

Minutes
West Virginia University Faculty Senate
Monday, February 10, 2014

1. Lisa DiBartolomeo, Faculty Senate Chair, called the meeting to order at 3:15 p.m. in Ruby Grand Hall, Erickson Alumni Center.

Members Present:

Abate, M.	Dick, G.	Jacknowitz, A.	Nutter, R.	Sherlock, L.
Ameri, S.	Elmore, S.	Jaczynski, J.	Oberhauser, A.	Sperow, M.
Anderson, K.	Famouri, P.	Johnston, A.	Orlikoff, J.	Srivastava, A.
Atkins, C.	Ferrara, L.	Johnstone, R.	Peace, G.	Stolzenberg, A.
Bastress, R.	Finkel, M.	Kale, U.	Perna, N.	Utzman, R.
Bilgesu, I.	Fuller, E.	Kershner, R.	Petty, T.	Valenti, M.
Billings, H.	Funk, A.	Kite, S.	Polak, J.	Vester, M.
Bonner, D.	Giacobbi, P.	Kleist, V.	Proudfoot, C.	Vona-Davis, L.
Boone, D.	Gilleland, D.	Kopriva, N.	Prudhomme, J.	Waterson, R.
Bowen, E.	Graves, C.	Kromar, R.	Reddy, R.	Watson, J.
Brooks, R.	Griffith, R.	Mandich, M.	Reymond, R.	Weihman, L.
Bryner, R.	Haines, K.	Matak, K.	Riedel, B.	Wenger, S.
Burnside, J.	Harner, J.	Maynor, L.	Ruscello, D.	Wilcox, G.
Campbell, L.	Harris, T.	McTeer, M.	Ryan, K.	Woloshuk, J.
Cassels, A.	Hartley, D.	Meckstroth, R.	Salm, A.	
Connors, J.	Hileman, S.	Merrifield, J.	Sand-Jecklin, K.	
Cottrell, L.	Hitt, L.	Montgomery-Downs, H.	Schreurs, B.	
Cronin, A.	Hostuttler, L.	Munasinghe, R.	Scott, H.	

Members Excused:

Anderson, J.	Britten, R.	Holmes, M.	Lorimer, D.	Petronis, J.
Baldwin, C.	Curtis, R.	Hutson, Z.	Mays, M.	Rishel, C.
Barretto, G.	Garrett, V.	Insch, G.	Miltenberger, M.	Sadler, J.
Bergner, G.	Graber, S.	Kuhlman, J.	Paternostro, M.	Tveter, K.
Brazaitis, M.				

Members Absent:

Brock, R.	Hartnett, H.	Lively, M.	Regier, M.	Watson, D.
Cohen, S.	Hornsby, G.	Lofaso, A.	Tower, L.	Whiteman, C.
Eschen, E.	Knight, J.	Mucino, V.	Walter, S.	Yang, H.

Faculty Senate Officers Present:

DiBartolomeo, L.	Lee, P.	Orlikoff, J.
------------------	---------	--------------

2. Chair DiBartolomeo moved for approval of the [minutes](#) from the Monday, January 13, 2014 meeting. Motion carried.
3. President E. Gordon Gee reported the following:
 - He acknowledged the extraordinary work Facilities Management does in responding to winter weather.
 - He has been spending as much time as possible connecting with the people of the State. Later this week, he will travel to the eastern panhandle and southern West Virginia.
 - He will continue to work closely with the legislature. The current session ends March 8, 2014.

- He acknowledged D. J. Pisano's discovery of a river of hydrogen flowing through space, as reported by the National Radio Astronomy Observatory. He also expressed his appreciation to the numerous faculty members who are heavily engaged in understanding and alleviating the problems resulting from the chemical spill in Charleston.
- We have raised \$716 million, or 95%, of our \$750 million goal in the State of Minds capital campaign. Private support is critical to our ability to remain competitive.

4. Senior Associate Provost Russ Dean reported the following:

- Provost Wheatly is attending the APLU Provosts' Meeting in Washington, DC.
- The Higher Learning Commission accreditation visit will take place April 7-9, 2014. The 12-member team will spend most of their time in Morgantown, although they do plan to visit the divisional campuses. Please refer to <http://accreditation.wvu.edu/> to familiarize yourself with the accreditation process.
- Announcements about open hearings on proposed revisions to the Faculty Evaluation, Promotion, and Tenure document were sent out via ENEWS and the faculty listserv.
- Applications and admissions have increased for Fall 2015. Minority applications have increased by 7%, and minority admissions have increased by 11%.
- Spring enrollment is up by 157. Retention efforts appear to be paying off.
- Jon Cawthorne has been named dean of libraries. He will start March 17.
- The electronic graduation application is available on the Office of the University Registrar web site.

5. Chair DiBartolomeo reported the following:

- She invited Senators to arrive early for Senate meetings to meet with colleagues. Ruby Grand Hall is available to us beginning at 2:00 p.m.
- She thanked President Gee for hosting a reception at Blaney House following the January Senate meeting.
- She encouraged faculty members to contact Chad Proudfoot if they have ideas on ways to work with Extension.
- Senate leadership has been working closely with Elizabeth Dooley, Katherine Karraker, and the Office of the University Registrar to develop processes in CIM for proposals involving program changes, new programs, majors, minors, and certificates. Please contact Chair DiBartolomeo if your unit or department is developing a proposal for submission with the next 6 months.
- The Ad Hoc Committee on Senate Eligibility met and began its work. The committee expects to develop procedural changes rather than propose constitutional amendments.
- She and Staff Council President Lisa Martin met with Russ Dean and Narvel Weese regarding the effects of canceling classes. Staff has very different issues than faculty and students. She has asked to Student Instruction Committee to look at crafting a fair, meaningful, and equitable attendance policy.
- She encouraged Senators to prepare for the HLC visit by reviewing the executive summary portion of the self-study and to spend some time considering how the mission of your unit or department fits into the broader mission of the University.
- C.B. Wilson needs one additional volunteer to serve on the University-wide P&T committee from late March to mid-May. To be eligible, you cannot be a member of your department or college committee.

- The fall break survey has closed, and results are being evaluated. The calendar committee will meet next week to discuss the findings and set the calendar.
 - A parliamentary workshop will be held on March 3, 2014 at 1:45 p.m. in Ruby Grand Hall.
6. Nick Perna, Chair, Curriculum Committee, moved for approval of the following reports:
 - [Annex I](#), New Courses and Course Changes. Motion carried after SPED 767, HONR 213, HONR 414, and HONR 415 were pulled from the report.
 - [Annex II](#), Changes to the BS in Computer Science. Motion carried.
 - [Annex III](#), Changes to the BS in Computer Science at WVU-Tech. Motion carried.
 - [Annex IV](#), Monthly Alterations Report. Accepted.
 7. Lisa Weihman, Chair, General Education Curriculum Oversight Committee, moved for approval of the following reports:
 - [Annex V](#), GEC Actions. Motion carried.
 - [Annex VI](#), GEC Audits. Accepted after HIST 277 was pulled from the report.
 8. Brian Jara presented [Annex VII](#), a proposal for an Office of LGBTQ Programs at West Virginia University. The proposal was developed by the Ad Hoc LGBTQ Task Force, convened by the Division of Diversity, Equity, and Inclusion.

A motion was made and duly seconded to endorse the proposal for an Office of LGBTQ Programs at WVU main campus, WVU Institute of Technology, and WVU Potomac State. Motion carried.
 9. Melanie Page, Assistant Vice President for Creative and Scholarly Activities, and Earl Scime, Associate Vice President for Research Development, introduced themselves and provided an update on the Vice President for Research Office.
 10. Jenny Douglas, Tracey Beckley, and Amy Kuhn provided an overview of the WVU Teaching and Learning Commons. Additional information is available at <http://tlcommons.wvu.edu/>.
 11. Roy Nutter, ACF Representative, reported that we need to pay attention to two bills introduced in the state legislature. HB 4281 creates a statewide system of common general education courses taught at all public institutions of higher learning. HB 4266 reduces the percentage HEPC receives for the Research Challenge Fund by 15%. If this passes, this presents a matching problem for WVU and Marshall in which we will not be able to meet our agreement with donors to match under the Research Challenge Grant program.
 12. Robert Griffith, BOG Representative, reported that the Board's next meeting is February 21, 2014. The subcommittee on accreditation met last week.
 13. The meeting adjourned at 4:49 p.m. to reconvene on Monday, March 3, 2014.

Judy Hamilton
Office Administrator

To: Faculty Senate Executive Committee
From: Nick Perna, Chair, Faculty Senate Curriculum Committee
Date: January 27, 2014
Re: New Courses and Course Changes

Eberly College of Arts and Sciences

New Courses:

ARSC 201. Arts & Sciences in the Workplace. 2-Hr. Topics include: Evaluating activities and choices during one's college career that are relevant to post-graduate goals; communicating clearly and professionally about skills and abilities; how the university evolved; face validity of instruments used to "diagnose" career choice traits; research regarding what employers value; insight into the history of a liberal arts and sciences education and its value in the marketplace. (Effective Date: Fall, 2014).

Rationale: This course helps students identify where in their education they are learning liberal arts skills such as critical thinking, writing and communication skills, leadership, problem solving, audience awareness, etc. and how these skills translate to the workplace. Students learn how to utilize these skills to identify and pursue a career path, investigate where further education (such as a minor) may be useful, or address other needs. Students will complete a portfolio that develops these identified needs throughout the course.

World Languages, Literatures, and Linguistics

FLIT 240. Italian Women Writers. 3-Hr. An overview of Italian women writers active during the nineteenth and twentieth century, highlighting such issues as gender relationships, the experience of motherhood, the Italian family, the role of traditions, and feminism against the background of social and political circumstances of nineteenth and twentieth-century Italy. All readings and assignments will be in English. (Effective Date: Summer, 2014).

Rationale: This course fits into the curriculum of the Italian Studies Major and Minor, and it will also increase the curricular options for students pursuing the Women Studies minor or major. It will offer an opportunity to deepen students' understanding of Italian history and culture. In particular, this course will introduce students to the main literary trends and movements, and the most influential women writers of the nineteenth, twentieth century Italian literature. It will allow students to learn more about another culture and will prepare them to contribute to an increasingly interdependent, multicultural world.

College of Education and Human Services

New Courses:

Special Education

SPED 767. Comprehensive Exam Preparation. 1-Hr. Supervised experiences in constructing questions, preparing responses, and responding to doctoral program committee feedback in participating in the comprehensive examination. (Effective Date: Spring, 2014).

Rationale: Doctoral students benefit from some support when preparing for and submitting to the comprehensive examination. Such guidance can assist students in navigating the formal process for admission to candidacy for the terminal degree. Many SPED doctoral students work full time and live at some distance from campus so they need additional structure and support to be successful after formal coursework is over. This course will be a required course but it does NOT increase the number of credit hours because students previously enrolled in SPED 797 when they were preparing the comprehensive exam. Finally, this course will allow the department to identify/differentiate the specific credit associated with preparation of the comprehensive examination for tracking student progress.

SPED 768. Prospectus Development. 1-6 Hr. Supervised experiences in planning the dissertation research project, developing the chapters for the prospectus, and preparing the proposal document for review by committee members. (Effective Date: Spring, 2014).

Rationale: Doctoral students benefit from more support when developing the dissertation prospectus after formal coursework is over. Such guidance can result in a higher quality research product and a shorter time to completion of the program. Many SPED doctoral students work full time and live at some distance from campus so they need additional structure and support to be successful after formal coursework is over. This course will be a required course but it does NOT increase the number of credit hours because students previously enrolled in SPED 797 when they were preparing the prospectus. Finally, this course will allow the department to identify/differentiate the specific credit associated with development of the prospectus for tracking student progress.

SPED 769. Faculty Career Development. 1-Hr. Supervised experiences in searching for available positions, preparing and submitting application materials, participating in campus interviews, and planning a successful future career. (Effective Date: Spring, 2014).

Rationale: Doctoral students are more successful in securing and thriving in faculty positions when they are well prepared in advance to apply for and secure a job, adapt to faculty roles and responsibilities, and understand the faculty career trajectory. This course will allow the SPED faculty to provide students with structured opportunities and mentoring in preparing for faculty careers in this discipline. In addition, many SPED doctoral students work during the day and live

some distance from campus so they cannot participate in the seminars offered by WVU Graduate Education on these topics, so this course will offer the same information to these students.

College of Business and Economics

New Courses:

Business Administration

BADM 571. Professional Development Practicum 1. 1-Hr. PR: Acceptance to the MBA program. This is a one credit-hour course in a two-course sequence that offers practicum experiences that provide professional and career development opportunities. The course is designed to build career management skill sets that will assist the student in obtaining a professional position. Particular emphasis is placed on the development of a resume, job search skills and a career brand management plan. (Effective Date: Fall, 2014).

Rationale: This course equips students with the skills they need to properly perform a job search, including resume building, networking skill development and the preparation of a personal marketing plan.

BADM 572. Professional Development Practicum 2. This is the second course in a two-course sequence. The course offers additional practicum experiences that provide professional and career development opportunities that are designed to build career management skills that will assist the student in obtaining a professional position and be utilized throughout the student's career. Particular emphasis is placed on resume refinement and interviewing and networking skill development. (Effective Date: Spring, 2014).

Rationale: This course provides students with the skill sets they need to properly perform a job search, including interview and networking skill development. Students are also exposed to various career paths and opportunities through interactions with business professionals.

School of Public Health

New Courses:

Epidemiology

EPID 629. Epidemiology Capstone. 3-Hr. PR: EPID 610, and EPID 611 and EPID 612. The Epidemiology Capstone is the culminating experience for MPH students in epidemiology. It

requires students to demonstrate their ability to synthesize and integrate the core public health and epidemiology knowledge and competencies via a paper and oral presentation. (Effective Date: Fall, 2014)

Rationale: This course will serve as the culminating experience for all MPH students in epidemiology (as required by the Council on Education for Public Health). This course will provide students the opportunity to apply the methods, concepts, skills and knowledge gained in previous coursework to the development, preparation, and presentation of a substantive epidemiologic project. The final project will reflect an integration and synthesis of core knowledge and competencies specific to the disciplines of public health and epidemiology.

Health Policy, Management and Leadership

HPML 629. Health Policy, Management & Leadership Capstone. 3-Hr. PR: PUBH 622. A required course for HPML students; this course is to be taken in the last semester of study. Students are required to demonstrate the ability to synthesize and integrate knowledge and competencies across the full breadth of the MPH-HPML curriculum. (Effective Date: Fall, 2014).

Rationale: This is a required course for all MPH students in the HPML major. This course is intended to be taken in the last semester of the student's course of study. All MPH students are required to demonstrate their ability to integrate and synthesize the knowledge and competencies acquired across the breadth of their MPH-HPML curriculum. This course fulfills this requirement for all HPML students.

Occupational and Environmental Health Sciences

OEHS 629. OEHS Capstone. 1-Hr. PR: PUBH 622. This course is the culminating experience for OEHS Master's students through which they will demonstrate their ability to integrate and synthesize the MPH and OEHS competencies in relation to the occupational/environmental public health problem on which their Practice-based Experience (PBE) was focused. (Effective Date: Fall, 2014).

Rationale: MPH students are required to have a culminating experience prior to graduation through which they demonstrate synthesis and integration of what they have learned in their program and which ensures they are prepared to successfully enter the field of occupational and environmental health sciences. This course provides that experience.

OEHS 630. Public Health Biology. 3-Hr. This course will provide students with a fundamental understanding of Public Health Biology, which comprises a wide range of concepts including: human physiology, infectious and non-infectious disease, mechanisms of disease pathology,

toxicology, and population health disparities. The students will learn underlying and advanced knowledge of human physiology and its role in public health. (Effective Date: Spring, 2014).

Rationale: Overall, our student populations matriculating into the MPH and Ph.D. programs often lack a basic understanding of physiology of the human body. The major objective of this course is to remediate deficiencies that our public health students have in physiological and biological principles that apply to public health. This is critical in preparing our students for future courses, such as public health toxicology, as well as instilling our students with an underlying knowledge of biological processes. This course improves the overall acumen of our public health students which is necessary for competence in public health. This newly created course will be an elective course.

OEHS 733. Advanced Work Injury Analysis. 3-Hr. This course will discuss how formal and informal aspects of work organization contribute to workplace injuries and other work-related health outcomes. A variety of social and organizational theories and perspectives will be used to illustrate how organizational factors can affect rates of work-related injury. (Effective Date: Spring, 2015).

Rationale: This course will contribute to the mission of the School of Public Health and the Occupational Environmental Sciences as it will train Public Health Professionals to understand several organizational aspects of injury and other negative outcomes. Perspectives taught in this course will apply not only workplaces and work-related outcomes, but those occurring in any organizational setting that may affect the health of the general public.

Honors College

New Courses:

HONR 213. Growing Up in America. 3 Hr. Students in this course explore how the issues of gender, race/ethnicity, social class, time period, and location shaped cultural understandings of the “child” and a child’s experience as a child throughout American history. (Effective Date: Spring, 2014)

Rationale: One of the intentions of the Honors College curriculum is to increase the breadth of its students’ knowledge by offering unique multi-disciplinary courses, a function previously served by the Honors Seminar. The Honors College is attempting to achieve this same end by putting in place specific courses, such as Growing Up in America. These courses are not only multi-disciplinary in content and field, but in student population as well. Students studying in such courses have the opportunity to consider topics that they might not otherwise be able to examine.

In, Growing Up in America, students draw upon a variety of disciplines, including cultural and social history, sociology, child development, literature and communication, to explore the varied understandings of the social construct called “the child.” Additionally, during this course students utilize a variety of media—correspondence, journals, memoirs, prescriptive literature, oratory—to assist them in the difficult task of uncovering children’s experiences as children are influenced by their gender, class, race or ethnicity, time period, and location.

HONR 414. American Faith/American Politics. 3 Hr. The Constitution’s First Amendment guarantees religious freedom to all Americans. Is that guarantee a reality, an ideal, or a myth? Students in this course engage this provocative question from an outsider’s perspective. (Effective Date: Spring, 2014)

Rationale: One of the intentions of the Honors College curriculum is to increase the breadth of its students’ knowledge by offering unique multi-disciplinary courses. This function was previously served by the Honors Seminar. The Honors College is attempting to achieve this same end by putting in place specific courses, such as American Faith/American Politics. These courses are not only multi-disciplinary in content and field, but in student population as well. Students studying in such courses have the opportunity to study topics that they might not otherwise be able to examine. The overarching purpose of American Faith/American Politics is to engage and evaluate a very provocative argument regarding the nature of religious freedom in the United States. Students base their evaluation on two activities: a close reading of the text itself to evaluate the author’s argument, method, and resource base, and a historical, anthropological, demographic, political and religious examination of a single minority religious/ethnic group in the United States, with the intention of determining how the group under consideration does or does not match the scholar’s claim in the text read.

HONR 415. Families at War. 3 Hr. In this course, students discover how American families have participated in and experienced their nation’s wars from the Revolutionary War to the Iraq/Afghanistan conflicts. Guest presenters—veterans and family members—provide course depth. (Effective Date: Spring, 2014)

Rationale: One of the intentions of the Honors College curriculum is to increase the breadth of its students’ knowledge by offering unique multi-disciplinary courses. This function was previously

served by the Honors Seminar. The Honors College is attempting to achieve this same end by putting in place specific courses, such as Families at War. These courses are not only multi-disciplinary in content and field, but in student population as well. Students studying in such courses have the opportunity to study topics that they might not otherwise be able to examine. Students who enroll in Families at War engage in a cooperative exploration of how the wars, in which the United States military has engaged and have influenced the lives of American families. They do so by engaging in primary source research into such areas as: family economics, communication, marital relations, and childrearing. They also consider how race, location, and time shape these areas. Each student shares his or her research with the other class members and then reformulated as a series of postings on a group blog. Additionally, students in Families at War have the opportunity to engage in first-person discussions with veterans and family members, an opportunity that adds significant emotional impact to the course materials.

Date: December 3, 2013

To: Faculty Senate Executive Committee

From: Warren Myers *urm*
Associate Dean for Academic Affairs, Statler College

Re: Curriculum Change to the B.S. in Computer Science Program

Background: Until Spring 2012, the BS degree in Computer Science (CS) was offered by the Eberly College of Arts and Sciences as well as the Statler College of Engineering. Students could pursue the degree from either of these Colleges. There were two separate degree codes and they were offered in the form of two separate tracks (ENGR and ECAS).

From Fall 2012 onwards, the BS degree in CS has been offered only through the College of Engineering under the major code 3084. However, the degree requirements from both the Colleges were retained. As a result, the BS degree in CS continues to be offered in the form of two separate tracks (ECAS and ENGR). Students have been able to obtain the degree by satisfying the requirements of either of these tracks.

The objective of this proposal is to unify the degree requirements for the BS in CS degree. By doing so, it is expected that:

- (1) the degree requirements will be uniform for all students,
- (2) the advising process will be greatly simplified, and
- (3) making systematic updates and course revisions to the CS curriculum will become easier.

In making this revision to unify the degree requirements, the program and College Undergraduate Academic Affairs Committees have carefully considered the relative merits of both the existing tracks and has retained certain strong elements from each of the tracks. Note that several aspects were common to the degree requirements in both of these tracks. In the following attachments, the significant changes to the existing requirements in each of these tracks are highlighted.

The Statler College supports this proposal to unify degree requirements and requests the Faculty Senate's affirmative action.

Name of Institution: West Virginia University

Date: October 7, 2013

Category of Action Required: Unification of degree requirements for BS in Computer Science at WVU, currently being offered as two alternate tracks (ECAS and ENGR)

Title of Degree: Bach. Of Science in Computer Science

Location: Morgantown, WV

Effective Date of Proposed Action: Fall 2014

Brief Summary Statement: We propose to unify the degree requirements for BS in Computer Science, which is currently being offered as two separate tracks within the Engineering College.

Abstract

Until Spring 2012, the BS degree in computer science was offered by the Eberly College of Arts and Sciences as well as the Statler College of Engineering. Students could pursue the degree from either of these Colleges. There were two separate degree codes and they were offered in the form of two separate tracks (ENGR and ECAS).

From Fall 2012 onwards, the BS degree in CS is offered only through the College of Engineering under the code 3084. However, the degree requirements from both the Colleges were retained. As a result, the BS degree in CS continues to be offered in the form of two separate tracks (ECAS and ENGR). The students are able to obtain the degree by satisfying the requirements of either of these tracks.

The objective of this proposal is to unify the degree requirements for the CS degree. By doing so, it is expected that:

- (1) the degree requirements will be uniform for all students,
- (2) the advising process will be greatly simplified,

- (3) and making systematic updates and course revisions to the CS curriculum will become easier.

In making this unified revision, the Undergraduate curriculum committee has carefully considered the relative merits of both the existing tracks and has retained certain strong elements from each of these tracks. Note that several aspects were common to the degree requirements in both these tracks. In the following section, the significant changes to the existing requirements in each of these tracks are highlighted.

Detailed list and explanation of changes in the unified requirements

1. ENGR 101 (2 credits) is a required course.

The ENGR track already had this requirement but the ECAS track did not have this requirement. However, keeping in mind that the CS degree is now offered only through the Engineering College, in the revised curriculum all students will be required to take the course ENGR 101.

2. COMM 112 is required course

COMM 112 (Small group communication) is a required course in the freshman year. Note that this was approved by the committee for both ECAS and ENGR tracks in Sep 2011. The decision was primarily based on positive feedback from graduating seniors who have taken this course, and also based on the fact that software development often requires working together in small teams. The minutes for the meeting where this approval was issued are enclosed (Appendix A). An email from Dr. Matt Martin, Chair of Communication Studies Department at West Virginia University, supporting this request is also enclosed (Appendix B). COMM 112 may be counted as a GEC elective.

3. Introductory science electives

The students are required to complete 12 credit hours of Science electives as per the following two rules

- a. The Students must choose one eight-hour, two-semester sequence of Science courses from the following pool
 - BIOL 115 and 117
 - CHEM 115 and 116
 - CHEM 117 and 118
 - GEOL 101/102 and 103/104
 - GEOL 110/111 and 103/104
 - PHYS 111 and 112

- b. The students must choose an additional four credit hour Science course from the following pool such that it is from a different area than the eight hour sequence. For example, students who have taken the PHY 111 and 112 courses will have to choose a course from BIOL, CHEM or GEOL. Likewise students who have taken GEOL 101/102 and 103/104 or GEOL 110/111 and 103/104 will have to choose a course from BIOL, CHEM or PHY.
- BIOL 115
 - CHEM 115
 - CHEM 117
 - GEOL 101/102
 - GEOL 110/111
 - PHYS 111

The committee decided to provide the students with the flexibility to choose science electives, keeping in mind the increasingly diverse specialization areas possible in CS. Examples: Bio-Informatics, Geographic Information Science (GIS), Computer Systems, Pattern recognition etc. Students could choose the electives based upon their interests. By choosing one eight-hour sequence, the students will be able to get a certain degree of depth in one of the chosen areas.

4. Computer Architecture requirement

The existing ECAS track uses CS 455 to fulfill the Computer Architecture requirement. The existing ENGR track uses CpE 310/311 to fulfill the Computer Architecture requirement for students. The committee approved both these choices as appropriate for meeting the Computer Architecture requirements. Hence the students may either take CS 455 or CpE 310/311 to fulfill their Computer architecture requirements. Note that CS 455 is a 3 credit hour course while CpE 310/311 is 4 credits. Hence the total credit hours for the CS degree may be 124 or 125 depending upon a student's choice.

Note that the Computer Engineering Undergraduate Curriculum Committee has approved that Phys 112 will be removed as a pre-requisite for taking CpE 310/311 [**Letter from Prof Afzel Noore is enclosed, Appendix E**]. As a result, even students who take alternate Science electives in the freshman year will be able to take CpE 310 to fulfill their Computer Architecture requirement.

5. CS 4xx Electives

Students have to choose 4 CS 4xx electives in their junior and senior years. There is a vast choice of these courses in the department. The committee felt that it is important to

categorize these courses into *concentration areas* and guide the choice of these courses for the students based on their interests. The concentration areas (CAs) have been based on the CS graduate degree emphasis areas, namely:

- (i) Theory of Computation,
- (ii) Software and Knowledge Engineering and
- (iii) Computer Systems.

Students will be required to take two courses from one of these areas and at least one from each of the remaining areas. This will allow the students to gain a reasonable amount of depth in one of the areas while also allowing a certain amount of breadth across the emphasis areas.

Any course used as a technical elective must be completed with a C or better. The three CS emphasis areas and the courses included in those emphasis areas are listed below.

- **CA1: Theory of Computing** (CS 420, CS 422, CS 426)
- **CA2: Software and Knowledge Engineering:** (CS 430, CS 470, CS 472, CS 440, CS 493y, CS 493z)
- **CA3: Computer Systems** (CS 453, CS 465, CpE 435, CS 493e)

When new courses are introduced as CS 493, they can be added to the CS 4xx elective pool after consideration by the CS UG curriculum committee.

CS 490, 491, 495, and Programming Competition do not count as technical electives

6. Removal of pre-CS degree code

Currently, students in the existing tracks are first placed in a pre-CS degree code and are moved to a CS degree code only when CS 110, CS 111, CS 220 and Math 155 are completed with a C or better. To improve advising, recruitment, assessment and time-to-degree, the committee has decided to remove the pre-CS degree code and to place students directly into the CS program.

- Entry requirements for the CS program are the same as those for Freshman Engineering
- The students will still require C or better in Math 155, CS 110, CS 111 and CS 220, to complete the degree.
- Also, in order to conform to the College rules for entry into a major, the GPA requirements of 2.25 or above will be enforced on ENGL 101, ENGR 101, ENGR 199, Math 155, CS 110 (as a substitute for ENGR 102) and the first 4 credit Science elective.

7. Credit hours

A minimum of 124 credit hours will be required to obtain the BS degree in Computer Science. This is a reduction from the current minimum of 128 credit hours.

8. Entry from Freshman Engineering

Students who transfer to CS from Freshman Engineering in their second year will be able to count their Science elective courses, ENGR 199, ENGL 101, ENGR 101, and MATH 155 towards their CS degree. They will not be able to count ENGR 102 towards their CS degree.

