

Shepherd

UNIVERSITY

Board of Governors

First Snow of the Year - January 8-9, 2020



Meeting Agenda February 13, 2020

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

February 13, 2020

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 December 19, 2019 Board Meeting
 - c. Approval of New Graduate Certificate in Foundations of Higher Education
 - d. Approval of New Graduate Certificate in Management Information Systems
 - e. Approval of New Graduate Concentration in Management Information Systems
 - f. Approval of New Undergraduate Certificate in Middle Eastern and African Studies
 - g. Approval of New Undergraduate Concentration in Political Communications
 - h. Approval of New Degree Program, Bachelor of Arts, Criminal Justice
- 4:19 p.m. 4. **Task Force Update** (Chair Lewis)
- 4:40 p.m. 5. **Athletic Programs** (Chair Lewis)
- 4:45 p.m. 6. **President's Report** (President Hendrix)
- 4:55 p.m. 7. **Report of the Academic Programs and Development Committee** (Ms. Tia McMillan)
- a. Advisory Council of Faculty (ACF) Annual Report
 - b. Implementation of Faculty Workload Policy Update
- 5:05 p.m. 8. **Report of the Enrollment, Student and Community Affairs Committee** (Mr. Gat Caperton)
- a. Enrollment Management Update
 - b. Chartwells Status and Third-Party Food Vendor Update
- 5:10 p.m. 9. **Report of the Finance and Facilities Committee** (Mr. Henry Kayes, Jr.)
- a. Quarterly Financial Report: 2nd Quarter FY2020
 - b. Campus Facilities Master Development Plan Update
 - c. Residence Halls – Mattress and Furniture Five-Year Replacement Plan
 - d. Knutti Hall Renovations Prospectus
- 5:20 p.m. 10. **Proposed 2020-2021 Housing, Dining and Other Fees** (Ms. Pam Stevens, Vice President for Finance, and Mr. Jack Shaw, Vice President for Campus Services)
- 5:30 p.m. 11. **University Branding, Marketing and Messaging Initiative** (President Hendrix and Chair Lewis)
- 5:45 p.m. 12. **New Business** (Chair Lewis)
- 5:50 p.m. 13. **Executive Session**
- a. Awards and Honoraria (President Hendrix)
- 6:00 p.m. **Adjournment**



Board of Governors Meeting

February 13, 2020

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

- Advisory Council of Faculty (ACF) Annual Report
- Implementation of Faculty Workload Policy Update
- Approval of New Graduate Certificate in Foundations of Higher Education
- Approval of New Graduate Certificate in Management Information Systems
- Approval of New Graduate Concentration in Management Information Systems
- Approval of New Undergraduate Certificate in Middle Eastern and African Studies
- Approval of New Undergraduate Concentration in Political Communications
- Approval of New Degree Program, Bachelor of Arts, Criminal Justice

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 Update
- Chartwells Status and Third-Party Food Vendor Update

Mr. Gat Caperton, Chair

Dr. Jim Cherry

Ms. Allison Lott

Ms. Holly Morgan-Frye, Staff

Mr. Bill Sommers, Staff

2019-2020 Board of Governors Meeting Dates Remaining

- 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, February 9, 2020. 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 February 13 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 December 19, 2019;
 - 2) The New Graduate Certificate in Foundations of Higher Education;
 - 3) The New Graduate Certificate in Management Information Systems;
 - 4) The New Graduate Concentration in Management Information Systems;
 - 5) The New Undergraduate Certificate in Middle Eastern and African Studies;
 - 6) The New Undergraduate Concentration in Political Communication; and
 - 7) The New Degree Program, Bachelor of Arts, Criminal Justice,
- each as presented in the Agenda materials of February 13, 2020, and with each academic program to be effective as of August 2020.

SHEPHERD UNIVERSITY BOARD OF GOVERNORS

MINUTES OF THE MEETING OF DECEMBER 19, 2019

The Shepherd University Board of Governors met on December 19, 2019 in a regular meeting. Quorum was established with participating members: Ray Alvarez [phone], Gat Caperton, Henry Kayes, Jr., Ramona Kissel, Eric Lewis, Robert Marggraf, Tia McMillan, and Elizabeth Rini. Members David Avella and Jim Cherry subsequently participated. Also present were Shepherd University President Mary J.C. Hendrix, members of the executive leadership team and others. Board member Allison Lott was absent from the meeting.

1. PUBLIC COMMENTS

No public comments were made.

2. CONSENT AGENDA ITEMS

M (Caperton), S (Rini), PASSED, all members participating by phone were polled, 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 November 14, 2019,
as presented in the Agenda materials of December 19, 2019.

3. TASK FORCE UPDATE

Chair Lewis noted that the Task Force has been hard at work.

Academic Programs Update – Sub-Committee Chair, Gat Caperton said they had nothing to report at this time.

Revenue Committee Update – Sub-Committee Chair, David Avella was absent at this point in the meeting so Chair Lewis called on Mr. Bill Sommers, Vice President for Enrollment Management, to provide highlights.

- a) Recommendations (Online Program) – University staff continue to evaluate a prospective corporate partner for online programs. Shepherd has an upcoming Higher Learning Commission (HLC) site visit in February for authorization to offer online programs.
- b) Summer Start Program – Process is being developed to launch summer 2020.
- c) Recruiting efforts are ongoing, utilizing the additional spending authority offered in the June BOG resolution. Additional funds have been invested in digital and expanded searches in key areas; Shepherd is now utilizing the Common App; prospect mailers have been sent to search names purchased; have held many off campus events from September to November. These additional programs/processes are starting to pay off in accepts and deposits.

Expenses – Other Committee Update – Sub-Committee Chair, Bob Marggraf noted they continue to work on key areas which include additional contracts into 2021.

Expenses – Personnel Committee Update – Sub-Committee Chair, Henry Kayes noted they continue to move forward. The facilities RFP came back, and it is not realistic to outsource. The Sub-Committee will continue to review additional items.

Chair Lewis reviewed Revised FY2020 Projections with the BOG. He noted that these numbers are only valid if careful adherence to expense constraints remain embedded in the University's practices through the year and if enrollment revenues and state appropriations remain as anticipated.

4. **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.

5. **CLASSIFIED EMPLOYEES COUNCIL (CEC) ANNUAL REPORT**

Ms. Amy Speck, Chair of the CEC and Senior Administrative Coordinator to the Provost, presented to the Board the CEC Annual Report. The Report focused on guest speakers at the monthly CEC meetings, workshops and trainings, conversion of classified staff to non-classified staff and possible desire of CEC to form an Employee Council in the future, change in monitor for suggestion boxes, and CEC scholarships.

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

On behalf of the Academic Programs and Development Committee, Ms. McMillan began the Committee Report with a brief update of the Committee's discussions which included the University Development Annual Report. Chair Lewis stated he would like to see a collective commitment from the BOG members to the forthcoming comprehensive campaign, noting that especially as to the constituent members, that if all members make at least some level of gift, it is symbolically very important to the success of the campaign. Chair Lewis requested BOG members provide him with their commitment by mid-January. Mr. Caperton agreed that the BOG should act jointly and suggested that each member give 50% to the President's Club and 50% to the Shepherd Fund.

Chair Lewis called on Dr. Scott Beard, Provost, to update the BOG on the HLC Visit for Distance Education as well as the Task Force – Academic Programs Sub-Committee. Dr. Beard discussed the nature of the HLC visit and noted, that as the schedule is finalized, the HLC site team may request to meet with one or two BOG members. Dr. Beard provided a brief update on the Academic Programs Sub-Committee. They are looking at how to streamline curriculum, lower enrolled programs, etc., gearing Family and Consumer Sciences toward nutrition, eliminating programs in Early Education and some limited savings from replacement of retiring faculty members. President Hendrix asked Dr. Chris Lovelace, Chair and Associate Professor, Department of Psychology, and President of the Faculty Senate, to update the BOG on faculty workload. Dr. Lovelace noted they are working to more effectively incorporate all time spent on instruction duties into the formula, as well as looking at service and professional development. The Faculty Senate are holding a special meeting on January 13, 2020, to continue discussion on quantification of faculty workload and will provide an update to the BOG at the February 13, 2020, meeting.

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

On behalf of the Enrollment, Student and Community Affairs Committee, Mr. Caperton provided a brief update of the Committee's discussions which included the Student Affairs and Campus Services Annual Reports.

8. **REPORT OF THE FINANCE AND FACILITIES COMMITTEE**

On behalf of Finance and Facilities Committee, Mr. Kayes, provided a brief update of the Committee's discussions which included a discussion about the 2020-2021 Housing, Dining and Other Fees, and the intention to not increase Tuition in Fall 2020.

9. **NEW BUSINESS**

Mr. Alvarez noted that he appreciated Member Kissel's summarization from the Higher Education Policy Commission (HEPC) meetings in Lewisburg, WV, on December 5-6. Mr. Alvarez also noted that the Zoom connection was successful.

Chair Lewis noted that members would be meeting with senators and delegates, following the meeting, to update them on Shepherd, continuing concerns as to appropriations, the Task Force and all good things going on.

Eric Lewis
Chair

Henry Kayes, Jr.
Secretary

APPROVAL OF NEW GRADUATE CERTIFICATE IN FOUNDATIONS OF HIGHER EDUCATION

Rationale

The Master of Arts (M.A.) in College Student Development and Administration (CSDA) is a 36-credit-hour program for those who have completed a bachelor's degree and are interested in pursuing or advancing a career in student affairs or enrollment management. The program combines courses in student development theory, assessment, and research methodologies with required practicum experiences at both two- and four-year institutions. Graduates of the program enjoy a high-career placement rate, and are in positions at educational institutions across the country.

Administrators in higher education are drawn from numerous backgrounds. Many of these professionals are employed with undergraduate and graduate degrees, but not in higher education or college student development. This certificate enhances an understanding of who college students are and how they develop to improve working with them at 2- and 4-year institutions. In addition to this additional credential within the M.A. program, the certificate offers advanced study for a different population of students who work or will work with this population.

Resources: The courses in the proposed graduate certificate program already exist and do not require additional resources beyond those already allocated for the CSDA graduate program. Courses are offered on a rotational basis to ensure fiscal responsibility, while allowing students to progress in the program. Students may pursue this certificate within the Shepherd CSDA program or as a separate credential. This certificate does not require approval by the HEPC or the HLC.

Catalog Description and Curriculum

Curriculum for a Graduate Certificate in Foundations of Higher Education, 15 Hours:

The CSDA graduate certificate (15 credit hours) in the Foundations of Higher Education prepares professionals who currently work in higher or tertiary education to increase their understanding of who today's college students are and ways to interact with them to improve their transition to and retention in higher and tertiary education.

- CSDA 515 - Higher Education Administration and Legal Accountability (3 cr)
- CSDA 550 - Student Development Theory (3 cr)
- CSDA 551 - Social Justice in Higher Education (3 cr)
- CSDA 570 - Helping and Advising (3 cr)
- CSDA 613 - The Higher Education Student (3 cr)

APPROVAL OF NEW GRADUATE CERTIFICATE IN MANAGEMENT INFORMATION SYSTEMS

Rationale

The Shepherd Master of Business Administration (MBA) program creates a stimulating environment that is diverse, challenging, and focused on global connections, while at the same time providing real-world experiences to our graduate students. For this 36-credit program, all students take a 27-credit core that includes courses in leadership and ethics, marketing, management theory, economics, and accounting. Students in the general track complete their coursework with a flexible set of electives, while the other concentrations in Health Administration, Public Management, and Sport Management have more specific requirements.

As technology continues to develop, positions in information systems will expand. The design and purpose of the Management Information Systems (MIS) certificate provides students the opportunity to acquire an in depth set of graduate business courses dedicated to learning quantitative tools, automated software, and techniques used in the business world. This includes, but is not limited to requirements definition, database applications, and project management. Students can prepare to pursue a variety of careers, from the executive level, to computer programmer, information systems manager, and more.

Resources: The courses in the proposed certificate program are mostly already in the MBA curriculum offerings and would also offer options for students in Shepherd's data analytics degree program. Because courses are offered in rotation, and in a menu option, instructional resources are utilized responsibly while simultaneously allowing students to progress towards degree and/or certificate completion. Course offerings of the proposed Certificate and Concentration are closely associated. This proposed certificate would not require additional resources beyond those already allocated for the MBA graduate program.

As noted previously, newly created courses would be offered as part of a course rotation and variable list of electives students may take to fulfill requirements for completion. Students may pursue this certificate within the Shepherd MBA program or as a separate credential. This certificate does not require approval by the HEPC or the HLC.

Catalog Description and Curriculum

Management Information Systems Concentration, 12 Hours:

The MIS certificate is designed for students or others seeking to better understand and work with computers in the workplace. The curriculum covers basic programming concepts necessary to work with information systems and websites and a hands-on introduction to database concepts.

Complete at least one course from:

- MBA 550 - Business Analytics (3 cr)
- MBA 532 - Project Management (3 cr)

Complete three courses from the following:

- MBA 585 - Introduction to Business Programming (3 cr)*
- MBA 586 - Systems Analysis and Design (3 cr)*
- MBA 581 - Web Programming (3 cr)
- MBA 582 - Management Information Systems (3 cr)
- MBA 588 - Database Management Systems (3 cr)
- Program approved elective

*Indicates new course

APPROVAL OF NEW GRADUATE CONCENTRATION IN MANAGEMENT INFORMATION SYSTEMS

Rationale

The Shepherd MBA program creates a stimulating environment that is diverse, challenging, and focused on global connections, while at the same time providing real-world experiences to our graduate students. For this 36-credit program, all students take a 27-credit core that includes courses in leadership and ethics, marketing, management theory, economics, and accounting. Students in the general track complete their coursework with a flexible set of electives, while the other concentrations in Health Administration, Public Management, and Sport Management have more specific requirements.

As technology continues to develop, positions in information systems will expand. The design and purpose of the concentration in MIS provides students the opportunity to acquire an in depth set of graduate business courses dedicated to learning quantitative tools, automated software, and techniques used in the business world. This includes, but is not limited to requirements definition, database applications, and project management. Students can prepare to pursue a variety of careers, from the executive level, to computer programmer, information systems manager, and more.

Resources: The courses in the proposed concentration mostly exist, would also offer options for students in Shepherd's data analytics degree program. Because courses are offered in rotation, and in a menu option, instructional resources are utilized responsibly while simultaneously allowing students to progress towards degree completion. This proposed concentration would not require additional resources beyond those already allocated for the MBA graduate program. Course offerings of the proposed Certificate and Concentration are closely associated. As noted previously, newly created courses would be offered as part of a course rotation and variable list of electives students may take to fulfill degree requirements. This concentration does not require approval by the HEPC or the HLC.

Catalog Description and Curriculum

Management Information Systems Concentration, 9 Hours:

The MIS concentration is designed for students seeking to better understand and work with computers in the workplace. The curriculum covers basic programming concepts necessary to work with information systems and websites, and a hands-on introduction to database concepts.

Complete three courses from the following:

- MBA 585 - Introduction to Business Programming (3 cr)*
- MBA 586 - Systems Analysis and Design (3 cr)*
- MBA 581 - Web Programming (3 cr)
- MBA 582 - Management Information Systems (3 cr)
- MBA 588 - Database Management Systems in Business (3 cr)

*Indicates new course. MBA 585 may be required if the student has no background in computer programming.

APPROVAL OF NEW UNDERGRADUATE CERTIFICATE IN MIDDLE EASTERN AND AFRICAN STUDIES

Rationale

The Department of Political Science, Global Studies, and Geography offers a number of options within its Global Studies degree program. Started only a few years ago, the program has continued to meet its enrollment targets detailed in planning and implementation documents approved by the Board of Governors and the HEPC.

The addition of this credential supports the Global Studies program's learning goal of preparing students to excel in cross-cultural and multi-lingual environments, while simultaneously providing greater breadth and depth in a regional concentration of two critical regions than is possible in the global studies major curriculum.

The proposed certificate brings significant potential benefits to Shepherd, while utilizing existing courses and faculty expertise, thus avoiding additional costs. The Certificates focus on Africa aligns with the Institution's internalization goals, such as recruiting students from West Africa, while attention to the Middle East represents an area of increasing student and community interest. The Certificate would be unique in the state of West Virginia, offering a distinctive marketing and recruiting advantage. The credential also provides students who are already taking of number of courses related to the region, with a credential that would be tangible on the job market.

Resources: As stated above, the courses in the proposed certificate already exist and would not require additional resources. Students select from a variable set of courses from particular subject areas, as well as a variety of electives of their interest, thus enhancing enrollment in upper division courses of multiple programs, while simultaneously being fiscally responsible in the use of resources needed to offer such courses. Student choice in the focus areas provides a great deal of flexibility in tailoring this credential to a student's intended area of research or career interest. Students may pursue this certificate within the Global Studies program or as a separate credential. This Certificate does not require approval by the HEPC or the HLC.

Catalog Description and Curriculum

Middle Eastern and African Studies Certificate, 18 Hours:

The Certificate in Middle Eastern and African Studies is an interdisciplinary, 18-credit hour foundation in the history, politics, economics, geography, language, and culture of the Middle East and Africa. It provides students with a regional specialization that compliments related disciplinary concentrations in the social sciences and humanities.

Core Courses (12 hours)**Select four courses from the following:**

- HIST 320 - Modern African History (3 cr)
- PSCI 429 - Comparative Politics of the Middle East (3 cr)
- PSCI 417 - International Development* (3 cr)
- ECON 330 - Economics of Developing Countries* (3 cr)
- GEOG 408 - Geography of Africa (3 cr)
- FREN 203 - Intermediate French I (3 cr)
- FREN 204 - Intermediate French II (3 cr)
- ART 303 - Introduction to African Art (3 cr)
- GLBL 350 - International Experience (related to the Middle East or Africa) (3 cr)

*With substantial work, such as a major paper or project on the Middle East and/or Africa.

