June 6, 2019

Board

of

Governors

FAIRMONT STATE UNIVERSITY™

AGENDA
FSU Board of Governors' Meeting
June 6, 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*
   D. Approval of 2019-2020 Meeting Dates……………………….….…………*Tab 1, Action Item*

II. APPROVAL OF MINUTES OF MAY 9, 2019……………………….….…………*Tab 2, Action Item*

III. CHAIRMAN'S REPORT

IV. PRESIDENT'S REPORT

V. REPORTS AND PRESENTATIONS
   A. Introductions
   B. Foundation (Julie Cryser)
   C. Construction Project Updates (Stephanie DeGroot)

VI. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)
   A. Curriculum Proposal for Master of Business Administration
      Area of Emphasis in Cybersecurity Management……………………*Tab 3, Action Item*

VII. ATHLETIC AFFAIRS COMMITTEE (Jay Puccio, Chair)

VIII. BYLAWS COMMITTEE (Dixie Yann, Chair)

IX. ENROLLMENT/HOUSING-STUDENT LIFE COMMITTEE (Kevin Rogers, Chair)

X. FINANCE COMMITTEE (John Schirripa, Chair)
   A. Financial Reports
      (Month Ending: April 30, 2019)…..……………………………….......*Tab 4, Action Item*
   B. Approval of FY 2020 Education and General (E&G) Budget…………..*Tab 5, Action Item*
   C. Approval of FY 2020 Fund Manager Budgets…………….……………*Tab 6, Action Item*
   D. Approval of FY 2020 Auxiliary Budgets………………………………...*Tab 7, Action Item*

XI. EXECUTIVE COMMITTEE (Dixie Yann, Chair)

XII. NOMINATING COMMITTEE (Kevin Rogers, Chair)
   A. Election of FSU Board of Governors' Officers
      (Effective July 1, 2019 through June 30, 2020)………………………………*Action Item*

XIII. NEW BUSINESS
      A. Approval of Bookstore Policy (Policy #54)
          (30-Day Comment Period Over)……………………………………………*Tab 8, Action Item*
      B. Approval of Salary Policy (Policy #25)
          (30-Day Comment Period Over)………………………………………..*Tab 9, 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: AUGUST 13, 2019, 9:00 A.M.
LOCATION: BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

Tab 1

2019 - 2020 Board of Governors' Meeting Dates

Fairmont State University

Meeting Dates	Time	Location
August 13, 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
February 20, 2020	9:00 a.m.	Board Room, Falcon Center
April 16, 2020	9:00 a.m.	Board Room, Falcon Center
May 14, 2020 (Special Budget Meeting)	9:00 a.m.	Board Room, Falcon Center
June 18, 2020	9:00 a.m.	Board Room, Falcon Center
August 20, 2020	9:00 a.m.	Board Room, Falcon Center
October 15, 2020	9:00 a.m.	Board Room, Falcon Center
December 3, 2020	9:00 a.m.	Board Room, Falcon Center
		Prepared May 2019

Tab 2

FAIRMONT STATE UNIVERSITY
BOARD OF GOVERNORS
MEETING MINUTES
MAY 9, 2019
BOARD ROOM, 3RD FLOOR FALCON CENTER
1201 LOCUST AVENUE, FAIRMONT, WV

I.   CALL TO ORDER

A. Roll Call

Chair Dixie Yann convened a meeting of the Fairmont State University (FSU) Board of Governors on May 9, 2019, beginning at approximately 9:00 a.m. in the Board Room, 3rd Floor Falcon Center, at 1201 Locust Avenue, Fairmont, West Virginia.

At the request of Chair Yann, Serena Scully, Chief of Staff, conducted a roll call of the Board of Governors. Present for the meeting were board members Holly Fluharty, Bailey McInturff, Deborah Prezioso, Jay Puccio, Kevin Rogers, Dr. Budd Sapp, John Schirripa and Dixie Yann. Dr. Mark Hart participated by conference call. Frank Washenitz was present via conference call following roll call. Dr. Chris Courtney was absent.

Others present were President Martin and President's Executive Leadership Team members Cindy Curry, Lyndsey Dugan, Richard Harvey, Joy Hatch, Christa Kwiatkowski, Tim McNeely, and Jacqueline Sikora. Tom Tucker, Asst. VP of Facilities; Stephanie DeGroot, Construction Manager; Julie Cryser, President of the Fairmont State Foundation; Chad Fowler, Director of Athletics; Ryan Courtney, Director of Internal Operations; Jessica Sharps, Executive Director of University Relations and Marketing; Monica Cochran, Director of Procurement; Susan Ross, Executive Director of Academic Programs; Amanda Metcalf, Interim Associate Dean of the School of Education; Anne Patterson, Interim Associate Dean of the School of Fine Arts; Julie Reneau, faculty; Joseph Riesen, faculty; Charles Shields, faculty; Carol Tannous, faculty; Matthew Hokum, faculty; Josh Smallridge, faculty; Janie Leary, faculty; Amy Sidwell, faculty; Brian Blackwood, faculty; Jim Matthews, faculty; John O'Conner; Francine Kirk, faculty; Beverly Michael, faculty; Jessica Kropog, Title IX Coordinator and Compliance Specialist; Jon Dodds, future BOG staff representative; Alyssa Welling, Legislative and Presidential Scholar; Romelia Hodges, and multiple students. Members of public safety and local media were in attendance as well.

B. Public Comment

Kevin Rogers reported that ten people had signed up for public comment. Chair Yann advised that if individuals are asking to speak in support of a program, they would be welcome to speak. She advised that if individuals are asking to speak about personnel, their remarks would be held until executive session.

Janie Leary, Community Health Education faculty member, expressed concerns regarding promotion and tenure and the Community Health Education program. Ms. Leary also requested to speak in Executive Session.

Amy Sidwell, Community Health Education faculty member, expressed concerns regarding the Community Health Education program.

Romelia Hodges – Asked to reserve her comments for executive session.

Hannah Householder, student, expressed concerns regarding tenure.

Faithlynn Walker, student, expressed concerns regarding tenure.

Emily Markham – Asked to reserve her comments for executive session.

Nathan Quarantillo – Asked to reserve his comments for executive session.

Beverly Michael, Community Health Education faculty member, read a letter on behalf of a student who wished to express concerns regarding the Community Health Education program.

Julie Reneau, School of Education faculty member, read a letter on behalf of Olivia Gross, student, regarding the Community Health Education program.

Matthew Hokum, College of Liberal Arts faculty member, read multiple letters on behalf of students and previous students regarding the Community Health Education program.

C. Approval of Agenda

Dr. Budd Sapp made a motion to approve the agenda. Deborah Prezioso seconded. The motion passed.

II.   **APPROVAL OF MINUTES OF APRIL 18, 2019**

Dr. Budd Sapp made a motion to approve the minutes of April 18, 2019. Kevin Rogers seconded. The motion passed.

III. **ACADEMIC AFFAIRS COMMITTEE** (Deborah Prezioso, Chair)

Mrs. Deborah Prezioso, Chair of the Academic Affairs Committee advised that the Academic Affairs Committee met on May 1st. She asked that Dr. Richard Harvey, Provost and Vice President for Academic Affairs, give an update.

Dr. Harvey advised that HLC approval for the Charles Pointe location has been received. A denial was received for the Mauritius program but an appeal is underway.

Dr. Harvey reported that the tutoring and testing center opened in January and since then, has held 569 tutoring sessions and 655 hours of tutoring has been delivered.

Accreditation for the ASN program has been approved and extended through 2026.

Deborah Prezioso made a motion to accept the following:

A. Program Review for Nursing ASN

Bailey McInturff seconded. The motion passed.

Deborah Prezioso made a motion to accept the following:

B. Continue with Corrective Action for the History BA & BS Programs
   (Assessment information to be submitted in one year.)