9. Dual degree

The same requirements will apply to students pursuing a dual degree with CS.

Summary of benefits from proposed unification

1. The proposed changes will ensure that the degree requirements are uniform for all students pursuing the BS degree in CS, and the advising process will be simplified.
2. As noted before, a diverse set of specialization areas are possible for students pursuing the CS degree. The key idea in the proposed structure to divide the courses into a set of core CS courses, a set of CS specialization areas and a set of background Science electives.
 - a. Students will be able to choose their Science electives based upon their specialization interests, as opposed to restricting them to a specific Science course.
 - b. The set of CS specialization courses have been structured into concentration areas. The CS 4xx requirements are expected allow the students to gain a reasonable amount of depth in one of the areas while also allowing a certain degree of breadth across the emphasis areas.
3. Making systematic changes to CS curriculum such as course modifications, pre-requisite changes, and modifications to concentration areas will be simplified and can be done without considering implications on two different tracks.
4. By removing the pre-CS degree code, students will be directly admitted to the CS degree. The students' progress in key courses will be still monitored. However, by having just one degree code, the process of recruiting, advising, assessment is expected to become more efficient.

Appendices

- A. Minutes of CS undergraduate meeting that approve COMM 112 as a required course**
- B. Email from Chair of Communication Studies Department at WVU, supporting request to make COMM 112 as a required GEC elective.**
- C. Existing ECAS and ENG track degree requirement for BS in CS**
- D. New unified degree requirements approved by CS committee**
- E. Email from CpE committee approving removal of PHYS 112 as pre-requisite for CpE 310. This request is concurrently being submitted to the College committee for approval by the CpE curriculum committee.**
- F. Minutes of meeting that approves new CS degree requirements and removal of pre-CS major**

Appendix A: Minutes of CS Undergraduate Curriculum Meeting approving COMM 112 as a required course; Date: 9/14/2011

Attendees: Tanner, Guo, Morehead, Doretto, Menzies, Cukic, Kulathumani

1. COMM 112 as a required course

The members unanimously decided to add COMM 112 (Small Group communication) as a required course for both ECAS and ENG majors. This decision is primarily based on positive feedback from graduating seniors who have taken this course and also based on the fact that software development often requires working together in small teams. As next steps, Tanner will first get approval from the Dept of communication studies and then forward the request to the college committee and the faculty senate. COMM 112 may be counted as a GEC elective.

2. Structuring electives for the CS degree and assignment of courses to “tracks”

The members arrived at two possible alternatives for structuring CS 400 level technical electives – a. allow complete flexibility with respect to CS electives for both ECAS and ENG majors, and b. to leave the current system unchanged (ECAS majors choose one course each from a Theory and applications track and 2 from the rest; ENG majors can choose any 3 electives.) ***This issue will be up for vote in the next meeting.***

3. Improving student performance in CS 221 (Analysis of algorithms)

Students have tended to postpone taking this course, all the way up to their senior year. Many students are content with just a passing grade in this rather important course. Two suggestions were made: 1. Come up with some strategy (by cleverly structuring pre-requisites) to compel students to take this earlier and 2. Merge some important content from this course such as analyzing algorithm complexity into another 200 level required course (such as the Data structures course), and offer the remaining contents as a 400 level course. This issue will be up for discussion in the next meeting.

4. Re-structuring CS 111 and CS 210

It has been pointed out by Morehead that students taking CS 210 are facing a steep learning curve in the course because the preceding course (CS 111) is inadequate to prepare them for the challenges. The committee felt that the course content of CS 111 should be looked into and altered to yield a smoother transition for the students going into their sophomore year. This issue will be up for discussion in the next meeting.

Appendix B: No objection letter from Matt Martin for COMM 112

From: Matt Martin
To: Tanner, Cindy
Date: 9/10/2012 11:09 AM
Subject: Re: BSCS request to require COMM 112
Hello - we offer COMM 112 every semester, including summers. This would be no problem.
Have a good week.
- Matt Martin

>>> "Cindy Tanner" <Cindy.Tanner@mail.wvu.edu> 9/10/2012 10:51 AM >>>
I am Cindy Tanner the Cs program Coordinator in the Lane department of Computer Science and Electrical engineering. We would like to require all of our majors to take COMM 112 small group communication, as software is developed in teams. We anticipate that there will be about 25 students taking the course each year. Also I would like to note that currently through advising most CS majors have been taking the course.
Please let me know if you can support our request.
Thanks,
Cindy

Cindy Tanner
CS Undergraduate Coordinator
Program Coordinator
LCSEE, ESB 951
Cindy.Tanner@mail.wvu.edu
(304) 293-9138
fax (304) 293-8602

Appendix C: CURRENT DEGREE REQUIREMENTS

CURRICULA FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE (BSCS)

The mission of the BS Computer Science degree program is to prepare students for professional positions in business, industry, research, government service, or graduate study in computer science as well as professional schools. Graduates will also gain knowledge and skills to ensure initial employment in a variety of computing-related fields, to adapt to fast technology changes, and be prepared for a career and lifelong learning.

It is our goal that by the time they graduate, CS students will achieve the following learning outcomes:

- A. Be exposed to a variety of programming languages and systems, and will be proficient in programming in at least two languages.
- B. Have the knowledge of the basic principles and methods of programming language translation.
- C. Have knowledge of the basic principles of data structures, discrete mathematics and algorithms, and be able to apply this knowledge to problem solving in relevant application areas.
- D. Be familiar with principles of computer organization, operating systems, and networks.
- E. Have the knowledge of software engineering principles and be able to design, implement and analyze moderately complex and robust systems.
- F. Have the knowledge of the basic principles of digital logic design.
- G. Be able to communicate ideas effectively: g1) in writing, g2) verbally, and g3) work and learn effectively as members of a team.
- H. Have knowledge of and a commitment to the social and ethical responsibilities of computing professionals.
- I. Have experienced a well-rounded education in areas outside of the computer science major, with emphasis on the arts, sciences, and humanities
- J. Be familiar with laboratory procedures and use of the scientific method in at least two different physical or biological sciences.
- K. Be familiar with *advanced* concepts of several specialized computer science areas.
- L. Have the knowledge of mathematics through differential and integral calculus, discrete mathematics and probability and statistics.

The Lane Department of Computer Science and Electrical Engineering offers two tracks leading to a Bachelor of Science degree in Computer Science. One track is offered through the Eberly College of Arts and Sciences (ECAS) and the other is offered through the Statler College of Engineering and Mineral Resources. Each of track provides a thorough education in the core areas of computer science, but there are differences in emphasis, shown especially by the choice of non-major requirements.

- If you are admitted to the Eberly College with major code 1434, you are in the Pre-Computer Science major, prepared to begin the BSCS, Arts & Sciences track.

The Arts & Sciences track combines the core major subjects with a more flexible liberal arts education. This track places a somewhat stronger emphasis on the theoretical foundations of computer science. Because it meets Eberly College requirements, it is easier to combine this BSCS track with a second major in the Eberly College.

- If you are admitted to the Statler College of Engineering and Mineral Resources, with a major code of 3034, you are in the Pre-Computer Science major, prepared to begin the BSCS, Engineering track.

The Engineering track combines core major subjects with a stronger background in Computer Engineering and the physical sciences most relevant to engineering disciplines. This track is more closely matched to the Computer Engineering degree program, making it possible for students to obtain a dual BSCS/CpE degree (see section IX.) with only about one extra semester of study. Because the Engineering track meets core engineering requirements, a dual degree with other engineering disciplines is also easier.

A. BSCS, Eberly College of Arts and Sciences Track (1434/1483)

The required curriculum for the degree of Bachelor of Science in Computer Science in the Eberly College of Arts and Sciences is given below in a recommended four-year sequence. A total of 128 credit hours are required to complete the program.

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
CS 110 Intro to Computer Science	4	CS 111 Intro to Data Structures	4
MATH 155 Calculus I	4	MATH 156 Calculus II	4
ENGR 199 Orientation to Engineering	1	ENGL 101 Composition and Rhetoric	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
	15		17

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CS 210 File Structures	4	CpE 271 Intro to Digital Logic	3
CS 220 Discrete Mathematics	3	CpE 272 Intro to Digital Logic Lab	1
ENGL 102 Composition and Rhetoric II	3	CS 221 Analysis of Algorithms	3
Lab Science, sequence 1	4	CS 230 Intro to Software Engineering	4
MATH 251 Multivariable Calculus	4	GEC Elective	3
		Lab Science, sequence 2	4
	18		18

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 350 Computer System Concepts	3	CS 310 Prin of Programming Languages	3
CS 455 Computer Architecture	3	CS 450 Operating System Structure	3
CS 4xx Tech Elective, Applications group	3	CS 4xx Tech Elective	3
STAT 215 Intro to Probability & Statistics	3	GEC Elective	3
GEC Elective	3	Lab Science 3	4
	15		16

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Seminar (W)	2	CS 481 Senior Design Project	3
CS 4xx Tech Elective	3	CS 4xx Tech Elective, Theory group	3
CS 410 Compiler Construction	3	Extra GEC Elective	3
Single Discipline Elective 1	3	2xx Elective 2	3
2xx Elective 1	3	Single Discipline Elective 2	3
	14		15

Total Hours = 128

1. General Education Curriculum (GEC) Requirements

Students who enrolled at WVU beginning in the Fall 2005 term or after are required to fulfill General Education Curriculum (GEC) requirements. Appropriate courses must be completed to satisfy nine learning outcomes, two of which are automatically fulfilled by required courses. Students choose 21 hours of elective credit in outcomes 3, 4, 5, 6, 7, 8, and 9. For complete details, see http://registrar.wvu.edu/current_students/general_education_curriculum, or the rules stated in Section X. Computer Science students are required to complete one additional 3 hour GEC elective beyond university requirements.

2. CS Arts & Sciences Track Required Courses

All CS students start out as Pre-CS majors. Pre-CS consists of the courses listed below, generally completed within the first three semesters of study. Each course (or transfer equivalent) must be **completed with a grade of C or better**:

- CS 110, 111, and 220
- Math 155

After satisfying pre-CS requirements, students are transferred into the CS major. The core major requirements are listed below:

- CpE 271/272
- CS 210, 221, 230, 310, 350, 450, 453, and 455
- Math 156 and 251
- Stat 215

All CS, CpE, MATH, STAT and Senior Design courses required by the CS major **must be completed with a C or better**.

3. CS Arts & Sciences Track Electives

Arts & Sciences track students have choices of several electives, which are outlined below. Students should always consult their advisor to be certain electives will count for appropriate credit.

Assigned Science Electives: Arts & Sciences track students must choose one eight-hour, two-semester sequence plus an additional four hours from:

- BIOL 115 and 116
- CHEM 115 and 116, or 117 and 118
- GEOL 101/102 and 103/104
- GEOL/GEOG 110/111 and GEOL 103/104
- PHYS 111 and 112

CS 4xx Technical Electives: Arts & Sciences track students choose 15 hours of technical electives according to the following guidelines:

- Pick one technical elective (3 hrs) from the Applications group: CS 410, 430 440, 470, 472
- Pick one technical elective (3 hrs) from the Theory group: CS 420, 422, 426
- Pick two technical electives (6 hrs) of CS 4xx
- CS 490, 491, 495, and Programming Competition do not count as technical electives
- Any course used as a technical elective **must be completed with a C or better**.

Other Electives: Other electives must be chosen according to the following rules:

- Students must have 6 hrs in one discipline.
- Students must have 6 hrs of electives at the 200-level or higher.
- Completion of **any minor** satisfies the elective distribution requirements.
- If an elective sequence is chosen that does not total 18 hours, additional free electives must be chosen to make up the difference.

B: BSCS Statler College of Engineering and Mineral Resources Track (3034/3083)

The required curriculum for the degree of Bachelor of Science in Computer Science in the Statler College of Engineering and Mineral Resources is given below in a recommended four-year sequence. A total of 128 credit hours are required to complete the program.

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
ENGR 101 Freshman Engr. Design	2	CS 111 Intro to Data Structures	4
ENGR 199 Engineering Orientation	1	MATH 156 Calculus II	4
CS 110 Intro to Computer Science	4	PHYS 111 General Physics I	4
MATH 155 Calculus I	4	GEC Elective	3
CHEM 115 Fundamentals of Chemistry	4	GEC Elective	3
ENGL 101 Composition and Rhetoric	3		
	18		18

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CPE 271 Intro to Digital Logic Design Lec	3	CPE 310 Microprocessor Systems	3
CPE 272 Digital Logic Design Lab	1	CPE 311 Microprocessor Systems Lab	1
PHYS 112 General Physics II	4	CS 221 Analysis of Algorithms	3
CS 210 Advanced File and Data Structures	4	CS 230 Intro to Software Engineering	4
CS 220 Discrete Mathematics	3	ENGL 102 Composition and Rhetoric	3
		MATH 251 Multivariable Calculus	4
	15		18

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 350 Computer System Concepts	3	CS 310 Principles of Prog Languages	3
CS 4xx Tech Elective 1	3	CS 450 Operating System Structures	3
STAT 215 Probability and Statistics	3	CS 4xx Tech Elective 2	3
GEC Elective	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
	15		15

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Project	2	CS 481 Senior Design Project	3
CS 410 Compiler Construction	3	CS 4xx Tech Elective 3	3
GEC Elective	3	CS 4xx Tech Elective 4	3
Extra GEC Elective	3	2xx Free Elective	3
2xx Free Elective	3	2xx Free Elective	3
	14		15

Total Hours = 128

1. General Education Curriculum (GEC) Requirements

Students who enrolled at WVU beginning in the Fall 2005 term or after are required to fulfill General Education Curriculum (GEC) requirements. Appropriate courses must be completed to satisfy nine learning outcomes, two of which are automatically fulfilled by required courses. Students choose 24 hours of elective credit; 3 hours in outcomes 3, 4, 5, 6, 7, 8, and 9, plus 3 extra hours from any outcome 3 through 9. For complete details, see http://registrar.wvu.edu/current_students/general_education_curriculum, or the rules stated in Section X.

2. CS Engineering Track Required Courses

All CS students start out as Pre-CS majors. Pre-CS consists of the courses listed below, generally completed within the first three semesters of study. Each course (or transfer equivalent) must be **completed with a grade of C or better**:

- CS 110, 111, and 220
- Math 155

After satisfying pre-CS requirements, students are transferred into the CS major. The core major requirements are listed below:

- CpE 271/272 and 310/311
- CS 210, 221, 230, 310, 350, 410, and 450
- Math 156 and 251
- Stat 215

All CS, CpE, MATH, and STAT courses required by the CS major **must be completed with a C or better**.

3. CS Engineering Track Electives

Engineering track students have choices of several electives, which are outlined below. Students should always consult their advisor to be certain electives will count for appropriate credit.

CS 4xx Technical Electives: Engineering track students choose 12 hours of technical electives according to the following guidelines:

- Pick four technical electives (12 hrs) of CS 4xx.
- CS 490, 491, 495, and Programming Competition do not count as technical electives
- Any course used as a technical elective **must be completed with a C or better**.

Other Electives: Other electives must be chosen according to the following rules:

- Students must have 9 hrs of free electives at the 200-level or higher.
- Completion of **any minor** satisfies the elective distribution requirements.

Appendix D

PROPOSED CURRICULA FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE (BSCS)

The required curriculum for the degree of Bachelor of Science in Computer Science is given below in a recommended four-year sequence. Your academic advisor must approve all electives. A total of 124 credit hours are required to complete the program.

1st Semester Freshman	HRS	2nd Semester Freshman	HRS
CS 110 Intro to Computer Science	4	CS 111 Intro to Data Structures	4
MATH 155 Calculus I	4	MATH 156 Calculus II	4
ENGR 199 Orientation to Engineering	1	ENGL 101 Composition and Rhetoric	3
Lab Science 1	4	Lab Science 2: Sequence 1	4
COMM 112	3	GEC Elective	3
Engr 101 Freshman Engr Design`	2		
	18		18

1st Semester Sophomore	HRS	2nd Semester Sophomore	HRS
CS 210 File Structures	4	CpE 271 Intro to Digital Logic	3
CS 220 Discrete Mathematics	3	CpE 272 Intro to Digital Logic Lab	1
ENGL 102 Composition and Rhetoric II	3	STAT 215 Intro to Probability & Statistics	3
Lab Science 2: sequence 2	4	CS 230 Intro to Software Engineering	4
MATH 251 Multivariable Calculus	4	GEC Elective	3
	18		14

1st Semester Junior	HRS	2nd Semester Junior	HRS
CS 350 Computer System Concepts	3	CS 310 Prin of Programming Languages	3
CS 455 Computer Architecture or CPE 310/311	3 / 4	CS 450 Operating System Structure	3
CS 4xx Tech Elective 1	3	CS 4xx Tech Elective 2	3
CS 221 Analysis of algorithms	3	GEC Elective	3
GEC Elective	3	GEC Elective	3
	15 / 16		15

1st Semester Senior	HRS	2nd Semester Senior	HRS
CS 480 Senior Design Seminar (W)	2	CS 481 Senior Design Project	3
CS 4xx Tech Elective 3	3	CS 4xx Tech Elective 4	3
CS 410 Compiler Construction	3	Extra GEC Elective	3
GEC Elective	3	2xx Elective 2	3
2xx Elective 1	3		
	14		12

Total Hours = 124/125

General Education Curriculum (GEC) Requirements: Students who enrolled at WVU beginning in the Fall 2005 term or after are required to fulfill General Education Curriculum (GEC) requirements. Appropriate courses must be completed to satisfy nine learning outcomes, two of which are automatically fulfilled by required courses. Students choose 21 hours of elective credit in outcomes 3, 4, 5, 6, 7, 8, and 9. For complete details, see http://registrar.wvu.edu/current_students/general_education_curriculum, or the rules stated in Section X. Computer Science students are required to complete one additional 3 hour GEC elective beyond university requirements.

Science electives: The students are required to complete 12 credit hours of Science electives as per the following two rules

- a. The Students must choose one eight-hour, two-semester sequence of Science courses from the following pool
 - BIOL 115 and 117
 - CHEM 115 and 116
 - CHEM 117 and 118
 - GEOL 101/102 and 103/104
 - GEOL 110/111 and 103/104
 - PHYS 111 and 112
- b. The students must choose an additional four credit hour Science course from the following pool such that it is from a different area than the eight hour sequence. For example, students who have taken the PHYS 111 and 112 courses will have to choose a course from BIOL, CHEM or GEOL. Likewise students who have taken GEOL 101/102 and 103/104 or GEOL 110/111 and 103/104 will have to choose a course from BIOL, CHEM or PHY.
 - BIOL 115
 - CHEM 115
 - CHEM 117
 - GEOL 101/102
 - GEOL 110/111
 - PHYS 111

Other Electives: Other electives must be chosen according to the following rules:

- Students must have 6 hrs of free electives at the 200-level or higher.
- Completion of **any minor** satisfies the elective distribution requirements.

CS 4xx Technical Electives: Students choose 12 hours of technical electives according to the following guidelines for **Concentration Areas (CA)**.

- Pick four technical electives (12 hrs) of CS 4xx, by selecting 2 courses from one CA and at least one from each CA.
- CS 490, 491, 495 and programming competition cannot be used to satisfy CS 4xx elective requirements.
- Any course used as a technical elective **must be completed with a C or better**.
- **CA1: Theory of Computing** (CS 420, CS 422, CS 426)
- **CA2: Software and Knowledge Engineering:** (CS 430, CS 470, CS 472, CS 440, CS 493y, CS 493z)
- **CA3: Computer Systems** (CS 453, CS 465, CpE 435, CS 493e)

GPA requirements: All CS, CpE, MATH, and STAT courses required by the CS major **must be completed with a C or better**. A cumulative GPA of **2.25 or higher is required in ENGL 101, ENGR 101, ENGR 199, Math 155, CS 110 and the first 4 credit Science elective**.

Total credit hours: Students will have a minimum of 124 credit hours if they choose CS 455 option for their Computer Architecture requirement. They will have 125 credit hours if they choose CpE 310/311.

Appendix E:

Memo from Noore approving the removal of PHYS 112 as a pre-requisite for CpE 310

From: Afzel Noore
To: Vinod Kulathumani
CC: Chris Randall
Date: 4/12/2013 3:19 PM
Subject: Fwd: Re: CpE 310/311

Vinod,

The email below was sent to confirm that the CpE Curriculum Committee has agreed to drop PHYS 112 as a prerequisite for CpE 310/311.

Chris will process the paperwork for this so it can be formally approved by the College and the Senate. I spoke to him 2 weeks ago. I know he is busy but will get to it when he has some free time. Let me know if you need anything else.

Best regards,
Afzel

>>> Afzel Noore 1/25/2013 3:13 PM >>>

Hi Vinod,

I have received input from all committee members. Hany and Yaser responded by email and I spoke with Klink yesterday and Roy this morning. All of them are agreeable to drop PHYS 112 as a prerequisite for CpE 310/311 for all students.

I spoke with Chris briefly this morning and he is willing to process the paperwork that will go through the Department/College and the Senate for approving this prerequisite change.

Afzel

Appendix F

Minutes

CS Undergraduate curriculum meeting

March 20, 2013

Attendees: Kulathumani, Doretto, Cukic, Morehead, Guo, Eschen, Menzies

Unification of CS degree

The motion to approve the new unified CS undergraduate degree requirements was unanimously passed. The new degree requirements proposal is enclosed. This will now be presented to the College Under-Graduate Academic Affairs Committee for approval.

Admission to CS program

The motion to offer direct admission to CS degree instead of the pre-Cs degree passed unanimously. In order to conform to the College rules for entry into a major, the GPA requirements of 2.25 or above will be enforced on ENGL 101, ENGR 101, Math 155, ENGR 199, CS 110 (as a substitute for ENGR 102) and the chosen 4 credit Science elective (as a substitute for Chem 115). In addition, the students will require C or better in Math 155, CS 110, CS 111 and CS 220.

Making CS 210 as a pre-requisite for CS 310

The motion to make CS 210 as a pre-requisite for CS 310 was passed unanimously.

West Virginia University Institute of Technology

BS in Industrial Technology
LCN College of Engineering and Sciences

Change of Curriculum

The department of Engineering Technology is proposing changes to the curriculum of the B.S degree in Industrial Technology. The purpose of these changes is to increase enrollment, improve quality of education, and better serve the need of the community of skilled and competent graduates. The proposed changes would reduce the total number of credit hours from 136 to 120.

The Industrial Technology program is fairly new program within the department of Engineering Technology (4 years old). During the past 4 years the Industrial Technology program has been assessed, evaluated and reviewed at several different levels. We have acquired feedback from potential employers, current students, and prospective students regarding program objectives, and curriculum changes. The changes are aimed at improving the quality of education and providing our graduates the skills they need in order to meet the engineering/ engineering technology market demand. The inputs received from the surveys, interviews and meetings were analyzed by the department faculty. The program was reviewed continuously in the department meetings and several revisions were proposed. These changes were presented to the advisory board for their input and review. The following is a summary of the findings.

Proposed Changes to the Existing Curriculum

The following changes proposed by Engineering Technology department were approved by the Curriculum Committee of the WVU Tech LCN College of Engineering and Sciences on November 1st, 2013. All courses are existing courses, and no new course proposal is awaiting approval.

1. Request to replace the course UNIV 101 Freshman Orientation (1 hr) by WVUE 191 First Year Seminar (1 hr).)

The course UNIV 101 is no longer offered at the WVU Tech campus, and it is replaced by WVUE 191.

2. Request to replace the course MEET 121 Manufacturing Process I (3 hr) by MAE 240 Manufacturing Process (3hr)

The course MEET 121 Manufacturing Process is no longer offered at the WVU Tech campus. The equivalent of that course is MAE 240 Manufacturing Process which is usually offered every semester.

3.) Request to remove/eliminate the courses that are no longer offered at the WVU Tech campus due to the separation from the neighboring technical college Bridgemont including:

- DRET 121 Drafting II (2hr)
- CIET 114 Statics (3hr)
- DRET 202 Architectural Drafting (3hr)
- CIET 115 Strength of Materials (3hr)

- MEET 225 Mechanical Design I (3hr)
- DRET 201 Electrical/ Electronics Drafting (2hr)
- DRET 204 Structural Drafting (3hr)
- DRET 216 Engineering Design Graphics (3hr)

And replace some of these courses by the following courses

- ENGR 111 Software Tools for Engineers (3hr)
- ACCT 201 Principles of Accounting I (3hr)
- ACCT 202 Principles of Accounting II (3hr)
- CHEM 115 Fundamentals of Chemistry (4hr)

The eliminated/replaced courses are not only not offered at our WVU Tech campus, but also are out of line with the main objective of the program. These courses are replaced with accounting, chemistry, and engineering fundamental courses. The skills our students can gain out of these courses better prepare them for the industrial technology market.

4. Request to replace the courses DRET Technical CAD Electives (6hr), and Restricted Electives (3hr) by two Technical Specialty Electives (3hr)

This replacement gives the students choices to choose concentration in their major, and at the same time improves the curriculum effectiveness.

5. Request to remove the courses INDT 384 Robotics I (3hr), and INDT 356 CAD/Cam Systems (3hr)

These courses were never offered at our WVU Tech campus for the past 4 years. Employers and some of the advisory board members called these courses out-of-date courses that need to be removed or replaced.

6. Request to add an extension to the course GNET 489 Senior Seminar and Project (2hr) course called GNET 495 Independent Study (2hr) where students can work on their cap stone project over two semester period.

This change adds value to the curriculum where students can collaborate with the local industry on their projects at the same time gives students the time they need to work on their cap stone projects. This is in line with the main objective of this program to make it more hands-on program. Also, this change gives the chance to our students to improve their communication skills, their critical thinking skills and their perception of professional ethics.

General Education Curriculum (GEC)

Proposed Curriculum satisfies all GEC requirements.

GEC1: ENGL 101, ENGL 102, and ENGL 305 are required courses in the proposed program.

GEC 2: MATH 126, MATH 128, and two lab sciences (PHYS 101 and PHYS 102) are required by the proposed program.

GEC 3-9: Are required by the proposed program.

Current Curriculum**Industrial Technology
Bachelor of Science**

First Semester				Second Semester			
ENGL	101	English Composition I	3	ENGL	102	English Composition II	3
UNIV	101	Freshman Orientation	1	DRET	121	Drafting II	2
DRET	120	Drafting I	2	PHYS	101	Introductory Physics I	4
MEET	121	Manufacturing Process I	3	MATH	128	Trigonometry	3
CS	101	Intro to computer App.	4	CIET	114	Statics	3
MATH	126	College Algebra	<u>3</u>	DRET	314	Computer Graphics	<u>3</u>
			16				18
Third Semester				Fourth Semester			
DRET	202	Architectural Drafting	3	DRET	201	Electrical/Electronics	2
DRET		Tech CAD Electives	6			Drafting	
CIET	115	Strength of Materials	3	DRET	204	Structural Drafting	3
MEET	225	Mechanical Design I	3	DRET	216	Eng. Des. Graphics	3
GEC 3		<i>The Past and Its Traditions</i>	<u>3</u>	PHYS	102	Introductory Physics II	4
			18			Technical Elective	3
				MATH	155	Calculus I	<u>3</u>
							<u>18</u>
Fifth Semester				Sixth Semester			
BCOR	320	Legal Environment of Business	3	INDT	302	Industrial Safety	3
INDT	352	Power & Transportation Tech.	4	INDT	308	Automated Manufacturing	3
ENGL	305	Scientific/Technical Writing	3	INDT	354	Industrial Materials	3
		Technical Elective	3	INDT	420	Construction Technology	3
GEC 4		<i>Contemporary Society</i>	<u>3</u>	BCOR	360	Methods	3
			16	GEC 8		<i>Western Culture</i>	<u>3</u>
							18
Seventh Semester				Eighth Semester			
BCOR	370	Managing Individuals & Teams	3	GEC 5		<i>Artistic Expression</i>	3
INDT	384	Robotics I	3	GEC 6		<i>The Individual in Society</i>	3
GEC 7		<i>American Culture</i>	3	INDT	356	CAD/CAM Systems	3
		Technical Specialty Elective	3	INDT	410	Plant & Equip. Maintenance	3
GNET	412	Project Management	<u>3</u>			Restricted Elective	3
			15	GNET	489	Senior Seminar & Project	<u>2</u>
							17

Total Hours = 136 hours

**Industrial Technology
Bachelor of Science
2014-2015**

First Semester

ENGL	101*	English Composition I	3
WVUE	191	First Year Seminar	1
DRET	120	Drafting I	2
		Technical Elective	3
<i>GEC 9</i>		<i>Non-Western Culture</i>	3
MATH	126*	College Algebra	<u>3</u>
			15

Second Semester

ENGL	102*	English Composition II	3
<i>GEC 3</i>		<i>The Past and Its Traditions</i>	3
ENGR	111	Software Tools for Engineers	3
MATH	128*	Trigonometry	3
MAE	240	Manufacturing Process	<u>3</u>
			15

Third Semester

CS	101	Intro to computer App.	4
ACCT	201	Principles of ACC.I	3
PHYS	101*	Introductory Physics I	4
MATH	155	Calculus I	<u>4</u>
			15

Fourth Semester

DRET	314	Computer Graphics	3
ACCT	202	Principles of ACC.II	3
CHEM	115	Fund. Of Chemistry	4
PHYS	102*	Introductory Physics II	4
		Technical Elective	<u>3</u>
			17

Fifth Semester

BCOR	320	Legal Environment of Business	3
<i>GEC 8</i>		<i>Western Culture</i>	3
ENGL	305*	Scientific/Technical Writing	3
INDT	302	Industrial Safety	3
BCOR	370	Managing Individuals & Teams	<u>3</u>
			15

Sixth Semester

INDT	308	Automated Manufacturing	3
INDT	354	Industrial Materials	3
INDT	420	Construction Technology	3
BCOR	360	Ops. & Quant. Bus. Meth.	3
		Technical Specialty Elective	<u>3</u>
			15

Seventh Semester

<i>GEC 7</i>		<i>American Culture</i>	3
<i>GEC 4</i>		Contemporary Society	3
		Technical Specialty Elective	3
GNET	412	Project Management	3
GNET	489	Senior Seminar & Project	<u>2</u>
			14

Eighth Semester

<i>GEC 5</i>		<i>Artistic Expression</i>	3
<i>GEC 6</i>		<i>The Individual in Society</i>	3
		Technical Specialty Elective	3
INDT	410	Plant & Equip. Maintenance	3
GNET	495	Independent Study	<u>2</u>
			14

**May also count for GEC credit where appropriate*

Technical Electives: Can be chosen from selected Math and Science courses, Computer-Aided-Drafting courses, or Engineering courses.
if prerequisites are met

Technical Specialty Electives: can be chosen from the department of Engineering Technology of 300 level or higher or BCOR 350, BCOR 460, ECON 337, ECON 345, ECON 346, ECON 348, ECON 350, ECON 370, ECON 401, ECON 430, ECON 441, ECON 445, ECON 449

Total Hours =120

Approved Technical Electives for BS in Industrial Engineering 2014-2015

The following courses constitute the approved list of technical electives for students following the 2014-2015 required curriculum for a BS in Industrial Technology

Biology

BIOL 111 General Biology I
BIOL 112 General Biology II
BIOL 300-400 Level*

Chemistry

CHEM 111 General Chemistry
CHEM 112 Survey of Chemistry
CHEM 116 Fundamental of Chemistry II
CHEM 300-400 Level*

Computer – Aided Drafting

DRET 100-400 level*

Engineering

MAE 201 Applied Engineering Analysis
MAE 241 Statics
MAE 242 Dynamics
MAE 243 Mechanics of Materials
MAE 320 Thermodynamics

Mathematics

MATH 156 Calculus II
MATH 251 Multivariable Calculus
MATH 261 Elementary Differential Equations
MATH 300-400* Level

Physics

PHYS 111 Physics for Scientists and Engineers I
PHYS 112 Physics for Scientists and Engineers II
PHYS 300-400 Level*

Special topic electives from other departments must be approved in advance.

* Check with Department Chair for approval

College/School Sign-off

**Contact person for this
Application**

Date: __11-18-2013__ Phone: __304-981-6245__

Name **(Please type or print legible)**: __Moayyad Al-Nasra__

PO Box : WVU Tech
Computer Science

Email: __Moayyad.alnasra @mail.wvu.edu__

Signature: _____

Date: __11-18-2013__	Approved By (Please type or print legible) : __Moayyad Al-Nasra__ Approval Signature: _____ (Department Curriculum Committee)
Date: __11-18-2013__	Approved By (Please type or print legible) : __Moayyad Al-Nasra__ Approval Signature: _____ (Chairperson of Department/Division)
Date: 11-18-2013	Approved By (Please type or print legible) : Z. Torbica Approval Signature: _____ (College Curriculum Committee)
Date: 11-18-2013	Approved By (Please type or print legible) : Z. Torbica Approval Signature: _____ (Dean or College or School)

Approved by Faculty Senate	Date: _____
Signature: _____ Curriculum Committee Chair	

ARC Only	
Date Received: _____	Date Entered: _____

To:
Faculty Senate Office, P.O. Box 6621.

Memorandum**To:** Faculty Senate Executive Committee**From:** E. James Harner, Chair-Elect
Senate Curriculum Committee**Date:** 1/1/14**RE:** Monthly Alterations Report**Action: Deactivate Subject Codes.** The following subject codes are deactivated on request of Journalism:

Sub Code	Action	Rationale	Effect Date
VISJ	Drop subject code	This change is part of a larger curriculum change that will do away with the areas of emphasis (Print Journalism, PRNJ; Visual Journalism, VISJ; Television Journalism, TVJ) within the Journalism major.	201408
TVJ	Drop subject code	See above.	201408
PRNJ	Drop subject code	See above.	201408

Action: Alterations (Minor Changes)

Sub Code	Course Number	Action	Old	New	Rationale	Effect Date
BUSA	340	Change PR	BUSA 340. Survey of Finance. 3 Hr. PR: Junior Standing. Overview of the finance discipline. Topics include financial statement analysis, risk, capital budgeting,	BUSA 340. Survey of Finance. 3 Hr. PR: Sophomore Standing. Overview of the finance discipline. Topics include financial statement analysis, risk, capital	Changing to Sophomore standing to allow students to finish the minor courses in a timely manner.	201401

			investments, and security markets.	budgeting, investments, and security markets.		
BCOR	340	Change PR	BCOR 340. Business Finance. 3 Hr. PR: ACCT 202 and ECON 202 and (ECON 225 or STAT 211). Activities of the finance manager in the planning, acquisition, and administration of funds used in a business enterprise.	BCOR 340. Business Finance. 3 Hr. PR: ACCT 202 and ECON 202 and (ECON 225 or STAT 211) with a grade of C or better. Activities of the finance manager in the planning, acquisition, and administration of funds used in a business enterprise.	Adjusting the minimum letter grade requirements for the prerequisite courses.	201401
GER	101	Change title and description	GER 101. Elementary German 1. 3 Hr. PR: Score of G1 on placement test or no prior study of the language or departmental consent. Introduction to the sound of language and writing systems of the language, with emphasis on listening, speaking, reading, and writing within authentic cultural context. (Course presumes no prior knowledge of the language.)	GER 101. Introduction to German Language and Culture 1. 3 Hr. PR: Score of G1 on placement test or no prior study of the language or departmental consent. Introduction to the German language and German-speaking cultures. This course focuses on the development of cultural knowledge as well as interpretive, interpersonal, and presentational communication skills through speaking, listening, reading, and writing activities.	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405
GER	102	Change title and description	GER 102. Elementary German 2. 3 Hr. PR: GER 101. Continuation of GER 101. Introduction to the sound and writing systems of the language, with emphasis on listening, speaking, reading, and	GER 102. Introduction to German Language and Culture 2. 3 Hr. PR: GER 101. A continuation of German 101 that focuses on the continued development of cultural knowledge as well as interpretive,	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages	201405

			writing within an authentic cultural context.	interpersonal, and presentational communication skills through speaking, listening, reading, and writing activities.	according to content-based language instruction.	
GER	203	Change title and description	GER 203. Intermediate German 1. 3 Hrs. PR: GER 102 or GER 100.	GER 203. Intermediate German 1: The German Speaking World. 3 Hrs. PR: GER 102 or equivalent. A continuation of German 102 that develops intermediate interpretive, interpersonal, and presentational communication skills through extended practice in speaking, listening comprehension, reading, and writing activities. The course focuses on cultural practices and perspectives unique to German-speaking regions today.	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405
GER	204	Change title and description	GER 204. Intermediate German 2. 3 Hrs. PR: GER 203, or consent. Continuation of GER 203.	GER 204. Intermediate German 2: Life in Germany. 3 Hrs. PR: GER 203 or consent. A continuation of German 203 that builds on students' understanding of German-speaking culture and that hones interpretive, interpersonal, and presentational communication skills. The course focuses on topics relating to the history and contemporary life of German-speaking regions and the development of reading skills through	This course is currently part of our curriculum. The alterations in title and description reflect a more up-to-date approach to teaching languages according to content-based language instruction.	201405

				work on more advanced texts.		
JRL	210	Change subject code and course number	VISJ 210. Visual Journalism/New Media. 3 Hrs. PR: Major Status. Theory and principles of visual communication and image culture. Software applications for photography, graphic design, video and web publishing.	JRL 210. Visual Journalism/New Media. 3 Hrs. PR: Major Status. Theory and principles of visual communication and image culture. Software applications for photography, graphic design, video and web publishing.	This change is part of a larger curriculum change that will do away with the areas of emphasis (Print Journalism, PRNJ; Visual Journalism, VISJ; Television Journalism, TVJ) within the Journalism major. Under the new curriculum, JRL majors will have the flexibility to build a curriculum that is best suited to their interests and career plans. This reflects the broader array of jobs and skills JRL majors are pursuing in this period of media disruption. Changing all of our course prefixes to JRL will help us in this transition to a more flexible major.	201408

JRL	220	Change subject code and course number	VISJ 220. Introduction - Photojournalism. 3 Hrs. Basic techniques of journalistic photography, digital imaging and editing. Students must have access to a film or digital camera. A lab fee will be assessed to non-majors.	JRL 220. Introduction - Photojournalism. 3 Hrs. Basic techniques of journalistic photography, digital imaging and editing. Students must have access to a film or digital camera. A lab fee will be assessed to non-majors.	See the rationale for JRL 211.	201408
JRL	318	Change title	JRL 318. Media Reporting. 3 Hrs. PR: JRL 215. Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community. (Lab fees will be assessed for this course.)	JRL 318. Beat Reporting. 3 Hrs. PR: JRL 215. Essentials of developing and covering a news beat. Students generate stories, cultivate sources, and discover their community. (Lab fees will be assessed for this course.)	The only change to this course is changing the course title from Media Reporting to Beat Reporting. The course content is not changing, but this name better reflects the activities of the course.	201408
JRL	319	Change title	JRL 319. Media Editing. 3 Hrs. PR: JRL 215. Students develop the skills necessary to edit and design content for online and print media outlets. (Lab fees will be assessed for this course.).	JRL 319. Editing & Curation. 3 Hrs. PR: JRL 215. Students develop the skills necessary to edit and design content for online and print media outlets. (Lab fees will be assessed for this course.).	The only change to this course is switching the course title from Media Editing to Editing & Curation. This title better reflects the content of the course, which has not changed.	201408

JRL	321	Change subject code	VISJ 321. Media Design. 3 Hrs. PR: JRL 215. An introduction to the design of newspapers, magazines and Internet publications.	JRL 321. Media Design. 3 Hrs. PR: JRL 215. An introduction to the design of newspapers, magazines and Internet publications.	See the rationale for JRL 211.	201408
JRL	335	Change subject code, course number, and title	TVJ 319. Broadcast News Writing. 3 Hours. PR: Admission to School of Journalism and JRL 215. Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics. (Lab fees will be assessed for this course.).	JRL 335. Video & Audio News Writing. 3 Hours. PR: Admission to School of Journalism and JRL 215. Gathering, researching, and evaluating facts; reporting and writing news for radio and television; editorial decision making and responsibility; broadcast news ethics. (Lab fees will be assessed for this course.)	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	385	Change subject code and title	TVJ 385. Radio and Audio Reporting. 3 Hrs. PR: TVJ 319. Writing and reporting news for radio and other digital audio sources. Lec./Lab. (Lab fees assessed for this course.)	JRL 385. Audio Reporting. 3 Hrs. PR: JRL 335. Writing and reporting news for radio and other digital audio sources. Lec./Lab. (Lab fees assessed for this course.)	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408

JRL	386	Change subject code and title	TVJ 386. Beginning Television Reporting. 3 Hrs. PR: TVJ 319. Reporting, writing and producing stories for television news using digital video technology: emphasis on visual storytelling, editorial decision making, and ethical and legal considerations. (Lab fees will be assessed for this course.)	JRL 386. Beginning Video Reporting. 3 Hrs. PR: JRL 335. Reporting, writing and producing stories for television news using digital video technology: emphasis on visual storytelling, editorial decision making, and ethical and legal considerations. (Lab fees will be assessed for this course.)	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	408	Change subject code	PRNJ 408. The Community Newspaper. 2 Hrs. (Open to all University students.) Fundamental problems and techniques in operation of community newspapers.	JRL 408. The Community Newspaper. 2 Hrs. (Open to all University students.) Fundamental problems and techniques in operation of community newspapers.	See the rationale for JRL 211.	201408
JRL	418	Change subject code	PRNJ 418. Advanced Reporting. 3 Hrs. PR: JRL 215. Students write carefully researched stories using writing, reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism. (Lab fees will be assessed for this course.)	JRL 418. Advanced Reporting. 3 Hrs. PR: JRL 215. Students write carefully researched stories using writing, reporting, and interviewing skills they have acquired in previous classes while applying techniques of literary journalism. (Lab fees will be assessed for this course.)	See the rationale for JRL 211.	201408

JRL	420	Change subject code	PRNJ 420. Feature Writing. 3 Hrs. PR: JRL 215. Developing writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film. (Lab fees will be assessed for this course.)	JRL 420. Feature Writing. 3 Hrs. PR: JRL 215. Developing writing, and editing news features, personality profiles, color pieces, issue oriented articles and human impact stories for news, public relations and film. (Lab fees will be assessed for this course.)	See the rationale for JRL 211.	201408
JRL	425	Change subject code	PRNJ 425. High School Publicatns Advisng. 3 Hrs. PR: JRL 319. (For students seeking Journalism Certification.) Emphasizes writing styles, newspaper/yearbook layout, rights and responsibilities of the teacher, students, and school system. Enrollees will construct instructional portfolios based on research and classroom discussion concepts.	JRL 425. High School Publicatns Advisng. 3 Hrs. PR: JRL 319. (For students seeking Journalism Certification.) Emphasizes writing styles, newspaper/yearbook layout, rights and responsibilities of the teacher, students, and school system. Enrollees will construct instructional portfolios based on research and classroom discussion concepts.	See the rationale for JRL 211.	201408
JRL	426	Change title	JRL 426. Public Affairs Reporting. 3 Hrs. PR: JRL 318 or TVJ 386. Reporting on the agencies, structures, and programs that make society work, including circuit court and police. (Lab fees will be assessed for this course.)	JRL 426. Investigative Reporting. 3 Hrs. PR: JRL 318 or JRL 386. Reporting on the agencies, structures, and programs that make society work, including circuit court and police. (Lab fees will be assessed for this course.)	This title better reflects the content of the course, which has not changed.	201408

JRL	427	Change subject code	PRNJ 427. American Journalism History. 3 Hrs. PR: JRL 101. Development of media from seventeenth-century England and the American colonies; great names in journalism; freedom of the press and its implications and impact on the nation.	JRL 427. American Journalism History. 3 Hrs. PR: JRL 101. Development of media from seventeenth-century England and the American colonies; great names in journalism; freedom of the press and its implications and impact on the nation.	See the rationale for JRL 211.	201408
JRL	429	Change subject code, course number, and title	PRNJ 430. Editorial & Critical Writing. 3 Hrs. PR: JRL 215. Students will analyze news issues and write opinion-based pieces.	JRL 429. Opinion Writing. 3 Hrs. PR: JRL 215. Students will analyze news issues and write opinion-based pieces.	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	431	Change subject code, course number, and PR	VISJ 431. Multimedia Reporting. 3 Hrs. PR: VISJ 220 or consent. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio video and still photography in online reporting.	JRL 431. Multimedia Reporting. 3 Hrs. PR: JRL 225 or consent. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio video and still photography in online reporting.	See the rationale for JRL 211.	201408

JRL	459	Change title and description	JRL 459. Multimedia News Service. 3 Hrs. PR: Consent. In this lab/workshop-style class, students will produce stories and multimedia packages for publication and broadcast at regional media outlets.	JRL 459. Multimedia News Publication. 3 Hrs. PR: Consent. In this lab/workshop-style class, students will produce stories and multimedia packages for publication and broadcast.	The title more accurately reflects the course content, since not every student in the course participates in the Mountaineer News Service program. Cutting the words "regional news outlets" from the description offers students a broader range of publication options.	201408
JRL	440	Change subject code	VISJ 440. Visual Storytelling for Media. 3 Hrs. PR: VISJ 220 or consent. Development of advanced practical and analytical skills in digital photojournalism, photo editing and cross-media design. Analysis of images, visual narratives, new media storytelling, digital imaging, media asset management, and ethical and social issues.	JRL 440. Visual Storytelling for Media. 3 Hrs. PR: JRL 220 or consent. Development of advanced practical and analytical skills in digital photojournalism, photo editing and cross-media design. Analysis of images, visual narratives, new media storytelling, digital imaging, media asset management, and ethical and social issues.	See the rationale for JRL 211.	201408
JRL	486	Change subject code and title	TVJ 486. Broadcast Bureau Reporting. 3 Hrs. PR: TVJ 386. Students work with instructor and producers and news directors to develop, report and shoot stories to air on local television news station.	JRL 486. Video Bureau Reporting. 3 Hrs. PR: JRL 386. Students work with instructor and producers and news directors to develop, report and shoot stories to air on local television news station.	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408

JRL	487	Change subject code and title	TVJ 487. Advanced TV Reporting/Producing. 3 Hrs. PR: TVJ 386. Reporting, writing and producing television news stories using advanced production techniques; producing stories for cable or broadcast television. Work may be aired on local or regional broadcast or cable stations. (Lab fees will be assessed for this course.).	JRL 487. Advanced Video Reporting/Producing. 3 Hrs. PR: JRL 386. Reporting, writing and producing television news stories using advanced production techniques; producing stories for cable or broadcast television. Work may be aired on local or regional broadcast or cable stations. (Lab fees will be assessed for this course.).	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	488	Change subject code and title	TVJ 488. TV Editing. 1 Hr. PR: JRL 215. This course is designed to teach broadcast journalism students advanced digital video and audio techniques for news productions, including field reports, newscasts, and studio-based programs.	JRL 488. Video Editing. 1 Hr. PR: JRL 215. This course is designed to teach broadcast journalism students advanced digital video and audio techniques for news productions, including field reports, newscasts, and studio-based programs.	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	518	Change subject code	PRNJ 518. Advanced Reporting. 3 Hrs. Students write carefully researched stories using skills they acquired in previous classes while applying literary journalism techniques. Course emphasizes immersion reporting - spending extended time with one subject as well as peripheral theoretical readings. (Lab fees.).	JRL 518. Advanced Reporting. 3 Hrs. Students write carefully researched stories using skills they acquired in previous classes while applying literary journalism techniques. Course emphasizes immersion reporting - spending extended time with one subject as well as peripheral theoretical readings. (Lab fees.).	See the rationale for JRL 211.	201408

JRL	527	Change subject code	PRNJ 527. American Journalism History. 3 Hrs. An intensive look at the development of media from seventeenth-century England and the American Colonies. Press freedom and its implications to the nation and world are considered on theoretical, economic, and cultural levels.	JRL 527. American Journalism History. 3 Hrs. An intensive look at the development of media from seventeenth-century England and the American Colonies. Press freedom and its implications to the nation and world are considered on theoretical, economic, and cultural levels.	See the rationale for JRL 211.	201408
JRL	540	Change subject code and course number	VISJ 540. Visual Storytelling. 3 Hrs. Development of advanced analytical skills in digital photojournalism, photo editing and cross-media design. Graduate students connect the theoretical and technical realms of the visual story to appreciate its broader scope.	JRL 540. Visual Storytelling. 3 Hrs. Development of advanced analytical skills in digital photojournalism, photo editing and cross-media design. Graduate students connect the theoretical and technical realms of the visual story to appreciate its broader scope.	See the rationale for JRL 211.	201408
JRL	559	Change title and description	JRL 559. Multimedia News Service. 3 Hrs. PR: Admission to MSJ program, JRL 428 and JRL 489. In this lab/workshop style class, graduate students will produce stories for regional media outlets and write a paper based on information from editors/producers.	JRL 559. Multimedia News Publication. 3 Hrs. PR: Admission to MSJ program, JRL 428 and JRL 489. In this lab/workshop style class, graduate students will produce stories and write a paper based on information from editors/producers.	The title more accurately reflects the course content, since not every student in the course participates in the Mountaineer News Service program. Cutting the words "regional media outlets" from the description offers students a broader range of publication options.	201408

JRL	531	Change subject code and course number	VISJ 531. Multimedia Reporting. 3 Hrs. PR: JRL 220 or consent. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio, video and still photography in online reporting.	JRL 531. Multimedia Reporting. 3 Hrs. PR: JRL 221 or consent. Reporting/production for online media. Ethics and role of visual journalist. Software basics and use of audio, video and still photography in online reporting.	See the rationale for JRL 211.	201408
JRL	586	Change subject code and title	TVJ 586. Broadcasting Bureau Reporting. 3 Hrs. Students work with KDKA producers and news directors to develop, report and shoot stories to air on KDKA-TV. Graduate students will act as bureau chief or assume other leadership roles.	JRL 586. Video Bureau Reporting. 3 Hrs. Students work with KDKA producers and news directors to develop, report and shoot stories to air on KDKA-TV. Graduate students will act as bureau chief or assume other leadership roles.	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408
JRL	587	Change subject code and title	TVJ 587. Adv TV Reporting & Producing. 3 Hrs. Reporting, writing and producing television news stories using advanced production techniques; producing stories for cable or broadcast television. Additional theoretical research and writing into the organizational structures of broadcasting. (Lab fees).	JRL 587. Advanced Video Reporting & Producing. 3 Hrs. Reporting, writing and producing television news stories using advanced production techniques; producing stories for cable or broadcast television. Additional theoretical research and writing into the organizational structures of broadcasting. (Lab fees).	The title change better reflects the content of the course, which hasn't changed. Also see the rationale for JRL 211.	201408

OEHS	732	Change course description	OEHS 732. Occupational Injury Prevention. 3 Hrs. This course introduces students to occupational injury. It covers the magnitude, nature and mechanisms of occupational injury and provides a critical perspective on their causes and prevention strategies at multiple levels.	OEHS 732. Occupational Injury Prevention. 3 Hrs. This course introduces students to the problem of occupational injury. It covers the epidemiology of occupational injury and provides a critical perspective on injury causation and the strategies used to prevent occupational injury.	All students graduating from the OEHS program must have a breadth of knowledge of the field that includes occupational safety and injury prevention. This course provides students the opportunity to gain an understanding of this key area of occupational and environmental health.	201408
SBHS	615	Change course number, description, and PR.	SBHS 612. Intervention Design. 3 Hrs. PR: SBHS 601 and SBHS 610. Students will apply information learned in SBHS 611 foundation courses to design a health promotion intervention for a health agency or enterprise. Students will present their intervention to the class.	SBHS 615. Intervention Design. 3 Hrs. PR: SBHS 601 and SBHS 610. Instructor Permission. This course will provide students with the conceptual and practical tools used in planning, designing, implementing, and evaluating health promotion programs. Through reading, cooperative learning, and discussing, students will gain experience in these four areas. Students will also apply information learned in foundation courses.	Subject number changed from SBHS 612 to SBHS 615 in order to reflect the School of Public Health course numbering system. In addition, a change was made to the catalog description to better reflect the goals and outcomes of the course. Therefore the course number SBHS 612 needs to be dropped.	201401

SBHS	761	Change course number and description	SBHS 712. Qualitative Research Methods. 3 Hrs. Application of qualitative research methods to public health issues. Students will learn about theory of public health qualitative research methodology, hypothesis generation, data collection, preparation, analysis, reporting, and conclusion.	SBHS 761. Qualitative Research Methods. 3 Hrs. This course will introduce students to qualitative research, methods, including the various types of study design. The course will include critiques of qualitative studies in the relevant research literature as well as student-driven studies using various types of study designs. Students will also learn about analyzing and reporting the results of qualitative studies.	Subject number changed from SBHS 712 to SBHS 761, in order to reflect the School of Public Health course numbering system. No changes made to course content or course description. This course is now a required course for doctoral students. Course number SBHS 712 will need to be dropped.	201401
JRL	235	Change subject code and course number	TVJ 215. Electronic Media & Society. 3 Hours. (Open to all University students.) Survey of the electronic media industry with an emphasis on the role of broadcast journalism in society. Covers historical development, regulation, industry standards, ethics, international media, and contemporary issues.	JRL 235. Electronic Media & Society. 3 Hours. (Open to all University students.) Survey of the electronic media industry with an emphasis on the role of broadcast journalism in society. Covers historical development, regulation, industry standards, ethics, international media, and contemporary issues.	See the rationale for JRL 211.	201408

Course Drops

PUBH 440
VISJ 210
VISJ 220
VISJ 321
TVJ 215
TVJ 319
TVJ 385
TVJ 386
PRNJ 408
PRNJ 418

PRNJ 420
PRNJ 425
PRNJ 427
PRNJ 430
VISJ 431
VISJ 440
TVJ 486
TVJ 487
TVJ 488
PRNJ 518
PRNJ 527
VISJ 540

VISJ 531
TVJ 586
TVJ 587
SBHS 612
SBHS 712

Memorandum

Date: January 27, 2014

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
General Education Curriculum Oversight Committee

Re: GEC Actions

The General Education Curriculum Oversight Committee met on January 6, 2014 and recommends the following courses for Faculty Senate approval:

Approved New GEC Course:

PHIL 212, Philosophy of Sport (Obj. 4 & 6)

GEC Objectives (for information only):

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (4+ hr) [Note 6F = First Year Seminar (1+ hr required)]
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)

W. Writing (1 course, audit/application requires separate “W” form)

Memorandum

Date: January 27, 2014

To: Faculty Senate Executive Committee

From: Lisa Weihman, Chair
General Education Curriculum Oversight Committee

Re: GEC Audits – For Information Only

The GEC Oversight Committee met on January 6, 2014 and passed the following courses for GEC Audit:

GEC Successful Audits:

CLAS 102, Elementary Latin 2 (Obj. 3 & 8)
GEOG 243, Geography of Africa (Obj. 4 & 9)
SPAN 330, Latin American Culture (Obj. 3 & 9)

Deletions from GEC by request of Department Chair:

HIST 105, History of the Modern Middle East (Obj. 3 & 9)
HIST 201, History of Ancient World (Obj. 3 & 8)
HIST 256, American Revolution (Obj. 8)
HIST 277, Revolutions-Science/Technology (Obj. 3 & 8)
PSYC 301, Biol Foundations of Behavior (Writing)
POLS 364, American Foreign Relations (Obj. 4 & 8)

GEC Objectives:

1. Communication (ENGL 101 & 102, or ENGL 103 only; W courses evaluated separately)
2. Basic Math & Scientific Inquiry (Total: 13+ hr, including 1 Lab) [Note 2A = Math & Stats (3+ hr required); 2B = Natural & Physical Sciences (7+ hr required); 2C = Natural Resources & Environment (may be used toward Total)]
3. The Past and Its Traditions (3+ hr)
4. Contemporary Society (3+ hr)
5. Artistic Expression (3+ hr)
6. The Individual in Society (3+ hr) [Note 6F = First Year Seminar (1+ hr required)]
7. American Culture (3+ hr)
8. Western Culture (3+ hr)
9. Non-Western Culture (3+ hr)
- W. Writing (1 course, audit/application requires separate “W” form)

Proposal for an
Office of LGBTQ Programs
at West Virginia University

Ad Hoc LGBTQ Programs Task Force
Division of Diversity, Equity and Inclusion

October 2013

Ad Hoc LGBTQ Programs Task Force
Division of Diversity, Equity, and Inclusion

Janet Armistead
Student Affairs, College of Law

Ryan Campione '14
Student Government Association

Melissa Chesanko
Division of Diversity, Equity, and Inclusion

Jennifer Clutter
Office of Student Services, School of Pharmacy

Lara Farina
Department of English, Eberly College of Arts and Sciences

Farah Famouri '14
Student Government Association

Trisha Gyurke
Division of Diversity, Equity, and Inclusion

T. Anne Hawkins, *Task Force Co-Chair*
WellWVU Carruth Center for Psychological and Psychiatric Services, Student Affairs

Jamie Jacobs
Faculty and Staff Assistance Program, Robert C. Byrd Health Sciences Center

Brian R. Jara, *Task Force Co-Chair*
Center for Women's and Gender Studies, Eberly College of Arts and Sciences

Jennifer Powell
Center for Law and Public Service, College of Law

Benjamin Seebaugh '14
Student Government Association

EXECUTIVE SUMMARY

The Ad Hoc LGBTQ (lesbian, gay, bisexual, transgender, and queer) Programs Task Force, convened by the Division of Diversity, Equity, and Inclusion, proposes the creation of the West Virginia University *Office of LGBTQ Programs*. The task force considered campus climate, student advocacy, and the experiences of peer institutions, among other factors in its consideration of the best options for addressing the inclusion of LGBTQ Mountaineers as full members of our campus and community.

The Task Force concluded that not only does WVU lag significantly behind its peers in provision of programs, resources, and services to its LGBTQ students, faculty, and staff, but that the absence of such initiatives has created an environment that LGBTQ Mountaineers may experience as unsafe and unwelcoming. These perceptions and experiences contribute to longstanding difficulties with the recruitment and retention of critical WVU faculty, staff, and students.

The pervasiveness of this environment in a campus culture that celebrates diversity and inclusion calls for a significant commitment to change in several key areas. Accordingly, the proposal that follows recommends the development of an *Office of LGBTQ Programs*. This office will develop and deliver programming and outreach initiatives, provide academic and curricular support, conduct advocacy and build coalitions, serve as a resource center, and be the social, intellectual, and physical hub for LGBTQ-related activities at WVU. It will identify and monitor the best practices in programming and policy for a fully inclusive University. Furthermore, the Task Force recommends that to achieve the kind of programmatic leadership outlined above, WVU must select a full-time Director of LGBTQ Programs, trained at the doctoral level with appropriate program experience, and who will be supported by full-time professional staff. Specifically, the Task Force recommends that the Office of LGBTQ Programs have a dedicated home office, with sufficient space to accommodate both its administrative tasks and its role as a place of support and community for LGBTQ Mountaineers.

Because of the multidimensionality of its mission, the Task Force believes that the Office of LGBTQ Programs should have funding lines from and administrative homes in Student Affairs, the Division of Diversity, Equity, and Inclusion, and the Office of the Provost, a reflection of the broad institutional commitment to this effort. Although the creation of an Office for LGBTQ programs is long overdue, WVU now has the opportunity to extend the welcome of our community to LGBTQ Mountaineers and invest in significant improvements to the campus climate. These University-wide changes are necessary for full realization of our *2020 Strategic Plan for the Future* and will help WVU become a leader across the state and among our current and aspirational institutional peers.

INTRODUCTION

The Division of Diversity, Equity, and Inclusion convened in 2013 an ad hoc task force to build on previous efforts and develop this actionable proposal to establish an *Office of LGBTQ Programs* at WVU. It provides evidence of the need to establish the office and the broad-based support that anchors this long overdue institutional initiative. After more than 25 years of active efforts to seek systemic institutional change, a broad coalition has endorsed this proposal to establish a staffed and funded office at WVU as part of the institution's ongoing commitment to diversity, equity, and inclusion.

This task force has collected and reviewed exhaustive data about our current and aspirational peer institutions and their structures, initiatives, and services directed toward LGBTQ populations (See Appendix B). On every measure, WVU continues to fall significantly behind our peers: from institutional policies, to professional staff, to student services, to academic programs, we remain outdated, and our LGBTQ students, faculty, staff, and their allies continue to be underserved and worse: feeling forgotten, silenced, and rendered invisible. In 2010, Campus Pride, the leading nonprofit organization for student leaders and campus groups working to create a safer environment for LGBTQ students, released the *2010 State of Higher Education for LGBT People* which empirically demonstrates “*where and how we still are falling short in providing affirming, supportive learning and working environments for populations of students and faculty that have historically been disadvantaged and suffer from century old biases*” (see Appendix C). Also of note is that, thanks to the leadership of the Division of Diversity, Equity, and Inclusion WVU has for the first time ever completed the *Campus Pride Index*, a national listing of LGBT-friendly colleges and universities (See Appendix D). On a 5-star scale, WVU's 2013 score is **1.5 stars**¹ (institutions receive 1 star solely for completing the survey); comparing to our current peers who also have completed the survey, the mean rating of our HEPC peer institutions is 4.125, and of our Big 12 peers is 4.0. **In short, it is unprecedented for a University of our size, stature, and caliber in 2013 to not have an office dedicated to its LGBTQ community.**

WVU has a longstanding commitment to social justice, diversity, and inclusion as evidenced by our annual Diversity Week, the continued accomplishments of the *Center for Black Culture and Research* in Student Affairs, the *Center for Women's and Gender Studies* in the Eberly College of Arts and Sciences, and the *Festival of Ideas* series, to name a few. The recent establishment of the new *Division of Diversity, Equity, and Inclusion*, under the leadership of David Fryson has begun to emphasize the University's commitment to a fully inclusive community (see Appendix A). Further, our current *2020 Strategic Plan for the Future* helps underscore that the development and funding of an office is long overdue. Without significant enhancement support, it seems unlikely that WVU will be able to achieve the goal of “*foster(ing) diversity and an inclusive culture*”—one of the five major goals in our current Strategic Plan.

¹ Currently WVU has chosen to not publicly list its Campus Pride Index rating.

We believe that to be able to achieve its proposed mission, the *Office of LGBTQ Programs* should be a separate facility that while anchored in broader diversity initiatives and programs, is by design developed and implemented to serve the unique needs of the LGBTQ² community. Too many of the functions of an LGBTQ office depend on staff having very specific training and sensitivities and—perhaps most crucially—the office being perceived as a safe space. The administrative positioning of comparable offices at peer institutions seems to depend largely on campus culture, funding flexibility, and mission of the individual center. Given the mission that we have described below and the current culture of WVU, we recommend that this office have its administrative home within Student Affairs *and* the Division of Diversity, Equity, and Inclusion but be funded jointly by these units and the Office of the Provost.

THE PROPOSED OFFICE: MISSION AND FUNCTION

The Office of LGBTQ Programs will:

- A. *develop and deliver cutting-edge and inclusive **programming and outreach initiatives** that are centered on LGBTQ content but connect and intersect with other identities and larger institutional social justice efforts;*
- B. *provide **academic and curricular support** across all campuses, colleges, and departments to continually integrate and maintain diverse and inclusive content in curricular and other educational programs.*
- C. *conduct **advocacy** for members of the LGBTQ community and their allies, and seek to **build coalitions** that cross units and maximize collaboration and resources for University-wide inclusive and intersectional social justice initiatives; and*
- D. *serve as the **hub of the social, intellectual, and physical community** for members of the LGBTQ community and their allies and as a **resource center** on all related programs.*

The *Office of LGBTQ Programs* will assist the University in identifying, monitoring, and assessing the best practices in programming and policies for a fully inclusive University. The office will help lay the groundwork for the University to achieve and maintain a leadership role—across the state and among our peer institutions—in exemplary programs and services for LGBTQ students, faculty, staff, and their allies.

² Use of the LGBTQ (lesbian, gay, bisexual, transgender, and queer) abbreviation is consistent with current trends in the field. For an explanation of the more inclusive abbreviation LGBTQIQ2SA, see Appendix G.

THE PROPOSED OFFICE: STAFFING AND BUDGET

Accomplishing the proposed mission will require significant commitment to ensure that WVU leads the way across the state and among our current and aspirational institutional peers. Therefore, the proposed LGBTQ office requires the following staff:

A full-time **Director** will head the office, with full responsibility for planning, implementing, directing, and evaluating LGBTQ programs, services, budget, and staffing. The Director will coordinate the office's efforts to advise University administration on identifying, implementing, best practices, and will assist the University in disseminating information. The Director will also be charged with developing strategic coalitions with campus partners to ensure that the office serves both the needs of LGBTQ students, faculty, staff, and their allies, and the broader WVU community. In order to accomplish these responsibilities, the Director must have thorough knowledge of and direct experience with student affairs, social justice programming, collaborations between student and academic affairs, and current literature and practices targeting LGBTQ populations. The Director will supervise the work of the other office staff and have full budget authority. Given the scope of these responsibilities, a master's degree is required and a doctorate is preferred (in higher education, student affairs, gender and sexuality studies, or related fields) as well as direct, relevant, and appropriate experience. This task force envisions the establishment of this office as a University-wide collaboration and we recommend that the Director report directly to the Chief Diversity Officer. Given that the mission of the proposed office can only be successful with broad, active partnerships with various units in Student Affairs we also strongly recommend that the Director work closely with these offices.

A full-time **Program Coordinator** will provide direct support, education, and advocacy. They will develop and deliver a wide range of educational, social, and outreach programs. Given the scope of these responsibilities, a bachelor's degree is required and a master's is preferred (in higher education, student affairs, gender and sexuality studies, or related fields), as well as direct, relevant, and appropriate experience. The Program Coordinator would report to the Director, and this task force is willing to assist with the development of specific job descriptions.

We recommend one of two staffing scenarios, detailed below. Both include at least two full-time positions, although only one provides direct student services. Although we have outlined staffing for a skeleton crew in scenario #2, it would be at best a temporary start, given the volume of work required to fully establish programs and initiatives and the need for our office staff to network across all colleges and campus. We do not consider having only one full-time position to be a viable long-term scenario as it may inadvertently be setting the Director up for failure given the challenges ahead.

Staffing Scenario #1

Director (full-time)

Program Coordinator (full-time)

Graduate Assistant (half-time, 12-month)

Administrative Secretary (part-time / shared with another unit)

Staffing Scenario #2

Director (full-time)

Program Coordinator (full-time)

Administrative Secretary (part-time / shared with another unit)

Staffing	Funds Needed
Director (1 FTE)	70,000 - 74,000
Program Coordinator (1 FTE)	35,00 - 42,000
Graduate Assistant (.5 FTE, 12-month)	16,534
Administrative Secretary (.5 FTE)	14,000
Operating Expenses	
Programming	10,000
Travel/Professional Development	
a) Student	2,500
b) Staff	3,000
Misc. Office/Printing	5,000
Start Up Costs	
Furnishings	10,000
Technology	5,000
Educational Resources	2,500

THE PROPOSED OFFICE: SPACE REQUIREMENTS

The physical location of the Office of LGBTQ Programs is critical to its ability to operationalize its proposed mission and for it to be positioned for greatest success and impact. The ideal location balances public visibility with ensuring a welcoming, inclusive, and safe atmosphere. Unique to this particular marginalized population is the reality that not all members of the LGBTQ community are open about their orientation or identity, and therefore, we need to

provide a place that they can trust will promise a certain degree of confidentiality. The large space must be fully accessible and would house the office's LGBTQ resources, computers, and serve as the primary meeting, training, and social space. Minimal space requirements include a student-friendly large room with two lockable offices for the Director and Program Coordinator. Ideally this office would be centrally located with other student services units, such as in the Mountainlair.

CONCLUSION: OUR CURRENT CAMPUS CLIMATE

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) students, faculty, and staff at West Virginia University continue to lack full representation in, and support from, institutional programs, resources, services, policies, and procedures. This gap is widely experienced, especially among WVU students, as a campus and community that are unsafe and hostile to their LGBTQ members. Work to change this on campus continues to be done by an informal and voluntary coalition of committed individuals—in addition to, and on top of any official University job or role.

In addition to the external and peer data referenced in our introduction, the experiences of our own students underscore the need for this office. In a spring 2013 survey of its active membership (with 80 students responding), the University's LGBTQ student organization *Spectrum* asked students to assess the climate in various University settings and contexts. Of particular note are the following points:

- **No WVU setting or context was rated by a majority of respondents as fully inclusive and safe.**
- **Fewer than half of the respondents (48%) rated interactions with University professional staff as inclusive and safe.**
- **Of all settings and contexts given, interactions with faculty (both in and out of the classroom) were rated the most inclusive and safe (75% and 68%, respectively).**
- **When considering their overall WVU experience, only one-third of students (36%) rated it as inclusive and safe.**

In the same survey, students were provided with a list of specific institutional changes that would improve the climate for members of the LGBTQ community and asked to rank their importance ("1" being most important). **Establishing a university LGBTQ Office with full-time staff was rated as the most important priority** (See Appendix E). WVU students themselves have actively and vocally supported the creation of this office for years, underscored by the leadership of the Student Government Association, which has publicly and repeatedly voted to do so since 2011 (See Appendix F).

These recent data underscore the need for immediate institutional support to address the climate and lack of equity for LGBTQ people, who are calling on their University to help lead us toward systemic change and greater inclusion. One of the tangible ways is through the establishment of an *Office of LGBTQ Programs* that will be a source of symbolic, programmatic, and intellectual leadership on campus and in the broader community.

APPENDICES

Appendix AEditorial by David Fryson in *The Charleston Gazette*

Appendix BComparison of Institutional Structures Promoting LGBTQ Equity Among
Current And Aspirational Peers, by Brian Jara and Benjamin Seebaugh

Appendix CCampus Pride 2010 *State of Higher Education for Lesbian, Gay, Bisexual,
and Transgender People*

Appendix D2013 Campus Pride Index ratings

Appendix EWVU *Spectrum* membership survey of campus climate

Appendix FUndergraduate Student Government Association (SGA) support

Appendix G“The LGBTQQIAAP (or LBTTIQQ2SA) Community, and Why” by Preston
Grant

Appendix A: Editorial by David Fryson in *The Charleston Gazette*



March 30, 2013

David M. Fryson: Liberty is always expanding

CHARLESTON, W.Va. -- The American experience includes the continual expansion of our notions of liberty. The transformation necessary to bring additional groups into the freedom experiment has been a point of contention throughout our history. Fortunately, the advancement of individual rights ultimately prevails and those once banned find themselves included in the progression toward a more just society.

Dr. Martin Luther King, Jr. issued a statement for the ages in his famous "Letter from a Birmingham Jail" when he challenged church leaders to consider that "Injustice anywhere is a threat to justice everywhere." He then went on to powerfully state that "We are caught in an inescapable network of mutuality, tied in a single garment of destiny."

We are now in the midst of societal deliberations on whether to afford basic human rights and dignity to lesbian, gay, bisexual and transgender (LGBT) individuals. Many who oppose extending rights to the LGBT community base their opposition upon religious conviction. Religious freedom means that individuals and groups have the absolute right to their beliefs and/or interpretation of Scripture and that right must be respected and protected. Nevertheless, history signifies that the quest for freedom eventually makes discrimination toward any group unsustainable. Importantly, public policy must be rooted in fundamental fairness not religious interpretation.

America is at her best when the celebration of differences finds the strength, courage and authority to rebut historical exclusion. As a committed Christian who believes in the Bible and loves the Church, I am intimately aware of how religious writ has been used to support the suppression of outcast groups. For instance, slave traders and accommodating church denominations routinely utilized the Bible to sustain the slave trade and the "peculiar" institution of slavery. Yet today, no reputable denomination or religious group concurs with interpretations of Biblical texts once used to support the suppression of the African-American community.

In the early 20th century, the women's suffrage movement was met with stiff resistance from some religious groups and denominations. The Bible was often quoted during the suffragist debates to deny women the right to vote. Yet today, no reasonable person would restrict women in their right to vote or the freedom to be involved in education or equality in the workplace.

The passage of the Thirteenth Amendment outlawing slavery in 1865 and the Nineteenth Amendment, which was ratified by sufficient states in 1920 and prohibited state or federal sex-based restrictions on voting, changed our nation for the better. While both laws were opposed by some on religious grounds, the Scriptures once used to support these societal exclusions have been historically or grammatically reconsidered under a more in-depth cultural analysis as church and community notions of freedom continued to mature.

Expanding the freedom momentum has also been important throughout the history of West Virginia. Even our motto, *Montani Semper Liberi*, attests to our devotion to the freedom experiment.

The West Virginia Legislature has considered House Bill 2856, also known as the Employment and Housing Non-Discrimination Act. In short, this bill would advance freedom in that it prohibits the firing from employment or the denial of housing based upon a person's sexual orientation and/or gender identity. It would be a travesty of justice and in opposition to our state's legacy of freedom for this bill to not be enacted.

History will judge us harshly if we fail in our responsibility to expand protection and accessibility for all.

To paraphrase Dr. King, "we are caught in an inescapable network of mutuality, tied in a single garment of destiny" and discrimination based upon sexual orientation and gender identity is an injustice to some and therefore a threat to justice for everyone.

Fryson, a lawyer and pastor, is a Gazette contributing columnist and is chief diversity officer for West Virginia University.

Appendix B:
Comparison of Institutional Structures Promoting LGBTQ Equity Among Current And Aspirational Peers

COMPARISON OF INSTITUTIONAL STRUCTURES PROMOTING LGBTQ EQUITY**[August 2013]**

page 1 of 5

Institution	Campus Pride Index (1-5)	Nondiscrimination policy:		Domestic partner benefits (full)	Student affairs women's center*	Student affairs LGBT center*	LGBTQ minor
		sexual orientation	gender identity				
West Virginia University	1.5	✓	-	- ¹	-	-	(2014)
HEPC peer institutions (20):							
NC State – Raleigh	4.5	✓	✓	✓	✓	✓	-
SUNY Buffalo	3.5	✓	✓	✓	-	✓	-
Texas A&M U	3.5	✓	-	-	✓	✓	-
U of Connecticut	4.5	✓	✓	✓	✓	✓	-
U of Florida	4	✓	-	✓	-	✓	✓
U of Georgia	3.5	✓	-	- ¹	✓	✓	-
U of Hawaii – Manoa	-	✓	-	✓	✓	✓	-
U of Iowa	4.5	✓	✓	✓	✓	✓	✓
U of Kentucky	-	✓	-	✓	✓	✓	-
U of Louisville	5	✓	✓	✓	✓	✓	✓
U of Maryland – College Park	5	✓	-	✓	✓	✓	✓ (major)
U of Massachusetts – Amherst	5	✓	✓	✓	✓	✓	✓
U of Missouri – Columbia	3	✓	-	✓	✓	✓	-
U of Nevada – Reno	-	✓	✓	✓	-	✓	-
U of New Mexico	-	✓	✓	✓	✓	✓	-
U of Tennessee	3	✓	✓	-	-	✓	-
U of Utah	5	✓	✓	✓	✓	✓	-
U of Vermont	5	✓	✓	✓	✓	✓	✓
Virginia Commonwealth U	3	✓	- ²	-	-	✓	-
Virginia Tech	4	✓	-	-	✓	✓	-
		(20/20)	(9/20)	(9/20)	(15/20)	(20/20)	(6/20)

¹ “Soft” benefits² Included in Division for Diversity and Equity’s [“definition of diversity”](#)

COMPARISON OF INSTITUTIONAL STRUCTURES PROMOTING LGBTQ EQUITY**[August 2013]**

page 2 of 5

Institution	Campus Pride Index (1-5)	Nondiscrimination policy:		Domestic partner benefits (full)	Student affairs women's center*	Student affairs LGBT center*	LGBTQ minor
		<i>sexual orientation</i>	<i>gender identity</i>				
West Virginia University	1.5	✓	-	-.3	-	-	(2014)
Big 12 (11):							
Baylor U	-	-	-	-	-	-	-
Iowa State U	4	✓	✓	✓	✓	✓	-
Kansas State U	4.5	✓	✓	-	✓	✓	-
Oklahoma State U	-	✓	✓	-.2	-	✓	-
Texas A&M U	3.5	✓	✓	-	✓	✓	-
Texas Tech U	-	✓	-	-	✓	-	-
Texas Christian U	-	✓	✓	✓	✓	-	-
U of Kansas	4.5	✓	✓	-	✓	✓	✓
U of Missouri	3	✓	-	✓	✓	✓	-
U of Oklahoma	-	✓	-	-	✓	✓	-
U of Texas	4.5	✓	✓	-.2	✓	✓	(2014)
		(10/11)	(5/11)	(4/11)	(9/11)	(8/11)	(1/11)

³ "Soft" benefits

COMPARISON OF INSTITUTIONAL STRUCTURES PROMOTING LGBTQ EQUITY**[August 2013]**

page 3 of 5

Institution	Campus Pride Index (1-5)	Nondiscrimination policy:		Domestic partner benefits (full)	Student affairs women's center*	Student affairs LGBT center*	LGBT minor
		sexual orientation	gender identity				
West Virginia University	1.5	✓	-	4	-	-	(2014)
Research Very High, Land Grant (35):							
Colorado State U	4.5	✓	✓	✓	✓	✓	-
Cornell U	5	✓	✓	✓	✓	✓	✓
Iowa State U	4	✓	✓	✓	✓	✓	-
Louisiana State U	-	✓	✓	-	✓	✓	-
Michigan State U	4	✓	✓	✓	✓	✓	-
Montana State U	1.5	✓	✓	4	✓	-	-
NC State – Raleigh	4.5	✓	✓	✓	✓	✓	-
ND State U	4.5	✓	✓	✓	✓	✓	-
Ohio State U	5	✓	✓	✓	✓	✓	✓
Oregon State U	5	✓	✓	✓	✓	✓	✓
Penn State U	5	✓	✓	✓	✓	✓	✓
Purdue U	4.5	✓	✓	✓	✓	✓	✓
Rutgers U	5	✓	✓	✓	✓	✓	✓
Texas A&M U	3.5	✓	✓	-	✓	✓	-
U of Arizona	4.5	✓	✓	✓	✓	✓	✓
U of Arkansas	-	✓	-	-	-	-	-
U of California – Berkeley	5	✓	✓	✓	✓	✓	✓
U of California – Davis	4	✓	✓	✓	✓	✓	✓
U of California – Riverside	5	✓	✓	✓	✓	✓	✓
U of Connecticut	4.5	✓	✓	✓	✓	✓	✓
U of Delaware	5	✓	✓	✓	✓	✓	✓
U of Florida	4	✓	✓	✓	-	✓	✓

⁴ “Soft” benefits

COMPARISON OF INSTITUTIONAL STRUCTURES PROMOTING LGBTQ EQUITY**[August 2013]**

page 4 of 5

U of Georgia	-	✓	-	-	✓	✓	-
U of Hawaii – Manoa	-	✓	✓	✓	✓	✓	-
U of Illinois at Urbana-Champaign	4.5	✓	✓	✓	✓	✓	✓
U of Kentucky	-	✓	-	✓	✓	✓	-
U of Maryland – College Park	5	✓	✓	✓	✓	✓	✓ (major)
U of Massachusetts – Amherst	5	✓	✓	✓	✓	✓	✓
U of Minnesota	5	✓	✓	✓	✓	✓	✓
U of Missouri – Columbia	3	✓	-	✓	✓	✓	-
U of Nebraska – Lincoln	3.5	✓	✓	✓	✓	✓	✓
U of Tennessee	3	✓	✓	-	-	✓	-
U of Wisconsin - Madison	4.5	✓	✓	✓	✓	✓	✓
Virginia Tech	4	✓	-	-	✓	✓	-
Washington State U	5	✓	✓	✓	✓	✓	✓
		(35/35)	(30/35)	(28/35)	(32/35)	(33/35)	(20/35)

COMPARISON OF INSTITUTIONAL STRUCTURES PROMOTING LGBTQ EQUITY**[August 2013]**

page 5 of 5

Institution	Campus Pride Index (1-5)	Nondiscrimination policy:		Domestic partner benefits (full)	Student affairs women's center*	Student affairs LGBT center*	LGBT minor
		<i>sexual orientation</i>	<i>gender identity</i>				
West Virginia University	1.5	✓	-	5	-	-	(2014)
CIC / Big 10 (13):							
U of Chicago	5	✓	✓	✓	✓	✓	✓
U of Illinois at Urbana-Champaign	4.5	✓	✓	✓	✓	✓	✓
Indiana U – Bloomington	5	✓	✓	✓	✓	✓	✓
U of Iowa	4.5	✓	✓	✓	✓	✓	✓
U of Michigan	5	✓	✓	✓	✓	✓	✓
Michigan State U	4	✓	✓	✓	✓	✓	-
U of Minnesota	5	✓	✓	✓	✓	✓	✓
U of Nebraska – Lincoln	3.5	✓	✓	✓	✓	✓	✓
Northwestern U	5	✓	✓	✓	✓	✓	✓ ⁶
Ohio State U	5	✓	✓	✓	✓	✓	✓
Penn State U	5	✓	✓	✓	✓	✓	✓
Purdue U	4.5	✓	✓	✓	✓	✓	✓
U of Wisconsin - Madison	4.5	✓	✓	✓	✓	✓	✓
		(13/13)	(13/13)	(13/13)	(13/13)	(13/13)	(12/13)

Developed by Brian R. Jara and Benjamin Seebaugh, WVU Center for Women's and Gender Studies

*- defined as whether, within student affairs, an office exists whose mission explicitly includes, OR at least one full-time professional staff position has in its job description responsibilities for, programming for women and/or LGBTQ students

⁵ "Soft" benefits

⁶ Explicit focus on LGBTQ studies as part of their Gender Studies Program

Appendix C:
Campus Pride 2010 State of Higher Education for LGBT People

2010 STATE OF HIGHER EDUCATION

for Lesbian, Gay, Bisexual & Transgender People



CAMPUS PRIDE

2010 National College Climate Survey

National Study by the Q Research Institute for Higher Education



2010

STATE OF HIGHER EDUCATION

for Lesbian, Gay, Bisexual & Transgender People

Written by

Susan (Sue) Rankin

Genevieve Weber

Warren Blumenfeld

Somjen Frazer



**2010 State of Higher Education
For Lesbian, Gay, Bisexual
& Transgender People**

Susan (Sue) Rankin

Genevieve Weber

Warren Blumenfeld

Somjen Frazer

ISBN: 978-0-9830176-0-8

Library of Congress Control Number

Copyright © 2010 Campus Pride

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopied, recorded, or otherwise, without the prior written approval of the publisher.

Campus Pride

Post Office Box 240473

Charlotte, NC 28224

www.campuspride.org

Telephone: 704-277-6710

Facsimile: 704-553-1639

Printed in the United States of America.

Table of Contents

Foreword	p. 1
by Dr. George D. Kuh, Chancellor's Professor Emeritus at Indiana University and Director of the National Institute for Learning Outcomes Assessment	
The State of Higher Education	p. 5
Letter from Shane L. Windmeyer, Executive Director/Founder, Campus Pride	
Executive Summary	p. 8
Participants.....	8
Experiences with Campus Climate.....	9
Perceptions of Campus Climate	11
Individual and Institutional Responses to Campus Climate	14
Potential Best Practices.....	15
The Relevance of Campus Climate for LGBTQ People: Seeing through a Lavender Lens	p. 20
Providing a Context Through a Review of the Literature	p. 25
What is Campus Climate?	25
Effects of Campus Climate on Personal, Educational and Professional Success	27
Campus Climate: Focusing on Racial Identity & Gender Identity	28
Campus Climate: Focusing on Sexual Identity	30
Campus Climate: Outside the Gender Binary	33
The Impact of a Negative Campus Climate.....	33
The Influence of Campus Climate on Sexual Identity Development	34
The Influence of Campus Climate on LGBT Student Development	34
The Influence of Campus Climate on LGBT Employee Satisfaction	35
Summary of Project Methods	p. 38
Purpose of Project	38
Conceptual Framework	39
Survey Instrument.....	39
Sampling Procedure	41
Limitations	42
Data Analysis	42

The Results: Selected Demographics of Participants	p. 45
Troubling Terminology: Sexual Identity, Gender Identity, Gender Expression	45
Other Selected Characteristics of the Respondents.....	50
Campus Position.....	50
Racial Identity	52
Disclosure.....	53
 The Results: The Experiences of Students, Faculty & Staff	 p. 55
Summary of Findings	55
Sexual Identity: The Experiences of LGBQ Respondents.....	56
The Voices of Respondents	61
Gender Identity: The Experiences of Transmasculine, Transfeminine & Gender Non-Conforming Respondents....	61
The Voices of Respondents	66
Racial Identity: The Experience of Respondents of Color	66
The Voices of Respondents	72
Institutional Position: The Experiences of Students, Faculty & Staff.....	73
The Voices of Respondents	76
 The Results: The Perceptions of Campus Climate by Students, Facult, & Staff	 p. 81
Summary of Findings	82
Sexual Identity: The Perceptions of LGBQ Respondents	84
Comfort Level with Classroom and Workplace Climate	84
The Voices of Respondents	89
Gender Identity: The Perceptions of Transmasculine, Transfeminine & Gender Non-Conforming Respondents	90
Comfort Level with Classroom and Workplace Climate	90
The Voices of Respondents	94
Racial Identity: The Perceptions of Respondents of Color	95
Comfort Level with Classroom and Workplace Climate	95
The Voices of Respondents	104
Institutional Position: The Perceptions of Students, Faculty & Staff.....	105
Comfort Level with Classroom and Workplace Climate	105
The Voices of Respondents	109
 The Results: Individual and Institutional Responses to Campus Climate	 p. 116
Summary of Findings	116
Individual Responses.....	118
Response Behaviors by LGBQ Respondents	118
Response Behaviors by Transmasculine, Transfeminine & Gender Non-Conforming Respondents	122
Response Behaviors by Respondents of Color.....	124
The Voices of Respondents	125
Response Behaviors by Position.....	127
The Voices of Respondents	138

Institutional Responses	141
Institutional Actions by LGBTQ Respondents	141
The Voices of Respondents	145
Institutional Actions by Transmasculine, Transfeminine & Gender Non-Conforming Respondents	146
Institutional Actions by Respondents of Color	147
Institutional Actions by Position	148
Institutional Responses: Curricular Actions	153
Curricular Actions: LGBTQ Respondents	153
Curricular Actions: Transmasculine, Transfeminine & Gender Non-Conforming Respondents	157
Beyond the Rainbow: Creating Campus Communities of Difference.....	p. 166
Creating a Community of Difference	167
Potential Best Practices: The Power of Language	168
Develop Inclusive Policies	169
Demonstrate Institutional Commitment	170
Integrate LGBTQ Issues & Concerns in Curricular & Co-Curricular Education.....	171
Respond to LGBTQ Bias Incidents	172
Considerations for On-Campus Housing	172
Offer Comprehensive Counseling & Healthcare	173
Improve Access & Retention Efforts	174
References	p. 175
Acknowledgments	p. 187
About Campus Pride.....	p. 188
About QRIE	p. 190
About QRIE Research Team	p. 192
About QRIE Coalition Partners & Funders	p. 193

Foreword

by
George D. Kuh

In the midst of writing this, The Chronicle of Higher Education released its 2010 annual report of “Great Colleges to Work For.” It’s not known how many of those responding to the survey who self-identified as LGBT were from the institutions that made the cut. Perhaps at Great Colleges, LGBT people feel as safe and secure and satisfied as their straight colleagues. But as the uniformly disappointing results from Campus Pride’s *2010 State of Higher Education for LGBT People* report plainly show, this is not the case across campuses. While circumstances have improved somewhat over the past two decades for the LGBT community, there is still a long way to go to even the playing field for all students, faculty, and staff members, their sexual identity and gender identity notwithstanding. Every educator committed to creating optimal conditions for learning and personal development should find disconcerting the findings from this report for several reasons.

First, Maslow’s (1943) well-known and widely-cited needs hierarchy emphasizes the importance of meeting basic human needs that are theorized to be essential to growth, development, and overall well being. While some have questioned the validity of the hierarchical ordering of human needs, few dispute that feeling safe, being affirmed, and being comfortable with one’s self are linked with a high level of personal or professional performance. The data about harassment in this report suggest that LGBT people differ in undesirable ways from others on a college campus in terms of their well-being.

Second, one of the cornerstones of student development theory is that growth, development, and learning are mediated by challenge and support (Chickering, 1969; Evans, 2003; Sanford, 1962). That is, realizing one’s potential almost always requires contending with novel situations and tasks that demand experimenting with and expanding one’s behavioral repertoire in order to accomplish more complex, difficult tasks. Ideally, teachers, student support staff, and others are available to offer support and guidance for how to successfully manage the challenges. But if the nature of a challenge is too great with too little support forthcoming, development may be stunted or slowed, which can lead to frustration and disappointment in oneself, dissatisfaction with the setting, and ultimately departure for another more congenial situation. The responses of many LGBT students, staff, and faculty summarized in this report indicate that they find the environments in which they study and work to be personally challenging and perceive a lack of support from many of those around them.

Finally, while the research about student development and college impact yields few unequivocal conclusions, one that is difficult to dispute is that the campus environment matters to a host of desired outcomes of college (Astin, 1993; Kuh et al., 2005; Pascarella & Terenzini, 2005). Much of this research is based on perceptual data; that is, students and faculty or staff are asked how they feel or view certain aspects of their living, learning, and working circumstances. For example, how students perceive their campus environment is linked with student engagement in a number of educationally purposeful activities (Carini, Kuh, & Klein, 2006; Kuh, 2001a, 2001b, 2003).

The aforementioned Chronicle of Higher Education “Great Colleges to Work For” survey is predicated on a similar proposition pertaining to faculty. In this context, it is particularly troubling that this report shows that LGBT students as well as faculty and staff were much more likely than their counterparts to consider leaving their institution because of experiencing or fearing physical and psychological harassment, discrimination, and violence related to their sexual identity.

Given these conditions, it is a wonder that so many LGBT students and employees persevere and – according to some other evidence – survive and appear to thrive on college campuses.

Bob Gonyea and John Moore (2007) provide some instructive insights about the experiences of LGBT students by summarizing the findings from a version of the 2006 National Survey of Student Engagement. Their study draws on information provided by 14,629 randomly sampled first-year (51%) and senior students (49%) from 31 four-year colleges and universities in the United States. Two-thirds of respondents were women and 93% were full-time students. Students who identified as GLBT numbered 839, or about 6% of all respondents approximately equally divided between first-year and senior students. Added to the core NSSE questionnaire were three items that asked students to self-report their sexual orientation, how open they are about their sexual orientation, and whether or not they are transgender. Forty-nine percent of the GLBT students indicated they were “more out” and 51% were “less out.”

As with most other studies of student engagement and college impact, after controlling for student and institutional characteristics, the results of the effect of GLBT status on student engagement were somewhat mixed. For example:

- GLBT students did not differ from their ‘straight’ or ‘more out’ peers in the degree of academic challenge they reported.
- The “more out” GLBT students reported more active and collaborative learning than their “straight” and “less out” peers;
- Whether “more out” or “less out,” GLBT students had more contact with their faculty members than their straight peers;
- GLBT students who were ‘more out’ were more likely to engage in what NSSE calls enriching educational experiences – experiencing diversity, studying foreign languages, studying abroad, working with faculty on research and so forth.
- Consistent with the overall findings from this 2010 Campus Pride survey, all GLBT students rated their campus environment less positively than did “straight” students. At the same time, the average “less out” GLBT students perceived the campus environment to be less supportive compared with their “more out” GLBT and “straight” counterparts.

Last Words

The all-too-thin knowledge base about GLBT students, staff, and faculty consistently describes worrisome, unacceptable differences between how they and their straight peers experience the college campus (Rankin, 2003; Sherill & Hardesty, 1994). With this sobering report, Rankin, Weber, Blumenfeld and Frazer have done American higher

education a great service by empirically demonstrating where and how we still are falling short in providing affirming, supportive learning and working environments for populations of students and faculty that have historically been disadvantaged and suffer from century old biases. The NSSE data suggest that while some GLBT students apparently are able to compensate and overcome what are on average inhospitable circumstances, those who are less open about their sexual identity continue to struggle in environments that they perceive to be unsupportive of their social and non-academic needs.

Let Campus Pride's *2010 State of Higher Education for LGBT People* report be a clarion call to re-double efforts to create the conditions whereby all students and faculty – no matter their sexual identity, gender identity or other defining human characteristic – can flourish on college campuses.

George D. Kuh is Chancellor's Professor Emeritus at Indiana University and director of the National Institute for Learning Outcomes Assessment co-located at Indiana University Bloomington and the University of Illinois at Urbana-Champaign.



The State of Higher Education

Letter from

Shane L. Windmeyer

Executive Director/Founder, Campus Pride

“Professors have pathologized my experiences as a member of the LGBT community by claiming that participating in activism within the LGBT community is indicative of mental illness,” a student told us.

Another said their campus had recently been subject to multiple attacks against the LGBTQQ (Lesbian, Gay, Bisexual, Transgender, Questioning, & Queer) community. “My safety is a serious concern for me,” he wrote.

For women, students of color and those who present outside of stereotypical and so-called traditional gender roles and expectations, anti-LGBTQQ hostility - as well as racism and other prejudices - are felt with double power. One student was called a “tranny freak” and physically assaulted in public while on campus, yet university officials there were “less than responsive,” the student said.

Another reported: “A distinguished professor made demeaning comments about women and people of color, and I didn't think anything would get done if I reported it.”

At an off-campus work-study program, one student was fired and refused pay for work completed all because “my supervisor thought that 'Latinos steal things' and didn't like Native Americans,” they said. What did university officials do? “The school said I 'caused' the problem, and wouldn't help me.”

The words you read are neither fairy tale nor exaggeration. For many students - indeed, for the students whose voices are represented above - it is reality, everyday life on many U.S. college and university campuses. It is a reality often shared by the LGBT faculty and staff.

“I had students who wrote derogatory things on my evaluations and made reference to my sexual orientation,” one faculty person said. “The chair pretty much ignored it.”

Another noted: “My department included me as long as I never mentioned my life or my partner. As soon as I did (like everyone else), people shut down, walked away, became uncomfortable.”

It is said that we learn the best when we are able to open up and truly listen to others. Through the stories, voices and experiences of others, we find truth - the kind of truth that exposes raw, uncensored emotion and reality. In return, others learn when we do the same. Creating safe, welcoming places for students to learn and for faculty and staff to professionally succeed is the purpose of a college or university.

Campus Pride's *2010 State of Higher Education for LGBT People* does just that - by giving “voice” to LGBT students, faculty and staff experiences, we can for the first time listen and learn the *truth* from the real experiences in this report. The research conveyed may assist and support colleges and universities in becoming safer, more welcoming and supportive environments for LGBTQQ faculty, staff and students.

Colleges and universities have made significant strides over the last decade in creating a welcoming, safe learning environment to address LGBTQ issues and concerns. Campus Pride applauds these efforts and this report shares potential best practices and recommendations to further progress. But what does the research tell us - what is the true *State of Higher Education* for LGBTQQ people today?

What you hold in your hand now is a first- and one-of-its-kind achievement - a landmark research study years overdue. The results are sobering and real - and mandate that action be taken nationally by students, faculty, staff, administrators and elected officials to address LGBTQQ issues in higher education. Key findings of the report indicate that the overwhelming majority of LGBTQQ students, of every race, color and ethnicity, report harassment, isolation and fear on campus. Transmasculine, transfeminine and gender non-conforming students are the most likely to experience overt and blatant oppression and hostility.

Colleges and universities are failing to provide LGBTQQ people with an environment that research suggests is necessary for learning and scholarship: Less than seven percent of accredited U.S. institutions of higher education offer institutional support; thirteen percent include sexual identity policy protections; and six percent include gender identity and expression policy protections. While the availability of LGBTQQ services and programs have improved, far fewer institutions offer them - safe space/ally programming, LGBTQQ faculty advisors and staff positions and LGBTQQ student centers or facilities.

Campus Pride's national report provides a glimpse into the real *State of Higher Education* for LGBTQQ students, faculty and staff. Most telling is the research indicating that LGBTQQ students are more likely to have seriously considered leaving their college or university. While the likelihood of leaving for all students, regardless of sexual identity, decreased with each year of study, the differences between LGBTQQ and heterosexual students widened, with LGBTQQ students considering leaving more often.

For years, college administrators and other officials have been paralyzed by a combination of invisibility and a lack of credible data to address LGBTQQ concerns. The *2010 State of Higher Education for LGBT People* is a wake up call - a **loud** reminder that we still have work to do. It is a chance for higher education to take responsibility for creating a welcoming, safe learning environment for everyone, regardless of sexual identity, gender identity or gender expression.

With this report, and the recommendations contained herein, we can begin taking action to mobilize and address the needs of LGBTQQ people in higher education. We can foster safe and supportive educational environments for those to whom we have entrusted the future of our communities, nation and world.



Shane L. Windmeyer,
Executive Director/Founder
Campus Pride
September 2010



2010
**STATE OF
HIGHER EDUCATION**
for Lesbian, Gay, Bisexual & Transgender People

Executive Summary

Although the settings of college campuses have improved for lesbian, gay, bisexual and transgender (LGBT) students, faculty and staff over the years, practically all research studies examining the perceptions and experiences of LGBT campus community members underscore negative experiences from subtle to extreme forms of discrimination. Multiple campus climate studies have been conducted but most occurred with only a single institution, a small number of campuses, a small group of individuals on a number of campuses, or a larger pool of respondents. Our report, *The State of Higher Education for LGBT People*, is the most comprehensive national research study of its kind to date. It documents experiences of over 5,000 students, faculty members, staff members, and administrators who identify as LGBTQQ¹ (Lesbian, Gay, Bisexual, Transgender, Questioning, & Queer) at colleges and universities across the United States.

We explored how LGBTQQ people experience campus climate, we reviewed their perceptions of campus climate, and we presented behavioral (personal) and institutional (campus) responses to LGBTQQ issues and concerns. In order to capture the complexity of campus climate, we paid particular attention to the intersections of racial identity and sexual identity, the intersections of racial identity and gender identity, and how such intersections impacted the experiences and perceptions of those who encounter multiple forms of oppressions. We also considered institutional position to examine any differences in the experiences of students, faculty members, and staff members, and again reviewed these differences as they intersect with sexual identity, gender identity, and racial identity. Recommendations and findings from this national study provide the means for campus advocates, program planners, and policy makers to implement strategic initiatives that address the needs and concerns of their LGBTQQ students and employees. Comparisons to a smaller-scale study conducted by Rankin (2003) were made within the document to identify if and how aspects of the campus climate have changed over the last decade.

Participants

Since we greatly value and desire to understand the true current identities of our respondents, as opposed to placing them into socially-constructed, fixed categories of sexual identity, gender identity, and racial identity, we applied Renn's (2010) queer theoretical approach to our demographic analysis. To this end, our research team created identity categories that we hope accurately reflects the voices and experiences of our respondents. Below we include a shortened summary of these categories, but we strongly encourage you to read the methods section of this monograph for a detailed explanation of the process of defining identities or what we refer to as “troubling terminology.”

In spring 2009, 5,149 surveys were returned by students, staff members, faculty members, and administrators representing all 50 states and all Carnegie Basic Classifications of Institutions of Higher Education. Thirty-eight percent of

¹ We use LGBTQQ throughout the narrative recognizing that “LGBTQQ” does not represent the fluid spectrum of sexual and gender identities offered by the respondents or used in our community. We use it as a means of simplifying the narrative.

respondents indicated their gender identity as man, 48 percent as woman, 3 percent as transmasculine, 2 percent as transfeminine, and 8 percent as “other.” Responses for gender expression were split between masculine (42%) and feminine (44%), while 14 percent indicated “other.” With regard to sexual identity, one third (33%) of respondents indicated gay or similar, 20 percent lesbian or similar, 12 percent bisexual, not lesbian, gay or queer, 16 percent queer, 16 percent heterosexual, and two percent asexual. Undergraduate students (46%, n = 2384) were the largest cohort responding to the survey, and substantial numbers of graduate students (17%, n = 863), faculty members (10%, n = 498), staff members (21%, n = 1071) and administrators (7%, n = 333) also participated in the project.

Diversity in terms of racial identity was also represented in our sample. Although the majority of respondents chose White (n = 4194) as part of their identity, 1335 respondents chose a “People of Color” category as part of their identity. Specific racial identification included: White (77%), Multiracial (8%), Latino(a)/Hispanic (5%), Asian/Pacific Islander/Asian American (5%), Black/African American/African/Caribbean (4%), Middle Eastern (1%), and American Indian/Alaska Native/Native American (1%).

The majority of respondents (approximately 75%) reported that they were “out” to their friends in terms of their sexual identity. Undergraduate students were least likely to be “out” to their nuclear family (46% as compared to 70% of graduate students/employees). Respondents indicated that they were least likely to be “out” to their extended families. Eighty-seven percent of faculty respondents, 88 percent of staff respondents, and 92 percent of administrators indicated they were “out” professionally to their colleagues.

The vast majority of participants identified as U.S.-born citizens (95%). Nine percent reported the presence of a disability that substantially limited a major life activity. Among those respondents, 57 percent indicated a psychological disability, 33 percent indicated a physical disability, and 32 percent indicated a learning disability. With regard to religiosity/spirituality, 42 percent identified as “other than Christian” and 31 percent as having “no affiliation.”

Experiences with Campus Climate

Experiences with Conduct that Interfered with the Ability to Live, Work and/or Learn²

Previous research suggests that LGBT individuals often face a chilly campus climate (Dolan, 1998; Noack, 2004; Rankin, 2001, 2003, 2009). Most of these studies underscore LGBT individuals as the least accepted group when compared with other under-served populations and, consequently, more likely to indicate deleterious experiences and less than welcoming campus climates based on sexual identity. Our findings not only support the aforementioned findings, but they also add further detail to our understanding of how LGBTQQ students, faculty members, and staff members experience the campus climate.

² Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose” (<http://www.eeoc.gov/laws/vii.html>). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

❗ CHALLENGE: LGBQ respondents experienced significantly greater harassment and discrimination than their heterosexual allies and were more likely to indicate the harassment was based on sexual identity.

- LGBQ respondents (23%) were significantly more likely to experience harassment when compared with their heterosexual counterparts (12%) and were seven times more likely to indicate the harassment was based on their sexual identity (83%, 12%, respectively). Additional analyses indicated that those who identified as queer (33%) were significantly more likely to experience harassment than other sexual minority identities.
- LGBQ respondents were twice as likely to be targets of derogatory remarks (61%), stared at (37%), and singled out as “resident authority” regarding LGBT issues due to their identity (36%) when compared with their heterosexual counterparts (29%, 17%, and 18%, respectively).
- Respondents who identified as gay or similar were most often targets of derogatory remarks (66%), while lesbians or similar were most likely ignored deliberately or excluded (53%). Queer respondents were most often stared at (44%) or singled out as resident authority due to their identity (45%).

Clearly, harassment and discrimination continue to be concerns for many people who do not conform to the socially-constructed and enforced gender binary (i.e., man or woman). Despite the growing number of states, municipalities, colleges, and corporations that have added “gender identity/expression” to their nondiscrimination laws and policies (Human Rights Campaign, 2010; National Gay and Lesbian Task Force, 2010; Transgender Law and Policy Institute, 2010a), more than one-fourth of the respondents in a recent project indicated they had experienced harassment in the past year, and 19 percent of respondents have sometimes or often been denied employment or advancement because of their gender identity/expression. Many other participants sometimes or often concealed their gender identity in an attempt to avoid mistreatment (Beemyn & Rankin, in press 2011). In our study, respondents who identified as transmasculine, transfeminine, and gender non-conforming experienced harassment and discrimination at higher rates than those who identified as man or woman.

❗ CHALLENGE: Respondents who identified as transmasculine, transfeminine, and gender non-conforming (GNC) experienced higher rates of harassment than men and women and were more likely to indicate gender identity as the basis.

- Thirty-nine percent of transmasculine respondents, 38 percent of transfeminine respondents, and 31 percent of gender non-conforming (GNC) respondents reported experiencing harassment compared with 20 percent of men and 19 percent of women.
- Men were significantly less likely to indicate the harassment was based on gender identity (12%) compared with 62 percent of transfeminine respondents, 57 percent of transmasculine respondents, 38 percent of GNC respondents, and 34 percent of women.
- A significant number of transmasculine respondents (87%) and transfeminine respondents (82%) indicated their gender expression was the basis for harassment compared to 20 percent of men and 24 percent of women.
- Respondents who identified as transfeminine were most likely to feel deliberately ignored or excluded (69%) and isolated or left out (62%), while respondents who identified as transmasculine were most likely to be stared at (59%) or singled out as resident authority due to their identity (54%).

The extant literature finds that Students of Color report lower levels of satisfaction with racial climates and perceive differential treatment on the basis of race more frequently than White students (see, e.g., Harper & Hurtado, 2008). Similar experiences for Faculty of Color are reported in the literature (see, e.g., Hurtado, Griffin, Arellano & Cuellar 2008).

Furthermore, the development of racial identity can impact the development of other identities such as sexual identity and gender identity, therefore causing challenges for “multiple-identity minority students” (Poynter & Washington, 2005, p. 45). Given the range of experiences for People of Color, particularly for those who also identify as LGBTQ, we reviewed the differences in experience for LGBTQ Respondents of Color and LGBTQ White Respondents as well as Transmasculine, Transfeminine, and GNC Respondents of Color.

❗ CHALLENGE: Multiple minoritized identities (e.g., racial identity and sexual identity; racial identity and gender identity) lead to encounters of multiple forms of oppression.

- Respondents of Color (20%) were 10 times more likely to indicate racial profiling as a form of harassment when compared with White Respondents (2%).
- LGBTQ Respondents of Color were more likely than their LGBTQ White counterparts to indicate race as the basis for harassment. Sexual identity, however, was the primary risk factor for harassment for both groups.
- Transmasculine, Transfeminine, and GNC Respondents of Color were more likely than Men and Women of Color to experience harassment

Students, faculty members, and staff members of every identity category are all impacted by a negative campus climate (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Silverschanz, et al., 2007). For students, academic performance, educational outcomes, social adjustment, and interpersonal skill development are negatively influenced by a less than welcoming campus climate; for faculty members and staff members, personal and professional development and subsequent retention and productivity are negatively influenced by a non-affirming campus climate.

❗ CHALLENGE: The results of this study supported these findings. In particular, the analyses indicate that students are at the highest risk for experiencing conduct that interferes with their ability to live and learn on campus.

- LGBTQ students experienced higher rates of harassment and more often attributed that harassment to sexual identity when compared to LGBTQ faculty and LGBTQ staff respondents.
- LGBTQ faculty respondents were most likely to attribute the harassment to gender identity.

Perceptions of Campus Climate

Comfort Level with Overall Campus Climate, Department/Work Unit Climate and Classroom Climate

Perceptions with campus climate are often tied to experiences of campus climate; therefore, much of the literature discussed in the previous section also found perceptions of negative campus climates for LGBT students, faculty members, and staff members. Perceptions of campus climate can have important implications on personal, emotional, academic, and professional development. LGBT students are impacted in the areas of university Greek systems, student athletic programs, student religious groups (Rankin, 2007; Wolf-Wendel, Toma, & Morphew, 2001), and academic achievement (Hurtado & Ponjuan, 2005). LGBT faculty members who assess campus climate more positively are correspondingly more likely to feel personally supported and to identify their work site as more supportive of personnel decisions than those who view the climate more negatively (Sears, 2002).

❗ CHALLENGE: LGBQ respondents have more negative perceptions of campus climate than their heterosexual counterparts.

- LGBQ respondents (70%, 76%, 64%) were significantly less likely than their allies to feel very comfortable or comfortable with the overall campus climate, their department/work unit climate, and classroom climate than their heterosexual counterparts (78%, 85%, 76%).
- Among LGBQ respondents, queer respondents (63%) were least likely to feel very comfortable or comfortable with their overall campus climate; both bisexual (71%) and queer respondents (71%) were least likely to feel very comfortable or comfortable in their department/work unit climate; and lesbians or similar (59%) and queer (59%) respondents were least likely to feel very comfortable or comfortable in their classroom climate.
- LGBQ respondents (55%) were significantly more likely to perceive or observe harassment when compared with heterosexual respondents (47%) and also more likely to indicate the perceived harassment was based on sexual identity (78%, 65%, respectively).
- Among LGBQ respondents, those who identified as queer (70%) were significantly more likely to observe harassment than respondents who identified as gay or similar, lesbian or similar, or bisexual.
- LGBQ respondents were more likely to observe others being the targets of derogatory comments (77%), being stared at (41%), deliberately ignored or excluded (38%), and intimidated or bullied (30%). LGBQ respondents were twice as likely as heterosexual respondents to report they perceived physical violence in their campus environment (10%, 5%, respectively).
- Queer respondents were more likely to observe others staring, someone being deliberately ignored or excluded, and racial/ethnic profiling than other sexual minority identities.

While a minority of respondents perceived a relatively positive climate for gender variant members of the campus community, an emerging theme within the study revealed the perception that, while heterosexism may at times surface in some subtle ways on campus, transgender oppression is often manifested in overt and blatant ways. Transgender oppression was indicated throughout the quantitative data as well as the qualitative data where commentary was provided.

❗ CHALLENGE: Respondents who identified as transmasculine, transfeminine, and GNC have more negative perceptions of campus climate when compared with those who identify within the gender binary (i.e., men and women).

- Transmasculine, transfeminine, and GNC respondents were significantly less likely than their men and women counterparts to feel very comfortable or comfortable with the overall campus climate, department/work unit climate, and classroom climate.
- Respondents who identified as transmasculine were least likely to feel very comfortable or comfortable with their overall campus climate (56%), department/work unit (61%), and classroom climate (45%).
- There were significant differences in the rates of observations of harassment between respondents who identified within a gender binary and those who did not. Approximately two-thirds of transmasculine respondents (67%), GNC respondents (67%), and transfeminine respondents (63%) observed harassment, compared with 52 percent of women and 50 percent of men.
- Transfeminine and transmasculine respondents were significantly more likely to attribute the observed harassment to gender identity and gender expression when compared with other gender identity groups.
- Transmasculine (53%) and transfeminine (52%) respondents were both most likely to observe others staring, while transfeminine respondents (51%) were most likely to observe someone being deliberately ignored or excluded.

- Transmasculine (36%) and GNC (36%) respondents were equally likely to observe racial/ethnic profiling.
- GNC respondents (38%) were most likely to observe someone being intimidate or bullied.

Rankin (2003) found that more LGBT People of Color (32%) reported being the victims of harassment on campus due to their sexual orientation/gender identity as compared to their LGBT White counterparts. Among the individuals surveyed in the Beemyn and Rankin (in press 2011) study, a significantly larger percentage of transgender people of color (33%) reported experiencing harassment because of their gender identity/expression than did transgender White people (27%). These findings suggest that the intersection of racism, heterosexism, and transgender oppression may increase bias crimes against LGBT People of Color. The findings from our study partially support this proposition.

CHALLENGE: The intersection of multiple cultural and social identities increases the risk for negative perceptions of campus climate.

- ❗ Respondents of Color were slightly less likely to feel very comfortable or comfortable with their department/work unit climate (75%) and classroom climate (62%) than their White counterparts (78%, 66%, respectively).
- Differences in comfort levels for LGBQ Respondents of Color and LGBQ White respondents emerged when both racial identity and sexual identity were considered.
- LGBQ Respondents of Color were significantly less likely than LGBQ White respondents to feel very comfortable or comfortable in their classes (60%, 65%, respectively).
- Although not statistically significant, LGBQ Respondents of Color were also less likely than their LGBQ White counterparts to feel very comfortable or comfortable with the climate in their department/work unit (74%, 77%, respectively).
- Transmasculine Respondents of Color (63%) and Transfeminine Respondents of Color (70%) were significantly more likely to feel very comfortable or comfortable with the overall campus climate than their White Transmasculine (54%) and White Transfeminine (59%) counterparts.
- Transmasculine Respondents of Color were significantly more likely to feel very comfortable or comfortable with their classroom climate when compared with White Transmasculine respondents
- White Respondents (54%) were significantly more likely than Respondents of Color (51%) to perceive harassment.
- Respondents of Color were more likely to attribute the perceived harassment to racial identity. Sexual identity, however, was indicated as the primary basis for observed harassment for both Respondents of Color (75%) and White Respondents (76%).
- LGBQ Respondents of Color (44%) were significantly more likely than LGBQ White Respondents (52%) to observe harassment.
- Transmasculine (65%), Transfeminine (68%), and GNC (65%) Respondents of Color were significantly more likely than Men (45%) and Women (50%) of Color to perceive harassment and more than twice as likely to attribute that perceived harassment to gender identity.
- Respondents of Color were more likely than White Respondents to indicate racial profiling (37%, 29%, respectively) as the form for the perceived harassment, while White Respondents were more likely to indicate intimidation or bullying (24%, 31%, respectively).

Several research studies underscore the importance of the perception of non-discriminatory environments in achieving positive educational outcomes for students (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Whitt et al., 2001). Settles et al. (2006) propose that the personal and professional development of employees is impacted by campus climate, yet there is very limited research that examines perceptions with campus climate for LGBQ students, faculty members, and staff members. As such, perceptions with campus climate by institutional position (students, faculty members, and staff members) for LGBQ respondents were examined in this research study. We also report differences in perceptions for students, faculty members, and staff members by racial identity and gender identity when statistical differences were found.

❗ CHALLENGE: LGBQ faculty members had more negative perceptions of campus climate than their LGBQ student and staff counterparts.

- LGBQ faculty respondents (60%) were significantly less likely than LGBQ student respondents (70%) and LGBQ staff respondents (73%) to feel very comfortable or comfortable with the overall campus climate.
- LGBQ faculty respondents (76%) were significantly less likely than LGBQ staff respondents (83%) to feel very comfortable or comfortable with their department/work unit climate.
- LGBQ faculty respondents (60%) were significantly more likely than LGBQ student (54%) and staff (54%) respondents to observe harassment.
- LGBQ faculty respondents and students were most likely to indicate sexual identity as the basis for the perceived harassment.
- LGBQ student respondents were more likely than LGBQ faculty and LGBQ staff respondents to indicate derogatory remarks, stares, and racial/ethnic profiling as the form of perceived harassment.

Individual and Institutional Responses to Campus Climate

This study analyzed respondents' individual responses to the campus climate via their personal experiences and perceptions as well as their understanding of their institution's response to challenging campus climates. Individual responses include behaviors such as seriously considered leaving the institution or staying away from areas on campus where LGBTQ people congregate for fear of being labeled. Institutional responses include behaviors such as departmental curriculum representing the contributions of LGBTQ people and the ways the University/College responds to issues of LGBTQ harassment, concerns, and issues. This examination of individual and institutional responses provided us with a glimpse into the influence of campus climate on LGBTQ respondents and validated the need for recommendations that improve the campus climate for individuals who identify as LGBQ, transmasculine, transfeminine, and gender non-conforming and who have been identified as most at-risk (Bilodeau & Renn, 2005; Rankin, 2003).

❗ CHALLENGE: LGBQ, transmasculine, transfeminine, and GNC respondents were most likely to demonstrate individual behaviors that were responses to a negative campus climate.

- LGBQ respondents more often seriously considered leaving their institution, avoided LGBTQ areas of campus, feared for their physical safety due to sexual identity, and avoided disclosure of sexual identity due to intimidation and fear of negative consequences.
- LGBQ faculty respondents were more likely than LGBQ students and staff respondents to have seriously considered leaving their institution.

- LGBQ students were more likely to have seriously considered leaving their institution. The likelihood of leaving for all students, regardless of sexual identity, decreased with each year of study, but the differences between LGBQ and heterosexual students widened, with LGBQ students considering leaving more often.
- Respondents who identified as transmasculine, transfeminine, and GNC were more likely to seriously consider leaving their institution, avoid LGBTQQ areas of campus, fear for their physical safety due to gender identity, and avoid disclosure of gender identity due to intimidation and fear of negative consequences.

❗ CHALLENGE: LGBQ, transmasculine, transfeminine, and GNC respondents were most likely to disagree with their institution's response through its policies, procedures, programs and curriculum.

- LGBQ, transmasculine, transfeminine, and GNC respondents were less likely to agree that the University/ College provides adequate resources on LGBTQQ issues and concerns, positively responds to incidents of LGBTQQ harassment, provides adequate support to LGBTQQ employees and their partners, and provides adequate resources on LGBTQQ issues and concerns.
- LGBQ faculty and staff respondents as well as faculty and staff respondents who did not identify with socially-constructed gender binaries more often experienced discriminatory employment practices.
- LGBQ students and faculty respondents were less likely to agree that their general education requirements and departmental curriculum represent the contributions of people who are LGBT.

Potential Best Practices³

From the findings in our project and based on the literature suggesting that campus climate influences student and employee success, we developed the following potential best practices for creating positive climates for LGBTQQ people. We posit that LGBTQQ students who experience positive campus climates have more positive educational experiences and experience healthy identity development. Further, we contend that LGBTQQ faculty members and staff members who experience positive campus climates are more productive and experience positive work environments. Given these positive experiences, students and employees are more likely to persist and flourish at their institution.

In the demographic section of the monograph we discuss the power of language in the LGBTQQ community and, therefore, encourage the use of language that extends beyond the binaries in all of the recommended potential best practices. As reflected in the results, many participants did not fit the socially-constructed definitions of gender identity, sexual identity, and gender expression. Their comments suggested they are either pathologized or forced to develop a “different” sense of identity. In shaping our outlook, language instills and reinforces cultural values, thereby helping to maintain social hierarchies. While definitions facilitate discussion and the sharing of information, terminology remains subject to both cultural contexts and individual interpretation. As a result, the terminology that people use to describe themselves and their communities is often not universally accepted by everyone within these communities. Therefore, our overall recommendation is that we value the voices of those within our campus communities and use language that reflects their unique experiences.

³ Many of the potential best practices reflect those offered in Blumenfeld (1993), Rankin (2003), and Windmeyer, Rankin, & Beemyn (2009; <http://www.campusclimateindex.org>) and are supported by the findings of this project. Further, an excellent resource for many of the recommended programs is available on the LGBTQQ Architect at <http://architect.lgbtcampus.org/>

The potential best practices that we suggest fall under the following broad categories and are presented more fully in the last section of the monograph.

Develop Inclusive Policies

Policies that explicitly welcome LGBTQQ employees and students powerfully express the commitment of a college or university in building a community of difference. Individuals will be more likely to be open about their sexual identity or gender identity knowing that the institution is supportive. When individuals do not have to expend energy hiding aspects of their identity, they, in turn, tend to be more satisfied and productive.

Demonstrate Institutional Commitment

Integrating LGBTQQ concerns into all aspects of the institution acknowledges the existence of LGBTQQ members of the community. Even the simplest steps, such as creating inclusive wording on documents, creates brave space in which LGBTQQ individuals are free to be themselves. Due to the high rate of harassment/discrimination experienced by people who do not fit the socially constructed categories of sexual identity, gender identity, and gender expression, procedures that directly respond to acts of intolerance are especially needed.

Integrate LGBTQQ Issues and Concerns in Curricular and Co-Curricular Education

As both LGBTQQ and non-LGBTQQ individuals are socialized into a homophobic and heterosexist society, campus community members need the space to question and examine unfounded attitudes and beliefs. Exposure to new ideas and sources of knowledge, along with a rich and dynamic dialogue concerning a range of issues, is precisely what the university/college should encourage in the campus community. Acknowledging the contributions of LGBTQQ individuals to all areas of scholarship, in addition to creating the space for gender/sexuality-specific studies, is important to the full integration of LGBTQQ concerns and experiences into the academic community. The omission of such topics from the academic realm dehistoricizes LGBTQQ experiences and paints a false picture of the world in which we live.

Respond Appropriately to Anti-LGBTQQ Incidents/Bias

As long as anti-LGBTQQ bias persists on campus, as evidenced in the results of this project, LGBTQQ individuals will need to feel safe and supported by their institutions when acts of anti-LGBTQQ intolerance occur. LGBTQQ people should be able to speak and act without fear of homophobic reprisal.

Create Brave Spaces for Student Dialogues in On-Campus Housing

In order to encourage greater understanding across differences and model such interactions for the larger campus community, brave spaces should be created for civil dialogue between LGBTQQ and non-LGBTQQ people. Much of this dialogue for students occurs in residence halls on campus. While we understand that many institutions do not offer on-campus residences, those who do may find the potential best practices useful.

Offer Comprehensive Counseling & Healthcare

The literature reviewed earlier in the monograph suggested that respondents who experienced both ambient and personal heterosexist harassment had the lowest overall well-being than respondents who experienced only ambient heterosexist harassment and those who did not experience any heterosexist harassment. Given that our results

indicate many LGBTQQ students and employees experience heterosexist climates, the need for counseling support is evident. Further, more students are coming “out” as transgender on college campuses across the country. Although this growing population has unique needs related to physical and mental health care, most colleges and universities offer little or no support for this population (Beemyn et al., 2005). We offer here recommended potential best practices for addressing the counseling and health care needs of LGBTQQ students, faculty members, and staff members.

Improve Recruitment & Retention Efforts

As critical members of the campus community, both students and employees, in turn, shape the campus climate. For example, a diverse student body and student groups that form around social identities facilitate inter- and intra-group relationships, which promote learning and the development of multicultural skills (Rankin & Reason, 2008). Interpersonal learning and multicultural skills continue to positively impact the lives of students beyond their collegiate experience. Furthermore, faculty scholarship that includes diverse perspectives, methodologies, and centers around issues of social justice and advocacy not only supports the mission of higher education, but also “sends an important message to students” about the importance of these constructs (Rankin & Reason, 2008, p. 266). As a result of these actions, students and faculty members effect change on personal, interpersonal, and institutional levels, thus impacting the campus climate.



2010
**STATE OF
HIGHER EDUCATION**
for Lesbian, Gay, Bisexual & Transgender People

What People are Saying...

"Let Campus Pride's 2010 *State of Higher Education for LGBT People* report be a clarion call to re-double efforts to create the conditions whereby all students and faculty - no matter their sexual identify or other defining human characteristic - can flourish on college campuses."

Dr. George D. Kuh, Chancellor's Professor Emeritus, Indiana University
& Director of the National Institute for Learning Outcomes Assessment,
Indiana University Bloomington & University of Illinois at Urbana-Champaign

"Finally. A comprehensive report on the state of LGBTQ students, faculty, staff and administrators that also includes recommendations for strategic assessment and program/policy development that will assist campuses in supporting the academic and developmental success of this student population. ACPA - College Student Educators International is proud to partner with Campus Pride to provide this historic publication for the higher education community."

Vernon A. Wall, Director of Educational Programs & Publications,
ACPA - College Student Educators International

"What Campus Pride's report really shows is the importance of students being honest about not only their identities, but about whether their schools are keeping them safe and creating an inclusive community. People being willing to tell their personal stories not only replaces abstract hate and bias with personal understanding, but also gives us useful statistics that should grasp the attention of college administrators across the country. The potential for violence and hurtful discrimination against sexual minorities is still too great, and institutions should use this report to make sure they are doing everything they can to reduce it."

Judy Shepard, Mother of Matthew Shepard,
Founder & Chairperson of Matthew Shepard Foundation




BELIEVE IN -- Campus Pride is the leading national nonprofit organization 501(c)(3) for student leaders and campus organizations working to create safer, more LGBT-friendly colleges and universities. It exists to give "voice and action" in building future LGBT and ally leaders.

\$24.95
Campus Pride
www.campuspride.org
Printed in the U.S.A.

Appendix D:
2013 Campus Pride Index ratings

[Campus Search](#)
[My Bookbag](#)




Shane L. Windmeyer
Best-Selling **Author & Public Speaker**

LGBT-FRIENDLY CAMPUS CLIMATE INDEX

National Listing of LGBT-Friendly Colleges & Universities






[Home](#)
[About Index](#)
[FAQs](#)
[Resources](#)
[Events](#)
[Partners](#)
[Contact Us](#)



Campus Search: Results

Your search is complete. More campus information is available by clicking on the name of the college/university. Users may also appropriate category along the header bar below. For a more detailed search by score, region, type of institution, locale and, or above to narrow your search criteria.

Sort by: [LGBT-Friendly Score](#) | [College/University](#) | [City / State](#) | [Size](#) | [Locale](#)

LGBT-Friendly Score	College / University	Type of Institution	Size	Loc
 4.5 of 5 Stars	Adler School of Professional Psychology Chicago, IL	Doctoral/Research University Master's College/University Private Institution Nonresidential Campus	1,186	Larg (Ove
 4.5 of 5 Stars	Agnes Scott College Decatur, GA	Baccalaureate College/University Private Institution Liberal Arts College Single Sex Religious Affiliation Residential Campus	850	Larg (Ove
 3.5 of 5 Stars	Alfred University Alfred, NY	Doctoral/Research University Master's College/University Public/State Institution Private Institution Liberal Arts College	2,300	Rura (less
 3 of 5 Stars	Allegheny College Meadville, PA	Liberal Arts College	2,000	Sma (25,1
 2 of 5 Stars	Alma College Alma, MI	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation	1,300	Very (5,0
 5 of 5 Stars	American University Washington, DC	Doctoral/Research University Private Institution Religious Affiliation	13,000	Larg (Ove

 5 of 5 Stars	<u>Amherst College</u> Amherst, MA	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,750	Small (10,000 or less)
 1.5 of 5 Stars	<u>Antioch University Midwest</u> Yellow Springs, OH	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Nonresidential Campus	720	Rural (less than 10,000)
 3.5 of 5 Stars	 <u>Antioch University Seattle</u> Seattle, WA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Nonresidential Campus Military Friendly	850	Large (Over 10,000)
 3.5 of 5 Stars	<u>Appalachian State University</u> Boone, NC	Master's College/University Public/State Institution	17,000	Small (10,000 or less)
 3 of 5 Stars	<u>Arcadia University</u> Glenside, PA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	4,027	Large (Over 10,000)
 4.5 of 5 Stars	<u>Arizona State University</u> Tempe, AZ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	55,017	Large (Over 10,000)
 4 of 5 Stars	<u>Augsburg College</u> Minneapolis, MN	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation	3,734	Large (Over 10,000)
 2.5 of 5 Stars	<u>Augustana College</u> Rock Island, IL	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	2,500	Small (25,000 or less)
 3 of 5 Stars	<u>Aurora University</u> Aurora, IL	Master's College/University Private Institution Residential Campus	4,000	Medium (10,000 or less)
 4 of 5 Stars	 <u>Babson College</u> Babson Park, MA	Master's College/University Baccalaureate College/University Private Institution Residential Campus	2,325	Small (25,000 or less)
 4 of 5 Stars	 <u>Baldwin-Wallace College</u> Berea, OH	Master's College/University Private Institution Liberal Arts College Religious Affiliation	4,500	Small (25,000 or less)
 3.5 of 5 Stars	<u>Ball State University</u> Muncie, IN	Doctoral/Research University	18,000	Small (25,000 or less)
 3.5 of 5 Stars	<u>Bard College at Simon's Rock</u> Great Barrington, MA	Baccalaureate College/University Private Institution Liberal Arts College	400	Rural (less than 10,000)

		Residential Campus Early College		
 3 of 5 Stars	<u>Baruch College</u> New York, NY	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Nonresidential Campus	17,063	Larg (Ove
 4 of 5 Stars	<u>Bates College</u> Lewiston, ME	Private Institution Liberal Arts College	1,769	Sma (25,
 4 of 5 Stars	<u>Benjamin Franklin Institute of Technology</u> Boston, MA	Private Institution Technical Institute Nonresidential Campus	500	Larg (Ove
 4 of 5 Stars	 <u>Binghamton University</u> Binghamton, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	15,000	Med (100
 2.5 of 5 Stars	<u>Bloomsburg University of Pennsylvania</u> Bloomsburg, PA	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	9,512	Sma (10,
 3 of 5 Stars	<u>Bloomsburg University of Pennsylvania</u> Bloomsburg, PA	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	10,091	Sma (10,
 3 of 5 Stars	<u>Boise State University</u> Boise, ID	Master's College/University	18,800	Med (100
 4.5 of 5 Stars	<u>Bowdoin College</u> Brunswick, ME	Private Institution Liberal Arts College Residential Campus	1,750	Sma (10,
 4.5 of 5 Stars	<u>Bowling Green State University</u> Bowling Green, OH	Doctoral/Research University	20,000	Sma (25,
 1.5 of 5 Stars	<u>Bradley University</u> Peoria, IL		5,000	
 4 of 5 Stars	<u>Brandeis University</u> Waltham, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	3,185	Sma (25,
 1.5 of 5 Stars	<u>Brevard College</u> Brevard, NC	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	650	Sma (10,
 4.5 of 5 Stars	 <u>Bridgewater State University</u> Bridgewater, MA	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	11,000	Sma (25,

 1.5 of 5 Stars	<u>Broome Community College</u> Binghamton, NY	Public/State Institution Community College	6,000	Small (25,000)
 5 of 5 Stars	<u>Brown University</u> Providence, RI	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus Ivy League	8,454	Medium (100,000)
 4.5 of 5 Stars	<u>Bryn Mawr College</u> Bryn Mawr, PA	Baccalaureate College/University Private Institution Liberal Arts College Single Sex Residential Campus	1,300	Small (25,000)
 4.5 of 5 Stars	 <u>Bucknell University</u> Lewisburg, PA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	3,500	Small (10,000)
 3.5 of 5 Stars	<u>C.W. Post - Long Island University</u> Greenvale, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	144,000	Small (25,000)
 3.5 of 5 Stars	 <u>Cal Poly, San Luis Obispo</u> San Luis Obispo, CA	Baccalaureate College/University Public/State Institution	18,800	Small (25,000)
 4 of 5 Stars	<u>California College of the Arts</u> San Francisco, CA	Private Institution	1,917	Large (Over 100,000)
 1.5 of 5 Stars	<u>California Northstate College of Pharmacy</u> Rancho Cordova, CA	Doctoral/Research University	500	Medium (100,000)
 3 of 5 Stars	 <u>California State University, Chico</u> Chico, CA	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	15,500	Small (25,000)
 2.5 of 5 Stars	<u>California State University, East Bay</u> Hayward, CA	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	14,000	Small (25,000)
 3.5 of 5 Stars	<u>California State University, San Marcos</u> San Marcos, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	10,000	Small (25,000)
 2.5 of 5 Stars	 <u>California State University-Long Beach</u> Long Beach, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	36,000	Large (Over 100,000)
 1.5 of 5 Stars	<u>California University of Pennsylvania</u> California, PA	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	6,000	Very Small (5,000)

 5 of 5 Stars	<u>Carleton College</u> Northfield, MN	Baccalaureate College/University Private Institution Liberal Arts College	1,800	Small (10,000 or less)
 3.5 of 5 Stars	<u>Carnegie Mellon University</u> Pittsburgh, PA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Top 25	12,000	Large (Over 25,000)
 1 of 5 Stars	<u>Carroll Community College</u> Westminster, MD	Public/State Institution Community College	5,000	Small (25,000 or less)
 5 of 5 Stars	 <u>Case Western Reserve University</u> Cleveland, OH	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	10,000	Large (Over 25,000)
 4.5 of 5 Stars	<u>Central Connecticut State University</u> New Britain, CT	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	12,500	Small (25,000 or less)
 4.5 of 5 Stars	<u>Central Michigan University</u> Mount Pleasant, MI	Doctoral/Research University Master's College/University Baccalaureate College/University Residential Campus	20,000	Small (10,000 or less)
 1 of 5 Stars	<u>Central State University</u> Wilberforce, OH	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Historically Black College/University Residential Campus	1,700	Rural (less than 10,000)
 4 of 5 Stars	<u>Centre College</u> Danville, KY	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,300	Small (10,000 or less)
 3.5 of 5 Stars	 <u>Clark University</u> Worcester, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	2,200	Medium (100,000 or less)
 1.5 of 5 Stars	<u>Clayton State University</u> Morrow, GA	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	6,000	Very Small (5,000 or less)
 2 of 5 Stars	<u>Clemson University</u> Clemson, SC	Doctoral/Research University Public/State Institution Residential Campus	17,000	Small (10,000 or less)
 4 of 5 Stars	 <u>Colby-Sawyer College</u> New London, NH	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,415	Rural (less than 10,000)
 4.5 of 5 Stars	<u>Colgate University</u> Hamilton, NY	Baccalaureate College/University Private Institution Liberal Arts College	2,800	Rural (less than 10,000)

			Residential Campus		
 3.5 of 5 Stars	<u>College of William and Mary</u> Williamsburg, VA		Doctoral/Research University Public/State Institution Liberal Arts College Residential Campus	8,100	Small (10,000 or less)
 4 of 5 Stars	 <u>Colorado College</u> Colorado Springs, CO		Private Institution Liberal Arts College Residential Campus	2,008	Large (Over 10,000)
 4.5 of 5 Stars	 <u>Colorado State University</u> Fort Collins, CO		Doctoral/Research University Public/State Institution Residential Campus Land Grant	26,000	Medium (10,000 to 25,000)
 4 of 5 Stars	<u>Columbia College Chicago</u> Chicago, IL		Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus Visual, performing, media, and communication arts	13,000	Large (Over 10,000)
 4.5 of 5 Stars	 <u>Columbia University in the City of New York</u> New York, NY		Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus Ivy League	26,000	Large (Over 10,000)
 4 of 5 Stars	<u>Columbus College of Art and Design</u> Columbus, OH		Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Single-purpose institution (visual art)	1,300	Large (Over 10,000)
 2 of 5 Stars	<u>Community College of Baltimore County - Dundalk</u> Baltimore, MD		Community College	3,000	Large (Over 10,000)
 1.5 of 5 Stars	<u>Concord University</u> Athens, WV		Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus Nonresidential Campus	4,000	Rural (less than 10,000)
 5 of 5 Stars	<u>Connecticut College</u> New London, CT		Baccalaureate College/University Private Institution Liberal Arts College	1,900	Small (25,000 or less)
 5 of 5 Stars	<u>Cornell University</u> Ithaca, NY		Doctoral/Research University	20,400	Small (25,000 or less)
 5 of 5 Stars	<u>Dartmouth College</u> Hanover, NH		Liberal Arts College	4,000	Very Small (5,000 or less)
 4 of 5 Stars	 <u>DePaul University</u> Chicago, IL		Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Religious Affiliation Catholic	25,072	Large (Over 10,000)

 4 of 5 Stars	<u>DePauw University</u> Greencastle, IN	Liberal Arts College	2,390	Small (10,000 or less)
 4.5 of 5 Stars	<u>Dickinson College</u> Carlisle, PA	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,341	Small (10,000 or less)
 3 of 5 Stars	<u>Drury University</u> Springfield, MO	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	5,500	Medium (10,000 to 25,000)
 3.5 of 5 Stars	<u>Earlham College</u> Richmond, IN	Private Institution Liberal Arts College Religious Affiliation	1,200	Small (25,000 or more)
 4 of 5 Stars	<u>East Carolina University</u> Greenville, NC	Doctoral/Research University Public/State Institution Residential Campus	27,000	Small (25,000 or more)
 3.5 of 5 Stars	<u>Eastern Kentucky University</u> Richmond, KY	Master's College/University Baccalaureate College/University Public/State Institution	11,438	Small (10,000 or less)
 4.5 of 5 Stars	 <u>Eastern Michigan University</u> Ypsilanti, MI	Master's College/University Baccalaureate College/University Public/State Institution	22,974	Small (25,000 or more)
 2.5 of 5 Stars	<u>Eastern Oregon University</u> La Grande, OR	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	3,000	Very Small (5,000 or less)
 3 of 5 Stars	<u>Eastern Washington University</u> Cheney, WA	Public/State Institution	12,130	Medium (10,000 to 25,000)
 3.5 of 5 Stars	<u>Eckerd College</u> St. Petersburg, FL	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	1,817	Medium (10,000 to 25,000)
 4 of 5 Stars	 <u>Elmhurst College</u> Elmhurst, IL	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus Nonresidential Campus	3,000	Small (25,000 or more)
 3 of 5 Stars	<u>Elon University</u> Elon, NC	Master's College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	5,709	Very Small (5,000 or less)
 4 of 5 Stars	<u>Emerson College</u> Boston, MA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	3,100	Large (Over 25,000)

 4.5 of 5 Stars	 Emory University Atlanta, GA	Doctoral/Research University	14,326	Large (Over 10,000)
 2 of 5 Stars	Emporia State University Emporia, KS	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	6,000	Small (10,000 or less)
 2.5 of 5 Stars	Everett Community College Everett, WA	Community College	7,000	Medium (10,000 or less)
 2.5 of 5 Stars	Fayetteville State University Fayetteville, NC	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Historically Black College/University Military Institution Residential Campus	4,500	Medium (10,000 or less)
 2.5 of 5 Stars	Fielding Graduate University Santa Barbara, CA	Doctoral/Research University	1,500	Medium (10,000 or less)
 2.5 of 5 Stars	 Florida International University Miami, FL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	50,000	Large (Over 10,000)
 3 of 5 Stars	Fort Hays State University Hays, KS	Master's College/University Baccalaureate College/University Public/State Institution	12,802	Small (10,000 or less)
 2 of 5 Stars	 Francis Marion University Florence, SC	Master's College/University Public/State Institution Liberal Arts College	4,000	Small (25,000 or less)
 4 of 5 Stars	George Mason University Fairfax, VA	Doctoral/Research University Public/State Institution	30,000	Medium (10,000 or less)
 4 of 5 Stars	Georgetown University Washington, DC	Doctoral/Research University Private Institution Liberal Arts College Religious Affiliation	14,000	Large (Over 10,000)
 3 of 5 Stars	Georgia Gwinnett College Lawrenceville, GA	Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	4,882	Small (25,000 or less)
 3.5 of 5 Stars	Georgia Institute of Technology Atlanta, GA	Doctoral/Research University Public/State Institution Technical Institute Residential Campus	21,000	Large (Over 10,000)
 4 of 5 Stars	Gettysburg College Gettysburg, PA	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,600	Very Small (5,000 or less)
 4 of 5 Stars	Glendale Community College Glendale, AZ	Public/State Institution Community College Nonresidential Campus	18,000	Large (Over 10,000)

 3.5 of 5 Stars	<u>Gonzaga University</u> Spokane, WA	Private Institution Liberal Arts College Religious Affiliation Residential Campus	5,000	Med (100
 3 of 5 Stars	 <u>Goucher College</u> Baltimore, MD	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	1,450	Sma (25,1
 1.5 of 5 Stars	<u>Grand Rapids Community College</u> Grand Rapids, MI	Community College	15,000	Med (100
 4.5 of 5 Stars	 <u>Grand Valley State University</u> Allendale, MI	Master's College/University	24,000	Larg (Ove
 4 of 5 Stars	<u>Green Mountain College</u> Poultney, VT	Master's College/University Liberal Arts College	800	Rura (less
 3.5 of 5 Stars	<u>Grinnell College</u> Grinnell, IA	Liberal Arts College	1,500	Very (5,00
 3.5 of 5 Stars	<u>Gustavus Adolphus College</u> St. Peter, MN	Baccalaureate College/University Private Institution Liberal Arts College	2,570	Sma (10,1
 4.5 of 5 Stars	<u>Hamline University</u> St. Paul, MN	Master's College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	5,000	Med (100
 1.5 of 5 Stars	<u>Hampden-Sydney College</u> Hampden-Sydney, VA	Private Institution Liberal Arts College Single Sex	1,120	Rura (less
 4.5 of 5 Stars	<u>Hampshire College</u> Amherst, MA	Private Institution Liberal Arts College	1,500	Sma (25,1
 5 of 5 Stars	<u>Harvard University</u> Cambridge, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	6,600	Med (100
 2.5 of 5 Stars	 <u>Hendrix College</u> Conway, AR	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	1,400	Sma (25,1
 5 of 5 Stars	<u>Hobart and William Smith Colleges</u> Geneva, NY	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,200	Sma (10,1
 4.5 of 5 Stars	<u>Hofstra University</u> Hempstead, NY	Doctoral/Research University	9,481	Med (100
 3.5 of 5 Stars	<u>Holyoke Community College</u> Holyoke, MA	Public/State Institution Community College Nonresidential Campus	5,000	Sma (25,1

 1 of 5 Stars	<u>Hudson Valley Community College</u> Troy, NY	Public/State Institution Community College Nonresidential Campus	7,500	Small (25,000 or less)
 5 of 5 Stars	<u>Humboldt State University</u> Arcata, CA	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	7,200	Small (10,000 or less)
 3 of 5 Stars	<u>Illinois Institute of Technology</u> Chicago, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Technical Institute Residential Campus	2,565	Large (Over 25,000)
 2.5 of 5 Stars	<u>Indiana State University</u> Terre Haute, IN	Doctoral/Research University Master's College/University Public/State Institution Liberal Arts College Residential Campus	10,300	Small (25,000 or less)
 5 of 5 Stars	 <u>Indiana University</u> Bloomington, IN	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	42,731	Small (25,000 or less)
 3.5 of 5 Stars	<u>Indiana University Purdue University Fort Wayne</u> Fort Wayne, IN	Master's College/University Public/State Institution	8,600	Medium (100,000 or less)
 4.5 of 5 Stars	<u>Indiana University Purdue University Indianapolis</u> Indianapolis, IN	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	30,000	Large (Over 25,000)
 1 of 5 Stars	<u>Iowa Central Community College</u> Fort Dodge, IA	Community College	5,300	Very Small (5,000 or less)
 4 of 5 Stars	<u>Iowa State University</u> Ames, IA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	28,680	Small (25,000 or less)
 5 of 5 Stars	 <u>Ithaca College</u> Ithaca, NY	Master's College/University Baccalaureate College/University Private Institution Residential Campus Comprehensive Residential	6,000	Small (25,000 or less)
 3 of 5 Stars	 <u>James Madison University</u> Harrisonburg, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	19,400	Small (25,000 or less)
 3.5 of 5 Stars	<u>Johns Hopkins University</u> Baltimore, MD	Doctoral/Research University	4,800	Large (Over 25,000)
 2 of 5 Stars	<u>Johnson & Wales University - Denver Campus</u> Denver, CO	Baccalaureate College/University Private Institution Technical Institute	1,500	Large (Over 25,000)

		Culinary, Business, and Hospitality Programs		
 2 of 5 Stars	<u>Johnson County Community College</u> Overland Park, KS	Community College	20,000	Small (25,000 or less)
 3.5 of 5 Stars	<u>Kalamazoo College</u> Kalamazoo, MI	Private Institution Liberal Arts College Residential Campus	1,350	Medium (100,000 or less)
 4.5 of 5 Stars	<u>Kansas State University</u> Manhattan, KS	Doctoral/Research University Public/State Institution Residential Campus	25,000	Small (25,000 or less)
 4.5 of 5 Stars	<u>Kennesaw State University</u> Kennesaw, GA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	24,000	Medium (100,000 or less)
 3.5 of 5 Stars	<u>Kent State University</u> Kent, OH	Doctoral/Research University Public/State Institution Residential Campus	38,000	Small (25,000 or less)
 3 of 5 Stars	<u>Kenyon College</u> Gambier, OH	Baccalaureate College/University Liberal Arts College Residential Campus	1,650	Rural (less than 100,000)
 4 of 5 Stars	<u>Knox College</u> Galesburg, IL	Baccalaureate College/University Private Institution Liberal Arts College	1,420	Small (25,000 or less)
 1.5 of 5 Stars	<u>Lansing Community College</u> Lansing, MI	Community College	20,000	Medium (100,000 or less)
 1 of 5 Stars	<u>Lawrence Technological University</u> Southfield, MI	Doctoral/Research University Private Institution	4,400	Small (25,000 or less)
 4.5 of 5 Stars	 <u>Lawrence University</u> Appleton, WI	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,450	Small (25,000 or less)
 2.5 of 5 Stars	<u>Lebanon Valley College</u> Annville, PA	Private Institution Liberal Arts College	1,300	Small (10,000 or less)
 4 of 5 Stars	<u>Lehigh University</u> Bethlehem, PA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	6,500	Small (25,000 or less)
 4.5 of 5 Stars	<u>Lewis & Clark College</u> Portland, OR	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Law School	3,523	Large (Over 100,000)
 2 of 5 Stars	 <u>Lock Haven University</u> Lock Haven, PA	Baccalaureate College/University Public/State Institution Residential Campus	5,000	Very Small (5,000 or less)
 2 of 5 Stars	<u>Longwood University</u> Farmville, VA	Master's College/University	4,380	Very Small (5,000 or less)

 2.5 of 5 Stars	<u>Lynchburg College</u> Lynchburg, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	2,800	Small (25,000)
 5 of 5 Stars	<u>Macalester College</u> Saint Paul, MN	Private Institution Liberal Arts College Religious Affiliation Residential Campus	1,900	Medium (100,000)
 3 of 5 Stars	<u>Manchester University</u> North Manchester, IN	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	1,300	Very Small (5,000)
 4.5 of 5 Stars	<u>Marlboro College</u> Marlboro, VT	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	300	Rural (less than 100,000)
 4.5 of 5 Stars	 <u>Maryland Institute College of Art</u> Baltimore, MD	Private Institution Private Art School	2,200	Large (Over 100,000)
 4 of 5 Stars	<u>Marymount Manhattan College</u> New York, NY	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,700	Large (Over 100,000)
 5 of 5 Stars	<u>Massachusetts Institute of Technology</u> Cambridge, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Technical Institute	10,253	Medium (100,000)
 3 of 5 Stars	<u>Metropolitan State University</u> St. Paul, MN	Master's College/University Baccalaureate College/University Public/State Institution Urban Non-Traditional, Non-Residential Institution	10,000	Large (Over 100,000)
 3.5 of 5 Stars	<u>Metropolitan State University of Denver</u> Denver, CO	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	23,453	Large (Over 100,000)
 4.5 of 5 Stars	 <u>Miami University</u> Oxford, OH	Doctoral/Research University Public/State Institution Residential Campus	17,000	Small (10,000)
 4 of 5 Stars	 <u>Michigan State University</u> East Lansing, MI	Doctoral/Research University	45,998	Medium (100,000)
 4 of 5 Stars	 <u>Michigan Technological University</u> Houghton, MI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	7,000	Small (10,000)

 3.5 of 5 Stars	 <u>Middlebury College</u> Middlebury, VT	Private Institution Liberal Arts College Residential Campus	2,493	Very (5,0
 1 of 5 Stars	<u>Minneapolis Community and Technical College</u> Minneapolis, MN	Public/State Institution Technical Institute Community College Nonresidential Campus	14,000	Larg (Ove
 3.5 of 5 Stars	<u>Minnesota State University</u> Mankato, MN	Master's College/University Public/State Institution	14,000	Smal (25,0
 1.5 of 5 Stars	<u>Montana State University</u> Bozeman, MT	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	10,575	Smal (25,0
 4 of 5 Stars	 <u>Montclair State University</u> Montclair, NJ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	19,000	Smal (10,0
 3.5 of 5 Stars	<u>Morehead State University</u> Morehead, KY	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	10,000	Smal (10,0
 2 of 5 Stars	<u>Morgan State University</u> Baltimore, MD	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Historically Black College/University	7,500	Larg (Ove
 3.5 of 5 Stars	<u>Mount Holyoke College</u> South Hadley, MA	Private Institution Liberal Arts College Single Sex	2,200	Smal (10,0
 3 of 5 Stars	<u>Mount Ida College</u> Newton, MA	Master's College/University Baccalaureate College/University Private Institution Residential Campus	1,400	Smal (25,0
 4.5 of 5 Stars	<u>Muhlenberg College</u> Allentown, PA	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation	2,200	Med (100
 3 of 5 Stars	 <u>Napa Valley College</u> Napa, CA	Community College	9,000	Smal (25,0
 3 of 5 Stars	<u>National College of Natural Medicine</u> Portland, OR	Doctoral/Research University Master's College/University	520	Larg (Ove
 1 of 5 Stars	<u>Navarro College</u> Corsicana, TX	Public/State Institution Community College Residential Campus	3,900	Smal (10,0
 4 of 5 Stars	 <u>New Mexico State University</u> Las Cruces, NM	Doctoral/Research University Master's College/University Baccalaureate College/University	17,198	Smal (25,0

		Public/State Institution Land-Grant Institution		
 4.5 of 5 Stars	<u>New York University</u> New York, NY	Doctoral/Research University Private Institution	45,000	Large (Over 25,000)
 4.5 of 5 Stars	 <u>North Carolina State University</u> Raleigh, NC	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	36,000	Large (Over 25,000)
 4.5 of 5 Stars	 <u>North Dakota State University</u> Fargo, ND	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus land grant university	13,000	Medium (10,000-25,000)
 3 of 5 Stars	<u>Northeastern Illinois University</u> Chicago, IL	Master's College/University	11,000	Large (Over 25,000)
 5 of 5 Stars	<u>Northern Arizona University</u> Flagstaff, AZ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	25,500	Small (25,000-50,000)
 2.5 of 5 Stars	<u>Northern Essex Community College</u> Haverhill, MA	Community College	7,000	Medium (10,000-25,000)
 4.5 of 5 Stars	 <u>Northern Illinois University</u> DeKalb, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	24,000	Small (25,000-50,000)
 3 of 5 Stars	<u>Northern Michigan University</u> Marquette, MI	Master's College/University Public/State Institution	9,689	Small (10,000-25,000)
 1 of 5 Stars	<u>Northwestern Michigan College</u> Traverse City, MI	Community College Residential Campus	5,100	Small (10,000-25,000)
 5 of 5 Stars	 <u>Northwestern University</u> Evanston, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	20,959	Small (25,000-50,000)
 3 of 5 Stars	 <u>Oakland University</u> Rochester, MI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	19,740	Small (25,000-50,000)
 5 of 5 Stars	<u>Oberlin College</u> Oberlin, OH	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,930	Very Small (5,000-10,000)
 3.5 of 5 Stars	<u>Occidental College</u> Los Angeles, CA	Liberal Arts College	2,100	Large (Over 25,000)

 4.5 of 5 Stars	<u>Ohio University</u> Athens, OH	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	26,000	Small (10,000-25,000)
 2 of 5 Stars	<u>Old Dominion University</u> Norfolk, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	24,500	Medium (10,000-25,000)
 5 of 5 Stars	 <u>Oregon State University</u> Corvallis, OR	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	24,000	Small (25,000-50,000)
 4.5 of 5 Stars	<u>Pace University</u> New York, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	8,000	Large (Over 50,000)
 4.5 of 5 Stars	<u>Paradise Valley Community College</u> Phoenix, AZ	Public/State Institution Community College Nonresidential Campus	7,000	Large (Over 50,000)
 1 of 5 Stars	<u>Philander Smith College</u> Little Rock, AR	Baccalaureate College/University Private Institution Liberal Arts College Historically Black College/University Residential Campus	568	Medium (10,000-25,000)
 4.5 of 5 Stars	<u>Plymouth State University</u> Plymouth, NH	Public/State Institution	4,500	Rural (less than 10,000)
 4.5 of 5 Stars	<u>Pomona College</u> Claremont, CA	Baccalaureate College/University Liberal Arts College	1,500	Small (25,000-50,000)
 5 of 5 Stars	<u>Portland State University</u> Portland, OR	Doctoral/Research University Liberal Arts College	27,000	Large (Over 50,000)
 5 of 5 Stars	 <u>Princeton University</u> Princeton, NJ	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus Ivy League	7,813	Small (25,000-50,000)
 4.5 of 5 Stars	 <u>Purdue University</u> West Lafayette, IN	Doctoral/Research University Public/State Institution	30,000	Small (25,000-50,000)
 2.5 of 5 Stars	<u>Queens College/CUNY</u> Flushing, NY	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	14,000	Large (Over 50,000)
 1 of 5 Stars	<u>Radford University</u> Radford, VA	Public/State Institution Liberal Arts College	9,000	Small (10,000-25,000)

 4 of 5 Stars	<u>Ramapo College of New Jersey</u> Mahwah, NJ	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	5,700	Very (5,000)
 3 of 5 Stars	<u>Reed College</u> Portland, OR	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,455	Large (Over 10,000)
 4 of 5 Stars	<u>Rhode Island College</u> Providence, RI	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	6,000	Medium (10,000)
 4.5 of 5 Stars	<u>Rice University</u> Houston, TX	Doctoral/Research University	5,145	Large (Over 10,000)
 2 of 5 Stars	 <u>Rider University</u> Lawrenceville, NJ	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	6,000	Rural (less than 10,000)
 3.5 of 5 Stars	<u>Rochester Institute of Technology</u> Rochester, NY	Doctoral/Research University Technical Institute Residential Campus	17,950	Medium (10,000)
 1 of 5 Stars	<u>Rock Valley College</u> Rockford, IL	Community College	8,500	Medium (10,000)
 4 of 5 Stars	<u>Rollins College</u> Winter Park, FL	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	1,730	Small (25,000)
 4 of 5 Stars	 <u>Roosevelt University - Chicago Campus</u> Chicago, IL	Master's College/University Private Institution Residential Campus Nonresidential Campus	3,800	Large (Over 10,000)
 4 of 5 Stars	<u>Rowan University</u> Glassboro, NJ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	10,000	Small (10,000)
 5 of 5 Stars	<u>Rutgers University</u> piscataway, NJ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	37,145	Small (25,000)
 4.5 of 5 Stars	<u>Rutgers University Newark</u> Newark, NJ	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	11,500	Medium (10,000)

 1.5 of 5 Stars	<u>Sam Houston State University</u> Huntsville, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	16,000	Small (25,000)
 5 of 5 Stars	 <u>San Diego State University</u> San Diego, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	35,000	Large (Over 50,000)
 4 of 5 Stars	<u>San Jose State University</u> San Jose, CA	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus Nonresidential Campus	30,000	Large (Over 25,000)
 4 of 5 Stars	<u>Sarah Lawrence College</u> Bronxville, NY	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	1,592	Very Small (5,000)
 3 of 5 Stars	<u>Seattle Central Community College</u> Seattle, WA	Community College	11,000	Large (Over 25,000)
 3 of 5 Stars	<u>Shepherd University</u> Shepherdstown, WV	Baccalaureate College/University	4,100	Very Small (5,000)
 1.5 of 5 Stars	<u>Siena Heights University</u> Adrian, MI	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	667	Small (10,000)
 4 of 5 Stars	<u>Sierra College</u> Rocklin, CA	Community College	22,500	Small (25,000)
 4.5 of 5 Stars	<u>Simmons College</u> Boston, MA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Single Sex Residential Campus	4,983	Large (Over 25,000)
 1 of 5 Stars	<u>South Dakota State University</u> BROOKINGS, SD	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	12,583	Small (10,000)
 2 of 5 Stars	<u>South Puget Sound Community College</u> Olympia, WA	Community College	7,000	Small (25,000)
 3 of 5 Stars	<u>South Seattle Community College</u> Seattle, WA	Baccalaureate College/University Public/State Institution Liberal Arts College Technical Institute Community College Nonresidential Campus	4,100	Large (Over 25,000)

 4.5 of 5 Stars	<u>Southern Illinois University Carbondale</u> Carbondale, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	18,000	Small (25,000)
 4 of 5 Stars	 <u>Southern Illinois University Edwardsville</u> Edwardsville, IL	Master's College/University Public/State Institution Residential Campus	14,000	Small (10,000)
 4 of 5 Stars	<u>Southern Methodist University</u> Dallas, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	10,891	Large (Over 25,000)
 5 of 5 Stars	 <u>Southern Oregon University</u> Ashland, OR	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	6,000	Small (10,000)
 1.5 of 5 Stars	<u>Southern Polytechnic State University</u> Marietta, GA	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	5,564	Medium (10,000)
 2.5 of 5 Stars	<u>Spelman College</u> Atlanta, GA	Historically Black College/University	2,100	Large (Over 25,000)
 4 of 5 Stars	 <u>St. Cloud State University</u> St. Cloud, MN	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	17,600	Medium (10,000)
 1.5 of 5 Stars	<u>St. John's University</u> Queens, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Religious Affiliation	20,000	Medium (10,000)
 3.5 of 5 Stars	<u>St. Mary's College of Maryland</u> St. Mary's City, MD	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	1,700	Rural (less than 10,000)
 3 of 5 Stars	<u>St. Olaf College</u> Northfield, MN	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation Residential Campus	3,073	Small (10,000)
 5 of 5 Stars	<u>Stanford University</u> Stanford, CA	Doctoral/Research University Private Institution Residential Campus	19,000	Small (25,000)
 3.5 of 5 Stars	<u>State University of New York College at Potsdam</u> Potsdam, NY	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	4,200	Very Small (5,000)

 3.5 of 5 Stars	 State University of New York, College at Oneonta Oneonta, NY	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	5,900	Small (10,000 or less)
 4 of 5 Stars	 Stony Brook University Stony Brook, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus Nonresidential Campus	24,149	Small (10,000 or less)
 4 of 5 Stars	Suffolk University Boston, MA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	8,400	Large (Over 25,000)
 3.5 of 5 Stars	 SUNY College at Fredonia Fredonia, NY	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	5,500	Very Small (5,000 or less)
 2 of 5 Stars	SUNY Morrisville Morrisville, NY	Baccalaureate College/University Public/State Institution Technical Institute Residential Campus	6,500	Rural (less than 10,000)
 1.5 of 5 Stars	SUNY Westchester Community College Valhalla, NY	Public/State Institution Community College Nonresidential Campus	14,000	Very Small (5,000 or less)
 1 of 5 Stars	SUNY/Rockland Community College Suffern, NY	Community College	8,200	Small (10,000 or less)
 5 of 5 Stars	 Syracuse University Syracuse, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution	19,082	Medium (10,000 to 25,000)
 4 of 5 Stars	 Tacoma Community College Tacoma, WA	Public/State Institution Community College Nonresidential Campus	8,000	Medium (10,000 to 25,000)
 3.5 of 5 Stars	 Texas A&M University College Station, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	46,000	Small (25,000 to 50,000)
 3.5 of 5 Stars	Texas State University- San Marcos San Marcos, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	34,000	Small (25,000 to 50,000)
 4 of 5 Stars	The Evergreen State College Olympia, WA	Master's College/University Public/State Institution Liberal Arts College Residential Campus	4,509	Small (25,000 or less)
 4.5 of 5 Stars	 The George Washington University Washington, DC	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution	16,000	Large (Over 25,000)

			Residential Campus		
 5 of 5 Stars	<u>The Ohio State University</u> Columbus, OH		Doctoral/Research University	52,338	Larg (Ove
 5 of 5 Stars	 <u>The Pennsylvania State University</u> University Park, PA		Doctoral/Research University Public/State Institution	45,194	Sma (25,)
 4.5 of 5 Stars	<u>The Richard Stockton College of New Jersey</u> Galloway, NJ		Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	8,400	Sma (25,)
 3.5 of 5 Stars	 <u>The Sage Colleges</u> Troy, NY		Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	2,300	Med (100
 3.5 of 5 Stars	<u>The University of Georgia</u> Athens, GA		Doctoral/Research University	34,765	Med (100
 4.5 of 5 Stars	 <u>The University of Iowa</u> Iowa City, IA		Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	30,825	Sma (25,)
 2.5 of 5 Stars	 <u>The University of Mississippi</u> University, MS		Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	14,000	Sma (10,)
 2.5 of 5 Stars	<u>The University of North Carolina at Pembroke</u> Pembroke, NC		Master's College/University Public/State Institution	5,526	Rura (less
 4.5 of 5 Stars	<u>The University of Toledo</u> Toledo, OH		Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	16,000	Med (100
 5 of 5 Stars	<u>Towson University</u> Towson, MD		Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	21,960	Larg (Ove
 4 of 5 Stars	<u>Trinity College</u> Hartford, CT		Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,254	Med (100
 3 of 5 Stars	<u>Trinity University</u> San Antonio, TX		Master's College/University Private Institution Religious Affiliation Residential Campus	2,525	Larg (Ove

 4.5 of 5 Stars	 <u>Tufts University</u> Medford, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	8,500	Med (100
 5 of 5 Stars	 <u>Tulane University</u> New Orleans, LA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	6,500	Larg (Ove
 3.5 of 5 Stars	<u>UC Hastings College of the Law</u> San Francisco, CA	Public/State Institution Law School	1,200	Larg (Ove
 4.5 of 5 Stars	<u>Union College</u> Schenectady, NY	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,100	Sma (25,
 4.5 of 5 Stars	 <u>University at Albany, State University of New York</u> Albany, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	18,000	Med (100
 3.5 of 5 Stars	 <u>University at Buffalo</u> Buffalo, NY	Doctoral/Research University Public/State Institution	28,600	Med (100
 3.5 of 5 Stars	 <u>University of Akron, The</u> Akron, OH	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	30,000	Med (100
 4 of 5 Stars	<u>University of Arizona</u> Tucson, AZ	Public/State Institution	39,614	Larg (Ove
 5 of 5 Stars	<u>University of California, Berkeley</u> Berkeley, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	36,142	Larg (Ove
 4 of 5 Stars	<u>University of California, Davis</u> Davis, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	30,000	Sma (25,
 4.5 of 5 Stars	<u>University of California, Irvine</u> Irvine, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	23,000	Med (100
 5 of 5 Stars	<u>University of California, Los Angeles</u> Los Angeles, CA	Doctoral/Research University Public/State Institution	37,000	Larg (Ove
 2 of 5 Stars	<u>University of California, Merced</u> Merced, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	2,700	Sma (25,

 5 of 5 Stars	<u>University of California, Riverside</u> Riverside, CA	Doctoral/Research University Public/State Institution	18,000	Med (100)
 4.5 of 5 Stars	<u>University of California, San Diego</u> La Jolla, CA	Doctoral/Research University Public/State Institution	26,876	Larg (Ove
 5 of 5 Stars	<u>University of California, Santa Barbara</u> Santa Barbara, CA	Doctoral/Research University	22,000	Sma (25,)
 5 of 5 Stars	<u>University of California, Santa Cruz</u> Santa Cruz, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	17,903	Sma (25,)
 3 of 5 Stars	<u>University of Central Arkansas</u> Conway, AR	Master's College/University Public/State Institution	11,000	Sma (25,)
 4 of 5 Stars	<u>University of Central Florida</u> Orlando, FL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	60,000	Larg (Ove
 2 of 5 Stars	<u>University of Central Missouri</u> Warrensburg, MO	Public/State Institution	11,000	Sma (10,)
 5 of 5 Stars	 <u>University of Chicago</u> Chicago, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	15,000	Larg (Ove
 4 of 5 Stars	<u>University of Cincinnati</u> Cincinnati, OH	Doctoral/Research University Public/State Institution Residential Campus	42,000	Med (100)
 4.5 of 5 Stars	<u>University of Colorado at Boulder</u> Boulder, CO	Doctoral/Research University Public/State Institution	30,000	Med (100)
 3 of 5 Stars	<u>University of Colorado Colorado Springs</u> Colorado Springs, CO	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	9,777	Med (100)
 1 of 5 Stars	<u>University of Colorado Denver</u> Denver, CO	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Nonresidential Campus	13,000	Larg (Ove
 4.5 of 5 Stars	 <u>University of Connecticut</u> Storrs, CT	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	29,500	Sma (10,)
 5 of 5 Stars	<u>University of Delaware</u> Newark, DE	Doctoral/Research University	21,856	Sma (25,)

 3.5 of 5 Stars	 University of Denver Denver, CO	Doctoral/Research University Private Institution Residential Campus	12,000	Large (Over 10,000)
 4 of 5 Stars	University of Florida Gainesville, FL	Doctoral/Research University Public/State Institution	55,000	Medium (10,000 - 25,000)
 4 of 5 Stars	University of Houston - Main Campus Houston, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	41,000	Large (Over 10,000)
 2.5 of 5 Stars	University of Houston Clear Lake Houston, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	8,000	Medium (10,000 - 25,000)
 4 of 5 Stars	University of Idaho Moscow, ID	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	12,000	Small (10,000 - 25,000)
 5 of 5 Stars	University of Illinois at Chicago Chicago, IL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	25,000	Large (Over 10,000)
 4.5 of 5 Stars	University of Illinois at Urbana - Champaign Urbana, IL, IL	Doctoral/Research University Public/State Institution	41,000	Medium (10,000 - 25,000)
 3.5 of 5 Stars	 University of Illinois Springfield Springfield, IL	Master's College/University Public/State Institution Liberal Arts College Residential Campus Nonresidential Campus	5,100	Medium (10,000 - 25,000)
 4.5 of 5 Stars	University of Kansas Lawrence, KS	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	29,000	Small (25,000 - 50,000)
 5 of 5 Stars	 University of Louisville Louisville, KY	Doctoral/Research University	21,800	Large (Over 10,000)
 4 of 5 Stars	 University of Maine Orono, ME	Doctoral/Research University	12,300	Small (10,000 - 25,000)
 4 of 5 Stars	University of Maine at Farmington Farmington, ME	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	2,150	Very Small (5,000 or less)
 4 of 5 Stars	 University of Maine at Machias Machias, ME	Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	600	Very Small (5,000 or less)

		Environmental Liberal Arts		
 5 of 5 Stars	<u>University of Maine, Farmington</u> Farmington, ME	Baccalaureate College/University Public/State Institution Liberal Arts College	2,000	Small (10,000)
 4 of 5 Stars	<u>University of Mary Washington</u> Fredericksburg, VA	Master's College/University Public/State Institution Liberal Arts College Residential Campus	4,500	Small (25,000)
 4 of 5 Stars	 <u>University of Maryland Baltimore County</u> Baltimore, MD	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	9,051	Large (Over 100,000)
 2.5 of 5 Stars	<u>University of Maryland Eastern Shore</u> Princess Anne, MD	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Historically Black College/University Residential Campus	4,500	Small (10,000)
 5 of 5 Stars	<u>University of Maryland, College Park</u> College Park, MD	Doctoral/Research University Public/State Institution Residential Campus AANAPISI	37,000	Large (Over 100,000)
 4 of 5 Stars	<u>University of Massachusetts Boston</u> Boston, MA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Nonresidential Campus	15,300	Large (Over 100,000)
 3.5 of 5 Stars	 <u>University of Massachusetts Dartmouth</u> N. Dartmouth, MA	Doctoral/Research University	8,000	Small (25,000)
 5 of 5 Stars	 <u>University of Massachusetts, Amherst</u> Amherst, MA	Doctoral/Research University Public/State Institution	28,236	Small (25,000)
 5 of 5 Stars	 <u>University of Michigan</u> Ann Arbor, MI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	40,025	Medium (100,000)
 3 of 5 Stars	 <u>University of Michigan - Dearborn</u> Dearborn, MI	Master's College/University Baccalaureate College/University Public/State Institution Nonresidential Campus	6,959	Medium (100,000)
 2.5 of 5 Stars	<u>University of Michigan - Flint</u> Flint, MI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	8,300	Medium (100,000)
 5 of 5 Stars	 <u>University of Minnesota - Duluth</u> Duluth, MN	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	11,491	Small (25,000)






 5 of 5 Stars	<u>University of Minnesota - Twin Cities</u> Minneapolis, MN	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	45,000	Large (Over 25,000)
 3 of 5 Stars	<u>University of Missouri</u> Columbia, MO	Doctoral/Research University Public/State Institution	31,300	Small (25,000 or less)
 4.5 of 5 Stars	<u>University of Missouri - Kansas City</u> Kansas City, MO	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	15,492	Large (Over 25,000)
 3 of 5 Stars	<u>University of Missouri-Saint Louis</u> Saint Louis, MO	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Nonresidential Campus	10,035	Large (Over 25,000)
 4 of 5 Stars	<u>University of Montana</u> Missoula, MT	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	15,000	Small (25,000 or less)
 3.5 of 5 Stars	 <u>University of Nebraska - Lincoln</u> Lincoln, NE	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	24,000	Medium (10,000 to 25,000)
 2.5 of 5 Stars	<u>University of Nebraska at Omaha</u> Omaha, NE	Master's College/University Public/State Institution Nonresidential Campus	14,000	Medium (10,000 to 25,000)
 4 of 5 Stars	<u>University of New Hampshire</u> Durham, NH	Doctoral/Research University	12,109	Small (10,000 or less)
 3 of 5 Stars	 <u>University of New Haven</u> West Haven, CT	Master's College/University Private Institution Residential Campus	6,300	Small (25,000 or less)
 4.5 of 5 Stars	<u>University of North Carolina at Charlotte</u> Charlotte, NC	Doctoral/Research University Public/State Institution	25,000	Large (Over 25,000)
 4.5 of 5 Stars	<u>University of North Carolina at Greensboro</u> Greensboro, NC	Doctoral/Research University	18,500	Medium (10,000 to 25,000)
 3.5 of 5 Stars	<u>University of North Carolina-Wilmington</u> Wilmington, NC	Master's College/University	12,000	Small (25,000 or less)
 3 of 5 Stars	<u>University of North Florida</u> Jacksonville, FL	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	16,084	Large (Over 25,000)
 3.5 of 5 Stars	 <u>University of North Texas</u> Denton, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	26,000	Medium (10,000 to 25,000)

 4 of 5 Stars	 University of Northern Iowa Cedar Falls, IA	Master's College/University Public/State Institution Residential Campus	11,148	Small (25,000)
 5 of 5 Stars	 University of Oregon Eugene, OR	Doctoral/Research University	24,000	Medium (100,000)
 5 of 5 Stars	University of Pennsylvania Philadelphia, PA	Doctoral/Research University	21,416	Large (Over 100,000)
 3.5 of 5 Stars	University of Pittsburgh at Bradford Bradford, PA	Baccalaureate College/University Public/State Institution Residential Campus	1,500	Very Small (5,000)
 2.5 of 5 Stars	University of Pittsburgh at Greensburg Greensburg, PA	Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus Nonresidential Campus	1,820	Small (10,000)
 4.5 of 5 Stars	University of Puget Sound Tacoma, WA	Master's College/University Liberal Arts College	2,600	Medium (100,000)
 3.5 of 5 Stars	University of Redlands Redlands, CA	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	5,000	Small (25,000)
 4 of 5 Stars	University of Rhode Island Kingston, RI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	16,000	Small (25,000)
 4 of 5 Stars	 University of Richmond University of Richmond, VA	Baccalaureate College/University	3,555	Medium (100,000)
 4 of 5 Stars	University of Rochester Rochester, NY	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution	8,626	Large (Over 100,000)
 3 of 5 Stars	 University of South Carolina - Columbia Columbia, SC	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	27,488	Medium (100,000)
 1.5 of 5 Stars	 University of South Carolina Beaufort Bluffton, SC	Baccalaureate College/University Public/State Institution Residential Campus	1,550	Small (10,000)
 5 of 5 Stars	 University of Southern California Los Angeles, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	40,000	Large (Over 100,000)

 1 of 5 Stars	<u>University of Southern Indiana</u> Evansville, IN	Master's College/University Public/State Institution	10,702	Med (100
 4.5 of 5 Stars	<u>University of Southern Maine</u> Portland, ME	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution	6,761	Sma (25,
 3 of 5 Stars	<u>University of Tennessee</u> Knoxville, TN	Doctoral/Research University Public/State Institution Residential Campus	25,000	Med (100
 2 of 5 Stars	<u>University of Texas - Pan American</u> Edinburg, TX	Baccalaureate College/University Public/State Institution Hispanic Serving Institution	17,000	Med (100
 4.5 of 5 Stars	<u>University of Texas at Austin</u> Austin, TX	Doctoral/Research University Public/State Institution	50,000	Larg (Ove
 3.5 of 5 Stars	<u>University of Texas at San Antonio</u> San Antonio, TX	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	30,258	Larg (Ove
 4.5 of 5 Stars	<u>University of the Pacific</u> Stockton, CA	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Residential Campus	5,430	Med (100
 5 of 5 Stars	 <u>University of Utah</u> Salt Lake City, UT	Doctoral/Research University	30,000	Larg (Ove
 5 of 5 Stars	 <u>University of Vermont</u> Burlington, VT	Doctoral/Research University Public/State Institution Residential Campus	13,478	Sma (25,
 3.5 of 5 Stars	<u>University of Virginia</u> Charlottesville, VA	Doctoral/Research University	20,397	Sma (25,
 5 of 5 Stars	 <u>University of Washington</u> Seattle, WA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus Nonresidential Campus	43,000	Larg (Ove
 4.5 of 5 Stars	<u>University of Wisconsin</u> Madison, WI	Doctoral/Research University	41,000	Med (100
 4.5 of 5 Stars	 <u>University of Wisconsin - Eau Claire</u> Eau Claire, WI	Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	11,000	Sma (25,
 2.5 of 5 Stars	<u>University of Wisconsin - Green Bay</u> Green Bay, WI	Public/State Institution	6,500	Med (100
 4.5 of 5 Stars	<u>University of Wisconsin - La Crosse</u> La Crosse, WI	Master's College/University Baccalaureate College/University Public/State Institution	10,000	Sma (25,

		Liberal Arts College		
 4.5 of 5 Stars	 <u>University of Wisconsin - Milwaukee</u> Milwaukee, WI	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	29,768	Large (Over 25,000)
 4 of 5 Stars	<u>University of Wisconsin - Oshkosh</u> Oshkosh, WI	Master's College/University Baccalaureate College/University Public/State Institution	13,000	Small (25,000)
 3.5 of 5 Stars	<u>University of Wisconsin - Stevens Point</u> Stevens Point, WI	Master's College/University	9,500	Small (25,000)
 3 of 5 Stars	<u>University of Wisconsin-Parkside</u> Kenosha, WI	Public/State Institution	5,000	Small (25,000)
 4 of 5 Stars	 <u>University of Wisconsin-Stout</u> Menomonie, WI	Master's College/University Baccalaureate College/University Public/State Institution Technical Institute Residential Campus	8,811	Small (10,000)
 3 of 5 Stars	<u>Utah State University</u> Logan, UT	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution land grant	20,000	Small (10,000)
 1.5 of 5 Stars	<u>Valdosta State University</u> Valdosta, GA	Master's College/University Public/State Institution	11,581	Small (25,000)
 4 of 5 Stars	 <u>Vanderbilt University</u> Nashville, TN	Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution	11,479	Medium (100,000)
 4.5 of 5 Stars	 <u>Vassar College</u> Poughkeepsie, NY	Private Institution Liberal Arts College Residential Campus	2,400	Small (25,000)
 3 of 5 Stars	<u>Virginia Commonwealth University</u> Richmond, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	31,899	Medium (100,000)
 2 of 5 Stars	<u>Virginia State University</u> Virginia State University, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Historically Black College/University Residential Campus	5,000	Small (25,000)
 4 of 5 Stars	 <u>Virginia Tech</u> Blacksburg, VA	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Residential Campus	31,000	Small (25,000)
 1.5 of 5 Stars	<u>Virginia Wesleyan College</u> Norfolk, VA	Baccalaureate College/University Private Institution Liberal Arts College Religious Affiliation	1,400	Medium (100,000)

			Residential Campus		
 4.5 of 5 Stars	<u>Wake Forest University</u> Winston-Salem, NC		Doctoral/Research University Master's College/University Baccalaureate College/University Private Institution Liberal Arts College	7,079	Med (100)
 4.5 of 5 Stars	 <u>Wartburg College</u> Waverly, IA		Baccalaureate College/University Private Institution Liberal Arts College	1,800	Sma (10,000)
 4.5 of 5 Stars	<u>Washington and Lee University</u> Lexington, VA		Baccalaureate College/University Liberal Arts College Residential Campus	2,190	Very (5,000)
 5 of 5 Stars	<u>Washington State University</u> Pullman, WA		Doctoral/Research University Public/State Institution Residential Campus	26,000	Sma (10,000)
 5 of 5 Stars	 <u>Washington University in St. Louis</u> St. Louis, MO		Doctoral/Research University Private Institution	11,396	Larg (Over 10,000)
 1.5 of 5 Stars	<u>Waubonsee Community College</u> Sugar Grove, IL		Community College	4,000	Sma (10,000)
 2 of 5 Stars	<u>Weber State University</u> Ogden, UT		Master's College/University Baccalaureate College/University Public/State Institution	24,000	Med (100)
 3.5 of 5 Stars	<u>Wells College</u> Aurora, NY		Private Institution Liberal Arts College	559	Rura (less than 1,000)
 4 of 5 Stars	<u>Wesleyan University</u> Middletown, CT		Baccalaureate College/University Liberal Arts College Residential Campus	2,800	Sma (25,000)
 4 of 5 Stars	<u>West Chester University of Pennsylvania</u> West Chester, PA		Master's College/University Baccalaureate College/University Public/State Institution	13,000	Sma (10,000)
 4.5 of 5 Stars	<u>Western Illinois University</u> Macomb, IL		Master's College/University Baccalaureate College/University Public/State Institution	15,000	Sma (10,000)
 4.5 of 5 Stars	<u>Western Michigan University</u> Kalamazoo, MI		Doctoral/Research University Public/State Institution	24,800	Sma (25,000)
 4.5 of 5 Stars	<u>Western Oregon University</u> Monmouth, OR		Master's College/University Public/State Institution Liberal Arts College Residential Campus	6,200	Very (5,000)
 4.5 of 5 Stars	<u>Western Washington University</u> Bellingham, WA		Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	14,979	Sma (25,000)
 4 of 5 Stars	<u>Westminster College</u> Salt Lake City, UT		Master's College/University Private Institution	2,400	Med (100)
 5 of 5 Stars	 <u>Whitman College</u> Walla Walla, WA		Baccalaureate College/University Private Institution Liberal Arts College	1,450	Sma (25,000)

		Residential Campus		
 1.5 of 5 Stars	<u>Wichita State University</u> Wichita, KS	Doctoral/Research University Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College	10,100	Med (100
 4.5 of 5 Stars	<u>Willamette University</u> Salem, OR	Master's College/University Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,700	Med (100
 3.5 of 5 Stars	<u>William Paterson University</u> Wayne, NJ	Master's College/University Baccalaureate College/University Public/State Institution Liberal Arts College Residential Campus	11,000	Sm (10,
 5 of 5 Stars	<u>Williams College</u> Williamstown, MA	Baccalaureate College/University Private Institution Liberal Arts College Residential Campus	2,000	Very (5,0
 4.5 of 5 Stars	<u>Wright State University</u> Dayton, OH	Doctoral/Research University Public/State Institution	17,000	Med (100
 4.5 of 5 Stars	<u>Yale University</u> New Haven, CT	Doctoral/Research University	11,000	Med (100
 2 of 5 Stars	<u>Youngstown State University</u> Youngstown, OH	Master's College/University Baccalaureate College/University Public/State Institution	13,000	Sm (25,

© 2006-2013 Campus Pride. All rights reserved.

Trademarks and logos are the property of Campus Pride.

Use of this Web site constitutes acceptance of the [User Agreement](#) and [Privacy Policy](#).

[About Us](#) | [Site Map](#)

Appendix E: WVU Spectrum membership survey of campus climate

In a spring 2013 survey of its current active membership, Spectrum asked students for their perceptions of campus climate as well as the ways WVU could help to improve it. 80 students responded.

Question: Based on YOUR experiences here at WVU, how would you describe the climate for LGBTQ people in the following contexts?

	Fully inclusive and safe	Mostly inclusive and safe	Mixed	Mostly unwelcome and hostile	Completely unwelcome and hostile	N/A
Interacting with faculty in my classes	25%	50%	14.29%	3.57%	0%	7.14%
In out-of-class interactions with faculty	21.43%	46.43%	25%	3.57%	0%	3.57%
Interacting with other students in my classes	17.86%	28.57%	42.86%	3.57%	0%	7.14%
On the Evansdale campus generally	14.29%	25%	14.29%	17.86%	0%	28.57%
In on-campus housing	11.54%	19.23%	23.08%	15.38%	3.85%	26.92%
On High Street during the day	10.71%	57.14%	25%	3.57%	0%	3.57%
Interacting with University professional staff	7.41%	40.74%	37.04%	11.11%	0%	3.70%
In the Mountainlair generally	7.14%	60.71%	21.43%	3.57%	3.57%	3.57%
On campus during the day	7.14%	53.57%	28.57%	7.14%	0%	3.57%
On the Downtown campus generally	7.14%	53.57%	21.43%	14.29%	0%	3.57%
In off-campus housing	7.14%	32.14%	25%	7.14%	32.14%	32.14%
On the Health Sciences campus generally	7.14%	25%	14.29%	0%	3.57%	50%
In Morgantown overall	3.57%	32.14%	53.57%	10.71%	0%	0%
At WVU overall	3.57%	32.14%	46.43%	14.29%	0%	3.57%
On campus at night	3.57%	21.43%	42.86%	32.14%	0%	0%
At sporting events	3.57%	10.71%	32.14%	21.43%	17.86%	14.29%
On High Street at night	3.57%	10.71%	32.14%	28.57%	21.43%	3.57%
Within athletics (including sports teams)	3.57%	0%	25%	7.14%	17.86%	46.43%
Within sororities and fraternities	3.57%	0%	25%	7.14%	32.14%	32.14%

Question: Of the following possible institutional changes here at WVU please rank them in order of importance:

	1	2	3	4	Average rating
A University LGBTQ Student Center office with full-time professional staff	38.46%	19.23%	23.08%	19.23%	2.77
The addition of gender identity and gender expression to University nondiscrimination policies	26.92%	11.54%	34.62%	26.92%	2.38
Full domestic partner benefits for WVU employees	23.08%	53.85%	7.69%	15.38%	2.85
Improved University response to LGBTQ harassment and/or bullying	11.54%	15.38%	34.62%	38.46%	2.00

Appendix E:
Undergraduate Student Government Association (SGA) support

SGA resolution supports LGBTQ student community - News - The ...

<http://www.thedaonline.com/news/sga-resolution-supports-lgbtq-stu...>



SGA resolution supports LGBTQ student community

By [Joshua Clark](#)

Published: Wednesday, November 2, 2011

Updated: Thursday, November 3, 2011 00:11

West Virginia University Student Government Association Governor Ben Seebaugh proposed an office of social justice be established for gender-variant minority students at Wednesday night's SGA meeting.

"WVU is lagging behind other schools in social justice for lesbian, gay and transgendered students," Seebaugh said. "Changes have already been made at several of our peer institutions. We need an open dialogue and discussion toward fairness and anti-discrimination. There are detractors to equality, and gay students possess an invisible identity in our society."

Resolution 2011-06 introduces gender identity into social justice policies, barring all "hate speech, harassment, violence and discrimination in the classroom, workplace, campus or anywhere else in the WVU community."

Seebaugh said the movement was created in response to a rising number of suicides and murders in the U.S. due to anti-gay bullying.

"We just recently marked the one-year anniversary of the death of Tyler Clementi from Rutgers University in New Jersey," Seebaugh said. "He was one of us, and killed himself because of anti-gay bullying at his school. Matthew Shepherd of Wyoming was brutally maimed and killed because he was simply perceived to be gay. Everyone needs someone to stand up for them, even if it doesn't affect them."

Not all were convinced an office is required because of the current existence of an office for the Queer Student Union and costs involved.

SGA Governor Zach Redding said an office separate from the WVU Queer Student Union was an unnecessary expense.

"If WVU has to put money and time into a project, something will have to come out of tuition,"

SGA resolution supports LGBTQ student community - News - The ...

<http://www.thedaonline.com/news/sga-resolution-supports-lgbtq-stu...>

Redding said. "You cannot say a Governor is against equality or diversity because they do not agree with a document. There will be a cost involved, even if it's just research."

The resolution was passed.

SGA also discussed a policy regarding

transportation and

parking on campus which would work to implement more student use of carpooling and ride-sharing services to attend classes.

"We hope to implement a policy plan more than a bunch of physical changes," said Transportation Director Hugh Kierig.

"There are limited areas for growth, and we cannot fix all our problems by constructing more parking when 25,000 people do not live on campus."

SGA approves LGBT center resolution - News - The Daily Athenaeum...

<http://www.thedaonline.com/news/sga-approves-lgbt-center-resoluti...>



SGA approves LGBT center resolution

By [Lacey Palmer](#)

Published: Thursday, October 18, 2012

Updated: Thursday, October 18, 2012 03:10

The West Virginia University Student Government Association approved a resolution Wednesday evening pledging its commitment to the development of an LGBT center on the WVU Campus.

Sophomore SGA Governor Molly Callaghan wrote and read the resolution to the governors for their approval.

The resolution states WVU SGA is "dedicated to creating a campus community that welcomes, engages and supports all students," and also discussed the WVU 2020 Strategic Plan for the Future.

The resolution also reads "there are over 12 million students representing the LGBT community with 36 percent of LGBT undergraduate students stating that they have experienced harassment within the last year, therefore those students avoid areas of campus out of fear."

After doing research, Callaghan and others who helped work on the resolution discovered that seven of the 10 Big 12 schools have already established LGBT centers.

Callaghan said the goal is to staff the LGBT center with administrators who are "educated and capable of dealing with all LGBT issues and concerns."

The end of the resolution states SGA "believes this LGBT center is the first step of many toward achieving an equal, inclusive and safe campus environment for all Mountaineers."

After reading the resolution, Callaghan said she felt the resolution supported vital aspects of SGA's mission.

"Last year, President Redding and Vice President Zuccari's main platform was to make students feel safer on this campus, so this resolution is really going towards our entire ticket's idea of what we wanted to accomplish," Callaghan said.

"I think this resolution will help show full support of this idea and allow President Redding to take this further so we can start getting the center set up and ready to go."

SGA approves LGBT center resolution - News - The Daily Athenae...

<http://www.thedaonline.com/news/sga-approves-lgbt-center-resoluti...>

Governor Andrea Mucino asked where the potential LGBT center would be located.

"It will be located somewhere in the Mountainlair, but not in a visible place, because some students don't want to come out yet," Callaghan said. "We just want to be sure it is an accessible place for students."

Governor Christian Guy asked how the center would be funded.

"The center would not be funded through students' tuition, so that will not be affected," Callaghan said. "It will be state-funded."

The resolution passed 12-1, with Governor Joe Reidy voting "nay" because of concerns at the lack of a precise location for the center.

WVU student Benjamin Seebaugh said he believes the passing of tonight's resolution is a great step for the University.

"The resolution is extremely well-written, and Governor Callaghan has done a lot of work to be a part of all of the events and do all of the research for this resolution. And it's really great, so thank you," Seebaugh said.

"I think this resolution is a jump-start to many more possibilities involving this issue," Callaghan said. "If we can get the center up and running, we can get a paid director to help students, because there's nothing at all right now, so I think this resolution is a great start."

The SGA Board of Governors also awarded three, \$500 grants at the meeting. Delta Sigma Delta, a dental fraternity; the American Society of Safety Engineers, an industrial engineering fraternity and the Indian Student Association received grants.

SGA further discusses plans for LGBT center - News - The Daily A...

<http://www.thedaonline.com/news/sga-further-discusses-plans-for-lg...>



SGA further discusses plans for LGBT center

By [Lacey Palmer](#)

Published: Thursday, October 25, 2012

Updated: Thursday, October 25, 2012 08:10

The West Virginia University Student Government Association continued its discussion of the creation of an LGBT center on campus at Wednesday evening's meeting.

"Last week, the board passed Governor Callaghan's resolution, which gave me the right to submit my proposal to higher power, so I met with Vice President Ken Gray today who is behind it," said SGA President Zach Redding.

Sophomore SGA Governor Molly Callaghan wrote and read a resolution last week pledging the SGA's commitment to the development of an LGBT center, which was passed by the governors 12-1.

Six out of 10 Big 12 institutions have an LGBT center on campus.

The SGA resolution reads: "There are over 12 million students representing the LGBT community, with 36 percent of LGBT undergraduate students stating that they have experienced harassment within the last year, therefore those students avoid areas of campus out of fear."

According to Governor Callaghan, the goal is to staff the LGBT center with administrators who are "educated and capable of dealing with all LGBT issues and concerns."

At a bullying forum that took place last week at the Mountainlair as a part of Diversity Week, 70 percent of attendees said they believe having a paid LGBTQ resource position on campus is very important when answering a 'Poll Everywhere' question. The remaining 30 percent believed it is still somewhat important.

Many students and residents express concern that members of the LGBT community do not know where to go when they have issues they need help in dealing with – which would be combated by the creation of a LGBT center.

Redding outlined the five goals of the plan he discussed with Gray: to create a center for LGBT

SGA further discusses plans for LGBT center - News - The Daily A...

<http://www.thedaonline.com/news/sga-further-discusses-plans-for-lg...>

concerns, to include sexual orientation and gender identity/expression in the institution's non-discrimination clause, to recruit and retain LGBT individuals, to demonstrate institutional commitment to LGBT issues and concerns and to integrate LGBT issues and concerns into the curriculum.

"We're moving forward in the right direction," Redding said.

"The next step is to go to the Director of Social Justice, who was just hired."

In other business, the SGA approved three grants – a \$400 to the Turkish Student Association for an event celebrating the founding of the Turkish Republic, and two \$500 grants – one to the West Virginia University Student Grotto for safety equipment for future cave explorations and the other to the Society of Women Engineers for a national event they will attend.

SGA Club Sports Liaison George Weaver discussed the possible formation of a gymnastics club team, a potential Frisbee golf club course at Mylan Park and three potential ponds for the fishing club after attending a recent club sports meeting.

Daniel Brummage also announced early voting in Monongalia County began today and will continue until Nov. 3 from 8 a.m.-5 p.m. at the Mountaineer Mall in Morgantown, except for Sundays.

SGA meets every Wednesday at 7:30 p.m. in Hatfield's Room B.

SGA President: Time for W.Va. to address LGBTQ discrimination -...

<http://www.thedaonline.com/opinion/sga-president-time-for-w-va-to...>



SGA President: Time for W.Va. to address LGBTQ discrimination

By [Zachary Redding](#)

Published: Monday, March 4, 2013

Updated: Monday, March 4, 2013 07:03

Imagine that you are going to interview for a job. Perhaps you're going to rent an apartment for your next year in Morgantown.

Now imagine the landlord or the person that can hire you says "no" on the basis that you have a partner that they do not like. Is that fair? Is that the type of world that you want to live in?

Well, in West Virginia, any person can be turned away from housing or job opportunities on the sole basis that they are a member of the LGBTQ community.

As a young individual, hearing this news was not only mind boggling, but it actually angered me.

As the student body president of the largest land-grant institution of the state of West Virginia, I wanted to publicly say that I completely disagree with this law. What should a society think of itself when discrimination is not just tolerated, but allowed by law? I encourage you to join Fairness WV and to encourage your state legislators to amend the Human Rights Act by passing the Employment and Housing Non-Discrimination Act (EHNDA).

As our legislators meet in this upcoming session, I truly hope that they open their eyes to the world that we live in and make it an equal place for all. The fact that my peers and other individuals in this state can be discriminated against because of their sexual orientation baffles me, and reminds me that there is no time to wait for change, because that change must happen now. As college students, we have historically been at the forefront of equality movements. I urge you to join a large coalition of citizens to ensure that EHNDA is passed during this legislative session.



AP

Two homosexual men holding hands during Christopher Street Day in Weimar, eastern Germany.

SGA passes Office of LGBTQ Programs resolution

By Sam Bosserman | Posted: Thursday, October 10, 2013 12:52 am

At Wednesday evening's regular meeting of the West Virginia University Student Government Association, a resolution was passed endorsing the creation of an Office of LGBTQ Programs on campus.

The Board of Governors passed the resolution unanimously after hearing its second reading by SGA Vice President Benjamin Seebaugh.

The proposed office would serve as both an advocate and a center for LGBT Students. According to the resolution, the preferred staffing scenario for the office would be one full-time director, one full-time program coordinator, and two other part-time assistants.

Vice President Seebaugh, an ardent supporter of the resolution, said he was pleased to see the board pass the resolution with overwhelming support.

"Today we were able to pass, for the third consecutive year, support from the student body as a whole for an LGBTQ office," Seebaugh said. "This (office) will benefit a number of students who have been underrepresented for years and will make the University more competitive for bringing in diverse applicants in the future."

Seebaugh said he was also very optimistic about the chances of the office actually being created by the University in the near future.

"We've been hearing time and time again in our casual meetings with the provost, the president and the faculty senate that there are very positive feelings towards the creation of this office," Seebaugh said.

BOG member Katie Heller, a co-sponsor of the resolution, said the creation of the office would bring West Virginia in line with peer universities and would do a lot for the image of West Virginia as an inclusive place.

"Eight Big 12 universities already have an office of this type... and I think it's important to being inclusive," Heller said. "A lot of people don't think of West Virginia as being a progressive state, and this (resolution) makes a big statement for both the university and the state in that regard."

In addition to passing of the resolution, the Board of Governors approved two student organization grant proposals. The amounts awarded were \$600 for the Middle Eastern Union and \$500 for the Animal Legal Defense Fund.

The student organization grants approved at the meeting brings the total amount awarded for the year to \$6,980, or 12 percent of the approximately \$59,000 put aside for such grants.

The WVU Student Government Association holds regular meetings in Hatfields B Wednesdays at 7:30 p.m. SGA invites students who wish to voice their opinions to tweet them at @wvusga.

Appendix G:

“The LGBTQQIAAP (or LBTTIQQSA) Community, and Why” by Preston Grant
(from “Gay, Explained”: <http://www.gayexplained.com/lgbtqiaap-community/>)

The LGBTQQIAAP (or LBTTIQQ2SA) Community, and Why

When I was first out, in the early 1980s, we called ourselves the Gay community.

Then Lesbians got angry about their lack of visibility and wanted separate billing, which meant we had to distinguish 1 and soon the letters piled up into a huge jumble as everybody left out of hetero “normality” wanted in.

Sometimes gay men lament that we can’t just be the gay community again, while those who don’t want to be left behind ever-expanding identification.

I laughed recently when I saw LGBTQQIAAP:

- **L**: Lesbian. Women attracted to women.
- **G**: Gay. Men attracted to men.
- **B**: Bisexual. People attracted to both sexes.
- **T**: Transgendered. People who are the opposite sex internally than the body they are born into, whether male to female (FTM).
- **Q**: Queer. People who don’t want to label themselves by their sex acts but do want to claim being different, etc. fabulous. Reclaimed from a hate term, Queer can still be highly offensive, depending on usage.
- **Q**: Questioning. People still working out who they are attracted to.
- **I**: Intersex. People born into bodies that are not clearly, or only, male or female; hermaphrodites.
- **A**: Asexual. People who just aren’t that into sex with anybody.
- **A**: Allies. Straight people who support the XXXX community.
- **P**: Pansexual. People attracted to others by individual personality, not gender.

In Canada they make it LBTTIQQ2SA by adding respect for a non-European category:

- **2S**: Two-spirit. The visionaries and healers of aboriginal communities, the gay and lesbian shamans.

All of this tumult because we define heterosexuality so narrowly. As I mentioned in discussing **heteronormativity**, the defines heterosexuality so narrowly they define most humans out of it. The result is everyone, including most straight what they are doing wrong.

The LGBT+ community is the “everyone else” community. One of the funny things about living in San Francisco is see people who love the gay community partly because it offers everyone a place where narrow old restrictions don’t apply to themselves. A nice discussion of straight people experiencing gay bars **here**.

Part of our role as the LGBTQQIAAP(+2S) community is to make the space for everyone, straight or gay. It is the place to just cut the crap and be who they are, Out and Proud.

I wish we could just acknowledge that People Vary, and leave it at that.
