

Shepherd

UNIVERSITY

Board of Governors



Meeting Agenda

April 14, 2011

Board Members

Mary Clare Eros, Chair

Gat Caperton, Vice Chair

W. Mark Rudolph, Secretary

John Beatty	Lacy I. Rice III
Jason Best, Faculty	D. Scott Roach
Anna Boh, Student	Diane Shewbridge, Classified Staff
Marcia Brand	Veronique N. Walker
John Younis	

Suzanne Shipley, President

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS**

April 14, 2011

**Center for Contemporary Arts (CCA)
Shepherdstown, WV**

2:30 p.m.

Groundbreaking for the CCA Phase II

3:30 p.m.

**Board of Governors Meeting
CCA Room 112**

AGENDA

Regular Session

1. Call to Order Chair Mary Clare Eros
2. Public Comments

Consent Agenda

1. Adoption of the Minutes from February 24, 2011 Board Meeting Chair Eros
2. President's Report President Suzanne Shipley
3. Demonstration of the Shepherd University iPad App Mr. Randall Friend, Director of Admissions
Student Admissions Ambassadors
4. Recognition of Emeritus Faculty Dr. Richard Helldobler, Vice President for Academic Affairs
5. Advisory Council of Faculty (ACF) Annual Report Dr. Sylvia Shurbutt, Shepherd University ACF Representative
6. Approval of Amendment of Policy 19, Academic Freedom, Professional Responsibility, Promotion, and Tenure, and Policy 26, Salary Policy Mr. Alan Perdue, General Counsel
Dr. Helldobler
7. Approval of Snyder Hall Renovations Mr. Rick Staisloff, Acting Vice President for Administration and Finance

Discussion Agenda

1. Academic Program Reviews Dr. Helldobler
Dr. Virginia Hicks, Dean of the School of Education and Professional Studies
2. Proposed 2011-2012 Enrollment, Housing, Dining and Other Fees Mr. Staisloff
3. New Business Chair Eros

Adjournment

Shepherd University Board of Governors

Minutes of the Meeting of February 24, 2011

The Shepherd University Board of Governors met on February 24, 2011 in a regular meeting. Members participating were: John Beatty, Jason Best, Anna Boh, Marcia Brand, Gat Caperton, Mary Clare Eros, Lacy Rice III, D. Scott Roach, W. Mark Rudolph, Diane Shewbridge, Veronique N. Walker and John Younis. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **MINUTES OF THE MEETING OF November 11, 2010**

M (Younis), S (Best), PASSED, that the minutes of the November 11, 2010 meeting of the Board of Governors be adopted as presented at the meeting.

3. **PRESIDENT'S REPORT**

Dr. Shipley provided an update on the state legislative session underway. Highlights include a proposal for a two percent (2%) salary increases for state employees as well as House Bill 330 which provides for some increased flexibilities for state institutions such as Shepherd. HB330 also has provisions for improvements to the state's classified employees' salary schedule and creates the position at the West Virginia Higher Education Policy Commission of Vice Chancellor for Human Resources.

Dr. Shipley also reported on her recent meetings on Capitol Hill with Representative Capito and staff members in the offices of Senator Rockefeller and Senator Manchin.

4. **RENEWAL OF MEMORANDUM OF UNDERSTANDING WITH THE CONTEMPORARY AMERICAN THEATER FESTIVAL (CATF)**

Mr. Alan Perdue, General Counsel, presented to the Board the renewal of the Memorandum of Understanding with the CATF.

5. **PROPOSAL FOR DELIVERY OF MASTER'S DEGREE PROGRAM TO JAMAICAN STUDENTS**

Dr. Richard Helldobler, Vice President for Academic Affairs, presented to the Board information regarding the model for the proposed Jamaica Program.

6. **QUARTERLY FINANCIAL REPORT**

Mr. Rick Staisloff, Acting Vice President for Administration and Finance, presented to the Board the Quarterly Financial Report for the period ending December 31, 2010.

7. **ANNUAL HUMAN RESOURCES REPORT**

Dr. Marie DeWalt, Director of Human Resources, presented to the Board the Annual Human Resources Report.

8. **ANNUAL STUDENT AFFAIRS REPORT**

In the absence of Dr. Sharon Kipetz, Vice President for Student Affairs, Dr. John Adams, Assistant Vice President for Student Affairs and Dean of Students, presented to the Board the Office of Student Affairs Annual Report.

9. **EXECUTIVE SESSION**

M (Roach), S (Best), PASSED, That pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to honoraria and awards.

M (Shewbridge) S (Best), PASSED, that the following resolution be adopted by the Board.

RESOLVED, That the Shepherd University Board of Governors approves the awarding of the honorary Doctorate of Letters to Mr. Jim Lehrer and directs that this action be reflected in the Board's meeting minutes following the public announcement of this conferral of honors.

10. **NEW BUSINESS**

None.

Mary Clare Eros
Chair

Mark Rudolph
Secretary

PRESIDENT'S REPORT

Academic Affairs

Dr. Ed Snyder Named West Virginia “Professor of the Year”

Dr. Ed Snyder, chair of the Institute of Environmental and Physical Sciences and professor of environmental studies, was named the West Virginia Professor of the Year by the Faculty Merit Foundation of West Virginia. President Shipley, Dean Colleen Nolan, Assistant to the President Shelli Dronsfield, Dr. Jason Best, Sara Maene, and Nan Snyder were among those that traveled to the March 1st ceremony at the state Culture Center in Charleston.

One of five finalists representing West Virginia Wesleyan College, Bethany College, Marshall University, and Glenville State College, Dr. Snyder was presented the annual award by the state's Faculty Merit Foundation. The award recognizes an outstanding faculty member at a West Virginia college or university with a \$10,000 cash prize and is sponsored by United Bank.

Dr. Snyder has been a member of Shepherd's faculty since 1986 and led efforts to develop the environmental studies program at Shepherd in 1994. His vision for the Institute of Environmental and Physical Sciences led to the expansion of the program to become a major course of study at Shepherd in 1997. The program now includes a renewable energy demonstration, providing students with hands-on learning experiences.

Dean Position at DePauw University Awarded to Dr. Mark McCoy

Dr. Mark McCoy, chair of the Department of Music and conductor of the Wind Ensemble and Orchestra at Shepherd, has been appointed dean of the School of Music at DePauw University in Greencastle, Indiana, effective August 1st. Dr. McCoy culminates his 16-year career at Shepherd in June, leaving a legacy of musical excellence to the region.

As a native West Virginian and Shepherd University alumnus, we are incredibly proud of all that Dr. McCoy has accomplished at Shepherd. Members of the Shepherd University community will be provided an opportunity to congratulate Dr. McCoy during an event in early May, details of which will be forthcoming.

Professional Development

Shepherd University administrators continue to be active in professional development and leadership efforts outside of the institution.

- Deans Ann Legreid and Virginia Hicks attended the Council for Advancement and Support of Education (CASE) workshop “Development for Deans” in Tampa, Florida.

Move to 120-Credit Degree

Shepherd received significant press during March due to the announcement of the change in degree requirements from 128 credits to 120 credits. The story broke in *The (Hagerstown) Herald-Mail* and was picked up by the Associated Press, making its way as far as the West Coast through coverage on National Public Radio. Shepherd's message of reducing time-to-graduation to four years, instead of the national average of five years, is resonating with students, their families, colleagues at other higher education institutions as well as state and national policymakers.

Legislative Activities

West Virginia Legislative Session

The 2011 West Virginia Legislative Regular Session ended on March 12, and the Budget Bill was finalized on March 23. The Budget Bill provides Shepherd University with an increase in appropriations of approximately \$150,000 above the FY09 budget. In comparison to extensive cuts in higher education appropriations that most states have faced, we are fortunate to receive this increase, which will fund a two percent (2%) salary increase for state supported lines.

The Session has been an important one for higher education in West Virginia through other legislative actions. Senate Bill 375 (SB375) significantly expands the regulatory authority of the West Virginia Higher Education Policy Commission (HEPC) over private institutions in West Virginia, which will allow the HEPC to provide effective and legitimate educational services through accreditation and degree approval.

Senate Bill 330 (SB330) represents the culmination of a multi-year process in the Legislature's efforts to approve a comprehensive reform of many of the State's statutory provisions relating to higher education personnel. In addition to a complete revision of the regulation of compensation for classified staff, new limitations will restrict the number of non-classified employees and make modest revisions in provisions relating to faculty. The bill also authorizes the HEPC to grant many flexibility provisions that were statutorily granted to Marshall University and West Virginia University in 2004.

Federal Government Relations

Continued efforts in cultivating relationships with West Virginia members of Congress continue as two visits with staff members in the Office of Senator Rockefeller have been made during the past two months. The March visit was in conjunction with a luncheon for Senator Manchin, where Mrs. Manchin was in attendance and touted Shepherd's move to the 120-credit bachelor's degree.

Capital Projects

Center for Contemporary Arts II

The pre-qualification process for a general contractor is complete with 11 contractors submitting, and all have been determined to be qualified to bid on the Center for Contemporary Arts II project. Construction documents continue to be under review by the Office of the West Virginia Fire Marshal, and edits are expected to be completed by April 15. Bid documents will be ready for distribution to pre-qualified contractors at approximately the same time, with bids due in mid-May so that construction can begin as soon as the contractor can mobilize. The project completion is anticipated in Fall 2012.

Slated Summer Projects

Several projects are scheduled to be completed during Summer 2011 with the expectation that work will be finalized prior to the beginning of the fall semester. Projects include: replacement of the Byrd Science Center chiller; repairs to the Butcher Center patio; installation of ADA signs consistent with university signage standards in Byrd Science Center, Stutzman Slonaker, Knutti, and Snyder Science buildings; continuation of the upgrading of campus way-finding signs; replacement of doors in Turner Hall; upgrade of electrical service to Shaw Hall; conversion of Knutti Hall room 208 into four faculty offices; and the creation of a television studio in the lower level of Knutti. These projects are in addition to the energy efficiency enhancements in White and Snyder halls shared in the February President's Report. Preliminary bids project that all work on these projects will be under budget.

Advancement

Shepherd University Year-To-Date Giving Summary: 7/1/10 through 2/28/11

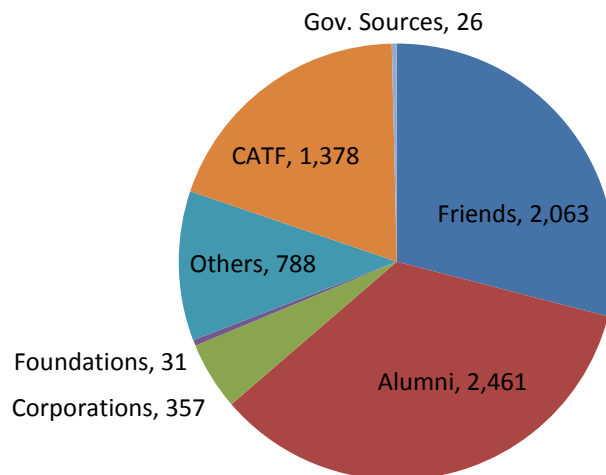
The Giving Summary provides annual data for year-to-date comparisons with the previous fiscal year. Data provided include outright gifts and payments received on pledges, grants and deferred commitments during the reporting period.

- As of February 28, 2011, \$2,640,736 had been received. This is \$46,903 less than what had been received by the same date in 2010. The decrease is attributed to fewer reimbursements through the competitive grants program. The \$3 million grant for the development of electronic medical records was completed in the previous year. Proceeds from the \$1.2 million TRIO grant will offset some of this deficit as implementation accelerates into FY12 but other grants are needed to completely close the gap.
- Giving to all other priorities (annual, endowment, and capital) has increased over last year by 51 percent. The total number of gifts received to address these priorities is down by two percent (2%) which indicates that the average size of gift is increasing.
- The number of donors who are alumni or friends of the University increased by nine percent (9%) over the same date last year and the total amount given by these two constituencies increased by 60 percent. The large increase in amount given is attributed to the early payment of a large pledge and this is likely to have a negative impact on 2012 totals.

Create the Future Comprehensive Campaign: 7/1/06 through 2/28/11

The Campaign Report provides analysis of cumulative data from the start date of the campaign through the end of the reporting period. As a comprehensive campaign, data from all philanthropic sources and specified external sources of funds are included.

- The campaign total as of February 28, 2011 was \$25,051,555. We have now surpassed our goal of \$20 million by 25 percent. An event to officially close the campaign is planned for September 9, 2011 at the home of Bob and Tia McMillan. All members of the Board are invited to save the date to celebrate this milestone in the history of Shepherd University.
- A total of 7,104 donors have contributed to the campaign. The following chart illustrates the number of donors from each constituency group.



Athletics

Basketball Season Recap

The winter season saw increased attendance at home basketball competitions and enhanced game day environments with the addition of the pep band and cheerleader support.

The women's team finished eighth (of 15) in the conference with a highlight win over NCAA Tournament team and WVIAC Tournament Champion Glenville State, 102-93. The team won its first round game of the WVIAC tournament and advanced to Charleston where they were defeated by WVIAC Regular Season Champion, the University of Charleston, finishing with a 15-13 record.

The men's team finished ninth (of 15) in the WVIAC with a highlight win over NCAA Tournament participant West Virginia Wesleyan, 76-67. Their overall record was 13-16.

WVIAC Scholar Athletes

Each year the WVIAC honors a male and female athlete for academic and athletic excellence from each institution. Shepherd's 2011 recipients are Brian Collins and Nichole Pitcock.

Collins is a member of the baseball team, carrying a 3.82 GPA in elementary education. The Senior from Martinsburg was selected an Academic All American following his junior year and was also recognized with All Region and All Conference honors following his sophomore and junior seasons. More accolades are likely to come following his final campaign this spring.

Pitcock is a member of the softball team, carrying a 3.03 GPA double majoring in business administration and economics. The Senior from Sterling, Virginia was an Honorable Mention All American last season as well as All Region and First Team All WVIAC. She was the *Martinsburg Journal's* Female Athlete of the Year for 2009-10. Her senior campaign is off to a great start as the team tries to return to the NCAA tournament after last season's appearance.

Enrollment Management

Retain

The Office of Retention launched RETAIN this semester, a software allowing the University to identify at-risk students quicker thereby communicating with faculty and the student immediately. Secondly, it provides additional support for campus constituencies. With the implementation of RETAIN in February, staff have been able to:

- Solicit feedback from faculty on students who may be struggling academically or otherwise;
- React to early alerts for 750+ students (a 400 percent increase from the previous "Mention it for Retention" alert system);
- Communicate close to 1,200 early alerts to students and offer resources for success;
- Reach out to students displaying at risk-behavior (e.g. receiving low mid-term grades while on probation) to offer assistance, support, and resources;
- Provide faculty members with specific feedback on their advisees;
- Assist the Center for Teaching and Learning with data and communication needed to administer the Collegiate Learning Assessment (CLA) to graduating seniors;
- Assist the Director of the Academic Support Center with communication to readmitted students that are academically at risk;
- Contact students needing to declare a major with reminders of deadlines and offer assistance; and
- Assist the TRIO Director with gathering information necessary for identifying eligible students.

POWER OF ORANGE

The word is out! Since the start of this financial aid awareness campaign in 2008, the number of FAFSA (Free Application for Federal Student Aid) forms submitted prior to the March 1st deadline has increased 90 percent. The campaign was developed to encourage early filing and build awareness of available financial aid to Shepherd students. For academic year 2011-2012, more than 45 percent of continuing students met the early deadline.

Financial Literacy Campaign

The “Be Legit and Financially Fit” campaign began in April in conjunction with National Financial Literacy month to promote positive money management habits. Shepherd’s Office of Financial Aid is collaborating with the National Endowment for Financial Education (NEFE) by providing CashCourse, a website that offers noncommercial resources to help students build financial skills that are relevant to life in college and to prepare for future life challenges. Also as a part of the campaign, continuing students will be provided the status of individual current loan levels as a reminder to borrow wisely. Staff will be on hand at ShepFest promoting this important message by distributing literature and promotional water bottles.

Board of Governors Meeting Dates

June 9, 2011

Upcoming Events

Thursday, April 14-21

Visual Literacy Student Art Show and Sale, Bookstore

Friday, April 15

Relay for Life, East Campus Midway, Student Center

Wind Ensemble, Frank Center Theater

Saturday, April 16

Blue/Gold Football Spring Game, Ram Stadium

Sunday, April 17

ShepFest Concert, Midway

Percussion Ensemble Concert, Frank Center Theater

Tuesday, April 19

Jazz Night, Frank Center Theater

Tuesday, April 26

Small Ensembles Concert, Frank Center Theater

Friday, April 29

50th McMurrin Scholars Convocation, Frank Center Theater

McMurrin Scholars Association 50th Anniversary Celebration Dinner, McMurrin Hall

Saturday, April 30

Joseph P. McMurrin Society Dinner Reception, Erma Ora Byrd

Sunday, May 1

Hayden's "Creation," Masterworks Choral, Frank Center Theater

Wednesday, May 4

Shepherd Youth Orchestra and Children's Choir, Frank Center Theater

Saturday, May 14

Commencement, Butcher Center

For other events, event locations and times, please check our home page calendar

<http://www.shepherd.edu/planweb/events/>

RECOGNITION OF EMERITUS FACULTY

Dr. Richard Helldobler, Vice President for Academic Affairs, will present for recognition the *Emeritus* Faculty named for 2010-2011. *Emeritus* titles may be conferred upon members of the professional staff at the time of retirement. To be eligible for appointment to *Emeritus* status, retiring faculty or staff must have completed at least a total of ten years of service at Shepherd University.

Faculty and staff being awarded *Emeritus* status are:

Ms. Barbara Maxwell

Dr. John E. Stealey, III

Shepherd University Board of Governors
April 14, 2011
Consent Agenda Item No. 5

ADVISORY COUNCIL OF FACULTY (ACF) ANNUAL REPORT

The Advisory Council of Faculty (ACF) was established by West Virginia Code §18B-6-2 as an advisory body of higher education faculty. Dr. Sylvia Shurbutt, Shepherd University's faculty representative to the ACF, will present a report to the Board on the activities and concerns of the Council.

APPROVAL OF AMENDMENT OF POLICY 19, ACADEMIC FREEDOM, PROFESSIONAL RESPONSIBILITY, PROMOTION, AND TENURE, AND POLICY 26, SALARY POLICY

The President distributed Notices of Proposed Amendments to Policy 19 and Policy 26 on March 14, 2011. The Notices were distributed to the Faculty Senate, the Classified Employees Council, the Student Government Association, and are posted on the University website. The Notices were also distributed to the Chancellor of the West Virginia Higher Education Policy Commission (HEPC).

As the Notices explain, the revisions to these policies are in part interrelated. Policy 19, *Academic Freedom, Professional Responsibility, Promotion, and Tenure* is the Board's policy codification of faculty personnel policies. Derived from extensive consultations with the Faculty Senate, this proposal will completely re-write the section of the faculty personnel policies relating to annual evaluations. The revision adds emphasis to the depth and scope of evaluation of non-tenured faculty, while creating a cyclical process for evaluation of tenured faculty, recognizing that the conferral of tenure represents an institutional conclusion about the performance effectiveness of the tenured faculty. The University will also adjust the faculty evaluation period, with annual reports becoming due to the Dean each March 1 instead of each April 1. This adjustment will allow annual assessment processes, conducted by department chairs, deans, and the faculty merit evaluation committee, to proceed at a reasonable pace and conclude by the end of the academic semester in May. Policy 19 begins on Consent Agenda Item page 6-3. Pages of the policy that do not include changes are reduced to two pages per sheet to conserve resources.

Policy 26, *Salary Policy*, has three separate components of proposed changes. First, operational aspects of the election of and duties of the members of the faculty merit evaluation committee are amended to establish a co-chair who formally substitutes for the chair when necessary and to maintain some leadership continuity from year-to-year, as well as removing now-obsolete language which was initially used to create the three-year rotating terms of the elected members. The operational language is also amended to take into account the adjustment in the annual report cycle, referenced above.

Second, obsolete language referring to timelines for completion of annual reviews of non-classified employees are deleted, as that language was in prior years when institutional salary increases were done in July rather than in the fall. Finally, Section 2 of the salary policy is amended to address the conversion of the October 2010 salary enhancements into the base salaries of the employees. The enhancements for all staff will become a part of base salary, while the enhancements given to faculty will remain in the base salary until September 30, 2011. Effective October 1, 2011, faculty salary enhancements from Fall 2010 will be eliminated from salaries and those funds will be added to Fall 2011 increases for distribution under the faculty merit pay policy. This unique handling of the faculty enhancement dollars is due to the faculty merit pay policy provision which requires that merit awards be rolled forward to the following year when no money is provided for merit pay increases. This adjustment maximizes the total money to be distributed under the faculty salary policy.

A copy of the proposed changes to Policy 19 and Policy 26, shown with strike-through of deleted language and new language underlined, follows.

There appears to be a consensus across the campus in support of most of these updates to the policy. No formal comments were received during the comment period, but the Faculty Senate formally recommended most of these changes prior to the comment period formally beginning. The Faculty Senate deliberated over the issue of the faculty salary enhancements over the course of three separate meetings, but did not adopt any resolution on this matter.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the amendments of Policy 19, *Academic Freedom, Professional Responsibility, Promotion, and Tenure*, as presented in the agenda book of April 14, 2011.

RESOLVED, FURTHER, That the Shepherd University Board of Governors approves the amendments of Policy 26, Salary Policy, as presented in the agenda book of April 14, 2011.

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS
POLICY 19**

**TITLE: ACADEMIC FREEDOM, PROFESSIONAL
RESPONSIBILITY, PROMOTION, AND TENURE**

SECTION 1. GENERAL

- 1.1 Scope - This policy relates to academic freedom and responsibility, appointment, promotion, tenure, non-reappointment or dismissal of faculty, and grievance procedures for matters pertaining to faculty. Specific provisions of faculty personnel policies are included in Appendix A.
- 1.2 Authority - W. Va. Code § 18B-1-6 and §18B-2A-4
- 1.3 Effective Date – June 1, 2010, amending the June 1, 2010~~February 9, 2007~~ version

SECTION 2. ACADEMIC FREEDOM AND PROFESSIONAL RESPONSIBILITY.