Dr. Budd Sapp seconded. The motion passed.

Deborah Prezioso made a motion to accept the following:

C. Continue with Corrective Action for the Mathematics BS Program
   (Assessment information to be submitted in one year.)

Kevin Rogers seconded. The motion passed.

Deborah Prezioso made a motion to accept the following:

D. Continue with Correction Action for the National Security & Intelligence BA Program
   (Assessment information to be submitted in one year.)

Dr. Budd Sapp seconded. The motion passed.

Deborah Prezioso made a motion to accept the following:

E. Continue with Corrective Action for the Political Science BA Program (Assessment information to be submitted in one year.)

Kevin Rogers seconded. The motion passed.

Deborah Prezioso made a motion to accept the following:

F. Continue at the current level for the Sociology BS Program

Bailey McInturff seconded. The motion passed.

For all programs approved with continued corrective action, the corrective action is in regards to assessment. Those programs will be reviewed again, assessment only, in one year.

Deborah Prezioso requested that Part B of the Academic Affairs Committee agenda be held for executive session.

IV.   FINANCE COMMITTEE (John Schirripa, Chair)

John Schirripa, Chair of the Finance Committee, asked Christa Kwiatkowski, CFO, to provide a brief update.

The Finance Committee met on April 24th and reviewed the financial statements from March, along with other topics.

Christa advised the March financials have been provided in the board packet. In addition, a financial summary document that summarized the detailed information in the board packet was provided.

John Schirripa made a motion to accept the following:

A. Financial Reports for the period ending March 31, 2019

Jay Puccio seconded. The motion passed.

Christa advised that the next agenda item is a request for approval for a 2% raise for all faculty, staff, and administrators. The state appropriation provided was for a 5% raise, but only provided funds for employees currently supported by state appropriations.

Dr. Budd Sapp asked how individuals would receive notification of the increase. Cindy Curry advised that the raise notification and effective date would be communicated in writing. The raise will be effective August 3rd and will be reflected on the August 30th paycheck.

Dr. Budd Sapp inquired as to how promotion and tenure was included in the budget. Christa advised those values are covered by the E&G budget and will be included in the budget to be presented at the next meeting.

John Schirripa made a motion to accept the following:

B. 2% Pay Raise

Holly Fluharty seconded. The motion passed.

Christa discussed the multiple capital projects that were included in the board packet.

John Schirripa made a motion to accept the following:

C. Capital Projects

Deborah Prezioso seconded. The motion passed.

Christa discussed the multiple auxiliary projects listed in the board book.

Dr. Budd Sapp made a motion to accept the following:

D. FY 2020 Auxiliary Projects

Kevin Rogers seconded. The motion passed.

V.   NEW BUSINESS

Chair Yann named Kevin Rogers, Jay Puccio, and Deborah Prezioso to serve on the nominating committee.

VI.   POSSIBLE EXECUTIVE SESSION

Deborah Prezioso 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."

Kevin Rogers seconded. The motion passed.

Jay Puccio made a motion to rise from Executive Session. Deborah Prezioso seconded. The motion passed.

After reconvening from Executive Session, Deborah Prezioso made a motion to approve the following:

A. The programs of Music, Theatre and Community Health Education have a full program review in one year.

Dr. Budd Sapp seconded. The motion passed.

Deborah Prezioso made a motion to approve the following:

B. The Board of Governors directed the Provost to request permission from the HEPC to maintain the A.A.S. Architectural Engineering Technology and A.A.S. Electronics Engineering Technology programs at this time.

Dr. Budd Sapp seconded. The motion passed.

VII. ADJOURNMENT

Dr. Budd Sapp made a motion to adjourn the meeting. Jay Puccio seconded. The motion passed.

_____ FSU Board of Governors' Chair
Dixie Yann   Date

_____ FSU Board of Governors' Secretary
Deborah Prezioso   Date

Meeting Handouts

Financial Summary – As of March 31, 2019

With 75% of the year completed, below is a summary of the Statement of Revenues, Expenses and Net Position for the Unrestricted (E&G and Fund Manager), Auxiliary and Restricted Funds:

Unrestricted (Central E&G and Fund Manager)	Budget	Actual	% Budget to Actual
Operating Revenues	32,210,650	29,204,872	90.67%
Operating Expenses	46,619,161	30,021,386	64.40%
Other Rev/Exp/Transfers and Budget Adjustments	13,648,399	7,624,220	55.86%
Net Income	(760,112)	6,807,707	

Negative budget balance is expected to be covered by vacancy savings and approved use of carryover reserves. YTD Unrestricted balance is $6,807,707, compared to the balance this time last year of $5,655,644. We ended last year with a positive balance of $686,807.

Auxiliary	Budget	Actual	% Budget to Actual
Operating Revenues	14,326,816	12,313,506	85.95%
Operating Expenses	8,663,782	6,284,459	72.54%
Other Rev/Exp/Transfers and Budget Adjustments	(5,663,034)	(2,525,940)	44.60%
Net Income	0	3,503,108	

YTD Auxiliary balance is $3,503,108, compared to the balance this time last year of 3,748,897. Current budgeted reserve transfers is $718,141. FY18 Actual reserve transfers were $590,301.

Restricted	Budget	Actual	% Budget to Actual
Operating Revenues	32,199,662	25,608,285	79.53%
Operating Expenses	39,193,189	30,633,697	78.16%
Other Rev/Exp/Transfers and Budget Adjustments	6,962,582	6,582,266	94.54%
Net Income	(30,945)	1,556,855	

We received a new award in March of $5,000 from HEPC to support the 2019 FACT (Forensic and Analytical Chemistry Technology) camp. We also received $3,665 in private donations to the FIRST LEGO League.

Program under Review: **Bachelor of Arts and Bachelor of Science in History**

Executive Summary:

The History program offers two types of degrees. The Bachelor of Arts degree, which requires the study of foreign languages, is a good choice for students seeking a core liberal arts education and who may wish to pursue postgraduate study in the humanities. The Bachelor of Science degree develops basic capabilities in statistics, social science, and computer science. It is a good choice for students interested in the modern social sciences approach to historical understanding. The Fairmont State University History major includes core introductory courses in U.S. and world history as well as specialized courses on chronological eras, such as the Civil War or 19th century Europe, and thematic fields, like gender/sexuality, culture, and revolutions.

Review Criteria:

Mission	Consistent
Faculty	Some reliance on adjunct faculty; prefer to hire 1-2 more FT faculty
Curriculum	High enrollments in service courses
Resources	
Student Learning Outcomes	Acceptable overall success rates for service courses; some learning outcomes not measurable; no presence in TaskStream; learning outcomes in report do not match those in TaskStream
Other Service Learning Activities	
Program Improvement	Considering expansion of the curriculum
Viability	Low number of majors and graduates due to data issues

Program Data:

Total Students			Graduates per Year			Entering Freshmen		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2010	2011	2012
51	48	49	6	1	1	6	4	2

Cost Data:
- Annual program costs not provided
- Cost per student credit hour ~ $19

Program under Review: **Bachelor of Science in Mathematics**

Executive Summary:
The recommendation of the 2014 State Program Review Committee was to continue the Mathematics Program. NCATE (National Council for Accreditation of Teacher Education) recognized the program with full accreditation through 2018. Upon the creation of CAEP, the standards were rewritten. In 2017, CAEP recognized all three Mathematics Education programs as fully accredited for the next 5-7 years (minimally until 2023), depending on the date of our next CAEP on-site visit. Our program design is supported by the Guide to Majors in the Mathematical Science from MAACUPM 2015 (Mathematical Association of America Committee on the Undergraduate Program in Mathematics) and the Conference Board of Mathematical Sciences Report MET II (Mathematical Education of Teachers Part II, 2012.) The program demonstrates a successful approach to sustainability, viability and assessment.

