

# Faculty Senate James Madison University

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## ***Meeting Agenda***

October 2, 2003, 3:30 – 5:30 p.m.  
Taylor 306

1. Call to order: Larry Ham, Faculty Marshal.
2. Provost Report: Teresa Gonzales
4. Approval of Minutes, David Zimmerman, Secretary of the Senate.
5. Treasurer's Report: Geoff Egekwu.
6. Speaker's Report: Michael Smilowitz
  - A. Welcome to new Senators.
  - B. Report of the Task Force on Emeriti and Retired Faculty -- Phil Emmert. (Please see attached).
7. Committee Reports.
  - A. Academic Policies – Beth Eck
    - (1) Meeting with Honor Council.
    - (2) Grading Policies Report and Recommendations. (Please click on, or copy and paste into your browser's address bar, the following website address.)  
  
<http://web.jmu.edu/facultysenate/Documents/Grade%20Data/Academic%20Policies%20Committee%20Report.htm>
  - B. Faculty Concerns - Cynthia Gilliatt.
    - (1) Recommendations from the RTA survey.
    - (2) Recommendations regarding adjunct faculty.
  - C. Institutional Budget Priorities – Val Larsen.

8. Old Business.

- A. Second reading: Constitutional amendment creating standing committee on University fiscal operations – William O’Meara. (Please see attached.)
- B. Report of the Handbook Committee – Cynthia Gilliatt and William O’Meara.

9. New Business.

- A. High School Partnering Program – Michael Smilowitz. (Please see attached.)
- B. Additional New Business?

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Smilowitz", written in a cursive style.

Michael Smilowitz, Ph.D.  
Speaker of the Faculty Senate  
School of Communication Studies  
James Madison University  
(540) 568-6595, [smilowme@jmu.edu](mailto:smilowme@jmu.edu)

***Creation of a standing committee on University fiscal operations pertaining to the academic mission.***

**Section 8. Budget Committee (New)**

1. Membership of the Budget Committee shall consist of a minimum of six senators, one of whom shall come from each college. No college shall be represented by more than two members. As necessary, appropriate, and with the consent of the Steering Committee, the Budget Committee may appoint additional faculty other than Senators to its membership. The committee shall elect a chair from its membership. The chair of the committee shall serve as a member of the Steering Committee.
2. The Budget committee will advise the Senate regarding the fiscal operation of the University in regards to the University's academic mission so that the faculty may provide its recommendations to the University's administration.

## **Recommendations of the Faculty Senate Task Force on Emeritus Faculty**

James Madison University is a complex organization that includes many different groups. The University exists to serve the Commonwealth of Virginia by the education of students, the group that is the primary focus of the University. In order to provide a quality education, it is obvious that the University must have the groups we commonly refer to as faculty and staff. These recommendations concern the recruitment, hiring, and retention of high quality faculty to provide the kind of education sought for their children by Virginians.

In the statement of “Defining Characteristics” in the Institutional Portfolio, at least four of these characteristics (and the visions and goals associated with them) are dependent on the presence of a faculty of excellence in all disciplines represented at JMU. Among those characteristics, it is clear that the following characteristics are especially grounded in an assumption that a faculty of excellence is present at JMU.

“Defining Characteristic 4. The university will provide a challenging and supportive environment with a heightened sense of intellectual stimulation.” With goals for this characteristic calling for students to be exposed to “world-class lecturers, teachers and other intellectuals” and to “retain national scholars,” it is clear that for JMU to progress toward higher standards of excellence the importance of recruitment, hiring, and retention of faculty will continue to increase. Likewise, other resources of lecturers, teachers, intellectuals, and national scholars, in addition to full-time faculty at any time, must be cultivated. An obvious resource of this sort is the retired faculty who maintain an active interest and/or involvement in their academic areas and continue to reside in the Harrisonburg area.

“Defining Characteristic 5. The university’s strength is in its people and thus, we will invest in both professional development and instructional innovation and excellence.” “Defining Characteristic 7. The university will serve our state and the region, but through its people, programs and accomplishments, will be recognized on a national basis.” The vision statement for this characteristic seven is relevant to both Characteristics 5. and 7.: “Establishing a national reputation will improve our ability to attract and retain the finest faculty, and will enable our students to compete for the best jobs and for admission to the best graduate programs.” A national reputation is highly dependent on the quality of the university’s faculty. To be sure, a national reputation attracts more faculty of excellence, but to attract and maintain the best requires the best in personnel practices, as well as academic practices. Critical investments in professional development and instructional innovation, include whatever means available to attract quality faculty to JMU and maintain the faculty’s commitment to and involvement with JMU.