- 2.1. Academic freedom at this institution of higher education is necessary to enable the institution to perform its societal obligation as established by the Legislature. The Board recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in institutions of higher education. Faculty members and students must always remain free to inquire, study, and evaluate.
- 2.2. Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research, subject to the adequate performance of their other academic duties, which may include designated instruction, research, extension service, and other professional duties. Activity for pecuniary return that interferes with one's obligations to the institution should be based upon an understanding, reached before the work is performed, with the appropriate administrators of the institution. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as citizens outside the institution, they shall be free from institutional censorship or discipline.
- 2.3. The concept of academic freedom is accompanied by an equally important concept of academic responsibility. A faculty member is a citizen, a

member of a learned profession, and a representative of the educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member has the responsibility of contributing to institutional and departmental missions in teaching, research, and service as defined by the institution. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution.

- 2.4. In addition to meeting the primary responsibilities of addressing the institutional mission in teaching, research, and service, all faculty have an obligation to foster the quality, viability, and necessity of their programs. The financial stability of a program and recruitment of an adequate number of students depend in part on the faculty. The common goal of quality must be nurtured and responsibility for it shared by all. Integrity, objectivity, and service to the purposes and missions of the institution are expected.
- 2.5. Faculty interests and skills change, disciplines evolve, and new professions or fields of study emerge. All faculty members are responsible for remaining current in their disciplines. All are encouraged to explore opportunities for further developing a versatile range of knowledge and skills that are important to the institution. Through individual initiative and faculty development programs, faculty members are encouraged to grow in competency in their own disciplines and strengthen their interests in related fields.
- 2.6. As members of an academic community, faculty members also are expected to participate in decisions concerning programs and in program-review processes.

SECTION 3. FACULTY: RANKS AND DEFINITIONS.

- 3.1. The faculty shall be those appointees so designated by the President. The faculty may include, but are not limited to, such professional personnel as librarians, faculty equivalents, academic professionals, and those involved in off-campus academic activities.
- 3.2. Faculty may fall into one of the following classifications:
 - 3.2.1. Tenured: Those faculty members on whom tenure status has been conferred by the President or by the Board. Normally, tenured appointments are full-time (1.00 FTE or the equivalent,) for the academic year.
 - 3.2.1.1. Under special circumstances, if requested by the faculty member and approved, a full-time tenured appointment may be converted to a part-time tenured appointment for a specified time period, normally not to exceed one calendar year. At the

conclusion of the approved time period or an approved extension thereof, the faculty member will return to a full-time tenured appointment or, if the faculty member chooses not to return to a full-time tenured appointment, the faculty member's employment will cease. This section does not apply to actions associated with phased retirement programs.

- 3.2.2. Tenure-Track: Those faculty members who have been appointed on a full-time (1.00 FTE or the equivalent) basis and have been designated as being in a tenure-track position.
 - 3.2.2.1. Under special circumstances, if requested by the faculty member and approved, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year. At the conclusion of the approved time period or extension thereof, the faculty member will return to a full-time tenure-track appointment or, if the faculty member chooses not to return to a full-time tenure-track appointment, the faculty member's employment will cease. Time spent in a part-time tenure-track appointment will not normally apply to the calculation of the years of service for the purposes of tenure nor will it result in any de facto award of tenure.
- 3.2.3. Clinical-Track: Those faculty members who have been appointed and have been designated as being in a clinical-track position. Their appointment may be full-time (1.00 FTE or the equivalent) or part-time. Clinical-Track does not establish any legally cognizable expectation of employment beyond the term of the Notice of Appointment.
- 3.2.4. Librarian-Track: Those faculty members who have been appointed and have been designated as being in a librarian-track position. Their appointment may be full-time (1.00 FTE or the equivalent) or part-time. Librarian-Track does not establish any legally cognizable expectation of employment beyond the term of the Notice of Appointment.
- 3.2.5. Non-tenure-Track: Those faculty members who have not been appointed in a tenure-track, clinical-track, librarian-track, or tenured status. Their appointment may be full-time (1.00 FTE or the equivalent) or part-time. Non-tenure-track faculty may also include faculty equivalents or academic professionals, whose primary duties are non-instructional, but who may hold a secondary appointment that is instructional in character. No number of Non-tenure-track appointments shall create any

presumption of a right to appointment as tenure-track or tenured faculty. Non-Tenure-Track does not establish any legally cognizable expectation of employment beyond the term of the Notice of Appointment.

- 3.3 Faculty appointed to tenured or tenure-track positions shall be appointed in one of the following ranks:
 - 3.3.1 Professor;
 - 3.3.2 Associate Professor;
 - 3.3.3 Assistant Professor; or
 - 3.3.4 Instructor
- 3.4 Faculty appointed to clinical-track positions may be appointed to one of the following ranks, but with an appropriate clinical field designation:
 - 3.4.1 Professor;
 - 3.4.2 Associate Professor;
 - 3.4.3 Assistant Professor; or
 - 3.4.4 Instructor
- 3.5 Faculty appointed to librarian-track positions may be appointed to one of the following ranks:
 - 3.5.1 Librarian or Professor/Librarian;
 - 3.5.2 Associate Librarian or Associate Professor/Librarian;
 - 3.5.3 Assistant Librarian or Assistant Professor/Librarian; or
 - 3.5.4 Staff Librarian or Instructor/Librarian
- 3.6 Clinical-track and librarian-track faculty hold appointments that are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. Clinical-track and librarian-track faculty appointments are only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.
- 3.7 Other appropriate titles which more accurately indicate the nature of the position may be used.
- 3.8 Persons assigned full-time or part-time to administrative or staff duties may be appointed to, or may retain, one of the foregoing faculty ranks in addition to any administrative or staff title, following consultation with appropriate academic units. Such persons will be informed in writing at the time of the appointment whether the faculty rank is as a tenured, tenure-track, clinical-track, librarian-track, or non-tenure-track member of the faculty. Administrative or staff personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided by this policy.
- 3.9 Clinical-track, librarian-track, and Non-tenure-track faculty hold non-tenurable appointments which may be part-time or full-time and are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments. These appointments are for a specified period of time as set forth in the notice of appointment. Since the faculty member thus appointed is not on the tenure track, the notice provisions set out for tenure-track appointments do not apply.

- 3.10 Non-tenure-track appointments shall have one of the following titles:
 - 3.10.1 Any of the faculty ranks, but designated visiting, research, clinical, extension, or adjunct, as applicable to describe the connection or function;
 - 3.10.2 Lecturer or senior lecturer;
 - 3.10.3 Assistant, designated as graduate, research, clinical, or adjunct, as applicable to describe the connection or function.
- 3.11 Non-tenure-track full-time (1.00 FTE or the equivalent, as determined by the institution) faculty appointments may be used only if one or more of the following conditions prevail:
 - 3.11.1 The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.
 - 3.11.2 The appointment is for the temporary replacement of an individual on sabbatical or other leave of absence. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.
 - 3.11.3 The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed three years.
 - 3.11.4 The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. The appointee is to be so notified at the time of the appointment. Such appointments are outside tenure-track status, are subject to annual renewal, and normally may not exceed six years.
 - 3.11.5 The appointee is granted a primary appointment as an administrator or to perform other non-instructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary, renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.
 - 3.11.6 Appointment or reappointment to a Non-tenure-track full-time faculty position shall create no right or expectation of continued appointment beyond the one-year period of appointment or reappointment.
- 3.12 All tenured, tenure-track, clinical-track, librarian-track, and Non-tenure-track appointments will be made with consultation of appropriate faculty and other collegiate units.
- 3.13 Every faculty contract shall be for one fiscal year, or part thereof, in accordance with and in compliance with the annual budget of the institution, or supplementary actions thereto, as provided by law.

- 3.14 Every such contract shall be in writing, and a copy of the document shall be furnished to the person appointed. Such document shall contain the terms and conditions of the appointment.

SECTION 4. FACULTY: TYPES AND CONDITIONS OF APPOINTMENT.

- 4.1 Full-time appointments to the faculty of the institution, other than those designated as clinical-track, librarian-track, or Non-tenure-track, shall be either tenured or tenure-track.
- 4.2 All clinical-track, librarian-track, and other Non-tenure-track appointments, as defined in Section 3 of this policy shall be neither tenured or tenure-track, but shall be appointments only for the periods and for the purposes specified, with no other interest or right obtained by the person appointed by virtue of such appointment.
- 4.3 The appointment of a person to a full-time position is made subject to the following conditions:
 - 4.3.1. The appointee shall render full-time service. Outside activities, shall not be restricted unless such activities or employment interfere with the adequate performance of institutional duties. The institution expects its faculty to give full professional effort to assignments of teaching, research and service. It is, therefore, considered inappropriate to engage in gainful employment outside the institution that is incompatible with the faculty member's contractual commitment to the institution. Moreover, it is considered inappropriate to transact personal business from one's institutional office when it interferes with institutional duties and responsibilities. The institution shall maintain a program of periodic review of outside services of appointees to guide faculty members.
 - 4.3.2. If outside employment or service interferes with the performance of the regular institutional duties and responsibilities of the appointee, the institution has a right to (a) require the appointee to cease such outside employment or service which interferes with institutional duties and responsibilities of the appointee, (b) make such adjustments in the compensation paid to such appointee as are warranted by the appointee's services lost to the institution and by the appointee's use of institutional equipment and materials, or (c) dismiss for cause .
 - 4.3.3. The University may permit and encourage a reasonable amount of personal professional activity, such as consulting, by a faculty member outside the faculty member's duties and responsibilities of employment by and for the institution, provided such activity: (1) further develops the faculty member professionally and (2) does not interfere with duties and responsibilities to the institution.
- 4.4 If the status of a faculty member changes from Non-tenure-track, clinical-track, or librarian-track to tenure-track, the time spent at the institution

may, at the discretion of the President, be counted as part of the tenure-track period.

SECTION 5. JOINT INSTITUTIONAL APPOINTMENTS.

- 5.1 Faculty members may be appointed to perform academic duties at two or more public institutions of higher education in West Virginia, which duties may include teaching, research, counseling, or other services. For administrative purposes, one institution shall be designated the faculty member's "home institution," which institution shall be responsible for granting promotions, raises in salary, and tenure: Provided, however, that when cause therefore shall occur, appropriate counseling, disciplinary action, and the like shall be the responsibility of the institution where the occurrence arose.
- 5.2 The conditions and the details of the faculty member's joint appointment, including the designation of the "home institution," and any other arrangements, shall be specified in the agreement between the faculty member and the institutions sharing the faculty member's services. A joint appointment will be made only with consent of the faculty member.
- 5.3 Full-time faculty members of Shepherd University appointed under joint or contractual appointments shall continue to be considered full-time employees of Shepherd University.

APPENDIX A

(Section numbers correspond to Faculty Handbook)

II. Policies and Procedures

A. Faculty Personnel Policies

1. Definition of Faculty

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

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

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

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

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

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

- (1) Employment is in a specific position as delineated on a current and approved State expenditure schedule(s) as contrasted to casual or part-time help.
- (2) Employment for faculty is on a full academic year (at least nine months) contract basis for at least six semester credit hours teaching per semester or the equivalent in research, public service, and/or administrative responsibilities, and expressly designated on a Faculty Appointment Notice as "full-time."

Part-time faculty appointments are not distinguished by any maximum number of credit hours. Each department has an approved policy and process for the oversight and evaluation of part-time faculty members.

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

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

b. Tenure-Track Status

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

In order to aid and to evaluate tenure-track status faculty, the President or any academic administrator with supervisory responsibility may conduct classroom observations.

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

Upon a written request by a tenure-track faculty member, and following review initially by the Department Chair and the Dean, the Vice President for Academic Affairs may approve a suspension in the seven-year tenure track period. Upon approval, the tenure clock shall

be tolled for one year. Generally, the circumstances for which a suspension of the tenure-clock may be granted would be: i) significant responsibilities with respect to elder or dependent care obligations, ii) disability, iii) chronic illness, iv) childbirth or adoption, or v) circumstances beyond the control of the faculty member when those circumstances significantly impede progress toward achieving tenure. Where a leave of absence or extension of the probationary period is granted, the individual's tenure track time frame shall be extended by the same period as the leave or extension. There is a very strong presumption against the approval of more than one request, but if the faculty member's initial employment is after the beginning of the Fall Semester but prior to the start of the Spring Semester, the faculty member may also request that the initial semester of service not be counted as a year of service for tenure or promotion purposes. If a suspension of the tenure clock is granted prior to the pre-tenure review, the tolling of the tenure clock also tolls the timeframe for pre-tenure review.

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

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

- (1) not later than **March 1** of the first academic year of service
- (2) not later than **December 15** of the second academic year of service, and
- (3) at least one-year before the expiration of an appointment after two or more years of service with the University.

Failure to provide timely notice of non-retention to tenure-track faculty would lead to the offer of renewal of appointment for an additional year, but would not prejudice further continuation after that additional year.

Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year for tenure purposes only. Tenure-track appointments for less than

half an academic year may not be considered time in probationary status.

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

c. Temporary Status

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

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

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

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

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

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

- (1) The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.
- (2) The appointment is for temporary replacement of an individual on sabbatical or leave of absence. Such

appointments outside tenure-track status may not exceed three years, and are subject to annual renewal.

- (3) The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments outside tenure-track status may not exceed three years and are subject to annual renewal.
- (4) The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. Such appointment outside tenure-track status may not exceed six years and is subject to annual renewal.
- (5) The appointee is granted a primary appointment as an administrator or to perform other non-instructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary and renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.
- (6) Shepherd University will employ visiting faculty at all ranks on a temporary basis. These positions will usually be filled at the assistant professor level on the basis of a year-to-year contract with a general maximum of three years per individual filling a visiting position. Visiting faculty will not participate in the third year tenure review process, but will be evaluated during the annual review process in the same manner as all other full-time faculty members. Visiting faculty will be eligible for insurance and other fringe benefits provided to full-time members of the faculty as part of the State benefits program. A visiting faculty member may apply for a probationary position or tenure-earning position for which he or she is qualified, if a search for such a position is conducted by the university. A visiting faculty member will not, however, receive special consideration for such a position apart from consideration given to all applicants.

2. Expectations of Faculty

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

a. Effective Teaching

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

b. Professional Growth

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

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

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

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

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

At the beginning of each fiscal year, every academic department should be allocated, as a part of its operating budget, an amount of money designated for Professional Development. Generally, this amount will be proportional among departments with regard to the number of full-time, continuing faculty assigned to that department. Faculty on sabbatical leave will be included in any determination of this proportional allocation. Several academic departments have Professional Education Unit (PEU) faculty affiliated with them. Since these faculty are expected to participate in professional development as PEU members as well as in professional development for their chosen academic discipline, academic departments with PEU faculty will receive a supplementary allocation to support PEU-related professional activity. The level of such supplementary support will be determined by negotiation among the chairs of departments with PEU faculty, the Director of Teacher Education and the Vice President for Academic Affairs.

Each academic department will establish a prioritized list and detail specific activities, which are recognized as being legitimate for enhancing or promoting undergraduate instruction within the discipline. This department list will include any recommendations regarding the proportion of total individual project costs (e.g. all, one half, travel only, up to a specified amount, etc.) which ordinarily should be funded and clearly state that department's criteria for constructing its priority. Copies of this prioritized list will be provided to the Chair of the Professional Development, Faculty Salary and Welfare Committee of the Senate, the Vice President for Academic Affairs and the President of the University. These individuals will review the departmental documents and, if necessary, negotiate changes, which would insure institutional consistency.

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

Any faculty member receiving money for reimbursement of approved professional development activities shall be required to prepare a brief (1-2 page), but informative summary of the activity that took place, outlining the degree of success with which the activity

met the anticipated goals or ends specified in the project proposal document. This brief report shall be submitted to the Department Chair and School Dean no later than one calendar month following the completion or conclusion of the supported project or activity. The respective Chair and Dean will maintain a file of such reports and will provide a copy of each report to the Office of the Vice President for Academic Affairs prior to the end of the academic year. Failure to submit such a report may jeopardize a faculty member's access to future professional development support.

c. Service to the University and Community

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

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

- (1) participate actively in administrative and faculty projects, such as committee assignments, curriculum revisions, etc.;
- (2) accept and fulfill educational responsibilities outside the classroom, such as identification with movements of genuine educational character or those activities by which the University and the teacher come to greater prestige and usefulness in the community, state, and nation;
- (3) participate in forums, conferences, in-service work, addresses, etc., all of which play a part in public relations.

d. Earned Doctorate

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

3. Academic Freedom and Responsibilities

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

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

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

Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as a citizen outside the college or university, they shall be free from institutional censorship or discipline.

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

4. Distribution of Workload

For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year, which is commensurate with the recommendations of the University's accrediting agencies and the Board of Governors. In determining semester hour loads, consideration is given to laboratory assignments, private music lessons, supervision of student teaching and coaching duties. It is also expected that a certain student credit hour production will be maintained in addition to the established credit hour load.

In addition to an assigned teaching load, each professor is expected to schedule a minimum of six (6) office hours per week for student consultation, except during advisement week and before and after exams. Service to the

University is also an expected part of each faculty member's workload. Service load may consist of advising a student organization, committee service, and assisting at athletic events.

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

A report of teaching loads, office hours, and service assignments is submitted at the beginning of each semester. The office of the Vice President for Academic Affairs distributes forms for the collection of these data. A report on plans for outside consulting requires prior approval by the Vice President for Academic Affairs. Changes must be updated as they occur. In addition to this official report, each faculty member is expected to post office hours on his or her office door or bulletin board for student use, as well as other faculty. A directory of faculty schedules and office hours is published by the Office of the Vice President for Academic Affairs each year.

5. Overloads

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

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

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

- a. The respective Department and School Deans will make recommendations to the Vice President on requests for extra courses to be taught.
- b. Faculty who hold the doctorate and/or who have special preparation in particular fields will receive first consideration for extra teaching assignments, especially those assignments which are remunerative.

- c. Faculty should use professional discretion in assuming any extra teaching assignments.
- d. Extra compensation for overload teaching will be authorized in a limited number of cases.

6. Summer Session

Each year, if the budget permits, there shall be a summer session consisting of one or two summer terms.

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

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

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

Courses with low enrollments (less than ten (10) students) will be canceled by 5:30 p.m. the day before summer classes start in a given session, subject to the following condition. If the enrollment is less than ten (10), the instructor will be contacted by the respective School Dean or his/her designee and asked if he/she wants to teach the course on a per student basis (one-tenth of full rate per student, based on the student count at the conclusion of the add/drop period). The course will remain only if the instructor opts to teach the course on the pro-rated salary basis. Instructors must be available from 4:00 p.m. to 5:30 p.m. on that day if they wish to be considered for the per-student rate. The School Deans will then notify the Registrar and the Vice President for Academic Affairs. The Registrar will, after the 4:00 p.m. closing of registration on the first day, notify each School Dean of the courses with low enrollment.

Faculty members will be provided compensation for supervision of summer internships under the following conditions: (a) A faculty member will be paid at the full prevailing summer course rate per credit hour taught comparable to other faculty members with like degrees if ten (10) or more

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

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

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

The following condition must be met for a contract to conduct an independent study course to be issued under this policy: The student is scheduled to graduate in the semester in which the class was to be offered and no substitute course is available that semester to meet the graduation requirement.

Reference here is made only to those courses that are usually taught in the standard class (10 or more students) arrangement and not to coops, internships and the like which must be considered as constituting a different topic. Assuming this, it seems clear that one-on-one teaching is demanding, requires as much if not more preparation than the usual classroom assignment, and should be considered an unusual demand upon any faculty member's time and course assignment. However, some unavoidable circumstances make it necessary that this type of course offering be an option.

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

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

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

8. Academic Rank

Faculty eligible for advancement in rank or award of tenure for tenured rank positions shall be advanced to one of the following ranks: Professor, Associate Professor, Assistant Professor, or Instructor. Yearly contracts will indicate a faculty member's specific rank as one of the four listed above and years in rank will also be recorded on the same contracts.

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

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

Professor

- a. Earned doctorate from a regionally accredited institution of higher education or the highest academic degree in the field of specialization or achievement of professional eminence.

- b. Ten (10) years of satisfactory full-time higher educational teaching or professional experience at a regionally accredited institution. After ten (10) years of higher education teaching experience, four (4) years of which must be at Shepherd University as an Associate Professor, a candidate may apply for promotion to Full Professor.
- c. Evidence of continuous professional growth throughout the term of Associate Professor rank. Additional evidence prior to advancement or appointment to Associate Professor shall be submitted only when supported by the faculty member's explanation of the need for such additional support materials in order to document a long term continuous professional growth process.
- d. Outstanding teaching effectiveness.
- e. Scholarly work as evidenced by refereed publications or juried performances or exhibitions: academic and professional work within a field or fields of specialization or in university level teaching areas; or creative expressions presented in juried exhibitions, competitions, concerts, journals, etc.
- f. Excellence in institutional service.
- g. Excellence in community service.
- h. Reputation as a person of good character.

Associate Professor

- a. To be eligible for promotion, the faculty member must meet one of the following three professional requirements:
 - 1) Hold an earned doctorate or the highest academic degree appropriate to the teaching field; or
 - 2) Master's degree plus 30 hours of graduate work, appropriate to the teaching field, toward the doctorate from a regionally the teaching field, toward the doctorate from a regionally accredited institution of higher education; or
 - 3) Hold an advanced degree, masters appropriate to the teaching field, and a national certification. The appropriate national certification will be identified at the School level and will be subject to approval by the Faculty Senate.
- b. Five (5) years of satisfactory full-time higher educational teaching experience at a regionally accredited institution. After five (5) years

of higher education teaching experience, three (3) years of which must be at Shepherd University as an Assistant Professor, a candidate may apply for promotion to Associate Professor.

- c. Excellence in teaching.
- d. Professional activities that might include: Some publication exhibition, or performance activity in the form of research papers, creative writing, or participation in juried exhibitions, concerts, or other professionally rendered services.
- e. Evidence of interest in the University through rendered services.
- f. Evidence of interest in community through rendered services.
- g. Reputation as a person of good character.

Assistant Professor

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

Instructor

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

The formal education requirements stated for each rank may be waived by the President in cases of those faculty involved exclusively in associate degree programs, or cases where a national search cannot secure the most qualified candidates because of non-competitive salaries or candidate shortages.

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

9. Tenure

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

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

In making tenure decisions, careful consideration shall be given to the tenure profile of the institution; projected enrollment patterns; staffing needs of the institution; current and projected mission of each academic unit; specific academic competence of the faculty member; and preservation of opportunities for infusion of new talent. The University, while not maintaining tenure quotas, shall be mindful of the dangers of losing internal

flexibility and institutional accountability to the citizens of the State as the result of an overly tenured faculty. Tenure may be granted only to people in positions funded by monies under the Board of Governors' control.

