Year-End Executive Summary:
A number of academic leaders and faculty have played leadership roles in the completion of the strategic planning process, the implementation of a new on-going planning process (UPT), and working with University Advancement in the development of “big ideas” and a capital campaign case prospectus.

Successfully completed searches for Vice Provost for Research and Scholarship; Dean, College of Health and Behavioral Studies; and Dean, College of Integrated Science and Engineering.

The Division achieved a 16% increase in the number of under-represented employees over the 2012-13 year – the greatest increase across the university’s divisions. This represents an 84% increase over the last decade.

Continued successful progress on Level II Autonomy academic objectives:
   Objective: increase the number of STEM graduates
   -Target for 2013-14: 590
   -Actual for 2013-14: 835

   Objective: increase first time success (grades of A, B or C) in targeted gateway courses
   -Math 205
     Target for 2013-14: 73.7%
     Actual for 2013-14: 83%
   -Math 220
     Target for 2013-14: 78%
     Actual for 2013-14: 86%

In the most recent edition of Open Doors, JMU, as a master’s level institution, placed 12th in students studying abroad in long-term programs and 7th in semester-long programs, and once again ranked second in total number of students studying abroad and second in the number of students studying abroad for a short-term period. Through the Study Abroad programs, 1,199 students went to locations all around the globe. After the recent economic downturn, numbers continue to rebound in record-setting participation, with applications up by 21%.

Empaneled and received reports from the following task forces, councils and designated individuals:
   --Along with Charles King, Vice President for Administration and Finance, we established the Compensation Advisory Council following up on a recommendation by the Compensation Task Force. This standing council comprised of instructional faculty, administrative/professional faculty and staff prepared a study of proposed modifications to the salary adjustments related to faculty promotions in rank. Based on that study, the modification was not submitted for approval and implementation. The Council recommended
other, higher priority actions including the use of merit in future salary adjustments.

--The Center for Student Research Task Force concluded its work recommending moving ahead with the establishment of a Center that would consistently promote and support student research. The new Vice Provost for Research and Scholarship will receive the report and lead action on the recommendations.

--Based on the collective decision of the President and Provost, we established a small working group to further operationalize our definition of civic engagement and offer recommendations for moving the initiative forward and organizing for effective implementation. Subsequent conversations including more members of the university community are occurring with a goal of establishing an organization structure by Fall 2014.

--The Veterans Scholars Task Force, under the auspices of Outreach and Engagement and chaired by Bill Wilson, completed a second year of activity. During this year they established a Student Veteran Association, reviewed and simplified the application and registration processes for veterans and their dependents, and conducted a second needs assessment in May 2014. We currently enroll 189 veterans or current service members, and 370 military dependents using the GI bill.

--Working with the Faculty Senate, the Academic Division has established the New Faculty Academy Task Force under the leadership of Doug Harrison/CFI that is in its very initial stages of activity. The charge to this group is to develop a more effective new faculty orientation program that is focused on career development and support for faculty to be implemented in Fall 2015.

--Dr. Herb Amato prepared a report on the possibility of developing a set of 3+1 programs at JMU and came to the conclusion that in most cases such programs were not feasible and would not be beneficial for students or the university. Resources that would have been devoted to this project will be redeployed to provide other appropriate services that will support timely graduation.

--Review of JMU online instruction—During 2013-2014, Linda Halpern met with academic leaders, program coordinators, and the AVP for IT to investigate current JMU practice and ongoing challenges related to online instruction. This process clarified that JMU focuses on three areas/approaches: utilizing online courses for JMU students who are generally not in residence during the summer, developing online programs for students unable to attend classes on our campus, and encouraging innovation in blended and synchronous online learning pedagogy to support student learning in a wide variety of individual classes. JMU has excellent support for online instruction, but must address a wide range of issues related to governance and oversight, quality assurance, policies and procedures, and support for online students and faculty.

--Dean Sharon Lovell led the Task Force on Summer School charged with analyzing the current trends in both our on-campus and on-line summer enrollments and making recommendations for increasing the opportunities for faculty employment in the summer and, thus, summer enrollments. On behalf of the Division, Dr. Lovell attended a national conference of the network of summer school leaders bringing back additional recommendations. The Division would hope to be able to identify an individual who would provide leadership for Summer School and work with academic units on enhancing our offerings.
Growth of the VCCS advising program: Completed guaranteed admission agreements with all VCCS institutions by completing agreements with Central Virginia Community College, Eastern Shore Community College, Patrick Henry Community College and Thomas Nelson Community College. New transfer advisors on VCCS campuses in northern Virginia and Richmond had a very successful year building relationships and serving students. In addition, the Shenandoah Valley transfer advising coordinator made great strides in working with Piedmont Virginia Community College to expand office hours on the PVCC campus community colleges to facilitate successful student transfer. As a result of consistent outreach to VCCS faculty and staff, the transfer advisors have developed strong relationships with the transfer counselors on their respective campuses, which in turn has increased student awareness of JMU’s presence at the community colleges.

--Transfer advisors recorded 1608 individual appointments with students in 2013-2014 and signed 221 letters of intent for guaranteed admission. The number of students admitted under the JMU guaranteed admission agreement has grown from 164 in 2010 to 273 in 2014.

--Due to the success of the web-based information modules developed last year for incoming freshmen, Catherine Crummett, Assistant Vice Provost of University Programs, working with Anna Lynn Bell and the University Advising office, developed similar information modules for transfer students. These address how their credits transfer to JMU, additional JMU requirements they may need to fulfill for GenEd, transference of JMU GenEd credits to complete a reverse associate degree, and better preparation for their orientation session.

Based on feedback from APR, Registrar reviewed and improved the transfer credit process, improving efficiency by creating a new shared drive used by academic departments and the Office of the Registrar. Office also worked with IT to put all transfer credit related material on My Madison for new transfer students and their advisors in spring 2014. New transfers received access to their materials a full week earlier than in past years when the process was paper-based.

1st-semester freshman enrollment model: Trying to develop (1) a meaningfully engaging process of students taking ownership of their academic activities and (2) effective means of working with growing numbers of incoming first year students, the 1st-Semester Freshman Enrollment model, which engages students in developing their own class schedules prior to coming to campus for summer orientation, was implemented spring/summer 2013. The implementation was very successful. As a result of providing accurate information based on major class requirements, test credit information, special program requirements, and general advisement, 88% of the incoming class of approximately 4200 students created complete first-semester schedules during their assigned 48-hour enrollment appointment. An additional 9% utilized the 48-hour enrollment appointment to create a partial schedule and the remaining 5%, for various reasons created their schedules during their Summer Springboard orientation session in Ashby Lab.
During the 2013-14 academic year, the Learning Centers’ (Student Success) key achievements included:

--Instruction: The Centers served nearly 28,000 students, faculty, and staff (despite closing during May session because of the move to the Student Success Center). The Centers offered four tutor education classes and trained and mentored 134 undergraduate and graduate peer educators. Additionally, LC faculty taught classes in seven disciplines: Chemistry, Communication, Education (EFEX), Math, Graduate Psychology, Media Arts & Design, and Writing (WRTC).

--Scholarship & professional development: Faculty and peer educators presented or participated in 15 different professional or scholarly conferences and achieved four scholarly publications.

Adult Degree Program growth and development—To support degree completion, 4VA funding has made it possible for JMU faculty to redesign face-to-face classes into dynamic, interactive online classes for the Adult Degree Program (ADP). These classes are grouped into modules that can be combined to complete the core requirements of the Individualized Study major. Modules focus on technical and STEM-related fields, including economic development, entrepreneurship, and computer science. To date, 4VA funding has supported the development of four online modules for the Individualized Study major: Business Technology, Entrepreneurship, Public Policy and Administration, Computer Science, and Sustainability. Additional general education courses were added in an online format with support from 4VA. ADP enrollments and applications have continued to rise this year.

During 2013-2014, Libraries and Educational Technologies (L&ET), a cornerstone of the academic endeavor, filled 24 positions at all levels and in just about every work unit within L&ET. More than a third of the positions filled in FY14 were new or redefined in order to address changing needs and a changing environment. The primary focus of AY 2-13-14 was finalizing the transition of the campus community from Blackboard to Canvas as the learning management system: completed 218 workshop sessions to faculty and wider campus community on various aspects of Canvas; developed and offered online introduction to Canvas for students; and offered workshops for Graduate Assistants and Teaching Assistants.

Online and Blended Learning: Nearly 100 faculty were involved in completing various phases of institutes for online or blended course development. Fifty eight (58) faculty developed 47 new on-line courses in 2013-14.

JMU Online Distance Data for AY14 (Pre-Census for Summer Sessions*)
*As of 6/27/14, 14 Summer Graduate Sections and 18 Undergraduate Sections have "0" enrollment
Sections (pre-census totals for AY14)

Undergrad 386 (overall 19% increase from AY13)
Grad 215 (overall 8% decrease from AY13)
Doctoral 1 (overall 90% decrease from AY13)
TOTAL: 602 (6% increase from AY13)

Enrollments (pre-census totals for AY14)

Undergrad 5689 (overall 12% increase from AY13)
Grad 1549 (overall 14% increase from AY13)
Doctoral 1 (overall 97% decrease from AY13)
TOTAL: 7044 (9% increase from AY13)

Credit Hour Production

CHP AY14 (pre-census): 19895 (10% increase from AY13)

Scholarly Publishing Initiative - JMU Scholarly Commons is LET's scholarly publishing initiative to provide a centralized campus resource to highlight, preserve, and more widely distribute scholarly content produced by members of the JMU Community and select digital and digitized special collections. This scholarly publishing platform provides a space for grant recipients to meet availability and transparency requirements of publically funded research projects (e.g. make data sets available) when no other space to share data and other grant-related information is available; it is a central campus venue to showcase faculty scholarship by providing access to articles, preprints, selected publications, and other materials that might not otherwise have a logical publication home; it is a space to highlight innovative undergraduate research; house electronic thesis and dissertations; access digitally born and digitized special collections; and publish open-access customized scholarly journals produced by the JMU community.

Digital Humanities Initiative – under Dr. Chris Arndt’s leadership and in collaboration between the School of Liberal Arts (College of Arts and Letters) and the Center for Instructional Technology, we implemented an institute that brought faculty and CIT staff together to develop technology infused pedagogies that would provide students in the liberal arts to produce scholarly products in digital formats. In addition to more actively engaging students through these pedagogies, they provide technology skills that will make our graduates distinctive in employment and/or pursuit of further educational degrees.

Interdisciplinary Initiatives – collaborative interdisciplinary activities continue to increase as exemplified by the division-wide innovation, collaboration and entrepreneurship initiative led by the College of Business and involving all academic colleges, the A2RU and NCIAA collaborative activities of IVS, CVPA and CISE, and the Minorities in STEM summer research program involving mathematics and engineering
students.

Madison Institutes continued to develop JMU’s relationship with Montpelier, including a new graduate credit offering that builds on existing offerings from the Center for the Constitution. Additionally, Madison Institutes has worked with the Office of the President to establish the Madison Vision Series, bringing leading national scholars in constitutional studies, ethics, and general education to campus. As part of the Carnegie Engagement Task Force, a pilot data collection project has been implemented. Two staff members have created a survey instrument to use in interviewing all academic unit heads on campus, and have conducted numerous interviews, gathering approximately sixty examples of engagement from across campus. JMU has also joined the Engagement Scholarship Consortium, and will be co-hosting the 2015 conference in partnership with Penn State.

With JMU’s commitment to rent space in the recently renovated “Ice House”, this offered an opportunity for the Division to strategically co-locate certain offices and functions in a facility in the city but close to the campus that would stimulate and support innovation, collaboration and entrepreneurship. Within this facility, we have Outreach and Engagement, the Shenandoah Valley Partnership for Economic Development, the Office of Technology Transfer, the Shenandoah Valley Technology Council, the Small Business Development Center, the Center for Entrepreneurship, and the Madison Center for Community Development. Through 4-VA, we have installed technologies that facilitate collaborations among these entities, as well as collaborations across campus and with our sister institutions. The synergy among these units provides unique learning opportunities for our students, scholarship opportunities for our faculty, and outreach entrepreneurship and business development opportunities for university-private sector collaborations.

JMU has remained an active participant and leader in the 4-VA collaborative under the leadership of Nick Swayne.

--In 2014-14, we participated in 23 shared courses involving over 300 students. This initiative has provided JMU students with courses in Chinese and Korean that would not have been available. Likewise, we have provided instruction in Portuguese, Italian and Arabic languages, biology, political science and a collaborative Honors class.

--We awarded 23 mini-grants for collaborative research making a total of 44 such grants over the past two years. Designed to be start-up funding, these grants have already produced a 153% return on investment as recipients have used their work to seek other funding. More than 20 undergraduate students have been involved in the grant funded work.

--Through support of on-line curriculum development and enhanced technology infrastructure, 4-VA has facilitated growth of the Adult Degree program in support of the degree completion goal of 4-VA.
Initiatives continue in the areas of STEM/Design lab concept, sharing STEM labs via telepresence, biology course redesign, and k-12 outreach.

Worked closely with the President and other senior leadership in improving communications within the university community, including holding more informal discussion sessions with the Faculty Senate Steering Committee and small groups of Faculty Senators throughout the year.

Unit Mission Statement:
The Division of Academic Affairs is a community of scholars engaging students in the collaborative construction and application of knowledge through intellectual pursuits in teaching, learning, research, inquiry, creative activity and service.

Changes in the Mission Statement: None

Unit Accomplishments:
Divisional 2013-14 accomplishments are reported by designated themes in addendum.

Major Office / Departmental Accomplishments (Objectives, Results, Use of Results) by unit for the past fiscal year

Characteristic: 20060000001
Goal: 20060000001
Objective: 20130000655
Short Description: -CSM-CHEM--SRI Collaboration
Long Description: -Collaborations with scientists from SRI expand the physical biochemistry capabilities of the university by providing expertise in areas where students and faculty gain exposure to new techniques and knowledge in biochemistry, medicinal chemistry and drug development.

Linked to Previous Objective: 20120000781
Linked to Previous Objective Short Description: -CSM-CHEM--SRI Collaboration
Steps to Reach Objective: -SRI scientists will be invited to give seminars and guest
lectures. SRI scientists will utilize CHEM and BIO instrumentation to supplement their facilities, and JMU faculty and students will use mass spectrometers and other instrumentation at SRI to compliment our existing instruments.

**Assessment / Evaluation Methods:**  
- Attendance at seminars, co-authored publications and grant proposals. Ability to conduct experiments that were not possible previously.

**Accomplishments:**  
- In the past year SRI has seen significant turnover in its scientific staff and it suddenly lost its point person to JMU, Rathnam Chagaturu, in summer 2013 due to an accident while playing tennis. In addition, changes in Federal labor laws and a bleak funding climate for SRI have changed the ways they can have student interns and their ability to pay interns as they had expected and promised to some students. Individual SRI personnel have continued to use JMU instrumentation, such as the confocal microscope in biology and instruments in chemistry, and with a new biochemistry arriving in August we anticipate far more collaboration with JMU biochemists. With our targeted hiring in biochemistry we now have extensive expertise that should be attractive to SRI.

