February 21, 2019

Board

of

Governors

FAIRMONT STATE UNIVERSITY™

AGENDA

FSU BOARD OF GOVERNORS' MEETING
FEBRUARY 21, 2019, 9:00 A.M.
LOCATION: BOARD ROOM, FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I. **CALL TO ORDER**
   A. Roll Call
   B. Public Comment
   C. Approval of Agenda ……………………………………………………………*Action Item*

II. **APPROVAL OF MINUTES OF DECEMBER 6, 2018**……………………………*Tab 1, Action Item*

III. **CHAIRMAN'S REPORT**

IV. **PRESIDENT'S REPORT**

V. **REPORTS AND PRESENTATIONS**
   A. Constituent Report (Bill Harrison)
   B. Foundation (Gary Bennett)
   C. Construction Project Updates (Stephanie Slaubaugh)

VI. **ACADEMIC AFFAIRS COMMITTEE** (Deborah Prezioso, Chair)
   A. Curriculum Proposal for Master of Arts in National
      Security & Intelligence (NSI)…………………………………………..*Tab 2, Action Item*
   B. Curriculum Proposal for Master of Science in
      Engineering Management…………………………………………..….*Tab 3 Action Item*
   C. Intent to Plan – Graduate Certificate in
      Educational Leadership…………………………………………………*Tab 4, Action Item*
   D. Approval of 2019-2020 and 2020-2021
      Academic Calendars………………………………………………….…*Tab 5, Action Item*
   E. Approval of Academic Restructuring………………..…………………….*Tab 6, Action Item*
   F. Athletic Training Program……………………………………………...*Tab 7, Info Item*

VII. **ATHLETIC AFFAIRS COMMITTEE** (Jay Puccio, Chair)

VIII. **BYLAWS COMMITTEE** (Dixie Yann, Chair)
   A. Holiday Policy (45 – Day Comment Period Over)………………………*Tab 8, Action Item*
   B. Textbook Affordability………………………………………………………*Tab 9, Action Item*

IX. **ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE** (Bill Holmes, Chair)

X. **FINANCE COMMITTEE** (John Schirripa, Chair)
   A. Financial Reports
      (Months Ending: November 30, 2018 & December 31, 2018)…....*Tab 10, Action Item*

XI. **EXECUTIVE COMMITTEE** (Bill Holmes, Chair)

XII. **PROGRESS PER THE STRATEGIC PLAN**
   A. Strategic Plan Update
      Theme 3 Resource Diversification……………….…………….……*Tab 11, Action Item*

XIII. **NEW BUSINESS**
A. Board Meeting Date Changes…………………………………………...……*Tab 12, Action Item*

XIV. **POSSIBLE EXECUTIVE SESSION** - Under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel and Property Issues

XV. **ADJOURNMENT**

NEXT MEETING: APRIL 18, 2019, 9:00 A.M.
LOCATION: BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

Tab 1

FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
DECEMBER 6, 2018
CHARLES POINTE
100 MARKETPLACE AVE., SECOND FLOOR SUITE
BRIDGEPORT, WV

I.   CALL TO ORDER

A. Roll Call

Chair Bill Holmes convened a meeting of the Fairmont State University (FSU) Board of Governors on December 6, 2018, beginning at approximately 9:00 a.m. at Charles Pointe, 100 Marketplace Avenue, Second Floor Suite, Bridgeport, West Virginia.

At the request of Chair Holmes, Serena Scully, Special Assistant to the President, conducted a roll call of the Board of Governors. Present for the meeting were board members Dr. Chris Courtney, Holly Fluharty, Dr. Mark Hart, Bill Holmes, Bailey McInturff, Deborah Prezioso, Jay Puccio, Kevin Rogers, Dr. Budd Sapp, John Schirripa, and Dixie Yann. Frank Washenitz was absent.

Others present were President Martin and President's Executive Leadership Team members Cindy Curry, Lyndsey Dugan, Richard Harvey, Stacey Jones, Christa Kwiatkowski, Tim McNeely and Jacqueline L. Sikora. Tom Tucker, Asst. VP of Facilities; Stephanie Slaubaugh, Construction Manager; Chad Fowler, Acting Athletic Director; Ryan Courtney, Director of Internal Relations; Pat Snively, Associate Athletic Director; Pam Stephens, Director, Center for Educational Support Programs; Victoria Cann, Social Media and Digital Content Specialist; Corey Hunt, Director of Strategic Initiatives; Carolyn Fletcher, Director of Accounting; Ladai Harris, Financial Reporting Manager; Joanie Raisovich, Director of Technology Commons; Amantha Cole, Director of Planning and Grants; Tim Oxley, Interim Dean of the School of Business; students Dillon Bradley and Tyler Keller; and Suttle & Stalnaker representatives. Members of local media were in attendance as well.

B. Public Comment

Dr. Chris Courtney reported that no one had signed up for public comment.

C. Approval of Agenda

Dr. Budd Sapp made a motion to approve the agenda. Dr. Chris Courtney seconded. The motion passed.

Chairman Holmes requested to amend the agenda to allow the auditors to present immediately following the approval of the agenda.

John Schirripa made a motion to approve the amended agenda. Dr. Budd Sapp seconded. The motion passed.

II.   APPROVAL OF MINUTES OF OCTOBER 18, 2018

Dr. Budd Sapp made a motion to approve the minutes of October 18, 2018. Jay Puccio seconded. The motion passed.

III.   CHAIRMAN'S REPORT

A.   Chair Holmes recognized the passing of two friends of Fairmont State University; Franc Stern and Rebecca Phillips.

B.   Chair Holmes welcomed the newest board member – Mr. Kevin Rogers.

C.   Mr. Holmes talked about the Charles Pointe facility and remarked how nice the facility is. He thanked everyone who helped in any way with the facility.

D.   Chairman Holmes advised that faculty senate invited the board of governors to their November meeting and a few board members did attend. Chair Holmes mentioned that he would like Faculty Senate to attend the February board of governors meeting and have a social after the meeting.

E.   Mr. Holmes also mentioned that at the faculty senate meeting, it was brought to the board's attention that in board policy 54, there should currently be a Textbook Affordability Committee. Mr. Holmes recommended that the board rescind policy #54 and update the policy as to construct the Textbook Affordability Committee as a sub-committee that would fall under the Academic Affairs Committee.

F.   Chair Holmes also gave an update on the Foundation's search for a new President/CEO of the Foundation. It was a failed search; however, Mr. Gary Bennett, who had been serving as interim has now been appointed permanent Foundation President.

IV. PRESIDENT'S REPORT

A. President Martin discussed the transformation of the University over the last year. Under the board's leadership, and the support and work of faculty, staff and students, there have been tremendous strides and great achievements made.

B. Dr. Martin welcomed the newest member to the executive leadership team - Jacqueline L. Sikora, University General Counsel.

V. REPORTS AND PRESENTATIONS

A. Construction Project Updates (Tom Tucker and Stephanie Slaubaugh)

Stephanie Slaubaugh, Construction Manager, advised that the Charles Pointe facility is in the final steps of completion.

The bookstore renovations and Starbucks renovations are currently in process. The project is moving along swiftly.

The fire marshal is scheduled to be on campus next week.

The MS4 year 4 report is due to be submitted in January 2019. The project will then move into year 5.

VI. CONSENT AGENDA

Deborah Prezioso moved to accept the following Consent Agenda:

Financial Reports for periods ending September 30, 2018 and October 31, 2018.

Kevin Rogers seconded. The motion passed.

VII. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)

Deborah Prezioso, Chair of the Academic Affairs Committee asked that Dr. Stacey Jones, Vice President for Institutional Effective and Strategic Initiatives, present the agenda item.

Dr. Stacey Jones presented information on the Institutional Compact. Dr. Jones discussed the WV HEPC compact areas, trends, recommended targets/goals, and primary strategies as well as answered questions.

Deborah Prezioso made a motion to accept the following:

A. The 2018 Update and Report for the Institutional Compact

Dixie Yann seconded. The motion passed.

Dr. Richard Harvey advised that there have recently been three new positions approved and accepted. Dr. Susan Ross, Executive Director for Academic Services; Beth Thompson, Director of the Tutoring and Testing Center and Dual Enrollment; and Pam Stephens, Director of the Center for Educational Support Programs and Coordinator of the RBA degree program. She will be located at Charles Pointe.

Dr. Chris Courtney questioned if there had been any movement on the Athletic Training program. Dr. Harvey advised that there is currently no update; however, he will be happy to provide the program proposal and budget.

VIII. **ATHLETIC AFFAIRS COMMITTEE** (Jay Puccio, Chair)

Jay Puccio, Chair of the Athletic Affairs Committee asked that Chad Fowler, Acting Athletic Director, give an update for the Athletic Affairs Committee.

Mr. Fowler advised that all the fall sports have recently concluded with many accomplishments.

Winter sports are currently up and running.

The $1000 club will be launching soon with many different giving levels.

IX. **BYLAWS COMMITTEE** (Dixie Yann, Chair)

Dixie Yann advised that the bylaws committee has not met but will meet prior to the February meeting.

X. **ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE** (Bill Holmes, Chair)

Bill Holmes, Chair of the Enrollment/Housing-Student Life Committee asked that Lyndsey Dugan, VP of University Relations, Marketing and Recruitment, give an update.

Mrs. Lyndsey Dugan advised that inquiries are up 34% from last year, applications are up 69% from last year, and admits are up 75% from last year.

Mrs. Dugan also discussed the recruitment activity including campus visits, college fairs, high school visits, and day on campus events.

Mr. Tim McNeely gave an update on housing; compared to this time last year, we are up 4.3%. Regarding next fall's current housing occupancy, we are at 45.9%, a 9% increase from this time last year.

XI.   **FINANCE COMMITTEE (**John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee, provided a brief update.

The Finance Committee met on November 14 and reviewed the financial statements from September and October, along with the Independent Auditor's Report for the year ending June 30, 2018.

John Schirripa, asked Christa Kwiatkowski, CFO, to provide an update.

Mrs. Christa Kwiatkowski provided information on the September and October financials.

Mrs. Kwiatkowski also discussed the Composite Financial Indicator (CFI) score; the University is currently at a score of 2.0.

Suttle & Stalnaker representatives provided the audit along with their comments.

John Schirripa made a motion to accept the following:

A. Independent Auditor's Report for the Year Ending June 30, 2018

Dixie Yann seconded. The motion passed.

XII.   **EXECUTIVE COMMITTEE** (Bill Holmes, Chair)

Chair Holmes advised that the executive committee has not met.

XIII.   **NEW BUSINESS**

Cindy Curry presented information regarding the agenda item – "Holidays" draft policy. It has been the practice of the institution to close between Christmas and New Year's, and to place several (if not all) of the six assignable State allotted holidays around this interval in order to provide employees an extended leave time and to reduce operational costs. However, for December 2019, and at times in the future, non-state holidays (December 30, 2019 and December 31, 2019) will fall on regular working days and there will be an insufficient number of State allotted holidays available to employees. It is the purpose of the draft "Holidays" policy to afford the President the authority to close the institution, and require employees to utilize annual leave time during this period.

Dr. Budd Sapp presented concerns from faculty. Some individuals do not believe that if the University closes, it is right to require staff to take vacation days.

Mrs. Holly Fluharty advised that individuals are being given plenty of time to save the two days prior to the December 2019 dates. The two alternatives are to close the University without pay for staff or to open the University at significant expense to the institution and expect most staff members to take the two days off and take vacation days.

Staff currently earn 2 days per month of annual leave per calendar year, 14 days of federal holidays and 15 days of sick leave. They begin to accrue immediately upon hire. Faculty do not fall under these guidelines.

Dr. Chris Courtney made a motion to accept the following amended agenda item:

A. Holidays Policy Draft for 45-Day Comment Period

Holly Fluharty seconded. The motion passed.

Dr. Richard Harvey discussed that the Aviation program is doing very well and would like to designate the program as the Aviation Center of Excellence (ACE).

Dixie Yann made a motion to accept the following:

B. Recognition of the Aviation Center of Excellence

Dr. Chris Courtney seconded. The motion passed.

Students Dillon Bradley and Tyler Keller presented information regarding textbook affordability solutions.

XIV. **POSSIBLE EXECUTIVE SESSION**

John Schirripa made a motion to go into Executive Session "Under the Authority of West Virginia Code §6-9A-4 to discuss personnel matters as well as to discuss the purchase, sale or lease of property, advance construction planning, the investment of public funds or other matters involving commercial competition."

Dr. Chris Courtney seconded. The motion passed.

Dixie Yann made a motion to rise from Executive Session. Dr. Budd Sapp seconded. The motion passed.

XV.   ADJOURNMENT

John Schirripa made a motion to adjourn the meeting. Dr. Chris Courtney
seconded. The motion passed.

_____FSU Board of Governors' Chair
    William Holmes   Date

_____FSU Board of Governors' Secretary
    John Schirripa   Date

Tab 2

FAIRMONT STATE UNIVERSITY ™

**Board of Governors
February 7, 2019**

GRADUATE COUNCIL APPROVAL ON JANUARY 16, 2018

Item: M.A. in National Security and Intelligence Full Curriculum Proposal

Committee: Committee of the Whole

Recommended Resolution: Be resolved, that the Fairmont State University Board of Governors Approve the curriculum proposal for a degree in Master of Arts in National Security and Intelligence.

Staff Member: Susan Ross
Executive Director of Academic Programs and Support Services

Background: The new *Master of Arts in National Security and Intelligence (NSI)* will be a 30-credit hour, on-line graduate program designed for students holding a 4-year baccalaureate degree in National Security and Intelligence or other related fields (e.g., Information Systems, Political Science, Criminal Justice).

The proposed NSI master's degree would contribute to the state's economic vitality by preparing national security and intelligence graduates for the state of West Virginia and the United States Government. This degree program would provide educational opportunities that do not exist in the state; and cultivate and strengthen the educational, economic, and cultural well-being of the region served by Fairmont State University.

Fairmont State University

January 8, 2019

Program Proposal

Master of Arts in National Security and Intelligence

Program Location: Fairmont State University

Projected Date of Implementation: Fall Semester 2019

Brief Summary Statement:

Fairmont State University offers the only B.A. degree in National Security and Intelligence (NSI) in the State of West Virginia. Graduates of this program currently must attend universities outside of the state in order to further their education in the National Security and Intelligence field.

The Fairmont State University NSI undergraduate program is a leader in the field. Other universities have designed their programs based on the Fairmont State University model. In order to remain a leader in this field, however, we must ever evolve to better prepare our students for the challenges ahead. We have examined the data regarding the needs of our students in order to put them in the best position to succeed in the field.

There is an immediate demand for NSI professionals at the federal and state levels as well as in private industry. We have concluded that a Master's degree in the NSI field designed around an advanced online graduate-level curriculum would provide our students with a competitive advantage in the national security and intelligence career fields.

An accredited graduate program will create a unique, affordable educational opportunity that will reduce the educational expenses to West Virginia citizens, draw students from the surrounding states to Fairmont State University, continue to build the national reputation of the Fairmont State NSI undergraduate program and retain local talent for employment in West Virginia.

6.2 Program Description

The Master of Arts degree program in National Security and Intelligence will provide the necessary knowledge and skills professionals interested in the national security and intelligence field need to excel in a continually changing world facing serious security challenges. Students will receive advanced instruction in courses that will prepare them to meet the challenges in both the public and private sectors. The degree will enhance the job opportunities for professionals currently in the field and professionals preparing to enter the National Security and Intelligence field.

Fairmont State University's Master of Arts in National Security and Intelligence degree program will be a 30-credit hour distant learning / online graduate program designed for students holding a 4-year baccalaureate degree in National Security and Intelligence or other related fields, including but not limited to Information Systems, Political Science, Criminal Justice, and Public Administration. This program will complement the existing undergraduate NSI degree already at Fairmont State University.

The National Security and Intelligence program does not hold or require special accreditation. Fairmont State University is accredited by the Higher Learning Commission and is a member of the North Central Association.

6.2.a Program Objectives

The program objectives for the Master of Arts in National Security and Intelligence are as follows with required courses meeting each objective in bold:

1) Students will be able to identify and analyze the mission, structure, and function of the United States national security organizations as well as current and emerging national and international security issues. (**National Security and Intelligence; International Security; Espionage, Counterintelligence and Strategic Deception**)

2) Students will be able to identify and analyze the ethical and leadership considerations and expectations related to national security and intelligence. (**Ethics and Leadership in National Security and Intelligence**)

3) Students will be able to develop and apply rigorous analytical techniques to complex international and domestic national security issues. (**Advanced Intelligence Research and Analysis**)

4) Students will be able to identify and apply the legal principles and regulations in the National Security and Intelligence field. (**National Security Law**)

Program Objectives	Assessment Tool	Benchmark	Collection Timeline and Responsibility	Associated Courses
Students will be able to identify and analyze the mission, structure, and function of the United States national security organizations as well as current and emerging national and international security issues.	Written assignments, discussion boards, or group projects	> 90% competency in 80% of topic areas	Annually by faculty	National Security and Intelligence International Security Espionage, Counterintelligence and Strategic Deception
Students will be able to identify and analyze the ethical and leadership considerations and expectations related to national security and intelligence.	Written assignments, discussion boards, or group projects	> 90% competency in 80% of topic areas	Annually by faculty	Ethics and Leadership in National Security and Intelligence
Students will be able to develop and apply rigorous analytical techniques to complex international and domestic national security issues.	Written assignments, discussion boards, or group projects	> 90% competency in 80% of topic areas	Annually by faculty	Advanced Intelligence Research and Analysis
Students will be able to identify and apply the legal principles and regulations in the National Security and Intelligence field.	Written assignments, discussion boards, or group projects	> 90% competency in 80% of topic areas	Annually by faculty	National Security Law

6.2.b Program Identification

The appropriate program identification as provided in the Classification of Instructional Programs (CIP) developed and published by the U.S. Department of Education Center for Education Statistics are as follows:

CIP Code: 45.0902
Title and Definition: National Security Policy Studies
A program that focuses on the theory and application of intelligence, diplomacy, military power, and related tools of statecraft to national defense policy formulation and power projection. Includes instruction in history, political theory, public policy analysis, civil-military relations, military and defense studies, homeland security, leadership, threat scenarios, regional and local issues, alliance and coalition issues, defense budgeting and economics, intelligence, and strategy. *Examples: [National Security Studies], [Strategic Studies]*

CIP Code: 29.0201
Title and Definition: Intelligence, General
A program that focuses on the principles and techniques of intelligence acquisition, analysis and exploitation. Includes instruction in intelligence organizations, the intelligence cycle, intelligence operations planning, intelligence analysis and reporting, intelligence methods, electronic and signals intelligence, operations and communications security, human intelligence management, intelligence chain of command, information exploitation and psychological warfare, and the relationship to national security policy and strategy.

6.2.c Program Features

Catalog Description

The Master of Arts in National Security and Intelligence is designed to provide the knowledge, skills and abilities required to excel in intelligence analysis, national security, military studies, and private industry. The program is designed to produce competitive graduates and enhance the career opportunities for professionals currently working in the field or planning to work in the national security and intelligence field. The program is a rigorous interdisciplinary graduate degree and students receive advanced instruction and practical knowledge in national security and intelligence. This program is offered exclusively in a distance learning / online format.

6.2.c.1 Admissions and Performance Standards

Applicants must have an overall undergraduate GPA of 3.0 for acceptance into the MA NSI program. Applicants without an overall undergraduate GPA of 3.0 may be admitted with the Program Director's approval under certain circumstances. Applicants' professional experience will be evaluated and given full consideration when determining acceptance into the program. After enrolling, students will be expected to maintain a GPA of 3.0 in order stay in good academic standing in the program. A minimum GPA of 3.0 is also required to graduate with a MA NSI degree. These requirements may be individually adjusted as special circumstances may be taken into consideration by the Program Director.

6.2.c.2 Program Requirements

Proposed Master of Arts in National Security and Intelligence Curriculum

The MA NSI program consists of 30 credit hours (10 graduate courses total) and is designed to be successfully completed in a twelve-month period. However, it is not a requirement to complete the program in twelve months. The program will be conducted exclusively in a distant learning / online platform in eight-week terms with at least two

courses being offered each term. There will be six such terms annually: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1 and Summer 2. Students completing one to two courses per term will complete the program in twelve (12) months.

There are six required core graduate courses and four graduate electives to complete the degree. At least one required graduate core course would be taught each term. As a result, a student may begin the program at any time during the calendar year and still complete the program in twelve (12) months. Ideally students will enter the program for the Fall 1 term and proceed but that is not a requirement for admission. Nor is it a requirement to complete the program in twelve (12) months. No thesis or fieldwork is required. However, all of the courses are writing intensive and course credit may be earned for fieldwork through the MA NSI practicum course.

The six required three credit hour graduate core courses totaling 18 credits are as follows:

1. National Security and Intelligence
2. Intelligence Research and Analysis
3. Espionage, Counterintelligence and Strategic Deception
4. National Security Law
5. Ethics and Leadership in National Security and Intelligence
6. International Security

A student will be required to complete 12 credits of graduate electives. Electives will initially include the following courses:

1. Information Operations: Principles, Policies and Challenges
2. Homeland Security and Infrastructure Protection
3. Terrorism Analysis
4. Defense Intelligence Analysis
5. Intelligence, Covert Action and Low-Intensity Conflict
6. Law of Armed Conflict/International Humanitarian Law
7. Special Topics in National Security and Intelligence
8. National Security and Intelligence Practicum (1-12 hours)

By offering several courses to fill the four elective graduate courses it provides the program flexibility with graduate faculty availability and teaching assignments.

The course descriptions for the six required courses are as follows:

1. National Security and Intelligence
This graduate course provides an overview of intelligence structures within the national security and intelligence community. It will examine both foreign and domestic agencies including civilian and military missions, roles and functions. This course will explore how intelligence services set priorities, objectives, define national interests, develop tactical intelligence, and how they craft timely assessments for both domestic and foreign partners. This course will also delve into global national security and intelligence issues.

2. Intelligence Research and Analysis
To meet the objectives of the National Security and Intelligence, analysts must anticipate developments of strategic concern and identify opportunities through rigorous application of techniques that explore alternative analytic views. This graduate course focuses on developing and integrating analysis concepts and techniques in order to provide effective estimates of opportunities and threats to US national interests. This course strengthens analytic tradecraft to foster critical thinking and the opportunity to develop and implement innovative approaches to analyzing complex national security and intelligence problem sets. Students will use analytic methodologies and techniques to develop estimative analyses depicting specific threats and/or vulnerabilities. Key challenges in the national security environment will be used as practical frameworks to apply and assess estimative analysis methods, explore issues associated with analytic processes, and develop estimative skills.

3. Espionage, Counterintelligence and Strategic Deception
This graduate course examines the role that espionage, counterintelligence, and strategic deception "tradecraft" plays in national security and intelligence. The course explores the forces and events that have shaped U.S. intelligence as well as why people commit treason, the psychological relationship between the Case Officer and Asset, and the moral implications of using these tools to advance US national security.

4. National Security Law
This graduate course will explore the distribution of national security powers amongst the three coordinate branches of government – Legislative, Executive and Judicial and engage students in understanding the laws and policies that govern important critical issues in the national security arena. This course will also examine the U.S. Intelligence Community and the legal framework governing the actions taken by the US government. The course will provide students with an overview of the key legal authorities that support and guide the Intelligence Community. Students will analyze and evaluate the Constitution and a range of national security–related statutes, case law, treaties, and commentaries, in light of their own experiences (both past and potential) as national security and intelligence professionals. Post-9/11 legislation, and subsequent court challenges, will form the basis for an examination of how national security law is developing.

5. Ethics and Leadership in National Security and Intelligence

Ethics is the science of morals in human conduct. This course examines how moral standards apply to leadership and human conduct when related to national security and intelligence. Students will critically analyze assumptions and alternatives, and to address issues of social, political, and environmental perspectives in support of national security objectives consistent with American law and values. This course facilitates lifelong learning by introducing students to the complex interaction of ethics and leadership issues and concepts facing national security and intelligence professionals.

6. International Security

The dynamics of globalization have resulted in the development of new challenges shaping the national security and intelligence mission. These challenges include the impact of the global migration of people, rapid spread of information, environmental degradation, natural resource scarcities, disease, financial crises, terrorism, organized crime, and WMD proliferation. The information revolution and advances in science and technology provide both threats and opportunities. This course explores the nature and dynamics of the emerging global environment in the context of US national security and challenges for intelligence analysis and collection, both now and in the future. The course examines globalization's impact on transnational issues that affect regional stability, such as demographic shifts and migration movements, the environment and health, competition over natural resources, ethnic and other forms of internal conflict, terrorism, WMD proliferation, and organized crime.

The course descriptions for the eight elective courses are as follows:

1. Information Operations: Principles, Policies and Challenges

The power of information lies at the heart of cooperation and conflict, as state and non-state actors, groups, and individuals adapt to, and exploit, the "Global Commons." This course examines the global information environment and its effects on US national security strategy and military operations. Essential paradigms and concepts, policies, doctrines, and practices of information operations are viewed from a strategic intelligence perspective in support of US information operations planning and strategy US, coalition, and adversarial information operations are analyzed, and the exploitation of the global information environment in conducting national security operations at the strategic and operational levels of conflict is examined. Intelligence-related aspects of theater, interagency, and international planning and execution of information operations across the physical, informational, and cognitive dimensions of the information environment are explored.

2. Homeland Security and Infrastructure Protection

This graduate course examines the U.S. national homeland security framework including organization and policies to include fear management, crisis communication, conventional and unconventional threats, network leadership, weapons of mass destruction, intelligence and information, homeland security technology, and analytics. This course introduces students to a range of issues concerning critical infrastructure. The concept of "critical infrastructure" will be

defined from a variety of perspectives: economic, military, national, and local.

3. Terrorism Analysis
Terrorism represents one of the most palpable threats to US security interests. This graduate course examines the terrorism phenomenon within the context of the social sciences. Particular emphasis is placed on techniques for analyzing the causes, strengths, and weaknesses of key forms of terrorism, with a view toward facilitating national security and intelligence capabilities to develop preemptive and countervailing strategies.

4. Defense Intelligence Analysis
This graduate course thoroughly examines where defense intelligence analysis fits into the larger U.S. intelligence community. The entire intelligence cycle will be examined including planning, collection, processing, analysis, production and dissemination. This graduate course will also explore multiple collection disciplines that support U.S. military operations as well as how the defense intelligence apparatus supports national strategic, operational and tactical level decision-making by everyone from the President down to the company commander.

5. Intelligence, Covert Action and Low-Intensity Conflict
This graduate course examines the role of covert action and the execution of low-intensity conflict in shaping national security policy. This course will also discuss how events since the end of the Cold War, 9/11, and the Iraq War have blurred the lines between analysis, operations, and policymaking. This course examines the role of the Intelligence Analyst, and examines how decision makers use and sometimes misuse Intelligence Community analysis – specifically addressing the issues of politicization of intelligence and policy prescriptive analysis. In addition, the course explores how the changing nature of intelligence operations (both collection and covert action) has given the Intelligence Community a more direct role in national security policymaking.

