

Shepherd

UNIVERSITY

Board of Governors

Founders Day 2019



Meeting Agenda November 14, 2019

Board Members

Eric Lewis, Chair

Gat Caperton, Vice Chair

Henry Kayes, Jr., Secretary

Ray Alvarez Allison Lott, Student

David Avella Robert Marggraf

Jim Cheny Tia McMillan

Ramona Kissel, Classified Staff Elizabeth Rini, Faculty

Mary J.C. Hendrix, President



Board of Governors Meeting

November 14, 2019

Lower Level Multipurpose Room

Robert C. Byrd Center for Congressional History and Education

Shepherdstown, WV

4:15 – 6:00 p.m.

AGENDA

- 4:15 p.m. 1. **Call to Order** (Chair Eric Lewis)
- 4:16 p.m. 2. **Public Comments**
- 4:18 p.m. 3. **Consent Agenda Items** (Chair Lewis)
- a. Consent Agenda
 - b. Approval of the Minutes of September 19, 2019 Board Meeting
- 4:20 p.m. 4. **Annual Audit Report** (Mrs. Pam Stevens, Vice President for Finance, and Keith Novak and Christina Bowman of CliftonLarsonAllen)
- 4:35 p.m. 5. **Task Force Update** (Chair Lewis)
- 4:50 p.m. 6. **President's Report** (President Hendrix)
- 5:00 p.m. 7. **Report of the Academic Programs and Development Committee** (Ms. Tia McMillan)
- a. Academic Affairs Annual Report
 - b. Amendment of Policy 19, Academic Freedom, Professional Responsibility, Promotion and Tenure
- 5:10 p.m. 8. **Report of the Enrollment, Student and Community Affairs Committee** (Mr. Gat Caperton)
- a. Enrollment Management Annual Report
 - b. Tobacco Cessation – Take Smoking and Tobacco Off Campus (STOC): 2019 A Tobacco Free Campus
- 5:20 p.m. 9. **Report of the Finance and Facilities Committee** (Mr. Henry Kayes, Jr.)
- a. Quarterly Financial Report: 1st Quarter FY2020
 - b. 2020-2021 Enrollment, Housing, Dining and Other Fees Discussion (Mrs. Pam Stevens, Vice President for Finance, Mr. Jack Shaw, Vice President for Campus Services, and Mr. Bill Sommers, Vice President for Enrollment Management and Student Success)
- 5:30 p.m. 10. **Strategic Plan Update** (Mr. Bill Sommers)
- 5:40 p.m. 11. **Ruffalo Noel-Levitz Personalized Financial Aid Video Solution** (Mr. Bill Sommers)
- 5:50 p.m. 12. **New Business** (Chair Lewis)
- 6:00 p.m. **Adjournment**



Board of Governors Meeting

November 14, 2019

Lower Level Multipurpose Room

Robert C. Byrd Center for Congressional History and Education

Shepherdstown, WV

3:00 – 4:00 p.m.

COMMITTEE AGENDAS

Academic Programs and Development Committee

**Lower Level Multipurpose Room, Robert C. Byrd Center for
Congressional History and Education**

- Academic Affairs Annual Report
- Amendment of Policy 19, Academic Freedom,
Professional Responsibility, Promotion and Tenure

Ms. Tia McMillan, Chair

Mr. Ray Alvarez

Mr. David Avella

Ms. Mona Kissel

Dr. Scott Beard, Staff

Ms. Monica Lingenfelter, Staff

Enrollment, Student and Community Affairs Committee

Room 202, Ikenberry Hall

- Enrollment Management Annual Report
- Tobacco Cessation – Take Smoking and Tobacco Off
Campus (STOC): 2019 A Tobacco Free Campus

Mr. Gat Caperton, Chair

Dr. Jim Cherry

Ms. Allison Lott

Dr. John Adams, Staff

Ms. Holly Morgan-Frye, Staff

Mr. Bill Sommers, Staff

2019-2020 Board of Governors Meeting Dates Remaining

- December 19, 2019
- February 13, 2020
- April 23, 2020
- June 11, 2020

CONSENT AGENDA

Per the Board's Consent Agenda protocols:

- 1) Any member may email the Board Chair and the President to request extraction of one or more items from the Consent Agenda and inclusion in the Discussion Agenda. Any such request should be emailed before end of day Sunday, November 10, 2019. The Agenda Book would not be re-formatted, but the formal Agenda for the meeting would be adjusted to accommodate such requests, and modified draft resolutions would be completed and distributed prior to the November 14 meeting.
- 2) During the Board meeting, as the Consent Agenda is initiated, any member may move the extraction of one or more items to the Discussion Agenda. Upon a majority vote of the Board, the agenda would be so modified.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves:

- 1) The Minutes of the Meeting of September 19, 2019
as presented in the Agenda materials of November 14, 2019.

SHEPHERD UNIVERSITY BOARD OF GOVERNORS

MINUTES OF THE MEETING OF SEPTEMBER 19, 2019

The Shepherd University Board of Governors met on September 19, 2019 in a regular meeting. Members participating were: Ray Alvarez, David Avella, Gat Caperton, Jim Cherry, Henry Kayes, Jr., Ramona Kissel, Eric Lewis, Allison Lott, Robert Marggraf, Tia McMillan, and Elizabeth Rini. Also present were Shepherd University President Mary J.C. Hendrix, members of the executive leadership team.

1. PUBLIC COMMENTS

No public comments were made.

2. ADMINISTRATION OF OATH OF OFFICE FOR NEW BOARD MEMBERS

The oaths of office were administered by Chair Eric Lewis to Allison Lott and Elizabeth Rini, new members to the Board.

3. CONSENT AGENDA ITEMS

M (Marggraf), S (Kissel), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves:

- 1) The Minutes of the Meeting of June 13, 2019 as presented in the Agenda materials of September 19, 2019.

4. TASK FORCE UPDATE AND PROSPECTIVE PRELIMINARY ACTIONS

Chair Lewis thanked members of the Task Force and Sub-Committees noting we want health, safety and wellbeing of students and sustainability of Shepherd University as an independent University. He emphasized that the outlook for Shepherd in the long term remains very good, but to achieve our goals we must work to take advantage of our opportunities. He expressed appreciation to the Board members for the extensive commitments of time involved in the Task Force process.

Revenue Committee Update – Sub-Committee Chair, David Avella, noted they are taking a holistic approach for bringing in revenue. They are looking at the marketing budget and getting more people to know about Shepherd, but commented that we've seen a decline in revenue and enrollment. The Sub-Committee will recommend no tuition increase, but is also looking at other revenue enhancements, including contributions and grants.

Expenses – Other Committee Update – Sub-Committee Chair, Bob Marggraf, noted they are reviewing ~\$15 million in expenses that are of a more discretionary nature, i.e. contractual services, utilities, travel, etc. Marggraf noted that the Sub-Committee has identified 10 initial targets at ~\$500,000 in potential savings.

Academic Programs Update – Sub-Committee Chair, Gat Caperton, noted that Shepherd has a fantastic academic program that is student focused, and we need to match academic offerings to changing populations. The work of this Sub-committee will be a broad review of Shepherd’s programs and will continue throughout the winter and spring.

Expenses – Personnel Committee Update – Sub-Committee Chair, Henry Kayes, noted that we need to maintain and right size the budget, and we won’t be able to avoid personnel cuts and changes in staffing going forward. The Sub-Committee looked at increased staff positions in areas while we’ve had student decline. They are looking at the potential of outsourcing specific areas if substantial financial benefit could be achieved for the University, but with a continuing commitment to the health, safety and education of our students. The Sub-Committee also reviewed faculty workload and, going forward, will place a stronger emphasis on improving equity in faculty workloads, and curtail the number of sabbaticals until the financial condition improves. The Sub-Committee recommended we make certain we are not overlapping responsibilities across administrative departments.

M (Kayes), S (McMillan), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors declares its commitment to maintaining the financial stability of the University and to the ongoing review of revenues and expenditures to achieve appropriate ratios.

To that end, the Board finds that:

1. Expenditures must be managed to not exceed reasonable projections for revenues;
2. Initiatives for enhancing revenues should be encouraged;
3. Reductions in expenditures must be achieved in a deliberate manner by which the quality of the student experience is not damaged; and
4. Long-term as well as short-term decisions must be implemented to achieve and maintain a more appropriate alignment of expenses to revenue levels.

The Board re-affirms its direction in the June 2019 meeting of the Board, establishing a maximum reduction of the ending cash balance of \$250,000 for FY2020.

The Board further directs that policy, personnel and budget planning must be adjusted during the current fiscal year, and on an ongoing basis, to ensure that the University will maintain levels of total expenses which will allow the University to replenish recently diminished cash reserves in an incremental manner while also increasing the University’s capital expenditures to address critically needed deferred maintenance.

The Board further directs the President and Provost to develop and maintain an oversight of faculty workload to insure that student credit hour production is utilized as a central measure of equalized faculty workload at levels determined to be sufficient to achieve financial effectiveness for the University and appropriate to Shepherd’s mission, with appropriate ratios of release time and other mitigating factors as determined necessary and proper. To that end, the Board directs that a Notice to the University community of amendment of Policy 19 and of the Faculty Handbook, to be prospectively implemented January 2, 2020, for the spring semester, relating to Faculty Workload, as follows:

Distribution of Workload

For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year (defined as fall and spring semesters), which is commensurate with the recommendations of the University's accrediting agencies and the Board of Governors. In determining semester-hour loads, consideration is given to laboratory assignments, applied music lessons, supervision of student teaching and coaching duties. It is also expected that a certain and reasonable student credit hour production will be maintained in addition to the established credit hour load. The Provost shall establish a uniform, statistical analysis of student credit hour production, taking into account official release time granted and other exigent circumstances, and establishing therein a reasonable per-semester benchmark. If a faculty member's student credit hour production fails to achieve 75% of the established faculty SCH production benchmark, then the Provost may direct the assignment of an additional course(s) in the following semester(s), as indicated, as may be necessary and proper to provide for a more-equalized student credit hour workload. If the faculty member achieves between 75% and 95% in successive semesters and cumulatively accrues a 25% deficiency over such successive semesters [two, or more successively], then the Provost may direct the assignment of an additional course in the following semester, as may be necessary and proper to provide for a more-equalized student credit hour workload.

The Board further directs that the University's "pre-quiet-phase" fundraising initiatives shall be extended for six months, and that this extension decision is to be revisited by the Board periodically during the remainder of this fiscal year.

The Board further directs that effective for FY2021, faculty sabbaticals shall not exceed two in any semester, subject to further action of the Board.

5. **PRESIDENT'S REPORT**

President Hendrix reviewed highlights of the ongoing initiatives for advancing Shepherd from among the comprehensive list provided in the President's Report.

6. **REPORT OF THE ACADEMIC PROGRAMS AND DEVELOPMENT COMMITTEE**

On behalf of the Academic Programs and Development Committee, Ms. McMillan provided a brief update of the Committee's discussions which included a University Development update. Ms. McMillan then introduced Dr. Scott Beard, Provost, who provided a brief update regarding upcoming accreditations.

7. **REPORT OF THE ENROLLMENT, STUDENT AND COMMUNITY AFFAIRS COMMITTEE**

Chair Lewis noted that Chad Robinson had resigned from the Shepherd University BOG due to his elected position in Charleston. On behalf of the Enrollment, Student and Community Affairs Committee, Dr. Cherry introduced Mr. Bill Sommers, Vice President for Enrollment Management and Student Success, who summarized the Enrollment Update. Mr. Sommers then introduced Mr. Jack Shaw, Vice President for Campus Services, who provided a brief update on

housing status. Mr. Sommers then provided a brief summary of the Tuition and Fee Waiver Report for FY2019.

8. REPORT OF THE FINANCE AND FACILITIES COMMITTEE

On behalf of Finance and Facilities Committee, Mr. Kayes, introduced Ms. Pam Stevens, Vice President for Finance/CFO, who provided a brief update of the Committee's discussion which included the Quarterly Financial Report: 4th Quarter FY2019 (Pre-Audit) for the period ending June 30, 2019.

9. CAPITAL IMPROVEMENTS UPDATE

Ms. Stevens provided the Board with a brief update of the FY2020 and FY2019 Capital Projects.

10. SELECT FUNDRAISING INITIATIVES

Ms. Sherri Janelle, Executive Director of Development, and Ms. Stacy McFarland, Director of Annual Giving, provided the Board with a brief presentation on select fundraising initiatives, which included the Paul Saab Memorial Lab Fund, the Last Dollar Fund, and the Steinway Campaign.

11. NEW BUSINESS

None.

Eric Lewis
Chair

Henry Kayes, Jr.
Secretary

Shepherd University Board of Governors
November 14, 2019
Agenda Item No. 4

ANNUAL AUDIT REPORT

Ms. Pam Stevens, Vice President for Finance, and Keith Novak and Christina Bowman of CliftonLarsonAllen, LLP will present the annual financial report to the Board. This presentation will include a review of the Financial Statements as of and for the Years Ended June 30, 2019 and 2018, and Independent Auditors' Reports.

The full annual financial report will be distributed separately from the agenda packet.

Shepherd University Board of Governors
November 14, 2019
Agenda Item No. 5

TASK FORCE UPDATE

Chair Lewis will present an update to the Board on the activities of the Task Force as well as the Task Force Sub-Committees. Chair Lewis will then be available for any questions from members of the Board.

PRESIDENT'S REPORT

Advancing Shepherd University

The Emerald Planet TV Show: Dr. Jeff Groff, Chair of the Department of Environmental and Physical Sciences and Associate Professor of Physics, appeared on the September 22 segment of The Emerald Planet weekly TV show on Fairfax County Public Television, which reaches 140 countries and 5 million people. Dr. Groff discussed new applications of technology in environmental studies and Shepherd's plans for promoting a "smart city" in Shepherdstown based on increased environmental monitoring.

Agreements with Marshall University: Shepherd has signed a series of agreements with Marshall that will assist students wishing to pursue advanced degrees in a variety of fields, as well as specific articulations to Marshall's Edwards School of Medicine and the School of Pharmacy.

Shepherd University Agricultural Innovation Center: The Agricultural Innovation Center (Tabler Farm), launched a Sustainable Agriculture Workshop Series with a workshop titled "High Tunnel Fall Crop Production" on September 21. The workshop was designed for home/market gardeners and small farmers.

Criminal Justice Lecture Series: The Department of Sociology, Criminology, and Criminal Justice hosted a Criminal Justice Lecture Series talk October 9, featuring United States Capitol Police Sergeant Jillian Jeffers, who discussed the challenges and opportunities of working in law enforcement.

Danske Dandridge Literary Festival: The Society for Creative Writing hosted the Danske Dandridge Literary Festival October 11-13. The Festival offered writing workshops, readings, a panel on translation, and question and answer sessions. Sir Andrew Motion, former poet laureate of the United Kingdom and Homewood Professor of the Arts at Johns Hopkins University, was the special guest.

Impact of Big Data on Education: Provost Scott Beard facilitated a panel discussion on the impact of big data on education at the Focus Forward Conference in Charleston. Sponsored by the West Virginia Public Education Collaborative, the one-day conference brought together educators from higher education and the P-12 system, industry leaders in big data, and public officials. Jointly sponsored by the Benedum Foundation, the conference built on the success of the inaugural 2018 Focus Forward event that examined how machine learning and artificial intelligence will impact future jobs and required skills, by addressing how big data will continue to transform West Virginia's education system, the economy, and workforce.

Peggy McKowen Honored: The Contemporary American Theater Festival's Peggy McKowen has been named to *WV Living* magazine's 2019 Wonder Women list, which features "the movers and shakers, the makers, the can-doers, and the glass-ceiling breakers."

Ram Pantry Now Open: Shepherd is addressing food insecurity among its students by opening a food pantry in Boteler Hall located on West Campus. Shepherd partnered with the Mountaineer Food Bank, which will provide the University with an inventory list of both free and for-cost items that can be selected and delivered the second Tuesday of each month.

Outstanding Alumni Honored: The 2018-2019 Outstanding Alumni of the Year Jim '68 and Mary "Peachy" '70 Staley and five Finest Under 40 alumni—Aaron Combs '06, assistant director of operations at James Madison University; Aaron Weikle '02, Mountain State Software Solutions founder/CEO; Maigen Lawson '13, program analyst for FEMA; Samantha Brown '10 and '14 M.B.A., delegate, West Virginia Legislature; and Todd Cimino-Johnson '05 and '07 M.B.A., program coordinator of business and economics, Blue Ridge Community and Technical College—were honored during Homecoming.

School of Education Receives Grant: The School of Education received a \$40,635 grant from the West Virginia Department of Education to continue working with five Berkeley County Schools providing professional development and to start a pilot program in which a select group of Shepherd student teachers spend the entire school year in a Berkeley County elementary school.

Civil War Times Magazine: Dr. James J. Broomall, Associate Professor of History and Director of the George Tyler Moore Center for the Study of the Civil War, was featured in the October 2019 issue of *Civil War Times* in an interview conducted by senior editor Sarah Richardson. Broomall discussed his recent book, *Private Confederacies: The Emotional Worlds of Southern Men as Citizens and Soldiers*, published by the University of North Carolina Press in its Civil War America series.

Stubblefield Institute Event: The Stubblefield Institute for Civil Political Communications sponsored the event "The State of Political Discourse in Today's America: An Evening with Donna Brazile and Mercedes Schlapp" on November 4 in the Frank Center. President Hendrix served as moderator for the discussion.

Dr. Arnetta Fletcher Featured: Dr. Arnetta Fletcher, Assistant Professor of Family and Consumer Sciences, was featured in a video during the opening session at the Academy of Nutrition and Dietetics Food and Nutrition Conference and Expo October 26-29 in Philadelphia. The video is part of a national collaboration that features registered dietitian nutritionists who are making an impact in their profession and community.

European Innovation Academy: Students Madison White, an engineering sciences major from Hamilton, Virginia, and Johnnie Meredith, a computer and information sciences major from Charles Town, came away winners from the European Innovation Academy July 7-26 in Turin, Italy. The academy is a three-week extreme entrepreneurship accelerator with 400 participants from 75 different countries.

Meet the Firms Event: The Accounting Club held its annual Meet the Firms event on October 16. The event provides accounting students with the opportunity to learn more about businesses in the region, careers, internships, and full-time positions in the accounting field. Businesses represented at the event included Albright, Crumbacker Moul & Itell, LLC; American Woodmark; Decker and Company, PLLC; FEMA; Hottel & Willis PC; Kinnett CPAs, Inc; LSWG CPAs; Owings & Company, PLLC; PBMares, LLP; Rutherford & Johnson PC; SEK CPAs; United Bank; and Yount, Hyde & Barbour, P.C.

Dr. Elizabeth Perego Serves as Expert: Dr. Elizabeth Perego, Assistant Professor of History, has been in high demand for interviews by media outlets from across the world because of her expertise in analyzing the use of humor by Algerians during that country's civil conflict of the 1990s. She was cited in an article in the French newspaper *Le Monde*, appears in a video for Radio France's France Culture that has been viewed more than 200,000 times on social media, and did an interview with the online Algerian media outlet *Tout Sur l'Algérie*. Perego is also the historical consultant for a documentary that is currently in pre-production on humor in Algeria's Revolution of Smiles by British Broadcasting Corporation senior broadcast journalist Lucy Ash.

FY2020 Pending Grant Proposals to Date: (October 2019)

Submitted and awaiting decision on award.

Total current pending proposals to date: \$2,366,409

National Science Foundation (NSF) CISE Robust Intelligence Program: \$621,704 for 4 years: July 1, 2020 – June 30, 2024

Knowledge and Blameworthiness in Artificial Intelligence: From Defining Machine Liability to Counterfactual Learning

Requested funding would provide salary and travel support for faculty and students pursuing research that would develop a conceptual framework for reasoning about different aspects of blameworthiness and test its applications in machine learning. The project will be led by Dr. Pavel Naumov, Associate Professor of Computer Science and Mathematics in collaboration with Dr. Jia Tao, Assistant Professor at Lafayette College.

NSF EPSCoR Track 1 Collaborative Technology Research Program \$817,768 for 5 years: June 1, 2020 – May 31, 2025

Collaboratory for Transformative Conversion of Natural Gas

Requested funding would support salary, travel, supplies and instrumentation purchases for faculty and student researchers to pursue a collaborative research project in cooperation with WVU, Marshall University and WVU Institute of Technology. The Shepherd project component would be led by Dr. Mengyang Li, Associate Professor of Chemistry, and Dr. Mohammadreza Ghahremani, Assistant Professor of Computer Science and Mathematics.

NSF EPSCoR Instrumentation Grant Program: \$40,000 (2 proposals for \$20,000 each) for 1 year: November 15, 2019 – May 15, 2019

Fabrication Instruments for Honey Bee and Aquaponics Research, and for Teaching Environmental Monitoring and Sustainability and Acquisition of a Biolog GEN III MicroStation System to Facilitate Rapid Biochemical Identification and Characterization of Bacteria and Filamentous Fungi in Undergraduate Research and Education

Two proposals request funding to purchase instrumentation to support research and education in the sciences. One proposal requests funding to purchase a large-format 3D printer, a soldering reflow oven, and an extruder that can manufacture plastic filament for the 3D printer from waste material. These devices would enable the PI, Dr. Jeffrey Groff, Associate Professor of Physics and the Co-PI, Dr. Cecilia Melton, Assistant Professor of Environmental Sciences, to construct instrumentation to advance ongoing honey bee research. The second proposal requests funding to purchase a Biolog GEN III MicroStation System, which enables species identification for bacteria and fungi and community-level physiological profiling through a patented carbon-source utilization technology. This instrument would enable the PI, Dr. Laura Robertson, Assistant Professor of Biology, and other faculty to conduct research and integrate use of the device into curriculum for biology students.

National Endowment for the Arts ArtWORKS Program: \$19,600 for 1 year: July 1, 2020 – October 31, 2020

The Danske Dandridge Literary Festival

Requested funding would support travel and promotional expenses to bring prominent authors to Shepherd in October 2020, to lead workshops and readings during the planned 2020 Danske Dandridge Literary Festival. Project will be led by Dr. Hope Snyder, Poet in Residence for Shepherd and Director of the Society for Creative Writing.

**Bureau of Land Management, Cultural and Paleontological Resource Management Program:
\$398,391 for 5 years: July 1, 2020 – June 30, 2025**

Shepherd University Cultural Heritage Applied Learning Program

Requested funding would provide salary support, supplies and materials to develop an applied learning archeology and resource management program at Shepherd that would include collaborative internships with the National Park Service, the Bureau of Land Management, archeological field schools at Shepherd and sites around the region, as well as community outreach and educational events in partnership with the National Park Service and the Bureau of Land Management. The project will be led by Dr. David Hixson, Adjunct Professor in the Department of Sociology and Geography.

National Institutes of Health (NIH) R15 Program: \$468,946 for 2 years: January 1, 2020 – December 31, 2021

An in silico screening approach to optimize combining radiotherapy with immune checkpoint blockade

Requested funding would support salary for faculty, student researchers, travel, equipment and supplies for research to improve the clinical benefit of combined radiation therapy and immune checkpoint blockade for cancer by screening treatments modeled in silico that combine multiple cancer therapies using a multidisciplinary interface involving biology, mathematics, and computer science. The project will be led by Dr. Qing Wang, Professor of Computer Science and Mathematics.

FY2020 Awarded Grant Proposals to Date: (October 2019)

Total FY2020 projected grant revenue: \$1,656,146

HRSA Advanced Nursing Education Workforce (ANEW) Program, \$2,697,023 for 4 years: July 1, 2019 – June 30, 2023; FY 2020: \$698,753

Innovative Modalities for Rural Nurse Practitioner Education and Collaboration to Transcend Health Disparities (IMPACT) Program

Provides funding to support 15 scholarships and stipends (totaling \$20,000 per student) per year for Doctor of Nursing Practice students, salary support for participating faculty, travel support and equipment purchases. This award will enable Shepherd to establish clinical training partnerships in the region that will provide longitudinal experiences delivering care to rural and underserved patient populations. The project will also include experiential training delivering alternative pain management through photobiomodulation (PBM) and delivering/expanding patient access to care via cutting-edge telemedicine modalities. The project is led by Dr. Kelly Watson Huffer, Assistant Professor in the Department of Nursing Education.

NIH WV-INBRE One-Year Transitional Award, \$72,500: August 1, 2019 – July 31, 2020

Improving Cancer Management Involving Targeted Radiotherapy via Modeling and Simulation

Awarded funds support salary, travel and the purchase of supplies to support faculty and student researchers conducting research that seeks to utilize the development of equations to model and predict tumor growth under the dynamics of combination therapy. The project will be led by Dr. Qing Wang, Professor of Mathematics.

HEPC Firm Foundations Initiative, \$5,000 for 1 year: April 14, 2019 – May 31, 2020

Funding supports stipends for Shepherd employees providing academic support to students participating in the program. The project is led by Dr. Laura Renninger, Dean of Teaching and Learning.

NASA West Virginia Space Grant Consortium: Two grants awarded totaling \$9,977 for 1 year: May 1, 2019 – April 30, 2020

Two proposals were awarded from NASA West Virginia Space Grant Consortium providing funding to support: (1) Course Development funding to support the development of a Genomics and Bioinformatics Lecture and Laboratory course led by Professor Sher Hendrickson (\$4,977); (2) Education and Public Outreach funding to support the Seeding Your Future annual conference hosted at Shepherd to engage and inspire middle school girls to pursue studies in the College of Science, Technology, Engineering, and Mathematics (STEM), led by Professor Sytil Murphy (\$5,000).