**Use of Assessment/Evaluation Results for Program Improvement:**
- The funding climate, in general, and for SRI in particular, has changed dramatically. They are having to chase new sources of funding and have not been seeking collaborators from JMU in significant ways. We are hoping that might change with a couple of SRI hires and our expanded expertise, but also recognize the differences in our organizations and the career paths of our faculty and their scientists.

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**Characteristic:** 20060000001  
**Goal:** 20060000001  
**Objective:** 20140000709  
**Short Description:** PROV/ Develop new and maintain existing academic programs of quality.

**Long Description:** The Division will seek appropriate resources (personnel, operating, and space), appropriately allocate resources, and utilize student assessment and academic program review data in maintaining (or developing) a portfolio of quality academic programs responsive to the interests of students (current and prospective) and the needs of the Commonwealth and society.
Linked to Previous Objective:  20120000920
Linked to Previous Objective Short Description:  Develop new and maintain existing academic programs of quality.

Steps to Reach Objective:  1. Continue to strengthen the use of student assessment data and academic program review/accreditation results in academic program strategic planning.
2. Continue to work with Academic Council in being data-informed identifying resource needs and strategic and transparent in allocating resources.
3. Appropriately represent and advocate for the program needs in the budgeting process.
4. Assign resources based on program quality, relevance and need.
5. Continue to work with Admissions in presenting our academic programs to prospective students and identifying issues of enrollment management.
6. Support for faculty in recruitment, retention and faculty development.
7. Submit requests and advocate for adequate instructional and support personnel.
8. Submit requests and advocate for adequate operating budgets.
9. Submit requests and advocate for increased funding of Graduate Assistantships.
10. Provide appropriate and adequate space.

Assessment / Evaluation Methods:  Budgeting and the allocation of resources sufficient to maintain/develop quality of programs. Continued external recognition of program quality and quality of graduates. Success of graduates and satisfaction regarding their academic program.

Accomplishments:  Budget allocations supported the following initiatives:
* Instructional Faculty salary increases of 5.5%
* Seven faculty positions related to enrollment growth
* Six academic advising positions
* A position for an expedited degree attainment program
* New position and part-time/wage funding to expand Supplemental Instruction program
* One-sixth of the Library and Educational Technologies request with the intent to fund at this rate over six years
* A director position for the Center for STEM Education and Outreach and operating funds
* Positions related to lab safety and research compliance
* Seven Graduate Assistantships and operating funds for the SCOM graduate program
The Board of Visitors approved the adoption of differential tuition as a means of addressing increasing resource needs in specified programs beginning with the College of Business in Fall 2014.

Academic Program Reviews/Accreditations were completed for the following programs or units:

- Writing, Rhetoric & Technical Communication (undergraduate) APR
- Writing, Rhetoric & Technical Communication (masters) APR
- Psychology - Assessment & Measurement (doctoral) APR
- Dietetics (masters) APR
- Health Science - Nutrition & Physical Activity APR
- Psychology (undergraduate) APR
- Integrated Science & Technology (masters - SERM) APR
- Education Support Center (COE) APR
- Sponsored Programs (Research and Scholarship) APR
- University Advising (University Studies) APR
- Center for Instructional Technology (L&ET) APR
- Libraries and Educational Technologies APR
- Integrated Science and Technology Accreditation: ABET

The renovation and addition to Duke Hall was completed and the space was again occupied.

**Use of Assessment/Evaluation Results for Program Improvement:** The salary adjustments for instructional faculty were significant and helps with faculty retention. However, this is a first step and we will continue to seek increases toward establishing parity with our peer institutions.

While the university continues to support new faculty positions to meet growth at a 16+:1 ratio, support positions are lacking and must be a focus for future funding. Also, the intentional growth of STEM and Health degree programs in response to state legislation (TJ21) has placed greater need for additional faculty positions in the pre-requisite science and mathematics courses.

Implementation of the university's new strategic plan will require additional funding for initiatives.

The risk management demands related to many of the academic programs will continue to increase. We will need to determine a fine balance between basic safety and zero risk tolerance.
The completed renovation and addition to Duke Hall, plus renovations to the Monger building in Fall 2014 will complete a targeted focus on facilities for the College of Visual and Performing Arts. While the square footage of academic/instructional space is deemed by state regulations to be adequate for our student population, the type of space is not supportive of our efforts for engagement of students and interdisciplinary activities. We will continue to seek funding for additional appropriate space and renovation of existing space for more effective use.

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**Characteristic:** 20060000001  
**Goal:** 20060000001  
**Objective:** 20140000708  
**Short Description:** PROV/ Increase graduates in science, technology, engineering, mathematics and health related programs.

**Long Description:** Consistent with the University's Six Year Plan and the initiatives of the 2011 higher education legislation, the university will increase the number of science, technology, engineering, mathematics and health related program graduates over the next six years.

**Linked to Previous Objective:** 20120000919  
**Linked to Previous Objective Short Description:** Increase graduates in science, technology, engineering, mathematics and health related programs.

**Steps to Reach Objective:** 1. Grow the BSN program from 120 to 180 graduates per year.  
2. Begin hiring faculty to implement the DNP program by 2015.  
3. Pursue ABET accreditation of the Engineering program.  
4. Better focus upon and highlight our health and applied science programs by initiating the approved revision of the College of Integrated Science and Technology to the College of Health and Behavioral Studies and the establishment of a new college to include Engineering, ISAT and Computer Science.

**Assessment / Evaluation Methods:** 1. Assess the number of BSN majors as well as all health program majors as reported annually to SCHEV.  
2. Assess the number of STEM majors as reported annually to SCHEV.
3. Successful accreditation by ABET.
4. Full implementation of the two approved colleges.

**Accomplishments:**
1. BSN majors increased from 855 in Fall 2012 to 928 in Fall 2013 (8.5% increase).
2. Majors in all Health programs increased from 5108 in Fall 2012 to 5204 in Fall 2013 (2% increase).
3. STEM majors increased from 3197 in Fall 2012 to 3293 in Fall 2013 (3% increase).
4. The Engineering program was accredited by ABET.
5. Full implementation of the College of Health and Behavioral Studies and the College of Integrated Science and Engineering was completed including the appointment of the two deans.

**Use of Assessment/Evaluation Results for Program Improvement:** The results indicate the accomplishment of all objectives. We will continue a focus on STEM/Health programs meeting our projected graduation rates. Further immediate growth in the BSN program will focus on the RN to BSN program.

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**Characteristic:** 20060000001

**Goal:** 20060000001

**Objective:** 20130000546

**Short Description:** PROV/Academic Programs: INCREASE GRADUATE PROGRAMS AND ENROLLMENT.

**Long Description:** Continue the strengthening and deliberate growth of innovative, quality graduate programs with demonstrated potential for national recognition as defined by approved graduate program Standards of Excellence.

Growth of the graduate programs and number of graduate students will bring JMU closer to an acceptable ratio of graduate to undergraduate student population. This will have a positive effect on the diversity of the student “culture” at the University, as well as supporting increased access to the University.

**Linked to Previous Objective:** 20110001214

**Linked to Previous Objective Short Description:** PROV/Academic Programs:
INCOREASE GRADUATE PROGRAMS AND ENROLLMENT.

**Steps to Reach Objective:** The yearly analyses of data (e.g., applications, enrollment, program development), is important to assure positive movement related to growth and to highlight the strength of new programs and modifications within existing programs as faculty attempt to maintain currency and marketability.

1. Selectively increase the number of quality graduate programs by 1 if university budget permits. Primary focus will be STEM programs.
   
   a. Continue to foster the development of innovative graduate programs, e.g. cross-disciplinary programs, non-traditional delivery formats, including distance delivery.
   b. Emphasize quality programs with low resource needs whenever possible.

2. Continue to improve graduate education “visibility” internally and across the state, region and nation through the action items embedded in these objectives.

3. Move closer to exceeding 10 percent of the total student population, achieving a better balance of undergraduate/graduate population.

Budget Initiative:

2013-14 Initiative Priority THREE– Establish a permanent ongoing annual marketing budget for graduate education at JMU to be administered through TGS. Amount requested is $40,000.

Justification: Increasing graduate student enrollment, the number of quality graduate programs and visibility of JMU in the area of graduate education requires strategic marketing with sustained messaging over time. To date, there has never been a permanent allocation of funds for the marketing of graduate education at JMU – a stark contrast to the marketing that has occurred for decades resulting in the building of the reputation and stature of the university as an outstanding undergraduate institution. But JMU is much more than an undergraduate institution and to elevate its status among comprehensive, doctoral granting institutions, the marketing of the fine graduate education offered by JMU is long overdue. The Graduate School has developed a marketing plan that utilizes print and online media as well as regional marketing via the JMU Sports Network and Front Row Marketing Services. Marketing has tended to be sporadic at best, managed using one-time money in the years that such funds were available and pairing that with an internal reallocation of TGS operating budget to provide the funding for limited ads. Consistent and on-going support for marketing is essential to increasing the visibility and reputation of exemplary graduate
Assessment / Evaluation Methods: The most objective evaluation method for action items under this objective is binary – yes, we were successful or no, we were unsuccessful in accomplishing this action item. For those with the possibility of partial or incremental success, a percentage of 80% or better will be used to document success.

Visibility will be measured by factors such as awareness of Graduate Program numbers (e.g. programs, students) and procedures, awareness of the contributory role The Graduate School plays in the University, and service indices.

Accomplishments: • Graduate enrollments for fall 2013 were: 1,576 degree-seeking and 207 non-degree-seeking for a total of 1,783.
• Graduate applications received for the just completed 2013-2014 year totaled 2,580 (a 55.8% increase since 2006-2007).
• $35,000 (one-time money) was secured from the provost for marketing graduate programs. Along with TGS funds set aside to target marketing, $72,000 was spent during 2013-2014 to assist overall marketing and targeted programs (i.e., Public Administration, DNP, SADAH, English, Art Education, Music, WRTC, Computer Science, Strategic Leadership Studies, OT) with marketing projects as well as supporting student/faculty travel (i.e., Art, WRTC, DMA, Strategic Leadership Studies, CSD, History, OT, AHRD, Graduate Psychology, CARS, Assessment and Measurement, Graduate Student Association, Research and Innovation) to conferences for scholarly presentations and program recruitment. Additionally, 11 faculty were supported to attend the May Symposium Grant Writing Workshop as part of the total support.

The following graduate program activities were realized:
1. Application requirements for the M.A. in Political Science, concentration in European Union Policy Studies were modified.
The requirement that applicants have a minimum of four semesters of university study (or equivalent) of a foreign language appropriate to the European Union was removed.

2. Program revisions to the M.Ed. in Learning, Technology and Leadership Education were approved.
A new concentration in Spanish Language and Culture for Educators with a dual degree from the University of Salamanca was added to the M.Ed. in Learning, Technology and Leadership Education. The program will combine distance learning, and on-campus coursework at both JMU and the University of Salamanca, Spain. JMU will provide all administrative oversight for the concentration, including admissions processes.
3. Program revisions to the M.A.T. in Special Education, Concentration: General Curriculum K-12 were approved.
The program revisions included minor changes to the course sequencing and the addition of a second practicum.

4. Program revisions to the M.A.T. in Special Education, Concentration: Early Childhood and Special Education (ECSE) were approved.
The program revisions included minor changes to the course sequencing and the addition of a second practicum.

5. New Master of Science in Sports and Recreation Leadership was approved.
The program will be housed in the School of Hospitality and Sports Recreation Management in the College of Business. The program was formerly a concentration in Kinesiology in the College of Health and Behavioral Studies. Minor curriculum changes were made to the program. The primary focus of the proposal is to administratively move the program from Kinesiology to the School of Hospitality and Sports Recreation Management.

6. Program revisions to Writing, Rhetoric and Technical Communication were approved.
The proposal eliminated two concentrations to streamline the program. WRTC will only offer the Master of Arts; the Master of Science was removed from the catalog indefinitely; offering the M.S. is still under discussion, but will not be offered at this time.

7. Program revisions to M.Ed. in Special Education were approved.
A new concentration in Behavior Specialist was added that includes coursework in both education and graduate psychology. The new program of study is designed to allow students admitted to the M.Ed. Behavior Specialist concentration to take the EXED courses required for the Master of Education degree, with the concentration classes meeting the course work requirements to sit for the Board Certified Behavior Analyst (BCBA) exam. The certification through BCBA will provide special educators with the expertise to support Applied Behavior Analysis programs in the school setting.

8. Program revisions to the M.Ed. in Mathematics Education were approved.
The program will now be offered in an online format through the Office of Outreach & Engagement.
The proposal deleted the mathematics education courses from the program and added the core courses required for other masters programs in the College of Education. These actions include deleting MAED 600 Seminar in Mathematics Education, MAED 610 Curricular Trends in Mathematics Teaching and Learning, and MAED 620 Teaching Mathematics with Technology and replacing them, respectively,

9. Program revisions to the Ph.D. in Strategic Leadership Studies were approved. The program revisions included the following changes to the titles of the concentrations. “Educational (K-12) Leadership” was modified to “K-12 Educational Leadership.” “Postsecondary Education” was modified to “Postsecondary Analysis and Leadership.” “Nonprofit and Community Leadership” was modified to “Nonprofit & Community Leadership.” Program catalog copy was updated to reflect changes in course titles, new course descriptions, and variable credit hour offerings.

**Use of Assessment/Evaluation Results for Program Improvement:** Part of this objective (1, 1.a., 1.b.) will continue in 2014-2015, as it has been a focus of the provost since 2004. Major accomplishments this past year related to curriculum revisions designed to strengthen programs. Enrollments remained about the same (both degree-seeking and non-degree-seeking) as the previous year. The yearly analyses of data (e.g., applications, enrollment, program development), is important to assure positive movement related to growth and to highlight the strength of new programs and modifications within existing programs as faculty attempt to maintain currency and marketability. An example of this analysis is the case of the ISAT/SERM programs where due to declining applications and enrollments, there was a decision to not accept applications during 2013-2014 to allow the faculty to consider redesigning the programs.

**Characteristic:** 20060000002

**Goal:** 20060000002

**Objective:** 20140000710

**Short Description:** Access, Quality, Progression: innovation in pedagogies, use of technologies, and student support.

**Long Description:** The Division will enhance student success by supporting faculty development and course development that enhances access and timely progression while ensuring and maintaining quality, and by enhancing student success support activities.

**Linked to Previous Objective:** 20120000921
Linked to Previous Objective Short Description: Access, Quality, Progression: innovation in pedagogies, use of technologies, and student support.

Steps to Reach Objective: 1. Libraries and Educational Technologies Objectives #754/#776 (on-line course development), #768 (learning management system).
2. Initiate course redesign innovation through the Center for Faculty Innovation.
3. University Studies Objective #759 (expedited degrees)
4. Continued collaboration and innovation through 4-VA.
5. Expand k-12 partnerships and dual enrollment - College of Education, Center for STEM Education and Outreach, and Outreach and Engagement.
6. Increase the number of Adult Degree Program enrollees and completers: Outreach and Engagement Objective #324.
7. Expand student support through the Learning Centers.
8. Enhance advising.

