



**Minutes**  
**Concord University Board of Governors**  
**Tuesday, September 11, 2007**  
**1:30 – The Concord Room**  
**201A Marsh Hall**  
**Concord University**

**Members Present:** Dr. Deborah Akers, Mr. Joe Long, Mr. Wayne Meisel, Mr. Travis Prince, Mr. R. T. “Ted” Rogers, Mrs. Margaret Sayre, Dr. Darla Wise

**Members Absent:** Mr. Lane Bailey, Mr. Jim Brown, Mr. Eugene Fife, Ms. Amy Pitzer

**Call to Order and Determination of Quorum:** Chairman Long determined a quorum was present and called the meeting to order.

**Swearing in of New Board Members:** Mr. Long administered the oath of office to Mr. Travis Prince, student representative, and Dr. Darla Wise, faculty representative.

**Approval of the June 19, 2007, Minutes:** Mr. Rogers moved the approval of the June 19, 2007, minutes, Mr. Prince seconded, motion carried.

Chairman Long made an adjustment to the agenda reversing committee reports and action items.

**Action Items**

**a. Employee Five Percent Pay Increase – ([attachment 01](#))** Dr. Beasley recommended the following: RESOLVED, the Concord University Board of Governors approves a five percent pay raise for classified, faculty, and non-classified employees. The pay increase is to be effective October 1, 2007. A five percent pool is to be established to fund classified and faculty pay plans and a five percent merit pool to be established for non-classified employees.

Mr. Meisel moved the adoption of the resolution, Mr. Prince seconded, motion carried unanimously.

Discussion – Dr. Beasley said he believes five percent is feasible even though enrollment is down approximately 200 from last year. He added that adjustments may be necessary and may include any or all of the following: reduction in dependency on adjuncts, a reduction in overloads and overtime, a cut in non-personnel line items, a reduction in summer school salary. He mentioned that funding for University Point is nearing completion and there may be a shift in fund-raising efforts. This year’s freshman class is the largest in five years; our drop in enrollment is due to poor retention. The Strategic Planning committee is concentrating on University-wide retention, and the newly-created University 100 class for all incoming freshmen should begin a

turnaround. Mr. Prince asked if the recommended five percent increase would justify a tuition increase for Spring 2008. Dr. Beasley said it would not.

Mr. Long asked if each employee would receive a five percent raise. Dr. Beasley and Mr. Cannon explained that the five percent for classified and faculty is put in to pools and employees receive raises that bring them closer to the appropriate step on the classified employee pay scale and faculty pay plan. Some employees may receive less than five percent, some more. Several board members voiced concern about classified employees' salaries and suggested we fully fund the schedule as soon as possible.

Mr. Meisel moved to consider closing the funding gap for classified employees as an action item at the first Board meeting in 2008. Mr. Prince seconded, motion carried unanimously.

**b. Approval for the Towers Sprinkler Project – ([attachment 02](#))** Mr. Rogers, Chairman of the Finance and Facilities Committee, said that, although \$1,398,000 is a lot of money, the University has no choice but to complete the project. Mr. Prince asked if installation could begin in the area that will become the fitness center. Mr. Cannon said Brewer and Company will have an installation plan but we can certainly make this request.

Mr. Rogers moved the following: Resolved, the Concord University Board of Governors approves the \$1,398,000 Towers Sprinkler Project awarded to Brewer and Company of West Virginia, Inc., Mr. Meisel seconded, motion passed.

## **Committee Reports**

**Academic Affairs** – Dr. Akers, Chair, reported the committee discussed the following issues, which will be discussed further at future meetings and which may bring forth recommendations to the Board

1. Upcoming accreditation visits by North Central in February 2008 and NCATE in September 2008
2. Beckley Center staffing
3. Program reviews
4. Development of on-line courses
5. Academic/Administration computing and the impact on the classroom
6. Faculty staffing relative to additional needs

**Student Affairs** – Chairman Meisel itemized the topics discussed by the committee:

1. Housing – The recent large furniture purchase has been generally satisfactory but problems with the lofts have occurred..
2. We are up 40 residents.
3. Recruitment was good this year, but we are struggling with retention.  
University 100, the one-hour course for all freshmen, is one retention effort. The course is taught by a faculty or staff person and each instructor has a student assistant.
4. A work program similar to those at institutions like Berea and Warren Wilson was discussed.

5. There has been an increase in student programming, especially in education about alcohol use and abuse. Also, there is an effort to “step up” week-day and weekend activities to attract commuters.
6. There is an increase in the number of student athletes, and CU played its first night football game on September 8.

**External Affairs** – Mr. Meisel, outgoing chair, reported that Mrs. Sayre has been elected chair this year. He presented the following committee report:

1. Freshmen numbers are up, transfers are down, and retention is down.
2. Concord was well represented in the most recent “US News and World Report.”
3. Approximately \$3.2 million has been raised for University Point. We have begun a “Dream Builders” campaign to raise funds for furnishings.
4. The Entrepreneurial Studies Program is moving rapidly under the direction of Mr. Ron Basini, who brings new energy and passion to the program

**Finance and Facilities** – Mr. Rogers reported discussion by the committee on the following topics:

1. Capital projects – The Rahall Center is almost complete and about \$200,000 to \$250,000 is needed to complete the outside of University Point. Dr. Beasley reported biddable drawings should be available in October 2007.
2. Approximately 260 parking spaces are now available where the Courts apartments once stood.
3. Performance Contracting for energy savings is an ongoing topic and one project will be sent to HEPC, pending Board approval.
4. Enrollment for 2008 yielded the highest freshman class in many years but retention remains an issue.
5. The University lost funding for the Math/Science Upward Bound program which is approximately \$148,000 a year. Dr. Beasley said we will form a delegation and visit our representatives in Washington, D. C. Mr. Meisel asked how we can best register an appropriate amount of outcry to our elected officials. He said we need to move “full throttle” on this. Dr. Beasley stated WV State University lost their program, they fought the decision and the program was reinstated.

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have

Mr. Meisel moved that the Board prepare a resolution  
factual information regarding the numbers of students who  
benefited from the program. Dr. Wise amended the motion to include  
STEM (Science, Technology, Engineering, Math) and stem teachers. Mrs.  
Sayre seconded, motion passed.

- Mr. Meisel moved to send a congregation of students, faculty, staff and Board members to Washington, D.C. to meet with all WV representatives.  
Dr. Akers seconded, motion passed.
6. The picnic shelter project has stalled.

**Presidential Search Committee Report** – Chairman Rogers stated the Presidential Search Committee would meet later in the day to discuss hiring a consulting firm.

