



# SHEPHERD UNIVERSITY

## BOARD OF GOVERNORS

**SGA Member Reception - 12/2/25**



## Meeting Agenda

December 18, 2025

## Board Members

Dr. James Cherry, Chair

Austin J. Slater, Jr., Vice Chair

Susan Mentzer-Blair, Secretary

Gat Caperton

Lara Omps-Botteicher

Henry Kayes, Jr.

Bernard Lee Snyder

Jonathan Mason

Tyler Furbee, Student

Guillermina Garcia Moore

Dr. Heidi Hanrahan, Faculty

Danielle Stephenson, Classified Staff

Dr. Mary J.C. Hendrix, President



## Board of Governors Meeting

December 18, 2025

Wellness Center – Multipurpose Room (#213/215)

Shepherdstown, WV

4:15 – 6:00 p.m.

[Zoom Link](#) / Meeting ID: 841 2094 7055 / Passcode: 418759

### AGENDA

- |           |  |                        |
|-----------|--|------------------------|
| 4:15 p.m. | 1. <b>Call to Order</b>                | Chair Dr. James Cherry |
| 4:16 p.m. | 2. <b>Public Comments</b>              |                        |
| 4:18 p.m. | 3. <b>Oath of Office – New Members</b> |                        |

#### Consent Agenda

- |           |  |              |
|-----------|--|--------------|
| 4:22 p.m. | 1. <b>Consent Agenda Items</b>                                       | Chair Cherry |
|           | a. First Consent Agenda  |              |
|           | i. Approval of the Minutes of November 6, 2025 Board Meeting         |              |
|           | ii. Approval of the Special Education Endorsement: Multi-Categorical |              |
|           | iii. Approval of the Master of Arts, Mental Health Counseling        |              |
|           | b. Second Consent Agenda   |              |
|           | i. Authorization to Proceed with a Non-cash Exchange of Real Estate  |              |

#### Presentation Agenda

- |           |  |  |
|-----------|--|--|
| 4:25 p.m. | 1. <b>President's Report</b>   | President Hendrix  |
| 4:40 p.m. | 2. <b>Classified Employees Council (CEC) Annual Report</b>                             | Ms. Barbara Kandalis, Chair of the CEC and Coordinator for Dual Enrollment |
| 4:50 p.m. | 3. <b>Report of the Academic Programs and Enrollment Committee</b>                     | Mr. Gat Caperton   |
|           | a. Academic Affairs Division Update  |  |
| 5:00 p.m. | 4. <b>Report of the Student Affairs, Athletics, and University Relations Committee</b> | Ms. Susan Mentzer-Blair  |
|           | a. Student Affairs Division Annual Report  |  |
|           | b. Athletics Division Update   |  |
|           | c. Development Division Update   |  |
|           | d. University Foundation Update  |  |
| 5:15 p.m. | 5. <b>Report of the Finance and Facilities Committee</b>                               | Mr. Henry Kayes, Jr.   |
|           | a. Finance and Administration Division Update  |  |
|           | b. 2026-2027 Enrollment, Housing, Dining, and Other Fees General Discussion            |  |



Regular Session

- 5:30 p.m. 1. **New Business** Chair Cherry
- 5:35 p.m. 2. **Executive Session**
- a. Awards and Honoraria (President Hendrix)
  - b. Possible Briefing on Pending Personnel and Legal Matters
- 5:55 p.m. 3. **Possible Actions Arising out of Executive Session**
- 6:00 p.m. **Adjournment**

**2025-2026 Board of Governors Meeting Dates Remaining**

- February 19, 2026
- April 16, 2026
- June 11, 2026

## **FIRST 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, December 14, 2025. 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 December 18 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 November 6, 2025;
- 2) The Approval of the Special Education Endorsement: Multi-Categorical; and
- 3) The Approval of the Master of Arts, Mental Health Counseling,  
each as presented in the Agenda materials of December 18, 2025.



## **SHEPHERD UNIVERSITY BOARD OF GOVERNORS**

### **MINUTES OF THE MEETING OF NOVEMBER 6, 2025**

The Shepherd University Board of Governors met on November 6, 2025, in a regular meeting. Members participating were: Dr. James Cherry, Tyler Furbee, Dr. Heidi Hanrahan, Henry Kayes, Jr., Susan Mentzer-Blair (virtual), Guillermina Garcia Moore, Austin J. Slater, Jr., Danielle Stephenson, and Karl Wolf (virtual). Also present were Shepherd University President Mary J.C. Hendrix, members of the executive leadership team, and others. Board members David Avella, Gat Caperton, and Jonathan Mason were not present.

**1. PUBLIC COMMENTS**

No public comments were made.

**2. CONSENT AGENDA ITEMS**

**M (Kayes), S (Moore), PASSED**, all members 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 September 11, 2025; and
  - 2) The Utility Easement,
- each as presented in the Agenda materials of November 6, 2025.

Each of the three Advisory Members indicated that they supported adoption of this resolution of the Board.

**3. ANNUAL AUDIT REPORT AND FINANCIAL STATEMENTS**

Dr. Scott Barton, Vice President for Finance and Administration, introduced Mr. Luke Winter of CLA, for presentation of the Audit Report. Mr. Winter noted that CLA plans to be in-person at the meeting next year to provide their report. He shared a PowerPoint slide deck that summarized the audit scope, the auditors' responsibilities, and the risk-based approach to the audit process. Mr. Winter reported that the University received an unmodified and clean opinion letter. He acknowledged the diligent work of Dr. Barton, Mr. Collin Alexander, and their team, and stated that no findings were noted. He said that new GASB No. 101 changes the computation for compensated absences of employees, but had no significant impact on the Financial Statement for Shepherd. Mr. Winter stated there were no difficulties or disagreements with management's preparation of the Financial Statements, nor other findings to report, nor uncorrected misstatements.

After completing his review of the Audit Report and Financial Statements, Mr. Winter presented several industry insights of his firm regarding economic conditions and volatile markets; labor shortages, turnover, and retention; risks as to cybersecurity and technology costs; business succession and transition; cash management; and political and legislative uncertainty going forward.

Dr. Cherry then asked Mr. Kayes to add any further input on behalf of the Audit Committee, and Mr. Kayes noted that the Committee was provided with a comprehensive review of the Annual Audit Report and Financial Statements by CliftonLarsonAllen, LLP (CLA), and reemphasized that it was a clean audit. Mr. Kayes complimented Dr. Barton and his team for the work and the results.

**4. PRESIDENT'S REPORT**

President Hendrix provided an overview of her President's Report highlighting that Dr. Scott Barton has become a Higher Learning Commission (HLC) Peer Reviewer; Dr. Jack DeRochi, Provost and Vice President of Academic Affairs, attended the Academy for New Provosts of the American Association of State Colleges and Universities; Shepherd's Accounting program earned national recognition; the Agricultural Innovation Center at Tabler Farm will launch an Incubator Farm Program in spring 2026; Dr. Benjamin Bankhurst was featured on a nationally syndicated podcast; Women Investing in Shepherd (WISH) awarded \$145,000 in grants; the Stubblefield Institute was rededicated in its new space; the expansion of our Direct Admission Program; and the advancement of Governor Morrisey's PowerTech Initiative.

**5. REPORT OF THE ACADEMIC PROGRAMS AND ENROLLMENT COMMITTEE**

On behalf of the Academic Programs and Enrollment Committee, Ms. Moore provided a brief update of the Committee's discussions, which included the Academic Affairs Division Annual Report. Ms. Moore stated the report is thoroughly detailed and expressed appreciation for the work of everyone in the division. Ms. Moore asked Dr. DeRochi to provide a high-level review of the report, and she noted our favorable student/faculty ratios and graduation rates. Dr. DeRochi noted that the student/faculty ratio is about as high as would be desirable without sacrificing the quality of the student experience. Mr. Will Bell, Associate Vice President for Enrollment Management, reviewed Fall enrollment data with the Board.

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

On behalf of the Finance and Facilities Committee, Mr. Kayes provided a brief update of the Committee's discussions, which included the Quarterly Financial Report: 1<sup>st</sup> Quarter 2026. Mr. Kayes again thanked Dr. Barton and his team for their work, and he noted the importance of seeing the Wellness Center return to profitability. Dr. Hanrahan expressed appreciation and relief that the Board led the University with emphasis on improving the finances, which makes salary reinvestments possible.

7. **APPROVAL OF STRATEGIC NET REINVESTMENT: SALARY EQUITY ENHANCEMENTS**  
**M (Kayes), S (Cherry), PASSED**, all members were polled, that the following resolution be adopted by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approves the adoption of the institutional salary increases initiative as described in the agenda book of November 6, 2025, to be effective in January 2026, or as soon thereafter as may be effectively administered in the State payroll systems.

Each of the three Advisory Members indicated that they supported adoption of this resolution of the Board.

8. **UPDATE ON THE NEW WEST CAMPUS CONSTRUCTION AND AMENDMENT OF PROJECT BUDGET**

Dr. Barton presented updates on the contractual and construction progress. As described in the agenda materials, the building's cost will need to exceed the Project Budget. The Revised Project Budget remains within the confines of the funding Grant.

**M (Wolf), S (Mentzer-Blair), PASSED**, all members were polled, that the following resolution be adopted by the Board:

**RESOLVED**, That the Shepherd University Board of Governors approves the new West Campus design-build project, the Dining Hall/Athletic Facility, updated project budget, and authorizes the University President to proceed with the project, as described in this November 6, 2025 Agenda Item.

Each of the three Advisory Members indicated that they supported adoption of this resolution of the Board.

9. **REPORT OF THE STUDENT AFFAIRS, ATHLETICS, AND UNIVERSITY RELATIONS COMMITTEE**

On behalf of the Student Affairs, Athletics, and University Relations Committee, Mr. Furbee provided a brief update of the Committee's discussions, which included a Student Affairs Division Update, an Athletics Division Update, a Development Division Update, and a University Foundation Update. This included some preliminary discussions about increases in fees for 2026-2027, as well as a thorough discussion of possible changes in Food Services meal plans. In Athletics, new freshmen were surveyed as to athletics interests, supplementing the surveys completed last year. Dr. Cherry thanked Ms. Carrie Bodkins, Director of Athletics, for all she's doing for Shepherd's student-athletes.

10. **HIGHER LEARNING COMMISSION MID-CYCLE COMPREHENSIVE EVALUATION UPDATE**

Dr. Jason Best, Associate Vice President for Institutional Effectiveness, Higher Learning Commission (HLC) Accreditation Liaison Officer, and HLC Peer Corps Member, presented an update to the Board on Shepherd's HLC Mid-cycle Comprehensive Evaluation.

**11. MOTION TO EXECUTIVE SESSION**

**M (Kayes), S (Furbee), PASSED**, all members were polled, that the following resolution be adopted by the Board:

**RESOLVED**, pursuant to Section 4 of Article 9A of Chapter 6 of the W V Code, that the Board enter into executive session for the purpose of discussion of matters relating to personal matters, as to one or more specific persons, which would be an invasion of privacy if publicly discussed, and to discuss confidential legal advice and legal risk management, and to discuss confidential matters which relate to commercial competition and the University's positioning of its transactional bargaining position with other entities, and to discuss personal honoraria and awards.

Each of the three Advisory Members indicated that they supported adoption of this resolution of the Board.

**12. NEW BUSINESS**

None.

Following this discussion, the Board adjourned.

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Dr. James Cherry  
Chair

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Susan Mentzer-Blair  
Secretary

## **APPROVAL OF THE SPECIAL EDUCATION ENDORSEMENT: MULTI-CATEGORICAL**

### **Final Authorization: Special Education Endorsement (Multi-Categorical)**

The Board of Governors approved a revised academic Intent to Plan and Program Approval procedure in September. The Board also approved at that time the Intent to Plan for the Special Education Endorsement (Multi-Categorical).

Since that time, the program faculty have worked through our academic governance processes in the full development of the new program and curriculum. The Program and curricular review achieved all of the required academic approvals.

### **I. Faculty Governance**

School of Education	8.23.25
EPPC Council	9.17.25
Graduate Council	10.23.25
Curriculum and Instruction	12.8.25

### **II. Approved Curricula and Course Descriptions**

The following is the five-course sequence for the Special Education (EDUC) Endorsement.

#### **EDUC 360/560 (3) Survey of Exceptional Children**

A course to familiarize the student with the nature, etiology, specific characteristics, and needs of the exceptional child. The course is designed to meet basic certification requirements in those states that require a minimum of three hours of coursework in special education in order to be certified. It is equally relevant to early education, elementary education, secondary education, therapeutic recreation, psychology, and nursing.

#### **EDUC 400/527 (3) Inclusion in the Regular Classroom**

Students will investigate and examine how to meet the needs of students identified with special needs who are placed in the regular classroom. Promotes the reflective analysis of the practice of teaching in an inclusive classroom in grades K-6, 5-9, PreK-Adult, 5-Adult, 9-Adult.

#### **EDUC 365/565 (3) Individualized Education Planning**

This course provides students with the knowledge and skills necessary to develop, implement, and evaluate Individualized Education Programs (IEPs) for students with disabilities, in accordance with federal and state regulations. Emphasis is placed on understanding the legal foundations of special education, collaborating effectively with families and multidisciplinary teams, conducting assessments, writing measurable goals, and ensuring access to the general education curriculum. Students will gain hands-on experience in analyzing case studies, conducting mock IEP meetings,

and developing legally defensible and educationally meaningful IEPs that reflect student strengths, needs, and services. The course also explores transition planning and progress monitoring to support student success across school settings.

### **EDUC 367/567 (3) Methods of Teaching Students with Learning and Emotional/Behavioral Disabilities**

This course provides students with advanced instructional strategies and evidence-based practices for effectively teaching students with learning disabilities (LD) and emotional/behavioral disabilities (EBD) across K–12 settings. Emphasis is placed on individualized, data-driven instruction, behavior intervention planning, strategic instruction, and inclusive practices that promote academic achievement and social-emotional development.

Students will explore the characteristics and educational impacts of LD and EBD, with a focus on designing and implementing interventions in reading, writing, mathematics, and executive functioning. The course also addresses proactive classroom management, trauma-informed care, and strategies for fostering positive behavior supports (PBIS) and self-regulation.

Practical application is a key component of the course. Students will engage in lesson planning, simulated teaching, functional behavior assessments (FBA), and the development of individualized behavior intervention plans (BIPs) grounded in research and real-world case studies.

### **EDUC 369/569 (3) Methods of Teaching Students with Intellectual Disabilities**

This course provides an in-depth exploration of evidence-based instructional strategies and inclusive teaching practices designed to support the learning and development of students with intellectual disabilities (ID). This course emphasizes advanced methods for designing, adapting, and delivering effective instruction that promotes academic, functional, and social outcomes for learners with ID across diverse educational settings.

Students will critically examine the characteristics and educational needs of individuals with intellectual disabilities, with a focus on differentiation, individualized instruction, Universal Design for Learning (UDL), and the use of assistive technologies. Emphasis is placed on fostering independence, promoting inclusion, and collaborating with families, paraprofessionals, and interdisciplinary teams.

Students will gain the skills necessary to create supportive, engaging, and accessible learning environments. Students will be equipped to implement personalized, responsive teaching strategies that empower students with intellectual disabilities to reach their full potential.

Endorsement Total: 15 credits

## **III. Adjustments to Financial Pro Forms and Budget Since Intent to Plan**

There are no changes to budget considerations since the original Intent to Plan in September 2025 (a copy of which is available at [Special Ed Intent to Plan Addendum](#)). The Special Education endorsement will not require the addition of new faculty, as Shepherd University already employs both full-time and adjunct instructors who are fully qualified to teach the required courses. The program will be supported by existing faculty expertise, ensuring high-quality instruction without additional staffing costs. In addition, planned summer course offerings are expected to generate revenue for the university, further supporting the sustainability of the endorsement.

#### **IV. Market Analysis**

The market analysis for this program was shared with members by email in September. In the short period intervening, there is no updated analysis. The earlier data can be redistributed by the Provost by email, upon request.

#### **V. Additional State or Accreditation Requirements**

Once the Multi-Categorical Special Education endorsement is approved, the School of Education will then send accreditation documentation to the West Virginia Department of Education for approval. This approval will make it possible for Shepherd students to add this endorsement to their teacher licensure.

#### **VI. Timeline for Implementation**

The timeline for implementation of the program will be as follows:

Fall 2026: EDUC 365/565 will be offered for the first time.

Spring 2027: EDUC 367/567 and EDUC 369/569 will be offered for the first time.

Summer 2027: All three new courses, EDUC 365/565, EDUC 367/567, and EDUC 369/569, will be offered.

## **APPROVAL OF THE MASTER OF ARTS, MENTAL HEALTH COUNSELING**

### **Final Authorization: Master of Arts, Mental Health Counseling**

Following the Board of Governors' approval of the original Intent to Plan, the M.A. (Master of Arts) in Mental Health Counseling proposal has successfully completed all required stages of institutional review.

### **I. Faculty Governance**

Department of Social Sciences	10/20/25
Graduate Council	10/23/25

### **II. Approved Curricula and Course Descriptions**

The Master of Arts in Mental Health Counseling is a program with 60 required hours for those who would like to apply for licensure as a mental health counselor.

Admissions Requirements: Completion of online Graduate application, earned bachelor's degree, undergraduate transcripts, graduate transcripts (if applicable), statement of professional goals associated with selected concentration, and three references who can attest to promise as a graduate student and character as a professional educator.

### **Course Descriptions**

#### **Foundations in Counseling (CNSL)**

#### **CNSL 501 (3) Introduction to Helping Services**

This introductory course will provide graduate students with a foundation in the helping professions as they pertain to mental health counseling. Topics include the history and development of helping services, an overview of counseling theories, ethical and professional standards, roles and responsibilities of mental health counselors, and the influence of personal values, boundaries, and cultural factors on the helping process. Students will engage in self-assessment activities, learn basic communication and problem-solving skills, explore the range of human service settings, and examine issues of confidentiality, HIPAA, and the importance of self-care and professional boundaries. The course prepares students to understand their evolving identity as helpers and introduces them to evidence-based practices and career pathways in mental health counseling.



### **CNSL 502 (3) History of Mental Health Counseling**

This course provides a comprehensive exploration of the history and foundations of mental health counseling as a profession. Students will examine the origins and philosophical underpinnings of the counseling field, tracing key historical, societal, political, and economic factors that influenced its development. The course addresses the transition from early approaches to mental health care to contemporary practices, emphasizing the evolution of professional roles, standards, credentialing, and the counselor's identity. Additional topics include recognition and reimbursement issues, major policy and legislative milestones, the emergence of key professional organizations, and advocacy for the counseling profession. By the end of the course, students will understand how historical trends and policy decisions have shaped current practice and the delivery of mental health services.

### **CNSL 510 (3) Counseling Theories**

This course offers an in-depth study of major counseling theories and models that form the foundation of contemporary mental health counseling practice. Students will explore classic theories and contemporary integrative approaches. Emphasis is placed on understanding the therapeutic relationship, core concepts, intervention strategies, and cultural and ethical considerations associated with each theory. Through case analyses, experiential exercises, and scholarly synthesis, students will learn to conceptualize client concerns, select evidence-based interventions, and begin developing a personal theoretical orientation consistent with current research and standards. Theoretical approaches will be critiqued for strengths, limitations, and multicultural relevance.

### **CNSL 511 (3) Counseling Techniques**

This competency-based course is designed to develop students' proficiency in core counseling concepts and techniques essential to establishing and maintaining effective therapeutic relationships. Course topics include relationship building, micro-skills, assessment, goal setting, intervention selection, and client outcome evaluation. The course emphasizes culturally responsive counseling strategies, ethical and legal professional standards, and the integration of technology in counseling practice.

### **Clinical Mental Health Specialty**

#### **CNSL 515 (3) Alcohol and Drug Counseling**

This course provides graduate students with comprehensive knowledge and skills in the assessment, treatment, and recovery support of individuals with substance use disorders, including alcohol and drug addictions. Topics include diagnostic criteria, behavioral treatment modalities, crisis intervention, relapse prevention, and co-occurring disorders. Students explore the ethical, legal, and cultural considerations unique to substance abuse counseling and recovery-oriented systems of care. Emphasis is placed on collaborative treatment planning, community resource utilization, and motivational interviewing techniques tailored for diverse populations. This course prepares students to meet licensure and certification requirements and supports their development as competent, ethical professionals in addiction counseling.

#### **CNSL 516 (3) Crisis and Trauma Interventions**

This graduate-level course introduces students to crisis intervention theories, models, and practical response techniques that address individuals, families, and communities affected by trauma, disasters, and other crisis events. The curriculum covers the psychological, emotional, and systemic impact of trauma and crisis, including assessment, safety planning, suicide prevention, and culturally sensitive intervention strategies. Ethical, legal, and interdisciplinary collaboration considerations are emphasized.

**CNSL 517 (3) Diagnosis and Psychopathology**

This course provides advanced training in the assessment, diagnosis, and treatment of mental disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Students will acquire knowledge of diagnostic criteria, etiology, symptomatology, and treatment options for a wide range of mental health conditions across the lifespan. Emphasis is placed on developing skills in differential diagnosis, clinical interviewing, case conceptualization, and treatment planning within a biopsychosocial framework. The course also examines ethical and legal issues in diagnosis, and cultural and developmental factors influencing diagnostic accuracy.

**CNSL 518 (3) Marriage and Family Counseling**

This course explores foundational theories, models, and clinical practices in marriage and family counseling from a systemic perspective. Students examine the development, dynamics, and functioning of couples and families, including communication patterns, relational roles, power structures, and common presenting issues such as conflict, divorce, and trauma. The curriculum integrates social justice and multicultural perspectives, emphasizing ethical and culturally competent counseling with diverse family systems. Emphasis is placed on evidence-based practices, systemic assessment tools, and collaboration with community resources to support relational healing and growth.

**CNSL 519 (3) Death and Dying**

This course provides an in-depth exploration of death, dying, and bereavement from psychological, cultural, and societal perspectives. It examines various theories, models, and cultural practices related to death and mourning, addressing topics such as end-of-life care, grief and loss, death anxiety, and ethical considerations. The course particularly emphasizes developing compassionate understanding, cultural competence, and practical skills for counselors working with dying clients, bereaved individuals, and families. The course aims to prepare students to support clients through terminal illness, traumatic loss, and grief reactions with professionalism, sensitivity, and evidence-based interventions.

**Counseling Techniques and Interventions****CNSL 520 (3) Psychotherapy and Treatment**

This course provides a comprehensive examination of theoretical foundations, evidence-based psychotherapeutic approaches, and treatment modalities used in clinical mental health counseling. Emphasizing a trauma-informed and culturally responsive framework, students explore individual, group, couple, and family therapeutic interventions across diverse clinical populations and settings. The course integrates assessment, case conceptualization, treatment planning, and intervention strategies rooted in major counseling theories and current research.

**CNSL 521 (3) Advanced Counseling Theory**

This course offers an advanced, in-depth exploration of contemporary and traditional counseling theories and their application to clinical practice. Students critically analyze major counseling and psychotherapy models, including multicultural, feminist, cognitive-behavioral, Adlerian, and constructivist approaches. The course focuses on developing a personal integrative theoretical orientation, understanding the historical and sociocultural contexts of theories, and evaluating evidence-based counseling strategies. Ethical, cultural, and technological considerations in applying counseling theories are also emphasized.

**CNSL 522 (3) Advanced Counseling Techniques**

This advanced course focuses on refining and expanding core counseling skills and techniques essential for clinical mental health practice. A focus on competence in advanced interviewing, assessment, intervention strategies, therapeutic communication, and client-centered approaches is integrated into this course. Emphasis is placed on skillful use of immediacy, confrontation, self-disclosure, and ethical decision-making. The course addresses cultural responsiveness and trauma-informed care within diverse individual, group, and family treatment contexts.

**Assessment and Diagnosis****CNSL 530 (3) Assessment Methods**

This course provides an overview of psychological and clinical assessment methods utilized by mental health counselors. Students learn to conduct intake interviews, mental status examinations, biopsychosocial assessments, environmental and risk assessments, and apply standardized symptom checklists and diagnostic tools relevant to mental health treatment planning. Emphasis is placed on ethical, legal, and cultural considerations in assessment practices. The course covers the administration, scoring, and interpretation of psychological tests, as well as observational techniques used in clinical diagnosis and intervention.

**CNSL 531 (3) Diagnostic Statistical Manual 5th Edition**

This course provides comprehensive instruction on the use of the Diagnostic and Statistical Manual of Mental Disorders as a primary tool for diagnosis and treatment planning in clinical mental health counseling. Students explore the history, development, and structure of the DSM, as well as recent revisions and updates. Emphasis is placed on understanding diagnostic criteria, differential diagnosis, and cultural considerations influencing diagnostic accuracy. The course integrates case studies and clinical applications to improve proficiency in identifying and classifying mental health disorders. Ethical and legal issues related to diagnosis, as well as emerging approaches and criticisms of the DSM, are also examined.

**Research and Program Evaluation (Choose 1)****CNSL 600 (3) Capstone**

The Capstone course serves as the culminating academic and clinical experience for students in the Master of Arts in Mental Health Counseling program. It requires students to integrate and synthesize knowledge, skills, and professional dispositions developed throughout the program. Students engage in an in-depth case study or clinical project focused on a complex client issue or population, demonstrating mastery in assessment, diagnosis, evidence-based treatment planning, and counseling interventions. The course includes written and oral presentations, role-play simulations, and reflective practice to showcase clinical competence, ethical decision-making, cultural humility, and advocacy skills.

**CNSL 601 (3) Thesis**

The thesis course provides students with the opportunity to conduct original research on a clinically relevant topic within mental health counseling. Students develop a research proposal, conduct a literature review, apply appropriate research methodologies, and analyze findings under faculty supervision. The process emphasizes the integration of counseling theory, research, and practice. Students produce a scholarly thesis demonstrating mastery of research skills, critical thinking, and professional writing.

**Practicum (150 hours)****CNSL 540 (3) Practicum**

This practicum course provides students with supervised clinical experience in mental health counseling, typically involving 150 to 300 hours of direct client contact in community agencies, counseling centers, or school settings. Students apply therapeutic techniques and counseling theories to diverse client populations while developing professional competencies in ethical practice, assessment, treatment planning, and case management. The course includes weekly individual and group supervision with qualified faculty and on-site clinical supervisors. Emphasis is placed on self-reflection, development of clinical skills, professional identity formation, and adherence to legal and ethical standards.

**Internship (750 hours)****CNSL 541 (3) Internship I (375 hours)**

This course represents the first of two consecutive supervised clinical internships designed to provide a structured, real-world counseling experience. Students complete a minimum of 300 clock hours of counseling and related activities, including a minimum of 120 direct client contact hours, in an approved mental health or counseling setting. The internship emphasizes the application and integration of counseling theories, techniques, and ethical principles into practice. Weekly supervision is provided both by on-site supervisors and faculty through virtual group and individual sessions. Students develop advanced clinical skills, professional identity, case conceptualization, treatment planning, and understanding of legal and ethical issues.

**CNSL 542 (3) Internship II (375 hours)**

This internship course provides advanced supervised clinical experience in mental health counseling, building on foundational skills developed in Internship I. Students complete a minimum of 300 clock hours, including at least 120 direct client contact hours, in an approved clinical mental health setting. The course emphasizes the development of specialized counseling skills, advanced case conceptualization, treatment planning, and application of ethical and legal standards. Supervision is provided through weekly virtual individual and group sessions alongside on-site clinical supervision. Students focus on integrating multicultural, social justice, and advocacy frameworks while refining leadership and professional identity.

**Electives****CNSL 550 (3) Expressive Therapies**

This course introduces students to the theory, practices, and applications of expressive arts therapies within mental health counseling. Emphasizing multimodal arts-based interventions, the course explores how visual arts, dance/movement, drama, music, poetry, and other creative modalities can facilitate healing, self-awareness, and social change. Students examine the historical development of expressive therapies, foundational concepts, and ethical considerations. Through experiential activities, case studies, and reflective assignments, students learn to incorporate expressive arts techniques into clinical practice with individuals, groups, and communities. The course aims to foster creative competency, cultural responsiveness, and innovative approaches to mental health treatment in diverse settings.

**CNSL 551 (3) Cultural Therapies**

This course examines the role of culture in mental health counseling and the use of culturally responsive therapeutic interventions. Emphasizing cultural humility and self-awareness, students explore the impact of race, ethnicity, religion, socioeconomic status, gender identity, and other

cultural factors on the counseling process. The course addresses power, privilege, oppression, and social justice frameworks in mental health practice. Students engage with theories and approaches that support effective counseling with diverse populations, including multicultural assessment, treatment planning, and advocacy. Students will focus on developing skills to provide ethical, culturally competent, and trauma-informed services.

### **Financial Pro Formas and Budget Considerations**

There are no changes to budget considerations since the original Intent to Plan (addendum). The Special Education endorsement will not require the addition of new faculty, as Shepherd University already employs both full-time and adjunct instructors who are fully qualified to teach the required courses. The program will be supported by existing faculty expertise, ensuring high-quality instruction without additional staffing costs. In addition, planned summer course offerings are expected to generate revenue for the university, further supporting the sustainability of the endorsement.

### **III. Adjustments to Financial Pro Forma and Budget since Intent to Plan**

There are no changes to budget considerations for the Mental Health Counseling program since the original Intent to Plan in September 2025 (a copy of which is available at [MA Mental Health Counseling Intent to Plan Addendum](#)).

### **IV. Market Analysis**

The market analysis for this program was shared with members by email in September. In the short period intervening, there is no updated analysis. The earlier data can be redistributed by the Provost by email, upon request.

### **V. Additional State or Accreditation Requirements**

Following Board of Governors' approval, the MA in Mental Health Counseling Program will be submitted to the Higher Learning Commission (HLC) as a notification. Shepherd University will not advertise this new program until receipt of final approval from HLC.

### **VI. Timeline for Implementation**

January 2026	Submit HLC Notification; Program kickoff with Instructional Designer; Course development for first-year courses.
April 2026	Pending HLC Approval, program added to university catalog; courses included in Fall 2026 schedule. Marketing and enrollment campaign.
August 2026	Enroll first cohort of students; Continue development of second-year courses.
December 2026	Assess student outcomes; Continued enrollment drive; Continue course development
August 2027	Enroll second cohort of students

## **SECOND CONSENT AGENDA: AUTHORIZATION TO PROCEED WITH A NON-CASH EXCHANGE OF REAL ESTATE**

Since 1991, Shepherd has owned the 157.25-acre farm property, which is just a bit west of Shepherdstown. Shepherd's farm property (The Farm) is situated along Billmyer Mill Road. Over the past several years, the University has been developing and expanding an extensive Agricultural Innovation Center (the AIC) on The Farm.

The driveway into the property runs from Billmyer Mill Road northwesterly. Dating back many decades prior to our 1991 acquisition of The Farm, the driveway also has an easement over it, for the benefit of a handful of other properties, mostly to the north of the Shepherd property. However, there is one parcel of private property, which is a 7.5-acre tract entirely "landlocked" by our farm, but for the easement.