Assessment / Evaluation Methods: Increase in number of on-line and blended courses with assessment to ensure maintenance of quality. Increase in number of course redesign efforts and implementation of redesigned courses with assessment to ensure maintenance of quality. Development of at least one 3+1 program to be implemented in 2013-14. Increase in dual enrollment offerings. Maintaining retention and graduation rates with enhanced student support and advising. Increase in number of ADP enrollees and graduates.

Accomplishments: A primary focus for Libraries and Educational Technologies was finalizing the transition of the campus community from Blackboard to Canvas as the Learning Management System.
• Completed 218 workshop sessions to faculty and wider campus community on various aspects of Canvas; more than 551 unique individuals completed these sessions
• Developed and offered online introduction to Canvas for students
• Offered workshops for Graduate Assistants and Teaching Assistants

Online and Blended Learning: Nearly 100 faculty were involved in completing various phases of institutes for online or blended course development or for mentoring other faculty.

Dr. Herb Amato prepared a report on the possibility of developing a set of 3+1 programs at JMU and came to the conclusion that in most cases such programs were not feasible and would not be beneficial for students or the university. Resources that would have been devoted to this project will be redeployed
to provide other appropriate services that will support timely graduation.

Adult Degree Program growth and development: To support degree completion, 4VA funding has made it possible for JMU faculty to redesign face-to-face classes into dynamic, interactive online classes for the Adult Degree Program (ADP). These classes are grouped into modules that can be combined to complete the core requirements of the Individualized Study major. Modules focus on technical and STEM-related fields, including economic development, entrepreneurship, and computer science. To date, 4VA funding has supported the development of four online modules for the Individualized Study major: Business Technology, Entrepreneurship, Public Policy and Administration, Computer Science, and Sustainability. Additional general education courses were added in an online format with support from 4VA. ADP enrollments and applications have continued to rise this year.

In 2013-14, the Learning Centers served nearly 28,000 students, faculty, and staff. The Centers offered four tutor education classes and trained and mentored 134 undergraduate and graduate peer educators (tutors).

- The Communication Center provided 742 communication consultations for 2380 students, plus 84 class presentations and workshops for 2,095 students.
- English Language Learner Services provided 268 consultations to 74 students and faculty and facilitated 59 hours of workshops for 36 students via the Multilingual Writers’ Community, Grammar Hour, and English Conversation Club.
- Peer-Assisted Study Sessions (PASS) provided supplemental instruction to support 2639 students in 25 courses (50 sections).
- The Science & Math Learning Center provided 16,600 tutorials to support introductory and critical upper division science and math classes.
- The University Writing Center supported more than 2,600 students, faculty, and staff writers through individual and group consultations and workshops. Additionally, Writing Center online resources average thousands of hits per month, including scores of monthly downloads.

To accommodate the growing number of participants in the summer freshman orientation and to enhance advising by actively engaging incoming students in making decisions about their academic endeavor, a new 1st-semester freshman enrollment model was implemented spring/summer 2013. This proved to be very effective and successful. As a result of providing accurate information based on major class requirements, test credit information, special program requirements, and general advisement, 88% of the incoming class of approximately 4200 students created complete first-semester schedules during their assigned 48-hour enrollment appointment. An additional 9% utilized the 48-hour enrollment appointment to create a partial schedule and the remaining 5%, for various reasons created their schedules during their Summer Springboard orientation session in Ashby Lab.
Four additional academic advisors were embedded in high demand majors. With these additional advisors, now approximately 15% of the undergraduate students are served by discipline/program dedicated advisors.

Growth of the VCCS advising program
• New transfer advisors on VCCS campuses in northern Virginia and Richmond had a very successful year building relationships and serving students. In addition, the Shenandoah Valley transfer advising coordinator made great strides in working with Piedmont Virginia Community College to expand office hours on the PVCC campus community colleges to facilitate successful student transfer. As a result of consistent outreach to VCCS faculty and staff, the transfer advisors have developed strong relationships with the transfer counselors on their respective campuses, which in turn has increased student awareness of JMU’s presence at the community colleges.
• Transfer advisors recorded 1608 individual appointments with students in 2013-2014 and signed 221 letters of intent for guaranteed admission. The number of students admitted under the JMU guaranteed admission agreement has grown from 164 in 2010 to 273 in 2014.
• Due to the success of the web-based information modules developed last year for incoming freshmen, Catherine Crummett, Assistant Vice Provost of University Programs, working with Anna Lynn Bell and the University Advising office, developed similar information modules for transfer students. These address how their credits transfer to JMU, additional JMU requirements they may need to fulfill for GenEd, transference of JMU GenEd credits to complete a reverse associate degree, and better preparation for their orientation session.

Use of Assessment/Evaluation Results for Program Improvement:
Given the growth of on-line courses and programs, a dedicated on-line course/program coordinator will be sought in 14-15.

We will not actively pursue 3+1 programs based on the findings of Dr. Amato's study.

We will continue to support and grow the Adult Degree Program in a manner consistent with the university's vision and mission.

We will further develop and deploy web-based interfaces to supplement our person to person advising efforts.
Characteristic: 20060000002
Goal: 20060000002
Objective: 20130000235

Short Description: Faculty Development for Online, Blended and Hybrid Learning.

Long Description: Libraries & Educational Technologies has adopted the Balanced Scorecard (BSC) method as a framework for long range planning. Where applicable, objectives in the JMU Planning database will be cross referenced with BSC objectives and elements from the JMU 6-year plan.

BSC Reference: C.3. Services promote teaching, learning and scholarship

This is an ongoing objective. In response to changes in academic programs and availability of new technologies and digital content, L&ET will continue to identify and partner with colleges and departments that want to explore and implement the development of online, blended or hybrid distance academic programs and courses. During FY 2013-2014 transition to the Canvas learning management system (LMS) will be a high priority for faculty development.

If resources permit, L&ET will increase the number and variety of faculty development programs and services to support the growing demand for online courses and to meet SACS-related requirements for faculty development related to online instruction. L&ET will also analyze FY12 and FY13 data collected from Academic Unit Heads, the SACS Committee and other sources to identify remaining gaps in information related to the administration of distance learning at JMU.

In FY 2012-2013 funding was provided for acquisition of a new LMS and support for an online course evaluation system were provided. In FY 2012-2013 funding associated with summer online credit hour production also increased. Budget initiatives to provide staffing for additional faculty development and user support services were not funded. Funds to support additional faculty support and services will be requested.

Linked to Previous Objective: 20120000754

Linked to Previous Objective Short Description: Faculty Development for Online, Blended and Hybrid Learning.
Steps to Reach Objective: 1. Identify courses and programs suitable for online, blended or hybrid delivery and target those where online learning and online supplemental instruction will meet specific goals.

2. Collaborate with faculty and academic unit heads to create course and/or program design plans and ensure that administrative requirements are addressed.

3. Continue to research and organize information about University policies and procedures related to online learning and integrate that information into consultations with faculty and departments.

4. Continue to expand Faculty Mentor program to ensure that experienced faculty are engaged in programming and support.

5. Increase promotion of faculty development services and support

Assessment / Evaluation Methods: 1. Monitor number and varieties of L&ET faculty development programs and services related to online, blended and hybrid learning

2. Monitor number of faculty participating in programs and services as consultants and learners.

3. Continue to develop assessment methods and tools to evaluate effectiveness of faculty development programs, especially those targeted to online, blended and hybrid learning.

Accomplishments: The primary focus of FY14 was finalizing the transition of the campus community from Blackboard to Canvas. The CIT also continued a strong focus on online and blended course development, some of which was in association with the 4-Virginia project. Highlights include:

-Canvas:
-Completed 218 workshop sessions to faculty and wider campus community on various aspects of Canvas; more than 551 unique individuals completed these sessions

-Offered a 5-part Canvas introduction workshop series to faculty; the first 50 faculty to complete the series could earn a $200 Canvas Diploma Technology Grant. Awarded 56 Canvas Diploma Technology grants, a total of $10,000 worth of hardware and software.
- Co-facilitated an online version of the Canvas workshop series with CIT Faculty Associate

- Offered advanced workshops for grading in spring 2014

- Coordinated one Canvas Faculty Forum

- Offered open work sessions and “Canvas office hours”

- Facilitated Canvas Sandbox with 8 faculty to explore best practices and uses in teaching and learning

- Developed and offered online introduction to Canvas for students

- Provided customized Canvas introductions and training sessions for departments

- Offered workshops for Graduate Assistants and Teaching Assistants

- Coordinated with CIT’s Learning Technologies Support to assist faculty in migrating content from Blackboard courses to Canvas courses

- Developed customized learning aids while leveraging vast array of resources available through Canvas support services

- Training CIT Student Associates to support Canvas transition by assisting in workshops and work sessions, handling house calls with faculty, and assisting with development of learning aids

- Coordinated and implemented large-scale promotional campaign over the year to notify the campus community of the transition

- Facilitated a CIT Refresher workshop focusing on Canvas for 14 Online and Blended Institute alumni

- Provided Canvas housecalls and individual consultation to faculty

- Online and Blended Learning:

  - Nearly 100 faculty received stipends for completing various phases of institutes for online or blended course development or for mentoring other faculty
-Offered a Fall Blended Learning Institute; 10 faculty completed Phase I of this institute.

-Offered two Spring 2014 Summer Online Institutes, a Thursday cohort and a Friday cohort; 12 faculty completed these institutes.

-Completed 3 customized institutes for online learning for the 4VA project: 4VA Public Administration, 4VA Computer Science, and 4VA Environmental Sustainability. Also offered one-on-one course development consultation. Eighteen (18) faculty participated in these institutes.

-Created an orientation course in Canvas for all students who had registered for a summer online course; all students registered for a summer online course were automatically enrolled in the course. Faculty Development also offered 3 face-to-face and 1 synchronous orientation sessions; Nearly all completed at least one of the online modules, 10 of which also attended the synchronous events. Over 90% of those who attended a live event reported that the event was informative and helpful.

-Instructional technologist co-facilitated “Breaking the Read-Write-Only Norm of Online Learning” session in May Symposium with two faculty experienced in online teaching. Presented a remix of this called, "What’s Trending Now? Advanced Technologies and Techniques for Building Online Learning Communities," with a faculty member at the Eastern Conference on the Teaching of Psychology in June (http://psyc.jmu.edu/etop/).

-Researched remote proctoring services and made recommendations to a Provost task force assigned to make recommendations for policy and use

-Met regularly with Vice Provost of Univ Programs who now oversees procedures and policy around distance learning; invited Vice Provost to meet with the unofficial distance learning group to discuss needs and issues

-Met with unofficial distance learning group (Outreach, 4VA, CFI, Michele Estes) twice in FY14; the group researched and made recommendations about online proctoring services.

-Started discussions with registrar about “browsing” options in course system for online courses

-Instructional technologist and faculty associate started developing video series designed to “re-draw” image of online learning from a completely asynchronous, read-write format to robust, high-touch, and engaging learning environment
- Developed an Orientation to JMU for online adjunct faculty, which is scheduled to roll out in fall 2014

- Provided 95 online and blended course development consultations with 46 faculty that totaled over 130 hours

- Continued assessing CIT Institutes for Online and Blended Course Development using a modified Quality Matters rubric to ensure courses are rigorous and utilize best practices

- New Instructional Design & Online Education Librarian, a shared position between CIT and Libraries, was hired to increase collaboration across L&ET

- Gained new Instructional Technologist position through 6-year plan and converted an existing A/P position to an Instructional Technologist position; both positions were filled with existing staff who had developed the necessary skills and expertise.

• Other:
  - Sponsored and co-facilitated a 3D Printing Sandbox in partnership with the Math Department; 8 faculty completed the sandbox.

  - Distributed over 100 licenses for various software packages through the CIT Seed Grant Program, the Canvas Diploma Technology Grants, and various institutes and workshops.

  - Coordinated and hosted the 10th Annual Teaching and Learning with Technology Conference. The conference included a new CIT Excellence in Teaching with Technology Award, which was awarded to 3 faculty

  - Provided over 280 housecalls with 193 unique faculty that totaled to 312 hours

  - Provided 3991 hours of instruction to 1661 participants

**Use of Assessment/Evaluation Results for Program Improvement:**

Continue supporting faculty who have not yet transitioned to Canvas

Evaluate user satisfaction with Canvas and the transition; plan to embed a survey in Canvas login page in Spring 2015
Will coordinate with Vice Provost of University Programs to continue supporting faculty and students with distance and blended online learning.

Will roll out video series designed to help faculty and students develop a more positive image of online learning.

Collaborate with Libraries to develop an online learning module for students that is focused on online learning and digital literacy. The module will be included in Cluster One of General Education.

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**Characteristic:** 20060000003  
**Goal:** 20060000003  
**Objective:** 20130000366

**Short Description:** PROV/Access, Quality, Progression: RPS-OP-Reach HECs  
**Long Description:** Outreach and Engagement will establish new and nurture existing partnerships with on and off campus partners in addressing educational needs locally and throughout the Commonwealth. This is an ongoing effort that will impact the economic and workforce development and supports JMU’s efforts as a community engaged institution. It is anticipated that as programs and student enrollments revenue from these efforts will assist in funding this growth in staff, space, and support.

**Linked to Previous Objective:** 20120000322  
**Linked to Previous Objective Short Description:** PROV/Access, Quality, Progression: RPS-OP-Reach HECs

**Steps to Reach Objective:**  
- Work with each of the Higher Education Centers in assessing educational needs and what role JMU can play in meeting these needs.  
- Work with faculty and department heads in determining if JMU has the resources to offer courses and/or degree programs and/or certificate programs at the Higher Education Centers and other locations  
- Work with appropriate offices across campus to establish JMU as a Veteran Friendly Campus  
- Work closely with local community colleges in the development of new programming as well as potential degree completion programs.
Based on the interactions listed above, we have recognized the need for educational opportunities and therefore have continued to grow the number of programs and courses offered as well as increase in our gross revenue.

**Assessment / Evaluation Methods:**  
- number of visits to off campus partners, e.g., school divisions, HECs, Community Colleges, etc.  
- number of meetings with academic colleges  
- number of faculty involved in off campus activities  
- establishment of new programming in cooperation with our off and on campus partners.  
- being designated as a VET friendly campus

**Accomplishments:**  
JMU established a presence at the Southern Virginia Higher Education Center; however, after 12 months, we re-evaluated this concept due to low enrollments and have not renewed that agreement for the future. We have also worked to establish a presence at the Hopewell House in Hopewell, and are offering a cohort of the Educational Leadership masters/certificate program there. We have also begun conversations to partner with the Southwest Virginia Higher Education Center in Abingdon, VA. In addition to our MPA program in Roanoke, we are now also offering non-credit programs at that center. Staff members have continued to visit multiple school divisions to increase partnerships; an example would be Goochland County, where we will be offering professional development, a cohort for our Educational Leadership master's program, and student enrichment. We meet regularly with academic unit heads and deans throughout the year, and Dr. Shaeffer now represents Outreach & Engagement on the Academic Council.