Review Criteria:

Mission	Need to align to new mission statement
Faculty	High reliance on Adjuncts for support courses
Curriculum	Adequate; CAEP accredited; recognized state leader in supplemental math design
Resources	
Student Learning Outcomes	High success rates for major courses; acceptable success rates for service courses; TaskStream goal and outcome measures missing
Other Service Learning Activities	Tutors, Math Field Day, WV Science Fair
Program Improvement	Continuous Improvement Plan
Viability	Adequate completers when consider all categories

Program Data:

Total Students			Graduates per Year			Entering Freshmen		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2010	2011	2012
25	24	24	7	9	6	2	3	3

Cost Data:
- Annual program costs not provided
- Cost per student credit hour ~ $62

Program under Review: **Bachelor of Science in National Security & Intelligence**

Executive Summary:

The Bachelor of Arts Degree in National Security and Intelligence is a degree designed to provide students with the necessary background to pursue careers in national security and/or intelligence in government agencies and private enterprise. Upper classman in the National Security and Intelligence Program compete for placement in the program's Open Source Intelligence Exchange (OSIX). OSIX is the laboratory and applied analytical research component of the National Security and Intelligence Program. The OSIX lab, a student-staffed intelligence center, assesses and leverages new and emerging information technologies in support of U.S. national security and law enforcement communities. Faculty advise and mentor students working at OSIX, setting strategic direction, overseeing day-to-day operations, and performing outreach to government and private sector stakeholders.

Review Criteria:

Mission	Incorrect mission statement; should align with new one
Faculty	4.5 in NSI and Political Science; no adjunct faculty
Curriculum	Current; High success rates for both service and major courses
Resources	
Student Learning Outcomes	Insufficient measures of assessment; No assessment data in TaskStream
Other Service Learning Activities	OSIX Lab
Program Improvement	Increase enrollment, integrate assessment, implement satisfaction surveys
Viability	High enrollments, high graduate placement rates

Program Data:

Total Students			Graduates per Year			Entering Freshmen		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2010	2011	2012
122	124	155	12	26	19	9	4	20

Cost Data:
- Total program cost ~ $335,548 (which includes Political Science)
- Cost per student credit hour ~ $88

Program under Review: **Bachelor of Science in Political Science**

Executive Summary:

The Bachelor of Arts Degree in Political Science is a degree that is designed to provide students with an understanding of the political process in its many manifestations, including the structure of government institutions, the political behavior of individuals and groups, the study of political problems characteristic of modern societies, and a consideration of the interrelationships of institutions at different levels of government.

Review Criteria:

Mission	Incorrect mission statement; should align with new one
Faculty	4.5 in NSI and Political Science; no adjunct faculty
Curriculum	Current; High success rates for both service and major courses
Resources	
Student Learning Outcomes	No assessment data in TaskStream; outcomes not measurable
Other Service Learning Activities	
Program Improvement	Increase enrollment, integrate assessment, implement satisfaction surveys
Viability	High enrollments, high graduate placement rates

Program Data:

Total Students			Graduates per Year			Entering Freshmen		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2010	2011	2012
86	115	102	17	37	32	8	9	9

Cost Data:
- Total annual combined program cost ~$335,548 (which includes NSI)
- Cost per student credit hour ~ $88

Program under Review: **Bachelor of Science in Sociology**

Executive Summary:

The sociology major has served almost 7100 students over the last five years with 37 graduates. Our students have continued on in graduate programs in social work, counseling, and law. Others have found employment with the department of health and human services along with other state agencies. Annual reviews show that the program is meeting its established goals with an ongoing effort to improve the program. The external reviewer found the program to be academically sound and meeting the needs of both the student population and the local social service agencies that it serves.

Review Criteria:

Mission	Consistent
Faculty	2.5
Curriculum	Current; Good success rates for major courses; acceptable success rates for service courses
Resources	Adequate
Student Learning Outcomes	Extensive assessment in place; Some outcomes not measurable
Other Service Learning Activities	
Program Improvement	Expand offerings in human service and explore 4+1 programs
Viability	Adequate completers; also service courses

Program Data:

Total Students			Graduates per Year			Entering Freshmen		
2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2010	2011	2012
57	45	35	12	6	8	5	10	11

Cost Data:
- Total annual program cost ~ $226,786
- Cost per student credit hour ~ $56

Tab 3

Board of Governors
June 6, 2019

GRADUATE COUNCIL APPROVAL ON April 10, 2019

Item:	Masters of Business Administration (MBA) Area of Emphasis in Cybersecurity Management 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 MBA area of emphasis in Cybersecurity Management; Certificate in Cybersecurity Management.
Staff Member:	Susan Ross Executive Director of Academic Programs and Support Services
Background:	Fairmont State University proposes the development of a 12-hour online area of emphasis in cybersecurity for the Masters of Business Administration Program designed for mid-level to senior leadership executives, administrators, directors, and managers in industries reliant upon digital technologies. This program also provides an option for undergraduates who are planning to continue their education at the master's level or beyond by competing the four courses as a stand-alone graduate certificate.

The program focuses on developing sustainable executive practices that result in efficient cybersecurity management and effective outcomes to the communities served. A significant distinguishing component to this online area of emphasis is the hands-on experience each student will receive as they progress through their studies. This mix between hands-on real-world experience and classroom studies makes this area of emphasis unique and cutting-edge. With a focus on applied cybersecurity research, it can develop Fairmont State University as a leader in cybersecurity education and a leading research center in cybersecurity by promoting published, relevant research, and scholarly work by course participants.

Curriculum Proposal for
Masters of Business Administration (MBA)
Area of Emphasis in Cybersecurity Management

(Prepared in accordance with §133-11-6, Submission Requirements for New Program)

Submitted by the School of Business and prepared by:

Mr. Marcus S. Fisher, Assistant Professor Information Systems Management; and,
Dr. Timothy Oxley, M.S., Ed.S., Ed.D., Interim Dean and Professor of Business.

Curriculum Proposal for Masters of Business Administration (MBA) Area of Emphasis in Cybersecurity

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1.

Name of Institution: Fairmont State University
Date: 12/01/18
Category of Action Required: Approval
Title of Degree or Certificate: MBA Area of Emphasis in Cybersecurity Management; Certificate in Cybersecurity Management
Location: Online
Effective Date of Proposed Action: Fall 2019

Summary statement:

Fairmont State University proposes development of a twelve hour online area of emphasis in cybersecurity for the Masters of Business Administration Program designed for mid-level to senior leadership executives, administrators, directors, and managers in industries reliant upon digital technologies. These organizations range from health-care industries, energy sector, banking sector as well as across private industry and government. This rapidly growing sector of the economy is thirsty for competently trained personnel able to lead in an era of shrinking financial support and increasing cost and demand – managers and executives who must thrive in an ever-changing environment while dealing with cyber threats. This program also provides an option for undergraduates who are planning to continue their education at the master's level or beyond by competing the four courses as a stand-alone graduate certificate.

The program focuses on developing sustainable executive practices that result in efficient cybersecurity management and effective outcomes to the communities served. A significant distinguishing component to this online area of emphasis is the hands-on experience each student will receive as they progress through their studies. This mix between hands-on real-world experience and classroom studies makes this area of emphasis unique and cutting-edge. With a focus on applied cybersecurity research, it can develop Fairmont State University as a leader in cybersecurity education and a leading research center in cybersecurity by promoting published, relevant research, and scholarly work by course participants**.**

The **overall objective** of the area of emphasis in cybersecurity management is to prepare early careerists and seasoned managers for cybersecurity leadership roles in the public or private sector. The **vision** is to provide access to a premier graduate degree that guides course participants to become competent and effective cybersecurity leaders. The area of emphasis focuses on academic excellence by using a relevant, evidence-based curriculum that meets the expectations of industry leaders, and the accrediting body for graduate-level business or cybersecurity management education. The program strives to be compassionate and understanding to place-bound working adults, or off campus learners, by assuring access to excellent online graduate coursework in cybersecurity which is essential for personal development and key to career advancement.

