

WEST VIRGINIA UNIVERSITY
BOARD OF GOVERNORS

February 13, 2004

The twenty-second meeting of the West Virginia University Board of Governors was held on February 13, 2004, in the Rhododendron Room of the Mountainlair. Board members in attendance were Hank Barnette, Charlie Battleson, Betty Chilton, Paul Gates, Steve Goodwin, Russ Isaacs, Terry Jones, Joe Lopez, Vaughn Kiger, Doug Leech, Paul Martinelli, Parry Petroplus, Michael Vetere, and Chris Wilkinson. Rod Thorn was absent and excused.

A number of WVU officers, regional campus officers and representatives of the press were also present including:

From WVU:

President David C. Hardesty, Jr.;
Provost and Vice President for Academic Affairs and Research, Gerald Lang;
Vice President for Health Sciences, Robert D'Alessandri;
Vice President for Administration, Finance & Human Resources, Scott Kelley;
Vice President for Institutional Advancement, Carolyn Curry
Vice President for Student Affairs, Ken Gray;
General Counsel, Tom Dorer;
Chief of Staff, Margaret Phillips;
Associate Provost, Russ Dean;
Associate Provost for Academic Professionals, C. B. Wilson;
Associate Vice President for Finance, Gary Rogers;
Assistant Vice President for Facilities, Joe Fisher;
Associate Vice President for Health Sciences, Bob Biddington;
Assistant Vice President for Human Resources (Interim), Elizabeth Reynolds;
Associate Director, Extension Service, Paul Becker;
Director, Human Resources, James Morris;
Executive Director for Student Affairs, Mary Collins;
Dean of Student Life, David Stewart;
Dean of the School of Journalism, Christine Martin;
Special Assistant to the President/Provost, & Assistant BOG Secretary, Ginny Petersen;
Director, Internal Audit, Bill Quigley;
Director of University News Service, Becky Lofstead;
Special Assistant to the Chief of Staff, Jennifer Fisher;
Executive Assistant to the President, Sara Master;

From WVU at Parkersburg:

Joe Badgley, Interim Campus President and Regional Vice President, WVU

From West Virginia University Institute of Technology:

Karen LaRoe, Campus President and Regional Vice President, WVU;
Lanny Janeksela, Vice President for Academic Affairs;
Jo Harris, Provost, Community and Technical College;

From Potomac State College of West Virginia University:

Kerry Odell, Interim Campus President and Regional Vice President, WVU;

Several members of the Press were also present.

CALL TO ORDER

The meeting was called to order by Board Chairman, Hank Barnette at 8:30 a.m.

EXECUTIVE SESSION

Mr. Leech moved that the West Virginia University Board of Governors go into executive session pursuant to West Virginia Code §6-9A-4(2)(A) to discuss personnel and management issues. The motion was seconded and passed, and the Board thereupon met in executive session. Following the discussion, Mr. Jones moved that the Board rise from executive session. The motion was seconded and passed.

RECESS

Chairman Barnette declared the meeting in recess until 12:30 p.m. to allow committees to meet. The meeting reconvened at 12:30 p.m.

During the recess, Interim Campus President Joe Badgley, of West Virginia University at Parkersburg, made his annual report to the Committee of the Whole.

APPROVAL OF MINUTES

Mr. Leech moved that the minutes of the meeting of November 14, 2003 be approved as written. The motion was seconded and passed*.

CHAIRMAN'S COMMENTS

Mr. Barnette reported that President Hardesty, David Miller and he had visited with legislative leaders in Charleston the previous day, and that they had been well received. He noted that he would be meeting with the Chairman of the WVU Foundation Board of Directors and the Chairman of the WVU Alumni Association Board of Directors that evening.

PRESIDENT'S COMMENTS

President David Hardesty noted the presence on campus of the WVU Foundation Board, the WVU Alumni Board, and the West Virginia University Board of Governors, and expressed his thanks to all those who volunteer their time and energy on behalf of the University.

President Hardesty expanded upon Chairman Barnette's report of visits to the legislative leadership and commented that assessment of budget issues and the new Community College bill are occupying most of the legislative team's time at the moment.