From 1991 until recently, that encircled parcel was owned by the late Ernest Johnston, and there is a house on it which dates more than 100 years of age. Following his death, the tract has been purchased recently from his family by Mr. Austin J. Slater, Jr. and his wife. Mr. Slater has been serving on the Shepherd University Board of Governors since February 2022 and is now our Board's Vice Chair. Mr. Slater is an enthusiastic friend and supporter of the University, he is a principal officer in the Shepherd University Foundation [an affiliated 501c3] and as such was commonly interactive, solely in social ways, with faculty and staff and volunteers who are involved in activities at The Farm and the AIC, even before he bought the land-locked parcel, and of course more so after buying the property this year. Mr. Slater and his wife previously lived in the center of Shepherdstown.

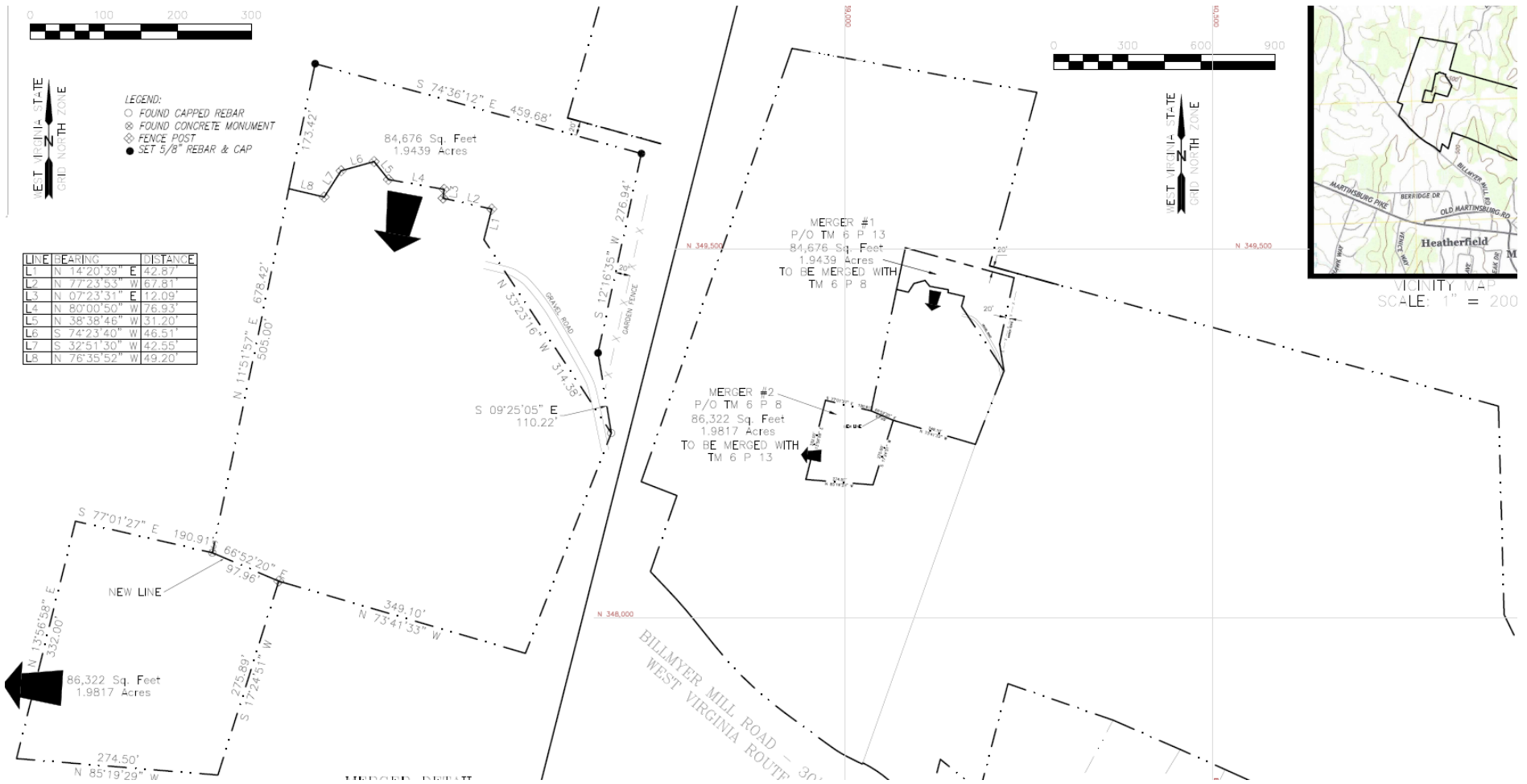
The University's Agricultural Innovation Center is led by a team of faculty (principally Drs. Groff and Comer), a College Dean (Dr. Martz), and a volunteer (Paul Wilmoth). The Farm Team has several dynamic activities ongoing on The Farm, assisted by multiple grants. These activities include significant activity in the areas immediately east and south of the Slaters' 7.5 acres. The AIC has intentions of that activity expanding in the areas west of his tract. Their planning has included GIS mapping to assist in their projects, and in the course of those planning activities, The Farm Team developed an interest in pursuing a modest swap of land with the Slaters. The Farm Team reached out to the Slaters about the idea, and the Slaters are open to accommodating the request. Sensing that this potential real estate transaction by the University involving a Board member is implicated by State ethics rules, Mr. Slater reached out to University counsel for guidance. Based upon the Ethics Commission Contract Exemption issues which the University had to pursue in 2024 regarding another Board member, the Ethics Commission was consulted. The Executive Director has concluded that since Mr. Slater has not been a part of any discussions with the rest of the Board relating to this matter, a Contract Exemption is not required.

The land-swap initiative is depicted in a survey map attached included here. The Slaters' southern 1.982 acres would be conveyed to Shepherd. Shepherd would convey 1.944 acres [slightly less than the amount acquired] to the Slaters across their current northern perimeter. The Farm Team wishes to complete this swap to improve the connectivity of the areas west of the Slater tract with the remainder of The Farm, which features a new, large instructional and storage building immediately east of the driveway and east of the parcel to be acquired for the AIC. This will yield efficiencies in field preparation and harvesting work on The farm. The straighter boundaries which the land swap would create will also eliminate some complex and inefficient fencing arrangements which the University would otherwise need for our Farm crops and livestock grazing. Finally, consolidating university land supports integrated practices like rotational grazing or cover cropping, potentially boosting yields and aligning with the AIC's sustainability goals.

An agreement to complete a land swap would include a mutual agreement between the parties that the consideration between the parties in the swap is comparable and of equal benefit, and no detriment, to both sides. The University would receive a very slightly larger parcel than what it would give up, and the entrepreneurial nature of the Agricultural Innovation Center makes the value, operationally, very meaningful to the University in the context of daily farm work convenience. Mr. Slater will cover the costs of the legal services in the documents and County parcel adjustments.

The following resolution is recommended for adoption by the Board:

**RESOLVED,** That the Shepherd University Board of Governors approves non-cash real estate exchange as described in this December 18, 2025, Agenda Item, and authorizes the President and/or the Vice President for Finance and Administration to finalize all necessary negotiations and procedures and to execute all documents necessary and proper for the implementation of a real estate exchange, substantively conforming to the provisions described in the said Agenda Item, provided all such documents are approved as to form by Counsel.





## PRESIDENT'S REPORT

### *Advancing Shepherd University*

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**New Agribusiness Center Celebrated:** On November 9, the opening of the new Agribusiness Center was celebrated with a ribbon-cutting ceremony. This latest addition to our Agricultural Innovation Center at Tabler Farm marks a significant step forward in the University's commitment to sustainable agriculture, academic innovation, and regional collaboration. The Agribusiness Center will serve as a hub for Shepherd students across multiple academic programs, while also offering resources and workshops for local growers participating in the University's Agricultural Small Business Incubator, as well as the broader agricultural community in Jefferson County and the Eastern Panhandle. The facility is designed to introduce new technologies and promote sustainable farming techniques to local growers and the community.

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**Connecting Young People to STEAM:** Sixty-three middle school students from across the region visited Shepherd on November 8 for the 12<sup>th</sup> annual Seeding Your Future Conference. The daylong event was designed to spark curiosity and enthusiasm for science, technology, engineering, arts, and mathematics (STEAM). The conference included hands-on sessions on topics from environmental science and healthcare to wildlife biology, chemistry, and computer coding. Seeding Your Future is supported by a \$5,000 subaward from the NASA West Virginia Space Grant Consortium and Shepherd.

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**Students Tackle Real Issues During a Debate:** Shepherd students explored some of today's most pressing issues during the fourth annual "Not Your Parents' Debate" Debate, hosted by Shepherd's Debate and Forensics Team. Held at the Robert C. Byrd Center for Congressional History and Education, the annual event invited students to engage in critical thinking, civil discourse, and open dialogue on contemporary topics. This year's debate featured three resolutions selected through a collaborative, multi-step process that prioritized student input and engagement.

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**Centurion Award Presented to Shepherd:** Secretary of State Kris Warner visited Shepherd on November 19 to present a Centurion Award recognizing the University's more than 100 years of service. Secretary Warner highlighted the importance of century-old institutions and their contributions to West Virginia's economic and educational landscape. The Centurion Award, presented through the WV Secretary of State's Office and the WV Centurion Chamber of Commerce program, honors the legacy and community impact of organizations with over 100 years of continuous operation. Recipients receive an official certificate noting their membership in the Centurion Chamber of Commerce and their founding date.

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**Athletics Continued Competitive Success:** Shepherd continues its competitive success, highlighted by women's soccer repeating as PSAC champions and advancing once again to the NCAA Tournament, along with volleyball earning a berth to the NCAA Tournament.

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*Upcoming Events (For detailed information, please visit: [Shepherd Calendar](#))*

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#### **2025-2026 Board of Governors Meeting Dates Remaining**

February 19, 2026 / April 16, 2026 / June 11, 2026

## CLASSIFIED EMPLOYEES COUNCIL (CEC) ANNUAL REPORT

Ms. Barbara Kandalis, Chair of the CEC and Coordinator for Dual Enrollment, will present a report to the Board on the activities and concerns of the Council. Ms. Kandalis will then be available for any questions from members of the Board. Her written report is included below.

The CEC wants to begin by thanking everyone, including the Board of Governors, who were instrumental in approving the strategic net reinvestment salary equity enhancements. The Shepherd community, including our council, continues to be concerned about our Public Employees Insurance Agency (PEIA) provider. They continue to increase premiums and are looking to possibly privatize. It continues to be a source of frustration when the state makes the decision to raise PEIA costs rather than supplement the program.

The number of classified staff is again almost equal to non-classified. As reflected in the chart below from November 24, 2025, about 49% of staff are non-classified, and 51% are classified. We have had a slight increase in total staff from this time last year, but those who are non-classified are not represented in any formal way in the Institution's shared governance, which could be a factor in accreditation. We continue to discuss the possibility of an all-staff council.

	Full-time	Part-time	Total
Classified Staff	85	17	<b>102</b>
Non-Classified Staff	97	1	<b>98</b>
<b>Total Staff</b>			<b>200</b>

The Children's Scholarship Committee presented its recommendation for the 2025-2026 school year. Three scholarships were awarded for a total of \$1,150.00. One was awarded to a classified employee dependent, and two non-classified employee dependents.

The CEC continues to promote staff development. We have received more inquiries this year than we received last year. This funding helps classified employees by reimbursing them for the cost of books if they take a class and for the cost of training if they want to improve their skills in a particular area. We are in the process of planning a campus training for the spring semester. This will give more staff the opportunity to participate.

A list of all CEC representatives is on the [CEC website](#).

## ACADEMIC AFFAIRS DIVISION UPDATE

Dr. Jack DeRochi, Provost and Vice President of Academic Affairs, will provide the Committee with an Academic Affairs Division Update.

In addition to the area reports below, Instructional Designer Yildiz Nuredinoski will present one of Shepherd's new 100% online MBA courses to the Committee.

### COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

- Professor Sonya Evanisko and her mural students completed a project on the cooling tower in the “Copper Canyon” between the two CCA buildings. The “Dream Big” theme reflects the arts complex’s spirit of creativity, using patina-inspired surfaces, aurora imagery, and soaring birds to symbolize imagination, history, transformation, and bold thinking. The placement of the sculpture furnace, shifting natural light, and reflections through the glass doors further animate the mural, adding depth, movement, and ever-changing color to the space.
- In the last year, WSHC radio has grown to include 30 students, who are actively contributing to programming. With faculty guidance from Dr. Kevin Williams, the student-run radio station is collaborating with other Shepherd programs, including the School of Music, Ram Care, Student Government Association, theater program, The Picket, and Shepherd Athletics.
- The Contemporary Theater Program presented its Fall production, *The Effect*, directed by Professor Shea-Mikal Green. The run drew strong attendance from campus and the community, sparking thoughtful conversations on psychology, connection, and the human condition. Students contributed across cast, design, and technical crews, underscoring the program’s strong emphasis on contemporary works and experiential learning.



- On Sunday, November 16, The Rude Mechanicals wrapped up their Fall production of Shakespeare's *Macbeth*. Under the guidance of their new Director, Dr. Michael Vaclav, they performed the play eight times over a two-week period for roughly 270 attendees. Half of the attendees were Shepherd students, faculty, and staff, and the other half were community members.



- Four English majors—Makenzie Kuhn, Ollie Myers, Alyssa Schlaefli, and Chloe Westfall—just had their essays accepted for presentation at the upcoming Sigma Tau Delta convention in New Orleans in the spring of 2026. Sigma Tau Delta is an international honor society for students of English, and presenting at the annual convention is a highly prestigious recognition of these young scholars' intellect and abilities.
- A senior History major on the Historic Preservation track with a 4.0 GPA, Tabatha Delphi has been selected as the first participant in the newly established Shepherdstown Historic Preservation Internship program, a partnership between the Town and Shepherd University faculty. The internship program will support the ongoing efforts of the Shepherdstown Historic Landmarks Commission (HLC).
- On Wednesday, November 12, Dr. Denis Berenschot and Dr. Martha Granados welcomed 56 students from a range of Spanish classes to the latest biweekly language lunch fiesta. In addition to feasting on taquitos and flan, students played games and engaged in guided conversations in Spanish.
- Masterworks Chorale, Camerata, and Chamber Singers presented a concert featuring works by British composer Ralph Vaughn Williams on Saturday, November 8. The centerpiece of the evening was the anthology cantata *Dona Nobis Pacem*, a work composed in 1935 in response to the rise of fascism and authoritarianism in Europe. As one concertgoer noted, "the evening was powerful and timely."
- The Social Work Program hosted its annual Social Work and Human Services Career Expo. on November 20. Shepherd faculty welcomed over 20 social service organizations from West Virginia, Virginia, and Maryland. They had the opportunity to meet with Shepherd social work students as well as students from other social science programs and 40 prospective students from area high schools and community colleges.
- Drs. Albina Laskotsov and Amelia Davies-Robinson from the Criminal Justice program organized a trip for 13 students to participate in the annual conference of the American Society of Criminology held this year in Washington, D.C. The students had the opportunity to attend sessions learning about current research and network with professionals in the field.

## **COLLEGE OF BUSINESS AND RECREATION**

- Dr. Joshua Beck, Assistant Professor, Business Administration (BADM), is the faculty advisor for the highly competitive Fall 2025 CapSource Live Case Competition. One of our five teams from Shepherd received first place, with three others in the top twelve, in the Fall 2025 CapSource Live Case Competition.

This international event attracts teams from many of the world's leading business programs, including institutions accredited by the International Accreditation Council for Business Education (IACBE). Over approximately five weeks, student teams research, analyze, and craft strategic recommendations in a written memo. The top 12 teams worldwide are then invited to present their work to a panel of industry executives and academic judges. This year, five teams from our BADM 407 Business Strategy and Policy course, taught by Dr. Joshua Beck, were invited to the final round with a chance at a Top 3 placement. Dr. Beck reports that four of our five teams, 80%, advanced to the global Top 12—placing individuals among the strongest performers internationally.

- Dr. Cindy Vance, Associate Professor, Business Administration, Economics, Accounting, reports that four Shepherd University accounting students attended the Institute of Management Accountants (IMA) Student Leadership Conference. Four Shepherd University students attended the Institute of Management Accountants (IMA) Student Leadership Conference, which took place in Cleveland, OH, on November 13-15, 2025. Sponsorship was provided by the Institute of Management Accountants, the Skyline Chapter of the IMA, and the Accounting Club sponsored the attendance of accounting majors Ellianah Lester, Maia Daugherty, Mohamed Jalloh-Koroma, and Shreya Upreti.

#### **COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, AND NURSING**

- Supported by the WV HEPC STaR (Higher Education Policy Commission Science, Technology, and Research) NSF *EPSCoR II* Grant, Dr. Qing Wang and Dr. Conor Sipe have hosted two seminars, the first of which was held on October 15 and was presented by Ms. Sheila Mugabe, a Senior Scientist at the United States Pharmacopeia, MD, who provided insights into research careers. The second was held on November 10 and was presented by Dr. Caralyn Stevenson, a Senior Scientist at Merck Animal Health. Her Seminar was entitled: "From Serendipity & Science: My Path to Drug Product Development at Merck Animal Health".
- Dr. Sher Ojala will be a reviewer for a manuscript in her field for the Springer journal *Genetica*.
- Kudos to Dr. Jacqui Cole and Dr. Sytil Murphy, who have both received grant awards from WV HEPC STaR. Dr. Cole's Instrumentation Grant proposal, "X-Ray Fluorescence Analyzer," will be funded in the full amount of \$20,000. Dr. Murphy's Innovation Grant proposal, "GPS Equipment for Teaching, Mapping, and Surveying," will be funded in the full amount of \$12,974.
- The third event in the STEM Career Pathways Series (CaPS) was held on November 13, 2025, with Andrew Shultz, Director of Career Services, and Gabi Donham, Graduate Assistant, Career Services, leading students in developing their resumes, assisted by CaPS series coordinator Dr. Sara Reynolds.
- The School of Nursing BSN (Bachelor of Science in Nursing) program has been approved for the WVU Medicine Aspiring Nurse Program. Students accepted into this program are eligible to receive up to \$25K in exchange for a three-year work commitment post-graduation at WVU Berkeley and Jefferson Medical Centers. A further Memorandum of Understanding is currently being written, and the program will begin in Fall 2026.

## **SCHOOL OF EDUCATION**

- Dr. Jason Allen is Shepherd's Nominee for the West Virginia Professor of the Year. He has submitted all the materials to the committee this month.
- Ms. Kepner has been serving on three accreditation review teams for CAEP (Council for Accreditation of Educator Preparation), two out-of-state, one in-state [at the request of the West Virginia Department of Education (WVDE)].
- The School of Education is currently collaborating with the WVDE to develop an online module for in-service teachers to earn credit toward certification renewal.
- The School of Education is currently developing a special education endorsement program (online) to help fulfill the needs of local WV and regional school districts, as well as to address teacher shortages across the state and nation.
- Dr. Rhonda Hovatter and Dr. Julia Tracy conducted the first Health, Moves, Mind fundraiser cornhole event and raised \$1,500. This money will go towards sending Physical Education majors to state and national conferences.
- The Education Honor Society, KDP (Kappa Delta Pi), was awarded two distinguished program awards, and Brianna Martin was awarded a distinguished student leadership award at the recent KDP International Education Honor Society Awards Program.
- Dr. LeAnn Johnson received the Cynthia Lorenze Award along with Kathy Blue from the West Virginia Reading Association for their proposal "Feeding Minds with Reading."

## **STRATEGIC PLANNING AND INSTITUTIONAL EFFECTIVENESS**

- Dr. Jason Best, in his capacity as Higher Learning Commission (HLC) Accreditation Liaison Officer, continues to work with the external HLC Peer Corps Review Team Chair and with campus constituencies on preparations for the March 2026 HLC site visit.
- The West Virginia Higher Education Policy Commission's Microcredential Advisory Council (on which Dr. Best serves) is reviewing data and insights generated from the statewide 2025 Credential WV Fall Summit, and reconstituting workgroups in response to those findings.

## **STUDENT ACADEMIC ENRICHMENT**

- The Advising Assistance Center continues targeted retention outreach to assist continuing students who have not yet registered for spring courses. The Center also partners with department chairs to advise and register new incoming students for the spring semester and is collaborating with Enrollment Management and Student Success to plan the January 9 Orientation and Convocation.
- The Common Read for the 2026–2027 academic year has been selected: *Narrative of the Life of Frederick Douglass, an American Slave*. Hannah Williams-McNamee is collaborating with Dr. Heidi Hanrahan on an NEA (National Endowment for the Arts) grant proposal, focused on AMERICA250, to support programming connected to the book. Voting was open to all students, staff, faculty, and community members.



- TRIO–Student Support Services is supporting its students as they prepare for final exams and make progress toward their academic goals. Upward Bound continues its work with high school students, preparing them for future college pursuits.
- Career Services continues to collaborate with faculty teaching capstone courses to ensure graduating seniors receive resume reviews, job-search support, and interview preparation. The Director, Andrew Shultz, is also partnering with Alumni Affairs to coordinate Professional Connections Day in the spring and the annual Career Fair.
- The Academic Support Center continues to provide tutoring ahead of final exams, along with Accuplacer testing and proctored make-up exams.
- Hannah Williams-McNamee, in partnership with the Advising Assistance Center staff, is finalizing an Articulate 360 Academic Advisor Training module to strengthen advisor preparedness and consistency—an important component in supporting student retention.

### **SCARBOROUGH LIBRARY**

The following points highlight several recent accomplishments and ongoing initiatives at Scarborough Library that continue to support student success, operational efficiency, and campus engagement.

- Improving Data for Assessment and Planning: Through funding from the Scarborough Society grant, the library will purchase CCTV (Closed-Circuit Television) people-counting cameras from Tele-Plus, the company that currently manages the University’s security system. These cameras will provide accurate, automated entry data to strengthen reporting, assessment, and space-use analysis.
- Enhancing Collection Organization: Under the direction of the Supervisor of Student Assistants, student workers have standardized call number labels on all DVDs and CDs, improving uniformity and accessibility. Students are also conducting ongoing shelf reading and inventory using the Digby app, allowing misplaced materials to be identified and returned to proper locations efficiently.
- Supporting Student Engagement and Well-Being: The Student Library Advisory Board (SLAB) received a \$1,000 Scarborough Society grant to facilitate student-centered programming such as games, crafts, scavenger hunts, holiday decorating, and providing coffee and cookies during exam weeks. These initiatives help create a warm, welcoming environment that encourages students to see the library as a supportive and engaging space.
- Expanding Student Outreach: Students are invited to contribute weekly “Book of the Week” posts on library social media accounts, promoting reading, highlighting library resources, and strengthening student-led engagement.
- Strengthening Staffing and Public Services: The library welcomed Jennifer Walters as the new Public Services Librarian, succeeding outgoing librarian Rhonda Donaldson. Recruitment is underway to fill the vacant Public Services Desk Attendant position, ensuring continuity in public service and operational support.

## **ENROLLMENT MANAGEMENT**

### Undergraduate Admissions

Admissions staff are processing admissions applications and decisions for the spring and Fall 2026 enrollment cycles. Staff will continue to review applications for the spring and Fall and will begin coordinated outreach to prospective students to encourage them to submit missing application materials, sign up for spring events, commit to Shepherd, and answer questions they may have. For the Fall 2026 cycle, admissions applications and admits are up 1 and 6%, respectively. Deposits are down 19% compared to this time last year. An updated, full admissions report for Fall 2026 is below.

- In partnership with Student Affairs, Enrollment Management has purchased and begun the implementation process for a new Customer Relationship Management (CRM) system: Slate by Technolutions. Slate will replace the current admissions CRM and is a best-in-class CRM system for colleges and universities.
- The Free Application for Federal Student Aid (FAFSA) opened earlier this Fall. Unlike previous admissions cycles, the Office of Financial Aid expects to send aid packages in December to Fall 2026 students; aid packages have not been sent this early since the Fall 2023 cycle, when packages were sent in December 2022. Financial Aid is redesigning the award letter to provide students with a cleaner and clearer picture of their financial aid award.
- With the conclusion of the Fall travel season, admissions staff are looking ahead to spring events. The Office of Admissions will host three accepted student events on Monday, February 16; Friday, March 27; and Monday, April 6. These events play an important role in helping accepted students and families confirm their college decision. The Spring Open House will be held on March 7, and staff have begun the planning process to redesign and update the open house program.
- New Enrollment Data Set: Below is the new enrollment funnel data report, which will be submitted weekly to the Executive Leadership Team. This report captures key performance indicators of Inquiries, Applications, Admissions, Deposits, and Enrollments. In addition, the report tracks Shepherd's conversion rates for each metric compared to the same time a year ago. These data are reviewed weekly and will inform future strategic allocations of resources and initiatives to drive recruitment and enrollment.



**SU Weekly Report - 12.08.2025 Fall 2026 (YoY Date 12.09.24)**

		Fall 2026	In-state	Out-of- state	Fall 2025	In-state	Out-of- state	Fall 2025 EOY	In-state	Out-of- state	Fall 26 Projection	In-state	Out-of- state	Fall 2026 Goals	% to Goal	2026 Conversion Rates	2025 Conversion Rate YoY	2025 Conversion Rate EOY
<b>Prospects</b>	Total last week	14497	6313	8184	6442	932	5510	7107	1336	5771								
	Total for the week	17	17	0	30	14	16	8	5	3								
Freshman (F)	8089	14114	6157	7957	6025	759	5266	6290	908	5382	16435	7539	8896					
Transfer (T/M)	-31	83	29	54	114	32	82	228	97	131	187	87	100					
Readmits (R)	3	4	2	2	1	0	1	10	7	3	36	27	9					
Graduate (G)		40	22	18	32	11	21	63	27	36	92	56	35					
Other (O) Specials and High School		11	5	6	8	4	4	36	25	11	40	19	21					
Unknown		50	44	6	99	84	15	250	213	37	191	165	26					
Common App		212	71	141	193	56	137	238	64	174	260	81	179					
<b>Total Prospects</b>	8042	14514	6330	8184	6472	946	5526	7115	1341	5774	17241	7974	9267					
<b>Applicants</b>	Total last week	1168	564	604	1157	525	632	2722	1357	1365								
	Total for the week	66	28	38	64	26	38	1	0	1								
Freshman (F)	23	1159	553	606	1136	517	619	2108	1000	1108	2149	1057	1092	2250	51.51%	8.21%	18.85%	33.51%
Transfer (T/M)	-12	72	36	36	84	33	51	567	317	250	573	344	229	575	12.52%	86.75%	73.68%	248.68%
Readmits (R)	2	3	3	0	1	1	0	48	40	8	73	73	0	50	6.00%	75.00%	100.00%	480.00%
Graduate (G)		24	18	6	23	16	7	81	48	33	81	57	24			60.00%	71.88%	128.57%
<b>Total Applicants</b>	13	1234	592	642	1221	551	670	2723	1357	1366	2795	1474	1321			8.50%	18.87%	38.27%
<b>Admits</b>	Total last week	810	363	447	787	349	438	2048	1039	1009								
	Total for the week	82	32	50	57	31	26	11	10	1								
Freshman (F)	53	869	387	482	816	370	446	1633	791	842	1811	859	952	1800	48.28%	74.98%	71.83%	77.47%
Transfer (T/M)	-7	21	6	15	28	10	18	388	224	164	343	150	193	375	5.60%	29.17%	33.33%	68.43%
Readmits (R)	2	2	2	0	0	0	0	38	34	4	73	73	0	40	5.00%	66.67%	0.00%	79.17%
Graduate (G)		1	0	1	1	1	0	65	41	24	46	0	46			4.17%	4.35%	80.25%
<b>Total Admits</b>	48	892	395	497	844	380	464	2059	1049	1010	2228	1082	1146			72.29%	69.12%	75.62%
<b>Deposits</b>	Total last week	96	71	25	111	66	45	1026	699	327								
	Total for the week	11	7	4	20	8	12	16	14	2								
Freshman (F)	-19	98	74	24	117	72	45	697	491	206	614	505	109	700	14.00%	11.28%	14.34%	42.68%
Transfer (T/M)	-6	8	3	5	14	2	12	308	189	119	234	150	83	310	2.58%	38.10%	50.00%	79.38%
Readmits (R)	1	1	1	0	0	0	0	37	33	4	0	0	0	40	2.50%	50.00%	0.00%	97.37%
Graduate (G)		1	0	1	0	0	0	67	42	25	46	0	46			100.00%	0.00%	103.08%
<b>Total Deposits</b>	-24	107	78	29	131	74	57	1042	713	329	848	655	193	1050	10.19%	12.00%	15.52%	50.61%
<b>Enrollments</b>																		
Freshman (F)		0	0	0	0	0	0	572	405	167	0	0	0	600	0.00%	0.00%	0.00%	82.07%
Transfer (T/M)		0	0	0	0	0	0	217	139	78	0	0	0	250	0.00%	0.00%	0.00%	70.45%
Readmits (R)		0	0	0	0	0	0	19	18	1	0	0	0	25	0.00%	0.00%	0.00%	51.35%
<b>Total Enrollments</b>		0	0	0	0	0	0	808	562	246	0	0	0	875	0.00%	0.00%	0.00%	77.54%

## Transfer Process Updates

The Office of Admissions and the Office of the Registrar continue to make progress on credit evaluations for new transfer students.

Earlier this semester, the two offices worked together to restructure the transfer process for courses already articulated at Shepherd; the Admissions office now automatically assigns that credit for newly admitted transfer students, thus allowing the Registrar's Office to focus on new course articulations.

Most new transfer students now receive their credit evaluations within 2-3 days of their acceptance. Once a student's credit evaluation is complete and they pay their enrollment deposit, they are eligible to register for classes and receive instructions on how to contact their advisor.