Elective courses (6 hours)

Select two additional courses from the previous list, or up to two approved upper-division electives relevant to the Middle East or Africa from offerings in HIST, PSCI, ECON, GEOG, FREN, or SOCI. An approved internship experience may also be used for one elective course.

APPROVAL OF NEW UNDERGRADUATE CONCENTRATION IN POLITICAL COMMUNICATIONS

Rationale

The Department of Political Science, Global Studies, and Geography offers a number of options within its degree offerings. Their recent collaborative efforts with The Bonnie and Bill Stubblefield Institute for Civil Political Communications has led to the development of this proposed concentration within the Bachelor of Science in Political Science degree program.

With the gift from Bonnie and Bill Stubblefield to the University and the subsequent creation of the Institute at Shepherd in summer 2019, a new and exciting focus on political communications and the need to address incivility in American public discourse has taken hold at Shepherd. The mission and the strategic plan of the Institute describe a primary goal to “develop, implement, and expand the highest quality curricular application of civil political communications, including pioneering research and the creation of knowledge”. The expectation is thus that the work of the Institute will garner positive attention and exposure for Shepherd, develop new resource streams for our faculty and academic programs, and provide many new educational and career opportunities for current and potential Shepherd students.

In addition, interest in the Institute’s mission and in a better understanding of political communication generally is spreading throughout the region and across the country as a result of the rise in the importance of social media in the political world, as well as of the increasingly charged and partisan political environment (see attached ‘Resources’ page). This interest represents an opportunity for Shepherd to position itself as only one of 12 institutions of higher education in the country that offers an undergraduate program in Political Communications. In the region, only George Washington University – an institution that is quite different from Shepherd in terms of size, location, and cost – provides an undergraduate offering. In addition, Shepherd’s proximity to Washington, D.C., offers easy access to accomplished practitioners in the field who can share their knowledge and experience directly with students, it provides for a wide array of internship placements in the field, and it produces many opportunities for connecting students graduating from Shepherd with lucrative job and career development opportunities. The creation of the Political Communications Concentration meets the Department’s stated goal of facilitating “student learning of core political science knowledge, skills, and values” by adding new content in the area of political communications. In addition, this new program addresses the Department’s goal of supporting “student career aspirations” and our commitment to “experiential learning” by providing new avenues for students interested in the growing field of political communications, which includes significant practical and experiential components.

Resources: Estimated start-up costs: \$3,000/year for first two years (maximum)

The proposed curriculum will be housed in the Department of Political Science, Global Studies and Geography, so there will be no additional costs to administer the program. Furthermore, the vast majority of courses included in the curriculum – both required and elective courses – are existing courses that are offered on a regular basis. Since the Internship in Political Communications class will be staffed by the Political Communications Concentration coordinator and/or the existing internship coordinator in the Department, only two newly-created courses will require staffing (Introduction to Political Communication and Topics in Political Communication). The Institute is currently engaged in a fundraising campaign for the Stubblefield Institute in Civil Political Communications Fellows program; the intention is that the needed courses will be staffed through the Fellows program. If that funding is not secured immediately; however, the Institute and the University would work together to fund some adjunct costs.

As stated, the courses in the proposed concentration mostly exist, with additional resources coming from the Institute. This concentration does not require approval by the HEPC or the HLC.

Catalog Description and Curriculum

Curriculum for a Major in Political Science, Political Communications Concentration

Specific Core Curriculum Requirements: Take PSCI 150 to fulfill First Year Experience requirement; take PSCI 100 to fulfill Social Sciences (SO) area; and take COMM 203 to fulfill Humanities (HM) area.

Total hours required, 46 Hours:

Required Political Science Courses, 22 Hours:

- PSCI 200 - American Political Institutions (3 cr)
- PSCI 210 - Conduct of Political Inquiry I (3 cr)
- PSCI 211 - Conduct of Political Inquiry II (4 cr) *
- PSCI 302 - Intro to Political Theory (3 cr)
- PSCI 304 - Intro to Comparative Politics (3 cr)
- PSCI 324 - International Relations (3 cr)
- PSCI 495 - Political Science Capstone (3 cr)

Required Concentration Core Courses, 15 Hours:

- PSCI 306 - Introduction to Political Communication (3 cr)
- JOUR 204 - Introduction to Journalism (3 cr)
- COMM 321 - Public Relations Principles (3 cr)
- COMM 326 - Radio Practicum (3 cr) OR COMM 348 - News Practicum (3 cr) OR COMM 349 - New Media Practicum (3 cr)
- PSCI 442 - Political Communication Internship (3 cr minimum) OR PSCI 423 - Topics in Political Communication (3 cr)

Elective Courses, 9 Hours (at least 3 credits from PSCI):

- COMM 306 - History of Advertising (3 cr)
- COMM 322 - Social Media (3 cr)
- COMM 350 - Digital Filmmaking (3 cr) OR COMM 360 – TV Production (3 cr)

- COMM 400 - Media Law and Ethics (3 cr)
- COMM 403 - Media Studies (3 cr)
- COMM 406 - Advertising and Imagery (3 cr)
- COMM 435 - Communication Research (3 cr)
- COMM 447 - Advanced Internet Media (3 cr)
- COMM 470 - Strategic Campaigns (3 cr)
- JOUR 204 - Introduction to Journalism (3 cr)
- JOUR 310 - Media and Politics (3 cr)
- PSCI 300 - State and Local Government (3 cr)
- PSCI 301 - Public Policy (3 cr)
- PSCI 305 - US Congress (3 cr)
- PSCI 307 - The US Presidency (3 cr)
- PSCI 310 - Parties, Politics, and Elections (3 cr)
- PSCI 312 - Public Opinion and Political Behavior (3 cr)
- PSCI 350 - Debate and Forensics (3 cr) **
- PSCI 351 - Model United Nations (3 cr) **
- PSCI 400 - The Supreme Court and Constitutional Law (3 cr)
- PSCI 420 - Critical Political Issues (3 cr)
- PSCI 423 - Topics in Political Communication (3 cr)

* Students must earn a grade of C or higher in PSCI 211 in order to enroll in PSCI 495.

**No more than 3 hours of PSCI 350 and PSCI 351 can be counted toward the Political Science – Political Communications Concentration elective requirement.

APPROVAL OF NEW DEGREE PROGRAM, BACHELOR OF ARTS, CRIMINAL JUSTICE

WV-HEPC Series 11 Intent to Plan

Date	January 2020
Category of Action	Implementation Plan (Section 5 of Series 11)
Title of Degree	Bachelor of Arts, Criminal Justice (B.A.)
Location	Shepherd University
Effective Date of Proposed Action	August 2020
Submission of Full Proposal (Implementation Plan)	February 2020

Shepherd University

Dr. Mary J.C. Hendrix, President

Dr. Scott Beard, Provost

Dr. Robert Tudor, Professor and Dean of College of Arts, Humanities and Social Sciences

Dr. Chiquita Howard-Bostic, Associate Professor and Chair of Department of Sociology, Criminology, and Criminal Justice

Prepared by faculty of the Department of Sociology, Criminology, and Criminal Justice

Dr. Chiquita Howard-Bostic, Chair and Associate Professor of Sociology/Criminal Justice, Dr. Robert M. Anthony, Associate Professor of Sociology, Dr. Amy DeWitt, Professor of Sociology, and Dr. Charles Hulse, Professor of Anthropology

Shepherd University, B.A., Criminal Justice

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5.2. A request to develop a plan should indicate the projected date of submission of the full proposal and the projected date of implementation.

This submission is a comprehensive proposal for the Bachelor of Arts, Criminal Justice degree at Shepherd University. The proposal will be submitted to the Shepherd University Board of Governors on February 13, 2020, and following BOG approval, to the Higher Education Policy Commission (HEPC) for approval \accordance to section 6 of Series 11-Implementation Plan. The program is scheduled for full implementation in Fall 2020, contingent on internal and external approvals.

The final report, as included in the BOG packet, is attached.

5.2.a. Educational Objectives

The proposed Criminal Justice major is a 120-credit hour program created to provide an innovative plan of study aimed at placing students in criminal justice fields. The proposed BA degree in Criminal Justice is a popular degree that may attract many new students to Shepherd; in fact, College Factual ranked Criminal Justice as the sixth most popular major in the country. Our program is designed to provide students with a high level of intellectual and educational preparation for understanding criminal offending and criminal justice processes and experiences in the operation and administration of criminal justice systems. This program will prepare students to compete for immediate employment in a wide range of careers in the area of their choice in both public and private sector companies, city and county governments, and state and federal departments. The engaging classroom experience will be enhanced by a capstone field experience where our majors actively explore on the job training in the fields listed above. To that end, the major is designed to be flexible by providing students with a blend of diverse, high-quality classroom, applied research, and experiential learning opportunities.

The proposed Criminal Justice major is designed so that students can choose between two concentrations that prepare them for either law enforcement and administration or forensic studies. Law enforcement and administration can lead to immediate employment in policing, corrections, security, and investigations. In particular, community corrections and alternatives to incarceration movements have increased demand for positions in law enforcement and administration as counselors, immigration officers, criminal investigators, rehabilitation counselors, data analysts, and special agents. As well, the forensics concentration provides foundational exposure to forensic science, criminal investigation, law and evidence, and forensic law. The concentration provides a solid foundation for solving crimes using skill development in investigations, imaging, and security. Subjects like accounting, computer science, nursing, and psychology are merged to expose students to important aspects of the criminal justice system. Employment opportunities include the field areas of computer forensics, forensic accounting, forensic nursing, and forensic psychology.

Students in the program attach a field-specific minor which may add specific focus and expertise to the degree: examples are Communications, Entrepreneurship, Business Administration, Economics, History, English, Historic Preservation and Public History, Music, Recreation and Sports Studies, Women's Studies, and Political Science. The curriculum also includes multiple online courses. This integration of an academically rigorous but flexible online format is for balancing the demands of work and family life. In addition to boosting students' marketability in job searching and future promotional opportunities, the criminal justice degree program can be the precursor to a new online graduate degree in criminal justice at Shepherd.

The proposed Criminal Justice B.A. program is structured to provide a course of study for students who wish to understand interrelationships, functions and operations, and related criminal justice institutions and processes, from classic criminological perspectives on human behavior to contemporary issues and controversies in criminal law. The program is likewise structured to encourage students to remain in the region after graduation and to actively participate in cultural, political, and economic development projects.

The program will be administered by the department chair and supported by an advisory board, and members of the department will work collaboratively to coordinate programs, oversee the implementation and maintenance of the new program, and advise students. Our qualified staff members and interdisciplinary faculty will also support the program and our students as needed.

Our team of working criminal justice professionals who are employed at private and government institutions serve as leaders and stakeholders in the business and professional community. They connect our students to career opportunities, integrate practical experience in the classroom, and enhance the quality and academic reputation of the program. These working professionals have backgrounds of expertise in everything from legal procedures and international security to special investigations. Exposure to the critical thinking and decision-making skills of criminal justice professionals further enhances the understanding of civic and multicultural learning with a focus on creative solutions within the parameters of policy and general orders. Our students will learn how to process information within the non-linear, open-loop environment that law enforcement and corrections deal with on a daily basis. Teaching students the values and processes applied in the local community aligns them with community members and life-long advocates of civic change.

The Criminal Justice Studies Intended Student Outcomes are consistent with the following LEAP (Liberal Education and America's Promise) goals as presented by the Association of American Colleges and Universities:

1. Knowledge of Human Cultures and the Physical and Natural World.
2. Intellectual and Practical Skills throughout the Curriculum.
3. Personal and Social Responsibility.
4. Integrative Learning.

These LEAP goals likewise align with Shepherd’s COPLAC (Council of Public Liberal Arts) affiliation.

Relationship of Objectives to the Mission of the Institution

Shepherd University Vision Statement

“Shepherd – a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world.”

Shepherd University Mission Statement

“Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunities. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.”

Department of Sociology, Criminology, and Criminal Justice Vision Statement

“To use the highest quality collaborative, multi-disciplinary approach to integrate theory, research, experiential learning, and practice in the classroom in sociology, criminology, criminal justice, anthropology, and forensics.”

Department of Sociology, Criminology, and Criminal Justice Mission Statement

“The Department of Sociology, Criminology, and Criminal Justice has a mission to offer students a strong liberal arts education designed to encourage and develop scientific inquiry and an understanding of human behavior, culture, and society. Dedicated to excellence in student learning, the department contributes to both the core curriculum and specific degree programs across campus. Its programs in Sociology, Criminology, and Anthropology help students develop as individuals and responsible citizens for a democratic society. With both theoretical and applied learning opportunities, students build knowledge and skills applicable to a broad range of employment opportunities and graduate programs.”

Criminal Justice Intended Student Outcomes

We propose the following student learning outcomes to support the proposed major in criminal justice:

- Students will assess the operations, practices, and processes associated with leading standards of evidence and law.
- Students will recognize and explain the major international, U.S., and localized law enforcement systems and organizations.
- Students will describe and analyze the political and public administrative aspects of law enforcement organizations.

- Students will communicate and apply the major theories and concepts of crime, criminal justice, and criminology.
- Students will conduct research associated with criminal justice and criminology theories.

Special Features and Administrative Organization

Features that make the institution a desirable place to initiate a program

Shepherd University and the geographical location of the University in proximity to government offices and initiatives are all special features that make this a desirable place to initiate this criminal justice program. Our proximity to multiple homeland and national security offices and multiple county police corrections offices is ideal for this program for this program. Our department also partners with local institutions, high schools, and community colleges in the Eastern Panhandle and neighboring states, which has been key for identifying the need for the program in our community.

A degree in Criminal Justice would be a relatively easy recruitment tool at Shepherd. Some Shepherd students have been interested in the field but prefer a major rather than a criminal justice concentration. We have also lost students who transfer to colleges with designated degree programs in criminal justice. We anticipate that the proposed degree program in criminal justice will be embraced by those who are very clear about future paths in law enforcement. It will be another feature that makes our institution a desirable place to learn.

This proposed program can be marketed with ease to local community colleges that have AA degrees in Criminal Justice. As well, we have 2+2 agreements for our B.S. degree in Sociology with a concentration in criminal justice that can be easily adapted to the B.A. The program is also attractive to currently employed law enforcement officials who may have yet to complete a bachelor's degree, or who may seek out continuing education credits. In particular, the concentration in Law Enforcement and Administration targets prospective students who are focused on a distinct career path that is recruiting actively in this area. In addition, many of our current students, perhaps influenced by popular media, are intent on pursuing forensics. The concentration in forensics is attractive especially for students who plan to pursue graduate studies. For example, fields such as forensic psychology combine the application of psychological expertise within the judicial system. These areas have grown to be intellectually challenging and lucrative as a career option.

Criminal Justice Lecture Series

The lecture series has shown to be a premiere way of connecting our majors with professionals in the field. The Department of Sociology, Criminology, and Criminal Justice hosts a Criminal Justice Lecture Series talk on campus the second Wednesday of every month at 11 a.m. These free lectures are open to the public, students, faculty, staff, and alumni. They are designed for those serving or planning to serve, or those interested in law enforcement or criminal justice. These professionals have the ultimate investment in recruiting Shepherd students. We recruit these professionals as teachers as well and cherish the opportunity to share their knowledge

and passion with young students. For example, Nicholas Leftwich, state drug court coordinator for the Supreme Court of Appeals of West Virginia, oversees programmatic and fiscal stewardship of all state treatment courts. He discussed the nuances of how treatment courts in West Virginia operate as well as how probation officers work in the field. We have also utilized Zoom video conferencing to introduce our students to national and international professionals. The connection to most of our guests stems from their relationship to our internship program.

Internship Opportunities

The department already has a very successful internship component. The course provides supervised field experience, enabling students to integrate theory and practice. Students who are enrolled participate in a resume and cover letter workshop using Zoom video conferencing. The surrounding geographic region offers various opportunities for both applied research and internships; such practical experiences make graduates more attractive to potential employers. The applied internship makes our students more marketable for both graduate programs and employment opportunities. Our students apply theory to practice as they intern in a variety of organizations in both the private and public sectors; these internships often result in job opportunities that directly impact economic development. This pathway also proposes that Shepherd University contributes to the region by providing programs that positively impact the region's "quality of life."

Students have interned at more than fifty locations in West Virginia, Virginia, and Maryland, where they learn skills that directly impact local communities and economies and their own future employment. Placement sites include organizations that focus on advocacy (outreach, counseling, youth services), social services (child care, public health, substance abuse counseling, recreation), industry (planning, public relations, quality control, advertising), communications (911 information, marketing), criminal justice (probation, parole, policing, rehabilitation, corrections, criminal investigation), education (teaching, college support), government (human rights, AmeriCorps, personnel, international support), and research (GIS, demography, survey research). Our students also serve the campus and have initiated new campus groups and encouraged new projects following internships on campus with the campus police department, Title IX office, and TRIO Support Services.

Teach-Ins and Professional Service Events

Our department has regularly engaged in activities that stimulate learning through service. In particular, "Teach-Ins" sponsored and organized by our department have included an organization fair, panel discussions, question and answer periods, and breakout sessions, attracting upwards of 120 attendees. These events contribute to an atmosphere at Shepherd University that is conducive to learning about human diversity and social justice. Our events have inspired the creation and flourishing of student groups. The Teach-Ins have been followed up by related social justice training for physicians and medical staff at *Meritus Health Hospital*, airport security officers, and FBI agents from the Department of Homeland Security. Similarly, the *Red Flag Campaign*, a bystander intervention project that enlisted more than 800 participants, included a campus-wide survey, teaching assessments, and research components.