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

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

10. Guidelines and Criteria for Promotion in Rank and Tenure

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

a. General Statement

Promotion and tenure of faculty are the prerogatives of the President, who will base his or her decision primarily upon the guidelines and the recommendation(s) of Vice President for Academic Affairs, the School Dean, and the appropriate University Promotion and Tenure Committees.

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

- (1) The possession of the terminal degree from a recognized regionally accredited institution of higher education and/or the requisite number of graduate hours toward the doctorate. Requests for exceptions will be entertained only for unusual circumstances;
- (2) Excellence in teaching as evidenced by recent and regular evaluation;
- (3) Professional growth as evidenced by scholarly research or creative work appropriate to the discipline or field of appointment. Such evidence may include publication; presentation of scholarly papers at professional forums;

participation and recognition in juried shows, concerts, recitals; or other achievements of significant professional stature;

- (4) Evidence of excellence in professional service, manifested in activities that add to the efficiency and positive image of the discipline, the department, or school, Shepherd University, and the State of West Virginia, including involvement in professional organizations at the national, regional, and state levels;
- (5) Attainment of the minimum educational and experience requirements as established in policy defining rank. Tenure may be attained only by faculty who hold the rank of Assistant Professor or higher. Tenure evaluation by the President and Vice President for Academic Affairs may also be affected by the institution and projections for future needs.

b. Procedures for Making Promotion and Tenure Recommendations

- (1) Each School shall maintain a standing committee, called the Promotion and Tenure Committee (PT Committee), to consider promotion and tenure applications from faculty within its School. Each PT Committee shall consist of a tenured faculty member from each department within the School, elected for a three-year term by the faculty in the department. Schools with three (3) or fewer departments may, with the agreement of the majority of the faculty in the school, elect to have two (2) members from each department serve on the PT Committee. Each PT committee will elect a chair and a vice chair, who will serve as the School's representatives on the Professional Status Committee. The primary purpose of the PT Committee is to review applications for promotion or tenure and submit its recommendations to the Vice President for Academic Affairs. (Sample forms for application for promotion and tenure are included in this manual.)
- (2) A person initially appointed as a professor, associate, assistant professor, or instructor will undergo a pre-tenure review no later than the third year of employment at Shepherd University. Faculty who are hired with two years of service credit toward tenure will undergo pre-tenure review in their second full year of Shepherd employment. Participation by a tenure-track faculty member in the pre-tenure review process, in the appropriate year, is mandatory. The Dean shall expressly address the necessity of initiating the pre-tenure

review process in the annual evaluation of the faculty member in the spring prior to the year of the pre-tenure review.

The School's PT Committee will conduct a review using the same criteria used for a tenure review and will submit, in writing, the results of that review to the faculty member under review. A similar review will be conducted by the faculty member's Department Chair, then each Department Chair involved submits his or her review recommendations to the respective School Dean and the PT Committee; the School Dean will then provide a written review to the faculty member. In cases where a non-tenured Department Chair is asked to conduct a pre-tenure review or a tenure review the Department Chair will inform the respective School Dean of this situation. The School Dean will then select a tenured member of the department or a tenured member of the same school to serve in this capacity in lieu of the Department Chair. The School Dean or the vice President for Academic Affairs may also ask the Department Chair for a written pre-tenure evaluation or tenure evaluation statement. This pre-tenure review is conducted to give the faculty member an opportunity to improve in those areas that are deemed weak. A favorable review at this stage does not assure the faculty member of tenure at a later date. To receive a review, the faculty member must submit a "Pre-tenure Application" in the same manner as a tenure application is provided for here.

- (3) A person initially appointed as a professor, associate professor, or assistant professor must be reviewed for tenure no later than the completion of the sixth year of service at Shepherd University or in the sixth year of tenure-credited at the University. Applications for tenure should therefore be made during the first semester of the faculty member's sixth year of service at Shepherd University, and tenure, if approved, will begin with the seventh year. If tenure is not awarded, the seventh year contract will be a terminal contract. In extraordinary circumstances following the review of the appropriate faculty committees, the Department Chair, the School Dean, the Vice President for Academic Affairs, the President of the University may award tenure before the seventh year of a faculty member's employment at the university. A person serving under a terminal contract is not eligible for review for tenure or promotion.
- (4) The candidate for promotion or tenure or both will submit an application to the School's PT committee. The application must contain all supporting materials that the candidate

wishes to be considered by all parties in the review process, including a letter of review and recommendation for or against promotion or tenure and/or both from the Department Chair. Each candidate must consult with the department chair during the process of putting supporting documents together. Letters from appropriate persons outside the University are encouraged. The application must address the candidate's competencies in the following areas:

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

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

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

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

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

- a. If the School Dean and the PT Committee do not concur, the Vice President for Academic Affairs will send both recommendations to the Professional Status Committee, which shall review the application and recommendations. It may consult with the School PT Committee and the School Dean. Each promotion or tenure candidate shall have the right to respond in writing to the Professional Status Committee. The candidate will have ten (10) working days after receiving the recommendations of the School Dean or the School PT Committee to respond. It shall then submit its recommendation to the Vice President for Academic Affairs, along with the candidate's complete application and the recommendations of the School PT Committee. It shall also notify, in writing, the chairman of the School PT Committee and each candidate. Each candidate may respond, in writing, to the Vice President for Academic Affairs within ten (10) working days after receiving the recommendation of the Professional Status Committee.
- (7) The Vice President for Academic Affairs shall consider the recommendations of the School PT Committee, the Department Chair, the School Dean, and, if applicable, the PSC, and shall forward these along with his or her own recommendation, along with the candidate's application and all relevant documentation, to the President.
- (8) The President will consider all recommendations and render a decision regarding request for promotion and tenure as soon as possible after receiving these recommendations.
- (9) After the review process has been completed, each faculty member requesting promotion or tenure will receive a letter from the President regarding approval or disapproval of the application for promotion or tenure. In addition, the Vice President for Academic Affairs will personally counsel each

person who has gone forward for promotion and/or tenure.

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

- (11) In all cases, it is to be understood that actions by individuals and committees are recommendatory and are not final until the President has informed the candidate in writing of his or her decision.

c. Standardized Application Portfolio

1. Each candidate must consult with the department chair during the process of putting supporting documents together.
2. The documentation submitted for promotion and tenure, as well as the pre-tenure review, must be included in a three-ring binder folio which shall be divided into the following sections:
 1. "The University Professional Status Committee Request for Promotion Form" (or to be re-designated as "Request for Tenure Form," or "Request for Promotion and Tenure Form," or "Request for Pre-Tenure Review Form," as presented under Faculty Handbook, section II)
 2. A copy of the candidate's curriculum vitae
 3. Appendix A. Student Evaluations – course syllabi, other related course materials, and all university administered student evaluations for the last five years
 4. Appendix B. Evaluations by Supervisors and School Deans
 5. Appendix C. Copies of publications, or appropriate documentation of publications, professional creative work, and/or artistic work of a professional nature (A supplementary appendix document or filing may be utilized where numerous articles, books or other creative work are sent forward with the folio)

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

Each candidate's promotion, tenure or pre-tenure review portfolio will remain in the possession of the office of the respective School Dean once it has left the home department. The promotion, tenure or pre-tenure portfolios will be sent directly to the office of the Vice President for Academic Affairs by the respective School Dean once all of the sections through Appendix H have been completed.

**THE UNIVERSITY PROFESSIONAL STATUS COMMITTEE REQUEST
FOR
PROMOTION FORM**

To candidates, committees, and administrators:
There is inadequate space for direct use of this form. Rather it is intended that it be followed as an outline in the presentation of each case. Please adhere to the organization herein.

- I. Name:
Rank held:
- II. School and Department:
Date of employment at Shepherd University:
- III. Rank sought:
Years in rank since last promotion:
- IV. Earned graduate degrees and granting institutions:

Degrees:

Fields:

Institutions:
- V. Do you have an earned doctorate or other earned terminal degree appropriate to your discipline, school, and assignment?

_____ yes, _____ no.
- VI. Evidence since last promotion in rank of continuing excellence in professional teaching as evidenced by regular and recent evaluations.
 - A. Student Evaluations
 1. Date of evaluation
 2. Class and section
 3. Number of students in class
 4. Please attach a copy of the instrument used and results. Indicate as Appendix A.
 - B. Supervisor Evaluation

The School Dean (s) and the Vice President for Academic Affairs will attach their evaluations to each file when it reaches them, indicating Appendices B and C, respectively.

VII. Evidence since last promotion in rank of continuing excellence in professional, scholarly or creative work appropriate to the discipline or field as evidenced by publications in vehicles of significant professional stature, and presentations of scholarly papers at learned professional forums; or, inclusions in juried or reviewed shows, concerts, and recitals; or, other outlets of significant professional stature.

A. Scholarly Publications of Significant Professional Stature

Publication #01

Title of Publication Number of Pages

Journal
Volume Number
Date

Is this a "refereed" journal? ____ yes, ____ no.
Is this an international, national, regional, or state journal?
____ yes, ____ no.
Is this a journal dealing with your area of specialization?
____ yes, ____ no.

Publication #02

Title of Publication Number of Pages

Journal
Volume Number
Date

Is this a "refereed" journal? ____ yes, ____ no.
Is this an international, national, regional, or state journal?
____ yes, ____ no.
Is this a journal dealing with your area of specialization?
____ yes, ____ no.

Publication #03, #04, #05, #06, etc.

B. Creative Activities of Significant Professional Stature

Activity #01

(Give details)

Date
Location
Award received
Was the activity invitational ____ competitive ____?
Was this activity local, state, regional, national, or
international in scope?

Activity #02

(Give details)

Date
Location
Award received
Was the activity invitational ____ competitive ____?
Was this activity local, state, regional, national, or
international in scope?

Activity #03, #04, #05, #06, etc.

C. Scholarly Presentations to Learned Forums

Title of Paper
Learned Forum
Date
Place of Meeting

D. Other Achievements of Significant Professional Stature

(Give details)

VIII. Evidence since last promotion of continuing excellence in professional service activities as evidenced by contributions to student advisement, school committees, membership on collegiate committees, sponsorship of student organizations, involvement in grants and contracts activities, and other such professional, non-teaching, non-scholarly activities that serve the university community and state such as membership, participation, and office holding in national or regional professional organizations appropriate to the area of appointment.

Please give the following information (indicate any office held).

Student Advisement Number of Advisees: ____

School Committee
Name of Committee #01
Name of Committee #02

University Committee
Name of Committee #01
Name of Committee #02

Sponsorship of Student Organizations

Name of Organization #01
Name of Organization #02

Grants and Contract Activities

Name of Grantor and Dollar Value of Grant
Type of Grant
Your Involvement

Other Professional Activities

Membership in State Professional Organizations
Organization #01
Organization #02

Membership in Regional Professional Organizations
Organization #01
Organization #02

Membership in National Professional Organizations
Organization #01
Organization #02

IX. Other. (Here, indicate any other information you consider relevant to consideration for your promotion.)

**A.1.1 THE UNIVERSITY PROFESSIONAL STATUS COMMITTEE
REQUEST FOR TENURE FORM**

To candidates, committees, and administrators: There is inadequate space for direct use of this form. Rather it is intended that it be followed as an outline in the presentation of each case. Please adhere to the organization herein.

- I. Name:
Rank held:
- II. School and Department:
- III. Date of first contract:
Years in uninterrupted service at Shepherd University as of the previous contract period:
- IV. Degrees held:

Degrees:

Fields:

Institutions:

V. Professional experience:

VI. Evidence of continuing excellence in professional teaching as evidenced by regular and recent evaluations.

A. Student Evaluations

- 1. Date of evaluation
- 2. Class and section
- 3. Number of students in class
- 4. Please attach a copy of the instrument used and results. Indicate as Appendix A.

B. Supervisor Evaluation

The School Dean (s) and the Vice President for Academic Affairs will attach their evaluations to each file when it reaches them, indicating Appendices B and C, respectively.

VII. Evidence of continuing excellence in professional, scholarly or creative work appropriate to the discipline or field as evidenced by publications in vehicles of significant professional stature, and presentations of scholarly papers at learned professional forums; or, inclusions in juried or reviewed shows, concerts, and recitals; or, other outlets of significant professional stature.

A. Scholarly Publications of Significant Professional Stature
Publication #01

Title of Publication Number of Pages

Journal
Volume Number
Date

Is this a "refereed" journal? ____ yes, ____ no.

Is this an international, national, regional, or state journal?
____ yes, ____ no.

Is this a journal dealing with your area of specialization?
____ yes, ____ no.

Publication #02

Title of Publication Number of Pages

Journal
Volume Number
Date

Is this a "refereed" journal? ____ yes, ____ no.

Is this an international, national, regional, or state journal?

____ yes, ____ no.
Is this a journal dealing with your area of specialization?
____ yes, ____ no.

Publication #03, #04, #05, #06, etc.

B. Creative Activities of Significant Professional Stature

Activity #01

(Give details)

Date
Location
Award received
Was the activity invitational ____ competitive ____?
Was this activity local, state, regional, national, or
international in scope?

Activity #02

(Give details)

Date
Location
Award received
Was the activity invitational ____ competitive ____?
Was this activity local, state, regional, national, or
international in scope?

Activity #03, #04, #05, #06, etc.

C. Scholarly Presentations to Learned Forums

Title of Paper
Learned Forum
Date
Place of Meeting

D. Other Achievements of Significant Professional Stature

(Give details)

VIII. Evidence of continuing excellence in professional service activities as evidenced by contributions to student advisement, school committees, membership on collegiate committees, sponsorship of student organizations, involvement in grants and contracts activities, and other such professional, non-teaching, non-scholarly activities that serve the university community and state such as membership,

participation, and office holding in national or regional professional organizations appropriate to the area of appointment.
Please give the following information (indicate any office held).

Student Advisement Number of Advisees: ____

School Committees
Name of Committee #01
Name of Committee #02

University Committee
Name of Committee #01
Name of Committee #02

Sponsorship of Student Organizations
Name of Organization #01
Name of Organization #02

Grants and Contract Activities
Name of Grantor and Dollar Value of Grant
Type of Grant
Your Involvement

Other Professional Activities
Membership in State Professional Organizations
Organization #01
Organization #02

Membership in Regional Professional Organizations
Organization #01
Organization #02

Membership in National Professional Organizations
Organization #01
Organization #02

IX. Other. (Here, indicate any other information you consider relevant to consideration for your grant of tenure.)

INFORMATION BELOW TO BE PROVIDED BY INDICATED ADMINISTRATORS

Area of specialization: Information to be provided by the Department and School Dean in consultation with the Vice President for Academic Affairs.

A. Does this person hold a terminal degree? ____ yes, ____ no.

B. Is this degree appropriate to the area of appointment?
_____ yes, _____ no.

C. Number of tenured faculty holding terminal degrees in this area of specialization? _____.

Comments by Chair:

D. The Professional Status Committee

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

- (1) During its deliberations, the Professional Status Committee shall be empowered to interview any individual directly concerned with the case before it; it shall have access to all documentation accumulated during the review process of the faculty member, and it shall be empowered to request from either the faculty member or from any individual or group passing judgment on the faculty member any additional documentation that it feels may be helpful or necessary to its deliberations. Any of these individuals or groups shall also have the right to submit additional information or documentation to the committee.
- (2) During its deliberations concerning a candidate's application, the representatives to the Professional Status Committee from the candidate's School shall excuse themselves from the deliberations and shall not participate in the formulation of the Committee's recommendation.
- (3) The findings of the Professional Status Committee shall be sent, in writing, to the Vice President for Academic Affairs, within ten (10) days of reaching its recommendation.

E. General Schedule for the Review Process

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

October 15: Candidate will have submitted an application for promotion or tenure, with all supporting documentation, to his or her Department Chair.

November 15: Candidate will have submitted an application for promotion or tenure, with all supporting documentation, to his or her School PT Committee.

January 15: The School PT Committee will submit the applicant's application file, with its recommendation included, to the School Dean.

January 30: Each School Dean will submit any and all applicant's application files, with a signed recommendation included for each applicant, to the Vice President for Academic Affairs.

February 15: The Vice President for Academic Affairs will inform the School PT Committee and the School Dean if there is any disagreement between the PT Committee and the School Dean concerning any applications for promotion or tenure. If there is disagreement concerning a candidate's application, the recommendations of all participants and all documentation will have been submitted to the Professional Status Committee.

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

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

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

Delays on any date for action by any reviewing group or decision-maker do not give rise to any default or presumption for or against the applicant.

11. Distinguished Professor

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

I. Criteria

- a. Excellence in teaching and service to academia
- b. Evidence of current professional activity in the area of expertise through peer reviewed publications or juried performances at the regional and national or international level
- c. A record of current activities with professionally related groups in the area of expertise
- d. Receipt of awards or recognition in the area of expertise from national or international professional organizations
- e. Hold the rank of Professor with tenure

II. Nominations

- a. All nominations will be made to the Vice President for Academic Affairs and the Deans/Vice President for Academic Affairs Council
- b. Nominations for faculty may be made by the faculty member's department chair or school dean

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- c. Nominations for faculty may be made by another faculty member to the nominee's department chair or school dean
- d. Faculty members may make a self-nomination to their department chair or school dean
- e. Nominations of a dean will be made by the Vice President for Academic Affairs
- f. After consultation with the academic deans the Vice President for Academic Affairs will make a recommendation to the University President
- g. The University President will inform the faculty member and the Vice President for Academic Affairs of the decision made in each case

III. Recommendations

- a. Faculty applications for Distinguished Professor require letters of recommendation from the department chair in which the faculty member is housed, and the school dean. Faculty within the home department of an applicant may submit letters of recommendation for the applicant. These letters must include approval or disapproval of the nomination.
- b. Application for Distinguished Professor by a department chair will require a letter from the department faculty and the dean of the school. These letters must indicate approval or disapproval of the nomination.

IV. Recognition

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

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12. Annual Evaluation

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

a. General Statement: All faculty members will be given the opportunity to respond in writing to any evaluation and have that response included in the faculty member's evaluation documents. In addition to the procedures described below, each year the Director of PEU or designee submits an annual evaluation report on each PEU member to the respective school deans. Copies of all evaluations are forwarded to the Vice President for Academic Affairs.

b. Non-tenured Faculty:

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

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

ii Non-tenured Faculty Criteria

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

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

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

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

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

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

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

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

c. Tenured Faculty Evaluation Process:

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

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

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

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

Second year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits an annual report of professional activities to the School Dean and the Department Chair. The Department Chair will prepare a written evaluation of the department members based on the student evaluations and the annual report. The School Dean will prepare an evaluation of the Department Chair. This written evaluation is shared with the Department Chair. Each faculty member will be given opportunity to respond in writing to the Chair's or Dean's evaluation. This evaluation is archived by the School Dean and the Department Chair.

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

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

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

~~12. Annual Evaluation~~

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

~~a. General Statement~~

~~All faculty members of the full-time teaching faculty will be evaluated each year by their School Deans, in consultation with department chairs; this evaluation includes classroom visitation. This annual evaluation serves as the basis for decisions concerning retention and merit increases in contracted salary. Each faculty member is responsible for submission of an annual report of professional activity in the established areas of performance as outlined under Criteria. The School Deans will evaluate the performance of each faculty member.~~

~~b. Criteria~~

~~In general and consistent with the best interests of Shepherd University, the following criteria, standards, and procedures will be considered in evaluating faculty for retention and will apply in making determinations concerning annual evaluations for members of the university faculty. These criteria are consistent with those employed in promotion and tenure consideration.~~

- ~~(1) The possession of the terminal degree and/or the requisite number of graduate hours toward the doctorate. Requests for exceptions will be entertained only for unusual circumstances, and must be made at the initial employment.~~
- ~~(2) Excellence in teaching as evidenced by recent and regular evaluation.~~
- ~~(3) Professional growth as evidenced by scholarly research or creative work appropriate to the discipline or field of appointment. Such evidence may include publication; presentation of scholarly papers at professional forums; participation and recognition in juried shows, concerts, recitals;~~

~~or other achievements of significant professional stature.~~

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

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

~~e. — Annually for purposes of evaluation, each faculty member should update his/her files in the Office of the School Dean in accord with the following format: (A copy of the filing and the annual evaluation statement written for the faculty member by the School Dean will be given to the Vice President for Academic Affairs.)~~

Teaching

~~Courses taught (size, copies of student course evaluations, and syllabi for the past five years)~~

~~Directed studies (independent studies, internships, research, chairing theses, reader/committee member on thesis, etc.)~~

~~Discussion of new curricula developed (new courses, new course materials, labs, fieldwork, etc.)~~

~~Other, including comments by external evaluators~~

~~Advising: description of advising assignments including the number of students involved~~

Scholarly and Artistic Endeavors (Original, Synthetic, Pedagogical)

~~Publications (copies of actual publications should be placed in the file)~~

~~Presentations (papers, posters, exhibits, etc.)~~

~~Grant proposals and acceptances
Other professional activities (reviews, judging,
evaluation, editing, officiating in professional
association, etc.)~~

~~Professional practice/consultancies~~

~~Other, including comments by external evaluators~~

Professional Service

~~Service to Campus~~

~~Committee service (departmental, University)~~

~~Co-curricular involvement~~

~~Administrative service~~

~~Other service to the University~~

~~Service to the Community~~

~~Service to other educational institutions~~

~~Civic activity related to academic discipline~~

~~Presentations to extramural groups~~

~~Service to other presentations~~

Honors and Awards

**Statement of goals for the next academic year with
specific reference to the priorities established by
the Department and University for individual
workload assignments**

**Optional personal statement on philosophy of
education, professional goals, and/or performance
or other material**

~~Annual evaluation is an ongoing process that reflects the
contributions of each faculty member to the University.
Annual evaluation is always assessed in the context of the
performance of the entire faculty.~~

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

- II. A. 14. Appeals/Grievances/Hearings
 - a. Statutory Grievance Process

Any faculty member may initiate a grievance pursuant to WV Code 29-6A-1, *et seq.*, for resolution of work-related disputes excepting pension or insurance matters. The statutory process requires

initiation of the grievance within 10 workdays of the occurrence or action giving rise to the grievance. Details and forms are available at the Office of Human Resources.

b. Internal Grievance Process

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

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

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

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

informal resolution of the grievance be precluded at level two.

