

Shepherd

UNIVERSITY

Board of Governors



Meeting Agenda

September 24, 2015

Board Members

Marcia Brand, Chair
John Younis, Vice Chair
D. Scott Roach, Secretary

John Beatty	Ramona Kissel
Jason Best, Faculty	Tia McMillan
Bridget Cohee	Chad Robinson
Hunter Cutlip, Student	W. Mark Rudolph

Sylvia Manning, Interim President

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING**

4:15 p.m.
September 24, 2015
Shepherdstown, WV

AGENDA

Regular Session

Lower Level Multipurpose Room
Robert C. Byrd Center for Legislative Studies

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|---|---|
| 1. Call to Order | Chair Marcia Brand |
| 1b. Oath of Office – New Members | Chair Brand |
| 2. Public Comments | |
| 3. Adoption of the Minutes from June 4, 2015 Board Meeting | Chair Brand |
| 4. Adoption of the Minutes from June 23, 2015 Special Board Meeting | Chair Brand |
| 5. President’s Report | Interim President Sylvia Manning |
| 6. Presentation: Faculty Evaluation, Development and Accountability | Vice President for Academic Affairs Chris Ames |
| 7. Report of the Audit and Finance Committee | Dr. John Younis |
| a. Quarterly Financial Report: FY2015 | |
| 8. Report of the Enrollment Management and University Advancement Committee | Mr. Scott Roach |
| a. Tuition and Fee Waiver Report: FY2015 | |
| b. Update on Fall Enrollment | |
| 9. Presentation: Retention Strategies | VP Chris Ames, Vice President for Enrollment Management Shari Payne, and Vice President for Student Affairs Tom Segar |
| 10. Report of the Academic Affairs and Student Affairs Committee | Ms. Bridget Cohee |
| a. Approval of the Minor in Historic Preservation and Public History | |
| b. Approval of Bachelor of Arts in Global Studies | |
| c. Approval of Bachelor of Science in Data Analytics | |
| d. Approval of the Revised Institutional Compact Targets | |
| e. Academic Affairs Annual Report | |
| f. Update on the Institutional Accreditations | |
| 11. Update on Rick Beyer, AGB Study | Interim President Manning |
| 12. Election of Audit and Finance Committee | Chair Brand |
| 13. New Business | Chair Brand |

Executive Session

- | | |
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| 1. Legal Matters | Chair Brand |
|------------------|-------------|

Regular Session

Adjournment

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING

3:00 p.m. – 4:00 p.m.
September 24, 2015
Shepherdstown, WV

Committee Agendas

Audit and Finance Committee

**Lower Level Multipurpose Room, Robert C. Byrd Center for
Legislative Studies**

- Quarterly Financial Report
- Residence Hall Project

Dr. John Younis, Chair

Mr. John Beatty

Mr. Mark Rudolph

VP Anna Barker, Staff

VP James Vigil, Staff

Enrollment Management and University Advancement Committee

Room 164, Robert Byrd Center for Legislative Studies

- Tuition and Fee Waiver Report
- Update on Fall Enrollment
- University Advancement Overview, Priorities and Current
Projects

Mr. Scott Roach, Chair

Dr. Jason Best

Mr. Chad Robinson

VP Shari Payne, Staff

VP Chris Sedlock, Staff

Academic Affairs and Student Affairs Committee

WV Room 309, Scarborough Library

- Review and Recommend Approval of the Minor in Historic
Preservation and Public History
- Review and Recommend Approval of Bachelor of Arts in
Global Studies
- Review and Recommend Approval of Bachelor of Science
in Data Analytics
- Review and Recommend Approval of the Revised
Institutional Compact Targets
- Review of the Academic Affairs Annual Report
- Update on the Institutional Accreditations

Ms. Bridget Cohee, Chair

Mr. Hunter Cutlip

Ms. Mona Kissel

Ms. Tia McMillan

VP Chris Ames, Staff

VP Tom Segar, Staff

Shepherd University Board of Governors

Minutes of the Meeting of June 4, 2015

The Shepherd University Board of Governors met on June 4, 2015 in the annual meeting. Members participating were: John Beatty [phone], Jason Best, Marcia Brand, Bridget Cohee, Holly McCall, Tia McMillan, D. Scott Roach, W. Mark Rudolph, Diane Shewbridge, Logan Sigley and John Younis. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board member Chad Robinson was absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **MINUTES OF THE MEETING OF MARCH 31, 2015**

M (Best), S (Cohee), PASSED, all members participating by phone were polled, that the minutes of the March 31, 2015 meeting of the Board of Governors be adopted as presented in the agenda book.

3. **MINUTES OF THE MEETING OF APRIL 9, 2015**

M (Best), S (Shewbridge), PASSED, all members participating by phone were polled, that the minutes of the April 9, 2015 meeting of the Board of Governors be adopted as presented in the agenda book.

4. **MINUTES OF THE MEETING OF APRIL 30, 2015**

M (Best), S (Brand), PASSED, all members participating by phone were polled, that the minutes of the April 30, 2015 meeting of the Board of Governors be adopted as presented in the agenda book.

5. **PRESIDENT'S REPORT**

The President referred the Board to her written report and expressed her appreciation for the support and collegiality extended to her throughout her tenure at Shepherd.

6. **ANNUAL APPROVAL OF THE ATHLETIC PROGRAM PHILOSOPHY**

M (Best), S (Shewbridge), PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the Shepherd University Athletic Program Philosophy for the period July 1, 2015 – June 30, 2016 as presented in the agenda materials of June 4, 2015.

7. **CAMPUS SAFETY ANNUAL DATA REPORT**

General Counsel Alan Perdue and University Police Chief John McAvoy presented to the Board the Campus Safety Annual Data Report.

8. **REVIEW OF THE QUARTERLY FINANCIALS**

Ms. Anna Barker, Vice President for Finance and Chief Financial Officer, presented to the Board the Quarterly Financial Report for the period ending March 31, 2015.

9. **FY2016 ANNUAL BUDGET**
M (Brand), S (Best), PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the FY2016 Annual Budget as presented in the agenda materials of June 4, 2015, and authorizes the President to make amendments to the budget, as appropriate, in consultation with the Audit and Finance Committee.

10. **ELECTION OF OFFICERS FOR 2015-2016**
Chair Rudolph nominated a slate of Marcia Brand as Chair, John Younis as Vice Chair, and Scott Roach as Secretary. There were no other nominations. Second by Cohee that the slate of officers for 2015-2016 be accepted. The Officers for FY2016 were elected by acclamation.

Chair-elect Brand then reported that she will defer the nomination of the chair and members of the Audit and Finance Committee for a future board meeting.

11. **Proposed 2015-2016 Meeting Dates**
Chair Rudolph reviewed the proposed meeting schedule for 2015-2016, as published in the agenda book, with the Board.

12. **NEW BUSINESS**
The following special resolutions for adoption by the Board were approved by acclamation:

BOARD OF GOVERNORS RESOLUTION
HONORING
DR. SUZANNE SHIPLEY

WHEREAS, Dr. Suzanne Shipley has served as the 15th President of Shepherd University since June 30, 2007; and

WHEREAS, President Shipley assumed office at an exciting time of growth and development, and utilized her leadership and visionary skills to capitalize – to the benefit of the campus and Shepherdstown communities – on this unique moment in the University’s history; and

WHEREAS, Dr. Shipley worked tirelessly and with an enduring commitment to integrity and collegiality to engage internal and external constituencies, alike, strongly enhancing town/gown relations and endearing her to the members of the community; and

WHEREAS, Dr. Shipley demonstrated extraordinary leadership in successfully guiding the University through its membership application into the prestigious Council of Public Liberal Arts Colleges (COPLAC), thereby solidifying Shepherd University’s designation as the State of West Virginia’s public liberal arts institution and defining a vision for the development and implementation of the *Crossroads* Strategic Plan;

WHEREAS, President Shipley’s strength in developing relationships among donors, alumni, and elected officials at the local, state and federal levels benefited Shepherd with her effectiveness in fundraising efforts, including the completion of Shepherd’s first comprehensive campaign that

raised \$26 million, and securing state funding for the Center for Contemporary Arts II and the pedestrian underpass; and

WHEREAS, always demonstrating a commitment to both academic quality and student success, Dr. Shipley saw the creation of the 120-credit baccalaureate degree with a revised core curriculum, the establishment of the Martinsburg Center for continuing and graduate education programs, and the development and implementation of Shepherd's first doctoral program, the doctor of nursing practice, all enhancing the quality of life and the economic vibrancy of the Eastern Panhandle.

THEREFORE, BE IT RESOLVED, THAT the Shepherd University Board of Governors honors President Suzanne Shipley for her record of exemplary service to the University and to the Board of Governors and expresses to her the gratitude and enduring appreciation of the Board, the University's alumni, and all who are friends of Shepherd University, as she concludes her Shepherd University presidency; and

FURTHER, BE IT RESOLVED, THAT this resolution be inscribed upon the minutes of the June 4, 2015 Board of Governors meeting and that a copy of the resolution be presented to Dr. Shipley.

BOARD OF GOVERNORS RESOLUTION
HONORING
MR. W. MARK RUDOLPH

WHEREAS, Mr. W. Mark Rudolph has served his alma mater with distinction as a member of the Shepherd University Board of Governors from 2007 to 2015; and

WHEREAS, during much of his tenure on the Board, Mr. Rudolph served as a member of the Executive Committee as an officer of the Board, culminating with the 2014-2015 academic year during which he presided as Board Chair; and

WHEREAS, Mr. Rudolph ably served as Chair of the Audit and Finance Committee for the majority of his eight years of service on the Board, bringing great expertise and insight into the University's finances, business processes, and supported entrepreneurial approaches to increasing the University's revenues;

WHEREAS, a true fan of Shepherd athletics, Mr. Rudolph has attended many a Ram athletic contest, rooting on the Rams both on the football field and the basketball court; and

WHEREAS, through his enthusiasm for and love of his alma mater, Mr. Rudolph has found himself, on occasion, a defacto member of the admissions staff, effectively recruiting his children and friends of his children to attend Shepherd; and

THEREFORE, BE IT RESOLVED, THAT the Shepherd University Board of Governors honors Mr. W. Mark Rudolph for his record of strong leadership, expresses to him its sincere gratitude and admiration, and looks forward to his continued service to the University; and

FURTHER, BE IT RESOLVED, THAT this resolution be inscribed upon the minutes of the June 4, 2015 Board of Governors meeting and that a copy of the resolution be presented to Mr. Rudolph.

BOARD OF GOVERNORS RESOLUTION
HONORING
MS. DIANE SHEWBRIDGE

WHEREAS, Ms. Diane Shewbridge has served her alma mater with distinction from 2007 to 2015 as the Classified Employees Council member of the Shepherd University Board of Governors; and

WHEREAS, Ms. Shewbridge has been an effective voice for Shepherd's classified employees, bringing their collective insights and concerns to the attention of the Board; and

WHEREAS, her faithful attendance to meetings of the Board provided Ms. Shewbridge the ability to provide reliable and direct reporting of the work of the Board to the classified staff; and

WHEREAS, as a member of the Board's University Advancement and Enrollment Management Committee, Ms. Shewbridge provided a unique perspective and made consistent and informed contributions on both personnel and academic matters arising at the University;

WHEREAS, during both challenging times and celebratory moments, Ms. Shewbridge helped the entire board maintain a light and collegial atmosphere;

THEREFORE, BE IT RESOLVED, THAT the Shepherd University Board of Governors honors Ms. Diane Shewbridge for her record of strong leadership, expresses to her its sincere gratitude and admiration, and looks forward to her continued service to the University; and

FURTHER, BE IT RESOLVED, THAT this resolution be inscribed upon the minutes of the June 4, 2015 Board of Governors meeting and that a copy of the resolution be presented to Ms. Shewbridge.

BOARD OF GOVERNORS RESOLUTION
HONORING
MS. HOLLY McCALL

WHEREAS, Ms. Holly McCall has served her alma mater with distinction as a member of the Shepherd University Board of Governors from 2011 to 2015; and

WHEREAS, most recently as a member of the Board's Audit and Finance Committee, Ms. McCall made great contributions to the work of the committee, providing expertise gained as the CEO of her own company; and

WHEREAS, Ms. McCall was a contributing member of the search committee that successfully completed its work of identifying the University's next vice president for university advancement, bringing her experiences as a non-traditional Shepherd student, local community member, and business owner to the process; and

WHEREAS, a member of the Shepherd University Alumni Association board, Ms. McCall has represented the organization well on the Board of Governors, providing valuable insight from this important university constituency; and

WHEREAS, her welcomed attendance at select university events has provided for a Board of Governors presence, making the events even more special; and

WHEREAS, Ms. McCall, along with her husband, has been an ardent supporter of Shepherd football, spending many beautiful fall afternoons cheering the Rams on to victory;

THEREFORE, BE IT RESOLVED, THAT the Shepherd University Board of Governors honors Ms. Holly McCall for her record of strong leadership, expresses to her its sincere gratitude and admiration, and looks forward to her continued service to the University; and

FURTHER, BE IT RESOLVED, THAT this resolution be inscribed upon the minutes of the June 4, 2015 Board of Governors meeting and that a copy of the resolution be presented to Ms. McCall.

BOARD OF GOVERNORS RESOLUTION
HONORING
MS. SHELLI DRONSFIELD

WHEREAS, Shelli Dronsfield has served Shepherd University since January 2008, first in the capacity of Assistant to the President and subsequently as its Chief of Staff; and

WHEREAS, she has enhanced the University's sense of community, especially through her leadership in developing successful orientation and recognition programs for Shepherd employees with the Office of Human Resources; and

WHEREAS, Ms. Dronsfield has demonstrated important leadership in building the capacity of the Executive Staff of Shepherd, through her planning and execution of dozens of successful leadership retreats and multiple ad hoc rescue missions calling upon her particular expertise in working with the president; and

WHEREAS, the completion of Shepherd University's underpass project, like similar projects she influenced, involved multiple moving parts in varying levels of controversy, benefited from Ms. Dronsfield's tactful interface with construction and design professionals, Shepherd University neighbors, and the Shepherdstown community; and

WHEREAS, she has worked effectively as a collaborative partner on Shepherd-related interests and activities with organizations important to Higher Education in the State of West Virginia, including the Shepherd University Board of Governors, the Higher Education Policy Commission, and federal and state executive and legislative offices; and

WHEREAS, she has brought her good humor, creativity, and vitality to the many events and celebrations she has planned and implemented, including Founders Day, Commencement ceremonies, Fall and Spring Assemblies and much-needed, privately-initiated happy hours for harried administrators; and

WHEREAS, Ms. Dronsfield has effectively shared information from the Office of the President, the Board of Governors, and the Executive Staff, contributing to the development of university messages and their presence on the website and in social media, thus broadening the understanding of the role of communications across the University;

THEREFORE, BE IT RESOLVED, THAT the Shepherd University Board of Governors honors Chief of Staff Shelli Dronsfield for her record of exemplary service to the University and to the Board of Governors, and expresses to her the gratitude and enduring appreciation of the Board and the entire University community; and

FURTHER, BE IT RESOLVED, THAT this resolution be inscribed upon the minutes of the June 4, 2015 Board of Governors' meeting and that a copy of the resolution be presented to Ms. Dronsfield.

Marcia Brand
Chair

D. Scott Roach
Secretary

Shepherd University Board of Governors

Minutes of the Meeting of June 23, 2015

The Shepherd University Board of Governors met on June 23, 2015 in a special meeting. The meeting convened in Room 202, Ikenberry Hall, 301 North King Street, Shepherdstown, West Virginia. Members participating were: Jason Best [phone], Marcia Brand, Bridget Cohee, D. Scott Roach, Chad Robinson, W. Mark Rudolph [phone], Diane Shewbridge and John Younis [phone]. Also present were Shepherd University President Suzanne Shipley, members of the executive staff and others. Board members John Beatty, Holly McCall, Tia McMillan and Logan Sigley were absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **MOTION TO EXECUTIVE SESSION**

M (Cohee), S (Brand), PASSED, all members participating by phone were polled, 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 legal matters and for discussion of individual personnel matters as to one or more specific employees of the University and matters that would be an invasion of privacy if publicly discussed.

At the conclusion of the executive session, the Board returned to open session.

3. **MATTERS ARISING OUT OF EXECUTIVE SESSION**

M (Cohee), S (Roach), PASSED, all members participating by phone were polled, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors appoints Dr. Sylvia Manning to serve as interim president of Shepherd University effective August 3, 2015, and authorizes President Shipley and/or Vice President Barker to execute such agreements with the Registry for College and University Presidents as may be necessary and proper to effectuate the service of Dr. Manning as interim president, following review and approval as to form by counsel and by Dr. Brand.

4. **NEW BUSINESS**

None.

Marcia Brand
Chair

D. Scott Roach
Secretary

PRESIDENT'S REPORT

Proud to be a Ram

It has been a privilege and a joy for me to enter the Shepherd community. Every day I meet a dozen new people and learn a dozen new things that give me confidence in the future and potential of this university. We have our challenges – as does every institution of higher education in this country – but we have the capacity to address them and over time to overcome them.

The challenges are primarily in resources. We have suffered decimation of the state appropriation that might once have assured both low tuition and sufficient provision to do our job properly. We are therefore becoming increasingly tuition-dependent for basics as well as enhancements. Though we enjoy an attractive campus in a beautiful location, some of our buildings, notably the residence halls, are in dire need of renovation and refurbishment. One thing you will hear about at this meeting of the Board of Governors is what we are doing in enrollment management. Another is our planning for improved student housing, plans that we hope to bring to you more fully at the November meeting.

This year we stanchied what has been a steady decline in new undergraduate students. Though figures are not final yet, we expect to see a very slight increase in new first-year students and a meaningful increase in new transfers. But we have not made progress where I think the key to improved enrollment lies: retention of undergraduates through to graduation. At the fall Assembly meeting on the 28th of this month I will announce a trio of initiatives to improve retention. One of them is intended to have effect immediately, in lessening the attrition we normally experience between fall and spring terms: the new Retention Interventions Team has been formed and is already at work. These dedicated staff members have agreed that among them every undergraduate at Shepherd will have an advocate who will reach out, if needed, at critical points during the semester.

Two projects, one recent and one still on the horizon, will add to our enrollment growth and at the same time enhance what we offer. The recent one is the Martinsburg Center, where we are serving working adults – the so-called non-traditional students – in ways we hadn't done before. The Center has lots of headroom to grow. The one on the horizon is an arrangement with the Higher Education Policy Commission to bring a significant influx of international students to our campus, boosting our achievement of globalization across all our students' experience.

At the senior staff level we have reason for enthusiasm and for regret. Chris Sedlock, who joined us in July as Vice President for University Advancement, is energizing the work of his office. Unfortunately, Shari Payne, Vice President for Enrollment Management, will leave us at the end of this month, a move precipitated by urgent family needs. The search for her replacement will begin promptly, but it will also be timed so as to avoid conclusion before a new president has been named and can make a final decision.

I want to close by sharing with you one of my many heartening experiences so far at Shepherd. I sat in three weeks ago at a meeting of the faculty in the Department of Music and Theater, and I watched as the department conducted business that couldn't be postponed even for a visiting president. They had a list of students who had not completed their information forms regarding enrollment for this semester, and they went through the list name by name, asking each time, "Does anyone know what's up with this student?" That's pretty wonderful. What was even more wonderful was that there was not a single

student for whom one member of the faculty, and usually at least two, didn't know something or didn't know how to get in touch (and volunteer to do so).

Shepherd is a place we can all be proud of, and a place we can all join to make better every day.

Student Affairs

Opening of the 2015-2016 Academic Year

New students and parents expressed gratitude and appreciation for a smooth move-in. Returning students and Day of Service and Leadership participants were available to unload cars and carry belongings to students' rooms. Students received their Rambler Identification (ID) cards, which also serve as a student's building and room key, during Orientation Step 1 in June. This eliminated the need for students to make their first stop on campus at the Bookstore to pick up their ID cards during move-in. This change greatly reduced parking and traffic congestion on and around King Street and garnered positive feedback from students and families.

Advisement and Registration

The final Orientation Step 1 Session, featuring academic advisement and registration, was held on Thursday, August 20. Staff members from the Shepherd Foundation and the Office of Admissions pitched in to greet these Orientation Step 1 participants in McMurrin Hall while Student Affairs staff were coordinating new student move-in. All new students then participated in Orientation Step 2 on Friday, August 21.

Day of Service and Leadership

A select number of students arrived three days before new student move-in to receive leadership development training, perform service at 24 local agencies within the Eastern Panhandle, and participate in team building exercises before assisting their peers during new student move-in day. A total of 96 new students, nearly twice as many as last year, participated in the day of service that was led by 13 A-Team members and 15 faculty and staff, producing 762 hours of service to the community, 234 more hours than last year.

Orientation

Over 850 new students participated in the daylong Orientation Step 2 program held in the Butcher Center Arena. The program featured a Commencement-like set up accommodating all new students in one location at one time, instead of dividing students into groups and running concurrent sessions in multiple locations. This format created a professional and symbolic venue for students as they began their college career.

The program included breakout discussion sessions facilitated by university staff and upper-class students. New students chose from 14 different session topics including Veterans, Students Who Are Also Parents, Study Abroad, Wellness 101, Greek Affairs, Intramurals, Financial Aid, and several other topics.

Orientation included an academic department and advising meeting for new students, providing the opportunity for individual departments to highlight their areas and share insight into their programs of study.

Enrollment Management

We expect to see a modest increase in the number of new first-year students at the undergraduate level, and we anticipate a stronger increase in new transfer students. The inaugural Doctor of Nursing Practice (DNP) program reached its goal of 15 new students. These increases will partially offset the previously anticipated decline in other degree-seeking enrollment categories from fall 2014. Enrollment declines are due in part to fewer returning undergraduate students, fewer new and returning graduate students, and more students overall who graduated in the 2014-15 academic year than the previous year. Efforts are underway to improve spring 2015 enrollment through the formation of a new Retention Interventions Team (RIT). The RIT is comprised of staff within the Academic Affairs, Enrollment Management and Student Affairs divisions. RIT members, who have each been assigned a caseload of students, will intervene at key points in time during the enrollment cycle, such as advising, registration and payment periods. The immediate goal of the RIT is to help improve fall 2015 to spring 2016 retention by two percent.

University Advancement

Comprehensive Fundraising Report: 7/1/15 through 7/31/15: New Gifts and Pledges

The Comprehensive Fundraising Report provides analysis of cumulative data from the start date of the fiscal year through the end of the reporting period. The report includes data from all external fundraising programs managed through the Office of University Advancement and the Shepherd University Foundation.

- During the first month of the fiscal year, \$37,422 was pledged and/or paid in new, direct gifts.
- New gifts to endowment equal \$1,143 while gifts to annual programs equal \$36,279.
- No new deferred gifts or grants were documented.
- We continue to be supported by our constituencies as detailed in the following chart:

73	Friends have paid/pledged	\$16,846
87	Alumni have paid/pledged	\$7,658
4	Corporations have paid/pledged	\$5,185
1	Foundation has paid/pledged	\$2,267
58	Others have paid/pledged	\$5,466
5	Government	\$28,140
	Total	\$65,562

Year-To-Date Giving Summary: 7/1/15 through 7/31/15: Total Funds Received

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.

- Gifts to annual programs yielded \$46,679 which is \$24,763, or 113 percent more, than what had been received in the month of July last year.
- Giving to endowments during July decreased from \$25,586 last year to \$1,143 in July of this year. While the number of endowment gifts remained fairly steady, 38 received in July 2014 to 36 in July 2015, the amount reflects a variance because of one significant bequest received last July.
- Giving from faculty and staff increased from \$1,337 in 2014 to \$4,710 this year, while the number of faculty/staff donors remained consistent year over year.

- Payouts from competitive grants increased by 168 percent as compared to the same period in FY2015. Grant activity generated \$43,448 during the first month of this year as compared to \$16,182 generated during the same period in July 2014.
- In total, \$91,377 was received during the first month of this fiscal year. The amount is \$27,694, or 43 percent, more than what was received in July 2014.
- Overall, 236 gifts from 178 donors were received in July 2015. While the number of gifts and donors decreased slightly, the average gift amount was significantly higher year over year.

FY2016 Grant Awards to Date

Since July 1 Shepherd's faculty has received nine grant awards totaling \$2,903,251. This represents an approximate 300 percent increase over our total grant support received in FY2015.

- a TRiO Student Support Services grant for \$1.1 million led by Ms. Cynthia Copney
 The program will provide a comprehensive array of academic and support services to help low-income, first generation and disabled students succeed at Shepherd.
- a Health Resource and Service Administration (HRSA) Nurse Education Practice Quality and Retention grant for \$1.4 million led by Dr. Laura Clayton
 The program provides training for Shepherd students and supports professional development for faculty members and health care professionals. Additionally, the program establishes a partnership with Shenandoah Valley Medical System and the West Virginia University School of Medicine to establish practice and leadership experiences that will allow Shepherd students to expand their knowledge and skills.
- a National Endowment for the Humanities (NEH) Summer Seminar grant for \$118,000 led by Dr. Sylvia Shurbutt
 The award will allow Shepherd to hold a seminar for K-12 teachers in the summer of 2016 that will focus on Appalachian literature and culture.
- a National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research sub-award for \$100,000 led by Dr. Jason Best
 The sub-award is a joint project with the West Virginia Higher Education Policy Commission, West Virginia University, Marshall University and West Virginia State University that will provide research opportunities in astrophysics for Shepherd students.
- a United States Department of Agriculture (USDA) Supplemental Nutrition Assistance Program Education sub-award for \$102,000 led by Dean Virginia Hicks.
 The sub-award will provide service learning opportunities for Shepherd students and implement community gardens and Smarter Lunchroom programs in area K-5 schools.

Athletics

The Picture is Clear and Bright

Shepherd will be partnering with its website host, Sidearm Sports, to provide a total of 56 contests in high-definition web streaming of its home events in football, volleyball, men's and women's basketball, and women's lacrosse for the 2015-2016 season. For the first time ever the athletic department will offer a range of pay-per-view (PPV) options for all levels of interest. A 24-hour watch pass is available for \$7.99, enabling you to view any game you desire during that 24-hour period. Monthly memberships allow viewing of live and archived events for \$19.99, while a full-year access pass will allow viewing of

live and archived events for the entire season for \$79.99. Shepherd University will share in the revenues from the PPV model.

Champion Brings Locker Room Renovation

Coming off of a Mountain East Conference (MEC) Championship the Women's Basketball team found another way to attract recruits and continue in their successes. Thanks to donor contributions and fundraising totaling \$16,000 the team was able to install new lockers, flooring and inspirational graphics in their locker room. The changes were unveiled to the team on September 8. MEC Female Coach of the Year Jenna Eckleberry led the project from planning to completion.

Capital Projects and Summer Deferred Maintenance

Roof Replacement Projects

This summer three roof replacement projects across the University were successfully completed. The Butcher Center's shingle roof and flashing were replaced. Thatcher Hall received a new rubberized roof and the east roof section of the Frank Arts Center had a new standing seam roof system installed.

East Campus Improvements

East Campus was brightened up with the installation of new windows in the Student Center and new building signage for each of the buildings along King and Princess Streets. The exterior facades of Stutzman-Slonaker Hall and White Hall were improved with masonry repair and cleaning while Knutti Hall and the Human Resources building were freshened up with exterior painting.

Exterior Art Installation

Through a generous donation from John and Patricia Bain Bachner, three large outdoor sculptures were installed on campus this summer. "Uplift," a work by Harold Skip Van Houten, is located in front of the Scarborough Library. Van Houten has a second piece installed on campus, "Flat Rocks Roll," located on West Campus Drive in front of Shaw Hall. The third sculpture is the work of Michael Bigger and is located in front of the Robert C. Byrd Center for Legislative Studies.

Pedestrian Path Improvements

Pedestrian walkways throughout campus were improved with the installation of sidewalks near the Center for Contemporary Arts (CCA) II, Boone Field House, Gardiner Hall, Knutti Hall and White Hall.

Free School

The Free School is a historic structure located on Princess Street in Shepherdstown and is owned by the University. It houses three University offices and was taken offline this summer after the discovery of significant water infiltration throughout the building. The Free School is currently undergoing major repairs and renovations including a new roof, exterior wall repointing and repair and a new flooring system. The work is scheduled to be completed in early October.