The department endorsed newly required Title IX faculty/staff training modules to avert gendered violence and prevent sexual harassment on campus.

Our department's first Teach-In included sessions about the impact of human trafficking for law enforcement, legislation, community, and healthcare. Teach-in on Human Trafficking II included a one-hour organizational fair and networking session prior to the academic conversation. As well, there was a Ted Talk video, panel discussion, and breakout sessions about the impact of human trafficking. Our department is well connected with community stakeholders including partners such as the: Anti-Human Trafficking Task Force and Shepherd Community, Bikers Against Child Abuse (B.A.C.A.), Catholic Campus Ministries, Coffee-House Farm, Common Ground, Shepherdstown Covenant Church, Jefferson County Health Department, Rotary Clubs of Shepherdstown and Martinsburg, Senior Deputy Attorney General of West Virginia, Shenandoah Women's Center, SU Black Student Union, SU Multicultural Leadership Team, Ten Fold Fair Trade (Harpers Ferry), The Source, and WV State Police Crimes Against Children Unit; 150+ participants attended.

Professional Affiliations and Career Entry Opportunities

Our field experience courses engage relevant constituencies and alumni connections. Moreover, given our affiliations, options for internships in criminal justice studies have doubled over the past two years. Many of our graduates have secured positions in the top percentile among salary expectations for roles related to criminal justice, which can vary widely. For police officers, the median yearly salary is \$63,380, with the top percentile earning more than \$106,090 (Bureau of Labor Statistics). Some of our graduates have secured unique government positions such as work with the U.S. Geological Survey, the National Park Service, and the Department of Veteran Affairs. Six of our graduates either joined or remained members of the Armed Forces. As well, many large and mid-sized police departments now require officers to hold a bachelor's degree, and most federal agencies hiring for law enforcement jobs also require a four-year degree. Our graduates have joined the private sector as managers, trainers, salespeople, recruiters, and entrepreneurs. Graduates also pursue social services with organizations such as Community Alternatives to Violence, The CHOICE Program (UMBC), Unified Community Connections, Youth Advocate Programs, Inc., Grafton Integrated Health Network, Department of Veteran Affairs Medical Center, and Board of Child Care.

The new major will encourage graduates to pursue additional criminal justice positions. For instance, CIA analysts study, evaluate, and analyze information to provide timely and objective assessments. Starting salaries range from \$54,308 to \$80,505. Our new ethics and international crime courses will enhance similar skill development. Computer Forensics Investigators track or recover electronic evidence for governments, accounting firms, law firms, banks, and software development companies. Students can select a computer science minor to develop these skills further. The department chair works closely with multiple federal agents and recruiters who hire Shepherd graduates. Many of these FBI agents defend the country from terrorism and are responsible for investigating bank robberies, terrorism, cybercrime, public corruption, espionage, organized crime, and drug trafficking. Our Teach-Ins, lecture series and community-

based events create opportunities for students to meet professionals and receive prestigious internships.

Crime laboratory analysts solve crimes by using toxicology, DNA and trace evidence, blood and hair samples, weapons involved in crime, fingerprints and other evidence collected at crime scenes. Our partnerships with chemistry and biology faculty will offer new opportunities in those areas. Our students will also have opportunities to seek employment as information security analysts, who are upper-level officers who protect IT programs from internal and external threats like viruses, spyware, malware, bots, etc. The average salary for a crime lab analyst is \$93,250. We distribute a handout describing career areas and jobs in the field for current and incoming students during orientations and advisement sessions.

In addition, the department fosters faculty-student collaborative research to encourage students to attend graduate programs. A new course elective for faculty-led research projects has motivated students to align theory and practice using multiple criminological perspectives. Students are encouraged to present research and to attend professional conferences. A team of students has presented research at the annual conference of the East Coast Colleges and Social Sciences Association, Advena World International Conference, the Mid-Atlantic Undergraduate Social Research Conference, and the annual North Central Sociological Association meeting.

Facilities

Most in-class courses in our program are offered in White Hall, which has several classroom sizes and styles to accommodate multiple teaching formats. There are several standard-sized classrooms that comfortably accommodate 25-30 students. There is also a large lecture room, which our department uses to host community forums and events. Each member of our department has an office of their own, and the student researchers have access to office space for collaborating and designing their projects.

A Collaborative Faculty and Community

Above and beyond, our department faculty have promoted major campus and community-wide advocacy events attracting hundreds to the objectives of our program. These events include social justice events, bystander intervention activities, fundraisers, multicultural education events, community-based social service activities, Teach-ins, and youth empowerment programs. Each event has been very well attended, attracting from 60 to 800 participants, including students, staff, faculty, and community members. In particular, our clubs have gone above and beyond fundraising in support of marginalized populations in the local community.

The reputation of our department has grown based on the quality of the students and the new course options. The degree program broadly focuses on hands-on, contemporary content and learning. In terms of volunteer support, nearly 50 local community-based organizations support the lecture series and events sponsored by the department. We now have access to a full range of collaborative resources available for this new degree program.

Our program's faculty and student involvement with the greater community takes varied forms. Our sociology and criminal justice events sustain ties in the community. As a faculty, we are committed to educating, informing and serving the population of our town, county, state, and beyond. Majors and minors in our program extend academic learning into the community through service learning, study abroad, engagement with faculty in field research, educational event organizing, internships, and cooperative learning experiences. First, we teach learners how to accept new customs and values in diverse and changing environments. Second, we encourage learners to self-explore by discussing their unique interactions, conversations, and observations. Third, we develop learners' ability to communicate clearly, build trust, and strengthen relationships. Finally, we help learners make educated decisions about social issues and community safety.

Shepherd University Curriculum

Shepherd University offers a strong foundation in its general education Core Curriculum courses, as well as advanced, specialized programs of study in the Arts and Humanities, Business and Social Sciences, Education and Professional Studies, and Natural Sciences and Mathematics. Shepherd's Core Curriculum provides a solid foundation on which to build an integrative, interdisciplinary program of strong liberal learning in Sociology, which is central to the study of criminological theory and the related field of practice in criminal justice. Shepherd University has a strong institutional commitment to the liberal arts, business and community partnerships, and development. The proposed Criminal Justice major will significantly benefit from this commitment to excellence.

5.2.b. Description of the Program and Objectives

The criminal justice curriculum is delineated and purposeful with a clear progression of introductory to advanced required courses balanced with a wide variety of electives in both criminal justice administrative studies and forensics.

All criminal justice majors must take the introductory course (SOCl 203: General Sociology), counting as a 3-credit social science within a 42-credit core curriculum. The major requires an additional 42-44 hours in the discipline. All criminal justice students explore social problems (SOCl 205: Social Problems), are introduced to criminal justice studies (CRIM 200: Introduction to Criminal Justice), and take a course in social inequality (SOCl 403: Race and Ethnic Relations), sociological theory (SOCl 322: Social Theory), theories of criminal behavior (SOCl 402: Criminology), and research methods (SOCl 323: Social Research Methods). This degree culminates with a field experience (CRIM 450: Capstone Field Experience), and a writing in the major course (CRIM 301: Social Science Writing). The third tier of the core curriculum requires a writing-in-the-major course and a capstone to the major; our writing in the major course (CRIM 301) and internship course (CRIM 450) serve those requirements, respectively. Students may choose from a variety of electives suited for either the Law Enforcement and Administration (12 credits of electives) or the Forensics concentration (12-14 credits of major electives).

Students who major in Criminal Justice must complete 42 credits of core curriculum classes, the 42-44 credit major, and the 15-18 credit minor. Our majors may choose any of the fifty+ options for minors, except the minors in sociology and crime and society because requirements overlap significantly with the major (see APPENDIX A-CURRICULUM).

The Criminal Justice programmatic goals include:

- Acquiring knowledge needed to understand standards of evidence and law enforcement practices,
- Developing a critical and detailed assessment of the national, international, and localized law enforcement systems and organizations,
- Learning the technical skills needed to support political and public administrative aspects of law enforcement organizations,
- Learning and applying the major theories and concepts of crime, criminal justice, and criminology, and
- Conducting experience-based research associated with criminal justice and criminology theories.

5.2.c. Assurance of Program Quality (high-quality standards and assessment)

Shepherd University has a solid reputation for strong, rigorous undergraduate education, with *The Princeton Review* rating Shepherd “a best southeastern college.” Shepherd professors are dedicated to high-quality teaching, small classes, and a tradition of face-to-face instruction and open-door advising. Shepherd has a respected Center for Teaching and Learning that provides leadership for professional growth, online teaching certification, and oversight for assessment (<http://www.shepherd.edu/ctl2>). In addition, sociology, criminal justice, and anthropology faculty in our department and the support faculty for the proposed program have a proven record of outstanding talent and dedication to society and a proven track record of incorporating educational opportunities for students and the surrounding community.

Assessment

Assessment occurs at multiple levels throughout the institution. All previous assessment reports have been used as evidence for comprehensive accreditation evaluations by the Higher Learning Commission.

The Criminal Justice program will follow and adhere to the University’s guidelines for programmatic and course assessment. Our program assessment plan has been revised to reflect the proposed new curriculum. New corresponding program assessment strategies were also established for related experiential learning and social justice projects. Such major reform has been driven by goals to improve the program and provide the highest quality curriculum and pedagogies to our students. The department collects assessment data each year. First, we assess written communication by evaluating critical thinking, content, and style in essays during the capstone course (formally SOCI 419: Internships in Criminal Justice and Sociology and now

in the proposed CRIM 450: Capstone-Field Experience). We will also begin to assess writing with our newly-proposed SOCI 301: Social Science Writing Course. Second, we assess written communication in online sections of SOCI 203: General Sociology. Third, we assess experiential learning experiences, which require serious reflection and critical thinking that involves the application of theory-to-practice within field placements. Finally, we have assessed learning upon completion of a service project, the Red Flag Campaign in SOCI 321: Social Stratification. The department chair has served as a member of the Assessment Task Force since 2013. These standards are evaluated on the basis of LEAP goals and outcomes of the Association of American Colleges and Universities (AAC&U) and designated program faculty will review the plan items to assure that the goals are being met.

Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, research papers, critical writing assignments, community service projects, experiential learning, reflection assignments, and oral presentations and discussions. Measures have also been established to assess online learning using Quality Matters (QM) rubric standards and the university's online review guidelines. As well, the chair uses the formal faculty in-class form to evaluate courses but recommends that faculty incorporate QM course evaluation strategies universally. In the research methods class (SOCI 323: Social Research Methods), students learn to review journal articles properly and they submit a detailed research proposal. In our theory courses (SOCI 322: Social Theory and SOCI 403: Race and Ethnic Relations), students apply theoretical analysis within a required essay. In CRIM 450, the internship course, students will engage in an asynchronous online résumé workshop using Zoom for interview preparation. Each student will engage a real-time meeting with a career specialist who assists them with résumé building and interview skills to prepare them for employment. The final product will be assessed.

The department chair will input assessment data and findings into WEAVE, Shepherd's electronic system for assessment reporting. She will make recommendations on continual program development and work with the Alumni Office to track the employment rates of graduates in the proposed major.

Program Review

Shepherd University ensures the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. The department completed a 5-year external review in December of 2018, which required both an internal self-study and an external review by a qualified professional; these documents, in turn, were reviewed by the campus Program Review Committee, the Associate Provost, Provost, and Board of Governors. The review will also be evaluated at intervals along with other university programs by Shepherd's regional accreditor, the Higher Learning Commission (HLC).

As stated by the external reviewer: "The department's bread and butter, criminal justice, is experiencing growth, and there is little affordable competition for students in sociology and criminal justice at any nearby universities (potential students may be instead turning to other

majors at Shenandoah or online programs anywhere). Employment opportunities in that field have also continued to increase nationwide and in the state of West Virginia.

5.2.d. Other Institutions Offering Similar Programs

In the region, our department's competitive advantage is positive. Shepherd University is located in one of the nation's fastest-growing regions. Thus, this time is optimal for a new program since the region's economic opportunities are growing rapidly. We also have a preferred destination for students interested in criminology and criminal justice. In addition, the growth in and changes to our curriculum will make the program well-suited for meeting challenges that may emerge given the changes in higher education within the last five years. When geographic and monetary factors are combined, it is evident that students may desire the more flexible curriculum at Shepherd.

Shepherd is known to routinely serve students in neighboring states since our out-of-state tuition package is often less than most in-state tuition in Maryland and Virginia. Thus, our department has the potential to dominate the immediate region and to remain a destination for students within and outside of the state of West Virginia, especially those who are interested in a four-year degree in the criminal justice. As well, when compared to other leading institutions in the state of WV (e.g., WVU), a recent in-state report cited that Shepherd University, not Marshall, has the second-best academic value in the state after WVU.

The cost of tuition for a single semester at Shenandoah in Winchester, Virginia (geographically, the closest four-year institution) is \$15,000, which is twice as much as Shepherd. Their degree program is a Bachelor of Arts in both criminology and criminal justice. In contrast, our program will have a Bachelor's of Science in Sociology with a concentration in criminology and a Bachelors of Arts in Criminal Justice with two unique career-driven concentrations, which makes our program both more affordable and marketable.

The predominant culture in the region is for youth to contribute to extended family financial support; thus, there is a strong emphasis on engaging in practical pursuits (e.g., part-time and full-time employment). At the same time, many Generation Xers in the region delayed attending college early on but now have a strong desire to return to school and achieve a degree. Our curriculum is also accessible and flexible for supporting working and nontraditional students in the region, many of whom come from low-income households and/or are first-generation college attendees. Our department has experienced continued enrollment in online courses, and two faculty received grants to secure additional online training (i.e., Quality Matters). Given the nationwide shift toward a greater emphasis on distance learning in higher education, combined with the regional need, and an accommodating curriculum, our department is very well positioned to support our students. We support multiple distance learning and learner-centered strategies that serve our community including online and hybrid courses, which have tripled in our program in the last five years.

5.2.e. Needs Assessment

Societal, Occupational, Research, or Public Service Needs

The most tangible benefits from the new Criminal Justice Program will emanate from the career-focused concentrations in the major and the experiential learning components: students will become more skilled and prepared for specialized positions in the field. Graduates will be qualified to work in roles such as park rangers, fish and game wardens, and air marshals. Because of the significant challenges inherent in many careers in law enforcement, jobs in criminal justice are typically well-compensated. For example, police officers and detectives average around \$63,000 annually (with opportunities to earn pay boosts for working overtime and for earning academic degrees) and federal law enforcement officials and other criminal justice professionals can often earn well over \$100,000.

Student Demand for the Program

We anticipate that initial enrollment in the major will be steady with additional benefits extended to the campus and to the State as the major grows. The department's current enrollment and retention trends provide evidence that recent changes in the curriculum have been a success. Hence, we are continuing to meet and reach the demands of the student population. From 2013 to 2017, enrollments declined at Shepherd, and so did the number of majors in the Department of Sociology and Geography. However, since then, the department has changed its name and focus, as well as its recruitment efforts. The name was changed to the Department of Sociology, Criminology, and Criminal Justice, and this was followed by establishing the Criminal Justice Lecture Series and an advisory board of law enforcement professionals. These changes are associated with a 20% increase in majors in less than two years (the department currently has 107 majors).

The relationship between faculty and students is also positive. The external reviewer spoke positively about the student experience in our department: "The students I met all have (or had) strong relationships with faculty and the program provides close attention, 'like a graduate school experience,' a couple of students remarked. They praised certain faculty, both full-time members of the departments and adjunct instructors." Our students have expressed a growing interest in both our department and more opportunities to engage in criminal justice studies.

Beyond the student/faculty experience, Shepherd University's ability to attract students from the tristate area and to extend into new markets beyond is likewise a benefit. Affordable tuition, convenient location, and a reputation for excellence give Shepherd University an advantage over many institutions of higher learning in the region. Its many affiliated partners have also helped to establish our strong reputation in the criminal justice field and this reputation should foster increased student demand for our courses and programs.

Our department understands the needs and goals of students who study in the criminal justice field. According to the external reviewer's report: "the department is quite strong at alumni

tracking, using social media to find out what graduates are doing in a way that would be the envy of any department or alumni office. One effort that facilitates this process are the required internship assignments, which often lead to job placements in the community or opportunities elsewhere (especially given the department's adjuncts and other community connections with criminal justice opportunities), and keeps excellent records of these opportunities. Furthermore, the department supports an impressive list of regional internships, and provides a wonderful set of employment resources on its webpage." Our graduates have performed well, but there is a growing need for forensics programs, intelligence courses, and analysts in the field.

By earning a bachelor's degree in criminal justice, Shepherd University students will position themselves to pursue a broad spectrum of criminal justice careers that connect with their own individual interests and passions as FBI Agents, Crime Lab Analysts, Park Rangers, U.S. Marshalls, Public and Private Security Officers, Correctional Officers, Courthouse Administrators, Loss Prevention Investigators, Corporate Investigators, Victim Advocates, College Professors, Police Detectives, Narcotics Officers, Financial intelligence investigators, Asset Protection Specialists, Youth Support Specialists, Forensic Psychologists and Lawyers.