We have begun the development of new graduate certificate programs to be offered in partnership with Montpelier and the Center for the Constitution.

Outreach & Engagement now chairs the Veterans Scholars Task Force, which includes representatives from across campus. JMU provided leadership in establishing the University Values Veterans (UV2)initiative, by hosting a Virginia Values Veterans (V3) event on campus that attracted 130 participants from 40 institutions and various government agencies and nonprofits.

**Use of Assessment/Evaluation Results for Program Improvement:**
Financially, we have evaluated the impact of many of our initiatives; one result of this was the end of our presence in South Boston, VA. V3 and UV2 also represent a significant use of evaluation results, as the conference hosted related to this generated extensive feedback and included representatives from almost every higher education institution in Virginia. We will continue to find new ways of making JMU
more veteran friendly, such as recognition at graduation, specific student orientation programs for veterans, and so on. We are also looking to establish a new position, a Director of Distance Learning, that would help support off campus and online programs.

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**Characteristic:** 20060000006

**Goal:** 20060000006

**Objective:** 20130000483

**Short Description:** PROV/Diversity: Coordinate academic aspects of Study Group Foundation Year and International Study Center

**Long Description:** University Programs will coordinate all academic aspects of JMU’s partnership with Study Group to provide a foundation year program in the International Study Center (ISC). JMU desires increased numbers of international students both to further the internationalization of our campus and to provide full tuition-paying international students as part of our student body. The foundation year program operated by Study Group provides language instruction in English for provisionally-admitted international students at the same time as offering freshman level courses appropriate for a number of JMU majors. This allows international students to acclimate fully to US higher education and to save a year of tuition since they combine academic coursework with language instruction. Financial support for JMU offices working with Study Group are provided through the income stream coming from Study Group.

**Linked to Previous Objective:** 20120000755

**Linked to Previous Objective Short Description:** PROV/Diversity: Coordinate academic aspects of Study Group Foundation Year and International Study Center

**Steps to Reach Objective:** Faculty liaisons established for academic programs most affected by Study Group Foundation Year program. Implementation team includes representatives of Study Group ISC, University Studies, Residence Life, Admissions, International Programs, Information Technology, and the Registrar's office. University Studies facilitates conversation and information flow between Study Group and JMU

**Assessment / Evaluation Methods:** Students completing the foundation year
program offered by Study Group move successfully into their sophomore year at JMU at a rate of 80% or better.

**Accomplishments:** - The partnership between JMU and Study Group continues to bring international students to JMU. In 2013-2014, 69 new students began the International Study Center (ISC) program and 71 completed the program and matriculated as undergraduates at JMU during the academic year. Study Group students continued to take advantage of the Biology course options as well as participating in Physics and Engineering courses. Three additional scholarships have been awarded for fall, spring, and summer matriculates. JMU representatives and representatives of the new ISC university partners (University of Vermont, Weidner University, Roosevelt University, and University of Maine) met at the NAFSA conference for a very productive meeting to share ideas and processes. A decision was made to migrate the current administrative SG process to Outreach & Engagement’s Continuing Education admissions process beginning fall 2014. The change will comply with anticipated policy changes forthcoming from the Student Exchange and Visa Services (SEVIS) office and will provide official JMU transcripts for Study Group students.

**Use of Assessment/Evaluation Results for Program Improvement:**
- JMU will evaluate the effectiveness of the new instructional model and use that information to plan for an RFP for a new contract with a partner to continue the activity of the International Study Center.

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**Characteristic:** 20060000009

**Goal:** 20060000009

**Objective:** 20130000541

**Short Description:** PROV/Diversity: Promote diversity

**Long Description:** Implement Diversity Initiatives involving targeted minority student recruitment and international student recruitment.

**Linked to Previous Objective:** 20110001209

**Linked to Previous Objective Short Description:** PROV/Diversity: Promote diversity

**Steps to Reach Objective:** Foster continued commitment to diversity by recruiting,
admitting, and retaining a diverse student body. Specific action items that will occur to meet this objective:

1. Work with the Office of International Programs to increase international presence in graduate education through targeted recruitment strategies and the development of cooperative agreements with institutions abroad.

2. Increase diversity in graduate student population through a recruitment initiative and targeted graduate fair attendance to Historically Black Institutions and recruitment collaborations with undergraduate admissions.

**Assessment / Evaluation Methods:** The most objective evaluation method for action items under this objective is binary - yes, we were successful or no, we were unsuccessful in accomplishing this action item. For those with the possibility of partial or incremental success, a percentage of 80% or better will be used to document success.

**Accomplishments:**
- Graduate fairs attended by TGS staff during 2013-2014 for the purpose of recruitment and enhancement of a diverse student body included events held at: JMU, Radford University, Virginia Tech, Virginia Commonwealth University, Old Dominion University, George Mason University, University of Virginia, and The College of William and Mary. TGS staff also attended the Career & Service Day Fair at Eastern Mennonite University and the 7th Annual HBCU Career Development Marketplace in Washington, D.C.
- The annual Northern Shenandoah Valley Regional Graduate and Professional School Fair was held at JMU September 2013.
- JMU receives applicants from A2Z Management for Saudi Arabia applicants and the King Abdullah Scholarship Program (KASP).
- TGS accepts IELTS scores in addition to TOEFL.
- TGS continues to work with the Office of International Programs to improve efficiency in processing and evaluating international applications.
- Application fee waivers are offered to McNair Scholars and the McNair Scholars database is shared with all graduate program directors for recruitment purposes.
- Drs. Lee Sternberger and Jennifer Coffman made a presentation to the Graduate Council about opportunities related to the internationalization of JMU at the graduate level, including study abroad opportunities and the support of international students attending JMU. Graduate program directors were invited to work with the Office of International Programs to enhance their recruitment efforts and increase international opportunities for students. Dr. Jerry Weniger (Graduate Program Director, Physician Assistant Studies) met with Dr. Sternberger to explore opportunities for international placements for the Physician Assistant students in their clinical practica. OiP is supporting faculty site visits for exploring this opportunity.
• Dr. Melissa Aleman represents The Graduate School on the newly formed Office of International Programs Advisory Council. In this capacity she serves on the Mission and Strategy subcommittee and is assigned with tasks related to identifying support needs for graduate students and graduate programs internationalization efforts.

• A new concentration in Spanish Language and Culture for Educators with a dual degree from the University of Salamanca was added to the M.Ed. in Learning, Technology and Leadership Education. The program will combine distance learning, and on-campus coursework at both JMU and the University of Salamanca, Spain. JMU will provide all administrative oversight for the concentration, including admissions processes.

• Dr. Melissa Aleman represented The Graduate School in monthly meetings, as well as the research presentations, of the Preparing Future Faculty Fellows with the goal of supporting the inclusion of the PFF fellows into the JMU community and to recognize PFF fellows’ unique role as both graduate students and faculty.

• Dr. Melissa Aleman initiated a collaborative working group of graduate students to co-author an IDEA grant titled “Fostering Diversity and Inclusion through Mentoring: Graduate Student Mentoring Program.”

Measured over time, the overall objectives of our graduate student mentoring program are: (1) to increase underrepresented student populations and first generational graduate students’ sense of belonging at JMU; (2) to increase underrepresented and first generation graduate student retention rates at JMU; and (3) to increase participants’ (faculty and students) interest in diversity and openness.

Use of Assessment/Evaluation Results for Program Improvement:
This objective will be carried forth for the 2014-2015 year as will many or the activities. TGS continues to receive a relatively small number of applications from received internationals (i.e., non-resident aliens) but as in the previous year, the percentage of completed applications continued to rise as does the percentage of admission decisions. The increase in completed applications is believed to be directly related to the second year of maintaining a full-time admissions assistant who works directly with internationals. Given the significant increase in “completed” international applications, TGS will employ the same strategies in 2014-2015.

Characteristic: 20060000013
Goal: 20060000013
Objective: 20130000650
Short Description: CSM-PROV/Funding: CSM private support, foundations, and sponsored programs
Long Description: The College of Science and Mathematics will continue to expand efforts in coordination with the development staff to friend- and fund-raise and work with Research Corporation and other foundations. Alumni lists of physicians, dentists, Ph.D.’s, entrepreneurs and others will continue to be developed. Many visits will be made with development personnel.

Linked to Previous Objective: 20120000765
Linked to Previous Objective Short Description: CSM-PROV/Funding: CSM private support, foundations, and sponsored programs

Steps to Reach Objective: With the leadership of the Dean, the College of Science and Mathematics will engage in the following as a means of securing enhanced support and continue expanding external grant support for teaching, research, faculty development and programs:
* Work closely with the STEM/HHS Executive Advisory Council to solicit support from this body and solicit new members appropriate for this body.
* Work closely with the assigned Development Officer to identify and cultivate friends/potential donors of the college.
* Invite friends/potential supporters to campus for visits, for special events, to make presentations, etc.
* Work with academic units to enhance communication with alumni.

Assessment / Evaluation Methods:
- Review of EAC membership and gifts
- Number of new friends/potential donors identified
- Increase in gifts to the college

Accomplishments:
- CSM has worked closely with development staff to identify potential prospects, raise awareness among current donors and to add new scholarships and endowments. We have established an undergraduate research in chemistry account, have endowed the Don Chodrow Scholarship in Physics, are nearing the endowment level for the Roddy Amenta Memorial Scholarship in Geology, have established a new scholarship in mathematics, a new undergraduate research and faculty support pledge in biology and have received private support for the Geology Field Camp in Ireland. Pledges to the Undergraduate Research in Chemistry and Biochemistry fund are over $500,000. CSM has carefully stewarded all of its Foundation accounts. Its summer undergraduate research scholarship have been models for student engagement. As one example of the impact of private support, as of summer 2014, the Tickle Family Fund has supported 78 students doing research across the college and provided support for 18 mathematics faculty. As a result of our success, Dean Brakke was invited to be part of a panel presentation at the Council for Undergraduate Research 2014 Conference on fundraising for undergraduate research. The session was very well attended and slides of the presentation have been shared with many who attended
and with others.

Use of Assessment/Evaluation Results for Program Improvement: -

**Characteristic:** 20060000013

**Goal:** 20060000013

**Objective:** 20130000129

**Short Description:** PROV/Funding: Economic Development - Support and Enhance Regional Economic Development Activities to Expand Business Opportunities in the Central Shenandoah Valley

**Long Description:** Leverage a diverse array of resources to foster regional economic development through the Office of Research Development and the Office of Technology Transfer. Through connectivity with Federal, Regional, State, and Local economic development organizations; business; K-12 and higher education institutions; and community organizations, provide and promote access to workforce development opportunities, continue the establishment of a regional innovation cluster, and resources for education, networking, and business development assistance to enhance the Central Shenandoah Valley as a regional innovation-based economy. Coordinate JMU’s strategic alliances with SRI and other industry clusters to promote high technology growth in the region.

**Linked to Previous Objective:** 20120000505

**Linked to Previous Objective Short Description:** PROV/Funding: Economic Development

**Steps to Reach Objective:** - Support the activities of the Shenandoah Valley Technology Council and serve as President of the Board of Directors.
- Participate on the Board of Directors for the Shenandoah Valley Partnership. Continue engagement with the Marketing Committee of the Partnership.
- Serve as the liaison to SRI and Rockingham County to advance the development of the Technology Park and economic development activities connected to SRI.
- Facilitate and host regional and state economic development meetings.
- Attend and participate in local economic development activities including project review and marketing strategies.
- Increase participation in the Harrisonburg/Rockingham Chamber of Commerce.
- Promote the advancement of Intellectual Property protection through patents and the creation of University spin-off companies.

**Assessment / Evaluation Methods:**
- Regular attendance at board meetings, planning sessions, and economic development site visits.
- Use the Association of University Technology Managers (AUTM) metrics for assessing technology transfer activities.
- Host meetings of the Valley Innovation Network and gather data to assess effectiveness of each event.

**Accomplishments:**
- Served as liaison to the Shenandoah Valley Technology Council, and the Director of Research and Innovation currently serves on the board
- Participated in Virginia’s University-Based Economic Development meetings and projects
- Attended a meeting to learn more about Cerro Fabricated Products, a local company specializing in the production of non-ferrous forged and machined parts
- Coordinated and provided logistical support for a reception and awards ceremony celebrating the brand new ICE House space, as well as the Intellectual Property Incentive Program award winners
- Continue to work closely with Harrisonburg and Rockingham County on the Rockingham Center for Research and Technology, in order to attract private sector high-tech firms to the region
- Served on the Research and Technology Investment Advisory Committee, overseeing funding awards out of the Commonwealth Research and Commercialization Fund. This included the facilitation of a JMU proposal focusing on bio-fuels.
- Participated in meetings of the Small Business Development Center
- Participated in meetings with Rosetta Stone to identify collaborative opportunities
- Attended the Virginia Summit on Economic Competitiveness and Higher Education
- Extended collaboration with JMU’s Center for Entrepreneurship to connect research projects to entrepreneurship education and outreach.
- Participated in the Valley Business Summit.
- Populated the Chesapeake Crescent Initiative’s technology portal with information on JMU innovations, which showcases ready-for-market energy, security, and life science innovations.
- Attended the Shenandoah Valley Partnership’s annual meeting, the Leadership Pinnacle Reception, Spring Connect event, and Spring Economic Development Forum.
- Attended Harrisonburg-Chamber of Commerce events, including: the annual Presidential Address, Pre-Legislative Session Breakfests, and Economic Outlook event.
- Four (4) IP disclosure forms were filed in FY13-14.
- Created and launched the Madison Business Network in Fall 2012 along with the Small Business Development Center, the Center for Entrepreneurship, and the First Lady of JMU, Mary Ann Alger. Meetings were held this academic year in August, November, January, and March. Programming for next year includes a training workshop on SRI’s Disciplines of Innovation model for innovation pitches.
- Engaged in strategic planning by the Shenandoah Valley Innovation Coalition (SVIC) that resulted in a mission, vision, values and five objectives. The planning participants, including local economic directors and business leaders, assigned champions and actionable items to the objectives. Organized and led Harrisonburg’s second Startup Weekend effort held in February on campus.
- Worked with the School of International and Public Affairs to establish the Madison Center for Community Development.

**Use of Assessment/Evaluation Results for Program Improvement:**

Economic Development initiatives have been assigned to Outreach and Engagement with the restructuring of Academic Affairs.

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**Characteristic:** 20060000013  
**Goal:** 20060000013  
**Objective:** 20130000131  
**Short Description:** PROV/Funding: Strategic Alliances - Lead the development of targeted alliances to enhance the academic reputation and create innovative opportunities for the faculty, staff, and students of JMU.