Tenant House (Farm House)

The Tenant House located west of Popodicon was demolished in accordance with the University's Master Plan. It was structurally unsound and contained mold and asbestos; it has been vacant for several years.

Faculty Transitions

Shepherd welcomed eleven new tenure-track faculty this fall, filling vacancies created by retirements and resignations in biology, computer engineering, education, history, nursing and recreation studies; their names, position title, and previous employer(s) are included below. In addition, we filled seven vacancies with clinical, non-tenure-track or visiting faculty.

- Dr. Benjamin Bankhurst, Assistant Professor of History, previously Guest Teacher of History, London School of Economics. Visiting Lecturer of History, King's College London. Visiting Lecturer of History, Canterbury Christ Church University. Visiting Lecturer of History, Florida State University, London Centre.
- Dr. James Broomall, Assistant Professor of History and Director of the George Tyler Moore Center for the Study of the Civil War, previously Visiting Assistant Professor of History, Virginia Tech. Visiting Assistant Professor and Assistant Professor of History, University of North Florida in Jacksonville.
- Dr. Doris Burkey, Assistant Professor of Nursing Education, previously Senior Lecturer/Obstetrical Clinical Instructor, West Virginia University School of Nursing. Adjunct Professor in Obstetrics and Gynecology Clinical, Shepherd University.
- Dr. Mary Coyle, Assistant Professor of Nursing Education, previously Chair of the LPN Nursing Program, Berkshire Community College. Assistant Professor of Mental Health Nursing, Marymount University.
- Mr. David Gansz, Dean of Library and Lecturer/Associate Librarian, previously Vice President, Information Technology (CIO), Associate Vice President, Academic Information and Technology, and Dean, Learning Support and Information Systems, Edison State Community. Director of the Library, Archives, and Media Technology Services, Wilmington College. Director of the Library and Archives, and Associate Professor, Naropa University.
- Dr. Mohammadreza Ghahremani, Assistant Professor of Computer Engineering, previously Graduate Assistant, The George Washington University. Lecturer, Sharif University of Technology.
- Dr. Jonathan Gilkerson, Assistant Professor of Biology, previously Adjunct Professor of Biology, University of San Diego. Teaching Assistant of Metabolism and Energetics, Introductory Biology, Survey of Diversity within the Plant, Protista, and Fungi Kingdoms, University of California-Davis.
- Ms. Melissa Hall, Assistant Professor of Recreation Studies, previously Adjunct Faculty Member in Recreation, The Community College of Baltimore County and Frostburg State University.
- Dr. Donna Hanlin, Visiting Director of Accountability/Assessment and Co-Chair of the Education Department, previously Adjunct Professor in Curriculum and Instruction, Frostburg University. Associate Superintendent and Chief Academic Officer, Washington County Schools.
- Dr. Dori Hargrove, Assistant Professor of Education, previously Adjunct Professor in the Department of Mathematical Sciences and the College of Education and Human Development, George Mason University.

- Ms. Robin Hill, Clinical Skills and Simulation Lab Coordinator/Clinical Lecturer, previously Supplemental Instructional Specialist for RN-BSN Students, Hagerstown Community College.
- Mr. Alexander Hoekstra, Lecturer/Head Volleyball Coach, previously Assistant Volleyball Coach, Western New Mexico University. Assistant Volleyball Coach, Shepherd University.
- Ms. Shatora Lane, Lecturer/Head Athletics Trainer, previously Athletic Trainer, Winchester Physical Therapy and Sports Medicine. Assistant Athletic Trainer, Shepherd University.
- Ms. Paulette Lashley, Lecturer/Nursery School Director, previously Assistant Director, La Petite Academy. Head Start Child Development and Disability Specialist, RESA 8 Early Head Start/Head Start. Department of Education Adjunct, Shepherd University.
- Dr. Mark Lesser, Assistant Professor of Biology, previously Teaching Assistant of Forest Genetics, Biometrics and Analysis of Experimental Design, Cultivation of Edible Fungi, Evolution, and General Biology, University of Wyoming and Lakehead University. Teacher and/or Guest Lecturer, Syracuse University, Onondaga Community College. Teacher and/or Guest Lecturer on Evolution, University of Wyoming and the State University of New York – College of Environmental Science and Forestry.
- Dr. Barbara Mott, Assistant Professor of Nursing Education, previously Adjunct Faculty Member, York College of Pennsylvania.
- Dr. James Pate III, Visiting Assistant Professor of English, previously Teaching Assistant in the Department of English, University of Iowa. Teaching Assistant in the Department of English at the University of Illinois, Chicago. Adjunct in the Department of English and Modern Languages, Shepherd University.
- Mr. Brian Santana, Lecturer of English, previously Lecturer of English, Georgia Southern University. Instructor/Graduate Teaching Assistant of English, North Carolina State University.
- Dr. Barbara Spencer, Assistant Professor of Nursing Education, previously Adjunct Faculty Member, University of Maryland. Adjunct Faculty Member, Frederick Community College.
- Mr. Christopher Wilson, Lecturer of English, previously taught English, Middlesex Community College, Central Connecticut State University, University of Wisconsin-Madison, Southern Connecticut State University and Quinnipiac University.

Promotion and Tenure

The following faculty were granted tenure and promoted to associate professor:

- Dr. Kathleen Corpus (Business Administration/Family Consumer Sciences)
- Dr. Jeff Groff (Environmental and Physical Sciences)
- Ms. Monica Larson Levine (Mass Communications)
- Dr. Greg Place (Health, Physical Education, Recreation and Sports)
- Dr. Joseph Robbins (Political Science)
- Dr. Julia Sandy-Bailey (History)
- Dr. Eva Maria Suarez Budenbender (English and Modern Languages)
- Dr. Georgiann Toole (Education)

The following faculty were promoted to associate professor:

- Dr. Peter Vila (Environmental and Physical Sciences)
- Dr. Ralph Wojtowicz (Computer Sciences, Mathematics, and Engineering)

The following faculty were promoted to rank of professor:

- Dr. Dawne Burke (Education)
- Dr. Max Guirguis (Political Science)
- Dr. c. lynne hannah (Education)
- Dr. Clarissa Mathews (Environmental and Physical Sciences)

Staff Transitions

- Shari Payne, Vice President for Enrollment Management (VPEM), has accepted an offer from Waynesburg University, Waynesburg, Pennsylvania, to become the institution's VPEM. Her last day at Shepherd is October 2. A reception will be held on Friday, October 2, for members of the campus community to thank Shari and wish her continued success with this new opportunity.
- Mr. Chris Sedlock, Shepherd's new Vice President for University Advancement, assumed his post in July. Mr. Sedlock comes to Shepherd from University Hospitals in Cleveland, Ohio, where he held the position of Senior Development Officer and Manager/Strategic Community Initiatives for just over three years. Prior to that he held several positions, over a course of 16 years, at Cleveland State University; Associate Director for External Affairs, Assistant Director for Development, Assistant Director (Department of Intercollegiate Athletics); and Adjunct Instructor of English. A graduate of The Ohio State University with a Bachelor of Arts degree in Journalism/Public Relations, Mr. Sedlock earned a Master of Arts in Education from Walsh University.
- Ms. Joyce Cabral was promoted to the position of Director of Financial Aid after serving a short period as Acting Director of Financial Aid. She has over 28 years of financial aid experience, with nine of those years as Associate Director of Financial Aid at Shepherd. She earned her Bachelor of Science degree from Fairmont State University.
- Ms. Leslie Lopez resigned after eight seasons at the helm of the Rams Softball Program to pursue other opportunities with her family. Ms. Lopez posted a 215-184 (.539) record as head coach. The program's all-time winningest coach, Lopez led the Rams to three consecutive 30-win seasons from 2010-12. Her 2010 team posted a record-setting 36-16 overall mark and advanced to the NCAA regional playoffs. The 2010 squad became the first team in program history to record a postseason victory. Shepherd posted 20 wins or more for each of her eight seasons.
- Ms. Danielle Easton has been named the interim softball head coach. Ms. Easton recently completed her third season as assistant softball coach at Shepherd. Ms. Easton came to Shepherd after spending a season as an assistant at Washington & Jefferson College. Easton was a four-year starter as a third-baseman/catcher at California University of Pennsylvania from 2007-11. She was a two-time First Team All-PSAC West honoree. Easton gained First Team NFCA All-Region and NFCA Scholar-Athlete accolades as a junior.

Upcoming Events

Friday, September 25

2015 Founders Day

Screening of “Brassed Off,” Reynolds Hall, post-film discussion led by Lex Miller, co-sponsored by the Shepherdstown Film Society and Shepherd University’s Scarborough Society

Saturday, September 26

Homecoming Events

Friday, October 2-Saturday, October 10

20th Annual Appalachian Heritage Week

Saturday, October 3

EPMTA Fall Festival, W.H. Shipley Recital Hall, Foyer, and All Practice Rooms

Saturday, October 10

Freedoms Run Race, Expo and Event, Wellness Center and Midway, sponsored by Shepherd University

Tuesday, October 13

Screening of “ANITA,” Robert C. Byrd Center for Legislative Studies Auditorium, co-sponsored by the Robert C. Byrd Center for Legislative Studies and Shepherd University’s Lifelong Learning Program

Friday, October 30

Screening of “Ninotchka,” by Ernst Lubitsch, Reynolds Hall, post-film discussion by Mary Stanley, co-sponsored by the Shepherdstown Film Society and Shepherd University’s Scarborough Society

Wednesday, November 4

Sherry Turkle and the Internet Hype Cycle: From Delight to Disillusionment, featured speaker Dr. Elliot King of Loyola University’s Emerging Media Program, Robert C. Byrd Center for Legislative Studies Auditorium. Sponsored by the Common Reading Program.

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

Shepherd University Board of Governors
September 24, 2015
Agenda Item No. 6

PRESENTATION: FACULTY EVALUATION, DEVELOPMENT AND ACCOUNTABILITY

VPAA Chris Ames will present to the Board an overview of the processes and standards that govern the evaluation of tenure-track and tenured faculty. The discussion will focus on the three standards of faculty evaluation: teaching, professional development, and service.

QUARTERLY FINANCIAL REPORT: FY2015

Anna Barker, Vice President for Finance and Chief Financial Officer, will present the quarterly financial report.

Included are three reports for the fourth quarter of FY2015: 1) Statement of Net Assets, 2) Budget to Actual Report, and 3) Statement of Revenues, Expenses and Other Changes which shows a year-to-year comparison with FY2014.

STATEMENT OF NET ASSETS

Assets

Total Assets decreased approximately one percent to \$151.7 million. Significant changes in assets from the prior year include an increase in Cash and a decrease in Capital Assets net of Accumulated Depreciation.

Cash and Cash Equivalents – At the end of the fourth quarter, the University had sufficient cash on hand to meet operating and capital obligations. Cash balances have increased from FY2014 to FY2015 by 10.31 percent to \$17.9 million. The increase in Cash is consistent with an increase in Accounts Payable under Current Liabilities. In FY2014, in preparation of the conversion to the State’s financial system (OASIS), a conscious effort was made to pay expenses prior to July 1.

Capital Assets – Capital Assets are presented net of Accumulated Depreciation and decreased \$3.6 million to \$131.5 million. Increases to Capital Assets during FY2015 include:

- Dining Hall improvements
- Roofing projects for the Frank Arts Center, Ikenberry Hall and Thatcher Hall
- Site lighting improvements
- Improvements to White Hall including the elevator and front entrance
- Outdoor sculpture installation
- Maintenance, instructional and IT equipment

This is offset by an increase in Accumulated Depreciation of \$7 million.

Other Noncurrent Assets – This reflects a State-mandated no hardship arrears conversion that applied to all State agencies. In September 2014, employees who were still being paid on the final day of each semi-monthly work period were converted to arrears pay (a delay of an additional half-month). These employees did not miss a pay, per State law they were “loaned” this amount and a corresponding receivable was recorded. An employee’s final paycheck is due a half-month after the time of their separation from service. A deduction will be made against this final check, to collect the receivable.

Liabilities

Total Liabilities decreased by .1 percent to \$61.2 million. Significant changes include an increase in Accounts Payable and a decrease in Bonds Payable.

Accounts Payable – Accounts Payable increased from approximately \$1.5 million to \$2.5 million. This corresponds to the increase in Cash and the decision made last year to pay Purchasing Card and other obligations prior to the financial system conversion.

Bonds Payable – Decrease of \$1.4 million resulting from bond premium payments.

Other changes include a decrease in Deferred Revenue. Most Advising and Registration/Orientation sessions for the fall term were held in June of this year. Revenue was recognized this fiscal year whereas in FY2014 the revenue was deferred because the sessions took place during July and August. The Noncurrent Liability for Other Post-Employment Benefits (OPEB) also increased and is in accordance with an actuarial study conducted by the State.

STATEMENT OF REVENUES, EXPENSES AND OTHER CHANGES

Operating Revenues

The University generated 95.8 percent, \$43.8 million, of the projected Operating Revenue for the fiscal year. Tuition and Fees are at 96.7 percent of projections totaling \$19.5 million. FY2015 exceeds FY2014 by \$477,000, but is under budget by \$672,000.

The year-over-year comparison of Federal Grants and Contracts shows a negative variance of \$433,000 with FY2015 reflecting revenue of \$490,000. Two substantial grants, NEH and Nursing, expired in FY2014, but the budget was not adjusted to reflect this.

Revenue generated from State and local grants is \$4.6 million, exceeding our budget projections. The majority of the revenue is generated through the receipt of State-provided scholarships. This revenue met the budget projection of \$4.1 million. Also reflected in this line are State provided grants. Two of the larger State grants are Shepherd Opportunities to Attract Research Students (SOARS) II Program (\$102,000) and the West Virginia IDeA Network of Biomedical Research Excellence (WV-INBRE) Modeling and Stability Grant (\$156,000). The SOARS grant provides stipends for students to conduct science research and the WV-INBRE grant provides funding for undergraduate researchers to model the effects of immunotherapies and identify cancer treatment strategies.

Revenue generated from the operation of Auxiliary Enterprises is \$18.6 million which is comparable to revenue generated in FY2014 and 95.9 percent of the projected budget amount.

Operating Expenses

Overall, the University has expended 98.1 percent of budgeted Operating Expenses. Primary Mission Costs for Instruction, Academic Support, Student Services and Scholarships and Fellowships were within budget for the year.

Other Core Operating Costs were over budget projections. Operations and Maintenance expenses total \$5.3 million. While less than FY2014, these expenses exceeded the budget by \$835,000. Contributing factors include increased Utility and Building Maintenance Costs.

Institutional Support expenses also exceeded budget projections by \$468,000. Expenditure categories exceeding the budget include bad debt expense, banking fees, property and liability insurance and contractual and professional technology/computer support services.

Non-Operating Revenues and Expenses

Total Non-Operating Revenues and Expenses were slightly over budget at \$14.6 million. Gifts, which include Foundation Contributions, exceeded the budget projection. The Foundation provided scholarships of \$900,000 as well as funding to support operations including the Library, the Internationalization initiative and the Soccer Field Turf Lease.

Other Revenues, Expenses, Gains or Losses

Expenses for OPEB have exceeded the FY2015 budget. As previously mentioned, the Retirees Health Benefits Trust (RHBT) Independent Audit resulted in an increase in the rate after the budget was established. The total expense for the fiscal year is \$571,000.

Overall, at the end of the fourth quarter, the University shows a decrease in Net Assets of \$1.526 million compared to a \$128,000 increase last year. FY2014 included a \$1.1 million capital grant for construction associated with the Route 480 Underpass.

Table 1

Shepherd University
Statement of Net Assets
As of June 30, 2015
(Dollars in Thousands)

	Actual 6/30/15	Actual 6/30/14	% Change
ASSETS			
Current assets:			
Cash and cash equivalents	17,884	\$16,213	10.31%
Accounts receivable net	753	641	17.47%
Grants and contracts receivable, net	192	357	-46.22%
Due from the Commission	2	-	n/a
Inventories	605	432	40.05%
Loans Receivable	100	100	0.00%
Other assets	60	68	-11.8%
Total Current assets	19,596	17,811	10.02%
Noncurrent assets:			
Restricted cash and cash equivalents	-	-	n/a
Investments	-	-	n/a
Loans receivable, net	334	287	16.38%
Capital assets net	131,461	135,101	-2.69%
Other Noncurrent assets	307	-	n/a
Total Noncurrent assets	132,102	135,388	-2.43%
TOTAL ASSETS	\$151,698	\$153,199	-0.98%
LIABILITIES			
Current liabilities:			
Accounts payable	2,491	\$1,477	68.65%
Accrued liabilities	2,565	2,385	7.55%
Due to the Commission	-	-	n/a
Due to other State agencies	19	-	n/a
Deferred revenue	774	996	-22.29%
Long-term liabilities - current portion	2,320	2,292	1.22%
Total Current liabilities	8,169	7,150	14.25%
Noncurrent liabilities:			
Advances from federal sponsors	512	526	-2.66%
Deposits	189	150	26.00%
Other post employment benefits	10,231	9,660	5.91%
Compensated absences	426	426	0.00%
Debt obligation due Commission	-	-	n/a
Leases Payable	610	750	-18.67%
Bonds Payable	41,032	42,448	-3.34%
Total Noncurrent liabilities	53,000	53,960	-1.78%
TOTAL LIABILITIES	\$61,169	\$61,110	0.10%
NET ASSETS	90,529	92,055	-1.66%
TOTAL LIABILITIES AND NET ASSETS	\$151,698	153,165	-0.96%

Table 2

Shepherd University
Budget to Actual Report
For The Year From July 1, 2014 to June 30, 2015
(Dollars in Thousands)

	FY15 Budget Annual	FY 15 Actual YTD	\$ Variance	% Budget
OPERATING REVENUES				
Tuition and Fees	\$20,196	\$19,524	\$672	96.7%
Federal Grants and Contracts	1,105	490	615	44.3%
State and Local Grants and Contracts	4,151	4,637	(486)	111.7%
Private Grants and Contracts	90	-	90	0.0%
Sales and Services of Educational Activities	55	34	21	61.8%
Auxiliary Enterprises	19,342	18,556	786	95.9%
Other Operating Revenues	800	578	222	72.3%
TOTAL OPERATING REVENUES	45,739	43,819	1,920	95.8%
OPERATING EXPENSES				
Core Operating Expenses				
Primary Mission Costs				
Instruction	18,077	16,633	1,444	92.0%
Academic Support	3,363	3,210	153	95.5%
Student Services	4,311	3,846	465	89.2%
Scholarships & Fellowships	3,146	3,144	2	99.9%
Subtotal Primary Mission Costs	28,897	26,833	2,064	92.9%
Other Core Operating Expenses				
Operations and Maintenance	4,463	5,298	(835)	118.7%
Institutional Support	5,637	6,105	(468)	108.3%
Research	26	76	(50)	292.3%
Public Service	242	244	(2)	100.8%
Subtotal Other Core Operating Expenses	10,368	11,723	(1,355)	113.1%
Total Core Operating Expenses	39,265	38,556	709	98.2%
Auxiliary Expenses	14,240	13,541	699	95.1%
Depreciation Expense	6,746	7,023	(277)	104.1%
Transfers and Other (Additions) Subtractions	302	293	9	97.0%
TOTAL OPERATING EXPENSES	60,553	59,413	1,140	98.1%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	9,941	9,941	-	100.0%
Nonoperating federal revenue	5,650	5,399	251	95.6%
Investment Income	-	35	(35)	n/a
Interest on capital asset related debt	(1,998)	(1,993)	(5)	99.7%
Loss on disposal of equipment	-	(25)	25	n/a
Gifts	860	1,320	(460)	153.5%
Payments on behalf of Shepherd University	-	-	-	n/a
Fees assessed by the Commission for interest and reserves	(70)	(38)	(32)	54.3%
TOTAL NONOPERATING REVENUES AND EXPENSES	14,383	14,639	(256)	101.8%
Income (Loss) Before Other Revenues, Expenses, Gains or Losses	(431)	(955)	524	221.6%
OTHER REVENUES, EXPENSES, GAINS OR LOSSES				
Capital Grants and Gifts	-	1	(1)	n/a
CTC Net Assets Transfer	-	(1)	1	n/a
Other Post Employment Benefits (OPEB) expense	(284)	(571)	287	201.1%
Increase (Decrease) in Net Assets	(715)	(1,526)	811	213.4%

Table 3

Shepherd University
Statement of Revenues Expenses and Other Changes
For The Year From July 1, 2014 to June 30, 2015
(Dollars in Thousands)

	Budget FY15 Annual	Year Ended 6/30/15	Year Ended 6/30/14	Percent Change Annual	Dollar Change Annual
OPERATING REVENUES					
Tuition and Fees	20,196	\$19,524	\$19,047	2.5%	\$477
Federal Grants and Contracts	1,105	490	923	-46.9%	(433)
State and Local Grants and Contracts	4,151	4,637	4,586	1.1%	51
Private Grants and Contracts	90	-	79	-100.0%	(79)
Sales and Services of Educational Activities	55	34	42	-19.0%	(8)
Auxiliary Enterprises	19,342	18,556	18,493	0.3%	63
Other Operating Revenues	800	578	686	-15.7%	(108)
TOTAL OPERATING REVENUES	45,739	43,819	43,856	-0.1%	(37)
OPERATING EXPENSES					
Core Operating Expenses					
Primary Mission Costs					
Instruction	18,077	16,633	16,514	0.7%	119
Academic Support	3,363	3,210	3,325	-3.5%	(115)
Student Services	4,311	3,846	3,866	-0.5%	(20)
Scholarships & Fellowships	3,146	3,144	2,885	9.0%	259
Subtotal Primary Mission Costs	28,897	26,833	26,590	0.9%	243
Other Core Operating Expenses					
Operations and Maintenance	4,463	5,298	5,381	-1.5%	(83)
Institutional Support	5,637	6,105	5,990	1.9%	115
Research	26	76	19	300.0%	57
Public Service	242	244	302	-19.2%	(58)
Subtotal Other Core Operating Expenses	10,368	11,723	11,692	0.3%	31
Total Core Operating Expenses	39,265	38,556	38,282	0.7%	274
Auxiliary Expenses	14,240	13,541	13,625	-0.6%	(84)
Depreciation Expense	6,746	7,023	6,898	1.8%	125
Transfers and Other (Additions) Subtractions	302	293	307	-4.6%	(14)
TOTAL OPERATING EXPENSES	60,553	59,413	59,112	0.5%	301
NONOPERATING REVENUES AND EXPENSES					
State Appropriations	9,941	9,941	10,113	-1.7%	(172)
Nonoperating federal revenue	5,650	5,399	5,583	-3.3%	(184)
Investment Income	0	35	32	9.4%	3
Interest on capital asset related debt	(1,998)	(1,993)	(2,129)	-6.4%	136
Loss on disposal of equipment	0	(25)	(62)	-59.7%	37
Gifts	860	1,320	1,022	29.2%	298
Payments on behalf of Shepherd University	0	-	-	n/a	-
Fees assessed by the Commission for interest and reserves	(70)	(38)	(38)	0.0%	-
TOTAL NONOPERATING REVENUES AND EXPENSES	14,383	14,639	14,521	0.8%	118
Income (Loss) Before Other Revenues, Expenses, Gains or Losses	(431)	(955)	(735)	29.9%	(220)
OTHER REVENUES, EXPENSES, GAINS OR LOSSES					
Capital Grants and Gifts	-	1	1,092	-99.9%	(1,091)
CTC Net Assets Transfer	-	(1)	-	n/a	(1)
Other Post Employment Benefits (OPEB) expense	(284)	(571)	(229)	149.3%	(342)
Increase (Decrease) in Net Assets	(715)	(1,526)	\$128	79.4%	(\$1,654)

TUITION AND FEE WAIVER REPORT: FY2015

Annually, a report on the numbers and distribution of tuition and fee waivers is required by the West Virginia Higher Education Policy Commission (HEPC) to be reported to the Shepherd University Board of Governors. The report for tuition waivers for the 2014-2015 academic year is contained below.

Ms. Joyce Cabral, Director of Financial Aid, will be at the meeting to answer any questions members may have regarding this report.

2014-2015 Institutional Waivers and Scholarships

<i>Undergraduate</i>	
Waivers	\$2,532,471
Institutional Scholarships	\$1,684,185
<i>Total</i>	<i>\$4,216,656</i>

<i>Graduate</i>	
Waivers	\$170,829
Institutional Scholarships	\$141,397
<i>Total</i>	<i>\$312,226</i>

<i>Undergraduate and Graduate Financial Aid</i>			
	2013-2014	2014-2015	Difference
Federal	\$27,487,752	\$26,995,257	(\$492,495)
State	\$4,310,738	\$4,198,095	(\$112,643)
Institutional			
Waivers	\$2,694,784	\$2,703,300	\$8,516
Scholarships	\$1,430,804	\$1,825,582	\$394,778
Private	\$3,110,962	\$2,769,042	(\$341,920)

Description	Waivers Utilized	# of Students	Total Dollars Waived
ACADEMIC			
Admissions Waivers			
Admissions Awards	23.98	120	168,050
Need Based Admissions Awards	0.91	4	12,300
Director's Award		32	53,100
Dean's Award		55	139,525
Executive's Award		64	203,125
President's Award		71	331,200
Subtotal	24.89	346	\$ 907,300
Special Departments			
Art	8.00	15	61,354
Honors	4.00	7	60,296
Music	15.08	39	227,141
Subtotal	27.08	61	\$ 348,791
Academic Department Waivers			
School of Arts & Humanities			
Art	0.50	1	2,823
English	2.27	4	17,851
Communications	0.00	0	-
History	3.21	7	18,103
School of Business & Social Sciences			
Accounting	0.89	3	5,000
Economics	0.38	3	3,750
Political Science	2.06	8	11,647
Social Work	2.79	8	16,403
School of Education & Professional Studies			
Education	4.15	15	38,521
Nursing Education	0.00	0	-
Recreation	2.17	10	19,235
School of Natural Sciences & Mathematics			
Biology	0.00	0	-
Chemistry	0.00	0	-
Computer Sciences, Math & Engineering	3.80	11	21,429
VPAA Waivers			
Admissions	1.14	5	16,913
Honors	0.50	1	7,851
Lacrosse	0.00	0	-
Sociology	0.00	0	-
Social Work	0.00	0	-
Subtotal	23.86	76	\$ 179,526

Description	Waivers Utilized	# of Students	Total Dollars Waived	
ATHLETICS				
Baseball	3.47	10	37,600	
Basketball, Men's	8.18	10	84,542	
Basketball, Women's	7.08	9	101,054	
Football	32.66	56	310,959	
Soccer, Men's	2.46	12	19,400	
Soccer, Women's	1.83	7	24,252	
Softball	3.71	7	42,002	
Tennis, Men's	0.20	1	3,120	
Tennis, Women's	0.41	2	4,679	
Volleyball	3.16	8	44,310	
	Subtotal	63.15	122	\$ 671,918
Other				
Multi-Cultural	13.43	25	165,518	
RN to BSN	0.18	1	2,871	
Valley Health	0.23	3	3,667	
Orientation Leadership Waiver	0.93	11	4,524	
Refer a Ram pmt (13-14 only)	0.00	0	-	
	Subtotal	14.78	40	\$ 176,579
	TOTAL	153.75	645	\$ 2,284,114
Non-Cap				
Staff	5.72	21	55,752	
HSTA	7.32	8	41,342	
Yellow Ribbon	7.29	30	121,264	
Dep/Spouse	2.34	11	15,884	
Foster Care	2.50	3	14,115	
	Total Non-Cap	25.18	73	\$ 248,357
	TOTAL INCLUDING NON-CAP	178.92	718	\$ 2,532,471

2014-2015 Undergraduate Waiver Statistics

	Count	%	Total	%
Gender				
Female	432	60.17%	1,384,284	54.66%
Male	286	39.83%	1,148,187	45.34%
	718	100.00%	\$ 2,532,471	100.00%
Residency				
Common Market	53	7.38%	187,390	7.40%
Dual Admission	9	1.25%	38,898	1.54%
In State	227	31.62%	390,392	15.42%
Out-of-State	429	59.75%	1,915,791	75.65%
	718	100.00%	\$ 2,532,471	100.00%

Student Type

Continuing	409	56.96%	1,589,804	62.78%
New	296	41.23%	916,418	36.19%
Special (employees)	13	1.81%	26,249	1.04%
	718	100.00%	\$ 2,532,471	100.00%
TOTAL	718	100.00%	\$ 2,532,471	100.00%

2014-2015 Graduate Waiver Statistics

	Hours Waived	# of Students	Total Dollars Waived	%
Faculty/Staff Waivers, Shepherd	205.07	17	\$93,066	54.5%
Faculty/Staff Waivers, BRCTC	8.77	1	\$3,500	2.0%
Regular Student Waivers	80.78	26	\$37,120	21.7%
Assistantship Waivers	72.00	7	\$34,848	20.4%
Yellow Ribbon Program Waivers	4.03	1	\$2,295	1.3%
	370.65	52	\$170,829	100.0%

* Full waiver = 18 hours; therefore, 20.59 waivers were utilized

2014-2015 Graduate Waiver Breakdown

	Count	%	Total	%
Gender				
Male	16	30.8%	\$ 40,335	23.6%
Female	36	69.2%	\$ 130,494	76.4%
	52	100.0%	\$ 170,829	100.0%
Residency				
In State	32	61.5%	\$ 94,055	55.1%
Out of State	20	38.5%	\$ 76,774	44.9%
	52	100.0%	\$ 170,829	100.0%
Student Type				
Continuing	30	57.7%	\$ 111,793	65.4%
New	22	42.3%	\$ 59,036	34.6%
	52	100.0%	\$ 170,829	100.0%

Shepherd University Board of Governors
Report to the Enrollment Management and University Advancement Committee
September 24, 2015
Agenda Item No. 8-b

UPDATE ON FALL ENROLLMENT

Mr. Scott Roach, Enrollment Management and University Advancement Committee Chair, will report on the discussions of the Enrollment Management and University Advancement Committee. During its meeting, the committee will be presented additional information about, and will discuss in greater depth items highlighted in the President's Report, including an update regarding Shepherd's fall enrollment.