**Updates or Questions Regarding Administrative Reports** – none

Academic Affairs – ([attachment 03](#))  
Admissions and Financial Aid ([attachment 04](#))  
Beckley Center ([attachments 05, 06, 07](#))  
Development Office ([attachments 08, 09](#))  
Finance and Facilities ([attachments 10, 11](#))  
Student Affairs ([attachment 12](#))

**President’s Report** – Dr. Beasley reported that individuals are working hard to finish University Point and major donors and foundations are being solicited. He mentioned University 100 is an enlightening and rewarding experience focusing on students most likely to need help. Dr. Jane Smith is working on North Central accreditation and he will ask her to bring a progress report to the Board. He distributed data from the National Survey of Student Engagement and we are regularly assessing how we are doing. He stated that the report provides information regarding the differences between Concord freshmen and seniors, as well as comparisons between Concord and other institutions. He indicated the Strategic Planning committee, which has members from all campus constituencies, is focusing on our enrollment challenges. He said retention is a campus-wide effort.

**Other Matters** – There being no additional items, Dr. Akers moved for adjournment, Mr. Rogers seconded, motion passed, meeting adjourned.

Respectfully submitted,

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J. Franklin Long  
Chair  
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Margaret Sayre  
Secretary

## **Attachment 01**

### **Concord University Board of Governors Meeting of September 11, 2007**

INFORMATION ITEM: Employee Five Percent Pay Increase

COMMITTEE: Finance and Facilities

RECOMMENDED RESOLUTION: Resolved, the Concord University Board of  
Governors approves a five percent pay raise for  
classified, faculty, and non-classified employees. The pay increase is to be effective  
October 1, 2007. A five percent pool is to be  
established to fund classified and faculty pay plans and a five percent merit pool to  
be established for non-classified employees.

STAFF MEMBER: Dr. Jerry Beasley  
President

#### **BACKGROUND:**

The cost to fully fund the classified salaries after October 1, 2007 is \$126,247.

## **Attachment 02**

### **Concord University Board of Governors Meeting of September 11, 2007**

ITEM: Approval for the Towers Sprinkler Project.

COMMITTEE: Finance and Facilities

RECOMMENDED RESOLUTION: Resolved, the Concord University Board of  
Governors approves the \$1,398,000 Towers  
Sprinkler Project awarded to Brewer and Company of West Virginia,  
Inc.

STAFF MEMBER: Jim Cannon  
Vice President for Business and Finance

#### **BACKGROUND:**

Federal mandate requires installation of sprinklers in the Towers dormitories by January 1, 2010. Completion of this contract will meet that obligation.

## Attachment 03

### **Report of the Interim Vice President/Academic Dean Presented to the Concord University Board of Governors September 11, 2007**

On July 31, 2007, Dr. Dean W. Turner retired from his positions as the Vice President/Academic Dean and Professor of Music. President Jerry L. Beasley appointed Stephen D. Rowe, Library Director and Professor of English, to serve as the interim VPAD until the University may search for and appoint a person to permanently fill this senior administrative position. With 40 years of higher education experience, Dr. Rowe has over 21 years experience in higher education administration, having previously served as a department chair, division head, academic vice president and vice president at the Indiana Institute of Technology (Fort Wayne, IN) and West Liberty State College (West Liberty, WV). The VPAD is to continue to direct the CU library as a joint administrative appointment. In this first report of the Interim VPAD to the Concord University Board of Governors, the following are submitted for the Board's information and consideration:

1. Paperwork to authorize October 2007 faculty pay raises completed week of August 27, 2007
2. CU Beckley Center opens August 20, 2007; Director charged to set course offerings and schedules to suit Beckley commuter students. Aim to double enrollment by Fall 2008.
3. VPAD and Associate Dean meet to review preliminary self-study report for HLC review for continuing accreditation in April 2008; completion of self-study and report projected for January 2008. Project on schedule with final draft due for BOG review in early Spring 2008 semester. Report due to the HLC by mid-February 2008.
4. VPAD meets with Director of Graduate Program to begin planning and reporting for NCATE focused review of graduate program in September 2008. Resignation of Director of Teacher Education and lack of assessment data are challenges for this accreditation review. VPAD and Department of Professional Education working to resolve issues.
5. VPAD meets with all division chairs to determine AY 2008-2009 division and faculty needs and to begin Fall 2007 advertisements for positions identified as necessary
6. VPAD meets with CU Faculty Senate to begin dialog about efficacy of CU general education program
7. VPAD to complete HEPC grant-funded project to "internationalize" the programs of CU. Goal to continually enroll 120-150 international students and examine new global programming
8. VPAD to work to oversee furnishing, equipping, and opening Rahall Technology Center for Spring 2008 term. Challenge is shortage of funding and qualified staff in the CAT.
9. VPAD to review drafts of CU BOG policy statements due from academic office and submit review drafts to BOG in AY 07-08
10. VPAD to consult with Division of Natural Sciences to remedy deficiencies and Fire Marshall citations in Physics laboratories and storeroom. Goal: substantial completion AY 07-08
11. VPAD charged by President to review summer school course offerings, scheduling, faculty utilization and to remedy low enrollment trend; goal to increase enrollment by 25% over SU 07 and to reduce operating expense
12. VPAD charged by President to review on-campus course scheduling, enrollment management, and faculty utilization in order to trend towards efficient operations
13. TRIO Programs moved from Sarvay Hall to Conference Rooms ABC in Student Center
14. VPAD to meet with stakeholders to determine allocation of Marsh Hall space freed up when Division of Business moves to Rahall Center for Spring 08 semester

## **Attachment 04**

Board of Governors

Sept. 2007

Michael Curry, Vice President of Admissions and Financial Aid

I am happy to report that we have had a successful year in Admissions and Financial Aid and we have already started on the next recruitment cycle.

As of August 24, 2007, our entering class of freshmen numbered 683 full time students, the largest number in five years. In total we had 2,478 applications and 1,866 acceptances this fall versus 2,619 applicants last year and 1,965 acceptances last year. Thus, even though we had fewer applicants and fewer acceptances, we had a better yield this year than last. As of this writing, it also appears that Beckley is up about fifty students compared to last year. Another piece of good news deals with our international students. We set a target of doubling the number of new international students over last year and it appears that we exceeded that goal by two students. Even better is the geographical distribution of the international students we attracted. We have new students from Japan, Poland, Turkey, Brazil, Pakistan, United Arab Emirates, India, Canada, in addition to the other nations already represented.

Our Transfer students dropped slightly from 129 last year to 117 this fall but we hope this will change in the spring when we will be making a push with neighboring community colleges. Dr. Rowe is also working with us to arrange an articulation agreement with institutions in Eastern Europe that will bring a whole new group of Transfer students to Athens and we hope to see the first fruits of this effort this spring.