In a time when high faculty salaries are limited, other rewards for faculty must be explored. The knowledge of enlightened faculty retirement policies does make a difference in the perception a faculty member has of their university. This is true at JMU as well. Positive, enlightened retirement practices are not only humane and fair; they are also sound management. Corporations admired in the business world are usually

organizations that have discovered they can attract the best talent and inculcate and maintain loyalty to the company through humane treatment of employees. This is true in the university world as well. Why would faculty of excellence go to or stay at a university that they perceive to treat faculty badly? On the other side of the coin, why wouldn't a university with positive, enlightened personnel practices attract qualified scholars, as well as encourage them to stay? The answer is obvious: to have a faculty of excellence a university must have excellence in its treatment of faculty. A vital part of that treatment, which is a part of faculty decisions about whether to go to a university and whether, once there, to stay, is the knowledge faculty have of how they will be treated when the time for retirement comes.

“Defining Characteristic 21. The university will provide a high level of service to all members of the JMU community.” As one of the goals of this characteristic states, JMU should “Recognize and reward outstanding service provided by JMU faculty and staff.” A strong, positive set of retirement practices, benefits, and policies are critical to recognize and reward faculty. This should include, minimally, fair compensation for retired faculty who return to campus to teach, adequate health insurance benefits for those who retire early, and facilities for retired faculty to work in when they continue teaching and/or working in their disciplines. Policies, benefits, and practices that are seen as a positive, supportive way of concluding an academic career by faculty will go a long way toward motivating faculty to stay at JMU and to maintain a mutually beneficial association after retirement.

In these times of decreasing state financial support, increasing student enrollment pressures, increasing faculty age, and decreasing supply of candidates for faculty positions nationally, the maintenance of a high quality faculty will become even more difficult than it already is. In the late 1970's, Dr. Howard Bowen, economist and former president of the University of Iowa, predicted that between 1995 and 2005, several trends would converge that would create major faculty staffing problems for universities in the United States. He predicted that babies of the “baby boomers” would come to college, that there would be a tidal wave of retirements, and that there would be an increase in students attending college from groups that had not previously attended in the past. All of these predictions have been born out. Dr. Bowen didn't anticipate that states like Virginia would decrease funding of public universities during this period and that the number of students in doctoral programs would decline, thus creating an even greater shortage of candidates for faculty positions. To cope with these trends, all universities should begin to cultivate positive relationships with retired and emeritus faculty. It is in the university's self-interest to do so. The following recommendations from the Faculty Senate Task Force on Emeritus Faculty are intended to provide suggestions that JMU could and should implement in response to the developing trends above in order to be consistent with the defining characteristics of the university

## **Recommendations Concerning Emeritus Faculty**

In accord with Defining Characteristic # 5 of the university which affirms that the university's strength is in its people, our task force on retired faculty offers the following considerations to improve the relationship between JMU and its retired faculty. We do so in the hope that such an enhanced relationship will enable the university to attract and retain excellent faculty during their full time career at JMU and to have both JMU and the faculty mutually benefit when these faculty retire. We make our recommendations, recognizing that national statistics show that many faculty are nearing retirement age and that it will be difficult to replace such faculty.

Our task force contacted present and retired faculty. Our recommendations include their input, as well as that of a survey of retirement programs at other universities, which is attached following our recommendations.

### **Recommendation # 1**

We observe that retired faculty have many ways they can continue to enhance research, teaching, and service at the university. Some of these are already in practice. Below are present practices and suggestions from faculty for future practices that are worth consideration.

- a. Continuing research and grants that enhance the university
- b. Continue teaching part-time
- c. Serve as advisors to students
- d. Serve as coordinators of alternative spring break programs
- e. Serve as mentors of new faculty outside our home departments
- f. Emeriti faculty could fill in if a regular faculty member were ill, had a family emergency or was otherwise unable to meet their teaching obligation. The regular faculty are strained near their limits. Peer coverage is often a problem because of the huge increase in workload of everyone.
- g. Serve as ambassadors of good will: assisting the recruiting programs of the Admissions Office, visiting high schools, working on campaigns and documents that the university needs for working with the governor and SCHEV, marketing, fund-raising, and other activities.