**Long Description:** Serve as the liaison to Congress and Federal government agencies through regular communication with the Virginia Congressional Delegation and key Federal officials, the implementation of JMU’s annual Congressional agenda, and the growth of JMU Politicos as a defined alumni affinity group. Engage with regional groups like the Chesapeake Crescent Initiative and the Southeastern Universities Research Association. Oversee public policy and technology advocacy with organizations of the Commonwealth, including the Virginia Biotechnology Association, the Joint Commission on Technology and Science, the Virginia Coastal Energy Research Consortium, and the Richmond Politicos. Focus alliances in the areas of energy and environmental sustainability; science, technology, engineering, and mathematics education and research; intelligence analysis and post-conflict stability operations; economic development and technology transfer.
Linked to Previous Objective: 20120000506
Linked to Previous Objective Short Description: PROV/Funding: Strategic Alliances

Steps to Reach Objective: - Participate in relevant board meetings, conferences, and events associated with existing strategic alliances.
- Actively engage external audiences to expand alliances focused on funding, opportunities for students and faculty, and economic development.
- Successfully deliver Congressional agenda to the Virginia Congressional Delegation.
- Host meetings of the alumni affinity group, the JMU Politicos, to strategically plan Federal relations and leverage University resources to effectively participate in policy discussions.
- Establish an advisory board to connect external audiences to aspects of JMU’s academic programs.

Assessment / Evaluation Methods: - Include existing and new strategic alliances in the University’s Strategic Alliance Report.
- Survey Washington based alumni on interests and satisfaction with JMU Politicos events.
- Host meeting of the Research and Scholarship advisory board.

Accomplishments: - The Governor’s Technology Award for Innovative Commercialization of Technology Research was awarded at the Commonwealth of Virginia Information Technology Symposium (COVITS) to Collegiate Strength Innovations, LLC.
- Led the planning committee for an international conference on the declassification of CIA documents pertaining to the Bosnian War and 1995 Dayton Peace Accords. “Intelligence and the Transition from War to Peace” was the signature event during the 2014 Madison Week.
- Created and launched the Madison Business Network in Fall 2012 along with the Small Business Development Center, the Center for Entrepreneurship, and the First Lady of JMU, Mary Ann Alger.
- Engaged in strategic planning by the Shenandoah Valley Innovation Coalition (SVIC) that resulted in a mission, vision, values and five objectives.
- Organized and led Harrisonburg’s second Startup Weekend effort held in February on campus.
- Created a network of alumni to vet technologies and entrepreneurs interested in startups. The network has led to continuing conversations with alumni in startup ventures in New York, San Francisco, and Charlottesville providing guidance and feedback for JMU.
- Developing a partnership with Booz, Allen, & Hamilton and other Virginia universities to develop a proposal for the National Ground Intelligence Center Foreign Material Exploitation Program.
- Facilitated Representative Goodlatte’s participation in a ribbon-cutting ceremony for the JMU-RMH Voice and Swallowing Clinic at the RMH Health Campus.
- Attended two Homeland Security Policy Institute events focusing on cybersecurity at George Washington University.
- Assisted Physics Assistant Professor Klebert Feitosa develop a regional Soft Matter workshop

**Use of Assessment/Evaluation Results for Program Improvement:**
-Institutional strategic alliances managed by the Office of Research and Scholarship will be evaluated annually in accordance with JMU Policy #4103 and reported on through the annual Strategic Alliances process.

---

**Characteristic:** 20060000018  
**Goal:** 20060000018  
**Objective:** 20140000707  
**Short Description:** PROV/ Environmental Stewardship: Developing and Implementing a Divisional Plan supportive of the University's ESAP.

**Long Description:** The University has an Environmental Stewardship Action Plan which sets goals to minimize materials impact, emissions, toxins, solid waste, and consumption; conserve, steward, and restore natural systems; and, advance environmental literacy and engagement through research, education, and community programs. The Division adopted a divisional plan in spring 2012. The following two objectives within that plan were identified as divisional objectives for the next three years: 1. Reduce waste by 20%. 2. Increase instructional opportunities addressing the student learning outcomes identified by ISNW. The Division will also continue to support ISNW and individual unit efforts for better stewardship of the environment.

**Linked to Previous Objective:** 20120000918  
**Linked to Previous Objective Short Description:** Environmental Stewardship: Developing and Implementing a Divisional Plan supportive of the University's ESAP.

**Steps to Reach Objective:** 1. Work with ISNW to identify appropriate benchmarks and measurements for each objective.
2. Disseminate divisional objectives to colleges and individual units so that specific objectives and action steps can be developed at that level to address the divisional goals.

**Assessment / Evaluation Methods:**  
1. Specific benchmarks and measurements are identified for each objective.
2. A divisional monitoring and reporting system is developed and activated.

**Accomplishments:**  
In working with the Office of Environmental Stewardship and Sustainability, it was determined that building level or individual academic unit level measures of waste could not be determined. Therefore, it was impossible to set specific Division level benchmarks and goals. The Division continues to promote waste reduction and OESS recommendations for action, but cannot measure the specific impact. Likewise, the Division continues to support environmental literacy with the impact measured through OESS and other university surveys.

**Use of Assessment/Evaluation Results for Program Improvement:**  
Collaboratively with OESS, it was determined that this objective would not lend itself to the level of specific measurement desired and thus would not continue to be a Planning Objective for the Division. Although the Division would continue to promote environmental stewardship through educational efforts.

**Other Accomplishments and Recognitions:**  
Covered with Major Division Accomplishments presented in the addendum.

**Unit Challenges:**

1. Resources to carry out planning objectives and achieve vision including compensation, facilities aligned with needs and engaged learning, adequate support staffing.
2. Developing and resourcing an effective and efficient administrative structure for advancing engagement initiatives.
3. Ensuring that the university vision, strategic plan, and focus on engagement is integrated throughout the planning, activities, and assessment and reward/recognition structure of all academic units.
4. Reliably and meaningfully measuring engagement, and presenting Divisional and cross-divisional activities to appropriate audiences for potential greater (national) recognition.

**Objectives for next fiscal year (including objectives from assessment results and program reviews):**
Core Quality 4: Our culture of philanthropy is understood, embraced and practiced across the JMU community.

University Goal 4A: Through all its constituencies, the university will foster the understanding that everyone has a meaningful role in the advancement of the university.

Objective: 20140000688
Short Description: Academic Affairs as strong partner with Advancement in enhancing the culture of philanthropy.

Long Description: Academic Affairs will be a strong partner with Advancement in enhancing the culture of philanthropy.

Linked to Previous Objective: -
Linked to Previous Objective Short Description: -

Core Quality 1: We believe in the relevance and importance of the liberal arts and sciences and are committed to maintaining strong student/faculty interaction. Through our distinguished faculty and staff, we offer academically challenging programs, providing an exemplary undergraduate education and distinctive graduate studies while maintaining high accountability for learning through effective assessment.

University Goal 1A: The university will foster student success by providing a holistic learning environment focused on furthering intellectual development as well as education in areas such as teamwork, leadership, collaboration, interpersonal skills, entrepreneurship, ethics, citizenship, sustainability and service.

Objective: 20140000686
Short Description: Identify needs and request resources to ensure quality academic programs and learning opportunities.

Long Description: Identify needs related to the university's vision, mission and strategic plan, and request/advocate for/ensure appropriate resources to support quality recruitment and retention of quality faculty, faculty-student ratios needed to maintain high-impact learning engagement and professional development opportunities that encourage pedagogical development and innovation.
Core Quality 1: We believe in the relevance and importance of the liberal arts and sciences and are committed to maintaining strong student/faculty interaction. Through our distinguished faculty and staff, we offer academically challenging programs, providing an exemplary undergraduate education and distinctive graduate studies while maintaining high accountability for learning through effective assessment.

University Goal 1B: The university will provide high-impact learning experiences such as undergraduate research, service learning, internships and study abroad programs in a climate that fosters intellectual engagement in and outside the classroom.

Objective: 20140000685
Short Description: Develop new and integrate existing high-impact learning experiences
Long Description: The Division will develop a strategic plan aligned with the new University strategic plan that clearly articulates the intentional use of high-impact practices that integrate across the areas of engagement - learning, civic and community.

Core Quality 1: We believe in the relevance and importance of the liberal arts and sciences and are committed to maintaining strong student/faculty interaction. Through our distinguished faculty and staff, we offer academically challenging programs, providing an exemplary undergraduate education and distinctive graduate studies while maintaining high accountability for learning through effective assessment.

University Goal 1C: The university will recruit and retain high-quality faculty and staff through providing competitive salaries, other compensation and opportunities for professional development.

Objective: 20140000684
Short Description: Develop new and maintain existing academic programs of quality
**Long Description:** The Academic Division will support new and seek to maintain the quality of existing academic programs through the recruitment, support and retention of high-quality faculty and other instructional support personnel. This will require recruiting high-quality faculty consistent with the mission and vision of the university; providing competitive salaries, other compensation and professional development; maintaining a 16:1 student to instructional faculty ratio; and aligning hiring, professional development, recognition and rewards of faculty with the university's mission and vision.

**Linked to Previous Objective:** -

**Linked to Previous Objective Short Description:** -

**Core Quality 1:** We believe in the relevance and importance of the liberal arts and sciences and are committed to maintaining strong student/faculty interaction. Through our distinguished faculty and staff, we offer academically challenging programs, providing an exemplary undergraduate education and distinctive graduate studies while maintaining high accountability for learning through effective assessment.

**University Goal 1E:** The university will develop programs that are responsive to the needs of the Commonwealth, nation, and the world.

**Objective:** 20140000689

**Short Description:** Madison Collaborative: Elevate the campus-wide understanding of ethical reasoning.

**Long Description:** Building ethical reasoning competency among faculty and staff, specifically in the Eight Key Question framework, is vital to laying the foundation for the success of The Madison Collaborative at JMU and for the SACSCOC five-year review of the QEP. Specifically in the 2014-2015 academic year, approximately 25-30 faculty will:

1. Gain confidence/facility with the Eight Key Questions (8KQ).
2. Develop learning strategies for incorporating the 8KQ into their courses.
3. Incorporate the 8KQ into at least one course.
4. Adopt the 8KQ strategy as part of their pedagogy.

**Linked to Previous Objective:** -
Core Quality 3: We promote access, inclusion, and diversity for all students, faculty, staff, constituents and programs, believing that these qualities are foundational components of an outstanding education in keeping with our mission.

University Goal 3F: The university will infuse a value and culture of diversity into the primary teaching, research and service approaches of academic units.

Objective: 20140000687
Short Description: Infuse a value and culture of diversity.
Long Description: Enhance recruitment and retention of faculty of diversity by creating post-doctoral opportunities to retain selected Preparing Future Faculty for an additional year of appointment to the university. Support college level activities for curricula and co-curricula activities that support a culture of diversity.

Linked to Previous Objective: -
Linked to Previous Objective Short Description: -
Addenda: -
DIVISIONAL ACCOMPLISHMENTS 2013-2014
REPORTED BY THEMES
(The Accomplishments listed are examples of noted accomplishments across the Division and not a comprehensive listing.)

ACADEMIC PROGRAMS
a) High Need and STEM

- In response to the Top Jobs for the 21st Century legislation priorities, JMU has increased the number of STEM graduates by 50% over the last six years (555 in 2008-09 to 835 in 2013-14).

We continue to address the Level II Autonomy Objective regarding STEM Graduates.

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</table>

\(^1\) Includes annual undergraduate and graduate 1st and 2nd STEM majors (from Degrees Conf erred File) plus IDLS graduates (who graduated in each year and were enrolled in the STEM concentration in math/science/technology in the fall term).

\(^2\) Average number of STEM graduates in 0607 to 0809 academic years.

- In response to the Top Jobs for the 21st Century higher education legislation priorities JMU has increased the number of Health graduates by 34% over the last six years (567 in 2008-09 to 760 in 2013-14).

College of Education
- Dr. Slykhuis directed the 2013-14 (15th annual) SOL-focused Content/Teaching Academy (C/TA) which attracted over 400 teachers and other professional educators from throughout the Commonwealth. This year’s sessions featured 16 week-long STEM-related academies for teachers including: 9-12 Intermediate Modeling in Biology, Chemistry, and Physics; 9-12 Introductory Modeling in Biology and Physics; K-5 Engineering/STEM; 6-12 Mathematics; and 8-12 Introductory and Intermediate Physical Science Modeling.
- Mr. Nick Swayne collaborated with JMU physics faculty on a NASA Space Grant Consortium proposal to provide professional development for 32 pre-service teachers helping them use engaging robotics activities in their classrooms to teach math.
- VA-DC FIRST Lego League, coordinated by Mr. Nick Swayne conducts outreach activities at STEM fairs, regional conferences, and World/International competitions. During the 2013-2014 season, 611 teams in
the Virginia-DC region with 4,300 school-age team members participated 24 regional qualifying tournaments held all over the state of Virginia and the District of Columbia. A two-day state tournament held at James Madison University and Harrisonburg High School resulted in 108 teams competing with 800 team members, nearly 2,000 family members, and an estimated volunteer base of 400 area volunteers & JMU students. Joining Booz Allen, Rockwell Collins, Leidos, Industrial Medium Software, and DC Public Schools as supporters were Andretti Racing and Staunton City Schools. In Spring 2014 Nick and David Slykhuis again presented a week-long campus for P-12 students focusing on Lego Robotics at the Ripely Center on behalf of the Smithsonian Institution.

- Drs. Almarode and Higdon collaborated with colleagues in CSM to pursue a new Noyce grant: James Madison University EPIC Science Education: Expanding Pathways, Identity, and Capacity. (Total Funding Requested: $299,774, Pending). In addition to the NOYCE project, CoE faculty members have collaborated with CSM colleagues on half a dozen other grant proposals totaling over $2.6 million for which approval and funding are pending.

### College of Health and Behavioral Studies

- The BSN program continued its phased-in program expansion with the admission of 90 students to the program in Fall 2013 and 86 students in Spring 2014, bringing the total enrollment to 326 students. Full expansion will be completed with the entering Fall 2014 cohort of 90 students, creating a total of approximately 360 students.
- We launched the Doctor of Nursing program in January 2014 with an inaugural class of ten students. Of these, 3 are Nurse Practitioners, 3 are Clinical Nurse Specialists, and 4 are Nurse Executives.

### College of Integrated Science and Engineering

- Computer Science planned and offered a wide range of K-12 outreach activities including: the Hour of Code, programming workshops at the First Lego League State Tournament, Expanding Youth Horizons, and College for Kids, a Content Teaching Academy strand on Computer Science, mentoring of high school students for CyberPatriots, and the D.I.G.I.T.A.L. workshop for middle school girls. These efforts targeted women and underrepresented students.

### College of Science and Mathematics

- The College of Science and Mathematics launched the new Biophysical Chemistry major. Presently we are the only university in the State of Virginia to offer a B.S. degree in biophysical chemistry. During the fall of 2013 an advanced seminar in biophysical chemistry was offered for the first time. This course was taught by Drs. MacDonald, Sumner and Wright. A new biophysical chemistry laboratory course will be offered in the fall of 2014 and a second laboratory will be offered spring of 2015.
- In March the Mathematics and Statistics department hosted the annual Virginia Council of Teachers of Mathematics conference. The event was attended by nearly 1000 elementary, middle, secondary, and university level mathematics educators. In April, the department was host to the spring meeting of the MAA MD/DC/VA Section, with a record attendance and highly successful program. A large number of faculty were involved in planning and execution of these conferences.