6. Law of Armed Conflict / International Humanitarian Law
International Humanitarian Law (IHL), also known as the Law of Armed Conflict, is a set of rules that seeks to balance military priorities when engaging in armed conflict with humanitarian concern for those impacted by such operations. This course will examine both substantive IHL and the emerging principles of international criminal law that seeks to criminalize behavior on the battlefield. Specific topics to be covered include, rules of distinction and proportionality, the intersection with international human rights law, the role of ethical/moral values when advising military command on the application of law on the battlefield and principles of international criminal law relating to individual and command responsibility.

7. Special Topics in National Security and Intelligence
This graduate course designation is used for new curriculum topics in National Security and Intelligence. Such courses may take advantage of special expertise of visiting faculty or meet the needs of a timely National Security and Intelligence topic. They are also candidate courses for permanent listing in the curriculum.

8. National Security and Intelligence Practicum
A supervised professional study conducted in the National Security and Intelligence field setting. Instructor approval required. (1 – 12 hours).

6.2.d Program Outcomes (expected results of the program)

The program outcomes (expected results of the program) for the Master of Arts in National Security and Intelligence are as follows:

1) Students will have the knowledge, skills and abilities to successfully compete for employment opportunities in the National Security and Intelligence field.

2) Students who are currently employed in the National Security and Intelligence field will have the knowledge, skills and abilities to successfully compete for promotions in the field.

3) Students will have the knowledge, skills and abilities to further their education to pursue a doctoral degree in the National Security and Intelligence field.

6.2.e Program Content

Fairmont State University's Mission Statement

The Mission of Fairmont State University is a comprehensive regional university committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact.

Master of Arts in National Security and Intelligence Mission Statement

The mission of the Master of Arts Degree in National Security and Intelligence is to provide students with a strong foundation in National Security and Intelligence that will enable them to be global citizen leaders and successfully compete for careers that promote and protect the interests of the United States of America.

6.2.e.1 Length of Program

The program follows common practice of institutions of higher education of at least 30 semester credit hours beyond the bachelor's degree. The Master of Arts in National Security and Intelligence is 30 credit hours beyond the bachelor's degree.

6.2.e.2 General Education Requirements
N/A

6.2.e.3 Minimum Requirements for General Education
N/A

6. 3 Program Need and Justification

6.3.a. Relationship to Institutional Goals / Objectives

The proposed Master of Arts in National Security and Intelligence (M.A. NSI) program is consistent and compatible with Fairmont State University mission, which is to "educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact."

The proposed program is also in line with the required semester hours beyond a bachelor's degree at Fairmont State University. The development of an NSI graduate program clearly and directly supports a key theme laid out in Fairmont State's recently promulgated Strategic Plan, Strategic Theme 2, "Enrollment Management: Growth."[1]

Strategic theme goal	Supporting objective	NSI graduate program
Re-engage non-traditional students by understanding, creating, and offering unparalleled innovative programs	A minimum of 10 new on-line or low-residency programs	New graduate program
Systematically identify and attract out-of-state and international students	Minimum of 20% out-of-state and a minimum of 500 international students	Online focus facilitates out-of-state enrollment
Increase enrollment of non-traditional learners	Minimum of 30% non-traditional learners (including part-time and full-time)	Program will attract part-time students, many of whom work full-time jobs
Improve accessibility	Maintain tuition and average net price below those of peers	Low-cost online program

The proposal to establish a Master of Arts in National Security and Intelligence at Fairmont State University has a direct connection to the Master Plan for West Virginia

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[1] Fairmont State University, "A Quest for Distinction: Strategic Plan, 2018-2028," March 2018, pp. 29-30.

Higher Education and the Strategic Plan for Fairmont State University. The proposed M.A. NSI degree would contribute to the state's economic vitality by preparing national security and intelligence for the state of West Virginia and the Government of the United States of America. This degree program would address the concept of access by creating a degree that would provide educational opportunities that currently do not exist in the state. Further, the M.A. NSI degree will cultivate and strengthen the educational, economic, and cultural well-being of the region served by Fairmont State University, as outlined in the *Our Quest for Distinction: Strategic Plan 2018 – 2028.*

6.3.b Existing Programs

The NSI degree is unique to Fairmont State University in West Virginia and there are not any similar programs offered by other institutions (public or private) in West Virginia.

6.3.c. Program Planning and Development

No costs have been incurred in the development and submission of this proposal. Nor have any resources been invested in the proposed program. The planning activities supporting this proposal consist of extensive research on existing graduate programs and employment opportunities in the field, faculty meetings and consultation with the NSI Professional Advisory Committee.

6.3.d. Clientele and Need

Fairmont State University has the distinction of offering West Virginia's only Bachelor of Arts degree in National Security and Intelligence. Thus, it is uniquely positioned to be the first and only public university master's degree in the region. With the addition is the MS NSI Fairmont State University will continue to be the sole provider of this educational opportunity in West Virginia. At the outset, it is anticipated that this program will start with a small cohort of students (i.e., 6 – 10). Within three years of proper marketing it is anticipated that the MA NSI degree will have between 14 – 30 students enrolled on a full time basis. It is also expected that the undergraduate NSI program and selected other programs will have some minor increases in student enrollment during this same period. If a "4 plus 1" is marketed properly more students may elect to enroll in the undergraduate NSI degree program and matriculate directly into the new graduate degree program.

Our focus on a national security and intelligence curriculum signifies that we do not intend to compete with the more than 50 graduate programs in the United States that focus on business intelligence, cybersecurity, homeland security or infrastructure protection.

Fairmont State's NSI graduate program would be only one of 30 such accredited programs in the United States. In contrast with most of these programs, however, Fairmont State benefits from faculty with over a century of direct experience in multiple capacities across the national security spectrum. Moreover, the fact that these faculty have recent career experience in the national security and intelligence fields means they maintain currency with the key issues in these fields as well as relationships with key national security components of the U.S. Government.

Due to the size and success of the NSI undergraduate program, the NSI graduate program has a ready platform of potential students. FSU's NSI major attracts the best and brightest students at Fairmont State.

6.3.e Employment Opportunities

There is clearly a growing demand for national security and intelligence professionals that the existing patchwork of graduate programs will be unable to satisfy. Assuming the 28 higher educational institutions currently offering graduate programs in national security and intelligence studies confer about 25,000 degrees in this field in the 2018-2026 time frame, expecting the national security and intelligence sector will require 500,000 employees by this time, and anticipating a 2.5 percent annual attrition rate of employees from now through 2026 through retirements and career transition to positions outside this sector, the sector will suffer from an unmet demand of nearly 93,000 professionals.[2] Most of these positions will require graduate-level experience in a directly applicable field.

The proven track record of Fairmont State's undergraduate NSI program resulting in the employment of its graduates serves as further justification for a graduate-level counterpart. FSU's NSI graduates have been employed by twelve federal departments or agencies, to include Central Intelligence Agency, Defense Intelligence Agency, Federal Bureau of Investigation, Department of Defense, Department of State, U.S. Congress and U.S. Marshals Service; three state-level law enforcement or military agencies, to include the West Virginia National Guard and West Virginia State Police; two local police departments; and seven contracting or consulting firms specializing in support to the national security and intelligence communities.

6.3.f Program Impact

This program will not negatively impact other programs both in the State of West Virginia or Fairmont State University because it will be the only Master of Arts Program

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[2] National Center for Education Statistics database, https://nces.ed.gov/collegenavigator/, accessed 10 April 2018; United States Government Accountability Office, "Federal Workforce: Recent Trends in Federal Civilian Employment and Compensation," (Report to Ranking Member, Committee on the Budget, U.S. Senate), GAO-14-215 (January 2014), p. 16; Partnership for Public Service, "Fed Figures 2014: Federal Departures," https://www.eenews.net/assets/2014/08/14/document_pm_01.pdf, accessed 10 April 2018.

in National Security and Intelligence in the State of West Virginia. However, this program will support the undergraduate National Security and Intelligence Program. If a student who is interested in continuing their education in this field, they will now have an opportunity to earn an advanced degree in this area from an institution in the State of West Virginia.

6.3.g Cooperative Arrangements

There have been no cooperative arrangements explored at this time.

6.3.h Alternatives to Program Development

There was a discussion and exploration of providing this degree in a hybrid format. It was determined that a hybrid format would not be feasible. Most of the students enrolled in this program will be working professionals and it would be very difficult for them to attend sessions on campus. Therefore, there are no alternatives to the development of this program.

6.4 Program Implementation and Projected Resource Requirements

6.4.a Program Administration

The Director of the undergraduate National Security and Intelligence major will also assume the duties as Director of the MA NSI program and be a full time graduate faculty. The Director will serve as the advisor for all graduate students.

6.4.b. Program Projections

FORM 1

FIVE-YEAR PROJECTION OF PROGRAM SIZE					
Number of Students Served through Course Offerings of the Program:	**First Year** **2019-2020**	**Second Year** **2020-2021**	**Third Year** **2021-2022**	**Fourth Year** **2022-2023**	**Fifth Year** **2023-2024**
Headcount:	6 – 10	10 – 20	14 – 30	20 – 40	20 – 40
FTE:	6 – 10	10 – 20	14 – 30	20 – 40	20 – 40
Number of student credit hours generated by courses within the program (entire academic year):	180 – 300	300 – 600	420 – 900	600 – 1,200	600 – 1,200
Number of Majors:					
Headcount:	6 – 10	10 – 20	14 – 30	20 – 40	20 – 40
FTE majors:	6 – 10	10 – 20	14 – 30	20 – 40	20 – 40
Number of student credit hours generated by majors in the program (entire academic year):	180 – 300	300 – 600	420 – 900	600 – 1,200	600 – 1,200
Number of degrees to be granted (annual total):	6 – 10	10 – 20	14 – 30	20 – 40	20 – 40

Note: The math above is derived by multiplying the number of students by the amount of credit hours required to complete the degree in on calendar year. Therefore if there are six students, that is multiplied by thirty credit hours and totals 180 student credit hours generated by courses within the program.

At the end of the initial five (5) year period the MA NSI program will be fully developed. However, the plan for sustainability of the program after the initial five (5) year period includes hiring an additional faculty member in year six, as well as a continuous re-assessment of the curriculum using graduate surveys, field research, and professional advisory committee input so that the curriculum continues to stay current in the field.

6.4.c Faculty Instructional Requirements

Two current faculty members: Associate Professor Gregory P. Noone, PhD / JD and Assistant Professor Todd Clark, PhD will both become full time graduate faculty and receive commensurate pay raises. Dr. Noone has nearly thirty years of national security

experience and Dr. Clark has over two decades of intelligence experience. Both faculty members will assume the lion share of the MA NSI program instruction. Existing Fairmont State University graduate faculty members who will serve as adjunct NSI faculty members will provide the remainder of the program's instruction.

6.4.d Library Resources and Instructional Materials

Fairmont State University's Ruth Ann Musick Library provides access to peer-reviewed, full text journals, e-journals, periodicals, reports, books, and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/NexisUni, Points of Reference, Project Muse and ProQuest Central. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries.

6.4.e Support Service Requirements

No additional support services (e.g., laboratories, computer facilities, equipment, etc.) will be required by the proposed program. The Director of the MA NSI program will focus on student support services that enhance student retention and successful program completion. The Director of the MA NSI program will serve as the academic advisor to the program's students. Advising responsibilities will include monitoring student progress, advising on course selection, identifying opportunities for external study, providing awareness of professional opportunities.

6.4.f. Facilities Requirements

The proposed program will not require the addition of new space or facilities or the remodeling or renovation of existing space. The proposed program will not impact the utilization of any existing space, as it is an entirely online program.

6.4.g Operating Resource Requirements

The NSI Master of Arts program will require approximately $186,000 annually for each of the first three years ($180,000 in subsequent years) for curriculum development, program development, program director, full time graduate faculty, professional development and salaries for online instruction. This degree will be offered entirely online and at no time will students be required to physically visit the Fairmont State University campus.

Using FORM 2 below is a summary of operating resource requirements by object of expenditure.

FORM 2

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*					
A. FTE POSITIONS	**First Year** 2019-2020	**Second Year** 2020-2021	**Third Year** 2021-2022	**Fourth Year** 2022-2023	**Fifth Year** 2023-2024
1. Administrators	0	0	0	0	0
2. Full-time Faculty	2	2	2	2	2
3. Adjunct Faculty	14	14	14	14	14
4. Graduate Assistants	0	0	0	1	1
5. Other Personnel: a. Clerical Workers b. Professionals	a. None b. None	a. None b. None	a. None b. None	a. None b. None	a. None b. None
B. OPERATING COSTS (Appropriated Funds Only) 1. Personal Services:	**First Year** 2019-2020	**Second Year** 2020-2021	**Third Year** 2021-2022	**Fourth Year** 2022-2023	**Fifth Year** 2023-2024
a. Administrators	$0	$0	$0	$0	$0
b. Full-time Faculty	$60,000	$60,000	$60,000	$60,000	$60,000
c. Adjunct Faculty	$75,000	$75,000	$75,000	$75,000	$75,000
d. Graduate Assistants	$0	$0	$0	$8,000	$8,000
e. Non-Academic Personnel: Clerical Workers Professionals	$0	$0	$0	$0	$0
Total Salaries	$135,000	$135,000	$135,000	$143,000	$143,000
2. Current Expenses	$0	$0	$0	$0	$0
3. Repairs and Alterations	$0	$0	$0	$0	$0
4. Equipment: Educational Equipment Library Books	$0	$0	$0	$0	$0
5. Nonrecurring Expense: a. Assessment b. Professional	a. $5,000 b. $10,000	a. $5,000 b. $10,000	a. $5,000 b. $10,000	a. $5,000 b. $20,000	a. $5,000 b. $20,000

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Development c. Curriculum Development	c. $36,000	c. $36,000	c. $36,000	c. $12,000	c. $12,000
Total Costs	$186,000	$186,000	$186,000	$180,000	$180,000
C. SOURCES	**First Year** **2019-2020**	**Second Year** **2020-2021**	**Third Year** **2021-2022**	**Fourth Year** **2022-2023**	**Fifth Year** **2023-2024**
1. General Fund Appropriations (Appropriated Funds Only) Reallocation OR New funds (check one): NEW FUNDS	$112,380	$85,000	$65,000	$35,000	$35,000
2. Federal Government (Non-appropriated Funds Only)	$0	$0	$0	$0	$0
3. Private and Other (specify)	$0	$0	$0	$0	$0
Tuition and Fees** (based on lowest credit hour anticipated)	$73,620	$122,700	$171,780	$245,400	$245,400
Total All Sources	**$186,000**	**$207,700**	**$236,780**	**$280,400**	**$280,400**
*** Based upon current Fairmont State rate of $409 per 3 credit course (resident rate) including fees*					

Note: Include percentage of time of current personnel
Note: Total costs should be equal to total sources of funding
*Explain your Method for Predicting the Numbers (use additional sheet if necessary)

6.4.h. Source of Operating Resources:

Fairmont State University will be investing $112,380 in year one of the program with the expectation that a modest initial cohort will achieve the remainder of the budget projection. The institutional support will decrease as the follow-on cohorts matriculate. Fairmont State University is committed to maintaining the $186,000 budget through the first three years and $180,000 in years four and five. If the expected number of students does not materialize met any budget shortfall will be guaranteed by Fairmont State University.

6.5 Program Evaluation

6.5.a. Evaluation Procedures

The NSI Master of Arts program will conduct periodic programmatic assessment using developed program outcomes and identifying direct measures of those outcomes. The learning outcomes approach provides for review of individual courses and programs, and

provides a means for determining direction or re-direction as necessary. The MA NSI program of study will be designed to meet the program learning outcomes relevant for the acquisition of knowledge, skills, and abilities of NSI professionals.

The assessment of students, the courses contained in the program of study, and the entire program will utilize procedures established by the faculty and administration at Fairmont State University. All students work is evaluated based on written assignments, discussion boards and group projects, and other scholarly endeavors. Grading policies are specified in each course, and student performance is based on their ability to meet the identified course objectives.

Faculty are responsible for assessing students and each course. This is an ongoing effort, and at the end of each course, the faculty member will illustrate how well students meet the course outcomes, deficiencies encountered, and potential changes necessary to improve the course and/or program of study. Student evaluations will also be obtained at the conclusion of each course.

The program director will collect annual surveys (as needed) to assess overall satisfaction with the program. These annual surveys could consist of exit interviews, employment status of graduates, employer satisfaction, job advancements, etc. Each of these assessments will become part of the overall assessment for the program of study.

Professional Advisory Committee

In addition to these measures, the program maintains a very close and active relationship with its National Security and Intelligence Advisory Committee.

The committee consists of the following members:

Professor Laurie R. Blank, Emory University Law School
Dr. Alison Milofsky, United States Institute of Peace
Professor Kevin Brew, United States Naval War College
Sandra Hodgkinson, Vice President of DRS Technologies
Jack Broderick, Central Intelligence Agency
David Hodgkinson, President's Intelligence Advisory Board
Russell J. Verby, United States Department of Justice
Jonathan I. Shapiro, The World Bank Group / Shapiro Associates

Academic Program Review

As with all FSU degree programs, the MA NSI program will undergo an annual academic program review by the institution's assessment team. Every academic program conducts an annual review and assessment of the program and individual courses. In addition, the West Virginia Higher Education Policy Commission will review the MA NSI program every five years.

6.5.b. Accreditation Status

This program does not require specialized accreditation.

Tab 3

FAIRMONT STATE UNIVERSITY ™

Board of Governors
February 14, 2019

GRADUATE COUNCIL APPROVAL ON NOVEMBER 7, 2018

Item: M.S. in Engineering Technology Management Full Curriculum Proposal

Committee: Committee of the Whole

Recommended Resolution: Be resolved, that the Fairmont State University Board of Governors Approve the curriculum proposal for a degree in Master of Science in Engineering Technology Management

Staff Member: Susan Ross
Executive Director of Academic Programs and Support Services

Background: The new *Master of Science in Engineering Technology Management (ETM)* will be a 30-credit hour graduate program designed for students who have completed a bachelor's degree in the applied sciences, business, engineering, engineering technology, industrial technology, or other related technical professional programs. Course delivery will be a combination of on-campus and distance learning.

The ETM master's program will provide students with the knowledge and skills to work in management positions in business, engineering, manufacturing, and industry. The program has an emphasis in designing innovative engineering and technology solutions and applications of total quality management. Fairmont State University currently offers a variety of engineering technology degrees at the baccalaureate level and the new graduate program would complement the existing programs.

Fairmont State University

October 1, 2018

New Program Proposal

Master of Science

Engineering Management

Program Location: Fairmont State University

Projected Date of Implementation: Fall Semester 2019

Brief Summary Statement: This program of study provides a blend of advanced engineering concepts and strategies and methodologies used in business and industry to improve operational performance. The Master of Science degree in Engineering Management concentrates on improving quality, implementing total quality management, project management, Six-Sigma, and designing engineering and technological solutions in an economical manner. Continuous process improvement, meeting engineering and technology strategies, managing technological change, and applied research are essential aspects of this program of study.
This program of study is unique in that it will be the only online Engineering Management program in the state of West Virginia.

Table of Contents

Program Description

The Master of Science degree in Engineering Management is a 30-credit graduate program designed for students that have completed a bachelor's degree in the applied sciences, business, engineering, engineering technology, industrial technology, or other related technical professional programs. The program provides students with the knowledge and skills to work in management positions in business, engineering, manufacturing, and industry. The program has an emphasis in designing innovative engineering and technology solutions and applications of total quality management.

This program of study is unique, as it provides a blend of advanced engineering concepts and strategies to improve operational performance. The Master of Science degree in Engineering Management concentrates on improving quality, implementing total quality management, project management, Six-Sigma, and designing engineering and technological solutions in an economical manner. Continuous process improvement, meeting engineering and technology strategies, managing technological change, and applied research are the hallmarks of this program of study.

Mission Statement

The mission of the Master of Science degree in Engineering Management is to prepare business, engineering, and technology leaders capable of analyzing and improving operational performance using engineering and technology strategies. This is accomplished by linking concepts of engineering and technology with business management and organizational skills. To meet this mission, individuals engage in industrial problems involving applied research, resource allocation, technological systems, managing change and innovation, technology transfer, forecasting, and quality improvement.

The above mission statement is appropriate as one considers the needs of business and industry in West Virginia and the nation. Engineering and technology are key endeavors in society and are inherently linked to economic growth, creating a competitive advantage, the creation of new products, goods, and services, and progress. Yet, research studies have noted that business and industry consistently struggle with finding appropriate talent that can address problems with:

- Developing a high-performance and winning culture.
- Fostering innovation and research to create new products goods and services.
- Implementing quality and continuous process improvement methods.
- Adopting new technology to improve efficiency and productivity.
- Forecasting and managing change.
- Designing engineering and technological solutions in an economically sound manner.

The Master of Science degree in Engineering Management has been designed to address these problems and specifically to assist business and industry in West Virginia.

Program Objectives and Learning Outcomes

The Engineering Management program has the following program objectives, and at the conclusion of this program graduates will be able to:

- Design innovative engineering or technological based solutions to selected problems.

- Demonstrate skills in the improvement of productivity, quality, and competitiveness in the management of engineering and technology endeavors.

- Provide solutions to cost management, risk assessment and project management.

- Apply concepts of total quality management, lean enterprise, Six-Sigma, and statistical process control.

- Illustrate leadership strategies to managing engineering and technology enterprises and operations.

Learning Outcomes Imbedded into the Program and Courses

Key: PLO: Program Learning Outcome, I: Outcome Introduced, R: Outcome Reinforced, R&A: Outcome Reinforced and Assessed, CLO: Course Learning Outcome, Measure: Student Artifacts: Assignments, research papers, exams, etc.

Benchmark for PLOs: ≥ 80%

The Engineering Management Program has the following outcomes, and at the conclusion of this program graduates will be able to:

	PLO 1: Design innovative engineering or technological based solutions to selected problems.	PLO 2: Demonstrate skills in the improvement of productivity, quality, and competitiveness in the management of engineering and technology endeavors.	PLO 3: Provide solutions to cost management, risk assessment, and project management.	PLO 4: Apply concepts of total quality management, lean enterprise, Six-Sigma, and, statistical process control.	PLO 5: Illustrate leadership strategies to managing engineering and technology enterprises and operations.
MSET 5400 Leadership in Engineering and Technology Management		I CLO 2: Develop management strategies to gain and sustain a competitive advantage Measure: Student Artifact(s)		I CLO 3: Create a plan that addresses TQM endeavors and management strategies to foster positive change in an industry or engineering enterprise Measure: Student Artifact(s)	I CLO 1: Illustrate personal leadership values to managing engineering and technology enterprises Measure: Student Artifact(s)t
MSET 5500 Organizational Performance and Change Management		I CLO 3: Analyze the effectiveness of approaches for changing organizational culture, climate, and social/technical processes Measure: Student Artifact(s) I CLO 5: Apply diagnostic models and techniques in change management programs			

		Measure: Student Artifact(s)			
MSET 5600 Cross-Cultural Training and Performance Improvement		R&A CLO 3: Analyze performance problems and design interventions based on collected data Measure: Research Project			R&A CLO 2: Develop solutions to organizational problems that inhibit the participation of diverse employees Measure: Research Project R&A CLO 3: Analyze performance problems and design interventions based on collected data Measure: Student Artifact(s)
TECH 6000 Research Methods in Engineering Technology	I CLO: 4 Evaluate the potential uses of various data collection techniques (qualitative and quantitative) for a specific industrial or engineering research question Measure: Student Artifact(s) I CLO 6: Utilize the basic skills for action research Measure: Student Artifact(s)				

MSET 6100 Engineering Economic Analysis			R CLO 1: Apply engineering economic analysis to solve problems involving present and annual worth, rate-of-return, payback, breakeven, and benefit-cost ratio Measure: Assignments and exams R&A CLO 3: Evaluate probabilistic risk assessment methods in engineering and technology problems Measure: Research Project		
MSET 6200 Engineering and Technology Management	R&A CLO 1: Apply process and system analysis in industrial and engineering problems Measure: Student Artifact(s)	R&A CLO 4: Design and evaluate operational feasibility with consideration to human factors, reliability, optimization, safety, logistics sustainability, and other social/cultural constraints Measure: Student Artifacts	R&A CLO 2: Utilize Models of decision making and economic evaluation in engineering and technology operations Measure: Student Artifacts		

MSET 6300 Engineering Project Management I	R CLO 1: Apply project management methodologies, processes, and tools to execute complex engineering projects Measure: Course Project		R&A CLO 2: Identify and develop options associated with quality or risk assessments Measure: Student Artifact(s)	R CLO 3: Utilize simulation software to develop a project implementation plan to address engineering production, scheduling, scheduling, budgeting, performance objectives, and outcomes Measure: Course Project	R&A CLO 4: Identify and offer solutions to challenges and opportunities of organizational dynamics in engineering endeavors or projects Measure: Course Project
MSET 6400 Engineering in Production Systems		R&A CLO 4: Analyze a process operating under stable conditions Measure: Student Artifact(s) R&A CLO 5: Analyze a process under uncertain conditions Measure: Student Artifact(s)		R&A CLO 2: Utilize Advanced Manufacturing Systems analysis, including flow analysis concepts and methodologies Measure: Student Artifact(s)	
MSET 6500 Total Quality Management and Policy	R&A CLO 4: Create a strategic plan that addresses TQM endeavors and management strategies to foster positive change in an industry or engineering enterprise Measure: Research Project	R&A CLO 3: Utilize statistical process control data to diagnose variation and improve processes, production controls, and production planning Measure: Student Artifact(s)		R&A CLO 1: Diagnose problems in the quality improvement process Measure: Student Artifact(s) R&A CLO 2: Develop quality management strategies to gain and sustain a competitive advantage in globalization, sustainability, and continuous process	

				improvement Measure: Research Project	
TECH 6700 Action Research in Engineering and Technology <u>OR</u> TECH 6998 Thesis	R&A CLO 1: Identify and research a suitable problem in engineering or technology Measure: Final Report or Thesis				

Program Identification (CIP Code)

Classification of Instructional Programs (CIP): Engineering/Industrial Management: 15.1501

A program that focuses on the application of engineering principles to the planning and operational management of industrial and manufacturing operations and prepares individuals to plan industrial and human resources management, industrial psychology, management information systems, mathematical modeling and optimization, quality control, operations, research, safety and health issues, and environmental program management.

Catalog Description

Master of Science Engineering Management (MSET)

The Master of Science degree in Engineering Management is a 30-credit graduate program designed for students that have completed a bachelor's degree in the applied sciences, business, engineering, engineering technology, industrial technology, or other related technical professional programs. The program provides students with the knowledge and skills to work in management positions in business, engineering, manufacturing, and industry. The program has an emphasis in designing innovative engineering and technology solutions and the applications of total quality management.