## Enrollment Snapshot for Spring 2026

<b>Spring 2026 Enrollment Report and Projection:</b>					
12.5.2025 After Priority Registration	12.11.2023	12.9.2024	2.17.2025	12.5.2025	
<b>Headcount Projection</b>	<b>Spring 2023</b>	<b>Spring 2024</b>	<b>Spring 2025</b>	<b>Spring 2025</b>	
<b>Student Type</b>	<b>To-Date HC</b>	<b>Current HC</b>	<b>CENSUS HC</b>	<b>Current HC</b>	<b>YOY Var.</b>
Continuing	1984	1899	1989	1931	32
New Freshman	9	9	22	10	1
Re-admit	1	8	16	2	-6
Transfer	43	41	114	42	1
Total Undergraduate	2037	1957	2141	1985	28
Graduate - Continuing	124	114	138	99	-15
Graduate - New	4	2	25	5	3
Total Graduate	128	116	163	104	-12
<b>Degree-Seeking</b>	<b>2165</b>	<b>2073</b>	<b>2304</b>	<b>2089</b>	<b>16</b>
Non-degree UG	231	251	388	264	13
Non-degree GR	73	73	171	26	-47
<b>Total Enrollment Degree &amp; Non-degree</b>	<b>2469</b>	<b>2397</b>	<b>2863</b>	<b>2379</b>	<b>-18</b>
<b>FTE Projectn</b>	<b>Spring 2023</b>	<b>Spring 2024</b>	<b>Spring 2024</b>	<b>Spring 2025</b>	
<b>Student Type</b>	<b>To-Date FTE</b>	<b>To-Date FTE</b>	<b>CENSUS FTE</b>	<b>Current FTE</b>	
Continuing	1919.67	1840.47	1927.83	1882.16	
New Freshman	6.93	7.7	20.80	10	
Re-admit	0.4	5.73	11.00	0.8	
Transfer	35.07	33.67	99.60	35.93	
Graduate - Continuing	80.33	78.33	98.16	68.3	
Graduate - New	2	1.5	19.58	3.5	
<b>Degree-Seeking</b>	<b>2044.40</b>	<b>1967.40</b>	<b>2176.97</b>	<b>2000.69</b>	
<b>Non-degree UG</b>	<b>89.4</b>	<b>104.53</b>	<b>124.60</b>	<b>111.47</b>	
<b>Non-degree GR</b>	<b>36.75</b>	<b>36.75</b>	<b>82.50</b>	<b>8.75</b>	
<b>ALL HC</b>	<b>2469</b>	<b>2397.0</b>	<b>2863</b>	<b>2379</b>	
<b>ALL FTE</b>	<b>2170.55</b>	<b>2108.68</b>	<b>2384.07</b>	<b>2120.91</b>	

The Office of the Registrar reports that as of December 1, 2025, 228 students (204 undergraduate, 24 graduate) are candidates for December 2024 graduation. Those numbers will likely change once final exams are complete and final grades are reported.

However, these numbers are an increase from last year at this time (193 total, 170 undergraduate, 23 graduate).

### **Regents Bachelor of Arts**

- In November, Donna Miller represented Shepherd at the Regents Bachelor of Arts (RBA) HEPC - Division of Academic Affairs meeting held at Fairmont State. Representatives from all public institutions attended with a common goal to best support our students and the RBA program.

Two important discussions focused on accepting prior learning credits and portfolio submission and processing. The group collaborated and agreed to have the same requirements at all institutions to provide equal academic paths for students at the institutions offering RBA degree programs. These guidelines have been drafted by Dr. Chris Rasmussen, HEPC Vice Chancellor for Academic Affairs, and will be reviewed by the provosts at each institution for their input and agreement.

Additionally, two recent policies were updated: first, reducing the number of years a student could enroll in the RBA program after high school graduation from four to three, and revising the residency requirement to specify that students must complete 24 course credits at a West Virginia institution, including 12 credits earned at the host institution, without requiring those 12 credits to be the final credits taken.

- This past year celebrates 50 years of the RBA program's establishment in WV. It also marks the 50<sup>th</sup> year of the program at Shepherd. HEPC collaborated with its member institutions to create marketing and promotional materials to be shared. This provides a unique opportunity for Shepherd to promote the RBA program to prospective, non-traditional students who would benefit from completing a bachelor's degree.

### **Dual Enrollment**

- The Fall 2026 high school dual enrollment application is now open, and student inquiries about the process have begun. We anticipate that applications will continue to arrive steadily over the coming months, with the highest volume expected between February and April as high school students finalize their course selections for the upcoming academic year.
- Coordinator, Barbara Kandalis, will be visiting local high schools to promote Shepherd University's Dual Enrollment Program to students and their families. She will visit all high schools in Berkeley and Jefferson counties. In addition, Shepherd will host two on-campus information sessions for homeschooled students and for anyone unable to attend a high school presentation.
- Shepherd is also expanding its state-funded dual enrollment opportunities. Beginning this cycle, a new Business pathway will be offered in partnership with Berkeley and Jefferson counties. This will be the fifth state-funded option available to students, joining the existing pathways in Nursing, Social Work, Education, and STEM/MedSTEP.

Shepherd University Board of Governors  
Report to the Student Affairs, Athletics, and University Relations Committee  
December 18, 2025  
Presentation Agenda Item No. 4-a

## **STUDENT AFFAIRS DIVISION ANNUAL REPORT**

Ms. Holly Morgan-Frye, Vice President for Student Affairs and Director of Community Relations, will provide the Committee with the Student Affairs Division Annual Report. Her written report is included on the following pages.





**SHEPHERD**  
UNIVERSITY

DIVISION OF STUDENT AFFAIRS



## CONNECTION & BELONGING



## PERSISTENCE & RETENTION





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# Accessibility Services

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## Mission Statement

The mission of Accessibility Services is to assist students with diverse needs to achieve their academic and social potential by facilitating the use of reasonable and documented accommodations. The Office of Accessibility Services provides reasonable accommodations to students with disabilities in accordance with the Americans with Disabilities Act and the Rehabilitation Act of 1973, as well as its amendments.

## Staff

Full-time

Jessica Anders – Director of Accessibility Services

Rebekah Welch – Student Support Specialist

Jared Myers – Testing and Office Coordinator

## Staff Attend Conference Ahead of ADA Title II Updates

In May 2025, the Director of Accessibility Services and the Student Support Specialist attended the 2025 AccessU Conference at St. Edward's University in Austin, TX. Hosted by *Knowbility*, this accessibility-focused event offered workshops on digital accessibility laws, tools, and models. A major focus was the updated Title II regulations of the Americans with Disabilities Act (ADA), including new requirements tied to the Web Content Accessibility Guidelines (WCAG). ADA Title II ensures that state and local government services, including public universities, are accessible to people with disabilities. All university digital content must meet accessibility standards by April 24, 2027. This includes:

- Shepherd University's website (desktop and mobile)
- Apps such as Brightspace Pulse and Corq
- Brightspace course pages
- All digital course materials (documents, audio, video)
- Programs such as RAIL and DegreeWorks
- Social media content
- University-wide processes

Accessibility is a shared responsibility. The updated WCAG standards will affect departments across campus, including Academic Affairs, Communications, and Information Technology. With nearby West Virginia University (WVU) already facing an ADA Title II compliance lawsuit, it is essential for Shepherd University to be proactive. The Director, supported by office staff, is developing a plan to streamline compliance and simplify processes for students, staff, and faculty.

## Received Women Investing in Shepherd (WISH) Grant of \$26,750 for Software Renewal

Accessibility Services was one of three campus projects awarded WISH Foundation funds to support a three-year renewal of the Accommodate software. Maintaining Accommodate will help the university manage

accommodations and data for a growing population of students with disabilities. The university will be funding the cost for this critical system in 2025-2026.

STUDENTS REGISTERED WITH ACCESSIBILITY SERVICES			
Fall 23	333	Spring 24	323
Fall 24	344	Spring 25	360

EXAMS PROTORED BY ACCESSIBILITY SERVICES			
Fall 23	434	Spring 24	406
Fall 24	366	Spring 25	315

**Challenges**

Accessibility Services continues to see increasing complexity in student diagnoses and needs. To support these students, the office holds collaborative meetings with partners such as the Student Success Center and TRIO to provide more in-depth, one-on-one assistance. While not every student can receive this level of support, significant effort is made to ensure students with disabilities get the help they need to succeed.

**Executive Summary**

Compliance with the updated ADA Title II regulations will require a campus-wide effort. Accessibility Services must balance implementing a compliance plan with meeting growing student needs and conducting disability awareness outreach. Support and cooperation from campus leadership and partners are essential to prevent staff from burning out and meet compliance requirements. Students with disabilities choose Shepherd because of the support available, making it critical for the university to meet modern digital accessibility expectations.

## Counseling Services

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**Mission Statement**

Shepherd University Counseling Services believes that good mental health and wellbeing are vital to the success of college students. We strive to provide impactful, accessible, and inclusive services to promote wellness and normalize mental health challenges. We value our students and work together with our campus community to promote a culture of respect, belonging, and wellness.

**Staff**

- Full-time
- Wendy Baracka – Director of Counseling Services
- Jami Cross – Counselor
- Karen Martin – Counselor
- Amanda Shank - Counselor



Student Interns  
Leah Stambaugh – BSW Practicum Intern  
Gena Rockwell – Graduate Intern  
Laura Henton – DNP Intern

Individual Counseling

In FY2025, counseling services supported **1,808 appointments**. Caseloads were kept relatively equitable among counselors with support from graduate and undergraduate interns. A Service Evaluation was sent to 279 students, and about 40 responded (14% response rate). Survey results showed:

- **91%** agreed it was easy to request an appointment through Ram Pulse.
- **100%** strongly agreed that the counselor created a safe environment.
- **100%** agreed the counselor was knowledgeable about common college mental health challenges.
- **97%** agreed counseling supported their academic success.
- **91%** strongly agree they would recommend Counseling Services to a friend.

INDIVIDUAL COUNSELING SESSIONS	
22-23	1,429
23-24	1,546
24-25	1,808

Individual counseling remains the most utilized service. Students initiate appointments through an online form, email, walk-ins at the Health Center, or referrals from staff, faculty, or peers. Students scheduled **2,264 counseling appointments**, of which roughly 400 were cancelled by the student. Ongoing challenges include handling high request volumes, maintaining balanced caseloads, and managing staff workload across individual and group counseling, outreach, crisis response, professional development, and campus consultations.

Group Counseling

Counseling Services offered group counseling which combines professional mental health services with peer support, helping maximize both staff availability and student benefit. Support group offerings included:

GROUP COUNSELING	
Professional Led	Peer Led
Yoga for Stress Reduction	Chronic Health Issues
Grief and Loss	Yoga and Mindfulness
Stress Management	Happiness Workshop
SU Walks	

Counseling Services experienced low attendance in group counseling but saw increased participation when groups were promoted through RamPulse, social media, and direct invitations. The Happiness Workshop, a five-week

series developed by a senior Psychology student in collaboration with the Psychology Club and Counseling Services, was the most populated group in FY25. Student interest in peer-led groups, as reflected in Needs Assessment Surveys, and the collaborative format likely contributed to higher attendance.

## **Outreach Programming**

Counseling Services staff provided approximately 553 hours of outreach programming throughout FY25. Types of programming include training, tabling in the Ram's Den, presentations to students, faculty, and staff, events, collaborative meetings, committee meetings, professional development, and clinical supervision.

## **Sources of Strength (SOS)**

Shepherd University Counseling Services Launches Partnership with National Suicide Prevention Program [SU Launches Partnership with National Suicide Prevention Program](#). Sources of Strength is an evidence-based, peer-led suicide prevention program supported by professional advisors. It focuses on building individual and community strengths while promoting support, connection, and mental health de-stigmatization. Shepherd University is one of the few higher-education institutions piloting the program at the college level. A team of 17 peer and professional advisors was recruited and trained, meeting biweekly throughout the year to plan and implement campus-wide wellness campaigns. The Fall "Tree of Trust" Campaign engaged hundreds of students, staff, and faculty. The Spring "Name Your Strength" Campaign, which included a bake sale, raised \$300 to establish a Foundation Account to support future program needs.

## **Connection with Counselors**

Counseling Services hosts a monthly tabling event in the Rams Den to build student connections, increase mental health literacy, and promote awareness of campus and community resources. Each event features a mental health wellness theme, and approximately seven events were held throughout the year. Counseling Services collaborated with both campus and community partners, including Accessibility Services, Title IX, the Wellness Center, the Student Health Center, Student Affairs, AIDS Response Effort INC, and the Empowerment Center of the Eastern Panhandle.

## **[Candlelight Vigil](#) (click for article)**

Counseling Services partnered with Rams Care, Morgan's Message, and the Division of Student Affairs to host our 2nd annual Candlelight Vigil event in September to honor Suicide Awareness Month. In addition to a dynamic line-up of speakers, we had information tables and a group activity where participants wrote messages of hope on a large banner. We had over 30 people in attendance including staff, faculty, students, and community members.

## **Student-Athlete Mental Health Supports Student Athlete Advisory Council (SAAC)**

In January, a focus group was held with 21 SAAC members to gain information and assess the mental health and support needs of our student athlete population. Students were provided with a list of questions developed by the Athlete Mental Health Committee and had the option of verbalizing or writing responses. The information was then compiled and shared with our Student Affairs Principal Systems Analyst who created a visual presentation.

The presentation was then shared with the Mental Health Committee, and the information will be utilized to inform program development in FY26.

### **Athletic Staff Meetings, Presentations, and Screenings**

- The director of counseling services was asked to present at two Athletic Staff Meetings in Fall 2024. The first presentation included information on suicide prevention and the second focused on self-care and burnout prevention for staff.
- Presented on content including NCAA Best practices and SU's policies
- Presented a quick five-minute introduction to campus mental health resources during the athlete orientation held in August.
- Met with 300+ student athletes to present education on mental health literacy, common student athlete mental health challenges, encourage help seeking and information on how to connect to support on campus.
- Partnered with Athletic Training staff to review mental health screening results with student athletes whose scores indicated higher risk level
- Hosted Fall and Spring meetings to set goals, review progress, and plan for student athletes support and programming through the Athlete Mental Health Committee meetings
- All athletic staff, including coaches and trainers, received Question, Persuade, and Refer (QPR) Training on October 4, 2024. This training taught participants to recognize the warning signs of a suicide crisis and how to assist using the QPR method.

### **Developing Policies and Procedures for Student Athlete Mental Health Screening**

Counseling Services staff, Athletic Training Staff and Division of Student Affairs leaders continue to work together to review and implement NCAA best practices in student athlete mental health support. These include providing consistent mental health screening, collaborating with mental health clinicians to follow up with students identified as at risk, providing pathways for support and normalizing mental health challenges to reduce stigma and increase caring connections for student athletes. Counseling Services offers two athletics screening follow-up sessions and developed informational handouts for the following topics: anxiety, depression, insomnia, substance abuse disorders, and athlete burnout.

### **Development of Mental Health 101 Course for Articulate**

Counseling Services collaborated with the Director of Title IX to create a Mental Health 101 module for the mandatory Student/Employee Respect Course. The module normalized mental health challenges, increased mental health literacy, and outlined campus and community resources. All students, staff, and faculty were required to view this content in the 2024–2025 academic year. Counseling Services also partnered with University Communications to produce a short video showing how to request an appointment, check in at the Student Health Center, and navigate Counseling Services spaces, including The Well's support group and relaxation area. This visual, trauma-informed approach helps reduce anxiety and improves access to free, confidential services.

In 2024–2025, 79% of students, staff, and faculty completed the Respect Course, and the video was used in Counseling Services presentations throughout the year. Developing Mental Health 101 within the mandatory course aligns with best practices by providing timely mental health literacy, normalizing challenges, and increasing awareness of available resources. Counseling Services is also exploring ways to make the training and video accessible on its website.

## **Community Mental Health (CMH) Policy Collaboration Grant**

In FY2024, Shepherd University received a \$25,000 Special Projects – Policy Collaboration Grant from the HEPC and later obtained a one-year no-cost extension in June 2024. The grant enabled Shepherd to partner with up to five other state institutions—Glenville State University, West Liberty University, Concord University, West Virginia State University, and Fairmont State University—to coordinate efforts, consult, and provide training on mental health policy updates and campus-wide risk reduction. The collaborative team met bi-weekly throughout FY2025. Grant funds supported customized training on BIT Best Practices and the NABITA Risk Rubric, with all partner institutions participating in a full-day virtual training for BIT/CARE teams on August 6, 2024. Additional trainings were offered on the Structured Interview for Violence Risk Assessment and on Violence Risk Assessment of the Written Word, held April 8 and June 24, respectively.

## **Campus Collaboration**

### **Suicide Intervention & Postvention – Keepers of Life Training**

- Counseling Services led suicide intervention and postvention efforts through the Keepers of Life Training, coordinated by Director Wendy Baracka in partnership with HEPC, Prevent Suicide WV, and Brother UP. Funded by an HEPC grant, the training supported the campus community's recovery from a suicide loss and included participants from Student Affairs leadership, SUPD, Residence Life, the Student Health Center, Student Success Center, Athletics, and Counseling Services. Additional crisis response and postvention work included research, on- and off-campus collaboration, statewide consultation, coordination of further training for BIT and RLO staff, and policy development.

### **Consultation support for RA's/HD's**

- Counseling Services also provided ongoing consultation to Residence Life staff (RAs and Hall Directors), offering opportunities to process experiences, discuss successes and barriers, and strengthen mental health response skills. This support improved communication, collaboration during distress situations, and resource access, while fostering team building throughout the semester.

## **Training for the Campus Community**

The counseling staff has performed several training offerings during the year:

- Faculty Professional Development Day: August 2024
- RA/HD Training: Fall 2024 and Spring 2025
- Sources of Strength Training: October 2024
- Keepers of Life - Suicide Intervention and Postvention: February 2025
- QPR Training:
  - August 15, 2024 – Resident Assistants and Hall Directors

- October 4, 2024 – Newly Hired Athletic Coaches
- February 8, 2025 – Student Leadership Conference
- March 27, 2025 – Social Work Practicum Students

## Professional Development for Counseling Team

- Collaborative Assessment and Management of Suicidality (CAMS) Training: A mental health treatment
- 2025 West Virginia Sexual Violence Prevention Summit
- National Association of Social Workers (NASW) WV Spring Conference
- Aging Well Workshop
- Accelerated Resolution Therapy
- Grief Counseling
- Flash Therapy is a trauma-processing method that helps reduce emotional distress by quickly and gently processing disturbing memories without requiring the client to consciously engage with the trauma. It involves briefly and peripherally "flashing" to a distressing memory while maintaining a focus on a positive, engaging feeling or image.
- NABITA: Structured Interview for Violence Risk Assessment (SIVRA)
- Keepers of Life
- Multidisciplinary Interpersonal Violence Summit
- WV Restorative Justice Project Skills Summit
- NABITA – Best Practices for BIT and Risk Rubric

## Dean of Students

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### Mission Statements

**Student Conduct** - The Office of Student Conduct at Shepherd University maintains and reinforces a safe and equitable community where the rights of all students are protected by upholding institutional policies and procedures. In circumstances where the behaviors or actions of individual students, student groups, or student organizations do not meet the guidelines set by the Student Code of Conduct, the Office of Student Conduct pursues the resolution of policy violations in an equitable, timely, and unbiased manner through due process. Within this process, the Office of Student Conduct promotes opportunities for appropriate educational and developmental learning using a restorative justice model.

**Behavioral Intervention Team** - The Behavioral Intervention Team (BIT) is composed of several campus areas that have direct responsibility for student wellness, mental and physical health, academic success, emergency intervention and response, and policy education and enforcement addressing a variety of incidents from access to basic needs to mild distress to high-level threats of violence. BIT identifies students who demonstrate behaviors that may be warning signs of threats to themselves or others, exhibit disruptive behaviors, or have barriers to success. BIT's goal is to successfully engage, support, and provide resources to students who exhibit concerns

through a coordinated effort involving campus services and programs. Overall, BIT fosters a safer campus community and contributes to increasing student wellbeing, retention, and success.

## **Introduction**

This annual report focuses on three main areas on which most of the attention of the Dean of Students Office was dedicated in the 2024-2025 academic year:

- The Behavioral Intervention Team Report Processes,
- Student Conduct Report Resolution, and
- Other activities which fall under the Dean of Students.

These three areas contribute to a significant amount of effort within the Dean of Students' office and provide a snapshot of the processes and outcomes of the academic year. Several other functional areas within the Dean of Students office are a result of collaboration between departments where the Dean of Students office was not the primary contributor and are not addressed in depth within this report. These areas include Title IX report resolutions and specific data from Counseling Services concerning substance use/recovery; more specific information about those data points can be found in their reports.

## **Staff**

Full-time

Jacob Mellow – Dean of Students

## **Overview**

### **Behavioral Intervention Team**

BIT addressed 96 reports and 157 students through BIT, the most ever addressed in BIT. Mental Health crises have significantly increased, oftentimes leading to responses from Counseling Services and RLO being the first points of contact in these cases. BIT engaged in training including the NABITA Risk Rubric, Keepers of Life Suicide Intervention and Suicide Post-Vention, and the SIVRA. These trainings provided BIT a guideline for assessments of cases. During this academic year, 264 Absentee Notices and 52 Handle with Care Requests were sent. Challenges included response to the death of a student, mental health challenges, political (state and federal legislation), institutional changes, natural disasters, interpersonal conflicts, and individual student crisis. BIT has responded well; however, students require a depth of care that can be, at times, beyond the scope of our members.

### **Student Conduct Report Resolution and Code of Conduct Policy Updates**

- Student Conduct addressed 247 reports. The DOS and RLO collaborated on these cases with a majority resulting from residential students.
- Notable fluctuations in reports include Fire Safety Equipment, Alcohol Possession/Use, Prohibited Items, and Academic Integrity. This report explores reasons for fluctuations including enforcement, education, and faculty/staff actions/understanding of policy.
- Students understanding the Student Handbook, especially RLO policies, is a challenge given the significant rise in prohibited items, like candles and extension cords.

- A topic not reflected in report numbers is interpersonal conflicts. A significant amount of time and collaboration between the DOS, Athletics, Student Activities and Leadership, and BIT was dedicated to conflict resolution, which will be a focus of the next A.Y.
- Several Student Handbook updates were made including Academic Integrity Policies and Procedures, Active Sports and Microtransportation, Hazing, and ID Cards.

### **Other Activities**

- Shepherd participated in Save-A-Life (SAL) Day with over 200 Narcan kits provided to the campus community, which is the most of any previous SAL days.
- The Serene Green was completed at Gardiner Hall thanks to a grant obtained by Kat Ramirez-Cubas; construction was led by DOS Mellow.
- DOS Mellow attended several WVCIA meetings, including the WV Higher Ed Summit. The meetings included training opportunities on student health and wellbeing, substance use, and mental health, reviews of ACHA NCHA results, and future planning.
- SLC approved five new organizations along with Handbook Policies. Revitalizing SLC will be a focus of the next academic year, especially for attendance of meetings.
- DOS Mellow served as the Grand Marshal for Commencement, which included leadership of Marshals, Line-Up, and coordination with the Commencement Committee and other members of the campus community.

### **Behavioral Intervention Team Report Processes**

In FY25, the Behavioral Intervention Team (BIT) handled 96 reports—a slight decrease from the previous year—but supported 157 students, as many cases involved multiple individuals. Referrals stemmed from a range of concerns, including academics, alcohol/drugs, family, mental and medical health, personal safety, and relationships, often with multiple issues per case. Student challenges, especially those involving mental health and suicidality, have become increasingly complex. Students remained on the BIT list for an average of 46.8 days, like in FY24.

These personal crises significantly affected students' academic progress and persistence and required rapid, holistic responses from staff, particularly Counseling Services and Residence Life, who often served as first contacts. To improve communication, BIT members began using Guardian Case Management alongside the BIT Teams account to share real-time updates between meetings.

Throughout the year, BIT has engaged in several training courses to strengthen its support capacity. On August 6, 2024, members completed NABITA Risk Rubric training as part of the Mental Health Collaborative Grant, focusing on assessing emotional and violence-related risk. On February 19–20, 2025, BIT, Student Affairs, and campus police participated in Keepers of Life suicide intervention training and the “When Life Goes” post-intervention program, funded by the WV HEPC. On April 8–9, 2025, members completed two days of SIVRA training, learning to conduct structured interviews to evaluate threats of violence, also supported through the Mental Health Collaborative Grant. The suicide-intervention training taught multiple approaches for talking about suicide,

intervening during a crisis, and ensuring individuals are connected to emergency services or immediate support. The “When Life Goes” post-intervention training addressed how to support individuals and communities after a suicide death, as well as other tragic or unexpected losses. It covered forming a care team, identifying needed resources, and implementing additional support strategies. This training was funded by the WV HEPC.

- SIVRA training, held April 8–9, 2025, provided two full days of instruction on conducting the Structured Interview for Violence Risk Assessment. Building on the NABITA Risk Rubric, it focused on evaluating threats of violence through an 18-factor structured interview process that produces a risk level and recommended interventions. This training was supported by the Mental Health Collaborative Grant.

ACADEMIC YEAR	NUMBER OF BIT REPORTS	ABSENTEE NOTICES	HANDLE WITH CARE REQUESTS
2023-2024	113	183	115
2024-2025	96	264	52

**Challenges**

This year, BIT experienced both significant growth and new challenges. Trainings strengthened the team’s ability to make informed decisions and provide appropriate interventions across a wide range of student concerns. A major focus was supporting students and the campus community following a student death in November, prompting BIT to learn new postvention strategies and seek additional training to better prepare for future crisis events. Although overall reports decreased, BIT supported 157 students—its highest number ever.

The high number of students served reflects broader pressures affecting the student population, including mental health impacts from political events, legislation, institutional changes, natural disasters, interpersonal conflict, and personal crises. These challenges affected students’ mental health, academics, social functioning, athletics, finances, and family situations, mirroring national trends in higher education. As enrollment declines but student concerns rise, BIT’s role will remain essential. However, the growing complexity and volume of cases may strain staff capacity.

Despite these challenges, BIT provided timely, holistic support to all 157 students, aided by improved communication through Teams and Guardian. Grant-funded and state-supported trainings strengthened the team’s skills and enhanced processes, enabling BIT to meet—and at times exceed—national standards of practice.

**Student Conduct Report Resolution**

During FY25, Student Conduct addressed 237 Student Code of Conduct violation reports between the Dean of Students Office and Residence Life Office, which is a comparable reflection of the 247 reports addressed in the 2023-2024 academic year. The collaboration of these two offices resulted in an average case time of 23.7 days from the date of report to the date of close (which includes completion of sanctions) which is 1.2 days better than the previous year. Most reports from the Residence Life area were minor prohibited items violations which resulted in policy reminders as a written warning. Student Conduct violation reports have varied due to changes in



informing students about violations and enforcement strategies from year to year; notable fluctuations in data are discussed below the data table, along with takeaways and challenges.

<b>VIOLATION</b>	<b>2024-2025</b>	<b>2023-2024</b>	<b>2022-2023</b>
Violations of Law	0	1	2
University Rule	0	1	1
Parking Regulations	0	10	0
Orientation	0	0	0
Failure to Comply (Directions from Officials)	0	0	5
Failure to Comply (Electronic Messages)	0	0	0
Computer Privacy or Security	0	0	0
Software Agreements/Copyright	0	0	0
Unauthorized Key Use	10	5	7
University ID	1	0	0
Accessory	0	4	5
Damage to University Property	3	6	0
Damage to Other's Property	0	0	5
Theft	0	0	0
False Bomb Threat	0	0	0
Fire or False Emergency	0	0	0
Failure to Evacuate	8	5	5
Fire Safety Equipment	1	18	15
Propping Doors	2	1	1
Blocking Exits	0	0	0
Fireworks	0	0	0
Chemicals	0	0	0
Firearms	0	0	1
Other Weapons	1	1	3
Alcohol Possession/Use	12	38	22
Public Intoxication	1	1	0
Common Source Containers	3	0	0
Excessive Consumption Activities	6	0	0
Trophy Bottles	14	9	7
Alcohol for Clubs/Orgs	0	1	0
Tobacco/Smoking	5	18	18
Drugs Use, Possession Distribution	4	8	13
Synthetic Drugs	4	0	2
Syringes	0	0	0
Paraphernalia	9	0	6

Invasion of Privacy	0	0	0
Misrepresentation	0	1	0
Lewd or Indecent Behavior	0	0	0
Disruptive Conduct	5	1	7
Endangering Conduct	0	5	2
Abuse	0	0	1
Hazing	0	0	0
Identity Discrimination	0	0	0
Hate Activities	0	0	0
Harassment	0	0	0
Inequitable Treatment	0	0	1
Gender Based Harassment	0	0	0
*Non-Consensual Sexual Contact	0	0	0
*Non-Consensual Sexual Intercourse	0	0	0
*Sexual Harassment	1	0	0
*Sexual Exploitation	0	0	1
*Dating Violence	0	1	0
*Domestic Violence	0	0	0
*Stalking	0	0	0
Retaliation	0	0	0
Guest Responsibility	1	0	1
Unauthorized Building Use	0	1	0
Inappropriate Entering/Exiting	0	2	0
Emergency Doors	0	0	5
Residency Requirement	0	0	0
Active Sports	0	0	0
Appliances in Residence Halls	9	2	0
Bathroom Use	2	0	0
Bathroom Capacities	0	0	0
Guest Escort	0	1	0
Unattended Guest	6	3	0
Unapproved Guest	0	0	1
Guest-Overnight	0	0	0
Laundry	0	0	0
Personal Storage	0	0	0
Animals in Residence Halls	8	3	2
Prohibited-Appliances	5	0	0
Prohibited-Beds	0	0	0
Prohibited-Electrical	4	7	0
Prohibited-Extension Cords	62	51	1

Prohibited-Cooking	21	41	1
Prohibited-Combustibles	135	51	7
Prohibited-Decorations	9	0	0
Prohibited-Other	10	6	0
Quiet Hours	0	0	3
Quiet Hours-Courtesy	4	2	0
Quiet Hours-24 Hours	0	0	0
Removal Of University Property	0	6	0
Room Alteration	0	0	0
Window Screen Removal	0	2	0
Unapproved Occupancy	1	1	0
Unassigned Occupant	0	0	0
Room Capacities-Traditional	0	0	0
Room Capacities-Suite	0	0	0
Room Capacities-Apartments	4	2	0
Room Condition-Unclean	7	10	1
Room Condition-Overtaken	3	6	0
Room Condition-Odor	2	0	0
Room Responsibility	4	5	2
Solicitation	0	1	0
Trash	4	8	1
Academic Integrity	17	29	17

*Please note: These numbers reflect reports only. Not every report results in a student being found responsible for a violation*

*\* Sexual Misconduct violation numbers reflect violations which went through a Student Conduct Process, Title IX "reports" may reflect differently since informal resolutions are offered as outcomes.*

## 2024-2025 Violation Outcomes

\* Students may be responsible for multiple outcomes within a single violation.

- Warning: 188
- Item Removal: 92
- Policy Reminder: 66
- Disciplinary Probation: 35
- Educational Requirements: 25
- Payment for Damages: 14
- Cannabis Screening and Intervention for College Students (CASICS): 10
- Revoked Privileges: 8
- Brief Alcohol Screening and Intervention for College Students (BASICS): 3
- Housing Reassignment: 2
- Reflection Paper: 2
- Random Room Inspection: 2
- Hall Director Reach Out: 1
- Connection to Accessibility Services: 1
- Deferred Suspension: 1

## Notable Data Fluctuation

- Fire Safety Equipment: This violation code is most often assigned when a student covers or removes their smoke detector. Over the past academic years, these violations have been taken very seriously, resulting in Disciplinary Probation and Reflection Papers that help students understand the magnitude of what could happen when fire safety devices are disabled. Increased enforcement along with educational information shared by Residence Life has resulted in a drop to only one violation this academic year.
- Alcohol Possession/Use: A majority of alcohol related violations this academic year are attributed to “Trophy Bottles” as opposed to active alcohol use or possession. From these reports, it seems as if more students choose to consume alcohol off campus and bring back their empty bottles to display as opposed to gathering in residence halls to consume alcohol. From the outcomes of BASICS and other conversations with students about alcohol use, many have reported that their alcohol use is social and during parties as opposed to small gatherings in residence halls, which has been prevalent in the past.
- Prohibited Items: Prohibited items, specifically extension cords, combustibles (candles), and cooking items (air fryers) have made up a majority of violations in this area. Residence Life has been very intentional during their Health and Safety Inspections to identify these items and remove them. Extension cords without the proper switches to prevent overload or surges have been a common problem; RAs continue to educate students on the proper cords that are permitted. The popularity of air fryers has been similar to pressure pots or “Insta-pots” in previous years.
- Academic Integrity: Academic Integrity has shifted from year to year since the 2020-2021 academic year with a decrease in 12 cases in just the past year. From conversations with instructors, there is a portion of faculty who seem to be hesitant to report students for academic integrity violations due to not understanding the reporting process, hesitancy to have a student “get in trouble”, or not wanting to be responsible for the academic integrity process outcomes. With the new edits to the Academic Integrity process, faculty should be more informed about what processes need to take place in an academic integrity violation and feel more secure in the reporting process. DOS Mellow plans to work with Academic Affairs and the Provost to offer opportunities to hear more about the process and make any potential edits to the process over the upcoming academic year.