Shepherd University Board of Governors
September 24, 2015
Agenda Item No. 9

PRESENTATION: RETENTION STRATEGIES

VP's Ames, Payne and Segar will present a report to the Board on the formation of the Retention Interventions Team (RIT), Shepherd's multi-faceted approach to improving student retention and degree completion.

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
September 24, 2015
Agenda Item No. 10-a

APPROVAL OF THE MINOR IN HISTORIC PRESERVATION AND PUBLIC HISTORY

Rationale

This minor complements an existing concentration in the history major, uses existing courses, and will create an appealing option for majors in other history concentrations, majors in environmental studies, and other majors.

Curriculum (15 Credits)

Required Courses

(6 credits - 2 courses, 3 credits each)

HIST 300	Historic Preservation & Interpretation
HIST 345	Introduction to Public History

Elective Courses

(9 credits - choose any 3 courses, 3 credits each)

ANTH 225	Introduction to Museum Studies
ANTH 370	American Architectural Heritage
HIST 360	Evolution of European Government and Society
HIST 409	History and Memory
HPPH 315	Introduction to Archives
HPPH 320	Battlefield Preservation
HPPH 321	American Decorative Arts
HPPH 325	Oral History
HPPH 330	Living History
HPPH 335	New Media and Digital History
HPPH 371	Documentation of Historic Properties
HPPH 372	Preservation Technology

The following resolution is recommended for adoption by the Board of Governors:

RESOLVED, That the Shepherd University Board of Governors approves the Minor in Historic Preservation and Public History, effective for the fall 2016 academic semester.

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
September 24, 2015
Agenda Item No. 10-b

APPROVAL OF BACHELOR OF ARTS IN GLOBAL STUDIES

Board of Governors approval is sought to develop a new Bachelor of Arts in Global Studies program. If approved by the Board, the University would submit an Intent to Plan to the Chancellor for approval. The draft Intent to Plan for the Policy Commission is included for a complete description of the rationale for the program. After approval of the Intent to Plan by the Chancellor, the University expects to complete the final program proposal quickly with the hope of implementing the new degree program in fall 2016.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the development of a Bachelor of Arts in Global Studies and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

Shepherd University

WV-HEPC Series 11 Intent to Plan

Date: August 2015
Category of Action: Implementation Plan (Section 5 of Series 11)
Title of Degree: Bachelor of Arts, Global Studies (B.A., GS)
Location: Shepherd University

Effective Date

of proposed action: Fall 2016

Submission of Full proposal

(Implementation Plan): January 2016

Shepherd University

Dr. Sylvia Manning, Interim President

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Ann M. Legreid, Chair, Shepherd University Internationalization Advisory Council

Prepared by:

Members of the Internationalization Advisory Council Sub-Committee: Drs. Linda Kinney (ECON-FINC), Aart Holtslag (PSCI), Clarissa Mathews (ENVS), Sally Brasher (HIST), Denis Berenschot (Modern Languages); and Ann Marie Legreid (Dean); and Ms. Ann Henriksson (Director of Study Abroad).

Shepherd University, B.A. in Global Studies

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

This submission of the Intent to Plan (WV-HEPC Series 11) is a comprehensive proposal for the Bachelor of Arts, Global Studies degree at Shepherd University. The proposal was approved by the Shepherd University Board of Governors on September 24, 2015 and following approval from the West Virginia Higher Education Policy Commission (HEPC), the University will submit a full proposal (section 6 of Series 11-Implementation Plan) and would be poised to begin offering this multi-disciplinary major in fall 2016.

5.2.a. Educational Objectives

The proposed Global Studies major is a 120-credit hour program designed to provide interdisciplinary, multi-disciplinary, and incremental learning opportunities that focus explicitly on international issues and conditions. Students will recognize the inherent interconnectedness of themes and materials provided by different courses and disciplines and learn to analyze global conditions and issues from a multi-disciplinary perspective.

Matching student interests to global learning opportunities will be a key aspect of advising students in this program. Reflective assignments and activities will be tied closely to student learning outcomes and incorporated into a standardized assessment model. The Global Studies faculty will reflect a breadth of teaching disciplines, research specialties, and personal and professional experiences. The program will have a coordinator who will work closely with the Internationalization Advisory Council, Director of Internationalization Initiatives, and the Study Abroad Director and Board.

An interdisciplinary Global Studies major embraces “The Essential Learning Outcomes” and Liberal Education and America’s Promise (LEAP) standards as presented by the Association of American Colleges and Universities (AAC&U). More specifically, the four “Essential Learning Outcomes” will be integral to this degree program, i.e. knowledge of human culture and the physical and natural world; intellectual and practical skills; personal and social responsibility, including intercultural knowledge and competence; and integrative learning. The proposed program is also in unison with the AAC&U’s “Principles of Excellence,” in particular, Principle IV, “Engage the Big Questions” – teach through the curriculum – cultures and values, global interdependence, the changing economy, and human dignity and freedom, and Principle VI, “Foster Civic, Intercultural, and Ethical Learning.” High-impact practices identified in the AAC&U’s literature on teaching and learning are expected to play a prominent role in this program, specifically, entry-level and capstone courses, experiential and global learning, and

collaborative assignments and projects with international themes. Course syllabi will identify core competencies such as critical thinking, oral and written communication, global awareness, multiculturalism, life-long learning, and integrative learning.

Relationship of Objectives to the Mission of the Institution

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

An interdisciplinary Global Studies program supports Shepherd University’s mission by providing a high caliber student-centered program, promoting and enhancing international perspectives on the campus, ensuring a venue for campus-community cooperation on international initiatives, and assuring that Shepherd University continues to serve as a resource center on international issues in the Eastern Panhandle of West Virginia. The multi- and interdisciplinary nature of the program aligns with the University’s mission and is integral to a high quality liberal arts education.

Internationalization is listed as a strategic priority in the University’s updated strategic plan, *Currents*, i.e., “University Goal 4: Internationalization, diversity, intercultural and international literacy.” Further, the plan outlines five outcomes under that goal, e.g., “enhance international opportunities for students at Shepherd University” and “expand globally focused research and engagement at Shepherd University.” (Reference: <http://www.shepherd.edu/currents/>)

Shepherd University participated in the American Council on Education’s (ACE) Internationalization Collaborative Lab (2011-2012), and the primary outcome of that collaboration was the University’s Strategic Plan for Internationalization, 2012-2022. This intent to plan carries forward those strategic priorities. Immediate objectives focus on recruitment and retention of international students and the appropriate supporting campus systems. Alongside these are the continued development of study abroad opportunities and the establishment of carefully selected institutional agreements in support of multidisciplinary and multi-level exchanges. Best practices are being researched and incorporated, as appropriate, and the institution continues to participate in the annual meetings of the National Association for Foreign Student Advisers (NAFSA) and the ACE Internationalization Collaborative.

The proposed Global Studies major is also consistent with Shepherd's Compact Comprehensive Plan submitted to the state (2014 - Strategy 3), to offer a rigorous plan of study to "increase intercultural and global knowledge and opportunities/experiences through curricular and co-curricular initiatives." (Reference: <http://www.shepherd.edu/compact/>)

A Global Studies major is an interdisciplinary and multidisciplinary degree in a liberal arts context and is also wholly consistent with the philosophy and goals of the Council of Public Liberal Arts Colleges (COPLAC). Shepherd University is the COPLAC institution of West Virginia. In recent years the State of West Virginia issued a statement calling for more international content and opportunities across the curriculum, a statement echoing the LEAP and COPLAC expectations.

A Global Studies major will also help to realize Shepherd's vision statement:

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

The Global Studies program will serve the regional workforce by providing a broad liberal arts education, second-language skills, and various experiential, collaborative arrangements with government, business, and industry. As the program grows it will support ever-increasing numbers of research projects, faculty development opportunities, academic exchanges, and scholarly/creative presentations by both faculty and students. The degree program will attract students from the tri-state area who are interested in careers with an international emphasis in government, business, industry, education, and humanitarian service.

Special Features that Make the Institution a Desirable Place to Initiate a Program

Shepherd University offers a strong foundation in Core Curriculum courses as well as advanced, specialized programs of study in the Arts and Humanities, Business and Social Sciences, Education and Professional Studies, and Natural Sciences and Mathematics. This is a solid rock on which to build an integrative, interdisciplinary program of deep liberal learning in Global Studies. Shepherd University has a strong institutional commitment to the liberal arts, to weaving international perspectives into the institutional fabric, and to educating students to be articulate, engaged citizens in a global century. (Reference: <http://www.shepherd.edu/gscweb/framework.pdf>)

Shepherd University currently offers an International concentration under the baccalaureate program in political science in which most courses are housed within the single discipline. A Global Studies major is proposed as an interdisciplinary, multidisciplinary, sequenced degree

program that will pull together theoretical and field-based learning opportunities from across the Shepherd campus. This degree program is a step toward interweaving international themes and issues across the curriculum and into the fabric of the institution.

Shepherd University has offered a variety of study tour and study abroad options for many years. A few examples: In 2007-2008 Shepherd offered its first teacher education practicum outside of the U.S. in Jamaica. The tour was developed with funding from a West Virginia Internationalizing Higher Education Grant from HEPC. The Department of Social Work has conducted several service learning classes involving the New Hope Center in Guatemala. The University's Spanish major requires a study abroad component. The Spanish program offers a yearly three-week language and culture study tour to Costa Rica. Nursing, Education, Music, Art, History, English, Business Administration, and Family and Consumer Sciences are among the programs that have been active in the development of international study tours. The Study Abroad Office actively engages students in orientation and debriefing sessions for study abroad experiences and offers a slate of workshops, open houses, and other special events. Study abroad students numbered 66 in the 2005-2006 academic year, 118 in 2007-2008, and 98 in 2013-2014.

In recent years University Advancement has assumed a prominent role in international initiatives. A Leadership Circle of donors offers financial support for international initiatives as does the McMillan Family. The Welch Distinguished Awards Committee was formed to support and promote student and faculty applications to prestigious award competitions such as Fulbright. Rotary International and Rotaract are active in the Shepherdstown community, and The Robert C. Byrd Center for Legislative Studies, situated on the Shepherd campus, provides a venue for vibrant intellectual thought and interaction.

Situated on the Potomac, Shepherd University is uniquely positioned as a gateway to/from the metropolitan areas of Baltimore and Washington, D.C. Nearby are ample opportunities for experiential learning in government agencies, international marketing firms, law firms, embassies and consulates, non-profit and research institutions with an international focus, and a host of corporate headquarters, including many in the global hospitality industry. This is rich terrain for field trips, internships, and practica intended to foster global awareness and intercultural understanding.

5.2.b. Brief Description of Program and Program Objectives

The proposed Global Studies program is designed to provide interdisciplinary, multi-disciplinary, and incremental learning opportunities that focus explicitly on international issues and conditions. Students will complete appropriate Core Curriculum courses as well as a Global Studies core, with the opportunity for both topical and regional approaches with international emphases. Concentrations will be developed that reflect curricular strengths and expertise. Students will be oriented to the program through an introductory, entry-level course, build their knowledge and skills in stages through the program, and then synthesize from their accumulated knowledge in a culminating capstone course. A “second language requirement” will build the student’s language agility and repertoire, facilitate intercultural understanding, and broaden a student’s perspective to a wide-angle view of the world. Along with theory and concepts, a student will benefit from a mix of experiential learning opportunities like study abroad, service learning, and international internships. A graduate of this program will be able to understand and analyze global issues and conditions while also connecting those issues and conditions to his/her own locale and life experiences.

Global Studies is intended to be a 120-credit non-comprehensive major with clearly defined program objectives. Graduates of the program are expected to:

- Effectively communicate orally and in writing the key concepts and issues in global studies, with emphasis on global change and interaction.
- Demonstrate higher-level thinking and analyses using available textual, image, and digital information on international issues and conditions.
- Demonstrate substantive knowledge of a second language at the intermediate college level such that they can communicate orally and in writing in that second language.
- Demonstrate substantive knowledge of the physical, historical, cultural, social, economic, and political underpinnings of the local, national, and global communities to which they belong.
- Demonstrate substantive depth of knowledge in one of the concentrations of the program.
- Effectively transfer global concepts and issues to national and local levels and to understand the interdependency of those scales.

- Appreciate the impact of their personal experience and culture on their perception of the world.

5.2.c. The Institution will assure high quality standards for the program and maintain a continuing assessment of quality.

Shepherd University has a solid reputation for strong, rigorous undergraduate education, and indeed, *The Princeton Review* has rated Shepherd “a best southeastern college.” Shepherd professors are dedicated to quality teaching, small classes, and a tradition of face-to-face instruction and open-door advising. About half of the full-time Shepherd faculty, as determined by a recent survey, has some level of international experience and/or expertise. Individuals have studied and/or traveled on five continents and a multitude of countries, and have expertise ranging from global economics and Italian art to comparative politics, modern languages, European literature, world religions, African studies, economic development, international sports, Russian history, and Andean geography. A Global Studies program will be supported by the Director for International Initiatives, Internationalization Advisory Council, Study Abroad Board, and a wealth of library and web-based resources. In addition, a Global Studies program will benefit from the West Virginia Consortium for Faculty and Course Development in International Studies (FACDIS). This organization provides workshops, training, and grant opportunities for college and university faculty in West Virginia who teach courses with an international focus. For example, FACDIS regularly sponsors faculty participants in the Scholar Diplomat Program in Washington, D.C. The University also makes use of the many resources of ACE’s Center for Internationalization and Global Engagement (CIGE). In addition, conversations are ongoing between Shepherd and universities outside of the United States on possible exchanges and partnerships that would enhance opportunities for both faculty and students.

Assessment

The Global Studies program will follow and adhere to the University’s guidelines for programmatic and course assessment. For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

The Global Studies Coordinator and Internationalization Advisory Council will review the program annually to assure program goals are being met. Students will evaluate courses regularly while instructors will offer ongoing formal and informal input to the review and planning processes. Knowledge and skills-based outcomes will be assessed by examinations,

quizzes, projects, research papers, short writing assignments, self-assessment surveys, and oral presentations and discussions. (The program will be evaluated on the basis of LEAP goals and outcomes of the AAC&U). The Coordinator will make recommendations on program development and delivery and will likely work with the Office of Alumni Relations in tracking graduates.

Program Review

Shepherd University ensures that the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. The Global Studies major will be subject to five-year programmatic review under the established requirements of the state and the institution. Assessment data is regularly collected and reported to the Center for Teaching and Learning as a part of the internal review process. The five-year review requires both internal self-review and external review by a qualified professional; these documents, in turn, are reviewed by the campus Program Review Committee, Vice President for Academic Affairs, and Board of Governors. A campus goal is to integrate the Global Learning Inventory, or a comparable instrument, as a part of the summative assessment.

The Global Studies major will also be evaluated at intervals along with other university programs by Shepherd's regional accreditor, the Higher Learning Commission (HLC).

5.2.d. Other Institutions Offering Similar Programs

About half of the institutions of higher learning in West Virginia offer a major and/or minor in international studies; some institutions offer the option of an interdisciplinary BA or BS where an international emphasis could be created. West Virginia University, West Liberty, West Virginia Wesleyan, and Wheeling Jesuit University have international studies majors and are useful references for planning a new program. West Virginia State University has an international studies major-French and German program. Marshall University has a major in International Affairs, and Bethany has majors in International Economics and International Relations. Virtually all of Shepherd's peer institutions in COPLAC have majors and/or minors with international titles and are also useful references, e.g., Global Studies major, International Affairs major, International Studies major, Global and Development Studies major. These programs are housed in departments of many varieties, e.g., Department of Social and Behavioral Sciences, Department of International Studies, Department of Interdepartmental Studies, Department of Political Science, Department of Geography and Global Studies, Department of History, Philosophy, and Political Science, and Department of International Languages and Culture.

5.2.e. Statement of societal, occupational, research, or public service needs that will be met, as well as anticipated student demand for the program, societal, occupational, research, or public service needs

The future promises robust growth for university programs aimed at building international literacy within a liberal arts context. The AAC&U's publication, "College Learning for the New Global Century" (2009), summarizes the need for students to develop intercultural skills: "Today's graduates need to be prepared for the complexities of the global economy and be equipped to live and work productively with persons from other nations and different cultural backgrounds." (Page ix) The authors describe a paradigm shift, "an era of opening in American higher education," (Page viii) and stress "internationalizing higher education is occurring throughout the world." (Page 5) The world of today is a "multilayered map of human cultures and societies" with "rapidly increasing interaction and interdependence." (Page 10) Students need to understand global change and interaction and that cannot be taught independent of their positionality as U.S. citizens or without interdisciplinarity. The Bologna process of European higher education reform "offers a direct challenge – to the principles, the practices, and, most especially, the international competitiveness of U.S. higher education." (Paul Gaston, "Bologna. A Challenge for Liberal Education and an Exceptional Opportunity," Liberal Education, Fall 2008, p. 14)

Graduates of this program will be prepared for careers in diplomacy, humanitarian service, international business and marketing, education, military service, non-governmental organizations (NGOs), and other arenas with a strong international focus. Students will also have a solid grounding for graduate study in areas such as international affairs, global finance, cultural and regional geography, and international organizations. A Global Studies major is also good preparation for students interested in pursuing careers in global legal fields like maritime and environmental law.

The Eastern Panhandle has experienced notable population growth in the past decade and that growth has generated a demand for more degree options. Governmental agencies, NGOs, and multi-national corporations seek broadly-educated, articulate, and globally-aware employees, as well as those with the intercultural skills to move easily in a polyglot world.

Student Demand for the Program

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students for life in a highly dynamic and interconnected world. A Global Studies major will likely enhance Shepherd University's ability to attract students from the tri-state area and to

extend into new markets beyond. Affordable tuition, convenient location, and a reputation for excellence give Shepherd University an advantage over many institutions of higher learning in the region. Shepherd University is also attractive to students outside of U.S. borders and we expect that increasing our international student population will also give momentum and enrollment to the proposed program.

The Dean's Student Advisory Council in the School of Business and Social Sciences has identified interdisciplinary education as one of five key opportunities for Shepherd's future. The students endorse with enthusiasm Shepherd's Internationalization Strategic Plan, i.e., commitment to promoting global awareness, and have discussed ways to interlace threads of international education into co-curricular activities. The International Student Union (ISU) has put its creative energies into special events such as last year's visit by the ambassador from the Cote D'Ivoire.

Student enthusiasm for the Political Science International concentration at Shepherd University suggests potential momentum for a full-blown Global Studies degree on our campus. An interdisciplinary Global Studies major, furthermore, can be combined in meaningful, synergistic ways with minor degree programs such as Economics and History. At the University of Chicago an International Studies degree program counted 100 majors in its first three years (1998-2001), a pattern consistent with spikes in interest in this degree program nationally.

Shepherd students and prospective students routinely ask for information on study abroad and for opportunities to build fluency on global issues. Study Abroad Fairs draw significant numbers and informal student surveys and anecdotal evidence point to the growing interest at Shepherd for international options. Nationally, study abroad has increased from roughly 65,000 study-abroad students in the 1987-1988 academic year to more than 289,000 in 2012-2013 (Institute of International Education Open Doors Report, 2012-2013).

5.2.f. Additional Resources Needed to Offer the Program

Faculty

The program will utilize courses currently offered on the Shepherd campus; only the entry-level, experiential, and capstone courses will be additions. At this time, there are no full-time faculty members dedicated to the development of the program. The intent is that a part-time Coordinator (reassigned time) will lead the program and receive guidance from the Internationalization Advisory Council. Currently, Shepherd University does not offer "lesser-used languages" on a regular basis, but it does offer a Spanish major and minor and a new

modern languages minor that includes courses in French and German. The Internationalization Advisory Council will work with the administration to develop additional options for the language requirement, e.g., immersion opportunities through study abroad, partnerships with neighbor institutions, summer language immersion, and online resources. As program enrollment grows, requests for additional faculty will be taken forward through the normal budget process.

Facilities Requirements

Courses for the Global Studies major will be taught in venues across campus. Classrooms vary in capacity and all are technologically outfitted with computer projection systems and web access. Language instruction is provided in a language learning lab in Knutti Hall and the Scarborough Library houses an assortment of language learning resources. While space is at a premium on the Shepherd campus, the program can be offered without new construction and without any significant increases in class size.

Library

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and assorted publications on international issues. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as remotely. Users have access to thousands of full-text journals from over 50 databases, including subscription databases such as LexisNexis and JSTOR. The Federal Depository Library Program is easily accessible and offers a wealth of material online on international topics. The library assesses no fees for online searching or for its interlibrary loan services.

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

computers on the main floor of the library. The 24-hour room has 8 computers, the instruction lab 24, the third floor 10, and 38 are available for checkout.

Faculty at Shepherd University can tap into the vast library collection of the West Virginia Consortium for FACDIS. Listed among its resources are more than a thousand audio-visual and simulation titles available for loan from the West Virginia University Media Services Library in Morgantown. The collection is categorized by area studies, global issues, and general international. FACDIS also funds faculty professional enhancement opportunities aimed at course and curriculum development in international studies through annual workshops, keynote addresses, and plenary sessions.

5.2.g. Instructional Delivery Methodologies to Deliver the Program

Courses in the proposed program will be delivered primarily in traditional face-to-face settings. Some hybrid and online formats for delivery may be utilized as the program develops. Instructional methods will include, but not be limited to, lectures, case studies, online simulations, and various types of experiential learning such as internships, service learning projects, and study abroad.

Summary

Shepherd University is poised to move forward with an interdisciplinary Global Studies program; no additional space is needed and only modest expenditures will be required for faculty and support services. Given its proximity to major metropolitan areas, including the country's nerve center, Shepherd is a splendid place to nurture and build a program that interweaves the local strands of life into the national and international. Apart from Shepherd's many attributes, the University can draw on the richness of the tri-state region for guest speakers, panelists, and internship and career opportunities. Global learning is a practical necessity and a national imperative.



Appendix A: Proposed Curriculum



Shepherd University

Bachelor of Arts, Global Studies

DRAFT OF CURRICULUM (April 2015)

Core Curriculum: 42 credit hours

Core Requirements for the Major: 18 credit hours

GLOB 200	Introduction to Global Studies (3 cr)
GEOG 202	World Regions (3 cr)
SOCI 307	Population and Development (3 cr)
GLOB 350	International Experience (3 cr)
PSCI 405	International Political Economy (3 cr)
GLOB 450	Capstone in Global Studies (3 cr)

Choose One of the Following: (3 – 4 cr)

ANTH 315	Cultural Anthropology
BADM 359	International Business
COMM 410	International Communication
ECON 206	Principles of Microeconomics
ENVS 201	Dimensions of Environmental Science I (4 cr)
ENVS 202	Dimensions of Environmental Science II (4 cr)
GEOG 301	World Economic Geography
HIST 203	United States and the World
PSCI 304	Introduction to Comparative Politics
SOCI 309	Sociology of Religion
SPAN 306	Peninsular Culture and Civilization
SPAN 307	Latin America Culture and Civilization

Language Requirement: 12 credit hours in one language

Regional Requirement: Choose any 2 regional courses, 6 credits

Concentration in Global Studies: (In discussion by the subcommittee and departments.)



Appendix B: Internationalization Strategic Plan



**A Strategic Plan for Shepherd University
Campus Internationalization
2012 – 2022*
January 13, 2012**

I. Introduction. In the spring of 2010, the Shepherd University *Internationalization Committee* was charged by President Suzanne Shipley with the development of a strategic plan for the internationalization of the university and undertook its work with the assistance of the Internationalization Laboratory of the American Council of Education. The committee operated within the framework of the university Mission Statement, which states

*Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. ***

The American Association of Colleges and Universities states that “A liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. It provides students with broad knowledge of the wider world (www.aacu.org).” Shepherd University has long seen itself as a liberal arts institution, but it has not systematically infused an international/intercultural dimension across all aspects of its mission of teaching, learning research and service. The *Internationalization Committee* Mission Statement directly addresses the need to create a strategic plan that will make Shepherd University “a community of learners committed to global awareness and cultural appreciation through teaching, learning, research, and service.”

* Committee members include: Dr. Mark Stern, Chair (Political Science); Dr. Rachel Ritterbusch (English and Modern Languages); Dr. Dawne Burke (Education); Dr. Linda Kinney (Economics); Dr. Weidong Liao (Computer Science, Mathematics and Engineering); Dr. Roland Bergman (Faculty Senate); Dr. Ann Legreid (Dean, School of Business and Social Sciences); Ms. Ann Henriksson (Study Abroad Director & Library); Ms. Elizabeth Cauvel (Study Abroad Office); Ms. Alexis Reed (Financial Aid); Ms. Mary Beth Walling (Student Affairs); Ms. Shannon Zimmerman (Admissions); Mr. Aaron Rock (Graduate Student, CSDA Program); Mr. Michael Bailey (SGA President); Mr. Timothy Leonard (SGA External Affairs Coordinator). Dr Sharon Kipetz (V.P. Student Affairs), Dr. Sean Buckreis (Education), Dr. Gordon DeMeritt (Business Administration), Dr. Clarise Ottley (Nursing Education) and Mr. Frank Oben (undergraduate student) also contributed to the work of the committee.

** The Appendices to this document include: (A) *Liberal Education and America’s Promise* (LEAP) and *Association of American Colleges and Universities* (AAC&U) Learning Outcomes and Intercultural Knowledge and Competence VALUE Rubric; (B) Shepherd University Mission Statement; (C) Shepherd University Strategic Plan Core Values; (D) Shepherd University Strategic Plan Pathways; (E) Shepherd University Strategic Plan Priorities; (F) Assessment Guide for Campus Internationalization; (G) Faculty Questionnaire: Faculty International Experience and Expertise; (H) Percent of Faculty, Students and Staff Responding “Very Important” to Each Listed Internationalization Priority; (I) Student Internationalization Questionnaire.