He reported that the comprehensive five year review of Provost Gerald Lang had recently been completed, and that Provost Lang had received a superior evaluation. He commended Provost Lang and thanked him for his service to West Virginia University.

***Unless otherwise stated, all motions were passed unanimously.**

President Hardesty introduced Christine Martin, current Dean of the Perley Isaac Reed School of Journalism, as the new Vice President for Institutional Advancement, effective April 1, 2004. He noted her outstanding qualifications, and reported that she will evaluate her role at the end of one year, reserving the right to return to the Deanship if she wishes.

Current Vice President for Institutional Advancement, Carolyn Curry, was attending her last meeting as Vice President, and President Hardesty paid tribute to her outstanding list of accomplishments during her years at West Virginia University. He noted that she will be greatly missed.

COMMITTEE REPORTS

Executive: Hank Barnette reported that the Executive Committee had discussed Governmental Relations, the possible appointment of a Health Sciences Center advisory committee, and a possible deferred contingent retirement benefit plan for presidents. A report by the Vice President for Health Sciences, Bob D'Alessandri, was given at the Thursday evening dinner.

Academic Affairs: Paul Gates, reporting for the Academic Affairs committee, noted that the committee had discussed five action items, and had heard reports on: 1.) changes taking place in advising; 2.) the proposed General Education Curriculum, and 3.) the 2003-2004 Compact Update reports. Dr. Gates also noted the recent independent accreditation achieved by the West Virginia University Institute of Technology Community & Technical College, and offered his congratulation on behalf of the Board. Charles Battleson commented that he and other student leaders were extremely pleased that their concerns about Advising were being addressed. At Chairman Barnette's request, Mr. Battleson reported that the *Students for Higher Education* group he had helped found was gaining membership and is working to let legislators know where students stand on the issue of funding for Higher Education.

Business Affairs: Doug Leech reported that the Business Affairs Committee had considered five action items and the combined Business Affairs & Audit Committees heard reports on the University's response to the Fiscal Year 2003 Management Letter from the external auditors, and the implications of Sarbanes-Oxley legislation for not for profit Universities.

Student Affairs: Betty Chilton reported that the Student Affairs committee had been briefed on the new *Strategic Plan to Enhance Student Affairs Programs*, which has been developed by students and administrators on campus. She asked for additional suggestions from Board members.

University Relations: On behalf of the University Relations committee, Terry Jones welcomed Chris Martin as the new Vice President for Institutional Advancement, and expressed his appreciation to Vice President Carolyn Curry for "making his job easy and enjoyable." He noted that the University Relations committee had received a legislative update from David Miller, and reports on advocacy strategies, a proposed sportsmanship taskforce, and new media offerings from Carolyn Curry and Margie Phillips. He noted that the University Relations committee did have several suggestions of topics that should be discussed at the strategic planning session.

Dave Miller gave a short review of his legislative update, and President Hardesty noted that under Dave's leadership we were achieving new levels of communication with the Governor and legislative leadership.

INFORMATION ITEMS

Christopher Wilkinson, Faculty Representative to the Board of Governors, gave his annual report to the Board. His remarks are appended to these minutes.

Vice President Scott Kelley, giving the Quarterly Financial report, noted that the University is on target with the 2003-2004 Plan.

Provost Lang reported that the Self Study for the ten year accreditation visit by the Higher Learning Commission, scheduled for April 19-21, has been completed and will be forwarded to the members of the Board in the near future. He described the typical format of such an accreditation visit, and noted that the panel wants to meet with the Board Chairman, and any other interested members of the Board. He noted the University's self study identified two areas of concern, assessment and an aging faculty, which could lead to considerable faculty turnover in the coming years.

Interim President Joe Badgley of West Virginia University at Parkersburg, and Interim President Kerry Odell, of Potomac State College of West Virginia University each reported that the Self Study associated with the upcoming accreditation visits to their respective campuses were also complete and at the printers, and would be disseminated as soon as they are received.

It was noted that Potomac State College of West Virginia University will undergo an independent review now, but that by the time the next ten year review comes around, they should be a fully integrated component of West Virginia University.