## Challenges

The 2024-2025 academic year for Student Code of Conduct was not drastically different from any previous year in comparison regarding violations. Overall, trends of Code of Conduct violations remained static with few changes which are noted in the section above. Many of the changes are due to methods of providing information to students and remaining consistent with violation outcomes for enforcement. Student Conduct and Residence Life remain a vital partner in addressing Code of Conduct violations within residence halls. The team in Residence Life was solid in addressing and following up on reports, especially through the many challenges that they faced with facilities, staffing, and mental health concerns of residential students. Overall, based on communications with students during hearings, many are understanding of policies once the reasons for the policy are explained, leading to few repeat violations. However, given the number of violations in prohibited items, it is clear that

many students are ignorant of policies, specifically for Residence Life, despite signing that they have read and agree to abide by policies within the Student Handbook. Our continued efforts to provide students opportunities to review and understand policies understanding many will not read the extensive Student Handbook will be essential to strategies to reduce violations. The Dean of Students will work with Residence Life to establish a plan to address this process.

An area of reporting that is not necessarily reflected in the number of violation reports is an increase in interpersonal conflicts. Within athletic teams, fraternities and sororities, and other student groups, a significant number of interpersonal conflicts were addressed through the Dean of Students office in collaboration with Athletics, Student Activities and Leadership, and leadership within several student organizations. These conflicts include immature and inappropriate posts on social media, spreading rumors between individuals, accusations of misconduct, political and social conflict, and more. These reports often either did not rise to a Student Code of Conduct violation or were not able to be verified with any reasonable or relevant documentation.

These challenges often spanned across student groups, creating conflict between organization members as well as non-members and took attention from multiple departments and staff to address appropriately. These conflicts rising seem to be a trend across campuses and is not limited to Shepherd alone; conversations with administrators at other WV campuses and several articles from sources such as Inside Higher Ed reflect that students' communication skills are limited and interpreting intent through written content or "memes" leads to misunderstandings and negative impact. Additionally, students have opted to address conflicts or perceived conflicts through indirect means such as vague social media posts, talking to others around them about the issue, going to campus administrators about conflicts as opposed to speaking to individuals who are a direct participant in a conflict. Future educational opportunities for students that involve conflict management will be essential for Shepherd staff to provide students to add to their "tool kit".

## **Student Code of Conduct/Student Handbook Updates**

Student Life Council reviewed and approved five new policies or policy updates during the 2024-2025 academic year, all of which have been added to the Student Handbook. Below are links to these policies:

- [Academic Integrity Policy](#): The Academic Integrity Policy update was a response to an increase in the use of Automated Intelligence (AI) in the classroom. Each part of academic integrity was parsed out with more specific definitions, so faculty can cite this information in their syllabus. The AI portion was specifically crafted to acknowledge that some courses utilize and encourage AI in their assignments where others prohibit the use completely. This policy allows instructors to dictate what would constitute a violation within their specific course.
- [Academic Integrity Procedures](#): The Academic Integrity procedures were a part of a yearlong review to ensure that faculty appropriately reported violations to the Registrar and Dean of Students. The procedures were shared for review by the Faculty Senate, Academic Deans and Provost, several academic departments, and SGA starting in the Spring 2023 semester before approval in December 2024. The

procedures did not add any significant new information; however, they did revise the process to make the flow of steps more cohesive.

- [Active Sports and Microtransportation](#): The Active Sports and Microtransportation policy were updated to ensure that students utilizing microtransportation (scooters, bikes, skateboards, electric or manual) practiced proper operation, storage, and parking of these vehicles.
- [Hazing](#): The Hazing Policy, both in the Student Code of Conduct as well as Code of Conduct for all organizations, was updated to comply with the “Stop Campus Hazing Act” which was added as an amendment to the Clery Act. The updated policy now applies to all student groups, regardless of recognition status and requires reporting similarly to the requirements of the Clery Act but requires a separate report to be posted online of all reports and their outcomes.
- [ID Cards](#): The ID cards policy was updated to include appropriate use of the new HID application for door access.

## **Other Responsibilities**

### **Substance Use Prevention, Risk Reduction, and Recovery**

- Shepherd University participated in the Appalachian Save-A-Life Day in September 2025 which included education and training on reversing an Opioid overdose and provided over 200 Narcan kits at no cost. This program was funded by the WV Office of Drug Control Policy as well as local health departments. Several staff including Dean of Students Jake Mellow, and Counselors Wendy Baracka, Jami Cross, Karen Martin, and Amanda Shank participated along with several student and community volunteers.
- Katerina Ramirez-Cubas received \$7,000 from a Marshall University grant in Spring 2024 to support student mental health, wellbeing, and substance use reduction which will go towards improvements to “The Well” and establish an outdoor space. This grant and the work included was completed in August 2024 with construction efforts led by Dean of Students Jake Mellow.
- DOS Mellow attended several West Virginia Collegiate Initiative to Address Healthy Campus Communities (WVCIA) meetings throughout the academic year. These meetings included the Fall and Spring Meetings at Canaan Valley Resort which included trainings and information about substance use, mental health, and student wellbeing, review of ACHA NCHA Results, and future planning. Additionally, DOS Mellow attended the WV Higher Education Summit in Charleston, WV on March 28, 2025 and participated in the Presidential Pact as President Hendrix’s designee. The Higher Education Summit included several trainings and presentations about substance use, recovery, and student health and wellbeing with the Presidential Pact being a statewide commitment to supporting these topics at our institutions.

### **Student Life Council**

- In addition to the five new policies added to the Student Handbook listed above, the SLC reviewed and approved five new student organizations.
  - American Sign Language Club, Approved October 2024
  - Ultimate Frisbee Club, Approved October 2024
  - Fishing Club, Approved November 2024
  - Math Club, Approved November 2024

- Secular Student Alliance, Approved March 2025
- While successful in reviewing and approving new policies and student groups, attendance at meetings was difficult at times. SLC moved back to in-person meetings for all meetings which limited some members' attendance due to multiple commitments. Attendance at SLC Student Handbook subcommittee meetings was even more difficult since the subcommittees are not specifically assigned but highly encouraged. SLC has had conversations to improve attendance for next year, offering a hybrid in-person and Teams meeting for members for all meetings and subcommittees to encourage attendance, especially at times of the semester that are busier.

### **Commencement/Grand Marshal Activities**

- DOS Mellow served in the Grand Marshal for Commencement role for the third year. This role involves coordinating 35 floor, line-up, and faculty marshal roles, virtual walk throughs, in-person training with marshals, creation of diagrams and action steps, candidate line-up, radios, in-ceremony leadership, and post-ceremony clean-up/resetting for both ceremonies. These actions involved coordination with the Commencement Committee, faculty leadership, and facilities on campus in order to ensure all aspects of the ceremonies went according to plan in the months and weeks leading to Commencement.

## **Health Center**

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### **Mission Statement**

To support the personal growth and development of students by offering an integrated approach to address the physical as well as the emotional well-being of those needing our services.

### **Staff**

Full-time

Rebecca Boehler – Director and staff RN

Tess Tomsic – Program Assistant (retired Dec 2024)

Rachel Cline – medical/administrative assistant; hired Jan 25/resigned May 25

*Vacancy for medical/administrative assistant*

Chris Palank – Nurse Practitioner (NP)

### **Overview**

The clinic provides medical care for students, including appointments for acute injuries and illnesses, as well as mental health visits for prescriptions and follow-ups. Students commonly present with upper respiratory infections, wounds, injuries, and mental health needs, and there has been an increase in those receiving weekly allergy injections. The Health Center also frequently serves as the first point of contact for students in acute mental health crises, requiring staff to triage and refer them to an available counselor.

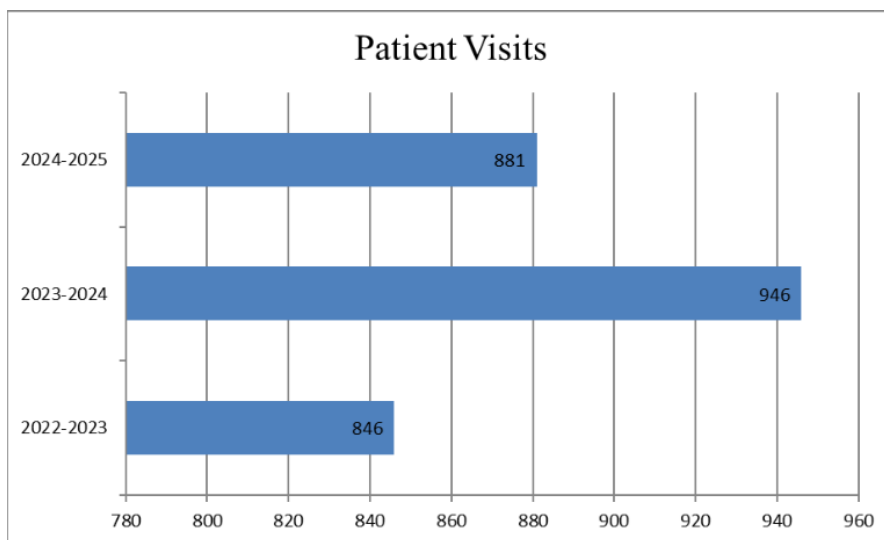
## Challenges

The Health Center faces several challenges, including staffing limitations. Although staffing is adequate when all employees are present, operations become difficult when even one staff member is out, as only two full-time staff members are available, and both are needed to manage patient care and phone coverage. Recruiting and retaining qualified staff has been difficult due to pay levels and limited resources tied to budget constraints.

Budget challenges also continue, with rising medical supply costs and a reduced budget. Staff reuse supplies, when possible, obtain free materials when available, and cut nonessential items, though certain necessary supplies must still be purchased to maintain student health and safety.

Additional challenges this year include new requirements related to state lab samples and the West Virginia Family Planning program, which demand increased outreach, community needs assessments, and additional staff time and resources.

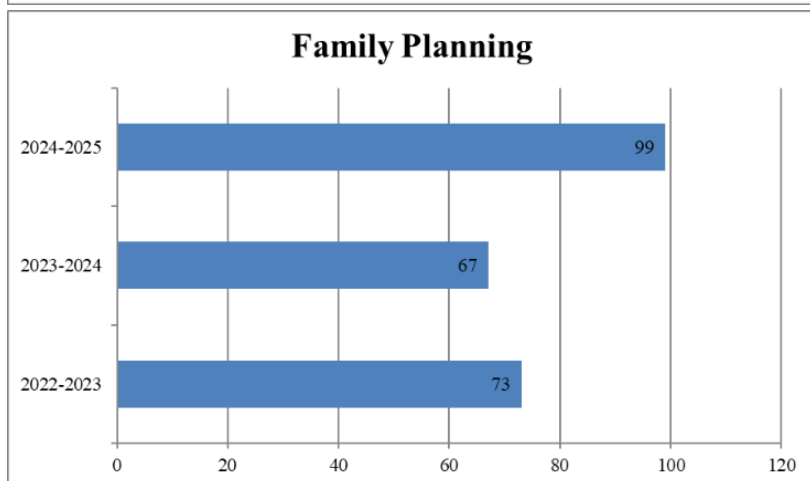
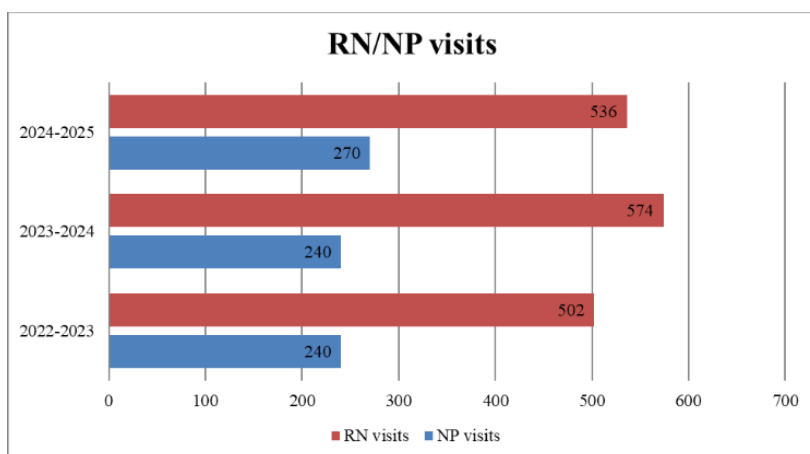
## Patient Volume Data



*This data includes required follow up appointments for Tb and lab tests.*

*\*This is not a scheduled appointment. We will count this data next year on the spreadsheet for a more accurate total. This data also does not include multiple phone calls made per day for follow-ups and prescriptions. I am unsure why there was a decrease in patient visits, as most of the numbers are similar to previous years. I can only surmise that last year's total was off due to human error in counting.*





## Executive Summary

The Health Center continued to see a rise in student mental health concerns, some requiring medical management by the Nurse Practitioner. A notable trend was an increase in non-traditional students seeking care due to lacking insurance or being underinsured. Family Planning clinic visits also increased, likely influenced by prior-year outreach efforts. The Center made referrals to outside providers when students required additional medical or mental health services. Allergy injection services grew substantially, with twice as many students receiving injections from fall to spring because of the convenience of on-campus administration.

The Health Center collaborated with Shepherdstown Pharmacy to host a flu and COVID booster clinic, vaccinating about 50 students and staff. Most services remained covered by undergraduate student fees. The Center continued offering West Virginia Family Planning services and free, confidential STD—including HIV—testing for all students. It also maintained its role as a sentinel clinic for the Jefferson County Health Department, reporting communicable diseases such as influenza and MRSA.

# Student Affairs Information Technology Management

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## Mission Statement

Student Affairs Information Technology (SAIT) focuses on the user, systems, and content management for the following applications or software.

- Simplicity: Accommodate
- Anthology: Baseline, Beacon, Course Evaluations, and Engage
- Camus Kaizen: Guardian
- Social Media: Facebook, Instagram, Linktree, Snapchat, TikTok, Twitter and YouTube

SAIT also supports efforts for our emergency alert system, RAVE, and offers supplemental support on the website management for over 35 websites through WordPress. The collective efforts of communication and marketing strategies and information technology management help students stay connected, informed, and safe. Therefore, students can spend more time building relationships, skills, and confidence.

## Staff

Full-time

Melanie Ford – Principal Systems Analyst

## Overview

In summer 2024, the Division of Student Affairs faced staffing gaps, leading the Principal Systems Analyst to assume responsibilities for division budgets, purchasing, budget reviews in Banner, management of the commuter lounge, display case, and mascot activities. With a paused hire for the Office of Student Community Services, the analyst also managed student community services, service events, communication, and took oversight of the Ram Pantry and Ram Closet, with plans to transition these to the office in fall of 2025.

In the fall of 2024, the Principal Systems Analyst helped transition the Athletic Department back to the supervision of the new Athletic Director. During the 2023-2024 period, the Principal Systems Analyst along with the VP for Student Affairs and Associate Vice President for Campus Services led the division through a major transition of leadership and a major infractions case with the NCAA.

When Anthology announced the Beacon software sunset for September 2025, the analyst began researching replacement student success solutions, and by spring 2025 the university pursued a system bridging admissions and student success, currently in the RFP stage.

In winter 2025, the Administrative Prioritization process assigned the analyst as the primary utility employee for Rambler Services, responsible for reviewing and documenting processes, managing associated software solutions, organizing staff, and upgrading policies to maintain and enhance the Rambler card's value across campus and the community.

Software as Solutions

The focus for FY25 continued to center around maintaining the faculty and staff use of our Beacon system while identifying replacement software.

Beacon

Designated responders from Financial Aid, Advising, Academic Support, the Student Success Center, Dean of Students, Residence Life, and TRIO continued to triage and support students through Beacon. Turnover in the Student Success Center and the Provost’s office slowed efforts to increase faculty use of the software, but early alerts remained valuable for addressing academic success and retention concerns. Training videos, support documents, and one-on-one guidance were provided at the start of each semester.

In fall 2024, total notations decreased by 665 compared to fall 2023, possibly due to less frequent faculty reporting, improved student attendance, timely assignment submission, and classroom behavior. Faculty reporting also dropped, with a 12% decrease in faculty submitting at least one notation, likely influenced by administrative prioritizations, faculty and staff cuts increasing workloads, and reduced guidance or encouragement from Academic Affairs leadership.

YEAR	NUMBER OF FACULTY/STAFF SUBMITTING AT LEAST ONE (1) NOTATION	NUMBER OF FACULTY/STAFF SUBMITTING MORE THAN ONE (1) NOTATION
2022-2023	83	60
2023-2024	92	63
2024-2025	80	63

The Student Success Center, who manages the day-to-day responsibilities of Beacon, continues to work with the Student Academic Enrichment team and the Division of Enrollment Management to identify critical data related to important processes faculty (advisors) and students need to perform.

Class attendance in the first two to four weeks of the semester is a key indicator of student success. This is the period when students are establishing relationships with faculty and fellow students through participation and learning foundational content related to the course. The chart below shows the timing of submissions related to class attendance in each academic term. We see a spike during the first week of classes then again right after midterms, two times that are influential time periods. We also saw an increase of notifications in this category from fall 2023 to fall 2024. Unfortunately, we continue to see fewer notifications (64% fewer) in the spring term.

Figure 1. Frequency of notations for class attendance during the fall 2024 academic term.

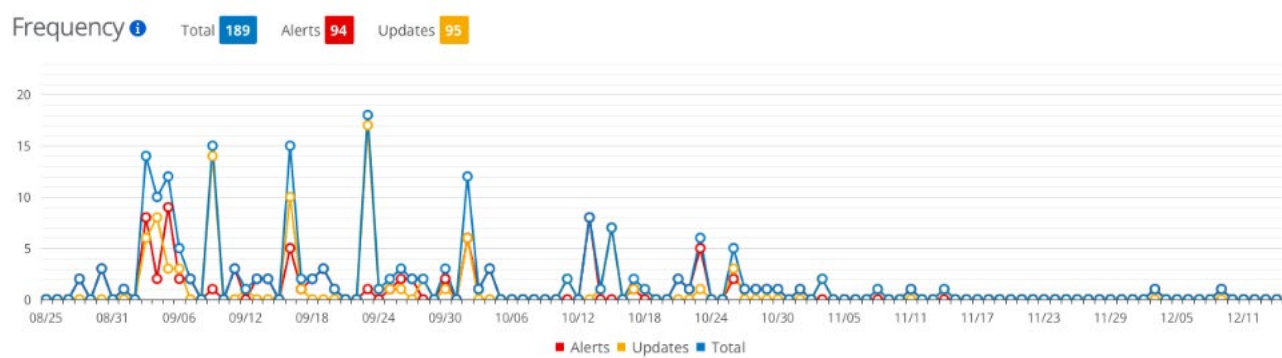


Figure 2. Frequency of notations for class attendance during the spring of 2025 academic term.

Challenges

Our takeaway from this past academic year is that it remains important to provide system trainings, process promotions, and the education of faculty on timely alerts to the student’s success networks on missed assignments, class attendance, and academic performance. Beacon as a product will be sunset in September of 2025. We plan to outline the critical processes for faculty within the new system for early alerts, communication, and solving problems.

Student Strength Inventory through Beacon

The Student Strengths Inventory (SSI) measures non-cognitive or psycho-social attitudes and behaviors of incoming first-time college students, including Academic Engagement, Academic Self-Efficacy, Campus Engagement, Educational Commitment, Resiliency, and Social Comfort—factors sometimes referred to as “grit.” These insights help educators guide students based on behaviors that are not captured by traditional academic measures.

Since fall 2022, the Principal Systems Analyst and Assistant Director for Student Success have analyzed SSI results from surveys dating back to 2018. Because Anthology does not specify which survey statements influence each factor, five categories were created for analysis and communication: Engagement (involvement), Social (connectedness), Retention, Emotional, and Success in Major/College.

Data from fall 2024 was analyzed, and in August 2024, the analysts presented findings to faculty during the inaugural professional development day. The presentation highlighted both the highest unfavorable responses—statements with over 50% of students answering unfavorably—and the most favorable responses, with selected statements monitored over time.

UNFAVORABLE POSITION	SSI STATEMENT	2021	2022	2023	2025	DEGREE OF CHANGE FROM 2020
AGREE	I find it hard to relax.	51%	52%	48%	46%	5% fewer
AGREE	Little things upset me.	41%	40%	40%	35%	6% fewer

AGREE	I am a worrier.	76%	76%	78%	71%	5% fewer
AGREE	I am easily frustrated.	45%	42%	43%	37%	8% fewer
DISAGREE	I rarely get anxious.	76%	75%	77%	73%	3% fewer
AGREE	I waste a lot of time before settling down to do my homework.	50%	47%	49%	48%	2% fewer
AGREE	I never know what to say when meeting new people.	60%	52%	56%	55%	5% fewer
AGREE	I consider myself to be shy.	60%	55%	59%	58%	2% fewer
DISAGREE	I plan to take on campus leadership roles when I am in college.	55%	52%	49%	55%	

## Challenges

First time college students continue to enter college with anxiety and lacking skills in managing frustration, preparing their mind and body to learn, and engaging with strangers. It is critical for our staff and faculty to recognize the importance of slowly integrating new students into the college environment. We plan to continue monitoring the ebb and flow of our students' perceptions and along the way learn where faculty and staff can fill in the gaps where specific skills are missing.

## Engage (RamPulse)

The Anthology Engage system is used for managing clubs, organizations, and campus events. It is a tool used specifically by the over 70 student clubs and organizations for scheduling meetings, maintaining campus compliance, as well as roster management. The tool is most used for the campus calendar of all activities. Although Engage was not a focus for this academic year, we have upgraded online training videos.

YEAR	NUMBER OF EVENTS SUBMITTED	NUMBER OF ORGANIZATIONS SUBMITTING EVENTS
2022-2023	1,689	90
2023-2024	1,510	84
2024-2025	1,310	79
* Data is collected between August 1 – May 1 and does not include those events in 2022 that were related to COVID testing.		
YEAR	NUMBER OF EVENTS WITH ATTENDANCE TRACKED IN RAMPULSE	AVERAGE ATTENDANCE (reported) PER EVENT REPORTED IN RAMPULSE
2022-2023	170	45
2023-2024	208	46
2024-2025	341	35
* Data is collected between August 1 – May 1 and does not include those events in 2022 that were related to COVID testing.		

\*\*Collected data from the "All Events" under RamPulse Reports.

Student clubs and organizations have not received specific, in-person training at this time; however, we saw an increase in events using the attendance tracking tool. Training should be our focus in 2025-2026.

**Baseline**

The assessment tool offered by Anthology allows for an integrated experience between Engage (RamPulse) and Beacon. Baseline allows our Student Affairs office to collaborate with other offices by designing, administering, analyzing and reporting assessments on various topics. The Principal Systems Analyst oversees all assessment projects, identifies opportunities to collaborate, protects against survey fatigue and recommends best practices for collecting data. We continue to focus on managing survey fatigue.

YEAR	NUMBERS OF SURVEYS DISTRIBUTED
2022-2023	72
2023-2024	56
2024-2025	35

*\*Collected Data is from June 1 to May 31<sup>st</sup>. Any “TEST” surveys were removed from the data.*

**Challenges**

In FY25, we identified that Student Activities did fewer surveys for their events. Currently, there are no challenges with using this software; however, we will continue to identify spaces where this software can support our staff. We plan to move the Student Strengths Inventory into Baseline with sunseting of Beacon.

**Social Media Platforms**

The purpose of the student affair’s social media presence is to inform, interact, and increase awareness of student affair resources, campus events, and overall, Shepherd University mission. We continue to see the benefit in hiring social media interns who are either communications major or who are looking to use social media as a resume booster. Content this past term was focused on processes or facts about various student services. By focusing on what matters the most to students, we will reach more students.

SOCIAL MEDIA PLATFORMS	FOLLOWERS
<b>Facebook</b>	
2022-2023	1,517
2023-2024	1,600
2024-2025	1,600+
<b>Instagram</b>	
2022-2023	1,394
2023-2024	1,500
2024-2025	1,599

## **Challenges**

Content centered around community service activities highlighting student engagement, counseling service tips and tricks, and information helping students navigate camps policies and procedures tend to receive the most likes or reach the most accounts. It will be our goal in FY25 to focus on putting out material at a minimum of five out of the seven days. Compared to last academic year, our Facebook account saw an 8.9% lower reach however, a 376% increase in 3 second views, 216% increase in 1-minute views, 21% increase in content interactions (number of likes, shares, reactions, saves, or replies) and 299% increase in watch time (the total amount of time our reels were watched or rewatched). Our Instagram account had a 261% increase in Reach and 100% increase in content interaction.

## **Scribe**

In spring of 2025, the Student Center's building manager and the Principal Systems Analyst purchased the Scribe.how software to document in a functional way the processes of our major systems – Accommodate (Accessibility Services), Anthology's products (Student Success Center and Student Engagement), Student Center, Genetec (Building Access through Police), Cardinal Ticketing (Police), and Rambler Services. It is our goal to have all processes recorded and accessible through Scribe by May 2027.

## **Executive Summary**

In summary, all current systems are critical to our mission in student affairs and beyond. Training staff, students and faculty on purpose, policy and process remains critical for full optimization of their functions. Security also remains a priority. We will begin working with IT Services to ensure that our processes are up to GLBA standards during the 2025-2026 academic year.

# **Student Activities and Leadership**

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## **Mission Statement**

The Office of Student Activities and Leadership supports a wide variety of educational, cultural, social, service, leadership, and recreational activities to support the mission of the University. Student Life and engagement are key to student recruitment and retention. This unit supports 90 student clubs and organizations. Areas of oversight include Program Board, Fraternity and Sorority Life, Student Government Association advisement, Homecoming Spirit Week, and support for all student groups. Leadership development efforts including the annual Student Leadership Conference, Involvement Fair, Anti-Hazing and Bystander Empowerment Weeks, Student Affairs Programmers Group administration, and partners with a wide variety of departments to assist with major university initiatives.

## **Staff**

Full-time

Rachael Meads – Director, Student Activities, Leadership, and Fraternity and Sorority Life

Russell McClanahan – Assistant Director, Student Activities

Student Employees

13 Program Board student leadership team members

Program Board

The Program Board sponsored 85 events during the year, attracting nearly 6,800 student participants—exceeding pre-pandemic attendance by over 400 and increasing average attendance per event compared to the prior year. Over 1,000 additional community members and alumni attended events such as Shep-or-Treat, Homecoming, and Relay for Life. Programs were diverse, including intramural tournaments, paint nights, service activities, and educational programs, averaging three events per week with approximately 80 students per event.

The Program Board collaborated with multiple departments, supporting events like LEADS, Midnight Breakfasts, Day of Giving, Lifelong Learning, and Academic Affairs initiatives, as well as serving as event site managers for Jefferson County Relay for Life and assisting offices across campus including Global Leadership Team, Title IX, Athletics, and Enrollment Management. Student engagement exceeded pre-COVID levels, with an 8% increase in attendance from 2023–2024. The Program Board also partnered with Student Affairs to develop the LEADS pre-orientation leadership and service program.

ACADEMIC YEAR	# OF PROGRAMS HELD	TOTAL ATTENDANCE	AVERAGE ATTENDANCE PER EVENT
2022-23	97	6,397	66
2023-24	95	7,044	74
2024-25	85	6,751	80

Student Government Association (SGA)

The Student Government Association (SGA) represents the student body, addressing campus issues, providing oversight for activities and co-curricular groups, and fostering student leadership and civic engagement.

- SGA consists of 45 student senators and a fully volunteer executive board (President, Vice President, Communications Director, Parliamentarian, Treasurer, Campus Relations Officer).
- In FY25, SGA hosted regular updates on university initiatives and served as the primary conduit for student concerns.
- Meetings were broadcast on Teams and recorded to enhance accessibility and transparency.
- Sponsored the annual Shep-or-Treat children’s carnival (Oct. 25, 2024) with 100+ volunteers serving nearly 1,400 children and families.
- Hosted 10 guest presentations to inform students about campus programs and gather feedback, including semester updates from President Hendrix.
- Sponsored fall and spring Involvement Fairs to showcase engagement opportunities.
- Held annual co-curricular unit budget hearings for Ram Band/Music, Debate, The Picket, Theater, Sans Merci Literary Magazine, Rude Mechanicals, and WSHC radio station.



- Planned and hosted pre-election By Students For Students candidate forums in partnership with the Stubblefield Institute, recorded and broadcast on WSHC radio.
- Conducted a comprehensive assessment of the EPTA Shepherd shuttle service, including surveys, focus groups, and administrative review, and recommended schedule adjustments to improve student accessibility and reduce costs.

### **39th Annual Student Leadership Conference**

The Office of Student Activities and Leadership partnered with the Global Student Leadership Team to host the 39th annual Student Leadership Conference, “Sculpt Your Future,” on February 8, 2025. The full-day, free conference was attended by 108 students and featured:

- A keynote address by General Robert “Doc” Foglesong, retired four-star general and director of the Appalachian Leadership and Education Foundation.
- Eight concurrent breakout sessions focusing on leadership skills, mental health, and civic engagement.
- A closing keynote by leadership consultant Daniel Caron.

The Director of Student Activities leveraged relationships with alumni, community leaders, and Shepherd staff to keep costs low, with all presenters volunteering their time except for the closing keynote speaker.

Conference evaluations indicated that the event successfully met its goals for learning and engagement:

- Overall quality of the conference: 68.2% Excellent, 27.3% Good, 4.6% Fair, 0% Poor
- Gained new skills or insights applicable to academics/campus involvement: 63.6% Strongly Agree, 30.3% Agree, 4.6% Undecided, 1.5% Disagree
- Presenters were dynamic and engaged with the audience: 68.2% Strongly Agree, 27.3% Agree, 3.0% Undecided, 1.5% Disagree
- Event contributed to a sense of community/connection: 66.7% Strongly Agree, 28.8% Agree, 4.6% Undecided
- Would recommend the conference to others: 59.1% Strongly Agree, 34.6% Agree, 6.1% Undecided
- Overall, the majority of participants rated the conference positively, indicating strong engagement, skill development, and community-building outcomes.