II. The Planning Process. (a) The ACE Questions Review. The committee began its work in the fall of 2010 by responding to ACE's "Questions to Guide an Internationalization Review." (Cited as "Review".) A summary of this Report, paralleling the ACE questions, is as follows:

- (1) The Shepherd University curriculum does not address internationalization in a systemic manner.
- (2) The *West Virginia Higher Education Policy Commission* and the WEST Virginia Consortium for faculty and Course development (FACDIS), a consortium of twenty West Virginia higher education institutions, are very supportive of internationalization efforts. The University, "with its 'Gateway' location and proximity to Washington, D.C., is situated in an environment that is supportive of international efforts."
- (3) Shepherd has no over-all internationalization strategy nor is there any coordinating office to guide international efforts. Uncoordinated internationalization efforts occur with the major effort being in the study abroad area (SEE 7 below).
- (4) There are no over-all "structures, policies and practices" in place for internationalization at Shepherd University.
- (5) There is no systematic effort to recruit international students or to support international students who attend Shepherd. Only fourteen international students are enrolled in the 2010-2011 academic year.
- (6) In the co-curriculum, the very strong Performing Arts Series at Shepherd (PASS) emphasizes diversity, intercultural and international performing arts.
- (7) The *Study Abroad Office* effectively coordinates both short-term study-abroad programs offered on the initiative of Shepherd faculty, and non-Shepherd based semester or longer study abroad efforts by Shepherd University students. There are no Shepherd-sponsored semester-length study abroad programs.
- (8) In a limited fashion (SEE, especially, sections 5 and 7 above) Shepherd has engaged "with institutions in other countries." and is broadening this engagement.
- (9) There is a campus culture that is supportive of internationalization. The faculty have proposed an International Studies major, but this has been placed on hold until the work of this committee is completed. The Political Science Department recently implemented an international track within the major.
- (10) There is a lack of "synergy and connections among discrete [internationalization] activities" at Shepherd.
- (11) The critical review conclusion: "Shepherd is almost wholly underdeveloped in the international area ... [and the *Internationalization Committee*] has a wide-open opportunity to develop and to direct the future of internationalization at Shepherd University."

(b) The SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis. During the fall of 2010 and into the spring of 2011 the committee undertook a series of SWOT analyses (Strengths, Weaknesses, Opportunities and Threats) in five key areas of potential internationalization efforts at Shepherd. The SWOT analyses confirmed much of the original findings of the “Response” report, but added depth and specificity in particular internationalization areas. The most consistent weakness cited in these analyses was the lack of an internationalization coordinating office in this area. Below is a brief summary of key findings for each SWOT analysis.

(1) Faculty Policies and support. No incentive structure or policies in support of faculty international efforts. Faculty support for internationalization is a key strength.

(2) International students. No apparent effort to recruit international students or to provide in-depth support services for these students. A major drop-off has occurred in the presence of international students, with only 14 fulltime international students currently enrolled at Shepherd.

(3) Student Affairs. The PASS series (Performing Arts Series at Shepherd) is a major contributor to international, intercultural and diversity efforts at Shepherd University. There is a need for increased activity by the Office of Student Affairs to develop internationalization efforts. The Office of Multicultural Affairs needs to devote more effort to this area.

(4) Study Abroad. The *Study Abroad Office* is the one campus area with consistent effort and attention paid to international efforts. There is a need for a full-time director.

(5) Language Instruction. Very capable and committed faculty with continuing efforts made to enhance foreign language instruction. Need for more diverse languages, especially in the non-European areas.

(c) Faculty, Student and Staff Surveys and Interviews. In the spring of 2011 the *Internationalization Committee* developed and administered a faculty internationalization survey instrument. (All surveys administered by the *Internationalization Committee* have received university IRB approval prior to distribution.) A committee member from each of the university schools contacted the department chairs in his or her school and had the survey instrument distributed to the faculty members in each department. The survey was discussed with the school deans, as a group, prior to its distribution to the faculty. There are 129 full-time faculty members in the Shepherd academic departments (fall 2011 count), including four full-time librarians, and 57 of them (44%) completed the survey. For each of ten items related to possible efforts to be undertaken in internationalizing the university faculty members were asked to “Place a check mark next to the level of importance [Very Important, Somewhat Important, Not Important] that you would deem to be appropriate for each item.” Widespread faculty support for internationalization is evidenced by the fact that a majority of the

responses, 339 out of a possible 560 (60%) for all ten questions answered by the 57 faculty members, were check-marked in the “Very Important” category. Only 38 responses (6.8%) were check-marked in the “Not Important” category. Only two items, “Expanding the number of faculty who teach or do research in internationally related areas” (with 22 check-marks), and “Establishing a major in international studies” (with 27 check-marks), had less than a majority of the faculty’s support as “Very Important.” Thus, there is a wide-spread faculty consensus on the importance of internationalization needing to be addressed.

The rank-order of the faculty indicating each international effort as “Very Important” (with the percent indicated in parentheses) is as follows: (1) the need for financial support of faculty development in international study and research (74%); (2) the need for recognition of faculty international efforts in merit, promotion and tenure decisions (72%); (3) increasing support for two to four week study-abroad programs for Shepherd students (68%); (4) bringing international students to study at Shepherd (63%); (5) increasing support for semester abroad or longer programs for Shepherd students (67%); (6) expanding non-English languages in “critical needs” areas (58%); (7.5) establishing an office for coordination and oversight of international efforts (56%); (7.5) expanding international opportunities for student internships and co-op experiences (56%); (9) establishing an International Studies major (47%); (10) expanding the number of faculty in internationally related areas (39%).

The faculty also responded to questions relating to personal and background items and interest in internationalism. Twenty-four percent (n=15) of the respondents were born outside of the United States, with seven of them originally from Europe, five from Asia, and the remaining six individuals from other locales. Of the faculty surveyed, twenty-six percent (n=19) were found to have achieved a degree outside of the United States, with fourteen percent (n=8) receiving their graduate degree from another country. (Note: As an aside, we suggest that the reader bear in mind that there is a likely bias in that responders are more likely than the average faculty member to be individuals with a background in international area or have a strong interest in this area.) The instrument proceeded with questions that sought the extent to which faculty members have expertise and experiences with international colleagues and research with an international dimension. Fifty-one percent (n=29) of the faculty responders have areas of international expertise, and forty-seven percent (n=27) have worked on some form of research related to their area of expertise. Forty-seven percent (n=27) indicate that they have significant professional development in the international area. Sixteen of the faculty respondents (28%) state that they have interaction with professional colleagues outside of the United States and fifteen out of these sixteen respondents indicate that this relationship includes collaborative research. Many of the faculty members, forty-nine percent (n=28), state

that their courses have “significant” international course content. However, the survey instrument did not pursue the meaning of the term “significant” in an in-depth manner.

Many Shepherd faculty members have a background in the international arena, such as language fluency, travel, study tours, living abroad experience and international scholarship interests. Forty-two percent (n=24) of the faculty surveyed state that they had fluency in at least one language, with many having fluency in more than one language other than English, and sixty-one percent (n=31) state that they had some ability with one or more non-English languages. Every academic department but one had over fifty percent (total n=29) of the faculty state that they had achieved fluency and/or ability in another language. Faculty (28%, N=16) have lead a variety of short-term study tours, ranging from one to twenty-two different tours. However, the faculty-led tours were mainly concentrated in a handful of departments, i.e., English and Modern Languages, Art, Music, History and Business. Forty-two percent (n=24) of the faculty has had some form of long-term international experience, not including achieving a degree outside of the United States. These experiences range from time spent in the Peace Corps, academic and non-academic-related travel, teaching abroad, Fulbright Scholarship, working as a journalist, taking part in faculty/student exchanges and working abroad for the United States government. Lastly, fifty-one percent (n=29) of the faculty had at some point lived for longer than four months in a country outside the United States. In sum, there is a depth of support for internationalization efforts, broad interest in international/intercultural activities, and a wide-range of international experiences among the Shepherd faculty.

During the spring of 2011 the *Student Government Association* (SGA) participated in a focus group interview and survey. The survey employed the same ten internationalization area questions as in the faculty survey. Of the 36 SGA members present, 35 responded to the survey questions. SGA focus group participants were very concerned about the cost of semester or longer study abroad programs. This group agreed on the need for international learning and study in preparation for future job opportunities. Out of a possible 360 total responses, 190 (53%) were marked in the “Very Important” category. The SGA apparently deemed fewer areas of internationalization as critical since “Very Important,” was marked less often than by faculty or staff members. Only five of the ten items received majority support from the SGA, whereas eight items received majority support from the faculty, and seven items received majority support from the Council. For the SGA members the four “Most Important” items, noted below, gained a clear margin of support compared with all other items. The rank-order of the SGA members indicating each item as “Very Important,” with the percent of respondents indicated in parentheses, is as follows: (1) expanding non-English languages in “critical needs” areas (86%); (2) establishing an international studies major (78%); (3) bringing international students to study at Shepherd (75%); (4) expanding opportunities for student internships and

coop experiences (69%); (5) establishing an office for coordination and oversight of international efforts (58%); (6) establishing semester or longer study abroad programs (47%); (7) increasing support for two to four week study abroad programs for Shepherd students (42%); (8) expanding the number of faculty in internationally related areas (19%); (9) increasing financial support for faculty development in international study and research (14%); (9) increasing recognition of faculty international efforts in merit, promotion and tenure decisions (14%). The SGA leadership appears to be especially interested in supporting such international/intercultural efforts as non-traditional languages, international studies, bringing international students to study at the university, international internships and cooperative education experiences, and establishing an office in support of university international efforts.

During the spring of 2011 the *University Classified Staff Council* participated in a focus group interview and survey. Of the 9 *Classified Staff Council* members present 8 responded to the survey questions. The survey employed the same ten internationalization area questions as in the faculty survey instrument. The *Classified Staff Council* focus group discussion emphasized the changes needed in student learning, with a new emphasis on international competencies expected for student job opportunities. There was a consensus on having internationalization efforts as a university goal, and the need to seek external grant support for this development. As with the faculty, the completed *Classified Staff Council* survey instrument provides strong emphasis of support for internationalization efforts: out of a possible 80 total responses 51 (64%) were marked in the "Very Important" category and none were marked in the "Not Important" category. As noted below, four of the items were marked "Very Important" by all of the surveyed Council members. The rank-order of the Council members indicating each item as "Very Important," with the percent indicated in parentheses, is as follows: (1) semester or longer study-abroad programs (100%); (1) bringing international students to study at Shepherd (100%); (1) expanding opportunities for student internships and coop experiences (100%); (1) establishing an office for coordination and oversight of international efforts (100%); (5) expanding the number of faculty in internationally related areas (87.5%); (6) establishing a major in international studies (75%); (7) expanding non-English languages in "critical needs" areas (62.5%); (8) the need for recognition of faculty international efforts in merit, promotion and tenure decisions (37.5%); (9) two to four week study-abroad programs for Shepherd students (0%); (9) the need for financial support of faculty development in international study and research (0%). As with the above constituencies, the *Classified Staff Council* appears to solidly support internationalization at Shepherd University, with a special emphasis on the need for this effort in light of the expanded need for the education of students in global competencies.

(d) Committee Communication with Faculty, Staff and Students. The *Internationalization Committee* established a process for continuous communication with major campus constituencies as its work progressed. At the monthly meeting of each school a faculty member from the committee verbally updated the school faculty on the committee's work. At each meeting of the Faculty senate the senate appointed member of the *Internationalization Committee* reported on the work of the committee. The *University Classified Staff Council* was regularly updated on the committee's work through communication between the *Classified Staff Council* chair and the chair of the *Internationalization Committee*. Members of the *Student Government Association* serve on the committee and update the SGA. In late August of 2011, the *Internationalization Committee* chair addressed an all-university faculty meeting and provided each faculty member with an updated summary report of the committee's work. Agendas, minutes and other information provided to committee members were provided to the *Vice President for Academic Affairs*. The *University President* is updated with regards to committee discussions and decisions.

(e) First Year At Shepherd Internationalization Survey instrument. During the summer of 2011 a large sample of the first-time in college Shepherd students were administered a survey instrument which will provide the university with information regarding: international experiences, e.g., travel abroad, study abroad, living abroad, etc.; international education exposure, including foreign language, and fluency in non-English language; tolerance for individuals from a different culture; familiarity with international news; interest in international news; and interest in international matters. This survey instrument will also be administered to members of this class, and future classes, when they are graduating seniors, to assess whether or not there have been changes in their knowledge, ideas, experiences and attitudes in these matters. The last section of this instrument asks the first-year, first-time in college students to rank the importance of questions 1, 2, 3, 6, 7, 8, and 9 that were utilized for the faculty, students and staff (A brief summary of the results of this survey and a copy of the survey may be found in Appendix I and Appendix J of this document.)

(f) New Core Curriculum. Effective in the fall 2011 semester, Shepherd University established a new *Core Curriculum* that requires all students to have competencies in "Global Understanding and Respect" and "Multiculturalism and Diversity." (The definition of these competencies may be found at: http://www.shepherd.edu/employees/senate/general_studies/framework.pdf). The competencies are based on the AAC&U LEAP standards. They are specifically required within six course credits of the Humanities and nine course credits within the Social Sciences in the Level Two Core Studies curriculum. There is thus in-place a systematic curriculum requirement in globalism, multiculturalism and diversity.

(g) International Grant Support. The committee supported a grant application to the *West Virginia Higher Education Policy Commission* (WVHEPC) in support of non-English language development. The grant was approved in the spring of 2011. This grant directly supports increasing student foreign language proficiency in Spanish and French, the latter being a minor and the former being a major offered at Shepherd University. The grant will create a foreign language immersion learning opportunities beyond the classroom including: (1) the establishment of a formal partnership with the *University of Laval in Quebec, Canada* and the *University of Costa Rica* that will lead to the development of undergraduate and graduate student exchanges, as well as faculty exchanges, between these universities and Shepherd; (2) the establishment of an international language housing area at Shepherd that will provide an immersion environment for foreign language major students; and (3) as of the fall of 2011 Shepherd will installed SCOLA, a televised broadcasting system that retransmits programming in native languages from around the world.

(h) Student Learning Goals and Outcomes. The *Internationalization Committee* identified three broad learner-centered objectives for international and intercultural learning. These are linked to the LEAP standards and high-impact practices endorsed by the AAC&U and recently adopted by the Shepherd University community. The campus community also utilizes the six levels of *Bloom's Taxonomy of Educational Objectives*: knowledge, understanding, application, analysis, synthesis, and evaluation.

The broad learner-centered objectives for international and intercultural learning are:

Knowledge: Graduates will have knowledge and comprehension of international and intercultural issues, events, and conditions.

Skills: Graduates will apply international and intercultural knowledge and understanding to the analysis of issues, questions and problems in both domestic and international settings. Graduates will thus be able to synthesize and evaluate from those analyses.

Disposition/Attitudes: Graduates will use their international and intercultural competency to evaluate and value differing perspectives, rethink and reformulate their views, and adapt to new and culturally diverse environments.

International and intercultural competency will be assessed at the course level using the *Shepherd University Core Curriculum* "Intended Student Outcomes."

(http://www.shepherd.edu/employees/senate/general_studies/framework.pdf, adopted 2010-2011)

Goal 1: Knowledge of Human Cultures and the Physical and Natural World

- a) Acquire knowledge in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts through progressively more challenging problems, projects, and standards for performance
- b) Engage in both contemporary and enduring questions: international focus

Goal 2: Intellectual and Practical Skills throughout the Curriculum

- a) Engage in inquiry and analysis: international focus
- b) Demonstrate abilities in critical and creative thinking: international focus
- c) Effectively communicate, in both oral and written English: may include communicative competence in additional languages
- d) Acquire quantitative and information literacy: international topics and resources
- e) Demonstrate a capacity for collaboration/teamwork and problem solving: across cultures and boundaries
- f) Integrate the foundations and the skills for lifelong learning and wellness: international topics and perspectives, including the ability to adapt to new and culturally diverse environments

Goal 3: Personal and Social Responsibility

- a) Develop civic knowledge and civic engagement: international topics and activities, including the ability to engage effectively in new and culturally diverse environments
- b) Develop global understanding and respect for cultures and societies outside of the United States
- c) Demonstrate understanding of multiculturalism and sensitivity to issues of diversity
- d) Practice professional ethics and ethical reasoning: international and intercultural experiences and issues

Goal 4: Integrative Learning

- a) Demonstrate a synthesis of, and advanced accomplishment across, general and specialized studies through a capstone experience in the chosen discipline: utilization of international and intercultural perspectives, sources, approaches, and environments

III. Goals, Objectives, and Strategies for Campus Internationalization

As noted below, Goal 1, “Creating a Shepherd University organizational structure that supports comprehensive internationalization” is the top priority for internationalization. This priority is viewed by a majority of faculty, students and staff as “very important.” The basis for its emergence as the top priority of the *Internationalization Strategic Plan* emerged from

discussions within the *American Council on Education* (ACE) Internationalization Lab process. Given that Shepherd University is near “ground zero” in the internationalization process, the presence of a guiding office and a key leading administrative officer for such an office, would ensure that a minimum of overlapping efforts, uncoordinated or competing interests, or “silos,” would occur as funding and other major internationalization issues and priorities are implemented. There is no prioritization attached to any of the other plan goals, but such should emerge as the plan is implemented within a shifting environment of resource constraints. Seizing targets of opportunity that fit the plan goals and strategies is critically important in an era of increasing budget constraints and emerging grant opportunities. This is consistent with the very broad support for internationalization evidenced by faculty, students and staff. The particular strategies within each goal are generally supported by multiple constituencies.

Included in the plan are several items that are not broadly supported as “very important” by at least one of the constituent groups to who were surveyed as part of the planning effort. Students and staff are generally not supportive of ensuring financial support for faculty development and efforts in the international area. This plan, however, reflects the assumption that without such support the strengthening of faculty efforts in this domain would be limited. The staff does not regard short-term student study abroad as “very important,” while a very large majority of the students and faculty see it as “very important” or “important.” Short-term study abroad is included within this plan because of the ongoing, integrated development of short-term study abroad efforts with Shepherd University classes and programs. In addition, students expressed strong reservations about the cost of participation in long-term study abroad classes and programs. The use of short-term study abroad classes and programs will provide Shepherd students the opportunity for direct experiences with other countries and cultures at a much more manageable cost than long-term study abroad experiences. Only forty-seven percent of the faculty views the establishment of an International Studies major as “very important.” However, the overwhelming majority of the faculty sees this initiative as either “very important” or “important,” and more than three fourths of the students and staff see this objective as “very important.” The plan proposes the development of an International Studies Major, as it is feasible to develop and implement and is cost effective with all but three courses already in place with significant support from faculty wishing to implement such a major. One item listed in the survey of faculty, students and staff, “Expanding the number of faculty who teach and do research in internationally related areas,” received very little support from faculty and students and is not pursued in the plan.

Below are the five goals of the *Shepherd University Internationalization Strategic Plan*, as well as the objectives, metrics and strategies for implementing each goal. In addition, how each

objective fits within the *Shepherd University Strategic Plan Core Values, Pathways, and Priorities* is also provided.

Goal 1: Creating a Shepherd University organizational structure that supports comprehensive internationalization

The *Internationalization Committee* at Shepherd University proposes as the top priority the creation of an organizational structure to lead and support the comprehensive internationalization of the campus. The Committee strongly believes that no other internationalization goal can be accomplished and tied to a long-term internationalization plan without this first goal being realized (SEE above). More specifically, the Committee proposes the establishment of an “*Office of International Studies and Programs*,” a multi-dimensional campus service organization whose primary functions would be communication and coordination in support of international and intercultural initiatives with an initial and sustained focus, once appropriate support structures are in place, on the recruitment of international students, and working with the grants officer and faculty and staff members to seek grants for the development and enhancement of internationalization. The *Office of International Studies and Programs* would assist campus units in the development and conduct of international and intercultural events and activities; provide service as needed for study tours and faculty and student exchanges; promote and support an international student presence at Shepherd University; serve as a campus information resource; and promote and support the comprehensive internationalization of the campus consistent with the university’s mission and core values of learning, engagement, integrity, accessibility, and community. This office will ensure that as internationalization takes hold at Shepherd University it will be an infused, comprehensive process across the university.

Objective 1.1: Establish an Office of International Studies and Programs.

Metric 1.1.1: Establish a senior administrative position (Director) that will report to the VPAA.

Strategy 1.1.1.1: Fund the position via a budget request.

Strategy 1.1.1.2: Conduct a national search for a Director who will administer an office with support staff and have minimal teaching responsibilities in International Studies responsibilities in International Studies.

Core Values: 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

Shepherd University Pathways: 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15-strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

Objective 1.2: Work with the *ACE International Division* to assure best practices and appropriate responsibilities are placed under this office, e.g. study abroad, student and faculty exchanges, and international students.

Metric 1.2.1: Establish an appropriate organizational structure consistent with ACE recommendations.

Strategy 1.2.1.1: Meetings and correspondence with the ACE team.

Strategy 1.2.1.2: Discussions with Shepherd University administrators, faculty, staff and students.

Core Values: 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

Shepherd University Pathways: 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

Objective 1.3: Create appropriate space for the *Office of International Studies and Programs* consistent with best practices as developed by ACE.

Metric 1.3.1: Space adequate for a reception desk, offices, work tables, storage, displays, and meetings.

Strategy 1.3.1.1: Meetings and correspondence with the ACE team and research on existing international offices for optimal layout.

Strategy 1.3.1.2: Planning discussions with the campus community, including *Facilities Management*.

Core Values: 1- Learning; 2- Engagement; 4-Accessibility; 5-Community.

Shepherd University Pathways: 1- Inspire student learning and development; 2- Optimize potential of faculty and staff; 4- Stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1- Improve the quality of learning across the curriculum; 8- Ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- Develop capacity to attract and secure cultural initiative funds.

Objective 1.4: Develop support mechanisms for funding.

Metric 1.4.1: Multiple sources of funding for operations, student scholarships, faculty projects/activities and staff development.

Strategy 1.4.1.1: Submit annual budget requests for the Shepherd University budget process.

Strategy 1.4.1.2: Establish a relationship and pursue grants through the Shepherd University Grants Officer.

Strategy 1.4.1.3: Establish relationships and pursue funding from External entities and internal sources.

Strategy 1.4.1.4: Establish relationships with faculty and other Shepherd University personnel with an interest in seeking external funding.

Core Values: 1- learning; 2-Engagement; 4- accessibility; 5-community.

Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1-improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.

Objective 1.5: Establish relationships with campus units in support of international and intercultural initiatives, e.g. *Office of Student Affairs*

Metric 1.5.1: A network of linkages and effective communication with campus units

Strategy 1.5.1.1: Meetings and correspondence for sharing of information, planning, and evaluation of programs and office services

Core Values: 1- learning; 2- engagement; 4 - accessibility; 5-community.

Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1- improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.

Objective 1.6: Engage in ongoing assessment of services and strategic planning

Metric 1.6.1: Student, staff, and faculty satisfaction with office services

Strategy 1.6.1.1: Work sessions and retreats dedicated to assessment and strategic planning (with appropriate adjustments in operations and services; reporting to the university community)

Core Values: 1- learning; 2- engagement; 4-accessibility; 5-community.

Shepherd University Pathways: 1- inspire student learning and development; 2- optimize potential of faculty and staff; 4- stimulate the cultural and economic development of the region.

Shepherd University Priorities: 1- improve the quality of learning across the curriculum; 8- ensure a high degree of professional preparation for students; 11-enhance professional development programs for faculty and staff; 15- strengthen the diversity of faculty and staff; 17- develop capacity to attract and secure cultural initiative funds.

Goal 2: Enhance international opportunities for students at Shepherd University

Objective 2.1: Expand and support internationalization across the curriculum.

Metric 2.1.1: Determine the current number of courses with international content.

Strategy 2.1.1.1: Survey faculty and staff with regard to international content in their courses.

Metric 2.1.2: Increase the number of courses with international content across the curriculum.

Strategy 2.1.2.1: Encourage disciplines to develop new courses, including additions to the core curriculum.

Strategy 2.1.2.2: Identify disciplines where adding internationalized content is more challenging and offer workshops and resources through the *Center for Teaching and Learning (CTL)* and *Study Abroad Office*.

Core values: 1 - learning; 2 – engagement; 5- community

Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff

Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students

Objective 2.2: Expand and support modern language offerings at Shepherd.

Metric 2.2.1: Increase the range and frequency of courses offered in French and German.

Strategy 2.2.1.1: Staff additional courses with adjunct instructors and full-time faculty as student demand warrants.

Metric 2.2.2: Create and support a French Major degree (B.A. and secondary education).

Strategy 2.2.2.1: Solicit support to conduct a national search for a full-time tenure-track position in French as student demand warrants.

Metric 2.2.3: Increase the range and frequency of courses in non-European languages.

Strategy 2.2.3.1: Hire qualified adjunct instructors and full-time faculty as student demand warrants.

Metric 2.2.4: Expand opportunities for out-of-class language practice.

Strategy 2.2.4.1: Purchase multimedia materials (movies, music, books, magazines, etc.) in target languages for the language lab.

Strategy 2.2.4.2: Purchase *Rosetta Stone* or similar interactive language software for languages such as German, Italian, Arabic, and Chinese.

Core values: 1 - learning; 2 – engagement, 5- community

Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff

Priorities: 1 - improve the quality of learning across the curriculum; 3 – increase full-time faculty to 75% of instruction; 8 - support professional preparation of students

Objective 2.3: Increase student participation in short term (6 weeks and under) study abroad programs.

Metric 2.3.1: The number of students participating in short term programs will increase.

Strategy 2.3.1.1: Identify and develop sources of scholarships and financial support for students through the *Study Abroad Office*.

Strategy 2.3.1.2: Encourage the faculty to plan their trips a minimum of one year in advance and promote the programs through the Study Abroad website so that students will have an opportunity to plan for participation.

Strategy 2.3.1.3: The *Study Abroad Office* will promote Shepherd Faculty-led Study Abroad programs at the annual Study Abroad Fair.

Strategy 2.3.1.4: All enrollments of students in short term programs will occur electronically through the Study Abroad website, allowing for ease of administration and enhanced, standardized risk management.

Information sessions and user guides as well as personalized support will be provided to faculty leaders in the use of the Study Abroad website.

Strategy 2.3.1.5: Faculty will encourage returned student to present testimonials in class and to promote attendance at Study Abroad informational events.

Strategy 2.3.1.6: Study Abroad staff will promote the WVHEPC sponsored First Year Experience (FYEX) study abroad program to Quebec, Canada to encourage full enrollment (4-5 students annually).

Strategy 2.3.1.7: Shepherd will maintain membership in professional organizations such as *NAFSA: Association of International Educators* and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff.

Core values: 1 - learning; 2 – engagement

Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff; 4 - cultural and economic development

Priorities: 8 - support professional preparation of students; 11 - enhance professional development programs; 17 - develop the capacity to secure cultural initiative funds

Objective 2.4: Increase student participation in long term (7+ weeks) study abroad programs.

Metric 2.4.1: The number of students participating in long term programs will increase.

Strategy 2.4.1.2: Identify and develop sources of scholarships and financial support for students through the *Study Abroad Office*.

Strategy 2.4.1.2: The *Study Abroad Office* will maintain and update program offerings searchable on the Study Abroad website.

Strategy 2.4.1.3: The *Study Abroad Office* will offer information sessions and personalized counseling sessions to students researching study abroad programs.

Strategy 2.4.1.4: All students will enroll in study abroad programs electronically through the Study Abroad website, allowing for ease of administration and enhanced, standardized risk management. Information sessions and user guide as well as personalized support will be provided to faculty leaders in the use of the Study Abroad website.

Strategy 2.4.1.5: The *Study Abroad Office* will offer a Study Abroad Fair in the Fall semester to promote Study Abroad programs.

Strategy 2.4.1.6: The *Study Abroad Office* will partner with the *Office of the Registrar*, the *Office of Financial Aid*, the *Shepherd University Honors Program*, and a variety of academic and co-curricular organizations to target personalized promotional information and events to students.

Strategy 2.4.1.7: The *Study Abroad Office* will explore the costs and benefits of joining a non-profit, non-governmental international exchange organization, such as CIEE, to expand cost-conscious program offerings and scholarship opportunities.

Strategy 2.4.1.8: The *Study Abroad Office* will offer information sessions and/or worksheets for faculty advisors detailing the study abroad process.

Strategy 2.4.1.9: Faculty will encourage returned student to provide testimonials in class and to promote attendance at Study Abroad informational events.

Strategy 2.4.1.10: Returned study abroad students who have received Shepherd based study abroad scholarships will be required to complete a minimum of one promotional activity, such as speaking in class or to a student organization or creating and displaying a promotional item (poster, video, blog, etc) in the semester following their return. Students will work with the *Study Abroad Office* to plan this activity.