Mission Statement

The mission of the Master of Science degree in Engineering Management is to prepare business, engineering, and technology leaders capable of analyzing and improving operational performance using engineering and technology strategies. This is accomplished by linking concepts of engineering and technology with business management and organizational skills. To meet this mission, individuals engage in industrial problems involving applied research, resource allocation, technological systems, managing change and innovation, technology transfer, forecasting, and quality improvement.

Program Outcomes

The Engineering Management program has the following program objectives, and at the conclusion of this program graduates will be able to:

1. Design innovative engineering or technological based solutions to selected problems.
2. Demonstrate skills in the improvement of productivity, quality, and competitiveness in the management of engineering and technology endeavors.
3. Provide solutions to cost management, risk assessment, and project management.
4. Apply concepts of total quality management, lean enterprise, Six-Sigma, and statistical process control.
5. Illustrate leadership strategies to managing engineering and technology enterprises and operations.

Admission Requirements

Students seeking admission to the MSET program must have completed a baccalaureate degree from an accredited institution or be in the final semester before degree completion. Official transcripts must be sent directly from the college or university that issued the baccalaureate degree to the Office of Admissions. Applicants cannot be admitted without an official transcript on file with the Office of Enrollment Services at Fairmont State University. All residents seeking admission to the MSET must meet the minimum standards established by the University. Applicants must also be approved for admission by the Program Director or designee of the MSET program.

Admission to the MSET program must meet the following requirements:
1. Completion of a baccalaureate degree in the applied sciences, business, engineering, engineering technology, or other related technical professional program with a minimum 3.0 overall grade point average or a 3.0 grade point average on a 4.0 scale on the student's last sixty semester hours of baccalaureate degree courses.
2. Undergraduate/graduate course credit for 3 semester hours of statistics with a grade of 'C' or better.
3. Scores on the Graduate Record Exam (GRE) with a combined score of 300. Submitted scores more than five years old are not accepted, or Score on the Miller Analogies Test (MAT) greater than or equal to 400. Submitted results more than five years old are not accepted.
4. International Students must submit the results from the Test for English as a Foreign Language (TOFEL) if English is not their primary language. Scores must be equal to or greater than 79 (TOEFL iBT) or 213 (TOEFL CBT). Note, International Students who have studied for at least 4 years in the United States are not required to submit TOEFL scores.
5. Three letters of reference with a minimum of two from previous undergraduate or graduate instructors.
6. A letter of intent summarizing the student's purpose in pursuing the MSET degree.

Performance Standards

Students in the MSET program must meet the following performance standards:
1. Maintain an overall grade point average of 3.0 or higher.
2. Earn a grade of 'C' or higher in all graduate courses.
    a. A student who earns a grade of 'D' or 'F' in any graduate course must repeat the course within one year.
    b. A student is permitted to repeat only two MSET courses in the process of completing the program of study.
    c. A student may not earn more than one grade of 'C' in the MSET graduate program.
    d. A student that earns a second grade of 'C' will be dismissed from the MSET program.

Provisional Admission

Applicants that do not meet the established admission conditions may be admitted on a provisional basis. Provisional admission may be provided if the applicant has a 2.75 or greater grade point average, has not been enrolled full time in an accredited institution of higher learning for at least 2 years, and has at least one year of business or industry experience. Provisionally admitted student may be required to enroll in deficiency courses.

Provisionally admitted students must hold a minimum grade point average of 3.0 with no grade lower than a 'B' in the first 9 hours of graduate courses. Additionally, a provisionally admitted student may not receive an incomplete or withdrawal in the first 9 hours of graduate courses. Provisionally admitted students must provide the required test scores before completion of the first term of matriculation after provisional admission is approved.

Additional Policies

Students in the MSET program are governed by policies stated in the Fairmont State University Graduate Catalog, and students are required to review the catalog upon admission to the MSET program. Policies specific to the MSET program are as follows:

1. The Department of Engineering Technology in accordance with university policies reserves the right to administratively withdraw a student whose academic record or behavior is judged unsatisfactory.
2. Any student dismissed from the program may not reapply to the area of emphasis in which he or she was enrolled.
3. No more than nine credit hours of graduate level courses from an accredited institution may be accepted as transfer credit.
    a. The grades earned in the classes to be transferred must be a 'B' or better or 'pass/satisfactory.'
4. Prior to the completion of 12 credit hours of graduate courses, a Degree Plan must be submitted through the student's graduate Advisor and to the Office of Graduate Studies.
5. A student may amend their Degree Plan with approval from their academic advisor and the resubmission of the plan to the Office of Graduate Studies.

Program Requirements (30 hours)

Core Courses (Required 27 hrs)

MSET 5400	Leadership in Engineering and Technology Management	3 hrs
MSET 5500	Organizational Performance and Change Management	3 hrs
MSET 5600	Cross-Cultural Training and Performance Improvement	3 hrs
TECH 6000	Research Methods in Engineering Technology	3 hrs
MSET 6100	Engineering Economic Analysis	3 hrs
MSET 6200	Engineering and Technology Management	3 hrs
MSET 6300	Engineering Project Management I	3 hrs
MSET 6400	Engineering in Production Systems	3 hrs
MSET 6500	Total Quality Management and Policy	3 hrs

Research Specialization Courses (3 hrs)

Student must select 3 hrs:

TECH 6700	Action Research in Engineering and Technology	3 hrs
TECH 6998	Thesis	3 hrs

The following model schedule represents the sequence of courses required to complete MSET program.

Proposed Course Rotation

First Year

Fall   12 Hours

MSET 5400	Leadership in Engineering and Technology Management	3 hrs
MSET 5500	Organizational Performance and Change Management	3 hrs
MSET 5600	Cross-Cultural Training and Performance Improvement	3 hrs
TECH 6000	Research Methods in Engineering Technology	3 hrs

Spring   12 Hours

MSET 6100	Engineering Economic Analysis	3 hrs

MSET 6200	Engineering and Technology Management	3 hrs
MSET 6300	Engineering Project Management I	3 hrs
MSET 6400	Engineering in Production Systems	3 hrs

<u>Summer</u>   <u>6 Hours</u>

MSET 6500	Total Quality Management and Policy	3 hrs
TECH 6700	Action Research in Engineering and Technology	3 hrs
<u>Or</u>		
TECH 6998	Thesis	3 hrs

Unique Nature of the MSET Program

This program of study is unique, as it provides a blend of advanced engineering concepts and strategies and methodologies to improve operational performance. The Master of Science degree in Engineering Management concentrates on improving quality, implementing total quality management, project management, Six-Sigma, and designing engineering and technological solutions in an economical manner. Continuous process improvement, meeting engineering and technology strategies, managing technological change, and applied research are essential aspects of this program of study.

This program of study will be offered on-campus and with an online format to address the needs of students that are time- or place-bound. Faculty will utilize innovative technologies including the use of audio and video recordings, simulations, video conferencing, discussion boards, and webcasts. Students enrolled in distance education courses will be paired with on-campus students to foster greater involvement and interaction, and project-based and collaborative learning experiences will be utilized within the course offerings. This program of study is unique in that it will be the only online Engineering Management program in the state of West Virginia.

Course Descriptions: (Refer to Detailed Course Outlines in the Appendix)

MSET 5400 Leadership in Engineering and Technology Management, 3 credit hours
Examination of leadership and management methodologies necessary to be successful in engineering and technology intensive organizations (3 credit hours).

MSET 5500 Organizational Performance and Change Management, 3 credit hours
Examination of strategies for change management, developing an organizational culture, team development, use of internal and external consultants, ethical dilemmas, and diagnostic models to improve effectiveness and efficiency (3 credit hours).

MSET 5600 Cross-Cultural Training and Performance Improvement, 3 credit hours
The design, implementation, and evaluation of strategies to improve functional capabilities, teamwork, and diversity in business and industry. Content areas addressed include the need for cross-cultural and diversity training, performance improvement, and evaluation methods (3 credit hours).

TECH 6000 Research Methods in Engineering Technology, 3 credit hours
Study of research designs and methods applicable to industrial and engineering problems. Emphasis on defining research problems, collecting, recording, analyzing, and interpreting data with implications for further research (3 credit hours).

MSET 6100 Engineering Economic Analysis 3 credit hours
Study of the costs and benefits of engineering investments, products, technology developments, and capital purchases. An emphasis is placed on the analysis and frameworks for making decisions of economic worth with competing designs and managing technologies over their lifecycles (3 credit hours).

MSET 6200 Engineering and Technology Management, 3 credit hours
Principles of engineering and technology management focusing on process and system analysis to evaluate strategies for business and industry transformation. Concepts addressed includes design and reliability, operations, optimization and efficiency techniques, testing and verification, manufacturing and supply chain constraints (3 credit hours).

MSET 6300 Engineering Project Management I, 3 credit hours
Examination of project management from an engineering perspective with an emphasis on how a lead engineer must organize, plan, implement, and control tasks to achieve an organization's schedule, budget, and performance objectives. Emphasis placed on the areas of project initiation, work breakdown structures, use of Gantt charts, networking diagrams, budgeting, quality and risk assessment, and contractual arrangements (3 credit hours).

MSET 6400 Engineering in Production Systems, 3 credit hours
Study of quality control methods in production systems. Students will learn engineering methods for analysis, design, and continuous improvement of production systems (3 credit hours).

MSET 6500 Total Quality Management and Policy, 3 credit hours
Examination of management strategies and policies used in industry, engineering, and technology activities to provide continuous improvement of quality, performance, and competitiveness. Course emphasis on implementing strategies beneficial for strategic management, globalization, sustainability, and decision-making (3 credit hours).

TECH 6700 Action Research in Engineering and Technology, 3 credit hours
Culminating experience in graduate studies for students in the Department of Engineering Technology. Students will be involved in a comprehensive study and development of a written report of an applied research problem related to engineering or technology. The experience may be involved with a field and/or a laboratory research endeavor (3 credit hours).

TECH 6998, Thesis, 3 credit hours
Supervised research related to engineering or technology in the College of Science and Technology, by arrangement (3 credit hours).

Program Outcomes – Expected Results of the Program
- Successful leadership in business and technology endeavors requires leaders that have the flexibility to manage and evaluate innovative technologically based solutions. This program of study is designed to develop unique skills and competencies to help support and foster economic development in West Virginia.

- Engineering programs typically attract the best and brightest students. Average ACT scores for students in engineering programs fall into a range of 28 – 33. Having these students as part of the Fairmont State University experience benefits the learning experience for all students with whom they interact.
- The program of study has a research focus. A graduate research degree provides a unique opportunity to follow an area of interest and make an important contribution to a selected area. Graduate students bring unique skills, innovation, and problem-solving abilities to issues or opportunities. It is expected that students in this degree program will select research endeavors that are relevant to businesses and industries in West Virginia.
- The program of study has a central focus on concepts necessary for improving and revitalizing engineering and technological solutions for increased productivity, quality, and competitiveness in business and industry in West Virginia.
- In West Virginia, there has been a growth in the manufacturing and production sectors in the areas of wood products and transportation equipment. These areas are expected to have additional hiring and infrastructure investments in the future. Additional growth can also be viewed in the areas of biotechnologies, composites, and energy production. A survey conducted by the Robert C. Byrd Institute found that manufacturers are in the process of hiring a large number of employees in the state, and these positions will require advanced skill sets (West Virginia Manufacturers Association, 2018).
- A Master's degree provides upward mobility in leadership positions or project management roles. Individual with these degrees in engineering can earn more than $100,000 per year. Unfortunately, many graduates that could benefit from such a degree are time- or place-bound. They are working and are unable to attend a traditional on-campus degree program. This program will meet the needs of this group by providing the program of study in both an online or on-campus format. It will be the only online Master of Science degree in Engineering Management in the state of West Virginia. Thus, it provides opportunity for advancement and keeps these tuition dollars within the state of West Virginia.

Program Content

The proposed educational program is consistent and compatible with the institutional mission of Fairmont State University. The Mission of Fairmont State University is to educate global citizen leaders in an environment distinguished by a commitment to excellence, student success, and transformational impact. The education objectives and outcomes in the MSET program reflect the University core values. The proposed program is in line with the required semester hours beyond a bachelor's degree at Fairmont State University. This program of study is also consistent with other graduate programs offered at the institution and in the state.

Relationship to Institutional Goals

The proposed MSET degree at Fairmont State University has a direct connection to the Master Plan for West Virginia Higher Education and the Strategic Plan for Fairmont State University. This degree would contribute to the state's economic vitality by preparing future engineering and industrial leaders for the state of West Virginia. This degree program would address the concept of access by creating a degree that would provide educational opportunities that currently do not exist in the state. Further, the MSET degree will cultivate and strengthen the educational, economic, and cultural well-being of the region served by Fairmont State University.

Existing Programs

There are no institutions offering an online Master of Science degree in Engineering Management in the state of West Virginia. Fairmont State University currently offers a variety of engineering technology degrees at the baccalaureate level. This degree would complement the already existing program and course offerings. It would further benefit our previous graduates in engineering technology programs of study that cannot easily enroll at Marshall or West Virginia University. Those two institutions do not recognize some of our courses at the undergraduate level, and students must enroll in deficiency courses prior to starting a graduate program.

West Virginia University does offer a wide variety of graduate programs in engineering. These programs concentrate of advanced engineering methods. Likewise, Marshall University offers several Master of Science degrees. These degrees also concentrate on advanced engineering methods, and one graduate degree option in Technology Management with an emphasis in manufacturing or transportations systems and technologies utilizes an interdisciplinary approach to teaching the necessary content. Neither of these two institutions offer a graduate degree completely online or with the specific content addressed in the proposed curriculum of study.

Program Planning and Development

The faculty of the Engineering Technology Department began discussing the need for a graduate program during the fall of 2016. This need was predicated on several observations. The first of these observations was the need to serve prior graduates of the Engineering Technology Department that desired to pursue graduate study for career advancement. Students noted problems with being admitted to both Marshall and the West Virginia University. These problems were a result of students being time- or place-bound, or not meeting admission standards.

The second need for the development of this program was based on discussions held by the National Council of Examiners for Engineering and Surveying. This prestigious group had considered the requirement of a graduate degree in engineering prior to allowing an individual to sit for the Professional Engineers exam. While this requirement has not been adopted, the faculty of the Engineering Technology Department wanted to meet this requirement if it became a reality.

Lastly, the faculty of the Engineering Technology Department wanted to provide a new program of study that was targeted to the needs of West Virginia. To do so, the courses outlined in this proposal were shared with the Industrial Advisory Committees in Civil, Electronics, and Mechanical Engineering Technology at Fairmont State University, and adjustments were made to assure the new program of study would make a significant impact on the state of West Virginia. Those advisory boards have endorsed those courses, and this proposed graduate program.

Clientele and Need

The current baccalaureate degrees in engineering technology at Fairmont State University currently serves a mix of traditional and non-traditional students. A number of students have a desire to acquire their professional licensure in engineering after graduation and upon meeting the necessary licensure requirements. Others, are looking for immediate employment, and some are looking to further their education in a graduate program. Past graduates of the Engineering Technology Department have contacted faculty asking for the development of a graduate program to aid in their future professional development. These past graduates noted that a graduate degree with an engineering technology, operations, and quality management perspectives were highly desirable. Obtaining a graduate degree with these content areas was deemed necessary to move into management positions within their respective places of employment.

This proposed degree has a large number of past graduates to market the program and assure a sufficient number of students for enrollment purposes. Moreover, it is expected that this program of study will draw students throughout the United States, as this program specifically meets the needs of time- and place-bound students seeking a graduate degree in engineering technology via online instruction.

Employment Opportunities
According to the United States Bureau of Labor Statistics (*2010 Wage Data*) and *2017 Employment Projections*, there is between a 5-9% growth rate of professionals needed as engineering and technology managers. Higher growth rates are also indicated in specific occupations related to these disciplines. This data can be found online at https://www.onetonline.org/.

Since the United States Bureau of Labor Statistics database has not been updated since 2010, further research to the need for engineering and technology managers were obtained from PayScale. PayScale is a research firm to assist employers in obtaining and retaining quality employees. The organization tracks salary, levels of employment, job satisfaction, places of employment, and companies seeking candidates for positions. PayScale noted that the average salary for individuals working in technology management positions with a master's degree was $96,000. Results of this information can be viewed at:
https://www.payscale.com/research/US/Degree=Master_of_Technology_Management_(MTM)/Salary.

Program Impact
This proposal will have an impact with the enrollments of students in the Engineering Technology Department and College of Science and Technology at Fairmont State University. At the outset, it is anticipated that this program will start with a small cohort of students (i.e., 12 or less). Within three years it is anticipated that the MSET degree will have between 25-35 students enrolled on a full-time basis. It is also expected that the undergraduate engineering technology programs will have some minor increases in student enrollment during this same period. This is likely as students may elect to enroll in a undergraduate engineering technology program and matriculate into the graduate degree program.

Cooperative Arrangements (Internships and Research Opportunities)
The MSET degree will not require any formal cooperative arrangements with businesses or industries in West Virginia. However, it is fully anticipated that students enrolled in the proposed program of study will be involved in research opportunities within the state and/or at their place of employment. The Engineering Technology Department at Fairmont State University has developed partnerships in the past with a variety of businesses and engineering firms. Regularly faculty utilize these organizations to assist in student research endeavors, internships, and work experience. The graduate students in the MSET program would be conducting applied research to complete their degrees. Faculty and students engaged in this degree program will continue to reach out to our partners for assistance in these endeavors.

Alternatives to Program Development

To serve current and former students and taxpayers in the state of West Virginia, there are no alternatives other than to provide an MSET degree. Again, this degree is different than the existing graduate degrees offered in West Virginia, and it specifically addresses the need of time- and place-bound students that cannot attend a traditional on-campus program.

Program Administration

Graduate degree programs at Fairmont State University are led by Program Directors. The Program Director can be a compensated or uncompensated position (typically with a reduced teaching load). In addition to teaching, the director would be responsible for directing and coordinating the graduate program, leading marketing and program recruitment efforts, coordinating procedures for admission of applicants, providing graduate student advising, and maintaining departmental graduate student records. In addition, the Program Director will track all students in the program, address graduate student petitions and appeals, lead program development, and coordinate program review and assessment efforts. The Program Director for the MSET program would report to the Chairperson of the Engineering Technology Department and the Dean of the College of Science and Technology at Fairmont State University.

Program Projections

Program projections are illustrated below. In providing these projections, a conservative estimate has been provided. It is noted that research on current trends in higher education indicates that more students are looking for online classes and complete programs of study via distance education, students enroll in an online graduate program because they are looking for job advancement and specialized knowledge that is industry specific, and graduate education is still increasing in the United States (Best Colleges, 2017).

Five-Year Projection of Program Size

	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	9-12	13-24	25-35	25-35	25-35
Student FTE	9-12	13-24	25-35	25-35	25-35
*Student Credit Hours	270-360	390-720	750-1050	750-1050	750-1050

*Note: Full time graduate status is 9 credit hours. This program of study can be completed in one year.

Faculty Instructional Requirements

There are currently six tenured faculty members in the Engineering Technology Department at Fairmont State University. The faculty hold ranks of Associate to Full Professor, and they have professional licensure in engineering and/or other advanced credentials appropriate for teaching in this degree program. Faculty teaching in the program would need to have a Master's degree with a PE license, or terminal degree. At the outset, no additional faculty resources will be required. Faculty teaching in the MSET program will be paid an overload stipend of $4,500 per 3-credit course to deliver the program of study. The Graduate Director would be paid $5,000 per year to assist in the administration of the program. Should enrollments increase as projected, an additional tenure-track faculty member would be requested in the third year of the program. This faculty member would be required to have the appropriate credentials to teach in the program and be approved for graduate faculty status at Fairmont State University. It is anticipated that an entry-level salary of $65,000 would be needed for this position. The table below illustrates faculty costs for the first five-years of the program. This data does not include benefits or incremental salary adjustments for the proposed faculty position. No funding is being requested from the Higher Education Policy Commission to support this endeavor.

Total Faculty Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty and Administration Costs	$50,000	$50,000	$115,000	$115,000	$115,000

Library Resources
The Ruth Ann Musick Library at Fairmont State University currently holds over 1,800 print books related to engineering and engineering technology. The library provides access to interlibrary loan materials and a large collection of serials. In addition, the library provides an extensive collection of electronic and multimedia resources. The electronic resources include indexing and database services which support engineering and engineering technology. These would include EBSCOhost, Proquest, Springer Link, and WVDELI. These electronic resources provide over 78,000 resources to engineering and engineering technology.

Support Service Requirements
No additional support services are required for the implementation of this program.

Support Services for Student Retention and Success
The faculty of the College of Science and Technology has become increasingly aware of the need to provide tutorial services to increase student retention and graduation rates. As such, the College does provide a additional tutoring assistance to students. This assistance is beyond what the University provides as part of Tutorial Services on campus. While it is not anticipated that graduate students would require the assistance provided to undergraduate students, the faculty are prepared to provide additional tutoring and peer mentoring as needed.

Facilities Requirements
No additional or remodeled space is required for this program of study.

Operating Resource Requirements

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Form 2

Five-Year Projection of Total Operating Resource Requirements

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	Year 2012	Year 2013	Year 2014	Year 2015	Year 2016
FTE Positions					
Administrators	.10	.10	.10	.10	.10
Full-time Faculty	-	-	1	1	1
Adjunct Faculty	10	10	8	8	8
Graduate Assistants	-	-	-	-	-
Other Personnel:					
Clerical Workers	-	-	-	-	-
Professional	-	-	-	-	-
Operating Costs					
Administrators	$5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Full-time Faculty	-	-	$65,000.00	$65,000.00	$65,000.00
Adjunct Faculty	$45,000.00	$45,000.00	$36,000.00	$36,000.00	$36,000.00
Graduate Assistants	-	-	-	-	-
Other Personnel:					
Clerical Workers	-	-	-	-	-
Professional	-	-	-	-	-
Total Salaries	$50,000.00	$50,000.00	$106,000.00	$106,000.00	$106,000.00
Current Expenses	$12,000.00	$13,000.00	$15,000.00	$15,000.00	$15,000.00
Repairs and Alterations	-	-	-	-	-
Equipment					
Educational Equipment	$6,000.00	-	$1,500.00	-	$6,000.00
Library Resources	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
Faculty Development	$4,000.00	$4,000.00	$5,000.00	$5,000.00	$5,000.00
Nonrecurring Expenses	-	-	-	-	-
Total Costs	$73,000.00	$68,000.00	$128,500.00	$127,000.00	$133,000.00
Sources					
General Fund Appropriations	-	-	-	-	-
Reallocation	-	-	-	-	-
New Funds	-	-	-	-	-
Federal Government	-	-	-	-	-
Private and Other	-	-	-	-	-
Tuition and Fees					
Total All Sources	$130,680.00	$188,760.00	$363,000.00	$363,000.00	$363,000.00

In the above projections, the current expenses include funds for advertising and marketing, reproduction costs, mailing, and supplies. The equipment noted, includes the purchase of laptop computers with a configuration necessary to operate simulation, project management, video conferencing, and computer-aided design software. Tuition and fees are based on $484.00 per credit hour for distance education courses. This includes all program and delivery fees and using the lower projections for program size previously illustrated.

Source of Operation Resources

Operational resources, current expenses, and equipment funding for this program as illustrated in Form 2 will be supplied via institutional budgeting at Fairmont State University.

Evaluation Procedures and Accreditation Status

The assessment of students, the courses contained in the program of study, and the entire program will utilize procedures established by the faculty and administration at Fairmont State University. All student work is evaluated based on exam scores, grading rubrics, active participation, group and individual projects, and other scholarly endeavors. Each course will typically utilize several different strategies to determine if a student has mastered the course objectives. Grading policies are specified in each course, and student performance is based on their ability to meet the identified course objectives.

Faculty in the program are responsible for assessing students and each course. This is an ongoing effort, and at the end of each course, the faculty member will illustrate how well students meet the course outcomes, deficiencies or problems that were encountered, and potential changes that may need to occur to improve the course and/or program of study. Student evaluations will also be obtained at the conclusion of each class.

The curriculum and assessment map for this program of study identifies how the various courses contribute to the MSET program objectives. The courses were developed to address specific business and industry needs, and each course contributes to student mastery of the subject matter and as a method to assesses the entire program of study. Yearly, the Program Director for the MSET program will gather the data collected from each class and work with faculty to address any programmatic needs that are illustrated from the end of semester assessment process. This information will be shared with the Industrial Advisory Committees (IAC) in the Department of Engineering Technology. The faculty already have a process in place for including the IAC as part of a continuous process improvement plan. Briefly, a faculty member may document a concern or student outcome that has not been met. Faculty in the program will discuss that issue and potentially provide a solution. This information is shared with the IAC to obtain their input. The proposed solution may be altered, or other suggestions may be obtained. The faculty member will then implement changes the next time the course is offered and again assess student performance.

The Program Director will also collect annual surveys (as needed) to assess overall satisfaction with the program. This data will be used for course and program improvement and to provide data to the University and outside accreditation groups. These annual surveys could consist of exit interviews with students, employment status of graduates, employer satisfaction, job advancements, graduate success with certification exams, etc. Each of these assessments will become part of the overall assessment for the program of study.

While this proposed program of study will not be initially accredited, the faculty involved in program will consider accreditation after 4 years of assessment data is collected. The Association of Technology, Management, and Applied Engineering appears to be best suited as an accrediting body for this program.

Appendix

Detailed Course Outlines

Course Number and Title
MSET 5400 Leadership in Engineering and Technology Management, 3 credit hours

Catalog Description:
Examination of leadership and management methodologies necessary to be successful in engineering and technology intensive organizations. (3 credit hours).

Course Goal:
To provide students with leadership strategies and skills to implement engineering management techniques and foster individual leadership in their future endeavors.

Course Outcomes:
The student upon completion of this course will be able to:
1) Illustrate personal leadership values to managing engineering and technology enterprises;
2) Develop management strategies to gain and sustain a competitive advantage; and,
3) Create plans that addresses TQM endeavors and management strategies to foster positive change in an industry or engineering enterprise.