### **Fraternity and Sorority Life**

Fraternity and Sorority Life at Shepherd (FSL) fosters academic excellence, leadership development, and philanthropic services as well as sense of belonging through membership in national social, service, and professional fraternities and sororities. By participating in FSL chapters and programming, students are introduced to FSL core values of service, philanthropy, brotherhood/sisterhood, and leadership.

- FSL chapter members are the largest contributors of service hours on campus and large philanthropic donors to a variety of causes including campus initiatives like Relay for Life, Homecoming, and more.
- Bystander Intervention Training: 115 FSL students participated in bystander intervention training led by Student Activities, Title IX, and the Eastern Panhandle Empowerment Center in the fall. Students were introduced to Shepherd’s bystander intervention model, participated in role plays designed to empower

students to take action to protect their peers, and learned how to prevent and respond to hazing, coercion, and harassment.

#### Bystander Intervention Workshop:

- Confidence in employing intervention methods: 92.7% Strongly Agree, 6.2% Agree
- Gained new insights or perspectives on bystander action: 82.6% Strongly Agree, 15.6% Agree
- Confidence in understanding Shepherd's 3-D approach (Direct, Distract, Delegate): 96.3% Strongly Agree, 3.7% Agree
- Confidence in understanding bystander intervention: 92.6% Strongly Agree, 6.4% Agree

#### Healthy Love Week:

- All FSL chapters acted as peer educators through tabling, poster competitions, and social media messaging.
- Over 120 students participated in interactive discussions on healthy relationships, sexual boundaries, and consent.
- Confidence in understanding how/where to report Title IX complaints, harassment, or sexual violence: 86.3% Strongly Agree, 7.4% Agree.
- Confidence in understanding consent: 94.7% Strongly Agree, 2.1% Agree.

Overall, participants reported high confidence and knowledge gains in bystander intervention, consent, and reporting processes, with strong engagement in peer education activities.

## Academic Excellence

The 2024-25 All-Greek cumulative GPA of 3.21 exceeded the Shepherd all-student GPA.

## Challenges

A continuing challenge is rebuilding our community to pre-pandemic membership levels in the face of national drops in membership and challenges to student finances. While we are pleased to see that membership in our Panhellenic chapters has recovered and moved to pre-pandemic levels, social fraternities continued to shrink. Only 52 men belonged to a social fraternity at the end of spring 2024. A year later that number has dropped to 44, many of whom graduated in May. With only two members left on campus in the fall, Theta Xi fraternity will be closing its Shepherd chapter this summer leaving three social fraternities on campus (Tau Kappa Epsilon, Lambda Chi Alpha, and Phi Mu Alpha Sinfonia).

CHAPTER SIZES	SPRING 2020	FALL 2022	SPRING 2023	FALL 2023	SPRING 2024	FALL 2024	SPRING 2025
Panhellenic Social Sororities	130	87	82	77	76	103	85
IFC Social fraternities	85	55	46	38	52	45	45
Professionals	31	39	38	31	34	23	24
<b>TOTAL FSL</b>	<b>246</b>	<b>181</b>	<b>166</b>	<b>146</b>	<b>162</b>	<b>171</b>	<b>154</b>

## Student Affairs Programmers Group

Established in 2012 by Student Affairs, the Programmers Group has expanded to be a campus-wide working group for event planners to better collaborate, plan, schedule, and market events. This group has established best practices in event planning, launched the [RamPulse](#) student engagement platform to connect students to opportunities on campus, pioneered new assessment tools and practices, developed protocols for tracking attendance, and provided a space for generating creative solutions to problems. These efforts have encouraged partners to focus on the University's core values and learning outcomes in programming and resulted in cost-savings to the University, new collaborative partnerships and resource-sharing, cost-savings, and stronger events and student engagement across campus.

- Held bi-monthly meetings for event planning and collaboration
- Maintained a master planning calendar to prevent overlapping events
- Developed websites for faculty outlining experiential learning opportunities to enhance class curricula: [Fall 2024](#) | [Spring 2025](#)

## Student Community Service

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### Mission Statement

The Office of Student Community Service promotes, organizes, and assists campus outreach initiatives by effectively placing individual students, groups, and academic and social organizations in situations that embrace learning through service. We promote the value of learning through service by providing every student who desires to expand their education service opportunities and by creating effective experiences in the community. The student's knowledge will grow, alongside their passion for assisting the community and personal reflection.

### Staff

Full-time

Jackson Heath – Coordinator of Student Community Services and Special Initiatives

### Overview

Our goal is for all students to:

- Discover leadership potential and personal strengths.
- Build relationships with other students, staff, faculty, and community members
- Experience “in leadership action,” by participating in organized programming.

Students will take these personal achievements and further their individual development as leaders and foster personal goals that encourage positive change within their community.

In the summer of 2024, the university paused the hiring of an employee to fill the position overseeing the office of student community services. Therefore, the Principal Systems Analyst took on all responsibilities for maintaining connections, events, and communication for service opportunities on and off campus. Along with these

responsibilities, the Ram Pantry and Ram Closet were moved from the director of the Wellness Center to the principal systems analyst with the goal of having the office of student community services taking over all processes moving forward in summer of 2025.

In January of 2025, a full-time employee was hired as the Coordinator for Student Community Services and Special Initiatives. The focus of this employee was to understand the past of Student Community Services, determine the future, and run the Relay For Life event leadership team while hosting all Relay activities.

**RamPulse Service Hours**

- All open services projects were presented on RamPulse under the Student Community Services organization.
- All partnering agencies are documented and shared on the Student Community Services website: [www.shepherd.edu/communityservice](http://www.shepherd.edu/communityservice).
- The Student Community Service Committee continued to support ideas around what service is and how we collaborate on the initiative. Select clubs/organizations for joined forces on service events rather than having duplicate events. Students shared that these meetings helped them facilitate their service questions and made them more comfortable completing and planning service activities.
- The bi-weekly newsletter was put on hold for this academic year; however, there is interest in bringing this back.
- The office will be taking on the responsibility of assisting faculty with service-learning opportunities within their course offerings.

YEAR	SERVICE HOURS/MINUTE	STUDENTS
2022-2023	2166 hours / 50 minutes (approved)	101 Students Entered Data
2023-2024	3321 hours (approved)	161 Students Entered Data
2024-2025	1884 hours (approved)	123 Students Entered Data

**Challenges**

The challenge we faced was time. Without having a dedicated individual to the office of student community service, we were unable to educate students on processes for reporting their service hours in RamPulse. With the addition of a full-time staff member, there will be dedicated time to reaching students through FYEX courses, LEADS, clubs and organizations as well as the athletic department. We did see an increase of athletic teams wanting to complete service hours. The lacrosse, women’s soccer and men’s soccer teams spent roughly 5 hours each at the Shepherdstown Elementary School.

**Relay For Life**

Relay For Life is the American Cancer Society’s largest fundraiser, started in 1985 by Dr. Gordy Klatt, who ran for 24 hours raising \$27,000. Key elements of every Relay include the Survivors Lap, Luminaria Ceremony, and Fight Back Ceremony. At Shepherd University, the event also features an annual Torch Run uniting the campus and town to honor cancer survivors. Since 2003, Relay For Life at Shepherd University has been part of the

university’s service initiatives. Students, employees, and community members participate in a 12-hour weekend event in April to honor those lost to cancer, celebrate survivors, and raise funds for cancer research. Throughout the academic year, Shepherd hosts additional events to fundraise and recruit teams for the spring Relay.

YEAR	INCOME	TEAMS - PARTICIPANTS	
2022-2023	As of 6/15/2023, \$65,982.80	Campus Teams: 19 Total Teams: 43	Community Teams: 24 Total Participants: 336
2023-2024	As of 5/28/24, 64,818.03	Campus Teams: 21 Total Teams: 44	Community Teams: 23 Total Participants: 351
2024-2025	As of 5/30/25, 85,966.17	Campus Teams: 18 Total Teams: 41	Community Teams: 23 Total Participants: 316

### Challenges

The Event Leadership Team, composed of 8 committed students—many underclassmen—learned to plan, market, and execute the community-wide event, with several expressing interest in returning as leads next year. The hiring of Jackson Heath in January 2025 enhanced the organization and marketing of the event. Although participant and team numbers dipped, fundraising efforts remained strong. Weather impacted this year’s event, prompting a move indoors due to 55-degree temperatures and 15 mph winds. The indoor setting increased community and student engagement in activities, themed laps, and fundraising. Marketing reach remains a priority for improvement.

For the next academic year, the Coordinator for Student Community Service plans to involve interns to lead various event areas and host fundraising and awareness events for team captains in the fall rather than traditional meetings, addressing challenges in encouraging early participation.

### Day of Service (during the L.E.A.D.S.)

The purpose of this program is to introduce new students to the concept of leadership for positive social change through personal development, experiential education, and reflection. Students participating in L.E.A.D.S. (formerly Emerging Leaders in Service) will begin the process of developing a leadership identity and increasing the leadership capacities essential to effective leaders. Day of Service is one of the four days of leadership (Leadership, Learning, Service, and Helping)

YEAR	NUMBER OF PARTICIPANTS	NUMBER OF SERVICE HOURS
Fall 2022	57 participants	370 hours
Fall 2023	75 participants	450 hours
Fall 2024	52 participants	312 hours

### Challenges

We utilized a connection with Jefferson County Parks and Recreation to connect with River and Trail Outfitters who provided transportation, lunch, and canoes for a river clean up. In addition, we organized students to help

with the Jefferson County Community Ministries by organizing and cleaning their pantry and closet as well as helping finalize the building of our new Serene Green space near Gardiner Hall. This year, the group with River and Trails focused not only on the river but also on Molton park and beyond. Many of them stated, “I will never let my friends leave their trash out in the community like this. This is just wrong”, when asked about their thoughts on the project.

**Our Campus Cares**

Previously known as the “Campus Cares Competition”, the Office of Student Community Service has created the “Our Campus Cares” donation initiative which continues to be agents of change in our society on a local and national level. Shepherd offices and departments, student organizations and clubs, resident halls, and athletic teams are encouraged to participate in role modeling positive community engagement for all those on our campus and in our surrounding community.

AMOUNT DONATED			
EVENT	2022-2023	2023-2024	2024-2025
Thanksgiving Baskets Berkley Co. Senior Services	30	32	42
Stockings Salvation Army	25	25	25
Angel Tags Salvation Army	25	25	25
Toy Drive**	170	220	275

**Challenges**

Our Campus Cares allows for students, faculty and staff who are able to serve our community through the donation of items, not necessarily time. We met our goal this year of increasing visibility through consistent social media presence, multiple drop off locations, and campus wide emails to faculty and student groups.

**Alternative Spring Break**

Alternative Spring Break is an annual service initiative that allows Shepherd students and staff to spend their spring break giving back outside of the local community. This year students visited Jonesville, VA to complete two different home repair projects.

YEAR	LOCATION	TOTAL PARTICIPANTS
Spring 2023	Unicoi, TN	5 UG, 2 GR, 1 Staff
Spring 2024	Jonesville, VA	7 UG, 3 GR, 1 Staff
	Martinsburg, WV	5 UG, 1 Staff
Spring 2025	Jonesville, VA	8 UG, 2 Staff

## **Challenges**

Student Community Services continued a relationship with Appalachian Service Projects, Inc. With the success of this program, we have taken the initiative to request a grant through the WISH foundation. This would provide us with the ability to take more students as it would reduce the students' cost by \$350 for each student.

## **Executive Summary**

FY25 brought many substantial changes due to the lack of staffing. We are proud of the ability to maintain our staple services – pairing groups with non-profits, hosting the Day of Service during LEADS, Our Campus Cares, and Relay For Life. We plan to hire two interns per academic term next year with the goal of bringing back Fall into Service, Spring into Service, and increasing our student's knowledge on how to track hours, how to utilize their co-curricular transcript on RamPulse, and how to get involved on and off campus.

# **Student Success Center**

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## **Mission Statement**

The Student Success Center is a centralized and student-focused location of empowerment, opportunity, and positive relationships on Shepherd's campus. The core values of the University complement our cohort-based programs guided by our philosophy of success coaching: we connect with student's one-to-one through personalized meetings, fill their academic toolkits with reflective activities and customizable resources, and co-create a plan for success. Our goal is to teach students to act on new skills and mindsets as self-directed learners and future professionals. Ultimately, students will succeed in realizing their potential in the classroom and beyond.

## **Staff**

Full-time

Julia Franks – Director, Student Success Center and Chief of Staff for the Division of Student Affairs

Hannah Williams-McNamee – Assistant Director of Student Success until September 2024

Danielle Stephenson – Success Coach

Mary Beth Myers – Success Coach, International and Veteran Students

Juneau Daggs – Success Coach

Hajra Malik- Success Coach since March 2025

## **Shepherd Success Academy**

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The Shepherd Success Academy (SSA) is a unique opportunity geared to help First-Year students with their transition from high school to college. During this semester-long program, students will receive additional support through their first year.

Term	Cohort	Cohort N	Fall 1		Spring 1				Fall 2				Graduation (FTIC FT bacc-seeking only)				
			Semester GPA	Cumulative GPA	Retained		Semester GPA	Cumulative GPA	Retained		Semester GPA	Cumulative GPA	Cohort	Four years		Six years	
					N	%			N	%				Grad	%	Grad	%
Fall 2017	SSA	35	2.39	2.40	31	88.6%	2.37	2.54	26	74.3%	2.74	2.81	35	13	37.1%	21	60.0%
	Sample B	36	2.14	2.14	27	75.0%	2.27	2.49	19	52.8%	2.74	2.79	35	3	8.6%	12	34.3%
	Qualified	195	2.26	2.27	166	85.1%	2.27	2.39	126	64.6%	2.56	2.70	150	35	23.3%	65	43.3%
	Other	609	2.92	2.94	556	91.3%	2.94	3.04	440	72.2%	3.08	3.21	370	145	39.2%	194	52.4%
	Total	875	2.72	2.74	780	89.1%	2.75	2.87	611	69.8%	2.95	3.07	590	196	33.2%	292	49.5%
Fall 2018	SSA	35	2.61	2.61	35	100.0%	2.25	2.48	24	68.6%	2.51	2.87	34	9	26.5%	13	38.2%
	Sample B	29	2.82	2.82	23	79.3%	2.51	2.70	15	51.7%	2.93	2.94	29	5	17.2%	7	24.1%
	Qualified	195	2.47	2.47	166	85.1%	2.20	2.51	116	59.5%	2.53	2.75	156	30	19.2%	58	37.2%
	Other	557	3.02	3.02	502	90.1%	2.93	3.07	423	75.9%	3.01	3.20	365	162	44.4%	220	60.3%
	Total	816	2.87	2.86	726	89.0%	2.72	2.90	578	70.8%	2.89	3.09	584	206	35.3%	298	51.0%
Fall 2019	SSA	35	2.44	2.45	31	88.6%	2.26	2.47	21	60.0%	2.27	2.62	33	6	18.2%		
	Sample B	35	2.25	2.28	29	82.9%	2.72	2.59	22	62.9%	2.53	2.70	35	7	20.0%		
	Qualified	123	2.43	2.46	104	84.6%	2.73	2.69	82	66.7%	2.66	2.85	101	29	28.7%		
	Other	502	2.95	2.96	452	90.0%	3.04	3.13	372	74.1%	3.00	3.22	318	140	44.0%		
	Total	695	2.80	2.81	616	88.6%	2.93	3.00	497	71.5%	2.90	3.11	487	182	37.4%		
Fall 2020	SSA	50	2.10	2.13	40	80.0%	2.48	2.54	33	66.0%	2.51	2.70	50	11	22.0%		
	Sample B	50	1.61	1.61	34	68.0%	2.13	2.21	22	44.0%	2.56	2.81	49	6	12.2%		
	Qualified	130	2.29	2.31	109	83.8%	2.25	2.46	74	56.9%	2.67	2.90	105	20	19.0%		
	Other	443	2.90	2.93	388	87.6%	3.03	3.13	318	71.8%	3.20	3.30	313	157	50.2%		
	Total	673	2.63	2.65	571	84.8%	2.79	2.91	447	66.4%	3.03	3.17	517	194	37.5%		
Fall 2021	SSA	40	2.23	2.35	37	92.5%	2.10	2.36	26	65.0%	2.52	2.75					
	Sample B	40	1.62	1.65	32	80.0%	1.76	1.93	17	42.5%	2.44	2.57					
	Qualified	92	2.42	2.50	73	79.3%	2.75	2.86	62	67.4%	2.62	2.90					
	Other	451	2.95	2.96	410	90.9%	2.94	3.07	337	74.7%	3.15	3.27					
	Total	623	2.74	2.77	552	88.6%	2.79	2.93	442	70.9%	3.01	3.16					
Fall 2022	SSA	42	2.23	2.23	38	90.5%	2.27	2.43	27	64.3%	2.42	2.65					
	Sample B	44	1.62	1.62	38	86.4%	1.88	1.90	24	54.5%	2.44	2.47					
	Qualified	137	2.59	2.61	124	90.5%	2.51	2.67	96	70.1%	2.64	2.88					
	Other	522	2.96	2.98	478	91.6%	2.97	3.08	397	76.1%	3.14	3.26					
	Total	745	2.77	2.79	678	91.0%	2.79	2.91	544	73.0%	2.98	3.13					
Fall 2023	SSA	41	2.89	2.89	39	95.1%	2.39	2.82	23	56.1%	2.66	2.80					
	Sample B	41	1.69	1.68	32	78.0%	1.62	1.83	19	46.3%	2.50	2.51					
	Qualified	154	2.64	2.65	135	87.7%	2.34	2.62	98	63.6%	2.62	2.85					
	Other	512	3.07	3.07	472	92.2%	3.05	3.16	394	77.0%	3.14	3.27					
	Total	748	2.90	2.90	678	90.6%	2.80	2.97	534	71.4%	3.00	3.15					
Fall 2024	SSA	24	2.50	2.48	22	91.7%	2.37	2.57									
	Sample B	27	1.84	1.85	21	77.8%	2.10	2.30									
	Qualified	163	2.24	2.27	133	81.6%	2.37	2.54									
	Other	501	3.10	3.10	453	90.4%	3.10	3.17									
	Total	715	2.84	2.84	629	88.0%	2.88	2.99									
Total	SSA	302	2.41	2.43	273	90.4%	2.31	2.53	180	59.6%	2.52	2.74	152	39	25.7%	34	22.4%
	Sample B	302	1.90	1.90	236	78.1%	2.09	2.20	138	45.7%	2.58	2.67	148	21	14.2%	19	12.8%
	Qualified	1189	2.41	2.43	1010	84.9%	2.39	2.57	654	55.0%	2.61	2.82	512	114	22.3%	123	24.0%
	Other	4097	2.99	2.99	3711	90.6%	3.00	3.11	2681	65.4%	3.10	3.25	1366	604	44.2%	414	30.3%
	Total	5890	2.78	2.80	5230	88.8%	2.80	2.93	3653	62.0%	2.96	3.12	2178	778	35.7%	590	27.1%

Data derive from HEPC data submissions and from Banner. Lists of students in each group are provided by Student Affairs.

"Cohort" is the number of students in the initial group in the listed fall term. **Students are first-time-in-college (FTIC) or transfer students, enrolled full-time in the first fall.**

"SSA" is the group of students participating in the Shepherd Success Academy in the listed term (as provided by Student Affairs).

"Eligible" is the group of students who qualified for the Shepherd Success Academy in the listed term, but that did not participate in the Shepherd Success Academy (as provided by Student Affairs).

"Semester GPA" is the mean semester GPA (GPA for courses taken in that semester) for the listed group as of the end of the listed term.

"Cumulative GPA" is the mean cumulative GPA (GPA for all courses) for the listed group as of the end of the listed term.

"Retained" is the number (and percentage) of the original cohort that enrolled in the listed term.

"Fall 1" is the first fall (the fall of entry); "Spring 1" is the following spring; "Fall 2" is the second fall (one year after entry).

The Fall 2024 cohort has not yet completed its second fall at Shepherd; thus, no "Fall 2" information is yet available.

For "Graduation", the cohort is defined in the usual say (full-time, first-time-in-college students only).

"Four-year graduation" is the count (and percentage) of students who graduated with the baccalaureate within four years of entry.

"Six-year graduation" is the count (and percentage) of students who graduated with the baccalaureate within six years of entry.

Not all cohorts have completed four (or six) years at Shepherd as of the date of this update; thus, not all cohorts have four- or six-year graduation rates here.



Note:

*Lists of "SSA" and "Sample B" students were provided by Student Affairs on 7/25/2024 and afterwards.*

*In some cohorts, lists provided by Student Affairs included students who show no class registrations in Banner for the listed term, and who do not appear in the HEPC Fall census data for the listed term. Per national reporting guidelines, these students are excluded from the cohorts tracked here. These are: Fall 2018 Sample B cohort (six students); Fall 2023 SSA cohort (one student); Fall 2023 Sample B cohort (one student); Fall 2024 Sample B cohort (three students).*

*In Fall 2022, the "Sample B" list provided by Student Affairs contained 45 students. However, one student was included twice on the list. The second listing is removed from the cohort, resulting in a "Sample B" cohort of 44 students for Fall 2022.*

*As of 3/24/2025, an error in the computation in Column Q, the four-year graduation rate, has been rectified.*

## Challenges

The Shepherd Success Academy (SSA) continued to balance the demands of walk-in students and weekly meetings with assigned SSA cohorts. To serve more students, the team implemented designated walk-in hours (at least four per week) and plans to enhance the Peer Success Leader program for follow-ups and daily support. These efforts aim to create flexible, reliable coaching opportunities while maintaining positive outcomes for first-year students.

- Recruiting and retaining students for SSA was difficult, with fewer sign-ups than in previous years.
- Invitations were sent via email only, without physical letters, possibly contributing to lower registration.
- Some students who registered did not follow-through with meetings, resulting in a smaller cohort.
- Despite these challenges, SSA participants demonstrated strong academic commitment, achieving higher average GPAs than invited non-participants. For Fall 2025, physical invitation letters will be sent to encourage greater participation.

## Peer Success Leaders

Shepherd students have access to Peer Success Leaders (PSLs)—upper-level students who provide peer-to-peer guidance, share experiences, and help students acclimate to campus. PSLs are not tutors or counselors.

- Fall 2024–Spring 2025: Nine PSLs met with approximately 18 students. They completed 350 office hours, attracting around six new students to the Student Success Center. PSLs also assisted with three accepted students' day events and participated in campus panels.
- Historical growth: The PSL program has expanded since its first year (2020–2021) from 5 PSLs serving 15 students to a fully trained group meeting students one-to-one, hosting events, managing social media, and providing office hours to increase visibility and engagement.

## Challenges

The Peer Success Leader (PSL) program has evolved since its grant-focused first year in 2020–2021, which assigned PSLs to students in a structured way and included community-building events.

- Fall 2021: The grant ended, and a new model allowed former SSA students or Orientation Peer Leaders ("A-Team") to become trained PSLs, meeting with any Shepherd student.
- Fall 2022: The program expanded to nine PSLs, many of whom were SSA students. Plans were made to promote PSLs in FYEX courses and offer group sessions to reach more students.

- Fall 2023: Office hours were piloted to assist walk-in students with quick questions. A challenge was limited PSL availability in Spring 2024 due to academic commitments. Training was planned to focus PSLs on walk-in student support to increase meetings beyond the Calendly booking system.
- 2024–2025: A walk-in referral system was implemented, allowing students’ meetings with Success Coaches to continue with PSLs. While exact tracking of walk-in students transitioning to PSLs was not completed, this will be a goal for 2025–2026. Microsoft Teams Bookings was adopted for scheduling, though some students experienced challenges using the system.

Overall, the program has progressively expanded accessibility, structured support, and student engagement while refining tracking and scheduling methods.

## Shepherd Athletic Success Program (SASP)

This program was launched in Fall 2021. SASP provided an opportunity to help returning student athletes who fall under these categories: academic probation, ineligibility, or who are referred to a success coach one-to-one meetings for additional accountability, communication, and to ultimately return to good academic standing.

FALL 2021 (10 STUDENTS)		
	A	B
Fall-to-Spring Persistence	80%	78%
Average GPA	2.0	1.8

*\*Sample B were students who were invited but did not participate or respond*

SPRING 2023 (14 STUDENTS)		
	A	B
Fall-to-Fall Persistence	86%	43%
Average GPA	2.4	1.8

*\*Sample B were students who were invited but did not participate or respond*

## Challenges

Due to staffing, the SASP program has still not been able to continue, nor have we had the opportunity to work with any interns to specifically support student-athletes since Spring 2023. However, we have established a great connection with the Assistant Athletic Director for Compliance who helps promote our resources and services to student athletes. Even with limited data, the impact was clear and in the subsequent semesters, and the need for student-athlete specific support remains. As of the 2024–2025 academic year, no funds were available to continue the SASP program.

## Early Alert System

Beacon is an early alert system that connects the campus community to assist students as they navigate their college journey to give them the best opportunity to persist and graduate. Faculty and staff post different notations for their students (Updates, Alerts, or Encouragements).

## Beacon Program Summary (2022–2025):

### 2023–2024

- 1,624 Updates submitted/viewed (decrease from prior year).
- 616 Alerts addressed (increase from prior year).
- 80 students were guided to withdraw; 80 students received hardship guidance.
- 96 campus individuals supported students via Beacon.
- Faculty survey highlights (Spring 2024):
  - 83% log in only when reporting information
  - 67% log in only after email notifications
  - Satisfaction with responses: 33% very satisfied, 17% satisfied, 33% neutral, 17% dissatisfied

### 2024–2025

- 2,303 Updates submitted/viewed (increase from prior year).
- 449 Alerts addressed (decrease from prior year).
- 50 students were guided to withdraw; 80 students received hardship guidance.
- 80 campus individuals supported students via Beacon.

### Key Trends

- An early alert system continues to be an important tool for academic support and student guidance, particularly for withdrawal and hardship cases.
- Updates and Alerts fluctuate annually, reflecting changing engagement and usage patterns.
- Faculty use is often reactive (logging in only to report or after notifications), with satisfaction levels varying year to year.
- The number of campus responders has steadily increased, supporting more students over time.

## Summary Beacon Processes and Challenges

- Continued Enhancements: Training is critical. Midterm and end-of-semester reminders and data were shared to increase confidence and usage. The team of Responders improves efficiency by delegating student support and addressing Updates and Alerts promptly.
- Mass Notifications: Beacon was used for important student communications, including nonpayment drops, graduation deadlines, and other Registrar/Business Office notices.
- Feedback & Engagement: Opportunities for faculty and advisor feedback were offered throughout the year, offsetting lower end-of-semester survey responses. The number of individual users increased, indicating broader engagement.
- Student Success & Retention: Beacon supported walk-in success coaching by giving Success Coaches a clear picture of students' needs. Advisors used Beacon in Spring 2025 to guide students on Fall 2025 registration.
- Challenges & Transition: Shepherd will discontinue Beacon as a system in Fall 2025 and transition to Slate, which will streamline cross-departmental communication and house similar student success data.

- Future Goals: Expand the number of users, provide timely training for new faculty and advisors, and increase awareness of Beacon’s value for academic support and student success.

## Tracking Walk-In Student Meetings

This past academic year, the Student Success Center began tracking walk-in students. “Walk-ins” are defined and comprised of students who are referred by staff, faculty, Beacon notifications, and/or from other students.

WALK-IN STUDENTS					
Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
80	65	76	45	38	40

## Summary and Challenges

- Tracking walk-ins has helped the Student Success Center (SSC) understand the demand for short-term, solution-focused support, regardless of referral source.
- Data indicates that the need for Success Coaching remains steady and may increase as student concerns evolve.
- Fall 2024: Total walk-in numbers declined slightly, possibly due to adjustments in scheduling, though four weekly hours were maintained. Fall hours were more utilized than Spring.
- Spring 2025: Walk-in utilization remained consistent with the prior year. Faculty, staff, and students continued to refer students, reflecting strong campus awareness and collaboration with SSC.
- Future plans: SSC intends to continue offering walk-in hours, potentially expanding each Success Coach’s availability by 2–3 hours in addition to the standard four weekly hours to better meet student needs.

## ACT/SAT Testing

Throughout the years, Mary Beth Myers has served as the official proctor and Shepherd University as an official testing site for SAT/ACT tests. Students from the local area can attend during the scheduled time and date. During 2021, the testing site was strategically moved to Erma Ora Byrd to give potential students a better presentation of campus.

ACT testing is no longer offered at Shepherd University, due to low enrollment per ACT. Shepherd University is still a testing site for SAT. Beginning with the June 2023 SAT, the testing location was moved back to White Hall, until further notice, due to the East Loop Project. Once the SAT went digital starting in March 2024, the SAT testing site was moved back into Erma Ora Byrd Hall.

SAT			
June 2021	54	June 2022	73
August 2021	58	August 2022	72
November 2021	*Not offered	November 2022	41
December 2021	75	December 2022	72

March 2022	42	March 2023	43
June 2022	73	June 2023	86
August 2023	76	December 2023	66
March 2024*	73	June 2024*	94
*First digital test		*Digital tests only from this point forward	
<b>ACT</b>			
April 2021	11		
December 2021	17		
April 2022	22		
ACT RESIDUAL		Was not offered	
July 2020	12		
May 2021	17		
June 2021	7		

## Challenges

Shepherd University remains a testing site for SAT. The test switched to entirely digital starting on June 1, 2024, which was a transition for both proctors and students. It is important to have IT support available to help students with any concerns as they take their test. The ACT is still no longer offered at Shepherd.

## L.E.A.D.S. (Leadership | Education | Action | Development | Service)

The L.E.A.D.S. program at Shepherd University evolved from the Emerging Leaders in Service (ELS)/Engaged Leaders in Action (ELA) program and the Summer Bridge Program to enhance first-year student engagement and leadership development. In 2023, due to staffing changes and high student demand, these programs were combined into a single, cohesive initiative.

In the summer of 2023, the program served 55 first-year students who were recruited through June Summer Orientation sessions and Student Affairs social media. Participants engaged in a FYEX course, leadership workshops, service projects within the local community, team-building activities, and assisted peers during move-in day. Peer mentors, who were student volunteers selected by program leadership, provided guidance and support during these activities and the FYEX sessions.

In the summer of 2024, 36 students participated in L.E.A.D.S., recruited using the same methods as the previous year. Activities expanded to include leadership workshops, experiential learning with the Theatre, English, History, and Wellness Center departments, a “Day of Learning” with multiple campus offices, a “Day of Service” featuring kayaking litter cleanups, work with Jefferson County Community Ministries, and building a pergola. The “Day of Helping” involved assisting peers during move-in, and the program concluded with New Student Welcome, Convocation, residential and commuter mixers, a movie night, and a Ram Band Exhibition. Peer

mentoring was enhanced through 15 August A-Team Leaders who served as paid mentors, participating in all activities alongside students and providing greater support than in 2023.