Level Three: If not satisfied with the resolution at the Vice President's level, then the faculty member should forward to the President a copy of the grievance, along with the response of the Vice President for Academic Affairs, and supporting documents.

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

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

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

15. Sabbatical Leave

a. Purpose

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

b. Eligibility

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

c. Conditions Governing the Granting of Sabbatical Leave

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

d. Compensation

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

e. Procedures and Selection Process

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

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

The Professional Development, Faculty Salary, and Welfare Committee will consider all eligible applications for three one-half academic year sabbaticals at full pay, and three full academic year sabbaticals at one-half pay for the academic year. Each sabbatical applicant should clearly note in his/her application which type of sabbatical he/she is

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

f. Obligations of the Faculty Member

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

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

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

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

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

g. Obligations of the University

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

II. A. 17. Master Faculty Professor

Designation of "Master Faculty Professor" shall be at the discretion of the Vice President for Academic Affairs. This position shall be a part time, non-benefits employment status for one academic year. To be eligible for "Master

Faculty Professor,” an individual must meet the following criteria:

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

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

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

Exceptions to this assignment will occur only under extraordinary circumstances and only upon the recommendation of the department chair and the school dean, with the approval of the Vice President for Academic Affairs.

As a regular member of an academic department, the “Master Faculty Professor” shall have full and equal voting and participation rights as to all affairs of the department, unless otherwise expressly provided for in this Handbook. The “Master Faculty Professor” will be expected to perform

non-instructional service that is generally at or near 30% of the standard non-instructional duties of full-time faculty. This service might include one or more of the following: advisement, departmental business, or campus committee work. The specific allocation of non-instructional service shall be coordinated with the department chair and dean. The school dean shall administer institutional commitments of office space and other support for the “Master Faculty Professor”.

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

After consultation with the department chair and the “Master Faculty Professor,” the school dean shall perform an annual review of the appointee’s completed work effort. If the appointee seeks an additional contract, the dean shall draft an agreement of specific duties to be performed by the appointee during the next contract year, should that contract be renewed. The written review and statement of duties, if applicable, shall be forwarded to the Vice President for Academic Affairs for examination and appropriate action.

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

** For the purpose of establishing “excellence” in teaching, the department chair, dean, & V.P.A.A will review the three immediate past years of the candidate’s student evaluations of teaching as a part of the review. To further support “excellence” in teaching, the candidate may submit additional materials.

18. Emeritus Status

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

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

19. Personnel Actions and Procedures

a. Notice of Appointments

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

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

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

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

b. Personnel Records

Upon employment by the University, all new employees must complete or submit documentation to begin their permanent personnel file. Faculty personnel files are located in the Office of the Vice President for Academic Affairs and the Office of Human Resources.

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

The file of all employees hired subsequent to November 6, 1986 must include a completed Employment Eligibility Verification form. In compliance with the Simpson-Rodino Immigration law, the University requires the supervisor recommending the employee's appointment to assure completion of the form published by the Immigration and Naturalization Service. The supervisor may ask the Office of Human Resources to conduct the employee review and verification.

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

c. Access to Personnel File

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

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

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

d. Outside Inquiries Regarding Personnel

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

e. Notification of Changes in Personnel Information

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

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

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

II. A. 19. i. Consensual Amorous Relationships

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

Therefore, faculty members are advised against participating in amorous relationships with students enrolled in their classes or with students whom they otherwise evaluate, grade, or supervise. Similarly, faculty members should avoid situations

requiring them to evaluate, grade, or supervise students with whom they currently have an amorous relationship. Whenever such a situation arises or is foreseen, the faculty members shall report the situation promptly and seek advice and counsel from an appropriate administrative superior. That superior shall take effective steps to insure unbiased supervision or evaluation of the student.

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

II. A. 20. c. Illness and Other Absence

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

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

The Shepherd University form, Class Arrangements for Faculty Absences and Faculty Sick Leave Report, must be filed for each occasion of absence. Forms on which the cause for absence is indicated as personal illness or cause charged as sick leave must be filed with the Department Chair.

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

II. A. 23. Outside Employment

a. Outside Activities on University Time

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

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

b. Consulting

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

The employee who accepts an invitation to serve as a consultant with supervisory approval will not receive a reduction in salary for the period of absence from work. For this reason, any

person serving as a consultant while in the employ of the University is requested not to accept an honorarium for services. One exception to this policy will be if the requesting agency is willing to pay expenses for mileage, meals, and lodging. Then, the employee is encouraged to accept such payments, thus realizing a savings of university funds.

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

24. Termination of Employment

a. Voluntary Termination

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

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

b. Voluntary Phased Retirement

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

- 1) Beginning effective in the contract year immediately following an individual's 60th birthday, the individual may elect to contract with the University to enter the PRS. The period in which an individual may enter the PRS shall last until the conclusion of the fourth contract period within which the individual would have been eligible to enter the PRS, and thereafter the eligibility will expire.

- 2) To enter the PRS an individual must notify in writing his or her Dean and secure the written agreement of the Vice President for Academic Affairs. Generally, notice must be given at least 6 months in advance of the proposed effective date. If such permission is granted, an individual who opts to enter the PRS will be offered continued employment by the University as a faculty member until the end of the fourth regular academic semester (i.e., fall and spring semesters) of participation. Employment during the summer semesters while in the PRS would be subject to the mutual agreement of the faculty member, the Department Chair, the School Dean and the Vice President for Academic Affairs. At the end of the designated period of phased retirement employment, the faculty member will have no vested employment rights with the University.
- 3) An individual who is in the PRS may, without penalty, at the end of any academic semester, opt to terminate his or her employment with the University as a phased retirement employee. If this option is taken, at the termination of employment in the PRS the individual will have no vested employment rights with the University.
- 4) The University will continue to provide an individual on phased retirement with all rights and privileges which are normally extended to faculty or staff who hold full-time status, except that benefits other than insurance benefits will be provided in proportion to the faculty or staff member's contract time during the semester in which he or she is employed by the University. Base Salary during the period of participation in the PRS shall be reduced to either 75% or 50%, as of the effective date of the PRS contract, based upon the faculty member's agreement to teach a 75% or 50% load. The faculty member's subsequent pay increases during the remainder of participation in the PRS will be exactly the across-the-board pay increases provided to faculty in each contract year, and no merit pay.
- 5) A PRS member may, in either contract year, opt to work with either a three-fourths time (75%) or a one-half time (50%) annual faculty academic year contract. The appropriate allocation of teaching and other assignments during the academic year will be determined by discussion between the PRS participant and the department chair, with the approval of the School Dean; provided that if an individual chooses to teach full-time in the spring semester, all pay will be received during the spring semester.

- 6) It is the responsibility of the individual who enters the Phased Retirement Plan to contact the Director of Human Resources, TIAA/CREF and other appropriate agencies to assure that the appropriate health insurance and other retirement options are properly maintained.
- 7) Notwithstanding the provisions of Paragraph One of this policy, any faculty member who is 60 years of age or older as of the effective date of the revised PRS policy shall have a minimum period of eligibility to enroll in the PRS of up to May 15, 2008.

c. Dismissal of Faculty

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

- (1) Demonstrated incompetence or dishonesty in the performance of professional duties;
- (2) Personal conduct which substantially impairs the individual's fulfillment of institutional responsibilities;
- (3) Insubordination by refusal to abide by legitimate and reasonable directions of administrators or of the Board of Governors;
- (4) Physical or mental disability, for which no reasonable accommodation can be made, making the faculty member unable, within a reasonable degree of medical certainty and by reasonably determined medical opinion, to perform assigned duties;
- (5) Substantial and manifest neglect of duties;
- (6) Failure to return after a leave of absence; and
- (7) Maintenance of an unethical relationship with a current student by faculty or staff, sexual harassment, or acts of unlawful discrimination.

In dismissal for cause, the President shall institute proceedings by giving the faculty member a written notice by registered or

certified mail, return receipt requested. The dismissal notice shall contain:

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

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

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

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

e. Termination Due to Financial Exigency

(1) Declaration

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

(2) Presentation of the Plan

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

(3) Criteria

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

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

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

(4) Termination of Personnel

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

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

II. B. 1. f. Syllabus Checklist

A course syllabus is to be provided to each student, at the beginning of the semester in which the course is held, for each course taught by a faculty member. Syllabus Checklist information is generally expected to include:

- Name of instructor
- Office hours, location, telephone number(s), e-mail address
- Course number, title, section, location
- Prerequisites and corequisites
- Semester and year
- Text (full name of author, title of text, publisher, year of publication, edition) and Supplements Texts or Materials
- Course description, objectives and student outcomes. *(The syllabus course description statement should correlate with the description as it appears in the present catalog. Objectives are the expectations of what the student should know*

at the completion of the course. Student outcomes are what the student should actually be able to do at the completion of the course.)

- Course requirements (exams, quizzes, individual projects, papers, etc.) and proportion each counts toward the final grade. Content and format of each requirement. Explanation of how class participation or the like will be evaluated.
- Grading scale and standards *(Explain how the final grade in the course will be determined).*
- Attendance policy must be consistent with the university catalog.
- Policy on late work and make-up exams
- For each class meeting, or topical cluster of meetings, indicate subject matter or topics; pre-class readings; other assignments
- Due dates for graded assignments
- Exam dates (including final exam)
- A statement regarding academic integrity/plagiarism
- Unique or unusual class procedures/structures such as cooperative learning exercises, panel presentations, case study methods, class journals or learning logs, use of technology, etc.

II. B. 4. Faculty Advisors

Faculty members will serve as advisors to students and will be available to students during regularly scheduled office hours.

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

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS
POLICY 26**

TITLE: SALARY POLICY

SECTION 1. GENERAL

- 1.1 SCOPE: These salary policies shall be in effect and shall govern the assignment of salaries for employees of Shepherd University. This Policy governs the periodic institutional decisions to provide institution-wide salary increases and does not regulate or restrict the President's authority to adjust the salary of an individual employee at the President's discretion.
- 1.2 AUTHORITY: West Virginia Code § 18B-1-6; §18B-2A-4.
- 1.3 Effective Date: ~~September 11, 2008~~, amending the ~~September 11, 2008~~ March 8, 2007 version of the Policy.

SECTION 2. PROCEDURES FOR ESTABLISHING SALARY POOLS

- 2.1 Each year, or from time to time as deemed appropriate, the President shall present to the Board a plan for the distribution of general salary increases to employees of the University. This plan shall address increases for all employees other than the President.
- 2.2 The general salary increase plan shall be developed after state-wide salary mandates have been accounted for. Statewide salary mandates shall include salary increases for faculty promoted in rank and required incremental funding of the classified employee 'entry rate', if applicable.
- 2.3 After the cost of state-wide salary mandates has been separately accounted for, the President's general salary increase plan shall be submitted to the Board for approval.
- 2.3.1 The plan shall reflect separately the total projected costs of aggregate salary increases for faculty, for non-classified employees, and for classified employees.
- 2.3.2 The plan shall reflect the aggregate percentage increase in salary to be paid to faculty, non-classified, and classified employees.
- 2.3.3 The percentage of aggregate increase in salary for each of the three groups of employees shall be comparable, but not necessarily equivalent; provided, that the President may present in the plan a proposal for non-comparable percentage increases among the three groups, for good cause shown.
- 2.4 The Board shall act, in response to the plan submitted, to establish the aggregate dollars to be allocated each year for general salary increases for each of the three groups of employees. The aggregate increase in dollars shall be distributed in accordance with Sections 3, 4 and 5 of this Policy.
- 2.5 Temporary salary enhancements which were distributed in fall 2010 shall not expire on June 30, 2011. For classified and non-classified staff, the enhancements shall be in all respects a part of base salary. For faculty, the enhancements shall expire on September 30, 2011 and effective October 1, 2011 faculty salaries shall be adjusted as provided in Section 2.6.
- 2.4.2.6 Effective only for October 1, 2011 salary increases, after the salary increase pool for the three categories of employees are established, the University shall integrate the faculty salary increases amounts that were distributed to faculty in October 2010 into the fall 2011 faculty salary pool, and the faculty salary increases shall be calculated from the September 30, 2010 salaries.

SECTION 3. FACULTY SALARY POLICY

The total dollars for this increase in aggregate faculty salaries shall be distributed among full-time faculty as follows:

3.1 The Distribution of Faculty New Pay Monies Each Fiscal Year

3.1.1 Salary Inequities Distributions: The Vice President for Academic Affairs shall distribute Ten (10) per cent of the faculty salary increase pool at the discretion of the VPAA to address salary compression, market and experiential disparities.

3.1.2 Cost of Living Allocations: Of the remaining 90% of the salary increase pool after Section 3.1.1 is implemented, Forty (40) per cent of the remaining amount shall be distributed among all returning full-time faculty, in equal amounts per person.

3.1.3 Merit Pay Allocations: Of the remaining 90% of the salary increase pool after Section 3.1.1 is implemented, Sixty (60) per cent of the remaining amount shall be distributed on the basis of merit pay.

3.1.3A The Merit Evaluation Committee.

i. The merit evaluation committee will consist of 14 members.

ii. Three faculty members will be elected by their respective schools/departments, plus 1 coach and 1 librarian elected by the athletics department and the library faculty. The coach and the librarian will consult with each merit subcommittee as to how candidates in their departments fit into the merit award categories.

iii. ~~The New~~ committee ~~members~~ will be elected before ~~April~~ February 1st.

iv. ~~Effective August 2007, the~~ Merit Evaluation Committee members ~~may~~ serve a ~~maximum of three years but~~ term and are not eligible for Merit Evaluation committee membership for one year following that term. The terms ~~will be~~ are staggered. ~~Thus the first year approximately one-third of the members will be one-year appointments, one-third will be 2-year appointments, and one-third will be three-year appointments. The schools will determine who has one year, two year, and three-year appointments.~~

v. Not later than February 15, the Merit Evaluation Committee will be convened for an initial meeting for the election of a Chair and Vice Chair. A candidate for the Vice Chair must have a minimum of one additional year, beyond the current year, remaining in the term. The initial meeting is convened by the former Chair, if still a committee member; otherwise, by the former Vice Chair. If both the former Chair and Vice Chair have left university employment or are otherwise unable to convene the meeting, the initial meeting shall be convened by the joint direction of the Vice President for Academic Affairs and the President of the Faculty Senate.

3.1.3B Description of Merit Awards.

- i. There will be three separate areas in which merit pay will be awarded, instructional performance, professional/institutional service, and professional development. The 14-member committee will break into three subcommittees to evaluate proposals in each of the aforementioned areas. The librarian and the coach will consult on the application of any member of their departments who applies for merit.
- ii. An applicant will not qualify for merit in one area unless he/she is deemed to be meeting expectations in the other two areas. In the process of the evaluation, if a subcommittee does not find that an individual has exceeded expectations in the award area and has met expectations in the non-award areas, the committee, with at least 2/3 membership present, will review the application and make the final recommendation.

3.1.3C Application for Merit Awards.

- i. Applying for a merit award is voluntary.
- ii. Any full-time faculty member including librarians and coaches can apply for merit.
- iii. To apply for merit, each candidate must comply with the following to be eligible for merit evaluation:
 - a. Submit a single-spaced letter of application, not to exceed one page.
 - b. The letter of application must expressly designate the merit award area (one of three) for which he or she is applying in a memo-style header at the top of the page.
 - c. Within the one-page limitation, the application letter may describe why the applicant deserves merit.
 - d. A full and true copy of the annual report must be submitted to the applicant's school dean. The annual report is the substantive basis for making the merit evaluation as to any applicant. Therefore, applicants for merit pay should be very liberal in the quantity and quality of the information included in their annual report.
 - e. Other than an exact copy of the annual report, as submitted to the Dean, the applicant may only submit the one-page application letter. These two documents constitute the entire application for merit pay. No additional document of any type may be submitted to the Merit Evaluation Committee beyond the annual report and the one-page application letter.
- iv. Merit award applications will be submitted to the Merit Evaluation Committee Chair at the same time as the Annual Report as stated in the faculty handbook. The mandatory deadline for submission of merit applications is 4:30 p.m. on the date that Annual Reports are due. No amendment of an application may be made by an applicant after that deadline.
- v. The committee may ask for additional materials, including student evaluations, to support a merit application.

- vi. A candidate must apply for merit, meet all deadlines, and supply any supporting materials requested by the committee in order to be awarded merit pay.

3.1.3D Responsibilities of the Merit Evaluation Committee.

- i. The Merit Evaluation Committee shall be responsible for evaluating and determining merit awards for faculty who apply and are deemed to be meritorious in the specified area.
- ii. The Merit Evaluation Committee may propose amendments to the merit process.

3.1.3E Categories of items to be considered under each of the three separate categories of merit pay:

Instructional performance, professional/institutional service, and professional development are critical parts of faculty life. Meeting expectations in these areas is not the same as performing these tasks meritoriously. Those with faculty status have many alternatives in fulfilling these requirements. The following is a list of the types of items that should be considered by those for making merit decisions. Candidates may include these areas in support of their merit proposal, but should not limit themselves to these areas.

- i. Instructional Performance
 - student and other evaluations
 - course development and/or revision
 - course materials
 - assessment activities (course-related)
 - teaching strategies and techniques
 - advising
 - supervision of individualized study
 - deemed to be meeting expectations in professional/institutional service
 - deemed to be meeting expectations in professional development
- ii. Professional/Institutional Service
 - service to professional organizations
 - discipline-related community service
 - public service in support of the university mission
 - campus in-service presentations
 - program coordination/academic leadership
 - service to on campus committees
 - deemed to be meeting expectations in instructional/professional performance
 - deemed to be meeting expectations in professional development
- iii. Professional Development
 - publications (peer reviewed)
 - juried art/music and other creative activities
 - grant activity
 - presentations at learned forums
 - attendance at workshops, seminars, and learned forums

- consulting and contracted research
- on-going research
- academic awards and honors
- deemed to be meeting expectations in professional/institutional service
- deemed to be meeting expectations in instructional/professional performance

3.1.3F Evaluation Procedures.

For those applications which meet the mandatory eligibility requirements, the primary principle guiding the performance evaluation of faculty for merit awards will be the quality of work produced as well as the quantity.

The following rubrics are meant to provide general guidelines, but do not provide all-inclusive descriptions of the three faculty performance areas. These descriptors should not be considered a checklist. They are intended to guide faculty in general terms about performance expectations of the University.

i. Instructional/Professional Performance Descriptors

- | | |
|----------------------|---|
| Exceeds Expectations | Outstanding teaching ratings; very active in improving teaching effectiveness (such as submission of a teaching grant, workshop attendance, etc.); extensive contribution in curriculum review/revision; new course development, developing and teaching a web based course, and being a guest lecturer in another class, creative intellectual engagement outside the classroom. |
| Meets Expectations | Competent teaching; achieves course objectives; active efforts to improve teaching effectiveness; appropriate design and delivery of course materials; appropriate course content; upgrades individual courses as necessary; makes positive contributions to curricular review/revision as necessary; maintains appropriate office hours (punctual and available), work in curriculum review/revision as necessary. |

ii. Service Descriptors

- | | |
|----------------------|--|
| Exceeds Expectations | Active state, regional, or national professional service related to the profession, significant university service, significant community service related to the profession; service award recipient. Professional leadership in area of interest; strong community service related to the profession, or active participant in professional meetings. |
| Meets Expectations | Active contributor in University/school/department committee work. Active in service to the profession and in the community. |

iii. Professional Development Descriptors

- | | |
|----------------------|---|
| Exceeds Expectations | Publications in refereed national/international journals; publication of invited review papers in peer reviewed journals; published book or monograph; recipient of faculty, regional or national research award; |
|----------------------|---|

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designation as a scholar lecturer at regional level or above in a professional organization, invited symposium speaker at a regional or national professional meeting, or invited research seminar speaker at another department or University. State or National/international refereed publications and/or book chapter(s); award of external grant or active external grant. Presentations at the national level. A refereed publication plus or an award of an internal research grant, submission of an external research grant which was not awarded.

Meets Expectations Presenting a workshop on campus, Creative activities (juried art, music and other creative endeavors or attending professional conferences).

3.1.3G Awards.

- i. The Merit Evaluation Committee shall prepare a written evaluation of each application for merit pay which describes the specific meritorious accomplishments or deficiencies which prevent merit award and shall make a written recommendation of who will receive the merit awards.
- ii. For applicants recommended unfavorably, the evaluation and recommendation against merit pay shall be copied to the applicant when sent to the Vice President for Academic Affairs.
- iii. The entire files of the applications and the Committee's evaluations and recommendations shall be forwarded to the Vice President for Academic Affairs within ~~340~~ days of the application deadline. Applicants who are not recommended favorably by the committee may submit to the Vice President for Academic Affairs a one-page response to the committee recommendation within 10 days of receipt of the recommendation.
- iv. Within ~~230~~ business days of receipt of the files, the Vice President shall forward his recommendations together with the entire Committee files to the President for a final decision.
- v. All merit award recipients, regardless of category, will receive the same dollar amount per award.
- vi. In the event that there is no money in a given year for merit awards, the merit awards will roll over to the next year and they will split the money with the recipients from the next year.
- vii. The merit awards will be made public. A newsletter will be sent to all faculty members listing the award recipients in each category.
- viii. All of the timelines set forth in this subsection 3.1.3G are guidelines; when special circumstances occur these guidelines may not be achievable. These timeline guidelines do not extend any right to any applicant No applicant becomes entitled to merit pay by default, nor does any applicant have any right to

compel action by any particular date, due to any failure of either the Committee or an administrator to meet a timeline provided for in this subsection.

- 3.2 Salaries of faculty in phased retirement shall be set as provided for in the applicable policy. The adjustment of faculty returning from leave of absence and exigent cases in the interest of retaining current faculty shall be at the discretion of the Shepherd President.
- 3.3 The President may, by written designation, exempt up to five percent of all full-time faculty from the provisions of this policy. The purpose of this provision is to allow for special cases, such as faculty funded by external soft-money, whose increases might sometimes be smaller, or none at all, based upon the external support.

SECTION 4. CLASSIFIED STAFF SALARY POLICY

- 4.1 Salaries of classified employees shall be set based upon years of experience and Mercer Classification System pay grade. The salary schedule set forth in Appendix A shall govern classified employees' salaries.