### University Studies

- **Interdisciplinary Liberal Studies (IdLS)—**the number of IdLS majors has increased from 114 in fall 2000 to 889 in fall 2012, making it the fourth largest major at JMU. IdLS is the content major for future pK-8 and special education teachers. About 36% of IdLS students have selected STEM concentrations. The implementation of a new curriculum allowing students to choose math or science concentrations has led to an increase in the number of students choosing these concentrations. Preliminary data for sophomores indicates STEM concentrators will increase to over 40%.
ACADEMIC PROGRAMS

b) Liberal Arts programs

College of Arts and Letters
- SCOM completed the first year of its Master of Arts in Communication advocacy. That school also assumed leadership of the Sports Communication minor and made it an interdisciplinary program, with courses from SCOM, KIN, and SMAD in the curriculum.
- History continued to integrate digital history courses into its curriculum and added more courses in public history; the department also added more research and internship opportunities for its majors.
- Justice Studies continued to offer meaningful civic engagement opportunities through the Nelson Institute seminar and it’s Practicum in Civic Engagement course.
- SMAD transformed its Corporate Communication concentration into an Integrated Advertising and Corporate Communication concentration.
- FLLC submitted its application to the Virginia DOE to offer Teacher Licensure through a four year undergraduate program involving collaboration between the department and the College of Education.

ACADEMIC PROGRAMS
c) Innovation in program development—emphasis on engagement

College of Business
- The College of Business sponsored three experiential learning tours for students this year. Finance students visited Wall Street and Boston. Students from various majors visited D.C. Alumni hosted the students at their companies, creating a rich networking and learning environment for the students to explore career opportunities.
- The College signed an agreement with the University of Antwerp to students to complete one of several one-year, reasonably priced globally-focused masters programs.
- The Department of Marketing worked with the Office of International Programs to add a marketing course option to the JMU program in Florence, Italy.

College of Education
- Working collaboratively with the University of Salamanca (Spain) and the Office of International Programs, the College of Education established a Master’s of Education – Concentration in Spanish Language and Culture for Education program with a proposed start date of Summer 2015.
- The College of Education Exceptional Education program collaborated with Graduate Psychology to develop a Master’s of Education in Special Education – Concentration in Behavior Specialist program.

College of Health and Behavioral Studies
- Programs and activities of the Institute for Innovation in Health and Human Services (IIHHS) involved 721 students from at least 36 undergraduate and graduate degree programs and contributions of 113 faculty members representing 20 academic programs and offices. The Institute’s clinical and community services were received by 15,621 clients or individuals, 1,574 families, and 281 area organizations. Programs provided 273 pre-K and K-12 school events or visits for addressing student needs. Student hours of training, services, program support and participation combined to represent 34,705 hours of engagement. Direct services for clients accounted for 10,282 hours and additional hours in support of client services added another 20,785. Another 3,638 hours were directed to participation in community capacity building and essential support for program operations. Client services offered at locations throughout the community
and clinical encounters arranged at IIHHS sites combined this year to total 24,999. There were 321 events coordinated for the community through IIHHS program initiatives.

- The James Madison University Inter-Professional Autism Clinic (IPAC) is a program that is operated through the Alvin V. Baird Attention and Learning Disabilities Center (Baird Center) at the Institute for Innovation in Health and Human Services (IIHHS). IPAC has, as its primary purpose, the training of students while providing inter-professional evaluation and intervention services for children who are diagnosed with or suspected to have Autism. All services are provided or supervised by licensed professionals experienced in the assessment and treatment of autism.

**College of Integrated Science and Engineering**

- The Engineering program has revisited its freshman-year coursework to reinstitute ENGR 101 and create a residential Engineering Learning Community to start in Fall 2014.

**College of Science and Mathematics**

- Physics implemented a research-based approach to teaching the calculus-based introductory physics classes (Phys 240 & 250) supported by the National Science Foundation through a PhysTEC grant. In the first semester course, we are able to assess student progress using a nationally normed exam as both a pre- and post-test. From this we find initial indications of greater learning by the students. In addition, our D-F-W rates have dropped and the retention in the transition from the first to second semester has increased from approximately 78% to 82%. The new format engages upperclassmen in the classroom as Learning Assistants. By moving the introductory classroom to a more active learning environment and including upperclassmen in the teaching process, we connect JMU student learning with in-class experience to encourage our majors to consider a career as a high school teacher. This fits well with the recently funded grant, "James Madison University EPIC (Expanding Pathways, Identity and Capacity) Science Education”, to support and revise the path our science students take to earning teacher certification.

- JMU’s existing M.Ed. in Mathematics, which trains teachers to teach math at the high school level, has been moved entirely online to reach a larger audience in this critical area.

**College of Visual and Performing Arts**

- The College of Visual and Performing Arts membership in A2RU continued with students from engineering and design attending the “A2RU Emerging Leader’s Conference” at Stanford University. Student participation in A2RU helped JMU quickly construct a cross disciplinary team for membership in the NCIIA. IVS, CVPA, and CISE collaborated in a summer intensive course in sustainable design.

- Kate Trammell (Theatre and Dance) continues her work with Sharron Babcock (Biology) connecting the art of dance with the science of anatomy.

- The Madison Art Collection, under the leadership of Kate Stevens, continues to be the home of Second Life on the JMU campus, with partners in Psychology, Nursing, and Theatre and Dance. Madison Art partnered with Rutgers to host an international conference on Second Life in higher education.

- IVS Course titled “Art and Mathematics, through the Lens of Photography” taught by Corinne Diop (Photography) and Elizabeth Brown (Math) explored the interplay of math and visual art through the themes of perspective, randomness and algorithms. IVS Course titled “Writing and Illustrating Literature” taught by Jared Featherstone (Writing) and Richard Hilliard (Illustration) put student writers and student illustrators together to produce graphic novels, children’s books, comics and text art.

- IVS Course titled “The Power of Scale” taught by Audrey Barnes (Industrial Design) and Elise Barrella (Engineering) in which students explored and evaluated the design of a physical system (Grace Street) at multiple scales.
University Studies
• The Honors Program continues to be creative in developing and maintaining curricular and co-curricular programs that emphasize engaged learning. Major programmatic initiatives from the past (especially the Honors Seminar Abroad and the Areas of Emphasis programs) continued to grow and be refined. The Honors Seminars Abroad program continues to thrive. Nearly 75 first and second year honors students participated in one of the three programs offered in 2014: London, Barcelona, and (for the first time) South Africa. At the same time, major new initiatives were being prepared to launch in 2014-2015: the Summer Honors Institute and the Honors Freshman Seminar. Efforts to enhance the sense of community among honors students continued with new initiatives including the senior project workshop series, two student organizations (Madison Honors and the Student Honors Advisory Council), the Freshman Honors Seminar, and a plan to move entering freshman onto campus on Sunday of orientation week.

Office of International Programs
• Through International Student and Scholar Services, international students participated in Conversations Partners (112 students in 56 partnerships) and/or the LIFE programs, which pair international students with domestic students and/or local families (39 international students and 25 families) in an effort to increase satisfaction among international students, in turn increasing retention rates. Immigration support and training, specialized orientation, career workshops, tax help and an array of social events were all important aspects of enhancing student development and each student’s sense of belonging and identity with the JMU community.
• Through the Study Abroad programs, 1,199 students went to locations all around the globe. After the recent economic downturn, numbers continue to rebound in record-setting participation, with applications up by 21%.

ACADEMIC PROGRAMS
d) Academic program assessment

• Academic Program Reviews Completed
  Writing, Rhetoric & Technical Communication (B.A., B.S.—undergraduate)
  Writing, Rhetoric & Technical Communication (M.A., M.S.—graduate)
  Psychology – Assessment and Measurement (Ph.D. - graduate)
  Dietetics (M.S.—graduate)
  Health Science – Nutrition & Physical Activity (M.S. -- graduate)
  Psychology (B.A., B.S.—undergraduate)
  Integrated Science and Technology—SERM (M.S.—graduate)
  Education Support Center (COE)
  Sponsored Programs (Research & Scholarship)
  University Advising (Univ Studies)
  Center for Instructional Technology (L&ET)
  Libraries and Educational Technologies

• Accreditation Reviews Completed
  Integrated Science and Technology        ABET
ACCESS, QUALITY AND PROGRESSION

a) Innovative Delivery

Academic Division

• On-line course delivery (pre-census totals for AY14)

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<td>602</td>
<td>7044</td>
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- overall 19% increase from AY13
- overall 8% decrease from AY13
- overall 90% decrease from AY13
- 6% increase from AY13

- 47 new courses redesigned for on-line delivery
- 58 faculty completed institute for on-line course preparation

College of Arts and Letters

• Justice Studies offered its JUST 200 course exclusively on line this past year and will assess the results of so doing for student learning. One pragmatic result was that it enabled them to increase their teaching power at the upper level and to offer more choices for their majors.

College of Health and Behavioral Studies

• The RN-BSN program is now available fully online, as of Fall 2013, due to the support of 4VA funds for online course development. Offering this program fully online allows nurses across Virginia to attain their bachelor’s degree in nursing, which is quickly becoming the standard across all healthcare settings. The R.N. to B.S.N. program provides flexible, online learning opportunities for students who are graduates of community college or diploma nursing schools and are licensed registered nurses (R.N.). Classes are offered online to allow students to maintain employment while completing the B.S.N. degree. Enrollment in this program has increased significantly, from 12 students in 2012-13 to 48 admitted for Fall 2014.

• The inaugural year of the self-sustaining DLVE program (distance learning program to prepare speech language pathologists) within the Department of Communication Sciences and Disorders was extremely successful. We recruited 25 students that represent a highly diverse student population with exceptionally high academic credentials. Most of these DLVE students are career-changers. In cooperation with Outreach and Engagement, we met and exceeded budget projections.

Office of International Programs

• During the 2013-14 academic year, eleven students studied abroad at Oxford, Cambridge or St. Andrews programs, directed by Fletcher Linder (IdLS). Of these eleven, three were at Cambridge, four at St. Andrews and four at Oxford. St. Andrews and Oxford program coursework was approved this year to fulfill JMU honors course requirements. Students on these programs will now also have the excellent opportunity to work with St. Andrews and Oxford faculty to develop, conduct, and complete senior honors projects.
ACCESS, QUALITY AND PROGRESSION

b) Efficient Use of Resources

Academic Affairs

- As a Level II Autonomy academic objective, JMU sought to enhance the efficient use of instructional resources by increasing the success of students in two key Math gateway courses while maintaining the level of rigor. Below is a report on our continuing performance with this objective.

Math 205 (Calculus) and Math 220 (Statistics) [Level II Autonomy Objective]

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<td></td>
<td>80.0%</td>
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</tbody>
</table>

¹ Uses the annual Course Enrollment Data File. Numerator consists of all students earning an A, B, or C grade. The denominator consists of all grades received with the exception of Audit, Incomplete, Pass and Fail.
² Cumulative percentage of 0607, 0708 and 0809 academic years).
³ A conservative estimate as of 7-18-14 that compares summer/spring terms from 2012-13 Annual CE with summer/spring terms from term CE data for 2013-14.

ACCESS, QUALITY AND PROGRESSION

c) Madison Collaborative: Ethical Reasoning in Action

College of Arts and Letters

- Faculty from the Department of Philosophy and Religion (P/R) have been particularly active in the Madison Collaborative. Dr. Bill Hawk, of course, is leading the university's efforts in this regard, and other P/R faculty, including Drs. Alan Levinovitz, Bill O'Meara, Andrea Veltman, and Mark Piper have been active in developing the initiative. Drs. Hawk and Lori Pyle met with 10 GCOM faculty to discuss integrating the 8 Key Questions into the GCOM curriculum. Three faculty from Soc/Anth developed exercises directly related to the 8 Key Questions, mostly focusing on how ethical reasoning can be culturally situated.
College of Business

- Bob Eliason, Laura LeDuc, and Fernando Pargas developed an exercise to incorporate the 8 Key Questions in the COB 300 Integrated Functional Systems course.
- The Gilliam Center for Free Enterprise and Ethical Leadership co-sponsored a presentation on campus by Cynthia Cooper, WorldCom whistleblower and another by Haim Bodek, entitled “Trick of the Trade: How High Frequency Traders Corrupted the National Market System.”

College of Health and Behavioral Studies

- Healthy Families Shenandoah County received a Madison Collaborative innovation Grant this year that supported vibrant ethical reasoning discussions about practice concerns commonly faced in community programs. This IIHHS-fostered dialogue included staff and student interns from several community program sites in addition to the Madison Collaborative leadership team, Bill Hawk and Lori Pyle.
- The 8 Key Questions were integrated into the undergraduate nursing curriculum in a targeted way. As nursing students enter the program they are reintroduced to the 8 Key Questions and applications specific to nursing are discussed using mini-case studies. After students begin their clinical rotations, in the second semester of the nursing program, they complete case studies aimed at applying the 8 Key Questions to practice. During the final semester of nursing study, students who are preparing to graduate use the 8 Key Questions in direct clinical practice. Here they have the opportunity to apply ethical reasoning to an evolving clinical situation and subsequently can implement actions that arise from the ethical reasoning.

DIVERSITY

Academic Division

- Percentage of Diverse Students
  - 2009-10: 11.8%
  - 2010-11: 13%
  - 2011-12: 13.4%
  - 2012-13: 14.8% (with international students 16.6%)
  - 2013-14: 15.9% (with international students 18%)

- Percentage of Diverse Faculty and Academic Affairs Division Staff*
  - 2009-10: 7.6%
  - 2010-11: 7.91%
  - 2011-12: 8.57%
  - 2012-13: 8.96%
  - 2013-14: 10%

* greatest increase in under-represented employees is in Academic Affairs – by 16% over 2012, and an 84% increase compared to 2003

College of Business

- The CoB Student Diversity Council held its 2nd Annual Diversity Conference on February 8, 2014. The event included concurrent sessions, lunch, and a keynote address. Representatives from companies including Deloitte, Grant Thornton, KPMG, Protiviti, and from the Madison Collaborative participated in the event. Funding was provided by members of the College of Business EAC. Funding has already been provided by MillerCoors for next year’s conference.
College of Education

- Throughout the Spring semester, Dean Wishon (College of Education) and V.P. Donna Harper visited P-12 school districts throughout the valley to enlist their support and participation in the Valley Scholars program—a collaborative, externally-funded initiative that begins to familiarize select low-income, first-generation 8th graders with the college experience, and provides five years of mentorship, team-building exercises, and encouragement after successful completion of which each student will receive free tuition at JMU for up to four years. The program is scheduled to commence Fall 2014.

The Graduate School

- Graduate fairs attended by TGS staff during 2013-2014 for the purpose of recruitment and enhancement of a diverse student body included events held at: JMU, Radford University, Virginia Tech, Virginia Commonwealth University, Old Dominion University, George Mason University, University of Virginia, and The College of William and Mary. Application fee waivers are offered to McNair Scholars and the McNair Scholars database is shared with all graduate program directors for recruitment purposes.

