at prisons or juvenile correctional facilities, and certain federal early outreach and student services employees; or~~

~~8.2.c. Perform alternative service with a bona fide tax exempt charitable organization dedicated to the above. Any such employee must meet the education component criteria and percentage as set out in Section 8.2.b.~~

~~8.3. 9.2.~~ If extenuating circumstances exist (see Section ~~9.4~~ 10.4), the Vice Chancellor for Administration may extend the period for fulfilling the obligation ~~to fifteen years.~~

~~8.4. 9.3.~~ It is the responsibility of the recipient to provide the Vice Chancellor for Administration with evidence of compliance with teaching requirements.

§133-26-910. Monetary Repayment. Provisions of Repayment.

~~9.1.10.1.~~ If a recipient does not fulfill the service obligation, he/she will be required to make monetary repayment of the scholarship.

~~9.2.10.2.~~ In addition to the repayment of the scholarship, interest will be charged at a rate prescribed by the Vice Chancellor for Administration and will begin to accrue at the time the repayment period begins.

~~9.3.10.3.~~ If a recipient fulfills a portion of the obligation, interest will accrue from the day on which the recipient ceased to fulfill the obligation. If a recipient is substitute teaching but does not earn enough credit to fulfill any of the obligation, interest will accrue from the beginning of the deferment period.

~~9.4.10.4.~~ In the event of non-compliance, payment in full will normally be expected 60 days from the date of non-compliance. In the event of extenuating circumstances the Vice Chancellor for Administration may approve an alternate payment plan or extend the time period for beginning or fulfilling the teaching obligation.

10.5. A recipient is not in violation of the scholarship agreement during the period in which the recipient meets the following conditions:

10.5.a. Pursuing a full-time course of study at an accredited institution of higher education;

10.5.b. Serving, not in excess of four years, as a member of the armed services of the United States;

10.5.c. Satisfying the provisions of the repayment exemptions that are prescribed by the Commission.

10.3.d. Failing to comply with the terms of the agreement due to death or permanent or temporary disability as established by sworn affidavit of a qualified physician.

~~9.5.10.6.~~ As permitted by federal law, applicable state regulations, and the terms of the scholarship agreement, reasonable collection costs, late charges and attorney fees may be assessed in the collection of delinquent accounts.

~~9.6.10.7.~~ If extenuating circumstances exist, the Vice Chancellor for Administration, upon receipt of appropriate documentation, may extend the period for fulfilling the obligation ~~to fifteen years.~~

Extenuating circumstances include, but are not limited to, a temporary disability, inability to secure a full-time teaching position, or serious family illness.

~~9.7.10.8.~~ When the Commission is advised of a recipient's application for bankruptcy, such application will be considered by the Vice Chancellor for Administration or her/his designee in consultation with the Attorney General's Office.

~~9.8.10.9.~~ When, due to poor health, monetary hardship, or other acceptable reasons, a recipient is unable to make payments, a forbearance may be allowed if the Vice Chancellor for Administration or her/his designee has reason to believe, and so documents in the scholar's file, that the recipient does intend to fulfill the monetary obligation.

~~10.10.~~ Deferments may also be considered for other conditions and circumstances as may be approved by the Vice Chancellor for Administration.

~~§133-26-10-11. Deferment Provisions.~~

~~10.1.~~ A recipient is not considered in violation of the agreement entered into and is eligible for consideration of deferment of fulfilling the obligation, including the cessation of interest accrual, provided he/she is:

~~10.1.a.~~ Pursuing a full time course of study at an accredited institution of higher education. The student must provide documentation of enrollment on a semester basis.

~~10.1.b.~~ Serving on active duty, not in excess of four years, as a member of the armed services of the United States. The recipient must provide documentation from an authorized military official of start date of active duty and discharge date.

~~10.1.c.~~ Seeking and unable to find full time employment with a county board of education in West Virginia or acceptable alternative service employment pursuant to Section 8.2. This deferment shall not exceed 27 months. To receive this deferment, a recipient must annually provide documentation signed by a school official from two county boards of education verifying that an application for full time employment is on file.

~~10.1.d.~~ Seeking and unable to find any full time employment. This deferment can be approved for a single period not to exceed 12 months. Copies of written correspondence with potential employers and/or other appropriate documentation must be provided every six months.

~~10.1.e.~~ Providing care for a disabled spouse for a period not to exceed 12 months. A sworn affidavit from a qualified physician must be submitted every six months.