### **Recommendation # 2**

We recommend that the university automatically confer some benefits on all retired faculty, rather than only on those defined as emeriti. Some of JMU's Peer Institutions and other Virginia institutions of higher education do confer such benefits and the survey results strongly support including the following benefits automatically. The results related to this recommendation from the survey of other institutions are found in responses to questions 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 18, of the survey results, which are attached.

- a. Computing access, including email, now granted to Emeriti.

- b. Free parking, now granted to Emeriti.
- c. Group health insurance enrollment, granted to all retired state employees.
- d. JAC card, now granted to Emeriti.
- e. Use of libraries, now granted to Emeriti.
- f. Use of recreation facilities, now granted to Emeriti.
- g. Access to dining services, now granted to Emeriti.
- h. Bookstore discounts, now granted to Emeriti.
- i. Discounted or complimentary tickets to sports and cultural events, now granted to Emeriti.
- j. Free parking for athletic events
- k. Access to mediation services
- l. Access to health screening and fitness programs
- m. Audit courses (All senior citizens have some free access already.)

### Recommendation # 3

We recommend that the board of visitors continue to recognize some faculty as emeriti and that the following benefits apply to such faculty: The results related to this recommendation from the survey of other institutions are found in responses to questions 14, 15, 16, 17, 18, and 19 of the survey results, which are attached.

- a. Equipped office space, worked out with department head, now granted to Emeriti.
- b. Name listed in catalog, now granted to Emeriti.
- c. Submit grants through institution, now granted to Emeriti.
- d. Have laboratory research space access, worked out with department head, now granted to Emeriti.
- e. Advise theses, worked out with department head, now granted to Emeriti.
- f. Receive travel funds for research that enhances the department's recognition, worked out with department head

### Recommendation # 4

We recommend that a memorial be established to honor deceased faculty, perhaps in the Arboretum. Although this is not a common practice among schools (see responses to survey question 20), the Task Force believes that this would demonstrate the value the University places on faculty efforts at JMU. As both current and retired faculty feel valued, it goes without saying that their commitment to JMU would be stronger.

### Recommendation # 5

We recommend that the university **in accord with its program needs and financial resources** continue to have some financial incentives available for faculty who choose to retire. Here are some options favored by faculty in their response to the survey and in their written recommendations: In the comments from personnel at other universities accompanying the survey results, these and other retirement options for faculty.

- a. Retain the early retirement opportunities currently in place, both the Alternative Severance Option program and the cash buyout procedure which offers 1.5 times the annual salary over five years.
- b. Permit faculty members to decide to retire in three years, giving them 12 month contracts for the last three years with reduced summer pay included so that their salary for VRS calculations is improved.
- c. Permit faculty members to have phased retirement in which they fully retire but are then contracted to receive for three years a teaching salary for two part time classes a semester at 10% per class.
- d. Offer a fully paid sabbatical with health insurance covered for one semester prior to retirement.
- e. Provide an option for Emeritus and other retired faculty to teach “full-time” (however that is defined within a department) for one semester per year, thus making the faculty member’s employment “part-time.” Some faculty have indicated that it is not worth the time commitment required by one course for 4 ½ months, whereas teaching a “full load” just one semester a year might have appeal.
- f. Pay the institutional portion of the health insurance premium for faculty who retire early until they are 65. Although only 20% of the schools responding to the survey indicate in question 3 that they do this, it is clear from comments of JMU faculty that more of them would take the early retirement initiative or pursue any of the above recommendations if their health insurance were not an issue. This might facilitate the University’s efforts to encourage higher paid faculty to retire early during difficult financial times.

#### Recommendation # 6

The results in questions 21 and 22 of the institutional survey suggest that many institutions do not distinguish between Emeritus and other retired faculty in part-time remuneration. Additionally, the comments made in response to these questions by administrators at the schools responding suggest a wide variety of practices regarding compensation for retired/Emeritus faculty.

We recommend that the university pay Emeritus Faculty a fair rate for part-time teaching. Ideally, the pay rate for part-time teaching would be rationally computed, proportionally relative to either the full-time pay rate an Emeritus Faculty would qualify for if they were full-time, or, minimally, proportional to the pay rate they received in their last year of full-time employment. Specifically, the Task Force recommends a rate of 9%\* (per three credit-hour course) of either the full-time pay rate an Emeritus Faculty would qualify for if they were appointed full-time or their annual salary in their last year of full-time employment per three credit-hour course. At the least the Task Force recommends that they should be paid at least as much as current faculty at their rank receive for summer pay.