Course Content Areas:
I.   *Technology Management (10%)*
    A. Evolution and Growth of Technology
    B. Role and Significance of Engineering and Technology
    C. Engineering and Technology Innovation
    D. Technology and Competition
    E. Managing Engineering and Technological Innovation
    F. Forms of Technology—Processes, Products, and Systems
    G. Knowledge Based Technologies and Knowledge Management

II.   *Engineering and Technology Strategy (10%)*
    A. Engineering and Technology Acquisition
    B. Measures of Scale
    C. Economies of Scale
    D. Mechanisms for Acquiring Technologies
    E. Adoption, Diffusion, and Absorption
    F. Benefits and Limitations of Acquisition and Adoption Cycles
    G. Technological Dependence

III. *Managing Technological Change (10%)*
    A. Characteristics of Technological Change
    B. Classification of Technological Change
    C. Technological Development Options
    D. Technology Policies
    E. Technology and Social and Economic Planning

IV.   *Strategies for Technology Generation and Development (15%)*
    A. Importance of Technology Generation
    B. Research and Development
    C. Research and Development Efforts to Technology Products
    D. Measures of Innovative Performance

E.   Managing Innovation
F.   Intellectual Property Management

VI.   *Utilizing Technology Transfer (10%)*
A.   Models of Technology Transfer
B.   Factors Affecting Technology Transfer
C.   Historical Case Studies
D.   Negative and Positive Outcomes with Technology Transfer
E.   Technology Transfer as a Management Strategy

VII.   *Human Aspects in Technology Management (10%)*
A.   Integration of People and Technology
B.   Psychological Factors in Technology Development
C.   Organizational Structure and Technology
D.   Leadership Development in Engineering and Technology
E.   Developing Employee Talent
F.   Industrial Relations

VIII.   *Leadership, Education/Training in Engineering and Technology Enterprises (20%)*
A.   Defining Leadership and Leadership Styles
B.   Leadership for Quality
C.   Lessons from Distinguished Leaders
D.   Leadership Models and Total Quality Management
E.   Leaders as Change Agents
F.   Developing a Quality Culture via Leadership
G.   Effective Communication
H.   Improving Communication and Corrective Feedback
I.   Teamwork and Teambuilding
J.   Structural Inhibitors to Teamwork
K.   Rewarding Teamwork and Individual Performance
L.   Conflict Management and Resolution
M.   Rationale for Education and Training
N.   Training Needs Assessments
O.   Quality Education and Training Programs
P.   Problem Solving and Decision-Making Processes

IX.   *Continuous Improvement Methods (15%)*
A.   Leadership Roles in Continuous Improvement
B.   Essential Improvement Activities
C.   Kaizen Approach
D.   CEDAC Approach (i.e., Cause and Effect)
E.   Lean Approach
F.   Six-Sigma Approach
G.   Lean Six-Sigma Approach
H.   Theory of Constraints
I.   Total Quality Management
J.   Measurement Techniques to Continuous Improvement

Textbook:

    Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:

Exams:

The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Short Papers/Presentations:

Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

Case Studies:

Throughout the course students will review and develop summaries related to the case studies presented in this class. The case studies will be used to illustrate and design solutions to proposed problems associated with the management of engineering and technology activities, leadership, and the implementation of continuous process improvements.

Grading:

Exams 30%
Short Papers/Presentations 25%
Research Project 45%
Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title

MSET 5500 Organizational Performance and Change Management, 3 credit hours

Catalog Description:

Examination of strategies for change management, developing an organizational culture, team development, use of internal and external consultants, ethical dilemmas, and diagnostic models to improve effectiveness and efficiency (3 credit hours).

Course Goal:

To provide students with methods to adapt to changes in markets, technology, and engineering endeavors.

Course Outcomes:

The student upon completion of this course will be able to:

1) Diagnose problems and causes of organizational ineffectiveness;
2) Analyze the effectiveness of approaches for changing organizational culture, climate, and social/technical processes;
3) Apply methods to motivate employees via individual, group, and organizational structures; and,
4) Apply diagnostic models and techniques in change management programs.

Course Content Areas:

I.   *Need and Relevance of Organizational Development (5%)*
    A. Organizational Development Defined
    B. Theories of Planned Change
    C. General Model of Planned Change
    D. Magnitude of Change

II.   *Diagnosing Organizations (10%)*
    A. Diagnostic Models
    B. Organization Level Diagnosis
    C. Open-Systems Model
    D. Comprehensive Models
    E. Using Experts and Consultants

III.   *Diagnosing Groups and Jobs (10%)*
    A. Group-Level Diagnosis
    B. Individual-Level Diagnosis
    C. Job Design
    D. Using Internal and External Consultants

IV.   *Methods of Data Collection (10%)*
    A. Questionnaires
    B. Interviews
    C. Observations
    D. Unobtrusive Measures
    E. Qualitative and Quantitative Tools for Analyzing Data

V.   *Leading and Managing Change (15%)*
- A. Motivating Change
- B. Overcoming Resistance to Change
- C. Creating a Vision
- D. Developing Support for the Change and Process
- E. Managing the Transition
- F. Sustaining Momentum

VI.   *Designing Interventions (10%)*
- A. Effective Interventions
- B. Contingencies
- C. Human Process Interventions
- D. Technostructural Interventions
- E. Human Resources Interventions
- F. Strategic Interventions
- G. Ethics

VII.   *Evaluating and Institutionalizing Organizational Development Interventions (10%)*
- A. Evaluating Organizational Development Interventions
- B. Measurement
- C. Research Design
- D. Evaluation Feedback
- E. Ethics

VIII.   *Employee Involvement (5%)*
- A. Employee Involvement Practices
- B. Influence on Productivity
- C. Union-Management Cooperation
- D. Models of Employee Involvement in Total Quality Management
- E. Workforce Diversity
- F. Job Enrichment
- G. Employee Motivation

IX.   *Work Design (10%)*
- A. Engineering Approach
- B. Motivational Approach
- C. Task Analysis
- D. Sociotechnical Systems Approach
- E. Teamwork and Team Building in Total Quality Management
- F. Self-Managed Teams

X.   *Organization Transformation (15%)*
- A. Triggered by Environmental and Internal Disruptions
- B. Change is Systemic and Revolutionary
- C. Need for a New Paradigm
- D. Driven by Management
- E. Culture Change
- F. Demands of Organization and Cultural Change
- G. Learning and Knowledge Management

Textbook:
　　Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:
　Exams:
The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

　Short Papers/Presentations:
Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

　Case Studies:
Throughout the course students will review and develop summaries related to the case studies presented in this class. The case studies will be used to illustrate and design reflective interventions and to create diagnostic models and strategies to address problems and opportunities in organizational development and change management.

Grading:
Exams 30%
Short Papers/Presentations 25%
Case Studies 40%
Class Participation... 5%

Grading Scale:

A: 90%-100%	Benchmark: Professional
B: 80%-89.9%	Benchmark: Target
C: 70%-79.9%	Benchmark: Substandard
D: 60%-69.9%	Benchmark: Substandard
F: 59% or lower	Benchmark: Substandard

Benchmark for Program Learning Outcomes $\geq 80\%$. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
MSET 5600 Cross-Cultural Training and Performance Improvement, 3 credit hours

Catalog Description:
The design, implementation, and evaluation of strategies to improve functional capabilities, teamwork, and diversity in business and industry. Content areas addressed include the need for cross-cultural and diversity training, performance improvement, and evaluation methods (3 credit hours).

Course Goal:
To provide students with strategies to foster diversity and performance improvement in business and industry.

Course Outcomes:
The student upon completion of this course will be able to:
1) Analyze the needs for diversity and cross-cultural training;
2) Develop solutions to organizational problems that inhibit the participation of diverse employees; and,
3) Analyze performance problems and design interventions based on collected data.

Course Content Areas:
I. *The Need for Cross-Cultural and Diversity Training (10%)*
    A. Concepts of Culture and Ethnic Diversity
    B. Ethnocentrism, Racism, and Sexism
    C. People with Disabilities
    D. The Earnings Gap
    E. The Workplace of the Future

II. *Designing and Implementing Cross-Cultural and Diversity Training (20%)*
    A. The Moral Imperative
    B. Leadership of Management
    C. Commitment and Accountability
    D. Education and Training Methods
    E. Support Mechanisms
    F. Materials for Education and Training
    G. Use of Consultants
    H. Assessment and Evaluation Techniques

III. *Managing Diversity in Business and Industry (20%)*
    A. Education and Training
    B. Pathways to Success
    C. Mentorship Programs
    D. State and Federal Laws Protecting People from Discrimination
    E. Moving Beyond EEO Guidelines
    F. The Cost of Failure
    G. Action Steps for Managing Cross Cultural and Diversity Training—The Role of Leaders

IV. *Introduction to Performance Improvement (5%)*
    A. Need for Performance Improvement in Business and Industry
    B. Process and Systems Approach—Examining Root Causes of Problems
    C. Performance Gaps and Deficiencies
    D. Developing Goals, Standards, and Key Performance Indicators (KPIs)

E.   Cascading Goals, Standards and KPIs Throughout the Organization

V.   Performance Improvement Action Steps (5%)
   A.   Developing a Learning Organization
   B.   Models for Growth
   C.   Developing Organizational and Team Leaders
   D.   Process, Tools and Techniques for Performance Improvement
   E.   Relationships to the Strategic Planning Process

VI.   Performance Improvement and the Individual (10%)
   A.   Individual Strengths and Weaknesses
   B.   Use of Personality Inventories
   C.   Models for Developing Individual Performance
   D.   Core Competencies for Establishing Individual Performance
   E.   Action Steps for Leaders Managing Individual Performance Improvement

VII.   Teams and Performance (10%)
   A.   Methods of Team Selection
   B.   The Management of Diversity
   C.   Use of Personality Inventories
   D.   Use of the Kirton Adaption-Innovation Inventory
   E.   When to Use Teams
   F.   Marketing, Sales, and Customer Service Teams
   G.   Research and Development Teams
   H.   Production Teams

VIII.   Development, Training, and Education (10%)
   A.   Differences in Development, Training, and Education
   B.   Characteristics of Effective Development, Training, and Education
   C.   Materials for Education and Training
   D.   Use of Consultants
   E.   Assessment and Evaluation Techniques

IX.   Management of Leadership Development and Teamwork (10%)
   A.   Models of Effective Management
   B.   Communicating Management Values
   C.   Participation, Access, and Involvement
   D.   Action Steps for Implementing Performance Improvement for Leaders

Textbook:
    Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:
   Exams:
The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

   Short Papers/Presentations:

Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

Research Projects:
Two research projects will be developed during this class. One will involve the development of a cross cultural or diversity training program based on a needs assessment for a selected business or industry, and the second will involve the development of performance improvement plan to address a specific need in a business or industry environment. Specifics of these two projects will be presented throughout the semester.

Grading:

Exams 30%
Short Papers/Presentations 25%
Research Project 45%
Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
TECH 6000 Research Methods in Engineering Technology, 3 credit hours

Catalog Description:
Study of research designs and methods applicable to industrial and engineering problems. Emphasis on defining research problems, collecting, recording, analyzing, and interpreting data with implications for further research (3 credit hours).

Course Goal:
To prepare students to become better consumers of research in their role as practitioners and provide the opportunity to develop a research methodology for a selected problem.

Course Outcomes:
The student upon completion of this course will be able to:
1) Apply the scientific method as a research approach in industrial and engineering problems;
2) Discriminate between various empirical research designs for a selected research question;
3) Review, interpret, and critique the research reported by others;
4) Evaluate the potential uses of various data collection techniques (qualitative and quantitative) for a specific industrial or engineering research question;
5) Select a research topic and develop a preliminary proposal; and,
6) Utilize skills for action research.

Course Content Areas:
I.   *Empirical Research Reviewed (10%)*
 A. The Language of Research
 B. Types of Empirical Research
 C. Conventions and Elements in a Research Study
 D. Finding a Suitable Research Question
 E. Strategies for Accomplishing the Research Task
 F. Literature Search and Review Techniques
 G. Types of Publications

II. *Statistical Analysis (25%)*
 A. Introduction to Statistical Analysis
 B. Descriptive vs. Inferential Statistics
 C. Descriptive Statistics
  A. Frequencies, Percentages, and Proportions
  B. Frequency Distributions
  C. Plotting Data
  D. Mean, Median, Mode
  E. Variability, and Standard Deviation
  F. Standard Scores & Normal Curve
  G. Correlation
  H. Person *r*
  I. Linear Regression
 D. Inferential Statistics
  A. Introduction to Sampling

    B. Probability

    C. Probability and the Normal Curve

    D. Standard Error of the Mean

    E. Confidence Interval for the Mean

    F. The Null Hypothesis

    G. *z* Test—One-and Two-tailed Tests

    H. *t* Test

    I. ANOVA

    J. Chi Square

III.   *Ethics (10%)*

    A. The Need for Ethics

    B. Adhering to the Engineering Code of Ethics and Environmental Sustainability Practices

    C. Adhering to Engineering Standards and Regulatory Frameworks

    D. Research Ethics

    E. Submission to an Institutional Review Board (IRB)

IV.   *The Research Project/Question (25%)*

    A. The Title of a Research Report

    B. Statement of the Problem

    C. Statement of the Purpose

    D. Statement of the Need

    E. Statement of the Hypotheses

    F. Statement of the Assumptions

    G. Statement of the Limitations

    H. Statement of the Procedures

    I. Statement of the Terminology

    J. Statement of the Conclusions

    K. Statement of the Recommendations

V.   *Data Collection Techniques (20%)*

    A. Quantitative Techniques

    B. Qualitative Techniques

VI.   *Research Presentations (10%)*

    A. Research Preparation and Review

    B. Conference Presentations

    C. Poster Presentations

    D. Patents

    E. Publications

Textbook:

Various textbooks and research articles will be used in this class.

Evaluation and Requirements:

Exams:

The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Short Papers/Presentations:

Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

Research Project:

Each student will select a research question (of their choice) and develop a research design for the data collection and analysis of this study. The research to be conducted will be documented through the writing of the: Title of the research report, Statement of the Problem, Statement of the Purpose, Statement of the Need, Statement of the Hypotheses, Statement of the Assumptions, Statement of the Limitations, Statement of the Procedures and Statement of the Terminology.

Grading:

Exams 25%
Short Papers/Presentations 25%
Research Project 45%
Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes. This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
MSET 6100 Engineering Economic Analysis 3 credit hours

Catalog Description:
Study of the costs and benefits of engineering investments, products, technology developments, and capital purchases. An emphasis is placed on the analysis and frameworks for making decisions of economic worth with competing designs and managing technologies over their lifecycles (3 credit hours).

Course Goal:
To prepare students to utilize economic analysis to assess and evaluate choices related to engineering and technology investments.

Course Outcomes:
The student upon completion of this course will be able to:
1) Apply engineering economic analysis to solve problems involving present and annual worth, rate-of-return, payback, breakeven, and benefit-cost ratio;
2) Assess alternatives and cash flows with varying risks for new endeavors or replacement; and,
3) Evaluate probabilistic risk assessment methods in engineering and technology problems.

Course Content Areas:
I.   *Economic Decision-Making (5%)*
    A. Personal Decision-making
    B. Engineering/Technology Problems
    C. The Role of Engineers in Economic Problems
    D. The Time Value of Money
    E. Economic Equivalence

II.   *Demand, Supply and Market Equilibrium (10%)*
    A. Demand and Supply Factors
    B. Equilibrium
    C. Price Elasticity of Demand
    D. Price Elasticity and Revenue
    E. Demand Curves
    F. Power of Incentives and Unintended Consequences

III. *Cash Flows (10%)*
    A. Single Cash Flows
    B. Present Worth
    C. Future Worth
    D. Multiple Cash Flows
    E. Irregular Series
    F. Uniform Series
    G. Gradient Series

IV.   *Compounding Frequency (10%)*
      A. Periodic Interest Rate Approach
      B. Effective and Nominal Interest Rates
      C. Equivalence
      D. Interest Payments and Principal Payments
      E. Variable Interest Rates
      F. Annual Percentage Rates
      G. Bond Investments

V.   *Present Worth Comparing Alternatives (15%)*
      A. Methods of Comparing Economic Worth
      B. Ranking and Incremental Methods
      C. Equivalence of Methods
      D. Before- and After-Tax Analysis
      E. Equal and Unequal Lives

VI.   *Annual and Future Worth Comparing Alternatives (15%)*
      A. Single Alternative
      B. Multiple Alternatives
      C. Graphical Solutions

VII.   *Rate of Return Analysis (10%)*
      A. Internal Rate of Return
      B. External Rate of Return
      C. Single Alternatives
      D. Multiple Alternatives
      E. Breakeven Analysis

VIII.   *Replacement Analysis (15%)*
      A. Replacement Problems
      B. Cash Flow and Opportunity Costs
      C. Optimum Replacement Intervals
      D. Challenger-Defender Comparisons
      E. Benefit-Cost Ratio Analysis
      F. Complications in Replacement Analysis

IX.   *Depreciation (5%)*
      A. Income, Depreciation, and Cash Flows
      B. Time-Based Depreciation Methods
      C. Accelerated Cost Recovery
      D. Unit-of-Production Depreciation

X.   *Inflation (5%)*
      A. The Meaning and Measure of Inflation
      B. Before-Tax Analysis
      C. After-Tax Analysis
      D. Breakeven, Sensitivity and Risk Analysis

Textbook:

Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:

Exams:

The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Short Papers/Presentations:

Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

Economics Problems

A variety of assignments will be presented during the semester (almost weekly). These assignments will consist of applying mathematical concepts to selected engineering and technology problems. These assignments must be presented using the math editor in Microsoft Word. To achieve full credit for correct answers, the steps undertaken to calculate answers must be illustrated.

Research Project:

Each student will be assigned to a team to develop the economic considerations of a selected product/technology being developed. The group will provide the following elements in a final report: executive summary, problem description, life cycle costs, identifying and understanding uncertainties, probabilistic risk analysis, what-if analysis, recommendations, and conclusions. Specifics for this assignment will be provided.

Grading:

Exams 20%
Short Papers/Presentations 10%
Economics Problems 35%
Research Project 30%
Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title

MSET 6200 Engineering and Technology Management, 3 credit hours

Catalog Description:

Principles of engineering and technology management focusing on process and system analysis to evaluate strategies for business and industry transformation. Concepts addressed includes design and reliability, operations, optimization and efficiency techniques, testing and verification, manufacturing and supply chain constraints (3 credit hours).

Course Goal:

To foster process and system analysis to engineering and technology management problems and to address concerns of economic evaluation, reliability, safety, usability (i.e., human factors), and sustainability.

Course Outcomes:

The student upon completion of this course will be able to:

1) Apply process and system analysis in industrial and engineering problems;
2) Utilize models of decision making and economic evaluation in engineering and technology operations;
3) Illustrate the transformative consequences of engineering and technology on product development, production/construction, operational use, and retirement of artifacts; and
4) Design and evaluate operational feasibility with considerations to human factors, reliability, optimization, safety, logistics, sustainability, and other social/cultural constraints.

Course Content Areas:

I.   Invention, Innovation and the Competitive Advantage (10%)
   A. Technological Pioneering and Innovation
   B. Dominant Designs in the Survival of Business and Industry
   C. Disruptive Technologies
   D. Reconfiguration of Existing Technologies and Failures in Firms
   E. Selected Case Studies

II.   Process and System Analysis (25%)
   A. Systems Engineering
   B. Conceptual and Preliminary Process/Systems Design
   C. Detail Design and Development
   D. Creating the System
   E. System Testing, Evaluation, and Validation
   F. System Design for Reliability, Maintainability, and Safety
   G. System Design for Usability (Human Factors)
   H. System Design for Operations, Logistics, and Support
   I. System Design for Communication, Energy Utilization, Production, and Transportation
   J. System Design for Sustainability
   K. System Design for Disposability
   L. System Design for Affordability (Life-Cycle)

III.   *Engineering and Technology Operations (10%)*
   A. Operations and Supply Chain Management Overview
   B. Supply Chain and Production Processes
   C. Material Requirements Planning, JIT, and Lean
   D. Production Resource Planning
   E. Value Analysis and Value Engineering
   F. Measures of Productivity and Efficiency
   G. Sourcing and Procurement
   H. Selected Case Studies

IV.   *Quality and Operations (25%)*
   A. How to Insure Quality
   B. Concepts of Total Quality Management
   C. Six-Sigma
   D. Continuous Process Improvement
   E. Quality Assurance Techniques and Measures
   F. Facility, Process Layouts, and Efficiency Measures
   G. Cycle Times, Line Balancing, and Work Cell Problems
   H. Reliability and Redundancy
   I.   Statistical Process Control
   J. Sampling and Control Charts
   K. Enterprise Resource Planning Systems

V.   *Forecasting, Modeling, and Reducing Risk (10%)*
   A. Characteristics of Forecasts
   B. Subjective and Objective Forecasting Methods
   C. Methods of Forecasting Series Data
   D. Trend-Based Forecasts
   E. Simulations
   F. Linking Forecasts to Production and Inventory Management

VI.   *Inventory Control and Management (10%)*
   A. Inventory Models
   B. Inventory Control Systems
   C. Planning and Accuracy of Demand
   D. Uncertainty in Demand
   E. Models for Determining Costs
   F. Inventory Metrics (Best Practices)
   G. Inventory Problems

VII.   *Logistics, Distribution and Transportation (5%)*
   A. Logistics and Distribution
   B. Types of Facility and Demand Models
   C. Plant Location Methods
   D. Working with Existing Facilities and Partners
   E. Transportation Modeling
   F. Selected Case Studies

VIII. *Ethics (5%)*
   A. Principles of Ethics for Engineering and Technology Managers
   B. Legal Issues in Engineering Management
   C. Intellectual Property

Textbook:
   Various textbooks, case studies, and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:
 Exams:
The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

 Short Papers/Presentations:
Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

 Assignments:
A variety of assignments will be presented during the semester (almost weekly). These assignments will consist of applying mathematical concepts to selected engineering and technology problems. These assignments must be presented using the math editor in Microsoft Word. To achieve full credit for correct answers, the steps undertaken to calculate answers must be illustrated.

Grading:
Exams 30%
Short Papers/Presentations 30%
Assignments 35%
Class Participation 5%

Grading Scale:
A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes $\geq$ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
MSET 6300 Engineering Project Management I, 3 credit hours

Catalog Description:
Examination of project management from an engineering perspective with an emphasis on how a lead engineer must organize, plan, implement, and control tasks to achieve an organization's schedule, budget, and performance objectives. Emphasis placed on the areas of project initiation, work breakdown structures, use of Gantt charts, networking diagrams, budgeting, quality and risk assessment, and contractual arrangements (3 credit hours).

Course Goal:
To prepare students to utilize project management techniques from an engineering perspective to minimize time, energy, and resources associated with complex projects or engineering endeavors.

Course Outcomes:
The student upon completion of this course will be able to:
1) Apply project management methodologies, processes, and tools to execute complex engineering projects;
2) Identify and develop options associated with quality or risk assessments;
3) Utilize simulation software to develop a project implementation plan to address engineering production, scheduling, budgeting, performance objectives, and outcomes; and,
4) Identify and offer solutions to challenges and opportunities of organizational dynamics in engineering endeavors or projects.

Course Content Areas:
I. *Need for Project Management (10%)*
    A. Project Life Cycles
    B. The Project Manager, Roles and Responsibilities
    C. Project Management Teams
    D. Organizational Strategies
    E. Functional Teams

II. *Defining Engineering Production and Product Development Endeavors (15%)*
    A. Production and/or Product Development Priorities
    B. Establishing Engineering or Project Objectives
    C. The Engineering Problem or Design Statement
    D. Milestone Schedules
    E. Creating a Work Breakdown Structure (WBS)
    F. WBS Decomposition Problems
    G. Managing Cost and Control Systems
    H. Project Failure/Selected Case Studies

III. *Network Scheduling Techniques (15%)*
    A. Graphical Evaluation and Review Techniques (GERT)
    B. Critical Path Method (CPM)
    C. Program Evaluation Review Technique (PERT)
    D. Gannt Control Charts
    E. Managing Dependencies
    F. Identifying Slack and Lag
    G. Estimating Activity Time
    H. Estimating Total Project Time

I. Precedence Networks
J. Scheduling Problems
K. Ethics

IV. *Pricing and Estimation of Costs (15%)*
A. Types of Pricing Strategies
B. Estimates
C. Labor
D. Overhead Rates
E. Material Costs
F. Cost Reduction Techniques in Engineering
G. Calculating Costs via Net Present Value (NPV) and Internal Rate of Return (IRR)
H. Determining Payback and Breakeven Analysis
I. Justifying Costs
J. Variances
K. Cost Control Problems and Risk
L. Learning Curves
M. Cumulative Average Curve
N. Unit Costs and Use of Midpoints
O. Ethics

V. *Generating Reports and Measuring Progress (10%)*
A. Project Monitoring Information
B. Project Control Process
C. Monitoring Time Performance
D. Earned Value Cost/Schedule System
E. Various Status Reports
F. Forecasting Project Costs
G. Project Metrics
H. Dashboards and Scorecards

VI. *Management Planning Processes (15%)*
A. The Engineering/Design Brief
B. Identification of Objectives and Assumptions
C. Life-Cycle States
D. Roles and Responsibilities
E. Statement of Work
F. Project Specifications
G. Milestone Schedules
H. WBS and Problems
I. Role of Leadership
J. Managing Costs
K. Schedules and Charts
L. Management Control
M. Audits
N. Enterprise Methodologies

VII. *Quality Management via Project Management (20%)*
A. Strategic Planning

B. Effective Document Control and Management
C. Continuous Process Improvement
D. Capacity Planning
E. Managing Multiple Projects
F. Risk Management
G. Benefits-Risk-Cost Analysis
H. Contracts and Procurements
I. Project Termination
J. Selected Case Studies
K. Ethics

Textbook:

    Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:

Exams:

The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Short Papers/Presentations:

Each student will write several short papers as an aid to the discussions taking place in class. Grading of this assignment will be based on content, presentation of material, referencing, grammar and spelling.

Course Project:

Each student will be involved in an engineering endeavor to produce a manufactured product. Operating as a project manager for this endeavor, each student will define the scope of the project where all the elements of project planning, the creation of a work breakdown structure to maximize efficiency and productivity within predetermined constraints will be completed. This project will require a variety of reports to illustrate efficiencies, risk assessment, engineering economic calculations, and contractual arrangements. Specifics of this course project will be presented throughout the class. Note that the emphasis of this project will be to address key concepts associated with total quality management and project management.

Grading:

Exams	25%
Short Papers/Presentations	25%
Course Project	45%
Class Participation	5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title

MSET 6400 Engineering in Production Systems, 3 credit hours

Catalog Description:

Study of quality control methods in production systems. Students will learn engineering methods for analysis, design, and continuous improvement of production systems (3 credit hours).

Course Goal:

To assist students to become proficient in analyzing and managing production systems to deliver high quality, cost effectiveness, and a sustainable advantage.