University Studies

- **International Student Center – Study Group:** The partnership between JMU and Study Group continues to bring international students to JMU. In 2013-2014, 69 new students began the International Study Center (ISC) program and 71 completed the program and matriculated as undergraduates at JMU during the academic year. Study Group students continued to take advantage of the Biology course options as well as participating in Physics and Engineering courses. Three additional scholarships have been awarded for fall, spring, and summer matriculates. JMU representatives and representatives of the new ISC university partners (University of Vermont, Weidner University, Roosevelt University, and University of Maine) met at the NAFSA conference for a very productive meeting to share ideas and processes. A decision was made to migrate the current administrative SG process to Outreach & Engagement’s Continuing Education admissions process beginning fall 2014. The change will comply with anticipated policy changes forthcoming from the Student Exchange and Visa Services (SEVIS) office and will provide official JMU transcripts for Study Group students.

- The Honors Program took steps to support the university’s desire to diversify its student body by reaching out to Virginia community college honors programs, seeking opportunities to form partnerships that would facilitate the movement of superior community college graduates into and through JMU. A formal agreement between the honors programs at JMU and the NOVA Community College Honors Program was completed in Spring 2014.

Office of International Programs

- This year JMU welcomed to our campus a record 499 international students, who provided perspectives, cultures and beliefs that mirror and differ from our own, and who always enrich our community.

Furious Flower

- The Furious Flower Poetry Center, in partnership with Center for Multicultural Student Services, the English Department and the Office of Sustainability and Environmental Stewardship, hosted four poets for readings: Camille Dungy, Kyle Dargan, Dawn Lundy, and Nadine Pinede; continued planning for the Furious Flower Poetry Conference – Seeding the Future of African American Poetry; sponsored the Children’s Poetry Camp; and continued development of Furious Flower Poetry Database in Digital Humanities featuring approximately 2,000 entries listing African American poets, their published books and biographical information.
FACILITIES

ICE House
• The Division was able to co-locate Outreach and Engagement, the Shenandoah Valley Partnership for Economic Development, the Small Business Development Center, the Shenandoah Valley Technology Council, the Technology Transfer Office, the Madison Center for Community Development, and the Center for Entrepreneurship in the newly renovated Casco Ice Company facilities in the city but near campus. The synergy among these units provides innovative learning opportunities for our students, scholarship opportunities for our faculty, and outreach entrepreneurship and business development opportunities for university – private sector collaborations.

College of Science and Mathematics
• The Geology and Environmental Science department, through a major renovation of Memorial Hall, received new office spaces on the third floor of Memorial Hall, lab and teaching spaces on the first floor in the areas opened by moving faculty offices to the 3rd floor, and two lab spaces and a rock preparation space for the three-room Geology Annex Building.

College of Visual and Performing Arts
• The Duke Hall renovation was completed and a $1 million + renovation for the design center is in progress.

FUNDING
a) Increased Private Support

Academic Division
• Academic Affairs once again achieved a 39% employee giving participation rate for 2013-14. Although at the same percentage of participation for the past two years, the number of employees giving increased by 31.

College of Arts and Letters
• History is in the fifth year of its effort to endow 50 scholarships. A new, named scholarship (the Lee Congdon Scholarship) was created. The History Alumni Scholarship reached its initial endowment level. The Dingledine, Bland, Walker, and Hallman Scholarships expanded beyond their base endowment levels.
• Funds raised by SMAD’s Alumni/Professional Advisory Council provided 19 separate scholarships from 11 scholarship programs.
• POSC received a $50,000 gift agreement to endow a Virginia Public Service Fellowship to support a public service internship. The department’s endowment campaign, launched in 2010, has now raised $30,000. Its Alumni Council is active in career workshop programs for current students and recent graduates. The department sponsors a half-day program called the DC Career Workshop; its department newsletter, "Political Currents," is now in its 7th edition; and its MPA program and the local ASPA chapter sponsored the sixth annual Public Service Week reception.
• WMRA established its first Harrisonburg Community Advisory Council. The station created a Sustainability Program that increased the number of sustaining members by 400%. The station held four pledge drives each of which exceeded all of their goals. WMRA was the recipient of a $50,000 major gift to establish a News and Information Fund and begin the process of resuming local news reporting.
College of Business
• After many years of conversation by the College of Business Executive Advisory Council, the Dean’s Club was created. The Dean’s Club is a multi-level giving program (the first multi-level program at JMU), and is designed to engage more alumni with the College. For more information, see http://www.jmu.edu/cob/support/deans-club.shtml.

College of Education
• The 2013-2014 year saw increased involvement of the college’s Executive Advisory Council (EAC). During its regular fall meeting, the EAC heard from Mrs. Ashley Privott, JMU Director of Alumni Relations who updated the council on what Alumni Relations is doing to establish and maintain connections with alumni. Ashley led the EAC in generating steps toward their goal of increasing connections with College of Education alumni. This meeting resulted in EAC members participating in the college’s table at JMU’s Homecoming Headquarters, the college Scholarship breakfast, held on family weekend to honor our scholarship recipients, and the bi-annual Student Teaching Conferences. As the EAC continued their work at the spring meeting, the council established a foundation account to receive charitable gifts from EAC members to support specific initiatives within the College of Education, and developed draft recommendations for the selection of the CoE Distinguished Alumni Award.

College of Health and Behavioral Studies
• The Department of Nursing was awarded a HRSA grant for one million dollars to initiate an interprofessional DNP program.
• Mr. Alger, University Advancement/Development, and the CHBS Dean collaborated to approach the Lettie Pate Whitehead Foundation about their level of support for Nursing scholarships. As a result, the foundation increased its annual grant from $143,000 per year to $246,000 for 2014-2015. In June 2014 we were notified that the trustees also approved a one-time supplemental grant of $9400 to be used for nursing scholarships during the 2014-2015 academic year.

Office of International Programs
• The OIP collaborated with the JMU Alumni Association to establish chapter in London. In the fall, along with on-site faculty and staff and current Semester in London students, area alumni gathered to watch JMU’s Homecoming game (vs. William and Mary). This spring, the group participated in JMU’s Big Event, working together to clean up a local green space.

FUNDING
d) Sponsored Research

Academic Division
• Sponsored Programs reports indicate that University-wide external sponsored funding increased this year for the first time in four years: $22,596,252 in 2010-11; $21,450,410 in 2011-12; $16,088,729 in 2012-13; $18,744,657. Though the number of proposals submitted and the number of awards have declined slightly since FY13, award funding has increased by 16.5%.
• In FY14, 201 JMU faculty, students, and staff were involved in preparing an impressive variety of funding applications; many of these were multidisciplinary proposals or collaborations with outside organizations. This is a significant boost from the numbers of individuals seeking external funding in FY13 at 187, and represents a steady hold over prior year numbers. Together our investigators submitted a total of 338 proposals and received funding for 207 projects, indicating a notable 61% funding success rate. The success rate reflects a slight decline from FY13, for which the U.S. budget sequestration is undoubtedly partly responsible.
• In FY14 there was a slight decrease in the number of total submitted applications (down 5%) and a decrease in the number of projects funded (down 10%). However, total funding for FY14 reflects a 16% increase in dollars received or ($2,581,145). In spite of the Sequestration and reportedly expanding administrative workloads, JMU faculty, staff, and students endeavored heartily to promote research, instruction, outreach, and other types of externally funded activities on campus. Due to the hard work of JMU community members and successful collaboration with OSP, the university has seen an inspiring rise in external funding.

• The breakdown by Division or College follows:

<table>
<thead>
<tr>
<th>College or Division</th>
<th>Total Submissions</th>
<th>Total Awarded</th>
<th>Total Awarded Amount</th>
<th>% of Total</th>
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</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>14</td>
<td>10</td>
<td>$523,658</td>
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<tr>
<td>Access &amp; Enrollment Management</td>
<td>4</td>
<td>2</td>
<td>$1,147,890</td>
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<td>3</td>
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<tr>
<td>College of Arts &amp; Letters</td>
<td>26</td>
<td>17</td>
<td>$907,436</td>
<td>4.84%</td>
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<tr>
<td>College of Business</td>
<td>20</td>
<td>17</td>
<td>$1,436,732</td>
<td>7.67%</td>
</tr>
<tr>
<td>College of Education</td>
<td>22</td>
<td>18</td>
<td>$811,109</td>
<td>4.33%</td>
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<td>College of Health and Behavioral Studies</td>
<td>85</td>
<td>63</td>
<td>$4,100,282</td>
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<td>College of Integrated Science and Engineering</td>
<td>50</td>
<td>18</td>
<td>$1,399,089</td>
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<td>College of Science and Mathematics</td>
<td>69</td>
<td>34</td>
<td>$2,680,199</td>
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<td>College of Visual and Performing Arts</td>
<td>4</td>
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<td>Research and Scholarship</td>
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<td>15</td>
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<td>Science, Technology, Engineering &amp; Mathematics</td>
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<td>1</td>
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<td>The Graduate School</td>
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<td>$42,394</td>
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<td><strong>TOTALS:</strong></td>
<td><strong>336</strong></td>
<td><strong>207</strong></td>
<td><strong>$18,744,657</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
• Funding Sources:
  o Federal
    ▪ Awards from the federal government totaled $12,581,483, which comprises 67% of the total amount received in FY14; this indicates a 31% increase from federal funding amounts in FY13. As in FY13, the U.S. Department of Education provided JMU with the largest amount of federal funding this year, backing 12 projects and contributing $3,597,034, or 29% of all federal funding and 19% of all external funding.
  o Private/Non-Profit
    ▪ Funding from Private/Non-Profit agencies provided 52 awards totaling $3,157,320 in FY14—up 35% from the previous year.
  o Industry
    ▪ Awards from Industry constituted 8% of total external funding, representing a 17% decrease over the previous year.
  o Foundations
    ▪ Foundation sponsors funded the same number of proposals this year (19), with a decreased total of $308,231. This may be because FY13 saw one Foundation award of nearly $1 million. The 73% decrease in FY14 foundation funding since last year is indicative of slightly lower-than-average levels.

• Awards by Activity Type (2013-14)

<table>
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<tr>
<th>Activity Type</th>
<th>Award Amount</th>
<th>% of Total</th>
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<tbody>
<tr>
<td>Research</td>
<td>$3,220,547</td>
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<tr>
<td>Public Service &amp; Outreach</td>
<td>$5,461,205</td>
<td>29%</td>
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<tr>
<td>Instruction</td>
<td>$4,809,463</td>
<td>26%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>$178,000</td>
<td>1%</td>
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</table>

RATINGS & RECOGNITIONS

College of Arts and Letters
• M.P.A. (public administration) program ranked 104 by U.S. News & World Report
• The university's Debate Team was ranked 9th by the National Debate Tournament and Cross Examination Debate Association. This is the fifth consecutive year the team has been ranked in the top 10. It was named the top public debate team in the country, the sixth time it has won. No other program in the country has won more than twice.
• Dr. Mike Davis, who heads the Debate Team, won the George Zeigelmüller Award, given by the National Debate Tournament. The award is a prestigious lifetime achievement award. Dr. Davis won their other such award, the Don Brownlee Award, last year.
• Dr. Mark Rankin (ENG) was selected to co-direct an NEH Summer Seminar, one of less than 10 seminars the NEH now sponsors.
• Dr. Lili Peaslee (POSC) was one of 7 national finalists for the 2013 Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty.
• Dr. Mary Gayne (HIST) won a residential postdoctoral fellowship from the University of Texas—Austin's Institute for Historical Studies.
• Dr. Maria Galmarini held a residential postdoctoral fellowship at the Davis Center for Russian and Eurasian Studies at Harvard University.
• Dr. Charles Bolyard (P/R) won a Fulbright Core Scholar Award and taught in Cyprus during the fall.
College of Business

- Dr. Sushil Mittal was the Shivdasani Visiting Fellow for Hindu Studies at Oxford University, England.
- Dr. Sallie King was Visiting Professor at the Academy of World Religions, Dialogue and Education at the University of Hamburg, Germany.
- Dr. Paul Bogard’s book, The End of Night (Little Brown), received significant media attention and is short-listed for the PEN Science Writing Award. The book won a Nautilus Silver Award in the ecology/environmental writing category. Dr. Bogard is a faculty member in English.
- Dr. Hilary Holladay's book, American Hipster, is a finalist for the Lambda Literary Award in the category of gay memoir/biography. Dr. Holladay is a faculty member in English.

- MBA students enrolled in Dr. Theresa Clarke’s MBA 678 Online Search Advertising class received recognition as 2013 First Place Global Winner of the Google Online Marketing Challenge Social Impact Award and the 2013 Third Place Global Winner for their work with two local not-for-profit groups.
- JMU’s chapter of the American Marketing Association (AMA) was recognized with the prestigious Silver Chapter Award and ranked 12th out of the 351 chapters that attended. JMU excelled in each of the categories. They received a monetary prize to help support JMU’s chapter. The AMA is a professional organization that sponsors marketing-related events and activities in addition to publishing several marketing publications throughout the year. Collegiate chapters of the AMA strive to excel in the categories of community service, professional development, fundraising, social activities, membership activities, and communication activities.
- In a recent peer-reviewed study published in the American Accounting Association’s 2014 Issues in Accounting Education, James Madison University’s School of Accounting was ranked in the top five producers of accounting education research in the nation. JMU was also ranked second in the nation in terms of non-case-based research in the last 6 years, and third in the nation across the entire 22-year study period. Additionally, JMU also appeared in the top eight producers of case-based research in all time periods, and was the fifth-highest across the entire 22-year period. In terms of individual performance from among approximately 15,000 accounting faculty in the country, David Fordham was ranked 11th, David Hayes was ranked 21st, and Tim Louwers was tied for 41st in terms of publication productivity in accounting education research.
- Hospitality Management professor Dr. Reginald Foucar-Szocki won the Howard B. Meek Award from the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE). The Meek award is the highest individual honor that a member of ICHRIE can receive. This award recognizes the recipient’s outstanding service and lifetime contribution to the hospitality and tourism education.
- Dr. Luis Betancourt served as Academic Accounting Fellow in the Office of the Chief Accountant of the U.S. Securities and Exchange Commission.
College of Health and Behavioral Studies
- Au.D. (audiology) program ranked 17 by U.S. News & World Report
- M.S. in Nursing program ranked 234 by U.S. News & World Report
- M.O.T. (occupational therapy) program ranked 116 by U.S. News & World Report
- M.P.A.S. (physician assistant studies) program ranked 38 by U.S. News & World Report
- M.A. and Ed.S. programs in psychology ranked 141 by U.S. News & World Report
- M.S. in Speech Pathology ranked 35 by U.S. News & World Report
- Matthew Lee received recognition for his diversity work from Diverse Issues in Higher Education magazine. He was profiled in the May 2014 issue.
- Erica Metzler-Sawin was the recipient of a Fulbright U.S. Scholar Grant to India for 2014-2015.
- Cindy Rubenstein received the AACN Excellence and Innovation in Teaching Award from the American Association of Colleges of Nursing.