On the Financial Aid front, we have additional good news. This year, we offered a total of \$19,321,564 in financial aid compared to last year's total of \$14,219,125. This amounts to a whopping \$5,102,420 worth of additional financial aid for this year's student body that we did not offer last year. We were very efficient in processing the loans this year and were able to secure many loans that were otherwise denied on first applications. We had not done this in previous years. It also appears that our average student loan total upon graduation will still be within the range we targeted to keep it below the national average for graduates from public institutions.

We are facing new challenges in light of the tuition increases that put some students in jeopardy even after they received all the aid for which they qualified. On a case by case basis, we are drawing down un-used scholarship funds to help these "high need" appeals and will continue to do so as the early weeks of the semester pass by. This will need to be considered if the BOG revisits the possibility of raising tuition rates in the upcoming year.

## Attachment 05

### CONCORD UNIVERSITY BECKLEY CENTER Board of Governors Report – September 11, 2007

This report is compiled as we begin the 2<sup>nd</sup> week of fall classes in the Beckley Public Higher Education Center. The substance of the report, understandably, is driven by this experience.

1. The Beckley Public Higher Education Center [PHEC] – Despite a number of final-week challenges that seemed destined at times to postpone the start of classes in the new facility – paving the access road and parking lots, placing furniture in the classrooms, initiating telephone access and internet service, etc. -- Concord's classes did begin as scheduled on Monday, August 20<sup>th</sup>. Dr. Charlotte Hutchens, Raleigh County Schools Superintendent, was kind enough to extend to us a back-up plan for public school use should we need it. We did not. Fr. Acker and Bill Baker provided prospective instructors and college representatives a preview walk-through on Friday afternoon, the 17<sup>th</sup>. The response to the facility was overwhelmingly positive – so positive in fact that there was general agreement among those present that, inconveniences notwithstanding, we should begin on schedule. Imagine – a successful opening with no phones, no internet. Amazing.

Concord shares an office suite with representatives from Bluefield State College and Marshall University. There is a like suite for community colleges [three of them, though New River is the key player] on the other side of the building. We still await computer installation in the labs, building-wide internet access, science lab equipment [mid-October due date], digital equipment in the classrooms [projectors, DVD's, document cameras, televisions], and implementation of library operations. Sounds tough, but the positives in this facility far outweigh the negatives. We have heard not one complaint. Cooperative relationships between institutional partners have been superb -- already plans are in place for meetings that address questions related to transfer of academic credit and other matters designed to improve service delivery to students.

2. The Future and Facility Funding in Beckley – As reported earlier, Fr. Acker has requested funding for a 2<sup>nd</sup> building [this one 75,000 square feet] -- submitted to Senator Byrd's office. If funded, it will house New River's administrative operations, plus needed classroom and lab space. New River is pursuing independent funding for this 2<sup>nd</sup> building. The key here [according to Fr. Acker] will be control – if funding comes to Forward Southern WV first, the 2<sup>nd</sup> building will become part of the shared facility complex and subject to joint control. If the building is funded directly by New River, however, it will create more challenging [though not insurmountable] management issues for everyone. This matter deserves attention, even now, because the very existence of this 1<sup>st</sup> building is beginning already to generate interest in serving the Beckley community from institutions that weren't all that interested before. There is no doubt that new programs and opportunities will emerge as area colleges recognize the region's potential. It is imperative that Concord remains in the forefront of this growth.
3. Enrollment Trends in Beckley – This current semester, Concord's first in the new building, will produce the lowest enrollment that Concord will experience from now on in Beckley. Preliminary indications are that Beckley numbers are up – but that is only the beginning. Already, the facility is sparking interest in Concord's plans for the future. As we begin to pull together a class schedule for spring and summer 2008, we are working in close concert with Dr. Rowe's office to plan significant changes and additions to what Concord delivers to Beckley – all designed to improve services to Beckley students and to build additional enrollment there in key programs. As reported in June, we have been approached by the Dean of New River's Beckley Campus about additional 300/400-level classes in Beckley for the spring 2008 semester. As Marshall prepares to move across the hall from us after Labor Day, it brings Concord's graduate program to mind as well. To plan now for what is a new day for Concord in Beckley is not at all premature.
4. Adjunct Academy Proposal – The June Report to the Board of Governors from Beckley introduced the idea of an Adjunct Academy at Concord University. That proposal, still in "draft" stage, is designed as a regional program for adjunct faculty development, to be housed at Concord University. For your information and consideration, I am attaching a copy of the draft program outline and an implementation schedule. We plan to implement this program toward the end [October/November] of the fall semester.

Respectfully submitted [for the September 11<sup>th</sup> Board meeting] on August 28, 2007,

Bill O'Brien

Attachments

## **Attachment 06**

### **DRAFT**

# **CONCORD UNIVERSITY**

## **A Proposal: An Adjunct Faculty Academy**

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### **Program Introduction**

This proposal is designed to fill a significant need at Concord and at other higher education institutions in the region – professional development for adjunct faculty. Designed principally as an academic program to enhance the quality of instruction, this initiative extends well beyond the basics of classroom management and content delivery to the very essence of academic professionalism. Through the combined efforts of faculty mentors, academic and career counselors, selected members from Concord's academic, administrative, and student support staff, and [yes] the invaluable insights of bright and serious students, Academy participants will receive the kind of direction, encouragement, assessment feedback, and support necessary to guarantee them and their students a successful and meaningful learning experience.

### **Program Context**

The employment of adjunct instructors at Concord University has increased substantially in recent years, as it has at institutions across the nation. In southern West Virginia the shift to adjunct instruction at Concord is particularly significant, because its traditions as a residential liberal arts institution and the reputation of its full-time faculty render a change like this especially noteworthy. One must assume that reliance on adjunct instructors is even more pronounced at other institutions in the area than it is at Concord.

25.81% of the undergraduate credit hours earned at Concord in fall 2006 were generated in classes taught by adjuncts. In Beckley Concord's well-intentioned plans to staff at least half of its off-campus classes with full-time faculty [see 2005-2007 Concord University Catalog, 37] have not been realized for several years. Since the mid-90's, in fact, the number of full-time faculty teaching in Beckley has rarely exceeded 25%. 48 of Beckley's 61 spring 2007 classes [79%] were taught by adjunct instructors. That percentage will likely increase even more with the expanded offerings anticipated in the new Beckley Higher Education Center – as of now [early June 2007] only 14 full-time faculty are assigned to 68 classes currently scheduled in Beckley for fall 2007 [20.6%]. An anticipated increase in the number of distance-delivered [Interactive Video and Web-CT] classes in future semesters will affect this adjunct-to-full time faculty ratio somewhat. But the fact remains -- adjunct instructors play a vital role in the instructional life of Concord University. And will continue to do so for the foreseeable future.