~~10.1.f.~~ Temporarily totally disabled for a period not to exceed three years. Proof of disability must be established by a sworn affidavit of a qualified physician and verified on an annual basis.

~~10.2.~~ Deferments may also be considered for other conditions and circumstances as may be approved by the Vice Chancellor for Administration.

~~§133-26-11. Cancellation of Obligation.~~

~~11.1.~~ A recipient's service and monetary obligation is excused in the event the recipient:

~~11.1.a.~~ Becomes permanently and totally disabled as established by sworn affidavit of a qualified

physician. The Vice Chancellor for Administration may require additional evidence of the disability.

11.1.b. Is deceased. A copy of the death certificate must be submitted.

§133-26-12. Relationship to Other Financial Assistance.

12.1. Underwood-Smith ~~Teacher Scholarship~~ Teaching Scholars Program awards plus other financial assistance shall not exceed the cost of attendance at the institution the student is attending. Cost of attendance will be provided by a financial aid officer at the school of attendance. Cost of attendance will include the cost of tuition and fees, reasonable allowances for books, educational supplies, room and board, and other expenses necessitated by individual circumstances such as a physical disability.

12.2. Should the scholarship award plus the amount of other financial awards exceed the cost of attendance, the institution's financial aid officer, in consultation with the recipient will determine what aid is to be reduced. This adjustment should be to the best advantage of the recipient.

12.3. Institutions are strongly encouraged to allow flexibility in the use of institution based financial aid awards so that they can be used in conjunction with the Underwood-Smith Teaching Scholar award.

§133-26-13. Collections.

13.1. Institutions' and Commission staff shall exercise due diligence in collecting monetary repayments from scholarship recipients.

13.2. Institutional due diligence means:

13.2.a. Conducting and documenting an entrance interview (individually or in groups) with the scholarship recipient before disbursing funds in an academic year. This requirement may be met by correspondence if the institution determines that a face-to-face meeting is not practical.

13.2.b. Conducting and documenting an exit interview with the scholarship recipient in which the institution provides the borrower with information necessary to carry out the terms of repayment, reminds the recipient of the rights and responsibilities associated with the scholarship funds and updates the recipient's personal information to assist in locating the recipient if he or she fails to keep the institution or the Commission informed of his or her current address.

13.3. Commission due diligence means:

13.3.a. Notifying the scholarship recipient of his/her obligations at least twice annually during any grace or deferment period.

13.3.b. Performing regular billing.

13.3.c. Following up past due payments with a series of at least four documented and reasonably spaced attempts to contact the borrower, at least three of which must be in writing at not more than 30-day intervals, before the obligation becomes ~~120~~ 150 days past due, provided that the Commission has a current address for the borrower.

13.3.d. Performing address searches when necessary.

13.3.e. Referring defaulted scholarships more than ~~120~~ 150 days past due to the Secretary of the Department of Administration or to a collection agent.

13.4. In place of one or more of the procedures outlined above, institutions and Commission staff may substitute collection techniques that are equally or more effective.

§133-26-14. ~~Loan Assistance Eligibility.~~ Teacher Education Loan Repayment Program Eligibility.

14.1. The Higher Education Student Financial Aid Advisory Board or those designated by the Higher Education Student Financial Aid Advisory Board shall select recipients to receive ~~Underwood-Smith Teacher Loan Assistance Awards.~~ Teacher Education Loan Repayment Program award.

14.2. Eligibility for an award is limited to ~~a teacher~~ an individual who is currently ~~under contract with a county board in West Virginia~~ employed in a public school in West Virginia ~~to teach in a subject area of critical need~~ as a teacher in a critical teacher shortage field or as a school counselor at the elementary, middle, or secondary level in a school or geographic area of critical need. ~~full-time.~~

14.3. Priority shall be given to new teachers and teachers who have previously received a loan assistance award that shall agree to teach or shall currently be teaching: a subject area of critical need in a state public school, or ~~a teacher that shall agree to teach or shall currently be teaching~~ a school counselor at the elementary, middle, or secondary level currently employed in a geographic area of the state identified as an area of critical need for such a field. The Vice Chancellor for Administration may develop additional eligibility criteria.

14.4. The Commission shall consult with the State Department of Education annually to determine the subject areas of critical need and the geographic areas of the state in critical need.

§133-26-15. ~~Loan Assistance~~ Repayment Program Application.

15.1. Application forms shall be made available to public and private schools in the state via the Commission and the State Department of Education's websites and in other locations convenient to potential applicants.