Despite a smaller cohort in 2024, over 50% of participants indicated that the program significantly helped them adjust, settle in, and connect with the Shepherd community, demonstrating L.E.A.D.S.'s continued emphasis on leadership, community engagement, experiential learning, and peer support.

### **Rising Leaders Grant**

Julia Franks, Director of Student Success and Chief of Staff for the Division of Student Affairs, and Danielle Stephenson, Success Coach, received a grant of \$172,755 from the Claude Worthington Benedum Foundation to pilot a new civic engagement and leadership program over the next two years called "Rising Leaders."

The Rising Leaders program will invite 30 rising high school seniors in West Virginia to spend one week at Shepherd University in July 2026. The program is based on five key pillars: self-discovery, regional exploration, academic experiences, leadership, and community engagement. The overall goal of the program is to help West Virginia students develop confidence in their leadership abilities, resilience, appreciation for, and awareness of their region.

Rising Leaders will complement the current "Shepherd L.E.A.D.S." program, which supports incoming first-year Shepherd students in the areas of leadership, education, action, development, and service.

### **Executive Summary**

The Student Success Center (SSC) continually refines its operations to meet evolving student needs, adapting coaching methods to include appointments, walk-ins, and Peer Success Leader (PSL) support. The team tracks metrics such as walk-ins, SSA GPAs and persistence rates, meeting volumes, and Beacon Updates and Alerts to assess demand for services. While certain populations, including student-athletes, international students, and veterans, present ongoing challenges in consistent engagement, Success Coaches remain dedicated to supporting students across majors and class standings, addressing both day-to-day concerns and larger academic success and persistence outcomes.

The PSL program continues to evolve based on volunteer availability, with designated office hours in 2024–25 increasing visibility and accessibility for students. The program offers skill-building opportunities for PSLs, emphasizing interpersonal and leadership development, and will continue to adapt through regular recruitment and training to meet SSC needs. The increased promotion of walk-in hours and PSL availability provides students with more flexible coaching options in addition to traditional weekly SSA meetings.

The Beacon Early Alert system exemplifies SSC's collaborative approach, allowing faculty and staff to post notifications that connect students with appropriate campus services, reducing workload for individual offices

and improving targeted support. With the transition to Slate in Fall 2025, the SSC will continue providing real-time assistance and maintaining strong campus partnerships to ensure consistent student support.

Overall, the SSC demonstrates ongoing dedication to student success, reflected not only in data outcomes but also in the creativity, resourcefulness, and commitment of its team to meet the diverse needs of Shepherd students.

## Orientation and New Student Programming

Eight in-person orientation sessions were held over five days, allowing incoming students to register for courses and learn about campus resources. Upon arrival, students and guests checked in, received resource packets, attended an Information Fair to explore campus offices, and heard Welcome Remarks. Students were then grouped by major and guided by A-Team leaders to rooms in Erma Ora Byrd, where advisors presented before course registration. Meanwhile, parents and guests stayed in the auditorium to have questions answered by Shepherd administration. After registration, students could reunite with guests to explore campus, have lunch at Ram’s Den, or leave. This schedule ran twice daily, morning and afternoon, across all June orientation sessions.

Year	Session	# Students
2022	6 Sessions	613
2023	7 Sessions	721
2024	5 Sessions	547

ORIENTATION 2024 SESSIONS	
June 11, 2024, AM	62
June 11, 2024, PM	53
June 13, 2024, AM	72
June 13, 2024, PM	67
June 18, 2024, AM	59
June 18, 2024, PM	69
July 12, 2024	114
August 9, 2024	51
Total	547

### Challenges

Engaging students at orientation was sometimes challenging due to their limited knowledge of the campus and social norms. A-Team leaders helped maintain conversation, provide direction, and distribute campus information through materials given to each student. A positive outcome was separating students by their major college for orientation, allowing advisors to attend only on their college’s designated day in June, which improved the advising experience and overall atmosphere.

### Convocation

Continuing in the tradition that started two years prior, Convocation was held at Ram Stadium and included speeches from President Mary J.C. Hendrix, distinguished faculty member Dr. Matthew Kushin, and SGA President Paul Teter to the incoming class. Afterwards, students were given the opportunity to participate in training courses within the Butcher Center- the “Culture of Respect” training conducted by Annie Lewin and Wendy Baracka. Afterwards, lunch was provided outside of the Butcher Center. Students were then divided by their individual majors to meet their faculty and other students in their major.

ShepFest, a block party style event, was held the following day as a celebration of the semester's start. Being held on Potomac Place's lawn, different activities were held including tie dye t-shirt making with Shepherd University Hospitality, inflatables donated by Pepsi, student DJs, Karaoke, Volleyball, and a local food truck.

### **Challenges**

The only challenge was ensuring that students stayed for the mandatory scheduled events of the day. Overall, however, the days were both successful, and the block party style event will be incorporated into Orientation programming moving forward. Additionally, when tracking the attendance of Convocation, it was difficult getting students to utilize the Corq QR Code for scanning attendance. Due to this, some attendees, specifically from the Underpass entrance, were not tracked upon entrance.

### **Summer Pop-Up Events**

Over the summer, additional events were organized for various interest groups, allowing incoming and current students to meet, share experiences, and build connections before the semester. These events also introduced students to Success Coaches and Peer Success Leaders, guiding them to Student Success Center resources. Events targeted different interest groups and highlighted campus offices or local community locations. "Yoga at Tabler Farm" promoted Counseling Services, Tabler Farm, and wellness opportunities. The Paint Party showcased the Program Board and ways to get involved in Student Activities. A free baseball game at the Hagerstown Flying Boxcars connected athletically interested students and highlighted nearby events. The Pool Party highlighted Wellness Center offerings. Movie Night featuring *Mean Girls (2024)* at the Shepherdstown Opera House gathered film and music fans and provided an enjoyable activity for first-year students after move-in.

### **Honors Student Orientation & Registration Date**

After the success in summer 2024, the Orientation Programs Team worked together with Dr. Sally Brasher, Director of Shepherd University's Honors Program, Admissions, and the Advising Assistance Center to create a specialized date for Honors students on Monday, April 21, 2025. All of the 50 registered students attended the session and experienced an accelerated, abridged version of orientation that allowed the Honors students to be the first to select their Fall 2025 courses.

Due to this success, the Orientation Programs Team decided to also collaborate with Barbara Kandalis, the Coordinator of Dual Enrollment, to create a similar specialized date for students who participated within the Dual Enrollment program who plan to come to Shepherd University. Of the 28 students who registered for this session, 25 attended and created their Fall 2025 schedules.

### **Executive Summary**

Orientation and New Student Welcome programs at Shepherd University continue to innovate and connect with incoming students, enhancing their pre-class experiences. The Orientation Team collaborates with over 20 campus departments, particularly across Student Affairs, Enrollment Management, and Academic Affairs, which



has streamlined processes and strengthened support for new students. Other offices contribute through Information Fairs, Pop-Up Events, or L.E.A.D.S. initiatives.

Ongoing evaluation of student needs has led to innovative approaches for introducing Shepherd to a dynamic student population. Challenges remain, including maintaining student engagement and ensuring timely access to important information in a digital environment. Strong collaboration with Enrollment Management supports effective communication and guidance for students and families. Orientation remains a key first impression of Shepherd University, with quality continually improving through cross-departmental dedication and collaboration.

## **Title IX and Global Student Leadership Team**

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### **Mission Statement**

The Title IX Office coordinates efforts across campus to ensure access and equality in University programs and activities, as well as the University compliance with federal civil rights legislation. The Director manages the prompt response and resolution for complaints or reports of discrimination, harassment, and hostile environment concerns, including facilitating a fair, impartial process for all parties, and providing supportive measures or resources. The Title IX office delivers campus-wide training and ongoing education to promote a campus culture based on mutual respect, dignity, and value for all members of the campus community. The Title IX Director engages the campus in prevention education efforts that promote community-building opportunities and restorative practices for the response and prevention of harm.

### **Staff**

Full-time

Annie Lewin – Title IX Director

Graduate Assistant

Maddie Bryant

### **Rams Rally for Respect: A March to End Violence**

Rams Rally for Respect is an annual anti-violence march and rally to promote a culture of respect within the Shepherd community and empower students, staff, faculty, and community members to stand up/speak out against violence in all forms. Students and community leaders shared their own take on violence prevention, and the role empowerment has in changing a community. Student and Community leaders spoke about promoting peace and standing against violence on our campus and in the community. Students met at the Student Center to gather and then marched over to the JSB Pavilion by the ram stadium for the rally and speaking portions of the event. Students, employees and community members shared stories, poems, and words of empowerment to promote peace and nonviolence.

## **Challenges**

The Rams Rally for Respect: A March to End Violence event continues to be an important campus experience to promote community-building, collaboration, and communication. Because of rain the march destination had to be updated at the last minute from the Potomac Place lawn to the JSB Pavilion, but everything seemed to run well even with the last-minute change in plans.

## **Sexual Health Campus Conversation Panel during Bystander Empowerment Week**

According to the American Sexual Health Association, sexual health must go beyond outdated views of simply avoiding disease or unplanned pregnancy and should include experiencing pleasure and intimacy when desired, along with respecting the sexual rights we all share. Just like general physical or mental health, sexual health and empowerment are just as important to overall wellness. This student panel discussion addressed topics relating to sexual communication, experiences, media influence, and education on sexual wellness and healthy intimacy. The week also included sexual health/consent resource tables, and a bystander intervention training developed specifically to equip West Virginia students with the knowledge and tools they need to help prevent violence on campuses and to keep our communities safe.

## **Challenges**

Feedback indicated participants left with a greater knowledge of sexual health, communication, and experiences. Students described the panel discussion as an extremely relevant and necessary dialogue that seems to be missing everywhere else.

## **Restorative Justice Community-Building Circle**

Shepherd University participated in a community-building talking circle as part of a statewide event to celebrate Restorative Justice Week. The event provided a chance to build community and community members to gain experience with a talking circle, a structured dialogue process designed to discover and deepen connections with one another. Community-building circles aim to foster a sense of unity and shared purpose by creating an opportunity to gather and connect, reinforcing shared values and creating a strong foundation that can proactively prevent future conflict and enhance collective resilience. Circles are one of the oldest forms of group process, used by indigenous cultures, the circle process facilitates community conversations about important subjects. Circles use a talking piece which is passed from person to person, to designate who can speak at that moment—and who is listening (everyone else). The SU Title IX Office and Counseling Services organized the events in collaboration with the West Virginia Restorative Justice Project as they supported talking circles in Buckhannon, Charleston, Marlinton, Moorefield, Wheeling, Shepherdstown, Martinsburg, Beckley, Fairmont, Hurricane, Clarksburg, Fayetteville, Morgantown, and Lewisburg.

## **Challenges**

This community-building talking circle was a transformative experience that impacted all participants positively. While the concept of a talking circle is quite simple, the experience is extremely profound. One of the The WV Restorative Justice Project reported on the events here: <https://www.wvrjp.org/wv-restorative-justice-week-2024>

### Valentine’s Day Speakeasy

The Global Student Leadership Team, in collaboration with the Shepherd Theater Department, organized the second Shepherd Speakeasy evening event with a Valentine’s Day theme this year. The event was a collaborative evening of sharing music, poetry, dance, and art in a setting where all are welcome and invited to participate. The event was well attended by students, with participation from employees and community members as well. Students prepared non-alcoholic drinks and popcorn snacks for the attendees, while all enjoyed student performances of poetry, dance, music, singing, and displays of visual art.

#### Challenges

This was an extremely successful event and collaboration across organizations on campus. The success of this event can be attributed to the ideas and organization of the event being student-created and student-driven. Students provided positive feedback about the Valentine Theme that also coincided with Healthy Love week, and very much enjoyed the event as it provided space for students to connect and enjoy live music and art together when they may not have had Valentine’s Day plans otherwise.

### Mindful Movement Yoga Session with Global Student Leadership Team

This program created a space for mindful movement and meditation to connect with the earth together and take a breath as the academic year comes to a close. Student leaders who participated in the event were grateful for an opportunity to engage in mindful movements in the community with one another. Student leaders requested this event and demonstrated a great amount of gratitude as we closed out this event and the year of experiences we had shared together.

#### Challenges

Participants engaged in mindful movement and meditation activities designed to foster a deeper connection with the earth and reflect on experiences as a community over the past year. Feedback from student leaders highlighted appreciation for the profound impact felt as a sense of connection to one another, a connection to the earth, and an increased feeling of wellness during and after the program.

EVENT	PARTICIPANTS
Sexual Health Panel and Bystander Empowerment Training	131
Community-building talking circle for Restorative Justice Week	18
Healthy Love Panel for Consent Week	123
Valentine’s Day Speakeasy Event	52
Mindful Movement Practice with GSLT	17

### Shepherd University Student Respect Course

All Shepherd incoming students complete the online Shepherd Respect Course and attend the Culture of Respect in-person session at orientation to ensure that we provide a safe and respectful environment on campus, free from harassment, discrimination, or violence. We all play a part in creating a culture of respect on campus. The online course covers topics including, healthy relationships, consent, bystander empowerment, communication,

ethics/compliance, Title IX, and sexual harassment/violence prevention. The Culture of Respect Training during orientation is presented by the Directors for Title IX and Counseling Services, and focuses on consent education, resilience, and mental health awareness. Designed by this office, the online course provides an opportunity to educate the campus about expectations and community standards, sharing the responsibility for the collective health and wellness of all members of our Shepherd community. At Shepherd, the story begins with an expectation of respect and a belief that every member of our community has value and deserves to be treated with human dignity and care. We hope to encourage healthy communication, civility, and a curious approach to life-long learning and personal growth through accountability. The message of respect and accountability fosters the belief that we all play a role and take responsibility for the choices we make, the impact of our actions, and the collective safety and success of our community. Students must score over 80% on the Respect Course to be marked as complete.

YEAR	COMPLETION
2022	82%
2023	81%
2024	79%

**Challenges**

We continue to revise and update the Shepherd Respect course to incorporate new voices and different resources, both on and off campus. While the online employee respect course was paused for the 2025-2025 academic year due to requirement changes, we plan to publish a new version of the course for employees starting in August 2025. Updates for both online training modules are in progress.

**Athletics NCAA Required Prevention Education/Title IX/Clery Training**

NCAA Policies require that institutions engage in annual and ongoing comprehensive prevention education for all Athletics administration, staff, and students making them aware of prevention, intervention, and response/resolution for harassment and violence. According to the NCAA, “a positive and thriving athletics team culture that revolves around respect and empathy for all, fostering a climate in which all feel that they are respected, valued and contributing members of their teams, athletics programs and institutions; and creating an environment in which students (athletes and nonathletes alike) feel safe and secure, both emotionally and physically, and are free of fears of retaliation or reprisal. The positive culture exuded by a member institution's NCAA teams is the catalyst for a positive culture across an entire campus.” Prevention of education training for the Shepherd athletics community builds the foundation and normalizes a culture of respect for all members of the campus community. For the Athletics Staff, we continued development of ongoing training strategies to help Athletic staff promote holistic development and supportive environments. This training outlines the University expectation of ensuring a safe, healthy, and respectful environment in campus athletics.

**Challenges**

This year was the first year that all required prevention education training was completed by October 1, 2025, which I credit to the push from the new leadership in SU Athletics. Building the foundation and normalizing

respect and dignity within the community early in the semester has a positive impact on the climate of the University as a whole. However, students continue to provide feedback that many of them are only learning about boundaries and consent after coming to Shepherd, and many have not had any conversations about promoting healthy relationships previously. To prevent abuse, conversations about boundaries must start at a younger age and become more normalized. College is too late to start conversations about essential topics to promote healthy environments. Students lack social emotional skills, education, communication, and conflict-resolution skills, resulting in the need for additional support in these areas.

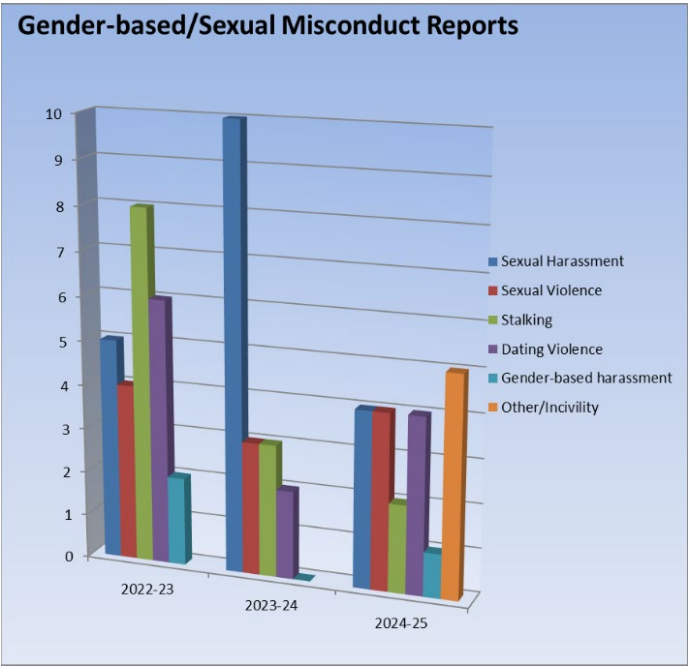
## **Global Student Leadership Team**

Global Student Leadership Team members engage the campus community through intercultural awareness, advocacy, and action that promotes cooperation, collaboration, and communication. Members of the Global Student Leadership Team participate in a comprehensive leadership development program designed to empower student voices and facilitate meaningful dialogue among individuals from various backgrounds. At the heart of our mission is the belief in the power of dialogue and collaboration to foster understanding and promote positive change. Through their demonstrated commitment to community service, civility, global citizenship, and mutual respect, Global Student Leaders strive to create a campus community where all voices are heard, valued, and respected.

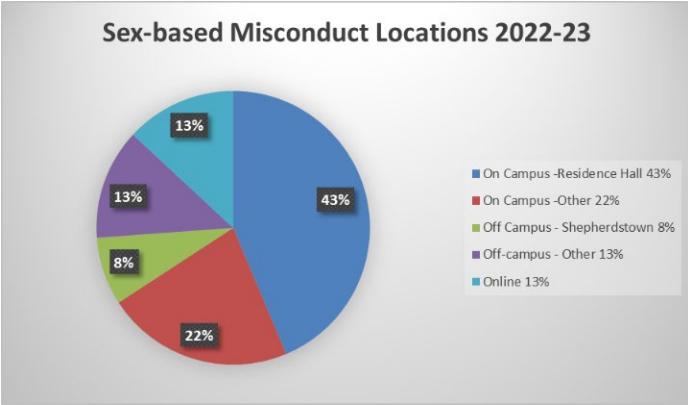
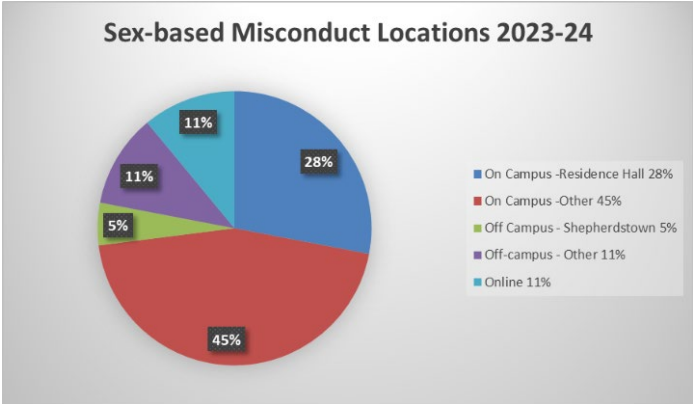
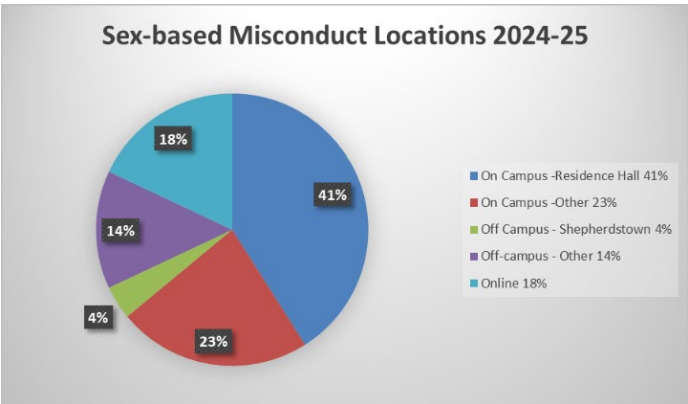
## **Challenges**

Coordinating this team is considered a true privilege, offering the opportunity to learn from inspiring student leaders and facilitate a space for dialogue, growth, and connection. The most impactful aspect of the program lies in fostering the magic of human connection. Through the sharing of stories, lived experiences, and diverse backgrounds, the space created becomes a driving force for both connection and personal development. The community that emerges from this environment inspires collective resilience. This strength is cultivated through opportunities to listen, share, connect, and reflect on varied experiences, serving as a powerful mechanism to promote a more peaceful, just, and sustainable world.

Sex-based/Sexual Misconduct Reports



Location of Gender-Based Violence/Harassment



## Executive Summary

Misconduct/Response: Overall, reports of sexual harassment and violence decreased again this year. However, the office also began tracking reports that do not meet the formal definition of sexual harassment or violence. These reports often involve conflicts or general incivility, which are managed through meetings that engage individuals in conflict resolution strategies, requiring collaboration, communication, and facilitated connections.

Programming: Programming was scaled back this year to focus on other duties, but prevention education efforts continued as usual. Restorative Justice and Community-building collaborations with Counseling and the WV Restorative Justice Project had a profound impact on students and employees who participated. We hope to engage the campus and community in more opportunities to connect and build resilience.

Prevention Education/Training: Violence prevention efforts must be a collaborative process that engages the entire campus to promote a culture of respect. It is on all of us to work together to sustain the prevention initiatives of the past and continue to provide a safe and healthy environment for all members of the campus community

## Veterans and International Students

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### Mission Statement

The Veteran & International Students Support Program is available to assist both Veteran Students and International Students through their progression at Shepherd. Through the work with our Veteran students, we aim to deliver programs with veterans in mind as well as provide support services to assist in their success while at Shepherd and beyond. Additionally, for our International Students, we provide support with visa and immigration questions, welcome events and orientation, academic advising, and the adjustment to studying and living in the United States. Furthermore, we team up with other offices for special programs and cultural events that showcase our diverse student body.

### Staff

Full-time

Mary-Beth Myers – Success Coach, Veteran and International Students Support

### Overview

On Friday, August 23, as part of orientation, a veteran support meeting was held in the Veteran's Center in Gardiner Hall. Those participating were At Ease Veterans & First Responder Services, Shepherd Counseling Services, Shepherd's Accessibility Services, and the Veterans Center/Veterans Outreach Program along with Disabled American Veterans (DAV). On Friday, November 11, at noon, veterans were invited to a Pizza Lunch at the Veterans Center in Gardiner Hall. A student veteran was asked to carry the United States flag during Commencement 2025. The veteran was very honored to participate in the commencement.

In June 2022 members of Shepherd University and community members started meeting as the Veterans Service Coalition. This group was formed to provide resources and support to all veterans but particularly veterans who may not already be connected to any of the Veterans Administration resources. We currently meet on campus, at the Veterans Center, once a month. The coalition also focuses on suicide prevention efforts. Wonderful opportunity to collaborate with the community on providing resources to veterans. The challenge is identifying veterans who are not connected to the VA.

Training offered by Student and Exchange Visitors Program (SEVP) and United States Citizenship and Immigration Services (USCIS) and field representative for our area. It is important to keep up to date on government policies concerning F-1 VISA students. The workshops were virtual, and the school visit by the field representative was in person at Shepherd University. In collaboration with the Office of International Affairs, a PowerPoint presentation was given about the Student Success office and presented with Emily, Immigration Regulations.

WORKSHOPS ATTENDED	DATES ATTENDED
SEVP Field Representative in person school visit	April 21, 2025
F-1 Transfer Process	April 14, 2025
Employment and Practical Training	March 10, 2025
Beginner Designated School Official Refresher Training	February 11, 2025
International Student Life Cycle	January 13, 2025
Advanced DSO Training	December 16, 2024

Curricular Practical Training (CPT) is a benefit for F-1 students that provides authorization for off-campus employment (internship) related directly to the major field of study before graduation. It must also be an integral part of the school’s established curriculum. All F-1 degree-seeking students were encouraged to attend so that they will learn about the eligibility requirements and application process of CPT.

F-1 student visa students who would like to work off-campus after graduation learned the Optional Practical Training (OPT) application process details. OPT allows F-1 students to get work authorization for off-campus employment related to their field of study. Students learned the government's rules and regulations of off-campus employment and how to apply.



# Campus Services

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## Bookstore

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- Course materials costs by section have been maintained near the West Virginia HEPC “low cost” level.
- Weighted average costs per student per semester (based on a 15-credit hour basis) below national averages.
- Follett Access (course materials as a fee) is a strong contributing factor to cost containment.
- Follett Access student savings \$2M since, 2019
- Shepherd University course materials cost data for last three semesters:

<b><u>Category</u></b>	<b><u>Fall 2025</u></b>	<b><u>Spring 2025</u></b>	<b><u>Fall 2024</u></b>
No Cost/OER	63%	60%	59%
Low Cost (<\$75)	22%	24%	27%
High Cost (>\$75)	15%	16%	14%
Avg Cost Adopted Materials	\$73.43	\$79.80	\$74.47
Sections w/materials >\$150	13	28	23
Weighted Avg Cost/Sem/Student	\$135.20	\$180.72	\$153.14
National Average between \$165 to \$500 (estimates vary widely depending on source)			
Follett Access Savings	\$376,000	\$395,000	\$288,400
Follett Access Sections	192	159	166
Follett Access Students	2,079	1,764	1,943
Avg Cost	\$76.86	\$76.80	\$73.79

## Dining Services

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- Initiated Grubhub mobile ordering for all retail locations.
- Became first university in WV to accept SNAP program, currently accepted at Riverside Market on campus.
- Delivered elevated Supper Club events and residential student engagement programs with themes including Appalachian, French, Italian, Asian, and fall-flavored cuisines. Dining sponsored 8 Supper Club events attended by 312 guests including students, staff, and members of the Shepherdstown community.
- Advanced sustainability (Choose to Reuse, Sustainable Fish Friday, initiated Tabler Farm sourcing).
- Total Board meals served in FY25 = 192,312, down slightly from year prior.
- Participation % for FY25 = 61%; up slightly from FY24.

### Looking Ahead – FY26

- Launched new Riverside Market concept: Restaurant Rotations (Fall 2025).
- Supporting West Campus Development Task Force: Dining Hall project and transition planning.
- Piloting Swipe Out Hunger meal swipe donation program.
- Meal plan optimization & retail renovations to drive revenue and student experience.

## Rambler Services

- In fall, 2024 re-established connectivity with Sheetz and Dairy Queen for Rambler user transactions. Added Papas Chicken and Ribs as a new partner accepting Rambler as a payment tender.
- In fall, 2025, Rambler print production will be added on east campus at Student Center Game Zone.

Shepherd Vending Commissions by Location (Snack and Beverage)																
July 2024 to June 2025																
note - commissions received when machine restocked																
	Locations					Academic					Auxiliary - Campus Services					Monthly
Month	Comm Lounge	Byrd Sci	CCA I	EOB	Frank	Knutti	Library (24)	White	Butcher	Dunlop	Potomac	Printz	Shaw/Thacher	Std Ctr	Wellness	Totals
July		\$ 39.06	\$149.25	\$ 85.68	\$162.75						\$275.96			\$ 52.08	\$ 97.13	\$ 861.91
August	\$ 10.08	\$ 43.79	\$140.33		\$119.48		\$ 23.55	\$ 101.18	\$146.09		\$258.80	\$ 33.39	\$ 711.64	\$ 36.78	\$354.80	\$ 1,979.91
September	\$ 152.10	\$126.42	\$385.86	\$131.67	\$318.74		\$155.76	\$ 516.77	\$129.05	\$ 40.53	\$338.69	\$ 6.30	\$ 381.40	\$212.92	\$385.32	\$ 3,281.53
October	\$ 52.14	\$135.98	\$451.97		\$322.75	\$ 67.14	\$114.73	\$ 400.31	\$ 45.78		\$362.70		\$ 346.90	\$214.96	\$374.17	\$ 2,889.53
November	\$ 136.86	\$109.20	\$239.78		\$164.18	\$ 16.09	\$165.64	\$ 234.51	\$ 32.47		\$252.70		\$ 130.19		\$281.64	\$ 1,763.26
December	\$ 35.46		\$139.56		\$ 44.60		\$ 36.25	\$ 71.26			\$130.67		\$ 287.13		\$452.18	\$ 1,197.11
January	\$ 62.67	\$ 64.05	\$279.38	\$119.70	\$326.83		\$ 82.38	\$ 260.41	\$125.51	\$ 5.15	\$184.61	\$ 12.39	\$ 379.01	\$ 7.16	\$425.27	\$ 2,334.52
February	\$ 45.88	\$ 94.42	\$213.47	\$ 49.77	\$222.62	\$ 23.88	\$215.18	\$ 275.14	\$ 7.14		\$181.97		\$ 302.44	\$442.70	\$430.52	\$ 2,505.13
March	\$ 20.69	\$ 83.58	\$183.41		\$189.96		\$119.02	\$ 150.33			\$151.33		\$ 222.47	\$134.59	\$250.44	\$ 1,505.82
April	\$ 30.62		\$148.81	\$ 64.05	\$297.07	\$ 9.65	\$ 71.14	\$ 107.29	\$ 27.53		\$ 39.95		\$ 166.75	\$ 51.74	\$288.79	\$ 1,303.39
May	\$ 18.40	\$184.82	\$279.30		\$ 14.96		\$ 18.67	\$ 44.53	\$ 31.93		\$216.03	\$ 6.74	\$ 254.08		\$192.59	\$ 1,262.05
June	\$ 1.74		\$ 83.06		\$108.68		\$ 9.86	\$ 22.49			\$ 6.64		\$ 234.35		\$174.45	\$ 641.27
Total	\$ 566.64	\$881.32	\$2,694.18	\$450.87	\$2,292.62	\$116.76	\$1,012.18	\$2,184.22	\$545.50	\$ 45.68	\$2,400.05	\$ 58.82	\$ 3,416.36	\$1,152.93	\$3,707.30	\$21,525.43
						Academic Total		\$ 10,198.79					Auxiliary Total		\$11,326.64	

## Residence Life

- Staff received, logged, and distributed approximately 5,050 packages
- Replaced carpeting in 10 apartments and 1st floor hallway in Dunlop, completing carpet replacement in all apartment styled spaces
- Replaced 225 mattress in Potomac Place, all students on campus currently using mattresses less than 7 years old
- Replaced 22 PTAC coils along Potomac Place 5th floor
- Offered more than 220 student activity programs in the halls
- Occupancy by Housing Style and housing metrics:

### Community

Apartments

Suites

Traditional  
occupancy)

Potomac Place

New Student

Continuing

New Student %

Continuing Retention

### Fall 2025

185 (128 singles/98% Occupancy)

121 (53 singles/72% occupancy)

197 (65 singles/85% occupancy)

256 (74 singles/86% occupancy)

326

433

40.3%

71.9%

### Fall 2024

185 (73 singles/84% occupancy)

136 (27 singles/68% occupancy)

214 (23 singles/87%

243 (47 singles/82% occupancy)

316

462

40.5%

72.5%

## Conference Services

---

- Hosted 13 high school football teams (441 players) in July 2024 over 6 camp sessions.
- Summer, 2024 external camps included: Air Force Junior ROTC, Chesterbrook Taiwanese Church, CASA, Maryland Boy Choir, Summerville Middle School, West Virginia Museum Operators Association, Potomac Conservancy, Grace Christian Church, the Chinese Christian Church of Virginia, the Northeast Association of Fish and Wildlife Associations, and the Washington High Band.
- Most annual conferences returned for summer, 2025 and will again in 2026.
- Housed 2 interns from Proctor and Gamble (P&G) and Dyno Nobel over summer, 2024 and 4 from P&G in summer, 2025. Dining conference revenue = \$191,342 (coded Dining Org), up +9,206 over year prior.
- Potomac Place conference revenue = \$49,673 (hitting PL Org), up +\$28,584 over year prior.
- Currently renting campus space to the Potomac Agency and SAIL.