6.2. Program Description

6.2.a. Program Objective:

The **Area of Emphasis objectives** (learning outcomes) are designed so that the course participant will be able to:

1. Explain, interpret and synthesize effective methods for exemplary professional performance through demonstration of key managerial and leadership competencies and innovative practices.
2. Apply information acquired through implementation and introduction of new skills that demonstrate effective communication, analytical or critical thinking, and problem solving necessary for expanded administrative roles in cybersecurity practice and leadership.
3. Create new or original work utilizing effective and dynamic management practices or tools required for research, planning, strategy, quality assessment, organization and staffing effectiveness, leading change and sustainability for organizations that desire to secure their digital infrastructure.
4. Critique and assess didactic and experiential opportunities for professional development in cybersecurity leadership and/or management.

6.2.b. Cybersecurity Management Area of Emphasis Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 11.1003, **Computer and Information Systems Security.** This classification is described as a program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

6.2.c. Cybersecurity Management Area of Emphasis Features

This program is designed to satisfy the accrediation standards established by the Accreditation Council for Business Schools and Programs (ACBSP) which currently accredits all other programs offered by the School of Business. The area of emphasis in cybersecurity management offers a combination of online course content and remote operational experiences.

A relevant curriculum for an area of emphasis in cybersecurity management must use a model of delivery that is both convenient and effective for the working professional who is a mid-level to senior level practitioners. The designed content offers new and relevant topics not always found in other online programs:

- *Interactive web and video delivery to familiarize students with course requirements and technology*
- *Intensive/interactive laboratory work that supplements the course work*
- *Real-world projects that supplement the coursework*
- *Use of industry experts to supplement faculty so that information is current, relative and practical*
- *Online delivery of material utilizing technology that enables students to immerse themselves in the material (i.e. web-based interactions with material, virtual laboratories)*
- *Utilization of leading tools and technologies to facilitate critical decision making in security situations, risk assessments, forensics, data analytics, and system development*
- *Integrated courses with the MBA program for continuity and quality*

This area of emphasis in cybersecurity management is designed in a cohort format, with one cohort starting in the fall of each year. A cohort is a group of master's degree candidates who follow a set schedule of courses together from start to finish. The area of emphasis in Cybersecurity Management will be achieved by successfully completing the following twelve (12) hours of courses:

- *MSBA 5900*: Cybersecurity and Risk Management – in addition to course work, the student is required to work (remote) on a project within the Cyber Range and Digital Forensics Laboratory*
- *MSBA 5910*: Security Operations, Assessments, and Testing – in addition to course work, the student is required to work (remote) on a project within the Security Operations Center*
- *MSBA 5920*: Big Data Analytics*
- *MSBA 5930*: Secure Information Systems Development*

(*) *Course numbers are for reference only in this proposal and will be assigned by the Registrar upon program approval.*

This 12-hour area of emphasis in cybersecurity meets a real demand in the marketplace. It satisfies the course work portion for leading professionals in the field of cybersecurity and surpasses other educational programs offered across the United States.

6.2.c.1. Admissions and Performance Standards

The application process will follow the same steps and standards as are in place for the School of Business and Fairmont State's graduate programs generally:

- Applicants must have completed a baccalaureate degree from a regionally accredited institution, or be in the final semester before degree completion.
- Complete an application form.
- Official transcripts must be sent directly from the college or university that issued the baccalaureate degree to the Office of Admissions.
- Students must submit scores on a graduate aptitude test such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), Graduate Management Admission Test (GMAT),

Test scores alone may not determine admission. Letters of recommendation, statements of purpose, and personal interviews may also be used to assess a student's preparedness for and probability of success. Applicants who do not meet all minimum admission criteria may be admitted provisionally.

6.2.c.2. Area of Emphasis Requirements

The following table identifies the courses listed by title and credit; a detailed description of each course follows, and master syllabi are part of the appendix. This chart also illustrates the sequence of courses.

Year 1	New Course title	Credit hours	Delivery method
Fall Semester	MSBA 5900: Cybersecurity and Risk Management	3	Online
Spring Semester	MSBA 5910: Security Operations, Assessments, and Testing	3	Online
Summer Semester	MSBA 5920: Big Data Analytics	3	Online
	MSBA 5930: Secure Information Systems Development	3	Online
Total hours		12 hrs.	

Course Descriptions and Credit:

First Semester: (3 hours)

- **MSBA 5900: Cybersecurity and Risk Management (3 hrs.)**   This course is designed to teach the fundamental principles of cybersecurity such as risk management framework (RMF), Cybersecurity Framework (CSF), threat analysis and threat modeling, supply chain risk management, critical infrastructure, and continuity of operations. To supplement the course work, students will participate in a semester project working in the Cyber Range and Digital Forensics Laboratory, where students will apply the concepts they have learned in class to real world projects in the laboratory (*See* Appendix)
    - The Cyber Range and Digital Forensics Laboratory is a computing infrastructure consisting of computer server and several desktop computers. The computer server hosts numerous virtual machines, some machines are computers that contain known vulnerabilities and some machines are computers that do not. Students will utilize these virtual machines in order to understand how to manage several different security control configurations given the known vulnerabilities. In addition to the server and desktop computers, the lab contains several laptop computers that contain various digital forensic tools for the students to understand how to set up a forensic project, how to extract information from digital assets, how to recognize malware and ransomware. These laptops and the server in which they connect with provides the computing infrastructure for the students to investigate real world scenarios but yet it is a sand boxed environment such that any work conducted in the lab is contained and cannot harm any systems outside the sand boxed area. This cyber range and digital forensic lab is planned to be physically located in Room 103 Jaynes Hall.

Second Semester: (3 hours)

- **MSBA 5910: Security Operations, Assessments, and Testing (3 hrs.)** This course will introduce the students to concepts of security operations center and what it takes to monitor and secure an organization's digital infrastructure. Topics covered will include threat detection techniques, intrusion detection and recovery, malware analysis and reverse engineering concepts, and digital forensics. To supplement the course work, students will participate in a semester project working in Security Operations Center, where students will apply the concepts they have learned in class to real world projects in the Center. (*See* Appendix)

    - The Security Operations Center (SOC) is a computing infrastructure planned to be housed in Room 103 Jaynes Hall. It contains one server with multiple desktop computers. The SOC ingests network traffic from multiple sites (i.e. Campus networks) in order to detect in real-time cybersecurity breaches. The students use this lab to practice and learn how to manage a SOC and to investigate all the capabilities that a SOC performs in the real world.

Summer Semester: (6 hours)

- **MSBA 5920: Big Data Analytics (3 hrs.)** This course is designed to familiarize the student with the management of large data sets and the technology utilized. Additionally the course will cover the concepts and techniques utilized for data visualization, machine learning practices, and deep learning

concepts. The tools utilized in this class will familiarize the student with cloud computing and specifically Amazon Web Services (AWS) and Google Cloud Services. (*See* Appendix)

- **MSBA 5930: Secure Systems Development (3 hrs.)** This infuses the concepts of building security into the system development process. Leaders and managers involved with the development of systems will learn topics such as secure system development approach, protection strategies, secure architectures, web application testing, static and dynamic security analysis. (*See* Appendix)

6.2.d. Program Outcomes

This area of emphasis is designed to satisfy an unmet need in the government and industry by assuring access to a high quality, online graduate education in cybersecurity, which is essential for students' career advancement and to provide well-qualified leaders and managers to fill the growing number of positions in cybersecurity. The program will ensure students:

1) Acquire key competencies and knowledge to establish security principles and security frameworks within an organization through didactic/experiential instruction.

2) Synthesize and develop effective methods for extracting knowledge from large amounts of data typically being collected in today's industry.