NSF EPSCoR Instrumentation Grant Program, \$20,000 for 1 year: December 1, 2018 – November 31, 2019

High-Accuracy Instrumentation for Unmanned Aerial Vehicle (UAV) Surveys

Proposal, submitted by Professor Steven Shaffer from the Institute of Environmental and Physical Sciences, received funding to purchase devices to enable the existing UAVs used by the Environmental Geomatics and Geographic Information Systems programs to dramatically increase the accuracy of UAV ground surveys enhancing research capabilities and educational impact for the department.

NSF EPSCoR Innovation Grant Program, \$40,000 for 1 year: January 1, 2019 – December 31, 2019
X-Ray Fluorescence (XRF) Analyzer for Teaching and Research Applications at Shepherd

Funding will be used to purchase a device and research materials for determining elemental composition of material samples from an arc melting system. Dr. Mohammadreza Ghahremani, Assistant Professor of Computer Science and Mathematics, proposes to use the device for both magnetic refrigeration technology research and instruction in materials science, electromagnetics and nanotechnology.

University of Oslo Collaboration, \$35,000 for 3 years: June 1, 2018 – May 31, 2021; FY2020: \$11,667
The Role of Small RNAs in Genomic Imprinting and Hybrid Barriers

Shepherd entered into a collaborative research project with the University of Oslo that provides support for Jason Miller, Visiting Professor of Computer and Information Sciences, and students to perform bioinformatics analyses critical to the research.

WVU Research Corporation Subcontract from TaiRx, Inc., \$1,260: July 1, 2019 – December 31, 2019
Evaluation of Humanized 3D1 Anti-Nodal Antibodies

Funding supports direct costs related to Dr. Hendrix's role as Co-PI on this project, including proposal research and experiment design and interpretation.

West Virginia Higher Education Policy Commission \$7,500 for 1 year: August 1, 2019 – July 31, 2020
Diversity for Equity Grant Program

Funding supports events and social justice initiatives coordinated by the Office of Multicultural Student Affairs to build cultural and identity awareness, cultivate appreciation for others, celebrate differences and build a community of acceptance for all individuals at Shepherd.

West Virginia Bureau of Senior Services, \$2,500 for 1 year: July 1, 2019 – June 30, 2020
Aging Well Workshop at Shepherd

Funding supports program costs for the 2020 Aging Well Workshop led by Dr. Heidi Dobish, Associate Professor of Psychology.

West Virginia Department of Natural Resources (WVDNR) Cooperative Agreement, \$25,000 for 1+ years: August 1, 2019 – December 31, 2020

Supporting projects to research, protect and enhance West Virginia's Natural Resources

Funding supports Shepherd faculty pursuing archeological projects in the region that support WVDNR initiatives and Shepherd's research and educational objectives. The first project will be led by Dr. David Hixson, Adjunct Professor of Archeology.

USDA Natural Resource Conservation Service (NRCS) Conservation Technical Assistance Program, \$300,000 for 5 years: May 1, 2018 – April 30, 2023; FY2019: \$60,000

Veterans to Agriculture Program at Shepherd

Proposal requests funding for equipment, supplies and salary support to launch an agricultural training program at Tabler Farm (N/K/A Shepherd University Agricultural Center). Training programs in development include courses in agricultural sciences and techniques as well as marketing and business management courses to complement existing degree programs and potentially create certification programs. Programs will target veterans in the region in need of retraining opportunities, but will be available to the general public as well as existing and potential Shepherd students. Project Director: Dr. Peter Vila, Associate Professor, Institute of Environmental and Physical Sciences.

West Virginia Department of Education (DOE), \$40,635 for 1 year: August 1, 2019 – July 31, 2020

Professional Development Schools

Funds will support programmatic expenses to back the partnership between Shepherd and Berkeley County Schools and would offer classroom training and mentorship for Shepherd students preparing to become K-12 teachers. The project will be led by Dr. Dori Hargrove, Assistant Professor of Education.

DOE Upward Bound Program, \$1,287,500 for 5 years: September 1, 2017 – August 31, 2022; FY2020: \$287,537

Shepherd University's TRiO Upward Bound Program

Awarded funds expand efforts by the existing federally-funded TRiO Student Support Services staff to create a pipeline to Shepherd for high school students in the region through a summer residential program on campus and weekend programs throughout the academic year. Nationally, Upward Bound programs demonstrate success in creating a path to college attendance for first-generation college students, and typically more than half of Upward Bound participants enroll at their host campus after graduating from high school. This proposed program extends the purview of TRiO staff from just retention efforts to outreach and recruitment of future Shepherd students. Lead Project Director: Cynthia Copney, M.A.

National Park Service (NPS), C&O Canal National Historical Park Historic Structures Report, \$56,749 for 1 year: August 1, 2018 – December 31, 2019

Documenting the History of the African American Experience at Ferry Hill, The Blackford House and the Bridgeport Community

Funding provides support for Shepherd faculty and students to conduct research leading to a historic structures report and a historic resource study focused on African American History as it relates to Ferry Hill. Principal Investigator: James Broomall, Ph.D., Assistant Professor of History and Director of the Civil War Center, Co-PIs: Keith Alexander, Associate Professor of History and Benjamin Bankhurst, Ph.D., Assistant Professor of History.

DOE Student Support Services Program, \$921,001 for 5 years: September 1, 2015 – August 31, 2020; FY2020: \$253,032

Shepherd University's TRiO Student Support Services Program

Awarded funds support staff salaries and programmatic offerings for Shepherd students who meet criteria for need. The program offers mentoring, academic counseling and tutoring services for participating students, increasing student persistence and success in college. Lead Project Director: Cynthia Copney, M.A.

US Forest Service (USFS), Forest Restoration Project, \$15,000 for 1+ years: September 1, 2019 – December 31, 2020

Monongahela National Forest Red Spruce Restoration Project

Awarded funds support travel costs, supplies and materials for Shepherd faculty and students to perform data collection using unmanned aerial vehicles (UAVs) in the Monongahela National Forest to inform USFS plans for red spruce restoration in the area. The project will be led by Dr. Sytil Murphy, Associate Professor, and Steven Shaffer, Lecturer, in the Institute of Environmental and Physical Sciences.

WV EPSCoR Semester/Summer Undergraduate Research Experience (SURE), \$147,108 for 3 years: January 1, 2017 – December 31, 2019; FY 2020: \$49,036

Shepherd Opportunity to Attract Research Students (SOARS)

Awarded proposal renews funding for an existing research mentoring program at Shepherd that engages students in an eight-week summer research experience. Over the course of the three-year funding period, between 25-35 Shepherd students will complete faculty-mentored independent research projects, giving them a competitive edge for success in employment and/or graduate studies. Lead Principal Investigator: Dr. Robert Warburton, Dean, College of STEM.

Academic Affairs

Common Reading Program

The Common Reading program hosted “Concussion: Implications for Health and Academic Success” on October 23. Dr. Kelly Watson Huffer, Assistant Professor of Nursing Education, discussed the impact concussions may have on student health and academic success. She also covered the mechanism of concussions.

English and Modern Languages

Shepherd English majors, Ashley Hess, Martinsburg, and Fiona Tracey, Shepherdstown, took part in Hood College’s Discovering the Humanities Conference on September 14. Ashley presented a paper titled “Ovid’s Metamorphoses as a Feminist Text,” which she wrote for a Greek Mythology course, and Fiona presented a paper titled “Rejection, Emulation and Exploitation: Feminism in the Columns of Fanny Fern and Candace Bushnell,” which she wrote for an American Literature to 1900 class.

School of Music

The School of Music hosted a visitation day for local students and also hosted a select group of Shepherd student musicians and ensembles to perform a Monday Morning Musicale, followed by coffee and conversation in the Frank Center. The recital featured solo and ensemble works for voice, piano, saxophone, horn, flute, clarinet, jazz combo, and brass quintet.

Sociology, Criminology, and Criminal Justice

In an ongoing series of events, Shepherd hosted a multicampus digital learning and social justice project on October 9. Shepherd's Department of Sociology, Criminology, and Criminal Justice and the Women and Gender Studies Board partnered with Georgia College's Africana Studies and College of Education and two universities in Brazil, to host the Breaking Resistance Social Justice Documentary Project. Participants viewed Katie Couric's 90-minute award-winning film, *Gender Revolution*.

Study Abroad

A student from Pakistan is spending this semester studying at Shepherd. Ali Jan, who grew up in a small town in Balochistan Province in Western Pakistan and who is earning a law degree at Bahria University, Islamabad, is participating in the U.S. Department of State's Global Undergraduate Exchange Program in Pakistan (Global UGRAD-Pakistan). While at Shepherd, Jan is taking classes in Model United Nations, Criminal Justice Procedures, and English 101. He and other international students are also in an American Culture and Society course.

Enrollment Management

Office of the Registrar

- Shepherd's Veteran benefits certifying official attended the West Virginia School Certifying Officials training in Charleston. The training was facilitated by the HEPC, VA Student Approving Agency Representative and the VA Regional Education Liaison Representative. These individuals have direct contact with the development and implementation of laws, policies and procedures regarding education benefits for veteran students. They also conduct the compliancy surveys for the state and/or region. There were 40-45 WV school certifying officials present.
- The process of preparing current students records for spring 2020 advising and registration is underway. Faculty began academic advising with their advisees on October 23. Priority registration opens on November 4, and the spring semester begins January 13.

Office of Financial Aid

- Staff are processing aid for current and new students who will enroll in the spring semester.
- Preparing the Banner system for the 2020-2021 financial aid year has been on-going since late September. The 2020-2021 Free Application for Federal Student Aid (FAFSA) filing period opened on October 1. There are currently 656 future Shepherd students applying for financial aid.
- A meeting is scheduled with the Financial Aid and Scholarship Committee to begin developing a financial aid and scholarship leveraging strategy. This strategy will start with revising timelines and processes for selection and awarding of Foundation scholarships and institutional aid (waivers).

Office of Admissions

- Admissions Counselors have been on the road recruiting since early September visiting high schools and attending college fairs in WV, MD, VA, DC, DE, and PA. The travel season will continue into early December.
- Fall 2019 Recruiting Events
 - Open House Events, October 13 and November 2
 - Berkeley Spring High School Home Football Game, Berkeley Springs, November 1
 - Northern Virginia Showcase, 1,757 Golf Club, Dulles, Virginia, November 11
 - Shepherd University High School Counselor Appreciation Day, November 16

- Gauge Digital Media is running Shepherd's digital advertising campaigns through Google Search, Facebook, and Instagram.
- For the first time, Shepherd is a participating university on the Common App. Since going live on October 4, 45 students from seven different states, have submitted their admission application using the Common App.
- More than 25,000 prospective high school seniors' names, profiles, and contact information have been purchased from The College Board (SAT), ACT, and NRCCUA partners. All students are sent a series of electronic and print communications encouraging them to visit campus, attend an open house, and apply for admissions.
- Shepherd will be partnering with Ruffalo Noel-Levitz (RNL) using their personalized financial aid offer video. Future Shepherd students will receive a personalized video providing a step-by-step review of their 2020-2021 financial aid package.
- Shepherd will be using, Gigg Wall, a social media aggregation tool to gather and display social media posts made by future students.

Student Affairs

Student Involvement Fair

The annual Student Involvement Fair, sponsored by Student Activities and Leadership in partnership with Program Board, drew more than 370 students to the Wellness Center arena for a showcase of Shepherd's opportunities for engagement in clubs, organizations, and service groups.

Campus Care Competition

The second annual Campus Cares Competition started in early September with the Pack the Pantry initiative, where teams donated food and hygiene items for the Ram Pantry. Currently the Campus Cares Competition is in the midst of the Thanksgiving Basket Drive initiative, where all donations go to Berkeley Senior Services for community members in need, or facing financial hardships during Thanksgiving.

Rams Rally for Respect

OSEI&TIX sponsored a Rams Rally for Respect, an anti-violence march and rally aimed at promoting a culture of respect on Shepherd's campus and the surrounding community. The goal was to empower students, faculty, staff, and community members to stand up to violence in all forms. The event included keynote speakers from Shepherd and the surrounding community.

Homecoming Spirit Week

Student Activities and Leadership sponsored Homecoming Spirit Week as a way to foster student leadership, school spirit, community service and engagement. Fundraising activities raised more than \$600 for the Humane Society and a food drive for the new Ram Pantry that raised more than 3,000 pounds of food for students facing food insecurity.

Student Leadership Conference

Student Activities and Leadership sponsored the 34th Annual Student Leadership Conference for 130 student leaders. The conference featured more than 15 presenters from the community and campus, who led workshops focused on developing personal and organization leadership skills.

Kidz Power Pacs Program

On October 11 - 12, five Shepherd students volunteered with the Kidz Power Pacs Program, sponsored by Community Combined Ministries, at Eagle School Intermediate in Martinsburg. Volunteers boxed food to be distributed to local children facing food insecurity in the direct area.

University Development

Comprehensive Fundraising Report: 7/1/19 through 9/30/19 - New Gifts and Pledges

The comprehensive fundraising report below provides cumulative data from the beginning of the fiscal year through the end of the reporting period, with comparative data from the past three fiscal years. The data includes results from fundraising programs managed through the Shepherd University Foundation and Athletics.

- During the 1st Quarter of FY2020, a total of \$1,539,466 was pledged and paid in new charitable gifts.
 - Private gifts designated to named endowments equaled \$1,283,718.
 - Gifts and pledges for annual giving programs yielded \$255,528.
 - Gifts in support of capital projects totaled \$220.

Total dollars raised in the 1st Quarter showed a significant increase over the previous two years. However, year over year comparative data for number of donors shows a decline. Review of gifts received indicates a timing issue due to the annual alumni sustaining membership mailing. The mailing schedule was moved to May to accommodate two major athletic mailings in June and July, with the result that a significant number of gifts were recognized during the last quarter of the fiscal year ending June 30, 2019. This specifically affected the annual giving year over year results. Gifts to endowments increased significantly with September 30, 2019 results, more than double the September 30, 2018 totals.

SHEPHERD UNIVERSITY COMPREHENSIVE FUNDRAISING SUMMARY

Gift Category	7/1/19-9/30/19		7/1/18-9/30/18		7/1/17-9/30/17	
Annual Giving	\$255,528		\$409,777		\$243,306	
Endowments	\$1,283,718		\$652,345		\$56,614	
Capital	\$220		\$70.00		\$8,470	
Total:	\$1,539,466		\$1,062,192		\$308,390	
Donor Category	# Donors 7/1/19- 9/30/19	\$ Donors 7/1/19- 9/30/19	# Donors 7/1/18 – 9/30/18	\$ Donors 7/1/18- 9/30/18	# Donors 7/1/17- 9/30/17	\$ Donors 7/1/17- 9/30/17
Alumni	441	\$214,244	791	\$451,577	732	\$80,450
Friends	309	\$98,419	310	\$122,959	295	\$104,574
Corporations/Foundation	85	\$69,172	92	\$71,000	64	\$82,890
Others/Estates/Trusts	40	\$1,157,631	46	\$416,656	71	\$40,476
Total:	875	\$1,539,466	1,239	\$1,062,192	1,162	\$308,390

Athletics

Football

The football team climbed to fifth in the latest NCAA II Super Region One rankings as announced by the NCAA committee on November 4. Kutztown holds the top spot followed by Slippery Rock, Notre Dame (OH) and Indiana (PA). Final rankings will be announced on November 17. The football program is off to a 7-2 start in their inaugural campaign in the PSAC.

Volleyball

The volleyball team is ranked fifth in the initial 2019 NCAA II Atlantic Regional rankings as announced by the NCAA committee on November 6. Wheeling holds the top spot followed by Gannon, Shippensburg, and East Stroudsburg. The volleyball program currently sits with a record of 11-3 in the Southeast division of the PSAC, with a 23-3 overall record. Their 18 consecutive wins to open the season is a Shepherd record.

Basketball

The basketball seasons began on Friday, November 8 in Shepherdstown as Shepherd hosted the Clarion Conference Challenge tipoff tournament.

Shepherd University Athletic Club (SUAC)

The SUAC had another successful 2019 Homecoming event on Friday, September 27 at the Smallwood and Small pavilion. The event hosted 119 people in the pavilion which is an increase of 20 attendees in comparison to last year's event.

Tennis Courts

The athletic department has finalized the first phase of a \$20,000 renovation of the tennis facility. The renovation included cleaning, leveling and repainting each of the six tennis courts. Phase two will include painting of net posts, installation of new tennis nets as well as windscreens which will be completed in the spring semester prior to the team's first competition. The project is privately funded by the SUAC, athletics and other private donors.

Athletic Hall of Fame

The athletic department inducted new alumni into the Athletic Hall of Fame on October 18. The five inductees included Mia Zappacosta Byrd (Softball), Lynn Hrbek Clark (Volleyball), Danley Shank (Men's Basketball), Clay Grove (Football), and Kelvin Stevens (Football).

Capital Projects

Byrd Science

CJL Engineering in Frederick, MD, was selected to design the mechanical upgrades, including an improved heat recovery system and more efficient propane boilers. CJL fees, as well as the subsequent installation, is funded by the \$1.2 million Energy and Water Savings Revolving Loan obtained from the HEPC. This project will result in a significant reduction in utility costs with savings partially offset by the increased usage of propane in the newly installed boilers. Work will be completed in FY2020.

Erma Ora Byrd Hall

Shepherd electricians are replacing older fluorescent fixtures throughout the building with LED fixtures. We will recognize a savings in energy cost of approximately 42% for each fixture replaced.

Frank Arts

A new Trane rooftop unit has been installed for the lobby. Costs have been obtained for door seals and sweeps, and one set will be installed to determine the type and style to install on the remaining doors identified for upgrades. Approved work will be completed in FY2020.

Knutti Hall

Bushy Feight Morin (BFM) is preparing contract documents for the envelope renovations (roof, foundation and drainage issues). Work will begin in FY2020.

Student Center

BFM is updating the contract documents which will enable us to advertise for bids for the roof replacement, both for the temporary repair needed for this winter as well as the permanent repairs to be completed in the spring.

Approval has been provided for the purchase and installation of new bookstore entry doors. Funding for the doors is provided by Follett, the University bookstore partner. Work will be scheduled for completion in FY2020.

Upcoming Events

Friday, November 15

Screening of “Modern Times,” Reynolds Hall, followed by a post-film discussion led by Mary Stanley. Sponsored by Scarborough Society and Shepherdstown Film Society.

Orlando by Sarah Ruhl, Marinoff Theater, CCA II

Saturday, November 16

Masterworks Chorale Handel’s Messiah, Frank Arts Center Theater

Orlando by Sarah Ruhl, Marinoff Theater, CCA II

Tuesday, November 19

Wind Symphony, Frank Arts Center Theater

Friday, November 22

Screening of “The Cakemaker,” followed by a post-film discussion led by Lex Miller. Sponsored by Scarborough Society and Shepherdstown Film Society.

Thursday, November 28 – Friday, November 29

University Closed for Thanksgiving Break

Saturday, December 7 – Sunday December 8

Annual Holiday Gala Concert, Frank Arts Center Theater

Popodicon Open House. Sponsored by the Friends of Popodicon.

Wednesday, December 11

Shepherd Community Orchestra and Youth Chorus, Frank Arts Center Theater.

Monday, December 23 – Wednesday, January 1

University Closed for Winter Break

Monday, January 20

University Closed for Martin Luther King Day

For other Shepherd events, event locations and times, please check our home page calendar at <http://www.shepherd.edu/calendar>

ACADEMIC AFFAIRS ANNUAL REPORT

The Academic Affairs Annual Report focuses on benchmarking Shepherd University against two sets of peer institutions. MGT on all charts and graphs refers to the official West Virginia Higher Education Policy Commission (HEPC) peer institutions for Shepherd. COPLAC refers to the membership institutions of the Council of Public Liberal Arts Colleges.

MGT peers: Group of institutions selected by the HEPC as our peers in Fall of 2016.

- Athens State University
- Bemidji State University
- Black Hills State University
- Castleton College
- Eastern Connecticut State University
- Eastern New Mexico-Main Campus
- Eastern Oregon University
- Elizabeth City State University
- Fort Lewis College
- Fort Valley State University
- Francis Marion University
- Indiana University-East
- Keene State College
- Lander University
- Massachusetts College of Liberal Arts
- Northwestern Oklahoma State University
- SUNY Oneonta
- University of Arkansas at Monticello
- University of Maine at Farmington
- Western State Colorado University

COPLAC: Duplicates from the MGT list are in *italics*.

- *Eastern Connecticut State University*
- *Fort Lewis College*
- Georgia College
- Henderson State University
- *Keene State College*
- Mansfield University
- *Massachusetts College of Liberal Arts*
- Midwestern State University
- New College of Florida
- Ramapo College of New Jersey
- Sonoma State University
- Southern Oregon University
- Southern Utah University
- St. Mary's College of Maryland
- SUNY at Geneseo
- The Evergreen State College
- Truman State University
- University of Alberta, Augustana
(IPEDS data is not available for this institution.)
- University of Illinois at Springfield
- *University of Maine at Farmington*
- University of Mary Washington
- University of Minnesota Morris
- University of Montevallo
- University of North Carolina at Asheville
- University of Science and Arts of Oklahoma
- University of South Carolina – Aiken
- University of Virginia's College at Wise
- University of Wisconsin – Superior

Provost Scott Beard will present the Academic Affairs annual report to the committee for information purposes, providing comparative data and informing the Board of Governors of the progress on key performance indicators and new initiatives.



Academic Affairs Annual Report

Scott Beard, Provost



Academic Affairs Includes

- All Faculty and Academic Programs
- Academic Centers: Appalachian Studies, Center for Teaching and Learning, Civil War, Martinsburg,
- Cooperative Education
- Honors Program
- Institutional Research
- International Affairs and Study Abroad
- Ruth Scarborough Library
- Strategic Research and Academic Innovation Initiatives



Academic Affairs Leadership

- Dr. Virginia Hicks, Assistant Provost, Academic Community Outreach
- Deans
 - Dr. Rob Tudor, College of Arts, Humanities, and Social Sciences
 - (Associate Dean: Dr. Ann Marie Legreid)
 - Dr. Ben Martz, College of Business
 - (Associate Dean: Dr. Kathy Reid)
 - Dr. Sharon Mailey, College of Nursing, Education, and Health Sciences
 - Dr. Robert Warburton, College of Science, Technology, Engineering, and Mathematics
 - Dr. Laura Renninger, Center for Teaching and Learning; Ruth Scarborough Library
 - Dr. Richard Stevens, Graduate and Professional Studies and Faculty Affairs



Directors and Staff

- Jason Best, Strategic Research Initiatives
- James Broomall, GTM Center for the Civil War
- Mark Cantrell, Honors Program
- Virginia Haddock, Budget Officer
- Lois [Jarman](#), International Affairs
- Joe Jefferson, Cooperative Education
- Chiquita Howard-Bostic, Academic Innovation Initiatives
- Jim Klein, Martinsburg Center
- Sara Maene, Institutional Research
- Sylvia Shurbutt, Appalachian Studies and Communities
- Amy Speck, Senior Administrative Coordinator to the Provost
- Yin Star, Study Abroad
- Beth Thomas, RBA program



New Academic Structure

Colleges

- Arts, Humanities, and Social Sciences
- Business
- Nursing, Education, and Health Sciences
- Science, Technology, Engineering, and Mathematics

Professional Schools

(Headed by Directors)

- Education
- Graduate and Professional Studies
- Music
- Nursing
- Recreation, Sport, and Exercise Science



New Academic Structure (cont.)

New Departments (renaming)

- Environmental and Physical Sciences
- Political Science, Global Studies, and Geography
- Sociology, Criminology, and Criminal Justice



New Academic Offerings

Degrees and Certificates

- Master of Arts, Appalachian Studies

Minors

- Global Studies
- Innovation

Concentrations

- Health Promotion
- Health Sciences
- Risk Management

RBA Program

- New concentration in Global Studies



West Virginia Professor of the Year

Dr. Heidi Hanrahan



Shepherd University



Grants

- **HRSA:** The nursing program received a four-year, \$2.7 million dollar grant that allows Shepherd to establish clinical training partnerships in the region that will provide longitudinal experiences delivering care to rural and underserved patient populations.
- **NSF/EPSCOR:** \$20k and \$40k for equipment and research projects in the sciences.
- **Solar Panels on the Library Roof:** The solar panel project has been completed by a local business, Solar Holler. This project was funded by a \$100,000 EPSCOR grant. It is currently the largest public project by Solar Holler in the state.



New Initiatives

- **College Autism Program:** Shepherd has partnered with Marshall University to offer a structured support program for students on the autism spectrum. There are five students enrolled in the program, with more expected through a summer transition course. Staff for the program also provide training for Shepherd students, faculty and staff.



Pathways to Success

- **Dual Enrollment:** We've increased opportunities for high school students by expanding the dual enrollment program to Shepherd's Martinsburg Center. There are more than 160 students enrolled on both campuses this Fall.
- **Graduate Programs and Professional Schools:** Shepherd has signed a number of agreements providing benefits to advanced study programs in law, dentistry, pharmacy, medical and veterinary programs at Penn State and newly expanded opportunities with Marshall University.
- **Transfer Students:** A total of 54 agreements that ensure a clear pathway from students at community colleges to matriculate to Shepherd.