In the face of this challenge, this Adjunct Academy program is designed to maximize the educational and economic benefits to community presented by this vital, growing contingent of talented, dedicated adjuncts. Besides a passion for teaching, these adjuncts bring specialized training, expertise, prospective links to valuable community resources, and real world perspective to our classrooms. They permit our institutions to offer classes and programs that would be unavailable without access to what they know, can do, and are willing to share. The investment in professionalism that this program signifies constitutes an academic bench mark of sorts that is significant. It sends a message to adjuncts, prospective students, employers,

and community leaders alike that academic rigor in the real world is serious business. And that it belongs there.

### Program Specifics

The Concord University Adjunct Faculty Academy is designed to provide adjunct faculty with the tools and resources necessary to make the classroom experience more effective for them and for their students. Academy graduates will be certified [see below] by Concord University as knowledgeable of and familiar with:

- the institutional mission
- institutional policies and procedures that pertain to course management
- policies, procedures, and academic program requirements of the academic unit offering the course
- the demographic profile of students enrolled in the course
- program context within which the course belongs -- required class or elective; requires prerequisites; serves as prerequisite for future classes; leads to advanced study or direct employment, etc.
- academic and institutional resources and personnel available to enhance student learning
- assessment criteria necessary to measure student learning and instructional quality

The Academy is comprised of selected instructional and support modules – many of them required of all participants, others recommended [by the academic unit, faculty mentor, or the particular instructor] to meet individual needs. Total in-class time required for the “Certificate of Completion” from Concord University ranges from a minimum of forty-five [45] instructional hours to seventy-five [75] hours, depending on the needs of the individual adjunct instructor. Adjuncts enrolled in the Academy are allowed a maximum of two contiguous [for the instructor] semesters to complete the program. Failure to complete the program in the time allotted will negate the modules completed and require readmission to the Academy for the complete program.

The modular structure of the Academy permits the design of a customized program, tailored to the academic and classroom management needs of the individual. Upon completion of the Academy, each participant will receive:

1. a Certificate of Completion from Concord University
2. a one-time stipend of \$750
3. 4-graduate credit hours from Concord University

The modules that comprise the Concord University Adjunct Academy are listed below. Instructional sessions are scheduled to accommodate adjunct work schedules. Most sessions meet on Friday evenings and Saturdays – additional evening sessions are provided, as needed. Unless otherwise indicated, modules are designed as 3-hour [“academic hours” = 50 minutes] units. Particular modules provide flexible [extended] instructional time, depending on specific academic needs and preferences.

#### Required Modules

1. Orientation to institution, course, semester, and Academy

2. Human Resource issues – the contractual specifics of employment, institutional policies & procedures -- academic calendar, submission of grades, grading scale, add/drop, student withdrawals, instructor absence, class cancellations due to weather, etc.
3. Academic department/division policies & procedures -- the faculty mentor, classroom observation, academic expectations and standards, student attendance, departmental involvement, textbook selections, etc.
4. Designing an effective syllabus – exams, projects, presentations, research, attendance, technology, classroom decorum, etc. [3-6 hours]
5. Beginning the semester – setting the tone, addressing standards, expectations
6. Legal issues in higher education – related institutional policies [3-6 hours]
7. Professional ethics and academic honesty – the what's and why's
8. Technology in the classroom – options, challenges, expectations [3-12 hours]
9. Instructional design – planning the lesson, unit, semester [3-6 hours]
10. Knowing your students – institutional and academic profiles
11. Teaching your discipline – staying current, latest academic research, bibliographic updates, instructional strategies [3-12 hours]
12. Your course as laboratory – experiential learning in this Adjunct Academy
13. Assessment and test construction – options, objectives, outcomes [3-9 hours]
14. Student evaluation – preparing students for an evaluation that matters
15. Self-evaluation – journals, portfolios, reflective analysis, substance [3-6 hours]

#### Elective Modules

16. Instructional strategies and techniques [3-6 hours]
17. Effective communication and listening skills
18. Learning styles and their impact on success in the classroom [3-6 hours]
19. Portfolio preparation
20. Techniques of Assessment – theory and practice
21. Educational Philosophy – your course and institution in a bigger context
22. Safety and security in today's [your] classroom
23. Choosing a major, choosing a career [3-6 hours]

#### Program Overview

Concord University's Adjunct Academy is organized around four contiguous themes, each linked directly to the academic calendar and to effective management of the course[s] being taught by adjunct participants. These themes [units] are as follows:

1. Course Planning and Syllabus Development
2. Beginning the Semester – Getting the Course Off to an Effective Start
3. Strategies for Effective Teaching and Learning
4. Assessment of Student and Instructor Success

Each unit is comprised of instructional modules appropriate to that point in the course sequence where it is most effective. Samples of suggested modules for each unit include:

## 1. Course Planning and Syllabus Development

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- *Human Resource Issues* – contracts, pay periods, withholding, holidays, personnel matters, references, transcript evaluations, etc.
- *Academic Calendar and Departmental Expectations* – exams, quizzes, class projects and presentations, mid-term grades, withdrawal and add-drop procedures, roster updates, office hours, departmental attendance policy, etc.
- *Syllabus Development* – key ingredients [course #, title, instructor name, phone, e-mail], course objectives, student assignments and projects, grading standards, expectations of students outside class, final evaluation criteria
- *Logistical Analysis* – the program, the course, students, institutional mission, career expectations, prospects for advanced study, available resources
- *Key Planning Questions* – refining objectives and defining learning outcomes
  - a) What big questions will my course help students answer?
  - b) What skills, abilities, and attitudes will it help students develop?
  - c) What preconceptions will students bring to the course? How will I force students to challenge them?
  - d) What content must students have [be given] to address the key questions the course raises?
  - e) How specifically will I help students having difficulty? How will I continue to challenge the better students?
  - f) How will I help students learn how to learn, read more carefully and critically, ask the right questions, maintain a healthy skepticism, etc.?
  - g) How will I explain and justify to students the standards used to assess their performance? And persuade them to employ like standards for their own self-assessment?
  - h) How will I find ways to move students beyond mastery of information to its application?
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## 2. Beginning the Semester – Getting the Course Off to an Effective Start

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- *Setting the Tone*-- importance of the first class
- *Syllabus Review* – expectations, obligations, instructor commitments
- *Course Overview* -- relevance, practical applications, problems it addresses, solutions it posits, career/program significance
- *Professional Ethics and Academic Dishonesty* –what's right and wrong in the classroom, and why it matters
- *Designing the "Icebreaker"* – setting the desired classroom environment
- *The First Few Classes* – achieving momentum, demonstrating standards
- *Significance of the First Course Exam* – what it measures, the information it provides, the learning it promises

## 3. Strategies for Effective Teaching and Learning

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- *Managing the Course Environment* – organizing materials, adhering to the plan, in-class communications, strategies for individual student support [tutors], student retention, time allotted for participation and discussion, question-and-answer periods, etc.
- *Addressing Different Learning Styles* – as reflected in evaluation criteria
- *Exploring Different Teaching Styles* – lecture, discussion, question-and-answer, hands-on [experiential] learning, demonstration, guest presenters, technology support, film/video, video-conferencing, etc.
- *Out-of-Class Activities* – outside reading, written assignments, research, group projects/presentations, field trips, case studies, internships, distance learning
- *Your Course as a Learning Lab* – how effective were you at trying new things? Using technology? Introducing new [to you] materials? Assessing results? Seeking student input? Improving student retention? “Saving” the weaker students?