Course Outcomes:

The student upon completion of this course will be able to:

1) Illustrate major trends in global manufacturing and process flows;
2) Utilize Advanced Manufacturing Systems analysis (AMS), including flow analysis concepts and methodologies;
3) Apply decision-making activities based on quantitative tools and simulation models;
4) Analyze a process operating under stable conditions; and,
5) Analyze a process under uncertain conditions;

Course Content Areas:

I.   *Quality Value and Engineering (10%)*
   A.   Quality Engineering in Product Design
   B.   Quality Engineering in Design of Production Processes
   C.   Quality Engineering in Production
   D.   Quality Engineering in Customer Service
   E.   Statistical Basis of Control Charts
   F.   Overview of Acceptance Sampling
   G.   Control Charts for Variables: $\bar{X}$ *Charts*
   H.   Control Charts for Variables: *R Charts*

II.   *Loss Function and Quality Level (10%)*
   A.   Derivation of the Loss Function
   B.   Economic Consequences of Tightening Tolerances to Improve Quality
   C.   Loss Function and Justification of Improvements
   D.   Loss Function and Inspection
   E.   Quality Evaluations and Types of Tolerances
   F.   Determinations of Tolerances

III. *Tolerance Design and Tolerancing (15%)*
   A.   Functional Limits
   B.   The-Nominal-The-Best (N Type)
   C.   The-Larger-The-Better Characteristic (L Type)
   D.   The-Smaller-The-Better Characteristic (S Type)
   E.   Tolerance Allocation for Multiple Components
   F.   Nonlinear Tolerancing

IV.   *On-Line Feedback Quality Control: Variable Characteristics (15%)*

A. Feedback Control with Measurement Interval of One Unit of Production
B. Mean Squared Drift
C. The Loss Function
D. Feedback Control with Measurement Intervals Greater than one Unit of Production
E. Control System for Lot or Batch Types of Production

V. *On-Line Process Parameter Control: Variable Characteristics (15%)*
    A. Process Parameter Tolerance
    B. Process Parameter Feedback Control Systems
    C. Measurement/Prediction Error
    D. Process Control Parameters

VI. *On-Line Quality Control: Attribute Characteristics (15%)*
    A. Checking Interval for Attribute Characteristics
    B. Optimal Interval Between Successive Diagnoses
    C. Optimal Interval Between Successive Diagnoses for Processes with Small Number of Defects
    D. Sensitivity Analysis
    E. Number of Operators Required for Process Diagnosis and Process Recovery
    F. Frequency of Process Diagnosis

VII. *On-Line Quality Control: Methods for Process Improvements (15%)*
    A. Production Process Improvement Methods
    B. Preventive Tool Changes
    C. Tools with Longer Lives
    D. Automatic Process Diagnosis and Production Process Adjustment
    E. Process Diagnosis Improvement Methods
    F. Process Adjustment and Process Recovery Improvement Methods

VIII. *On-Line Quality Control: Attribute Characteristics (5%)*
    A. Preventive Maintenance Schedules: Deviations on Both Sides of Target Values
    B. Preventive Maintenance Schedules: for Functional Characteristics
    C. Preventive Maintenance Schedules: for Large Scale Systems

Textbook:
Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:
  Exams:
The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Assignments:
Each section of this class will be accompanied by homework assignments. The assignments will be mathematical in nature. All work submitted will need to be typed using the mathematical equation editor in Microsoft Word.

Grading:

Exams 30%

Assignments 65%

Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional

B: 80%-89.9%   Benchmark: Target

C: 70%-79.9%   Benchmark: Substandard

D: 60%-69.9%   Benchmark: Substandard

F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes $\geq$ 80%. Refer to Assessment Map and Program Outcomes.

This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
MSET 6500 Total Quality Management and Policy, 3 credit hours

Catalog Description:
Examination of management strategies and policies used in industry, engineering, and technology activities to provide continuous improvement of quality, performance, and competitiveness. Course emphasis on implementing strategies beneficial for strategic management, globalization, sustainability, and decision-making (3 credit hours).

Course Goal:
To provide students with strategies and skill sets to implement total quality management endeavors in their future endeavors.

Course Outcomes:
The student upon completion of this course will be able to:
1) Diagnose problems in the quality improvement process;
2) Develop quality management strategies to gain and sustain a competitive advantage in globalization, sustainability, and continuous process improvement;
3) Utilize statistical process control data to diagnose variation and improve processes, production controls, and production planning; and,
4) Create a strategic plan that addresses TQM endeavors and management strategies to foster positive change in an industry or engineering enterprise.

Course Content Areas:
I.   *Introduction to Total Quality Management (5%)*
   A. Quality Defined
   B. Foundations of TQM
   C. Historical Leaders in TQM, Deming, Juran, Crosby, etc.
   D. Critical Aspects of TQM
   E. Connection to Six-Sigma and Business Analytics
   F. Relationship to Strategic Planning

II.   *Leadership in TQM (5%)*
   A. Attitude and Involvement of Management
   B. Communication
   C. Culture
   D. Management Systems
   E. Fostering Employee and Supplier Relationships

III.   *Organizing for TQM (5%)*
   A. The Systems Approach
   B. The Process Approach
   C. Quality Implementation
   D. Making Transition for Traditional to a TQM Organization
   E. Groups and Employee Involvement
   F. Teams for TQM
   G. Continuous Process Improvement
   H. Ethics

IV.   *Productivity and Quality as Corporate Strategies (10%)*
    A. Leverage of Productivity and Quality
    B. Management Systems vs. Technology
    C. Measuring Productivity and Efficiency
    D. Improving Productivity and Quality
    E. Product Inspection vs. Process Control
    F. Statistical Quality Control
    G. Manufacturing and Production to Specification vs Manufacturing to Reduce Variation
    H. Process Control in Industries
    I. Quality Function Deployment
    J. Just-in Time
    K. Continuous Process Improvement

V.   *Customer and Supplier Focus and Satisfaction (10%)*
    A. Customer and Supplier Conflicts
    B. Drivers of Satisfaction
    C. Obtaining Employee Input
    D. Measuring Customer and Supplier Satisfaction
    E. Role of Marketing and Sales
    F. Customer and Supplier Retention
    G. Ethics

VI.   *Benchmarking, Forecasting, and Environmental Scanning (10%)*
    A. The Role of Benchmarking
    B. Steps and Uses of Benchmarking
    C. Closing Performance Gaps
    D. Pitfalls to Benchmarking
    E. The Role of Forecasting
    F. Types of Forecasts
    G. Data Collection and Appropriate Uses of Data
    H. Making Quality Forecasts
    I. Pitfalls of Forecasting
    J. The Uses of Environmental Scanning
    K. Steps to Conduct an Environmental Scan
    L. Limitations of Environmental Scans

VII.   *The Cost of Quality (5%)*
    A. Cost of Quality Defined
    B. Three Views of Quality Costs
    C. Measuring Quality Costs
    D. Using Data to Make Improvements
    E. Data Sampling Techniques
    F. Accounting Systems and Quality Management
    G. Data Collection as Continuous Process Improvement

VIII.   *Quality Control Tools (5%)*
    A. Check Sheets
    B. Flowcharts
    C. Graphs
    D. Histograms
    E. Pareto Charts

F. Cause-and-Effect Diagrams
G. Scatter Diagrams
H. Control charts

IX. *Control Charts for Variables (10%)*
A. Use of Control charts
B. Application of Variables
C. Control Chart for Fraction Non-Conforming (p-Chart)
D. Control chart for Number Non-Conforming (np-Chart)
E. When to Use Different Control Charts

X. *Quality Management Systems and Processes (5%)*
A. ISO 9000
B. Benefits and Certification
C. Implementation
D. ISO 14000
E. Benefits and Certification
F. Implementation
G. QS-9000
H. Benefits and Certification
I. Implementation

XI. *Strategic Management and Strategy Formulation (30%)*
A. Strategic Planning
B. Creating a Strategic Plan
C. Corporate Culture and Social Responsibility
D. Strategies for Satisfying Corporate Social Responsibility
E. Management Ethics
F. The Internal Environment—Creating Positive Change
G. Internal Analysis and Competitive Strategies (Needs Assessments, SWOT, etc.)
H. The External Environment—Moving Beyond Reaction
I. The Global Environment—Competitive Strategies and Strategic Planning
J. Multibusiness Strategies
K. Leveraging Core Competencies
L. Implementation Strategies
M. Marketing Strategy
N. Research and Development Strategies
O. Purchasing Strategies
P. Logistics Strategies
Q. Product Development
R. Horizontal and Vertical Integration
S. Diversification
T. Joint Ventures and Strategic Alliances

Textbook:

Various textbooks and research articles will be used in this class. The majority have an emphasis on engineering.

Evaluation and Requirements:

Exams:

The exams that will accompany this course will be essay in nature. All grades obtained on the exams will be added together and averaged to obtain a portion of the final grade.

Short Papers/Presentations:
Each student will write several short papers as an aid to the discussions taking place in class. These papers may additionally be presented in class as part of a group project. Grading of this assignment will be based on: content, presentation of material, referencing, grammar and spelling.

Research Project:
Teams will complete strategic planning exercises assigned by the course instructor. Each part of the semester-long project will be presented and evaluated. Peer evaluations will also be conducted to determine individual contribution to the team effort.

Grading:

Exams 30%
Short Papers/Presentations 25%
Research Project 45%
Class Participation 5%

Grading Scale:

A: 90%-100%   Benchmark: Professional
B: 80%-89.9%   Benchmark: Target
C: 70%-79.9%   Benchmark: Substandard
D: 60%-69.9%   Benchmark: Substandard
F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.
This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
TECH 6700 Action Research in Engineering and Technology, 3 credit hours

Catalog Description:
Culminating experience in graduate studies for students in the Department of Engineering Technology. Students will be involved in a comprehensive study and development of a written report of an applied research problem related to engineering or technology. The experience may be involved with a field and/or a laboratory research endeavor (3 credit hours).

Course Goal:
To assist students in the completing of an applied research project related to engineering or technology.

Course Outcomes:
The student upon completion of this course will be able to:
1) Identify and research a suitable problem in engineering or technology;
2) Develop and defend a research endeavor;
3) Utilize the skills of action research to address the problem under study; and,
4) Provide a final report inclusive of the following elements:
    A. Chapter I, Brief Literature Review, Statement of the Problem, Purpose, Need, Assumptions, Limitations, Methodology, and Terminology
    B. Chapter II, Review of Literature
    C. Chapter III, Methodology
    D. Chapter IV, Findings and Analysis of Data
    E. Chapter V, Discussion, Conclusions, and Recommendations

Course Content Areas:
This course does not provide any new content. This is culminating experience course that allows a student to conduct research as a requirement in graduate studies for students in the Department of Engineering and Technology.

Textbook:
None Required

Evaluation and Requirements:
  Applied Research Project:
Students must work with a faculty advisor to complete an initial proposal which must be approved prior to conducting research. Depending on the research selected, the student may need to obtain IRB approval from Fairmont State University. All students will complete an online training course for the Protection of Human Research Participants prior to starting the research endeavor. Students will conduct an applied research endeavor and provide a final report to the instructor based on the conventions outlined in TECH 6000 Research Methods in Engineering Technology. Please refer to specific guidelines, from the faculty member assigned to this course.

Grading:

Proposal 15%

Research Project 75%

Student Professionalism 10%

Grading Scale:

A: 90%-100%	Benchmark: Professional
B: 80%-89.9%	Benchmark: Target
C: 70%-79.9%	Benchmark: Substandard
D: 60%-69.9%	Benchmark: Substandard
F: 59% or lower	Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.

This course will be assessed yearly for meeting course and/or program learning outcomes.

Course Number and Title
TECH 6998 Thesis, 3 credit hours

Catalog Description:
Supervised research related to engineering or technology in the College of Science and Technology, by arrangement (3 credit hours).

Course Goal:
To assist students in the completing their thesis to engineering or technology.

Course Outcomes:
The student upon completion of this course will be able to:
1) Identify and research a suitable problem in engineering or technology;
2) Develop and defend a research endeavor;
3) Utilize the skills of action research to address the problem under study; and,
4) Provide a final report inclusive of the following elements:
    A. Chapter I, Brief Literature Review, Statement of the Problem, Purpose, Need, Assumptions, Limitations, Methodology, and Terminology
    B. Chapter II, Review of Literature
    C. Chapter III, Methodology
    D. Chapter IV, Findings and Analysis of Data
    E. Chapter V, Discussion, Conclusions, and Recommendations

Course Content Areas:
This course does not provide any new content. This is culminating experience course that allows a student to conduct research as a requirement in graduate studies for students in the Department of Engineering and Technology.

Textbook:
None Required

Evaluation and Requirements:
  Thesis:
Students must work with a faculty advisor to complete an initial proposal which must be approved prior to conducting research. Depending on the research selected, the student may need to obtain IRB approval from Fairmont State University. All students will complete an online training course for the Protection of Human Research Participants prior to starting the research endeavor. Students will work with their faculty advisor and thesis committee members to conduct an applied research endeavor and provide a final document based on the conventions outlined in TECH 6000 Research Methods in Engineering Technology. Please refer to specific guidelines from the faculty member assigned to this course.

Grading:

Proposal 15%

Research Project 75%

Student Professionalism 10%

Grading Scale:

A: 90%-100%   Benchmark: Professional

B: 80%-89.9%   Benchmark: Target

C: 70%-79.9%   Benchmark: Substandard

D: 60%-69.9%   Benchmark: Substandard

F: 59% or lower   Benchmark: Substandard

Benchmark for Program Learning Outcomes ≥ 80%. Refer to Assessment Map and Program Outcomes.

This course will be assessed yearly for meeting course and/or program learning outcomes.

References

Best Colleges (2017). 2017 Online Education Trends Report. Author: Retrieved from:
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West Virginia Manufacturers Association (2018, June). WV Manufacturers report more than 1,000 job
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Tab 4

FAIRMONT STATE UNIVERSITY™

Board of Governors
February 7, 2019

GRADUATE COUNCIL APPROVAL ON NOVEMBER 7, 2018

Item:	Post-Masters Certificate in Educational Leadership (Principal Licensure)
Committee:	Committee of the Whole
Recommended Resolution:	Be resolved, that the Fairmont State University Board of Governors approve the curriculum proposal for a Post-Masters Certificate in Educational Leadership
Staff Member:	Susan Ross Executive Director of Academic Programs and Support Services
Background:	The new Post-Masters Certificate in Educational Leadership will be an 18-credit hour online program to obtain a principal licensure, and an additional 6-credit hours to obtain a superintendent endorsement. The proposed post-masters certificate would (a) meet the needs of graduates who currently hold a master's degree in education, and (b) increase the supply of well-prepared public school leaders in West Virginia. Candidates completing the certificate will be eligible for West Virginia certification as Pre K-12 Principals, Supervisors of Instruction and Superintendent.

FAIRMONT STATE UNIVERSITY

Educational Leadership Certificate

Date: November 1, 2018

Title of Degree: Educational Leadership Certificate

Location: Fairmont State University

School of Education, Health and Human Performance

Effective Date of Proposed Action: Fall 2019

Fairmont State University

Dr. Mirta Martin: President

Dr. Richard Harvey: Interim Provost and Vice President for Academic Affairs

Dr. Amanda Metcalf: Interim Associate Dean, School of Education, Health and Human Performance

Prepared by: Dr. Frank Devono, Ms. Barbara Owens

This submission of the WV-HEPC Series 11 Intent to Plan for an Educational Leadership Certification at Fairmont State University is to be housed in the School of Education, Health and Human Performance. Upon internal and external approvals, this program is projected for full implementation beginning with the fall 2019 term.

5.2a Educational Objectives
The educational objectives of the courses are intended to provide each candidate with the skills and dispositions to obtain a certification as a school administrator, county office personnel and superintendent.

The **learning objectives** of the Educational Lleadership certificate program are to:

1. Examine the differences between a site based manager, and an instructional leader and how those management-style roles relate to distributive leadership
2. Analyze and describe the use of technology as it relates to instruction, social media, and communication with parents, students, staff and the community at large.
3. Apply the skills necessary to understand state and local funding and how those skills relate to the successful operation of a school system.
4. Analyze the hiring process, the teacher evaluation instrument and the grievance procedure and how to these processes relate to maintaining a highly quality staff.
5. Create and participate in mock situational roles involving the principal during hearings before the local Board of Education, and with students and parents.
6. Analyze the role of the principal in a critical conversation and resolution involving a staff member(s).
7. Examine the role of the principal regarding curriculum development and distinguish how this may impact the school culture and high expectations.
8. Examine laws, policies, and ethical challenges that have an impact on the educational setting. Upon reviewing the origins of the laws, policies and ethical standards, identify how the principal must have a working knowledge of those items to effectively manage a school and staff.
9. Examine the role of the superintendent in identifying community support, school board relations, and conflict resolution.
10. Demonstrate an understanding of skills as related to fiscal management to establish a yearly budget, management of federal funds and the passage of a school bond/levy.
11. Design innovative ideas to enhance communication between all stakeholders of the school community. Identify methods of communication that are innovative and immediate when responding to a crisis.

5.2a Relationship of Program Mission and Objectives to the Institutional Mission

The vision of Fairmont State University is to be renowned for its innovative pedagogical practices and programs and as the first-choice institution for students seeking a transformative educational experience. As a comprehensive, regional university, Fairmont State University is committed to educating global citizen leaders in an environment distinguished by a commitment to excellence, student success and transformational impact.

Aligned with the **vision** of Fairmont State University, the Educational Leadership Certification program seeks to prepare district and school leaders who are capable of optimizing student achievement and wellbeing through transformational educational experiences. The **mission** of the Educational Leadership Certification program is to prepare educational leaders that (a) optimize student achievement and wellbeing by creating safe, equitable and culturally responsive school environment and support systems; (b) support an intellectually rigorous academic curriculum; and (c) work collaboratively with staff, school community, political leaders, and the community at large to promote student success.

5.2a Conditions Making Fairmont State University a Desirable Fit for the Educational Leadership Program

Fairmont State University is in an opportune geographical location to serve the North Central West Virginia Educational Community. The School of Education, Health and Human Performance at Fairmont State University has a well-established and highly recognized Professional Development School (PDS) Partnership with 36 schools in five surrounding counties. Due to this reciprocal relationship, which has been ongoing for the past 10 years, these schools will serve as an initial avenue of information distribution in regards to program specifics and recruitment. This should only serve to enhance the visibility and presence of the new certification program to other areas of the state.

5.2b. Brief Program Description

The certification for a principal licensure is an 18 credit hour program, with an additional 6 credit hours to obtain the additional superintendent endorsement. The purpose of the Educational Leadership preparation program is to increase the supply of effective and well-prepared school leaders in public schools in West Virginia. These school leaders will be ready to serve as instructional leaders in the state's diverse student population in meeting high standards for student achievement. The development of an Educational Leadership Certification at Fairmont State University will also meet the needs of graduates who currently hold a Master's Degree in the field of education. After completion of the courses, candidates will be eligible for West Virginia certification as Pre K-12 Principals, Supervisors of Instruction and Superintendent. The certification program will be designed to give candidates the opportunity to practice all functions for effective school leadership. Fairmont State

University believes this is a crucial step in preparing teacher leaders for administrative roles in our schools and counties.

Admission Requirements

The Fairmont State University Educational Leadership certification will follow the mandates as set forth in code:

In accordance with W. Va. Code R. 126-136-10, to qualify for an Initial Administrative Certificate endorsed as principal, a candidate must:

- *Hold a master's degree from an accredited institution of higher education with a minimum 3.0 GPA*
- *Complete state-approved educational leadership program and receive institutional recommendation*
- *Have three years of management level or teaching experience*
- *Complete the Educational Leadership Institute in evaluation skills or approved equivalent training*
- *Receive a passing score on the Praxis II: Educational Leadership assessment.*

The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars and their relationship to the coursework will uniquely enhance the graduate's understanding of the course content.

5.2c   Institution High Quality Standards and Continuing Assessment

The certification in Educational Leadership program for principal/superintendent candidates is designed to address the current West Virginia Standards for School Leaders identified in West Virginia Department of Education Policy 5800 and the Professional Standards for Educational Leaders (PSEL), these standards were adopted in 2015 and were formerly known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Interstate School Leaders Licensure Consortium (ISLLC) Standards adopted in 2008. The program will also address the Educational Leadership Constituent Council (ELCC) Standards which are nationally recognized educational leadership program standards. These standards were revised in 2018 and renamed The National Educational Leadership Preparation (NELP) Program Recognition Standards.

This program will conduct periodic programmatic assessment that measures student attainment of the educational objective/program outcomes. Education program faculty will use the results of student learning data to improve the program and students overall experience where appropriate. The assessment of students, the courses contained in the program of study, and the entire program will utilize procedures established by the faculty and administration at Fairmont State University.

Collect surveys as needed to assess overall satisfaction with the program. This data will be used for course and program improvement and to provide data to the University and

outside accreditation groups. These surveys will consist of exit interviews employment status/satisfaction and graduate success with certification exams.

5.2d   Similar Programs in West Virginia and Surrounding States

Principal
American Public University System (http://www.apus.edu/) - (*dormant program, not accepting candidates*) PreK-Adult
Concord University (http://www.concord.edu/) - PreK-Adult
Marshall University (http://www.marshall.edu/) - PreK-Adult
Salem International University (http://www.salemu.edu/) - PreK-Adult
West Virginia State University (http://www.wvstateu.edu/) - PreK-Adult
Wheeling Jesuit University (http://www.wju.edu/) - PreK-Adult

Superintendent
Marshall University (http://www.marshall.edu/) - (*dormant program, not accepting candidates*) PreK-Adult
Salem International University (http://www.salemu.edu/) - PreK-Adult
West Virginia State University (http://www.wvstateu.edu/) - PreK-Adult
Wheeling Jesuit University (http://www.wju.edu/) - PreK-Adult

Supervisor of Instruction
Concord University (http://www.concord.edu/) - PreK-Adult
Marshall University (http://www.marshall.edu/) - (*dormant program, not accepting candidates*) - PreK-Adult
Salem International University (http://www.salemu.edu/) - PreK-Adult
West Virginia State University (http://www.wvstateu.edu/) - PreK-Adult
Wheeling Jesuit University (http://www.wju.edu/) - PreK-Adult

5.2e   Societal, Occupational, Research, or Public Service Needs and Student Demand

Fairmont State University will be the only regional public institution in this area that will have the distinction of offering West Virginia licensure for an Administrative Leadership certification for principals and superintendents. With West Virginia University no longer offering the administrative certification, Fairmont State University has a prime opportunity to train future principals and superintendents for our schools. This unique program will be tailored to meet the needs of the candidate based on the needs of the schools and the needs of Pre-K through Adult students.

At the beginning of this program, it is anticipated that there may be an enrollment of 50-75 students. This number is reflected from a survey that was distributed to several counties in this area. Not all counties shared the survey (in part due to the teacher work stoppage/March 2018), therefore the survey results indicated a 4-5 county range. There were 163 teacher responses received. In addition to the needs assessment survey, an advisory council, which is composed of nine local educators who have or are serving in an administrative role, has met. They have provided overwhelming opinions affirming

the need for the program and suggestions for rigorous assignments and the importance of connecting theory to practice.

It is anticipated that once Fairmont State University students have received their master's degree in education, they will want to matriculate into these courses to further increase their job opportunities in school leadership roles.

5.2f   Additional Resources Needed to Offer the Program

The startup and implementation will need additional adjunct faculty to provide the instruction as listed below. These classes will be offered as a hybrid with online instruction and some face-to-face meetings (at least one per class) in convenient locations.

<u>Equipment and Software</u>
No additional expenses for equipment and software are anticipated beyond what is currently available for an existing graduate program.

<u>Faculty</u>
Adjunct professors will be hired to meet the needs of course delivery. These instructors will have a Doctorate degree or equivalent experience as defined by the Higher Learning Commission.

Based on stipends paid to instructors of graduate courses at other local higher education institutions, it is recommended at each instructor be paid a minimum of $3,600.00 per 3-credit hour course.

a. **<u>Facilities</u>**
No additional facilities are required. Current use of online instruction materials and facilities would be needed. A classroom facility will need to be available for designated times throughout the semester for face-to-face classroom meetings.

b. **<u>Other</u>**
Visiting lecturers will be presenters/facilitators during the mandatory Saturday Leadership Labs. These experts in their fields will be compensated $500.00 for preparation and presentation for a full day. Sessions will be held primarily on campus for convenience.

5.2g Instructional Delivery Methodologies

In order to meet the needs of the students, classes will be offered as 8-week courses. Courses will also be offered during the summer allowing the completion of certification in Educational Leadership as a principal within a 15-month cycle. Student attendance at the university will be once per 8-week course. Clinical experiences will apply to each class that provides for engaged learning for each candidate as it relates to the course. Each course will be three credit hours. Courses will be designed allowing a candidate to take two 8-week courses per semester. Pre-requisite for the superintendent courses will

be completion of all other courses (which lead to the principal certificate) or certification through the West Virginia State Department of Education.

During the Saturday sessions, participants are responsible for their own transportation, lodging and meals.

1. **Online course work**

   Online course work will be delivered using Fairmont State University's learning management systems (LMS), allowing distant learners to access and complete work on their own each week. One or more sessions of a course, may include live line through the LMS with the instructor available by chat room or telephonically/visually for interactive participation from a remote location. The majority of course delivery will be through learning modules, required readings and other materials accompanied by electronic communication boards, electronic submission of assignments and completing test/quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments will be based upon APA style. The course syllabi will include learning outcomes and align to program goals/objectives. All participants will need access to high-speed internet and must purchase books assigned by the instructor. Each course will have a least one current relevant text required along with weekly readings.

2. **Instructional Delivery Strategies**

   The program will implement innovative strategies to provide the candidate with real school experiences. This program will involve practitioners in the field to enhance the clinical experience for the candidate. Maintaining real life experience seminars (Leadership Labs) and their relationship to the coursework will uniquely enhance the graduate's understanding of the course content. Unique opportunities will be provided by examining evaluation instruments, providing role-playing discussions and role-playing critical conversation regarding real world experiences. Additional opportunities will provide each candidate with field experiences reviewing the grievance procedure and the role of the principal. This clinical experience will review the collection of data, levels of the grievance procedure, documentation of information, testifying and implementation of a legal ruling. Previous court cases, grievances and laws will be reviewed and how those decisions have made a direct impact in the classroom.

   The seminars will coincide with the courses being taught and will be complimented by guest speakers of a school district such as personnel director, treasurer, superintendent, or board member. These sessions will provide first hand experiences to the graduate regarding multiple facets of the school system. Items to be included in these sessions would be the budget process, board meetings, personnel, and the daily role and expectations of a principal/superintendent. The seminars will identify state and local funding issues and how a revenue stream impacts the classroom. The

candidate will identify strategies utilized by a principal/superintendent to manage a school or district system.

Saturday sessions will examine communication methods and research effective ways to connect with the parents, students and the community. An examination of social media will be reviewed to identify multiple ways to communicate with the stakeholders. These firsthand accounts of communication techniques will be reviewed by the candidate to consider if a threat or actual crises occurs. The graduate, within a clinical experience, will work with an administrator at the school/district level to prepare a communique that will be disseminated to the school community.

A review of the research will be completed to consider strategies and techniques that would address a negative culture in a school or at the district level. Research will also address transformational leadership and design a process to address a negative environment.

A review of test scores, instructional strategies, and morale concerns, turnover rates, community expectations and poor student achievement will be discussed and how the role of the principal/superintendent is to address these needs of the school/district system.