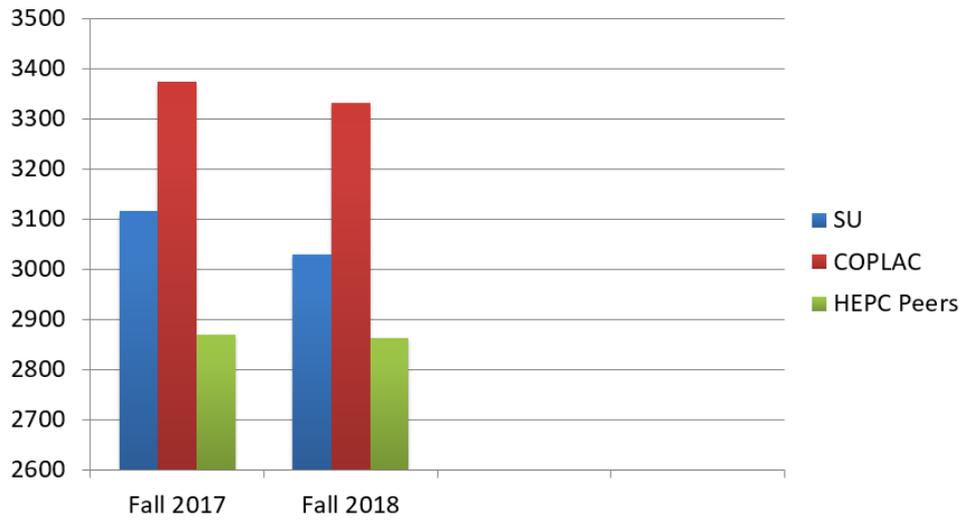


New Services and Student Success

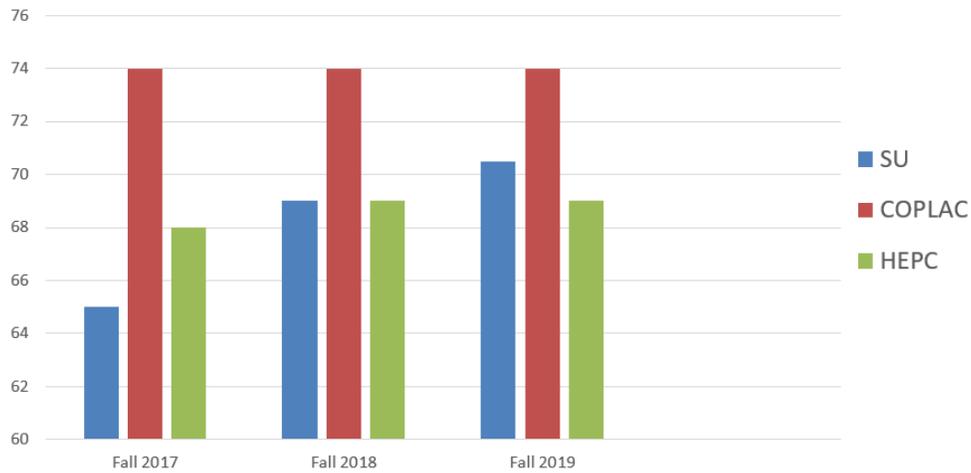
- **FollettAccess:** Through the Shepherd University bookstore and Follett, Shepherd now provides significant discounts to students in courses with digital course materials. More than 1,000 students are enrolled in courses that use this service.
- **TelaDoc:** As a supplement to on-campus health services, students can now use an "app" to access medical services, including refilling prescriptions. This service is also available to emeriti faculty!
- **Tutor.com:** This service provides 24/7 access to tutoring services in nearly all subjects offered at Shepherd.
- **Advisor Programs:** Shepherds is piloting additional advisement support in the College of Business and in STEM through the "Firm Foundations" grant.
- **Student Success Initiatives:** These special programs work to advise the student through academic advisement, study skills, organization and more. These initiatives include the Shepherd Success Academy, Road to Success, and the Probation Recovery program.



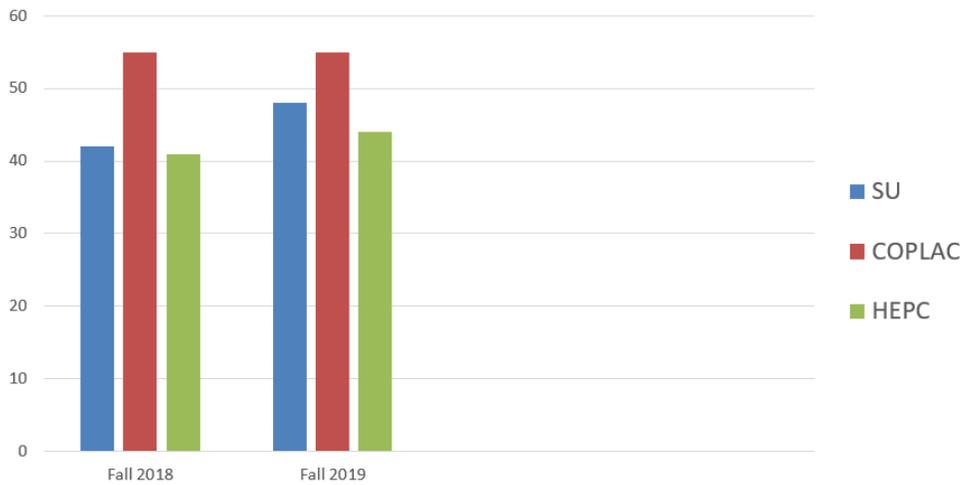
Student FTE



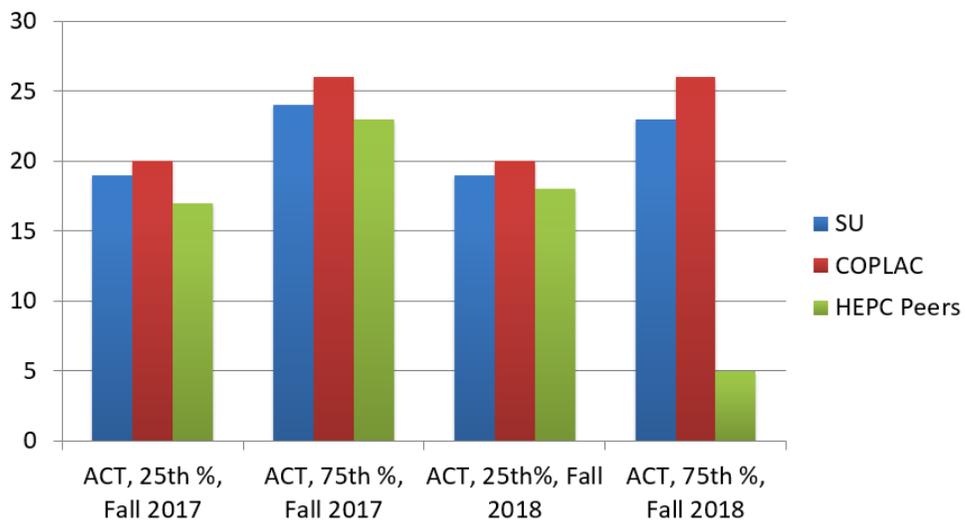
One-Year Retention Rates



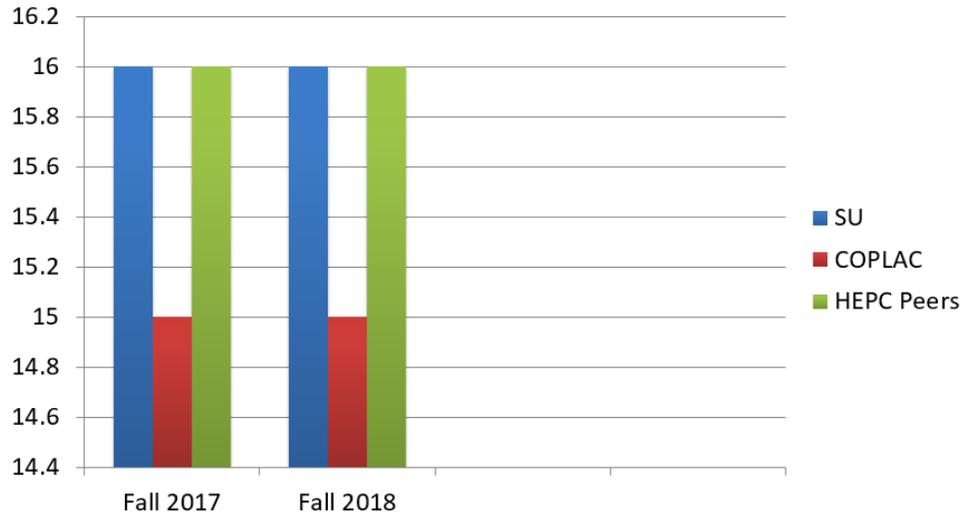
Six-Year Graduation Rates



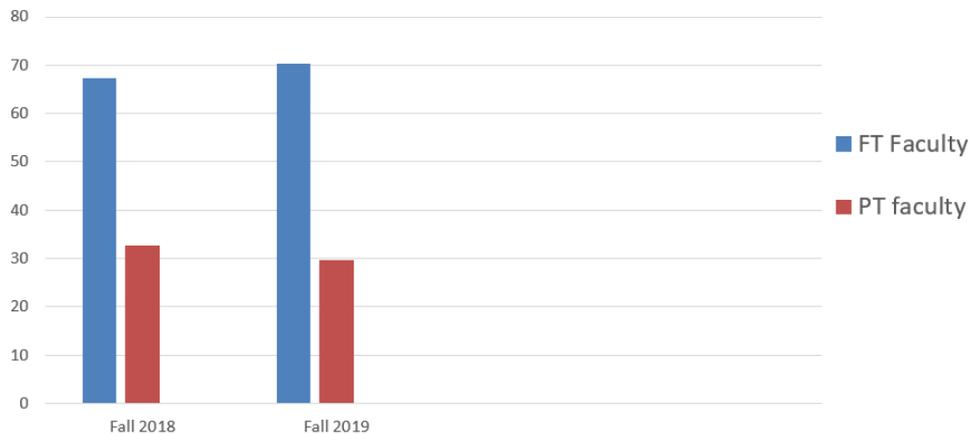
ACT Composite Scores



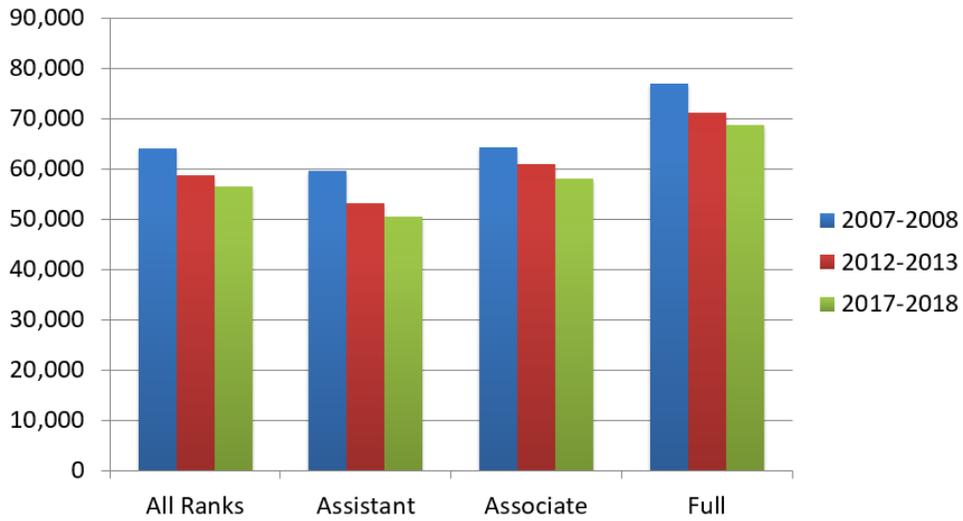
Student/Faculty Headcount Ratio



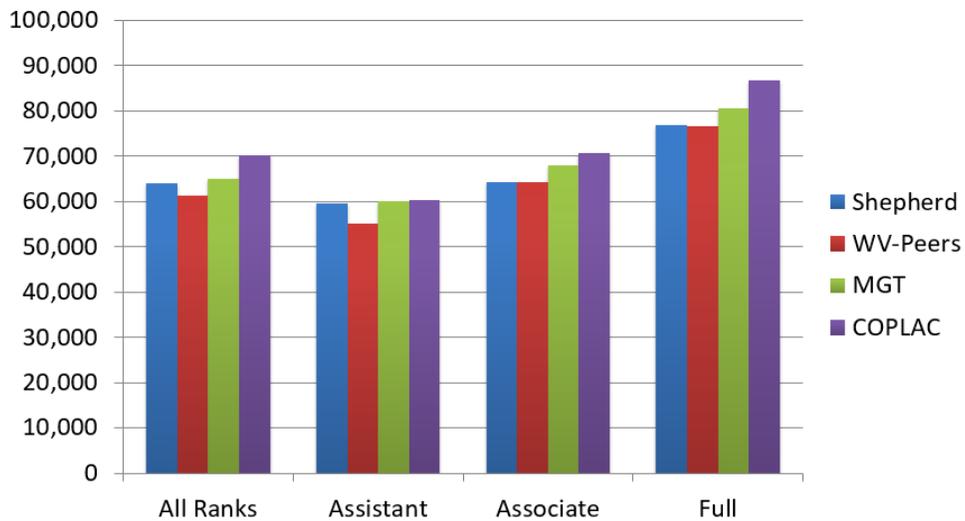
Percentage Instruction by Full Time Faculty



Faculty Salary Across Ranks: Shepherd



Faculty Salary Across Ranks: Peer Comparison



Faculty Profile

- **Salary:** Due to an increase in non-tenure track instructional faculty, the average starting salary dropped from \$55,930 (2016) to \$52,923 (2018), a decrease of 6.5%. \$59,681 for tenure faculty (assistant professor).
- **Tenure:** There are 143 full-time faculty lines. Of those, 86 are tenured (60.1%-decrease of 6%), 118 (82.5%, decrease of 12.5%) are tenure track, and 17.5% are non-tenure track.
- **Terminal degrees:** More than 85% of full-time instructional faculty possess a terminal degree.



Conclusions

- Shepherd has had a slight increase in student/faculty ratios, and are ahead of COPLAC peers and on par with HEPC peers.
- Graduation rates and retention rates have improved; however, they lag behind COPLAC averages, but are higher than comparable to HEPC peers.
- Percentage of instruction by full-time faculty is at more than 70%. An increase of 10% over five years ago.



Faculty Salary Conclusions

- Salaries lag behind COPLAC averages by about ten percent;
- Compression remains problem at the full professor rank.
- Assistant professor salary ranks remain competitive overall.
- All ranks are competitive with West Virginia peer institutions.



AMENDMENT OF POLICY 19, ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION AND TENURE

Following the Board's action to initiate a comment period on prospective amendments to Policy 19 at the September meeting, staff worked to develop a proposed amendment which addresses the Faculty Workload issue emphasized at the September meeting and also addressed a variety of other mostly technical adjustments in policy language. Updates were proffered to implement the changes in the Academic structure which were approved by the Board in February and implemented in the summer. Updates were proffered to clarify several areas of academic administrative procedure where the President has sought to authorize the Provost to generally act on behalf of the University, rather than to have so many matters progress to the President for "final action." This includes authorizing the Provost to issue an institutional decision as to faculty promotion and tenure (P&T); the Faculty Senate endorsed this earlier and asked that an appeal process to the President be utilized: these changes fully implement those recommendations. A clarification about the financial commitment of the University to Professional Development of faculty was also included in the draft.

Policy 19 has a specific section relating to Notice of Non-Retention to tenure-track faculty, which establishes an increasing notice period from March 1 for first year faculty to December 15 for second year faculty and one full calendar year for tenure track faculty in third year or thereafter. This policy language was historically based upon Code provisions and had been duplicated in HEPC policy. The Code provisions were eliminated by the Legislature several years ago, and the HEPC followed to establish merely a notice deadline of March 1 for all tenure-track faculty, regardless of length of service. The proposed amendment distributed for comment would have aligned the Shepherd BOG rule to that newer HEPC policy language.

Comments were received from 22 faculty, some of whom wrote on behalf of their departments or schools. The Provost provided comment on behalf of several faculty who met with him, and the Faculty Senate President submitted written comments on behalf of an unspecified number of faculty. The Provost also conducted an open faculty meeting on October 28. The general tone of discussions at the Faculty Senate and the many conversations on campus were consistent with the formally submitted written comments.

As to Faculty Workload, comments unanimously expressed concern that a rigid formula focused solely on Student Credit Hours (SCH) is an unfair and inadequate measure of Faculty Workload. Many faculty view the proposal as punitive; that is, designed to 'punish' faculty for 'underperforming.' Nine of the commenters advocated that if the existing policy language is to be changed, it should expressly require expanded metrics beyond SCH. Four commenters expressed concern that the model would place too much priority on introductory courses and not enough on senior level courses. About half of all comments included a request that no immediate implementation of operational changes should occur and that the faculty should be encouraged and allowed to develop an effective Workload Policy. Several expressed the concern that the tone of the proposed change is hurtful for faculty morale.

The Provost's comments on behalf of several faculty included a specific draft modification of the proposed Workload amendment. Five faculty who submitted formal comments individually also endorsed the Provost's draft edits. The Faculty Senate has made the Faculty Workload Policy a sole focus of their November 4 meeting, after spending extensive time on it on October 21. They intend to do so again on November 18. University staff feel that the substance of the Provost's edits to the first draft of the Workload Policy would lay a helpful foundation for the workload analytics which the Faculty Senate is now working on. It was intended in the original draft that additional metrics beyond SCH actually generated would be taken into consideration, and these changes help clarify that point, as well as making it more clear that the ongoing implementation of new Workload Policy might not be driven by a formula, but by other means that include qualitative measures. With a couple of technical adjustments, the Policy 19 proposed revisions are updated now to that language. The further adjustment incorporates the suggestion of some commenters that the Workload Policy language, relating to additional work which might be assigned to some faculty, might include academic administrative support as well as course instructional assignments.

With this update in the BOG Policy language, the Provost would also continue to work with the Faculty Senate in evaluating the processes by which Faculty Workload will be evaluated, compared, and adjusted where necessary. It is likely that this administrative review with the faculty will be ongoing in the winter and spring and would be implemented in Fall 2020, and may or may not require further BOG review of this Policy 19.

As to Notice of Non-Retention of Tenure Track Faculty, seven faculty commented (including three writing on behalf of departments and the Senate President's collective summary), all requesting retention of the existing policy language. The Provost's message on behalf of several faculty likewise urged that the policy change not be implemented. Several of these comments included the observation that it is a hardship for faculty to not have an entire academic-year cycle to look for a new position, due to the calendar cycles in hiring that most colleges and universities utilize. Several suggested that this would impair recruitment of quality new faculty to Shepherd or might encourage current faculty to preemptively look for new employment. University staff feel that the significant change embodied in incorporating the updated HEPC notice-standards is not necessary and need not be pursued at this time. A minor modification is recommended, to clarify that the notice period in year three or thereafter is one academic year. This would allow a notice of non-retention to be issued with a terminal, one-year appointment at the normal time for all the faculty appointments to be issued.

As to Professional Development Funds, six faculty submitted comments (including two on behalf of departments and the Senate President's collective message) and the Provost expressed similar concern of those who had met with him. All comments advocated that the exiting policy language as to Professional Development funds not be changed to include the phrase "subject to budget feasibility..." There appears to be a recognition among most faculty that the University has not guaranteed and cannot guarantee a specific minimum budget amount annually, permanently, for Professional Development, but the proposed additional phrase was perceived to allow for arbitrary elimination of the funds, or an abandonment altogether of any commitment to Professional Development, perhaps in part due to the specific place where the phrase was added. Any such presumptions about the phrase were not intended. The proposed phrase is not utilized in this proposal. A proposed revision is offered to clarify that some of the colleges opt to pool these funds at the college level and have done so for some time, and that these budget allocations are established in the standard budgeting process. One commenter noted an error in the budget allocation language edits and this was corrected to reflect that the allocations are based upon the applicable ratios of faculty.

One commenter further noted that the provisions relating to professional development within the Educator Preparation Program Council (EPPC) required technical refinement, and that was made.

One commenter noted that evaluation of adjunct faculty in the graduate programs should include input from chairs/ directors/ deans, and that was incorporated.

One commenter noted that the modification of policy language as to “Effective Teaching” adds a reference to the resources of the Center for Teaching and Learning (CTL) which was perceived to be inappropriately *directive* in nature; the sentence is further modified to reflect that the CTL is *one* resource for reference to best practices.

One commenter noted the proposed revisions included changing of the name of a Faculty Senate Committee, to the Professional Development, Faculty Salary and Welfare Committee. This was inadvertent and those changes are not incorporated into this proposal.

One commenter noted that the proposed revisions relating to evaluation of all full-time faculty should better clarify the role of non-faculty, staff support in the evaluative process and that was incorporated.

One commenter requested revision of the proposed modifications to the P&T process which allocate the institutional decision to the Provost, but which preserves an appeal opportunity to the President. The commenter expressed concern that the benchmark for review by the President is stated as “*why the denial by the Provost was clearly wrong.*” Staff feel that this benchmark is the appropriate standard of review by the President. This standard emphasizes that the academic judgments of the Provost in making the institutional decision will not be re-evaluated *de novo* by the President, but if a failure of policy compliance occurs or if relevant information was unreasonably disregarded, this standard of review would allow the President to act to correct the error.

One commenter expressed concern with the new language providing for digital submissions of P&T applications and the manner in which the Provost may waive the digital requirement. Staff feel the proposed language effectively establishes a policy framework which allows the Provost to exercise equitable discretion under some extreme, unforeseen circumstance.

One commenter asserted that some department chairs would prefer to see a modification of the P&T schedule during the academic year. This idea has not arisen in any other context within Academic Affairs meetings, and staff feel that a change in the schedule should not be implemented unless a full discussion of the potential changes were completed: the P&T process relies upon a large number of faculty participating in special departmental and committee meetings, as well as academic administrators, and we do not want to create unanticipated hardships with any change.

One commenter expressed concern with a revision to language relating to program reductions/ terminations and the prospective release of faculty due to such programmatic changes, and the comment suggested a concern as to Academic Freedom. The existing policy language is susceptible to an interpretation which might dramatically impede the Board’s ultimate authority to make decisions about continuance and termination of academic programs. The proposed modification does not authorize the Board to make arbitrary decisions to terminate faculty, but it does clarify that if the Board exercises its authority to eliminate an academic program, that the University would be able to release faculty from employment as a logical result of the elimination of the curriculum in which that person teaches. Staff do not feel that the clarification added is at all inconsistent with Academic Freedom or the substantive precepts of the Association of American University Professors (AAUP) guidelines [the guidelines

advocate that the primary decision-making, as to termination of an academic program, should come from the faculty itself, but West Virginia Code directs that this is a BOG decision and responsibility]. The proposed policy revision does not alter in any way that a termination of employment of one or more faculty on this basis would only occur in association with a bona fide formal discontinuance of a program or department of instruction.

One commenter noted that, while not edited in the proposed Amendment of Policy 19, Shepherd's existing provisions on "Dismissal of Faculty for Cause" is not exactly the same as HEPC Series 9. HEPC lists six "causes," while the Shepherd University policy lists seven. Staff note that the universities were never required to *duplicate* the HEPC policy language, but historically could not *contravene* the HEPC policy language. Generally, an unethical/ improper personal relationship between a faculty or staff employee and a current student would constitute "conduct which ... substantially impairs the individual's fulfillment of institutional responsibilities...", which is HEPC item 2, but many years ago Shepherd made this a seventh delineated item in the list of For-Cause-Dismissal to ensure that the seriousness of this issue would be clear to all faculty. The HEPC ratified Shepherd's inclusion of this phrasing in our Policy 19. Under current West Virginia law, we note, the universities are permitted to contravene HEPC Series 9 relating to faculty personnel policies; Shepherd is not currently electing to do so in any way.

Important comments outside of the scope of the proposed changes to the Faculty Personnel Policies were also received and reviewed. Six commenters expressed concern to improve student recruitment and most pledged a strong faculty desire to be part of the solution. Several expressed a concern that they perceived the Board's focus to be inordinately focused upon the faculty and not the entirety of the campus.

The Faculty Senate approved a recommendation to the President and Provost in October to amend the policy language relating to Lecturers. The Senate recommends that one-year appointments as a Lecturer not be utilized for more than three years, and if the person is to continue in full-time faculty status thereafter that the position be converted either into Tenure-Track status or Term Faculty status, with a three-year term appointment. Staff does not feel that the policy language as to Lecturers should be changed in such a limiting manner, but the Provost will intend to work with the Deans to more dynamically assess Lecturer positions, on an ongoing basis, to evaluate whether utilization of either two-year or three-year term appointments are more appropriate.

An updated copy of the proposed edits to Policy 19, Appendix A, the faculty personnel policies, is on the following pages, modified as described here.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the amendments of Policy 19 as reflected in the November 14, 2019 Agenda Book.

APPENDIX A

(Section numbers correspond to Faculty Handbook)

II. Policies and Procedures

A. Faculty Personnel Policies

1. Definition of Faculty

The faculty are employed by the Board of Governors upon the recommendation of the President or the Provost. Faculty fall into one of the following classifications:

Tenured: those faculty members who have attained the tenure status by official action of the Provost, the President or the Board of Governors.

Tenure-Track: those faculty members who have been appointed ~~by the President~~ on a full-time basis and have been designated ~~by the President~~ as being in a tenure-track position.

Temporary: those faculty who have not been appointed in a *tenure-track* or tenured status. Their appointment may be full-time or part-time.

a. Distinction on the Basis of Full-Time/Part-Time

To be classified as full-time faculty, an individual must meet as a minimum the following conditions of employment as determined by the Provost or President:

(1) Employment is in a specific position as delineated on a current and approved State expenditure schedule(s) as contrasted to casual or part-time help.