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#### 4. Assessment of Student and Instructor Success

- *Qualities of an Effective Examination* – to measure what? How? Ways to address alternative learning styles
- *Examinations as Teaching and Learning Tools* – the review of results
- *Alternative Assessment Options* – projects, presentations, class participation, research, take-home exams
- *Developing Effective Rubrics*
- *Planning for Effective Course Closure* – maintaining momentum
- *Evaluating the Quality and Effectiveness of Instruction*
  - a) Informal Student Evaluations – asking reflective questions
  - b) Faculty Mentors
  - c) End-of-Semester [Formal] Student Evaluations
  - d) Observation[s] by Colleagues
  - e) Meaningful Self-Evaluations
  - f) Assessing Student Learning –
    - 1) What can students do now that they couldn't do before?
    - 2) What teaching strategies do you include now that you did not use before?
    - 3) What evidences can you cite of improved student skills? Improved attitudes toward learning? Examples of critical thinking exercises that worked?

#### Program Objectives

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Current and prospective adjunct instructors who complete Concord's Adjunct Academy, whether they teach at Concord or at other higher education institutions in the region, will benefit from instruction, guidance, and experiential learning that promises to:

- improve the quality of instruction throughout the region
- contribute substantially to the academic and community service missions of involved institutions
- strengthen the links between scholarship and good teaching
- address important research and service needs in the region

- serve the skill needs of regional employers
- assist prospective students to find continuity and relevance between career exploration and curriculum design
- inform academic advising challenges that regularly confront adjuncts
- introduce classroom strategies to address differences in student learning styles
- support adjuncts involved in the challenges of assessment – of students [test development, rubrics] as well as instruction [student and peer evaluations]
- improve classroom management and in-class communication
- address preemptively and constructively the challenges of professional ethics and legal issues in today's college classroom
- create for students the kind of holistic curricular context [help them “know the catalog”] that makes the classes they teach [prerequisites] relevant and course content they present meaningful
- incorporate into general studies and upper division classes alike the kinds of assignments, activities, and problems that demand student reliance on skills essential to liberal learning
- address the issue of instructional technology in ways that promises usage that is appropriate and cautions that prevent the medium from becoming the message
- build strategies designed to include adjuncts as meaningful participants [department meetings, textbook adoption, search committees, etc.] in the institution's academic community
- establish attitudes toward scholarship and pedagogy that build for adjuncts the instructional equivalent of lifelong learning in the classroom
- profile the demographics of today's students, with special emphasis on the strengths of and challenges to the adult learner
- strengthen the instructional base for emerging institutional partnerships and shared faculty arrangements with neighboring institutions

## Conclusion

It is critical that the specifics of this initiative remain secondary always to its mission. On an individual basis, specific modules can be waived should that particular content be redundant and unnecessary. Concord University intends to pursue grant opportunities to fund this program. Specifically, grant funding will support the costs of instruction and the costs of graduate credit awarded upon completion of the program.

## Attachment 07

### CONCORD UNIVERSITY Adjunct Academy Implementation Calendar

#### General introduction

Implementation of the Adjunct Academy at Concord University will occur during the 2007-2008 academic year. Like any other program this complex, it very likely will experience a number of unexpected challenges and require numerous adjustments and accommodations "on the fly". If the program were limited to Concord's own contingent of adjunct instructors, we might expect fewer "emergencies" – at least we could more easily contain and address them. But since it will serve adjunct instructors from other institutions as well as Concord, it is wise to expect the unexpected on more than just a few occasions. Scheduling becomes more difficult, pricing and fee collections more problematic, record-keeping more complicated, institution-specific instruction more relevant, academic standards more critical, program credibility more visible. Cumbersome though they are, these challenges matter, because they stand tall as prospective measures of the project's success. To take them on will test Concord, to master them will help define it.

#### Implementation Calendar

By month, the following activities calendar is proposed:

##### 2007 – August/September

1. Concord's adjunct faculty [including spouses] invited to the annual Faculty Dinner
2. Implementation Calendar for Adjunct Academy approved by Interim Academic Dean and presented to Concord's President
3. Cabinet, academic division, Faculty Senate [?], Board of Governors approval of Adjunct Academy program and implementation calendar
4. Adjunct Academy budget [income/expenditure projections] developed/approved
5. Informational materials [brochure] developed
6. Informational meeting[s] with Bluefield State, New River Community & Technical College, Southern, and WV Tech scheduled
7. Adjunct Academy Fee & Expenditure Schedule approved for the following categories:
  - A. Instructor stipend for module development and delivery
  - B. Adjunct [student] cost per instructional hour
  - C. Adjunct compensation for Academy completion [stipend and/or salary adjustment]
  - D. Cost per graduate credit hour approved
  - E. Administrative overhead costs determined – funding source identified [add-on to instructional cost per hour fee?]
8. Unit I – (1) Course Planning, (2) Syllabus Development, and (3) Beginning the Semester -- modules identified, instructors selected, and contracts offered

##### 2007 – October/November

- 
- 1. Preliminary schedule of Unit I modules developed, approved, and distributed
- 2. Unit I instructional modules [portions thereof] to be available online [Blackboard] identified
- 3. Procedure for early enrollment developed – minimum enrollment per module determined
- 4. Provision for additional sections of particular modules [when necessary] considered
- 5. Determination of mid-late November date and strategy to launch Adjunct Academy determined
  - A. Dinner in the Concord Ballroom for academic leaders of participating [and prospective] institutions and likely adjunct participants
  - B. Dinner in the State Room for academic leaders of participating [and prospective] institutions and adjuncts enrolled in Unit I modules
  - C. Dinner options above with instructional breakout sessions in Beckley [Mining Academy]
  - D. Other implementation options for the Adjunct Academy
- 6. Instructional modules for Unit I delivered and evaluated