If we assume that regular full-time faculty loads include teaching, research, and service, it becomes obvious that the University assumption of a “full load” is actually fifteen hours per semester (in class credit-hour terms.) In many departments a “full-time teaching load is twelve hours; however, the faculty member with a 12 hour assigned teaching load also is expected to perform other duties, such as student advising,

committee assignments, research, and the like. When the teaching load is reduced below 12 hours of teaching + service/research, the service/research expectations are correspondingly increased. A full-time appointment carries an expectation that the faculty member is providing the equivalent of about thirty credit-hours of in-class teaching a year. The actual assignment could be anywhere from no teaching to thirty in-class teaching credit-hours a year, depending on other assignments such as research, administration, service, and the like.

If we divide this thirty hours into 100% (representing 100% of a full-time appointment/salary), a single credit-hour is seen to be roughly equal to 3 1/3% of a full-time appointment/salary. Rounding that figure down to 3% and multiplying by “3” for a 3 credit-hour course thus provides a conservative estimate of the percentage of a full-time salary that is devoted to compensation for teaching a 3 credit-hour course: 9%. Since the University does not reduce the credits received by students for taking a course in the summer or from part-time Emeritus Faculty, and does not expect less expertise or less time in preparation and teaching, the Task Force’s recommendation of a 9% minimum for teaching a 3 credit-hour course, be it in summer or during the regular school year, would appear to be low, if anything. A less conservative, but more mathematically accurate figure would be 10% (3 1/3% times 3 credit-hours.)

The recommendation that the minimum part-time pay rate should be equal to the summer school pay rate is based on the following logic: teaching a course in the fall or spring semesters not only requires the same effort and qualifications, it also requires a greater time commitment on the part of the Emeritus Faculty (a 4 ½ month time commitment compared with a four to eight week commitment, depending on the summer assignment.) If anything, logic would dictate a higher pay rate for teaching one three credit-hour course during the regular school year than the pay rate for teaching in summer.

#### Recommendation # 7

We recommend that the university develop and/or clarify a formal procedure for becoming an Emeritus. A formal and standardized application procedure in which all faculty apply and are approved or disapproved for Emeritus status in the same way would clarify the differences between Emeritus and non-Emeritus faculty. Both faculty and administrators should know what to expect and how to go through the procedure of applying for and receiving/giving Emeritus status.

#### Recommendation # 8

We recommend that the university develop a more welcoming attitude to retired faculty by:

- a. Creation of a Faculty Club on campus, open to all active and retired faculty.
- b. Creation of a specific web page that welcomes faculty to retired status, thanking them for their valued services, inviting them to continue to contribute to the university, and listing benefits available to all retired faculty.

- c. Having departments, schools, and colleges invite retired faculty to their events and gatherings.
- d. Continuing and expanding support for the JMU Emeriti Association.

**Schools that responded to survey**

**Appalachian State University  
Blue Ridge Community College  
Bradley University  
Christopher Newport University  
College of Charleston  
Danville Community College  
Eastern Shore Community College  
George Mason University  
Indiana University of Pennsylvania  
Longwood University  
Lynchburg College  
Mary Washington College  
Middle Tennessee State University  
New River Community College  
Northern Virginia Community College  
Old Dominion University  
Patrick Henry Community College  
Radford University  
Richard Bland College of The College of William and Mary  
Salisbury University  
Southside Virginia Community College  
State University of New York at Binghamton  
TCU  
The University of Virginia's College at Wise  
Thomas Nelson Community College  
University of Delaware  
University of Northern Iowa  
Virginia Commonwealth University  
Virginia Tech**

**(The results of the data analysis will be posted on the Senate's website.)**

A Program Sponsored by the Faculty Senate of James Madison University to Enable the Opportunities for Attending University of Underrepresented and Underserved Virginia Students.

Program Description

The Faculty Senate of James Madison University proposes to continue its efforts to promote the academic achievement of young people who traditionally lack good opportunities for attending and succeeding at University. The program outlined here proposes a partnering program for providing *JMU* faculty to the high schools in our region which have large numbers of underrepresented and underserved students. These faculty will engage in frequent and continued contact with the schools' administrators, counselors, and teachers, to establish a variety of services that will foster the academic achievement and college eligibility of their students.