3) Prepare students to establish secure infrastructures and practices that enable an organization to maintain their security posture.

4) Prepare students to manage and lead the building of security into systems during development.

6.2.e. Program Content

The area of emphasis in cybersecurity management content is entirely in keeping with Fairmont State University's mission and vision. The proposed curriculum was conceived with off-campus learners in mind, but it is equally accessible to traditional baccalaureate graduates wishing to acquire the education and credentials necessary for career advancement. It was conceived to provide opportunities for individuals, who could not otherwise do so, to achieve their professional and personal goals, and to meet the growing societal need for well-prepared professionals to step into the rapidly expanding number of cybersecurity-related positions. The program strives to produce educated and prepared individuals who can achieve their professional goals while promoting effective outcomes for the organizations and communities they serve. The mission also includes a vision that graduates will have the knowledge, skills, and habits of mind necessary for intellectual growth, full and participatory citizenship, employability, and entrepreneurship in a changing environment. The area of emphasis design and the values underlying is wholly consistent with Fairmont State University's commitment to excellence, student success and transformational impact.

6.2.e.1. Content and Length of Proposed Academic Program

The area of emphasis in cybersecurity requires twelve (12) hours of course work, to be completed over three semesters (fall, spring, summer). The 12-hour requirement is in line with common standards for online concentrations or areas of emphasis in cybersecurity. The number of credit hours to completion and delivery format is designed to be more accessible and more efficient to the targeted market than a number of existing programs or curricula in cybersecurity that require 16 or more hours of on-campus coursework and do not cover the relevant information required by industry. This program follows the standard semester format for fall, spring and summer, with the courses delivered online. The following overview illustrates the practices designed into the program and their conformity to common standards at Fairmont State University and to higher education in general.

Online course work: This is delivered over the course of the regular semester (16 weeks for fall and spring; 12 weeks for summer) by qualified professors and adjunct lecturers through Fairmont State University's learning management system, Blackboard©, which permits out of area learners to access and complete work at their own pace and locale asynchronously. One or more sessions of a course may include synchronous, or 'live' activities, online via Blackboard© with the instructor available via chat room or telephonically/visually for interactive participation from a remote location. The majority of course delivery will typically utilize asynchronous self-study of learning modules, required readings and other materials in addition to electronic communication boards, electronic submission of assignments, or completing tests or quizzes. Instructors will specify assignments, readings and other activities in a detailed syllabus. Professional standards for written assignments can include APA or other manuscript style for graduate work. The course syllabus will include learning outcomes and alignment to program goals/objectives. All participants will need access to high speed Internet and must purchase texts or other resources assigned by the instructor. Each course will have at least one current and relevant text required along with weekly readings. Each instructor will establish requirements for grading. Rubrics are utilized in grading.

6.2.e.2. Undergraduate degree program requirement: not applicable.

6.2.e.3. Undergraduate degree program requirement: not applicable.

6.3. Program Need and Justification

The area of emphasis in cybersecurity is designed to satisfy an unmet need in the marketplace by assuring access to a high quality online graduate education in cybersecurity which is essential for students' career advancement and to provide well-qualified cybersecurity managers to fill the growing number of management and related positions.

6.3.a. Relationship to Institutional Goals/Objectives

In keeping with the University's strategic plan and the goals of the West Virginia Higher Education Policy Commission, an area of emphasis in the MBA program in cybersecurity is a new focus in this subject area primarily targeted toward the place-bound working professional who must have a graduate degree to advance a technical career. The online format makes the program accessible to those non-traditional students, both in West Virginia and well beyond, who would otherwise be unable to complete a graduate program. This area of emphasis will prepare the qualified professionals needed to fill the rapidly expanding number of cybersecurity manager and executive positions in West Virginia and around the nation.

The program will achieve compliance with these missions through:

Specialized Knowledge	*Theories, research methods and approaches to inquiry specifically related to cybersecurity using current trends and issues as a basis of problem solving.*
Broad, Integrated Knowledge	*Designs/application of work learned from the instructors and cohort members to local opportunities to advance change and new ideas as needed. Gathers exposure to the importance of local and network development.*
Intellectual Skills	*Creation of sustained, coherent theory with practical applications for delivery to diverse and challenging constituents; opportunities for publication of dissertation in journals; presentations at state national meetings.*
Applied Learning	*Creation and designing work, new skills sets for cybersecurity and data analysis; develops written/oral communication skills. Arranged externships allow for practical experience gained outside the class.*
Civic Learning	*Evaluation/awareness of public policy including relevancy to state and country; community perspectives on cybersecurity, challenges in continuity of operations, and wise*

	use of resources. Exposure to guest speakers and real-world projects also create opportunity for understand advocacy process for special community needs. Examines roles of consumers in key policy making through involvement in local advocacy and governance. Also focuses on how importance it is to a leader to develop, maintain and support grass roots involvement for sustainability and service to community.
Institution-specific areas	*Adherence to graduate school policies, awareness of Fairmont State's commitment to advancing the competencies and professional development of cybersecurity professionals*

6.3.b. Existing Programs

No West Virginia college or university currently offers an online area of emphasis in cybersecurity within their MBA Program. Marshall University plans to offer a 36-hour master of science in cybersecurity; however, it is taught wholly on campus at Huntington; there is no area of emphasis within the MBA Program associated with cybersecurity.

West Virginia University offers an M.S. in Business Cybersecurity that is a 12-month online program requiring students to take 30 credits (ten courses). The Program at WVU encourages students to demonstrate managerial expertise in understanding and investigating complex cybersecurity ideas, evaluate data security of businesses from a data and systems security perspective, use appropriate tools to mitigate cybersecurity threats and communicate the analysis and findings of a comprehensive security audit initiative to enhance the protection and security of an organization.

Relative to the 11 Universities in the Mountain East Conference (MEC) there are six Universities that offer an MBA degree but none of them offer an area of emphasis in cybersecurity nor any other degrees or classes in cybersecurity at the Graduate level. Urbana offers a BS in cybersecurity and University of Charleston offers an MS in cybersecurity.

Forty-nine other Universities that were similar to Fairmont State University were reviewed where similarity was characterized as: a) student body less than 10,000; and, b) were geographically located within 300 miles of Fairmont West Virginia (WV). This review an astonishing lack of coverage in cybersecurity:

- Only one University, University of Baltimore, offers an MBA Program with an area of emphasis in Cybersecurity and Organizational Resilience. This program requires two classes; Principles of Information Security Management and Business Continuity Planning.
- Forty-eight of the forty-nine Universities did not offer course work, degrees, or certificates in anything related to cybersecurity. This alone reveals the opportunity for Fairmont State University.

Other Universities across the United States that offer an MBA with an area of emphasis in cybersecurity revealed the following characteristics:

- All programs were offered online
- Twelve of the fourteen Universities required twelve-credit hours for the area of emphasis
- The various types of course work that made up the twelve-credits can be summarized as:
  - Overall introduction to principles of cybersecurity and managing cybersecurity within an organization
  - Managing information systems and networks
  - Digital forensics and accounting forensics
  - Supply Chain Management
- Coursework that is not covered by any University but is in demand throughout industry include:
  - Cloud Computing
  - Web Application Testing
  - Block Chain
  - Ethical hacking and Vulnerability Analysis
  - Machine Learning and Big Data

As you can see no other academic institutions in the State of West Virginia or in the MEC conference offer areas of emphasis in cybersecurity. Additionally, out of 49 Universities that are similar to Fairmont State University, there

is only one that offers an area of emphasis in cybersecurity for their MBA Program. This data reveals the exceptional opportunity for Fairmont State University to lead in this effort.