5.2.f. Additional Resources Needed to Offer the Program

Faculty

Five full-time faculty members, industry-experienced adjunct criminal justice faculty, and other faculty from the Shepherd University will administer the Criminal Justice major. Our department is culturally diverse, and is supported by five tenured faculty holding degrees and specializations in sociology, criminology, and other disciplines that complement the criminal justice program. One faculty member will retire in Spring 2020. Filling this position is critical to the development of the new major and related initiatives. To fully staff the current criminal justice concentration and Crime and Society minor, qualified adjunct faculty are already in place.

The department does not have a full-time tenure-eligible member who is trained primarily in the criminal justice field. Typically, criminal justice specialized courses are taught by adjuncts. Two department members, Howard-Bostic and Darboe are trained in criminology and are qualified to teach classes such as criminology, juvenile delinquency, and gender and crime. Dr. Darboe will retire in Spring of 2020 and the department intends to hire a new faculty member who specializes in criminal justice. This will greatly support the growth and marketability of the criminal justice program.

The criminal justice elective courses in the major will be offered in rotation throughout a four-year cycle. Some funding has been generated through online course delivery. We encourage the development of distance learning options and support faculty training to ensure quality online instruction. In fact, two of the faculty members are Quality Matters certified and a third

has completed the online training for certification through the Center for Teaching and Learning.

As the program grows, we will utilize the revenue to cover the costs of initiatives like virtual cybersecurity lessons, workshops, and project components for criminal justice courses. We aim to bring new majors from the surrounding states that will enhance recruitment, retention and graduation numbers, and we hope to see the new major support itself in tuition dollars over a five-year growth period.

Faculty in the Department of Sociology, Criminology, and Criminal Justice embrace the university's core values of learning, engagement, integrity, accessibility, and community through concrete actions and measurable successes. As a whole, the faculty have been leaders in modernizing the curriculum and community outreach initiatives that help Shepherd become a regional leader in higher education. Our faculty are also excellent advisors. Initially, the impact should be manageable with small but significant increases in class sizes and advising loads. As popularity grows, we may need additional resources.

Facilities Requirements

No additional facilities would be required.

Library

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and periodicals. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as remotely. Users have access to thousands of full-text journals from over 50 databases, including subscription databases such as LexisNexis and JSTOR.

Professional librarians are available to assist faculty and students about 56 hours a week. Librarians teach a one-credit course, "Research Methods and Information Retrieval," and there are regularly scheduled tours, workshops, and orientation sessions for those who need assistance in utilizing the library's materials. Librarians offer tailored information literacy skills class sessions that focus on using the library's databases for research assignments. These sessions are held in the library's instruction lab, enabling students to develop their online searching skills with the assistance of a librarian. The library is normally open 86 hours per week during the fall and spring semesters and has a computer-equipped workroom open 24 hours a day. The reference section of the library is typically open 56 hours weekly during the regular academic year. At present, there are 33 reference lab computers and 8 public computers on the main floor of the library. The 24-hour room has 8 computers; the instruction lab 24, the third floor 10, and 38 are available for checkout.

Since the library provides students with digital access to the major journals, as well as participates in a nation-wide interlibrary loan program, students' ability to access learning material is fully supported.

5.2.g. Instructional Delivery Methodologies to Deliver the Program


Courses in the criminal justice program are offered in a variety of formats (i.e., traditional, hybrid, and online through Sakai [LMS]) with flexible scheduling (morning, day, and night classes). We promote engagement through hosting community events and public lectures and are very forward-thinking in designing and supporting online learning initiatives. In addition, our programs offer rich experiential learning opportunities through the capstone internship which has led to employment.

Partnerships between our department and criminal justice professionals are both unique and successful. These relationships have increased the teamwork capacity of the department and fueled new innovative energy for students. These inter-departmental collaborations offer unique pedagogies and learning tools. We currently have innovative partnerships with programs in environmental studies, psychology, and business. For example, our majors will align criminal justice studies with Geographic Information Systems (GIS) and/or unmanned aerial systems (drones) for data collection using tools that are critical for investigations. They will enroll in courses featuring a host of applications from agriculture and resource management to criminal justice.

Faculty are knowledgeable of contemporary, outside the box curricular ideas, and are able to design these projects within the context of current university requirements. Further, these faculty provide exceptional guidance to help our students and encourage them to use their new skills to achieve various career aspirations. Instructional methods will include, but not be limited to, lectures, online simulations and discussions, and various types of experiential learning such as co-curricular learning projects and a strong internship component in the field.

Summary

Shepherd University is uniquely poised to establish a bachelor's degree program in criminal justice. This major will be built upon the academic and community foundation that has changed and evolved to meet the needs of our society. The Bachelor of Arts in Criminal Justice curriculum with concentrations, course delivery methods, learning strategies, and diverse research initiatives will make the Department of Sociology, Criminology, and Criminal Justice stand out from other criminal justice programs. The department has been at the center of innovative teaching, service engagement, experiential learning, and research initiatives on Shepherd's campus, and we wish to continue this endeavor by expanding our criminal justice offerings.



Our program has also provided a solid foundation for students to develop skills applicable to a wide range of employment opportunities, and with the proposed major, we intend to augment these opportunities. The surrounding geographic region offers various opportunities for both applied research and internships; such practical experiences make graduates more attractive to premier criminal justice organizations and graduate school admissions counselors.

Our faculty engaged students by embracing a shared academic advisement process and have welcomed support from our adjunct faculty to provide networking opportunities for experiential learning. Departmental viability is evident through increasing enrollment numbers over the past three years and student engagement, as demonstrated through the growth of our affiliated student organizations, involvement in social justice activism on campus, and an outstanding record of faculty-led research presentations and publications. Further, the extensive publication and presentation records of our faculty and the impressive emergence of active learning initiatives in the field all showcase our progress and need for a Bachelor of Arts in Criminal Justice.

APPENDIX A-CURRICULUM

Curricular Summary

Overview

Shepherd University currently offers a concentration in criminal justice as part of the sociology major. This degree is a research-focused bachelor of science degree. Many of the existing courses are included in the proposed major in criminal justice. Two concentrations (law enforcement and administration and forensics) in the new major require specific skill-oriented upper-level classes reflecting the occupational structure in the field. This major will unite the programming in our department with more specific professional components in sociology and criminal justice. The curriculum includes 6 new courses (CRIM 301: Social Science Writing-Writing in the major, SOCI 345: Deviance and Social Control, CRIM 399: Transnational Organized Crime, CRIM 399: Ethical Practices, ENVS 389: Introduction to Unmanned Aerial Vehicles, and CRIM 450: Capstone-Field Experience) to solidify the curriculum for criminal justice studies. CRIM 301 is the only new course being introduced to students. This course has been designed to enhance the writing skills of our majors, which is something that has been examined as an immediate need by multiple faculty who teach our upper-division courses. The other five courses are very familiar to our students since they were taught previously as special topics or they have a slight change in the original title.

Curriculum for a Major in Criminal Justice

42-44 Hours – 1 Major Core, 8 Required Courses, 6 Elective Courses, 4 Courses (12-14 Hours) per concentration

The four-year curriculum leads to a bachelor of arts degree in criminal justice. Students choose from one of two concentrations (Law Enforcement and Administration or Forensics) and they must complete a minor. Candidates for this degree are required to complete a minimum of 120 semester hours.

The department and faculty are able to manage the proposed major, even considering the current university-level budget constraints. We plan to grow curricular offerings and consider more options when enrollment growth trends allow for a transition. Concentrations such as Cyber and Homeland Security and Social Justice may be added in the future.

The major in criminal justice provides a unique and exciting opportunity to create specific career tracks for students who will be criminal justice professionals. The major is designed for students seeking to be employed within institutions and agencies that operate to prevent and address criminal activity within society. The criminal justice program offers students a strong liberal arts education designed to enhance understandings of human behavior, culture, and society. Students in the major will examine all components of the criminal justice system, including law enforcement, the court system, and corrections. Courses in criminology, law,

policing, corrections, and sociology help students develop as individuals and responsible citizens. Theoretical and applied learning courses build knowledge and skills applicable to a broad range of opportunities. The department has a long and rich tradition of preparing students for employment in academic, governmental, non-profit, and law enforcement organizations. Students are also encouraged and prepared to pursue graduate studies. Dedicated to excellence in student learning, the department also contributes to the core curriculum and specific degree programs across campus.

The Criminal Justice major has been constructed so that students may explore local and national positions that involve specialized skills. Students will attach a complementary field minor to add additional focus to the degree: suggested minors are Accounting (Forensic Accounting), Anthropology (Forensic Anthropology), Business Administration (Administration), Chemistry (Analyst), Computer and Information Sciences (Analyst), Economics (Administration), Environmental Studies (Investigations), Global Studies (Investigation), Photography/Computer Imagery (Imagery), Political Science (Administration), Psychology (Forensic Psychology), and Women and Gender Studies (Enforcement). Curricula for these minors may be found at <http://catalog.shepherd.edu>.

B.A. in Criminal Justice

Core Curriculum Requirements:

SOCI 203 General Sociology

Meet the 12-hour B.A. Foreign Language Requirement

Total hours required, 42-44 Hours

Required Courses (24 Hours)

CRIM 200: Introduction to Criminal Justice (3 cr)

SOCI 205: Social Problems (3 cr)

**CRIM 301: Social Science Writing (WRITING IN THE MAJOR) (3 cr)*

CRIM 310: Principles of Criminal Law (3 cr)

SOCI 322: Social Theory (3 cr)

CRIM 402: Advanced Criminological Theory (3 cr)

SOCI 403: Race and Ethnic Relations (3 cr)

**CRIM 450: Capstone-Field Experience(CAPSTONE) (3 cr)*

Elective Courses (6 Hours)

Complete two additional 300- or 400-level criminal justice (CRIM) course, PSCI 301, PSCI 303, PSCI 320 or PSYC 365.

Choose one of two concentrations:

Concentration 1: Law Enforcement Administration (12 Hours)

Select four required electives chosen from the following (12 Hours)

- ACCT 201: Introductory Accounting I (3 cr)
- BADM 310: Principles of Management (3 cr)
- CRIM 311: Criminal Justice Procedures (3 cr)
- CRIM 320: Criminal Court System (3 cr)
- CRIM 325: Corrections (3 cr)
- CRIM 340: Treatment and Rehabilitation (3 cr)
- **CRIM 350: Transnational Organized Crime (3 cr)*
- **CRIM 360: Ethical Practices (3 cr)*
- *CRIM 410: Prosecution and Defense (3 cr)
- CRIM 425: Policing (3 cr)
- CRIM 430: Police Organization and Management (3 cr)
- CRIM 440: Probation and Parole (3 cr)

Concentration 2: Forensics (12-14 Hours)

Complete two required courses in Forensics (6 Hours)

- ANTH 316: Forensic Anthropology (3 cr)
- CHEM 250: Intro to Forensic Science (3 cr)

Select two required electives chosen from the following (6-8 Hours)

- ANTH 314: Physical Anthropology and Archaeology (3 cr)
- CHEM 350: Forensic Chemistry (3 cr)
- CRIM 315: Criminal Investigation (3 cr)
- ENVS 390: Geographic Information Systems (4 cr)
- ENVS 395: Advanced Geographic Information Systems (4 cr)
- **ENVS 389: Introduction to Unmanned Aerial Vehicles (3 cr)*
- ENVS 396: Photogrammetry (4 cr)

APPENDIX B: CATALOG LISTINGS AND COURSE DESCRIPTIONS

Current Course Listings:

Accounting

ACCT 201: Introductory Accounting I (3 cr)

Anthropology

ANTH 314: Physical Anthropology and Archaeology (3 cr)

ANTH 316: Forensic Anthropology (3cr)

Chemistry

CHEM 250: Introduction to Forensic Science (3cr)

CHEM 350: Forensic Chemistry (3cr)

Business

BADM 310: Principles of Management (3 cr)

Criminal Justice

CRIM 200: Introduction to Criminal Justice (3 cr)

*CRIM 301: Social Science Writing (WRITING IN THE MAJOR) (3 cr)

CRIM 310: Principles of Criminal Law (3 cr)

CRIM 311: Criminal Justice Procedures (3 cr)

CRIM 315: Criminal Investigation (3 cr)

CRIM 320: Criminal Court System (3 cr)

CRIM 325: Corrections (3 cr)

CRIM 330: The Juvenile Justice System (3 cr)

CRIM 340: Treatment and Rehabilitation (3 cr)

*CRIM 345: Deviance and Social Control (3 cr)

*CRIM 399: Ethical Practices (3 cr)

*CRIM 399: Transnational Organized Crime (3 cr)

CRIM 410: Prosecution and Defense (3 cr)

CRIM 415: Gender and Crime (3 cr)

*CRIM 419: Internship (CAPSTONE) (3 cr)

CRIM 420: Victimology (3 cr)

CRIM 425: Policing (3 cr)

CRIM 430: Police Organization and Management (3 cr)

CRIM 440: Probation and Parole (3 cr)

*CRIM 450: Capstone Field Experience (3cr)

Environmental Studies

ENVS 390: Geographic Information Systems (4 cr)

ENVS 395: Advanced GIS (4cr)

*ENVS 389: Introduction to Unmanned Aerial Vehicles (3 cr)

ENVS 396: Photogrammetry (4 cr)

Political Science

PSCI 301: Public Policy (3 cr)

PSCI 303: Introduction to Public Administration (3 cr)

PSCI 320: American Judicial Process (3 cr)

Psychology

PSYC 365: Drugs and the Brain (3 cr)

Sociology

SOCI 205: Social Problems (3 cr)

* SOCI 310: Social Science Writing (3cr)

SOCI 322: Social Theory (3 cr)

SOCI 403: Race and Ethnic Relations (3 cr)

*Newly created courses that are not currently listed in the course catalog

APPENDIX C: COURSE DESCRIPTIONS

Accounting

ACCT 201: Introductory Accounting I

(3cr) Fundamentals of accounting, including basic accounting models, inventory methods, classified statements, negotiable instruments, internal control, accounting for property and equipment, and special journals in conjunction with sole proprietorships.

Anthropology

ANTH 314: Physical Anthropology and Archaeology

(3 cr) A survey of the origins of humans and the development of prehistoric cultures. A focus on the major forces of human evolution as well as the study of early cultural evolution.

ANTH 316: Forensic Anthropology

(3cr) This class introduces forensic anthropology and explores the human skeleton as a means of reconstructing past lives through the archeological and forensic record. Students will study complete and, when available, fragmentary human skeletal remains and learn to identify the bones of the body, and to determine age at death, sex, presence of disease and other pathologies. Discussion topics will focus on archaeological and forensic applications. Students should expect to spend additional time outside of class to examine skeletal remains discussed in class.

Chemistry

CHEM 250: Introduction to Forensic Science

(3cr) CHEM 250 is a one-semester survey lecture course for students interested in the hard sciences underlying forensic investigations. This course is suited for a broad spectrum of majors, not just science majors. Topics include studies of drugs of abuse, fingerprinting, crime scene search techniques, and many others. A special aspect of the course is case scenarios and discussions based on the outcome of real-life investigations. Prerequisites: One year of college-level science.

CHEM 350: Forensic Chemistry

(3cr) Forensic chemistry is a course for students interested in the hard-sciences underlying forensic investigations. This course is suited for chemistry or biology majors. Forensic chemistry is a one-semester survey course that includes many topics. These topics include studies of drugs of abuse, forensic instrumentation, forensic laboratory analysis, and many others. A special aspect of the course is case scenarios and discussions based on the outcome of real-life investigations. Prerequisites: CHEM 315.

Business

BADM 310: Principles of Management

(3 cr) Foundations of the study of management; introduces the major functions of management (planning, organizing, leading, and controlling); examines the management process from a managerial perspective, focusing on the skills, competencies, techniques and knowledge needed to successfully manage an organization; explores concepts and analyses of the behavioral aspects of organizations, expansion of integrative and human skills to form a strategic vision, setting objectives, crafting a strategy and then implementing it.

Criminal Justice

CRIM 200: Introduction to Criminal Justice

(3 cr) This course will provide an overview of the criminal justice system, its history, its philosophical development, and its contemporary configurations. Issues of law enforcement, adjudication, and corrections will be covered. Students will examine career opportunities and requirements in the criminal justice field and will become familiar with local, state, and national criminal justice systems.

***CRIM 301: Social Science Writing (WRITING IN THE MAJOR) (3 cr)**

(3 cr) With the creation of a 300-level WM course (SOCL 301: Social Science Writing) for majors in both the B.S. in Sociology and the proposed B.A. in Criminal Justice, this course will become the Capstone for the B.S. The core codes and catalog language, therefore, needs to change. [NOTE: the proposed B.A. will have a different course designated as the Capstone]. This will better prepare students in the B.S. program to conduct research, apply theory, and write scientifically.

CRIM 310: Principles of Criminal Law

(3 cr) This course explores the nature, origins, and general principles of criminal law. It examines pertinent aspects of federal and state criminal law, and concentrates on specific issues of interest to law enforcement including an examination of procedural law. Recent court decisions will be discussed and selected criminal offenses will be analyzed.

CRIM 311: Criminal Justice Procedures

(3 cr) Constitutional analysis of criminal procedure that focuses primarily on the Fourth, Fifth, and Sixth Amendments; the right to be free from unreasonable search and seizure, the privilege against self-incrimination, and the right to counsel. The course examines the need to protect the public and enhance law enforcement efficiency and the need to protect individual defendants from abuse at the hands of the state.

CRIM 315: Criminal Investigation

(3 cr) This course examines the fundamental principles of criminal investigation with concentration on the following areas—report writing; sources of information including witnesses, complainants, victims, observation, physical description, identification, interviews,

interrogation, modus operandi, informants, surveillance, and undercover techniques; crime scene search, collection, preservation, and processing of physical evidence; and raids, arrests, search, seizure, and case preparation.