(2) Employment for faculty is on a full academic year (at least nine months) contract basis for at least six semester credit hours teaching per semester or the equivalent in research, public service, and/or administrative responsibilities, and expressly designated on a Faculty Appointment Notice as “full-time.”

Part-time faculty appointments ~~are not distinguished by any maximum~~ do not convert to full time status merely due to the number of credit hours assigned.

Each department has an approved policy and process for the oversight and evaluation of part-time faculty members.

It is the responsibility of the department, under the guidance of the respective Department Chair, Dean and the ~~Vice President for Academic Affairs~~ Provost, to ensure that this policy and process is maintained.

Term: Those faculty members who have been appointed as instructional faculty for a specified term of semesters or years as defined in the appointment agreement. The appointment may be full-time or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty. Such full-time appointments will not exceed ten percent of the total number of full-time faculty at the institution.

b. Tenure-Track Status

When a full-time faculty member is appointed on other than a temporary or tenured basis, the appointment is tenure-track. During the tenure-track period, the terms and conditions of every appointment will be stated in writing with a copy of the agreement furnished the individual concerned. Generally the appointment letter may be expected between June 10 and June 30 each year.

In order to aid and to evaluate tenure-track status faculty, the President, Provost, Dean, Department Chair, or ~~any academic administrator with supervisory responsibility~~ their designee may conduct classroom observations.

The maximum period of tenure-track status shall normally not exceed seven years. Before completing the sixth year of a probationary appointment, any non-tenured faculty shall be given written notice of tenure or offered a one-year written terminal contract of employment. Generally, any applications for tenure prior to the 6th year of service will be premature and will not be granted. Under special circumstances, if requested by the faculty member and approved, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year. At the conclusion of the approved time period or extension thereof, the faculty member will return to a full-time tenure-track appointment or, if the faculty member chooses not to return to a full-time tenure-track appointment, the faculty member's employment will cease. Time spent in a part-time tenure-track appointment will not normally apply to the calculation of the years of service for the purposes of tenure or promotion, nor will it result in any de facto award of tenure.

Upon a written request by a tenure-track faculty member, and following review initially by the Department Chair/School Director and the Dean, the ~~Vice President for Academic Affairs~~Provost may approve a suspension in the seven-year tenure track period. Upon approval, the tenure clock shall be tolled for one year. Generally, the circumstances for which a suspension of the tenure-clock may be granted would be: i) significant responsibilities with respect to elder or dependent care obligations, ii) disability, iii) chronic illness, iv) childbirth or adoption, or v) circumstances beyond the control of the faculty member when those circumstances significantly impede progress toward achieving tenure.

Where a leave of absence or extension of the probationary period is granted, the individual's tenure track time frame shall be extended by the same period as the leave or extension. There is a very strong presumption against the approval of more than one request, but if the faculty member's initial employment is after the beginning of the Fall Semester but prior to the start of the Spring Semester, the faculty member may also request that the initial semester of service not be counted as a year of service for tenure or promotion purposes. If a suspension of the tenure clock is granted prior to the pre-tenure review, the tolling of the tenure clock also tolls the timeframe for pre-tenure review.

Non-Retention

During the tenure-track period, contracts shall be issued on a year-to-year basis, and appointments may be terminated at the end of the contract period. During this tenure-track period, notices of non-reappointment may be issued for any reason that is not arbitrary, capricious, or without factual basis. Any documented recommendations of administrators relating to the decision for nonretention or dismissal shall be provided promptly to the faculty member upon written request.

After the decision regarding retention has been made, ~~by the President, she or he~~Provost shall notify the tenure-track faculty of the decision as soon as practicable. In cases of nonretention of faculty who began service at the start of the fall term, formal notification shall be given:

not later than **March 1** of the first academic year of service

(1) not later than **December 15** of the second academic year of service, and

(3) at least one ~~academic~~-year before the expiration of an appointment after two or more years of service with the University.

Failure to provide timely notice of non-retention to tenure-track faculty would lead to the offer of renewal of appointment

for an additional year, but would not prejudice further continuation after that additional year.

Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year for tenure purposes only. Tenure-track appointments for less than half an academic year may not be considered time in probationary status.

Following receipt of the notice of nonretention decision, the tenure-track faculty member may appeal such nonretention decision by following the grievance procedures.

c. Temporary Status

All full-time appointments to the faculty that are neither tenured nor tenure-track shall be classified as temporary. All temporary appointments shall be appointments only for the periods and for the purposes specified, with no additional interest or right obtained by the person appointed by virtue of such appointment.

The employment of part-time faculty is made pursuant to the approval and supervision of the ~~Vice President for Academic Affairs~~Provost, with the advice and recommendations of the respective department and Dean. Each Dean and the ~~Vice President~~Provost review the qualifications and experience of prospective adjunct faculty. The appropriate balance in each department between the number of courses taught by full-time faculty and part-time faculty is also assessed. Department Chairs/~~School Directors~~, under the direction of the respective ~~School~~College Dean, are responsible to ensure that adjuncts receive information regarding duties, responsibilities, and curricular issues. Deans provide an annual assessment of the teaching performance for adjunct faculty either directly or through the Department Chair/~~School Director~~. Graduate faculty adjuncts' assessments are managed, with input from chairs, school directors or deans, through the School of Graduate and Professional Studies.

All part-time faculty appointments are for a written, contractually agreed upon defined period of employment, with no credit toward "seniority," academic tenure, or other regular employment, unless otherwise expressly specified. A salary scale is used for adjuncts, which differentiates on the basis of highest degree held.

If the status of a faculty member changes from temporary to tenure-track, the time spent at the institution may, at the discretion of the ~~President~~Provost, be counted as part of the probationary period.

Faculty who hold temporary appointments, which may be part-time or full-time, are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments.

Temporary full-time faculty appointments may be used if one or more of the following conditions prevail.

(1) The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.

(2) The appointment is for temporary replacement of an individual on sabbatical or leave of absence. Such appointments outside tenure-track status may not exceed three years, and are subject to annual renewal.

(3) The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments outside tenure-track status may not exceed three years and are subject to annual renewal.

(4) The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. Such appointment outside tenure-track status may not exceed six years and is subject to annual renewal.

(5) The appointee is granted a primary appointment as an administrator or to perform other non-instructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary and renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.

(6) Shepherd University will employ visiting faculty at all ranks on a temporary basis. These positions will usually be filled at the assistant professor level on the basis of a year-to-year contract with a general maximum of three years per individual filling a visiting position. Visiting faculty will not participate in the third year tenure review process, but will be evaluated during the annual review process in the same manner as all other full-time faculty members. Visiting faculty will be eligible for insurance and other fringe benefits provided to full-time members of the faculty as part of the State benefits program. A visiting faculty member may apply for a probationary position or tenure-earning position for

which he or she is qualified, if a search for such a position is conducted by the university. A visiting faculty member will not, however, receive special consideration for such a position apart from consideration given to all applicants.

2. Expectations of Faculty

The following are expected of those who are employed as faculty at Shepherd University, especially those employed on a full-time tenured or tenure track appointment. New faculty will be mentored within their home departments.

a. Effective Teaching

Effective teaching is the product of such elements as: (1) competency in one's field which engenders the respect of one's colleagues; (2) interested effort and enthusiasm on the part of the instructor toward the students and their work; (3) demonstrated progress on the part of the students, as seen in their interest in learning, their desire for scholarship, and their effective effort toward self improvement and cooperative endeavor; and utilization of effective teaching tools and best practices, such as outlined in resources from the Center for Teaching, Learning and Instructional Resources.

b. Professional Growth

In addition to the actual accumulation of graduate credits, professional growth may be judged by evidence of scholarly interests such as active membership in societies of interest and pertinence, including attendance and active participation at meetings of such societies at the state, regional, and national level.

Philosophy, Guidelines and Procedures for the Allocation of Professional Development Monetary Support

Continued professional development is a reasonable expectation of full-time university faculty and faculty should actively seek opportunities for such development. Shepherd University has an institutional responsibility to encourage the continued professional development of its full-time faculty through the allocation of funding to help to defray costs related to involvement in activities which will enhance the abilities of its faculty to engage more effectively in the primary mission of undergraduate instruction.

Such development support may be directed to reimbursement of the costs of travel, lodging, meals and/or registration fees associated with participation in professional meetings or other formal activities of the individual academic disciplines. Any other proposals for which support may be solicited (e.g. for research) should be clearly and directly related to the primary mission of each full-time faculty member as an instrument of undergraduate instruction.

It is both appropriate and necessary that procedures and policies be developed and adopted to provide the necessary elements of "quality control" and "quality assurance" for the benefit of faculty among all of the diverse disciplines and to be accountable to agencies external to the faculty of the several diverse disciplines. If it is true that the faculty of a particular department or discipline can easily recognize and evaluate the appropriateness and validity of professional development activities within that department or discipline, that department faculty should be able to explain, describe and justify such professional activity to external interests as well, including faculty of other disciplines.

At the beginning of each fiscal year, every academic department should be allocated, as a part of its operating budget, an amount of money designated for Professional Development; alternatively, some colleges may elect to pool these funds at the college level. These amounts are established through the institutional budgeting process.

Generally, this amount will be proportional ~~among departments~~ with regard to the number of full-time, continuing faculty assigned to ~~that department~~ department, division, or college, as applicable to the budget-management practices utilized. Faculty on sabbatical leave will be included in any determination of this proportional allocation. Several academic departments have Professional Education Unit (PEU)- Educator Preparation Program Council (EPPC) faculty affiliated with them. Since these faculty are expected to participate in professional development as PEU-EPPC members as well as in professional development for their chosen academic discipline, academic departments with PEU EPPC faculty ~~should~~ will receive a supplementary allocation to support PEUEPPC-related professional activity. The level of such supplementary support will be determined by negotiation among the chairs of departments with PEUEPPC faculty, the Director of ~~Teacher~~ School of Education, and the ~~Vice President for Academic Affairs~~ Provost.

Each academic department will establish a prioritized list and detail specific activities, which are recognized as being legitimate for enhancing or promoting undergraduate instruction within the discipline. This department list will include any recommendations regarding

the proportion of total individual project costs (e.g. all, one half, travel only, up to a specified amount, etc.) which ordinarily should be funded and clearly state that department's criteria for constructing its priority. Copies of this prioritized list will be provided to the Chair of the Professional Development, Faculty Salary and Welfare Committee of the ~~Faculty~~ Senate, the ~~Vice President for Academic Affairs~~ Provost and the President of the University. These individuals will review the departmental documents and, if necessary, negotiate changes, which would insure institutional consistency.

Faculty wishing to obtain funding to support professional development activities will consult their departmental prioritized listing and will complete and submit a Professional Development Project Proposal form to the appropriate ~~d~~Department ~~e~~Chair/ School Director. The ~~e~~Chair/ Director will review the proposal and, after consultation with the faculty member making application, make a recommendation for support to the College/School Dean. The ~~Vice President for Academic Affairs~~ Provost may accept the recommendation of the College/School Dean and authorize the recommended level of support. If the ~~Vice President for Academic Affairs~~ Provost chooses to reject or modify the support level recommended it must be following consultation with the College/School Dean in question. It is expected that the ~~Vice President for Academic Affairs~~ Provost would reject or modify the Dean's recommendation only due to the depletion of that school's budget allocation for professional development.

Any faculty member receiving money for reimbursement of approved professional development activities shall be required to prepare a brief (1-2 page), but informative summary of the activity that took place, outlining the degree of success with which the activity met the anticipated goals or ends specified in the project proposal document. This brief report shall be submitted to the Department Chair/School Director and College/School Dean no later than one calendar month following the completion or conclusion of the supported project or activity. The respective Chair/Director and Dean will maintain a file of such reports and will provide a copy of each report to the Office of the ~~Vice President for Academic Affairs~~ Provost prior to the end of the academic year. Failure to submit such a report may jeopardize a faculty member's access to future professional development support.

c. Service to the University and Community

Members of the faculty are encouraged to take an active part in the professional and social life of the communities and area served by the University. Because the University is interested in maintaining constantly the good will and confidence of its constituencies and the public at large, it is expected that each faculty member will contribute something to the sum total of community goodwill. Areas where such contributions may be made are excellence in instruction, off-campus professional appearances, and membership/participation in civic or service organizations.

Demonstrated evidence of University service is expected and may be judged by a willingness to:

(1) participate actively in administrative and faculty projects, such as committee assignments, curriculum revisions, etc.;

(2) accept and fulfill educational responsibilities outside the classroom, such as identification with movements of genuine educational character or those activities by which the University and the teacher come to greater prestige and usefulness in the community, state, and nation;

(3) participate in forums, conferences, in-service work, addresses, etc., all of which play a part in public relations.

d. Earned Doctorate

All full-time faculty members employed at Shepherd University who do not have the doctorate from a recognized regionally accredited institution of higher education at the time of employment are expected to work progressively toward the doctorate unless there is a specific written agreement to the contrary at the time of their employment.

3. Academic Freedom and Responsibilities

Shepherd University supports the principles of academic freedom as espoused by the American Association of University Professors.

In accordance with the Board of Governors Policy 19, the University adopts the following tenets regarding academic freedom.

Academic freedom at ~~West Virginia state colleges~~ this institution of higher education is necessary to enable the institutions to perform ~~its~~~~their~~ societal obligation as established by the Legislature. The Shepherd University Board of Governors recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in ~~the universities under its jurisdiction~~ institutions of higher education. Faculty members and students must always remain free to inquire, study, and evaluate.

Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, and other professional duties. Activity for pecuniary return that interferes with one's obligations to the institution should be based upon an understanding, reached before the work is performed, with the appropriate administrators of the institution. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as a citizen outside the college or university, they shall be free from institutional censorship or discipline.

The concept of academic freedom is accompanied by an equally important concept of academic responsibility. The faculty member at Shepherd University is a citizen, a member of a learned profession, and a representative of ~~the~~~~an~~ educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution.

4. Distribution of Workload

For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year, which is commensurate with the

recommendations of the University 's accrediting agencies and the Board of Governors. In determining semester hour loads, consideration is given to laboratory assignments, ~~applied~~private music lessons, supervision of student teaching and coaching duties. It is also expected that a certain student credit hour production will be maintained in addition to the established credit hour load.

-The Provost shall establish a uniform, quantitative measure of faculty workload, taking into account student credit hour production, official release time granted and other exigent circumstances, and establishing therein a reasonable per-semester benchmark. If a faculty member's workload fails to achieve 75% of the established benchmark, then the Provost may direct the assignment of additional work in the current or following semester(s), as indicated, as may be necessary and proper to provide for a more-equalized workload. If the faculty member achieves between 75% and 95% in successive semesters and cumulatively accrues a 25% deficiency over such successive semesters [two, or more successively], then the Provost may direct the assignment of an additional course in the following semester or other work, as may be necessary and proper to provide for a more-equalized workload. Additional work may include additional classroom instruction or may include administrative support of the academic programs of the University, as appropriate.

In addition to an assigned teaching load, each professor is expected to schedule a minimum of six (6) office hours per week for student consultation, except during advisement week and before and after exams. Service to the University is also an expected part of each faculty member's workload. Service load may consist of advising a student organization, committee service, and assisting at athletic events, recruitment events, and admission events as defined in expectations of faculty.

Off-campus and evening/weekend classes will be offered, when sufficient demand exists, as a part of the University 's mission to the service area. Faculty members are expected to share in a fair and reasonable manner in these teaching obligations which are often at other than preferred times and locations. Evening classes and instruction at additional location~~off-campus teaching~~ will, in general, be considered a part of the regular teaching load. When off-campus teaching is by necessity in excess of the normal teaching load, additional compensation may be provided with the approval of the President or Provost.

A report of teaching loads, office hours, and service assignments is submitted at the beginning of each semester. The office of the ~~Vice President for Academic Affairs~~Provost distributes forms for the collection of these data. A report on

plans for outside consulting requires prior approval by the ~~Vice President for Academic Affairs~~ Provost. Changes must be updated as they occur. In addition to this official report, each faculty member is expected to post office hours on his or her office door or bulletin board for student use, as well as other faculty. A directory of faculty schedules and office hours is published by the Office of the ~~Vice President for Academic Affairs~~ Provost each year.

5. Overloads

The limitation of faculty teaching loads to 12 semester hours is very strongly supported, subject to workload expectations. Students need and deserve the guidance and counseling which professors can give them as they progress through the undergraduate programs. Professors are encouraged to enrich their teaching through professional reading, continuing graduate study, and taking trips, which provide experiences, related to teaching assignments. Additional time should also be spent in service to the University and the community.

There may be circumstances, however, where the Department Chairs/School Directors may need to recommend additional hours for a faculty member ~~on a semester basis~~. Established reasons for approval of recommended overloads include: the teaching of an ~~off-campus~~ course when other qualified personnel cannot be identified; the distributing of more equitable student credit hour loads among faculty; and the opportunity to teach a graduate course in the professor's specialized field.

Recommendations for faculty to teach beyond the normal 12-hour load are to be made according to the following guidelines.

- a. The respective Department/School and College~~School~~ Deans will make recommendations to the ~~Vice President~~ Provost on requests for extra courses to be taught.
- b. Faculty who hold the doctorate and/or who have special preparation in particular fields will receive first consideration for extra teaching assignments, especially those assignments which are remunerative.
- c. Faculty should use professional discretion in assuming any extra teaching assignments.
- d. ~~Extra compensation for overload teaching will be authorized in a limited number of cases.~~ A justification

must be included in all Human Resources actions for the overload.

6. Summer Session

~~Each year, if the budget permits, there shall be a summer session consisting of one or two summer terms. Shepherd offers a limited number of classes during the summer session.~~

Determining who will teach in the summer sessions will depend upon a number of factors. It shall be the responsibility of the ~~Vice President for Academic Affairs~~ Provost and College Deans to prepare a list of courses to be offered in the summer sessions. Chairs/Directors will recommend qualified faculty ~~they believe are qualified~~ to teach the courses. A rotation plan for faculty members in the respective departments is ~~very strongly~~ encouraged. Priority will be given to faculty holding ~~the doctorate~~ terminal degrees. ~~Individuals who have not earned the doctorate should use the summers to further their education.~~

Since summer enrollment is much lower than the regular academic year, the number of faculty used in the summer sessions is limited. Therefore, faculty not returning for the academic year following a summer session will not be offered summer employment. If a faculty member has signed a contract for summer teaching and resigns from Shepherd employment effective in August, the summer contract is terminable at the discretion of the University. In summary, summer employment is dependent upon a faculty member fulfilling his or her contract for the academic year following the summer teaching assignment.

All appointments for faculty members teaching in the summer session are subject to rescission if the classes do not meet minimum enrollment requirements, as determined by the ~~Vice President for Academic Affairs~~ Provost.

Courses with low enrollments (less than ~~fiveten~~ 510) students) will be canceled by ~~5:30 p.m.~~ close of business the day before summer classes start in a given session, subject to the following condition. If the enrollment is less than ~~fiveten~~ 510, the instructor will be contacted by the respective ~~College School~~ Dean or his/her designee and asked if he/she wants to teach the course on a per student basis (one-~~fifteenth~~ of full rate per student, based on the student count at the conclusion of the add/drop period). The course will remain only if the instructor opts to teach the course on the pro-rated salary basis. ~~Instructors must be available from 4:00 p.m. to 5:30 p.m. on that day if they wish to be considered for the per-student rate.~~ The ~~School~~ College Deans will then notify the

Registrar and the ~~Vice President for Academic Affairs~~ Provost. The Registrar will, after the 4:00 p.m. closing of registration on the first day, notify each ~~College School~~ Dean of the courses with low enrollment.

Faculty members will be provided compensation for supervision of summer internships under the following conditions: (a) A faculty member will be paid at the full prevailing summer course rate per credit hour taught comparable to other faculty members with like degrees if ten (10) or more students register for summer internship credit under his or her direction. (b) If fewer than (10) students register for a given internship course, the faculty member will be paid on a pro-rated basis of 10% of the base pay rate per credit hour per student. (c) A faculty member will be paid for only one internship course section per summer session (Session I, Session II, or the entire summer session.) (d) The Curriculum and Instruction Committee offers the following guidelines of documentary materials expected for departments offering summer internships courses: (i) A written contract specifying the responsibilities of the faculty supervisor, student and internship in-site supervisor. (ii) A course syllabus and a learning agreement. (iii) Documentation of student work (i.e., a journal, term paper, portfolio, or other form of documentation appropriate to the discipline.) (iv) The faculty supervisor and internship on-site supervisor communicate via paper or e-mail to ensure that the student is working satisfactorily, working the appropriate number of hours (i.e., 200 on-site hours is equivalent to 3 credit hours), and that the student's grade is based on the above. (v) The student's grade is to be awarded after completion of the internship (using the university -established rules for granting the grade of I (Incomplete) when necessary, in accordance with the rules established by The Admissions and Credits Committee.

7. Independent Study and One-On-One Teaching Under Restricted Conditions

Should a class section be removed from the course schedule in a given semester because of low registration, the department in which the class is housed may ask a faculty member or adjunct faculty member to provide an independent study course for a student in the closed class section. The faculty member will be paid \$150 per three (3) credit hour independent student course that he or she teaches under this policy. This course will be designated on the student's transcript as equivalent to the canceled course.

The following condition must be met for a contract to conduct an independent study course to be issued under this

policy: The student is scheduled to graduate in the semester in which the class was to be offered and no substitute course is available that semester to meet the graduation requirement.

Reference here is made only to those courses that are usually taught in the standard class (10 or more students) arrangement and not to coops, internships and the like which must be considered as constituting a different topic.

Assuming this, it seems clear that one-on-one teaching is demanding, requires as much if not more preparation than the usual classroom assignment, and should be considered an unusual demand upon any faculty member's time and course assignment. However, some unavoidable circumstances make it necessary that this type of course offering be an option.

Given these understandings, the following are conditions under which such a course offering may be made:

In instances when a student is certifiably in his/her final year of study and the course is:

- a. required for ~~his/her~~ graduation or,
- b. cannot be substituted for with another course which is available,
and
- c. A course is canceled by the university due to low enrollment
or
- d. A course will not be offered, due to the department's sequence of course offerings until after the proposed (realistic) graduation date of a student. (This could happen in the case of a transfer student from another institution or one changing majors and/or minors.)
or
- e. An unavoidable conflict (university created) arises which precludes a student's taking a required course at the time it is available (i.e. requirement in the major offered at the same time as one in the minor or no space available in a multi-section required course except in one which is a conflict.)

108. Academic Rank

Faculty eligible for advancement in rank or award of tenure for tenured rank positions shall be advanced to one of the following ranks: Professor, Associate Professor, Assistant Professor, or Instructor. Yearly contracts will indicate a

faculty member's specific rank as one of the four listed above and years in rank will also be recorded on the same contracts.

Faculty members contracted by Shepherd University may receive up to two years of credit towards tenure or promotion if they have taught four or more years as a full-time faculty member at a recognized accredited institution of higher education. If a member has taught at least two years but less than four years at another institution, that individual could receive one year of credit. If a member has prior, non-tenure track teaching experience at Shepherd, any application of service credit toward promotion or tenure will likewise be reflected in the initial tenure track appointment. The recommendation for awarding of credit toward tenure or promotion must be brought forward by the hiring department with the agreement of the ~~School~~College Dean, and is subject to approval by the ~~Vice President for Academic Affairs~~Provost.

Minimum qualifications for advancement to each of four ranks are established as follows:

Professor

- a. Earned doctorate from a regionally accredited institution of higher education or the highest academic degree in the field of specialization or achievement of professional eminence.
- b. Ten (10) years of satisfactory full-time higher educational teaching or professional experience at a regionally accredited institution. After ten (10) years of higher education teaching experience, four (4) years of which must be at Shepherd University as an Associate Professor, a candidate may apply for promotion to Full Professor.
- c. Evidence of continuous professional growth throughout the term of Associate Professor rank. Additional evidence prior to advancement or appointment to Associate Professor shall be submitted only when supported by the faculty member's explanation of the need for such additional support materials in order to document a long term continuous professional growth process.
- d. Outstanding teaching effectiveness.
- e. Scholarly work accomplished during the term of Associate Professor rank as evidenced by refereed publications, funded refereed external grants, juried performances, or juried exhibitions. Academic and

professional work must be within the candidate's field or fields of specialization or university -level teaching areas. Grants alone are not sufficient for meeting this standard, but an externally funded refereed grant in combination with a refereed publication or juried exhibition or performance may satisfy the standard.

- f. Excellence in institutional service.
- g. Excellence in community service.
- h. Reputation as a person of good character.

Associate Professor

- a. To be eligible for promotion, the faculty member must meet one of the following three professional requirements:
 - 1) Hold an earned doctorate or the highest academic degree appropriate to the teaching field; or
 - 2) Master's degree plus 30 hours of graduate work, appropriate to the teaching field, toward the doctorate from a regionally the teaching field, toward the doctorate from a regionally accredited institution of higher education; or
 - 3) Hold an advanced degree, masters appropriate to the teaching field, and a national certification. The appropriate national certification will be identified at the College level and will be subject to approval by the Faculty Senate.
- b. Five (5) years of satisfactory full-time higher educational teaching experience at a regionally accredited institution. After five (5) years of higher education teaching experience, three (3) years of which must be at Shepherd University as an Assistant Professor, a candidate may apply for promotion to Associate Professor.
- c. Excellence in teaching.
- d. Professional activities that might include: Some publication, exhibition, or performance activity in the form of research papers, creative writing, or participation in juried exhibitions, concerts, or other professionally rendered services.

- e. Evidence of interest in the University through rendered services.
- f. Evidence of interest in community through rendered services.
- g. Reputation as a person of good character.