ACTION ITEMS

Based on discussions of each item at the respective Committee meeting, and an explanation of each to the full board, five actions were recommended for approval by the appropriate committee. Mr. Barnette asked for final discussion on any action item.

There being no further questions, upon motion duly made by Mr. Jones, and seconded, the following items were approved unanimously.

1. Approval of Honorary Degree Recipients

Resolved: That the West Virginia University Board of Governors approve two honorary degrees at West Virginia University, one honorary degree at West Virginia University Institute of Technology, and an Associate Honorary Degree at Potomac State College of West Virginia University. The names will be announced at a later date. The motion was seconded and passed.

2. Appointment to a County Extension Committee

Resolved: That the West Virginia University Board of Governors approve the appointment of Mr. Treaby Scaggs to the Logan County Extension Service Committee. The motion was seconded and passed.

3. Appointment to the Joint Administrative Board for the Caperton Center

Resolved: That the West Virginia University Board of Governors approve the appointment of Mr. Richard Love to the Joint Administrative Board for the Caperton Center for Applied Technology to fill an unexpired term ending September 30, 2004. The motion was seconded and passed.

4. Acceptance of Institutional Fee Waiver Reports

Resolved: That the West Virginia University Board of Governors enter the report of the Institutional Graduate and Professional Fee Waivers for Summer, 2003 and Fall, 2003 at West Virginia University Institute of Technology into its minutes and authorize the forwarding of the required report to the legislative auditor. The motion was seconded and passed.

Resolved: That the West Virginia University Board of Governors enter the report of the Institutional Undergraduate Fee Waivers for Fall, 2003 at West Virginia University, West Virginia University at Parkersburg, West Virginia University Institute of Technology and Potomac State College of West Virginia University into its minutes, and authorize the forwarding of the required report to the legislative auditor. The motion was seconded and passed.

5. Approval of an M.A. Degree in Professional Writing and Editing

Resolved: That the West Virginia University Board of Governors approves the offering of an M.A. degree in Professional Writing and Editing. The motion was seconded and passed.

6. Approval of a major in Criminology and Investigations

Resolved: That the West Virginia University Board of Governors approves the offering of a Criminology and Investigations major. The motion was seconded and passed.

7. Elimination of the A.A.S. degree in Automotive Services Technology

Resolved: That the West Virginia University Board of Governors approves the elimination of the A.A.S. in Automotive Services Technology at West Virginia University Institute of Technology. The motion was seconded and passed.

8. Approval of an A.A.S. in Technical Studies: Para educator

Resolved: That the West Virginia University Board of Governors approves the offering of an A.A.S. in Technical Studies: Para educator at West Virginia University Institute of Technology. The motion was seconded and passed.

9. Approval to Construct a Nanotechnology Clean Laboratory

Resolved: That the West Virginia University Board of Governors approves construction of a new nano/microsystem Clean Laboratory in WVU's Engineering Sciences Building, contingent upon the availability of funding from the College of Engineering and Mineral Resources, private foundations, and the reallocation of the University's existing operating dollars. The motion was seconded and passed.

10. Approval of the re-adoption of the Facilities Master Plan for WVU-P

Resolved: That the West Virginia University Board of Governors approves the re-adoption of the West Virginia University at Parkersburg Facilities Master Plan. The motion was seconded and passed.

11. Approval of the design for the Blanchette Rockefeller Neurosciences Institute

Resolved: That the West Virginia University Board of Governors approves the design of the Blanchette Rockefeller Neurosciences Institute building. The motion was seconded and passed.

12. Approval of Grant Application to the National Institutes of Health

Resolved: That the West Virginia University Board of Governors authorizes West Virginia University to apply for a grant from the National Institutes of Health for financial assistance in constructing facilities for the Sensory Neuroscience Research Center and authorizes Fred Butcher to act as the official representative of the university in pursuing said grant. The motion was seconded and passed.

13. Approval of a Forensic Accounting & Fraud Investigation Laboratory Fee

Resolved: That the West Virginia University Board of Governors approves the establishment of a Forensic Accounting & Fraud Investigation Laboratory Fee. The motion was seconded and passed.