CRIM 320: Criminal Court System

(3 cr) This course will focus on the jurisdiction policies and procedures of criminal courts in the administration of justice. The role of the courts is pursued in determining social policy as it relates to criminology. Also, a complete survey of the criminal court system from local to state to federal jurisdiction will be taken.

CRIM 325: Corrections

(3 cr) This course provides a general overview of the American corrections system and a survey of today's most pressing correctional problems. The philosophy of punishment will be extensively discussed, and major emphases will be on the nature of the prison experience, alternatives to incarceration, judicial intervention into correctional affairs, and the controversy concerning the effectiveness of rehabilitation programs. Previously titled Penology.

CRIM 330: The Juvenile Justice System

(3cr) This course provides an in-depth examination of the philosophic, economic, political, and social factors leading to the establishment of the juvenile justice system in the United States. Crime patterns of youth, police-juvenile relations, and correctional practices for juveniles are sample topics. *Previously titled Juvenile Justice Procedures.*

CRIM 340: Treatment and Rehabilitation

(3cr) This course provides an in-depth examination of legal and social agencies aiding in the treatment of the offender, including the rise of specialty courts in the United States. A survey of treatment theories that influence and alter the attitudes, values, and behaviors of inmates and those recently released from correctional institutions are other topics. *Previously titled Correction Procedure.*

*CRIM 345: Deviance and Social Control

(3 cr) This course examines social norms and discusses why individuals and groups violate them. Students will examine the social construction of deviance by questioning who creates norms and laws, and who enforces them, with particular attention paid to resulting social inequality. The application of sociological theory and concepts will demonstrate the differential social power in society and how it operates to ensure conformity. Prerequisite: SOCI 203.

*CRIM 399: Ethical Practices

(3 cr) This course provides a broad understanding of ethical operations in the criminal justice system from a professional responsibility lens. The various philosophies of accountability, supervision, and organizational culture and their role in reducing unethical behavior will be discussed. The central objective of the course is to familiarize the student with the basics of ethical conduct within law enforcement as well as morality and the law. Prerequisite: SOCI 203.

*CRIM 399: Transnational Organized Crime

(3 cr) This course examines current transnational crime issues and their effect on society. Transnational crime transcends all traditional geographic borders and operates as an international growth industry. The course focuses on some of the main pillars of transnational crime: human trafficking, drug smuggling and the tie to terrorism, money laundering, wildlife trafficking and weapons trafficking. The connection between these illegal activities and state corruption and terrorism will be examined, as well as the growing influence these illicit organizations are having on legitimate businesses and national economies. Finally, the course will explore what is being done globally to combat these issues. Prerequisite: SOCI 203.

CRIM 410: Prosecution and Defense

(3 cr) Behavioral and legal analysis of the stages and procedures of a criminal case including initial appearance, bail, preliminary hearing, grand jury, arraignment, suppression hearings, trial, and sentencing. Emphasis is on bail reform, plea bargaining, screening, diversion, speedy trial, insanity defense, discovery, and the role of the defense attorney, prosecutor, and judge. Included is an examination of the court system as a social institution of human actors who exercise extensive discretion within the boundaries of the law.

CRIM 415: Gender and Crime

(3cr) Gender and Crime explores the intersection between gender/women and crime. Such experiences are explored in an examination of gender constructionism, women's historically disadvantaged status in a patriarchal society, and the multiple ways through which law, and the criminal justice system in particular, help maintain modern systems of patriarchy. We will discuss violence toward women alongside possible interventions and solutions to crime issues. The course provides an understanding of the nature and extent of women as offenders, as victims and as workers in the criminal justice system. The course will examine theories related to crime and victimization among adolescent females and women. We will review the historical and present-day experiences of women as professionals in policing, courts, law, and corrections.

CRIM 425: Policing

(3cr) This course provides an overview of the history of policing in the United States, the functions of the police in modern society, and how those functions have evolved and continue to evolve in light of political, economic, and technological developments. An emphasis is placed on analysis of contemporary research as well as classical analyses of police behavior. *Previously titled Police and Community Relations.*

CRIM 430: Police Organization and Management

(3cr) This course provides an overview of the history of policing in the United States, the functions of the police in modern society, and how those functions have evolved and continue to evolve in light of political, economic, and technological developments. An emphasis is placed on analysis of contemporary research as well as classical analyses of police behavior. *Previously titled Police and Community Relations.*

CRIM 440: Probation and Parole

(3 cr) This course examines the history, objectives, performance, and future of the full range of probation, parole, intermediate sanctions, and community corrections services viewed as integral parts of the formal criminal justice process. Research and policy developments, training and personnel issues, what works with different classes of offenders (including juveniles), the pre-sentence investigation/reporting system, sentencing and incarceration, recidivism rates, legal issues, public perceptions, and trends within the system are among the topics covered.

*CRIM 450: Capstone-Field Experience (CAPSTONE)

(3 cr) This course is a planned program of fieldwork and participant observation in a selected criminal justice agency or community-based organization. Students will work with the internship coordinator to select an appropriate agency for placement. Once placement is approved, an internship supervisor from the internship agency and fieldwork activities will be assigned by the agency as deemed appropriate. Learners will participate in a supervised field experience enabling an integration of major theories into practice and the ability to master practical writing and oral presentation skills. They will also demonstrate the capacity to utilize the fundamental concepts of the social sciences (e.g. culture, social structure, inequality, social roles, etc.). Learners are required to turn in related assignments utilizing an online 'web enhanced companion' to submit their internship journals, site contracts, and other writing assignments. To demonstrate an ability to do organizational analysis of the work site, utilizing the analytical frameworks discussed in upper-division social science courses, learners are required to write a final paper and an "Internship Journal" to document the fieldwork experience. Additionally, all students enrolled will complete a resume workshop to prepare for prospective employment. This course may not be repeated. Prerequisites include junior or senior standing; 2.5 minimum overall GPA; and permission of sociology faculty.

Environmental Studies

ENVS 390: Geographic Information Systems

(4 cr) A course in geospatial concepts, GPS systems, remote sensing and emerging mapping technologies. The course will focus on applications of Geographic Information Systems (GIS) to the environmental sciences and other disciplines. These systems employ computers to store, retrieve, transform, and display spatial data and have a myriad of applications in environmental studies and fields such as geography, engineering, sociology, criminology, archaeology. The laboratory focuses on data acquisition, data analysis and vector analysis, using a variety of spatial sources, and introduces current GIS computer software applications. Prerequisites: 4 credits of lab science OR permission of instructor.

ENVS 395: Advanced GIS

(4cr) An advanced course in Geographic Information Systems (GIS) in which students explore methodologies of applying GIS to real-world problems. Topics include GIS model building using advanced analysis techniques, 2D, 3D and GIS visualizations and animations, collaborative web mapping and scripting. Students will complete individual term projects that employ GIS to address specific research questions in environmental science or other disciplines. The

laboratory component includes both online and in-class GIS modeling with data and questions drawn from current real-world problems or questions. Prerequisites: ENVS 390.

***ENVS 389: Introduction to Unmanned Aerial Vehicles**

Unmanned Aerial Vehicles (UAV) are being utilized in a number of fields, including agriculture for crop monitoring, insurance for assessing structures, and law enforcement for crime or disaster management. FAA Part 107 regulates UAV flights, setting the parameters for where, when, and how a UAV can be legally flown. This course will cover the material needed to obtain a commercial drone pilot license associated with the Part 107 guidelines, how to safely pilot a drone, and best practices in data collection, including creating flight plans and proper ground control. Prerequisite: ENVS 201, 202 and labs or permission of instructor.

ENVS 396: Photogrammetry

(4cr) Photogrammetry is the science of making geospatial measurements from photographs and has extensive environmental, military, commercial, planning and humanitarian applications. This course will cover photogrammetry as employed within the sciences and applications of these techniques to field analysis. Topics include photogrammetric systems, techniques in the visible and infrared portions of the electromagnetic spectrum, digital imagery and applications such as topographical mapping, archeological discovery and geological investigations. Prerequisites: [ENVS 390](#) or permission of instructor.

Political Science

PSCI 301: Public Policy

(3 cr) Study of public policy development and implementation in the United States, with emphasis on the ways in which cultural, political, and institutional factors may inhibit or expedite pursuit of public policies designed to meet societal needs and with consideration of selected contemporary issues of public policy within this framework. Prerequisites: [PSCI 100](#) or [101](#) or permission of instructor.

PSCI 303: Introduction to Public Administration

(3 cr) An introductory study of the development, organization, procedures, processes, and human relations factors in governmental administration. Particular emphasis will be placed on the study of administrative practices in the federal, state, and local governments in the United States. Prerequisites: [PSCI 100](#) or [101](#) or permission of instructor.

PSCI 320: American Judicial Process

(3 cr) The purpose of this course is to introduce students to the American judicial process. Topics to be covered include basic legal concepts, civil law procedures, and criminal law procedures. Prerequisites: [PSCI 100](#) or [101](#) or permission of instructor.

Psychology

PSYC 365: Drugs and the Brain

(3 cr) Psychopharmacology is the study of drugs that influence mood and behavior. This course will address principles of drug action, basic physiological mechanisms by which psychoactive drugs work, drugs used to treat mental/emotional/neurological disorders, and drugs of abuse. Social issues surrounding drugs will be only briefly discussed, as it is most important to understand drug mechanisms and effects before forming opinions on social policy. Students will be required to write a research paper on a topic of interest to them within the field. *Previously titled Psychopharmacology.* Prerequisites: [PSYC 101](#).

Sociology

SOCI 205: Social Problems

(3 cr) In large, complex, heterogeneous, and rapidly changing societies, social problems are inevitable consequences. The problems may vary in their nature, extent, and volume but the negative impact has equally significant implications for all aspects and members of the society. Although these problems are an integral aspect of society, their impact needs to be and can be controlled within a normal range. In order to ameliorate the negative consequences of these social conditions so that they do not reach a pathological state, it is imperative to understand their source, nature, and effects. This course examines these aspects of various social problems and the suggested corrective strategies to deal with them.

* SOCI 310: Social Science Writing

(3 cr) Students will receive guidance in developing skills for writing analytical research papers. Students will summarize and critique published research utilizing APA-style guidelines. Peer-review will foster a community of scholars, and multiple assignments and revisions will strengthen writing skills and substance. The course culminates in the submission of a literature review of a research topic chosen by the student. SOCI 301 is the writing-intensive course in the Department of Sociology, Criminology, and Criminal Justice. Prerequisites: ENGL 101 and 102

SOCI 322: Social Theory

(3 cr) This course introduces the student to the fundamental forms of social thought. The philosophical beginnings of social theory are presented in order to form the basis for the analysis of classical social theory. The influence of social conditions and classical social theory is discussed in order to trace the development of contemporary social theory. *Previously numbered SOCI 410.* Prerequisites: [SOCI 203](#).

SOCI 403: Race and Ethnic Relations

(3 cr) The content of the course goes beyond the literal meaning of its title. It involves an analysis of stratification based on race, ethnicity, gender, class, and other social categories such as caste. Such a structure is not deliberate, but rather dictated by the inextricable relationship and uniformity of the consequences of the various forms of stratification. While emphasis is placed on the social arrangements in the American society, the issues are also examined from a cross-cultural perspective. The course tries to provide a general theoretical framework of stratification by exploring the factors, the process, and the consequent tensions and hostilities associated with it.

*Newly created courses that are not currently listed in the course catalog

Shepherd University Board of Governors
February 13, 2020
Agenda Item No. 4

TASK FORCE UPDATE

Chair Lewis and Task Force Committee chairs will present updates to the Board as to ongoing activities of the Task Force. Chair Lewis will then be available for any questions from members of the Board.

ATHLETIC PROGRAMS

Chair Lewis has worked with the Athletics Department to help develop the vision for next steps in developing new sports which can foster enrollment growth and broader enhancement of the University. Mr. Lewis will lead an open discussion of this during the Board meeting, to explore possible areas of consensus to help the Athletics staff in their planning efforts.

PRESIDENT'S REPORT

Advancing Shepherd University

Director of Marketing and Digital Strategy: On Monday, February 17, Shelley Wetzel will be joining the Office of University Communications as the Director of Marketing and Digital Strategy. A Shepherd alumna, Shelley earned a Bachelor of Science degree in business administration, with a minor in computer science, and holds an M.B.A. in marketing from Salisbury University. During her career, Shelley has held a variety of positions in both higher education and the private sector. She brings to Shepherd a strong skill set in marketing (as a principal in her own marketing firm and as marketing manager/director for several companies) and in web management (as the director of web development/communications at Salisbury University). Shelley will join us at the February 13 BOG meeting.

Director for the Office of Sponsored Programs (OSP): On Monday, February 17, Madge Morningstar will be joining the OSP as the new Director. Madge brings a solid background of experience in the multi-faceted grant processes, primarily in the nonprofit sector. Her vast and varied professional experiences provide the abilities and skills to be a remarkable Director for the OSP. She is excited to become a member of the Shepherd and to work with those on campus to ensure successful grant submissions. A small advisory group comprised of PIs will help Madge navigate the State, Federal, and Foundation grant opportunities available and appropriate to our campus needs. Madge will join us at the February 13 BOG meeting.

Legislators' Forum on Education: Dr. Jennifer Penland, Director of the School of Education, served on a panel titled "Reimagining Teacher Preparation" during the fourth annual Legislators' Forum on Education and the Economy held November 20 in Charleston. Penland was one of four panelists who talked about effective teacher preparation and how teacher preparation programs can incorporate micro-credentialing structures and other innovative practices to help both new and existing teachers utilize student data to personalize learning.

Five-week Summer Program for Incoming Freshmen: Shepherd is developing a summer academic program to give Fall 2020 freshman students a jump start on their college careers. The five-week residential program, which will begin in July, will offer college courses, study skills, and time management seminars that will help ensure a successful start for the students' college career. Faculty in the Center for Teaching and Learning are leading a working group in the development of the program.

Volunteer Income Tax Assistance Program: For the 2019 tax season, more than 15 Shepherd accounting students and faculty will help taxpayers take advantage of special tax credits for which they may qualify such as the earned income tax credit or child tax credit through the Volunteer Income Tax Assistance (VITA) program. Operating under the umbrella of MountainHeart Community Services, Inc. and sponsored by the Internal Revenue Service, VITA is a nationwide program that helps those with disabilities, limited incomes, and limited English-speaking skills with free tax preparation.

Dr. Heidi Hanrahan Gives Keynote: Dr. Heidi Hanrahan, Professor of English and 2018 WV Professor of the Year, gave the keynote address during the December 12, 2019, doctoral hooding ceremony at her alma mater, University of North Carolina at Greensboro. The address, "We Are All Bound Up Together," was inspired by poet Frances Watkins Harper's 1866 speech at the National Women's Rights Convention.

MOU Signed with Department of Veterans Affairs: Shepherd’s Center for Regional Innovation, Shepherdstown-based KRM Associates, Inc., and the Medical Device “Plug-and-Play” Interoperability and Cybersecurity Lab at Massachusetts General Hospital in Cambridge, Massachusetts, have signed a MOU with the U.S. Department of Veterans Affairs (VA) to support advanced and emerging medical device and cybersecurity research and knowledge sharing. Shepherd and the VA are collaborating with the three private-sector organizations in order to refine existing and emerging cybersecurity standards and practices for network-connectable medical devices, medical device data systems, and related health technology.

Shepherd Success Academy (SSA) Receives \$10,000 Grant: Shepherd received a \$10,000 grant from the Carlson Family Foundation that will enable the SSA to provide student scholarships to purchase needed materials such as books, online resources, laptops, or tablets to use in their classes. The SSA is designed to provide additional support and services to students who have been identified as those who may struggle during their first semester in college.

Nursing Students Take Anti-Vaping Message to Local Middle School: A group of Shepherd nursing students taking the Population Health class spent the Fall semester spreading the word to middle school students that vaping is hazardous to their health. The nursing students were assigned to Harpers Ferry Middle School for the clinical portion of the class and worked with the school nurse to identify a good topic to research and created a PowerPoint presentation titled “Escape the Vape.”

Shepherd CPA Exam Pass Rate: Shepherd accounting students ranked nationally for certified public accountant exam pass rates for first-time takers in 2018. Shepherd students ranked 28th out of 242 institutions nationwide with 10 to 20 first-time test takers. Additionally, Shepherd had the second highest pass rate in the state of West Virginia for first-time testing events. Shepherd had the highest statewide pass rate in the state in 2017, 2015, and 2014.

Endowment for Art and Theatre: The Shepherd University Foundation announced the endowment of an award in support of programs that enrich the lives of students, faculty and staff, and the community through exhibits, lectures, residencies and workshops in art and theater. The Dow Benedict Endowment for Art and Theatre is being created to support faculty excellence and programming. Some areas of support will include: gallery exhibitions, artist in residence and workshops.

Scholarship Created for Education Majors: The Shepherd University Foundation announced the creation of a scholarship award in support of WV students majoring in education. The Paul V. Armstrong and Judy Harris Armstrong Education Scholarship was established by alumni Paul and Judy Armstrong, who both majored in education at Shepherd. The couple’s gift was inspired by Shepherd’s Last Dollar Fund, which provides gap funding for deserving Shepherd students.

SSA Receives Benedum Foundation Grant: Shepherd will be able to expand the SSA, doubling the number of students the program assists, thanks to a \$78,000 grant from the Claude Worthington Benedum Foundation. Students in the program have weekly meetings with a coach who works with them throughout the first semester by creating a personalized plan to help them maintain good grades and positive relationships on campus. The program also connects students to key campus resources.