SECTION 5. NON-CLASSIFIED SALARY POLICY

The total dollars for the annual increase in aggregate non-classified salaries shall be distributed among non-classified staff as follows:

- 5.1 Salary Inequities Distributions: The President shall distribute Ten (10) per cent of the non-classified salary increase pool at the discretion of the President to address salary compression, market and experiential disparities.
- 5.2 Cost of Living Allocations: Of the remaining 90% of the salary increase pool after Section 5.1 is implemented, Forty (40) per cent of the remaining amount shall be distributed among all continuing full-time non-classified employees, in proportionately equal amounts.
- 5.3 Merit Pay Recipients: Non-Executive Staff
 - 5.3.1 The remaining sixty (60) per cent of the non-classified staff salary pool shall be distributed on the basis of merit pay.
 - 5.3.2 A merit pay pool shall be established by the President for the non-classified, non-executive staff employees.
 - 5.3.3 Each non-classified employee shall be evaluated at least once each year, to include the Annual Evaluation, ~~which should be completed before March 15 each year for the preceding calendar year.~~ The Annual Evaluation will include, but need not be limited to, the institutional Employee Performance Evaluation Form.
 - 5.3.4 No employee who receives one or more marks of "poor" or "fair" below the mid-point on the Annual Evaluation form will be eligible for merit pay.
 - 5.3.5 On a scale of 1-5, with "poor" being 1 and "excellent" being 5, the average for all marks on the Annual Evaluation must be at least 4.0, with no rounding, or the employee is not eligible for merit pay.

- 5.3.6 Utilizing any other evaluative processes at their discretion, the executive officer overseeing the non-classified employee may eliminate any additional employee determined to have performed at a level that is not meritorious.
- 5.3.7 All other non-classified staff, non-executive staff employees not eliminated from candidacy by sections 5.3.3, 5.3.4, 5.3.5, or 5.3.6, shall be presented by the executive officer to the Executive Staff for merit pay candidacy.
- 5.3.8 Following review by the Executive Staff, the President shall establish the list of non-classified employees who shall receive merit pay.

5.4 Merit Pay Recipients: Executive Staff

- 5.4.1 The President shall evaluate the executive officers of the University each year. ~~Evaluations should be complete by April 1 each year.~~ In conjunction with the annual evaluations, the President shall determine which executive officers will receive merit pay.

5.5 Merit Pay Distributions for all non-classified employees.

The supervising executive officer, including as applicable the President, may choose among one of the following methodologies, or may apply an alternative methodology with a written account of the method to be provided to and approved by the President, for distribution of merit pay funds:

5.5.1 Salary Targets.

5.5.1A The President shall establish a nationally competitive salary target for the position based upon CUPA average salary data, when available, or alternative data if CUPA data is not available. The gaps between the target and current salary shall be established. Salaries of all non-classified employees shall be increased in equal proportions toward funding of all gaps.

5.5.1B In the event that there is no money in a given year for merit awards, the merit awards will roll over to the next year and they will split the money with the persons designated for merit pay in the next year.

5.5.2 Proportional Equivalency.

All merit pay recipients in the division shall receive the same percentage increase in base salary.

5.5.3 Graduated Rankings of Recipients.

Merit recipients will be ranked at low, medium or high merit. Those ranked Medium shall receive a percentage increase in base salary 50% higher than those rated Low. Those ranked High shall receive a percentage increase in base salary 100% higher than those rated Low.

SECTION 6. THE PRESIDENT'S SALARY

No provision herein shall be deemed to apply in any manner to the salary of the Shepherd President, whose remuneration shall be set, from time to time, at the will and pleasure of the Board and with the approval of the Policy Commission.

APPENDIX A

GRADE	Entry	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15+
1	\$12,990	\$13,279	\$13,574	\$13,870	\$14,165	\$14,475	\$14,786	\$15,110	\$15,436	\$15,760	\$16,100	\$16,455	\$16,809	\$17,178	\$17,548	\$17,931	\$18,329
2	\$13,655	\$13,958	\$14,268	\$14,579	\$14,903	\$15,229	\$15,568	\$15,908	\$16,262	\$16,617	\$16,986	\$17,371	\$17,754	\$18,138	\$18,552	\$18,950	\$19,371
3	\$14,364	\$14,682	\$15,007	\$15,346	\$15,701	\$16,055	\$16,410	\$16,779	\$17,164	\$17,548	\$17,947	\$18,345	\$18,759	\$19,187	\$19,616	\$20,059	\$20,509
4	\$15,118	\$15,465	\$15,819	\$16,174	\$16,543	\$16,927	\$17,326	\$17,724	\$18,124	\$18,537	\$18,966	\$19,409	\$19,852	\$20,309	\$20,782	\$21,255	\$21,746
5	\$15,917	\$16,293	\$16,676	\$17,074	\$17,474	\$17,872	\$18,300	\$18,729	\$19,173	\$19,616	\$20,073	\$20,546	\$21,033	\$21,521	\$22,023	\$22,540	\$23,070
6	\$16,789	\$17,193	\$17,607	\$18,035	\$18,464	\$18,907	\$19,350	\$19,823	\$20,295	\$20,768	\$21,270	\$21,772	\$22,304	\$22,836	\$23,382	\$23,929	\$24,503
7	\$17,736	\$18,168	\$18,611	\$19,069	\$19,526	\$19,999	\$20,487	\$20,989	\$21,491	\$22,023	\$22,555	\$23,101	\$23,663	\$24,239	\$24,829	\$25,435	\$26,065
8	\$18,756	\$19,216	\$19,690	\$20,177	\$20,679	\$21,196	\$21,713	\$22,259	\$22,806	\$23,367	\$23,943	\$24,534	\$25,155	\$25,774	\$26,410	\$27,060	\$27,742
9	\$19,835	\$20,339	\$20,856	\$21,388	\$21,920	\$22,481	\$23,042	\$23,618	\$24,224	\$24,829	\$25,450	\$26,100	\$26,750	\$27,429	\$28,123	\$28,818	\$29,555
10	\$20,197	\$20,709	\$21,233	\$21,787	\$22,340	\$22,921	\$23,503	\$24,098	\$24,723	\$25,361	\$25,999	\$26,666	\$27,360	\$28,056	\$28,779	\$29,516	\$30,281
11	\$21,405	\$21,970	\$22,553	\$23,134	\$23,730	\$24,354	\$24,992	\$25,645	\$26,311	\$26,992	\$27,701	\$28,410	\$29,162	\$29,914	\$30,694	\$31,502	\$32,327
12	\$22,752	\$23,347	\$23,957	\$24,595	\$25,247	\$25,914	\$26,595	\$27,304	\$28,028	\$28,765	\$29,531	\$30,311	\$31,120	\$31,942	\$32,779	\$33,644	\$34,535
13	\$24,173	\$24,822	\$25,488	\$26,169	\$26,879	\$27,602	\$28,339	\$29,106	\$29,886	\$30,694	\$31,516	\$32,368	\$33,233	\$34,126	\$35,048	\$35,984	\$36,952
14	\$25,721	\$26,424	\$27,148	\$27,886	\$28,651	\$29,431	\$30,226	\$31,063	\$31,914	\$32,779	\$33,672	\$34,595	\$35,545	\$36,510	\$37,502	\$38,538	\$39,598
15	\$27,396	\$28,155	\$28,935	\$29,744	\$30,566	\$31,418	\$32,283	\$33,176	\$34,098	\$35,048	\$36,013	\$37,020	\$38,041	\$39,091	\$40,183	\$41,289	\$42,441
16	\$29,227	\$30,042	\$30,878	\$31,758	\$32,651	\$33,559	\$34,510	\$35,474	\$36,481	\$37,502	\$38,566	\$39,644	\$40,765	\$41,914	\$43,091	\$44,310	\$45,564
17	\$31,201	\$32,084	\$32,992	\$33,942	\$34,906	\$35,899	\$36,935	\$37,984	\$39,062	\$40,183	\$41,332	\$42,509	\$43,729	\$44,977	\$46,254	\$47,587	\$48,952
18	\$33,331	\$34,297	\$35,290	\$36,311	\$37,360	\$38,438	\$39,559	\$40,708	\$41,885	\$43,105	\$44,353	\$45,629	\$46,949	\$48,311	\$49,714	\$51,161	\$52,650
19	\$38,143	\$39,264	\$40,417	\$41,600	\$42,814	\$44,073	\$45,378	\$46,714	\$48,078	\$49,489	\$50,946	\$52,448	\$53,981	\$55,574	\$57,211	\$58,881	\$60,618
20	\$40,833	\$42,056	\$43,314	\$44,604	\$45,940	\$47,305	\$48,715	\$50,157	\$51,659	\$53,192	\$54,785	\$56,407	\$58,092	\$59,822	\$61,612	\$63,432	\$65,329
21	\$43,780	\$45,105	\$46,470	\$47,882	\$49,323	\$50,809	\$52,342	\$53,920	\$55,558	\$57,227	\$58,957	\$60,747	\$62,582	\$64,464	\$66,405	\$68,423	\$70,503
22	\$46,985	\$48,427	\$49,914	\$51,446	\$53,009	\$54,633	\$56,317	\$58,031	\$59,807	\$61,642	\$63,523	\$65,465	\$67,468	\$69,546	\$71,671	\$73,855	\$76,159
23	\$50,479	\$52,054	\$53,677	\$55,330	\$57,045	\$58,820	\$60,640	\$62,522	\$64,464	\$66,451	\$68,515	\$70,638	\$72,839	\$75,084	\$77,420	\$79,818	\$82,324
24	\$54,307	\$56,013	\$57,773	\$59,578	\$61,460	\$63,386	\$65,374	\$67,422	\$69,546	\$71,731	\$73,977	\$76,298	\$78,695	\$81,168	\$83,716	\$86,357	\$89,086
25	\$58,272	\$60,322	\$62,249	\$64,221	\$66,269	\$68,378	\$70,548	\$72,793	\$75,114	\$77,497	\$79,954	\$82,503	\$85,128	\$87,828	\$90,620	\$93,502	\$96,485

APPROVAL OF SNYDER HALL RENOVATIONS

Snyder Hall is home to the School of Natural Sciences and Mathematics. It houses general classrooms, various computer labs, biology labs, archeology labs, and office spaces. Built in 1941, the building systems that were originally installed have been replaced or upgraded several times. Current systems are incapable of meeting indoor air quality design standards for temperature, fresh air minimums or humidity control. The University's Crossroads Strategic Plan has identified the need to improve the campus instructional space to support modern indoor air quality standards and improve efficiency.

The scope of work includes a new heating, ventilation and air conditioning system to be installed in Snyder Hall. The existing chiller and hot water boiler systems are past their expected life and have resulted in excessive repair costs as well as functional failures with replacement parts difficult to locate. The existing HVAC systems will be replaced with new energy efficient roof top mounted package air handling equipment supporting variable air ventilators (VAVs) throughout. All systems will be connected to the existing Energy Management System. Additionally, the existing mechanical systems supporting renovations of approximately 15 years ago would be upgraded for efficiency and constancy of operations throughout the building.

A fire sprinkler system and renovations to the third floor men's restroom will be added if project funding is available. Included is the demolition of existing systems, renovation of several office spaces, and installation of acoustical ceilings throughout classrooms and hallways. The existing electrical services will be reused to support the new equipment.

Shepherd University has received funding from a West Virginia Higher Education Policy Commission (WVHEPC) bond project intended to support energy efficiency upgrades totaling \$1,150,000. Shepherd submitted and received funding to upgrade the thermal efficiency of the windows in White Hall (approximately \$200,000), Snyder Hall (approximately \$585,000), Stutzman Slonaker Hall (approximately \$175,000) and Ikenberry Hall (approximately \$190,000). Snyder Hall will receive the largest portion of the grant funding as it has the most windows that also require customizations to maintain the building's historical nature. The existing HVAC system penetrates the existing windows with louvers, requiring that both projects run concurrently. Several rooms have existing glass block in place of the window that will be replaced with a new window for consistency at all elevations.

Both projects have been designed and engineered by Bushey Feight Morin Architects of Hagerstown, Maryland. The work described above will be bid as two separate projects in order to maintain separate accounting for the two funding sources but will be awarded to a single general contractor to assure timely coordination of both.

Both projects would begin in the middle of May, and work is expected to be completed by the time classes begin in August. Additional work may be performed during holiday breaks or at night as necessary to meet the completion date.

The HVAC project will be paid for with Student Capital Fees, with a budget as follows:

Architectural and Engineering:	\$110,000
Heating, Ventilation and Air Conditioning	\$1,100,000
Contingency:	\$90,000
Total:	\$1,300,000

The Window project will be paid for with funds received from the WVHEPC as follows:

Architectural and Engineering:	\$35,000
Window Replacement:	\$550,000
Total:	\$585,000

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the prospectus and project budget for the 2011 Building Systems Renovations at Snyder Hall and authorizes the University President to proceed with the project.

2010-2011 ACADEMIC PROGRAM REVIEWS

Pursuant to the Board's statutory responsibilities and also under HEPC Series 10, the Board is required to cause cyclical reviews of all of the academic programs. Under the provisions of Series 10, the Board should make one of five determinations regarding each program reviewed:

- 5.1.1. Continuation of the program at the current level of activity, with or without specific action; or
- 5.1.2. Continuation of the program at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action; or
- 5.1.3. Identification of the program for further development; or
- 5.1.4. Development of a cooperative program with another institution, or sharing of courses, facilities, faculty, and the like; or
- 5.1.5. If it recommends discontinuance of the program, then the provisions of Higher Education Policy Commission policy on approval and discontinuance of academic programs will apply.

The Shepherd University Program Review Committee (SUPRC) completed extensive reviews of Art, English, History, Modern Languages, and Music, consistent with past requirements. Each review process included an external reviewer. Each of these programs has demonstrated its continuing value to the University.

Additional details about the program reviews are included on the following pages of the agenda book.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the program reviews of Art, English, History, Modern Languages, and Music programs, and the Board adopts the institutional recommendations that each program be continued at the current level of activity. The Board authorizes the President to submit these reviews on its behalf to the West Virginia Higher Education Policy Commission.

SHEPHERD UNIVERSITY
UNDERGRADUATE PROGRAM REVIEWS
2010-2011
EXECUTIVE SUMMARY

Created in response to an external mandate by the West Virginia Higher Education Policy Commission, the program review process at Shepherd University was designed to enable the campus to evaluate all academic programs on a five-year rotating cycle by the Shepherd University Program Review Committee (SUPRC). The first review cycle of these programs was completed during the 2006-2007 academic year.

The reviews allow us to determine the level at which we are reaching our stated goals. The use of external evaluators having expertise in each subject area provides us with an objective observer who is able to evaluate departments against a national model and informs us of areas of strength as well as areas in need of improvement.

Dr. Virginia Hicks, Dean of the School of Education and Professional Studies serves as the Coordinator (Chair) of the committee, which also includes Dr. Dan DiLella, Professor and Chair, Department of Chemistry, School of Natural Sciences and Mathematics; Dr. Philip Kavanaugh, Assistant Professor of Sociology and Geography, School of Business and Social Sciences; Dr. Sharon Mailey, Professor and Chair, Department of Nursing Education, School of Education and Professional Studies; and Ms. Rhonda Smith, Professor and Chair, Department of Contemporary Art and Theater, School of Arts and Humanities. Additionally, Dr. Laura Renninger, Dean of the Center for Teaching, Learning, and Instructional Resources, provided assistance to the process through university assessment reports while Ms. Valerie Owens, Executive Director of University Communications, provided proofreading of all self-assessments and SUPRC reports.

Process

Utilizing a rubric and a specified timeline for the Program Review process, the evaluation process consists of two parts: (1) an internal review committee consisting of senior faculty members from the academic schools and an academic dean who serves as the coordinator (chair), and (2) external reviewers. Five external reviewers with specific expertise and experience in each of the five academic programs completed a thorough review which included a campus visit.

Art (Contemporary Art and Theater): The Department of Contemporary Art and Theater is preparing for national accreditation with the National Association of Schools of Art and Design (NASAD). The External Reviewer encouraged the department to consider application for NASAD once Phase II of the Center for Contemporary Arts is completed. Art was awarded "Program of Distinction" status, approved by the West Virginia Higher Education Policy Commission. According to the Dean of Teaching, Learning, and Instructional Resources there is a commitment to assessment of student learning. The department has an excellent track record of submitting timely and thorough assessment materials. The current plan on file is exemplary.

There are 231 majors (fall of 2010) in art; this is above the average of 223 students during the past five years (fall 2006-fall 2010). There are 41 majors in art teacher education and the mean for the past five years is the same at 41. There is a need for a faculty member with a degree in education with an emphasis in art teacher education.

Based on the last five graduations, an average of 37 students have graduated with a Bachelor of Fine Arts and five with a Bachelor of Arts in Secondary Education - art teacher education. The department has developed a strong three-year recruitment plan. There are numerous opportunities and expectations for

students to learn beyond the classroom with foreign study and travel opportunities provided on a yearly basis.

On a yearly basis, the Department of Contemporary Art and Theater and the Contemporary American Theater Festival (CATF) provide more than 65 exhibitions, 80 theatrical performances, and many workshops, lectures, and seminars for the campus and the extended community. Extensive gifts and grants have been received to support the Contemporary American Theater Festival. Shepherd University and the Contemporary American Theater Festival are building a series of new facilities to house both the Department of Contemporary Art and Theater and the CATF. Groundbreaking for Phase II will take place on April 14, 2011.

English: The Department of English seeks to help prepare students to live in a complex, technological, and diverse world by introducing them to varying perspectives offered by a thorough study of literature and language. The English department offers majors with three different concentrations: creative writing, literature, and English education. The English teacher education program has recently been reaccredited as part of the National Council for Accreditation of Teacher Education (NCATE) and the National Council of Teachers of English (NCTE). There are 45 majors in English teacher education and the mean for the past five years is 47. There are 102 English majors; this is a 27 percent increase since the fall of 2008. The five-year mean for the number of English majors is 90.

The department's assessment program is strong. The department has regular retreats to address assessment data and the data is used to enhance the curriculum. According to the External Reviewer (McDonald), "The department's curriculum revisions over the past five years have been tied to assessment data, and that is a commendable practice that should be continued." The average scores for Shepherd students on the Major Field Test (MFT) in English have been notably higher than the national average.

The program has a very good record for outreach outside the classroom including Rude Mechanicals, San Merci, Picket, Gateway, WV Fiction competition, Prominence of Place courses, and the Appalachian Writers Project. Students also have the opportunity to travel abroad with a travel study option that has a focus on literature of a place or region. The program has adequate facilities and technological resources to serve its students. Knutti Hall, which houses the faculty offices and classrooms, has been recently renovated.

History: The history program prepares graduates to appreciate the past as a key to understanding the human condition, to understand their own and other civilizations, and to confront the present and future with intelligence, perspective, and tolerance. It introduces students to divergent historical interpretations and develops in them the ability to think outside of their own experience in time and place. The major has three concentrations: 1.) traditional; 2.) Civil War and Nineteenth-Century America; and 3.) public history.

There are 85 history majors (fall 2010). During the last five years (fall 2006-2010) the mean of history majors is 92. There has been a slight decrease in enrollment since the fall of 2007. The last five graduations have produced an average of 18 students.

There are numerous opportunities and expectations for students to learn beyond the classroom. The history program students are provided opportunities to study abroad through courses during the summer and also during Thanksgiving break. The Department of History has conducted regular assessments since 1997 and this 2006-2010 assessment cycle focus is on the Civil War and Nineteenth-Century America concentration.

The department has a good track record of submitting timely assessment materials. Classroom and office facilities have been upgraded, and all full-time faculty members have spacious offices. Five faculty members are the authors of one or more scholarly book and a sixth faculty member is currently under contract for a book to be published.

Modern Languages: The modern languages program is a part of the Department of English and Modern Languages. The modern languages program began offering baccalaureate degree programs in Spanish and Spanish education in the academic year 2006-2007. This is the first time for modern languages to undergo program review. The department offers minors in French and Spanish and “intensive German and Russian” courses in the summer. By exposing students to a study of the language, literature, and culture of other countries, the modern languages component of Shepherd University seeks to help prepare students for life in a multinational, multicultural global society.

The faculty members have developed two thorough and excellent assessment plans for both of their baccalaureate programs (Spanish education and Spanish). The number of enrolled students majoring in Spanish has remained fairly consistent over the four-year period (2006-2010) that the major has been in existence, with a mean of 13 Spanish majors. Over the five-year period (2005-2010) there has been a mean of 24 Spanish minors and 12 French minors. There has been a mean of four secondary education-Spanish teaching majors. The Spanish education 5-Adult B.A. has earned West Virginia State Approval and NCATE recognition with minor conditions because of low enrollment. It is believed the numbers will increase through a solid recruitment plan.

The faculty members provide unique opportunities for students through international travel and experiential learning beyond the classroom. Modern languages provides important service to several departments in fulfillment of the foreign language requirement. The faculty members have developed partnership agreements with institutions in target language countries (e.g., Quebec, Costa Rica). The program has recently added a modern languages lab facility housed on the first floor of the Scarborough Library.

Music: Music is nationally accredited by the National Association of Schools of Music (NASM). The last accreditation was in 2005 and was awarded for a ten-year period through 2015. All issues brought forth in that accreditation have been addressed. Music was awarded "Program of Distinction" status, approved by the West Virginia Higher Education Policy Commission.

According to the Dean of Teaching, Learning, and Instructional Resources the department always submits an exemplary assessment plan and report and is dedicated to improving the program through careful assessment. The program has increased the number of students in music teacher education by 31 percent since the fall of 2006 (61 majors to 80) to the fall of 2010. There are 45 majors (fall of 2010) in music; this is below the average of 52 students during the past five years (fall 2006-fall 2010). The last five graduations have produced an average of five students in the Bachelor of Art in music degree and six in the Bachelor of Music Education degree.

The department provides exceptional programming and outreach to the community through its varied and numerous concerts, recitals, and programs that include campus and community participation. There are nearly 100 public performances on campus each academic year, and the department has participated in several international concert tours. The Friends of Music group is stronger than ever with its support, and it continues to offer scholarships, instruments, and travel assistance to the department. The department is in need of a larger, more acoustically and ergonomically appropriate performance/event space.

Conclusions

All five programs are housed within in the School of Arts and Humanities, and all contribute to the fulfillment of Shepherd University's mission, core values, and Strategic Plan. They are supportive of liberal arts and professional education. The programs' mission statements reflect the nature and scope of the programs. The programs will continue to enhance their curriculum with data in support of their mission, goals, and/or objectives in the upcoming review period.