Assistant Professor

- a. Master's degree plus 15 hours of graduate study in the field.
- b. Three years of excellence in teaching or professional experience. This experience requirement may be waived at the time of employment for holders of an earned doctorate.
- c. Excellence in teaching.
- d. Evidenced interest in the profession of university teaching and in professional growth.
- e. Reputation as a person of good character.
- f. In cases where an individual is hired as an Instructor because he or she had not completed work on the doctoral degree prior to signing an initial Notice of Appointment with Shepherd University, promotion to the rank of Assistant Professor will be granted automatically in the next Notice of Appointment should the doctoral degree be received during the term of the initial Notice.

Instructor

- a. Master's degree except in certain specialized fields.
- b. Interest in university teaching.
- c. Reputation as a person of good character.

The formal education requirements stated for each rank may be waived by the President/Provost in special cases, including of those faculty involved

~~exclusively in associate degree~~ continuing education programs, or cases where a national search cannot secure the most qualified candidates because of non-competitive salaries or candidate shortages. The institution follows guidelines for qualified faculty as set by the Higher Learning Commission.

Temporary faculty appointments (both full-time and part-time) will be designated by the title, lecturer, or other appropriate title. Academic rank may be awarded to qualified administrative personnel in addition to any administrative or staff title. The rank to be awarded will be on the basis of the same criteria, which are applied to the award of rank to the teaching faculty. Administrative personnel shall be informed at the time of appointment whether the rank is awarded as a tenured, tenure track, or temporary member of the faculty. Administrative personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided those designated as faculty.

119. Tenure

Tenure is designed to ensure academic freedom and to provide professional stability for the experienced faculty member. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular evaluation by peer and administrative personnel, is essential to the viability of the tenure system. Tenure should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic requirements or professional responsibilities. Tenure applies to those faculty members who qualify for it and is a means of making the teaching and research profession attractive to persons of ability.

The Board of Governors requires that the University demonstrate evidence that the guidelines for the award of tenure be based upon a wide range of criteria such as: excellence in teaching; accessibility to students; professional and scholarly activity and recognition; significant service to the university community; experience in higher education and at the institution; possession of the doctorate; special competence, or the highest earned degree appropriate to the teaching field; publications and research; potential for continued professional growth; and service to the people of the State of West Virginia. Ultimate authority regarding the application of guidelines and criteria relating to tenure shall rest with the University according to the Board of Governors' policy.

In making tenure decisions, careful consideration shall be given to the tenure profile of the institution; projected enrollment patterns; staffing needs of the institution; current and projected mission of each academic unit; specific academic competence of the faculty member; and preservation of opportunities for infusion of new talent. The University, while not maintaining tenure quotas, shall be mindful of the dangers of losing internal flexibility and institutional accountability to the citizens of the State as the result of an overly tenured faculty. Tenure may be granted only to people in positions funded by monies under the Board of Governors' control.

Tenure shall not be granted automatically, or for years of service, but shall result from action by the ~~President~~ Provost following consultation with appropriate academic units.

Tenure may be granted at the time of appointment by the ~~President~~Provost, following consultation with the faculty of the academic department in which an individual would be assigned, or tenure may be granted at the time of appointment by direct action of the Board of Governors. In the case of tenure track appointees, tenure may be attained by faculty who hold the rank of Assistant Professor or above. Years in term of tenure track period are to be recorded on each of the faculty member's yearly contracts.

120. Guidelines and Criteria for Promotion in Rank and Tenure

In order to fulfill the charge of the Shepherd University mission it is necessary to establish a procedural system of high standards to maintain and evaluate continuously the faculty of Shepherd University for the purpose of promotion and tenure.

a. General Statement

Promotion and tenure of faculty are ~~the prerogatives awarded under the authority~~ of the President ~~and the Provost~~, who will base ~~his or her~~ decisions primarily upon the guidelines in this policy and upon the recommendation(s) of ~~Vice President for Academic Affairs, the College School~~ Dean; and the appropriate University Promotion and Tenure Committees.

Promotion in rank and tenure will not be granted routinely nor automatically because of length of service. Neither will promotion or tenure be denied capriciously. Requests for granting of promotion or tenure will be evaluated on the basis of the following

five areas of performance:

(1) The possession of the terminal degree from a recognized regionally accredited institution of higher education and/or the requisite number of graduate hours toward the doctorate.

Requests for exceptions will be entertained only for unusual circumstances;

(2) Excellence in teaching as evidenced by recent and regular evaluation;

(3) Professional growth as evidenced by scholarly research or creative work appropriate to the discipline or field of appointment. Such evidence may include publication; presentation of scholarly papers at professional forums; participation and recognition in juried shows, concerts, recitals; or other achievements of significant professional stature;

(4) Evidence of excellence in professional service, manifested in activities that add to the efficiency and positive image of the discipline, the department~~, or~~ school or college, Shepherd University, and the State of West Virginia, including involvement in professional organizations at the national, regional, and state levels;

(5) Attainment of the minimum educational and experience requirements as established in policy defining rank.

Tenure may be attained only by faculty who hold the rank of Assistant Professor or higher. Tenure evaluation by the President and ~~Vice President for Academic Affairs~~ Provost may also be affected by the institution's tenure profile and projections for future needs.

b. Procedures for Making Promotion and Tenure Recommendations

(1) Each ~~College~~ School shall maintain a standing committee, called the Promotion and Tenure Committee (PT Committee), to consider promotion and tenure applications from faculty within its College ~~School~~. Each PT Committee shall consist of a tenured faculty member from each department within the College ~~School~~, elected for a three-year term by the faculty in the department. ~~Colleges~~ Schools with three

(3) or fewer departments may, with the agreement of the majority of the faculty in the ~~Collegeschool~~, elect to have two (2) members from each department serve on the PT Committee. Each PT committee will elect a chair and a vice chair, who will serve as the ~~CollegeSchool~~'s representatives on the Professional Status Committee. The primary purpose of the PT Committee is to review applications for promotion or tenure and submit its recommendations to the ~~Vice President for Academic Affairs~~Provost.

(Sample forms for application for promotion and tenure are included in this manual.)

(2) A person initially appointed as a professor, associate, assistant professor, or instructor will undergo a pre-tenure review no later than the third year of employment at Shepherd University. Faculty who are hired with two years of service credit toward tenure will undergo pre-tenure review in their second full year of Shepherd employment. Participation by a tenure-track faculty member in the pre-tenure review process, in the appropriate year, is mandatory. The Dean shall expressly address the necessity of initiating the pre-tenure review process in the annual evaluation of the faculty member in the spring prior to the year of the pre-tenure review.

The ~~CollegeSchool~~'s PT Committee will conduct a review using the same criteria used for a tenure review and will submit, in writing, the results of that review to the faculty member under review. A similar review will be conducted by the faculty member's Department Chair/School Director, then each Department Chair/School Director involved submits his or her review recommendations to the respective ~~CollegeSchool~~ Dean and the PT Committee; the ~~CollegeSchool~~ Dean will then provide a written review to the faculty member. In cases where a non-tenured Department Chair/School Director is asked to conduct a pre-tenure review or a tenure review the Department Chair/School Director will inform the respective ~~CollegeSchool~~ Dean of this situation. The ~~CollegeSchool~~ Dean will then select a tenured member of the ~~Department/School~~ or a tenured member of the same ~~Collegeschool~~ to serve in this capacity in lieu of the Department Chair/School Director. The ~~CollegeSchool~~ Dean or the ~~vice President for Academic Affairs~~Provost may also ask

the Department Chair/School Director for a written pre-tenure evaluation or tenure evaluation statement. This pre-tenure review is conducted to give the faculty member an opportunity to improve in those areas that are deemed weak. A favorable review at this stage does not assure the faculty member of tenure at a later date. To receive a review, the faculty member must submit a “Pre-tenure Application” in the same manner as a tenure application is provided for here.

(3) A person initially appointed as a professor, associate professor, or assistant professor must be reviewed for tenure no later than the completion of the sixth year of service at Shepherd University or in the sixth year of tenure-credited at the University. Applications for tenure should therefore be made during the first semester of the faculty member’s sixth year of service at Shepherd University, and tenure, if approved, will begin with the seventh year. If tenure is not awarded, the seventh year contract will be a terminal contract. In extraordinary circumstances following the review of the appropriate faculty committees, the Department Chair/School Director, the CollegeSchool Dean, and the ~~Vice President for Academic Affairs, the President of Provost~~, the University may award tenure before the seventh year of a faculty member’s employment at the university. A person serving under a terminal contract is not eligible for review for tenure or promotion.

(4) ~~The A~~ candidate for promotion and/or tenure ~~or both will submit~~s an application to the School’s PT committee. The application must contain all supporting materials that the candidate wishes to be considered by all parties in the review process, including a letter of review and recommendation for or against promotion and/or tenure ~~and/or both~~ from the Department Chair/School Director. Each candidate ~~should~~must consult with the ~~d~~Department ~~e~~Chair/School Director during the process of putting supporting documents together. Letters from appropriate persons outside the University are encouraged. The application must address the candidate’s competencies in the following areas:

- a. Excellence in teaching;
- b. Committee service at the University;

- c. Professional activities such as research, publishing, public performance;
- d. Significant service to the candidate's profession;
- e. Professional service to the community and to the State;
- f. Attainment of necessary education and experience;
- g. Character reputation that reflects positively on the institution.

The ~~d~~Department ~~e~~Chair/~~School~~ Director, upon receiving an application for tenure or promotion, shall call a meeting of the tenured faculty to discuss and vote on the application. The meeting shall include the department ~~e~~Chair/~~Director~~, if tenured. The ~~e~~Chair/~~Director~~ may vote, if tenured. The meeting will exclude the candidate. The ~~e~~Chair/~~Director~~ will forward the ~~d~~Department/~~School~~'s recommendation and vote count to the ~~College~~~~School~~ Dean, the candidate, and the ~~school~~College PT Committee. If a department/~~school~~ has no tenured members, the chair/~~director~~'s letter of review shall serve as the department/~~school~~'s recommendation.

(5) The ~~College~~~~School~~ PT Committee will forward its recommendation, the applicant's folder and all supporting material to the respective ~~College~~~~School~~ Dean. The ~~College~~~~School~~ Dean will then evaluate the merits of the request for promotion or tenure according to appropriate guidelines. The ~~College~~~~School~~ Dean may request additional supporting material from the faculty member and may consult with other faculty and the Department Chair/~~School~~ Director before making his/her recommendation.

(6) After the ~~College~~~~School~~ Dean has formulated his/her recommendations he/she shall ensure that each candidate for promotion and/or tenure shall receive a copy of the recommendations made by the ~~School~~College PT Committee and the ~~College~~~~School~~ Dean.

The School Dean shall then forward the candidate's promotion and/or tenure file, with the ~~School~~ College PT Committee recommendation, to the ~~Vice President for Academic Affairs~~Provost.

a. If the ~~College~~School Dean and the PT Committee do not concur, the ~~Vice President for Academic Affairs~~Provost will send both recommendations to the Professional Status Committee, which shall review the application and recommendations. It may consult with the School PT Committee and the ~~School~~College Dean. Each promotion or tenure candidate shall have the right to respond in writing to the Professional Status Committee. The candidate will have ten (10) working days after receiving the recommendations of the ~~College~~School Dean or the ~~College~~School PT Committee to respond. It shall then submit its recommendation to the ~~Vice President for Academic Affairs~~Provost, along with the candidate's complete application and the recommendations of the ~~College~~School PT Committee. It shall also notify, in writing, the chairman of the ~~College~~School PT Committee and each candidate. Each candidate may respond, in writing, to the ~~Vice President for Academic Affairs~~Provost within ten (10) working days after receiving the recommendation of the Professional Status Committee.

(7) The ~~Vice President for Academic Affairs~~Provost shall consider the recommendations of the ~~College~~School PT Committee, the Department Chair/~~School~~Director, the ~~College~~School Dean, and, if applicable, the PSC, and shall ~~forward these along with his or her own recommendation, along with the candidate's application and all relevant documentation, to the President.~~ (8) ~~The President will consider all recommendations and~~ render a decision regarding request for promotion and tenure as soon as possible after receiving these recommendations.

(89) After ~~this~~the review process has been completed, each faculty member requesting promotion or tenure will receive a letter from the ~~Provost~~President regarding approval or disapproval of the application for promotion or tenure. In addition, the ~~Vice President for Academic Affairs~~Provost will personally counsel each person who has gone forward for promotion and/or tenure, at a mutually convenient time.

(94) After receiving such a letter from the ~~President~~Provost, the faculty member requesting promotion or tenure shall have access to all recommendations which have been a part of the faculty member's review process, other than those letters from off campus persons which the candidate ~~indicated that he or she did not wish to read~~waived review of.

(104) In all cases, it is to be understood that actions by individuals and committees are recommendatory and are not ~~final until decisions;~~ the ~~Provost~~ ~~resident~~ ~~will~~ ~~has~~ informed the candidate in writing of his or her decision.

(11) A candidate denied promotion or tenure by decision of the Provost may appeal the decision to the University President within fifteen (15) calendar days. Any appeal is to be submitted in writing to the President's Office, with a copy to the Provost, and must fully articulate why the denial by the Provost was clearly wrong. The Provost will respond in writing within seven (7) calendar days. The President will thereafter review the appeal and issue a final institutional decision.

c. Standardized Application Portfolio

1. Each candidate must consult with the ~~d~~Department ~~e~~Chair/School Dean during the process of putting supporting documents together.

2. The documentation submitted for promotion and tenure, as well as the pre-tenure review, ~~must be included in a three-ring binder folio which must be entered into appropriate electronic folders within the on-line system and~~ shall be divided into the following-designated sections, consistent with the format presented in the appendices to this Handbook. :

~~1. —“The University Professional Status Committee Request for Promotion Form” (or to be re-designated as “Request for Tenure Form,” or “Request for Promotion and Tenure Form,” or “Request for Pre-Tenure Review Form,” as presented under Faculty Handbook, section II)~~

~~2. —A copy of the candidate's curriculum vitae~~

~~3. —Appendix A. Student Evaluations—course syllabi, other related course materials, and all university administered student evaluations for the last five years~~

~~4. —Appendix B. Evaluations by Supervisors and School Deans~~

~~5. —Appendix C. Copies of publications, or appropriate documentation of publications, professional creative work, and/or artistic work of a professional nature (A supplementary appendix document or filing may be utilized where numerous articles, books or other creative work are sent forward with the folio)~~

6. ~~Appendix D. Letters of Support~~
7. ~~Appendix E. Miscellaneous Documentation of Service~~
8. ~~Appendix F. Required Promotion or Tenure or Pre-Tenure Recommendation by the Department Chair~~
9. ~~Appendix G. Required Promotion or Tenure or Pre-Tenure Recommendation by the School Promotion and Tenure Committee (Shall be placed in the folio by the chair of the P & T Committee and sent to the School Dean)~~
10. ~~Appendix H. Required Promotion or Tenure or Pre-Tenure Recommendation by the School Dean~~
11. ~~Appendix I. Required Promotion or Tenure Statement by the University Professional Status Committee (if necessary)~~
12. ~~Appendix J. Required Promotion or Tenure Statement by the Vice President for Academic Affairs.~~

Each candidate's promotion, tenure or pre-tenure review ~~materials portfolio~~ will ~~be remain in the possession of the office of the respective School Dean once it has left the home department. The promotion, tenure or pre-tenure portfolios will be sent directly to the office of the Vice President for Academic Affairs by the respective School Dean once all of the sections through Appendix H have been completed.~~ maintained in the on-line system or otherwise retained digitally. The Provost may grant a partial or full waiver of the digital submission requirement for compelling cause.

D. The Professional Status Committee

The Chair and Vice Chair of each ~~College~~School's PT Committee shall constitute the Professional Status Committee, which, when convened in early November, shall elect a Chair and a Secretary from its membership to serve a one-year term.

- (1) During its deliberations, the Professional Status Committee shall be empowered to interview any individual directly concerned with the case before it; it shall have access to all documentation accumulated during the review process of the faculty member, and it shall be empowered to request from either the faculty member or

from any individual or group passing judgment on the faculty member any additional documentation that it feels may be helpful or necessary to its deliberations. Any of these individuals or groups shall also have the right to submit additional information or documentation to the committee.

(2) During its deliberations concerning a candidate's application, the representatives to the Professional Status Committee from the candidate's ~~CollegeSchool~~ shall excuse themselves from the deliberations and shall not participate in the formulation of the Committee's recommendation.

(3) The findings of the Professional Status Committee shall be sent, in writing, to the ~~Vice President for Academic Affairs~~Provost, within ten (10) days of reaching its recommendation.

E. General Schedule for the Review Process

The following deadlines will be observed for presentation, review, and movement of all requests for promotion or tenure:

October 15: Candidate will have submitted a digital application for promotion or tenure, with all supporting documentation, in the on-line system. to his or her Department Chair. No late submissions, including supporting documents, are permitted.

November 15: ~~Candidate will have submitted an application for promotion or tenure, with all supporting documentation, to his or her School PT Committee.~~Department Chair/ School Director submits a signed department/school recommendation in the on-line system and moves the candidate application forward to College PT Committee.

January 15: The ~~CollegeSchool~~ PT Committee ~~will submit the applicant's application file, with its recommendation included, to the School~~submits a signed College PT Committee recommendation in the on-line system and moves the candidate application forward to the College Dean.

January 30: ~~Each School~~The College Dean ~~will submit any and all applicant's application files, with a signed recommendation included for each applicant, to the Vice President for Academic Affairs~~submits a signed recommendation in the on-line system and moves the candidate application forward to the Provost.

February 15: The ~~Vice President for Academic Affairs~~Provost will inform the ~~CollegeSchool~~ PT Committee

and the ~~CollegeSchool~~ Dean if there is any disagreement between the PT Committee and the ~~CollegeSchool~~ Dean concerning any applications for promotion or tenure. If there is disagreement concerning a candidate's application, the recommendations of all participants and all documentation will have been submitted to the Professional Status Committee.

March 15: The Professional Status Committee, if required, ~~will have submitted its~~submits a signed recommendations to the ~~Vice President for Academic Affairs~~Provost.
~~Recommendations from the School Deans and School PT Committees will have been submitted to the Vice President for Academic Affairs.~~

April 15: The ~~Vice President for Academic Affairs will have submitted~~Provost will complete his or her ~~determination~~recommendation to the President.

~~**May 1:** The President will render his or her decision in writing to the candidate and to the Vice President for Academic Affairs.~~

Delays on any date for action by any reviewing group or decision-maker do not give rise to any default or presumption for or against the applicant in the institutional P&T review process.

134. Distinguished Professor

Shepherd University may award the title of Distinguished Professor to honor a faculty member who has achieved a record of publication, or performance, or creative activity at the highest levels of professional accomplishment and peer recognition of that accomplishment. Candidates must meet all (a through e) of the criteria below to be considered for the title of Distinguished Professor.

I. Criteria

- a. Excellence in teaching and service to academia
- b. Evidence of current professional activity in the area of expertise through peer reviewed publications or juried performances at the regional and national or international level

- c. A record of current activities with professionally related groups in the area of expertise
- d. Receipt of awards or recognition in the area of expertise from national or international professional organizations
- e. Hold the rank of Professor with tenure

II. Nominations

- a. All nominations will be made to the ~~Vice President for Academic Affairs~~Provost and the Deans/~~Vice President for Academic Affairs~~Provost Council
- b. Nominations for faculty may be made by the faculty member's ~~Department~~ eChair/School Director or school dean
- c. Nominations for faculty may be made by another faculty member to the nominee's ~~Department~~ eChair/School Director or ~~College/school~~ eDean
- d. Faculty members may make a self-nomination to their ~~Department~~ eChair/School Director or ~~school~~ College Dean
- e. Nominations of a ~~eDean~~ will be made by the ~~Vice President for Academic Affairs~~Provost
- f. After consultation with the academic deans the ~~Vice President for Academic Affairs~~Provost will make a recommendation to the University President
- g. The University President will inform the faculty member and the ~~Vice President for Academic Affairs~~Provost of the decision made in each case

III. Recommendations

- a. Faculty applications for Distinguished Professor require letters of recommendation from the ~~Department~~ eChair/School Director in which the faculty member is housed, and the ~~school~~ College Dean. Faculty within the

home department of an applicant may submit letters of recommendation for the applicant. These letters must include approval or disapproval of the nomination.

- b. Application for Distinguished Professor by a ~~Department~~ Chair/School Director will require a letter from the department faculty and the ~~Dean~~ of the College/school. These letters must indicate approval or disapproval of the nomination.

IV. Recognition

- ~~a.~~ Recognition of individuals awarded the title of Distinguished Professor will be made at the fall semester tenured faculty reception at Popodicon and at the spring University Assembly Meeting.

142. Annual Evaluation

~~The evaluation process is subject to revision upon the recommendation of the Faculty Senate and the Vice President for Academic Affairs and the approval of the University President.~~

a. General Statement: All faculty members will be given the opportunity to respond in writing to any evaluation and have that response included in the faculty member's evaluation documents. In addition to the procedures described below, each year the Director of ~~PEU or designee~~ the School of Education, utilizing feedback from the Coordinator of Education Preparation Program also, provides comments on each EPPC member to the respective school/College ~~Deans~~. The Dean of Graduate Education and Professional Studies may provide comments on graduate faculty to the respective College Deans. Copies of all evaluations are forwarded to the ~~Vice President for Academic Affairs~~ Provost.

b. Non-tenured Faculty:

i. Non-tenured Faculty Evaluations: All non-tenured full-time teaching faculty shall be evaluated annually by the ~~College/School~~ Dean in consultation with the faculty member's Department Chair/School Director; this evaluation process will include classroom visitation. This annual evaluation serves as a basis for decisions concerning retention.

By March 1, each non-tenured faculty member ~~must~~shall submit, to the ~~CollegeSchool~~ Dean and the Department Chair/School Director, an annual report of professional activities in the areas of performance as outlined under “Criteria”. This report, accompanied by a cover letter, are also the basis of the application for merit by the non-tenured faculty member.

ii Non-tenured Faculty Criteria

The following criteria, standards and procedures will be considered in evaluation of non-tenured faculty for retention. These criteria are consistent with those applied in promotion and tenure consideration.

(1) Progression toward the possession of the terminal degree and/or the requisite number of graduate hours toward the doctorate and experience requirements. Requests for exceptions will be considered only in unusual circumstances, and must be made at the initial employment. (see ~~section II, A, 8 for a~~Academic Rank qualifications)

(2) Excellence in teaching as evidenced by recent and regular evaluations and classroom visitations. Each semester the non-tenured faculty member will have at least two courses evaluated by the students. The Department Chair/School Director shall choose one course and the faculty member shall choose one course. The Department Chair/School Director will provide the ~~CollegeSchool~~ Dean with a list of all the courses that will be evaluated. If either the faculty member or Department Chair/School Director fail to designate a course and more than two instructional days have passed from the published deadline for designating courses, the Dean may designate the undesignated course(s). The faculty member may request that all of the courses being taught be evaluated.

By March 1 annually, a scheduled classroom visitation shall be conducted in the following manner: year 1, by a faculty peer as determined by the department, year 2, by the Department Chair/School Director, and year 3, by the ~~CollegeSchool~~ Dean. This rotation shall be repeated one time or until the faculty member earns tenure. The evaluator shall contact the faculty member to schedule this visit at a time convenient for the evaluator and the faculty member. The classroom evaluator shall prepare a written evaluation using the Classroom Visitation Evaluation Form of the observed teaching effectiveness. ~~(Classroom Visitation Evaluation Form)~~ This teaching evaluation will be shared with the faculty member in a face to face conference prior to being included in the faculty member’s annual evaluation documents. If at any time it is deemed that the faculty member is in need of mentoring beyond what the ~~Collegeschool~~ and/or department can provide, the Dean of the ~~CollegeSchool~~ may call upon the Dean of Teaching, Learning and Instructional Resources as an additional resource.

(3) Professional growth as evidenced by scholarly research or creative work appropriate in the discipline or field of appointment. Such evidence may include publication, presentation of

scholarly papers at professional forums, participation and/or recognition in juried shows, recitals, or other achievements of professional stature.

(4) Evidence of professional service, manifested in activities that add to the positive image of the discipline, the department/~~school~~, the ~~school~~College, Shepherd University, and the State of West Virginia, including involvement in professional organizations at the national, regional, and state level.

(5) Plans for next year. The faculty member shall comment on plans and goals for next year, including courses to be taught, service assignments, and any plans for research and creative activities.

iii. Evaluation conference. By April 30, after the collection and consideration of the evaluation data, the ~~College~~~~School~~ Dean will formally conference with the non-tenured faculty member. This discussion will be the basis of a report and/or recommendation made to the ~~Vice President for Academic Affairs~~Provost. The faculty member will sign the annual evaluation agreeing or attach a rejoinder.

c. Tenured Faculty Evaluation Process:

An annual report of activities shall be prepared by all tenured faculty members and submitted to the Department Chair/~~School Director~~ and the ~~College~~~~School~~ Dean by March 1. This report, accompanied by a cover letter, is also the basis of the faculty member's application for merit.

Student evaluations: Each Fall semester, a minimum of two classes, chosen by the faculty member, will be evaluated by the students. If the faculty member fails to designate the courses and more than two instructional days have passed from the published deadline for designating courses, the Dean may designate the undesignated course(s) or may ask the Department Chair/~~School Director~~ to do so. The results of these evaluations shall be provided to the faculty member, the Department Chair/~~School Director~~ and the ~~School~~College Dean.

After earning tenure, evaluations are conducted in the following manner:

First year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits a self evaluation via an annual report of professional activities to the ~~College~~~~School~~ Dean and the Department ~~e~~Chair/~~School Director~~. These are archived by the Department Chair/~~School Director~~ and the ~~College~~~~School~~ Dean.