Summary

Research shows school leadership is a pivotal factor in improving student achievement and retaining high quality teachers. In fact, among school-related factors, leadership is found to have one of the greatest impacts on student learning-second only to classroom instruction. Fairmont State University's Educational Leadership Certification will offer graduate students a certification to attain a principal position, a county office position and the certification for a school superintendent. Online coursework will provide educators in the field, while working in their present assignments, the flexibility to complete coursework at their convenience. The Saturday sessions will provide an opportunity for the candidates to build collegiality among their colleagues as they move through their leadership courses. Fairmont State University has a golden opportunity to provide leadership classes to train the future leaders in education.

Appendix A
Course Descriptions

1000 Community Relationships

Community partnerships address the role of a principal's ability to understand a relationship between the school and the community. This course will focus on the use of social media and the role it plays regrading communicating between the community, parents, students and the school. Graduates will understand the value of appropriating funds from the community. Participants will gain insight into the development of community/business partnerships. Graduates will develop strategies when dealing with difficult situations that may occur with the school or with parents.

2000 Principal as a Leader

The graduate will understand and appreciate the role of the principal. Viewing the different roles of a school manager and an instructional leader, the graduate will determine when each skill is best utilized in a school setting. Distributive leadership plays a significant role at the school level; the graduate will be able to establish a mission/vision for the school through the use of this skill. The graduate will work collaboratively with the faculty to strategically plan goals for the school. Through the review of data and assessment results, the graduate will understand the significance of their role as leader to establish a direction for continued improvement and student achievement. The graduate will be introduced to the importance of being visible within the school and community and the positive impact that plays. The evaluation/observation process will be demonstrated to the graduate for a greater understanding of teacher improvement.

3000 Transformational Leadership

Transformational Leadership is a difficult challenge as a principal. Instructional programing and addressing student needs must be the focal point of the principal, faculty and the community. The literature suggests that many facets of a school setting must be considered to affect the needed change. Considerations must be given to improving the curriculum, school culture and accountability for the teachers' students and administrative staff. All stakeholders must also be a driving component for transforming the school. The principal must be the catalyst of this change and should take a leadership role with curriculum and instruction.

4000 Organizational Leadership

Organizational Leadership is a major factor in the principals' ability to effectively manage a school. Leadership at the school level manages personnel, the facility and the school as it relates to providing a safe environment. Graduate students will focus on management of a school regarding finances, hiring personnel. The graduate student will develop an understanding of the implications within and outside of the school from decisions made by the principal. Building a new school or reconfiguring an existing school will be developed by the graduate as it relates to student and staff safety. Discussion of the components that should be considered into the building plan will be defined by the graduate student.

5000 Ethics and School Law
Legal issues and concerns are paramount for a principal in the management of school faculty, staff, and students. Federal and state laws will be reviewed by the graduate, when considering decisions made at the school level. The graduate student will study how those laws have impacted the local schools. This class will research the role of the principal when an accusation is made against a staff member or a student. The graduate student will read and apply the techniques of investigations. Policies play a significant role in the operations of a school; this course will investigate how policies can help or hinder a principal when resolving conflict. Through the review of recent court cases, grievances, and ethics rulings, the graduate student will study the impact of those decisions and rulings in the school setting. Federal and state laws that protect the students identified with special needs will be studied by the graduate student. A discussion of these laws will provide the graduate student the opportunity to understand the complexity of these laws and how the laws relate to the needs of the child.

6000 Current School Issues
Many issues face education daily. Policies and laws do not always stay abreast of issues that may arise. This course will review educational issues that will impact the classroom and the management of the school. Recent court case decisions, laws recently enacted, or recently adopted polices will be reviewed by the graduate student to study the impact of the decision. Local issues that will impact the educational setting by a disgruntled employee, parent, student or community member will also be examined, to determine the impact on the school.

7000 Superintendent Role Regarding Board, Community and Curriculum
The course will examine different ways a superintendent and board of education can create a positive and productive working relationship. Understanding the importance of mission, vision and strategic planning will be examined to establish a countywide direction for the school system. Student growth and achievement will be reviewed as a role of the superintendent to enhance a seamless transition throughout each grade level. This course will explore strategies on how to report data to the community that will build trust and respect. After reviewing testing data this course will explore strategies on how to set high expectations with the principal and staff.

8000 Superintendent as a Leader/Manager
This course will examine the role of the superintendent to build and foster collaboration within the community. How the superintendent addresses conflict to ensure they can clearly articulate with the community will be reviewed. This course will examine the role of the superintendent as they monitor the fiscal accounting and management systems. The use of technology to enhance the operations of the system will be reviewed. How a superintendent utilizes the demographics of the district to make informed decisions as they establish countywide goals will be examined. Collaborations between community agencies and post-secondary institutions will be examined to promote better programing and services with all parties involved.

Required Major Courses

	Course	Hours	Weeks	Format
Fall Semester 1	Principal as a Leader	3	8-week course	online
	Organizational Leadership	3	8-week course	online
Spring Semester 1	Ethics and School Law	3	8-week course	online
	Community Relationships	3	8-week course	online
Summer Semester 1	Transformational Leadership	3	8-week course	online
	Current School Issues	3	8-week course	online
Fall Semester 2	Superintendents Role Board and Community	3	8-week course	online
Spring Semester 2	Superintendent as a Leader/Manager	3	8-week course	online

Tab 5

Fairmont State University
Board of Governors
February 21, 2019

Item: 2019-2020 and 2020-2021 Academic Calendars

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University Board of Governors approve the 2019-2020 and 2020-2021 academic calendars.

Staff Member: Richard Harvey
                                    Provost and Vice President for Academic Affairs

Background: Academic Affairs seeks approval of the Academic Calendar for the next two academic years. These calendars have been vetted by the Deans & Chairs, Faculty Senate, and various student services offices. Two items to note: 1) the later start in August, and 2) the Summer session is increased from the current 10 weeks to 12 weeks.

Fairmont State University
2019-2020 Academic Calendar

FAIRMONT STATE UNIVERSITY
Office of the Provost

2019 Fall Semester

Wednesday-Friday, August 14-16	Opening Session and Professional Development
Thursday, August 15	Move-In Day
Friday, August 16	Student Convocation
Monday, August 19	Classes Begin
Friday, August 30	PR or NP Grades Due
Monday, September 2	Labor Day, No Classes
Friday, September 13	Early Alert Grades Due
Friday, October 11	Midterm
Friday, October 11	Fall Break, No Classes
Tuesday, October 15	2nd 8-week Classes Begin
Monday-Friday, November 25-29	Thanksgiving Recess, No Classes
Friday, December 6	Last Day of Classes
Monday–Friday, December 9-13	Final Exams
Saturday, December 14	Commencement
Tuesday, December 17	Last Day for Faculty

2020 Spring Semester

Wednesday–Friday, January 8-10	Opening Session and Professional Development
Monday, January 13	Classes Begin
Monday, January 20	Martin Luther King Day, No Classes
Friday, January 24	PR or NP Grades Due
Friday, February 7	Early Alert Grades Due
Friday, March 6	Midterm
Monday–Friday, March 9-13	Spring Break, No Classes
Monday, March 16	2nd 8-Week Classes
Friday, April 10	Spring Holiday, No Classes
Friday, May 1	Last Day of Classes
Monday–Friday, May 4-8	Final Exams
Saturday, May 9	Commencement
Tuesday, May 12	Last Day for Faculty

2020 First Summer Term (6 weeks)

Monday, May 18	Classes Begin
Monday, May 25	Memorial Day, No Classes
Thursday, June 26	First Summer Term Ends

2020 Second Summer Term (6 weeks)

Monday, June 29	Classes Begin
Thursday, August 6	Second Summer Term Ends

2020 Full Summer Term (12 weeks)

Monday, May 18	Classes Begin
Thursday, August 6	Term Ends

Fairmont State University

2020-2021 Academic Calendar

2020 Fall Semester

Wednesday-Friday, August 12-14	Opening Session and Professional Development
Thursday, August 13	Move-In Day
Friday, August 14	Student Convocation
Monday, August 17	Classes Begin
Friday, August 28	PR or NP Grades Due
Monday, September 7	Labor Day, No Classes
Friday, September 11	Early Alert Grades Due
Friday, October 9	Midterm
Friday, October 9	Fall Break, No Classes
Tuesday, October 13	2nd 8-week Classes Begin
Monday-Friday, November 23-27	Thanksgiving Recess, No Classes
Friday, December 4	Last Day of Classes
Monday–Friday, December 7-11	Final Exams
Saturday, December 12	Commencement
Tuesday, December 15	Last Day for Faculty

2021 Spring Semester

Wednesday–Friday, January 6-8	Opening Session and Professional Development
Monday, January 11	Classes Begin
Monday, January 18	Martin Luther King Day, No Classes
Friday, January 22	PR or NP Grades Due
Friday, February 5	Early Alert Grades Due
Friday, March 5	Midterm
Monday–Friday, March 8-12	Spring Break, No Classes
Monday, March 15	2nd 8-Week Classes
Friday, April 2	Spring Holiday, No Classes
Friday, April 30	Last Day of Classes
Monday–Friday, May 3-7	Final Exams
Saturday, May 8	Commencement
Tuesday, May 11	Last Day for Faculty

2021 First Summer Term (6 weeks)

Monday, May 17	Classes Begin
Monday, May 31	Memorial Day, No Classes
Thursday, June 24	First Summer Term Ends

2021 Second Summer Term (6 weeks)

Monday, June 28	Classes Begin
Thursday, August 5	Second Summer Term Ends

2021 Full Summer Term (12 weeks)

Monday, May 17	Classes Begin
Thursday, August 5	Term Ends

Tab 6

Fairmont State University
Board of Governors
February 21, 2019

Item: Academic Restructuring

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University Board of Governors approve the proposed academic restructuring.

Staff Member: Richard Harvey
                                             Provost and Vice President for Academic Affairs

Background: Academic Affairs seeks approval for the attached restructuring of the academic units which will create 2 colleges rather than the current structure of 2 colleges and 4 schools. This is the recommendation of a Faculty Taskforce who worked on the restructuring through the Fall term. The Taskforce held a town hall meeting in October to present their preliminary findings, and met with all of the academic units. The Faculty Senate also engaged in the discussions. The recommendation was modified slightly by the ELT, and now requires Board approval. With Board approval, the proposal then goes to the WV HEPC, and finally the HLC.

FINAL REPORT - Executive Leadership Team - January 25, 2019

Submitted by Academic Restructuring Task Force Members: Bill Harrison (Chair), Michael Ransom, Denice Kirchoff, Adam Podlaskowski, Sharon Smith, Jason Bolyard, Joni Gray, Marcus Fisher, Erica Harvey

The original charge to the Task Force:
1. Examine the proposed academic reorganization and make recommendations relative to the following:
   a. Realign units based on a central, focused approach that takes into consideration synergies of knowledge and functional responsibilities;
   b. Realign academic units based on best practices; naming opportunities, scholarship and teaching synergies
2. Recommend an implementation path and timeline while ensuring broad-based participation from stakeholders in the process
3. Establish a baseline and metrics for measuring progress and completion of Taskforce recommendations.
4. Implement a comprehensive communications strategy to both inform and involve Fairmont State stakeholders in the work of Taskforces.

Reasons for restructuring cited by Provost Harvey:
1. Time to review (last review was 10 years ago)
2. Potential cost reductions
3. Enhanced revenue possibilities - Academic Centers of Excellence
4. Create available synergies
5. Balance in numbers of faculty/students
6. Improved marketing

During the fall semester of 2018, the Task Force engaged in an inclusive and transparent process, responsive to faculty input. Following a period of weekly meetings as a Task Force, a presentation at the University Town Hall meeting on Oct. 23, discussions with academic units on campus, and information presented and collected at the January 15 Faculty Senate meeting, the Task Force respectfully submits its recommendation. The resulting proposal is a high level overview of the restructure, and some exceptions will be needed for realities that emerge as more details are formalized.

The Academic Task Force recommends a two-college design. The names of the colleges (in bold) and the units (underlined) may be subject to change but were chosen as descriptors reflecting generally accepted terms. The academic units (underlined and bulleted) may be labeled as "schools" or "departments" or another title; however, we do recommend consistent naming of all units (i.e. School of Fine Arts, School of Humanities, School of Nursing **OR** Department of Fine Arts, Department of Humanities, Department of Nursing, **but not**, School of Fine Arts, Department of Nursing). We also recommend future naming of units take into consideration current and future trends in the disciplines, faculty input, and recognition of unit names by stakeholders.

Faculty numbers (in parentheses) reflect the most current totals as of Fall 2018. These numbers do not include FEAPs or adjuncts, which does have the potential to add to Deans' and Chairs' responsibilities, as it adds to the number of faculty as direct reports.

College of Arts and Sciences (81)

- Fine Arts: (13.5 faculty)
    - Art (5)
    - Music (6)
    - Theatre Arts (2.5)

- Humanities: (16 faculty)
    - Communication (2)
    - Language & Literature (13)
    - Philosophy (1)
    - Folklore
    - Journalism

- Mathematics/Computer Science: (10 faculty)
    - Mathematics (8)
    - Computer Science (2)

- Natural Sciences: (15.5 faculty)
    - Biology (5)
    - Chemistry (5) - (does not include 1 grant-funded FEAP)
    - Forensic Science (2)
    - Geoscience (1.5) – (does not include 3 NASA FEAPs and 1 grant-funded FEAP)
    - Physics (2)

- Social Sciences (17 faculty)
    - Criminal Justice (8.5)
    - History (4)
    - National Security & Intelligence (3 = 2+2@50%)
    - Political Science (1.5)

- Behavioral Sciences (9 faculty)
    - Psychology (6)
    - Sociology (3)
    - Geography (0)

College of Professional Studies (81)

- Architecture: (4 faculty)

- Aviation: (4 faculty)

- Business: (19 faculty)
    - Accounting (3)
    - Business Administration (12)
    - Healthcare Management (1)
    - Information Systems (3)

- Education (13) (Does not include FEAPs)

- Engineering Technology: (15 faculty)
  - Graphic Design Technology (2)
  - Engineering Technology (11)
  - Occupational Safety (2)

- Health and Human Performance: (9 faculty)
  - Exercise Science (4.5)
  - Physical Education (2.5)
  - School Health (1)
  - Outdoor Recreation (1)

- Nursing/Community Health: (17)
  - Nursing ASN (13) - also includes the Weekend Nursing Program
  - Nursing BSN (2)
  - Community Health (2) – not unanimous consent among stakeholders; could remain in HHP

Other academic units may also be considered, examples mentioned include Appalachian Folklore, Museum Studies, Honors, Library, etc. (Since Honors is interdisciplinary, the Provost recommends it remain as is.)

Our rationale for this proposal includes, but is not limited to the following.
The design:

1. Proposes a significant restructuring from 6 colleges and schools to 2 colleges, thereby realigning units based on a central, focused approach that takes into consideration synergies of knowledge and functional responsibilities.
2. Makes academic sense, not sacrificing existing synergies of academic units, but allowing the possibility for new ones.
3. Doesn't require a lot of physical reorganization, minimizing disruptions and associated costs.
4. Balances faculty in each college and defines smaller academic units based on program-requested academic groupings as well as accreditation necessities.
5. Promotes development of the next generation of academic leaders on campus through a larger cadre of chairs with specific responsibilities and autonomy.
6. Allows cost reallocations with the decrease in number of dean positions and increase in chairs with stronger responsibilities.
7. Provides new advertising opportunities for academic units in each college.
8. Rebalances administrative responsibilities and compensation to provide more consistency across campus.
9. Offers opportunities for new ways to develop support staff (e.g. Academic Success Coordinators, Accreditation Coordinators, Assessment Coordinators, Development Support, Grant Writing, etc.)
10. Reconfigures administrators and staff in support of direct program, faculty and student needs.
11. Allows Deans to work in direct support of Strategic Theme 3. Resource Diversification: Philanthropy as well as Strategic Theme 2. Enrollment Management: Growth https://www.fairmontstate.edu/assessment-effectiveness/strategic-plan

12. Supports the development of meta-majors as recommended by SOARing Falcons Momentum Pathways https://www.fairmontstate.edu/institutional-effectiveness-and-strategic-operations

While the Task Force has completed most of our charge, we have not fully completed items 2, 3, and 4 from the original charge (establish a baseline and metrics for measuring progress and completion of the recommendations). We created the following draft, though it has not been as well vetted as the rest of the proposal and some of it has changed due to time constraints of the approval process.

2. Recommend an implementation path and timeline while ensuring broad-based participation from stakeholders in the process
    a. Take until the end of the academic year to really consult with each unit of faculty about the restructure. Representatives from the Taskforce should meet with each academic unit. Align with strategic plan to make sure the proposed organizational structure supports that document and the mission. Define and announce effects on operating budgets of various units.
    b. Convene representative taskforces or committees to define and announce administrative position descriptions and remuneration/release time (deans, chairs, assessment coordinators, etc.) *prior to* advertising for any such positions. It is vitally important to create positions that attract qualified applicants and address unit needs.
    c. Bring proposed new structure to BOG in the summer
    d. Search for deans in the fall of 2019. We as the faculty on the committee support having interims serve while a good, broadly-supported new structure is implemented.
3. Establish a baseline and metrics for measuring progress and completion of Taskforce recommendations.
    a. Set up milestones.
    b. Measure the success of communications strategies and faculty buy-in to proposal. (survey, blog responses, collated responses at meetings)
4. Implement a comprehensive communications strategy to both inform and involve Fairmont State stakeholders in the work of Taskforces.
    a. Members of this Taskforce (or a follow-up Task Force team) should meet with each college, school, and/or department to present details and hear suggestions for naming, synergies, Centers, faculty affiliation, etc.
    b. Put the proposed models on the web so that they are available for faculty review.
    c. Put a blog with comments to let faculty post about it. With attribution. Can be behind a firewall of login.
    d. Appoint and announce a communicator for the process. Have the President or University Relations make this announcement.

Respectfully submitted: The Academic Task Force

<p style="text-align:center">**FINAL PROPOSED STRUCTURE**</p>

College of Humanities and Sciences (75)

- <u>Performing Arts:</u> (8.5 faculty)
  - Music (6)
  - Theatre Arts (2.5)

- <u>Humanities:</u> (16 faculty)
  - Language & Literature (13)
    - Communication (2)
  - Philosophy (1)
  - Folklore
  - Journalism

- <u>Mathematics/Computer Science:</u> (10 faculty)
  - Mathematics (8)
  - Computer Science (2)

- <u>Natural Sciences:</u> (15.5 faculty)
  - Biology (5)
  - Chemistry (5) - (does not include 1 grant-funded FEAP)
  - Forensic Science (2)
  - Geoscience (1.5) – (does not include 3 NASA FEAPs and 1 grant-funded FEAP)
  - Physics (2)

- <u>Social Sciences</u> (17 faculty)
  - Criminal Justice (8.5)
  - History (4)
  - National Security & Intelligence (3 = 2+2@50%)
  - Political Science (1.5)

- <u>Behavioral Sciences</u> (9 faculty)
  - Psychology (6)
  - Sociology (3)
  - Geography (0)

College of Professional Studies (86)

- Architecture: (4 faculty)

- Art & Design: (7 faculty)
    - Art (5)
    - Graphic Design (2)

- Aviation: (4 faculty)

- Business: (19 faculty)
    - Accounting (3)
    - Business Administration (12)
    - Healthcare Management (1)
    - Information Systems (3)

- Education (13) (Does not include FEAPs)

- Engineering Technology: (13 faculty)
    - Engineering Technology (11)
    - Occupational Safety (2)

- Health and Human Performance: (9 faculty)
    - Exercise Science (4.5)
    - Physical Education (2.5)
    - School Health (1)
    - Outdoor Recreation (1)

- Nursing/Community Health: (17)
    - Nursing ASN (13) - also includes the Weekend Nursing Program
    - Nursing BSN (2)
    - Community Health (2) – not unanimous consent among stakeholders; could remain in HHP

Tab 7

Master of Science in Athletic Training Proposal

Fairmont State University is exploring the opportunity to offer a Master of Science in Athletic Training. A Master of Science degree will be required by 2022. There are currently four (4) colleges or universities offering a Master of Science degree in Athletic Training in West Virginia. These include: WVU, Marshall, Wheeling Jesuit, and WV Wesleyan. According to the CAATE website, only Marshall's program is CAATE accredited (see CAATE below).

1) **Project Scope**
   a) Determine the feasibility of starting a M. S. degree in Athletic Training.
   b) Determine resource requirements; administrators, faculty, space, and equipment.

2) **Resource Requirements**
   a) Required Personnel:
      - Program Director – full-time assignment
      - Coordinator of Clinical Education – may be part of core faculty
      - Minimum of three (3) core faculty
      - Medical Director – must be currently licensed, board certified physician
   b) Other requirements:
      - Financial resources must be adequate to achieve the program's stated mission, goals, and expected program outcomes. (CAATE standard #53)
      - Clinical education requirements must span a minimum of 2 years.
      - Faculty/Student ratio cannot exceed 8 to 1.
      - Clinical education must include at least one immersive experience; full-time for a minimum of 4 weeks.
      - Graduates should be qualified to attain Board of Certification (BOC) certification. In order to receive BOC certification, an individual must complete an athletic training education program accredited by CAATE and pass the BOC certification exam.
      - Program must be administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

3) **Implementation Plan**
   a) Obtain Intent to Plan approval from the Fairmont State Graduate Studies Council, the Fairmont State Board of Governors, and the WV Higher Education Policy Commission (HEPC).
   b) Obtain full program approval from the Fairmont State Graduate Studies Council, the Fairmont State Board of Governors, and WV Higher Education Policy Commission (HEPC).

c) Obtain program approval from the Higher Learning Commission (HLC).

d) Obtain program approval from the U.S. Department of Education.

e) Seek program accreditation through the Commission on Accreditation of Athletic Training Education (CAATE). There are 94 CAATE accreditation standards.

4) **Students served through course offerings of the program:**

	Year 1	Year 2	Year 3	Year 4	Year 5
New students enrolled by cohort	8	8	8	16	16
Total students including prior cohorts	8	14	18	28	36

5) **Projected Program Expenses:**

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS					
POSITIONS	Year 1	Year 2	Year 3	Year 4	Year 5
Program Director	1	1	1	1	1
Coordinator of Clinical Ed	1	1	1	1	1
Full-time Faculty	2	2	2	3	3
Adjunct Faculty	2	2	3	4	5
Graduate Assistants	0	0	0	1	1
OPERATING COSTS					
Administrators	$135,000	$135,000	$135,000	$135,000	$135,000
Full-time Faculty	$120,000	$120,000	$120,000	$180,000	$180,000
Adjunct Faculty	$8,000	$8,000	$12,000	$16,000	$20,000
Graduate Assistants	$0	$0	$0	$6,000	$6,000
Total Salaries	$263,000	$263,000	$267,000	$337,000	$341,000
Operating Expenses	$5,000	$5,000	$5,000	$5,000	$5,000
Equipment	$75,000	$25,000	$25,000	$50,000	$25,000
Nonrecurring Expense:					
Assessment	$5,000	$5,000	$5,000	$5,000	$5,000
Professional Development	$10,000	$10,000	$10,000	$20,000	$20,000
TOTAL COST	**$358,000**	**$308,000**	**$312,000**	**$417,000**	**$396,000**
CUMULATIVE INVESTMENT		**$666,000**	**$978,000**	**$1,395,000**	**$1,791,000**

6) **Timeline:**

a) Sections IV. A. and B. expect completion by Fall 2019.

b) Sections IV. C. and D. expect completion by Spring 2020.

c) Potential program rollout in Fall 2020.

d) Initial CAATE candidacy Spring 2021.

Tab 8

Fairmont State University
Board of Governors
February 21, 2019

Item: Revision to Policy 4, "Holidays." It has been the practice of Fairmont State
                                   University to close the University between Christmas and New Year's and to
                                   place several of the six assignable holidays around this interval in order to
                                   provide employees an extended leave time and to reduce operational costs.
                                   Only those holidays designated by State Code are to be paid holidays; thus
                                   in order to facilitate this extended leave time, there may remain two or
                                   three days for which employee annual leave is to be taken during this
                                   period. The Board delegates the decision of requiring that employees use
                                   their accrued annual leave to cover these absences to the President.

Committee: Committee of the Whole

Recommended Resolution: That the Board of Governors approve the policy and procedure in which the
                                   President is directed to set the annual holiday schedule and to determine
                                   any additional days of closure necessary to provide extended leave for
                                   employees while reducing operational costs. These additional days will be
                                   covered by accrued employee annual leave.

Staff Member: Cindy Curry, AVP, Human Resources & Jacqueline L. Sikora, General Counsel

Background: This policy complies with federal, state and local laws, rules and
                                   regulations.   This is a revision of existing Policy 4. A draft of the proposed
                                   holiday calendar for the next year the provisions of this policy will be applied
                                   is included.

                                   Comments received are in black font; responses or clarifying information
                                   from Human Resources are in red italics.

Employee comments on the Board of Governor's Draft Policy concerning holiday schedules

<u>Date</u>   <u>Comments</u>

1/18/2019

I like having the days off over Christmas and New Year's. So I am perfectly happy with the way the holidays are scheduled.

1/17/2019   I disagree with the Holiday Policy. Section 4.2: Once the President of the United States or Governor declare an additional holiday. It should be observed by all federal, state, governments and Universities. *Commenter seems unaware of State Code on holidays and University Policy #4, standard practice/prohibitions in regard to the establishment/granting of additional holidays.* Section 5.1: Leave Related to Reduction of Operational costs: We should not have to use our annual leave that we have worked so hard to accrue. We not only use annual leave for vacation. We also use annual leave for unforeseen emergencies. The two or three days that you close the buildings because of operational costs,(regardless of if we have the days accrued) is unfair and what about those employees who have not had a chance to accrue enough leave for closing the campus because of operational costs? We have families and bills. Two or three days of no pay is just night right. You sit high and look low with no thought of the employees. *Non-faculty leave-eligible employees earn a full two days of annual leave per month; this is a total of 24 days, or nearly FIVE full work weeks of vacation leave in a year. In addition, all leave-eligible FT employees earn 18 days of sick leave; and this fiscal year, they have been given 15 holidays. This is a total of 57 days off with pay that employees may use and enjoy, or* **11.4 full weeks of pay for days not worked.**

1/17/2019   If the institution is shut down I do not believe employees should be forced to use annual leave. There are employees who for whatever reason wouldn't have available leave and as current policies state you must use leave if off the day before or after to be paid for holidays it could potentially cause someone to miss half their pay. I am also concerned that the policy does not have any stipulations on the forcing of employees to take their leave. I understand that the intention is due to this particular upcoming year but there is no stopping this from being used every year again potentially causing someone to miss half a pay check. I believe most employees given the opportunity will happily use their leave but I do not feel there are enough checks and balances to stop this from potentially being abused or to address the instance for an employee who would perhaps not have the full amount of leave available. There has been a trend recently where employees have been forced into other jobs, where people have not been replaced and where the work still must be done with less people and less resources which causes a strain and causes bad feelings and the desire to leave the institution. I feel like this is potentially another cause for strain, stress, and bad feelings. *Steps will be taken to ensure, in this coming fiscal year, that any new employees hired in late November or December will not suffer a loss of pay for not having an AL balance. However, current employees (those on payroll on or before October 31, 2019) will have earned annual leave sufficient to cover the days the institution will be closed.*

1/17/2019   it is fine...I have no issues with it.