## Student Center

---

- Total Gross Revenue Increased +\$3,330 (\$774,735 to \$778,065)
- Increased Building Usage
- Increase of 2,568 event hours (10,462 hours to 13,030 hours)
- Increase of 962 student visits to the Game Zone
- Game Zone party rentals down due to summer HVAC project closure
- New State-of-the-Art HVAC and Door Security Systems Installed
- Continued to add AV capabilities throughout the Center

## Wellness Center

---

- Surpassed 1,700 members (record high)
  - Note: as of December 2025, membership at 1,800 (a new record)
- Finished FY25 in a net positive position for the first time in over a decade.
- Building Projects include:
  - Completed the window tinting project for the arena.
  - Installed new poolpak units for the pool and new ERUs for locker rooms.
  - Replaced the UV cleaning system for the pool.
- Hosted 10 free student programs including hands only CPR, introduction to pickleball, Equipment and workout programming introduction, Learn how to swim lesson, and swimming for fitness class.
- Photobiomodulation (PBM)
  - Opened a second PBM suite in March 2025 due to demand.
  - PBM ended the fiscal year with 53 participants enrolled in its' monthly membership program (an increase of 39 from last year).
  - Financially, PBM grew by over \$50,000.
  - Shepherd University hosted the PBM Foundation board members from all over the world for a strategy session on May 28

## **ATHLETICS DIVISION UPDATE**

Ms. Carrie Bodkins, Director of Athletics, will provide the Committee with an Athletics Division Update.

- Shepherd's student-athletes continue their strong commitment to service, completing 462.5 hours of community engagement this semester through a variety of volunteer activities that support the campus and the surrounding community.
- Shepherd continues its competitive success, highlighted by women's soccer repeating as PSAC champions and advancing once again to the NCAA Tournament, along with volleyball earning a berth to the NCAA Tournament.
- Our student-athletes continue to excel at the conference and regional levels. Shepherd earned one Men's Soccer All-Atlantic Region selection and three Women's Soccer All-Atlantic Region selections. In conference honors, we received four All-Conference selections in Women's Volleyball, eleven in Football, five in Men's Soccer, and seven in Women's Soccer, in addition to having the PSAC East Athlete of the Year in Men's Soccer and the MVP in the Women's PSAC Championship. Academically, five Women's Soccer student-athletes earned Academic All-District honors, demonstrating the department's continued commitment to excellence both on the field and in the classroom. These recognitions reflect the broad competitive strength and individual excellence across our programs.
- The department is actively preparing the NCAA Financial Report, due January 15.
- Athletics is providing a written report and supporting evidence for the upcoming Higher Learning Commission (HLC) review, contributing documentation related to student-athlete success, compliance measures, and departmental operations.
- The department is also assisting with the NCAA Audit, which occurs every three years. Work is underway to compile required documentation, respond to audit inquiries, and ensure full compliance with NCAA financial and operational standards.

## DEVELOPMENT DIVISION UPDATE

Dr. Kelly Hart, Vice President for Development and Annual Giving, will provide the Committee with a Development Division Update.

### **Development and Annual Giving**

Collaboration has played a vital role in our success. By working closely with University Communications, the Foundation, Alumni Affairs, members of the campus community, and dedicated volunteers, we continue to make significant progress on our initiatives.

Our initiatives and updates are listed below:

- **Holiday Postcards for Lapsed Alumni Donors:** This year, in addition to the 8,000+ emails sent to lapsed alumni donors, Development, University Communications, and Alumni Affairs collaborated to create a holiday postcard for the majority of lapsed donors for whom we did not have email addresses. The postcard conveys warm holiday greetings and invites alumni to reconnect and update their contact information.
- **Development and Annual Giving Web Page:** Dr. Hart has collaborated with University Communications and Sherri Janelle to create a web page to launch for 2026. Kelly and Sherri are reviewing this information so it fits seamlessly with the Foundation's website.
- **Faculty and Staff Annual Giving Brochure:** The brochure for new faculty and staff has been created to inform them of payroll deduction options. This will be included in the Human Resources onboarding process moving forward.
- **Giving Tuesday (December 2):** Thanks to University Communications and the Foundation for their support in promoting Giving Tuesday. Before Giving Tuesday, Dr. Hart sent an email to Shepherd faculty and staff, as well as to Board of Governors members, Foundation Board members, and Alumni Association Board members. On Monday, December 1, an email was sent to Shepherd donors, and a reminder email was sent on December 2.
- **Tyson Bagent Stadium Initiative:** At this time, there has been a slight increase in donors for this initiative. Currently, Dr. Hart is working with Mr. Travis Bagent and Mr. Tracy Zullo to host a spring fundraising event. The event is tentatively planned to take place in the Butcher Center or Wellness Center in April. Dr. Hart will continue to pursue a corporate sponsor to support this initiative as well.

- **Women's Athletic Scholarship Fundraiser:** The Inspire Excellence Dinner will be held on February 5, 2026, in the Storer Ballroom. The event will start at 5:30 p.m., and tickets are \$125 per person. Corporate sponsorship levels have been created and sent to local businesses for their support. More information will be available on the Foundation's website shortly.
- **President's Club:** The rescheduled breakfast was held at Popodicon on November 15 at Popodicon from 10 to 11:30 a.m. President Hendrix welcomed guests and shared information on the President's Club donor impact report with them. The spring President's Club event will be held on Saturday, April 18, from 5:00 to 7 p.m., at Popodicon.
- **Music:** On November 13, Theresa and Dan Shykind at Downtown Pianoworks (Frederick, MD) hosted a special Donor Appreciation event for Shepherd Music donors. The evening was simply perfect, from Dan and Theresa's gracious hospitality, wine, and hors d'oeuvres, to the beautiful performances by Alon Goldstein (piano) and Alexander Fiterstein. We are grateful for their support of the University.

Regarding the Musical Showcase scheduled for April 11, 2026, sponsorship levels and the invitation letter were created and will be mailed shortly to previous guests and donors. A SAVE THE DATE email will also be sent to these supporters. In addition, we continue to reach out to potential donors to participate in the Caperton Piano Restoration initiative.

- **Day of Giving:** The first (of six) ONEShepherd Day of Giving planning meeting launched preparations for the March 4, 2026, event, introducing the theme "One Day. One Community. One Shepherd." and outlining the \$320,000 fundraising goal. Campus partners reviewed their roles in communications, outreach, student and alumni engagement, athletics involvement, and donor cultivation. Proposed working groups were shared with the group to lead marketing, campus engagement, academic participation, matches and challenges, ambassador recruitment, and day-of logistics. Immediate tasks include reviewing department information, confirming accounts, beginning challenge-gift outreach, and gathering names for student/faculty storytellers. Cross-campus collaboration and planning will be integral to our success.

In the near future, we will bring a professional videographer to campus to record video clips for our 2026 Day of Giving. The President will be featured, along with students, alumni, and members of the Shepherd campus community and Foundation.

- **Frank Center for the Arts Proposal to WV Legislators:** President Hendrix outlined a major institutional priority for the year: securing funding to renovate the Frank Center. While federal legislators are aware of the project, current challenges in Congress make state-level advocacy essential. State legislative leaders are helping the University to advance our state-level advocacy. Dr. Hart and Emily Samide, Director of the Office of Sponsored Programs, are leading the project. A Shepherd donor has already provided a strong letter of support, and additional community endorsements will be pursued.

Together, these efforts reflect the momentum and shared commitment driving Development and Annual Giving forward. Each initiative—whether focused on donor engagement, campus partnerships, or major institutional priorities—demonstrates the strength of our collaboration and the dedication of those working to advance Shepherd's mission. As we move into the coming months, our focus will remain on fostering meaningful relationships, expanding

philanthropic support, and ensuring that every project continues to build lasting impact for our students, faculty, and the broader community. We are grateful for the partnership of so many across campus and in the community and look forward to continued progress in the months ahead.

### **Alumni Affairs**

Director Katie Swayne and the Alumni Association Board are actively engaging with our alumni and planning for upcoming events, which include:

- **January 15, 6 p.m.** – Shepherd University Alumni Association Travel Talks (Alaska Cruise), Virtual livestream through Facebook.
- **January 22, 6 p.m.** – Shepherd University Alumni Association Travel Talks (Spain), Virtual livestream through Facebook.
- **February 7, 12:00 – 5 p.m.** – Basketball Alumni Skybox Reception, Butcher Center
- **February 11, 11 a.m. – 4 p.m.** – Professional Connections Day, Student Center
- **March 13, 6 p.m.** (tentative) – Shepherd University Legacy Gala for Scholarships
- **April 23, 5 – 8 p.m.** – McMurrin Scholars Association 65<sup>th</sup> Anniversary Alumni Dinner
- **April 24, 2 p.m.** – McMurrin Scholars Convocation, Frank Center
- **May 1, 6 p.m.** – Accounting Club Alumni Dinner, Storer Ballroom
- **May 9, 9 a.m.** – Commencement Receptions, Butcher/Frank outdoor plaza

## UNIVERSITY FOUNDATION UPDATE

Ms. Sherri Janelle, Executive Vice President for the Shepherd University Foundation, will provide the Committee with a University Foundation Update.

### COMPREHENSIVE FUNDRAISING SUMMARY New Gifts and Pledges 7/1/2025 – 11/30/2025

Gift Category	7/1/2025-11/30/2025	7/1/2024-11/30/2024	7/1/2023-11/30/2023
Annual Giving	\$504,139	\$509,758	\$696,334
Endowments	\$1,049,251	\$725,005	\$729,798
Capital	\$15,795	\$122,450	\$19,025
<b>Total:</b>	<b>\$1,569,185</b>	<b>\$1,357,213</b>	<b>\$1,445,157</b>

Donor Category	#Donors 7/1/2025- 11/30/2025	Donors 7/1/2025- 11/30/2025	#Donors 7/1/2024- 11/30/2024	Donors 7/1/2024- 11/30/2024	#Donors 7/1/2023- 11/30/2023	Donors 7/1/2023- 11/30/2023
Alumni	478	\$214,812	491	\$215,955	477	\$255,840
Friends	662	\$273,608	467	\$472,687	657	\$391,066
Corporations/Foundation	90	\$145,027	82	\$146,390	84	\$267,009
Others/Estates	22	\$935,737	62	\$522,181	38	\$531,242
<b>Total:</b>	<b>1,252</b>	<b>\$1,569,185</b>	<b>1,102</b>	<b>\$1,357,213</b>	<b>1,256</b>	<b>\$1,445,157</b>

### Comprehensive Fundraising Report: 7/1/2025 through 11/30/2025 – New Gifts and Pledges

The comprehensive fundraising report above 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 prior two fiscal years. It includes results from fundraising programs managed through the Shepherd University Foundation and the University, inclusive of Athletics.

- Total gifts and pledges for the current fiscal year yielded \$1,569,185. This is a 15.6% increase over the same period in 2024.
- Total Endowments for the current fiscal year yielded \$1,049,251. This is a 44.7% increase over the same period in 2024.
- Total donors for the current fiscal year are 1,252, which is a 13.6% increase over the same period in 2024. Total number of alumni donors for the current fiscal year is 478, which is a decrease of 2.6%.
- The financials do not reflect a recent \$15,000 donation from WVU Medicine, designated for Nursing Scholarships. Since 2023, WVU Medicine has donated over \$81,000 in support of 18 nursing students.



**Investment Management Transition Update:** The Shepherd University Foundation is starting a new partnership with Wilmington Trust for its investment management services. For more than 120 years, Wilmington Trust has been a leading provider of wealth and institutional services, tracing its roots to the founding of Wilmington Trust Company by T. Coleman du Pont in 1903. Today, it operates as a subsidiary of M&T Bank and oversees approximately \$83.3 billion in assets under management.

All liquid assets from the Shepherd University Foundation Fund, the Nora Roberts Endowment, and the Mike Smith Endowment have been successfully transferred to Wilmington Trust. The Wilmington Trust team is collaborating with the Board of the Shepherd University Foundation to outline the framework that will be used to customize the Investment Policy Statement (IPS).

**Named Fund Reports – November 3:** Fund contact letters were mailed to more than 300 donors in mid-November. These named fund reports contain both financial information for the fund (fiscal year ending June 30, 2025), as well as personalized scholarship recipient profiles. As an effort to strengthen the Foundation's stewardship outreach, a survey was included. To date, the Foundation has received responses from 10% of our donors.

**Thank a Donor Campaign – October/November:** The Foundation held its 2025 Thank a Donor campaign during the week of October 20. Students, faculty, and staff signed hundreds of postcards thanking our donors for their continued generosity. These postcards were mailed to top donors and our governing boards. On November 26, a "Thank You Donors" video was released using photos and video footage from the October campaign. The video can currently be viewed on the Foundation's social media channels.

**Executive Committee Meeting: Welsh Estate Update – November 13:** The Executive Committee received an update on a recent legacy gift from the Welsh Estate. This gift includes 56 acres on Swan Pond Road that will be marketed and sold. Following an ESA (Environmental Site Assessment) and appraisal, an RFP (Request for Proposal) will be issued to select a real estate agent for this transaction.

**Scarborough Society Board Meeting – November 20:** The Foundation led the Scarborough Society Board meeting, held in the Scarborough Library. Along with reviewing membership and current financials, the Board discussed the use of available funds. A motion was passed to allocate \$34,962.93 from the proceeds of the Scarborough Gala to support the Library's needs.

**Credit Card Fee – December:** Beginning in late December, donors will now have the option to cover the processing fees associated with their online gifts, allowing 100% of their intended gift to directly support Shepherd's mission. To take advantage of this option, donors keep the toggle on "yes" when the box that asks, "Will you cover the processing fees so 100% of your donation goes to us?" appears.

**Giving Tuesday – December 2:** The Foundation supported the Development Office with donor outreach and gift processing for Giving Tuesday. This annual giving day once again focused on raising funds for the Shepherd Fund.

**Foundation Annual Board Meeting – December 4:** The Shepherd University Foundation held its Annual Board Meeting in the Cumberland Room. During the meeting, the \$2.1 million scholarship budget for 2026–2027 was presented for approval.

**Closing Reflection:** As we reflect on the Fall semester and the continued growth of the Foundation, we remain grateful for the support of our alumni, friends, faculty, and staff. In close collaboration with the Development Office, we continue to make a meaningful impact on the lives of our students, the strength of our programs, and the vitality of our campus.

## FINANCE AND ADMINISTRATION DIVISION UPDATE

Dr. Scott Barton, Vice President for Finance and Administration, will provide the Committee with a Finance and Administration Division Update.

### INTRODUCTION

The Division for Finance and Administration is a broad and multifaceted unit encompassing Facilities Management, Finance and Budget, Financial Aid, Human Resources, Information Technology, the Office of Sponsored Programs, Payroll, Procurement Services, Student Accounts – Business Office, and the Wellness Center. With a deeply committed team of full-time, part-time, casual, and student employees, the Division is powered by a dedicated workforce—including several individuals who have served the University for more than fifteen years—whose commitment ensures that Shepherd remains safe, financially stable, operationally sound, and student-centered.

This year, we also welcomed new teammates whose expertise and fresh perspectives have strengthened our operations. To provide a clear understanding of how each area contributes to Shepherd’s mission, all sections of this report include the **Strategic Goals** they support. A complete list of these goals appears in **Appendix A** and **Appendix B**, providing a detailed explanation of how each unit aligns with them.

As we reflect on a year marked by progress and meaningful collaboration, we enter 2026 with optimism and a renewed commitment to excellence, stewardship, and service.

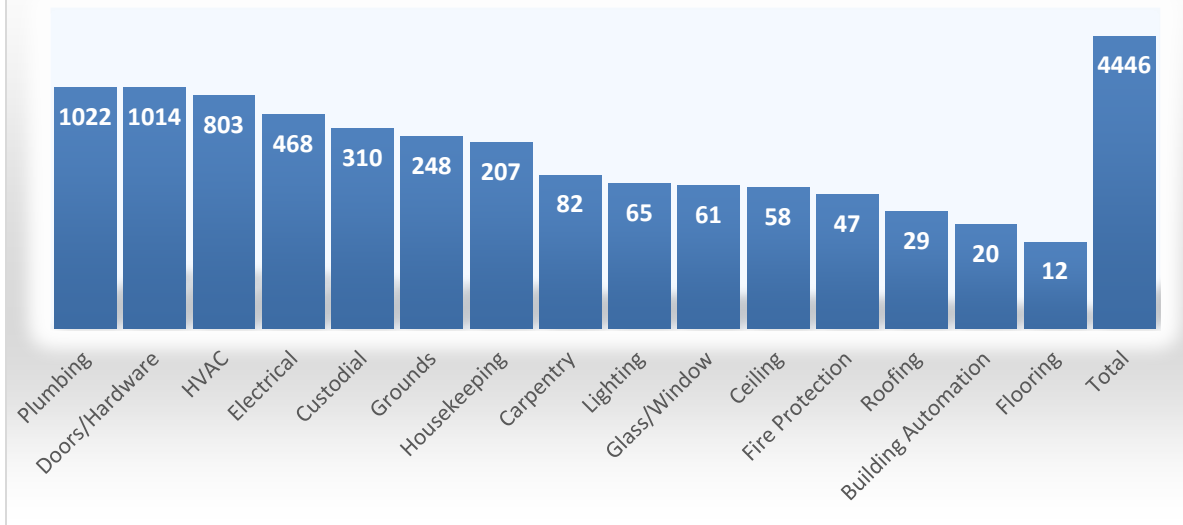
### 1. FACILITIES MANAGEMENT

**Strategic Goals Supported:** 1, 4, 5

#### **Work Order Volume and Completion**

The facilities team has been hard at work again this year. In the last year, there were over **4,400 work orders** entered into the ticketing system, and **99%** of those work orders were completed by our facilities team. Those work orders break out as follows:

## Facilities Work Orders 2025



### Major Deferred Maintenance Projects Completed

We completed the utilization of the \$10M received in state funding for the following projects:

- **Byrd Science:** Complete HVAC renovation including new electric controls, chillers, AC units, boilers, pumps, and LED lighting.
- **White Hall:** New chiller and circulating pump.
- **Dining Hall:** New hot water boilers, circulation pump, expansion tanks, instantaneous water heaters, and integrated building controls.
- **Student Center:** Replacement of chilled/hot water system, steel piping with PVC, pneumatic controls with electronic controls, and, during Christmas break, we will upgrade the electric switch gear.
- **Wellness Center:** Replacement of Pool-Packs, rooftop air handlers, heat recovery unit, swimming pool air conditioners, hot water pumps, and installation of new LED lights and fixtures.
- **Boone Field House:** New hot water heater.
- **Ikenberry Hall:** New integrated HVAC controls.

As of November 24, 2025, the individual **project costs** break down as follows:

Byrd Science	\$ 4,437,550
White Hall	189,998
Dining Hall	498,342
Student Center	2,628,610
Wellness Center	1,543,810
Boone Field House	144,287
Ikenberry Hall	101,978
Total as of 11/24/25	\$ 9,544,575

### **Current and Ongoing Projects:**

- **Potomac Place Coils:** Replacement of the coils on the 5<sup>th</sup> floor of Potomac Place has been completed. Over the Christmas break, the team will finish coil replacement in the second wing of the 4<sup>th</sup> floor, completing two full floors.
- **Knutti Hall Structural Improvements:** Structural challenges have been identified and addressed, improving the overall environment for students and faculty.
- **Cooling Tower for CCA 1 and 2:** Replacement underway; arrival expected in eight months.
- **Chemistry Labs:** Renovation to begin using federal grant funds.

### **Looking Ahead to 2026**

Deferred maintenance continues with the new \$4M in state funds dedicated to roofing projects across Byrd Science, McMurran and Reynolds Halls, White Hall, and Popodicon.

### **Personnel Update**

A warm welcome will be extended to Jonathan Sherman, Assistant Facilities Director, who joined the team on December 15.

## **2. FINANCE AND BUDGET**

**Strategic Goals Supported:** 1, 4, 5

Our campus community has worked very hard over the last several years to get our institution into a much healthier financial position. The Finance team has worked tirelessly to provide reliable and transparent financial information to the campus. As the external auditors shared at the Board meeting in November, we continue to explore ways to utilize and enhance our new Business Intelligence tools, and our ability to make more robust data-informed decisions is just getting started. We are very excited about this work and what it will mean for Shepherd moving forward.

To enhance our financial transparency, in addition to the historical practice of putting our audited financial statements on our website, you will now find the monthly and quarterly financial statements posted as well. In doing so, we ensure that everyone has access to our financial information as it becomes available. If you have any financial-related questions, please remember that we are here to help, and we encourage you to reach out to Collin Alexander or Dr. Scott Barton.

## **3. FINANCIAL AID**

**Strategic Goals Supported:** 1, 2, 5

The Financial Aid Office continues to assist students in securing federal, state, and institutional funding. **Packing over 1,450 students** improved access and affordability for our student body. The ongoing support services and counseling for **over 2,000 students** helped them navigate the aid process successfully.

## 4. HUMAN RESOURCES

**Strategic Goals Supported:** 1, 3, 5

As 2025 draws to a close, the Human Resources (HR) team is proud to reflect on a productive and engaging year focused on strengthening employee support, improving onboarding processes, and celebrating the dedication of Shepherd's workforce. HR continues to play a vital role in recruiting, developing, and retaining talented employees across campus.

### **Hiring, Onboarding, and Employee Support**

This year, HR supported the hiring of **115 new employees**—including full-time, part-time, and casual staff. To ensure a smooth start for new hires and their supervisors, HR introduced updated onboarding instructions and reinstated the **in-person New Employee Orientation** program. These improvements have helped new employees feel more connected and prepared as they join the Shepherd community.

### **Employee Recognition and Engagement**

HR remains committed to recognizing the outstanding contributions of employees across campus. At the annual **Employee Service Recognition Luncheon** in April, the University:

- Honored **9 retirees**
- Celebrated **30+ employees** for service milestones ranging from **5 to 35 years**
- Presented special awards for:
  - Above and Beyond
  - Making a Difference
  - Excellent Service to Students
  - Ram Spirit

These recognitions highlight the dedication, longevity, and spirit that define our campus community.

### **New Initiatives and Collaborative Efforts**

HR partnered with University Communications to begin developing a new HR SharePoint site, which will provide employees with streamlined access to policies, forms, benefits information, and other essential resources. HR also expanded its role in campus well-being and engagement by supporting the Great Colleges to Work for Committee, coordinating a free lunch for employees during their birthday month—an initiative that has helped strengthen community and connection across departments.

### **Looking Ahead**

The HR team is grateful for the collaboration and partnership of colleagues throughout the Division and across campus. We remain committed to improving the employee experience, enhancing communication, and supporting Shepherd's mission in the year ahead.

## 5. INFORMATION TECHNOLOGY

**Strategic Goals Supported:** 1, 3, 4, 5

The Information Technology (IT) team has had a transformational year focused on strengthening infrastructure, enhancing classroom technology, expanding cybersecurity compliance, and improving support services for the entire campus community. Their work continues to advance the University's capacity for teaching, learning, research, and administrative efficiency.

### **Network Infrastructure Modernization**

Over the past year, the University completed a full modernization of its network infrastructure. This major upgrade replaced outdated equipment and significantly improved speed, reliability, and campuswide connectivity.

#### **Highlights include:**

- Replacement of all core and edge network switches
- Installation of all new Wi-Fi access points, including added access points to improve coverage
- Addition of battery backup to protect network continuity
- Reconfiguration of the network for easier student Wi-Fi access
- Upgrade from a 1GB circuit to two 10GB circuits, dramatically improving bandwidth
- Transition of residence halls to their own circuit for enhanced reliability
- All campus buildings now operate on 10GB connections

These upgrades have strengthened the University's digital backbone and improved both academic and administrative computing performance.

### **Classroom Technology Enhancements**

IT completed significant upgrades to enhance instructional spaces and support modern teaching needs.

#### **Completed improvements include:**

- New **computer and AV equipment** in classrooms
- **17 classrooms** upgraded in 2024
- **12 additional classrooms** upgraded in summer 2025 (including two computer labs)
- Cosmetic improvements such as paint, flooring, and general refreshes
- **Four HyFlex classrooms** added in November, equipped with:
  - New AV systems
  - Ceiling speakers
  - Microphones for equitable hybrid engagement

**Upcoming projects** include upgrades to Storer Ballroom, Erma Ora Byrd (EOB) 117 auditorium, and Shipley Auditorium, scheduled for January 2026.

### **Service Desk and Computer Deployment**

The IT Service Desk continued to provide strong support to the campus community.

**Year-to-date activity (since January 1, 2025):**

- **2,771** work orders completed
- **135** new computers distributed to employees
- Transition to **bulk purchasing**, saving the University approximately **\$50,000** last fiscal year

**GLBA Compliance and Cybersecurity**

IT invested significant effort into our Gramm-Leach-Bliley Act (GLBA) compliance requirements.

**Major initiatives include:**

- Implementation of multi-factor authentication (MFA) for Banner, Rail, and Office 365
- Expansion of phishing awareness campaigns and online training modules
- Comprehensive review and updates of internal IT policies and procedures
- Updates to the Incident Response Plan and Disaster Recovery Plan
- Annual penetration testing conducted by an external vendor (shifted from biennial)
- Implementation of a formal change management policy

These efforts enhance our cybersecurity posture while ensuring ongoing federal compliance.

**Looking Ahead to 2026**

The National Science Foundation-funded project to complete Internet2 connectivity is underway and expected to be completed in early 2026. Connecting through WVNET will provide students and faculty with research capabilities and high-performance computing resources that were previously inaccessible.

**6. OFFICE OF SPONSORED PROGRAMS****Strategic Goals Supported:** 1, 2, 3, 4, 5

Emily Samide, Director for the Office of Sponsored Programs, will review with the Board the Office of Sponsored Programs (OSP) Annual Report. Her written report is below.

**Office of Sponsored Programs**

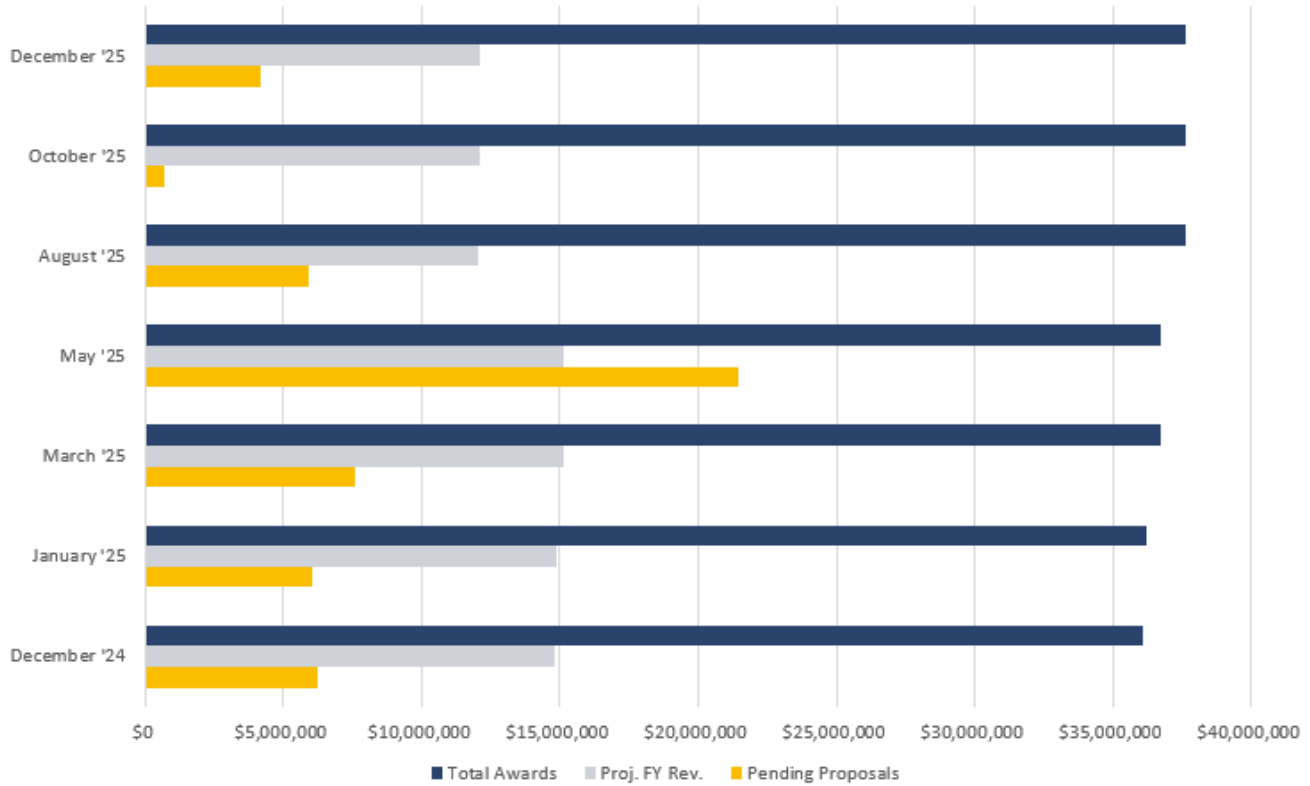
The OSP had a productive and highly successful year, strengthening Shepherd's grant portfolio, expanding external partnerships, and supporting faculty, staff, and institutional initiatives across campus. OSP continues to play a key role in securing external funding and ensuring compliance in all stages of grant activity.