Second year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits an annual report of professional activities to the ~~College~~~~School~~ Dean and the Department Chair/~~School Director~~. The Department Chair/~~School Director~~ will prepare a written evaluation of the department members based on the

student evaluations and the annual report. The ~~College~~School Dean will prepare an evaluation of the Department Chair/School Director. This written evaluation is shared with the Department Chair/School Director. Each faculty member will be given opportunity to respond in writing to the Chair/Director's or Dean's evaluation. This evaluation is archived by the ~~School~~College Dean and the Department Chair/School Director.

Third year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits a self evaluation via an annual report of professional activities to the Department Chair/School Director and the ~~College~~School Dean. This report is archived by the ~~College~~School Dean and the Department Chair/School Director.

Fourth Year Evaluation by the ~~College~~School Dean: Every fourth year after earning tenure each full-time tenured faculty member will be evaluated by the ~~College~~School Dean. In the fall semester prior to the spring semester evaluation by the ~~College~~School Dean, the faculty member shall conduct a student evaluation in at least two classes being taught. Additionally in this same semester, a classroom visitation will be conducted. The ~~College~~School Dean, Department Chair/School Director, and faculty member will come to mutual agreement as to who will visit the classroom and what class is to be visited. The Dean, the Department Chair/School Director or a peer evaluator may be selected to visit the classroom. Subsequent to the visit, a written evaluation shall be prepared by the evaluator, (Classroom Visitation Evaluation Form) and a face to face conference between the classroom evaluator and the faculty member will be conducted prior to the fourth-year evaluation by the ~~College~~School Dean. This evaluation form, and any rebuttal by the faculty member, will be forwarded to the ~~College~~School Dean and may be included in the faculty member's evaluation documents. The ~~College~~School Dean will archive this evaluation.

After initial implementation of this evaluation policy, one half of the current tenured faculty will be evaluated after two years and the remaining one half of the tenured faculty shall be evaluated four years after implementation of the policy. Then the four-year rotation will begin for all the tenured faculty. The ~~School~~College Dean shall determine the faculty members in each of the two initial rotation periods. Should a faculty member receive sabbatical leave, or any extended leave, the four-year rotation is suspended for the period of the leave and will resume when the faculty member returns from leave.

d. Special Provision relating to Deans, Department Chairs, and all Faculty Personnel Policies

Effective July 22, 2016, notwithstanding any other provision of the Faculty Handbook, in relation solely to the ~~Department~~School of Nursing ~~Education~~ and faculty assigned to it at the undergraduate or graduate level:

- 1) The ~~School Director~~~~Department Chair~~/ Director of ~~School of Nursing Education~~ shall be the immediate supervisor of all department faculty.
- 2) Promotion and Tenure and pre-Tenure processes are not modified in any manner by these Special Provisions.
- 3) Each full time faculty member in the ~~School~~~~department~~ shall submit a copy of the Annual Report to the ~~Department Chair~~/Director contemporaneous with submission to the Dean.
- 4) The ~~Department Chair~~/Director of Nursing ~~Education~~ shall complete the performance review of every faculty member each year after the submission date for the Annual Reports and prior to April 10. The performance review will be submitted to the faculty member, with copies to the Dean and the Provost.
- 5) The Dean of the ~~College~~~~School~~ shall complete a "Dean's Evaluation" of faculty in the department consistent with provisions of the Handbook providing for evaluations by the Dean. These will be completed following the ~~Director~~~~Chair~~'s Annual Evaluation. Copies of the Dean's Evaluation will be submitted to the faculty member evaluated, the ~~Director~~~~Chair~~, and the Provost.
- 6) In the instances of part time or full time faculty who are not evaluated by the Dean under the provisions of the Handbook, after receiving the Annual Performance Evaluation by the ~~Chair~~/ Director, the faculty member may request a Dean's Evaluation to be completed also, at the faculty member's discretion. Such a request should be submitted in writing to the Dean within two weeks of receipt of the Annual Performance Evaluation, and the Dean shall be expected to complete the Dean's Evaluation before July 1. In the case of graduate-status faculty of the ~~department~~~~School~~, the references in this section shall include an option to request a Dean's Evaluation by the Dean of Graduate Studies.

SEE APPENDIX D FOR “PROCESS, TIME-LINE, AND FORMS FOR ANNUAL EVALUATION”

- II. A. 164. Appeals/Grievances/Hearings
 - a. Statutory Grievance Process

Any faculty member may initiate a grievance pursuant to WV Code ~~29-6A-16C-2-1~~, *et seq.*, for resolution of work-related disputes excepting pension or insurance matters. The statutory process requires initiation of the grievance within 150 workdays of the occurrence or action giving rise to the grievance. Details and forms are available at the Office of Human Resources.
 - b. Internal Grievance Process

The following University procedures are available for all faculty grievances not related to dismissal, termination, nonretention and denial of promotion. This faculty grievance recourse is a systematic method whereby individual faculty grievances can be reasonably presented and reviewed, and action taken related thereto. Grievance action shall be resolved at the earliest possible stage. This process is an alternative to the Statutory Grievance process and is not used if the employee elects to pursue a statutory grievance process.

Level One: The faculty member will first seek a resolution of the grievance through informal discussion with the Department Chair/~~School~~ Director. If informal discussion does not lead to resolution then the faculty member shall seek a formal resolution by conveying in writing to the ~~College~~School Dean the grievance and the remedy sought. Within fifteen (15) working days of receiving the written grievance the ~~College~~School Dean, after appropriate consultation with all involved parties, including the faculty member and the Department Chair/School Director, will respond in writing to the grievant.

Level Two: If not satisfied with the resolution at level one, the faculty member shall forward a copy of the grievance, within fifteen (15) working days, to the ~~Vice President for Academic Affairs~~Provost. The faculty member shall notify the Chair and ~~School~~College Dean, in writing, that this step has been taken.

Within fifteen (15) working days of having received notice from the faculty member that the grievance is being taken to level two, the Dean shall submit a written report concerning the disposition of the grievance at level one to the ~~Vice President for Academic Affairs~~Provost. Within fifteen (15) working days of receipt of the report from the Dean, the ~~Vice President for Academic Affairs~~Provost shall render a decision in writing. Copies of the ~~Vice President~~Provost's decision shall be provided to the faculty member and the Dean. In no case shall informal discussion or attempts at informal resolution of the grievance be precluded at level two.

Level Three: If not satisfied with the resolution at the ~~Vice President~~Provost's level, then the faculty

member should forward to the President a copy of the grievance, along with the response of the ~~Vice President for Academic Affairs~~ Provost, and supporting documents.

In reaching a decision, the President may hold a meeting of the concerned parties and/or may refer the issue to an appropriate committee for its recommendation. The President shall notify the grievant of the decision within fifteen (15) working days of receipt of the recommendation of the committee, or of the receipt of the appeal at level three, whichever is longer.

If the aggrieved faculty member is a department chair/School Director, then the appeal would be initiated at level two.

If there is substantial evidence that the grievance is the result of action taken solely by the President, and that the President therefore cannot remain disinterested or objective in the final resolution of the issue, if evidence of injury is provided, and if a remedy is feasible, then a faculty member may so state in a petition to the Chair of the Board of Governors requesting that the issue should be addressed by him or her.

175. Sabbatical Leave

a. Purpose

Sabbatical leave may be granted to a faculty member for the purpose of research, writing or other activity calculated to contribute to professional development and the usefulness of the faculty member to the University.

b. Eligibility

Any person holding faculty rank of Professor, Associate Professor, or Assistant Professor is eligible for sabbatical leave after the completion of at least six years of full-time employment at Shepherd University. After completing a sabbatical leave, a faculty member shall not again be eligible until the seventh subsequent year.

c. Conditions Governing the Granting of Sabbatical Leave

The awarding of sabbatical leave is not automatic but is contingent upon the merits of the request, availability of funds and the instructional needs of the university.

d. Compensation

A faculty member on sabbatical leave shall receive full salary for no more than one half of the contract period or half salary for no more than the full contract period.

e. Procedures and Selection Process

Any eligible faculty member may apply for a sabbatical leave by submitting a written proposal to the Professional Development, Faculty Salary, and Welfare Committee using a Sabbatical Leave Request, Summary Sheet. Acceptable proposals will be those for substantial research, writing, continuing education, or other activities or professional growth and development for the faculty member, which will also be of benefit to the University. Such proposals must include in detail the statement of purpose, objectives or goals, rationale with explanation of how leave would assist you professionally, program design and activities, timetable, supporting documents and a letter from the faculty member's Department Chair, or, if the applicant is a Department Chair/~~School Director~~, a letter from the faculty member's ~~College/School~~ Dean or, if the applicant is a ~~College/School~~ Dean, a letter from the ~~Vice President for Academic Affairs~~ Provost supporting or not supporting the proposal.

To apply for a sabbatical leave for a particular academic year, a faculty member must submit a proposal by ~~November~~ January 15 of the preceding academic year. Exceptions to these deadlines may be granted by the Committee only in rare circumstances.

The Professional Development, Faculty Salary, and Welfare Committee will consider all eligible applications for three one-half academic year sabbaticals at full pay, and three full academic year sabbaticals at one-half pay for the academic year, or at such lesser numbers of sabbaticals as may be established by the University on an interim basis due to budget conditions. Each sabbatical applicant should clearly note in his/her application which type of sabbatical he/she is applying for. The Committee, in

writing, will forward its sabbatical recommendations to the ~~Vice President for Academic Affairs~~Provost. Taking the recommendation of the Committee into consideration, the ~~Vice President for Academic Affairs~~Provost will review all of the proposals recommended by the Committee and make a recommendation to the President. Within three weeks of the deadline for submitting applications, the President shall receive from the Committee and the ~~Vice President for Academic Affairs~~Provost, their recommendations.

f. Obligations of the Faculty Member

An applicant for a sabbatical leave shall submit in writing a detailed plan of activity, which he or she proposes to follow.

In accepting a sabbatical leave, a faculty member shall sign a statement indicating that he or she is aware of and agrees to all conditions of the leave as specified herein.

While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.

Upon completion of a sabbatical leave, a faculty member shall file with the chair of the ~~“Professional Development Committee,”~~ the ~~Vice President for Academic Affairs~~Provost, and the President a written report of scholarly activities while on leave.

A faculty member is obligated to return for a full year of service upon completion of the leave. Failure to return will obligate the faculty member to fully reimburse the institution for salary received during the period of the leave.

g. Obligations of the University

A faculty member's position, status, and rank shall not be adversely affected solely by his or her absence.

II. A. 197. Master Faculty Professor

Designation of “Master Faculty Professor” shall be at the discretion of the ~~Vice President for Academic Affairs~~Provost. This position shall be a part time, non-benefits

employment status for one academic year. To be eligible for “Master Faculty Professor,” an individual must meet the following criteria:

- a) have served Shepherd University as a full-time, tenured faculty member for a minimum of 5 years;
- b) have tendered a letter of resignation from the full-time, tenured position held;
- c) have a supporting recommendation by the Department Chair/School Director;
- d) have a supporting recommendation by the school-dCollege Dean;
- e) have an established Shepherd University record of achievement that meets the University’s Merit Pay criteria; and*
- f) have a record of excellence in teaching.**

Persons who meet the above criteria shall be reviewed and assessed by the academic deans and the Vice President for Academic Affairs Provost for candidacy as “Master Faculty Professor.” This review and assessment will include the candidate’s merit record and other criteria as appropriate. During a given academic year, the position of “Master Faculty Professor” shall only be issued in a department where the teaching assignment of a given appointee effectively replaces the equivalent of a department’s necessary adjunct faculty teaching load of nine credit hours. The “Master Faculty Professor” position will not be used as part of the justification for reducing faculty lines in a given academic department.

The “Master Faculty Professor” will teach a minimum either of; a) nine credit hours during the fiscal year, i.e., fall, spring, or summer terms; or b) six credit hours during the fall and/or spring semester, i.e., the entire six credit hours maybe taught in one semester. After consultation with the department chair/ School Director, the candidate may teach a maximum six-hour load in fall or spring term and a maximum three-hour load during one summer term. However, tenured and tenure-earning full-time faculty members are to be given priority in the assignment of summer courses.

Exceptions to this assignment will occur only under extraordinary circumstances and only upon the recommendation of the department chair/ School Director and the school-dCollege Dean, with the approval of the Provost Vice President for Academic Affairs.

As a regular member of an academic department, the “Master Faculty Professor” shall have full and equal voting

and participation rights as to all affairs of the department, unless otherwise expressly provided for in this Handbook. The “Master Faculty Professor” will be expected to perform non-instructional service that is generally at or near 30% of the standard non-instructional duties of full-time faculty. This service might include one or more of the following: advisement, departmental business, or campus committee work. The specific allocation of non-instructional service shall be coordinated with the department chair and dean. The ~~school~~ College Dean shall administer institutional commitments of office space and other support for the “Master Faculty Professor”.

The nine-month salary for a “Master Faculty Professor” shall be \$12,000.00. The six credit hour salary for a “Master Faculty Professor” shall be \$8,000. Renewals following the first year shall be at the discretion of the ~~Vice President for Academic Affairs~~ Provost. Generally, the maximum period of service as a “Master Faculty Professor” shall be five years.

After consultation with the ~~d~~Department ~~e~~Chair/School Director and the “Master Faculty Professor,” the ~~school~~ College Dean shall perform an annual review of the appointee’s completed work effort. If the appointee seeks an additional contract, the dean shall draft an agreement of specific duties to be performed by the appointee during the next contract years, should that contract be renewed. The written review and statement of duties, if applicable, shall be forwarded to the ~~Vice President for Academic Affairs~~ Provost for examination and appropriate action.

*The University Merit Evaluation Committee recommendation for the applicant will be utilized in the assessment of the candidate meeting this criterion.

** For the purpose of establishing “excellence” in teaching, the ~~d~~Department ~~e~~Chair/School Director, dean, & V.P.A.A Provost will review the three immediate past years of the candidate’s student evaluations of teaching as a part of the review. To further support “excellence” in teaching, the candidate may submit additional materials.

2018. Emeritus Status

The title emeritus may be conferred upon members of the professional staff at the time of retirement. Such title does not, however, automatically entitle its bearer access to institutional resources, but emeriti may be granted limited uses of such resources upon the approval of the President.

To be eligible for appointment to emeritus status, retiring faculty ~~and staff~~ must have completed at least a total of ten years of service at Shepherd University.

219. Personnel Actions and Procedures

a. Notice of Appointments

The ~~Provost, under the authority of the~~ President, makes all appointments of full-time ~~faculty~~ personnel at the University after consultation with appropriate ~~major~~ administrators and reports those actions to the Board of Governors. Negotiations for an appointment are not binding on the University unless offered in writing by the ~~President~~ Provost.

Every appointment is for one fiscal year or part thereof, in accordance with and in compliance with the annual budget of the Board of Governors, or supplementary actions thereto, as provided by law.

Every appointment will be in writing. A copy of a notice of appointment will be furnished to the person appointed. Such notice will contain terms and conditions of the appointment.

Notices of appointment for each fiscal year will be furnished to appointees following receipt of the Board of Governors' budgetary allocations or approved expenditure schedule. Provisions for the signature of the ~~President~~ Provost and the employee will be included on the notice of appointment. The ~~President's~~ Provost's signature will constitute an offer of employment subject to the stipulations in the notice. The employee's signature signifies acceptance of the appointment. The employee should return the signed form to the Office of the ~~Vice President for Academic Affairs~~ Provost within fifteen (15) days from the date on the form, which appears below the ~~President's~~ Provost's signature. Failure to return a signed appointment form within 30 days of receipt shall constitute an abandonment of position unless an advance written notice of a commitment to continue employment has been received from the faculty member.

b. Personnel Records

Upon employment by the University, all new employees must complete or submit documentation to begin their permanent personnel file. Faculty personnel files are located in the Office of the ~~Vice~~

~~President for Academic Affairs~~Provost and the Office of Human Resources.

As a minimum each file will include official verification of the educational qualifications of each professional employee; official certification of any additional credits earned; and a personnel record on forms provided by the University.

The file of all employees ~~hired subsequent to November 6, 1986~~ must include a completed Employment Eligibility Verification form. In compliance with ~~the Simpson Rodino Immigration federal~~ law, the University requires the supervisor ~~recommending the employee's appointment to coordinate with the HR Office~~ to assure completion of the ~~required forms either before first day of employment or within the first two days.~~ ~~published by the Immigration and Naturalization Service. The supervisor may ask the Office of Human Resources to conduct the employee review and verification.~~

~~Copies of the form are available from the Office of Human Resources.~~

c. Access to Personnel File

An employee may have access to his or her personnel file when the University is normally open for business. An employee may examine his or her personnel file and the contents therein with the following exceptions: materials, which are gathered with the employee's prior agreement to forfeit his or her right of access such as references.

Routine identification of the employee must be established prior to providing access to the personnel file. A representative of the Office of the ~~Vice President for Academic Affairs~~Provost shall be present with the employee during the review of the record. ~~The date, the time, and location of each review shall be recorded in the personnel file.~~

A copy of any material in the file, except as noted above, shall be provided to the employee upon request. A small copying fee may be charged. Documentation may not be removed from a personnel file by the employee. An employee may petition at any time for either the removal or addition of documents in his or her own personnel file. The ~~Vice President for Academic Affairs~~Provost may require employees to schedule an appointment to see the personnel file.

d. Outside Inquiries Regarding Personnel

All requests for employment verification must be received in writing. Such inquiries should be directed to the Payroll Accountant. For the protection of University employees, salary information and employment status will not be released over the telephone.

e. Notification of Changes in Personnel Information

It is the exclusive responsibility of each employee to report promptly changes in personal data, which impact personnel actions such as insurance coverage, payroll deductions, etc. Information is to be reported to all appropriate persons, agencies and parties. Examples of information updates, which should be reported immediately, are changes in address, name, state or number of dependents, marital status, and the individual to be notified in case of emergency.

Notification must be in writing and a copy of such notification will be placed in the employee's personnel file as a permanent record that notification was made.

It is also the responsibility of the employee to provide official copies of transcripts or records certifying the award of additional educational diplomas or degrees. These records should be sent to the Office of the ~~Vice President for Academic Affairs~~ Provost for inclusion in the employee's personnel file.

II. A. 219. i. Consensual Amorous Relationships

The appearance of a compromising conflict of interest, or of coercion, favoritism or bias in educational or academic evaluation is prejudicial to the interest of Shepherd University, its members, and the public interest, which it serves. Amorous relations between faculty members and students with whom they also have an academic evaluation role create such an appearance, even where the relationship is genuinely consensual. Such relationships are particularly susceptible to exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have

consented, the development of such a relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty and students.

Therefore, faculty members are advised against participating in amorous relationships with students enrolled in their classes or with students whom they otherwise evaluate, grade, or supervise. Similarly, faculty members should avoid situations requiring them to evaluate, grade, or supervise students with whom they currently have an amorous relationship. Whenever such a situation arises or is foreseen, the faculty members shall report the situation promptly and seek advice and counsel from an appropriate administrative superior. That superior shall take effective steps to insure unbiased supervision or evaluation of the student.

For purposes of this policy, "faculty" shall include all full- or part-time university personnel who teach or carry out research, including graduate students and administrators with faculty status. Evaluative situations may include, but are not limited to the following: supervising instruction; evaluating academic performance; supervising independent study; or serving on committees for awards or prizes.

| II. A. ~~220~~. c. Illness and Other Absence

| Faculty on nine-month appointments do not accrue sick leave days. Arrangements are to be made with the Department Chair/School Director for coverage of classes or other duties. Under extraordinary circumstances arrangements to cover classes or other duties because of faculty absence due to sickness may be made after consultation between the Department Chair/School Director, the School/College Dean, and the ~~Vice President for Academic Affairs~~Provost.

| Faculty members should notify their Department Chair/School Director promptly concerning all absences from instructional duties. Notification is to be given even if arrangements have been made by the faculty member to cover responsibilities.

The Shepherd University form, Class Arrangements for Faculty Absences and Faculty Sick Leave Report, must be filed for each occasion of absence. Forms on which the cause for absence is

indicated as personal illness or cause charged as sick leave must be filed with the Department Chair/School Director.

The University makes no deductions from salary for faculty absence from classes or other responsibilities because of illness unless: (1) the absence continues for more than a few days, or (2) in case of protracted illness, a substitute is employed. Such cases will be handled on an individual basis as they arise. If a substitute is employed, the President Provost must approve the temporary appointment. A Department Chair/School Director shall report his or her absence from class or other duties to the Dean.

II. A. 25. Outside Employment

a. Outside Activities on University Time

Appointments to a full-time position at the University are subject to the following conditions:

- (1) The employee shall render full-time service to the University. Outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of duties. Periodic review of outside services will be conducted by supervisors.
- (2) If outside employment or service interferes with the performance of regularly assigned duties of the employee, the University has the right to make such adjustments in the compensation paid to the employee as are warranted by the employee's services lost to the University, and by the employee's use of institutional equipment and materials.
- (3) Any professional or faculty employee of Shepherd University is required to obtain institution approval from the President for any outside work done for profit in the employee's field of expertise.
- (4) Faculty and all employees must avoid any outside employment or for-profit enterprise which might create any form of professional conflict of interest.

b. Consulting

The University encourages personnel to serve as consultants to area school systems, industries, and organizations. Naturally, the employee's responsibilities to the University will take precedence over requests from others for services, but if satisfactory arrangements can be made and approved by the employee's supervisors, the individual is encouraged to accept a request from a party desiring specified services.

The employee who accepts an invitation to serve as a consultant with supervisory approval will not receive a reduction in salary for the period of absence from work. For this reason, any person serving as a consultant while in the employ of the University is requested not to accept an honorarium for services. One exception to this policy will be if the requesting agency is willing to pay expenses for mileage, meals, and lodging. Then, the employee is encouraged to accept such payments, thus realizing a savings of university funds.

Requests for other exceptions to this policy should be directed to the employee's supervisor and to the respective major administrator, who will make a recommendation to the President. Extra compensation for teaching off-campus classes or classes outside the regular workday (non-faculty personnel) is not subject to this policy; nor are assignments accepted by employees on annual leave. All such outside employment must have the prior approval of the President.

264. Termination of Employment

a. Voluntary Termination

Shepherd University accepts the AAUP's positions that faculty mobility in higher education is desirable and that institutions and individuals both have responsibilities for ensuring that mobility is minimally disruptive to both. Upon accepting an appointment elsewhere, the faculty member should inform the Department Chair/School Director promptly and in writing.

Upon notice of resignation, the employee's supervisor will file the Request for Personnel Action Form.

b. Voluntary Phased Retirement

A Phased Retirement System (PRS) shall be available for tenured full-time faculty. The Phased Retirement System shall include all of the following elements:

- 1) Beginning effective in the contract year immediately following an individual's 60th birthday, the individual may elect to contract with the University to enter the PRS. The period in which an individual may enter the PRS shall last until the conclusion of the fourth contract period within which the individual would have been eligible to enter the PRS, and thereafter the eligibility will expire.
- 2) To enter the PRS an individual must notify in writing his or her Dean and secure the written agreement of the ~~Vice President for Academic Affairs~~ Provost. Generally, notice must be given at least 6 months in advance of the proposed effective date. If such permission is granted, an individual who opts to enter the PRS will be offered continued employment by the University as a faculty member until the end of the fourth regular academic semester (i.e., fall and spring semesters) of participation. Employment during the summer semesters while in the PRS would be subject to the mutual agreement of the faculty member, the Department Chair/~~School Director~~, the ~~College/School~~ Dean and the ~~Vice President for Academic Affairs~~ Provost. At the end of the designated period of phased retirement employment, the faculty member will have no vested employment rights with the University.
- 3) An individual who is in the PRS may, without penalty, at the end of any academic semester, opt to terminate his or her employment with the University as a phased retirement employee. If this option is taken, at the termination of employment in the PRS the individual will have no vested employment rights with the University.
- 4) The University will continue to provide an individual on phased retirement with all rights and privileges which are normally extended to faculty or staff who hold full-time status, except that benefits other than insurance benefits will be provided in proportion to the faculty or staff member's contract time during the semester in which he or she is employed by the University. Base Salary during the period of participation in the PRS shall be reduced to either 75% or 50%, as of the effective date of the PRS contract, based upon the faculty member's agreement to teach a 75% or 50% load. The faculty member's subsequent pay increases during the

remainder of participation in the PRS will be exactly the across-the-board pay increases provided to faculty in each contract year, and no merit pay.

- 5) A PRS member may, in either contract year, opt to work with either a three-fourths time (75%) or a one-half time (50%) annual faculty academic year contract. The appropriate allocation of teaching and other assignments during the academic year will be determined by discussion between the PRS participant and the ~~d~~Department ~~e~~Chair/School Director, with the approval of the ~~College/School~~ Dean; provided that if an individual chooses to teach full-time in the spring semester, all pay will be received during the spring semester.
- 6) It is the responsibility of the individual who enters the Phased Retirement Plan to contact the Director of Human Resources, TIAA/CREF and other appropriate agencies to assure that the appropriate health insurance and other retirement options are properly maintained.
- 7) Notwithstanding the provisions of Paragraph One of this policy, any faculty member who is 60 years of age or older as of the effective date of the revised PRS policy shall have a minimum period of eligibility to enroll in the PRS of up to May 15, 2008.

c. Dismissal of Faculty

The dismissal of a faculty member shall be affected only pursuant to the procedures outlined herein and only for one or more of the following causes:

- (1) Demonstrated incompetence or dishonesty in the performance of professional duties;
- (2) Personal conduct which substantially impairs the individual's fulfillment of institutional responsibilities;
- (3) Insubordination by refusal to abide by legitimate and reasonable directions of administrators or of the Board of Governors;
- (4) Physical or mental disability, for which no reasonable accommodation can be made, making the faculty member

unable, within a reasonable degree of medical certainty and by reasonably determined medical opinion, to perform assigned duties;

- (5) Substantial and manifest neglect of duties;
- (6) Failure to return after a leave of absence; and
- (7) Maintenance of an unethical relationship with a current student by faculty or staff, sexual harassment, or acts of unlawful discrimination.