Program Justification

*JMU*'s outstanding faculty routinely seek opportunities to disseminate their knowledge, experience, and skills, and to find new areas for their research and scholarly endeavors. It is not surprising, therefore, to find that a faculty-high school partnering program is well-linked to the institution's *29 Defining Characteristics*. For example:

6. *The university will be a diverse community whose members share a common JMU experience.*

Considerably more progress is in order to achieve satisfactory increases in the diversity of our student body. While the design, implementation and subsequent evaluation of this program should focus on preparing students for admission to any college or university, the relationships established by the partnering faculty will inevitably increase for *JMU* the applications of underrepresented students. Committing *JMU* resources to these schools, working with the school's personnel, and assisting students in their preparation for college will certainly convey the message that *JMU* is interested in the academic success of these students, as well as their subsequent career successes.

7. *The university will serve our state and the region, but through its people, programs and accomplishments be recognized on a national basis.*

Furthering the academic opportunities of underrepresented and underserved students in our region well serves the needs of all Virginians. It is not necessary to elaborate how increased opportunities for higher education benefits these students as individuals, and as valuable future members of the Commonwealth's economic, social, and political enterprises.

It may be less apparent to see how the program being described here will contribute to the institution's national reputation, especially as JMU is "coming to the game" late. Universities and colleges throughout the nation already have begun high school partnering programs, and some, such as California's UC system, have established very extensive programs.

That which will invite national recognition for JMU is the distinctiveness of the proposed program. From a somewhat more than cursory examination of programs at other institutions, it appears that most partnering programs provide only occasional and incidental contact with an institution's faculty. They instead rely upon specially designated administrative offices to facilitate the hosting of a few special events for potential students, and to serve as an information clearing house. In the program being proposed here, faculty are at the center of the effort, functioning as the primary liaison between the high school and the resources of JMU. The liaisons maintain frequent contact, work closely with the school's administration and teachers, and perhaps even establish close relationships with the school's students. The ensuing outcomes permit JMU to demonstrate that its faculty take very seriously the claim "educated people have a responsibility to civic engagement." Committing the University's most valuable resources enhances our credibility as an institution actively involved in making differences in the lives of underrepresented and underserved students. Or to put the point simply: Positive recognition follows positive deeds.

*8. Admission to the university will remain selective with the ratio between applications and enrolled students reaching 6:1.*

Continuing to increase the caliber of students applying to JMU is important to the institution. Increasing diversity of the student body through lowering standards is ineffectual for a variety reasons, including negative impacts on the general instructional mission of the university and negative impacts on those students who are admitted without the skills to matriculate successfully.

The proposal outlined here provides a more viable alternative to increasing campus diversity than what would come from lowering our selective admission standards. There are at least two reasons for this claim. First, there are always some well qualified students in high schools with large numbers of underrepresented students. These students will be selecting some colleges to which to apply. Ensuring that they apply to JMU requires that they are confident in our institution's commitment to their academic successes and preparation for their career aspirations. Occasionally saying to these students that "JMU should be their choice" is not likely to have much impact on their decisions. Nor would it be any more successful if these students hear the message from the faculty liaisons being proposed here. But these students would see and appreciate the reasons to apply to JMU as they benefit from our efforts to help them prepare for admission to any good university or college. And just as important, the teachers and counselors that these students go to for advice are likely to recommend us

over other choices as they too see that we are committed to the success of their students.

The second reason is the more important factor relevant to achieving diversity in our student body while providing for the defining characteristic of high selection standards. This reason, however, requires the realization that there are no “quick fixes.” The only certain way for Virginian universities to have student bodies that reflect the composition of the Commonwealth’s population is for there to be broad changes to the academic culture and level of scholastic achievement in the K-12 schools of underrepresented students. Otherwise, the Commonwealth’s better universities will continue to compete for a small pool of well-qualified students that is not large enough for each campus to be truly representative of Virginia’s population. Therefore, to accomplish our institution’s ambitions we are compelled to devote resources to sustained enhancement of these schools so they are better able to prepare students capable of competing with applicants from schools that are not currently underserved. Providing faculty liaisons will not -- indeed cannot -- radically alter these schools. These liaisons can, however, make an important contribution through establishing relationships with these schools and JMU.

*9. The university will enhance and diversify funding sources to achieve initiatives campus-wide.*

Demonstrating our commitment to enhancing underserved schools in our region will result in additional federal funding. Particularly relevant is the Department of Education’s “Project Upward Bound,” and other elements of the “Trio” program. According to a conversation with Ms Buennemeyer, the type of program proposed here is likely to invite the attention of a number of federal programs and private agencies. Although the specifics of Governor Warner’s education initiative are not yet known, it is also very likely that this project would fit nicely with the Governor’s plans for developing K-12 schools.