1/17/2019	As a member of the institution who receives the maximum number of days per month of annual (personal) leave, I am not concerned that this policy will adversely impact me though, as construed, I don't believe is fair. My concern is for new hires that have not had time to accumulate leave before mandatory days are imposed. I expect these individuals will not be able to work the days the institution is closed. Without sufficient annual leave to cover the days, I assume under this policy the employee would be docked for the respective days. It has been stated that people will be able to plan for these days, but there will be exceptions for new hires or recently hired individuals. Policies should be developed with the broadest of contingencies in mind. *Again, steps will be taken to ensure, in this coming fiscal year, that any new employees hired in late November or December will not suffer a loss of pay for not having an AL balance. However, current employees (those on payroll on or before October 31, 2019) will have earned annual leave sufficient to cover the days the institution will be closed.*
1/17/2019	I don't think that the employees should have to give up any ANNUAL LEAVE to reduce operational costs of the university. I also don't agree that the President should have any say over the President of the United States and/or Governor. *This is not the declaration of a holiday on the President's or institution's part (which neither the President nor Board may do, by State law); this would be, rather, a closure to save on operational costs.*
	I have been here for over 20 years. Every year, there are more and more privileges taken away from the hard working employees of the institutions. It has been noted that the employees are what makes this institution prosper. *We are unaware of any privileges that have been taken away from employees. Rather, we add new benefits and considerations. These include an Employee Assistance Plan for free counseling services and free tuition up to $1,500 per year for an employee/dependents.*
1/17/2019	Please proceed with the holiday shut down. I will be happy to use annual leave to complete my holiday if necessary. I highly value the down time and if we are open we have to staff the office and that is difficult to do.
1/17/2019	th 5.2: I don't believe employees should be told when they use their annual leave. It should be up to the employee to determine when they use the annual leave associated with their position.
	In fact, annual leave is a privilege and not a right; and the use of annual leave must be approved by the supervisor prior to its being used. Further, supervisors may deny employees the use of annual leave if it would have a negative effect on operations or on the work of other employees. (Employee Handbook, pp. 28-29, "Scheduling and Use of Annual Leave.")
1/17/2019	Seems fair.
12/20/2018	5.2 If the school is shut down, then why would an employee need to take leave? You are giving the employee no choice to work. Is this the practice of the rest of the state employees?
	Other WV public institutions do indeed have such a policy that requires leave-eligible employees to use annual leave when the institution is closed. In addition, WV public institutions have the statutory flexibility to determine best operational practices on their own campuses, so long as they adhere to law and rule.

12/14/2018   This policy does not treat employees in an equitable manner as they do not earn annual leave at the same rate.   contrary to the discussion at the Dec. 6th BOG meeting, all employees do NOT earn 2 days leave per month. Some earn 1.25/month *(15 days per year)* and some earn 1.5 days/month *(18 days per year.)*
 By March 1, 2019, all non-faculty, leave-eligible employees will earn <u>two days of annual leave per month</u> (24 days per year), following the conversion of all non-faculty positions to non-classified staff.

Therefore, these employees must work longer to earn the same amount of leave as other employees.   The current policy should remain, and this policy should be rejected.

12/12/2018   Personally, I feel that the Fairmont State University Board of Governors has given the President too much power over too many university policies and procedures. Nearly every policy, and certainly every change, presented since January 1, 2018 has given the President full power. Where is the balance of power? The University has moved far away from a democratic shared governance and very close to a dictatorship in which one person has broad powers over too many governance procedures. *The powers of the President have not changed, and it is in fact the President's role to oversee the administration of the University and to make decisions and bring forward policy regarding administrative, operational and personnel matters.*

2/12/2018   The reason it was past practice for so many years is because most of the time there are consecutive days we can take holiday leave due to what day of the week Christmas and New Year falls on. Just because it has been past practice to close the University between Christmas and New Year's does not mean we have to continue doing so. Everyone would like to have a long break period, but not if it forces employees to take leave time when they couldn't show up for work if they wanted to.   When the institution and campus is closed, most employees do not come in to work unless they elect to do so and those who do are usually only faculty and administrators who are not confined by regular work days/time schedules. This policy would negatively affect lower level staff who may not have sufficient leave time to take even if it is required. What about those folks who may have a catastrophic illness/event and lose their accumulated leave time before the campus closes down? How would that affect their payroll, insurance, etc.?

Again, steps will be taken to ensure, in this coming fiscal year, that any new employees hired in late November or December will not suffer a loss of pay for not having an AL balance. However, current employees (those on payroll on or before October 31, 2019) will have earned annual leave sufficient to cover the days the institution will be closed.

On the surface, this does not seem to pose a problem if we have advance notice and employees can make sure they have a few days to spare if needed over the holiday break time if campus is closed. This policy would not affect those who have lots of leave time accumulated either. But we all know that in reality there are employees here who are habitually late and take days off but do not actually enter leave time. Some supervisors do not actually monitor leave time of their employees at all or they don't care when those specific employees fail to enter their leave time and just allow it to happen. Not all employees are treated equitably and fairly across campus, so there are other employees who have to watch every single minute of their work day because their supervisor is overly critical of every move they make.

Being absent from work without sufficient accrued leave to cover that absence, and still being paid, constitutes fraud on the part of both the employee and his/her supervisor, in violation of policy. HR needs to be apprised of such actions; and an employee who is aware that such actions are taking place has a fiduciary duty to report.

It took many years for previous state employees to fight the battles and get the added benefit of being able to accumulate annual leave and sick leave. Part of the reason we were given what some people think of as "too much leave time" is because we have historically been on the low end of the pay scale spectrum and our leave time was one of the balancing benefits provided to us.   Classified staff in higher education have had an outdated pay scale since the Mercer schedule was implemented in 2001 and the current pay scale inequitably increased only certain employees and a very few of them at that.

The new Mercer 2017 scale is salary-current. We have moved from a years-of-service pay model (that is, increases were guaranteed yearly based on service time only—not merit or any other factor) and the new Mercer plan is <u>market</u>-based. For the first time in over 20 years, we have new market minimum salaries, and we pay based on the current labor market. When we implemented Mercer 2017, only those employees who were below the new minimums got increases—to the new minimums. All other employees were already within range.

Fairmont State and a few other state   *Remainder of comment was cut off.*

12/11/2018 The proposed Holiday Calendar is unfair to staff employees. Unless the University is giving us two other days to use at our discretion, dictating when we MUST MUSE our EARNED time off is reduction of benefits. While I understand the intent of this policy (to force employees to use accrued time off in order to reduce overall costs in HR), there are better ways to do that without lowering the overall morale in staff at a time when staff already feels like many benefits are being taken away from them. In order to prompt staff to use their time off, I propose that HR send either quarterly or monthly updates re: accrued time off. *This information is available 24/7 to the employee, who need only log in to the State Auditor's website and access his/her own Kronos account to check annual and sick leave balances, past usage, and any future requests.*

Often staff gets so caught up in their day-to-day work that they forget what is available to them or when they would lose it. An email would be a nice reminder of both what is available and the policy. Plus it would encourage staff take time off throughout the year, helping to lower stress and improve mood on campus. *Employees have many self-service options for Information. The State spent a great deal of money on establishing the employee self-service functions of wvOASIS. As adults, employees bear the responsibility for keeping up with and accessing their own employment and pay information.*

12/11/2018 We don't think it is right for the institution to decide to close the campus and then require employees to use their leave to cover any of the time that the campus is closed. FSU is making a conscious decision to close the campus. We understand that FSU wants to save money by closing down the institution however, why do it at the expense of classified staff. No, we will not lose any money but we are giving up two days of Annual Leave. We could be using that Annual Leave on a vacation. *Non-faculty leave-eligible employees earn a full two days of annual leave per month; this is a total of 24 days, or nearly FIVE full work weeks of vacation/annual leave in a year. In addition, all leave-eligible FT employees earn 18 days of sick leave; and this fiscal year, they have been given 15 holidays. This is a total of 57 days off with pay that employees may use and enjoy, or **11.4 full weeks of pay for days not worked.***
Most Classified Staff are not going to complain because they know that they do not really have a say or a choice when it comes to these types of policies that directly affect them. Morale is low here among Staff. This Policy will not help the morale There should be a clause included that allows employees to donate annual leave days to other employees who don't have a lot of accumulated time so they won't have any issue taking those days off. That would at least help those that do not have the extra leave time available. *Why should any employee who has earned and who uses his/her leave judiciously be requested to "donate" annual leave to those who are not judicious in their leave usage?* We are guessing that this will not be allowed, though. Most are "Exempt" which means that we work as many hours as needed and cannot receive overtime. We do however, have to take leave time for absences. It is sad that we have to take two of our annual days because the campus is closed.

SECTION 5. LEAVE RELATED TO REDUCTION OF OPERATIONAL COSTS   5.2In order to facilitate this extended leave time, there may remain two or three days for which employee annual leave is to be taken during this period.   The barrier of the burden is set on the University in regards to Section 5.2 of the Holiday Policy. If the University regulates campus closure during the time period between Christmas and New Year, an employee is unable to be present and cannot be forced to use annual leave time without consent. The University adheres to this procedure to reduce operational costs which should not be placed on the responsibility of the employee. Therefore the University should consume all responsibility of Holiday time, not the employee to consume annual leave. *This is not the declaration of a holiday on the President's part, which she is enjoined by State law from doing; this would be, rather, a closure to save on operational costs.*

12/10/2018   Well, first of all, I wouldn't mind using a couple of my vacation days for this purpose. I would much rather have the days off for the extra time at Christmas and contributing a couple of vacation days is worth it. It seems a small price to pay. I am assuming that this is the simplest solution for everyone involved or it wouldn't be what is being proposed. I do have a question though... we were discussing this at lunch today and the question came up as to why we were not treating them like snow days. I am sure there is a reason. We were just curious. *There are separate policies for dealing with different situations. Emergency/inclement weather closings are triggered as implied: by an emergency or inclement weather. An operational closure is different from an emergency.*

12/10/2018   I am adamantly opposed to a specific portion of the BOG's proposed holiday policy (shown here for reference):   "In order to facilitate this extended leave time, there may remain two or three days for which employee annual leave is to be taken during this period." Mandating when an employee takes his/her leave seems contradictory to the very idea of annual leave as a benefit. If the university/BOG/someone else in charge wants the university to shut down for a specified number of days, call them all HOLIDAYS, not leave. *State Code sets the number of holidays to which a West Virginia public employee is entitled. Once those holidays are fully allocated, we may not legally deem any other day off a "holiday."* Alternatively, open the university for a few days and let employees decide on their own when and if they use the annual leave they have worked for and accrued.   *This would defeat the purpose and intent behind a closure to save on operational costs.*

12/10/2018   I may not but looking deeply but it looks as if the breaks stay the same. Leave eligible employees would just need to the fill the gap. As long as non-leave eligible employees would get the chance to work I don't see a problem. *No, the University would be closed, with no option to work, whether on campus or off.*

12/10/2018   In my personal opinion, a lot of employees would be upset if they had to use annual leave around the holidays. An added "perk" of being an employee here and feeling valued is that extra time off at the holidays to spend with family. *In the case upcoming in December 2019, using annual leave adds to the days off, maintaining the same number of holidays as required by law and providing for two ADDITIONAL days off for employees.*

12/10/2018   no comment

12/10/2018

Personally, I don't mind taking a couple annual days to have a longer break around Christmas; in fact, I'd be agreeable to closing the school for a longer period every year to facilitate that. Many employees are already off immediately prior or after the holiday break anyway.

12/10/2018

I agree with the policy change. I am happy to take my leave on days when the institution would like to close.

12/10/2018

I'm new, so I don't know what the old policy was, and I'm faculty, so it doesn't apply to me, anyway. I just assumed that when the university was closed between Christmas and New Years, all staff were on paid holidays. It's not fair to close school, not allow them to work, and then force them to use their personal days, when they have no choice. I do like the idea of closing school for election days. I know my attendance was down that day. *We DO, per State law on holidays, observe election days as holidays, just not on the actual days they fall. This is because polls in WV are open a minimum of 12 hours on Election Day; and with early voting and absentee ballots available, most people rarely need a whole day off to vote. In addition, the primary and general election days fall at very busy times of the semester when it's not operationally feasible to be closed for an entire day.*

12/10/2018

5.2 In order to facilitate this extended leave time, there may remain two or three days for which employee annual leave is to be taken during this period. I would prefer to have the opportunity to work during that time. It seems that this requirement is to benefit the institution financially per 5.1, "to reduce operational costs". This does not benefit the student *We are between semesters and students are not here in late December/early January.* and reduces the amount of annual leave an employee can use for personal reasons. If given the opportunity to work on those days, I'm sure there will be a number of employees that will opt into using leave, but that would be by our own choosing. I am concerned about those who use and keep their time for a personal schedule. This eliminates days of leave that we can be using for ourselves, weddings, funerals, children's birthdays, vacations, etc As a personal example, I'm expecting to have 6 family members die within the next one to two years. I've been holding onto my leave for these funerals specifically. *For the death of an immediate family member, a leave-eligible employee may use up to five days of accrued sick leave, or annual leave. Sick leave has no maximum; so most employees who have not been ill or lost any immediate family members recently should have healthy sick leave balances.* I respectfully ask for the institution reconsider this and ponder the questions, "How does this benefit/hurt the staff, faculty, and students of Fairmont State University?" Please consider this, especially during the holidays, ahead of the "reduced operational costs". Thank you.

12/10/2018

I don't believe employees should have annual leave use dictated. *Since annual leave usage is a privilege and not a right, its use is typically dictated by operational need, policy, rule and best practice and is not automatically approved.* In situations where a holiday gap would require employees to use leave, they should be given an opportunity to earn those days off through university service (i.e., work a campus event like orientation, graduation, etc.) *Those who typically work University events do so because it is an assigned duty of their jobs and for which they are already paid, not something "extra." There are also considerations of federal employment law under the Fair Labor Standards Act that would preclude our "banking" time.*

12/10/2018

Great way to support our staff!

12/10/2018	One of the last perks we had left ! What a shame.
12/10/2018	I'm in total agreement with this policy and have no problem at all taking annual leave to extend a holiday break as needed.
12/10/2018	Approve

Summary:
- **30 comments total**
- **10 approve, 19 either disapprove or have concerns; 1 "no comment"**

Additional Information from Human Resources:

- **Many of those who made comments seem unaware of West Virginia Code and HEPC Series 14. There is a maximum number of holidays awarded by law; thus a President or Board may not add holidays beyond that maximum. Series 14 states, in part:**

  SECTION 2. GRANTING POWER
  2.1 The Policy Commission hereby directs that the governing board or president of each institution shall determine six holidays which will be observed by the employees of that institution in addition to the six holidays specified in Section 3.1 of this rule.
  SECTION 3. NUMBER OF FULL HOLIDAYS
  3.1 The number of full holidays shall be twelve, plus additional days for any statewide, primary or general election. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Martin Luther King's Birthday. Six additional days determined by the governing board or president as provided in Section 2.1 shall also be taken. If a specified holiday falls on a Saturday or Sunday, the preceding Friday or the following Monday will be observed as the legal holiday.
  3.2 Proclamation of additional legal holidays by the president of the United States, governor, or other duly constituted authority may be observed by employees as determined and communicated by the president of the institution. The president of the institution may determine that any such additional legal holidays shall be observed at a future date, if operational needs of the institution require the holiday not be observed on the date proclaimed.
  SECTION 4. HALF HOLIDAYS
  4.1 As specified in the regulations of the division of personnel for agencies of the executive branch of state government, one-half day preceding Christmas or New Year's Day shall be a holiday when Christmas or New Year's Day falls on Tuesday, Wednesday, Thursday, or Friday.
  SECTION 5. SCHEDULES
  5.1 Holiday schedules are to be established and used on a fiscal year

basis.

5.2 The president of each institution shall submit for information purposes to the Chancellor by June 30 of each year a list of the holidays to be observed at that institution for the upcoming fiscal year and shall assure that the list is posted in appropriate locations on campus. The Policy Commission will publish a consolidated calendar outlining campus closure dates and holidays, as well as other significant events or deadlines.

- **This policy is proposed to deal, initially, with the holiday situation upcoming in December 2019, in which our 14 awarded holidays over the fiscal year will not be sufficient to cover the two-day gap of Monday and Tuesday, December 30-31 and New Year's Day on Wednesday, January 1:**

December 2019-Observed Holidays in Green

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Jan. 1	2	3	4

- **A similar situation occurred in the just-past holiday season, when there were just two days remaining in December 2018, and insufficient holiday allotments to cover them:**

December 2018-Observed Holidays in Green

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Jan. 1	2	3	4	5

- **HR reviewed the leave usage of staff for January 3 and 4 and found that:**
  - **Of 233 leave-eligible employees, 58 of them (25%) were off BOTH Thursday and Friday, January 3 and 4.**
  - **While 35 of these 58 employees used annual leave for both days, <u>17 of them took both Thursday and Friday off as SICK LEAVE</u>.**

- **Possible conclusions to be drawn:**
  - **There are 233 leave-eligible employees, but we received only 30 comments, and 10 of these were positive/"no-comment," and one was from a faculty employee, who is not affected by this policy: so only 19 comments from 233 leave-eligible employees.**

- Though employees already enjoy a large number of holidays in December/January, a significant portion (in December 2018 it was 25%) of our workforce typically elects to take additional days off before or after those assigned holidays using annual leave and sick leave.
- The use of sick leave by 17 employees on the two days following a holiday period indicates an inappropriate use of sick leave among at least a few of the seventeen.
- The University's requiring employees to use their own accrued annual leave to cover an operational closure of two days would prevent the fraudulent or questionable use of sick leave in lieu of annual leave.
- 25% of our leave-eligible work force was comfortable with using their own accrued leave to cover another two days off on January 3-4, 2019; so at least 25% of leave-eligible employees had no problem taking additional time off when they were NOT required to do so.
- In the nine months between March 1 and November 30, 2019, leave-eligible staff employees will earn 18 days of annual leave (3 work weeks plus 2 days.) Nine months is ample notice to save just two of those days.

Fairmont State University Board of Governors
Policy #4
Effective Date: _____

TITLE: HOLIDAYS

SECTION 1. GENERAL

1.1   Scope: This policy is regarding holidays at Fairmont State University
1.2   Authority: West Virginia Code § 18B-1-6, and § 2-2-1
1.3   Filing Date:
1.4   Effective Date:
1.5   Repeals and replaces Policy #4 effective date December 5, 2001.

SECTION 2. PURPOSE AND SCOPE
2.1   This Rule establishes the guiding principles for setting the holiday schedule for Fairmont State University.

SECTIONN 3.1. GRANTING POWER
3.1   The Fairmont State University Board of Governors hereby delegates to the President the duty to assign, annually, six holidays which will be observed by the employees of the University in addition to the six holidays specified in Series 14 of the West Virginia Higher Education Policy Commission, and Section 4.1 of the policy.

SECTION 4. NUMBER OF FULL HOLIDAYS
4.1   The number of full holidays shall be twelve, plus additional days for any statewide, primary or general election. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day and Martin Luther King's Birthday. Six additional days determined by the President as delegated in Section 3.1 shall also be taken. If a specified holiday falls on a Saturday or Sunday, the preceding Friday or the following Monday will be observed as the legal holiday.

4.2   Proclamation of additional legal holidays by the President of the United States, Governor, or other duly constituted authority may be observed by University employees if the President determines that the additional legal holiday should be observed by the University's employees.

SECTION 5. LEAVE RELATED TO REDUCTION OF OPERATIONAL COSTS
5.1   It has been the practice of Fairmont State University to close the University between Christmas and New Years and to place several of the six assignable

holidays around this interval in order to provide employees an extended leave time and to reduce operational costs.

5.2   In order to facilitate this extended leave time, there may remain two or three days for which employee annual leave is to be taken during this period.

SECTION 6. HALF HOLIDAYS
6.1   To provide equity with the Executive Branch of government, the one-half day preceding Christmas or New Year's Day shall be a holiday when Christmas or New Year's Day falls on a Tuesday, Wednesday, Thursday, or Friday. These half days are in addition to the twelve provided for in Section 4.1.

SECTION 7. SCHEDULES
7.1   Holiday schedules are established and used on a fiscal year basis, announced in May for the ensuing fiscal year.

7.2   The President, or his/her designee, shall submit to the Chancellor by June 30 of each year a list of the holidays to be observed for the upcoming fiscal year and shall ensure that the list is posted in appropriate locations on campus.

SECTION 8. DELEGATION
8.1   The Board of Governors delegates to the President, or his/her designee, the ability to adopt internal human resources policies and procedures in order to implement the provisions of this Rule. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by this Rule.

FAIRMONT STATE UNIVERSITY

Holiday and Payroll Calendar
FY 2020 (July 1, 2019-June 30, 2020)

July 4 (Thursday): Independence Day

September 2 (Monday): Labor Day

November 28 (Thursday): Thanksgiving

November 29 (Friday): Lincoln's Day

December 23 (Monday): Winter Holiday

December 24 (Tuesday): Winter Holiday

December 25 (Wednesday): Christmas

December 26 (Thursday): Winter Holiday

December 27 (Friday): Combined half-holidays for Christmas/New Year's

January 1 (Wednesday): New Year's Day

January 20 (Monday): Martin L. King, Jr., Day

April 10 (Friday): Spring Holiday

May 22 (Friday): May 12 Election Day oberved

May 25 (Monday): Memorial Day

Per State law and policy, there are to be 12 holidays in a fiscal year, plus a holiday for any election. In addition, when Christmas or New Year's Day falls on Tuesday through a Friday, an additional 1/2 holiday for both Christmas and New Year's Day is added. These combined half-holidays will be observed on Friday, December 27. There is one election day in FY 2020 on May 12, which will be observed on Friday, May 22.

This is the required total of 14 holidays for FY 2020. The six mandated holidays are Independence Day, Labor Day, Thanksgiving, Christmas Day, New Year's Day and Martin Luther King, Jr., Day.

	Legend
Beginning of bi-weekly pay period	(blue)
Observed holiday	(brown)
FSU CLOSED. Employees to use two days of accrued annual leave on these days.	(yellow)
Payday is bi-weekly, every other Friday.	(green border)

The State workweek is from Saturday at 12:01 a.m. through the following Friday at 12:00 midnight.

All pay is two weeks in arrears.   **PROPOSED DRAFT**

Calendar subject to change with state or federal proclamations of or adjustments to holidays.

Calendar subject to change with state or federal proclamations of or adjustments to holidays.

Compiled by Office of Human Resources, April 2018

July

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	5	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
20	30					

October

S	M	Tu	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	Tu	W	Th	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

S	M	Tu	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Tab 9

Fairmont State University
Board of Governors
Policy #(Insert New Number)
Bookstore Policy

Effective Date: October 14, 2019

SECTION 1:   GENERAL

1.1   SCOPE: This policy shall be in effect and shall govern textbook sales and the operation of a bookstore by a private vendor at Fairmont State University (FSU). The goal of the policy is to maintain and improve program and course quality and minimize textbook costs to students and ensure compliance with the Higher Education Opportunities Act of 2008 and West Virginia Higher Education Policy Commission Series 51.

1.2   AUTHORITY: **West Virginia Code § 18B-1B-4, 18B-10-14**

SECTION 2:   PRICING

2.1   The prices charged for textbooks and other instructional material may not be less than the prices fixed by any fair trade agreements and shall, in all cases, include in addition to the purchase price paid by the bookstore, a sufficient handling charge to cover all expenses incurred for personal and other services, supplies and equipment, storage and other operating expenses.

2.2   The bookstore will minimize the costs to students of purchasing textbooks and instructional supplies.

2.2.1   The bookstore shall maintain both new and used book stocks along with other supplies for student needs and commit to the maximum extent practicable to make available a maximum number of used textbooks. Additionally, the bookstore shall make available textbook rental programs and offer books in alternate formats such as electronic books that offer cost savings to students.

2.2.1.1   The institution will require that prior to submitting a new adoptions for textbooks or related educational components that faculty review other comparable titles and compare pricing. This comparison will be documented on the adoption form at time of submission. The review should include price of textbook and supplement materials, copyright dates of three (3) previous editions if any, a description of substantial content revisions, whether the textbook is available in lower cost formats with prices included, the price of textbooks unbundled, and the price of custom textbooks.

2.2.1.2   Bundling of customized and supplemental items with textbooks is strongly discouraged Access codes and disposable class resources such as workbooks must be made available separately from required textbooks to maximize the opportunity for buy back (bookstore repurchase from students) and the availability of used textbooks for students.

2.2.2   Textbooks should be used for at least three years before a change is made if at all practicable, and new adoptions should be made effective fall term.

2.2.3   The same textbook should be used for all sections of a single course number. Whenever practicable the course coordinator or Dean responsible for the adoption should submit adoptions for all sections.

2.2.4   All textbook adoptions for the full academic year (fall, spring, and summer semesters) shall be returned to the bookstore by March 15 or date prescribed by the bookstore and must have approval of the academic Dean.

    2.2.4.1   Failure to submit an adoption by the established deadline will result in the adoption of the class materials used in the previous semester.

    2.2.4.2   Faculty wishing to continue with the same class materials must confirm this through the submission of the textbook adoption forms.

    2.2.4.3   Once a textbook adoption is published, the adoption may not be changed by faculty member or Dean for any reason.

2.2.5   FSU employees may not require students to purchase a textbook, which they have authored, unless that textbook has also been adopted by another accredited institution or unless the employee waives royalties from the student purchases.

Textbooks that include or incorporate either detachable worksheets or worksheet-style pages may not be adopted without approval of the academic Dean and Textbook Affordability Committee; however, FSU employees are prohibited from adopting textbooks with detachable worksheets, which they have authored. This provision does not prohibit an employee from requiring as a supplement to a textbook any workbook, access code or similar material which is published independently from the textbook.

2.2.6   FSU employees may not receive a payment, loan, subscription, advance, deposit of money, service, benefit or thing of value, present or promised, as an inducement for requiring students to purchase a specific textbook for coursework or instruction, as this would be in violation of the West Virginia Ethics Act.

2.2.7   The bookstore will compile a report regarding missing textbook adoptions by June 1. This report will be forwarded to the institutional Board of Governors for review. The report to the Board should contain specific information on adoption deadlines missed according to academic area, including justifications submitted by each Academic Dean, and course sections as well as general information required by West Virginia Higher Education Policy Commission standards.

The Academic Dean is responsible to submit a report concerning textbook adoptions in his/her department to the Vice President for Administrative and Fiscal Affairs. This report should include justification for adoption deadlines missed.

The institutional Board of Governors must submit a report on textbook adoptions to the West Virginia Higher Education Policy Commission annually by November 1.