In dismissal for cause, the President shall institute proceedings by giving the faculty member a written notice by registered or certified mail, return receipt requested. The dismissal notice shall contain:

- (1) Full and complete statements of the charge or charges relied upon; and
- (2) A description of the appeal process available to the faculty member.

d. Termination of Faculty Due to Reduction or Discontinuance of an Existing Program

A faculty member's appointment may be terminated because of the reduction or discontinuance of an existing program as a result of program review, in accordance with appropriate policy relating to review of academic programs or by other program review/ reduction directed by the Board of Governors, provided no other program or position requiring equivalent competency exists. If, within two years following the reduction or discontinuance of a program, a position becomes vacant for which the faculty member is qualified, the President shall make every effort to extend first refusal to the faculty member so terminated.

If a faculty member is to be terminated as a result of program reduction, then the President shall institute proceedings by giving a faculty member written notice of such nonretention by certified mail, return receipt requested. The dates of formal notification shall be those specified in the policy on nonretention during tenure-track faculty status.

e. Termination Due to Financial Exigency

(1) Declaration

Should the West Virginia Higher Education Policy Commission, the Board of Governors, or the President, determine, define, and declare that a state of financial exigency does exist, then the University shall have the right to take extraordinary action, including a selective reduction in personnel and a selective elimination or curtailment of units or programs in either the instructional or non-instructional areas of the University, or both. Such action shall be and for reasons consonant with the long-range educational mission of the University.

(2) Presentation of the Plan

A specific plan for the reduction of personnel and programs or units in either the instructional or non-instructional areas, or both, shall be presented by the President in consultation with the major administrators. This plan, including the rationale used in determining the financial exigency and the rationale used by the University in recommending termination, shall be presented to Faculty and Staff. A reasonable period of time will be allowed for written comment on the plan, subject to circumstances of the exigency.

(3) Criteria

In considering where terminations should occur, the following factors, among others, shall be taken into consideration:

- role and contributions of the academic program or administrative unit within the University's mission.
- dependence of other programs or units upon the program or unit proposed for termination.

- quality and relative costs of programs or units.
- qualifications and performance of personnel within the program or unit.
- organizational arrangements which might serve as alternatives to termination.
- arrangements for phasing out the program or unit as an alternative to abrupt discontinuance.
- the effect on the institution's affirmative action compliance.

The conclusions reached ultimately remain at the sole discretion of the President and/or the governing board.

(4) Termination of Personnel

When an employee terminates service with the University (voluntarily or involuntarily), the employee must surrender all keys issued to him/her and must account for all other property held in his or her custody.

A checkout form must be completed with appropriate signature assuring compliance and filed with the Vice President for Administration and Finance before the last paycheck will be issued to the employee. The checkout forms for faculty are available in the Office of the Vice President for Academic Affairs.

II. B. 1. f. Syllabus Checklist

In accordance with federal compliance and accreditation guidelines, Aa course syllabus is to be provided to each student, at the beginning of the semester in which the course is held, for each course taught by a faculty member. The Syllabus Checklist is maintained on the website of the Center for Teaching and Learning. ~~information is generally expected to include:~~

Name of instructor

Office hours, location, telephone number(s), e-mail address

Course number, title, section, location

Prerequisites and corequisites

Semester and year

Text (full name of author, title of text, publisher, year of publication, edition) and Supplements Texts or Materials

Course description, objectives and student outcomes. *(The syllabus course description statement should correlate with the description as it appears in the present catalog. Objectives are the expectations of what the student should know at the completion of the course. Student outcomes are what the student should actually be able to do at the completion of the course.)*

Course requirements (exams, quizzes, individual projects, papers, etc.) and proportion each counts toward the final grade. Content and format of each requirement. Explanation of how class participation or the like will be evaluated.

Grading scale and standards *(Explain how the final grade in the course will be determined).*

Attendance policy must be consistent with the university catalog.

Policy on late work and make-up exams

For each class meeting, or topical cluster of meetings, indicate subject matter or topics; pre-class readings; other assignments

Due dates for graded assignments

Exam dates (including final exam)

A statement regarding academic integrity/plagiarism

~~Unique or unusual class procedures/structures such as cooperative learning exercises, panel presentations, case study methods, class journals or learning logs, use of technology, etc.~~

II. B. 4. Faculty Advisors

Faculty members will serve as advisors to students and will be available to students during regularly scheduled office hours. All faculty advisors must participate in and complete advisement training program of the Center for Teaching and Learning and Instructional Resources.

Designated faculty advisors and peer advisors are expected to be present during the periods set aside for registration according to assignments made by Department Chairs/School Directors, subject to confirmation of the ~~College~~School Dean and the Office of the ~~Vice President for Academic Affairs~~Provost.

ENROLLMENT MANAGEMENT ANNUAL REPORT

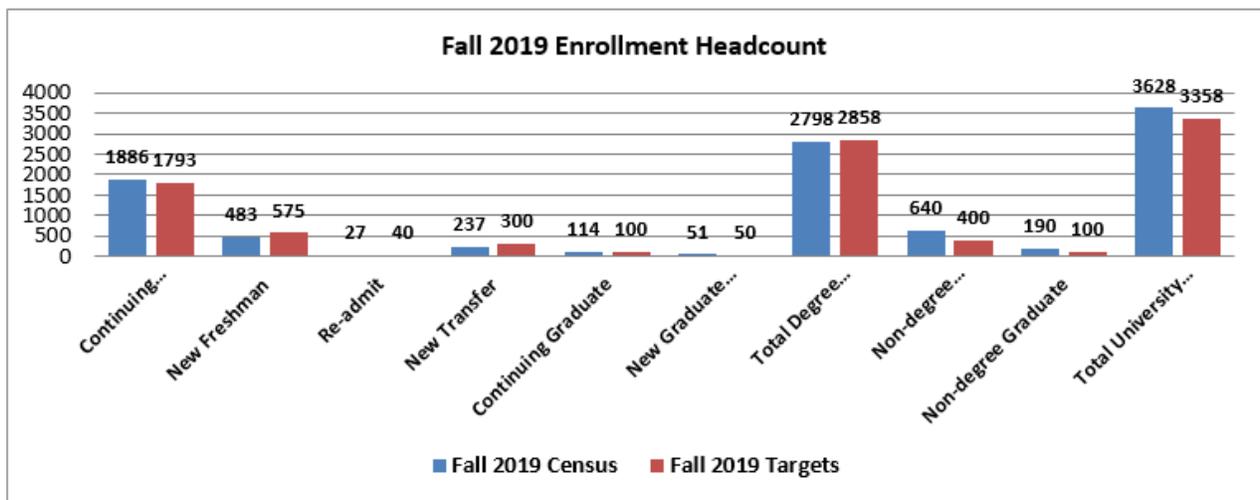
The Enrollment Management Annual report will be presented by Mr. Bill Sommers, Vice President for Enrollment Management and Student Success. The report will cover a summary of Shepherd's marketing, recruiting and admissions, student success and retention, student financial aid and scholarship initiatives.

The higher education landscape remains dynamic and uncertain in the mid-Atlantic region and in the three primary states bordering West Virginia, to the north and east. Competition for first-time in college (FTIC) and transfer students remains at an all-time high. Early in 2019, Maryland and West Virginia passed legislation beginning free community college tuition programs. While it is early, these programs are causing disruption and challenges to accurately predict and enroll FTIC and transfer students. Continuing undergraduate and graduate enrollments remain stable while FTIC and transfer students lagged when compared to the previous Fall semester.

The 2019 Non-matriculated Student Survey was administered in July. The majority of respondents were from Maryland (46%), West Virginia (34%), and Virginia (12%). Location (small town yet close to cities) (65%), close to home (53%), and academic major (43%) were the top motivators for students to apply to Shepherd. The response with the greatest drop between 2018 and 2019 was academic reputation, as a motivator to apply, dropping from 14% to 5%. Fifty-six percent listed Shepherd as their third choice school or lower in their college choice ranking process. Larger public universities and private colleges topped the "other schools being attended" category with 28% choosing public universities and 24% choosing private colleges. Public universities listed with the greatest frequency include James Madison University, Marshall, West Virginia University, and Frostburg State University.

University Enrollment Targets

The Office of Institutional Research (OIR) submitted the Fall 2019 student enrollment census to the West Virginia Higher Education Policy Commission (HEPC) in October. Projected enrollment targets were set for each undergraduate and graduate student segment using a predictive model. Enrollment targets of undergraduate and graduate degree-seeking students finished at 97.9% of target. Enrollment of FTIC (freshmen) and transfer students fell short of the desired targets while continuing undergraduate exceed target. Total university enrollment exceeded target by 7.5% largely driven by undergraduate non-degree seeking students.



Sources: Enrollment Management and Office of Institutional Research

Marketing, Recruiting and Admissions

University Communications and the Offices of Admissions, Financial Aid, and Registrar all played a direct role throughout the recruitment year. The annual marketing and recruiting plan follows the college search, selection, and decision timeline (phases) of our future students, families, and decision influencers. The plan is time-sensitive and driven by enrollment goals, objectives, strategies, and tactics.

Key Marketing and Recruiting Strategies

- Digital marketing was used during the 2018-2019 recruiting cycle. Fourteen targeted campaigns ran throughout the recruitment cycle each targeting specific audiences and call to action depending on the time period of the cycle. The results were over 17.1 million impressions, 58,643 clicks to the Shepherd.edu website. The investment was just over \$17k resulting in roughly \$0.29 pay-per-click.
- Three new admissions counselors joined the admissions team in 2018. Recruiting travel included high school visits, community college visits, and college fairs throughout West Virginia, Maryland, Virginia, Washington D.C., Pennsylvania, and Delaware. Over 300 visits were made during the recruitment cycle. An emphasis was placed on recruiting from Loudoun, Fairfax, Frederick, and Montgomery counties.
- There were 690 students who applied for admission and qualified for the Metro Scholarship. Five-hundred and one were accepted and 123 paid an enrollment deposit with 123 enrolling in classed for the Fall 2019 semester. Year-over-year comparisons resulted in 32 more applicants, 53 more accepted students. However, the conversion from accepted-to-deposited and deposited-to-enrolled resulted in 60 less deposits and 42 less enrolled students.

FTIC Freshman Admission Build

Throughout the 2018-2019 recruiting cycle, Shepherd balanced its marketing and recruiting initiatives between West Virginia resident students and destination students residing in Maryland, Virginia, Pennsylvania, Washington, D.C., and Delaware. The admissions build resulted in consistent conversion rate from applied-to-accepted student when compared to prior years. The conversion from accepted-to-deposited was lower by 7% (~120 students) compared to Fall 2018. FTIC student enrollment ended at 84% of target. The academic profile at census resulted in a mean composite scores for ACT=22.4, SAT=1068, and high school GPA=3.4. ACT and SAT composite scores increased slightly compared to last year resulting in another solid class of new students. New marketing and recruiting strategies and tactics have been added to the 2019-2020 plan, to address the two areas in the admission build 1) increasing the number of prospective and applied students, and 2) increase the conversion from accepted-to-deposited student.

FTIC Students

	Fall 2017	Conversion	Fall 2018	Conversion	Fall 2019	Conversion
Applications	2,041		2,031		1,944	
Accepts	1,407	68.9%	1,395	68.7%	1,339	68.8%
Deposits	696	49.5%	714	51.2%	587	43.8%
Deposits Cancelled	56	8%	60	8%	42	7%
Net Deposits	640		654		545	
Enrolled	598	93.4%	593	90.6%	483	88.6%

Source: Admission Build Report, Office of Admissions

Transfer Student Admission Build

Transfer student admissions proved to be challenging again in 2019. The free community college tuition programs implemented in West Virginia and Maryland have caused disruption in the ability to accurately predict transfer student enrollments. Although our conversion rates increased, the total number of applications decreased compared to last year. A five-year enrollment trend analysis of Shepherd's top community college partners was updated in 2019 and continues to show a decline in full-time associate degree seeking students, at all, but one of the community colleges. A dedicated admissions counselor is focused on community college partnerships and transfer student recruiting. Marketing Shepherd's transfer student discount rates and the value of 2+2 program transfer agreements also continues.

Transfer Admission Build

	Fall 2017	Conversion	Fall 2018	Conversion	Fall 2019	Conversion
Applications	923		686		602	
Accepts	598	64.7%	475	69.2%	452	75.0%
Deposits	424	70.9%	343	72.2%	320	70.7%
Deposits Cancelled	43	10.2%	22	6.4%	28	8.7%
Net Deposits	381		321		292	
Enrolled	360	94.4%	286	89.0%	237	81.1%

Source: Admission Build Report, Office of Admissions

Student Success, Persistence, and Retention

Positive forward progress continues with regard to student persistence and retention playing an important role with stabilizing and growing enrollment. Moving forward, it will be imperative that student success programs be student cohort-centric, sustained over the long-term, tracked at the student record level, and measured at multiple intervals throughout the academic year.

- Shepherd Success Academy (SSA) - In the second year of SSA, a cohort of 35 accepted the invitation; 34% of the cohort was provisionally admitted and 26% had documented academic accommodations. The persistence rate was 100% from Fall 2018 to spring 2019. Seventy-seven percent of students who participated in SSA are in good academic standing, and 100% of SSA students who took the final survey stated that the SSA helped them transition from high school to college, and more than half the cohort had a 2.75 GPA or higher.
- Probation Recovery Pilot Initiative - The academic probation recovery program generated successful results for students in Fall 2018 and spring 2019. Early intervention from the first notification of being on academic probation is critical for successful transition back to good academic standing. The results of the probation recovery program show a positive correlation between length of time in the program and academic progress. Students, who started the program in the Fall 2018 semester and continued to meet with the success coach in spring 2019 improved their GPA. Through tracking the qualitative data many of the students disclosed adversity, either during childhood or currently, that correlated to their academic progress. Acknowledging, discussing, and supporting student adversity is a critical component to their success in higher education and can be done more intentionally through providing students a resource such as the academic probation recovery program.

- Road to Success - The Road to Success program identifies freshmen at a critical time (midterms) when improving their first GPA outcome is still viable. Through advising intervention methods, we are able to proactively engage with struggling students (midterm GPA 1.5-1.99) and assist with improving their GPA to prevent academic probation within their first semester. In the Fall 2018 semester, 36 students qualified, in the spring 2019 semester, 2 students qualified. At the end of the academic year, 71% were in good academic standing, 14.5% were on probation, and 14.5% were suspended. A write-up about the program can be viewed at: <https://www.shepherd.edu/news/academic-success-program-highlighted-during-regional-conference/>.
- Retention of Full-time, First-time, Freshman Cohorts - Shepherd's Fall 2018 first-time, full-time cohort, Fall-to-Fall retention rate is 70.5%. This is a 1% increase over last year and the third consecutive year of increased retention rates.

Semester	Cohort Headcount	Fall-to-Fall Retention
Fall 2014	634	66.1%
Fall 2015	631	59.9%
Fall 2016	559	64.9%
Fall 2017	590	69.0%
Fall 2018	593	70.5%
Fall 2019	483	<i>TBD Fall 2020</i>

Source: OIR

University Enrollment Breakdown

New FTIC (freshman) and transfer student enrollments dipped when compared to Fall 2018. Persistence of continuing undergraduate, degree seeking students showed improvement for a third year with 87% of students enrolled in spring 2019 continuing their enrollment in Fall 2019. Contributing factors include, but not limited to, holding to admission standards for entering cohorts, student success programs, and last dollar funding, which help students in financial distress with their semester bill.

University Enrollment Census, Year-over-Year

Headcount by Student Segment	Census Fall 2016	Census Fall 2017	Census Fall 2018	Census Fall 2019
Continuing Undergraduate	2,119	1,975	1,902	1,886
New FTIC (Freshman)	564	598	593	483
Re-Admit	51	25	38	27
New Transfer	362	360	286	237
Master's-New and Continuing	151	157	129	141
Doctor of Nursing Practice (DNP)	22	25	18	24
Degree-Seeking	3,296	3,140	2,966	2,798
Non-Degree Undergraduate	388	516	633	640
Non-Degree Graduate	207	133	122	190
University Enrollment	3,867	3,789	3,721	3,628

Sources: Student Enrollment Census, Office of the Registrar and Institutional Research

Master’s Student Enrollment

Continuing and new master’s student enrollments show a slight growth when compared to Fall 2018. The Master of Arts in Teaching grew by nine students when compared to Fall 2018. Additionally, the first cohort of Master of Arts in Appalachian Studies students enrolled Fall 2019.

	Fall 2017	Fall 2018	Fall 2019
Master’s Degree	Enrollment Headcount	Enrollment Headcount	Enrollment Headcount
Master of Business Administration	89	64	64
Master of Arts in College Student Development Administration	28	27	24
Master of Arts in Teaching	26	23	32
Master of Arts in Curriculum and Instruction	14	9	7
Master of Science in Data Analytics and Information Systems	n/a	6	9
Master of Arts in Appalachian Studies (new 2019)	n/a	n/a	5
Total Master’s Enrollment	157	129	141

Student Graduation and Degrees Awarded by Level

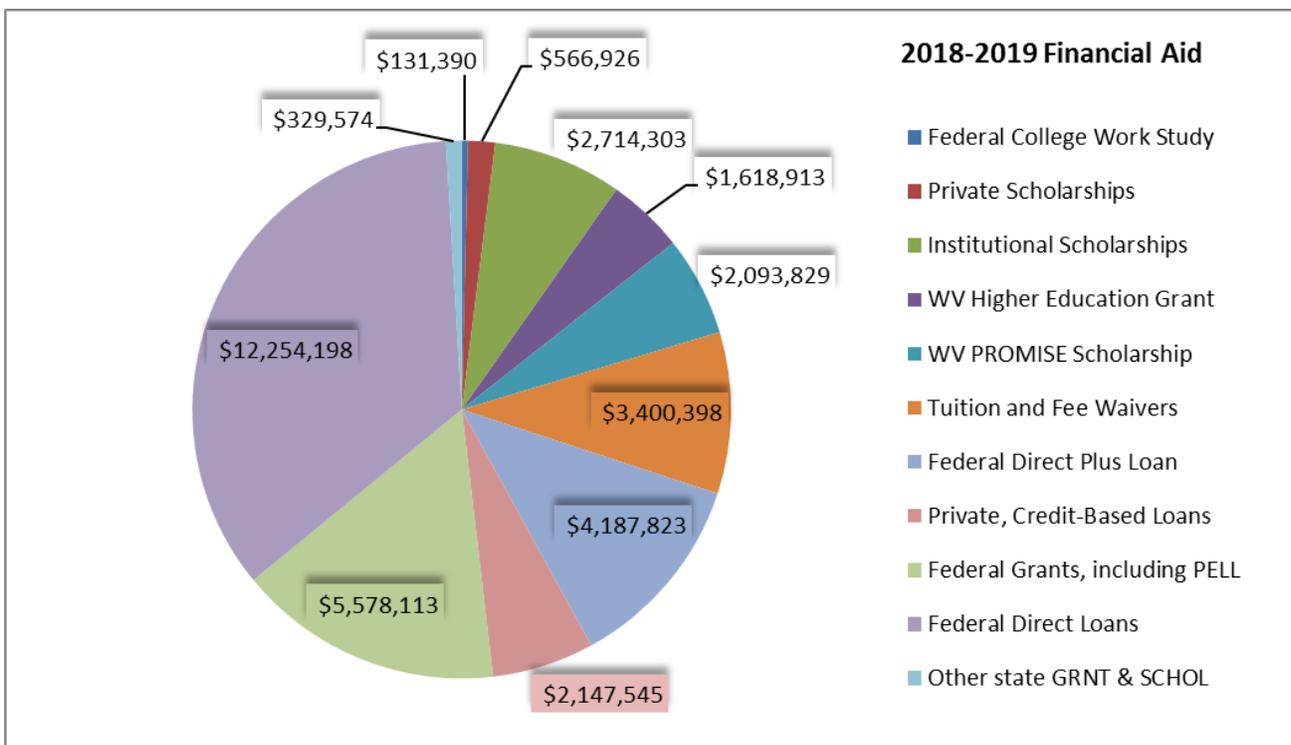
Degree Level	2015-2016	2016-2017	2017-2018	2018-2019
Baccalaureates	708	760	654	651
Master	63	66	52	58
Doctorate	n/a	n/a	9	4
Total	771	826	715	713

Graduation Production by Program (Top 5 programs)

Degree	Students	% of total
RBA	78	12%
Nursing	74	11%
Business Administration	67	10%
Biology	36	5%
Rec and Leisure	35	6%

Financial Aid and Scholarships

The increasing need for financial support, heightened price sensitivity, and resistance to student loan debt has increased the need to award more institutional aid to attract, enroll, and retain Shepherd students. This will be a primary focus when awarding aid for 2020-2021. The breakdown below shows the distribution and amounts of aid students have utilized.



Source: Office of Financial Aid and Scholarship

Our Students

- The majority of Shepherd credit students are female.
 - 59.3%/Female, 40.7%/Male
- Our credit student population is predominately White. Percentages did not change significantly from 2018.
 - 77.5%/White, 7.4%/Black, 5.9%/Hispanic, 2.1%/Asian, 3.5%/Two or More
- Shepherd serves a wide age range of students. Percentages did not change significantly from 2018.
 - 58%/Ages 18-22, 8%/Ages 23-24, 23%/Ages 25-44, 7%/Ages 45-64
- Most of our undergraduate degree-seeking students are from West Virginia
 - 67%/West Virginia, 19%/Maryland, 8%/Virginia, 2%/Pennsylvania, 3%/Other
 - 57% of Undergraduate Students are from Jefferson and Berkley Counties
- Most of our undergraduate degree-seeking students commute to campus. The commuter population increased by 4% compared to 2018.
 - Commuters/70% vs. Residential/30%
- The percent of students enrolled full-time declined by 3% while the part-time student percent increased by 3%.
 - 69%/Full-time, 31%/Part-time
- Most of our student FTE is enrolled at the undergraduate level.
 - Undergraduate/89%

- High School Dual Enrollment

In Fall 2019, the enrollment significantly increased to 150 students. High school seniors who qualify and attend any high school in Berkeley County were eligible to take classes at the Shepherd, Martinsburg Center starting Fall 2019. Enrollment on the main campus in Shepherdstown has remained consistent with last year. This program has created a smooth pathway for students transitioning from high school to Shepherd.

Cohort Enrollments Year-over-Year

Student Cohort	Applied	Registered	High School Juniors	High School Seniors
Fall 2017	72	60	10	50
Fall 2018	115	103	23	75
Fall 2019	184	150	21	129

Dual Enrollment to Degree Seeking Enrollment at Shepherd

Fall 2018 Cohort

Dual Enrollment Seniors	75	
Applied as degree seeking, Fall 2019	42	56%
Enrolled, fall 2019	31	41%

Fall 2017 Cohort

Dual Enrollment Seniors	50	
Applied as Degree Seeking Fall 2018	24	48%
Enrolled Fall 2018	16	32%
Persistence Fall 2018 to Fall 2019	13	81%

TOBACCO CESSATION TAKE STOC: 2019 A TOBACCO-FREE CAMPUS

Background

Shepherd University is committed to building a “culture of health” consistent with the belief that health is multi-dimensional and improved health supports better learning and life. Campus programs that support an individuals’ physical, emotional, spiritual, and social dimensions of well-being currently exist and are evolving. As the Shepherd community continues to work towards a healthier campus culture, a tobacco-free campus is imperative to these on-going campus programs and the health and safety of all community members. Congruent with this vision and national standards for campus policy, Shepherd is currently proposing a new policy for a Tobacco-free Campus.

Rationale

Young adults (ages 18-24) have the highest smoking rates in the U.S., and while tobacco use is declining in other groups, nicotine dependence has increased among young adults and adolescents due to the increased use of vaping and other newer devices that deliver nicotine and increase addiction rates at younger ages. College students use tobacco at alarming rates. Among the 15 million college students in the U.S., approximately one in three use some form of tobacco including newer products such as snus, dissolvable tobacco and electronic cigarettes or other liquid cartridge “vaping” devices. In fact, tobacco use and smoking is still responsible for 30% of all cancer rates, and college students have the highest risk of initiating and/or sustaining tobacco and nicotine use.

Tobacco-free campus policies work. There is considerable evidence that workplace and public smoke-free policies are effective in reducing smoking behavior among youth (Siegel et al., 2005), improving air quality (CDC, 2004) and health (CDC, 2009). It is reasonable to speculate that extending such policies to college campuses would also result in reduced smoking and exposure to second-hand smoke. ***There is no evidence that implementing a Tobacco-free Policy will result in a drop in enrollment.***

Support for tobacco-free policies on school campuses has increased dramatically in the last decade. In fact, about 8 in 10 current college students in the U.S. support smoke free or tobacco-free campus policies. The number of college campuses with comprehensive smoke or tobacco-free policies have quadrupled from 446 in 2010 to over 2000 in 2017 (Truthinitiative.org, Nov., 2017). Since August 2008, most K-12 school districts in the Tri-State Area have implemented 100% tobacco-free campus policies. Hence, students have come to expect tobacco-free educational environments and colleges and universities should not be an exception.