6.3.c. Program Planning and Development

Discussions about developing an area of emphasis in cybersecurity for the MBA Program began with the School of Business's Interim Dean and Assistant Professor of Information Systems Management. These discussions were stimulated by various discussions with local industry and government organizations as well as the WV State's Cybersecurity Workforce development initiative being led by TechConnect. Businesses and government agencies in the region made clear the need for a program that would provide essential knowledge, skills and ability to cybersecurity professionals, better equipping them to grow into effective managers and executives. The growth in the sector showed there was a significant demand for such managers (i.e. 800 employment positions went unfilled in the state of WV in 2017).

As a result, planning by the School of Business began in earnest the fall of 2018. The goal was to develop a "track" or area of emphasis for the MBA Program that would provide the necessary skills and knowledge for the professional workforce in management and executive leadership roles.

6.3.d. Clientele and Need

This area of emphasis is directly applicable to attaining key leadership and management positions in cybersecurity. Refer to the Cybersecurity Workforce Strategic Plan (attached) published by the Governor's office of WV.

6.3.e. Employment Opportunities

As described in the Cybersecurity Workforce Strategic Plan (attached) published by the Governor's office of WV, the job opportunities for cybersecurity professionals in West Virginia alone are extensive and growing. The area of emphasis in cybersecurity within the MBA program provides the opportunity for individuals to acquire the education and credentials essential to qualify for those jobs. The area of emphasis provides opportunity to those who could not otherwise achieve their professional and personal goals, and will expand the ability to meet the growing societal need for well-prepared cybersecurity professionals.

This summary of the data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS), well-illustrates the state and national demand for graduates of the proposed area of emphasis in cybersecurity:

BLS Quick Facts Summary for Information Security Analysts	
2017 Median Pay	$95,510 per year $45.92 per hour
Experience in a Related Occupation	Less than 5 years
Number of jobs 2016	100,000
Job Outlook 2016-2026	**28% (much faster than average)**
Employment Change 2016-2026	+28,500

6.3.f. Program Impact

Although the area of emphasis in cybersecurity is designed primarily to meet the needs of place-bound working professionals, it provides a ready path to continued professional growth for graduates in any Bachelor of Science program.

6.3.g. Cooperative Agreements

No cooperative agreements are planned at this time prior to approval and launch of this new area of emphasis. This does not preclude potential such agreements in the future.

6.3.h. Alternatives to Program Development

Alternatives to delivery of content include having all courses scheduled on campus. This concept was rejected in favor of a more global approach capable of reaching an audience, not only anywhere in West Virginia, but anywhere in the United States. Flexibility is the key factor as it is anticipated that most participants will be employed full-time; thus, requiring the ability to access courses remotely and welcoming the opportunity for limited on-campus interactions to develop relationships with their cohort and cybersecurity experts.

6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

This program will be under the direction of the School of Business and under the aegis of its graduate programs, specifically the MBA Program. The MBA program coordinator will report to the Dean on matters such as implementation, recruitment, retention, and curriculum. The classes will be held within Room 103 of Jaynes Hall, even though these classes are offered online several computing platforms are established for the students to access remotely and these platforms will be contained within Room 103. Additionally, this space may be utilized for any optional face-to-face activities or for classes of hybrid sections held of the required courses.

6.4.b. Program Projections

Conservative planned enrollment growth and development for the first five years is shown below. The four courses will be delivered in a rotation that may be completed in one year.

	First Year	Second Year	Third Year	Fourth Year	Fifth Year
New Students Enrolled	10	15	20	25	30
Total Students Enrolled (program accumulative)	10	25	45	70	100

6.4.c. Faculty Instructional Requirements

Cost of faculty, rank, experience over 5-year period: This area of emphasis will require a part-time professor at start up and at least another part-time faculty by program year four. The faculty must meet the criteria for assistant professor and have a doctorate in Information Systems, Computer Science, or other computer-related degree, or have documentable direct industry experience in the course or area of emphasis topic.

Depending on program growth, any full-time faculty engaged for this emphasis should be experienced in organizing and establishing a quality-oriented, marketable area of emphasis track, in a format that includes online instruction, as well as, laboratory projects. In addition to directing, marketing and promoting the program, this will initially include teaching responsibilities.

6.4.d.   Library Resources and Instructional Material

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/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Minor expense for reference texts to be obtained at the library or in the department are included in the proposed budget. 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 support services are required other than provision of office space for faculty work area, as needed. These are already incorporated into the institutional budget and include facility expense, such as telephones, copying and Internet access. Shared services will be allocated from existing support staff (e.g., clerical and IT support) in the institutional budget.

6.4.f.   Facility requirements

No addition of new or remodeled space is required. Existing laboratory or classroom space which currently exists will be utilized to house the laboratories required for this program.   There will be a need for a single physical location to house the computer servers and ancillary equipment that will foster two "virtual" laboratories that will support the Security Operations Center (SOC) and the Cyberrange & Digital Forensics Lab.   Students will be able to access these two "labs" remotely through internet and security access.   Preliminary discussions with Information Technology (IT) have resulted in a space being identified that may be willing to share as it may prove to be mutually beneficial.

The cost to establish the two laboratories is estimated to be approximately $103,840.00. This amount may be reduced by removing costs of two interns for initial lab set-up. Ongoing operations of the lab will be managed by faculty and students. It is anticipated that outside funding may be available for upgrades as needed. The initial cost of setting up the SOC and Cyberrange & Digital Forensics Lab will be covered through the School of Business fund balance.   Potential investments from the institution may be considered depending on interest and utilization from other programs who wish to incorporate elements of the laboratory capabilities into undergraduate or graduate coursework such as Computer Science and/or National Security and Intelligence programs.

6.4.g.   Operating Resource Requirements

Operating resource requirements are needed to cover part-time faculty, teaching one class each semester to cover students completing the area of emphasis in cybersecurity. These costs will be covered with the existing adjunct labor budget from the School of Business.

6.4.h.   Source of Operating Resources

Assuming the cohort enrollment meets planned targets, the course and program fee revenue generated by the program will be reallocated to support and grow the program; that assumption carries throughout the five-year pro forma. The sources of funding identified as General Fund Appropriations in the Section 6.4.g pro forma will be applied against the existing School of Business current operating and labor budgets.

To launch the program in year-one, an existing faculty line in the current School of Business budget be reassigned to cover the courses in the cybersecurity area of emphasis. Additional faculty support is not needed until student enrollment increases enough to warrant additional course sections in each term.

1.5. Program Evaluation

6.5.a. Evaluation Procedures

All course work is evaluated based on embedded exam questions, rubric grading for written assignments, or points earned for discussion boards. Each course has a listing of required deliverables and grading scale. Use of student surveys for feedback will occur at the end of each semester. All survey results will be reviewed, and corrective actions will be taken if needed. Student input is very important especially for online delivery modality. The end of the course survey is completed online and is consistent with the School of Business evaluation practices. After the completion of the program, all graduates will receive a confidential survey and be asked to rate their experience, provide feedback on the perceived value of the program and how they plan to use their advanced degree. In addition to annual surveys, every 5 years graduates of the program will also be requested to participate in a survey providing career information, the benefit of having the area of emphasis in cybersecurity, and other related areas. This composite graduate information will be utilized for accreditation purposes, as well as for program assessment, and will include data usually reviewed for program evaluation such as proficiency, completion status, and enrollment trends. A qualitative approach may be included in a round table format in which a random group of completers could be asked to attend a weekend seminar for the purpose of networking, but with the additional purpose to provide feedback for planning and strategic purposes.

6.5.b. Accreditation Status

This area of emphasis is designed to meet the accreditation standards of the Accreditation Council for Business Schools and Programs (ACBSP) which currently accredits the School of Business' MBA program. ACBSP's process follows a Baldrige continuous improvement model and focuses on recognizing teaching excellence and determining the effectiveness of student learning. The courses that make up the area of emphasis shall be in compliance with the accreditation process.