#### 2007 – December

- 
- 1. Initial Academy assessment conducted – adjunct student and collegial input solicited
- 2. Mid-year review of program budget completed – report to Academic Dean and President
- 3. Decision to re-run [or not] Unit I modules prior to January start of spring 2008 semester
  - A. Informational notice for telephone/e-mail registrations released to participating institutions
- 4. Unit II modules identified, instructors selected, and contracts offered

#### 2008 – January

- 
- 1. Unit I modules re-run [delivered] and assessed
- 2. Reflective assessment of mid-year Academy successes and challenges
- 3. Suggested modifications [scheduling, marketing, delivery, technology, fee collections, record-keeping, etc.] implemented
- 4. Implementation calendar for instructional modules II [“Strategies for Effective Teaching and Learning”] and III [“Assessment of Student and Instructor Success”] developed and approved

#### 2008 – February/March

- 1. Information released for early enrollment in Unit II instructional modules
- 2. Determination made concerning Unit II instructional available online [Blackboard]
- 3. Unit II modules delivered and evaluated
- 4. Requests received for repeat scheduling of selected Unit I modules
  - A. Delivery schedule developed/distributed [if necessary]
  - B. Instructors notified
  - C. Delivery sites [campus, Beckley] identified
- 5. Early enrollment for Unit III modules

6. Unit II module evaluations assessed – modifications implemented

#### 2008 – April/May

- 1. Delivery schedule for Unit III modules distributed – enrollment extended
  2. Unit III modules to be delivered online identified
  3. Schedule for re-runs of selected Unit II modules developed/distributed
  4. Unit III modules delivered and evaluated
  5. Reflective assessment of Academy successes and recommended modifications
  6. Solicitation of recommended June re-runs for Units I, II, and III modules

#### 2008 – June

- 1. Requests for module re-runs considered
  2. Final delivery schedule developed [if necessary]
  3. June delivery of modules scheduled
  4. Consideration of formal award ceremony for Academy certificates
  5. Final Adjunct Academy assessment completed, to include:
    - A. Total number of adjuncts served [headcount]
    - B. Total number of program completions – number of certificates awarded
    - C. Total number of graduate credits awarded
    - D. Analysis of most/least successful modules – modifications suggested
    - E. Total cost for running the Academy – final income/expenditure analysis
    - F. Overall assessment of Adjunct Academy
  6. Abbreviated delivery schedule for 2008-2009 developed
    - A. Projected number of adjuncts scheduled to complete in fall 2008
    - B. Specific modules required for delivery in fall 2008
    - C. Solicitation of program needs from current and prospective participants
    - D. Development of a module delivery schedule consistent with demand
    - E. Projected 2<sup>nd</sup> year program budget – income and expenditures
  7. Adjunct Academy completion by December 2008

#### 2008 – August-December – as needed

## Attachment 08



### Concord University Office of Development

September 11, 2007

Gibbons & Kawash CPAs has completed the annual audit of the Concord University Foundation. We are pleased that this year's audit showed improvements in the internal accounting functions of the Foundation and the rendering of an unqualified clean opinion. The Audit Committee of the Foundation is working to process the recommendations and financial statements in a timely fashion to the Foundation Board of Directors and the Concord University Business Office.

The Investment Committee has been exploring best strategies to maximize the Foundation's investment return. Ultimately, the goal is one of increasing investment return while maintaining long-held relationships with our local banks. The Investment Committee received the Foundation Board's approval to continue explorations.

The Investment Committee in its May and August meetings has interviewed various asset managers. A report will be presented to the Board of Directors meeting in November.

The Concord University Foundation has received \$26,550 in tax credits for 2007-2008 through the Neighborhood Investment Program of the WV Development Office. A letter of notification has been sent to alumni and donors residing in West Virginia alerting them to the availability of tax credits on a first come first serve basis.

Ms. Suellen F. Hodges and other members of the Concord Chapter of the Sigma Sigma Sigma Sorority have expressed a desire to support the fundraising efforts for University Point in a naming opportunity for the fireplace in the Alumni Lounge of the Erickson Alumni Center. The Development Office was asked to assist in this effort. In collaboration with Ms. Hodges, Dr. Lethea Smith, and the Public Relations Office, a direct mail appeal with sent to the one thousand members of the Concord Chapter in effort to raise \$35,000 for this effort.

The Development Office has established a **Dream Builders Club** with the goal of raising \$300,000 in support of University Point by asking our closest friends for a contribution of \$1,000. As a member of the Dream Builders Club your name will be tastefully displayed on the Honor Wall at the entrance of the facility. Together we will *make the point* that dreams do come true. To date, we have fifteen members of the **Dream Builders Club**. Thanks to the collaboration with the Public Relations Office, this direct mail appeal should be mailed in September.

Additionally, we are seeking persons or organizations to purchase the 130 chairs to be placed in the Wilkes Family Interfaith Chapel. The chairs cost \$300 each and a name plate on the back of each chair will identify the name of the donor or the donor's designation.

Summer has been very fruitful for development efforts at Concord. Two donors contributed funds to purchase one hundred (100) new uniforms for the Concord University Marching Band. With a new surface for the football field and new lighting, we will all beam with pride when we see the more polished look of the Marching Band.

In addition, the Development has received cash gifts of \$215,000 for University Point. Two large gifts are being processed through the Foundation:

- 1) the establishment of a athletic scholarship in memory of Lewis Bingham which will include the creation of a charitable remainder trust agreement; and

- 2) the establishment of an Evelyn Lilly Blake Science Fund which is a planned estate gift to provide salary support in the area of Biology as well as providing funds for laboratory resources.

Please find attached the financial monthly reports for the Development Office for the month of August 2007



**Attachment 09**

**Concord University Development Office Monthly Report 2007/2008  
Summary Report**

	MONTH		YEAR TO DATE		JULY- 06 YTD		JULY- 05YTD	
	Numbe rs	Amount	Numbe rs	Amount	Numbe rs	Amount	Numbe rs	Amount
<b>Current Operations</b>	37	\$59,493.74	37	\$59,493.74	21	\$111,893.41	13	\$1,552.44
<b>Capital/Endowment</b>	13	\$117,316.97	13	\$117,316.97	30	\$11,910.92	5	\$1,225.00
<b>Deferred**</b>								
<b>Grand Total at Face Value</b>	50	\$176,810.71	50	\$176,810.71	51	\$123,804.33	18	\$2,777.44
<b>Mountain Lion</b>	1	\$25.00	1	\$25.00	5	\$1,730.12	22	\$7,745.00
<b>Federal Grants</b>								
<b>State grants</b>								
<b>Other</b>							8	\$78,229.82
<b>Year to Date through Foundation</b>	51	\$176,835.71	51	\$176,835.71	56	\$125,534.45	48	\$88,752.26