OTHER BUSINESS

After a discussion Professor Wilkinson moved that the Board of Governors endorse the formation of an Advisory Council for the Health Sciences Center. The motion was seconded and passed. Dr. Wilkinson also moved that the Board allow the Health Sciences Center to propose names to serve on the Advisory Council. The motion was seconded and passed. Dr. D'Alessandri asked that any board members with suggestions or comments on proposed names bring those to his attention.

Mrs. Chilton noted the Festival of Ideas speakers scheduled to be in Charleston on March 8th and April 5th, and invited all members to attend their presentations.

NEXT MEETING

Mr. Barnette reminded members that the next meeting will be on April 1 - 2, 2004, with a strategic planning meeting scheduled for all day on April 1st. He urged everyone's attendance.

ADJOURNMENT

There being no further business, the meeting was adjourned at 2:40 p.m.

Virginia Petersen
Assistant Secretary

**The State of the University from a Faculty Perspective
Report to the West Virginia University Board of Governors
February 13, 2004**

**By Christopher Wilkinson
Chair, West Virginia University Faculty Senate
Member, West Virginia University Board of Governors, 2003 - 2005**

Mr. Chairman, members of the Board, including President Hardesty, one of the expectations of the Board of Governors is an annual report presented by the Faculty Representative to the Board on issues of importance to the faculty including its achievements and aspirations. Past representatives have, as I have been informed, responded to this charge in various ways. Last year, for example, Stan Cohen presented a short documentary film on the work of colleagues justifiably honored for their outstanding teaching, research, and service.

This year marks a departure from past practice in that this is the first of two such reports I will be making as the first Faculty Representative to serve a two-year term. It is my intention, as you will hear, to use both opportunities to present an analysis of the professional environment in which our faculty work. My purpose is to enable the Board to view the University from what I would argue is the perspective that defines it as an institution of higher education, indeed as the pre-eminent academic institution of the state. That perspective is the faculty's for it is this group that fulfills the University's core mission of teaching, research, and service to the state of West Virginia, the region, the nation, and beyond.

Several of the current Board members may recall the first time I addressed this body. It was thirteen months ago on January 16, 2003. The occasion was the Thursday evening dinner that marked the beginning of a planning retreat. Following remarks by President Hardesty concerning the impact of the reductions to the state appropriation for higher education and a call for any comments, I spoke extemporaneously to Board members and others present about the possible harm that these reductions might cause the faculty. I made clear that I was holding no one within the sound of my voice responsible for that possible damage, nor do I now. I pointed out that such reductions would have a negative impact upon many aspects of the faculty's responsibilities to the students, their disciplines, and to the state, and that while the institution may be able to manage the fiscal consequences of reductions, it was largely beyond the administration's capacity to address many of these problems.

Today, I wish to examine this issue further. I am mindful of an observation made by the Chairman of the Board that it is a waste of time to bring problems to this body without at least the suggestion of a solution to them, which can serve to guide the Board's future deliberations. Let me say at the outset that I am not bringing my perspective to you in anticipation that you can immediately solve the problems I am about to describe. I do have two expectations, nevertheless. The first is that having a common understanding of the faculty's situation will assist the Board in future strategic planning. The second is that my report will enable us to understand the circumstances of the University's faculty from a shared vantage point. I would not be surprised if for some of you what I will discuss is not news. If that is the case, as I tell my students when I am going over ideas with which I suspect some are familiar, consider this a review. My remarks will begin with a description of the academic profession as it is practiced at this institution. I will then discuss three major adverse consequences of the current (and possibly future) fiscal climate. I will close with a recommendation for action by the Board.

There are a number of ways to view the academic professions of the more than 1300 full-time faculty at this institution. We can consider the colleges or schools in which their departments or divisions are located, discussing the faculty in the Eberly College of Arts and Sciences as opposed to that in the College of Engineering and Mineral Resources, for instance. We can distinguish between particular academic disciplines, contrasting, say, the work of the philosophers with that of the clinical pharmacists. We can speak collectively of those disciplines: the arts, the humanities, the natural and physical sciences, the social sciences, and technology. We can talk about those disciplines that attract external funding that benefits the university as opposed to those that do not because, quite simply, they cannot.