SECTION 3:   TEXTBOOK LISTS

3.1 Prior to the beginning of each semester, the bookstore shall make available to students a listing of textbooks, with available formats (new, used, rental, ebook) and course materials required or assigned for any course offered at FSU. The bookstore will make provisions in its adoption procedure to include in book ordering all available formats of adopted texts to include new, used, rental, ebooks and other methods of content delivery and will make available to students policies concerning buy back (repurchase), return or length of license of materials in various formats.

    3.1.1   The listing shall be prominently posted at the bookstore and on the official FSU website.

    3.1.2   The listing shall include for each textbook the International Standard Book Number (ISBN), the edition number and any other relevant information.

    3.1.3   Each book will be posted to the listing in conjunction with the publishing of the master schedule of courses prior to pre-registration for the upcoming academic term.

SECTION 4:   DESK COPIES

4.1 FSU employees may receive sample copies, instructor's copies, and instructional materials. Per West Virginia Code § 18B-10-14(e)(2)(A), such material may not be sold for personal or private gain.

4.2 Faculty may make available review or desk copies of adopted textbooks for student use on library reserve. Instructor editions may not be made available to student.

4.3 Faculty and staff may donate unneeded textbooks to the bookstore. Proceeds from donated textbooks will be directed to the Textbook Scholarship fund.

SECTION 5:   BOOKSTORE REVENUES

5.1 Moneys derived from the operation of the bookstore shall be used first to replenish the stock of any goods and to pay the costs of operating and maintaining the bookstore.

All net revenues derived from the operation of the bookstore shall be paid into a special revenue fund, series 2003 B, toward the debt service payment for the student activity center.

5.2 Following the retirement of the Series 2003 B bond indebtedness, all revenue generated by the operation and enuring to the benefit of the institution shall be deposited into an appropriate account and shall be used for non-athletic scholarships.

SECTION 6:   TEXTBOOK AFFORDABILITY COMMITTEE

6.1   Fairmont State University's Academic Affairs Committee shall have a permanent Textbook Affordability Sub-Committee to advise faculty, student government, administration and the Board of Governors on issues related to textbook affordability and initiatives, textbook selection guidelines, educational opportunities and strategies designed to keep the cost of textbooks low.

6.2   This committee shall include a member of the Board of Governors' Academic Affairs Committee, faculty, administrators, students, staff, and bookstore representatives. The members shall be selected from the membership of the Bookstore Advisory Committee.

6.3   Members shall be selected annually and may serve consecutive terms.

6.4   Provided that FSU continues to operate a bookstore that supports both FSU and Pierpont C&TC, the membership of this Sub-committee shall meet jointly with its counterpart committee members from Pierpont C&TC quarterly.

6.5   The Textbook Affordability Sub-Committee shall meet at least annually with the members of the Board of Governors to present recommendations and reports concerning textbook affordability.

SECTION 7:   FUTURE MANDATES

7.1   The FSU Board of Governors will take steps to update this policy to ensure compliance with future mandates at both the State and Federal levels.

Tab 10

Fairmont State University
Board of Governors
February 21, 2019

Item: November and December Financial Reports

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Board of Governors recognize and accept the November and December Unrestricted and Restricted reports.

Staff Member: Christa Kwiatkowski

Background: Summary of the reports submitted is attached.

Fairmont State University

Board of Governors

December 2018

Unrestricted Central E&G and Unrestricted Fund Manager

The unrestricted funds are resources of the institution which are expendable for any purpose in performing the primary objectives of the institution such as instruction, research, and public service.

Central E&G funds are the main operating budget of the institution. The sources of these revenues include tuition and fees, state appropriations, chargeback revenues from Pierpont, and other miscellaneous income. The funding supports academic units, student services, support services, information technology, library services, administration, and physical plant.

Fund Manager funds represent the funds assessed or earned by the academic schools or other departments that support costs specific to that department such as equipment and laboratory supplies.

December 2018

With 50% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of $13,888,946 represents 45.93% of the projected current budget. The year to date operating expenses of $17,493,873 represents 40.02% of the projected current budget. The year to date non-operating revenues of $5,940,301 represents 43.79% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of December is a positive $1,663,022. The primary contributor to this positive budget balance is revenues exceeding expenses for the Fall term. Last year at this time, the actual YTD balance was $976,498. Last year, we ended with a positive balance of $383,447.

Fund Manager funds year to date operating revenues of $1,728,118 represents 60.19% of the projected current budget. The year to date operating expenses of $1,009,525 represents 32.59% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of December is a positive $657,127. Last year at this time, the actual YTD balance was $208,962. Last year, we ended with a positive balance of $303,360.

Auxiliary Funds

Auxiliary enterprises are self-supporting activities conducted to primarily to provide facilities or services to students, faculty, and staff. Auxiliary activities include: operation of residence halls, public safety, Falcon Center, bookstore, dining, and intercollegiate athletics.

December 2018

With 50% of the fiscal year completed, the Auxiliary year to date operating revenues of $6,333,337 represents 44.06% of the projected current budget. The year to date operating expenses of $3,729,274 represents 42.71% of the projected current budget. After non-operating revenues, the debt service payments and other transfers, the actual YTD balance at the end of December is a positive $89,670. Last year at this time, the actual YTD balance was ($68,018). Current budgeted transfers to reserves is $698,806. Actual transfers to reserves for FY18 were $590,301.

Restricted Funds

The Restricted Fund group consists of those funds that are expendable for operating purposes by the University but are limited by grantors or an outside agency as to the specific purpose for which they may be expended. Restricted funds at FSU consist primarily of contracts and grants received from federal or state governments for financial aid, research, public service, or other restricted purpose.

December 2018
With 50% of the fiscal year completed, the Restricted year to date operating revenues of $13,925,453 represents 43.33% of the projected current budget. The year to date operating expenses of $17,420,286 represents 44.69% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a negative ($31,244). The negative balance is due to grant expenses not yet reimbursed.

We received four grant awards in November; NASA Cybersecurity for $26,300, WV Humanities Council for $2,814, Atomic Absorption Spectroscopy for $20,000 and WVDHHR Collegiate Recovery Program of $20,000. We received two private donations in December; First Lego League of $8,000 and WV Robotic Alliance of $9,382.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G
As of November 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	26,718,598	26,667,999	12,642,855	47.41
	Student Activity Support Revenue	463,228	393,334	52,407	13.32
	Faculty Services Revenue	0	0	6,442	
	Operating Costs Revenue	1,588,279	1,587,181	525,375	33.10
	Support Services Revenue	1,555,255	1,524,261	386,783	25.38
	Other Operating Revenues	123,293	73,121	52,403	71.67
	Total:	**30,448,652**	**30,245,896**	**13,666,265**	**45.18**
OPERATING EXPENSE	Salaries	24,390,327	24,188,007	7,335,525	30.33
	Benefits	6,112,416	6,140,644	1,846,669	30.07
	Student financial aid-scholarships	3,783,802	3,783,802	1,535,631	40.58
	Utilities	1,360,676	1,360,676	516,014	37.92
	Supplies and Other Services	7,309,150	7,108,284	2,669,611	37.56
	Equipment Expense	686,102	609,142	289,555	47.53
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Faculty Services	0	0	12,770	
	Assessment for Support Services	0	0	0	
	Assessment for Student Activity Costs	366,227	366,227	41,279	11.27
	Assessment for Operating Costs	0	0	0	
	Total:	**44,194,260**	**43,742,343**	**14,247,054**	**32.57**
OPERATING INCOME / (LOSS)		**(13,745,608)**	**(13,496,447)**	**(580,789)**	**4.30**
NONOPERATING REVENUE (EXPENSE)	State Appropriations	15,111,777	15,111,777	6,346,946	42.00
	Gifts	377,220	377,220	375,000	99.41
	E&G Capital & Debt Service Support Revenue	0	0	44,979	
	Investment Income	69,245	69,245	67,360	97.28
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,319)	(894,003)	44.83
	Total:	**13,563,923**	**13,563,923**	**5,940,282**	**43.79**
TRANSFERS & OTHER	Capital Expenditures	(47,400)	(197,864)	(213,127)	107.71
	Construction Expenditures	(584,500)	(584,500)	(337,844)	57.80
	Transfers for Debt Service	(64,863)	(64,863)	(32,348)	49.87
	Transfers for Financial Aid Match	(40,413)	(40,413)	0	0.00
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	(7,550)	(19,406)	257.03
	Total:	**(744,124)**	**(894,588)**	**(602,725)**	**67.37**
BUDGET BALANCE		**(925,809)**	**(827,112)**	**4,756,768**	**(575.11)**
Add: Estimated Unfilled Position Savings:		**400,000**	**400,000**		
Capitalized Expenses		**584,500**	**584,500**		
ADJUSTED BUDGET BALANCE		**58,691**	**157,388**		
* Add: UNRESTRICTED NET ASSETS - Beginning of Year		**6,961,393**	**7,610,679**		
Less: USE OF RESERVE		**0**	**0**		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		**7,020,084**	**7,768,067**		

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager

As of November 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	2,490,635	2,767,937	1,651,355	59.66
	Other Operating Revenues	84,975	102,987	59,097	57.38
	Total:	**2,575,610**	**2,870,924**	**1,710,452**	**59.58**
OPERATING EXPENSE	Salaries	1,150,456	1,513,098	430,065	28.42
	Benefits	214,271	253,130	75,042	29.65
	Student financial aid-scholarships	27,440	27,440	10,027	36.54
	Utilities	4,500	4,500	680	15.11
	Supplies and Other Services	1,085,807	1,103,956	255,237	23.12
	Equipment Expense	152,329	163,148	55,757	34.18
	Total:	**2,634,803**	**3,065,272**	**826,808**	**26.97**
OPERATING INCOME / (LOSS)		**(59,193)**	**(194,348)**	**883,644**	**(454.67)**
NONOPERATING REVENUE (EXPENSE)	Gifts	500	17,083	16,681	97.65
	Interest on capital asset related debt	0	0	(49,442)	
	Total:	**500**	**17,083**	**(32,761)**	**(191.78)**
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(102,472)	(65,227)	63.65
	Construction Expenditures	0	(12,400)	0	0.00
	Indirect Cost Recoveries	65,643	57,477	16,321	28.40
	Transfers - Other	13,050	9,406	20,201	214.77
	Total:	**58,693**	**(47,989)**	**(28,705)**	**59.82**
BUDGET BALANCE		**0**	**(225,254)**	**822,178**	**(365.00)**
Add: Estimated Unfilled Position Savings:		**0**	**0**		
ADJUSTED BUDGET BALANCE		**0**	**(225,254)**		
Add: UNRESTRICTED NET ASSETS - Beginning of Year		1,928,034	1,976,577		
Less: USE OF RESERVE		<u>0</u>	<u>0</u>		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>1,928,034</u>	<u>1,751,323</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of November 30, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	8,927,583	8,933,583	3,996,600	44.74
	Auxiliary Fees & Debt Service Support Revenue	5,179,480	5,199,480	2,270,963	43.68
	Other Operating Revenues	242,535	242,535	65,774	27.12
	Total:	**14,349,598**	**14,375,598**	**6,333,337**	**44.06**
OPERATING EXPENSE	Salaries	2,847,427	2,885,911	970,184	33.62
	Benefits	635,676	648,833	156,959	24.19
	Student financial aid-scholarships	851,077	825,077	293,731	35.60
	Utilities	908,406	908,606	340,052	37.43
	Supplies and Other Services	3,340,610	3,376,345	1,948,280	57.70
	Equipment Expense	79,675	86,275	20,068	23.26
	Total:	**8,662,871**	**8,731,047**	**3,729,274**	**42.71**
NONOPERATING REVENUE (EXPENSE)	Gifts	0	0	0	
	Interest on capital asset related debt	0	0	0	
	Total:	**0**	**0**	**0**	
TRANSFERS & OTHER	Capital Expenditures	(59,600)	(52,046)	(37,658)	72.36
	Transfers for Debt Service	(4,890,274)	(4,890,274)	(2,436,777)	49.83
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers for Capital Projects	0	0	(39,164)	
	Transfers to Plant Reserves	(733,428)	(698,806)	0	0.00
	Transfers - Other	0	0	(794)	
	Total:	**(5,686,727)**	**(5,644,551)**	**(2,514,394)**	**44.55**
BUDGET BALANCE - Projected Transfer to Reserves		**0**	**0**	**89,670**	
* **Add: NET ASSETS - Beginning of Year**		**7,542,464**	**7,530,263**		
Equals: PROJECTED NET ASSETS - End of Year		**7,542,464**	**7,530,263**		

 * *Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of $1,081,994*

 * *Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a
    20 year plan to support each auxiliary enterprise capital repair/replacement need.*

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending November 30, 2018

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	22,976,687	23,800,568	8,692,944	36.52
State/Local Grants and Contracts	6,659,740	6,573,487	3,305,265	50.28
Private Grants and Contracts	1,722,871	1,750,789	1,460,825	83.44
Other Operating Revenue	5,075	5,075	14,456	284.87
Total:	**31,364,373**	**32,129,919**	**13,473,491**	**41.93**
OPERATING EXPENSE				
Salaries	178,196	496,354	161,822	32.60
Benefits	36,463	98,801	15,168	15.35
Student financial aid - scholarships	40,238,109	37,039,013	15,252,368	41.18
Supplies and Other Services	814,665	1,332,766	194,060	14.56
Equipment Expense	(6,634)	(7,491)	30,946	-413.09
Total:	**41,260,799**	**38,959,443**	**15,654,364**	**40.18**
OPERATING INCOME/ (LOSS)	**(9,896,426)**	**(6,829,524)**	**(2,180,874)**	**31.93**
NONOPERATING REVENUE				
Federal Pell Grant Revenues	10,000,000	7,000,000	3,488,441	49.83
Gifts	2,497	8,358	0	0.00
Investment Income	0	0	0	0.00
Total:	**10,002,497**	**7,008,358**	**3,488,441**	**49.78**
TRANSFERS & OTHER				
Capital Expenditures	(43,343)	(63,343)	(35,034)	55.31
Construction Expenditures	0	0	0	0.00
Transfers for Fin Aid Match	33,431	33,431	13,000	38.89
Indirect Cost Recoveries	(20,095)	(86,165)	(16,321)	18.94
Transfers - Other	62,301	62,301	0	0.00
Total:	**32,295**	**(53,776)**	**(38,355)**	**71.32**
BUDGET BALANCE	**138,366**	**125,058**	**1,269,212**	**1014.90**
Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	**18,551**	**18,551**		
PROJECTED RESTRICTED NET ASSETS - End of Year	**156,917**	**143,609**		

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G
As of December 31, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	26,718,598	26,667,999	12,644,583	47.41
	Student Activity Support Revenue	463,228	393,334	52,407	13.32
	Faculty Services Revenue	0	0	6,442	
	Operating Costs Revenue	1,588,279	1,587,181	525,375	33.10
	Support Services Revenue	1,555,255	1,520,814	386,783	25.43
	Other Operating Revenues	123,293	73,121	273,356	373.84
	Total:	**30,448,652**	**30,242,449**	**13,888,946**	**45.93**
OPERATING EXPENSE	Salaries	24,390,327	24,201,257	9,081,640	37.53
	Benefits	6,112,416	6,101,694	2,284,685	37.44
	Student financial aid-scholarships	3,783,802	3,783,802	2,238,277	59.15
	Utilities	1,360,676	1,360,676	627,830	46.14
	Supplies and Other Services	7,309,150	7,108,284	2,908,286	40.91
	Equipment Expense	686,102	609,142	299,106	49.10
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Faculty Services	0	0	12,770	
	Assessment for Student Activity Costs	366,227	366,227	41,279	11.27
	Total:	**44,194,260**	**43,716,642**	**17,493,873**	**40.02**
OPERATING INCOME / (LOSS)		**(13,745,608)**	**(13,474,193)**	**(3,604,928)**	**26.75**
NONOPERATING REVENUE (EXPENSE)	State Appropriations	15,111,777	15,111,777	6,346,946	42.00
	Gifts	377,220	377,220	375,000	99.41
	E&G Capital & Debt Service Support Revenue	0	0	44,979	
	Investment Income	69,245	69,245	67,379	97.31
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,319)	(894,003)	44.83
	Total:	**13,563,923**	**13,563,923**	**5,940,301**	**43.79**
TRANSFERS & OTHER	Capital Expenditures	(47,400)	(197,864)	(227,719)	115.09
	Construction Expenditures	(584,500)	(584,500)	(392,878)	67.22
	Transfers for Debt Service	(64,863)	(64,863)	(32,348)	49.87
	Transfers for Financial Aid Match	(40,413)	(40,413)	0	0.00
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	(7,550)	(19,406)	257.03
	Total:	**(744,124)**	**(894,588)**	**(672,351)**	**75.16**
BUDGET BALANCE		**(925,809)**	**(804,858)**	**1,663,022**	**(206.62)**
Add: Estimated Unfilled Position Savings:		**400,000**	**400,000**		
Capitalized Expenses		**584,500**	**584,500**		
ADJUSTED BUDGET BALANCE		**58,691**	**179,642**		
* **Add: UNRESTRICTED NET ASSETS - Beginning of Year**		**6,961,393**	**7,610,679**		
Less: USE OF RESERVE		**0**	**0**		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		**7,020,084**	**7,790,321**		

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Fund Manager
As of December 31, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	2,490,635	2,767,937	1,651,559	59.67
	Other Operating Revenues	84,975	102,987	76,559	74.34
	Total:	**2,575,610**	**2,870,924**	**1,728,118**	**60.19**
OPERATING EXPENSE	Salaries	1,150,456	1,525,621	542,412	35.55
	Benefits	214,271	259,149	95,898	37.00
	Student financial aid-scholarships	27,440	27,440	10,027	36.54
	Utilities	4,500	4,500	816	18.12
	Supplies and Other Services	1,085,807	1,117,471	304,234	27.23
	Equipment Expense	152,329	163,148	56,138	34.41
	Total:	**2,634,803**	**3,097,330**	**1,009,525**	**32.59**
OPERATING INCOME / (LOSS)		**(59,193)**	**(226,406)**	**718,594**	**(317.39)**
NONOPERATING REVENUE (EXPENSE)	Gifts	500	17,083	16,681	97.65
	Interest on capital asset related debt	0	0	(49,442)	
	Total:	**500**	**17,083**	**(32,761)**	**(191.77)**
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(102,472)	(65,227)	63.65
	Construction Expenditures	0	(12,400)	0	0.00
	Indirect Cost Recoveries	65,643	57,477	16,321	28.40
	Transfers - Other	13,050	9,406	20,201	214.76
	Total:	**58,693**	**(47,989)**	**(28,706)**	**59.82**
BUDGET BALANCE		**0**	**(257,312)**	**657,127**	**(255.38)**
Add: Estimated Unfilled Position Savings:		**0**	**0**		
ADJUSTED BUDGET BALANCE		**0**	**(257,312)**		
Add: UNRESTRICTED NET ASSETS - Beginning of Year		1,928,034	1,976,577		
Less: USE OF RESERVE		<u>0</u>	<u>0</u>		
Equals: PROJECTED UNRESTRICTED NET ASSETS - End of Year		<u>1,928,034</u>	<u>1,719,265</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of December 31, 2018

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	8,927,583	8,933,583	3,996,600	44.74
	Auxiliary Fees & Debt Service Support Revenue	5,179,480	5,199,480	2,270,963	43.68
	Other Operating Revenues	242,535	242,535	65,774	27.12
	Total:	**14,349,598**	**14,375,598**	**6,333,337**	**44.06**
OPERATING EXPENSE	Salaries	2,847,427	2,885,911	970,184	33.62
	Benefits	635,676	648,833	156,959	24.19
	Student financial aid-scholarships	851,077	825,077	293,731	35.60
	Utilities	908,406	908,606	340,052	37.43
	Supplies and Other Services	3,340,610	3,376,345	1,948,280	57.70
	Equipment Expense	79,675	86,275	20,068	23.26
	Total:	**8,662,871**	**8,731,047**	**3,729,274**	**42.71**
NONOPERATING REVENUE (EXPENSE)	Gifts	0	0	0	
	Interest on capital asset related debt	0	0	0	
	Total:	**0**	**0**	**0**	
TRANSFERS & OTHER	Capital Expenditures	(59,600)	(52,046)	(37,658)	72.36
	Transfers for Debt Service	(4,890,274)	(4,890,274)	(2,436,777)	49.83
	Transfers for Financial Aid Match	(3,425)	(3,425)	0	0.00
	Transfers for Capital Projects	0	0	(39,164)	
	Transfers to Plant Reserves	(733,428)	(698,806)	0	0.00
	Transfers - Other	0	0	(794)	
	Total:	**(5,686,727)**	**(5,644,551)**	**(2,514,394)**	**44.55**
BUDGET BALANCE - Projected Transfer to Reserves		**0**	**0**	**89,670**	
* **Add: NET ASSETS - Beginning of Year**		**7,542,464**	**7,530,263**		
Equals: PROJECTED NET ASSETS - End of Year		**7,542,464**	**7,530,263**		

 * *Net Assets - Beginning of Year is after adding back the projected OPEB liability at June 30, 2017 in the amount of $1,081,994*

 * *Auxiliary Net Assets are required to support future repair and replacement costs. Planning activities continue to document a 20 year plan to support each auxiliary enterprise capital repair/replacement need.*

FAIRMONT STATE UNIVERSITY
Actual vs Budget Statement of Revenues and Expenses
Current Restricted
For Period Ending December 31, 2018

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	22,976,687	23,800,568	8,719,890	36.64
State/Local Grants and Contracts	6,659,740	6,573,487	3,705,265	56.37
Private Grants and Contracts	1,722,871	1,750,789	1,482,971	84.70
Other Operating Revenue	5,075	14,456	17,326	119.85
Total:	**31,364,373**	**32,139,301**	**13,925,453**	**43.33**
OPERATING EXPENSE				
Salaries	178,196	496,354	191,842	38.65
Benefits	36,463	98,801	19,445	19.68
Student financial aid - scholarships	40,238,109	37,039,013	16,945,899	45.75
Supplies and Other Services	814,665	1,349,648	232,154	17.20
Equipment Expense	(6,634)	(6,991)	30,946	-442.63
Total:	**41,260,799**	**38,976,825**	**17,420,286**	**44.69**
OPERATING INCOME/ (LOSS)	**(9,896,426)**	**(6,837,524)**	**(3,494,833)**	**51.11**
NONOPERATING REVENUE				
Federal Pell Grant Revenues	10,000,000	7,000,000	3,506,459	50.09
Gifts	2,497	16,358	0	0.00
Investment Income	0	0	0	0.00
Total:	**10,002,497**	**7,016,358**	**3,506,459**	**49.98**
TRANSFERS & OTHER				
Capital Expenditures	(43,343)	(63,343)	(35,034)	55.31
Construction Expenditures	0	0	0	
Transfers for Fin Aid Match	33,431	33,431	13,000	38.89
Indirect Cost Recoveries	(20,095)	(86,165)	(20,836)	24.18
Transfers - Other	62,301	62,301	0	0.00
Total:	**32,295**	**(53,776)**	**(42,870)**	**79.72**
BUDGET BALANCE	**138,366**	**125,058**	**(31,244)**	**-24.98**
Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	**18,551**	**18,551**		
PROJECTED RESTRICTED NET ASSETS - End of Year	**156,917**	**143,609**		

*Approved budget is listed at the July budget due to no approvals being required for restricted funds.

Tab 11

Fairmont State University
Board of Governors
February 21, 2019

Item: Fairmont State University Strategic Plan - Resource Diversification

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Fairmont State University (FSU) Board of Governors accept and approve the presented revision to the Strategic Plan – Theme 3 Resource Diversification.

Staff Member: Dr. Stacey Jones
Vice President, Institutional Effectiveness and Strategic Operations

Background: In Fall 2017, Fairmont State University culminated the development of its strategic plan which was subsequently approved by the Board of Governors (BoGs) on February 15, 2018. The institutional plan whose title was modified slightly resulting its current reference as *"Our Quest for Distinction: Strategic Plan 2018-2028"*, sets forth the institutional mission, vision, core values and three (3) themes:
Strategic Theme #1: Student Success: Retention;
Strategic Theme #2: Enrollment Management: Growth; and
Strategic Theme #3: Resource Diversification: Philanthropy.

Following the approval of the strategic plan by the Board of Governors, an implementation plan was drafted to address the goals and objectives, and to further develop the strategies with the general understanding that the plan will be assessed, reviewed and revised regularly to ensure that this ten-year plan is nimble and responsive to the ever-changing climate in higher education, our regional economy, the needs of our future student population and for the overall continued improvement of Fairmont State University.

Recent review of both our internal and external financial operating environments has spurred discussion and revisiting Strategic Theme #3: Resource Diversification: Philanthropy. The result of this review is a desire to broaden our strategic focus as it relates to achieving and maintaining a stable financial outlook for the University; and in doing so, define and monitor relevant key performance indicator(s).

As such, the following modifications to *Our Quest for Distinction: Strategic Plan 2018-2028* Strategic Theme #3 are presented for the Board of Governors' (BoGs) consideration:

1. Rename Strategic Theme #3 to *"Resource Diversification: Financial Stabilization"* to broaden the financial operating focus of the plan;

2. Establish a new Strategic Theme #3 goal as: Goal 1: Achieve and sustain the financial stability of the institution;
3. Establish the key performance indicator (KPI) as the Composite Financial Index (CFI) consistent with current Higher Learning Commission (HLC) institutional reporting;
4. Set the institutional target for the new goal (reference 1. above) at CFI of 2.0 or higher; and
5. Combine and adjust the list of other goals under Theme #3, as appropriate.

Tab 12

Fairmont State University
Board of Governors
February 21, 2019

Item: Date Changes for the June and August Board of Governors Meetings

Committee: Committee of the Whole

Recommended Resolution: Be it resolved that the Fairmont State University Board of Governors accept the changes to the June 2019 and August 2019 board meeting dates.

Board Member: William Holmes, Board Chair

Background: The June 13, 2019 meeting is currently scheduled while President Martin will be out of the country.

The August 15, 2019 board meeting is currently scheduled on the same day as campus move-in day.

2018 - 2019 Board of Governors' Meeting Dates
Fairmont State University

Meeting Dates	Time	Location
August 16, 2018	9:00 a.m.	Board Room, Falcon Center
October 18, 2018	9:00 a.m.	Board Room, Falcon Center
December 6, 2018	9:00 a.m.	Board Room, Falcon Center
February 21, 2019	9:00 a.m.	Board Room, Falcon Center
April 18, 2019	9:00 a.m.	Board Room, Falcon Center
May 9, 2019 (Special Budget Meeting)	9:00 a.m.	Board Room, Falcon Center
June 6, 2019	9:00 a.m.	Board Room, Falcon Center
August 22, 2019	9:00 a.m.	Board Room, Falcon Center
October 17, 2019	9:00 a.m.	Board Room, Falcon Center
December 5, 2019	9:00 a.m.	Board Room, Falcon Center