All five programs have dedicated, creative, and experienced faculty and staff who work extremely hard to create meaningful educational opportunities for their students. Music is nationally accredited and art is working toward national accreditation. The specialty coordinators in the School of Arts and Humanities worked very hard to prepare for NCATE. Their dedicated work helped with the overall success for the recent NCATE visit. During this past cycle, one of the professors from English (Dr. Sylvia Shurbutt) was selected as West Virginia Professor for the Year. Recently, Dr. Scott Beard (music) was selected as the first runner-up. The full-time faculty members in all five programs have terminal degrees and are actively engaged in scholarly/creative professional development and provide excellent service. Many of the adjuncts with unique strengths also have terminal degrees. There has been a gradual decrease of the number of adjuncts as new tenure-track faculty members are hired in compliance to the Shepherd University Strategic Plan.

Faculty members are faced with the challenges of a heavy workload of teaching, advising, and service, but still find time for meaningful research and publications. The faculty members are well qualified and diverse in their discipline and dedicated to helping their students reach success. They provide numerous educational opportunities and expectations for students to learn beyond the classroom. There are foreign study and travel opportunities provided on a yearly basis outside of the classroom in all five of the programs under review.

All of the programs have solid assessment plans and continue to revise and enhance their curriculum based on assessments. It is recommended that all of the programs consider developing advisory boards for their academic programs and to develop and/or revise their five-year strategic plan. The five departments are making some efforts to track graduates. Systematic tracking of graduates at the University still appears to be problematic. Each program provided some information on some of their graduates on an informal basis. All programs need additional help from Career Services to track graduate and employer satisfaction.

Each of the programs are going through curriculum reform this semester. All five of the programs are analyzing their offerings to determine the best curriculum. The programs continue to work with improving retention. Each program has the opportunity to request funds for library support by indicating how the new resources are tied to a solid assessment plan.

The program reports of the Shepherd University Program Review Committee are a part of the agenda book beginning on Discussion Agenda Item page 1-6. Supporting documentation, including each program's self-study report and the external reviewers' reports, may be read online at <http://www.shepherd.edu/bogweb/schedule.html> under the "April 14, 2011" meeting hyperlink.

**Shepherd University
Program Review
Art
Department of Contemporary Art and Theater
School of Arts and Humanities**

Degrees offered:

B.F.A. with concentrations in
Graphic Design
Painting
Photography/Computer Digital Imagery
Printmaking
Sculpture

B.A. in Art Education (Secondary Education - B.A.)

Minors:

Art
Photography/Computer Digital Imagery

Service to General Studies Program

Art External Reviewer:

Professor Susan Russo, Emeritus Art
Youngstown State University
One University Plaza
Department of Art
Bliss Hall Room 4001
Youngstown, Ohio 44502

OVERVIEW

The Department of Contemporary Art and Theater is housed within the School of Arts and Humanities. As reported from the Shepherd Institutional Research office (2010), there are 231 majors and is the fifth largest major. The department offers two degree options: the Bachelor of Fine Arts with five concentrations areas: 1.) graphic design, 2.) painting, 3.) photography/computer digital imagery, 4.) printmaking and 5.) sculpture and the Bachelor of Arts in art education. There are two minors in the Department of Contemporary Art and Theater: 1.) art and 2.) photography/computer digital imagery for

a combined total of 34 students.

The department offers two general studies offerings: ART 103 Introduction to Visual Arts and THEA 204 Introduction to Theater.

I. Program Purpose and Overview

The Department of Contemporary Art and Theater, including the Contemporary American Theater Festival, serves as the cultural center of the region. The entire department emphasizes the importance of contemporary art, a first-year focus, a core of professional classes, and both local and global instructional opportunities for students. The program supports the Shepherd University mission, core values, and the Shepherd University Strategic Plan.

The strong liberal arts program and a professional visual and performing arts curriculum support and enhance each other at Shepherd University. The Department of Contemporary Art and Theater has identified a mission statement with a series of yearly objectives for each year of study and well-articulated long-range goals. Changes in all areas were identified based on assessment information, student input, and professional evaluations from outside constituents. Some of the program changes since 2005 were identified within these courses: B.F.A. and B.A. core classes; B.F.A. studio including painting, printmaking, and sculpture; B.F.A. graphic design; B.F.A. photography; B.A. art education program; and the reevaluation of the department's goals and mission.

The Department of Contemporary Art and Theater and the Contemporary American Theater Festival have made exemplary contributions to the University and community. The CATF has made an impact across the country and internationally. The Department of Contemporary Art and Theater and the CATF on a yearly basis provide more than 65 exhibitions, 80 theatrical performances, and many workshops, lectures, and seminars for the campus and the extended community each year. These events attract an audience exceeding 50,000 each year.

As reported in the self-study, the department has a focus on contemporary art and trends that emphasizes the need to work conceptually while mastering technical skills essential in the 21st century. The freshman year is one of discovery. During the first-year focus, the students are introduced to courses in the concentration while also developing a vocabulary essential to continued growth as a creative individual. The sophomore year is one of practice and application. The students begin to learn professionalism in the concentration area. The junior year is one of synthesis. The students build and expand the concepts and skills acquired during the freshman and sophomore years. The senior year is one of refinement and transition to being a professional. The professional core of classes insures that students are prepared for internships and co-op opportunities. The professional core allows the graduates to know

how to advance themselves and their careers upon graduation. The faculty members believe that to be an excellent art educator, artist, designer, or photographer, it is essential to experience art firsthand. This commitment has led to a focus on local and global opportunities to travel and see art in Washington, D.C., New York, Europe, Asia, and around the world. Students prepare to exit the program with professional credentials.

The department is preparing for national accreditation with the National Association of Schools of Art and Design (NASAD). The External Reviewer (Russo) suggested that the department consider application NASAD once Phase II of the Center for Contemporary Arts is completed. Ground breaking for Phase II will take place on April 14, 2011.

II. Assessment: Curriculum and the Assessment of Students' Learning

The department has one-on-one meetings at midterm with every new student, transfer, and freshman to determine if there are any difficulties they may be having and the faculty members give advice for the correct direction. Complete curriculum with yearly goals are identified for each degree and program. Current programs are effectively training future teachers, graphic designers, and photographers to enter their respective careers. The students are encouraged to exhibit and seek professional relationships as they pursue their degree.

The department provides an exceptional level of activity and expectations beyond the classroom. Internships and field trips are provided for the students along with other activities provided by faculty to enrich the cultural and artistic awareness of students. Students are required to visit museums and galleries in Washington, D.C., Baltimore, and/or New York City. Every spring the department provides a one to two week study abroad opportunity in various European cities including London, Paris, Rome, Florence, Venice, Berlin, Prague, Vienna, Amsterdam, and others. Previous travels include the following locations: Egypt, China, Thailand, Cambodia, Peru, Mali, and Viet Nam. The department plans a trip to Japan in 2012.

Almost all classes use the following technology: e-mail, SAKAI, blogs, Wordpress Blogger, Power Point, PhotoShop, Adobe Creative Suite, Acrobat, and Internet search engines. The department offers one online course, ART 103, as part of the General Studies offerings. This online class seems to be very popular with the students.

The program curriculum in each concentration has been developed with a keen awareness of both the campus student learning outcomes and the department's yearly objectives for students. Course syllabi provide clear performance outcomes for the students.

Classes are evaluated each year through student evaluations, peer evaluations, student surveys, and professional insights based on the quality and type of work in student portfolios and external internship encounters. The department has a retreat every other year to evaluate assessment of data collected. The department determines if there is a need for changing and/or adding goals that may improve student performances.

The department conducts two primary means of assessment of student learning and achievement annually: the sophomore B.F.A portfolio review and application for continuance in the B.F.A. program and the senior portfolio review conducted by professionals in the concentration areas. This evaluation is enormous and time consuming and engages the entire full-time faculty and many adjuncts for weeks. Students exit with experiences that provide them with the knowledge and understanding of how to present themselves and their work for employment and other opportunities. Students are surveyed in their classes and this gives the faculty a clear picture of the status of the department and where it needs to go.

The department has made the changes/improvements in all areas since the last program review. The department files an assessment plan and report every two years with the Office of Teaching and Learning. A summary page from each of their assessment plans for the past five years was provided in the self-study.

Comments provided from the Dean of Teaching, Learning, and Instructional Resources:

The Department of Contemporary Art and Theater has a current plan on file of exemplary planning and reporting. The department has an excellent track record of submitting timely and thorough assessment materials.

III. Students: Recruitment, Enrollment, Retention, and Graduation

The program enrollment has been consistent in the B.F.A. program with 220 in 2006 and to 231 in the fall of 2010. The department initiated an application and portfolio for acceptance into the program in 2007. The goal of this new acceptance process was to increase retention and create a cadre of students who begin and complete a program of study within four years at a higher rate. Also, a new recruitment plan was implemented this academic year. The department has one-on-one meetings at midterm with every new student, transfer, and freshman to ascertain any difficulties.

The program has maintained 211-231 majors in the B.F.A. and 30-44 majors in the B.A. in art education over the past five years. The department perceives these overall numbers should be maintained due to facilities, budget, and faculty. However, the department has initiated a recruitment program to balance the enrollments more

effectively. The largest concentration is graphic design with a total of 115 students (approximately 50 percent of the B.F.A majors). The department has implemented a recruitment plan.

The department does not have the resources to track graduates on a formal basis. However, the department provided some information on some of the graduates. It was reported in the self-study that B.A. art education majors and B.F.A. graphic design majors should be able to find employment opportunities especially if they are willing to relocate. The B.F.A. graphic design majors will need to keep current and continue to refine their skills after graduation. The B.F.A. photography/computer imagery and studio majors are not in as high a demand as art education and graphic design. However, the department chair indicated that the B.F.A. photography/computer imagery and studio majors are more versatile than the art education and graphic design majors.

The Department of Contemporary Art and Theater has unique features that distinguish it from competing programs to give it a competitive edge. The programs provides a focus on contemporary art, professionalism, and global experiences.

Academic year	No. of students graduated B.F.A.	No. of students graduated B.A.
2009-2010	31	8
2008-2009	37	5
2007-2008	44	4
2006-2007	45	4
2005-2006	30	5

Student Majors in Art

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
220	227	211	226	231

B.A. Teacher Education - Art

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
43	46	39	39	41

The art education program has recently been reaccredited with no conditions as part of NCATE. The Art Education P-Adult has West Virginia State Approval Status and is nationally recognized through NCATE.

IV. Resource Availability and Development

Contemporary Art and Theater - Program Review

April
2011

All full-time faculty have terminal degrees within their discipline. All are active learners and are involved in professional projects and activities. The department makes a concerted effort to hire adjuncts with terminal degrees in their field. The department was awarded two new faculty line positions this year: one full-time tenure track art historian and one full-time tenure studio/sculptor. The department has also received permission to hire a part-time receptionist/secretary for the department to help with recruitment, alumni tracking, and other duties for the department. Due to a resignation last year, the department is in need of a faculty member with a degree in education with an emphasis in art teacher education. In addition, the faculty member needs to have K-12 art teaching experiences and to hold or is eligible for an art teacher certification.

All faculty participate in the assessment of student learning through course work and evaluation of portfolios in professional practices and senior capstone exhibits. Faculty are encouraged to participate in training offered by the Office of Teaching and Learning. There are ongoing discussions and reviews of assessment findings for enhancing the curriculum.

Graduation rates within the program have leveled off over the past few years and indicate that the program may have reached capacity in relation to facility, faculty, and resources. The average cost of art per credit hour for a three-year average is \$74. The three-year average for Shepherd University is \$73.

Major gifts and grants received to support the Contemporary American Theater Festival have been extensive. During the last five years the financial support has ranged from \$200,000 to more than \$1,000,000 for 2010/2011.

As described on the Department of Contemporary Art and Theater webpage the department and the Contemporary American Theater Festival (CATF) are proud of their current joint initiative: the Center for Contemporary Arts. Shepherd University and the Contemporary American Theater Festival are building a series of new facilities to house both the Department of Contemporary Art and Theater and the CATF. This new facility will provide shared academic, performance, and production spaces and increase the opportunities for creative interaction between faculty, students, artist, actors, directors, designers, photographers, and playwrights. At this time, the first phase of construction on the Center for Contemporary Arts has been completed. This facility provides expansive spaces for printmaking, painting and drawing, a computer lab, darkroom, classrooms for art education and photography/computer imagery, along with offices for the faculty and CATF.

Ground breaking for Phase II will take place on April 14, 2011. The second building will sit next to the existing Phase I structure. Phase II will be the front door to the Center for Contemporary Arts until Phase III is funded and built.

V. CONCLUSION

It will be recommended to the Board of Governors that Art (Contemporary Art and Theater) be continued at the current level of activity with some minor concerns.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the External Reviewer, Professor Susan Russo; comments on Assessments from Dr. Laura Renninger, Dean of Teaching, Learning, and Instructional Resources; and comments from the Shepherd University Program Committee.

A. STRENGTHS

- The faculty members are dedicated to the profession and all of the full-time faculty members have terminal degrees within their discipline. They engage in scholarly/creative activity in ways that support or advance the undergraduate programs. They have been and continue to be involved with juried/invitational group or solo exhibits, theatrical productions in which the faculty members produce, write, or direct, and numerous other professional development activities.
- Faculty members provide support for campus events and activities that increase the positive impression of the department within the campus community and within the region.
- The Department of Contemporary Art and Theater and the CATF provide more than 65 exhibitions, 80 theatrical performances, and many workshops, lectures, and seminars for the campus and the extended community each year. These events attract an audience exceeding 50,000 annually.
- The department was named a "Program of Distinction" - Approved by the West Virginia Higher Education Policy Commission.
- The department has developed a strong three-year rotation recruitment plan with the first year focused on the individual high school student, the second year on the high school teacher, and the third year focused on the community colleges.
- The Shepherd University Program Committee members commented on the excellent organization of the art self-study program review. All of the components of the program review rubric were addressed.

- The department is preparing for an application to the National Association of Schools of Art and Design for Accreditation. An outside consultant recommended that the department seek accreditation as soon as Phase II is completed.
- The External Reviewer (Russo) described the department faculty members as hard working, professional, and appropriately degreed studio faculty. In addition, Russo described the chairperson as energetic and enthusiastic and dedicated to excellence and safety.
- The External Reviewer (Russo) described the curriculum as an ambitious and progressive one that features critical thinking, professional practices, and interdisciplinary connections.
- Phase I of the Center for Contemporary Arts was completed in 2007 and ground breaking for Phase II will be April 14, 2011.
- The strong partnerships developed by CATF have made a positive major impact on the local economy. There has also been much recognition for the department and Shepherd University nationally and internationally.
- The department's mission, vision, and values are in agreement with the University and the strategic plan.
- The department has a strong mentoring program for new and adjunct faculty.
- There are numerous opportunities and expectations for students to learn beyond the classroom. There are foreign study and travel opportunities provided on a yearly basis.
- There is a commitment to assessment of student learning. According to the Dean of Teaching, Learning, and Instructional Resources (Renninger), the department has an excellent track record of submitting timely and thorough assessment of materials. The current plan on file is exemplary.
- Major gifts and grants received to support the Contemporary American Theater Festival have been extensive. During the last five years the financial support has ranged from \$200,000 to more than \$1,000,000 for 2010/2011.
- The department received permission to recruit two new faculty lines: one in art history and the other in studio/sculpture to begin teaching in 2011.
- There has been a continual increase in enrollment of student majors during the past five years. There has been a 9.5% increase since 2008.

- The department has developed solid partnerships with the National Park Service, National Capital Region, as well as partnerships with local nonprofits (Martinsburg Arts Centre, Shepherdstown Business Association, and the National Conservation Training Center).

B. CONCERNS

- There is a need for a faculty member with a degree in education with an emphasis in art teacher education. In addition, the faculty member needs to have K-12 art teaching experience and to hold or to be eligible for art teacher certification. This same faculty member can be the coordinator/advisor for the B.A. art teacher education program.
- There are approximately 13 adjuncts teaching classes in the department. The department does have a very strong mentoring program and many of the adjuncts have terminal degrees in their discipline.
- It is recommended that the department continue to work with the administration to fund a position for a gallery director.
- Systematic tracking of graduates at the University has been problematic. However, the department has been getting information from the students' Facebook pages as provided in their program review that was submitted.

C. RECOMMENDATIONS

- The department should continue to prepare for national accreditation.
- The department should request to hire a faculty member with a degree in education with teaching experience in Art K-12 and who has or is eligible for teacher certification. This position is important as there are over 40 students preparing to become art teachers. (Art education is the fifth largest number out of 12 secondary teacher education concentrations.)
- The department is encouraged to continue to obtain more quantitative data on graduates. The department needs to continue to articulate the employment opportunities for their graduates.
- The department should continue to work on retention and work on developing a five-year strategic plan.

- The need for library resources should be determined. There are funds to support art from the library as long as the request is tied to a solid assessment plan. The Scarborough Society has agreed to award \$5,000 to each program after completion of the program review, contingent on the funds being used for appropriate library use. The External Reviewer (Russo) indicated there was a need to increase the art and design volumes to 10,000 as recommended by NASAD. She recommended ArtStor as a library resource.

**Shepherd University
Program Review
English
School of Arts and Humanities**

Degrees Offered:

B.A. in English with concentrations in
Creative Writing
English Literature
English Education (Secondary Education - B.A.)

Minors:

English
Journalism

Service to General Studies Program

English External Reviewer:

Dr. Marcia A. McDonald
Professor of English
Belmont University
Nashville, TN 37212

OVERVIEW

The English program is housed within the School of Arts and Humanities. There are 107 majors and 71 minors in the department. The minor is one of the largest at Shepherd. A total of 31 credit hours beyond the General Studies requirement of 47 hours is required within the major. Of the 31 credits, 19 are for core courses and the other 12 depend upon concentration. The English department offers majors with three different concentrations: creative writing, literature, and English education. It also offers two minors, one in English and the other in journalism

The English program also supports all other programs on campus since every student is required to take English courses in the General Studies program. In the previous General Studies program all students were required to take 12 credits of English. In the revised General Studies program English will still play a major role.

I. Program Purpose and Overview

Mission

The Department of English seeks to help prepare students to live in a complex, technological, and diverse world by introducing them to varying perspectives offered by a thorough study of literature and language. Through these perspectives, sociological and personal barriers may be broken down, and the possibilities as well as the paradoxes of human existence may be better understood.

The primary objectives of the English curriculum include the following:

1. To encourage students to think critically and to communicate their thoughts effectively by helping them develop the skills necessary to understand and utilize the English language.
2. To contribute to the liberal arts education of all students by exposing them to the diversity and richness of the world's best literature.
3. To prepare English education majors to become reflective problem solvers, capable of teaching English on the middle or secondary levels, in a country as ethnically diverse as ours.
4. To provide students, particularly English majors, with a broad background in languages and literature which will enable them to pursue graduate study.
5. To give English and English education majors a knowledge of the basic tools of effective written communication, technology, and an understanding of literature that will enable them to pursue any vocation and function in a diverse and global work world.

The English program has responded to the previous program review. Since the last Program Review the department has added creative writing as one of the tracks for the English major. A new course, ENGL 301 (Introduction to Literary Study), was developed to strengthen the preparation of English majors. The department has strengthened its curriculum and has developed strategies to help increase the graduation rates of the majors. A new tier of 400-level seminars has been added on a rotating schedule. The department continues the efforts to hire more full-time faculty. The department has developed a solid plan to mentor adjuncts and to include them in retreats and/or workshops. The department has also developed new plans to track and stay in contact with recent graduates.

II. Assessment: Curriculum and the Assessment of Students' Learning

The department's assessment program is strong. The department has used it to make program and curricular changes. The External Reviewer (McDonald) noted, "*The department is to be commended for having a multi-pronged approach for assessment.*"

The department has regular retreats to address assessment data and the data are used to enhance the curriculum. The adjuncts are invited to the retreats and/or workshops to discuss the assessment data.

As reported in the self-study, the entire English program curriculum is centered on developing students' reading, writing, and thinking abilities; exposing students to cultures and traditions different than their own; and preparing students to succeed in graduate study, public classrooms, and workplaces. At the level of individual courses, clearly specified student outcomes are communicated on class syllabi. Since the last Program Review, the department has endeavored to assess how well students are acquiring the skills and knowledge promoted through the English curriculum. Faculty members employ at least three mechanisms for determining how effective they are at passing along skills and knowledge: 1.) capstone experience 2.) Major Field Test (MFT), and 3.) exit survey of all graduating seniors.

The most significant application of the assessment data since the last Program Review has been the revision of the English curriculum.

Comments provided from the Dean of Teaching, Learning, and Instructional Resources:

The department has a good track record of submitting past plans and reports. All of the assessment reports are on file and up to date.

III. Students: Recruitment, Enrollment, Retention, and Graduation

The department follows the Shepherd University guidelines for admission. Shepherd University has not established a consistent and effective means of tracking enrollments. The department lacks the resources and personnel to effectively manage the collection and organization of data associated with enrollment, retention, and graduation. The campus is currently investigating, through the Office of Teaching and Learning, Enrollment Management, and Retention, methods that will eventually produce accurate and reliable data. Until that time the current data provided do not clearly articulate entry enrollment numbers and, therefore, retention of graduates within this program is difficult to determine.

Academic year	No. of students graduated from English	No. of students graduated from English Teacher Education
2009-2010	13	2
2008-2009	13	3
2007-2008	13	5
2006-2007	15	4
2005-2006	8	4

Student Majors in English

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
96	86	80	86	102

English Teacher Education Concentrations

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
48	51	38	53	45

The program has recently been reaccredited as part of NCATE and the National Council of Teachers of English (NCTE). The program has West Virginia State Approval Status and is nationally recognized through NCTE/NCATE.

IV. Resource Availability and Development

The average cost of English per credit hour for a three-year average is \$83. The three-year average for Shepherd University is \$73. The program has adequate facilities and technological resources to serve its students. Knutti Hall, which houses the faculty offices and classrooms, has been recently renovated. A computer lab is available and classrooms are equipped with sufficient instructional technology.

V. CONCLUSION

It will be recommended to the Board of Governors that English be continued at the current level of activity with some minor concerns.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the External Reviewer, Dr. Marcia A. McDonald; comments on Assessments from Dr. Laura Renninger, Dean of Teaching, Learning, and Instructional Resources; and comments from the Shepherd University Program Review Committee.