What we are unable to do, however, is identify one department, discipline, college, or school, and claim that it represents the whole. There is no one faculty member whose circumstances characterize those of all of her or his professional colleagues, not if we look closely and critically at the complexities and diversities of the numerous fields of study that define an institution of this size and mission. However inconvenient it may be in presenting a report of this kind, there is no typical faculty member, no poster professor for WVU.

Absent that representative academician, that typical colleague, that poster professor, I think that the most useful perspective is to consider the following question: regardless of its precise and individual definition, what may be the long-term effects on the nature and quality of the work of our faculty if the absence of raises, reductions in force, continued uncertainty of operating budgets, and the ever-present evidence of the politicization of higher education policy by the state were to continue into the future?

Three consequences come immediately to mind. First, a sense of the loss of control over the course of one's profession due to increased demand to fulfill certain duties at the expense of others that represent opportunities for professional development. Second, interference with professional contributions and advancements. Third, the worsening impact of what, for want of a better term, I will call the Wal-Mart effect intrinsic to many disciplines not only at this University, but at institutions throughout the country. I will discuss the implications of each of these.

A profession is, according to standard definitions, "a calling, a vocation, requiring specialized knowledge and often long and intensive academic preparation." Not included in that definition, however, is a corollary, that those who are professional are charged implicitly with both defining and fulfilling the responsibilities associated with their callings. Academicians at this institution are appropriately responsible both for developing the courses that in the proper sequence lead to ever-greater sophistication in their students' understanding of and skill at operating within that discipline. Not only are faculty members responsible for the design and execution of those instructional responsibilities, by the terms of their professions they are responsible for not only keeping abreast of the latest discoveries and innovations, but with incorporating those new developments into their courses. Teaching at the university level is not supposed to be a static enterprise.

Furthermore, faculty are charged by their professions to be sources of new knowledge and new ways of thinking about it. Accomplishments in research not only reverberate through the classroom and laboratories of this institution, they radiate out to the larger community of scholars as well as to the world outside of academia. One important instance of this "radiation"

of research lies in the area of economic development for the state, another is health care. Whatever the purpose, the most productive research innovations have come from the minds of scholars who have had the time to think creatively about their professional interests. Creative thoughts come when they do, without the individual's controlling their arrival or their content. As a literary scholar once put it, "there is nothing more futile than sitting down to think."

In the current climate, what happens to the sense that one can shape one's professional agenda to serve these two defining tasks of the creative and productive academician in order to fulfill one's professional ambitions? In the future, we may be forced to make choices that help neither task. There are ways to reduce one's involvement in the teaching enterprise that can go undetected. One can recycle tests and writing assignments—never mind that there will be students who will recycle their answers and essays as a result. One can let slip the opportunities to innovate in terms of both pedagogy and content. It used to be, as we all know, one could tell the lazy instructor by the fact that his lecture notes appeared on paper that was getting yellowier and more brittle with each passing semester. These days, put your lecture notes into word-processed computer files and simply change the date (assuming you date your lectures) and print a new copy—a new copy of remarks made five or more years ago on a subject about which so much new thinking has been disseminated more recently as to render much of that lecture obsolete. Tell yourself that in the end it does not matter whether you take your students to the frontier of knowledge or at least lead them to a promontory from where they can see that frontier because they will not remember any of it anyway after the final exam. That exam, by the way, consists of fact-based questions requiring only memorization of inert information not simply to pass the course but to get an A because such tests are unambiguous, textbook-based, even textbook publisher originated. And it will not hurt to be surrounded by colleagues who are so overwhelmed by their own numerous responsibilities that they have neither time nor incentive to care what you do.

I have given a description of the behavior of an academic mediocrity; this is *not* typical of our faculty at present. But circumstances that lead to a further contraction of the numbers of our already reduced faculty will mean fewer instructors to teach more courses and a rising temptation to cut corners that in other settings would have been inconceivable to many.

This then is the consequence of that first development I mentioned, a sense of loss of control over the course of one's profession—a squeeze on faculty time that may well lead to unhappy choices for many colleagues, for their students, and, of greatest importance, for the institution's mission.