Photobiomodulation Therapy Conference: The School of Nursing hosted a Photobiomodulation Therapy (PBMT) and Wound Management conference on January 29. The interactive training course outlined a model for understanding PBMT mechanisms, discussed established protocols utilized for wound care and oral mucositis, and reviewed case studies showing the effective application of PBMT.

2020 West Virginia Mother of the Year: Dr. Chiquita Howard-Bostic, Associate Professor of Sociology and Chair, Department of Sociology, Criminology, and Criminal Justice, was named the 2020 West Virginia Mother of the Year®. She is being recognized for her work as community advocate and parent volunteer who educates students about anti-human trafficking, multicultural justice, dating violence prevention, and financial/environmental sustainability. Howard-Bostic, along with honorees from states across the U.S., will be recognized during the 85th National Convention of American Mothers, Inc. in D.C. this April. She will also serve as an ambassador for WV mothers during visits with members of Congress.

Scholarship for Appalachian Studies Minors: The Shepherd University Foundation announced the endowment of a scholarship award in support of undergraduate students pursuing a minor in Appalachian studies. The Sue Stewart and Hansel Bailey Scholarship in Appalachian Studies is designated in support of students who have chosen the Appalachian studies minor to accompany their major field of study and who demonstrate exceptional promise in the program. The award was created by Dr. Sylvia Bailey Shurbutt, Director of the Center for Appalachian Studies and Communities, in honor and memory of her parents.

West Virginia Sports Hall of Fame Inductee: Former head football coach Monte Cater will be a 2020 inductee into the WV Sports Hall of Fame, as selected by the WV Sports Writers Association, at the 74th annual Victory Awards Dinner on May 3 in Charleston. Cater retired after the 2017 football season as the Mountain State's all-time winningest college football coach. He led the football team for 31 years to a 245-93-1 record and 72.4 winning percentage. His teams won a state record 17 conference titles—a record 13 in the West Virginia Conference and four in five years in the Mountain East Conference.

FY2020 Pending Grant Proposals to Date: January 2020

Submitted and awaiting decision on award.

Total current pending proposals to date: \$2,366,231

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.

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.

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.

Institute of Museum and Library Services (IMLS) INSPIRE! Grants for Small Museums: \$20,847 for 1 year: May 1, 2020 – April 30, 2021

Unbroken: Freedom and Slavery in the Lower Shenandoah Valley

Requested funding would support the George Tyler Moore Center (GTMC) for the Study of the Civil War, proposed programming and exhibition would explore freedom and slavery in the lower Shenandoah Valley during the Civil War era. The project will be led by Dr. James Broomall, with collaborative assistance from Shepherd Department of History faculty and faculty from other regional campuses.

West Virginia Building Resources in Diverse Geographic Environment (BRIDGE) Grants Program: \$25,000 for one year: January 15, 2020 – December 31, 2020

Voices from the Misty Mountains, Reclaiming Our Story for a New Appalachia: An Appalachian Institute for Community Leadership

Requested funding would support Shepherd faculty, Spring Mills High School administrators and teachers, and invited speakers to lead a 12-week seminar for Eastern Panhandle teachers and community leaders. The proposed program aims to train high school, middle school and elementary public school teachers and community leaders to become mentors and advocates for the diverse stories of the youth and children living in this unique region of the country. The project will be led by Dr. Sylvia Shurbutt, Director of the Center for Appalachian Studies and Communities.

NSF EPSCoR Summer Undergraduate Research Experience (SURE): \$129,180 for 3 years: February 1, 2020 – January 31, 2023

Shepherd Opportunity to Attract Research Students IV (SOARS IV)

Requested funding would support stipends for 10 students to participate in research projects over the summer of each project year. If awarded, this would be the third SURE project at Shepherd, building on remarkable previous success. This project will be led by Dr. Robert Warburton, Dean, College of Science, Technology, Engineering and Mathematics.

EPA Environmental Educational Grant Program, \$133,467 for 2 years: August 1, 2020 - July 31, 2022

Stimulating environmental stewardship through beekeeping and honey-bee habitat restoration and conservation

Proposal, submitted by Professor Jeff Groff of the Department of Environmental and Physical Sciences, to hold one-day workshops at Shepherd's main campus and Tabler Farm on beekeeping, honey-bee biology, honey-bee environmental ecology, and the importance of pollinators to agriculture. The workshops will target community groups including K-12 students, university students, and veterans. Each group selected to participate will also receive a \$2,500 sub-award to establish honey-bee colonies in their home community and to engage in a community environmental stewardship project to restore or conserve habitat beneficial to honey bees and other pollinators. Lead Project Director: Dr. Jeff Groff, Associate Professor of Physics, and Chair, Department of Environmental and Physical Sciences.

DOE Student Support Services Program, \$253,032/year for 5 years: September 1, 2020 – August 31, 2025 Shepherd University's TRiO Student Support Services Program Note: Grant period is five (5) years, but directions explicitly required one (1) year budget only - \$253,032

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, Director of Trio Programs.

National Science Foundation \$1000,000 for 1 year: June 1, 2020 - May 31, 2021

Shepherd University Cyberinfrastructure and Regional Connectivity Planning

This planning grant will work to identify and develop the most cost effective way to connect our campus to Internet2 national backbone. While CAAREN Points Of Presence (POPs) are the closest to us and most strategically located, we plan to explore other options and potential connectors as well. These will include WVNet, operated by WVU, MAX, operated by the University of Maryland at College Park, and MARIA operated by Virginia Polytechnic Institute. Lead Project Director: Mr. Jason Miller, Assistant Professor of Computer Science.

FY2020 Awarded Grant Proposals to Date: January 2020

Total FY2020 projected grant revenue: \$2,039,481

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: Three grants awarded totaling \$26,977 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); and (3) Faculty Research Enhancement Awards and Undergraduate Scholarships (\$17,000).

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.

HRSA Advanced Nursing Education Workforce (ANEW) Program, \$2,697,023 for 4 years: July 1, 2019 – June 30, 2023; FY2020: \$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.

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; Extended to March 31, 2020
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 Bureau of Senior Services, \$2,500 for 1 year: July 1, 2019 – June 30, 2020
Ageing Well Workshop at Shepherd

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

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.

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 Department of Natural Resources (WVDNR) Cooperative Agreement, \$8,965 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; FY2020: \$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.

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.

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.

Title IV-E Human Services Grant, \$340,157 for 1 year: July 1, 2019 – June 30, 2020

Awarded proposal renews funding for an existing subsidy for the Social Work program at Shepherd that trains future workers in the Foster Care and Adoption programs in West Virginia. Lead Principal Investigator: Dr. Geraldine Crawley-Woods.

DOE Student Support Services Program, \$921,001 for 5 years: September 1, 2015 – August 31, 2020; (End Date Extended) 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; (End Date Extended to April 30, 2020) FY2020: \$43,060

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.

National Science Foundation EPSCoR Research Infrastructure Improvement Program Track-1: Gravitational Wave Astronomy and the Appalachian Freshwater Initiative, \$20,189 for 1 year: August 1, 2019 – July 31, 2020

Shepherd Opportunity to Attract Research Students (SOARS)

Funding provides salary and travel support for students and faculty working as part of a newly established research consortium (housed across numerous institutions) in the strategic area of gravitational wave detection. Research on gravitational wave detection, and outreach efforts emerging from this research, make use of the Robert C. Byrd Green Bank Telescope in Green Bank, WV. The Shepherd portion of the collaboration is led by Dr. Jason Best, Professor of Astronomy and Astrophysics and Director of Strategic Research Initiatives.

Claude Worthington Benedum Foundation Grant, \$78,000 for 1+ years: January 2020 – June 2021

Awarded funds enable expansion to the SSA. The Academy will hire an additional fulltime Success Coach, an additional graduate student, double the number of students served, and implement a peer mentor program, purchase tablets and laptops to assist Academy students, and partner with local high schools by sharing resources and assisting with college preparation. The peer mentor program will consist of five former members of the Academy; each will be paid a stipend. Lead Principal Investigator: Holly Morgan Frye, Interim Vice President for Student Affairs.

Carlson Family Foundation, \$10,000 for 1 year; December 2019 – December 2020
Shepherd Success Academy

Awarded funds enable the SSA to provide students with scholarships to purchase needed materials such as books, online resources, laptops, or tablets to use in their classes. Lead Principal Investigator: Holly Morgan Frye

Academic Affairs

Faculty/Administration

Dr. Jennifer Penland, Director, School of Education, contributed a chapter to the newly released “*Handbook of Research on Literacy and Digital Technology Integration in Teacher Education*” with IGI Global. Dr. Penland co-wrote the chapter “Perceptions of New Realities for the 21st Century Learner” with Dr. Kennard Lavers, Assistant Professor of Computer Science at Sul Ross State University in Texas. The chapter explores the use of virtual and mixed realities in the classroom.

A composition by Dr. Mark Andrew Cook, Professor of Music, received a semifinalist award in the 2019 American Prize in Composition Band Division. Dr. Cook received the award for his composition “Dawn at Fox Gap,” which was premiered during an April 2018 concert by the Shepherd Wind Ensemble under the direction of Dr. Scott Hippensteel, Associate Professor of Music.

Enrollment Management

Admissions welcomed two new counselors and is now fully staffed. Jessica Gill and Kahlen Browning both joined the team in early January 2020. Jessica graduated from West Virginia University and brings admissions experience from Blue Ridge Community Technical College. Kahlen is a 2018 Shepherd graduate with a degree in Business Administration and brings experience from the hospitality industry.

The offices in the division of Enrollment Management have been focused on the January 13 opening of the spring 2020 semester and the admissions and enrollment build for Fall 2020. Post-opening work continues as we assist students with financial aid, dropping/adding classes, and clearing their spring semester bill. The official spring enrollment census will be taken near the end of February.

Concurrently with the spring semester enrollment build, work continues on the admissions build for the Fall 2020 semester. The offices are working to organize Accepted Students Day, scheduled for Saturday, February 29, as well as an Open House on March 28. The Financial Aid and Admissions offices have been working diligently with Ruffalo Noel-Levitz (RNL), creating a financial aid offer video which will complement the physical offer letter mailed to new students. Financial aid offer packaging is set to begin in early February, with the video distribution to follow.

Office of Financial Aid

The Financial Aid Office is now fully staffed. Jessica Binkley was welcomed to the team in December 2019 in the role of Assistant Director of Financial Aid. Jessica earned her bachelor’s degree from Stevenson University with an MBA from American Public University. She brings experience in financial aid from American Public University, having served as senior financial aid advisor.

Office of the Registrar

The Office of the Registrar, in cooperation with University Communications, has successfully designed, piloted, and launched an online graduation application process, streamlining the application process for the students, eliminating costs and processing of paper applications, and providing enhanced data for the alumni office as they begin to build relationships with future alumni.

Student Veteran Attends National Conference

Student Veteran James Joyner attended the Student Veterans of America National Conference in Los Angeles on January 3-5. NatCon is the largest annual gathering of student veterans in the country. Over 2,000 vets attended the conference, including higher education leaders, advocates, policy makers and stakeholders dedicated to leadership and improving veteran success attended. This trip was made possible through a WISH grant.

Orientation Step 1: Advisement and Registration / Step 2: New Student Welcome and Convocation

Shepherd welcomed new students on January 10 during which they participated in Convocation, heard remarks by the Student Government Association Secretary, 2018 West Virginia Professor of the Year Dr. Heidi Hanrahan, and closing remarks by Dr. Scott Beard. Following Convocation, students learned about *Creating a Culture of Respect* from the Director of Social Equity, Inclusion, and Title IX and her team. During the second half of the day, students registered for Spring 2020 courses.

New Graphic Identity for the SSA

The Office of Student Success, in collaboration with University Communications, created a new graphic identity for the SSA. This logo, designed with the program's mission in mind, will be featured prominently on resources for Academy students and future promotional materials to establish a consistent and recognizable brand in local high schools.

Takestoc – Anti-Tobacco Program

Shepherd is now tobacco free thanks to the hard work of the Takestoc Committee, Take Smoking and Tobacco Off Campus. Funded through a Tobacco Free Generation Campus Initiative grant, the Health Center is now transitioning from awareness to full compliance.

Teladoc

The Health Center is taking the lead on encouraging students, faculty and staff to enroll in Teladoc. In addition to new marketing plans, the Center is now equipped with a tablet designated for students to register online for this new healthcare option.

Multicultural Leadership Team (MLT) Celebrates Through Service

Twenty-one members of the MLT honored Dr. Martin Luther King, Jr. by volunteering at Children In Need, Inc. (CIN) in Hagerstown, MD. CIN is a non-profit organization founded to provide children in Washington County, Maryland the necessities needed for learning. CIN serves more than 1,104 client families, including 2,700 children. The MLT separated and organized donations for local children.

***I am Jane Doe* Documentary Screening**

To bring awareness to the tragedy and reality of human trafficking and how this growing epidemic impacts us locally, Multicultural Student Affairs is partnering with community organizations by showing *I am Jane Doe* Documentary on January 30. The documentary will be followed by a discussion with an expert from the Eastern Panhandle Empowerment Center. *I Am Jane Doe* follows the cases of middle-school and high school age girls who were trafficked for sex. Their mothers waged a legal battle against Backpage.com and a U.S. Senate investigation ensued.

Counseling Services

Counseling Services is providing multiple training and educational programs to residence life, athletics, fraternity and sorority life, and the general student populace with the goal of increasing the success and retention of our students. These programs include TIPS (alcohol education), ScreenU (substance use online screening), QPR (suicide prevention through learned intervention tactics), CPE (Certified Peer Educator), and eCheckup to Go (online screening for alcohol and marijuana usage).

University Police Department

Autism Training

Dr. Marc Ellison, Executive Director of the WV Autism Training Center at Marshall University, provided a three-hour training for the University Police Department offering best practices for police who respond to incidents involving students with mental health and/or who are on the autism spectrum. This training, held at the request of the Department, coordinated by Counseling Services and was provided at no cost to Shepherd.

University Development

Comprehensive Fundraising Report: 7/1/19 through 12/31/19 - 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 for the same period during the past three fiscal years. It includes results from fund raising programs managed through the Shepherd University Foundation and Shepherd Athletics.

- During the first six months of the academic year, a total of \$2,515,303 was pledged and paid in new charitable gifts. Gift category results are summarized as follows:
 - Gifts and pledges for annual giving programs yielded \$735,550.
 - Private gifts designated to named endowments equaled \$1,771,463
 - Endowment gifts included \$100,000 in deferred gifts.

Support by donor categories, with comparative data from the same reporting period over the past two years, shows a decreased number of donors. Review of gifts indicates a timing issue with the annual alumni sustaining membership mailing. The mailing schedule was moved to May 2019, 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. Total dollars raised from new annual and endowment gifts increased by 16.4% over the same six-month period in 2019.

**SHEPHERD UNIVERSITY
COMPREHENSIVE
FUNDRAISING SUMMARY**

Gift Category	7/1/19-12/31/19		7/1/18-12/31/18		7/1/17-12/31/17	
Annual Giving	\$735,550		\$1,060,989		\$696,512	
Endowments	\$1,771,463		\$1,036,602		\$318,051	
Capital	\$8,290		\$63,190		\$87,290	
Total:	\$2,515,303		\$2,160,781		\$1,101,853	
Donor Category	# Donors 7/1/19- 12/31/19	\$ Donors 7/1/19- 12/31/19	# Donors 7/1/18- 12/31/18	\$ Donors 7/1/18- 12/31/18	# Donors 7/1/17- 12/31/17	\$ Donors 7/1/17- 12/31/17
Alumni	823	\$428,499	1,108	\$682,917	1,065	\$377,745
Friends	820	\$522,390	781	\$660,541	632	\$239,074
Corporations/Foundations	140	\$138,823	181	\$149,575	135	\$146,787
Others/Estates/Trusts	147	\$1,425,591	59	\$667,748	110	\$338,247
Total:	1,930	\$2,515,303	2,129	\$2,160,781	1,942	\$1,101,853

First Day of Giving | Wednesday, March 11 | Goal 350 Gifts

On March 11, Shepherd will launch its first Day of Giving, a one-day fundraising event for all members of the Shepherd community. Alumni, students, faculty, staff and friends are being actively encouraged to “Leave their Mark” at Shepherd. The goal is to engage donors and connect them with funding opportunities campus-wide that meet their philanthropic interests.

All campus clubs, organizations and academic units have the opportunity to reach their alumni, parents and friends to raise needed support. All funds raised must be for use on campus and 100% of funds raised on each campaign page will go toward each unit’s effort. No administrative or credit card fees are charged - all are covered by the Shepherd University Foundation.

Led by Stacy McFarland, Foundation staff members are working with deans, chairs, faculty and staff to ensure campus-wide participation which includes the following:

- Working with the Shepherd University Foundation to set-up a giving page;
- Attendance of at least one member at a training session in mid-February;
- Creation of a short video stating the need;
- Active and engaged participation of members as advocates before and during the Day of Giving to solicit donations online for each program; and
- Possibility of advance calling to promote Day of Giving.

Additionally, individual donors and volunteers are being personally encouraged to act as advocates to promote gifts throughout their social media networks. Matching gifts and challenge gifts are being recruited among our leadership boards and certain specific giving programs.

For questions and more information on how to participate, please contact Stacy McFarland, Director of Annual Giving, smcfarla@shepherd.edu (304) 876-5526, or Monica Lingenfelter, mlingenf@shepherd.edu (304) 876-5286.