Strategy 2.4.1.11: Study Abroad staff will offer an FYEX Study Abroad interest group and/or 1 credit Study Abroad 101 courses open to all Shepherd students.

Strategy 2.4.1.12: The *Study Abroad Office* will work with academic departments to create a list of "pre-authorized programs" allowing for ease of enrollment.

Strategy 2.4.1.13: Shepherd will maintain membership in professional organizations such as NAFSA and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff.

Strategy 2.4.1.14: Assess returned student learning outcomes on long term programs using an instrument such as the *Learning from Study Abroad Survey*, the *Intercultural Development Inventory* or the *Beliefs, Events and Values Inventory*.

Core values: 1 - learning; 2 – engagement

Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff

Priorities: 8 - support professional preparation of students; 11 - enhance professional development programs; 17 - develop the capacity to secure cultural initiative funds

Objective 2.5: Increase engagement of faculty and departments as study abroad program leaders.

Metric 2.5.1: The number of departments and faculty sponsoring study abroad programs will increase.

Strategy 2.5.1.1: The *Study Abroad Office* will sponsor sessions, workshops and retreats that support best professional practices for short and long term study abroad programs and detail affiliate provider customized program offerings to faculty staff and administrative personnel.

Strategy 2.5.1.2: Provide incentives for faculty to organize and lead short and long term study abroad programs.

Strategy 2.5.1.3: Shepherd will maintain membership in professional organizations such as NAFSA and the *Forum on Education Abroad* and provide funding to allow for professional development for Study Abroad faculty and staff engaged in study abroad programming.

Core values: 1 - learning; 2 – engagement, 4 – accessibility; 5- community

Pathways: 2 - optimize potential for faculty and staff

Priorities: 1 - improve the quality of learning across the curriculum; 11 - enhance professional development programs

Objective 2.6: Identify and cultivate sources of scholarship funding to benefit study abroad students.

Metric 2.6.1: Provide scholarships and financial aid for students studying abroad.

Strategy 2.6.1.1: Explore billing affiliate program fees through the Shepherd Business Office to allow for the use of already existing aid, such as the *WV PROMISE Scholarship* and veteran's benefits, on affiliate programs.

Strategy 2.6.1.2: The *Study Abroad Office* will partner with the *Office of Financial Aid* to increase awareness of already existing financial resources.

Strategy 2.6.1.3: The *Study Abroad Office* will seek out existing scholarship and grant sources and provide this information to students through the Study Abroad website.

Strategy 2.6.1.4: The *Study Abroad Office* will explore the costs and benefits of joining a non-profit, non-governmental international exchange organization, such as CIEE, to expand cost-conscious program offerings and scholarship opportunities.

Core values: 1 – learning; 2 – engagement; 4 - accessibility

Pathways: 1- inspire student learning and development

Priorities: 1 - improve the quality of learning across the curriculum; 8 -support professional preparation of students; 17 - develop the capacity to secure cultural initiative funds

Objective 2.7: Develop and promote an inter-disciplinary International Studies Major.

Metric 2.7.1: Submit an Intent to Plan for approval by the WVHEPC for an International Studies major to integrate cross-cultural understanding initiatives throughout the curriculum.

Strategy 2.7.1.1: Form a committee to plan an International Studies Major.

Strategy 2.7.1.2: Implement an inter-disciplinary approach designed to maximize benefit for the greatest number of students in the creation and implementation of this major.

Metric 2.7.2: WVHEPC approves an International Studies Major for implementation in the Fall of 2014.

Strategy 2.7.2.1: Create a dedicated budget line.

Strategy 2.7.2.2: Promote the new major to strengthen global understanding in student learning and development while increasing curricular quality.

Core values: 1 – learning; 5- community

Pathways: 1- inspire student learning and development; 2 - optimize potential for faculty and staff

Priorities: 1 - improve the quality of learning across the curriculum

Objective 2.8: Develop and promote a secondary education BA in English as a Second Language (ESL).

Metric 2.8.1: Submit an Intent to Plan for approval by the WVHEPC for a secondary education BA in ESL.

Strategy 2.8.1.1: Form a committee to plan secondary education ESL program.

Strategy 2.8.1.2: Collaborate with members of the *Department of Education* and the *Department of English and Modern Languages* in the creation and implementation of this program to optimize potential for faculty, staff and students.

Strategy 2.8.1.3: Produce staffing lines based on student enrollment growth with specific interconnections to the ESL/ Test of English as a Foreign Language (TOEFL) initiatives for non-native English speakers.

Metric 2.8.2: Implement a secondary education BA in ESL.

Strategy 2.8.2.1: Create a dedicated budget line.

Strategy 2.8.2.2: Promote the new program to strengthen global understanding in student learning and development while increasing curricular quality.

Core values: 1 – learning; 5- community

Pathways: 1- inspire student learning and development

Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development

Objective 2.9: Develop and support international internships, co-ops and service-learning programs

Metric 2.9.1: Develop participation in international internships, co-ops and service-learning programs.

Strategy 2.9.1.1: The *Study Abroad Office* will partner with academic departments, *Office of Cooperative Education*, *Career Development Center* and *Office of Student Community Services* to expand opportunities and foster collaboration with international organizations, corporations and government entities to provide for a diversity of student learning and development opportunities.

Strategy 2.9.1.2: The *Study Abroad Office* will work with academic departments to determine requirements for participation in credit bearing internships, co-ops and service-learning programs.

Strategy 2.9.1.3: The *Study Abroad Office* will partner with academic departments, *Office of Cooperative Education*, and *Career Development Center* to create a list of pre-approved credit bearing internships, co-ops and service-learning programs to further embed professional development partnerships.

Core values: 1 – learning; 2 – engagement; 5- community

Pathways: 1- inspire student learning and development; 4 - cultural and economic development

Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development

Goal 3: Increase the number of international students at Shepherd University at the undergraduate and graduate levels.

Overall, the enhancement of international opportunities for Shepherd University students must always be a primary concern in any internationalization plan. Increasing the number of international students at the university must also be a driving force of the plan. (Appendix H notes that a large majority of the Shepherd faculty, staff and student support this as a top priority for the university.) The presence of increased international students will increase the direct exposure of many Shepherd students to individuals whose lives are bound to a different cultural perspective than theirs, and it will also provide for a source of funding that will enhance the overall internationalization effort at Shepherd. Therefore, the recruitment of international students is a major initial thrust of the campus internationalization process.

Objective 3.1: Develop a multidimensional approach for international student recruitment.

Metric 3.1.1: Set a projected target range for international student recruitment.

Strategy 3.1.1.1: Identify best fit countries for recruitment of international students utilizing WVHEPC resources and Shepherd faculty and staff connections to develop recruitment standards and plan.

Strategy 3.1.1.2: Utilize best practices as elucidated by professional organizations in the recruitment of international students.

Strategy 3.1.1.3: Develop relationships with local high schools with international student populations.

Strategy 3.1.1.4: Develop relationships with community colleges within the region that have a high number of international students.

Strategy 3.1.1.5: Designate staff in the *Office of Admissions* to assist with the application and admission processes.

Strategy 3.1.1.6: Develop comprehensive, attractive and intuitive web-resources for prospective international students.

Strategy 3.1.1.7: Employ *Designated School Official(s)* (DSO) to manage SEVIS and visa requirements and regulatory reporting in support of student enrollment and preparation.

Strategy 3.1.1.8: Maintain Shepherd membership in professional organizations such as NAFSA and the *Forum on Education Abroad* to provide funding to allow for faculty and staff professional development.

Core values: 4-accessibility; 5- community

Pathways: 1- inspire student learning and development

Priorities: 1 - improve the quality of learning across the curriculum; 10 - develop partnerships for economic development

Objective 3.2: Provide a support system for international students who are non-native English language speakers.

Metric 3.2.1: Establish English as a Second Language (ESL) Program.

Strategy 3.2.1.1: Establish a dedicated budget line for program coordination.

Strategy 3.2.1.2: Determine if any existing staff or faculty have previous experience in ESL/certification in ESL (CELTA/Trinity).

Strategy 3.2.1.3: Employ staff who have at least two years experience and certification in ESL (CELTA/Trinity).

Strategy 3.2.1.4: Establish FYEX ESL class.

Strategy 3.2.1.5: Develop a summer ESL program in preparation of institutional TOEFL requirements.

Strategy 3.2.1.6: Purchase licensure for TOEFL testing and identify a testing unit.

Strategy 3.2.1.7: Develop for profit ESL program to support the economic needs of the local area.

Strategy 3.2.1.8: Develop relationship with local ESL program providers that might service Shepherd University.

Core values: 1- learning; 4-accessibility; 5- community.

Pathways: 1- inspire student learning and development; 4 - cultural and economic development.

Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students; 10 - develop partnerships for economic development.

Objective 3.3: Develop campus support systems for international students to promote a welcoming environment, student retention and chain-recruitment.

Metric 3.3.1: Establish an inter-connected campus support system for international students.

Strategy 3.3.1.1: Create a dedicated budget line to support staffing and training as warranted by growing international student population demand.

Strategy 3.3.1.2: Maintain Shepherd membership in professional organizations such as NAFSA and the *Forum on Education Abroad* to provide funding to allow for faculty and staff professional development.

Strategy 3.3.1.3: Survey current international students to identify underserved support areas.

Strategy 3.3.1.4: Develop an incoming international student orientation to assist in the acclimation to Shepherd University which would include: an introduction to the U.S. Higher Education system, banking set-up, local orientation and maps, and an “FAQ” on local laws and customs.

Strategy 3.3.1.5: Select and train a group of academic advisors to work with international students during their first year at Shepherd.

Strategy 3.3.1.6: Research and adopt an affordable health insurance plan for international students which would be required for enrollment.

Strategy 3.3.1.7: Work with the *Office of Student Affairs* to provide housing and dining options to accommodate student needs.

Strategy 3.3.1.8: Revitalize International Student Organization

Strategy: Evaluate the *Office of Multicultural Student Affairs* to restructure and update programming to reflect Shepherd’s increased global focus.

Strategy 3.3.1.9: Research on-campus employment opportunities that comply with visa/immigration regulations.

Strategy 3.3.1.10: Offer regular training and workshops to faculty and staff on intercultural sensitivity and issues unique to international students.

Strategy 3.3.1.11: Develop appropriate recognition and awards for international students.

Metric 3.3.2: Establish a mentorship program targeted to international students, faculty and staff to support the holistic needs of international students and facilitate full integration into the Shepherd community.

Strategy 3.3.2.1: Arrange for airport pick-up and drop-off at the beginning and end of semesters.

Strategy 3.3.2.2: Create an affordable for purchase move-in kit with bedding/towels/toiletries.

Strategy 3.3.2.3: Arrange regular transportation to local shopping areas, medical facilities and to religious services.

Strategy 3.3.3.3: Identify supportive students, alumni, faculty and staff who would be interested in engaging with international students.

Strategy 3.3.3.4: Identify potential funding sources and develop an international student scholarship program.

Strategy 3.3.3.5: Develop relationships with local churches, community and cultural organizations and businesses who wish to work with and/or mentor international students.

Strategy 3.3.3.6: Develop relationships with local families to organize a “host family” program.

Strategy 3.3.3.7: Develop internship/coop programs with local business and organizations that will work with international students.

Core values: 1- learning; 2-engagement; 5 - community

Pathways: 1- inspire student learning and development; 4 - cultural and economic development

Priorities: 1 - improve the quality of learning across the curriculum; 8 - support professional preparation of students

Goal 4: Expand globally focused research and engagement at Shepherd University.

Objective 4.1: Establish international partnerships for exchange and/or research collaboration.

Metric 4.1.1: Establish and build partnerships between Shepherd and universities outside the U.S. for exchange of faculty.

Strategy 4.1.1.1: Negotiate faculty exchange programs.

Strategy 4.1.1.2: Establish administrative procedures that facilitate exchange programs.

Core values: 1- Learning; 2 – Engagement; 5- community

Pathways: 1 – Inspire student learning and development; 2 – Optimize potential of faculty and staff.

Priorities: 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff.

Objective 4.2: Support international professional development opportunities for Shepherd faculty and staff.

Metric 4.2.1: Increase number of Shepherd faculty engaged in research on international topics.

Strategy 4.2.1.1: Establish professional development grants and/or mini-grants dedicated to research or course development on international topics.

Strategy 4.2.1.2: Facilitate application by faculty for external grants for international research.

Strategy 4.2.1.3: Develop stipends to cover expenses associated with international research.

Metric 4.2.2: Increase number of Shepherd faculty teaching abroad for a semester or a year.

Strategy 4.2.2.1: Establish partnerships between Shepherd and international universities to encourage teaching exchanges.

Strategy 4.2.2.2: Establish administrative support systems to facilitate Shepherd faculty applications for teaching fellowships, such as *Fulbright Scholar Programs* and *National Geographic Scholarships*.

Strategy 4.2.2.3: Develop stipends to cover expenses associated with teaching exchange programs.

Core values: 1- Learning; 2- Engagement; 5-community.

Pathways: 1 – Inspire student learning and development; 2 – Optimize potential of faculty and staff.

Priorities: 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff.

Objective 4.3. Recognize and reward international and intercultural research and teaching by faculty.

Metric 4.3.1. Create “International Activities” section of the faculty annual report.

Strategy 4.3.1.1: A section of the faculty annual report will be devoted specifically to internationally-focused activities.

Core values: 1- Learning

Pathways: 2 – Optimize potential of faculty and staff

Priorities: 1 – Improve the quality of learning across the curriculum; 11- Enhance professional development programs for faculty and staff

Objective 4.4. Expand, develop and promote programs and activities on campus with international and intercultural emphases.

Metric 4.4.1 Increase number of programs and events with international/intercultural focus.

Strategy 4.4.1: Collaborate with the *Performing Arts Series at Shepherd* (PASS).

Strategy 4.4.1.2: Collaborate with the *Study Abroad Office* on International Education Week programming.

Strategy 4.4.1.3: Collaborate with *Office of Student Affairs* to stimulate and promote international programming.

Strategy 4.4.1.4: Establish research forums and learning communities with an international/intercultural focus.

Strategy 4.4.1.5: Increase funding (external and internal) for international and intercultural programs and activities.

Core values: 1- Learning; 2 – Engagement; 5- Community
Pathways: Pathways: 1 – Inspire student learning and development; 4 – Stimulate the cultural and economic development of the region.
Priorities: 1 – Improve the quality of learning across the curriculum.

Goal 5: Implement an assessment program that tracks the quantity and efficacy of international and intercultural initiatives (SEE Appendix F)

Objective 5.1: Assess international and intercultural learning across the curriculum.

Metric 5.1.1: Use of Shepherd University core curriculum student learning outcomes and rubrics for evaluation of student learning.

Core values: 1- Learning; 2 – Engagement; 3- Integrity
Pathways: 1 – Inspire student learning and development; 2 – optimize potential of faculty and staff
Priorities: 1 – Improve the quality of learning across the curriculum 8 - Ensure a high degree of professional preparation

Objective 5.2: Assess the efficacy of the *Office of International Studies and Programs*.

Metric 5.2.1: Successful provision of services to the campus community and international students with increased levels of participation in international and intercultural courses, programs, and activities.

Strategy 5.2.1.1: Incorporate professional standards, such as NAFSA, surveys and other evaluation instruments with ongoing self-evaluation of operations and services.

Core values: 1- Learning; 2 – Engagement; 3- Integrity; 5- Community
Pathways: 1 – Inspire student learning and development; 2 – optimize potential of faculty and staff
Priorities: 1 – Improve the quality of learning across the curriculum 8 - Ensure a high degree of professional preparation for students, 11- Enhance professional development programs for faculty and staff

Objective 5.3: Assess the efficacy of Office Enrollment Management (Admissions, Financial Aid and Registrar) in international recruitment.

Metric 5.3.1: Successful marketing, recruitment, and matriculation of students with an increase in numbers of international students.

Strategy: Use of NAFSA standards, surveys and other evaluation instruments with ongoing self-evaluation of operations and services.

Core values: 3- Integrity; 4 - Accessibility
Pathways: 2 – optimize potential of faculty and staff
Priorities: 11 – Enhance professional development for faculty and staff; 14- Develop an integrated marketing program

Objective 5.4: Assess progress on campus internationalization.

Metric 5.4.1: Documented Progress on each of the five goals for Internationalization.

Strategy 5.4.1.1: Use of evaluation forms, surveys, rubrics, and other assessment instruments on an ongoing basis.

Core values: 1- Learning, 2- Engagement 3- Integrity; 4 – Accessibility, 5- Community

Pathways: 1- Inspire student learning and development, 2 – Optimize potential of faculty and staff, 4 – Stimulate the cultural and economic development of the region

Priorities: 1 – Improve the quality of learning across the curriculum, 8- Ensure a high degree of professional development 10 – Develop partnerships to stimulate economic development, 11 – Enhance professional development for faculty and staff, 14- Develop an integrated marketing program, strength and diversity of faculty and staff, 17 – Develop capacity to attract and secure cultural initiative funds

Appendices

Appendix A: *American Association of Colleges & Universities: Liberal Education & America's Promise (LEAP)*

LEAP Learning Outcomes (LO) Used in Shepherd University's Core Curriculum

LO1: Knowledge of Human Cultures and the Physical and Natural World.

LO2: Intellectual and Practical Skills

LO3: Personal and Social Responsibility

LO4: Integrative Learning

Intercultural Knowledge and Competence VALUE Rubric

KN1 (knowledge): cultural self-awareness

KN2 (knowledge): cultural world-view frameworks

SK1 (skill): empathy

SK2 (skill): verbal and nonverbal communication

AT1 (attitude): curiosity

AT2 (attitude): openness

°Appendix B. *Shepherd University Mission Statement*

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

°Appendix C. *Shepherd University Strategic Plan Core Values (CV)*

CV1: Learning...creates a community of learners who integrate teaching, scholarship, and learning into their lives, In order to create challenging, relevant experiences, inside and outside of the classroom, the University continually evaluates and accesses student learning, We recognize and accommodate diverse learning styles and perspectives necessary for global understanding.

CV2: Engagement...fosters environments in which students, faculty, staff, and members of the community engage with each other to form mutually beneficial relationships. We believe that meaningful engagement, with ideas and with people, promotes deep learning and nurtures critical thought.

CV3: Integrity...strives for an environment of honesty and fairness in its actions...seek[ing] input from students, faculty, and staff and make informed and objective decisions. We expect all members of the community to act in accordance with this value.

CV4: Accessibility...provides services to all qualified students...staff and faculty are available to students and are committed to respecting and meeting individual needs. University governance and budgeting structures reflect our commitment to transparent processes and public access to information.

CV5: Community...a community that includes students, faculty, staff, alumni, and involved citizens. We meet the needs of this community through assessment, development, and implementation of innovative programs and initiatives. We strive to create a safe environment based on mutual respect and acceptance of differences.

°Appendix D. *Shepherd University Strategic Plan Pathways*

Pathway 1. Inspire student learning and development.

Pathway 2. Optimize potential of faculty and staff.

Pathway 3. Create a beautiful and welcoming campus.

Pathway 4. Stimulate the cultural and economic development of the region.

°Appendix E. *Shepherd University Strategic Plan Priorities*

- Strategic Priority 1. Improve the quality of learning across the curriculum.
- Strategic Priority 2. Inspire student learning and development through the incorporation of technology in teaching.
- Strategic Priority 3. Increase full-time faculty to 75 percent of instruction.
- Strategic Priority 4. Renovate and expand the Student Center into a Center for Civic Engagement and Student Leadership.
- Strategic Priority 5. Enhance campus border definition and focal points.
- Strategic Priority 6. Ensure competitive salaries for faculty and staff.
- Strategic Priority 7. Enhance buildings and grounds by increasing maintenance staff.
- Strategic Priority 8. Ensure a high degree of professional preparation for students.
- Strategic Priority 9. Develop a pedestrian-centric campus.
- Strategic Priority 10. Develop partnerships to stimulate economic development.
- Strategic Priority 11. Enhance professional development programs for faculty and staff.
- Strategic Priority 12. Improve our commitment to students with disabilities.
- Strategic Priority 13. Fund athletic programs to the level of regional parity.
- Strategic Priority 14. Develop an integrated marketing program.
- Strategic Priority 15. Strengthen the diversity of faculty and staff.
- Strategic Priority 16. Develop and expand faculty office space.
- Strategic Priority 17. Develop capacity to attract and secure cultural initiative funds.
- Strategic Priority 18. Bring HVAC across all buildings up to standard.
- Strategic Priority 19. Create Founder's Day to symbolize our academic stance.
- Strategic Priority 20. Enhance retirees' connection to the University.

°Appendix F. *Assessment Guide for Campus Internationalization*

	Expected Outcome	Assessment Tools	Assessment Results	Changes Based on Results
Assess student learning: courses				
	Knowledge	Core Curriculum		
	Skills	Student Outcomes and Rubrics		
	Dispositional			
Assess the efficacy of the Office of International Studies & Programs				
	Effective response to service requests on campus	Feedback from campus units		
	Effective coordination of study tours/exchanges	Feedback from faculty and students; evaluation forms		
	Effective programming of events & activities	Audience evaluation forms		
	Effective advising on international study	Student surveys		
	Effective services for international students	Student surveys; student needs assessment		
	Effective evaluation of transcripts & other international documents	National standards of NAFSA, etc.		
	Effective processing of international students/study abroad students	National standards of NAFSA, etc; feedback from students		
	Effective marketing	Numbers of students; participation in events & activities		
	Effective programming for international faculty	Feedback from faculty		
	Effective grant writing/budget requests	Number & size of grants/funding sources		

Assess efficacy of Admissions Office				
	Effective marketing	Feedback from students		
	Effective recruitment	Numbers of students		
	Effective processing of international students	National standards of NAFSA, etc.		
Assess progress on campus internationalization				
	Effective organizational structure	Evaluation of services & activities		
	Enhanced international educational opportunities	Number of study tours, exchanges, internships, research projects, etc.		
	Increase in numbers of international students at Shepherd	Numbers of students		
	Enhanced international research/engagement, including international partnerships	Number of research projects & partnerships; impact on students & faculty		
	Effective assessment strategies	Rubrics, evaluation forms, surveys, feedback		
	Effective service to university mission	Feedback from campus community		

°Appendix G: Faculty Questionnaire: Faculty International Experience and Expertise

Shepherd University

Spring 2011

Global awareness is one of the initiatives identified in Shepherd University's Campus Compact and is included in the new general studies program. Consistent with these efforts, a committee composed of faculty, staff and students from across Shepherd University is currently working, with the support of the American Council on Education (ACE), on internationalization planning for Shepherd. The objective is to create a strategic plan for internationalizing the campus. We ask that you please complete the questionnaire below that is both an update of a survey distributed to Shepherd faculty in 2009 and a survey of which internationalization efforts are considered to be important by the faculty. This will allow us to build a database of faculty international teaching, research expertise and experience and provide us with guidance as to faculty preferences with regard to what emphases Shepherd should consider as it internationalizes.

Please take fifteen minutes to complete this survey and return it to your department chair. The chair will send completed questionnaires **by April 29** to: Mark Stern (351 Scarborough Library). **Your participation is voluntary**, and should you not wish to answer some questions skip over them. Thank you very much for your participation.

I. Faculty Information.

A. Department: _____

B. Your country of birth:

U.S. _____ Other (please note country) _____

B. If educated outside of the U.S., please note the country or countries, and degree(s) earned.

Not Applicable _____ Country _____ Degree _____

Country _____ Degree _____

Country _____ Degree _____

II. Research and Professional Development.

- A. List your areas of international expertise (regions and topics), e.g. Asian Studies, international trade, etc.:
- B. List the countries in which you have conducted academic research outside of the United States.
- C. List significant professional development experiences you have had outside the U.S., e.g. a short course on the EU in Belgium.
- D. List the countries outside the United States in which you have colleagues with whom you have had, or will likely soon share, professional development activities, e.g., publish, present papers, do research together, exchange student interns, etc. Be as explicit as possible in listing each of these items.

III. Related Items.

- A. Of the courses you teach at Shepherd University, which ones have significant international content (more than 50%)? List prefix and number.
- B. Language Use.**
 - 1. In addition to English, what language(s) can you use fluently?
 - 2. In addition to English, in what language(s) do you have some ability (but not fluency)?
- C. **Study Tours.** If you have planned and led study tours outside of the U.S., please list the countries, the major tour themes, and when you conducted the study tour, e.g. Italy – art, spring 2010.

IV. Other.

- A. List any other international experience and/or expertise, e.g. Peace Corps –June 2002-May 2002, Assistant U.S. Counsel-Beijing, China, 2003-05, etc. that you have undertaken.
- B. If you have lived four or more consecutive months outside of the United States please state the country, or countries, you have lived in and the period of time that you lived there. e. g, Panama-July, 2006-December, 2006.

V. Below are a series of questions related to the importance that you place on various international initiatives that may be undertaken by Shepherd University. Please place a check mark next to the level of importance that you would deem to be appropriate for each item. As you make your choices be aware that many of these initiatives will require the reallocation, or allocation, of university resources.

1. Short term, two to four weeks, study abroad programs for Shepherd students:
IMPORTANCE: Very Important___ Somewhat Important___ Not Important___
2. Long-term, semester or longer, study abroad programs for Shepherd students:
IMPORTANCE: Very Important___ Somewhat Important___ Not Important___
3. Bringing international students to study at Shepherd University:
IMPORTANCE: Very Important___ Somewhat Important___ Not important___
4. Ensuring financial support is available for faculty development in international study and research:
IMPORTANCE: Very Important___ Somewhat Important___ Not Important___
5. Ensuring that faculty efforts in international teaching, professional development and service are given recognition for merit and promotion and tenure:
IMPORTANCE: Very important___ Somewhat Important___ Not Important
6. Establishing a major in International Studies:
IMPORTANCE: Very Important___ Somewhat Important___ Not Important___
7. Expanding efforts to broaden non-English language offerings, especially in “critical need” areas, e.g., Chinese, Arabic, through special summer offerings, accelerated classes, etc.
IMPORTANCE: Very Important___ Somewhat Important___ Not Important
8. Expanding the number of faculty who teach and do research in internationally related areas.
IMPORTANCE: Very Important___ Somewhat Important___ Not Important___
9. Expanding the opportunities for internationally-based student internships and coop experiences.
IMPORTANCE: Very Important___ Somewhat Important___ Not Important
10. Establishing an office for coordination and oversight of Shepherd University efforts in the international area.
IMPORTANCE: Very Important___ Somewhat Important___ Not Important

What other suggestions do you have with regards to internationalization development at Shepherd?

°Appendix H: Percent of Faculty, Students and Staff Responding “Very Important” to each Listed Internationalization Priority

	<u>Faculty (%)</u>	<u>Students (%)</u>	<u>Staff (%)</u>
1. “Short-term...study abroad programs:	68	42	0
2. “Long-term...study abroad programs:	67	47	100
3. “Bringing international students...to Shepherd.”	63	75	100
4. “Ensuring financial support for faculty development in international study....”	74	14	0
5. “Ensuring that faculty efforts in international teaching, professional development and service are given recognition....”	72	14	37.5
6. “Establishing a major in international studies.”	47	78	75
7. “Expanding efforts to broaden non-English language offerings....”	58	86	62.5
8. “Expanding the number of faculty who teach and do research in internationally related areas.”	39	19	87.5
9. “Expanding the opportunities for internationally based student internships and coop[s]....”	56	69	100
10. “Establishing an office for coordination and Oversight...in the international area.”	56	58	100
	(n=57)	(n=35)	(n=8)

°Appendix I: Student Internationalization Questionnaire, Shepherd University

Summer, 2011

Increasing student global awareness is a new initiative being undertaken by Shepherd University. Consistent with these efforts, a committee composed of faculty, staff and students from across Shepherd University is working, with the support of the American Council on Education (ACE), on internationalization the campus. We ask that you please complete the questionnaire below that will help Shepherd in this effort. This will allow us to build a database of student experiences, knowledge and interest in the global, international area and what students wish to emphasize as Shepherd internationalizes.

Your participation is voluntary, and should you not wish to answer some questions skip over them. Thank you very much for your participation.