A. STRENGTHS

- The faculty is diverse and well qualified and all eight full-time faculty members have terminal degrees. They are active professionally in terms of both presentations and publications. The External Reviewer (MacDonald) noted, *“The English faculty, as evidenced in the CVs and in my interviews, is exceptionally well qualified.”* She also commented that *“the faculty members in the department are to be commended for maintaining active research agendas, while also fulfilling 12-hour teaching loads.”* It is noted that since the last program review one of the full-time faculty members (Dr. Sylvia Shurbutt) was selected as West Virginia Professor of the Year.
- Program mission and goals are clear. Several actions were taken to improve the program. The External Reviewer (McDonald) noted, *“The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program.”*
- The average scores for Shepherd students on the Major Field Test (MFT) in English have been notably higher than the national average.
- The department has spent a lot of time and effort in mentoring its many (21) adjunct faculty members. Dr. McDonald noted that, *“The adjuncts that I spoke with indicated that the experience at Shepherd University was markedly superior to other settings in which they had taught in terms of the department’s guidance, inclusion, and support of their work.”* The adjuncts are invited to participate in the departmental retreats and workshops.
- The program has a very good record for outreach outside the classroom including Rude Mechanicals, San Merci, Picket, Gateway, WV Fiction competition,

- Prominence of Place courses, and the Appalachian Writers Project. The External Reviewer (McDonald) noted, *“The department has used its ‘gateway’ courses exceptionally well to draw its students into the resources of Washington, and its travel study courses to get students into other regions of the U.S. and global destinations.”* The External Reviewer commented on the Prominence of Place classes: *“These classes, which link a travel study option with a focus on literature of a place or region, represent a unique way of conceiving English seminars. At Shepherd, this has become a regular part of the upper-level offerings, and it has the potential to be a defining element of the English major, a true ‘competitive advantage’ over courses of study at even the most competitive universities.”*
- The External Reviewer made the following comment in her report: *“The department is to be commended for securing external funding for projects, including support for aspects of the Appalachian Studies Program and the Appalachian Writers-in-Residence program.”*
- The department’s assessment program is strong.
- The program has recently been reaccredited as part of NCATE and the National Council of Teachers of English (NCTE).
- The English program makes a major contribution to the General Studies curriculum. The External Reviewer (McDonald) noted that *“one of the major strengths of English offerings in the General Studies program is the commonality in syllabi and learning outcomes.”*
- The English program provides many opportunities for learning outside of the classroom. The External Reviewer noted, *“The Department of English and Modern Languages excels at opportunities to learn outside the classroom.”*
- The English department’s faculty members are active in many areas of University life. The External Reviewer noted, *“The department faculty members are to be commended for their campus citizenship as well as contributions to professional and public organizations.”*
- The External Reviewer observed, *“Faculty are engaged with the students.”*
- The faculty, including adjuncts, has adopted SAKAI to assist in course delivery.
- The offices and classrooms have recently been renovated.
- The department has developed a solid retention plan.

- The External Reviewer was impressed with the plethora of scholarly journals and periodicals in the library. She also commented how she was impressed with the tutoring program in the library.
- The department has also developed new plans to track and stay in contact with recent graduates.

B. CONCERNS

- The department is forced to use too many adjuncts, and the office space for the adjuncts is limited.
- The department also needs to better articulate its distinguishing features in its self-study document. Both the Program Review committee and the External Reviewer thought that there are many features of the program that could be emphasized.
- The department needs to increase efforts to obtain external funding through grant writing.

C. RECOMMENDATIONS

- From the External Reviewer (McDonald), *“The department is encouraged to continue using the Major Field Test in its cluster of assessment tools.”*
- From the External Reviewer (McDonald), *“Use the revision of General Studies as an opportunity to review the English curriculum and mission statements.”*
- From the External Reviewer (McDonald), *“The department’s curriculum revisions over the past five years have been tied to assessment data, and that is a commendable practice that should be continued.”*
- From the External Reviewer (McDonald), *“Prioritize the actions in the retention plan by accessing additional data, graduates’ experiences, and other University resources to use faculty time and efforts wisely for maximum results.”*
- The program needs to better define its unique features. From the External Reviewer (McDonald), *“Highlight ‘signature’ programs (i.e., Prominence of Place courses) and qualities (student-faculty interaction) as robust competitive advantages.”*

- From the External Reviewer (McDonald), “*Seek opportunities for collaboration with modern languages as these programs develop to help campus internationalization efforts.*”
- From the External Reviewer (McDonald), “*Continue to strive to balance faculty lines and adjuncts, converting adjunct lines to faculty lines as often as possible within the University resources.*”
- The department is encouraged to increase its efforts in seeking external funding through grants.
- The department is encouraged to continue to obtain more quantitative data on graduates. The department needs to continue to articulate the employment opportunities for their graduates.
- Continue to work on retention and on developing a five-year strategic plan.
- Consider developing an advisory board.
- The need for library resources should be determined. There are funds to support English from the library as long as the request is tied to a solid assessment plan. The Scarborough Society has agreed to award \$5,000 to each program after completion of the program review, contingent on the funds being used for appropriate library use.

**Shepherd University
Program Review
History
School of Arts and Humanities**

Degrees Offered:

B.A. in History with three concentrations in
Traditional
Civil War and Nineteenth-Century America
Public History

Minor:

History (24 hours)

Service to General Studies Program

History External Reviewer:

Jeff E. Long, Ph.D.
Associate Professor
Department of History
Bloomsburg University of Pennsylvania
400 East Second Street, OSH 127
Bloomsburg, PA 17815-1399

OVERVIEW

The Department of History is housed within the School of Arts and Humanities. The major has three concentrations: 1.) Traditional; 2.) Civil War and Nineteenth-Century America; and 3.) Public History. During the last five years (fall 2006 - 2010) the current mean of majors is 92 compared to the previous review period of approximately 56. A total of 36 hours in the major field (beyond the 6 hours in the history of civilization sequence required in the General Studies core curriculum) is required along with 12 hours in a foreign language (or demonstrated equivalent competence) and 47 hours in the General Studies core curriculum.

There are two components to the 36 hour requirement in the history major: an 18 hour core designed to provide a broadly gauged foundation of knowledge in the discipline with the remaining 18 hours configured to meet the requirements of one of three concentrations. In addition, the history program provides students with the opportunity to study abroad through a summer course on the evolution of European government which takes students to Greece, Italy, and Belgium, and two other courses,

one on World War I and the other on the United States in World War II, which take students to historical sites in Europe during spring or Thanksgiving break.

The minor in history (24 hours) requires a 15-hour core (the two-semester survey of United States History, a choice between Recent U.S. History or Contemporary World History, an upper-division course in European history, and an upper-division course in non-Western history) and 3 upper-division electives. The department also supports the six-credit requirement for the General Studies core curriculum.

I. Program Purpose and Overview

The Department of History's Mission Statement reflects the University's mission as a public liberal arts university whose core values include the belief that "meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought." The history major is central to the work of the School of Arts and Humanities and to the fulfillment of the University mission.

Mission

The history program prepares graduates to appreciate the past as a key to understanding the human condition, to understand their own and other civilizations, and to confront the present and future with intelligence, perspective, and tolerance. It introduces students to divergent historical interpretations and develops in them the ability to think outside of their own experience in time and place. Students are prepared to pursue graduate-level work in history and in related professional studies, including law, theology, journalism, museum studies, international relations, and information science.

II. Assessment: Curriculum and the Assessment of Students' Learning

The Department of History has conducted regular assessments since 1997 and this 2006-2010 assessment cycle focus is on the Civil War and Nineteenth-Century America concentration. Junior-year students and recent graduates were surveyed and a panel of three history professors read student research papers to determine the extent of use of area resources and the success in preparing students and graduates for further study or employment in the Civil War studies field. The assessment results confirmed the concentration is achieving the intended outcomes. The invited written commentary from the survey influenced the redesign of the overall major and the Civil War and Nineteenth-Century America concentration. Plans are underway for the 2010-12 assessment cycle to focus on the wider major. The department will assess two student outcomes: 1.) students completing the program will have a basic grasp of historiography and the role it plays within the discipline and 2.) students completing the program will be able to produce cogent, well-written, properly documented papers based on historical research.

The External Reviewer (Long) identified that the Department of History is on the cusp of a significant transition from a curriculum previously oriented to servicing the larger student population of Shepherd to a curriculum more focused on providing advanced professional and academic opportunities for its majors and minors. Anticipating less need for service courses in the revised General Studies program and aiming to take advantage of both increases in the general student population and in the number of history majors, the members of the history department intend to expand the department's public history concentration by combining it with the historic preservation concentration in the Institute of Environmental and Physical Sciences. Within the next five years the history department expects the number of total majors with either history or public history and historic preservation B.A. degrees to grow to the average of 150 majors a year.

The External Reviewer (Long) identified that in addition to developing a new B.A. program, the history department is also considering the addition of a capstone course or capstone experience for its traditional majors to enhance their academic experience. This new course would be in line with current University plans to reform the major and would allow students to engage in extended research projects using secondary and primary sources that would hone their skills in historical methods and in historiography.

Comments provided from the Dean of Teaching, Learning, and Instructional Resources:

The department has a current plan on file. The department has a good track record of submitting timely assessment materials. Excellent goals were introduced for the current plan with only some minor suggestions put forth by the assessment task force: 1.) use proper assessment plan forms; 2.) reference Shepherd University Institutional mission and departmental mission in the plan in the opening statement; and 3.) submit copies of the assessment tools (diagnostic test and rubrics) being used so external reviewers will have an understanding of materials being referenced in the plan.

III. Students: Recruitment, Enrollment, Retention, and Graduation

The department follows the Shepherd University guidelines for admission. Data collected since 2005 indicate that entering freshman history majors have higher high school GPA and ACT/SAT scores than Shepherd undergraduates measured as a whole. During this evaluation period, 12 history majors were admitted to the Honor Society of Phi Kappa Phi and eight were named as McMurrin Scholars. One student won two national essay prizes.

The External Reviewer (Long) noted that students who were history majors expressed their appreciation for the high level of instruction in their history classes and the opportunities to take courses in a number of content areas in American, European, and world histories. Students convey their desire for more course offerings in Middle Eastern, African, and the history of ancient Greece and Rome as well as more specialized courses on Native American and African-American history. Students were positive regarding the proposed B.A. program in public history and historic preservation and supportive of implementing a capstone course/experience.

Academic year	No. of students graduated from History	No of students graduate from Social Studies Teacher Education
2009-2010	16	11
2008-2009	22	12
2007-2008	23	11
2006-2007	14	5
2005-2006	13	4

Student Majors in History

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
80	96	107	92	85

Social Studies - Teacher Education

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
77	76	70	75	69

Social Studies 5-Adult and 5-9 has recently been reaccredited as part of NCATE. Social Studies has West Virginia State Approval Status and is nationally recognized through NCATE.

IV. Resource Availability and Development

The cost per student hour of the history program has averaged \$73 over the last three years. The three-year average at Shepherd is the same at \$73. Nearly all of the financial support for the program comes from the state with some development and research funding from external resources. A substantial proportion of the department’s resources are devoted to the provision of service courses for other programs: General Studies (6 credits); Elementary Education (6 credits); Teaching Field in Social Studies Grades 5-8 (6 credits); B.A. Comprehensive Social Studies Education (21 credits);

Women's Studies Minor (1 credit); Honors Program (3-6 credits); B.A. in Environmental Studies – Historic Preservation Concentration (6 credits); and Appalachian Studies (3 credits).

The Shepherd University Foundation owns and maintains the building used by the George Tyler Moore Center for the Study of the Civil War. Classroom and office facilities have been upgraded and all full-time faculty have spacious offices. All history classrooms have computers, Internet connections, PowerPoint projectors, and DVD players.

Shepherdstown is the oldest town in the state and has remarkably well-preserved examples of architecture and material culture from the colonial era onward. The University is in close proximity to three national historic parks as well as vast historical opportunities in the Washington-Baltimore metropolitan area.

V. CONCLUSION

It will be recommended to the Board of Governors that History be continued at the current level of activity with some minor concerns.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the External Reviewer, Dr. Jeff Long; comments on Assessments from Dr. Laura Renninger, Dean of Teaching, Learning, and Instructional Resources; and comments from the Shepherd University Program Committee.

A. STRENGTHS

- The Department of History addressed the minimal concerns from the previous Program Review: The addition of a course in historiography and methodology to the curriculum in the major and the achievement of greater diversity among the faculty both of which were External Reviewer recommendations on the previous Program Review.
- The mission statement reflects the commitment to the work of the School of Arts and Humanities and to the fulfillment of the University mission.
- The faculty are highly qualified, dedicated teacher-scholars. The External Reviewer (Dr. Long) stated the following: *“Considering the many demands on their time, the teacher-scholars of Shepherd University's Department of History*

are exceptional in their commitment to remaining active in their scholarly fields and engaged in department, university, and community service.” Five of the eight are the authors of one or more scholarly books, and a sixth is currently under contract for a book with the University of North Carolina Press. The eight full-time faculty all have a Ph.D. in history. All of the adjunct faculty, except for one, listed in the self-study report, have doctorates in history and/or related field.

- There are numerous opportunities and expectations for students to learn beyond the classroom.
- The department has a current plan on file. The department has a good track record of submitting timely assessment materials.
- The External Reviewer (Long) stated that the department has extensively revised its curriculum, and the current curriculum is strong as indicated by student comments he provided in his report.
- Shepherd University's location to historical sites and resources is a solid strength. The External Reviewer (Long) also agreed as he stated the following: *“Shepherd University's excellent location is so near to so many important historical sites related to the Civil War and nineteenth century American history, it has a strong library collection, relatively easy access to the Washington-Baltimore area, and a major resource center on West Virginia's role in the Civil War (George Tyler Moore Center for the Study of the Civil War) located in historic Shepherdstown.”*
- The Department of History has developed 1-2 year short-term goals and 3-5 long-term goals.
- Contributions to General Studies: At the present time all baccalaureate students complete six credit hours in the History of Civilization sequence. History provides numerous courses for other majors, minors and/or programs such as elementary education majors take six credit hours in history. Students in the B.A. in comprehensive social studies education take 21 credit hours in history.
- All full-time faculty have spacious offices, six of which have been newly renovated in Knutti Hall.
- History is a very important liberal arts program that prepares students to have very strong skills in written and oral communications, research, critical analysis, and problem solving.

B. CONCERNS

- Continued reliance on adjunct faculty with expertise in sub-Saharan Africa and the Middle East.
- Continued reliance on adjunct faculty to staff General Studies history sequence.
- There has been a slight decrease in enrollment since the fall of 2008 (107 to 85 for the fall of 2010). The average number of majors from the fall of 2006 through the fall of 2010 is 92.
- Overlap between history program's concentration in public history and the historic preservation concentration in environmental studies. This was also pointed out by the External Reviewer (Long).
- Need for capstone course/experience for history majors.
- Systematic tracking of graduates at the University has been problematic.
- External Reviewer (Long) pointed out a potential threat that changes in student enrollment for the major could impact plans to implement a new major.
- External Reviewer (Long) pointed out any drop in state funding could impact the ability to create a new major.
- External Reviewer (Long) pointed out the lack of clarity of the history department in light of the ongoing revision to the General Studies program.
- As pointed out in the self-study, the history department lacks a full-time faculty member with expertise in the history of sub-Saharan Africa and the Middle East.

C. RECOMMENDATIONS

- External Reviewer (Long) recommended *seeking University approval for the proposed B.A. in public history and historic preservation and requesting a full-time position; seeking an agreement to waive class size in the major until it is well established; requesting either a full-time or half-time secretary; and designating an internship coordinator.*
- Implement a capstone course/experience for majors with evaluation criteria. External Reviewer (Long) recommended *the history department conduct a survey of current students and graduating majors to assess student interest and help the*

faculty in their discussion of which content fields would most contribute to the history major.

- Address the minor issues (department plan and assessments) brought forward by the Dean of Teaching, Learning, and Instructional Resources.
- External Reviewer (Long) recommended hiring an additional faculty member for the program to teach one or more fields now covered by adjuncts in the next five to ten years.
- The department is encouraged to obtain more quantitative data on graduates. The department needs to articulate the employment opportunities for their graduates.
- There needs to be a systematic approach to tracking graduates. This is a university concern.
- Continue to work on retention and on developing a five-year strategic plan. It is noted they have short-term and long-term goals developed.
- The faculty members may consider developing a plan to increase enrollment.
- The department is encouraged to increase its efforts in seeking external funding through grants.
- The need for library resources should be determined. There are funds to support history from the library as long as the request is tied to a solid assessment plan. The Scarborough Society has agreed to award \$5,000 to each program after completion of the program review, contingent on the funds being used for appropriate library use.

**Shepherd University
Program Review
Modern Languages
Department of English and Modern Languages**

Degrees Offered:

B.A. in Spanish
Spanish Education (B.A. in Secondary Education - Spanish)

Minors:

French
Spanish

Service to several other academic programs

Modern Languages External Reviewer:

John H.E. Paine, Ph.D.
Professor of Literature
Belmont University
1900 Belmont Blvd.
Nashville, TN 37212

OVERVIEW

The modern languages program is a part of the Department of English and Modern Languages, housed within the School of Arts and Humanities. The modern languages program began offering baccalaureate degree programs in Spanish and Spanish education in academic year 2006-2007. Academic year 2010-2011 is the first time that these two new degree programs are undergoing review.

The program requires 30 credit hours for the Spanish major which is 30 hours beyond the General Studies requirements (16 required credit hours, 14 elective credit hours), and 31 credit hours for the Spanish education specialization (22 required credit hours, 9 elective credit hours). The department also offers minors in French and Spanish and “intensive German and Russian” courses in the summer.

The modern languages component of the department also supports several other programs on campus through its course offerings, including English, history, music, and psychology, which each require two years of language study for their majors. There is currently no language requirement for General Studies, although this may change with ongoing university-wide efforts to internationalize Shepherd University.

Dr. Paine, the External Reviewer for the modern languages program, noted that *“the section seems poised to move beyond its traditional status as a mostly service section for the University with its lower-level language courses [and] is ready to add a French major; the courses [being] largely already on the books”* (Paine, External Review, p. 2).

The program has recently added a modern languages lab facility housed on the first floor of the Scarborough Library, which contains computers with appropriate language software (Rosetta Stone; Tell Me More), as well as reference texts, foreign films, music CDs, target language magazines, and other relevant texts. Moreover, faculty members have been continuously working with library staff to increase additional texts and films available at Shepherd and to improve technology in the language classroom.

I. Program Purpose and Overview

The modern languages program contributes to the fulfillment of the University’s mission, its core values, and its strategic plan. Intended student outcomes (ISOs) (communicative competence, intercultural competence, self-awareness) are linked to campuswide ISOs for General Studies, and the program supports LEAP initiatives by fostering learning communities, offering collaborative assignments, emphasizing diversity and global learning, and student engagement.

Mission: By exposing students to a study of the language, literature, and culture of other countries, the modern languages component of Shepherd University seeks to help prepare students for life in a multinational, multicultural global society. The primary objectives of the modern languages program include: (1) to provide a vital and useful part of a student’s liberal arts education; (2) to help students develop the language abilities necessary to pursue graduate study, or to pursue a professional career in which knowledge of one or more languages is necessary; (3) to help students gain an international perspective by introducing them to the language, literature, and culture of other countries; (4) to help students develop critical thinking skills through the interpretation of messages transmitted by the media of the target culture (radio, television, film, print media); and (5) to help students develop critical language awareness, historical and political consciousness, and social sensibility through the study of another culture.

Centrality: The modern languages program supports the University’s core values of learning and engagement by offering relevant experience both in and out of the classroom. To accomplish this aim, department members have founded foreign language clubs, organized a number of foreign film screenings in conjunction with other university and statewide bodies, and organized informal gatherings at coffeehouses in town and potluck dinners at one another’s homes to foster a sense of community and to promote the value of lifelong learning. Faculty members in

the program have also proposed hosting various cultural events for the Shepherd community and organizing field trips to Washington, D.C., in addition to offering a number of opportunities for students to study abroad.

II. Assessment: Curriculum and the Assessment of Students' Learning

The assessment process differs in the two baccalaureate programs (Spanish education and Spanish). The Spanish education major follows assessment guidelines set by NCATE and ACTFL, designed to assess both professional education and Spanish content. The professional education assessment consists of a three-part plan: (1) the unit plan, (2) student teaching, and (3) a teacher work sample. The Spanish content assessment consists of an examination of (1) completion of a Praxis II Content Knowledge Exam, (2) grades in courses and overall GPA, (3) an oral proficiency interview, (4) the completion of a Spanish Capstone course, and (5) a professional involvement log wherein they summarize their professional activities beyond the classroom.

Assessment in the Spanish major uses similar assessment criteria including (1) grades in courses and overall GPA, (2) the capstone Spanish course, (3) the professional involvement log, and (4) beginning in the spring of 2012, the Praxis II exam.

Comments provided from the Dean of Teaching, Learning and Instructional Resources:

According to the Dean of Teaching, Learning, and Instructional Resources, Dr. Laura Renninger, the modern languages program is currently reviewed within the English department assessments, but will begin independent assessment according to the English department retreat minutes. The English department has a good track record of submitting past plans/reports; all are on file and are up-to-date.

III. Students: Recruitment, Enrollment, Retention, and Graduation

There are no official entrance standards, but students are required to participate in placement exams. Data indicate that GPA, SAT, and ACT scores for those majoring in Spanish and Spanish education have decreased slightly over the four years since the program began offering these majors.

The number of enrolled students majoring in Spanish has remained fairly consistent over the four-year period that the major has been in existence, with a mean of 13.25 Spanish majors. The number of students with a Spanish minor has increased since 2008, with a mean of 23.6 Spanish minors over the four-year period. The mean number of French minors was 11.8 students, with a gradual increase since academic year 2007-2008.

The department also provides an important service function for the University in that English, history, music, and psychology are all majors that have a foreign language requirement for their students.

As the data show, the program is not graduating many students per year. However, when considering the small number of students majoring in Spanish, the graduation rate is very high, especially compared to the graduation rate of the University as a whole.

Table 1. Graduation rates for the Spanish Program.

Academic year	No. of students graduating from Spanish	No. of students graduating from Spanish - Teacher Education
2009-2010	2	
2008-2009	5	1
2007-2008	5	
2006-2007	1	

Student Spanish Majors and Modern Language Minors.

Academic year	Spanish Majors	Secondary Education Spanish	French Minors	Spanish Minors
2009-2010	14	4	14	24
2008-2009	13	4	13	17
2007-2008	13	5	9	22
2006-2007	13	4	10	25
2005-2006	N/A	N/A	13	30

The department made positive contribution to the recent NCATE Accreditation Visit (fall of 2010). Spanish education 5-Adult B.A. has recently earned WV State Approval and NCATE Recognition with conditions (low enrollment).