Athletics

Men's Basketball

The men's basketball team has been playing well over the first half of the season. They currently have a record of 9-12 overall and are 5-10 within the conference.

Women's Basketball

The women's basketball team has been playing very well over the first half of the season. They currently have a record of 16-5 overall and are 10-5 within the conference.

Spring Sports

The spring season for baseball, softball, men's and women's tennis, women's lacrosse and men's golf is upon us. The baseball team began competing on January 31, and the other spring sports seasons will begin mid-February.

Shepherd University Athletic Club (SUAC)

The SUAC completed the "Thankful to be a Ram" campaign on December 15. The campaign, with a goal to continue to raise awareness about SUAC, went very well. The softball team raised more than \$7,000, and the women's lacrosse team more than \$3,500. The overall campaign collected more than \$15,000, which is \$4,000 more than the 2018 campaign. SUAC is gearing up for the annual "Giving Day" on March 11 and is planning several additional events to continue branding during the spring semester.

Capital Projects

Byrd Science

CJL Engineering has finalized the assessment for the mechanical upgrades, including an improved heat recovery system and more efficient propane boilers. A meeting was held on January 15 to determine the best and most economical approach to the project, and the decision was made to begin with replacing the electric boilers with more efficient propane ones, which will comprise the first phase. 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. The work will begin in FY2020 with anticipated completion in FY2021. 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.

Frank Arts

Door seals have been installed on one room to determine the type and style to order for the remaining doors identified for upgrades. All approved work will be completed in FY2020.

Knutti Hall

Bushy, Feight Morin (BFM) conducted the pre-bid meeting on January 17. Bids will be accepted on February 4. Work will begin soon after, weather permitting. Both the foundation and associated repairs, including proper drainage, and the roof are included in the total project. However, the first phase will address only the foundation and drainage.

Snyder Hall

Emergency repairs were performed on the rooftop unit week of January 13. An existing motor from Shepherd inventory replaced the one which had become inoperable, rendering the building without heat.

Student Center

BFM conducted the pre-bid meeting for the entire roof replacement on January 23. Bids will be accepted on February 13. Work will begin soon after, weather permitting.

Wellness Center

The decision was made to install a new, dual pool heating system consisting of two propane boilers. To save costs for FY2020, the first boiler was installed the week of January 20, replacing the original heater which had far exceeded its useful life. The second will be installed in FY2021. This will result in a more efficient operation, including maintenance and utility costs.

Upcoming Events

Thursday, February 13 – Monday, February 17

“Finders, Buyers, Traders, Makers: Artwork from the Personal Collections of Shepherd Art Faculty,”
CCA - Phaze 2 Gallery

Monday, February 17

President’s Lecture Series, “Credibility Assessment for Our Security: Technologies, Tests, and Research Tools,” with Dr. Robert Cutlip, Robert C. Byrd Center for Congressional History and Education (CEC) auditorium. Sponsored by the President’s Office and Lifelong Learning.

Friday, February 21

Screening of “*Toni Morrison: The Pieces I Am*,” by Timothy Greenfield-Sanders, Reynolds Hall. Discussion led by Dr. Chiquita Howard-Bostic. Sponsored by Shepherdstown Film Society and Scarborough Society.

Wind Ensemble Concert, Frank Center Theater. A free pre-concert lecture describing the works will begin at 7 p.m. Sponsored by the School of Music.

Saturday, February 22

Shepherd Jazz Festival, middle and high schools jazz groups from the region perform throughout the day, concluding with an exhibition performance by the Shepherd University Jazz Ensemble at 5 p.m. Sponsored by the School of Music.

Thursday, February 27

Salon Series, Lynne Mackey, pianist performs International Miniatures, W.H. Shipley Recital Hall. Sponsored by Jefferson Security Bank and the School of Music.

Friday, February 28

Black Huntington, an Appalachian Story, and the Rise of the African American Middle Class in West Virginia, with Dr. Cicero Fain, CEC auditorium.

Friday, March 6

Screening of “*Maiden*” by Alex Holmes, Reynolds Hall. Discussion led by Bill Neufeld and Ksusha Lowry-Neufeld. Sponsored by Shepherdstown Film Society and Scarborough Society.

Tuesday, March 10

Speak Story Series, featuring Charlotte Blake Alston, Reynolds Hall. Sponsored by the Center for Appalachian Studies and Communities.

Wednesday, March 11

Day of Giving 2020 - For questions and more information on how to participate, please contact Stacy McFarland, Director of Annual Giving, smcfarla@shepherd.edu (304) 876-5526, or Monica Lingenfelter, mlingenf@shepherd.edu (304) 876-5286.

Friday, March 13

Screening of “*Kedi*” by Ceyda Torun, in Turkish, Reynolds Hall. Discussion led by Dr. Rachel Krantz. Sponsored by Shepherdstown Film Society and Scarborough Society.

Friday, March 20

Spring Break Holiday – University Closed Half Day

Tuesday, March 24

President’s Lecture Series, “Is History Relevant,” with Dennis Frye, CEC auditorium. Sponsored by the President’s Office and Lifelong Learning.

Thursday, March 26

Salon Series: Robin Rhodes and Friends, W.H. Shipley Recital Hall

Friday, April 3

Relay for Life, Wellness Center

Saturday, April 4

A Musical Showcase for Scholarship, featuring Shepherd alumni, faculty and students, Frank Center Theater.

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

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
February 13, 2020
Agenda Item No. 7-a

ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT

The Academic Programs and Development Committee representative will lead a discussion with the Board on the ACF Annual Report, as presented by Dr. Max Guirguis, ACF University Representative, Professor of Political Science, and Co-Chair, Department of Political Science and Global Studies. The presentation will include an overview of ACF activities and concerns of the Council. The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of higher education faculty. Dr. Guirguis reports to the campus about the activities of the ACF may be viewed as part of the Faculty Senate Minutes at <http://www.shepherd.edu/senate/faculty-senate-minutes>.

Shepherd University Board of Governors
Report to the Academic Programs and Development Committee
February 13, 2020
Agenda Item No. 7-b

IMPLEMENTATION OF FACULTY WORKLOAD POLICY UPDATE

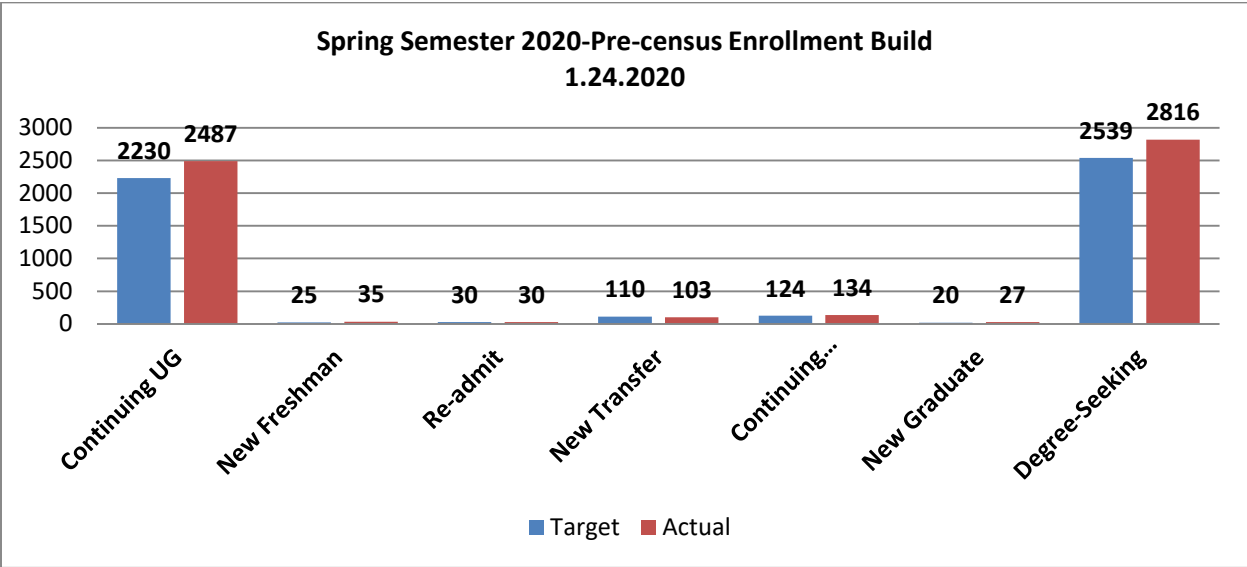
As was noted in November when the Board adopted amendments to the Faculty Personnel Policies in BOG Policy 19, the Faculty Senate and Provost had already begun the process of consulting together toward the development of the implementation of the newly proscribed quantitative measure of faculty workload. The Senate completed its deliberations and recommendations on February 3, 2020.

Dr. Scott Beard, Provost, and Dr. Chris Lovelace, Faculty Senate President, will provide a full update to the Committee.

ENROLLMENT MANAGEMENT UPDATE

Spring Semester 2020 Enrollment Build

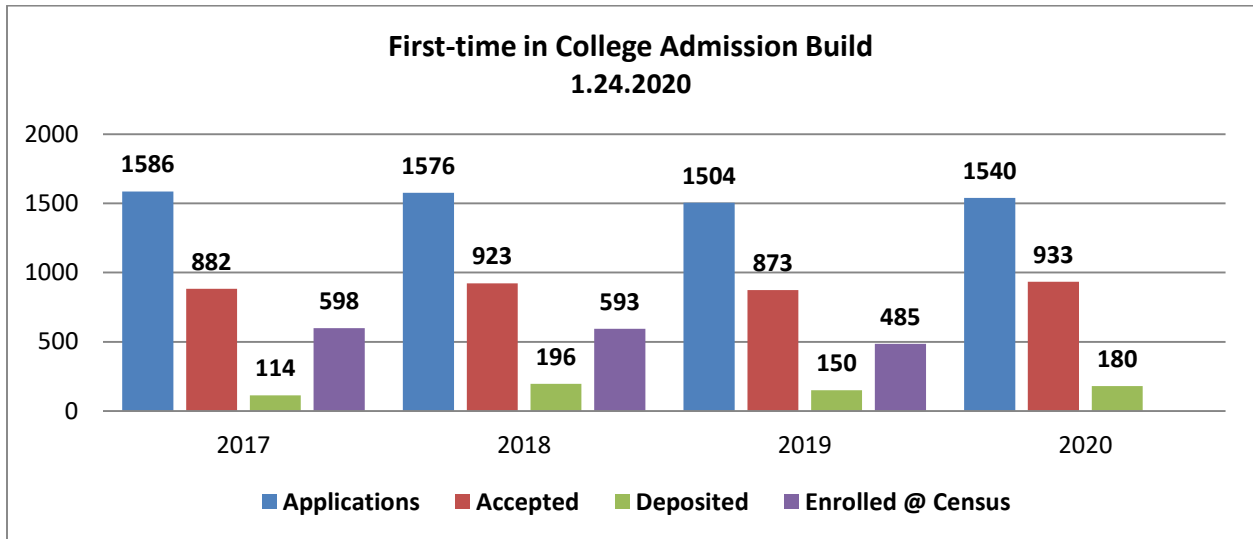
The spring semester census will be taken in mid-February and finalized by March 1. As of January 24, the total number of undergraduate and graduate, degree seeking students was 2,816. Total University headcount including non-degree students was 3,123. Ninety-two percent of undergraduate degree seeking students, enrolled Fall 2019, persisted and enrolled for the spring semester. Ninety-two percent of graduate students, enrolled Fall 2019, persisted and enrolled for the spring semester. One-hundred sixty-eight new first-time in college (FTIC), transfer, and readmit students enrolled for the spring semester.



Fall Semester 2020 Admission Build

- Since going live with the Common App on October 4, 2019, 515 students from seven different states, have submitted their admission application using the Common App solution. The breakdown of student applications by state shows Maryland (50%), Virginia (20%), West Virginia, (8.5%), and D.C. (6%). Top five majors include business, undecided, nursing, biology, and psychology.
- The Student Search Database has yielded a 4% return rate. The typical average return rate on search names is ~2%. In January, a marketing campaign was launched, targeting students who reside in Maryland and Virginia promoting the tuition freeze, Metro and Merit scholarships.

- Financial aid and scholarship packaging for 2020-2021 began on February 6. Approximately 375 new FTIC students in the first batch are ready to be packaged and mailed the financial aid offer. The Ruffalo Noel Levitz (RNL) Personalized Financial Aid (FinAid) Video solution will be sent following the offer letter.
- The transfer student marketing campaign launched the beginning of February. The campaign will include digital marketing, geo-targeting, all community college campuses Shepherd has agreements with, direct-mail, and we are exploring outdoor advertising (billboard) in targeted locations.
- Accepted Student Day, for all accepted and deposited students, is scheduled for February 29. Students who attend the event will have an opportunity to register early for Orientation Step 1, receive their student ID, attend a special housing presentation and meet-and-greet, have individual appointments with a financial aid counselor, as well as explore and sign-up for TRiO or the Shepherd Success Academy.
- Spring Open House is scheduled for March 28.
- High School Counselor workshop is scheduled for April 3, and will include a tour of the Agricultural Innovation Center (Tabler Farm).



Shepherd University Board of Governors
Report to the Enrollment, Student and Community Affairs Committee
February 13, 2020
Agenda Item No. 8-b

CHARTWELLS STATUS AND THIRD-PARTY FOOD VENDOR UPDATE

Mr. Jack Shaw, Vice President for Campus Services, will provide an update to the Enrollment, Student and Community Affairs Committee regarding Chartwells Status and possible third-party vendors that could be incorporated into food services operations.

QUARTERLY FINANCIAL REPORT: 2nd 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 2nd Quarter of 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 (year-to-date) comparison to FY2019.

Overview of Comparison: 2nd Quarter FY2020 compared to 2nd Quarter FY2019

- **2.6%, (\$333,000)**, decrease in Cash and Cash Equivalents
- **12.8%, (\$391,000)**, decrease in Accrued Liabilities
- **1.7%, (\$312,000)**, decrease in Total Operating Revenues
- **4.5%, (\$1.3 million)**, decrease in Total Operating Expenses
- **3.0%, (\$2.1 million)**, decrease in Net Position

STATEMENT OF NET POSITION

Assets

Total Assets: \$138.9 million – 3.6% decrease; (\$5.2 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. Decreases are partially offset by the increase in Accounts Receivable (net).

Cash and Cash Equivalents – \$12.4 million – 2.6% decrease; (\$333,000)

At the end of the 2nd Quarter FY2020, the University had sufficient cash and other resources on hand to meet operating and capital requirements.

Days Cash: 95

While Cash balances **decreased** from 2nd Quarter FY2019 to 2nd Quarter FY2020 by **2.6%, (\$333,000)**, cash increased from year-end FY2019 by **30%**, in the amount of **\$2.85 million**. The \$2.85 million increase in cash is primarily comprised of the proceeds from the capital loan from HEPC in the amount of **\$1.2 million** and the increase in the appropriation in the amount of **\$1.5 million** (year-to-date). The remaining \$150,000 is a result of operational outcomes.

Accounts Receivable – \$15.2 million – 2.2% increase; \$320,000

The increase in student receivables results mostly from unpaid balances on student accounts. Student accounts are routinely billed in November, at the time of registration for the spring semester. Billings for the current spring semester were delayed until early December due to the Banner 9 conversion, which may result in a lag in payments on the accounts.

Grants and Contracts Receivable (net) – \$221,000 – 42.9% decrease; (\$166,000)

The largest variance from FY2020 to FY2019 is the timing of receivable received from the ground lease rent and other expense reimbursements from Potomac Place in the first quarter. Prompt billing and the decreased grant portfolio contribute to the decrease in this receivable.

Capital Assets (net) – \$110.3 million – 4.2% decrease; (\$4.8 million)

Capital Assets are presented net of Accumulated Depreciation.

The year-to-date addition to Accumulated Depreciation is \$3.1 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. However, several capital projects will begin later in this fiscal year to reduce the level of deferred maintenance and related expensive repair costs.

Liabilities

Total Liabilities: \$67.7 million – 3.9% decrease; (\$2.7 million)

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

Accounts Payable – \$464,000 – 49.2% decrease; (\$449,000)

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.

Accrued Liabilities – \$2.7 million – 12.8% decrease; (\$391,000)

A portion of this variation is related to the change method of reporting faculty pay for faculty members who choose to spread their pay over the full 26 pay periods, rather than the period of their contract.

Debt Obligation to the HEPC – \$1.4 million – 350% decrease; (\$1,050)

Loan proceeds from the HEPC in the amount of \$1.2 million were received for several FY2020 capital projects approved by the Board of Governors in FY2019. In addition, a payment of \$150,000 was remitted to HEPC for a portion of the remaining balance of the Sara Cree Demolition project loan.

STATEMENT OF REVENUES, EXPENSES AND OTHER CHANGES

Operating Revenues: \$18.0 million – 1.7% decrease; (\$312,000)

The University's Operating Revenues continue to decline year-over-year. Operating Revenues are **down 1.7%**, compared to the 2nd Quarter 2019. However, when comparing Operating Revenues from the 2nd Quarter FY2019 to the 2nd Quarter FY2018, the decrease was **3.6%**. This indicates that the rate of decline is slowing.

Tuition and Fee Revenue (net) – \$8.3 million – 2.3% increase; \$188,000

The modest Tuition and Fee increase demonstrates the conservative and accurate projection for FY2020 enrollment. The year-to-date revenue is 57.2% of budget, which is slightly higher than projected. However, the scholarship allowance that offsets the gross tuition and revenue could be somewhat understated as a result of the delay in student billing (as noted in the prior "Accounts Receivable") section.