I. General Information.

A. Your country of birth:

U.S. _____ Other (please note country) _____

B. If you have previously attended a school outside of the U.S., please note the country or countries, and what level of education you received there, e.g., Ireland, graduated from high school.

Not Applicable _____

Country _____ Level of education _____

Country _____ Level of education _____

C. Have you taken any high school classes that emphasize or have significant international content, e.g., a class in international relations? YES ___ NO ___

If YES, please name or describe the class and describe the class level, e.g., a class in international relations when I was a senior in high school _____

D. In addition to English is there a language that you speak fluently? YES__ NO__
If YES, please name the language or languages._____

E. Have you been on a study tour outside of the United States? YES__ NO__

If YES, please state where and for how long this study tour, or tours, took place, e.g.,
Iceland for one week.

F. Have you lived four or more months outside of the United States? YES__ NO__

If YES, please state the country or countries you have lived in and when this occurred,
e.g., Panama, July-October,
2007._____

V. Below are a series of questions related to the importance that you place on various international initiatives that may be undertaken by Shepherd University. Please place a check mark next to the level of importance that you would deem to be appropriate for each item. As you make your choices be aware that many of these initiatives will require the reallocation, or allocation, of university resources.

1. Short term, two to four weeks, study abroad programs for Shepherd students:
IMPORTANCE: Very Important__ Somewhat Important__ Not Important__

2. Long-term, semester or longer, study abroad programs for Shepherd students:
IMPORTANCE: Very Important__ Somewhat Important__ Not Important__

3. Bringing international students to study at Shepherd University:
IMPORTANCE: Very Important__ Somewhat Important__ Not important__

4. Ensuring financial support is available for faculty development in international study and research:
IMPORTANCE: Very Important__ Somewhat Important__ Not Important__

5. Ensuring that faculty efforts in international teaching, professional development and service are given recognition for merit and promotion and tenure:
IMPORTANCE: Very important__ Somewhat Important__ Not Important

6. Establishing a major in International Studies:
IMPORTANCE: Very Important__ Somewhat Important__ Not Important__

7. Expanding efforts to broaden non-English language offerings, especially in “critical need” areas, e.g., Chinese, Arabic, through special summer offerings, accelerated classes, etc.

IMPORTANCE: Very Important___ Somewhat Important___ Not Important

8. Expanding the number of faculty who teach and do research in internationally related areas.

IMPORTANCE: Very Important___ Somewhat Important___ Not Important___

9. Expanding the opportunities for internationally-based student internships and coop experiences.

IMPORTANCE: Very Important___ Somewhat Important___ Not Important

10. Establishing an office for coordination and oversight of Shepherd University efforts in the international area.

IMPORTANCE: Very Important___ Somewhat Important___ Not Important

What other suggestions do you have with regards to internationalization development at Shepherd?

Appendix J: First Year At Shepherd Internationalization Survey Analysis

Introduction

Keeping the needs of the student at the forefront of Shepherd University's work with the ACE Internationalization Laboratory is a paramount consideration. However, there was no baseline of student data that would provide the committee with information regarding student background information, orientation towards internationalization or concerns regarding campus internationalization. Therefore the Internationalization committee developed and administered a survey instrument that would acquire the latter information. (A copy of this instrument is located in the latter portion of this appendix.) This instrument was administered to all incoming first-year Shepherd University students (N=791, with a return of n=698).

Methodology

With the assistance of Mr. Dave Cole (Assistant Dean of Students) and Dr. Robert Warburton (Assistant dean of Teaching and Learning), the survey was directly distributed to incoming first-year students during the Summer 2011 Advisement and Registration Session. The students volunteered to complete the survey. The survey data was then compiled and run through SPSS to summarize responses and undertake statistical analyses.

Results

The committee examined basic demographics. The first thing found within these demographic was that 4% of the first-year students were born outside of the United States, with 3% attending high school in another country. Thus, overwhelmingly, these students are native-born Americans who are predominantly from the surrounding counties of West Virginia, as well as from Maryland, Virginia. Many of the students were found to be first generation college students (31%).

Only 7% of students were enrolled in courses during high school that featured significant amounts of international content. 21% of students were enrolled in language courses. Four percent of the students stated that they were fluent in another language, but 44% were interested in achieving fluency in a language other than English.

Looking at exposure to international experiences, 46% of the incoming students reported having travelled abroad, and 7% reported living abroad for a period longer than a month. Sixty-four percent of the students stated that they followed international news on some media source (Television, print sources, social media). The same proportion of the students (64%) reported an interest in learning more about world affairs. Questions that looked into student self-reflection found that 90% of incoming students felt that they were patient with someone from another country, 30% frequently thought about the differences and similarities between other cultures, and 25% thought about issues that might be occurring globally from a Non-American perspective.

The final part of the survey examined what aspects of Shepherd internationalization would be of most interest to the students. The first area surveyed was interest in Study Abroad programs. Many of the student indicated that both short term (39%) and long term (36%) study abroad programs were "very important" as internationalization concerns for tem. A majority of students (51%) felt that bringing international students to campus was "very important." The

final four questions focused on academic related issues and internationalization. The first asked the importance of developing an International studies program, with 77% feeling that this was important to the campus. When it came to the idea of broadening the languages offered, 91% found it “very important” to offer a non-traditional foreign language (non-Spanish/French/German). When it came to expanding the number of faculty who teach and do research in an internationally related area, 90% felt that this was “very important”. With regards to having more opportunities for international co-op and internships, 93% felt that this was “very important” to their needs at Shepherd.

Summary and Recommendations

Data from the survey appears to demonstrate that the first-year entering students at Shepherd University are generally interested in increasing their global competencies. It appears that these students have not had many previous experiences from which they can draw a broad understanding of this area. The student interest in increasing their fluency in non-English languages, as well as their interest in international internship opportunities, is all the more noteworthy given the rather limited exposure that these students have had to international learning. Much of the data shows that the first-year students need assistance in tolerance-based issues as well as increased exposure to the concept of empathy for international issues.

It is expected that as the results of this survey are further analyzed, and the survey instrument is further refined, the university will be able to fine-tune its response to student internationalization needs. It is also expected that this survey instrument, as refined in the future, will not only be administered to incoming first-year students, but will also be administered to graduating seniors. This will provide a source of data on changes in student understanding and orientation towards international peoples and issues. Questions regarding financial issues regarding study abroad, as well as additional questions that measure attitudes and knowledge regarding international culture will also need to be added to this instrument.

Acknowledgements

The Internationalization Committee would like to thank Mr. Dave Cole, Dr. Robert Warburton, Mr. Randy Friend, the Summer Faculty Advisors, Mr. Aaron Rock, the Student Advisement Team and Mr. Ryan Wile for their assistance in this assessment process.

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
September 24, 2015
Agenda Item No. 10-c

APPROVAL OF BACHELOR OF SCIENCE IN DATA ANALYTICS

Board of Governors approval is sought to develop a new Bachelor of Science in Data Analytics program. If approved by the Board, the University would submit an Intent to Plan to the Chancellor for approval. The draft Intent to Plan for the Policy Commission is included for a complete description of the rationale for the program. After approval of the Intent to Plan by the Chancellor, the University expects to complete the final program proposal quickly with the hope of implementing the new degree program in fall 2016.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the development of a Bachelor of Arts in Data Analytics and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

Shepherd University

WV-HEPC Series 11 Intent to Plan

Date:	August 2015
Category of Action:	Implementation Plan (Section 5 of Series 11)
Degree Title:	Bachelor of Science, Data Analytics (B.S., DA)
Degree Location:	Shepherd University
Effective Date of Proposed Action:	Fall 2016
Submission of Full Proposal (Implementation Plan):	January 2016

Shepherd University

Dr. Sylvia Manning, Interim President

Dr. Christopher Ames, Vice President for Academic Affairs

Dr. Colleen Nolan, Dean, School of Natural Sciences and Mathematics

Planning Committee and Document Preparation:

Dr. Ralph L. Wojtowicz, Associate Professor, Mathematics

Dr. Scott Beard, Associate Vice President for Academic Affairs

Dr. Sher Hendrickson, Assistant Professor, Biology

Dr. Reza Mirdamadi, Chair, Department of Computer Science, Mathematics and Engineering

Dr. David Wing, Chair, Department of Biology



Shepherd University
P. O. Box 5000
Shepherdstown, WV 25443-5000

Shepherd University, B.S. in Data Analytics

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5.2 Plan

Request Abstract

This document is submitted by Shepherd University in accordance with the West Virginia Higher Education Policy Commission (HEPC) Procedural Rule detailed in *Series 11: Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs* (133CSR11). This document presents an Intent to Plan a comprehensive Bachelor of Science in Data Analytics at Shepherd University.

Introduction

This submission of the Intent to Plan (WV-HEPC 133CSR11) is a comprehensive proposal for the Bachelor of Science, Data Analytics degree at Shepherd University. The plan was also submitted for approval at the September 24, 2015 meeting of the Shepherd University Board of Governors. Following approval of the plan by the Board of Governors and by the HEPC, the University will submit a full proposal (Section 6 of 133CSR11) in January 2016 and would be poised to begin offering this multi-disciplinary major in the fall semester, 2016.

Section 4 of 133CSR11 specifies the following submission guidelines and timelines applicable to the proposed program.

- §133-11-4.1 Proposals for approval of new academic degree programs required HEPC approval.
- §133-11-4.2 Proposals to add new degree programs shall be submitted to the HEPC Chancellor at least six months prior to the intended date of implementation.
- §133-11-4.3 Proposals to add majors with a degree program require approval of the appropriate Board of Governors. Newly approved majors should be reported to the Academic Affairs Division in the HEPC office.

5.2.a Educational Objectives

The objective of our proposed 120-credit Data Analytics program is to develop students who have advanced capacity to derive knowledge from data and to communicate an understanding of that knowledge. This includes skill in data collection, preparation ('munging'), representation using mathematics, and storage and retrieval. It involves selection of and processing with appropriate methods, development and analysis of algorithms, and implementation in computer programming languages. It requires breadth of knowledge in many domains and depth of knowledge in a particular field. We expect graduates of our program to enjoy long, successful and productive careers whether they choose to attend graduate school, work in industry, contribute to research organizations, or follow entrepreneurial instincts.

Data Analytics is a deep, multi-faceted subject with significant historical context, modern relevance, and future promise. It is more than a hot new field that will quickly dim or, in the

2009 words of Google's chief economist Hal Varian, "the sexy job of the next ten years" (*The McKinsey Quarterly*, Jan 2009). In order to build a successful and enduring program and to prepare leaders in Data Analytics, we must understand and communicate its depth.

The history of Data Analytics has strong ties with census taking (see "Census and Sensibility" by M. Geselowitz in *The Institute*, Sept 2014 <http://theinstitute.ieee.org/archive>). Over 6,000 years ago, the Babylonians compiled census data to guide agricultural planning. The modern phrase *big data* aptly fits the Han Dynasty census of 2 AD covering 59.6 million people and 12.4 million households. Today, data-driven problems inspire new technologies such as SSD cards, Apache Spark, and IBM's Watson. This continues the pattern illustrated by the Hollerith machine in 1890 and the Univac in 1951 which were built to process data about the growing U.S. population. The history of the field also has roots in efforts to derive knowledge from experiments in the natural sciences (see *The History of Statistics* by S. Stigler. Belknap Press, 1986). The method of least squares was developed by Legendre and Gauss over 200 years ago to explain astronomical observations. Regression and correlation are tools used daily by modern data scientists that were discovered in the 19th century by Bravais and Galton to explain data arising in crystallography and biology.

Today, the significance of Data Analytics as a field of study continues to grow. It supports scientific inquiry, has strong societal impact, and pervades our personal lives. Grand scientific instruments such as the National Radio Astronomy Observatory and the Large Hadron Collider generate terabytes of data every day (<http://home.web.cern.ch/about/computing>). Computer programs quickly trade stocks with great autonomy based on financial data streamed from multiple sources (see "Computer-Driven, Automatic Trading Strategies Score Big" by R. Copeland and L. Fletcher in *The Wall Street Journal*, 5 Feb 2015). The implications of climate data and models are the subject of political, if not scientific, controversy. In just over a decade, we have gone from the completion of one human genome in 2003, to collecting, annotating, and associating diseases and genetic conditions with thousands of genomes from humans and other organisms in the 1000 Genomes Project (www.1000genomes.org), Genome 10K (<https://genome10k.soe.ucsc.edu>), and many other projects. Each time we make a credit card purchase or click on a web site, we add brush strokes to the pictures that private companies are making of us. When we install a social networking app on our mobile device, we enhance those pictures by granting access to our email address book, photographs, and phone contacts (see "What those creepy-sounding app permissions mean — and when to be wary" by H. Tsukayama in *The Washington Post*, 20 Aug 2014). Our meta-data and its security (or lack of it) are chronic news stories.

The prospects for long-term growth of the field and sustainability of our program are strong. Major lending institutions such as Bank of America and PNC are building on the infrastructure that they have developed for bi-annual stress tests to enable real-time analysis of financial strength. Others are designing products that use social media data to extend credit to consumers in under-served parts of the world (see "Commonwealth Bank to use TYME to expand in India,

China and Vietnam” by J. Eyers in *Financial Review*, 11 Feb 2015). Defense agencies seek to achieve *information dominance* through increased system connectivity and improved automation in data analysis (see *U.S. Navy Information Dominance Roadmap 2013-2028*). Health care organizations including the Kaiser Foundation and United Health Group seek to use their multi-petabyte and growing data sets to decrease response times, increase hospital throughput, and improve outcomes (see “Better Health Care Through Data” by K. Pretz in *The Institute*, September 2014). A health-care industry vision is to improve patient-specific care by integrating genomic data. In science, opportunities for the future data analyst will arise from major new instruments such as the Large Synoptic Survey Telescope and on a small scale through simple, inexpensive micro-controllers and sensors. The automobiles that we drive and those that do the driving for us will be a source of new data analysis challenges. The future Internet-of-Things may even include data contributed by our appliances, clothes, and street lights.

Relationship of Objectives to the Institutional Mission

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

Our proposed Data Analytics program supports the mission of Shepherd University by providing affordable access to a subject that has significant academic merit, cultural impact, and high economic value regionally, nationally, and globally. Moreover, as we discuss below in Section 5.2.d, our program would be the first at a West Virginia institution to provide this opportunity and one of the first regionally.

Governments across the globe act on the conviction that knowledge- and technology- intensive (KTI) economies create well-paying jobs, contribute high-value output and ensure economic competitiveness. KTI industries are a growing part of the global economy. In 2007, KTI was 29 percent of the world GDP compared with 26 percent in 1992. In contrast, the percent of the West Virginia workforce employed in science and engineering dropped from 3.32 percent in 2004 to 2.80 percent in 2012. Those percentages were in the fourth quartile nationally (See *Science and Engineering Indicators 2014* published by the National Science Board of the National Science Foundation: www.nsf.gov/statistics/seind14). Moreover, K–12 student proficiency in science and mathematics lags national averages and the gap tends to widen with grade level. Our proposed Data Analytics program will contribute to reducing these gaps and enhancing our state’s competitiveness in the 21st century economy.

Our proposed program supports multiple activities outlined in the Institutional Compact Comprehensive Plans that Shepherd University submitted to the HEPC in November 2014. Strategy 3 of our Career Pathways Comprehensive Plan is to “Maintain and enhance formal partnerships with businesses, non-profit organizations, and other employers.”



Recruiting in the Data Analytics field is strong. We will seek to leverage our proposed program to attract businesses to campus career fairs, increase internship opportunities, and improve student job search outcomes. These efforts will align well with Strategy 2 of our Critical Regional Issues Comprehensive Plan to build an educated work force and strengthen collaboration between Shepherd University and potential employers.

Strategies of our Graduate Studies Comprehensive Plan include increasing recruitment efforts around international students and expanding graduate degree program offerings. An undergraduate program in Data Analytics will be a valuable tool in meeting our international student recruiting goals. We also envision this program as a source of new students and courses to support growth of our MBA program and development of new graduate programs.

The proposed Data Analytics program will raise our university's profile and help to realize our vision statement: *"Shepherd — a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world."*

Special Capabilities, Experience and Features that Make the Institution a Desirable Place to Initiate the Program

Shepherd University offers a strong foundation in Core Curriculum courses as well as advanced, specialized programs of study in the Arts and Humanities, Business and Social Sciences, Education and Professional Studies, and Natural Sciences and Mathematics. This is a solid rock on which to build an integrative, interdisciplinary program of deep liberal learning in Data Analytics. Shepherd University has a strong institutional commitment to the liberal arts, to weaving international perspectives into the institutional fabric, and to educating students to be articulate, engaged citizens in a global century.

Over the past several years at Shepherd University, we have been building physical infrastructure, faculty capability, course material and experience in Data Analytics. This work has been supported through numerous grants including the following.

- 2012. WV-EPSCoR Instrumentation Grant to establish the Shepherd University Laboratory for Big Data Analytics. PI: Dr. R. Wojtowicz.
- 2012. WV-INBRE Predominantly Undergraduate Institutions Research Award to conduct stability analysis of mixed immuno-chemotherapy by impulsive control. PI: Dr. Q. Wang.
- 2013. Shepherd University Technology Oversight Committee Grant to purchase an additional server for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014. WV-EPSCoR Innovation Grant to establish the Shepherd University Laboratory of Genomic Diversity at Shepherd University. PI: Dr. S. Hendrickson.

- 2014. Shepherd University Technology Oversight Committee Grant to provide new workstations for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014-2017. WV-INBRE Predominantly Undergraduate Institutions Research Award to research an integrated approach to study the efficacy of cancer immunotherapy. PI: Dr. Q. Wang.
- 2015. NASA WVSGC College Course Development Grant to develop a 3 credit hour big data course. PI: Dr. R. Wojtowicz.
- 2015. NASA WVSGC Research Enhancement Award to develop tools for undergraduate activities involving processing of image, video and audio data. PI: Dr. R. Wojtowicz.

Shepherd University faculty have been actively engaged in the Data Analytics community and research activities. These include the following.

- 2003. Dr. Q. Wang. Conference assistant and reviewer: Third International DCDIS Conf. on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2005. Dr. Q. Wang. Conference assistant and reviewer: Fourth International DCDIS Conf. on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2011. Dr. S. Hendrickson. Bioinformatics and Statistical Methods for Genome Association, Instructor. Koret School of Veterinary Medicine, Hebrew Univ. of Jerusalem, Rehovot, Israel.
- 2012-present. Dr. S. Hendrickson. Senior Fellow of the Theodosius Dobzhansky Center for Genome Bioinformatics, St. Petersburg State University Russia.
- 2013. Dr. S. Hendrickson. Recent Advances in Conservation Genetics Instructor, Whole genome approaches in Conservation Genetics, Bioinformatics & Association studies in Conservation. Instructor. American Genetic Association in conjunction with the University of Pretoria, South African Wildlife College RSA.
- 2014. Dr. R. Wojtowicz. Research talk on complex system performance given at NASA IV&V Workshop in Morgantown, WV.
- 2014. Dr. R. Wojtowicz. Plenary talk, Facets of Data-Driven Science, given at WV Academy of Science annual meeting at Shepherd University.
- 2014. Dr. R. Wojtowicz. Presentation on logic and application to knowledge management at Rensselaer Polytechnic Institute Dept. of Cognitive Sciences colloquium.
- 2014. Dr. R. Wojtowicz. Poster presentation on knowledge management technologies at the Office of Naval Research Focus Area Forum: Data Science for Decision-Making in Support of Naval Tactical Missions.

- 2014. Dr. R. Wojtowicz. Organized and chaired Big Data panel session at CreateWV in Glenville, WV.
- 2014. Dr. R. Wojtowicz. Presentation on undergraduate Data Analytics at the WV Higher Education Technology Conference in Morgantown, WV.
- 2015. Dr. R. Wojtowicz. Poster presentation on Development of an Undergraduate Program in Data Analytics at the Innovation & Entrepreneurship Day at the State Capitol in Charleston.
- Dr. Q. Wang. Reviewed papers for *Math. and Computer Modeling*, *Computers and Mathematics with Applications*, and *International Journal of Cancer and Clinical Research*.
- 2013. Dr. S. Hendrickson. Served as deciding member and secretary on The Mammal Genome Committee, Genome10K Initiative.
- 2014. Dr. R. Wojtowicz. Research talk on knowledge management frameworks given at NASA IV&V Workshop in Morgantown, WV.
- 2014-2015. Dr. R. Wojtowicz. Consulting project for Flexible Plan Investments, LLC to develop and analyze statistical models for financial data.
- 2015. Dr. R. Wojtowicz. Consulting project for PNC Bank to support transition of credit loss models from SAS to Hadoop/Spark.
- 2015. Dr. R. Wojtowicz. Invited to participate in the ABL-NSF-NAVSEA University Summit to be held in Rocket Center, WV.
- 2015. Dr. R. Wojtowicz. Invited to participate in the NIST Computational Category Theory Workshop to be held in Gaithersburg, MD.

During this same period, Shepherd University faculty have been actively engaged in developing Data Analytics courses and course content and integrating this material into the curriculum. Activities include:

- Developed BIOL 450 Introduction to Genomics and Bioinformatics course taught at Shepherd University in fall 2014. The course is held in our Laboratory of Genomic Bioinformatics.
- Currently developing Big Data course through a grant from the WV NASA Space Grant Consortium. Course texts will include *Mining of Massive Datasets* by Leskovec, Rajaraman, and Ullman (www.mmms.org). The course will be held in our Laboratory for Big Data Analytics.
- Integrated use of the R environment for statistical computing into MATH 314 Statistics beginning in fall 2011. Used a variety of package data sets to illustrate course concepts and methods.

- Integrated use of R environment for statistical computing into MATH 307 Linear Algebra beginning in fall 2014.
- Redesigned MATH 318 Numerical Analysis in spring 2013. The course is now held in our Laboratory for Big Data Analytics. Students use the Python programming language daily in and out of class. New course material includes Hadoop map-reduce implementations of word-count, matrix multiplication and other algorithms.
- Redesigned MATH 329 in fall 2012. The course is held in our Laboratory for Big Data Analytics. In 2012-2014, students used the Haskell programming language to implement knowledge management concepts. In the fall 2015 semester we will experiment with a new course design. The focus will be on statistical models and Data Analytics. Students will use the R environment for statistical computing in a discovery-based format using *Introduction to Statistical Learning* (www-bcf.usc.edu/~gareth/ISL).
- Redesigned MATH 354 Operations Research. The course is held in our Laboratory for Big Data Analytics. Students use the Python programming language daily in and out of class to implement and experiment with optimization algorithms.

In addition to the Data Analytics activities we have developed for and used in the classroom, we have experience with multiple student research projects. These include:

- In the summer of 2015, two students have worked under SOARS scholarship support to develop and implement algorithms for analysis of image data and compete in the Diabetic Retinopathy Detection data science competition hosted by Kaggle (<https://www.kaggle.com/c/diabetic-retinopathy-detection>). SOARS students are funded through a WV-EPSCoR SURE grant.
- Senior capstone students in the fall 2015 semester ranked data mining highest in a list of potential research topics. They are discussing material from *Data Mining and Analysis* by Zaki and Meira.
- Student research project funded by WV NASA Space Grant Fellowship: K. Chase: Analysis on SARS Models, 2008-2009.
- Student research project funded by WV NASA Space Grant Fellowship. C. Dowling: The Reproductive Ratio of Pandemic H1N1/09 Influenza Virus in Active Duty Military Personnel. 2009-2010
- Undergraduate/faculty publication: D. Johnson, D. J. Klinke, Q. Wang, M. Condon, and Z. Wang. Markov Chain Monte Carlo Analysis of Trophic Cascade in Yellowstone after Reintroduction of Wolves, *Interdisciplinary Topics in Applied Mathematics, Modeling and Computational Science. Springer Proceedings of the AMMCS 2013.*
- In the 2013-2014 academic year, mathematics capstone students were tasked with formulating Data Analytics projects. This involved students finding data sources and selecting or implementing computational tools to support their work.

5.2.b Description of the Program and its Objectives

The proposed Data Analytics program is designed to be a 120-credit comprehensive major. Its curriculum will consist of:

- a core set of Data Analytics courses including a first-semester introduction to Data Analytics and senior capstone courses
- a set of Data Analytics courses that are specific to a concentration
- courses from the Shepherd University Core Curriculum Framework

The core set of Data Analytics courses are outlined in Appendix A. We have identified two initial areas of concentration: advanced Data Analytics and biology. Required courses specific to these concentrations build upon the Data Analytics core. Curricula for the concentrations along with recommended Shepherd University core courses are listed in the appendix. We anticipate that, over time and through faculty development and hiring, we will add additional concentrations in fields such as environmental science, business administration, finance, political science or education. Notable features of the core Data Analytics curriculum, and their justifications, include:

- DATA 118 Introduction to Data Analytics (a first-year experience course). This course will give students an overview of the program, provide experience with Data Analytics tools including R and Python, and seek to connect students with Data Analytics problems that interest them such as those in Kaggle and DrivenData competitions. Our intent is that this course will not only position students for success in the major but also establish an environment of collaboration and curiosity.
- A strong mathematical base with a focus on statistical modeling and numerical analysis. Undergraduate mathematics education typically emphasizes the definition- theorem-proof cycle. This *descriptive* side of the subject answers the questions “What?” and “Why?” Through our Data Analytics program we will seek to develop students’ mastery of the *imperative* or “How?” side of the subject.
- MATH 314 Statistics and MATH 329 Mathematical Modeling guide students from descriptive statistics and probability laws, through linear regression and hypothesis testing, and culminate with statistical learning methods such as logistic regression and the bootstrap for building computational models from data.
- MATH 318 Numerical Analysis forges connections between theoretical concepts (such as linear and abstract algebra) and computation (including Strassen’s matrix multiplication algorithm and RSA cryptography). It introduces computational complexity and asks students to think about the resources required for performing analysis tasks.
- An extensive computer programming component with exposure to multiple languages. This will develop students’ ability to creatively explore data using diverse tools and will prepare them to quickly gain skill with tools that emerge later in their careers.

- A strong foundation in at least two natural sciences. An aim of this requirement is to allow students to readily adapt to a variety of career opportunities.
- Exposure to small business management and entrepreneurship. Through these courses we seek to empower our students with the skills they will need to succeed in business whether they lead start-up companies or contribute to established firms.
- Courses in computer networking and database systems. These will help prepare students for work on larger-scale analytics problems using technologies such as Hadoop, Spark, Cassandra, and OpenMP.
- Geographic information systems. Solution of real-world problems often requires management and visualization of geo-spatial data. This four credit hour course provides students with fundamental skills in this domain.
- At least one course on information security. Personal privacy, corporate intellectual property, and national defense are serious concerns in the Data Analytics field. Our proposed program will help students understand the gravity of the data security problem and arm them with skills to address it.
- Senior capstone. Students will formulate and complete advanced, independent projects that require application of the knowledge and experience that they have gained from previous work. Data Analytics students will be expected to present their work in a professional manner through written reports, oral presentations, and, in most cases, software demonstrations.
- An advanced concentration course. As with the senior capstone, these courses, which include BIOL 407 Genomics and Bioinformatics and DATA 418 Big Data Analytics, apply the extensive knowledge base that students will have built in earlier semesters.

5.2.c Assurance of Program Quality

Shepherd University has a solid reputation for strong, rigorous undergraduate education. Our faculty are dedicated to quality teaching, small classes, and a tradition of face-to-face instruction and open-door advising.

Assessment

The Data Analytics program will follow and adhere to Shepherd University guidelines for programmatic and course assessment. For more than a decade Shepherd has cultivated a culture of assessment. Assessment occurs at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Data Analytics, like many other Shepherd programs, will utilize the Weave online assessment and planning management system. Students will evaluate courses regularly. Instructors will offer ongoing formal and informal input to the review and planning processes. Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, research papers, writing

assignments, self-assessment surveys, and oral presentations and discussions. The program will be evaluated on the basis of LEAP goals and outcomes of the Association of American Colleges and Universities (AAC&U). Departments will work with the Alumni Office in tracking graduates.

Program Review

Shepherd University ensures the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. The Data Analytics major will be subject to five-year programmatic review under the established requirements of the state and the institution. Assessment data is regularly collected and reported to the Center for Teaching and Learning as a part of our internal review process. The five-year review requires both internal self-review and external review by a qualified professional. These documents, in turn, are reviewed by the campus Program Review Committee, Vice President for Academic Affairs, and Board of Governors.