It is worth noting that the funding opportunities this program would make available would benefit JMU as well as the partnered high schools. For example, if one of the support elements arranged by the faculty liaisons involves provision of on-line advance placement courses taught by JMU faculty, the process of making the course available to these schools would provide experience valuable for preparing and delivering on-line courses to other audiences. A second example of campus-wide benefits can easily be seen in the opportunities this program would provide for involving our students in instructional activities within the partnered high schools. The funding opportunities made available by implementing this program would certainly provide similar collateral benefits.

10. *The university will develop broad-based financial support and involvement among alumni, parents, and friends.*

Engaging our faculty and resources in a program to assist schools in need is the sort of “do-right” endeavor that is very important to university development activities. Not only does it invite contributions for the program itself, it furthers the perception that JMU is a valuable contributor to meeting the needs of all the citizens of the Commonwealth.

11. *The university, to enhance and support its programs, will expand its strategic alliances with external partners.*

By now it must be evident that implementing this program significantly increases opportunities for establishing and enhancing existing alliances with external partners. As the program matures, valuable relationships develop with the partnering schools, the schools’ district administrations, the communities in which these schools reside, relevant state and federal agencies, and perhaps most importantly, long lasting relationships with the students benefited by the program.

Beyond its correspondence with the defining characteristics that we, as an institution, wish to achieve, establishing a high school partnering program is warranted on the basis of what we are now: A nationally recognized university with resources already in place to implement changes in Virginia’s K-12 education. Our faculty are outstanding, dedicated educators, and are expressing an interest in being part of this program. Our students are anxious for “real-life” opportunities to apply their skills. We are well ahead of the “curve” in pedagogical applications of technology. Throughout our university is the expertise to provide for the many needs of underserved schools. Simply put, we are positioned to provide for a successful high school partnering program.

Program Goals:

1. To facilitate the provision of James Madison University’s instructional, research, technological, and personnel resources to Virginian high schools with large proportions of underserved and/or underrepresented students.
2. To promote the academic achievement of underserved/underrepresented students that traditionally do not have good opportunities for attending and succeeding at institutions of higher education.
3. To provide opportunities for senior JMU faculty to disseminate their experience, knowledge, and skills, and find new areas for their research and scholarly endeavors.
4. To provide opportunities for JMU students to be an integral part of improving the academic culture of high schools with large proportions of underserved and/or underrepresented students.

## Program Structure

1. The Faculty Senate organizes a committee, known as the High School Partnering Committee (HSP), to be comprised of a senator appointed by the Senate as chair, one representative faculty member of each of the five colleges, the Director of Admissions, and the Dean of the College of Education. The committee is charged with the implementation of the program.
2. The Director of Admissions recommends to the HSP three to six high schools for partnership programs based on the following criteria:
  - A. The schools are within an approximate 2 hour drive from campus.
  - B. The schools are comprised of a very high proportion of underserved/underrepresented students.
3. The Senate issues a call to the faculty for self-nominations to the position of liaison with a partnered school.
  - A. From the nominations, the HSP will select three to six senior faculty to be assigned to one of the partnered high schools for a period of two years.
  - B. Liaisons will spend one day of each week of each academic semester at their assigned school.
  - C. Liaisons will receive a one course reduction during their tenure as a liaison, provided by the Office of Academic Affairs.
  - D. All liaison travel expenses will be provided for through a budget within the Office of Academic Affairs.
4. Liaisons will meet with their school's administration, counselors, teachers, and students, to assess needs for collaboration for furthering their students' college preparation, and then identify and, with the assistance of the HSP, secure JMU resources to provide for the collaboration. Liaisons may arrange for:
  - A. Assisting students in planning for college, preparing for SATs, composing application essays, and securing financial aid.
  - B. Workshops on study skills, note taking, time management and strategies for success at college.
  - C. Classroom presentations by liaisons or other JMU faculty in their own subject matter.
  - D. Campus visits.
  - E. Participation in JMU on-campus classes.
  - F. Opportunities to earn advance placement credit in courses taught by JMU faculty and delivered to the schools via the internet.
  - G. Collaborations between high school teachers and JMU faculty in their subject areas to develop and refine curriculum and instructional methods.

Program Evaluation

Marks of the program's success include:

1. Number of students applying to Universities and Colleges.
2. Number of students accepted and choosing to attend JMU.
3. Number of students participating in JMU sponsored programs, such as on-line AP courses or campus visits.
4. Number of high school teachers and counselors enrolling in JMU graduate classes.
5. Number of new JMU courses developed to focus on the academic achievement of high need students.