Appendix

Master Syllabi with Rubrics

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Fairmont State University School of Business
MBA Area of Emphasis
in
Cybersecurity

MASTER SYLLABUS

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Course Title:	**MSBA 5900: Cybersecurity and Risk Management**
Credit:	**Three hours**
Semester:	**Fall Semester, Program Year 1**
Instructor:	----------------------------------
Contact:	----------------------------------
Office Hours:	----------------------------------

REQUIRED TEXTBOOK(S):

No Textbook is required, content shall be provided to each student by the professor

COURSE DESCRIPTION:

This course introduces information assurance and cyber security, providing a breadth of knowledge and skills that covers a wide domain. The intent is to introduce a wide-variety of topics relative to information assurance and cyber security as well as to drill down into one specific topic. This specific topic will to provide a basic understanding of the Risk Management Framework (RMF) as it pertains to the systems development life cycle (SDLC). Additionally it will provide guidance on how to use this understanding during the development, management, assessment and continuous monitoring of information systems.

PREREQUISITES OR COREQUISITES:

- None

COURSE OUTLINE:

- Introduction to Laws, Standards, and Risk Management Framework
- Organizational Risk Management
- Threat Modeling and Threat Assessments
- Risk Management Framework and categorizing systems
- Establishing Security Controls based on Risk
- Developing System Security Plan (SSP)

COURSE OUTCOMES AND ASSESSMENT: At the completion of the course, students will be able to:

Outcome	Assessment Measure* *see Outcomes Curriculum map*	Performance Indicator:
1. Each student will learn the concepts and underlying framework of information assurance and cyber security	Written assignments, discussion boards, and embedded exam questions.	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
2. Each student will acquire a practical understanding of the risk management framework	Written assignments and embedded exam questions.	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
3. Each student will apply the fundamental principles of the risk management framework on an information system	Semester Project	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
4. Each student will demonstrate the ability to present professional-quality oral presentations that communicate the security posture of an organization.	Technical Report and Presentation	80 percent of the participants will achieve a B or above for the assessment.

GRADING SCALE:

1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:
Assignments: 5 @ 50 points = 250 points
Semester Project: 4 Phases @ 50 points = 200 points
Technical Report & Presentation   200 points
Exam (midterm & final)   2 @ 100 Points =   200 points

WRITTEN ASSIGNMENTS: These are generally required to be five pages of narrative excluding title page and references. Paper are required to be in proper APA format following instructions provided. No late work is accepted.

SEMESTER PROJECT: The student will work on one semester project during the semester within the cyber range or forensics laboratory. The student shall research and develop a unique solution for a given cybersecurity challenge and publish one technical report and present their findings at the end of the semester.

EXAMS: The exams will be administered through the Learning Management System and consist of multiple choice, matching, and true and false questions.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

<table>
<tr><td colspan="2">Fairmont State University School of Business
MBA Area of Emphasis
in
Cybersecurity

MASTER SYLLABUS</td></tr>
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Course Title:	**MSBA 5910: Security Operations, Assessments, and Testing**
Credit:	**Three hours**
Semester:	**Spring Semester, Program Year 1**
Instructor:	--------------------------------
Contact:	--------------------------------
Office Hours:	--------------------------------

REQUIRED TEXTBOOK(S):

No textbook is required. Material will be provided by faculty

 Course Description:

This course will introduce the students to concepts of security operations center and what it takes to monitor and secure an organization's digital infrastructure. Topics covered will include threat detection techniques, intrusion detection and recovery, malware analysis and reverse engineering concepts, and digital forensics. To supplement the course work, students will participate in a semester project working in Security Operations Center, where students will apply the concepts they have learned in class to real world projects in the Center.

PREREQUISITES OR COREQUISITES:

- MSBA 5900 – Cybersecurity and Risk Management

COURSE OUTLINE:

- Introduction to Security Operations
- Threat detection techniques
- Intrudtion Detection and Recovery
- Reverse Engineering and Analysis
- Digital Forensics
- Web Application Testing

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

Course Learning Objectives	Assessment Measure* *see Outcomes Curriculum map*	Performance Indicator:
1. The student will understand the concepts and techniques for managing a security operations center.	Exams and Semester Project	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
2. The student will be able to demonstrate how to detect network intrusions and proper recovery actions.	Semester Project	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
3. The student will understand reverse engineering concepts and technique and demonstrate effective analysis techniques.	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
4. The student will demonstrate how to extract valuable data from digital assets as well as extract knowledge from raw data	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
5. The student will be able to demonstrate proper application testing techniques	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.

GRADING SCALE:

  1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:

Written Assignments 10 @ 50 points/each	500 points
Exams (Midterm and Final)	200 points
Semester Project	200 points

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper's content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

SEMESTER PROJECT: The student will work on one semester project during the semester within the Security Operations Center. The student shall research and develop a unique solution for a given cybersecurity challenge and publish one technical report and present their findings at the end of the semester.

EXAMS: The exams will be administered through the Learning Management System and consist of multiple choice, matching, and true and false questions.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

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Fairmont State University School of Business
MBA Area of Emphasis
in
Cybersecurity

MASTER SYLLABUS

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Course Title:	**MSBA 5920: Big Data Analytics**
Credit:	**Three hours**
Semester:	**Fall Semester, Program Year 1**
Instructor:	----------------------------------
Contact:	----------------------------------
Office Hours:	----------------------------------

REQUIRED TEXTBOOK(S):

No textbook is required, required material will be provided by faculty

COURSE DESCRIPTION:

This course is designed to familiarize the student with the management of large data sets and the technology utilized. Additionally the course will cover the concepts and techniques utilized for data visualization, machine learning practices, and deep learning concepts. The tools utilized in this class will familiarize the student with cloud computing and specifically Amazon Web Services (AWS) and Google Cloud Services.

PREREQUISITES OR COREQUISITES:

- Statistics
- MSBA 5900 – Cybersecurity and Risk Management
- MSBA 5910 – Security Operations, Assessments, and Testing

COURSE OUTLINE:

- Introduction to Big Data
- Storage and management solutions for large amounts of data
- Introduction to Python and R
- Introduction to Cloud Computing
- Machine Learning in the Cloud
- Hadoop
- Visualization techniques for Big Data

COURSE OUTCOMES AND ASSESSMENT: After completing this course, students should be able to:

Outcome	Assessment Measure* *see Outcomes Curriculum map*	Performance Indicator:
1. Each student will learn the concepts and technology for storing, managing, and analyzing large amounts of data	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
2. Each student shall demonstrate competencies in storing, managing, and analyzing big data using R and Python	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
3. Each student will demonstrate competencies in utilizing cloud services to manage big data	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
4. Each student will demonstrate competencies in selecting most efficient machine learning algorithms	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.

GRADING SCALE:

1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:

Written assignments: 10 @ 50 = 500 points
Exam (midterm & final)   2 @ 100 = 200 points

WRITTEN ASSIGNMENTS: These are generally required to be five pages of narrative excluding title page and references. Paper are required to be in proper APA format following instructions provided. No late work is accepted. One of the written papers will include preparation of an annual budget for a healthcare organization.

EXAMS: The exams will be administered through the Learning Management System and consist of multiple choice, matching, and true and false questions.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

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<tr><td colspan="2" align="center">Fairmont State University School of Business
MBA Area of Emphasis
in
Cybersecurity

MASTER SYLLABUS</td></tr>
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Course Title: **MSBA 5930: Secure Systems Development**

Credit: **Three hours**

Semester: **Spring Semester, Program Year 1**

Instructor: ----------------------------------

Contact: ----------------------------------

Office Hours: ----------------------------------

REQUIRED TEXTBOOK(S):
No textbook is required, required material will be provided by faculty

Course Description:

This course infuses the concepts of building security into the system development process. Leaders and managers involved with the development of systems will learn topics such as secure system development approach, protection strategies, secure architectures, web application testing, static and dynamic security analysis.