Contribution to the increase in revenue is evidence of continued efforts to improve the retention rate and increase recruitment efforts in counties of our surrounding states. The rate of decline continues to be the focus of the enrollment and recruitment staff. "Free Community College" in West Virginia and Maryland was also considered in the FY2020 enrollment projections. The mix of in-state and out-of-state students and the modest increase in Tuition and Fee rates for FY2020 further affect this increase.

Auxiliary Enterprises Revenue – \$6.6 million – 5.1% decrease; (\$352,000)

Decreases are in Bookstore, Housing, Dining, Wellness Center and the Student Center, with a small increase in Athletics. This aligns with the decrease in enrollment and is offset, in most instances, by a reduction in related auxiliary expense (see below*).

Operating Expenses: \$26.9 million – 4.5% decrease; (\$1.3 million)

The University expended 48.2% of budgeted Operating Expenses at the end of the 2nd Quarter FY2020. Substantial efforts are ongoing to reduce core operating costs through budget monitoring and responsible spending with the intent to counteract the declining enrollments.

Auxiliary Enterprises Expenses – \$5.2 million – 8.9% decrease; (\$511,000)

*The auxiliary expenses decreased in Bookstore, Housing, Dining, and Wellness Center in excess of the decrease in revenue and the Student Center also decreased, but less than the decrease in revenue. The increase in Athletics expenses exceeded the increase in revenue.

Non-Operating Revenues and Expenses: \$8.9 million – 17.5% increase; \$1.3 million

Total Non-Operating Revenues and Expenses for the 2nd Quarter FY2020 increased by **17.5%, \$1.327 million**, compared to 2nd Quarter FY2019.

State Appropriations – \$6.3 million – 31.1% increase; \$1.5 million (\$753,000/quarter), as a result of additional State support for the current fiscal year. This increase was granted to establish more comparable funding levels for the four-year Universities within the State of West Virginia (\$2.7 million), as well as partial funding (\$312,287) for the Governors proclaimed 5% average state employee pay increase, (\$2,160 per full-time employee), which was not implemented at Shepherd.

Non-Operating Federal Revenue – \$2.3 million – 10.6% decrease; (\$276,000)

This line is for PELL. It would be expected that the PELL awards be smaller in conjunction with the enrollment decline.

Gifts – \$853,000 – 12.1% increase; \$92,000

This revenue is generated by contributions from the Foundation. The majority is in the form of student scholarships.

Summary:

Total Net Assets: \$70.5 million – 3.0% decrease; (\$2.1 million)

This relatively small decrease continues to be directly related to the University's decline in significant capital investments and decline in student enrollment. However, efforts to reduce expenses is contributing to the improvement of operational results. While Operating Revenues declined by 1.7%, Operating Expenses declined by 4.5%. This is more apparent when comparing the change in actual dollars for Operating Revenues (\$312k) and for Operating Expenses (\$1.261) million. In conclusion, it is encouraging to see that the year-to-date increase in Net Position for FY2020 is positive \$69,000, while the prior year amount is negative (\$2.2 million). Many of the cost savings measures implemented to date are creating positive results. The University is engaged in continuous efforts for all areas of revenues and expenses to eliminate the deficit that has been present since FY2015.

Table 1

Shepherd University
Statement of Net Position
FY20 - For the Quarter Ending December 31, 2019
(Dollars in Thousands)

	QTD Actual 12/31/19	QTD Actual 12/31/18	% Change
ASSETS			
Current assets:			
Cash and cash equivalents	12,427	12,760	-2.61%
Accounts receivable net	15,201	14,881	2.15%
Grants and contracts receivable, net	221	387	-42.89%
Inventories	-	1	-100.00%
Loans Receivable	35	100	-65.03%
Other assets	300	315	-4.76%
Total Current assets	28,184	28,444	-0.91%
Noncurrent assets:			
Investments	-	-	n/a
Loans receivable, net	256	283	-9.54%
Capital assets net	110,309	115,144	-4.20%
Other Noncurrent assets	187	218	-14.2%
Total Noncurrent assets	110,752	115,645	-4.23%
TOTAL ASSETS	\$138,936	\$144,089	-3.58%
Total Deferred Outflows of Resources (GASB 68)	\$1,180	\$847	39.32%
TOTAL ASSETS & DEFERRED OUTFLOWS	\$140,116	\$144,936	-3.33%
LIABILITIES			
Current liabilities:			
Accounts payable	464	913	-49.18%
Accrued liabilities	2,663	3,054	-12.80%
Deferred revenue	17,063	17,610	-3.11%
Deposits	149	174	-14.37%
Long-term liabilities - current portion	2,824	2,733	3.33%
Total Current liabilities	23,163	24,484	-5.40%
Noncurrent liabilities:			
Advances from federal sponsors	42	159	-73.58%
Other post employment benefits	8,256	9,007	-8.34%
Compensated absences	468	428	9.35%
Net pension liability	239	267	-10.49%
Debt obligation due Commission	1,350	300	350.00%
Leases Payable	297	114	160.53%
Bonds Payable	33,927	35,692	-4.95%
Total Noncurrent liabilities	44,579	45,967	-3.02%
TOTAL LIABILITIES	67,742	70,451	-3.85%
Total Deferred Inflows of Resources (GASB 68)	2,277	1,798	26.64%
TOTAL LIABILITIES & DEFERRED INFLOWS OF RESOURCES	70,019	72,249	-3.09%
NET POSITION	70,544	72,687	-2.95%
TOTAL LIABILITIES AND NET POSITION	\$140,563	\$144,936	-3.02%

Table 2

Shepherd University
Budget to Actual Report
FY20 - For the Quarter Ending December 31, 2019
(Dollars in Thousands)

	Revised Annual Budget	YTD Actual	\$ Variance	% Budget
OPERATING REVENUES				
Tuition and Fees	\$14,519	\$8,298	\$6,221	57.2%
Federal Grants and Contracts	1,227	485	742	39.5%
State and Local Grants and Contracts	4,637	2,285	2,352	49.3%
Private Grants and Contracts	151	-	151	0.0%
Sales and Services of Educational Activities	31	16	15	51.6%
Auxiliary Enterprises	13,637	6,613	7,024	48.5%
Other Operating Revenues	392	322	70	82.1%
TOTAL OPERATING REVENUES	34,594	18,019	16,575	52.1%
OPERATING EXPENSES				
Instruction	18,258	8,654	9,604	47.4%
Academic Support	3,192	1,686	1,506	52.8%
Student Services	3,790	1,823	1,967	48.1%
Scholarships & Fellowships	2,768	1,425	1,343	51.5%
Operations and Maintenance	4,489	1,835	2,654	40.9%
Institutional Support	5,767	2,960	2,807	51.3%
Research	248	131	117	52.8%
Public Service	210	97	113	46.2%
Auxiliary Expenses	10,312	5,220	5,092	50.6%
Depreciation Expense	6,700	3,060	3,640	45.7%
Transfers and Other (Additions) Subtractions	-	-	-	n/a
TOTAL OPERATING EXPENSES	55,734	26,891	28,843	48.2%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	12,684	6,342	6,342	50.0%
Nonoperating federal revenue	5,200	2,318	2,882	44.6%
Investment Income	219	75	144	34.2%
Interest on capital asset related debt	(1,340)	(675)	(665)	50.4%
Loss on disposal of equipment	-	(2)	2	n/a
Gifts	1,500	853	647	56.9%
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	8,902	9,344	48.8%
OTHER REVENUES, EXPENSES, GAINS OR LOSSES				
Capital grant	-	39	(39)	n/a
Increase (Decrease) in Net Position	(2,894)	69	(2,963)	-2.4%

Table 3

Shepherd University
Statement of Revenues, Expenses and Other Changes
FY20 - For the Quarter Ending December 31, 2019
(Dollars in Thousands)

	Revised Budget FY20 Annual	YTD Actual 12/31/19	YTD Actual 12/31/18	% Change	\$ Change
OPERATING REVENUES					
Tuition and Fees	14,519	\$8,298	\$8,110	2.3%	\$188
Federal Grants and Contracts	1,227	485	569	-14.8%	(84)
State and Local Grants and Contracts	4,637	2,285	2,365	-3.4%	(80)
Private Grants and Contracts	151	-	-	n/a	-
Sales and Services of Educational Activities	31	16	15	6.7%	1
Auxiliary Enterprises	13,637	6,613	6,965	-5.1%	(352)
Other Operating Revenues	392	322	307	4.9%	15
TOTAL OPERATING REVENUES	34,594	18,019	18,331	-1.7%	(312)
OPERATING EXPENSES					
Instruction	18,258	8,654	9,075	-4.6%	(421)
Academic Support	3,192	1,686	1,702	-0.9%	(16)
Student Services	3,790	1,823	1,685	8.2%	138
Scholarships & Fellowships	2,768	1,425	1,375	3.6%	50
Operations and Maintenance	4,489	1,835	2,119	-13.4%	(284)
Institutional Support	5,767	2,960	3,027	-2.2%	(67)
Research	248	131	134	-2.2%	(3)
Public Service	210	97	108	-10.2%	(11)
Auxiliary Expenses	10,312	5,220	5,731	-8.9%	(511)
Depreciation Expense	6,700	3,060	3,196	-4.3%	(136)
Transfers and Other (Additions) Subtractions	-	-	-	n/a	-
TOTAL OPERATING EXPENSES	55,734	26,891	28,152	-4.5%	(1,261)
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	12,684	6,342	4,836	31.1%	1,506
Nonoperating federal revenue	5,200	2,318	2,594	-10.6%	(276)
Investment Income	219	75	87	-13.8%	(12)
Interest on capital asset related debt	(1,340)	(675)	(693)	-2.6%	18
Loss on disposal of equipment	0	(2)	(1)	100.0%	(1)
Gifts	1,500	853	761	12.1%	92
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	8,902	7,575	17.5%	1,327
OTHER REVENUES, EXPENSES, GAINS OR LOSSES					
Capital Grant	0	39	-	n/a	39
Increase (Decrease) in Net Position	(2,894)	69	(2,246)	20.3%	\$2,315

Shepherd University Board of Governors
Report to the Finance and Facilities Committee
February 13, 2020
Agenda Item No. 9-b

CAMPUS FACILITIES MASTER DEVELOPMENT PLAN UPDATE

The University President constituted a Campus Master Development Plan Committee in the Fall to review and update the Plan approved by the BOG in late 2013. State law requires the Board to complete an update of the Plan and it is subject to further approval by the HEPC. To allow HEPC review to occur at its April meeting, the Shepherd BOG must approve the Update not later than the first week of March.

The Committee has been working steadily to complete the work of the Update, with the hope of making Shepherd BOG review and approval possible at the February meeting. An additional Committee meeting is scheduled for February 10, 2020, at which final approval of the Update by the Committee is anticipated. University staff will distribute the Update to Board members, together with a supplemental agenda page.

Shepherd University Board of Governors
Report to the Finance and Facilities Committee
February 13, 2020
Agenda Item No. 9-c

RESIDENCE HALLS – MATTRESS AND FURNITURE FIVE-YEAR REPLACEMENT PLAN

Mr. Shaw will provide the Finance and Facilities Committee with the Residence Halls – Mattress and Furniture Five-Year Replacement Plan.

KNUTTI HALL RENOVATIONS PROSPECTUS

Knutti Hall, constructed in 1903, continues to be a signature structure for the campus and a critical component of our academic instruction. Home to the departments of Communication, Education, English and Modern Languages, and History, it is vital to the University's operations.

The current shingled roof is twenty-six years old. Storm damage in 2018 has accelerated the need to move this roof project to a high priority.

Staff have briefed the Board previously on the ongoing water-damage issues in the foundation of the building. Inadequate gutters along the rooflines, an inadequate number of downspouts, and collapsed drainage lines that date to the construction of the building are all contributing to a water infiltration that the century-old foundation cannot resist.

The renovation project will improve the gutters and downspouts and will provide effective routing of rainwater to new underground drain lines. The renovation work will also include repairs and moisture control for the foundation, which will finally allow the basement instructional spaces to be utilized without threat of routine flooding.

This project has been included in our capital initiatives list for the Board in each of the last two fiscal years. It was reported in June 2019 at an estimate of \$1.55 million for roof and foundation components.

The proposed Project Budget consists of :

A&E Expenses: \$35,000

General Contractor: \$1.5 million (Estimate – staff will provide an updated Project Budget at the Board meeting, based upon bids which are projected to be opened on February 13, 2020, at 3:00 p.m.)

These expenses are included in our existing E&G Capital Budget planning.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the Knutti Hall Renovations Project and budget, as presented in the Agenda Book of February 13, 2020, and as supplemented at the board meeting.

PROPOSED 2020-2021 HOUSING, DINING AND OTHER FEES

Tuition and Fees

	FY2020	Proposed FY2021	Increase
Undergraduate in-state	7,784	7,784	-0-
Undergraduate out-of-state	18,224	18,224	-0-
Graduate in-state (credit hour)	475	475	-0-
Graduate out-of-state (credit hour)	689	689	-0-

Residence Life and Dining Services

Proposed Room Rates

Residence Life proposes no rate increases to our apartment and suite styled housing (including Potomac Place) and a slight decrease in our traditional style housing which includes Shaw and Thacher Halls. Traditional housing, with a roommate, will decrease \$86/semester. The upsell premium for a single in traditional housing will be reduced from 45% to 33% with a resulting decrease in cost of \$462/semester. Based on local market housing studies and analysis of our regional peers, we know holding rates is necessary to rebuilding on-campus occupancy. We target the reduction to traditional housing, particularly with the single rate, in hopes of rebuilding occupancy in our lowest occupancy style.

Proposed FY2021 Room Rates:	Double	Single	Double	Single
	FY2020	FY2020	FY2021	FY2021
Traditional Housing	\$2,926	\$4,239	\$2,840	\$3,777
Westwoods/Miller	\$3,177	\$4,289	\$3,177	\$4,289
Potomac Place	\$3,317	\$4,479	\$3,317	\$4,479
Apartments	\$3,395	\$4,579	\$3,395	\$4,579
Apartments (Deluxe)	\$3,535	\$4,769	\$3,535	\$4,769

Proposed Board Rates

Dining Services proposes no rate increase for three of the four traditional meal plans and a slight reduction to one of the plans offered to students at Shepherd. In order to leave board rates the same or reduced, we are re-engineering each plan with slight reductions in the total package of meals and dining dollars. The Deluxe Block 300 (currently 300 meals/\$200 dining dollars) will change to the Block 225 (225 meals with \$600 dining dollars). The Basic 19 will continue to be the Basic 19 with a slight reduction of dining dollars (from \$75 to \$50). The Flex 15 (currently 15 meals/week with \$125 dining dollars) will become the Flex 14 (14 meals/week with \$115 dining dollars). The Block 190 (currently 190 meals with \$250 dining dollars) will become the Block 150 (150 meals with \$500 dining dollars).

Proposed FY2021 Board Rates:		
	FY2020	FY2021
The Deluxe Block 300/225	\$2,449	\$2,449
The Basic 19	\$2,195	\$2,195
The Flex 15/14	\$2,119	\$2,119
The Block 190/150	\$2,169	\$2,099

Course Fees

A number of academic course fees are proposed as new fees or additions to existing fees. The University applies these individual fees so expenses, which are unique and specific to individual courses, are incurred only for those students who have chosen those areas of study. (Descriptions for each fee follow the table below.)

Org.	Fund	Baccalaureate Unit	Fee Type	Current Fee	Proposed Fee For FY2021	Total Increase	% Increase
102320	322047	MUSC 230 Woodwind Techniques I	Course	\$74	\$148	\$74	100%
102320	322047	MUSC 231 Woodwind Techniques II	Course	\$64	\$128	\$64	100%
102320	322047	MUSC 232 Brass Techniques	Course	\$63	\$126	\$63	100%
102320	322047	MUSC 233 String Techniques	Course	\$56	\$112	\$56	100%
102320	322047	MUSC 239 Guitar Techniques	Course	\$33	\$66	\$33	100%
202220	322049	ART 240	Special course fee (flat)	\$75	\$95	\$20	27%
202220	322049	ART 250	Special course fee (flat)	\$75	\$95	\$20	27%
202220	322049	ART 340	Special course fee (flat)	\$75	\$95	\$20	27%
202220	322049	ART 350	Special course fee (flat)	\$75	\$95	\$20	27%
202730	322049	FREN 102	Course (bill)	\$25	\$31	\$6	24%
202730	322049	FREN 204	Course (bill)	\$25	\$31	\$6	24%
202730	322049	GERM 102	Course (bill)	\$25	\$31	\$6	24%
202730	322049	GERM 204	Course (bill)	\$25	\$31	\$6	24%
202730	322049	SPAN 102	Course (bill)	\$25	\$31	\$6	24%
202730	322049	SPAN204	Course (bill)	\$25	\$31	\$6	24%
202730	322049	SPAN 302	Course (bill)	\$25	\$31	\$6	24%
203200	322045	School of Education	Major	\$100	\$120	\$20	20%
203610	322045	Graduate Studies, MAT Program	Major	\$0	\$20	\$20	100%

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approve the adjustments to Housing, Dining, and Other Fees for FY2021, effective August 2020, as presented in the Agenda materials of February 13, 2020.

Shepherd University Board of Governors
February 13, 2020
Agenda Item No. 11

UNIVERSITY BRANDING, MARKETING AND MESSAGING INITIATIVE

The University President and the Chair will discuss with members their initiative to establish a University Branding, Marketing and Messaging Committee which will work with the newly appointed Director of Marketing and across the campus to enhance the University's "brand" and market position.