The Data Analytics major will also be evaluated at intervals along with other university programs by Shepherd's regional accreditor, the Higher Learning Commission (HLC).

5.2.d Other Institutions Offering Similar Programs

Nationally, regionally, and within our state, there is a low density of undergraduate Data Analytics programs. The majority of those that have been established have a business focus. Shepherd would offer the best opportunity for students in West Virginia and the quad-state area to pursue a B.S. in Data Analytics at a public liberal arts institution, coupled with a reasonable rate of tuition.

West Virginia Institutions

None of the West Virginia institutions that we surveyed offers an undergraduate or graduate degree in Data Analytics. Our survey included Alderson Broaddus University, American Public University System, Bethany College, University of Charleston, Concord University, Davis & Elkins College, Fairmont State University, Glenville State College, Marshall University, Ohio Valley University, Potomac State College, West Liberty University, West Virginia State University, West Virginia University, West Virginia Wesleyan University and Wheeling Jesuit University.

Regional Institutions

The following are programs in adjacent states.

- Case Western B.S. Degree in Data Science
<http://datascience.case.edu/BS-degree>
- Miami University of Ohio Minor in Data Analytics
<http://miamioh.edu/academics/majors-minors/minors/business-analytics.html>
<http://miamioh.edu/fsb/academics/isa/academics/majors/co-major/index.html>

- Northern Kentucky University B.S. Degree in Data Science
<http://informatics.nku.edu/content/informatics/departments/computer-science/programs/datascience.html>
- The Ohio State University B.S. Degree in Data Analytics
<https://data-analytics.osu.edu>
- Virginia Tech B.S. Degree in Computational Modeling and Data Analytics
www.science.vt.edu/ais/cmda

Also of note regionally are Johns Hopkins University which offers a nine course specialization in data science through Coursera (www.coursera.org) and the University of Maryland which offers an M.S. degree in marketing analytics www.rhsmith.umd.edu/ms/analytics.

National Institutions

At a national level, there is a growing list of undergraduate programs in Data Analytics and related areas. The following is a recent sample.

- Auburn University Business Analytics Degree
<http://harbert.auburn.edu/academics/undergraduate/businessanalytics>
- Arkansas Tech Business Data Analytics
www.atu.edu/business/programsbdanalytics.php
- Arizona State Business Analytics Degree
<https://wpcarey.asu.edu/undergraduatedegrees/data-analytics>
- Cal Poly San Luis Obispo Minor in Data Science
<http://catalog.calpoly.edu/collegesandprograms/collegeofsciencemathematics/statistics/crossdisciplinarystudiesminordatascience>
- University of Iowa Major in Business Analytics and Information Systems
<http://tippie.uiowa.edu/management-sciences/undergraduate.cfm>
- College of Charleston B.S. in Data Science
<http://datascience.cofc.edu>
- University of San Francisco
www.usfca.edu/artsci/bsds
- Becker College B.S. in Data Science
www.becker.edu/academics/departments-programs/data-science
- University of Michigan Interdisciplinary Program
www.eecs.umich.edu/eecs/undergraduate/data-science
- Winona State (“first undergraduate program in data science in the upper Midwest”)
www.winona.edu/data-science

- Elon University B.S. in Information Science
www.elon.edu/e-web/academics/eloncollege/computingsciences/curriculum/bsis.xhtml
- Southern New Hampshire Online B.S. in Data Analytics
www.snhu.edu/online-degrees/undergraduate-degrees/data-analytics-bs-online.asp
- University of Rochester Goergen Institute for Data Science
www.rochester.edu/data-science/degrees/index.html
- St. Mary's University Major in Accounting and Data Analytics
<https://www.stmarytx.edu/academics/business/undergraduate/accounting-data-analytics>

5.2.e Needs Assessment

By establishing Shepherd University early as a source of high-quality, Data Analytics education, we will raise the profile of our university and, arguably, our state. As discussed in Section 5.2.d above, there is a low density of undergraduate Data Analytics programs both regionally and nationally. There are as yet none in the state of West Virginia. In contrast, the job market in this field is quite strong. According to the Dice.com 2015 Salary Survey (http://marketing.dice.com/pdf/Dice_TechSalarySurvey_2015.pdf), seven out of the top ten highest paying tech skills are Big Data Analytics tools. These include Hadoop, MapReduce, Cassandra, Cloudera, HBase, Pig, and Flume all with average salaries above \$120K. According to this survey, the median 2014 salary for data engineers was \$95K. These opportunities are not just Silicon Valley jobs. High tech salaries in Pittsburgh rose almost 17 percent from 2014 to 2015 and the Baltimore/Washington region was ranked third nationally. We anticipate that successful graduates of our program will readily transition to competitive graduate programs and find high-quality employment in diverse sectors, including, finance, engineering, business, medicine, energy, and government.

Societal, Occupational, Research or Public Service Needs

The Eastern Panhandle has experienced notable population growth in the past decade. That growth has generated a demand for more degree options. Governmental agencies, small businesses, and multi-national corporations seek broadly-educated, articulate, and technologically-savvy employees. SkyTruth, located here in Shepherdstown, has employed several of our students. It is a non-profit with strong data analysis capabilities. Proctor & Gamble, Macy's, the National Institutes of Health, and major defense contractors are a growing part of our regional economy. A workforce with advanced Data Analytics skill will support this growth.

Anticipated Student Demand

Constituents in the Eastern Panhandle express a growing interest in programs that prepare our students for life in a dynamic and interconnected world. The Dean's Student Advisory Council in the School of Business and Social Sciences has identified interdisciplinary education as one of five key opportunities for Shepherd's future. Data Analytics is a rich blend of practical software engineering, mature mathematical theory, basic and applied science, and even popular culture.

We are confident that student demand is more than sufficient to build and sustain our proposed program. Tables 1 and 2 give statistics on enrollment in a sample of new undergraduate Data Analytics programs. The data in Table 1 is from profiles of new programs in the July and August 2015 issues of AMSTATNEWS, Membership Magazine of the American Statistical Association (<http://magazing.amstat.org>).

Institution	Number of Majors	Year of First Graduates	Undergraduate Enrollment
Miami University of Ohio	65	2015	18,000
Northern Kentucky University	23	2017	13,000
The Ohio State University	81	2017	44,000
University of California, Irvine	None	2019	24,000
University of Michigan	20	2015	28,000
University of Nottingham, UK	10–15	2018	21,000
University of Warwick, UK	7	2017	13,000
Winona State University	10–15	2015	10,000

Table 1: Statistics for a sample of new Data Analytics programs profiled in the American Statistical Association membership magazine

Table 2 outlines statistics for several other programs that we researched through Internet searches and conversations with program directors, faculty and, admissions offices.

Dr. Efosa Idemudia, director of the Business Data Analytics program at Arkansas Tech, discussed the growth of his program with us. Several juniors and seniors transferred to the major which started in the fall of 2012. The program had its first graduates in the summer of 2014. It now has 60 majors and 100 percent job placement.

According to Dr. Nick Street, director of the program at the University of Iowa, the Management Information Systems major was changed to Business Analytics and Information Systems in fall 2013. The program has two tracks and was the first such undergraduate major in the Big 10. In its first year, it had 75 declared majors and currently has 170. The university recently added an M.S. in business analytics that will be offered at the Cedar Rapids and Des Moines campuses this fall. It has 100 declared majors. The University of Iowa web site claims a 100 percent placement success rate for its business analytics majors.

University of San Francisco staff also expressed enthusiasm for their two-year-old B.S. in data science. The program has 30 majors. This doubles the number of majors that the Department of Mathematics and Statistics had prior to introducing the degree. The department has been able to hire one new faculty member for each year of the program.

In 2013, the University of Rochester announced plans to establish the Institute for Data Science, raise \$50M, hire at least 20 new faculty members, and construct a 50,000 square foot building to house the new institute. Groundbreaking for the Data Science program’s Wegman building was in May 2015.

Institution	Number of Majors	Year of First Graduates	Undergraduate Enrollment
Arkansas Tech	60	2014	12,000
Becker College	1	2017	1,700
Northern Kentucky	31	2013	14,000
St. Mary's University	24	launched 2015	3,500
University of Iowa	170	launched 2012	22,000
University of Rochester	50	groundbreaking 2015	5,600
University of San Francisco	30	launched 2013	6,800

Table 2: Statistics for several new Data Analytics programs that we researched

5.2.f Resources Required to Offer the Program

Subject to the required approvals, our projected date of implementation of this new program is August 2016. Our plan for the Data Analytics degree is to use utilize courses offered on the Shepherd University campus.

Faculty

Implementation of our proposed program requires no new faculty or faculty overloads in the near term. The majority of the program course requirements involve existing Shepherd University courses. Notable exceptions are BIOL 407 Genomics and Bioinformatics (3 credit hours), DATA 418 Big Data Analytics (3 credit hours), and DATA 118 Introduction to Data Analytics (3 credit hours). Bioinformatics was developed by Dr. Hendrickson and was first taught in the 2014–2015 academic year. Big Data Analytics is currently under development by Dr. Wojtowicz through a grant from the WV NASA Space Grant Consortium. Introduction to Data Analytics will be a new course that we will create during the 2015–2016 academic year. The curricula outlined in the appendices of this document align courses of our proposed program with the semesters during which those courses are normally offered.

Facilities

Courses for the Data Analytics major will be taught in venues across campus. Classrooms vary in capacity and all are technologically outfitted with computer projection systems and web access. The program will use our Laboratory for Big Data Analytics located in 310 Stutzman-Slonaker, our Laboratory of Genomic Bioinformatics located in 333 Snyder Hall and our Laboratory for Genomic Diversity in Room 306 of Stutzman-Slonaker. Both the Big Data lab the Bioinformatics lab are equipped with multiple linux servers and work- stations, dedicated Internet access that students and faculty can access remotely via ssh, and a wide range of software including the R environment for statistical computing, the Python programming language with the scipy scientific packages, Apache Hadoop (with Hive, Spark, Cassandra, HBase, Mahout, Mahout, Pig and ZooKeeper), PostgreSQL, Octave, Java and C/C++ compilers, and visualization tools such as Bokeh and D3. The Geneious bioinformatics platform is available in the Laboratory of Genomic Bioinformatics. While space is at a premium on the Shepherd campus, the program can be offered without new construction and without any significant increases in class size.

Library

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and assorted publications on international issues. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as remotely. Users have access to thousands of full-text journals from over 50 databases, including subscription databases such as LexisNexis and JSTOR. The Federal Depository Library Program is easily accessible and offers a wealth of material online on international topics. The library assesses no fees for online searching or for its interlibrary loan services.

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

5.2.g Instructional Delivery Methodologies

Courses in the proposed program will be delivered primarily in traditional face-to-face settings. Some hybrid and online formats for delivery may be utilized as the program develops. For example, we are currently developing online sections of MATH 314 Statistics, which is a course in the Data Analytics core. In the fall 2015 semester we will test a discovery-based version of MATH 329 Mathematical Modeling. Instructional methods will include, but not be limited to, lectures, case studies, online simulations, and various types of experiential learning such as internships, service learning projects, and study abroad opportunities.

Summary

Science, technology, business, crime, governance, recreation, and our private lives are all impacted by society’s increasing capacity to generate, store, and transmit digital data. Data Analytics codifies the theory and methods for deriving knowledge and meaning from that data. Although the field has a deep history, undergraduate programs that focus on developing its next generation of leaders and practitioners are just beginning to emerge. It is an exciting time to be involved in this field. Through our research, external grants, and course development activities over the past several years, Shepherd University is well- positioned to develop a successful and valuable program in Data Analytics. Our planned course of action navigates current financial constraints by leveraging existing Shepherd University resources and highlights work that we are



completing under recent grants. The proposed curricular framework will support the program that we hope to grow through the efforts of dedicated faculty, energetic students, and targeted marketing and recruiting. A successful new Data Analytics program at Shepherd University will have an enduring, positive impact on our students, our region, and our state.

Appendix A: Proposed Curriculum

Data Analytics Core

The following are requirements for all concentrations within the Data Analytics program. Individual concentrations have additional requirements in these course groups or in new course groups.

* indicates a new Shepherd University course

First Year Experience Requirement: 3 credit hours

- DATA 118 Introduction to Data Analytics*

Mathematics Requirements: 9 credit hours

- MATH 307 Linear Algebra (3)
- MATH 314 Statistics (3)
- MATH 318 Numerical Analysis (3)

Computer Information Sciences (CIS) Requirements: 17 credit hours

- 104 Introduction to CIS (4)
- 211 Computer Language Concepts (3)
- 234 Networking (3)
- 314 Advanced Computer Language Concepts (3)
- 388 Database Systems (4)

Environmental Sciences Requirement: 4 credit hours

- 390 Geographic Information Systems (4)

Senior Capstone Requirement: 3 or more credit hours

- Courses selected based on student's concentration

Quantitative Methods Electives: at least 3 credit hours selected from the following:

- MATH 321 Probability and Statistics (3)
- MATH 329 Mathematical Modeling (3)
- MATH 354 Operations Research (3)
- MATH 413 Quantitative Methods (3)

Advanced CIS Electives: at least 6 credit hours selected from the following:

- CIS 310 Information Security (3)
- CIS 324 Artificial Intelligence (3)
- CIS 332 Web Programming I (3)
- CIS 361 E-Commerce (3)
- CIS 372 Biometrics (3)

Natural Science Electives: at least 8 credit hours selected from the following:

- BIOL 208 Plants as Organisms (4)
- BIOL 209 Animals as Organisms (4)
- CHEM 207 General Chemistry I (4)
- CHEM 209 General Chemistry II (4)
- PHYS 221 General Physics I (4)
- PHYS 222 General Physics II (4)

Advanced Biology Elective: Biology concentration requires at least 4 credit hours selected from the following:

- BIOL 301 Evolution + Lab (4)
- BIOL 310 Genetics (4)

Business Electives: 6 credit hours selected from the following:

- ACCT 201 Introduction to Accounting (3)
- BADM 311 Small Business Management (3)
- BADM 338 Business Information Systems (3)
- BADM 340 Marketing (3)
- BADM 370 Entrepreneurial Organization and Financing (3)
- BADM 405 Marketing Research (3)
- BADM 408 Technology in Business (3)

Suggested Shepherd University Core Electives

Tier I History 1/1	HIST 130	World History in the 20th Century
Tier II Social Science 1/3	ECON 123	Contemporary Economics
Tier II Social Science 2/3	PSCI 100	Politics and Government
Tier II Social Science 3/3	SOCI 203	General Sociology
Tier II Humanities 1/2	HIST 201	History of the US to 1865
Tier II Humanities 2/2	HIST 202	History of the US 1865 – present

Advanced Analytics Concentration

* indicates a new Shepherd University course

Semester 1

MATH 207	Calculus I	4
DATA 118	Intro to Data Analytics*	3
	Natural Science Elective 1/3	4
GSPE 210	Fitness for Life	3
ENG 101	Written English I	3

Semester 3

MATH 307	Linear Algebra	3
	Natural Science Elective 3/3	4
	Tier II Social Science 1/3	3
	Arts Elective	3
	Writing Course (if required)	3

Semester 5

MATH 309	Calculus III	4
CIS 314	Adv Comp Lang Concepts	3
	Quant Methods Elective 1/3	3
CIS 234	Intro to Networking	3
	Tier II Humanities 2/2	3

Semester 7

	Quant Methods Elective 2/3	3
	Advanced CIS Elective 2/3	3
ENVS 390	Geographic Information Sys	4
	Business Elective 1/2	3
	Capstone I	1

Semester 2

MATH 208	Calculus II	4
CIS 104	Intro to Computer Info Sys	4
	Natural Science Elective 2/3	4
	Tier I History Elective 1/1	3

Semester 4

MATH 314	Statistics	3
MATH 254	Discrete Mathematics	3
CIS 211	Computer Lang Concepts	3
	Tier II Social Science 2/3	3
	Tier II Humanities 1/2	3

Semester 6

MATH 318	Numerical Analysis	3
CIS 321	Data and File Structures	4
CIS 388	Database Systems	4
	Advanced CIS Elective 1/3	3
	Tier II Social Science 3/3	3

Semester 8

DATA 418	Big Data Analytics*	3
	Quant Methods Elective 3/3	3
	Advanced CIS Elective 3/3	3
	Business Elective 2/2	3
	Capstone II	2

- Natural Science electives for the Data Analytics program are listed on page 19.
- Business electives and suggested electives in history, social science and humanities are also listed on page 19.

Quantitative Methods Electives. 9 credit hours selected from the following:

MATH 321	Probability and Statistics	(3 credit hours)
MATH 329	Mathematical Modeling	(3 credit hours)
MATH 354	Operations Research	(3 credit hours)
MATH 413	Quantitative Methods	(3 credit hours)

Advanced CIS Electives. 9 credit hours selected from the following:

CIS 310	Information Security	(3 credit hours)
CIS 324	Artificial Intelligence	(3 credit hours)
CIS 332	Web Programming I	(3 credit hours)
CIS 361	E-Commerce	(3 credit hours)
CIS 372	Biometrics	(3 credit hours)

Biology Concentration

* indicates a new Shepherd University course

Semester 1

DATA 118	Intro to Data Analytics*	3
BIOL 208	Plants as Organisms	4
GSPE 210	Fitness for Life	3
ENG 101	Written English I	3

Semester 2

Math Foundations Elective	3	
CIS 104	Intro to Computer Info Sys	4
BIOL 209	Animals as Organisms	4
Tier I History Elective 1/1	3	

Semester 3

CHEM 207	General Chemistry I	4
CIS 211	Computer Lang Concepts	3
	Tier II Social Science 1/3	3
	Arts Elective	3
	Writing Course (if required)	3

Semester 4

CHEM 208	General Chemistry II	4
	Elective	3
	Tier II Social Science 2/3	3
	Tier II Humanities 1/2	3

Semester 5

BIOL 305	Cell Biology	4
CIS 314	Adv Comp Lang Concepts	3
	Elective	3
CIS 234	Intro to Networking	3
	Tier II Humanities 2/2	3

Semester 6

MATH 314	Statistics	3
CIS 388	Database Systems	4
	Advanced CIS Elective 1/2	3
	Business Elective 1/2	3
	Tier II Social Science 3/3	3

Semester 7

	Quant Methods Elective 1/1	3
	Adv Biology Elective	4
ENVS 390	Geographic Information Sys	4
MATH 307	Linear Algebra	3
	Capstone I	1

Semester 8

BIOL 407	Genomics and Bioinformatics*	3
	Advanced CIS Elective 2/2	3
MATH 318	Numerical Analysis	3
	Business Elective 2/2	3
	Capstone II	2

- Business electives are listed on page 19.
- See page 19 for suggested electives in history, social science and humanities.

Mathematics Foundation Elective: Select one of the following:

MATH 155	Discrete Mathematics	(3 credit hours)
MATH 205	Calculus with Applications	(4 credit hours)
MATH 207	Calculus I	(4 credit hours)

Advanced Biology Elective: Select one of the following:

BIOL 301	Evolution + Lab	(4 credit hours)
BIOL 310	Genetics	(4 credit hours)

Quantitative Methods Electives: at least 3 credit hours selected from the following:

MATH 321	Probability and Statistics	(3 credit hours)
MATH 329	Mathematical Modeling	(3 credit hours)
MATH 354	Operations Research	(3 credit hours)
MATH 413	Quantitative Methods	(3 credit hours)



Advanced CIS Electives. 6 credit hours selected from the following:

- CIS 310 Information Security (3 credit hours)
- CIS 332 WebProgramming I (3 credit hours)
- CIS 361 E-Commerce (3 credit hours)
- CIS 372 Biometrics (3 credit hours)

APPROVAL OF THE REVISED INSTITUTIONAL COMPACT TARGETS

As part of the review of the institutional compacts, the West Virginia Higher Education Policy Commission (HEPC) sent each institution's compact submission to an external reviewer. In conjunction with the internal review by HEPC, the following highlights of the Shepherd University compact are noted below. Shepherd in general received very high marks for its efforts to increase enrollment, involvement of a diverse set of stakeholders, efforts with financial literacy, graduate studies strategy and our efforts in the area of support services for transfer students and adult learners.

Shepherd's institutional compact information may be accessed through the Shepherd University home page, by selecting "Accreditations & Institutional Planning," located at the bottom of the home page, or through this direct link: www.shepherd.edu/compact.

Shepherd is one of the few institutions in the state that has web pages dedicated to the compact planning process. Shepherd has been asked to present at an upcoming HEPC meeting regarding the compact reporting process, utilizing the process and benchmarks as a way to meet the Higher Learning Commission (HLC) accreditation requirements.

Highlights (excerpted from the HEPC report):

- The review team commends Shepherd's efforts to boost enrollment by offering support services to transfer students and adult learners. The institution plans to develop a transfer student website, identify specific representatives from the Admissions and Registrar's offices to work directly with transfer-specific advisors, and establish a clear catalog of course equivalencies for each of the institution's existing articulation agreements to maximize credit transfer opportunities.
- Shepherd's retention rate for full-time, first-time freshmen climbed from 67.6 percent for its 2011 cohort to 74.3 percent for the 2012 cohort. The review team appreciates the institution's retention efforts, and looks forward to seeing the results of the new initiatives it proposes in its First Year Retention strategy, including a renewed focus on strengthening its academic advising program with the implementation of Beacon advising software, and professional development on topics related to quality advising for academic advisors and advisement staff.
- The team recognizes as a best practice Shepherd's efforts to conduct systematic reviews of course syllabi for rigor and connectedness to course outcomes.
- Shepherd University demonstrates its continued commitment to faculty scholarship through its plan to review and revise its promotion and tenure policies, encourage faculty to utilize professional development funding, and increase the number of faculty who apply for and maintain graduate faculty status through a formal application process coordinated by the Division of Graduate Studies.

- As an integral part of its Degrees Awarded strategy, Shepherd is in the process of implementing DegreeWorks, a software tool designed to help advisors guide students along the most efficient path to completion while providing students with valuable information related to course selection and academic progress.
- Shepherd's Critical Regional Issues Comprehensive Plan outlines a set of bold initiatives designed to bring together a diverse set of stakeholders in a collaborative effort to identify critical industries and markets that need workforce support now and in the future, while working closely with P-12 to develop coherent programs that address these needs. Among its many initiatives, the institution plans to expand and formalize its use of advisory boards, use region-specific data to guide strategic policy, and work to improve regional healthcare by increasing the number of baccalaureate- and doctorally-prepared nurses.
- An effective financial aid literacy program equips students with the knowledge necessary to make sound financial decisions while in college and can lead to lower rates of indebtedness and student loan default. The team commends Shepherd University for its efforts to integrate financial aid literacy into its First-Year Experience Program, as well as several program-specific freshmen seminar courses.
- Shepherd is commended for involving a diverse group of stakeholders, including faculty, staff, administrators, community members, and elected officials, in the development of its Collaborative Access comprehensive plan. The plan focuses on enhancing awareness of pathways to higher education among the local P-12 population, increasing community and regional awareness of the programs and services offered to adult learners, and developing a seamless transition process for transfer and international students. The review team was most intrigued by Shepherd's "College in Six" program, an initiative designed to expose local sixth-grade students to the college experience through a series of events hosted on campus, and hopes that the institution's plans to expand this program are successful.
- The institution's Graduate Student Success strategy centers on building enrollment through the development of accelerated degree pathways, the addition of certificate programs in business and education, and increasing its international recruitment efforts. The team is confident that accelerated pathways will encourage greater numbers of students to pursue graduate degrees, and looks forward to following Shepherd's successes in this area.

Revision of Selected 2018 Institutional Targets

From HEPC: The review team is concerned that Shepherd set its 2018 four- and six-year graduation rate targets lower than the rates it achieved in 2012 for first-time freshmen and low- income first-time freshmen, while setting higher targets for returning adults, transfer students, and underrepresented racial/ethnic groups. The team appreciates Shepherd's emphasis on improving graduation rates among target populations, but encourages the institution to consider revising its target rates for the general population and low-income subgroup of first-time freshmen.

In consultation with the Vice President for Enrollment Management, the Vice President for Academic Affairs, HEPC and the President, the following revisions for Shepherd's 2018 compact targets are recommended:

- Retention of Full-time, First-time Freshmen: Revise 2018 target upward from **74 percent to 77 percent**. Retention is on an upward trend, and the 77 percent mark is achieved by averaging Shepherd's performance in 2013-2014 with the 2018 system goal of 80 percent. It is noted that this percentage for HEPC results is calculated in a different manner than for Integrated Postsecondary Education Data System (IPEDS).
- Four-Year Graduation Rate of First-time Freshmen: Revise 2018 target upward from **21 percent to 26.7 percent**. With the implementation of the new curriculum, graduation rates are also increasing. This target was achieved using the same formula.
- Four-Year Graduation Rate of Low-Income, First-time Freshmen: Revise 2018 target upward from **18 percent to 20 percent**. With the implementation of the new curriculum and efforts of Shepherd's TRiO program graduate rates are also increasing for this specific population of students. This percentage is set at the system target of 20 percent. Shepherd's results in 2013-2014 were at nearly 19 percent, making this an achievable goal.
- Degrees awarded: Revise 2018 target upward from **779 to 792 degrees awarded annually**. With the curricular revision, more students are progressing with a clear path to degree attainment in four years. While 2013-2014 and 2014-2015 will show the number of degrees awarded to be over 800, there will be (perhaps) an expected decrease over the next couple of years due to lower enrollments during 2012-2015. The revised target was achieved by averaging the current target with the 2013-2014 results.
- STEM Degrees awarded: Revise 2018 target upward from **124 to 132 degrees awarded annually**. Programs in the STEM field have experienced growth in the number of majors over the last several years, despite overall decreases in institutional enrollment. The revised target was achieved by averaging the 2013-2014 results with the previous five-year average.
- Health Degrees awarded: Revise 2018 target upward from **59 to 65 degrees awarded annually**. Programs in health-related fields, particularly nursing, have experienced growth in the number of majors over the last several years, despite overall decreases in institutional enrollment. The revised target was achieved by averaging the 2013-2014 results with the previous five-year average.

NOTE: These targets are highlighted in the Summary of 2018 Institutional Targets, which detail system and institutional results and trends.

The following resolution is recommended for adoption by the Shepherd University Board of Governors:

RESOLVED, That the Shepherd University Board of Governors, approves the revised Institutional Compact Targets as presented and authorizes the President to submit the Institutional Compact Targets on its behalf to the West Virginia Higher Education Policy Commission.

SUMMARY OF 2018 INSTITUTIONAL TARGETS

The following table provides a summary of institutional targets and system goals on the key metrics outlined in the Commission's 2013-18 Master Plan. In some cases, institutions established 2018 targets lower than their actual 2013-14 values, their five-year averages, or the minimum contributions needed from each institution in order for the system to achieve its 2018 system-wide goal. Those occurrences are highlighted in orange. The review team asks all institutions to review the metrics submitted with their compact proposals, with particular attention focused on 2018 targets to ensure that they have set realistic targets that also contribute to the overall mission of reaching institution- and state-level goals. The Commission's Policy and Planning Division will be initiating a review process prior to the November 1st, 2015 deadline to revise institutional targets.

	System		Shepherd University		
	2013	System Goal	2013-14	Five Year Average	2018 Target
ACCESS					
Fall Head Count	66,178	73,500	4,256	4,368	4,696
Annualized FTE	61,716	68,000	3,685	3,792	3,847
Fall First-Time Freshmen Headcount	11,188	12,750	684	761	798
Fall Low-Income Student Headcount	19,866	22,000	1,331	1,319	1,503
Fall Underrepresented Racial/Ethnic Group Total	6,844	6,700	481	433	487
Fall Adult (25+) Headcount	8,938	11,500	1,030	1,134	1,188
SUCCESS					
Students Passing Developmental Courses					
Math	69.3%	70%	**	**	**
English	75.0%	75%	**	**	**
Developmental Students Passing College-Level Course					
Math	31.6%	60%	**	**	**
English	56.3%	70%	**	**	**
Retention					
Full-Time, First-Time Freshmen	74.7%	80%	74.3%	**	74.0%
Part-time, First-Time Freshmen	48.0%	50%	22.2%	**	65.6%
Low-Income First-Time Freshmen	66.6%	75%	66.4%	**	70.0%
Returning Adults	54.6%	65%	59.3%	**	72.0%
Transfer Students	73.4%	76%	71.4%	**	74.0%
Underrepresented Racial/Ethnic Group Total	64.6%	75%	64.5%	**	67.0%
Progress Toward Degree					
First-Time Freshmen Earning 30 Hours	47.8%	65%	40.2%	**	44.0%
Four-Year Graduation Rate <i>Cohort Years:</i>					
	2009	2014	2009	2014	
First-Time Freshmen	23.4%	30%	23.9%	**	21.0%
Low-Income First-Time Freshmen	17.0%	20%	18.7%	**	18.0%
Returning Adults	39.1%	48%	34.2%	**	43.0%
Transfer Students	43.2%	48%	47.6%	**	50.0%
Underrepresented Racial/Ethnic Group Total	13.0%	20%	9.8%	**	24.0%
Six-Year Graduation Rate <i>Cohort Years:</i>					
	2007	2012	2007	2012	
First-Time Freshmen	46.0%	60%	42.6%	**	45.0%
Low-Income First-Time Freshmen	34.6%	40%	34.9%	**	40.0%
Returning Adults	42.4%	58%	55.6%	**	65.0%
Transfer Students	53.0%	58%	55.4%	**	55.8%
Underrepresented Racial/Ethnic Group Total	29.6%	40%	26.5%	**	33.0%
IMPACT					
Degrees Awarded	13,295	15,500	832	752	779
STEM Degrees	3,108	3,750	140	114	124
STEM Education Degrees	121	**	2	6	10
Health Degrees	1,850	2,000	71	60	59

ACADEMIC AFFAIRS ANNUAL REPORT

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

MGT peers: Group of institutions selected by the HEPC as our peers in fall of 2007.

- California State University – Monterey Bay
- Eastern Oregon University
- Fort Lewis College
- Indiana University – East
- Langston University
- Lewis – Clark State College
- Longwood University
- Mississippi Valley State University
- Shawnee State University
- Southeastern Oklahoma State University
- SUNY College at Old Westbury
- SUNY College of Agriculture and Technology at Cobleskill
- University of Arkansas at Monticello
- University of Hawaii at Hilo
- University of Maine at Farmington
- University of Mary Washington
- University of Maryland – Eastern Shore
- University of North Carolina at Asheville
- University of South Carolina – Aiken
- Western State College of Colorado

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

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

VP Chris Ames will present the Academic Affairs annual report to the committee for information purposes, providing comparisons between the benchmarks and informing the Board of the progress being made towards the goals set out in the Campus Compact and the Crossroads Strategic Plan.

Academic Affairs Annual Report

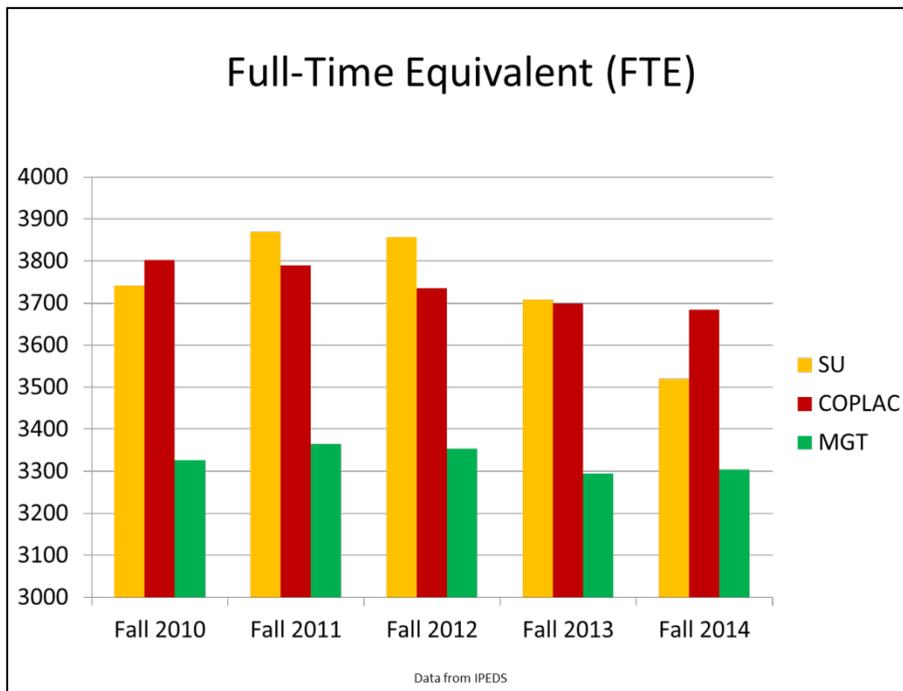
Shepherd University

September 2015

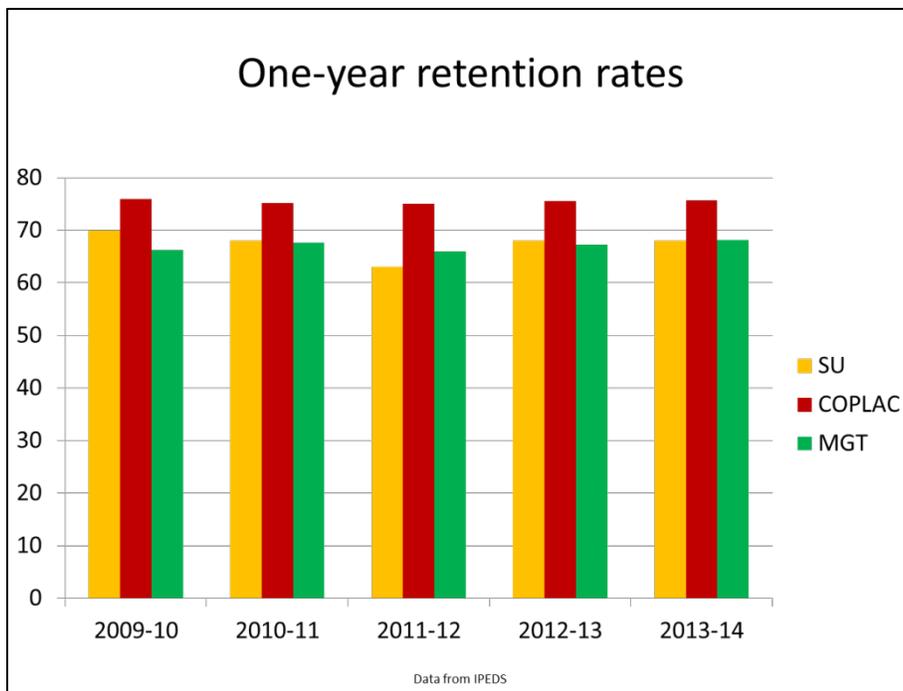
Chris Ames, Vice President for Academic Affairs

COPLAC DATA

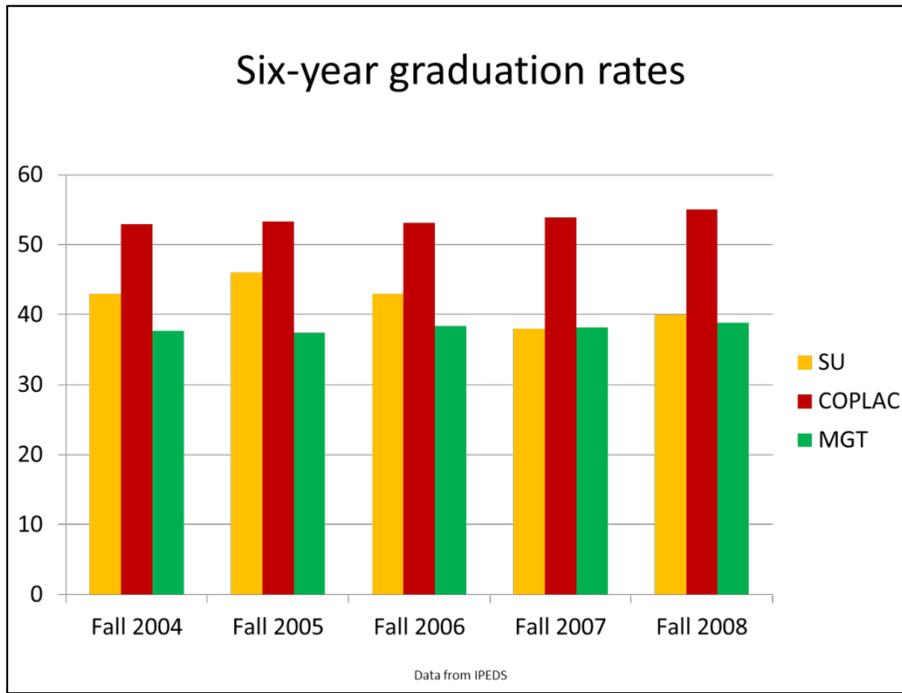
- Previously, COPLAC data were collected with a year delay, and so the 2012 profile collected fall 2011 data; now, there is no delay, so the 2013 profile collected fall 2013 data, and fall 2012 was skipped for some categories. Thus there is no comparison data presented for fall 2012 for certain metrics.



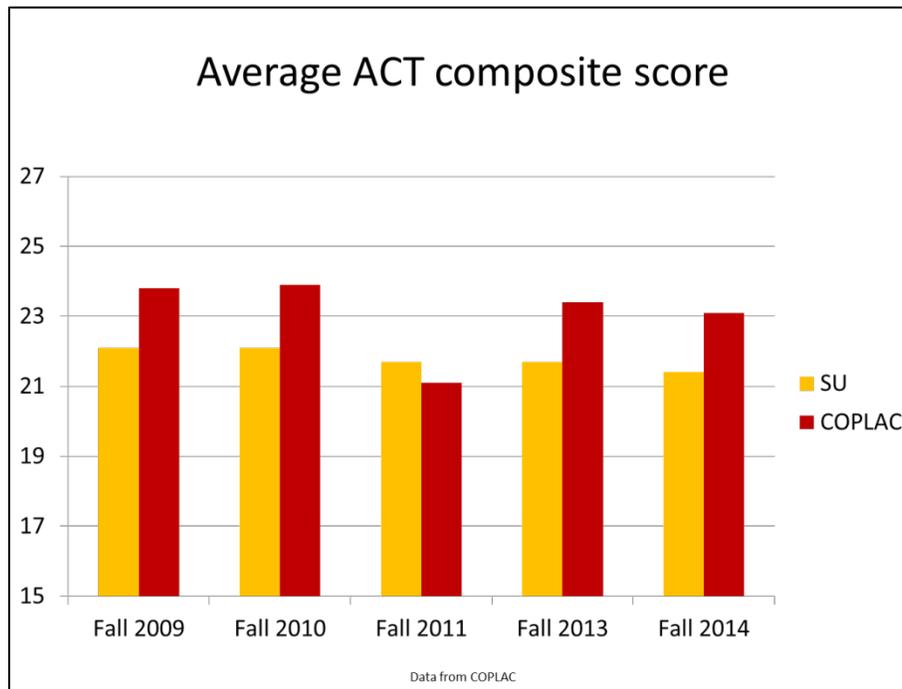
Shepherd University is very similar in size to COPLAC institutions, but has experienced enrollment decline in the past three years.



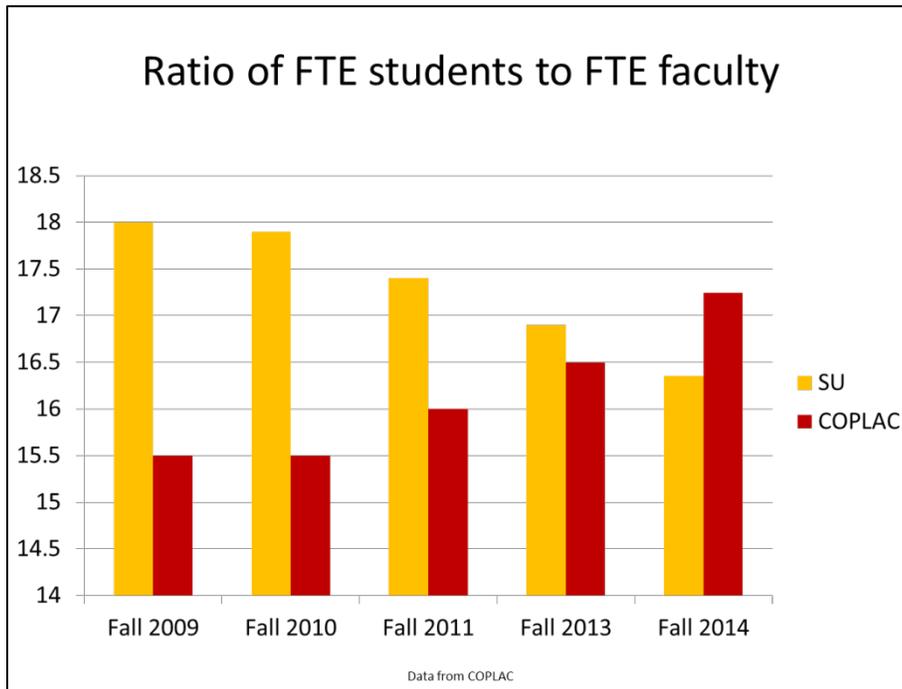
One-year retention improved by five percent in fall 2012 and held steady in fall 2013, moving us closer to COPLAC peers and even with HEPC peers.



Shepherd is similar to HEPC comparison institutions in graduation rate but lags COPLAC institutions by about 15 percent.

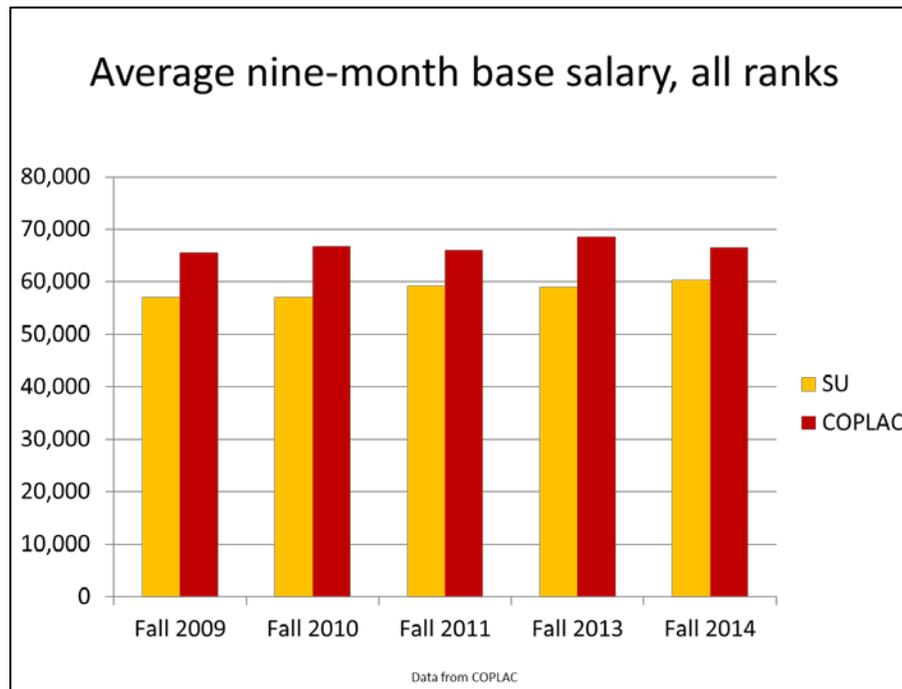


Shepherd's average ACT score has remained constant, generally two points below the COPLAC average.

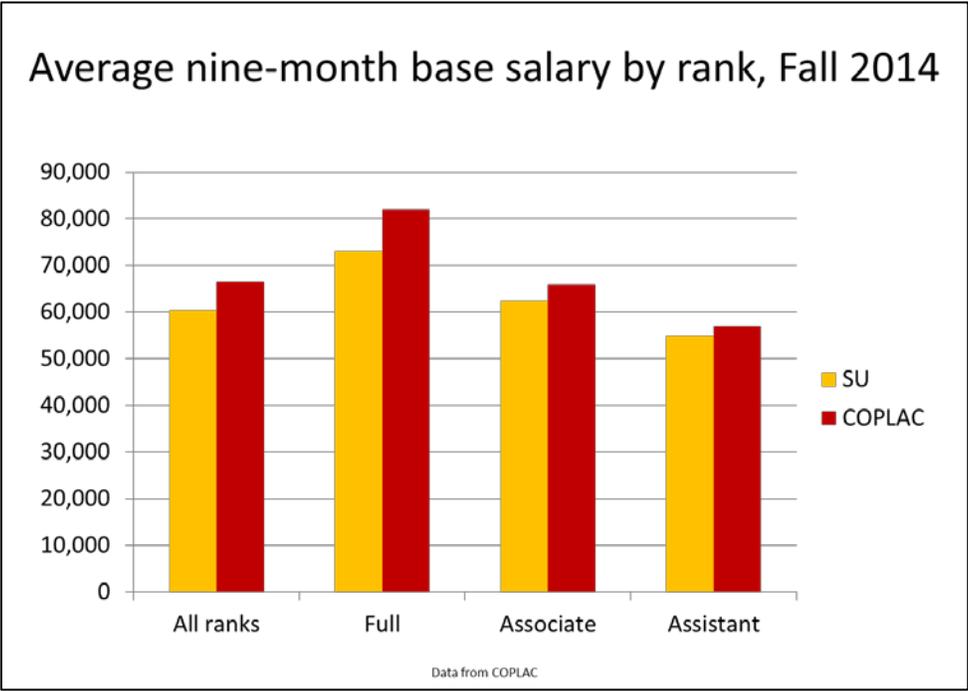


Overall, Student-Faculty ratio at Shepherd is quite close to the COPLAC norm.

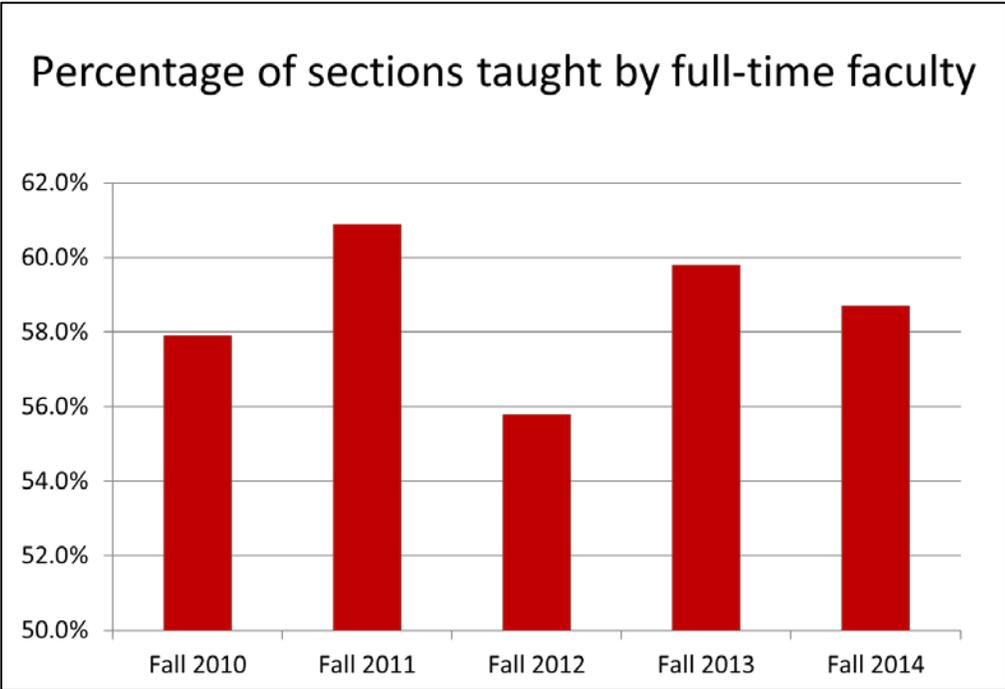
Note: Numbers through fall 2011 are limited to undergraduate FTE only. Numbers for fall 2013 and fall 2014 include graduate students. (This is due to changes in the COPLAC profile.)



The all-ranks average faculty salaries at Shepherd trails the COPLAC average by about ten percent.



This graph dramatically illustrates the salary compression issue. Recent hiring has led to our assistant professors being very close to on par with COPLAC. The gap is larger at the associate level and more pronounced at the full professor level.



Addition of four full-time lecturers and reduction of overall number of adjunct sections has increased the percentage of courses taught by full-time faculty to close to the 2011 levels, but still short of our goal of 75 percent.

Conclusions

- We are near the COPLAC average in size, student-faculty ratio, and ACT composite.
- Graduation rate lags behind COPLAC averages by about ten percent.
- One-year retention is even with HEPC peers but seven percent below COPLAC norms.
- In response to declining enrollment, SU has reduced the number of sections taught by adjuncts by more than 100 per term (over four years).

Faculty Salary Conclusions

- Salaries lag behind COPLAC averages by about ten percent;
- Compression is a problem; full professors lag COPLAC averages the most.

UPDATE ON THE INSTITUTIONAL ACCREDITATIONS

HIGHER LEARNING COMMISSION (HLC)

During the past year, there have been a number of activities associated with Shepherd's institutional accreditor, the HLC. These include the following:

- During the past year, HLC instituted a new process for submission of annual updates. Information was submitted in October and April, with thus far, no areas for follow up. Previously Shepherd had to complete a follow-up financial report in relation to the ratios in the financial indicators section of the update.
- Dr. Beard worked with our liaison Dr. Brzuzy regarding information needed by the Commission for the closing of the Master of Music, Music Education (MMME) program. Documents were accepted and are on file with HLC.
- A substantive change form was submitted for the Doctor of Nursing Practice (DNP) program in December 2015. The site visit took place in March 2015, with the approval for offering the program coming from the Institutional Actions Council (IAC) in May 2015.
- Amy DeWitt will co-chair the accreditation process and assist in the writing of the assurance argument with Dr. Beard, the HLC institutional liaison. She will also assist in coordinating the schedule for the site visit in March 2016.
- The date for Shepherd's mid-term visit in the "Pathways" cycle for accreditation has been set for March 7-8, 2016. Details are provided later in this document.

Commission on Collegiate Nursing Education (CCNE)

The Department of Nursing Education is finishing preparation of their self-study for the February 2016 site visit by CCNE. As a note, the program changed accrediting bodies in 2011, with a follow up from CCNE after five years. This site visit will cover the undergraduate program only. CCNE will return in fall 2016 to review the new DNP program.

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)

Following a site visit in March 2014 and the receipt of the site visit report, the Health, Physical Education and Recreation Science (HPERS) department prepared a response document in the summer of 2014 and appeared before the actions board in October 2014. As a result of their excellent follow-up, the program received initial accreditation from COAPRT.

Council for the Accreditation of Educator Preparation (CAEP)

Along with the annual reporting elements for this accrediting body, the department has been participating in continuing education in relation to the new standards associated with CAEP. The department is currently accredited by the previous iteration National Council for Accreditation of Teacher Education (NCATE). The department will have a site visit by CAEP during the 2017-2018 academic year.

International Assemblé for Collegiate Business Education (IACBE)

A follow-up report on outcomes assessment, as well as the IACBE annual report was submitted in October 2014 and resulted in the business program at the undergraduate and graduate levels being awarded re-accreditation for the full period through 2020. This was also the initial accreditation for our graduate business program, the Master of Business Administration (MBA).

National Association of Schools of Music (NASM)

A three-day site visit was conducted in February 2015. The report of the visiting team was received in June 2015, with the Department of Music submitting a response to the actions board by October 2015. The findings in the visitors' report, along with the departmental response will be voted on at the NASM annual meeting in November 2015. Results should be received by the end of the year.

National Association of Schools of Art and Design (NASAD)

Following a site visit in 2014, the department has worked on submitting a response to NASAD regarding library holdings, credit hours for studio classes and staffing. The report has been sent to NASAD, with a response expected in October.

Biology and Chemistry

Dean Nolan is working with faculty in biology and chemistry to pursue our first accreditations in the sciences. An application for initial accreditation was sent to the American Society for Biochemistry and Molecular Biology (ASBMB) last fall, and they have requested a follow-up report, which is due in October. Additionally, there have been initial meetings regarding pursuing accreditation through the American Chemistry Society (ACS).

INSTITUTIONAL ACCREDITATION VISIT (March 7-8, 2016)

Shepherd University is in the final stages of completing a draft of its assurance argument as part of the HLC's Pathways Criteria for accreditation. Following completion of the draft, evidence will be linked to the argument and added to our evidence file. In addition to the Assurance Argument, Shepherd will also be completing a separate document for the Federal Compliance portion of the re-accreditation process.

The HLC is a nongovernmental organization that grants peer-reviewed accreditation and membership in the HLC. Shepherd University's accreditation dates back to 1950, with the last HLC site visit taking place during the 2011-12 academic year. At that time, Shepherd met all five criteria for re-accreditation. Notable actions following the March 2012 site visit include:

- December 2012 - Monitoring report on faculty workload and syllabi compliance. The report was accepted with no areas for follow-up. Shepherd was commended for a well-organized report that met the concerns of the site visit team. The Institution continues to follow the practices noted in the report.
- February/April 2013 - Additional Location Confirmation Visit and approval for the Martinsburg Center. The report and visit materials received high marks, with no areas for follow up.
- December 2013 - Progress report on graduate culture and assessment of the core curriculum. This report was accepted with no areas for follow up. The Institution was commended for a convincing and well-organized report.
- March 2014 - Site Visit for the DNP program (substantive change process). The materials and site visit were well received, and the approval from the IAC contained no areas for follow up.

Using evidence-based data and data-driven results and continuous improvement outcomes from the Shepherd University Strategic Plan, Institutional Compact, Campus Master Plan and other planning documents, the University will demonstrate how it is in compliance with the criteria for accreditation, while at the same time, reflecting on future priorities, viability and sustainability in defining the liberal arts university in the 21st century.

While our last self-study was a completely electronic document designed by us, our current Assurance Argument will be uploaded, along with evidence files into the institutional portal on the HLC Assurance System. One major difference in presenting the evidence, is that there will be very few Uniform Resource Locator's (URLs) used. Most of the evidence will be Portable Document Forman (PDF) files or screen shots of web pages used as evidence.

We will have the ability to provide a PDF of the Assurance Argument for campus review. Currently, Drs. Beard and DeWitt are completing the argument, with input and review from various campus stakeholders. The completed Assurance Argument will be posted on our HLC accreditation page: <http://www.shepherd.edu/accreditation/>.

The Board of Governors is affected by the accreditation visit in numerous ways:

- Governing Boards need to meet accreditation standards and policies that address organizational structure, independence, conflicts of interest and oversight.
- Governing Boards work with the CEO, setting policies that affect change at the institution, while delegating the day-to-day operations of the University to the President and staff.
- Information obtained from the accreditation visit provides important information and advice for future planning.
- Federal and state laws, many of which are changing, affect operations and compliance, requiring increased attention from boards and institutions with regards to public policy and accreditation.

Although the members of the BoG will want to be familiar with the entire document, most of the information regarding the Shepherd University Board of Governors will be contained in Criterion 2A, 2C, 2D and also 5A and 5B.

As the site visit schedule is developed, there will be a specific time for the Chair and members of the Board of Governors to meet with our site visit team. In addition to the site visit, we will plan a mock visit for late January 2016. Updates relating to the accreditation process may be found on our HLC accreditation web pages: <http://www.shepherd.edu/accreditation/>.

Shepherd University Board of Governors
September 24, 2015
Agenda Item No. 11

UPDATE ON RICK BEYER, AGB STUDY

Sylvia Manning will update the Board on the Rick Beyer, AGB Study.

ELECTION OF AUDIT AND FINANCE COMMITTEE

As provided by the Board of Governors' Bylaws:

The Audit and Finance Committee shall consist of three members, all of whom shall have some experience in matters of finance and/or accounting, and shall include at least one member who possesses accounting or financial management expertise; provided, however, that no Board Member may serve on this Committee at any time that said Member is receiving any compensation, directly or indirectly, for consulting or any service provided to the University. The members of the Committee, and its Chair, shall be elected annually by the Board at the Annual Meeting, following an initial nomination by the newly elected Chair.

The Chair is nominating Mr. Younis, Mr. Beatty, and Mr. Rudolph to the Committee.