There was no information on placement of graduates once they leave Shepherd University. It is possible that no data are available. There was also no discussion in the program review on either recruitment of majors or retention. Again, it is possible that no data are available in these two areas.

IV. Resource Availability and Development

The average cost of Spanish per credit hour for a three-year average is \$79. The average for Shepherd University is \$73. The faculty members in the modern languages section make extensive use of the resources they have and provide program outreach outside of the classroom, participate in many international trips, and provide excellent opportunities for students beyond the classroom.

There are three full-time faculty members in modern languages. As noted in the external review, “*the training and qualifications of the three full-time faculty [are] excellent. [They are] energetic, dynamic, and engaging personalities who very likely work well together and are well equipped to build Shepherd’s language program in creative ways*” (Paine, External Review, p. 3). All faculty are well qualified in their areas, very active in their professional development, and are “*[enthusiastic about] teaching and interacting with their students*” (Paine, External Review, p. 3). Although the modern languages section is utilizing adjuncts, the section is not relying excessively on adjunct faculty when compared with other departments at the University.

Two of the three full-time faculty members have received a variety of internal grants to fund their professional development in regard to scholarship and creative activity, as well as teaching. All of the faculty members are active in their professional and public service to the University, community, and the region.

V. CONCLUSION

It will be recommended to the Board of Governors that Modern Languages be continued at the current level of activity with some minor concerns.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the Self-Study Report; Comments from the External Reviewer, Dr. John H.E. Paine; comments on Assessments from Dr. Laura Renninger, Dean of Teaching, Learning, and Instructional Resources; and comments from the Shepherd University Program Review Committee.

A. STRENGTHS

- The external reviewer stated *the training and qualifications for the three full-time faculty in modern languages are excellent. He described the faculty to be energetic, dynamic, and engaging personalities who very likely work well together and are well equipped to build Shepherd's language program in creative ways.* (Paine, External Review, p. 3).

- The mission and centrality of the program are consistent with the University Strategic Plan and the program addresses several LEAP initiatives.
- The section has a very strong assessment program for both degree programs (Spanish and Spanish education), including an exit survey, and assessment data are used in program and curricular changes.
- Positive contribution to the recent NCATE Accreditation Visit (fall of 2010). Spanish education 5-Adult B.A. has earned WV State Approval and NCATE Recognition with conditions (low enrollment).
- The faculty members provide unique opportunities for students for international travel and experiential learning beyond the classroom, and emphasize professional development for their students.
- The members of the department are very active in terms of their service to the profession, the University, the community, and the region.
- The section provides an important service function to English, history, music, and psychology that require their students to take foreign language courses.
- The faculty members have developed partnership agreements with institutions in target language countries. (e.g., Quebec, Costa Rica).

B. CONCERNS

- The program needs more students. A mean of roughly 13 majors over a four-year period is low, and the program does not appear to be growing significantly although the continued internationalization of the campus is favorable for future growth.
- While the assessment program is strong, the newness of the program limits the amount of assessment data available, and there are no data provided discussing the careers of students after graduating.
- No data are provided on job opportunities or demand for graduates.
- While the department has been active in pursuing internal monies, no faculty members have been active in pursuing large external funding opportunities to enhance professional development.
- Having only three full-time faculty members has prevented the program from growing in the desired way (offering a French major).

- The program has to rely on some adjuncts to teach some of the classes.

C. RECOMMENDATIONS

- Faculty members should consider strengthening their pursuit of external funding. Perhaps “*consider applying for a Title VI grant, in concert with an experienced grant writer*” (Paine, External Review, p. 6).
- The section needs more quantitative evidence for its very solid assessment plan.
- The faculty members may consider clearly defining what opportunities will be available for those considering their program.
- The faculty members may consider “*establish[ing] a means to track language graduates and keep[ing] in touch with them*” (Paine, External Review, p. 6).
- The faculty members may consider developing a plan to increase enrollment. This should involve more aggressive promotion of the modern languages section. This can perhaps be partially accomplished by more clearly specifying job opportunities for students.
- The faculty members may consider both “*expanding study abroad opportunities for languages students*” (Paine, External Review, p. 3), as well as clarifying the way study abroad is carried out, perhaps by producing a “*document with a one-page description of each study abroad program available...*” (Paine, External Review, p. 5).
- The faculty members may consider a “*lecture series drawing on the international resources of the D.C. area, or bringing back alumni who may work in the international arena to speak to students about their experience...*” (Paine, External Review, p. 5).
- The faculty members may consider “*offer[ing] peer tutoring for credit to upper-level language students*” (Paine, External Review, p. 3), and/or using “*native speakers as tutors in the language lab*” (Paine, External Review, p. 6).
- The faculty members may “*consider adding courses in Latin...easily staffed by adjuncts*” (Paine, External Review, p. 6).
- The External Reviewer recommended that the next move for the faculty would be a major in French. This would probably require an additional faculty member.

- Develop a marketing plan to help recruit students.
- There needs to be a systematic approach to track graduates. This is a University concern.
- The faculty members should continue to work on retention and work on developing a five-year strategic plan.
- Consider developing an advisory board.
- The need for library resources should be determined. There are funds to support modern languages from the library as long as the request is tied to a solid assessment plan. The Scarborough Society has agreed to award \$5,000 to each program after completion of the program review, contingent on the funds being used for appropriate library use.

**Shepherd University
Program Review
Music
School of Arts and Humanities**

Degrees Offered:

B.A. in Music with concentrations in

Performance
Composition
Piano Pedagogy

B.M.E. Bachelor of Music Education

Minor:

Music (27 hours)

Service to General Studies Program

Music External Reviewer:

Arthur E. Ostrander, Team Chair

Ronald T. Lee, Team Member

As part of the National Association of Schools of Music Accreditation Process

Date of Visit: April 10-12, 2005

Year of Next Visit: 2015

OVERVIEW

The Shepherd University Department of Music provides a modified program review (condensed) as it is nationally accredited by the National Association of Schools of Music (NASM). The last accreditation was in 2005 and was awarded for a ten-year period through 2015. All issues brought forth in that accreditation have been addressed.

The music program is an accredited program housed within the School of Arts and Humanities. The B.A.in Music and the B.M.E. are offered.

Currently the basic comprehensive B.A. music degree requires:

45 hours of General Studies as prescribed by the University

12 hours of foreign language

32 hours of core music requirements which include

MUEN 375 - Masterworks Chorale (1 cr)

MUSC 100 - First Year Seminar for Music Majors (1 cr)

MUSC 103 - Music Theory I (3 cr)

MUSC 104 - Aural Skills I (1 cr)

MUSC 105 - Theory II (3 cr)

MUSC 106 - Aural Skills II (1 cr)

MUSC 203 - Music Theory III (3 cr)

MUSC 204 - Aural Skills III (1 cr)

MUSC 205 - Music Theory IV (2 cr) **

MUSC 206 - Aural Skills IV (1 cr)

MUSC 303 - Form and Analytical Techniques (3 cr)

MUSC 310 - Music History I: Antiquity to Early Baroque (3 cr)

MUSC 311 - Music History II Early Baroque to 1890 (3 cr)

MUSC 312 - Music History III: 20th-Century and World Music (3 cr)

MUSC 498 - Senior Music Seminar (1 cr)

MUAP 397 - Junior Recital (.5-1 cr) *** Must earn a total of 1 credit.

MUAP 497 - Senior Music Activity (.5-1 cr) Must earn a total of 1 credit.

39-43 hours of music concentration and elective credits

The department also supports, through its course offerings, General Studies and Women's Studies, and provides a wealth of performance events for the campus and the community including Chamber Singers, Gamelan, Jazz Ensemble, Marching Band, Masterworks Chorale, Men's Choir, Musical Theater, Opera Workshops, Percussion Ensemble, Preparatory Orchestra, Two Rivers Chamber Orchestra, Wind Ensemble, and Women's Camerata.

I. Program Purpose and Overview

The Department of Music is designed with the Mission Statement of the University in mind and has met the rigorous demands of the National Association of Schools of Music (NASM) to achieve and maintain accreditation.

The core values of the University: Learning, Engagement, Integrity, Accessibility, and Community are supported by the goals and objectives of the music department in the following Mission Statement:

The Department of Music strives to inspire student growth in creative, artistic, and professional terms by providing a climate conducive to the development of the

comprehensive musician. This is achieved through a highly personalized and student-centered approach to the development of a unified core of musical experiences. Toward this end, the program is designed:

- To develop performance and/or compositional skills which exhibit artistic integrity and competence;
- To establish and foster music ensembles which demonstrate the highest standards in artistic excellence;
- To foster student inquiry, interaction, and self-discovery;
- To provide a strong foundation for future graduate study in the field of music;
- To train students seeking public school music careers according to approved standards of teacher education;
- To develop student capacity to communicate music and its role in society to others;
- To develop the aesthetic sense of the general student in terms of musical understanding, appreciation, and perception;
- To provide vocational opportunities for interested students through participation in the various music ensembles and other music activities; and
- To enhance the image of the School of Arts and Humanities, the Department of Music, and the University by serving as a hub of artistic activity for the community.

II. Assessment: Curriculum and the Assessment of Students' Learning

The Department of Music embraces assessment as a means of improving course content, facilities, and instruction.

Comments provided from the Dean of Teaching, Learning, and Instructional Resources:

The Department of Music maintains regular and ongoing assessment and currently has a plan on file. The dean further indicates that the music department has exemplary planning/reporting and an excellent track record of submitting timely, thorough assessment materials.

III. Students: Recruitment, Enrollment, Retention, and Graduation

The department follows the Shepherd University guidelines for admission and conducts performance-based auditions prior to entry into the program.

Academic year	No. of students graduated from Music	No. of students graduated from Music Teacher Education
2009-2010	7	7
2008-2009	11	7
2007-2008	4	6
2006-2007	4	7
2005-2006	2	5

Student Majors in Music

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
51	63	56	46	45

Music Teacher Education concentrations.

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
61	67	66	70	80

Music Education P-Adult is fully accredited by NASM. NASM is fully supported nationally by NCATE and also has West Virginia State Approval Status.

IV. Resource Availability and Development

The average cost of music per credit hour for a three-year average is \$107. The three-year average for Shepherd University is \$73. The NASM team report indicated that the stabilized budget would allow the department to adequately plan and meet its development goals and objectives.

The department is in need of a larger, more acoustically and ergonomically appropriate performance/event space.

V. CONCLUSION

It will be recommended to the Board of Governors that Music be continued at the current level of activity with some minor concerns.

5.1.1. Continuation of the program at the current level of activity, with or without specific action;

Following are the strengths, concerns, and recommendations based on the Self-Study Report; comments from the External Reviewers from NASM in 2005, Arthur E. Ostrander, Team Chair, NASM Team, and Ronald T. Lee, Team Member; comments on assessments from Dr. Laura Renninger, Dean of Teaching, Learning, Instructional Resources; and comments from the Shepherd University Program Committee.

A. STRENGTHS

- Awarded “Program of Distinction” – approved by the West Virginia Higher Education Policy Commission.
- This is a nationally accredited program that has met rigorous specifications and demands in order to fulfill the expectations and requirements of accreditation by the National Association of Schools of Music.
- The department provides exceptional programming and outreach to the community through its varied and numerous concerts, recitals, and programs that include campus and community participation.
- Departmental musicians and ensembles represent Shepherd excellence through performances on campus and through extensive touring in Switzerland and England. In the United States, the Shepherd ensembles have been invited to perform to such places as the Giants Stadium in New Jersey and Carnegie Hall in New York City.
- There are nearly 100 public performances on campus each academic year, many with pre-concert lectures and workshops open to students and the larger community as well.
- Since all ensembles are open to students of any major, the music program regularly recruits students to all majors through performances on high school campuses throughout the region.
- Faculty members are committed and engaged in professional activities and in providing support for campus events and activities that increase the positive

impression of the department within the campus community and within the region.

- The mission, vision, and values are in agreement with the University and the strategic plan.
- There are numerous opportunities and expectations for students to learn beyond the classroom.
- The program receives exceptionally strong support from the Friends of Music.
- According to the Dean of Teaching, Learning, and Instructional Resources (Renninger), the department always submits an exemplary assessment plan and report and is dedicated to improving the program through careful assessment.
- The faculty members are ambitious and are creative in their use of existing equipment and space and in continuing to seek external funding sources for equipment.
- The program has increased the number of students in music teacher education (31 percent increase since 2006 from 61 majors to 80).

B. CONCERNS

- Programs with national accreditation should either have their Program Review materials coincide with their accreditation cycle or be omitted from the process of Program Review.
- The flat or declining enrollments for music due to attrition need to be addressed by the department.
- Systematic tracking of graduates at the University has been problematic. The department, like all departments on campus, requires consistent and reliable tracking information.
- The program relies heavily on a large number of adjuncts.
- The department is in need of a larger, more acoustically and ergonomically appropriate performance/event space.

C. RECOMMENDATIONS

- Continue to prepare for the NASM accreditation.
 - The department is encouraged to continue to obtain more quantitative data on graduates. The department needs to continue to articulate the employment opportunities for its graduates.
 - Continue to work on retention and on developing a five-year strategic plan.
 - The need for library resources should be determined. There are funds to support music from the library as long as the request is tied to a solid assessment plan. The Scarborough Society has agreed to award \$5,000 to each program after completion of the program review, contingent on the funds being used for appropriate library use.
-

An additional report is added to this program review because music goes through rigorous accreditation for the National Association of Schools of Music (NASM).

Preparation for the next NASM Accreditation

The next accreditation visit will be in 2015. The music department is currently undergoing massive curricular revisions by applying for a new professional degree in music (B.M.) and the department is currently working to reduce the credit hours to 120 for all degree programs as part of curriculum reform. The department continues to develop its website and recruiting materials and will be applying for new faculty lines.

1. Accomplishments since the 2005 NASM visit

- Awarded "Program of Distinction" - approved by the West Virginia Higher Education Policy Commission.
- The master's degree in music education was approved by the state and also NASM. This program has had significant impact on the quality of music education in our region.
- Renovated the Frank Center which houses the music department.
- Added a new full-time faculty position: director of jazz studies.
- Dr. David Gonzol created the new handbook in 2007 and it is now disseminated annually and is available online.

- Reliance on overload contracts by faculty has been reduced to no more than one course per year.
- Many steps have been taken to improve the advising process including new advising materials, new web-based tools to assist in the advising process, and increased training.
- The department chair now receives a half-time reduction in teaching duties to administer the department.
- Achieved NASM approval for the change in the music education degree title to B.M.E.
- International concert tours: England 2007, Germany, Austria and Czech Republic 2009, and Spain 2011.
- The music department developed a concert series which brings the best musicians in the world to Shepherd stages. Recent guests include Canadian Brass, Vienna Boys Choir, Awadagin Pratt, and Leon Fleisher.
- Honored as the first Fazioli Performance Center in the world.
- Added fall opera productions to the impressive list of student performances.
- Completely redesigned the website and all of the promotional materials.
- Cultivated new relationship with St. James Catholic Church, increasing seasonal audiences by 2,400.
- A men's choir was added.
- Founded a professional resident orchestra: The Two Rivers Chamber Orchestra.
- Cross-application database and graduate school acceptance lists have grown to include Ithaca, Boston Conservatory, Peabody, and Eastman among others.
- Large number of students accepted into international performing programs (e.g., Frost School of Music's Summer Opera Program in Salzburg, Austria).
- The Friends of Music group is stronger than ever and continues to offer scholarships, instruments, and travel assistance to the department.

PROPOSED 2011-2012 ENROLLMENT, HOUSING, DINING AND OTHER FEES

Shepherd University is proposing the following total fee increases per semester for FY 2012:

Fees

Undergraduate In-State	\$160
Undergraduate Out-of-State	\$186
Graduate In-State (per credit hour)	\$ 30
Course Fees	
Science, CIS, Art	\$5
New Course Fees	
Math	\$30
Bowling	\$45
FYEX	\$10
Parking Fee	\$5

Room and Board Example (Traditional Double Room and 19 Meal Plan)

Room	\$115
Board	\$ 90

These increases are shown in detail in Table 1 with a comparison of tuition and fees with Shepherd's competitors below. Competitors included in this analysis are West Virginia University, Fairmont State University, Concord University, West Virginia Wesleyan, Glenville State College, George Mason University, Radford University, Virginia Commonwealth University, University of Virginia at Wise, University of Mary Washington, Frostburg State University, Salisbury University, University of Maryland-Baltimore County, Hood College, McDaniel College, State Mary's College of Maryland, Mt. St. Mary's University, Shippensburg University, and Penn State-Mont Alto.

Undergraduate University Competitors Cost Comparison 2010-2011

	In- State			Out-of-State			Tuition vs. Tuition	Total vs. Total
	Tuition	Room & Board	Total	Tuition	Room & Board	Total		
Shepherd University	\$5,234.00	\$ 7,720.00	\$12,954.00	\$ 14,046.00	\$ 7,720.00	\$ 21,766.00		
<i>MEAN-West Virginia State Schools</i>	\$8,275.67	\$7,421.33	\$15,697.00	\$14,830.33	\$7,421.33	\$22,251.67	(\$3,650.00)	(\$3,291.60)
<i>MEAN-Virginia State Schools</i>	\$8,050.20	\$8,324.60	\$16,374.80	\$20,875.20	\$8,324.60	\$29,199.80	\$5,995.80	\$6,062.40
<i>MEAN-Maryland State Schools</i>	\$18,586.14	\$8,939.14	\$27,525.29	\$24,282.14	\$8,939.14	\$33,221.29	(\$210.43)	(\$5,279.86)
<i>MEAN-Pennsylvania State Schools</i>	\$10,393.00	\$8,215.00	\$18,608.00	\$17,829.00	\$8,215.00	\$26,044.00	\$3,653.00	\$3,158.00
OVERALL MEAN	\$12,039.70	\$8,257.75	\$20,297.45	\$19,949.55	\$8,257.75	\$28,207.30	\$924.32	(\$883.63)

Definitions:

Tuition vs. Tuition = VA,MD,PA in-state tuition vs. SU out-of-state tuition

Total vs. Total = VA, MD, PA in-state tuition + Room/Board vs. SU out-of-state tuition + Room/Board

In FY 2011, Shepherd University did not increase in-state undergraduate fees; out-of-state undergraduate fees increased three percent (3%). The proposal for FY2012 increases in-state fees six percent (6%) and out-of-state fees three percent (3%), producing an average annual increase over the two-year period of three percent (3%) for both in-state and out-of-state fees. This compares to an increase in the Higher Education Price Index (HEPI) of 3.2 percent (3.2%) and in the Consumer Price Index of 3.4 percent (3.4%) for the same period.

Residence Life and Dining Services Increases

Residence Life proposes a 5.5 percent (5.5%) increase for traditional and suite style classifications of residence rooms, and a one percent increase for the apartment style classification. These increases will allow housing costs to be competitive within the state and around the region while meeting anticipated operational costs and planned facilities investments. The proposed costs for housing are:

Room Type	FY2011 Fees	FY2012 Fees	\$ Increase
Traditional Room	\$ 2,101	\$ 2,216	\$ 115
Suite	\$ 2,418	\$ 2,551	\$ 133
Apartment	\$ 2,758	\$ 2,786	\$28

Dining Services proposes a five percent (5%) average rate increase for current traditional meal plans offered to students at Shepherd University. This change will increase the rate of the three traditional meal plans as follows for FY2012:

Plan	Meals per Week	FY2011 Fees	FY2012 Fees	Increase
The Basic	19	\$ 1,759	\$ 1,849	\$ 90
The Flex	15 and \$115 in Dining Dollars	\$ 1,735	\$ 1,819	\$ 84
The Upper Class	12 and \$225 in Dining Dollars	\$ 1,699	\$ 1,779	\$ 80

These meal plans will continue to place Dining Services in the best competitive position within the region with respect to student services while meeting economic objectives. With these plans Shepherd University Dining Services will continue to be a strong supporter of the University’s mission and particularly efforts toward recruitment and retention.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the Enrollment, Miscellaneous, Housing and Dining Fees increases as presented in the Agenda Book.

TABLE 1

**Shepherd University
Summary of Proposed Fees
Fiscal Year 2011-2012**

Baccalaureate Fees Per Semester

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations Fee	\$1,534	\$1,673	\$139	\$5,465	\$5,630	\$165
Tuition and Registration Capital Fee	\$ 175	\$ 175		\$ 650	\$ 650	
Capital Infrastructure Fee	\$ 48	\$ 48		\$ 48	\$ 48	
Athletics Equity Fee	\$ 54	\$ 61	\$ 7	\$ 54	\$ 61	\$ 7
Athletics Fee	\$ 183	\$ 192	\$ 9	\$ 183	\$ 192	\$ 9
Student Activity Fee	\$ 86	\$ 86		\$ 86	\$ 86	
Wellness Center Operating Fee	\$ 74	\$ 74		\$ 74	\$ 74	
Medical Fee	\$ 26	\$ 26		\$ 26	\$ 26	
Student Union Fee	\$ 101	\$ 106	\$ 5	\$ 101	\$ 106	\$ 5
Technology Fee	\$ 66	\$ 66		\$ 66	\$ 66	
Capital Fee	\$ 69	\$ 69		\$ 69	\$ 69	
Wellness Center Capital Fee	\$ 201	\$ 201		\$ 201	\$ 201	
Total Fees	\$2,617	\$2,777	\$160	\$7,023	\$7,209	\$186
Percentage Increase			6%			3%

Graduate Fees Per Credit Hour

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations and Capital Fees per Credit Hour	\$305	\$335	\$30	\$475	\$475	\$0
Percent Increase			10%			0%

Graduate Metro Rate:

	In-State			Out-of-State		
	Current	Proposed	Requested Increase	Current	Proposed	Requested Increase
Operations and Capital Fees per Credit Hour	\$0	\$0	\$0	\$460	\$460	\$0
Percent Increase			0%			0%

Special Fees:

	Current	Proposed	Requested Increase
Sciences Course Fee	\$ 35	\$ 40	\$ 5
CIS Course Fee	\$ 25	\$ 30	\$ 5
Art Course Fee	\$ 35	\$ 40	\$ 5
Math Course Fee	\$ -	\$ 30	\$ 30
Bowling Course Fee	\$ -	\$ 45	\$ 45
FYEX Course Fee	\$ -	\$ 10	\$ 10
Parking	\$ 65	\$ 70	\$ 5