**Grant Portfolio Overview**

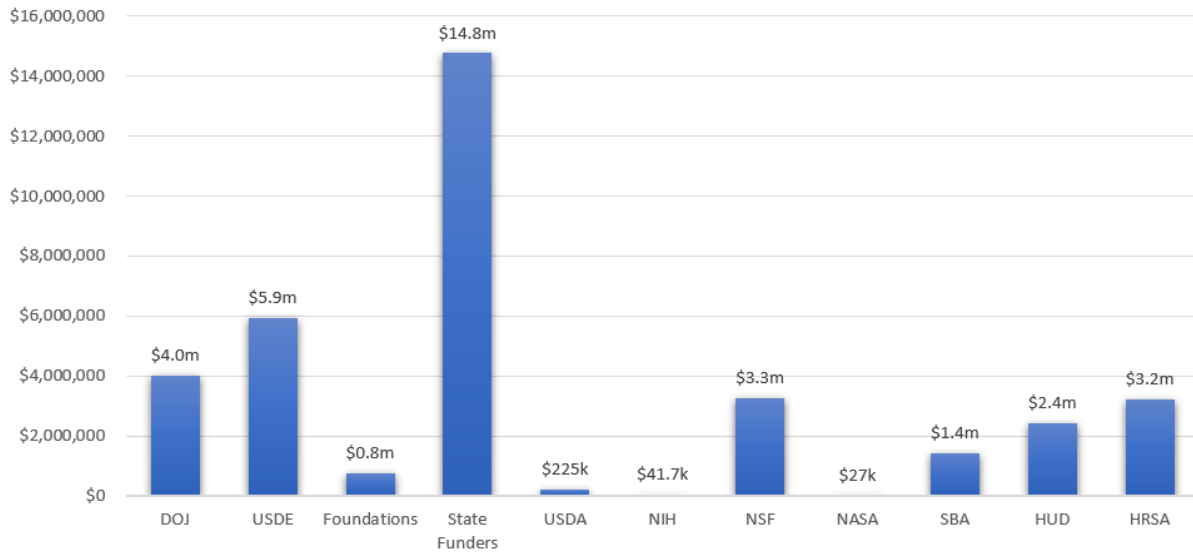
- **Pending Proposals:** \$4,185,032 submitted and awaiting decision
- **Projected FY2025 revenue from active and closed awards:** \$12,130,013
- **Total current value of all FY2025 grants (active, awarded, closed):** \$37,663,986



## Grants Snapshot



## SU Grants Portfolio



## **Prospective and Pending Awards Highlights:**

### **National Institutes of Health - National Center for Complementary and Integrative Health (NIH NCCIH) - R61/R33 Photobiomodulation of the Gut-Microbiome Axis to Improve Emotional Well-Being and Whole Person Health Index**

(Aligns with Strategic Goals 1 and 3)

Funding would support R61 Exploratory and R33 Development research phases to validate whether microbiome change facilitated by photobiomodulation (PBM) predicts changes in emotional well-being and whole-person health. Dr. Jennifer Flora, Executive Director, Wellness Center and Entrepreneurial Initiatives, is the Principal Investigator.

### **National Endowment for the Humanities (NEH) – Loyalism Project**

(Aligns with Strategic Goals 1, 2, and 3)

To mark the 250<sup>th</sup> anniversary of the signing of the Declaration of Independence, Shepherd University will put forward an application through the aegis of the NEH Rediscovering our Revolutionary Tradition grant opportunity, to fund an exciting student-focused Digital Archive initiative called the American Loyalist Project. The project will see Shepherd University work with the American Philosophical Society and the UK National Archives to digitize the complete records of the parliamentary Loyalist Claims Commission (over 200 volumes in all), a source base that documents the experiences of Loyalist refugees who fled the new United States in the midst of the American Revolution. Students will work with the Principal Investigator - Dr. Benjamin Bankhurst - to create a census of the people represented in the archive and to create contextual essays explaining different facets of the Loyalist experience.

### **U.S. Department of Education - Fund for the Improvement of Postsecondary Education Special Projects (FIPSE SP) - Shepherd's Free SPEECH Initiative**

(Aligns with Strategic Goals 2, 3, and 5)

Funding would support activities that strengthen a culture of civil discourse grounded in mutual respect, open inquiry, and the foundational American principles of free expression and viewpoint diversity. Programming, led by Stubblefield Executive Director Ashley Horst, is themed around the Department of Education's Absolute Priority 3: Promoting Civil Discourse on University Campuses and includes collaboration with the Robert C. Byrd Center for Congressional History and Education.

## **Active Awards Highlights:**

### **U.S. Department of Education's TRIO Student Support Services (SSS) - TRIO SSS**

(Aligns with Strategic Goals 1, 2, and 5)

Shepherd was awarded a 5<sup>th</sup> TRIO SSS award in FY2026. TRIO SSS provides critical support for first-generation college students and serves at least 165 students on Shepherd's campus. Project Director Dr. Evora Baker dedicates her efforts to both TRIO SSS and TRIO Upward Bound programs at Shepherd.

### **U.S. Small Business Administration (SBA) - Agricultural Innovation Center**

(Aligns with Strategic Goals 2, 3, and 4)

Project Director Dr. Brooke Comer, Co-Project Director Dr. Jeffrey Groff, Co-Project Director Dr. Peter Vila (retired), and volunteer and 2025 Alumni of the Year Paul Wilmoth have worked tirelessly to complete the oversight and execution of Shepherd's Agricultural Innovation Center (SUAIC) building at Tabler farm. The building is complete, and the Incubator program is accepting applications from fledgling farmers and agricultural innovators under the guidance of Molly Sutter, Incubator Coordinator.

### **Claude Worthington Benedum Foundation (CWBF) - Rising Leaders Program**

(Aligns with Strategic Goals 1, 2, 3, and 5)

*Rising Leaders* - Chief of Staff for Student Affairs, Julia Franks, and Student Success Coach Danielle Stephenson were awarded a grant from CWBF that builds on the existing successful LEADS (Leadership. Education. Action. Development. Service) program held for incoming freshman in the week prior to their first Fall semester and the prior 25-year Washington Gateway program. The Rising Leaders program will occur during the summers of 2026 and 2027. The purposes of the program are to increase civic engagement and undergraduate readiness for collegiate-level curriculum, financial decisions, and environmental/cultural shifts.

### **Strengthening Grant Infrastructure and Processes Through a Comprehensive Grants Approach**

OSP continued improving internal systems to support growth of the University's grant portfolio.

#### **Internal Controls and Compliance Improvements:**

- Centralized grant administration model
- Successful implementation of effort certification for two full years
- Expanded OSP role in invoicing, SEFA reporting, budget submissions, and audit responses
- **2026 Goal:** Increase campus-wide awareness of effort certification requirements through training and newsletters

#### **Process Enhancements:**

- Streamlined grant onboarding
- Transitioned proposal development and award management to Teams environments
- **2026 Goal:** Automate the Intent to Submit form

### **Campuswide Training and Support**

OSP supports faculty, staff, and students through structured professional development.

#### **Key accomplishments include:**

- Publishing "Required Reading," a comprehensive overview of Shepherd's grant procedures
- Offering recurring Grants Skills Classes each semester (virtual and hybrid)
- Topics include: SPIN (Sponsored Programs Information Network) database prospecting, proposal development, and award management
- Certificate program launched for class participants
- One-on-one Q&A sessions for project leadership and staff
- Launch of the **OSP Newsletter** in November 2025 (issued three times per year)
- **2026 Goal:** Centralized tracking for training completion

### **Professional Development and Outreach:**

- Director attended the NCURA (National Council of University Research Administrators) Annual Conference (Aug 2025)
- Director completed an MBA with Public Management focus (May 2025)
- Both OSP staff completed Certified Research Administrator (CRA) exam prep
- Director participates in multiple HEPC (Higher Education Policy Commission) GRANTED working groups
- Director serves as Chair of the Shepherdstown Grants Committee and Administrator for the IRB (Institutional Review Board)
- OSP continues to support grant activity for the Byrd Center, Stubblefield Institute, and other campus and community partners
- **2026 Goal:** Director will complete the CRA exam

### **Updated OSP Resources and SOPs (Standard Operating Procedures)**

OSP updated and expanded resources available on its website, including:

- Solicitation Review Resource
- Banner crosswalk and spending tracker
- Check-in, check-up, and check-out forms
- Prior approval request form
- Research Security Training (NSF/NIH requirement)
- **2026 Goal:** Develop Supplemental Compensation Policy and related resources

### **Navigating a Changing Funding Landscape**

To remain competitive, OSP has:

- Strengthened communication with agency representatives
- Monitored shifts in federal priorities
- Updated policies and procedures to maintain compliance
- Explored nonfederal funding sources
- Worked closely with Finance to manage increased reporting requirements
- **2026 Goal: Creatively seek funding and meet administration priorities**
  - Ensure alignment of grants with Shepherd's strategic plan.

## **7. PAYROLL**

**Strategic Goals Supported:** 1, 3, 5

The Payroll team has maintained accurate and timely bi-weekly processing for between **420 - 750 employees**, depending on the time of year, and supported personnel across campus with improved communication and service responsiveness. Entering over **370 manual timesheets** and over **2,100 stipend payments**, the office remained committed to efficiency and accuracy throughout the year.

## **8. PROCUREMENT SERVICES**

**Strategic Goals Supported:** 1, 3, 4, 5

The Procurement team provides essential customer service and operational support to the entire campus community. They assist vendors with payment status inquiries, guide employees through travel reimbursement processes, and provide departments with updates on the payment status of transactions. The team also delivers individualized training for every new P-Card holder and offers continuous support for cardholders who require assistance.

### **Annual Operational Activity:**

- Met the **P-Card deadline every month**
- Audited **7,313** credit card transactions
- Reviewed and approved **537** requisitions
- Processed **82** purchase orders
- Completed **262** travel reimbursements
- Issued payments for **1,524** invoices
- Registered **269** new vendors in the State Payment System

### **Major Solicitation, Bid, and Contract Initiatives**

This year, Procurement created solicitations, bids, and contracts for:

- Financial Aid Consulting Services
- Nurse Practitioner Services for the Student Health Center
- Enrollment Management Marketing Services
- NCAA Athletic Audit Services (3-year cycle)
- Landscape Maintenance Services
- Online Learning Contractual Services
- New Customer Relationship Management System
- New Kitchen Equipment for the Dining Hall
- Handshake (Career Services Software) Subscription
- Catalog and Curriculum Update Software Subscription
- Weight Equipment for the new Dining Hall/Athletic Facility
- New campuswide Event Management System
- New University Website solicitation

### **Construction-Related Contract Support**

The team also supported contracts for major construction and renovation projects, including:

- Student Center stair demolition
- Butcher Center bleacher replacement
- Engineering services for campus lighting design
- Construction and installation of new campus lighting
- King Street paving and sidewalk installation
- Design work for the new Dining Hall and Athletic Facility

- Architectural design for roof replacements on:
  - Byrd Science Center
  - McMurran Hall
  - Reynolds Hall
  - Popodicon
  - White Hall
- Engineering contract for the IT Services Data Center fire protection system

### **Campus Engagement and Training**

The Procurement team remains committed to transparency, communication, and professional development across campus. Over the last year, they hosted five Procurement User Group Meetings, with the next session scheduled for December.

## **9. STUDENT ACCOUNTS - BUSINESS OFFICE**

**Strategic Goals Supported:** 1, 3, 5

The Student Accounts Office continued to support students and families through streamlined billing of **over 4,350 student transactions**, payment processing of **over 4,150 student refunds**, and customer service improvements. Key initiatives focused on enhancing clarity, accessibility, and the overall financial experience for the campus community.

## **10. WELLNESS CENTER**

**Strategic Goals Supported:** 1, 2, 3, 4, 5

The Wellness Center is closing the year on an incredible high note, reaching a record membership of more than **1,800 members** and finishing the last fiscal year in a healthy financial position for the first time in over a decade. On top of serving our student body, the Wellness Center continues to grow as a resource for the broader community.

Our Photobiomodulation (PBM) wellness service has continued its remarkable expansion, facilitating **over 5,000 sessions in 2025**. This year, we also had the honor of hosting local legislators and world-renowned researchers to discuss the future of PBM. Our team remains deeply committed to advancing this innovative work, actively seeking funding to support PBM as a treatment for opioid use disorder and whole-person wellness, with hopes of sharing even more developments in 2026.

### **Expansion of Facilities Oversight: Tennis Courts**

The Wellness Center now oversees Shepherd's tennis courts and is working closely with Dr. Kelly Hart to raise funds for repairs and resurfacing. This project will support the creation of a membership-based Racquet Club Complex, featuring both pickleball and tennis courts. Memberships will be low-cost, with the goal of covering long-term maintenance and ensuring the sustainability of these outdoor recreation facilities. To enhance safety and improve user management, the courts will be monitored by cameras and will feature HID access control for secure entry.

## **Student Development and Campus Engagement**

We continue to offer free student programming each semester—including *Learn to Swim* and *Design Your Own Workout*—ensuring our students have accessible tools to support lifelong health. As the largest student employer on campus, we value the opportunity to mentor and support our student employees, watching them grow in responsibility and graduate prepared for their next chapter.

## **Looking Ahead to 2026**

Exciting developments are on the horizon:

- **Launch of the Racquet Club Complex**, bringing expanded programs and improved recreational opportunities to students, members, and the community.
- Introduction of **free Neck and Back Clinics** for the campus and community. Dr. David Miljour, a retired chiropractor from Shepherdstown, will offer this free service throughout 2026. We have already witnessed an overwhelming response, with sessions filling quickly.

With strong momentum and a clear vision, the Wellness Center is poised for another impactful and inspiring year, with much more good news to come.

## **CLOSING ACKNOWLEDGMENT**

On behalf of the entire Division for Finance and Administration, we extend our gratitude for the collaboration of our campus partners throughout the year. We look forward to continuing to advance Shepherd's mission in 2026 and beyond.

## **Appendix A: Shepherd University Strategic Goals**

### **GOAL 1: Shepherd will be a premier public university.**

- Strategy 1: Recruit, support, and retain promising students.
- Strategy 2: Recruit, support, and retain faculty as teacher-scholars.
- Strategy 3: Recruit, support, and retain staff as valued contributors to the academic enterprise.

### **GOAL 2: A Shepherd education will be grounded in the liberal arts and sciences and prepare students for lifelong learning and success.**

- Strategy 1: Develop and promote experiential learning opportunities for all students from the first year on.
- Strategy 2: Develop and promote projects and initiatives that enhance career development for all students from the first year on.

### **GOAL 3: Shepherd will serve as a hub for academic, cultural, and economic opportunity.**

- Strategy 1: Leverage our geographic location and human capital to increase partnerships and collaborations with organizations and stakeholders.

### **GOAL 4: Shepherd will be a first-choice academic home with high-quality and innovative programs.**

- Strategy 1: Ensure modern, innovative, well-maintained facilities.

**GOAL 5: Shepherd will serve the wide-ranging needs of students, employees, and communities.**

- Strategy 1: Create, support, and sustain environments that are welcoming to all people.

**Appendix B: Strategic Goals Alignment Explanations**

**Facilities Management — How These Goals Apply**

**Goals Supported: 1, 4, 5**

- **Goal 1:** Facilities ensures all academic, residential, and campus environments remain safe, functional, and conducive to student learning, faculty performance, and staff success.
- **Goal 4:** All maintenance, system upgrades, HVAC modernization, lighting improvements, and repair projects directly fulfill Shepherd's commitment to maintaining modern, innovative, well-functioning facilities.
- **Goal 5:** By maintaining clean, safe, and accessible environments, Facilities supports a welcoming campus for all members of the community.

**Finance and Budget — How These Goals Apply**

**Goals Supported: 1, 4, 5**

- **Goal 1:** Transparent and reliable financial information ensures that academic programs, staffing, and student services have resources needed for success.
- **Goal 4:** Business Intelligence tools and financial planning enhance institutional infrastructure and operational innovation.
- **Goal 5:** Transparent, accessible reporting supports accountability and responsiveness to campus needs.

**Financial Aid — How These Goals Apply**

**Goals Supported: 1, 2, 5**

- **Goal 1:** Financial Aid helps recruit and retain students by improving access to federal, state, and institutional funding.
- **Goal 2:** Counseling and guidance help students build financial literacy and make informed decisions that support their long-term academic success.
- **Goal 5:** Individualized support ensures equitable access to resources and fosters an inclusive, student-centered environment.

**Human Resources — How These Goals Apply**

**Goals Supported: 1, 3, 5**

- **Goal 1:** HR recruits, supports, orients, and retains employees who drive student and academic success.
- **Goal 3:** Employee programs and engagement initiatives strengthen Shepherd as a regional employer and partner.
- **Goal 5:** HR initiatives foster a welcoming, supportive, and inclusive campus environment.



### **Information Technology — How These Goals Apply**

#### **Goals Supported: 1, 3, 4, 5**

- **Goal 1:** Upgraded Wi-Fi, network infrastructure, and classroom technology directly support student learning and employee work.
- **Goal 3:** Internet2 connectivity expands research capability and external partnerships.
- **Goal 4:** Modernization of IT infrastructure and HyFlex upgrades advance technological innovation.
- **Goal 5:** Cybersecurity improvements, training, and reliable technology provide a safe and accessible environment for all users.

### **Office of Sponsored Programs — How These Goals Apply**

#### **Goals Supported: 1, 2, 3, 4, 5**

- **Goal 1:** Grants fund student support services (e.g., TRIO) and faculty-led research.
- **Goal 2:** Students participate in funded research opportunities, such as the NEH Loyalism Project.
- **Goal 3:** Partnerships with NIH, NEH, SBA, and regional agencies promote academic and economic engagement.
- **Goal 4:** Many grants enhance facilities, research capacity, or institutional infrastructure.
- **Goal 5:** Programs like Rising Leaders and PBM-related grants support broad community well-being.

### **Payroll — How These Goals Apply**

#### **Goals Supported: 1, 3, 5**

- **Goal 1:** Payroll supports employee retention and satisfaction by ensuring accurate, timely compensation for all faculty, staff, and student workers.
- **Goal 3:** Compliance with state and federal requirements strengthens Shepherd's ability to partner on grants, contracts, and externally funded positions.
- **Goal 5:** Clear communication and reliable service contribute to a supportive, welcoming environment for all employees.

### **Procurement Services — How These Goals Apply**

#### **Goals Supported: 1, 3, 4, 5**

- **Goal 1:** Ensures timely acquisition of goods and services essential for academic programs, student activities, and staff support.
- **Goal 3:** Engages with vendors and contractors, supporting regional partnerships and economic development.
- **Goal 4:** Manages contracts for building upgrades, infrastructure improvements, and major facility projects.
- **Goal 5:** Provides service-oriented support, training, and transparent processes to meet the needs of campus employees.

### **Student Accounts — How These Goals Apply**

#### **Goals Supported: 1, 3, 5**

- **Goal 1:** Student Accounts supports student success by providing clear billing, timely refunds, payment plans, and responsive assistance to reduce financial barriers to persistence.
- **Goal 3:** Collaboration with Financial Aid, Finance, and external partners strengthens operational efficiency and supports broader institutional partnerships.
- **Goal 5:** Reliable, student-centered service promotes a welcoming and accessible financial experience for students and families.

### **Wellness Center — How These Goals Apply**

#### **Goals Supported: 1, 2, 3, 4, 5**

- **Goal 1:** Supports student success through health, wellness, fitness programs, PBM services, and large-scale student employment.
- **Goal 2:** Student employment, instruction, and hands-on program participation provide experiential learning opportunities.
- **Goal 3:** PBM research collaborations, community clinics, and the Racquet Club Complex foster community partnerships and broader outreach.
- **Goal 4:** Oversight of recreational facilities and court maintenance demonstrates stewardship of innovative, quality facilities.
- **Goal 5:** Promotes inclusive health and wellness services that meet the needs of students, employees, and the community.

## 2026-2027 ENROLLMENT, HOUSING, DINING, AND OTHER FEES GENERAL DISCUSSION

The full annual review and approval of proposed changes in tuition and fees is scheduled for the Board of Governors at the February meeting. For the December meeting, we wish to present preparatory information that shares our preliminary direction for the recommendations to be made to the Board at that time.

Our approach this year is to focus on maintaining alignment with both spending and revenue to work towards maintaining a balance, focusing on the University's operating costs, and supporting academic quality, student services, and ongoing capital investments to ensure the infrastructure is adequately maintained. It is imperative that the administration continually analyze this balance and adjust when necessary to continue to support our students through instructional excellence, the infrastructure, and the services and amenities of the campus.

There are three main areas of interest that we will be discussing below:

1. Tuition and Fees
2. Room and Board Fees
3. Specific Course Fees

Annually, Shepherd compares its fees to a peer group of universities to ensure we are aligned with other institutions and not an outlier. The analysis of our peer group shows the following:

	2017-18	Rank 2017	2025-26	Rank 2025	% > '17 to '25
WVU	\$8,376	1	\$10,104	1	20.630%
Bluefield	\$6,728	10	\$9,648	2	43.401%
Concord	\$7,574	3	\$9,464	3	24.954%
Marshall	\$7,798	2	\$9,388	4	20.390%
WVU IT	\$6,960	9	\$9,264	5	33.103%
West Liberty	\$7,380	4	\$9,246	6	25.285%
Shepherd	\$7,328	7	\$9,044	7	23.417%
WV State	\$7,346	5	\$8,930	8	21.563%
Fairmont	\$7,296	8	\$8,708	9	19.353%
Glenville	\$7,342	6	\$8,496	10	15.718%
WVU - Pot State 4yr	\$5,208	11	\$6,840	11	31.336%

In combination with that analysis, Shepherd also looks at the budget and cash outlay to determine if there is a need to increase tuition and/or fees to meet the expenses or other costs that will be incurred. Proposed recommendations for Board approval at the February meeting are outlined in the sections that follow:

**1. Tuition and Fees:** For general tuition and fees, staff have initially looked at a 2% increase in both in-state and out-of-state tuition for undergraduate students. We are assessing whether this would keep us close to breakeven with respect to cost increases in other areas, as well as how it aligns with the research provided by our service provider, 3E. An additional factor to consider is that a tuition increase is also a component of the cost of attendance calculation. For the vast majority of our student population, there is a significant gap between the aid coverage and the ceiling of the cost of attendance. This leaves room for the adjustment in tuition, and for most students, it will be met by the federal and state aid offered through Financial Aid. Considering approximately 85% of Shepherd students are using either Title IV federal or state aid, the impact on the student would be minimal in most cases.

**2. Room and Board Fees:** Room and board rates are analyzed and reviewed on an annual basis by the administration. This review helps assess Shepherd's ongoing housing and dining operations compared to our peer institutions. As in previous years, Mr. Jack Shaw, Associate Vice President for Campus Services, has completed an analysis that can be found in Exhibit 1.

We believe we should be considering:

- Board Rate increase between 2.5 - 3%. The administration will continue to monitor inflation through the end of the year to determine the final recommendation.
- Room Rate increase between 1.5 - 3%. The administration will continue to assess the commuting radius applicable to the mandatory residency policies as we refine the final recommendation.

**3. Specific Course Fees:** Specific class fees will go through the process that is followed annually. A Budget Advisory Council is established and represents a cross-section of all departments at Shepherd, including three students from the Student Government Association (SGA). Each department brings forth requests to increase fees in that area, and the justification behind the request. This is discussed and voted on by the Committee. Once approved, those fees are brought before the Executive Leadership Team (ELT) to ensure cross-departmental communication and alignment with Shepherd's strategic goals. The final step before presenting these fees to the Board is to present and share these changes with the SGA. Finally, they are brought to the Board for final approval in the spring. At present, we are establishing the specific class fees that we will bring forward in the spring to the Board of Governors.

If the Tuition increase is only 2%, these results would be projected:

<b><u>Initiative</u></b>	<b><u>Estimated Financial Impact</u></b>
2% increase in Tuition (in/out)	\$ 810,000
Board Increase 1.53%	57,812
Room Rate Increase 2.88%	109,401
Course Fees	TBD
Total Estimated Impact to Shepherd	\$ 977,213

<b><u>Initiative</u></b>	<b><u>Original Cost to Student</u></b>	<b><u>Adjusted Amount</u></b>	<b><u>Est. Increase to Student</u></b>
2% increase in Tuition ( <b>in-state</b> )	\$ 3,450	\$ 3,519	\$ 69
2% increase in Tuition ( <b>out-of-state</b> )	8,124	8,286	162
Board Increase 1.53%	2,785	2,865	80
Room Rate Increase 2.88%	4,469	4,598	129
<b>Estimated Per Semester Increase:</b>			
<i>Est. Total In-State off Campus</i>	2.00%	\$	<b>69</b>
<i>Est. Total In-State on Campus</i>	2.60%	\$	<b>278</b>
<i>Est. Total Out-of-State off Campus</i>	2.00%	\$	<b>162</b>
<i>Est. Total Out-of-State on Campus</i>	2.42%	\$	<b>371</b>

## EXHIBIT 1

**Peer University Board Rate Comparison**  
**For Projected Fiscal 2027 Board Rates**

Fall, 2025	Blue	414	62.9%
	Gold	184	28.0%
	Ram	60	9.1%

19+ Meal Plans:											
Institution	Meal EQ	Current Rate	Projected FY26% Increase	Projected FY26 Rate	Dining Dollars	Board Amount	Meals	FY26 Cost/Meal	Notes	FY25 Rate	Old Rate
Concord	Y	\$ 2,991	3.00%	\$ 3,081	\$ 200	\$ 2,881	315	\$ 9.15	5 exchanges/week; All Access	4.5%	\$ 2,862
Fairmont State	N	\$ 2,819	3.00%	\$ 2,904	\$ 350	\$ 2,554	210	\$ 12.16	Block Plan	4.0%	\$ 2,711
Frostburg State	Y	\$ 2,887	3.00%	\$ 2,974	\$ 250	\$ 2,724	295	\$ 9.23	1 swipe/meal period	3.6%	\$ 2,786
Glenville	Y	\$ 2,735	3.00%	\$ 2,817	\$ 300	\$ 2,517	315	\$ 7.99	10 exchanges/week; All Access	0.0%	\$ 2,735
James Madison	Y	\$ 3,484	3.00%	\$ 3,589	\$ 200	\$ 3,389	327	\$ 10.36	2 exchanges/day	5.0%	\$ 3,318
Marshall	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A	N/A
Potomac State	N	\$ 3,125	3.00%	\$ 3,219	\$ 75	\$ 3,144	315	\$ 9.98		5.6%	\$ 2,960
Salisbury	N	\$ 3,107	3.00%	\$ 3,200	\$ 280	\$ 2,920	319	\$ 9.15		2.2%	\$ 3,040
Shenandoah	Y	\$ 2,135	3.00%	\$ 2,199	\$ 50	\$ 2,149	288	\$ 7.46		N/A	N/A
Shippensburg	Y	\$ 2,532	3.00%	\$ 2,608	\$ 250	\$ 2,358	315	\$ 7.49		0.0%	\$ 2,532
Towson	Y	\$ 3,705	3.00%	\$ 3,816	\$ 500	\$ 3,316	318	\$ 10.43	10 exchanges/week; All Access	1.5%	\$ 3,650
West Liberty	Y	\$ 2,930	3.00%	\$ 3,018	\$ 100	\$ 2,918	315	\$ 9.26	2 exchanges/day; All Access	8.0%	\$ 2,713
WV Wesleyan	Y	\$ 3,145	3.00%	\$ 3,239	\$ 100	\$ 3,139	315	\$ 9.97	2 exchanges/week; All Access	8.7%	\$ 2,892
West Virginia	Y	\$ 3,113	3.50%	\$ 3,222	\$ 825	\$ 2,397	315	\$ 7.61	2 exchanges/week	2.2%	\$ 3,046
Average		\$2,978	3.29%	\$3,068	\$268	\$2,800	305	\$9.25		4.5%	Average
Median		\$2,960		\$2,948			Median	\$9.19			
Shepherd Gold	Y	\$2,915	2.88%	\$2,999	\$300	\$2,699	325	\$8.30	10 bonus meals/sem, 10 retail/wk	1.3%	Shepherd
Shepherd O/U											
Average		(\$63)	97.90%	97.75%				(\$0.94)			
14/15 Meal Plans:											
Institution	Meal EQ	Current Rate	Projected FY26% Increase	Projected FY26 Rate	Dining Dollars	Board Amount	Meals	FY26 Cost/Meal	Notes	FY25 Rate	Old Rate
Concord	Y	\$ 2,825	3.00%	\$ 2,910	\$ 300	\$ 2,610	210	\$ 12.43	3 exchanges/week	4.5%	\$ 2,703
Fairmont State	N	\$ 2,573	3.00%	\$ 2,650	\$ 250	\$ 2,400	225	\$ 10.67		4.0%	\$ 2,474
Frostburg State	Y	\$ 2,767	3.00%	\$ 2,850	\$ 100	\$ 2,750	210	\$ 13.10		4.8%	\$ 2,640
Glenville State	Y	\$ 2,678	3.00%	\$ 2,758	\$ 300	\$ 2,458	210	\$ 11.71	5 exchanges/wk	0.0%	\$ 2,678
James Madison	Y	\$ 3,287	3.00%	\$ 3,386	\$ 275	\$ 3,111	217	\$ 14.33	2 exchanges/day	5.0%	\$ 3,130
Marshall	Y	\$ 2,507	3.00%	\$ 2,582	\$ 500	\$ 2,082	220	\$ 9.46		4.0%	\$ 2,411
Potomac State	N	\$ 2,754	3.00%	\$ 2,837	\$ 75	\$ 2,762	225	\$ 12.27		5.9%	\$ 2,601
Salisbury	N	\$ 2,990	3.00%	\$ 3,080	\$ 450	\$ 2,630	202	\$ 13.02		2.2%	\$ 2,925
Shenandoah	Y	\$ 1,995	3.00%	\$ 2,055	\$ 50	\$ 2,005	225	\$ 8.91	Bills room/board together	5.0%	\$ 1,900
Shippensburg	Y	\$ 1,943	3.00%	\$ 2,001	\$ 300	\$ 1,701	210	\$ 8.10		1.5%	\$ 1,914
Towson	N	N/A	N/A	N/A	N/A	N/A	N/A	N/A	"All Access" for mandatory residents	N/A	N/A
West Liberty	Y	\$ 2,930	3.00%	\$ 3,018	\$ 200	\$ 2,818	210	\$ 13.42	2 exchanges/daily	8.0%	\$ 2,713
WV Wesleyan	Y	\$ 3,145	3.00%	\$ 3,239	\$ 150	\$ 3,089	225	\$ 13.73	5 exchanges/week	8.7%	\$ 2,892
West Virginia	Y	\$ 2,917	3.50%	\$ 3,019	\$ 525	\$ 2,494	195	\$ 12.79		2.5%	\$ 2,847
Average		\$ 2,716	3.95%	\$ 2,799	\$ 267	\$ 2,532	214	\$ 11.84		5.1%	Average
Median		\$ 2,678		\$2,784			Median	\$ 12.35			
Shepherd Blue	Y	\$2,625	2.05%	\$2,679	\$300	\$2,379	235	\$10.12	Includes 4 bonus meals	3.8%	Shepherd
Shepherd O/U											
Average		(\$91)	96.64%	95.71%				(\$1.72)			