15.2. Applications will be submitted on an application form approved by the Vice Chancellor for Administration.

15.3. Applications must be submitted by such deadline as may be designated by the Vice Chancellor for Administration.

§133-26-16. ~~Loan Assistance~~ Repayment Program Agreement.

16.1. Before receiving an award, each eligible teacher shall enter into an agreement with the Vice Chancellor for Administration.

16.2. Recipients shall ~~agree to teach~~ be employed full-time as a teacher or school counselor in a public school in West Virginia in a subject area or geographic area of critical need under contract with a county board for a period of two school years for each year for which loan assistance is received.

16.3. The Vice Chancellor for Administration may grant a partial award to an eligible recipient whose contract term is for less than a full school year. A partial award is calculated by prorating the full award amount based upon the number of days taught in the school's calendar year.

§133-26-17. ~~Loan Assistance~~ Repayment Program Awards.

17.1. Each award recipient is eligible to receive loan assistance ~~of up to~~ not less than \$3,000 annually.

17.1.a. The loan amount will be determined annually by the Vice Chancellor for Administration.

17.1.b. The loan amount is based upon funding availability.

17.2. Awards will be paid to the recipient's educational loan institution, not directly to the recipient, only after the Commission determines that the recipient has complied with all the terms of the agreement.

17.3. Recipients may have their award terminated or may be required to repay all or part of an award according to the terms of Section 9 10 of this rule if the recipient does not comply with the terms of the agreement.

17.4. Award amounts shall not exceed the applicant's outstanding loan balance.

17.5. Loans eligible for loan repayment assistance are federal student loans in the applicant's name that were used for educational costs associated with obtaining a degree in school counseling, teaching or a teaching credential. Parent PLUS Loans are not eligible for loan repayment assistance.

17.6. Loan repayment assistance shall not reimburse applicants for payments to loans already made.

17.7. Federal teacher loan forgiveness programs shall be considered when awards are calculated.

17.8. Recipients shall annually submit proof of fulfillment of the terms of the loan assistance agreement to the Commission in accordance with the loan assistance agreement. The award may be canceled if the recipient does not submit proof of fulfillment of the terms of the loan assistance agreement by the required deadline.

17.9. Half of the annual award will be paid after fulfilling the first year of the agreement; the second half of the annual award will be paid after fulfilling the second year of the agreement.

§133-26-18. Loan Assistance Repayment Program Renewals.

18.1. The recipient is eligible for renewal of loan assistance only during the periods when the recipient is under contract with a county board to teach in ~~a subject area of critical need~~ a critical teacher shortage field or serve as a school counselor at the elementary, middle, or secondary level in a school or geographic area of critical need.

18.2. An applicant must have completed the terms of previous loan assistance awards before being renewed.

18.3. A renewal applicant who is teaching or serving as a school counselor under a contract in a position that no longer meets the definition of critical need defined in Section 14.4 above is eligible for renewal of loan assistance until the teacher leaves his or her current position.

18.4. No recipient may receive loan assistance ~~in excess of \$15,000.~~ which accumulates in excess of an amount established by the Commission.

§133-26-19. Loan Assistance Repayment Program Cancellation.

19.1. A recipient's service and monetary obligation is excused in the event the recipient meets the terms of Section ~~44~~ 12 of this rule.

§133-26-20. Loan Assistance Deferment.

20.1. A recipient is not considered in violation of the agreement entered into and is eligible for consideration of deferment of fulfilling the obligation if the recipient meets the terms of Section ~~40~~ 11 of this rule.

**West Virginia Higher Education Policy Commission
Meeting of September 27, 2019**

ITEM: Presentation of Champions of College Access and Success

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Information Item

STAFF MEMBER: Elizabeth Manuel

BACKGROUND:

The College Foundation of West Virginia (CFWV) coordinates three annual college-planning milestones to help students in West Virginia plan their pathway to education or training beyond high school. High schools that successfully participate in all three of these pathway events will be recognized as a CFWV Champion of College Access and Success.

The three milestones are College Application & Exploration Week, a Free Application for Federal Student Aid (FAFSA) Completion Campaign, and College Decision Day. Each of these milestones has specific components to help college-bound students in West Virginia transition to college.

These initiatives are more important now than ever to West Virginia. According to the West Virginia's Climb initiative, in the near future, we will need at least 60 percent of West Virginians to hold a certificate or degree in order to meet workforce demands. However, in 2016, only 31 percent of West Virginians held an associate degree or higher.

CFWV's three college-planning milestone events help support efforts to bridge that educational gap to ensure that West Virginia's workforce remains competitive.