Tobacco-free policy initiation provides opportunities to educate the community about tobacco related issues and the benefits of a tobacco-free campus. This has been the experience at Shepherd this past year during the *Take STOC* campaign and will continue to be a focus in the future. Recognizing the importance of eliminating tobacco use and exposure to second-hand smoke on college campuses, the American College Health Association (ACHA, 2011) encourages all colleges and universities to implement comprehensive tobacco-free campus policies

Shepherd University Tobacco-Free Policy Goals

The American Cancer Society and CVS Health (ACS/CVS), introduced a national *Tobacco Free Generation Campus Initiative (TFGCI)* to support college campuses nationally to achieve tobacco free policies. Shepherd received a \$15,000 grant in June 2017 from the TFGCI to initiate and implement programs and strategies supportive of a Tobacco-Free Campus policy. Hence, *Take STOC* became a campus initiative with student, faculty, and staff membership to direct this mission. The goals of this campaign include:

- Prevention of tobacco use and vaping among young adults;
- Elimination of exposure to secondhand smoke on campus;
- Promotion of tobacco cessation among all community members; and
- Implementation of a 100% tobacco-free campus policy.

Campus Survey, Focus Groups and Environmental Scans

A campus survey, focus groups, and campus scans were initiated to assess tobacco use behaviors, attitudes, and perceptions at Shepherd.

- A campus-wide questionnaire was emailed to Shepherd faculty/staff, and to students in October 2017 and again in May 2018 with **320 of 611 employees (52.4%) and 712 students of 3,127 degree seeking students (22.8%) responding**. The following key results were identified:
 - **There should be a policy to regulate tobacco use on campus:** 86% of faculty/staff and 72% of students agreed.
 - **Second hand smoke is a concern:** 94% of faculty/staff and 97% of students agreed.
 - **There should be a policy for smoke-free air:** 93% of faculty/staff and 83% of students agreed.
 - **There should be a policy to discourage tobacco use:** 80% of faculty/staff and 67% of students agreed.
- Small focus group discussions were also conducted and centered on the effectiveness of the current policy, openness to a tobacco-free campus, and recommendations for future policy. Attendees acknowledged the problems of second-hand smoke, lack of enforcement of the current policy, as well as the positive impact of a tobacco-free policy on the overall health of the campus.
- Finally, campus environmental scans were conducted of the entire outdoors areas of campus on random days and at random times during daylight in both during the Fall and spring semesters. This observational survey evaluated most of the campus grounds including building entrances, walkways, common sitting areas, parking lots and other side or back areas of campus buildings. Results from eight separate scans made notation of actual tobacco users and vaping, as well as evidence of tobacco use and waste. A summary of the individual scans discovered more “open” vape or electronic device users than cigarette smokers, especially along walkways to and from buildings, or between east and west campus. The most common areas of actual smokers with evidence of tobacco waste/butts were in front of the Student Center, commuter parking lots on the east side, and the side lawn of the library. Surprisingly, very little tobacco waste was evident around the residence halls, except in the parking area in front of the apartments. Finally, very few staff or faculty members were noted to be smoking on the campus compared to students.

Education and Awareness

Since September 2017, *Take STOC* has sponsored campus events, together with social media and email campaigns that were initiated and implemented to encourage awareness of the hazards of tobacco and secondhand smoke to both the environment and individuals' health. Student Affairs and the Student Health Center staff have actively planned and promoted events and educational activities to address the issue of tobacco use on campus. To date, the Student Health Center has offered cessation programming for individuals and groups and will continue to offer cessation classes and counseling into the 2018-2019 academic year. Specific campus events targeted to students and staff during the school year included: Student Involvement Fair, Tackle Tobacco, The Great American Smoke Out, Lick-to-Quit stations, Kick Butts, and *Take STOCK* Tuesday emails.

2019 Activities

I. Smoking Cessation

- A. The University is committed to supporting all faculty, staff and students who wish to stop using tobacco or nicotine products before and during the transition into the new policy regulations.
- B. Assistance is provided to faculty and staff, who desire to overcome tobacco or nicotine addiction, through the University Health Plan (PEIA) and/or other resources identified by Human Resources.
- C. Assistance for students to overcome tobacco or nicotine addiction is available through the Student Health Center, counseling, campus cessation programs, individual health insurance and other community resources identified.

II. Communication

- A. Leaders, managers, supervisors, and building coordinators are responsible for leading by example and respectfully communicating the policy to faculty, staff, students, volunteers, and visitors.
- B. *Take STOC* Steering Committee will continue to monitor the Shepherd campus in 2020 and initiate and sustain a communication campaign for policy development, enforcement and implementation.
- C. Faculty, staff, students, volunteers, and visitors who observe individuals using tobacco in current prohibited areas will be encouraged and empowered to respectfully explain that tobacco use is prohibited, or report the situation anonymously at the Shepherd Smoke Free site on the University website.
- D. Group leaders, volunteers, and students will be recruited into an Ambassador Program to help communicate policy expectations, sanctions, and referrals for cessation.

III. Signage/Infrastructure

- A. Removal of old signage as well as acquisition, installation, and maintenance of new Tobacco Free cessation signage will occur across campus prior to the 2020 spring term.
- B. Signage will be placed appropriately on entrances and exits from buildings, including parking lots and University owned/leased vehicles.
- C. Areas that experience difficulties with tobacco use may request supplemental signage.

IV. Accountability

- A. Recruitment and training of Ambassadors who will periodically sweep across campus to educate and inform those not in compliance with the policy will commence in November and December 2019.
- B. An anonymous online reporting site has been developed to report incidents of noncompliance. Ambassadors and the *Take STOC* committee will monitor this information.
- C. Communication with faculty, staff, students, vendors, volunteers, and/or visitors as to the requirements of our Tobacco-Free Policy will be ongoing.

V. Proposed Policy

- A. The Tobacco-Free Policy is proposed to go into effect January 1, 2020.
- B. The Tobacco-Free Policy has been endorsed by Student Life Council, Classified Employees Council, Faculty Senate and the Executive Leadership Team during the 2019 Fall semester.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors endorses the January 1, 2020, implementation of a Tobacco-Free Campus and authorizes the President to implement the necessary administrative policies to establish the Tobacco-Free Campus.

QUARTERLY FINANCIAL REPORT: 1ST QUARTER FY2020

Ms. Pam Stevens, Vice President for Finance, will present the quarterly financial report.

Financial results are provided in the following three reports for the 1st Quarter FY2020:

- 1) Statement of Net Position
- 2) Budget to Actual Report
- 3) Statement of Revenues Expenses and Other changes which shows a quarter-to-quarter comparison to FY2019

Overview of Comparison: 1st Quarter FY2020 compared to 1st Quarter FY2019

- **2.0%, \$328,000**, decrease in Total Operating Revenues
- **6.1%, \$719,000** decrease in Total Operating Expenses
- **23.6%, \$1,350 million**, increase in Net Position
- **5.1%, \$797,000**, decrease in Cash and Cash Equivalents
- **19.24%, \$86,000**, increase in Deferred Revenue

STATEMENT OF NET POSITION

Assets

Total Assets: \$133.8 million – 4.02% approximate decrease; **\$5.6 million**

Significant changes in assets from the prior year include decreases in Cash, Grants and Contracts Receivable, Loans Receivable and a small decrease in Capital Assets, net of accumulated depreciation, and is partially offset by an increase in Accounts Receivable (net).

Cash and Cash Equivalents – \$14.8 million – 5.1% decrease; \$797,000

At the end of the 1st Quarter FY2020, the University had sufficient Cash and other resources on hand to meet operating and capital requirements.

Days Cash: 142

While Cash balances **decreased** from 1st Quarter FY2019 to 1st Quarter FY2020 by **5.1%, \$797,000**, Cash increased from year-end FY2019 by **55%**, in the amount of **\$5.3 million**. *As previously noted, when analyzing the change in Cash, comparing the year-over-year change is most relevant. Cash fluctuations from quarter-to-quarter within the fiscal year are influenced by the student enrollment and payment of tuition and fees and related room and board. This occurs in the 1st and 3rd Quarters and will produce a higher ending Cash balance than is anticipated in the 2nd and 4th Quarters.*

The decline in enrollment continues to negatively impact Cash, even with the increase in Appropriations of **\$753,000** per quarter. The slight increase in Tuition and Fees is offset by the decline in Auxiliary Enterprises revenue generated. However, the decrease in Auxiliary Expenses is greater than the decline in Auxiliary Revenue by **\$131,000**. Additionally, the cash required to complete Capital Projects will further reduce the Cash balances. During FY2020, the University obtained a loan from HEPC bearing a 0% rate in the amount of \$1.2 million for funding of several Capital Projects which will assist in preserving cash.

State Appropriations in FY2020 provided increases for two purposes. First, **\$312,087** (annually) was awarded to offset the increase in the employer cost related to the Governor's proclamation made in FY2019, that all full-time State employees would be granted an average 5% pay increase equal to \$2,160 per full-time employee. The BOG approved the requested payroll increase, resulting in unfunded payroll expenses of approximately **\$750,000**, which must be funded from other revenue sources. There was an additional increase in the Appropriations in the amount of **\$2.7 million** which was awarded for the purpose of equalization of funding among four-year West Virginia colleges and universities.

Accounts Receivable – \$1.85 million – 26% increase; \$382,000

The increase in student receivables results partially from unpaid balances on student accounts. The Business Office provides provisional payment extensions to students whose financial aid resources were in process, preserving student enrollment. Early collection activities performed by Business Office staff continues to limit the likelihood of bad debt from student registrations. Continuing the in-house student payment plans in lieu of using an outside agency for this service, provides more timely results.

Grants and Contracts Receivable (net) – \$4.9 million – 5.7% decrease; \$298,000

The largest variance from FY2020 to FY2019 is the amount of receivable due from the ground lease rent and other expense reimbursements from Potomac Place. The FY2020 receivable is \$1,098,414 less than the FY2019 receivable. This is offset by the variance in the Direct Loan disbursement to students. The FY2020 total exceeds FY2019 in the amount of \$803,112. These variances are reflected in "Grants and Contracts Receivable" on the Statement of Net Position.

Capital Assets (net) – \$111.6 million – 4.1% decrease; \$4.8 million

Capital Assets are presented net of Accumulated Depreciation.

The 1st Quarter addition to Accumulated Depreciation is \$1.5 million.

The decrease is primarily the impact of continued depreciation expense with minimal additions to Capital Assets. Continuing the effort to preserve cash flow, the University delays major capital expenditures, when possible.

Liabilities

Total Liabilities: \$51.6 million – 4.2% decrease; \$2.3 million

Notable changes include increases in Deferred Revenue, Compensated Absences, Debt Obligation due the Commission and Leases Payable. Decreases are reported in Accounts Payable, Accrued Liabilities, Deposits, Advances from Federal Sponsors, Other Post-employment Benefits and Bonds Payable.

Accounts Payable – \$835,000 – 47.25% decrease; \$748,000

This is a combination of reduced spending related to budget reductions and eliminating previous delays related to procedural changes at the State Auditor’s Office.

Deferred Revenue – \$533,000 – 19.2% increase; approximately \$86,000

The increased amount in FY2020 at the end of the 1st Quarter represents funds received and not earned. The majority of this total is related to revenue due to Potomac Place.

Bonds and Leases Payable – \$38 million – 3.7% decrease; \$1.5 million

Bonds and Leases Payable balances continue to **decline** due to the payment of principle for these obligations exceeding the amount of additional debt.

STATEMENT OF REVENUES, EXPENSES AND OTHER CHANGES

Operating Revenues: \$16.2 million – 2.0% decrease; \$328,000

The University’s Operating Revenues continue to decline year-over year. Operating Revenues are **down 2.0%**, compared to the 1st Quarter 2019. However, when comparing Operating Revenues from the 1st Quarter FY2019 to the 1st Quarter FY2018, the decrease was **3.2%**.

Tuition and Fee Revenue (net) – \$8.1 million – 1.0% increase; \$82,000

The small Tuition and Fee Revenue increase directly relates to continued efforts to improve the retention rate and increased recruitment efforts in counties of our surrounding states. As indicated in prior reports, the rate of decline continues to be the focus of Enrollment and Recruitment staff. This year brings additional challenges with “Free Community College” in West Virginia and Maryland. The increase is further impacted by the mix of in-state and out-of-state students and the modest increase in Tuition and Fee rates for FY2020.

Auxiliary Enterprises Revenue – \$6.1 million – 5.3% decrease; \$339,000

The largest decreases are in Housing (\$166,350) and Dining (\$157,330), with small decreases in Wellness and Athletics.

Operating Expenses: \$11.1 million – 6.1% decrease; \$719,000

The University expended 19.6% of budgeted Operating Expenses at the end of the 1st Quarter FY2020. Concerted effort is being made to reduce Core Operating Costs to counteract the declining enrollments.

Non-Operating Revenues and Expenses:

Total Non-Operating Revenues and Expenses for the 1st Quarter FY2020 increased by **19.5%, \$959,000**, compared to 1st Quarter FY2019.

State Appropriations – \$3.17 million – 31.1% increase; \$753,000 per quarter, as a result of additional State support for the current fiscal year. This increase was granted to equalize the four-year Universities within the State of West Virginia (\$2.7 million), as well as partial funding (\$312.287) for the Governor proclaimed 5% average pay increase, (\$2,160 per full-time employee).

Non-Operating Federal Revenue – \$2.3 million – 10.7% increase; \$221,000
This line is for **PELL**.

Gifts – \$640,000 – 0.2% increase; \$1,000. This revenue is generated by contributions from the Foundation. The majority is in the form of student scholarships.

Summary:

Total Net Assets: \$81.1 million – 4.11% decrease; \$3.5 million

This decrease continues to be directly related to the University's decline in significant capital investments and decline in student enrollment.

Table 1

Shepherd University
Statement of Net Position
FY20 - For the Quarter Ending September 30, 2019
(Dollars in Thousands)

	QTD Actual 9/30/19	QTD Actual 9/30/18	% Change
ASSETS			
Current assets:			
Cash and cash equivalents	14,841	15,638	-5.10%
Accounts receivable net	1,846	1,464	26.09%
Grants and contracts receivable, net	4,918	5,216	-5.71%
Inventories	1	3	-66.67%
Loans Receivable	35	100	-65.03%
Other assets	-	-	n/a
Total Current assets	21,641	22,421	-3.48%
Noncurrent assets:			
Loans receivable, net	276	320	-13.75%
Capital assets net	111,646	116,401	-4.09%
Other Noncurrent assets	197	218	-9.6%
Total Noncurrent assets	112,119	116,939	-4.12%
TOTAL ASSETS	\$133,760	\$139,360	-4.02%
Total Deferred Outflows of Resources (GASB 68)	\$1,180	\$847	39.32%
TOTAL ASSETS & DEFERRED OUTFLOWS	\$134,940	\$140,207	-3.76%
LIABILITIES			
Current liabilities:			
Accounts payable	835	1,583	-47.25%
Accrued liabilities	1,739	1,897	-8.33%
Deferred revenue	533	447	19.24%
Deposits	158	182	-13.19%
Long-term liabilities - current portion	2,823	2,732	3.33%
Total Current liabilities	6,088	6,841	-11.01%
Noncurrent liabilities:			
Advances from federal sponsors	42	303	-86.14%
Other post employment benefits	8,256	9,007	-8.34%
Compensated absences	452	428	5.61%
Net pension liability	239	267	-10.49%
Debt obligation due Commission	1,350	300	350.00%
Leases Payable	360	175	105.71%
Bonds Payable	34,789	36,526	-4.76%
Total Noncurrent liabilities	45,488	47,006	-3.23%
TOTAL LIABILITIES	51,576	53,847	-4.22%
Total Deferred Inflows of Resources (GASB 68)	2,277	1,798	26.64%
TOTAL LIABILITIES & DEFERRED INFLOWS OF RESOURCES	53,853	55,645	-3.22%
NET POSITION	81,087	84,562	-4.11%
TOTAL LIABILITIES AND NET POSITION	\$134,940	\$140,207	-3.76%

Table 2

Shepherd University
Budget to Actual Report
FY20 - For the Quarter Ending September 30, 2019
(Dollars in Thousands)

	Revised Annual Budget	YTD Actual	\$ Variance	% Budget
OPERATING REVENUES				
Tuition and Fees	\$14,519	\$8,126	\$6,393	56.0%
Federal Grants and Contracts	1,227	264	963	21.5%
State and Local Grants and Contracts	4,637	1,503	3,134	32.4%
Private Grants and Contracts	151	-	151	0.0%
Sales and Services of Educational Activities	31	-	31	0.0%
Auxiliary Enterprises	13,637	6,063	7,574	44.5%
Other Operating Revenues	392	248	144	63.3%
TOTAL OPERATING REVENUES	34,594	16,204	18,390	46.8%
OPERATING EXPENSES				
Instruction	18,637	3,262	15,375	17.5%
Academic Support	3,258	821	2,437	25.2%
Student Services	3,715	842	2,873	22.7%
Scholarships & Fellowships	2,825	638	2,187	22.6%
Operations and Maintenance	4,582	726	3,856	15.8%
Institutional Support	5,887	1,325	4,562	22.5%
Research	253	76	177	30.0%
Public Service	214	56	158	26.2%
Auxiliary Expenses	10,312	1,789	8,523	17.3%
Depreciation Expense	6,700	1,524	5,176	22.7%
Transfers and Other (Additions) Subtractions	-	-	-	n/a
TOTAL OPERATING EXPENSES	56,383	11,059	45,324	19.6%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	12,684	3,171	9,513	25.0%
Nonoperating federal revenue	5,200	2,287	2,913	44.0%
Investment Income	219	20	199	9.1%
Interest on capital asset related debt	(1,340)	(230)	(1,110)	17.2%
Loss on disposal of equipment	-	(2)	2	n/a
Gifts	1,500	640	860	42.7%
Payments on behalf of Shepherd University	-	-	-	n/a
Fees assessed by the Commission for interest and reserves	(17)	(9)	(8)	52.9%
TOTAL NONOPERATING REVENUES AND EXPENSES	18,246	5,877	12,369	32.2%
OTHER REVENUES, EXPENSES, GAINS OR LOSSES				
Capital grant	-	-	-	n/a
Increase (Decrease) in Net Position	(3,543)	11,022	(14,565)	-311.1%

Table 3

Shepherd University
Statement of Revenues, Expenses and Other Changes
FY20 - For the Quarter Ending September 30, 2019
(Dollars in Thousands)

	Budget FY20 Annual	YTD Actual 9/30/19	YTD Actual 9/30/18	% Change	\$ Change
OPERATING REVENUES					
Tuition and Fees	14,519	\$8,126	\$8,044	1.0%	\$82
Federal Grants and Contracts	1,227	264	326	-19.0%	(62)
State and Local Grants and Contracts	4,637	1,503	1,549	-3.0%	(46)
Private Grants and Contracts	151	-	-	n/a	-
Sales and Services of Educational Activities	31	-	-	n/a	-
Auxiliary Enterprises	13,637	6,063	6,402	-5.3%	(339)
Other Operating Revenues	392	248	211	17.5%	37
TOTAL OPERATING REVENUES	34,594	16,204	16,532	-2.0%	(328)
OPERATING EXPENSES					
Instruction	18,637	3,262	3,571	-8.7%	(309)
Academic Support	3,258	821	896	-8.4%	(75)
Student Services	3,715	842	821	2.6%	21
Scholarships & Fellowships	2,825	638	35	1722.9%	603
Operations and Maintenance	4,582	726	820	-11.5%	(94)
Institutional Support	5,887	1,325	1,636	-19.0%	(311)
Research	253	76	90	-15.6%	(14)
Public Service	214	56	53	5.7%	3
Auxiliary Expenses	10,312	1,789	2,259	-20.8%	(470)
Depreciation Expense	6,700	1,524	1,597	-4.6%	(73)
Transfers and Other (Additions) Subtractions	-	-	-	n/a	-
TOTAL OPERATING EXPENSES	56,383	11,059	11,778	-6.1%	(719)
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	12,684	3,171	2,418	31.1%	753
Nonoperating federal revenue	5,200	2,287	2,066	10.7%	221
Investment Income	219	20	36	-44.4%	(16)
Interest on capital asset related debt	(1,340)	(230)	(232)	-0.9%	2
Loss on disposal of equipment	0	(2)	-	n/a	(2)
Gifts	1,500	640	639	0.2%	1
Payments on behalf of Shepherd University	0	-	-	n/a	-
Fees assessed by the Commission for interest and reserves	(17)	(9)	(9)	0.0%	-
TOTAL NONOPERATING REVENUES AND EXPENSES	18,246	5,877	4,918	19.5%	959
OTHER REVENUES, EXPENSES, GAINS OR LOSSES					
Capital Grant	0	-	-	n/a	-
Increase (Decrease) in Net Position	(3,543)	11,022	9,672	23.6%	\$1,350

Shepherd University Board of Governors
Report to the Finance and Facilities Committee
November 14, 2019
Agenda Item No. 9-b

2020-2021 ENROLLMENT, HOUSING, DINING AND OTHER FEES DISCUSSION

Ms. Pam Stevens, Mr. Jack Shaw, Vice President for Campus Services, and Mr. Bill Sommers will lead a discussion on the 2020-2021 Enrollment, Housing Dining and Other Fees.

Shepherd University Board of Governors
November 14, 2019
Agenda Item No. 10

STRATEGIC PLAN UPDATE

Mr. Bill Sommers will provide the Board with a brief update on the 2018-2023 Strategic Plan as well as the Dashboard.

Goal 1: The Shepherd Image

Create a unified identity that clearly relays Shepherd University's distinctive brand of academic excellence and innovative spirit to prospective students, collaborative partners, and the greater community.

2,633 (Fall 2019)

Undergraduate Degree-Seeking Student Headcount: Total undergraduate students in all class levels.

Past Performance

Fall 2017	Fall 2018
2,958	2,821

Goal 2: The Student Experience

Empower and support Shepherd's increasingly diverse student body as they pursue a rigorous and transformative education that includes academic experiences beyond the classroom, preparing them for ongoing and future academic growth and a successful career path.

70% (Fall 2018 cohort)

First-Year Retention Rate: First to second year retention rate of full-time, first-time, degree-seeking freshmen.

Past Performance

Fall 2016 Cohort	Fall 2017 Cohort
64.9%	69%

Goal 3: The Employee Experience

Encourage, recognize, and reward faculty and staff for their contributions to the University's mission, within a collaborative working environment that fosters academic freedom and professional growth.

14.7:1 (Fall 2018)

Student-Faculty Ratio: FTE (full-time equivalent) students per one FTE faculty.

Past Performance

2016	2017
14.8:1	14.7:1

Goal 4: The Campus Environment

Establish a financially stable and environmentally sustainable foundation on which to grow the institution.

33% (2019)

Full-time Students in Residence Halls: Percentage of full-time undergraduate degree-seeking students living in residence halls based on fall census.

Past Performance

2017	2018
34%	35.6%

165 (Fall 2019)

Graduate Student Headcount: Total master's and doctoral degree students enrolled.

Past Performance

Fall 2017	Fall 2018
182	147

32.6% (Fall 2015 cohort)

Undergraduate Graduation Rate (4 Years): Bachelor's degree graduate rates of full-time, first-time, degree-seeking students graduating within four years.

Past Performance

Fall 2013 Cohort	Fall 2014 Cohort
30%	32.2%

89.8% (FY 2016-17)

Faculty Salaries: Percentage of faculty salaries, all ranks, to the average COPLAC salaries.

Past Performance

FY 2006-07	FY 2011-12
94.4%	94.7%

-0.2% (FY 2018-2019)

Energy Expense: Year-over-year increase or decrease.

Past Performance

FY 2016-2017	FY 2017-2018
+4.8%	-3.2%

830 (Fall 2019)

Non-Degree-Seeking Student Headcount: Total undergraduate and graduate non-degree students.

Past Performance

Fall 2017	Fall 2018
649	755

48% (Fall 2013 cohort)

Undergraduate Graduation Rate (6 Years): Bachelor's degree graduate rates of full-time, first-time, degree-seeking students graduating within six years.

Past Performance

Fall 2011 Cohort	Fall 2012 Cohort
42%	48%

70.4% (Fall 2019)

Percentage of Courses: Sections taught by full-time faculty.

Past Performance

Fall 2017	Fall 2018
66.3%	67.4%

\$59.9 Million (FY 2019)

Foundation and Supporting Organization Assets: Total assets held for the benefit of Shepherd University.

Past Performance (millions)

2017	2018
\$54.5	\$52.2

3,628 (Fall 2019)

University Enrollment Headcount: Total university enrollment includes all student types.

Past Performance

Fall 2017	Fall 2018
3,789	3,723

4,299 Hours

Service Learning Hours: Total number of service learning hours provided to the community.

Past Performance

2017-18	2018-19
89.6%	88.1%

Staff Salaries

Staff Salaries (CUPA-HR Benchmark): Median salaries among nationwide institutions of comparable status, size, and budget.

Past Performance

2017-18	2018-19
89.6%	88.1%

\$3,889,897 (FY 2019)

Gifts, Pledges, and Grants: New gifts, pledges, and external foundation grants.

Past Performance

2018	2017
\$2,338,786	\$3,377,766

Data Sources: Shepherd University Institutional Research and National Center for Education Statistics

Shepherd University Board of Governors
November 14, 2019
Agenda Item No. 11

RUFFALO NOEL-LEVITZ PERSONALIZED FINANCIAL AID VIDEO SOLUTION

Mr. Bill Sommers will provide a presentation to the Board on a personalized financial aid video solution.
Mr. Sommers will then be available for any questions from members of the Board.