College of Integrated Science and Engineering
- Dr. Heather Watson (ENGR) was named an American Association for the Advancement of Science and Technology Policy Fellow and will spend next year in Washington, DC.
- ISAT’s Virginia Center for Wind Energy was recognized for outstanding service at the Windpower 2013 Conference.
- The BSISAT program had a successful ABET reaccreditation visit in Fall 2013 (final action will be shared with us in Summer 2014). Their ABET self-study is being used as an exemplar for other Applied Science programs.

College of Science and Mathematics
- The American Physical Society's Committee on Education selected the JMU Physics department as a 2014-2017 Department of Distinction.
- Dr. Marta Bechtel, Dr. Kerry Cresawn and Dr. Patrice Ludwig (Biology) were named National Academies Education Fellows in the Life Sciences.
- Dr. Steve Whitmeyer (Geology and Environmental Science) was named a Fellow of the Geological Society of America.
- Dr. Linette Watkins (new Academic Unit Head in Chemistry) was named a Fellow of American Chemical Society (ACS).
- Dr. Deborah Warnaar (Chemistry) was honored by the National Academic Advising Association (NACADA) with the Faculty Advisor Award

College of Visual and Performing Arts
- Dr. Steve Bolstad was inducted into the American Bandmaster’s Association

University Studies
- AGLS named Dr. Linda Cabe Halpern as the recipient of the Joseph Katz Award. The award honors a person whose commitment and activity has contributed greatly to the improvement of the educational experience of students and to the understanding of the theory and practice of general and liberal education at the national level.

Office of International Programs
- In the most recent edition of Open Doors, JMU, as a master’s level institution, placed 12th in students studying abroad in long-term programs and 7th in semester-long programs, and once again ranked second in total number of students studying abroad and second in the number of students studying abroad for a short-term period.
STEWARDSHIP OF THE NATURAL WORLD

College of Arts and Letters
• The Department of English is working on a cross-disciplinary minor in Environmental Humanities. The department recently added courses in the ecological imagination and Native American literature to their curriculum.
• SMAD continues to sponsor the Reel Change Film Festival. Five films on environmental issues, sustainability and health, human rights, social justice and diversity were shown. This year, its student-shot documentaries featured a short on light pollution in the local community.

College of Education
• During this reporting period, Drs. Teresa Harris and Tim Thomas continued to collaborate with Dr. Craig Shealy and others in planning a summit series, "Cultivating the Globally Sustainable Self", based on UNESCO’s Education for Sustainable Development focused on transformative, teaching, training and learning in research and practice. The initial summit meeting is planned for March 25-28, 2015. One of the areas of focus is on education for sustainable development (ESD). The summits will bring together local, regional, national and global stakeholders and will explore five pillars of transformative teaching, training and learning: Conflict Resolution, Human Rights, Sustainability, Global Education, and Religious and Cultural Understanding.
• Efforts to reduce the carbon footprint generated by the extensive traveling involved in sustaining the myriad field experiences of our programs were reflected in several different areas. For example, the Education Support Center and EFEX department piloted a model of clinical supervision that placed university supervisors in geographic areas, thereby reducing mileage and travel costs.

Office of International Programs
• OIP is currently phasing in Terra Dotta – an online application system for study abroad and international students.
OTHER NOTEWORTHY ACCOMPLISHMENTS

Academic Division

- Outstanding Teacher, Madison Scholar, and Outstanding Service Award Recipients

<table>
<thead>
<tr>
<th>College/Unit</th>
<th>Outstanding Teacher</th>
<th>Madison Scholar</th>
<th>Outstanding Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>Corey Hickerson Communication Studies</td>
<td>Bernd Kaussler Political Science</td>
<td>Bethany Bryson Sociology &amp; Anthropology</td>
</tr>
<tr>
<td>College of Business</td>
<td>Matt Rutherford Management</td>
<td>Jason Fink Finance</td>
<td>Robert Jerome Economics and International Business</td>
</tr>
<tr>
<td>College of Education</td>
<td>Ruth Bosch Educational Foundations and Exceptionalities</td>
<td>Kristina Doubet Middle, Secondary &amp; Mathematics Education</td>
<td>Eric Carbaugh Middle, Secondary, and Mathematics Education</td>
</tr>
<tr>
<td>College of Health and Behavioral studies</td>
<td>Carol Dudding Communication Sciences &amp; Disorders</td>
<td>Lennis Echterling Graduate Psychology</td>
<td>Brenda Ryals Communication Sciences &amp; Disorders</td>
</tr>
<tr>
<td>College of Integrated Science and Engineering</td>
<td>Xunhua (Steve) Wang Computer Science</td>
<td>Robert McKown ISAT</td>
<td>Zachary Bortolot ISAT</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>Kristen St. John Geology &amp; Environmental Science</td>
<td>Mark Gabriele Biology</td>
<td>Michael Renfroe Biology</td>
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<tr>
<td>College of Visual and Performing Arts</td>
<td>William Tate II Interior and Industrial Design</td>
<td>Cynthia Thompson Dance</td>
<td>John Little Music</td>
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<tr>
<td>General Education</td>
<td>David Daniel Psychology</td>
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- Provost Award for Excellence – 2013-14 recipients:

  Bernd Kaussler  
  Associate Professor, Political Science  
  College of Arts and Letters

  Jason Fink  
  Professor, Finance  
  College of Business

  Kristina Doubet  
  Associate professor, Middle, Secondary & Mathematics Education  
  College of Education

  Lennis Echterling  
  Professor, Graduate Psychology  
  College of Health and Behavioral Studies

  Robert McKown  
  Professor, Integrated Science and Technology  
  College of Integrated Science and Engineering

  Mark Gabriele  
  Professor, Biology  
  College of Science and Mathematics

  Cynthia Thompson  
  Professor, Dance  
  College of Visual and Performing Arts
• Visiting Scholars series:

   Fall 2013:
   - James Cargile, Professor of Philosophy, University of Virginia
     “The Authority of Logic”
   - Judy Bowers, Professor of Choral Music Education, Florida State University
     “Creating Community Service Through University Partnerships”
   - Kendra Stewart, Professor and Director of the Josephy P. Riley Center for Livable Communities, College of Charleston
   - Vladlena Lisenco, National Legal Adviser, OSCE Mission to Moldova
     “Human Trafficking in Eastern Europe”
   - Kelly Coblentz-Bautch, Associate Professor, St. Edward’s University
     “Escaping from Lusty Angels: Early Jewish and Early Christian Portrayals of Women and the Divine”
   - Modhumita Roy, Associate Professor of English, Tufts University
     “Immaculate Conceptions: Making Families in the Age of Surrogacy and Globalization”
   - Barry Long, Assistant Professor of Music, Bucknell University
     “Black Blowers of the Now: Jazz, and Activism from King’s Birmingham to Coltrane’s Alabama”
   - Chitja Twala, Senior Lecturer, Department of History, University of Free State, Bloemfontein, South Africa
     “The Strategy and Tactics Document of the ANC as its ideological footprint: A Historiographical Analysis”
   - Achola Pala, Global Advisor on Women’s Rights in Governance, Land and Livelihoods
     “Women and Power: Perspectives from African Indigenous Knowledge”

Spring 2014
   - Paul Finkelman, President William McKinley Distinguished Professor of Law and Public Policy, Albany Law School
     “James Madison and the Bill of Rights: A Reluctant Paternity”
   - Diana Wagner, Associate Professor of Education, Salisbury University
     “Voices of the Holocaust [Shoah]: Joining the Conversation as Engaged Citizens”
   - Donald Hodges, Covington Distinguished Professor of Music Education and Director, Music Research Institute, UNC-Greensboro
     “Music, The Brain, Brain Research and Healing”
   - Wendy Newstetter, Director of Educational Research and Innovation, Georgia Institute of Technology
     “The Future of Technology-Enabled Learning: the possibilities and the pitfalls”
   - Keith Clark, Associate Professor of English and African American Studies, George Mason University
     “The Fire This Time: The Radical Visions of James Baldwin and Ann Petry”
   - Jonathan Haynes, Professor of English, Long Island University, Brooklyn
     “Introducing Nollywood: The rise of the Nigerian film industry from a failing economy and a brutal dictatorship”
   - Laura Stachowski, Professor of International Education and Executive Director of Global Gateway for Teachers, Indiana University
     “Transforming Learning through Structured Cultural Immersion: Engaging the University in Global Education”
   - Angharad Valdivia, Department Head of Media and Cinema Studies and Interim Director of Institute of Communications Research, University of Illinois
     “Cheetah Girls, Dora, and American Girl: Girls, Products, and Popular Culture”
   - Bryan McCann, Associate Professor of History, Georgetown University
     “Violence, Inequality and the Olympics in Rio de Janeiro”
College of Arts and Letters

• Dr. Lori Britt (SCOM) continued her work with 4C--Campus Community Civic Collaborative, a partnership between the Fairfield Center and SCOM’s Institute for Constructive Advocacy and Dialogue. Her students helped design and facilitate the Creating Our Town Forum, a Colors of Leadership Workshop/Discussion, a community Mental Health Forum (part of a national, presidentially supported initiative), and the Harrisonburg and Rockingham County Bike-Walk Summit. Dr. Britt and Dr. Rob Alexander (POSC) piloted a two-weekend seminar in the spring of 2014 which focused on building public dialogue and small-group facilitation skills among undergraduate and graduate students in the SCOM and MPA programs, and the workshops were open as well to community members and employees of the university.

• Students in one of Dr. Tim Ball’s SCOM classes joined with Spotswood Elementary School and the Harrisonburg community to launch an anti-bullying campaign that, over the course of four years, will address bullying behavior and raise awareness about actions children can take when they are bullied or see bullying.

• Students in Dr. Heather Carmack’s Health Communication Campaigns course partnered with the university’s Counseling Center to create campaigns addressing depression and anxiety among JMU students.

College of Business

• Dr. J. Barkley Rosser, Jr., Professor of Economics and Kirby L. Cramer, Jr., Professor of Business Administration, is the editor-in-chief of the newly created and released Research of Behavioral Economics (ROBE), a quarterly publication focused on educating people about the role of behavioral economics in today’s world.

• Dr. Nancy Nichols is the elected President of the American Taxation Association.

College of Education

• The 21st Century Grant in the College of Education continues to supply enrichment, tutoring, and personal development opportunities to students at Smithland Elementary, Skyline and Thomas Harrison Middle Schools in HCPS.

• The Career Development Academy (CDA) in the College of Education—a center for Civics and English Language Education for the local immigrant community—continues to provide opportunities for our faculty and candidates to engage with highly diverse members of our community.

College of Integrated Science and Engineering

• Dr. Timothy Walton (ISAT-IA) organized a JMU-hosted international conference entitled “Intelligence and the Transition from War to Peace” focused on the Dayton Peace Accords and the conflict in Bosnia.

• ISAT and Engineering worked together with NASA to sponsor a workshop on Engineering/STEM Careers for middle and high school counselors and teachers. The event drew 150 participants.

College of Science and Mathematics

• This year was a banner year for the John C. Wells Planetarium (College of Science and Mathematics). We reached a new record of 24,669 visitors attending a total of 533 events hosted. This averages over 1.5 events/day with the available space in the facility averaging approximately 3/4 full. The planetarium continues to work with the University Program Board, the Passport Program, and general education classes. A full-dome Spanish language show was offered this year. This year marks the incorporation of the Science on a Sphere into the astronomy outreach programing. This allows large visiting middle school groups to be split, increasing our capacity and student opportunities. Fifteen undergraduates were employed as operators this year to run the planetarium equipment, present the star talk at the end of the full-dome show, work with visitors to view the sun with the solar telescopes, and, now, operate the Science on a Sphere (SoS). We expect this number to increase in the coming year as the SoS usage increases.
• Shanil Virani and the Planetarium hosted the first JMU Science Camp in the summer of 2013 with 81 middle-school students attending (32% female). Among other activities, these students hosted a videoconference visit from NASA astronaut Dr. Franklin Chang-Diaz and Mare Rover Curiosity engineer Dr. Jill Prince. This year, the program is expanded and renamed the JMU Space Explorers Camp. In the summer of 2014 there will be a weeklong day camp for the younger students and a weeklong residential camp for older students.

College of Visual and Performing Arts
• Marching Royal Dukes led the Macy’s Day Thanksgiving Parade.
• Madison Singers were invited to perform at Spoleto.
• School of Music presented a concert of a variety of ensembles at the Washington, D.C. National Presbyterian Church.
• School of Music was recognized by the Carnegie Hall Foundation for contributions to music education through the Carnegie Youth Music Concerts in West Virginia.

University Studies
• National Prestigious Scholarship Applications and Awards—A record number (42) of students applied for national scholarships in 2013-2014. These scholarships included the Amgen, Boren, Carnegie Junior Fellows, Critical Language Scholarship, Fulbright, Gilman, Goldwater, Mitchell, NSF GRFP, Truman, and Udall scholarships. Joseph Balsamo, a junior biology major and Honors student, received a Goldwater scholarship. Joshua Temple, a junior chemistry major and Honors student, was selected as an Amgen Scholar at the University of California, San Diego. Jillian (Jill) Myers, a 2011 JMU graduate and Honors student, received a National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP) pre-doctoral fellowship to study chytrid fungi at the University of Michigan. We had two Fulbright recipients: Kelsey Nestel, a 2013 JMU graduate and a M.A.T. student, received a Fulbright English Teaching Assistantship (ETA) for South Korea and Kalikolehua Kellett-Forsyth, a 2014 JMU graduate majoring in international affairs, was awarded a Fulbright ETA to Argentina. Sarah Cochran, also a 2013 JMU graduate and a M.A.T. student, was selected for the Teaching Assistant Program in France (TAPIF). Andrew Reese, a senior international affairs student, received a Critical Language Scholarship to study Urdu in Lucknow, India. John Wilder, a sophomore international affairs student, also received a Critical Language Scholarship to study Arabic this summer. Kathleen Bryant received a Gilman Scholarship to study abroad in London during the spring 2014 semester. Angelmary Gyamfi was granted a Gilman Scholarship to study abroad in the South Africa during the summer of 2014. Carolyn Payne and John Wilder were both selected as alternates for Boren Scholarships. Adam White, a junior international affairs student and Honors student, was selected as a Truman finalist. He was one of eight students chosen from Virginia to participate in final interviews in Washington, D.C.

Office of International Programs
• The OIP International Development Grant (IDG) program is now in its eleventh year and continues to support JMU faculty involvement on a range of activities – intensive academic research, curriculum and professional development, and investigative travel to future study abroad destinations. This year, the OIP contributed $84,834 for faculty to undertake research and attend or present at conferences around the world.
• The International Network of Universities Staff Shadowing Program remains a unique and popular staff development opportunity for INU member universities. In the past year, JMU staff members Hunter Swanson (OIP) and Jen Klotz (Libraries) shadowed at Malmö University in Sweden. Lee Ward (CAP), Kurt Schick (Learning Centers), and Lisa Schick (College of Education) were able to spend productive time at Hiroshima University. From Ritsumeikan University, Katsumi Nakagawa visited Stephen Rodgers in the JMU Health Center.