\* Mt. Lion Gross Income

	JUL- 07		YEAR TO DATE	
	Number	Amount	Number	Amount
<b>Number of Referrals Alumni Membership</b>	60	\$2,125.00	60	

	JUL-06 YTD		JUL-05 YTD	
	Number	Amount	Number	Amount
<b>Number of Referrals Alumni Membership</b>	570	\$21,989.50	N/A	NA



## Attachment 10



### **Concord University Finance and Facilities Administrative Report**

27 August 2007

**Business & Finance** – Fiscal year 2007 financial records are being closed out and the GAAP based financial reports are being prepared for audit. Included in the Board packet is the annual cash based report for FY 07. It is a year-end report of the University's financial condition compared to objectives and compared via charts to comparable data for the previous fourteen years. The operating fund ended the year with a 3% deficit. Factors contributing to the deficit include the enrollment decline, planned contributions to capital and additional personnel. The FY 08 budget has been distributed. Bonding capacity is being evaluated. Early total enrollment indicators for fall 2007, as of the date of this report, project a drop of 25-30 paid students below last fall's enrollment. New first time student enrollment appears to be up.

**Physical Plant** - The Rahall Technology Center is substantially complete, with a punch list of open items. Ninety two parking spaces were regained and the road bed was shifted to provide an ADA sidewalk. Several departments including Housing, the Computer Center, and Security are moving into the new building. Final paving continues on the College Courts parking lot and it should be open for parking by the date of the Board meeting. Engineered specifications for Sprinkler Systems for North/South Towers are complete, and an installation contract has been awarded. IKM has submitted their revised drawings for the Chapel/Alumni Center. Trane corp. is conducting the investment grade audit for possible Performance Contracting. An FY 09 capital projects list was completed as required by the HEPC. A copy is included in the Board package.

**Dining** - The renovation of the state room is nearly complete, and plans to renovate the serving area in the main dining room are being reviewed.

**Public Safety** - A dual siren system for emergency mass communications has been ordered and e-mail, telephone and text messaging options are being evaluated. Also, the crises management team in general and Dr. Darla Wise in particular has completed the first draft of a pandemic influenza action plan as recommended by the Federal Department of Education.



# Attachment 11

PRN	Institution	Inst. #/Year	NRC Priority	Project Name	Budget	Inst. Pr. Cat.	Inst. Pr. Class	Inst. Funding Status	Inst. Pr. Status	Funds Available	Funds Needed	Recommended Funding Source											Total Funds Requested	Balance		
												State & Federal			Institution Funds				Non-State							
												General Revenue FROB	Federal Revenue FROB	Special Revenue FROB	SAC Cat FROB	EOB Ref FROB	Auxiliary Fees C FROB	Auxiliary Fees Bond FROB	Private Gifts & Grants	Total	Request	Balance				
2209101		1	1	Building	\$1,400,000	0	1	2	3	\$1,400,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
2209102		2	2	Men's Hall Roof Replacement	\$150,000	A	2	2	1	\$0	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
2209103		8	7	BiHill Tech Center Spill & Tech Towers	\$750,000	A	4	2	3	\$0	\$750,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
2209104		12	8	Renovations	\$2,000,000	G	2	1	1	\$0	\$2,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209105		8	8	Auxiliary HVAC Plant Renovations	\$7,000,000	A	2	2	1	\$0	\$7,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209106		10	11	Northwest Chapel & Murri Center	\$3,200,000	A	1	1	1	\$1,933,110	\$1,266,890	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209107		11	13	Library Renovation	\$5,800,000	B	5	1	1	\$0	\$0	\$5,800,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2209108		3		Science & Admin. Energy Savings	\$1,711,950	A	2	1	1	\$0	\$1,711,950	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209109		6		North Hall and Science Hall Fac. Room Replacement and Asbestos Removal	\$150,000	A	1	1	1	\$0	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209110		5		Carmel Hall Energy Saving	\$457,130	A	1	1	1	\$0	\$457,130	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209111		6		Big Axe Energy Saving	\$812,250	A	2	1	1	\$0	\$812,250	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2209112		7		Admin-Science Windows	\$180,000	A	2	1	1	\$0	\$180,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

**Legend:**

- Req. Proj. Cat.    A= Instructional; B= Academic Support; C= Auxiliary
- Inst. Req. Class    1= Life Safety ADA; 2= Deferred Maintenance; 3= Campus Renewal; 4= New Facility
- Req. Funding Status    1= New Request; 2= Supplemental Request; 3= Funded
- Req. Proj. Status    1= Preliminary Planning; 2= Under RFP/Design; 3= Out to Bid or Under Construction

## Attachment 12

### Board of Governors – September 11, 2007 Student Affairs

#### Housing and Residence Life

- Housing numbers as of 8/28/07 appear to be up: One thousand fifty-one (1,051) as of 8/26, distributed as follows:  
 Wooddell Hall 185      South Tower 297  
 Wilson Hall 179      North Tower 313  
 Sarvay Hall 73      College Courts 4
- A comparison date of September 8, 2006 yielded a census of 1010 in the residence halls.
- North and South Towers received and installed furniture approved by the Board (\$744,000). Housing and Residence Life staff worked throughout summer to exchange the old furniture, locating several charities to take much of the replaced furniture.
- Resident Assistant training occurred before the start of the fall term. Training topics included alcohol use/abuse, diversity, emergency procedures, and the augmented resident retention database.
- Fitness Center anticipated being operational this semester. Before this can happen the following actions need to occur: sprinkler system installed, smoke detector system installed, equipment and floor padding placed.

#### Career Services

- Student work campus initiative underway. One hundred six (106) students have been placed as of August 29<sup>th</sup>: Eighty-four (84) funded through federal work study, twenty-two (22) through state, grant, or external funds. One hundred sixty-one (161) students attended a workshop on campus employment (collaboratively presented by Career Services and the Student Payroll Office) held on August 18<sup>th</sup>. Progress is being made, but there is a need for more Concord sponsored work opportunities for students who do not have federal work study.
- A manual for campus work was developed and distributed by Tammy Monk, Career Services.
- Making it Count*, a workshop designed to maximize the college experience was attended by one hundred seventy-five (175) 1<sup>st</sup> year students.
- Graduation Fair, a collaborative effort that was successful last year, is scheduled for Monday September 17<sup>th</sup>, 9:00 am- 12:30 pm.
- Planning for job fairs targeted to specific fields is underway. This proved successful last year when done in concert with Recreation and Tourism Management. A Communication Arts job fair is being planned for October.

#### Athletics

- Athletics has been busy in their recruitment efforts with the following results:

SPORT	RETURNING	NEW	TOTAL
Football	50	41	91
W/Tennis	4	3	7
M/Tennis	8	4	12
M/Basketball	10	6	16
W/Basketball	12	5	17
W/Soccer	13	11	24
W/Softball	10	12	22

SPORT	RETURNING	NEW	TOTAL
W/Volleyball	5	10	15
Golf	3	8	11
M/Cross Country	10	3	13
W/Cross Country	4	3	7
Baseball	19	8	27
W/Track	18	7	25
M/Track	33	12	45
<b>TOTAL</b>	<b>199</b>	<b>133</b>	<b>332</b>

- Team schedules, players, statistics, and other interesting information can be found on the Athletics website [cumountainlions.com](http://cumountainlions.com).
- CU @ the Game is a new spirit building initiative of the Student Athlete Advisory Committee. CU @ the Game will highlight one game for each athletic team. On these dates all student athletes, cheerleaders, and

the band will join a concerted effort to get the rest of the Concord community out in school colors to show our Mountain Lion pride.

- Homecoming will be an exciting day culminating in the night game kick off at 6:00 pm. The Mountain Lion Club, Inc. is sponsoring several events for alumni and friends. A flyer is attached.

#### **Multicultural Affairs**

- Three students were welcomed to our first 5-week, short-term English language program.
- Twenty-two (22) new international students have enrolled (as of 8/29). This was due in large part to efforts of Andrea Tabor, Admissions Office. The addition of the new students augments our internationalization efforts championed by Stephen Rowe, James White, and Nancy Ellison. The distribution by country of the new students: United Arab Emirates-1, Brazil-1, Burma-1, Jamaica-3, Canada-7, Poland-1, Nigeria-1, Croatia-1, India-2, Japan-1, Venezuela-1, and Vietnam-2.
- Concord University's student body has sixty-five (65) international students representing twenty-two (22) countries. Refer to attached map.
- Grant application has been made to the HEPC in the amount of \$35,000 to support social justice initiatives.

#### **Disability Services**

- Students are registering to avail themselves of the services provided by the Office of Disability Services. Accommodation, policy rationale, and procedure are noted in the University 100 class.
- Forty-nine (49) students with documented disabilities completed the spring 2007 semester with an aggregate GPA of 2.32 (4 point scale).

#### **Student Center/Student Programming**

- A new Director of the Student Center and Student Activities was hired on July 9<sup>th</sup>. A search committee, chaired by Stephen Rowe, selected Marshall Campbell to fill the position held by Bill Skeat who retired May 31<sup>st</sup> after holding the position for 22 years. Marshall's impressive history can be found in the August 16<sup>th</sup> edition of the Collegian (on-line accessed through Concord's main web page).
- Orientation for new students was held on August 17<sup>th</sup> & 18<sup>th</sup> with seven hundred eleven (711) new student packets distributed. Required workshops were very well attended as was the convocation held in the Alexander Fine Arts Center with an overflow crowd. The President hosted the traditional picnic with an Aramark count of 1200 in attendance. An orientation committee met this summer and suggested new traditions including: 1st year T-shirts with the fight song printed on the back, singing of the alma mater, and a tree planting ceremony. Each new class will plant a tree to signify their growth, rooted in tradition. Orientation activities continued during the first two weeks of class. A detailed orientation report and evaluation is available to the Board upon request.
- Many enrichment/social activities are planned for this year. Board members are welcome at all activities. A hard copy calendar of the activities and events is available upon request. Also, the University calendar has these activities and events posted (access the calendar through Concord's main web page, <http://www.concord.edu>, and click "Calendar"). Intramurals will begin with coed softball in September. Additionally, this fall the schedule already includes flag football, basketball, swimming, and table tennis.

#### **Health/Counseling Services**

- One thousand three hundred twenty-four (1,324) students were seen during the 2006-2007 academic year per agreement with Athens Medical Center. An additional nine (9) students were seen in June and another nine (9) students in July bringing the summer semesters' total to eighteen (18).
- Student prescriptions for the 2006-2007 academic year totaled \$3,907.75. June prescriptions were \$240.22 and July prescriptions were \$32.88 bringing the summer semesters' total to \$273.10.
- The Counseling Center has increased hours and services to students. Counselors Deb Brown and Carla Cole (Vocational Rehabilitation) continue in the Counseling Center and are joined by psychologist Sandra Grimm.

#### **Student Retention**

- 1<sup>st</sup> year course (University 100) began this fall with 696 students enrolled. Thirty-two (32) faculty and staff from across the campus are teaching the classes aided by student assistants who have enrolled in UNIV 400. UNIV 100 course packs have been flying off the shelves in the bookstore and much of the material has been posted to Blackboard, which can be accessed through the Center for Academic Technology's website. A committee, mostly volunteers, worked through the summer to ready the course for delivery in the fall. As we gain experience with the course we are continuously making improvements.
- Students enrolled in UNIV 100 who are not attending are contacted by the instructor/student assistant to help the student with any barriers they may be experiencing to being successful at Concord.

- Rick Dillon and the Housing and Residence Life staff have instituted and are using the engagement matrix developed last spring. Resident Assistants document weekly interactions with students on the Resident Assistant's floor.
- Twenty-five (25) students have withdrawn from Concord as of 8/24, sixteen (16) withdrew before the semester began. Specific reasons for withdrawal were requested. Generally, reasons for withdrawal were: financial 10, another school 9, time/family/medical 6. Eight (8) were freshman, 9 sophomores, 2 juniors, 3 seniors, 3 graduate.

#### **Continuing Education**

- Sean Noland, who coordinated continuing education for licensed professionals for the past three years, will expand this role to offer assistance with continuing education to the campus and community. Sean will work in this role part-time while pursuing his MPA. External funding was secured to support Sean's endeavors.

#### **Student Government**

- The Student Government Association has been active throughout the summer and held its first meeting of the academic year on August 29<sup>th</sup>. A slate of goals for the year has been developed and includes reviewing the Student Life Policy, the judicial system, and tuition and fee increase comparisons. SGA President, Jessica Cook, stated "We are excited about the new year and hope to work with the Board to make President Beasley's last year one of the best years that Concord has ever seen".

#### **Other Areas/Initiatives**

- Proposals for external funding have been submitted requesting \$602,000 (as of 8/29).
- Concord University Parents Club added 276 parents (167 residences). A Parents Club meeting held 8/18 during new student orientation yielded many interesting new ideas for parent engagement. These included: offering a Parents 100 class similar to the UNIV 100 class, instituting parent ambassadors, and offering workshops for parents on subjects such as FERPA and HIPPA.