Interference with professional ambitions is the second consequence and closely related to the first. As academic professionals whose work defines the mission of a university, we are called to inquiry; we are called to make new discoveries; we are called to conduct research. In addition, West Virginia University needs us to undertake productive scholarship the results of which continually reshape human understanding of the universe which we inhabit. Why does the institution require this of us? In large part to carry out its mission as a comprehensive land-grant doctoral research extensive university—the only one in the state. Every year, the institution must at a minimum graduate a certain number of doctoral students in a certain number of disciplines to retain that status.

Given the uncertainties of accomplishment, it is essential to have a broad number of fields in the arts, humanities, natural, physical, and social sciences, and technology with productive terminal degree programs. Students come to those programs in large part because of their national and, in many instances, international reputations—reputations which are acquired and sustained through the dissemination of the research of their faculties.

Essential for faculty is the time to be intellectually creative. With the continued promise of rising student enrollment, painful, and from the standpoint of the University's student-centered identity, possibly undesirable choices might result as faculty scramble to preserve time for their own scholarly agendas. To quote the title of a popular song of the 1950s, which more recently became the title of a delightful film starring Diane Keaton and Jack Nicholson: "Somethin's gotta give."

This leads me to the third consequence of the current situation, what I termed the worsening impact of the Wal-Mart effect on many disciplines. As a recent series in the local newspaper reminds us, the concept of working off the clock was introduced by certain managers of Wal-Mart stores when their labor costs were judged to be too high. Employees were told to clock out at the end of their official shift but to stay to work two, three, four hours more without compensation. Now, how can this possibly relate to the circumstances of the faculty at this institution?

First, let me explain how it does *not* relate. I am *not* talking about the number of hours or days faculty members devote to their professional responsibilities between August 16 of one year and May 15 of the following year: the nine-month period in which the vast majority of faculty are on the University's payroll. None of us can fulfill our responsibilities to our professions, to the University, to our own standards of acceptable achievement in an eight-hour day, or a five-day work week; our in-box is always full. We know this, and we don't even try to do so. We are engaged in some aspect of our work every day of the week and wish there was still more time available.

What I am talking about is the work that gets done during the three months of the summer when most faculty are not compensated, work that is vital to the fortunes of not only the individual faculty member but also to those of this institution. Given increased teaching loads and responsibilities for a variety of services, faculty in many disciplines must reserve the summers for their research, and many in the arts, humanities, and social sciences have few opportunities for additional funding to support this work. Simply put, to serve their professions and this institution, they must work off the clock.

Now this is nothing new, nor would anything in institutional or state employment policy alter the behavior of the committed scholar of whom we have a very significant number on this faculty. She or he is going to study, inquire, experiment, and discover new knowledge as a result because of the commitment implied by that definition of "profession" I presented a few minutes ago. It is a calling, and these tasks are what we are called to perform. In other words, working off the clock as I have described it has always happened and will continue to do so in the best of circumstances.

What happens however when faculty go unrewarded? When the institution is powerless to acknowledge this essential contribution to its mission? What happens when the expectations for the development or revision of the content and pedagogy of a greater numbers of courses of

high quality bumps up against the need to conduct research, and even the summers provide too little time to accomplish both? Faculty will have to make unpleasant, uneasy choices. The institution will have to strain to continue to prosper.

Now, what have we already seen as a consequence of the budget crisis? Resistance to change in an effort to preserve as much of a sense of professional control as possible. Heightened suspicion of the motives of those who seek change. The well of civility is beginning to be poisoned by the climate that has resulted from the state's fiscal condition.

What can happen in the long-run? Depending upon the personal priorities of the faculty member in question, teaching can suffer, research can suffer, service can suffer, productive engagement with colleagues can suffer, a greater sense of isolation and defensiveness may develop that will inevitably interfere with constructive engagement with other faculty, with the discipline, with the institution's tripartite mission.

What can this body do to address this issue? I believe that a great deal of collective thought is required, and it is for this reason that I have proposed that the issue of the changing nature of the professional responsibilities of faculty and the institution's expectations for its collective achievement be central elements of Strategic Planning in the area of Academic Affairs.

Thank you for your attention to what I regard as a report of essentially base-line information on the state of the university from a faculty perspective. Next year, I will follow up on this topic. I will be happy to address any questions.