PREREQUISITES OR COREQUISITES:

- MSBA 5900 – Cybersecurity and Risk Management
- MSBA 5910 – Security Operations, Assessments, and Testing

COURSE OUTLINE:

- Introduction to the System Development Life Cycle
- Threats and attacks on Systems
- The Nations Critical Infrastructure and Developing Secure Systems
- Building Security into Development Life-Cycle
- Static and Dynamic Analysis for security

COURSE OUTCOMES AND ASSESSMENT: At the completion of this course, students will be able to:

Outcome	Assessment Measure* *see Outcomes Curriculum map*	Performance Indicator:
1. Each student will understand the concepts, terminology, and techniques for securing a system during its development life-cycle	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
2. Each student will understand the types of threats and attacks that occur to systems	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
3. Each student will understand the Nation's Critical Infrastructure and Defense mechanisms needed to protect them	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
4. Each student will understand the security measures to put in place during system development	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.
5. Each student will understand and demonstrate how to conduct static and dynamic analysis	Written assignments, embedded exam questions	At least 80% of students will achieve a grade of B or better on assessment rubric or key.

GRADING SCALE:

1000-900 = A,   899 - 800 = B,   799 - 700 = C,   699-600 = D,   < 600 = F

COURSE DELIVERABLES:

Written Assignments	(10 @ 50 points)	500 points
Exam	(2 @ 100 points)	200 points

WRITTEN SUBMISSIONS: Any written assignment is required to be in proper APA format following instructions provided. Generally, this will include a description of the paper's content and organization based on the topic. This requires at least 5 pages of narrative excluding title page and appropriate references. No late work is accepted.

EXAMS: The exams will be administered through the Learning Management System and consist of multiple choice, matching, and true and false questions.

SCORING RUBRICS: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort.

GENERAL GRADING RUBRIC for WRITTEN ASSIGNMENTS or GROUP PROJECTS (points may be adjusted per course grading)

Criteria	Excellent (50 points)	Good (45 points)	Acceptable (40 points)	Needs improvement (25 points)	Poor (10)
Structure and organization of paper	Proper length and structure with minimum pages as required for narrative. Essay is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes Title Page, other specific sub headings required in assignment, and references. Information presented clearly. Proper use of APA style with 1 or less errors in format. Appropriate grammar and vocabulary are used. Title and introduction make you want to read the paper. Generally, not written in first person.	Submission is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some editing. Paper has a few errors. **-or-** Failed to follow instructions for organization of paper in some instances or has less than required pages of narrative. Writing is understood and logical but could use better phrasing. **-or-** Generally appropriate vocabulary is used with few errors in grammar and composition. Less than 2 errors in APA style noted. Style is good but needs work.	Thesis (or position or theme) is fairly clear. However, there is inconsistent support for thesis. Paper not well organized or was not proofread. **-or-** Failed to follow instruction in a few circumstances. Conclusion is acceptable but needs more clarification or is not readily seen by reader. **-or-** Somewhat informative and understandable but there are numerous spelling and grammatical errors throughout. Several errors in APA format, grammar and composition.	Main ideas are unclear and/or inappropriate. The work is not very informative or understandable or arguments/points not supported. **-or-** Paper is not well organized and there is a lack of transition from sections of the paper. Tables or section headings are not presented in proper format. **-or-** APA example not followed (e.g., lacks title page, running head, type face, or has numerous citation errors. Multiple errors in grammar, composition, etc. Mostly written in first person. Overall would be considered poor effort overall.	Poorly organized throughout. Lack of subheadings. **-or-** Failure to following posted instructions. **-or-** Less than total required pages of narrative. **-or-** APA style not evident **-or-** Lack of sentence structure or proper grammar. Would be considered 'not acceptable' for graduate work.
Research	Data cited comes from required number of valid sources. Citations and References are complete and reflect appropriate APA style. The evidence used reflects multiple views. Would be considered scholarly work.	The evidence comes from less than required number of valid sources, or less than the required number to be cited. **-or-** Overall the paper is good but generally there are less than 2 general format errors in APA style for citations and references.	Valid sources are lacking. **-or-** The bibliography is missing some information or has several mistakes in formatted in APA style. **-or-** This would be considered minimal citations for peer-reviewed research.	The evidence seldom comes from few cited valid sources (less than 1 citation or no citations). **-or-** The bibliography is missing significant information; numerous errors in APA style or lack of citations. Paper lacks substantiation and appears to be based on opinion.	Little to none evident Not quality work for graduate level assignments **-or-** Paper has a bibliography but no in-text citations.
Logic and reasoning	Arguments and statements are pertinent to the topic and are logical, supported with cited evidence. The key points are evident and clear to reader. Paper presents well-developed analysis and synthesis.	Arguments and statements are pertinent and logical but are not reasonably supported with sufficient evidence. **-or-** Paper presents reasonable analysis and synthesis but not well-verbalized in the text.	Arguments and statements are not consistently pertinent, logical, or supported. **-or-** Few key arguments have been made. Nuance, inference and subtlety lacking. Too much personal opinion (first person).	Arguments and statements rarely, if at all, seem logical and supported. Almost no key arguments have been made. **-or-** Analysis and synthesis lacking. Would be considered poor work needing revision.	Difficult to determine or lacks clarity of purpose.

GRADING RUBRIC for Final Project (points may be adjusted per course grading as needed)

Criteria	Excellent (60 points)	Good (50 points)	Acceptable (40 points)	Needs improvement (30 points)	Poor (20 points)
Grammar, syntax and style	Appropriate grammar and vocabulary are used in all materials, visuals or handouts. No significant errors in sentence structure or oral presentation. Graphics were professional looking and of high quality.	Generally appropriate vocabulary used with minor noticeable errors in grammar and pronunciation. Too much use of first person in narrative versus being an objective discussion.	Somewhat informative and understandable but there were numerous spelling and verbal grammatical errors that detract from overall effectiveness.	Too many errors in grammar, verbal presentation, etc. Mostly discussed in first person. Not compelling as delivered. Would be considered fair or average work and probably not competitive for funding due to how it is presented.	Professional style not evident; Visuals lack proof reading as many errors obvious; Would not be considered appropriate as a funding proposal due to grammar.
Structure and organization of presentation	Verbal content is clear, easy to follow, and appropriate to the assignment. There is a logical flow to the topics/arguments. Format includes all required elements of a business plan. Would be considered high quality or excellent.	Project is appropriate and fairly well organized. Overall it is informative, complete and understandable but needs some refining. Speaker may have failed to follow instructions for organization of paper in some instances. Project generally understood and logical but needs better organization.	Project is fairly clear. Inconsistent support for justifying need, budget, etc. Organization is lacking or was not readily evident in presentation. -or- Did not follow instruction in most instances.	Project unclear and/or inappropriate. Not very informative or understandable or arguments/thesis not supported. Presentation is not well organized.	Poorly organized throughout. Failure to following posted instructions. Presentation is less than average or would be rejected.
Logic and persuasion	All information presented is pertinent and logical, supported with cited evidence. The key points were stressed – no major points have been left out. Presentation describes a well-developed project and would be considered competitive.	Generally, the project is pertinent and logical but not reasonably supported with demonstrated evidence consistently. All elements would be considered above average.	Justification for the proposal is not consistently pertinent, logical, or supported. Few key arguments have been made. Nuance, inference and personal opinion deter from merit. Deliverables need clarification.	Rationale for project rarely, if at all, seems logical and supported. Almost no key arguments have been made to fund project. Objectivity and synthesis lacking in persuasion. Timeframe is lacking or not well thought out.	Difficult to determine logic or rationale behind project. Lacks clarity of purpose. Decision makers would reject this proposal based on its merit or require significant justification and rationale.
Delivery	Presenter used excellent eye contact, speaking style and delivery. Did not rush through presentation. