



## Faculty and Curriculum Committee Agenda

April 22, 2022  
10:00 a.m. | Science Center, Room 305

Call to Order and Opening Prayer ..... Mr. William (Bill) Winfrey II, Chair

Approval of Minutes – Oct. 22, 2021, March 2 & 21, 2022 [Special Meetings] .....Mr. Winfrey

Introductions ..... Dr. Marshall Flowers, Provost

Academic Affairs Report to the Board of Trustees ..... Dr. Flowers

- Online and Distance Education Report [Dr. Patricia Neely]
- Institutional Effectiveness Report [Dr. Lewis O. Brogdon]
- Academic Center for Excellence Report [Dr. Darrin Martin]
- Easley Library Report [Mr. Werner Lind]

Faculty President’s Report.....Dr. Shellie Brown

Student Remarks ..... Ms. Kaylei Newman, SGA Representative

Resolutions and Strategic Initiatives .....Dr. Flowers

Closing Remarks and Prayer..... Mr. Winfrey

Adjournment..... Mr. Winfrey

### ***Faculty and Curriculum***

Mr. William (Bill) Winfrey, II, Chair  
Mrs. Julie Johnson  
Mrs. Phyllis Marcom  
Mr. Thomas R. Scott, Jr.  
Dr. Dixie Tooke-Rawlins

Dr. Jerry Turley  
Dr. Marshall Flowers, *Provost, ex officio*  
Dr. Shellie Brown, *Faculty President,*  
*Associate Professor of Education*  
Ms. Kaylei H. Newman, *SGA Representative*  
Mrs. Burma McChesney, *Recorder*

## Faculty and Curriculum Committee Minutes

October 22, 2021, 10:00 a.m.

Present: Mr. Bill Winfrey, Chair; Mrs. Julie Johnson; Mrs. Phyllis Marcom; Dr. Marshall Flowers; Dr. Pat Neely; Dr. Shellie Brown, Faculty President; Ms. Kierstan Farmer, SGA Rep; Ms. Laurel Romano, Recorder of Minutes

The meeting was conducted as an informational meeting without a committee quorum.

Bill Winfrey opened with prayer and brought the meeting to order.

Committee members present have viewed and approved past minutes as accurate without objections.

**Introductions** conducted by Dr. Flowers

**Academic Affairs Report** by Dr. Flowers

- Accreditation, decennial review
  - o 5<sup>th</sup> year interim year report process
  - o Change of control prospectus and met approval
- Student achievement
  - o Undergrad members of President's and Dean's list numbers
  - o Retention upward mobility comparing spring to fall and fall to fall, smaller incoming classes, discussed enrollment
  - o "Moving the Needle" project, working on key issues to improve retention and student success, 5-year project and in year 2
- Faculty Updates
  - o Hired Dr. Kristen Moran, Professor of Counseling
  - o Dr. Connie Elkins, Doctorate degree in Philosophy in counseling
  - o 76% of faculty with doctorate or terminal degree
- Academic Professional Development and Program Initiatives
  - o RAMSConnect
    - iPad initiative and eTextbooks
    - Process and reality of iPads for students was discussed
    - Canvas and the impact on campus
  - o Catalog review and handbook review initiative
  - o Curriculum Initiatives
    - Master of Science in Anesthesia degree program details and information in collaboration with VCOM (Auburn) and Appalachian College of Pharmacy, 30 students in each enrolling class, seated by some remote (such as internships), outlook for fall 2023
      - Pat Neely explained being NC SARA approved: allows online courses offered to students outside VA without having to register with each state where online classes are taught
    - BS of Public health with Pre-health sciences or biomedical sciences
    - Master of Arts in Ministerial Leadership, HFC partner
      - "Where does it fit in with seminary?" Alternative to seminary
      - Suited for individuals working in church where minister isn't required to attend seminary and cannot quit work to attend seminary

### **Online and Distance Education** by Dr. Neely

- Canvas implantation was a success
  - o Online classes in standard format
  - o Faculty trained for Canvas over summer
- Enrollment for fall, low numbers
  - o New marketing partner
  - o Implement new customer management system, Salesforce, August 18<sup>th</sup>
  - o Little marketing contributed to low numbers
  - o Expect next August will have increased enrollment
- Older programs, look over to refresh
- Data warehouse will better provide data with students
- Faculty core expectations
  - o Time between submission and grade
- Redeveloping courses over the year and see if they align with Carnegie units
- Canvas catalog, offer noncredit courses (discussion about courses and individuals for community-based things)
- Online MABS launched in July
- Online growth action plan reviewed

### **Other Reports** by Dr. Flowers

- Graduation rates breakdown
- Institutional Effectiveness
  - o Focused on decennial review
- Library
  - o Serving students electronically and remotely
- ACE
  - o Process of hiring individual to work closely with special needs students

### **Faculty Report** by Dr. Brown

- All initiatives implemented on campus this year
- Survey of faculty
  - o High rates of satisfaction with initiatives
- Apple Initiative
  - o Seen benefits for themselves and students
  - o Easier collaboration
- Canvas
  - o More user friendly
  - o Consistent approach to classes and good features
- Challenges
  - o Canvas: time consuming to transfer items over

### **Student Remarks/SGA** by Kiersten Farmer

- SGA grew from 3 to 16 members
- Participation in events on campus to promote awareness
- Office hours this semester
- Conducted survey of faculty approval 4.48 of 5 stars
  - o More involvement and openness of faculty and professors, and more involvement in ministry

Strategic initiatives were discussed in Dr. Flowers opening report

Adjournment/closing remarks by Chair, Bill Winfrey

Phyllis Marcom closed with prayer

Adjourned – 11:17

## **Faculty and Curriculum Committee Minutes**

### **Special Meeting – March 2, 2022**

Attendees: Mr. Bill Winfrey, Chair; Todd Asbury, Dr. Marshall Flowers, Mrs. Julie Johnson, Dr. Emily Lambert, Mrs. Phyllis Marcom, Mr. Michael Nichols, Dr. Dixie Tooke-Rawlins; and Mrs. Jordan Dillon, Minute Keeper

Mr. Winfrey called the meeting to order. He welcomed all attendees to the meeting. Upon the request of Mr. Winfrey, Dr. Flowers sent the Faculty and Curriculum Committee documents outlining the Master of Health Science in Anesthesia partnership program between Bluefield and VCOM. The Graduate Academic Council and BU Faculty met earlier in the week and approved the program and recommended for the program to be presented in front of the board for approval.

Dr. Flowers called upon Dr. Emily Lambert to briefly explain the program to the board. Dr. Lambert highlighted that the face-to-face master's program will be located at the Auburn, AL VCOM campus and will be the first and only Christ-centered Master of Health Sciences in Anesthesia among the 16 other programs across the country. Dr. Lambert stated that the program would host 30-45 students in the cohort the first year and 115 students in the 3<sup>rd</sup> and 4<sup>th</sup> year of the program as more cohorts develop.

Mr. Mike Nichols, Dean of the Anesthesiology Assistant Program at VCOM Auburn Campus, also joined the call and quickly gave a budget overview to the committee members. The program will cost \$48,000 per year which is slightly below national average. The payback period will be in years 3 and 4 of the program. Mr. Nichols also shared that seven full-time faculty members will be joining the program and 3-4 Auburn VCOM faculty members will teach in the program.

Dr. Tooke-Rawlins added that VCOM will absorb the initial debt; meaning, VCOM will front the finances and then the payback will occur in the later years at 51% Bluefield and 49% VCOM.

With no further questions or comments, Mr. Winfrey presented the resolution for the MHS in Anesthesia to the Faculty and Curriculum Committee and called for a vote.

Ms. Phyllis Marcom motioned for approval and Ms. Julie Johnson seconded the motion.

With all in favor and none opposed: the MHS in Anesthesia in partnership with VCOM at the Auburn campus was approved by the Faculty and Curriculum Committee.

Dr. Marshall Flowers closed in prayer. Meeting adjourned.

## **Faculty and Curriculum Committee Minutes**

### **Special Meeting – March 21, 2021**

Special Meeting via Zoom Conference Call

Minutes: Submitted by Jordan Dillon

Chair: Bill Winfrey

Attendees: Todd Asbury, Julie Johnson, Phyllis Marcom, Dr. Dixie Tooke-Rawlins, Dr. David Olive, Dr. Marshall Flowers

Committee Chair Bill Winfrey welcomed the committee members to the meeting. He opened the meeting in prayer and called upon Dr. Olive to start the discussion.

Dr. Olive shared with the committee the current budget analysis, and ELT created two budget models for 2022-23 that outlined projected revenues and expenditures. Model 1 includes increasing tuition and student fees, along with additional fundraising and asset considerations. Model 2 introduces differing tuition and fee increases, and also includes recommended program eliminations and faculty and staff reductions.

The majors suggested to eliminate are:

- Applied music voice concentration
- History major
- Math Major
- Language studies program
- Physical Health in secondary education, teacher licensure
- Theater

Model 2 also showed positions that will not be filled once faculty, staff, or leadership members retire, and or leave position. Positions that will move into a frozen position are:

- Reference Librarian
- Communications Professor
- Dean of School of Education
- Provost
- English Professor
- Instructional Mentor
- School of Business, Asst. Professor
- MBA Director
- Art Professor

The committee discussed in length the long-term effects of these changes. The committee proposed that BU Leadership look at other ways in realign programs before reducing faculty, possibly combining faculty for both traditional courses and online courses, and changing tracks for specific areas (e.g., Cyber Security). Further concerns were shared concerning the math major and the effects this might have on other degree programs in health and sciences.

Board of Trustees Chair, Todd Asbury, asked Dr. Olive and leadership to evaluate if these changes will get BU to the “end goal.” With the merger, course tracks are needed for our sister institutions. He asked BU leadership to review these recommendations and make sure they are in line with the end goal in mind.

The committee shared their concern with staff and faculty compensation reductions and would like to see a model presented without that being an area of reductions.

After lengthy discussions on other areas at the institution to save on cost, and reviewing the majors presented, the Faculty and Curriculum Committee asked Dr. Olive and Dr. Flowers to work with ELT members and provide an outline of what ELT is proposing related to majors and faculty with corresponding budget numbers. The committee needs more information to review before making any recommendations before the Board.

Committee Chair Bill Winfrey asked Dr. Olive and Dr. Flowers to have this to the Faculty and Curriculum meeting before the Spring Meetings on April 22, 2022. Once the material has been distributed for review, the Faculty and Curriculum Committee will reconvene.

Meeting adjourned.

**Academic Affairs**  
**Report to the Board of Trustees**  
**Spring 2022**  
*Submitted by Marshall Flowers, Jr, PhD, Provost*

The Bluefield College academic experience, immersed in our mission as a Christ-centered institution, is committed to developing servant leaders who will transform their world. An essential distinctive of our academic culture is the integration of faith and learning as a hallmark of our students' education.

**Centennial Scripture-of-the-Year: Ephesians 5:8-9** *“For you were once darkness, but now you are light in the Lord. Live as children of light for the fruit of the light consists in all goodness, righteousness, and truth.”* [NIV]

**Accreditation Compliance**

The university personnel are actively involved with drafting the **Compliance Certification Report** due in September as part of the Decennial review occurring in 2022-2023. Our colleague, Dr. Lewis Brogdon serves as the editor and is writing much of the 200+ pages being prepared for the **SACSCOC's evaluators**.

In addition, President Olive is drafting the **Monitoring Report** (due April 1, 2022) that was requested by the SACSCOC Commission upon approval of the **Change of Control Prospectus** (July 12, 2021). The Monitoring Report documents the Bylaw changes addressing undue influence by the Harvey W. Peters Research Foundation, which are also reflected in amended Articles of Incorporation.

**Student Achievement**

The **2021 Fall semester academic honors** for the President's (3.9 and above) and Dean's Lists (3.5 to 3.89) included 194 undergraduate on-campus and online students, or 31% of the undergraduate enrollment. 114 (or 26%) were among the 446 on-campus students who achieved the honor roll recognition. The online undergraduate students recognized with honors were 72 (or 42%) of the 173 undergraduate online students. The President's List included 80 students, and the Dean's List had 114 total students.

The institutional **retention rate** for all students from 2021 Fall semester to the 2022 Spring semester was 86%, an increase of 1% from the previous year.

**Ms. Laura Kimzey**, a Spring 2022 outstanding graduating senior, is participating in her last semester at Oxford University through the Council for Christian Colleges and Universities' **Scholarship & Christianity in Oxford program**. As one of 40 select CCCU students chosen to participate this semester, Laura's learning experience is guided by Oxford University Tutors around research topics that cultivate thinking Christianly.

**Faculty Personnel Updates**

**Dr. Robert Merritt**, with 32 years of faculty leadership in creative writing, **Walter Shroyer**, Professor of Art for the past 31 years, **Dr. Cindy Bascom**, Professor of Communication, for 17 years, and Associate Librarian **Lynnette Bartlett**, who for 15 years has served students as a professional librarian in the Easley Library, are all retiring from Bluefield University. Each are eligible for promotion to the **Faculty Emeritus** status. A resolution of honor will be presented to the Board of Trustees.

**Dr. Kimberly Farmer**, senior faculty member having served 33 years at Bluefield University, has applied for a **sabbatical leave** for the **2023 Spring semester**. Dr. Farmer serves as the

Dean of the School of Criminal Justice. Throughout her 33 years of service, she has yet to apply for a sabbatical leave. Her desire is to travel to Italy, live among relatives, and research the criminal justice system across Italy.

**Dr. Emily Lambert, Dean of the College of Sciences**, has successfully completed a review by the Faculty Promotions Committee for promotion to Professor of Biology. The committee members highlighted the key contributions in faculty leadership provided by Dr. Lambert in collaborating with VCOM in the establishment of the Master of Arts in Biomedical Sciences and in the development of the prospectus for the Master of Health Sciences in Anesthesiology.

A three-year profile of the **Faculty Salary Averages across the faculty ranks** of Professor, Associate Professor, and Assistant Professor is provided annually to the university faculty as called for in the *Faculty Handbook*. The faculty salary report provided this academic year contains the past seven years of the faculty salary averages, which represents the years of my tenure as the university provost and chief academic officer. President Olive has requested that the Faculty & Curriculum Committee review the report and provide the Board with its feedback.

### **Academic Program Initiatives**

New academic program initiatives are moving forward in collaboration with the Via College of Osteopathic Medicine and the Appalachian College of Pharmacy. One such program is the **Master of Health Science in Anesthesia [MHSA] degree program**. Michael Nichols, Dean of the Anesthesiologist Assistant program, and Dr. Emily Lambert, Dean of the College of Sciences, have collaborated on the development of the SACSCOC substantive change prospectus for the Master of Science in Anesthesia. If approved by the SACSCOC Commission, the MHSA will open on the VCOM campus in Auburn, Alabama, in the summer of 2023.

Two other masters' degree programs are moving forward through the faculty review and approval process: the **Master of Arts in Ministerial Leadership** and a **Master of Arts in Human Services**. The latter program will be a 30 to 33 credit degree option for students considering the Master of Arts in Counseling but do not want to complete 60 credits for the Master of Arts in Counseling with its extensive field practicum requirements. The MA in Ministerial Leadership is a degree program that complements the mission of the University as a Christ-centered university. A marketing review is underway to determine the sustainability of the degree program.

The **Communication faculty** have carefully reviewed its course offerings across the two Communication majors [Communication and Graphic Communication] and three concentrations [Modern Media, Digital Marketing, and Sports Communication]. To revitalize their degree programs and grow enrollment, the Communication faculty presented a successful case for offering both the Bachelor of Arts and the **Bachelor of Science in Communication** [the newer degree offering]. In addition, a **common core requirement** that includes Graphic Communication course offerings has led to the elimination of 6 credits in the Communication major and the Graphic Communication major.

The Master of Business Administration is being refreshed following a curriculum review to capture 21<sup>st</sup> century business initiatives. The degree requirements will adjust from 36 to 30 to 33 credits. The core curriculum will increase from 15 to 21 credits. Refreshed course titles and content include Data & Decision Making, Leading Organizational Change, and Innovation & Entrepreneurship. The integrative themes of ethics and global perspectives will be added to all courses.

Strategic curriculum initiatives on the horizon include the launch of the Master of Science in Human Services and the Master of Arts in Ministerial Leadership. The “Strategic Curriculum Initiatives” follows this report for review.

Thank you for the opportunity to serve the academic division of Bluefield University in the context of its Christ-centered mission. My desire is that the University, as envisioned by Davis and Ryken in the Liberal Arts for the Christian Life, will be teeming with faculty and administrative personnel enabling Christian higher education leadership to “fulfill their purpose as the *liberating arts* . . . developing intellectual gifts and artistic abilities [among students] to the fullest potential . . . through the integration of learning with faith.” In addition, it is my hope that the learning exchange between faculty and students will be characterized by Christ-centered mentoring relationships that honors the development of servant leaders who will transform their world.

Working together for excellence in Christ-centered higher education,

A handwritten signature in black ink that reads "Marshall". The signature is written in a cursive, flowing style.

Marshall E. Flowers, Jr, PhD  
Provost



## **STRATEGIC CURRICULUM INITIATIVES**

### **2021 – 2022 Academic Year**

#### **Bachelor's Programs:**

Trauma-Informed Care Minor (15 Credits), Certificate (12 credits)  
Christian Mental Health Minor (15 Credits), Certificate (12 credits)  
Health & Wellness Minor (15 Credits), Certificate (12 Credits)  
Marriage & Family Minor (15 Credits), Certificate (12 Credits)  
Life Coaching Minor (15 Credits), Certificate (12 Credits)

#### **Master's Programs:**

MABS Online

### **2022 – 2023 Academic Year**

#### **Master's Programs:**

Master's Program Partnership with Indian River State College (Fort Pierce, Florida)  
MBA Refresh and Specialization in Data Analytics  
Master of Science in Human Services (off-ramp for Counselor Education)  
Master of Science in Clinical Research  
Master of Science in Anesthesiology (Anesthetist Assistant; June 2023 launch)  
Master of Science in Sports Medicine  
Certificate in Data Analytics (MBA, MSN, MABS)  
Certificate in Nursing or Healthcare Simulation (MABS or MSN)  
Certificate in Addiction and Mental Health (Counselor Education)

### **2023 – 2024 Academic Year**

#### **Bachelor's Programs:**

Bachelor of Science in Nursing (Accelerated degree program)  
Bachelor of Science in Virology  
Bachelor of Science in Cardiopulmonary Care  
Bachelor of Biomedical Sciences

#### **Master's Programs:**

Master of Arts in Ministerial Leadership

#### **Doctoral Programs:**

Doctor of Clinical Psychology  
Doctor of Counselor Education  
Doctor of Nursing  
Doctor of Educational Leadership

**Majors for Fall 2021**  
(with historical data)

Major	Trad/Online	2016	2017	2018	2019	2020	2021
Master of Arts in Education	Online-Graduate	13	24	17	7	10	7
Master of Arts in Education with Teacher Licensure	Online-Graduate			2	3	1	0
Master of Arts in Education Leadership (Licensure)	Online-Graduate			4	2	3	7
Master of Arts in Education Leadership (Non-Licensure)	Online-Graduate			0	0	0	0
Master of Arts in Counseling Education - Clinical Mental Health Counseling	Online-Graduate					11	19
Master of Arts in Counseling Education - School Counselor	Online-Graduate					7	12
Master of Arts in Biomedical Science	VCOM			127	124	124	115
Master of Science in Nursing - Family Nurse Practitioner	Online-Graduate		31	47	28	39	34
Master of Science in Nursing - Leadership and Education	Online-Graduate		10	7	2	2	2
Master of Science in Nursing - Psychiatric Mental Health Care	Online-Graduate					8	1
Master of Business Administration - Leadership	Online-Graduate		10	25	27	32	22
Master of Business Administration - Finance	Online-Graduate			1	1	0	0
Master of Business Administration - Healthcare Administration	Online-Graduate		5	3	2	4	5
Master of Business Administration - Justice Administration	Online-Graduate					1	2
Graduate MSN Psychiatric Mental Health Certificate	Online – Graduate						2
Graduate Chemistry Certificate	Online-Graduate		6	6	5	0	0
Non-degree seeking	Non-Degree Seeking	86	117	115	49	30	13
Non-degree seeking teacher licensure	Non-Degree Seeking	3	2	4	1	1	3
Substance Abuse Certificate	Certificate				1	0	0
Associate in Ministry Leadership	Online			6	8	6	2
Associate of Science in General Studies	Online		8	5	8	7	9

Associate of Science in General Studies (Dual Enrolled)	Online		13	31	34	49	67
BEHAVIORAL SCIENCE	Online	0				0	0
Business Management	Online			21	24	26	31
Criminal Justice-Online	Online	46	54	48	30	22	17
Early Childhood Education (Non-Licensure)	Online	19	38	43	33	31	30
e-Business Entrepreneurship	Online	4				0	0
e-Business Certificate	Online		1			0	0
Human Services	Online	100	140	106	76	58	16
Management and Leadership	Online	102	117	63	25	13	1
Ministry Leadership	Online			5	6	8	7
Organizational Leadership	Online			24	17	17	9
PUBLIC SAFETY	Online					0	0
Psychology and Human Services Online	Online						35
RN to BSN Nursing	Online	69	88	75	54	42	20
Art and Design	Trad	4	2	3	4	1	0
Art-Teacher Licensure	Trad	2	3	1	1	1	3
Art Business	Trad		1	3	3	0	1
Biology	Trad	61	70	67	56	50	41
Biology Teacher Licensure	Trad	1	2		2	1	0
Business Administration	Trad	91	114	124	100	100	81
Business Teacher Licensure	Trad	5	1		0	0	1
Chemistry	Trad	3	10	7	5	3	2
Chemistry Teacher Licensure	Trad	1	1		0	1	1
Christian Studies	Trad	7	8	10	5	4	4
Communication	Trad	12	21	18	13	11	15
Criminal Justice	Trad	68	96	79	82	62	58
Cybersecurity	Trad/Online			7	11	25	27
Elementary Education	Trad					6	6
English	Trad	4	5	5	7	4	4
English Teacher Licensure	Trad	6	6	4	3	7	5
Exercise and Sport Science	Trad	123	138	150	119	102	86
Exercise Science with Teacher Licensure	Trad	12	7	13	11	9	8
Forensic Science	Trad	10	8	10	16	10	12
Graphic Communication	Trad	15	22	22	20	13	7
History	Trad	5	10	9	8	4	3
History/Social Science Teacher Licensure	Trad	6	9	5	6	3	3
Interdisciplinary Studies	Trad	0	5	3	2	3	1
Interdisciplinary Studies Teacher Licensure	Trad	35	37	37	26	18	10
Math Teacher Licensure	Trad	10	12	5	2	4	3
Mathematics	Trad	6	7	6	6	6	6

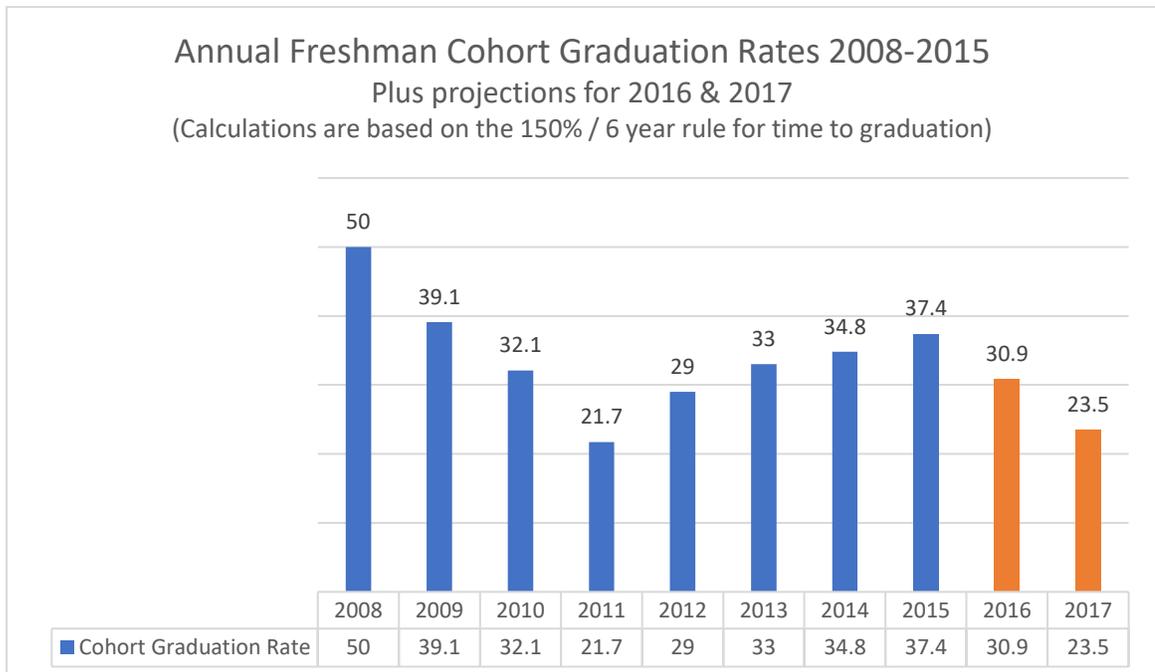
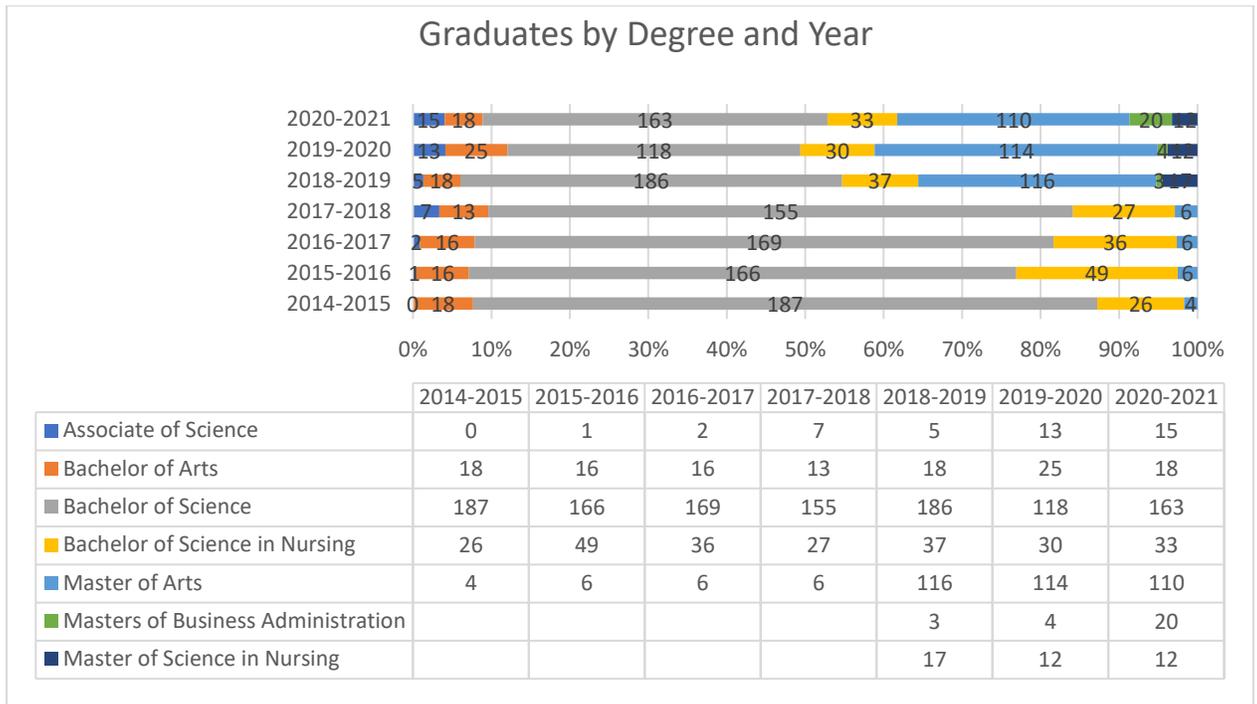
Music	Trad	8	11	9	12	10	7
Music Education-Instrumental preK-12	Trad	1	4	2	1	3	3
Music Education-Vocal/Choral preK-12	Trad	1	2	1	1	3	4
MUSIC TEACHER LICENSURE	Trad					0	0
Nursing	Trad						2
Psychology	Trad	20	31	33	24	16	7
Psychology and Human Services	Trad/Online					22	22
Special Education	Trad	2	3		0	1	1
Theatre	Trad	9	15	12	12	8	8
Undecided	Trad	14	10	6	11	32	29
<b>Grand Total</b>		<b>984</b>	<b>1335</b>	<b>1436</b>	<b>1136</b>	<b>1095</b>	<b>965</b>

**Graduates in 2020-21**  
(with historical data)

<b>GRADUATES PER MAJOR/YEAR</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>AS</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>5</b>	<b>13</b>	<b>15</b>
Interdisciplinary Studies		1	2	7	5	13	15
<b>AML</b>							<b>2</b>
Associate of Ministry Leadership							2
<b>BA</b>	<b>18</b>	<b>16</b>	<b>16</b>	<b>13</b>	<b>18</b>	<b>25</b>	<b>18</b>
Art and Design	4		2			3	1
Christian Studies	1				1		
Communication		9	4	3	3	3	5
Criminal Justice		1		2	3	1	1
English	1	1	2	1	1	5	1
English Teacher Licensure	2	2	2	1			1
Exercise and Sport Science	2						
Graphic Communication	2	1	2	3	3	4	3
History	2		1			2	2
History/Social Science Teacher Licensure		1			1	1	
Interdisciplinary Studies					1	1	
Music	1				3	2	1
Music Education - Instrumental PreK-12					1		
Music Teacher Licensure		1	1				
Psychology	2						1
Theatre	1		2	3	1	3	2
<b>BS</b>	<b>187</b>	<b>166</b>	<b>169</b>	<b>155</b>	<b>186</b>	<b>118</b>	<b>163</b>
Behavioral Science	2	1					
Biology	5	5	11	5	14	5	8

Business Administration	11	14	10	10	16	22	20
Business Teacher Licensure				1			
Chemistry			1	1	1	2	
Chemistry Teacher Licensure			1				
Criminal Justice	27	18	35	34	25	18	26
Cybersecurity							2
Early Childhood Education	2	1	3	5	9	8	15
Exercise and Sport Science	16	17	16	14	22	13	24
Exercise Science with Teacher Licensure	1	2	1	2			2
Forensic Science		1	1	1			1
Human Services	53	41	39	45	42	25	29
Interdisciplinary Studies	6	3		4		1	3
Interdisciplinary Studies Teacher Licensure	7	9	8		10	3	3
Management and Leadership	48	49	40	28	34	7	13
Math Teacher Licensure					3	1	
Mathematics				1	1	2	
Organizational Leadership					4	10	13
Organizational Management and Development					1		
Psychology	7	5	3	4	4	1	4
Public Safety	1						
<b>BSN</b>	<b>26</b>	<b>49</b>	<b>36</b>	<b>27</b>	<b>37</b>	<b>30</b>	<b>33</b>
RN to BSN Nursing	1	49	36	27	37	30	33
<b>MA</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>116</b>	<b>114</b>	<b>110</b>
Education in Teaching Excellence	4	6	6	5	8	5	
MAED with Teacher Licensure				1		1	
MA Education Leadership (Licensure)						2	3
Biomedical Sciences					108	106	107
<b>MBA</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>20</b>
Business Administration, Leadership	4	6	6	5	3	4	18
Business Administration, Healthcare							2
<b>MSN</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>12</b>	<b>12</b>
Family Nurse Practitioner Leadership/Education					13	11	12
					4	1	
<b>Grand Total</b>	<b>235</b>	<b>238</b>	<b>229</b>	<b>208</b>	<b>382</b>	<b>316</b>	<b>373</b>

## Graduation Rates



**BLUEFIELD UNIVERSITY**  
**Freshmen Cohort Retention Rates**  
**IPEDS Data Reports**

<b>Cohort</b>	<b># of Students in Cohort (FTF)</b>	<b># that returned next fall</b>	<b>Retention Rate</b>
<b>2020</b>	159	91	57%
<b>2019</b>	193	85	44%
<b>2018</b>	226	99	44%
<b>2017</b>	209	107	51%
<b>2016</b>	173	112	65%
<b>2015</b>	142	98	69%
<b>2014</b>	158	85	54%
<b>2013</b>	120	72	60%
<b>2012</b>	149	84	56%
<b>2011</b>	153	73	48%
<b>2010</b>	113	63	56%
<b>2009</b>	117	69	59%
<b>2008</b>	81	57	70%
<b>2007</b>	88	56	64%
<b>2006</b>	107	66	62%
<b>2005</b>	101	67	66%
<b>2004</b>	136	79	58%

**Institutional Persistence Rate**

<b>Class</b>	<b>Number in SP2021</b>	<b>Number in FA2021</b>	<b>Persistence Rate</b>
FR	164	109	66.4%
SO	137	111	81%
JR	155	127	82%
SR	216* (120)	97	81%
Graduated	96		
<b>Total</b>	<b>672* (576)</b>	<b>444</b>	<b>77%**</b>

\*includes graduates

\*\*includes only those eligible to return

\* \* \* \* \*

**Online and Distance Education Report  
Board of Trustees – Spring 2022**

*Submitted by Dr. Patricia Neely, EVP for Online and Distance Education*

Enrollment in Bluefield University's online programs continues to decline in the undergraduate programs while enrollment in graduate programs has been stable. Even though enrollment has not rebounded after the large decline in August, the academic team has been busy with the continued transition of courses from eLearning to Canvas, faculty training efforts, and work to improve the online student experience.

Below is a brief summary of activities that have taken place since the fall meeting of the Board of Trustees. The Magellan Consultants supported activities identified in the Online Growth Plan until the relationship was paused on February 21, 2022.

1. Canvas Implementation – All spring courses were transitioned from eLearning to Canvas. With this transition, approximately 90% of our online courses are now in Canvas. A few remaining courses that are offered sporadically during the year still need to be created in Canvas.
2. Common Course Template – A common template has been adopted for all online courses that are designed for online students. Templates have been created for online, graduate, and campus-based courses.
3. Data Warehouse – The new data warehouse is providing accurate up-to-date data on student and faculty participation in online courses. Also, Josh Grubb has created historical reports which allow us to examine the enrollment trends and student achievement in online course. The data are extremely helpful in planning for future terms.
4. Personnel – Shannon Farris who was hired in the fall with funding from the loan from the Harvey Peters Foundation has been an excellent addition to the online team. She provides extensive support to online faculty in using Canvas. Amy Hassenpflug resigned due to upcoming back surgery. Her monitoring of online courses and her help with faculty support will be greatly missed. Amy's position is currently frozen due to budget concerns.
5. Faculty Training – Faculty training sessions along with Tech Tuesdays have provided opportunities for faculty to participate in live training as well as watch recorded trainings. Both adjunct, as well as full-time faculty are invited to all training workshops.
6. New Faculty Training – The new faculty training course was created with Magellan. All online, adjuncts who are currently working at the University will be asked to complete training modules. The entire course will be available to all faculty.
7. eBooks – All online courses are using eBooks. We are currently working on the textbook selection process to ensure that all courses have texts identified, and no late adoptions take place. Late adoptions result in additional charges from our textbook provider, eCampus.
8. Curriculum Development – 25 new courses in five new minors have been completed. Each of these courses has a corresponding non-credit certificate course that will be offered through Canvas Catalog as continuing education courses.
9. Canvas Catalog – Work is ongoing to determine a pricing model and a marketing strategy for the 25 certificate courses that were developed.
10. Marketing – Bluefield's relationship with Cloud Control Media ended when the Magellan relationship was paused. Web pages and blog posts created with Cloud Control Media

are still being used to market online programs. Additional marketing materials and messaging will be developed in partnership with Josh Cline and the internal BU marketing team.

11. MBA in Justice Administration started in Fall 2021 now has 7 students enrolled.

Growing our online enrollment for the fall requires that we offer programs that interest students as well as differentiating our offerings in the online marketplace. Below is a list of academic priorities for boosting fall online enrollment.

- Refreshing the MBA – Bluefield’s MBA program looks similar to most MBA programs in the marketplace. The review of the MBA and plans to refresh it with more up-to-date courses, course names, and the inclusion of an internship are planned for May. Also, the MBA’s current structure has students completing 15 credits in the core, and 21 or more credits in the specializations. The refresh will increase the number of credits in the common core to 21 to allow for more efficiency in course scheduling and lower faculty courses for specialization courses.
- Accelerated program in 21<sup>st</sup> Century Leadership – The Organizational Leadership program (formerly Management and Leadership) has experienced steadily declining enrollment. This program was designed for working adults who are seeking a degree in leadership for upward mobility in their organizations. Updates to this program include changing the name from Organizational Leadership to 21<sup>st</sup> Century Leadership, renaming several courses, and adding new courses that reflect the skills leaders need in today’s organizations. We would like to offer this program in an accelerated format where students set the pace of their course completion. If SACSCOC approves the accelerated pace, we will launch in August. If SACSCOC does not approve the accelerated format, we need to seriously consider discontinuing this program. See Appendix A for more information on this program.
- Launching a Master of Science in Human Services – Combining existing graduate courses in the MBA and Counseling programs, along with the creation of four new courses will result in a new M.S. in Human Services. This program is designed for several audiences including BU graduates in Psychology and Human Services, students who start the counseling program and withdraw due to poor fit or the clinical hours required for licensure in counseling, and human services professionals who are not seeking licensure in counseling but desire a leadership position in the human services field.
- Creating BU Skills Academy where both traditional and online students can earn micro-credentials in three areas: business & technology, career readiness, and interpersonal skills. The courses in this program are self-directed. Students work through 4-module courses independently watching videos, reading materials, taking quizzes and a final exam. The courses will be housed in Canvas Catalog. By fall 2022, ten courses will be available for students. Below are sample titles for the courses. The goal is to continue increasing the number of micro-credentials available for students until there are 20 or more micro-credentials.

Technology & Business:

- Project Management Basics
- Creating Powerful Presentations
- Business Writing
- Accounting for Non-Business Majors

Career Readiness:

- Resume Basics
- Using LinkedIn in Your Job Search
- Time Management
- Networking to Increase Jobs Opportunities

Interpersonal Skills:

- Dealing with Difficult People
- Resilience/Grit
- Using Mindfulness to Achieve Your Goals
- Stress Management

## Appendix A:

### Accelerated B.S. in 21<sup>st</sup> Century Leadership

The purpose in offering an accelerated B.S. in 21<sup>st</sup> Century Leadership is to allow students to complete the major courses in this program at their own pace. The instructor-led courses will be designed in 8-modules with required quizzes, projects, and discussion boards. Unlike our current courses, an accelerated program allows students to move through the coursework and assignments without adhering to the week-at-a-time format that our current students use.

Students enrolled in the accelerated program will pay a flat rate for tuition. The proposed rate is \$5,000 per 16-week term regardless of the number of credits completed. This model shares characteristics with the Western Governors University model, Capella's FastPath program, and Northern Arizona's competency-based models.

At the beginning of each 16-week term, students will enroll in 12 credits. At the mid-point (8 weeks) of the term, students who have completed 6 or more credits can enroll in additional courses. The student success coach will assist the student in determining how many additional courses to add to their schedule.

Highly motivated students will be able to complete 18-21 credits in a 16-week term compared to our current program where students generally complete 6 credits per term for 12 credits every 16 weeks.

Courses Current Program	Courses New Program
INT 3063 Learning & Research Skills	IST **** Using Business IT Tools Effectively
MGT 3013 Foundations of Management	MGT 3013 Managerial Goal Setting & Problem Solving
MGT 3103 Business Communications	MGT 3103 Marketing & Business Communications
MGT 3113 Management & Finance	MGT 3113 Managing Money & Resources
MGT 3153 Business Research Methods	MGT 3153 Researching Business Questions
MGT 3173 Introduction to Leadership	MGT 3173 Leading in the 21 <sup>st</sup> Century
MGT 4103 Human Resource Management	MGT4103 Hiring & Staffing an Effective Workforce
MGT 3193 Organizational Behavior	MGT 3193 Coaching, Mentoring and Motivating Individuals & Teams
MGT 4123 Contemporary Leadership	MGT4123 Innovation & Entrepreneurial Thinking
MGT 4133 Quality Assurance	MGT 4133 Using Data to Make Decisions
MGT 4223 Personal Leadership Strategies	MGT 4223 Planning Your Career as a Leader

MGT 4233 Leadership & Change Management	MGT 4233 Managing Personal & Organizational Change
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**Report on Institutional Effectiveness and Research**  
*Submitted by Lewis Brogdon, Dean of Institutional Effectiveness and Research*

The attention of the Institutional Effectiveness and Research program for the first part of the academic year has focused on completing assessment activities from 2020-21 academic year, maintaining a thriving culture of planning and assessment across the institution, and overseeing our responsibilities to SACSCOC.

My efforts have centered around the following activities:

**1. Writing the Compliance Report for 2023 SACSCOC Decennial Review**

SACSCOC requires its accredited institutions to undergo a comprehensive decennial review to ensure that each institution continues to meet member-driven standards of quality. These accreditation standards – formally adopted by member institutions – are found in *The Principles of Accreditation: Foundations for Educational Quality*. The comprehensive review includes the institutional submission of two documents: (1) a Compliance Certification and (2) A Quality Enhancement Plan (QEP). The college has already begun this intensive **multi-year process** outlined below.

Phase One: Preparation (Completed)

- The Orientation Meeting
- Advisory Visit/Conference Call

Phase Two: Off-Site Visit (In Process)

- Compliance Certification
- Off-Site Review and Report
- Review of the Report

Phase Three: On-Site Review (Spring 2023)

- Materials for the Committee
- On-Site Visit and Report

Phase Four: Commission Review (Summer 2023)

- Response to the Visiting Committee Report
- Commission Action

There are fourteen standards with additional parts for many of them. We will have to submit over sixty parts to the compliance report. The compliance certification report is due in September 2022 and will be read by the offsite committee shortly thereafter.

**Update:** A near complete draft was completed last semester. We missed the September deadline to submit a full rough draft by three months but made up a lot of ground in late December and January with edits. The report is currently 216 pages without supporting documents. Over half of the report has been revised and the following standards are currently under review and should be complete by mid-April.

5.5	Personnel Appointment and Evaluation
<b>CR 6.1</b>	<b>Faculty – Full-time Faculty</b>
6.3	Faculty Appointment and Evaluation
8.2.b	Student Outcomes: General Education
8.2.c	Student Outcomes: Academic and Student Services
<b>CR 11.1</b>	<b>Library and Learning /Information Services</b>
11.2	Library and Learning/information Services
11.3	Library and Learning/information Access

Addressing issues of compliance discovered by writers or readers of submitted drafts and waiting on writers to do this amidst other institutional tasks slows the revisions process. Despite this, we are on track to complete the report by early summer to begin embedding links to supporting documents.

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### **Academic Center for Excellence (ACE) Report**

*Submitted by Darrin Martin, Ed. D., Dean of Academic Support and the ACE*

#### **Support Staff and Location of the ACE**

The Dean of Academic Support, the ACE, and the Assistant Director of the ACE make up the support team in the Academic Center for Excellence. The ACE is located on the lower level of Rish Hall and provides students with a great place to study individually and collaboratively. The ACE offers tutoring, disability services, testing, workshops, and academic coaching sessions.

#### **The Mission of the ACE**

The ACE mission is to provide resources and services that promote a culture of academic success among all Bluefield University students. The ACE staff are committed to meeting students where they are as learners. We seek to foster in them the skills, strategies, habits, and character necessary to become excellent students and transformational leaders.

#### **New This Year**

- Implemented The Academic Advocacy Program
- Created CANVAS Dashboard to track and analyze student attendance and grades

## **Updates**

- The ACE participated during the University's First Semester Best Semester initiative. ACE staff meets with student-athletes to answer questions, address concerns, and share strategies and insights to assist them to be successful.
- The ACE provided tutors to assist student-athletes during athletic study-halls.
- ACE staff provided academic workshops (study skills, time management, motivation, handling stress, etc.) during the Seminar Course and athletic study-halls.
- The ACE provides group tutoring and individual tutoring sessions. Two hundred tutoring sessions have been scheduled since August.
- The ACE continues to provide academic coaching sessions to students. During these sessions, coaches provide students with the strategies and skills to become self-regulated learners. To date, 84 academic coaching sessions have been conducted.
- Five (5) mini academic workshops have been during the Seminar Course. The topics include Understanding the Syllabus, Learning Styles, Effective Notetaking, To-Do Lists, and Building a Weekly Schedule. We plan to collaborate with the athletic department to provide these seminars and others to their athletes during study-hall or team meetings.
- The ACE administered assessments when students needed to make up a test or support students' testing accommodations.
- Students placed on Academic Probation for the first time are also enrolled in the ACS 1012: Academic Success Seminar course. These students must come to the ACE for a minimum of 5 weekly academic coaching sessions during the semester and five tutoring sessions.
- Academic Success Coach provided support to students enrolled in University's MBA program.

## **Plans for the Future**

- Implement a Supplemental Instruction (SI) Program. The SI Leaders will provide focused support to facilitate learning and improve retention and graduation results.
- The ACE will assign SI Leaders to high needs courses (Courses that causes students the most difficulty).
- SI Leaders will support students in our newly developed Academic Advocacy Program.
- The ACE will continue to provide Academic Coaching sessions to students.
- The ACE will continue to provide tutoring (both individual and group sessions) to students enrolled in undergraduate and graduate programs.
- Online students will continue to be supported. We will explore other online tutoring options and the possibility of creating an online version of courses related to Academic Success.
- Possibly hire an Athletic Success Coach to join the ACE staff to support athletes.

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## **Easley Library Report Spring 2022**

*Prepared by Werner A. Lind, Co-Director of Library Services*

Use of the library by students (and some faculty/staff), including use of the cooperative study rooms, has remained steady through the school year to date. Due to the persistence of the pandemic, the annual Terrifying Tales event and the writing contest associated with it were canceled again last fall, and Book Club meetings have remained suspended. It was also not felt to be necessary to offer extended library hours in connection with Fall semester finals.

A central focus of our attention this semester has been the drafting of the library narrative, in connection with BU's preparation for the 2023 SACSCOC on-site visit. This was submitted to Dr. Brogdon's office on schedule at the end of February.

The written evaluation of Easley Library's adult circulating collection, referred to in our previous report, was completed on schedule. It will guide the book collection development in the foreseeable future, and has been distributed to the Academic Affairs Office and to the Deans to enable better understanding of the extent of the library's resources. In most subject areas, the collection quality was found to be at least adequate to support the undergraduate and graduate classes that depend on it; but that quality needs to be maintained, and preferably strengthened.

Some progress has been made in sorting the Tuck collection, but the great majority of that work remains to be done. However, plans are now formulated for housing the collection, which will not require rearrangement of the circulation desk after all, nor pose a weight issue for the floor. We are excited about the prospects for this project, and eager to see it come to fruition. In our previous report, we mentioned a significant donation of Civil War books. These have all been added to the collection and greatly enhance it in that area (which provides support particularly for Dr. Kinney's Civil War class).

Changing trends in technology have rendered CDs practically obsolete, particularly for recorded music, an area where access has come to be almost entirely through streaming services. As a result, circulation of our CD collection has plummeted, and in recent years has been virtually nonexistent. Therefore, we have decided to liquidate our holdings in that format, and they have been removed from the public shelves for purging from the library's catalog.

While the plans for the Tuck collection turned out not to require the services of an architectural consultant to help with their formation, we still highly recommend bringing in such a consultant, to provide advice on larger issues. One of the MTN module teams has broached the idea of moving the ACE to the library building. This suggestion has merit, but needs more discussion and evaluation. The advice of an architect would be beneficial in creating a vision for a possible new "Learning Commons."

Lynne Bartlett will be retiring from her position as Reference and Electronic Resources Librarian after the end of the Spring semester. Lynne has given BU excellent and faithful service for a total of 15 years and will be greatly missed.

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**Faculty President Report  
Spring 2022**

*Dr. Shellie Brown, Associate Professor of Education and Director of Teacher Education*

On behalf of the faculty of Bluefield University, I bring you greetings and gratitude for your commitment to our institution. This spring began with excitement and energy on campus as we began a new semester of learning and preparing exceptional students for their future career paths and service to God and community. We have continued to implement new innovations with the Apple iPad initiative and e-textbooks as well as continued the transition from eLearning to Canvas. The Moving the Needle Project module teams have each seen good momentum as faculty members strive to make improvements to students' experience at Bluefield University. As the semester has proceeded, there has been a looming sense of uncertainty and uneasiness as college leadership has conducted budget meetings with schools/colleges and word of the possibility of cuts to faculty and staff positions as well as programs has passed through the university community.

## **Apple Initiative**

In surveying traditional faculty, it was indicated that faculty continue to see benefits as well as challenges with the implementation of the iPads.

### **iPad Benefits**

The Apple initiative has been very beneficial for faculty and students. Students having access to the same devices has greatly increased accessibility and equity in the learning experience for students. Faculty expressed the following benefits in their classes with students/faculty having iPads:

1. Better consistency of access to course resources including an enormous increase in accessibility to the learning management system Canvas.
2. It's easier to troubleshoot tech problems because everyone has access to the same technology. I have also noticed students using the iPads to take and store notes on readings and on class content, sometimes in surprising ways.
3. Use of iPads for class notes by almost everyone in every class.
4. Use of For Score app for applied music students have enabled them to have their music at all times for lessons.
5. I can rely on students having a computer in class.
6. My grammar students definitely use it for taking notes on sentence diagrams in class. In other classes, students are able to take quizzes and complete activities in Canvas.
7. I can record attendance in the classroom.
8. I can do virtual molecular modeling that all students can see easily on screen, and they also can download the app and have virtual molecular models for "free."
9. I can build quizzes in Canvas, and students can all take them during class at once on their iPads.
10. Ease of connecting to classes remotely.
11. Increase access to textbooks in class.

### **iPad Challenges**

As with any new initiative, there is a learning curve and there can be some challenges. Faculty expressed the following challenges in their classes with students/faculty having iPads:

1. Some of my students use the sketchpad but sometimes they don't know how to use the software, and I can barely see what they have drawn.
2. Students have brought iPads to class, but it is often more of a distraction as they are on Facebook and are not really taking any notes on them.
3. Some of the students are having trouble uploading files from the iPad to some sites we use for class. Mainly uploading and downloading files and transferring documents.
4. The app system is clunky--you can't open two Word documents at the same time, for example, and many websites (including the library databases) don't work well with iPads.
5. A challenge was not accessing their books properly. Books were showing only a few pages of each chapter.
6. Excel does not work quite the same as on PCs. Some functionality is not available.
7. Having easy access to distracting entertainment is one. There was also not enough time to integrate the iPads meaningfully into the classroom, and absolutely no discussion of the pedagogy of doing so. Are we replacing assignments with an equivalent assignment using technology? Are we enhancing assignments? Or are we truly being innovative

with assignments and technology? We are getting training on the tools and tricks without ever having the more substantive conversation about what we want this technology to do.

8. Battery life is relatively short, and some students have to relocate to an outlet to "plug in" during class.

## **Canvas Initiative**

### **Canvas Benefits**

Faculty have continued to transition courses from eLearning to the new learning management system, Canvas, this spring. Faculty expressed the following benefits in their classes with Canvas:

1. Canvas is 100x better than Jenzabar. Easier access, mobile friendly, and a better resource for instructor-to-student communications than email.
2. The layout of Canvas is nice.
3. Easier to navigate course material/assignments.
4. Some things are very convenient more so than Jenzabar. I have discovered things that I do not think were possible with Jenzabar. I particularly like the "Quiz: Statistics" feature.
5. Canvas is easy to use, has an intuitive arrangement of material using Modules, and is a fantastic addition to the University.
6. Grading online assignments is easier.
7. Canvas is easy to use, familiar, and easy to troubleshoot.
8. Chemistry homework assignments are integrated and accessed directly through Canvas, so that there are automatic grade updates and deadlines are obvious.
9. The to-do reminders for upcoming assignments due have been effective for students.

### **Canvas Challenges**

Faculty expressed the following challenges in their classes with Canvas:

1. I don't really see any benefits to Canvas compared to our other system. I still have trouble not knowing if something will work or not. I still have to try to problem-solve to access certain items I want to do. The grade book is very confusing.
2. Taking attendance is difficult.
3. The 1000-point grading system is confusing.
4. There have been issues with communicating with students who turn off their Canvas notifications.
5. Students are still struggling with how to find things even though I have tried to keep it as simple as possible and they don't read the syllabus.
6. There has been a challenging learning curve with transitioning to Canvas.
7. The lack of an "excused" option in attendance is tedious.
8. Viewing Speedgrader comments is difficult and Turnitin comments all but impossible. Parts of the comments of their essays can show up in three different places, most of which cannot be accessed via the app. I've explained how to access feedback, recorded videos, etc. but I highly doubt that many students have done it.
9. No figures or matching questions imported from assessments in MyBC to Canvas, so there is a lot of rebuilding the assessments.
10. The cost in learning time to convert from one platform to another was enormous. I am not sure the leadership team appreciates what they have put us through.

11. The template we were required to use this semester is not good. There are nearly 100 assignments and if you do not use them and do not want to have to sift through them in the grade book you have to delete them. When you teach many classes/labs that is nearly 1000 deletions.

The faculty is pleased to have the new innovations available through the Apple iPad initiative and Canvas. With additional time, faculty and students will become more accustomed to utilizing the iPads and Canvas and we look forward to continuing to learn about advanced features and applications. The Apple training provided by Apple trainer Mr. Chris Hyde has been extremely beneficial throughout the last year. Additionally, Professor Wendy Beavers has provided numerous valuable training sessions, information, and support to faculty throughout these initiatives. Professor Beavers, Chip Lambert, Jessy Mounts, and the IST team have been instrumental in the successful transition to Canvas, e-textbooks, and iPads.

### **Overall Faculty Concerns**

Many faculty members did not express any additional concerns; however, some faculty expressed the following concerns about the University:

1. Faculty morale is low, stress levels high, and there are concerns for the future of the institution.
2. The Music Department/Theatre are cramped for space. Recently, two viable properties came available, but without being able to even look at said properties, another chance for either: a) an off-campus site or b) new construction, has passed us by. Meanwhile, we are making every attempt to increase the number of new majors to the Music Department, reducing useable space even more. We need a new building to grow.
3. Low enrollment.
4. Overreliance on coaches for recruiting.
5. Faculty pay at BU slips even further behind other liberal arts colleges in Virginia.
6. Emphasis moving away from liberal arts.
7. Not replacing some faculty positions even in programs that are growing.
8. It appears that every decision is based on short term revenue goals.
9. Compensation for faculty work is sub-standard; for example, I am teaching an overload and that amounts to \$30/week for teaching an upper level, 3-credit chemistry class.
10. Concern over eliminating positions that will make the University unsustainable beyond this year, and the ethical challenge of selling our product to new students when we are very unlikely to be in existence in time for new students to graduate, especially if SACSCOC will not continue our accreditation once they see the concern over our financial situation.
11. Concern about the guidelines regarding hiring and promotions being ignored. A faculty member recently received a promotion who did not meet the service to the profession requirements including, "Participation in professional endeavors, which may include research/creative activities, presentations at professional meetings, professional performances or exhibitions, publication of scholarly work, and completion of coursework toward an advanced degree," as outlined in the faculty handbook.
12. A faculty member was recently hired without the dean being given the opportunity to provide a job description for the position, the position being advertised, or a committee being established. The faculty handbook outlines these guidelines for the hiring process for faculty members, "The Provost, with assistance from the Dean (if needed), processes the materials from applicants. The Dean, or designated representative, screens applicants, verifies credentials, and in consultation with a committee that consists of the

full-time College or School faculty members and other personnel as selected by the Dean, recommends the top applicants to the Provost.” The candidate was brought on campus and hired without consultation from the Dean or Department Chair.

13. Multiple faculty members expressed concerns that what is required of male candidates is different from the requirements for female candidates in multiple faculty/staff positions hirings.

### **Faculty Professional Accomplishments and Contributions**

For many faculty members, COVID continued to affect and restrict opportunities. However, the following faculty members provided professional accomplishments, awards, and/or contributions made within their field, for the university, and/or in their Christian service:

1. Dr. Maria Zalduondo, Associate Professor of Languages, Chair of Modern Languages – Article to be published: “La juventud no tiene historia: Gender and Consolation in the Corona Fúnebre Elegies and Eulogies Dedicated to Spanish American Señoritas (1858-1896). Decimonónica.org. Summer 2022. Vol. 19.2 forthcoming; Voted Vice President of Region III Alpha Chi March 2021; Conference presentations: a.) “Transnational Remembrances: The Corona Fúnebre dedicated to la señorita Carmen Luisa de Montbrun (1883).” South Eastern Council on Latin American Studies (SECOLAS) Conference in Charlotte, NC. March 10th to 12th 2022; b.) “Star Wars and the Spanish Detective,” a collaborative presentation with Dr. Mahdia Ben-Salem. Appalachian College Association 2021 Annual Summit: “A Community of Innovation.” September 24th -25th 2021. Pigeon Forge, TN; b.) “Eidetical Lives: Elegies to Latin American Women in the Corona Fúnebre (1858-1898).” South Eastern Council on Latin American Studies (SECOLAS) Conference in Cyberspace. April 15th-18th, 2021. Additional roles: a.) Vice President, Alpha Chi National Honor Society Region III (Spring 2021-present); b.) Co-Leader (Faculty) of the Academic Support and Diverse Learners Module, CREDO Moving the Needle Project (Spring 2021 to present); c.) Faculty Judge, Presidential Scholarship Competition (Spring 2022).
2. Dr. Kimberly Famer, Dean and Professor of Criminal Justice - Two grads completed Virginia State Police academy training/certification and assumed their first assignment posts; three grads entered our MBA JA program; three grads finished police academy and assumed officer positions with local/county agencies; internship opportunities expanded to include Loudon County, Virginia and Piedmont Law Enforcement Academy; building bridges of trust initiative continued by hosting our Law Enforcement Week in October, free lunch on Wednesdays in our cafeteria for area law enforcement/first responders, and a traffic forum in conjunction with the Black Student Alliance of BU. Also of note, one of our current online CRJ students who recently became a Honaker, Virginia police officer this past fall received media attention and accolades for saving a woman's life in Honaker by rescuing her from a house trailer that was on fire- our CRJ servant leader of the year.....Noah Ball!
3. Dr. Joshua Pittman, Assistant Professor and Chair of English - I took students to a professional conference last semester, where I presented a paper and the students were exposed to high-level scholarship and writing. I have been participating in an online course on race through Lenoir-Rhyne University.
4. Dr. John Moir, Director of Choirs and Voice - Asked to be Master Teacher for the 2022 InterHarmony Festival in Italy this July.
5. Dr. Irene Rieger, Associate Professor of English - My poem "Sonnetized" was published by the Society for Classical Poets and took Fourth Place in their Best Poems of 2021 contest. My poem "Appendectomy III" received an Honorable Mention in the Writer's Digest annual awards. I continue to serve on the Executive Board of the College English Association, and have been active in coordinating their annual conference, particularly

the Women's Connection sessions. I will present a paper and chair several panels at their national conference in Birmingham, Alabama at the end of the month.

6. Dr. Shawn White, Assistant Professor of Christian Studies - I continue to give pastoral leadership to First Baptist Church of Bluefield. I, along with Tracey Stout, Henry Clary, and Dave Pedde, developed a Master's curriculum in Ministry Leadership. Approval is still pending. Tracey Stout and I have worked to bring the Bachelor of Ministry Leadership program that is currently only operational through Highlands Fellowship in Abingdon to the campus of Bluefield University for traditional students.
7. Dr. Meghan Wilson, Assistant Professor of Biology - I currently have a research project in proposal stage so hopefully a manuscript to share next year, too! These are publications I have been in the last year: Harden, S.M., Balis, L., Kennedy, L., Strayer, III, T., Wilson, M., Ramalingam, N. (2022). Exploration of Intervention Characteristics that Facilitate the Adoption of Health Promotion Programming in a National Community-based System. *Health Education and Behavior*; doi:10.1177/10901981211067170. Harden, S.M., Balis, L., Strayer, III, T., Wilson, M. (2021) Assess, plan, do, evaluate, and report: Iterative cycle to remove academic control of a community-based physical activity program. *Preventing Chronic Disease*. 18:200513. doi: <http://dx.doi.org/10.5888/pcd18.200513>.
8. Dr. Shellie Brown, Associate Professor of Education and Director of Teacher Education – Leading the Education Department in preparing the self-study report for our national accreditor CAEP (Council for the Accreditation of Teacher Education) which is due in June 2022 and preparing for our site visit in March 2023. Participated in multiple recruiting opportunities for the university through local high schools and community colleges. Participated in multiple professional development opportunities through VACTE, CAEP, VDOE, and Apple. Served as a co-chair on the Moving the Needle Academic Advising Team.
9. Dr. Emily Lambert, Associate Professor of Biology and Dean, School of Sciences - The Biology Department (with the help of the Department of Education) touched the lives of 1500-1600 elementary-high school students in the region as the MABS students delivered public health modules over spring break. It was a very rewarding experience that also worked to promote the University. We have been pleased with the launch of the OMABS program as students that would otherwise have had to leave MABS were able to enter OMABS and continue with the University. Also, multiple past MABS students that did not meet graduation requirements have come back and repeated these courses in OMABS to be eligible to receive their degrees.

What is abundantly clear among the faculty at Bluefield University is their commitment to the mission and vision of Bluefield University, the students, Christ, and servant leadership. Most faculty wear many hats and work tirelessly for the betterment of the institution and to provide a wonderful learning experience for our students. We are very proud of the accomplishments and contributions our students and graduates have made in their fields and look forward to how God will provide for and bless Bluefield University in the future.

**Bluefield University Faculty Salary Research  
[Averages by Rank]**

**2015-2016 Academic Year**

	<b>Professors [12 FTE]</b>	<b>Associate Professors [8 FTE]</b>	<b>Assistant Professors [13 FTE]</b>	<b>Instructors [2 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>54,435</b>	<b>46,044</b>	<b>42,850</b>	<b>36,000</b>

**2016-2017 Academic Year**

	<b>Professors [11 FTE]</b>	<b>Associate Professors [12 FTE]</b>	<b>Assistant Professors [13 FTE]</b>	<b>Instructors [2 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>55,221</b>	<b>49,529</b>	<b>45,984</b>	<b>37,500</b>

**2017-2018 Academic Year**

	<b>Professors [12 FTE]</b>	<b>Associate Professors [12 FTE]</b>	<b>Assistant Professors [15 FTE]</b>	<b>Instructors [2 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>57,490</b>	<b>51,193</b>	<b>46,804</b>	<b>37,875</b>

**2018-2019 Academic Year**

	<b>Professors [12 FTE]</b>	<b>Associate Professors [12 FTE]</b>	<b>Assistant Professors [26 FTE]</b>	<b>Instructors [0 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>56,679</b>	<b>50,127</b>	<b>47,853</b>	

**2019-2020 Academic Year**

	<b>Professors [11 FTE]</b>	<b>Associate Professors [13 FTE]</b>	<b>Assistant Professors [26 FTE]</b>	<b>Instructors [0 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>57,124</b>	<b>49,959</b>	<b>48,962</b>	

**2020-2021 Academic Year**

	<b>Professors [11 FTE]</b>	<b>Associate Professors [13 FTE]</b>	<b>Assistant Professors [28 FTE]</b>	<b>Instructors [0 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>57,193</b>	<b>51,335</b>	<b>49,113</b>	

**2021-2022 Academic Year**

	<b>Professors [11 FTE]</b>	<b>Associate Professors [13 FTE]</b>	<b>Assistant Professors [28 FTE]</b>	<b>Instructors [0 FTE]</b>
	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>	<b>Salary</b>
<b>Average</b>	<b>57,006</b>	<b>51,703</b>	<b>49,354</b>	



**RESOLUTION**

**Promotion to Rank of Professor  
Dr. Emily Lambert**

**Whereas**, the academic community is committed to recognition of faculty achievements and contributions to the education of students;

**And whereas**, the Faculty Promotions Committee has recommended to President Olive and Provost Flowers that Dr. Emily Lambert be considered for promotion to the rank of Professor;

**And whereas**, Dr. Emily Lambert, Associate Professor of Biology and Dean of College of Sciences, has contributed to the life of learning, service and excellence at Bluefield University by:

- **Teaching** (*e.g., receiving consistent, highly favorable student course evaluations; actively integrating faith in learning*).
- **Service to the College** (*e.g., serving as Dean of the College of Sciences and academic liaison to the VCOM partnership programs including the Master of Arts in Biomedical Sciences and the Master of Health Sciences in Anesthesia; and serving on numerous University committees including chairing the Provost’s Search Committee*).
- **Service to the Profession and Faculty Development** (*e.g., participating in professional development opportunities; belonging to multiple professional organizations; creates opportunities for students to engage in scholarly research*).
- **Service to Church and Community** (*e.g., Sunday school teacher and choir member at Carr Memorial United Methodist Church; serves on the Church’s parish committee and the finance committee; participant in community activities as an owner with her husband of the Blue Ridge Bee Company in Princeton, WV*).

**And whereas**, Dr. Emily Lambert has been recommended for promotion by President David W. Olive and Dr. Marshall Flowers, Provost;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Dr. Emily Lambert, Associate Professor of Biology, be promoted to the rank of Professor of Biology.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, **Chair, Faculty and Curriculum Committee**

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Mr. Todd Asbury, **Chair, Board of Trustees**

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**Date**



**RESOLUTION**

**Librarian Emeritus  
Mrs. Lynnette Bartlett**

**Whereas**, the Bluefield University is committed to recognition of faculty achievements and contributions to the education of students;

**And whereas**, the Lynnette Bartlett has served 15 years at Bluefield University achieving the faculty rank of Associate Librarian;

**And whereas**, President Olive and Provost Flowers recommend that upon Lynnette Bartlett’s retirement from full-time service to the university, she be considered for promotion to the rank of Librarian Emeritus;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Mrs. Lynnette Bartlett, Associate Librarian, be promoted to the rank of Librarian Emeritus upon her retirement in June 2022.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, **Chair, Faculty and Curriculum Committee**

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Mr. Todd Asbury, **Chair, Board of Trustees**

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**Date**



**RESOLUTION**

**Faculty Emeritus  
Dr. Cindy Bascom**

**Whereas**, the Bluefield University is committed to recognition of faculty achievements and contributions to the education of students;

**And whereas**, the Dr. Cindy Bascom has served 17 years at Bluefield University achieving the faculty rank of Professor of Communication;

**And whereas**, President Olive and Provost Flowers recommend that upon Dr. Bascom’s retirement from full-time service to the university, she be considered for promotion to the rank of Professor Emeritus;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Dr. Cindy Bascom, Professor of Communication be promoted to the rank of Professor Emeritus upon her retirement May 31, 2022.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, **Chair, Faculty and Curriculum Committee**

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Mr. Todd Asbury, **Chair, Board of Trustees**

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**Date**



**RESOLUTION**

**Faculty Emeritus  
Dr. Robert Merritt, Jr.**

**Whereas**, the Bluefield University is committed to recognition of faculty achievements and contributions to the education of students;

**And whereas**, the Dr. Robert C. Merritt, Jr., has served 32 years at Bluefield University achieving the faculty rank of Distinguished Professor of Creative Writing;

**And whereas**, President Olive and Provost Flowers recommend that upon Dr. Merritt’s retirement from full-time service to the university, he be considered for promotion to the rank of Distinguished Professor Emeritus;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Dr. Robert C. Merritt, Jr., Distinguished Professor of Creative Writing be promoted to the rank of Distinguished Professor Emeritus upon his retirement December 31, 2022.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, **Chair, Faculty and Curriculum Committee**

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Mr. Todd Asbury, **Chair, Board of Trustees**

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**Date**



**RESOLUTION**

**Faculty Emeritus  
Professor Walter Shroyer**

**Whereas**, the Bluefield University is committed to recognition of faculty achievements and contributions to the education of students;

**And whereas**, the Professor Walter Shroyer has served 31 years at Bluefield University achieving the faculty rank of Professor of Art;

**And whereas**, President Olive and Provost Flowers recommend that upon Professor Shroyer's retirement from full-time service to the university, he be considered for promotion to the rank of Professor Emeritus;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Professor Walter Shroyer, Professor of Art be promoted to the rank of Professor Emeritus upon his retirement May 31, 2022.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, **Chair, Faculty and Curriculum Committee**

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Mr. Todd Asbury, **Chair, Board of Trustees**

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**Date**



**FACULTY SABBATICAL RESOLUTION**

**Dr. Kimberly Farmer**

**Whereas**, the academic community is committed to scholarly research and faculty vitality through the systematic offering of a sabbatical program;

**And whereas**, Dr. Kimberly Farmer has contributed to the academic endeavors of Bluefield University through teaching and service;

**And whereas**, Dr. Kimberly Farmer has completed thirty-two years of uninterrupted service to the University without having taken a sabbatical, making her eligible to apply for a semester sabbatical at full-time compensation;

**And whereas**, Dr. Kimberly Farmer will be researching legal practices in the international setting of Italy that will enhance her service to Bluefield University;

**And whereas**, Dr. Kimberly Farmer has been recommended for a sabbatical by President David Olive, and Provost Marshall Flowers;

**Therefore, be it resolved**, upon the recommendation of the Faculty and Curriculum Committee that Dr. Kimberly Farmer, Professor of Criminal Justice and the Dean of the School of Criminal Justice, be granted a 2023 Spring semester sabbatical at full-time compensation.

**Recommended by the Faculty and Curriculum Committee**

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Mr. William Winfrey II, Chair, Faculty and Curriculum Committee

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Mr. Todd Asbury, Chair, Board of Trustees

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Date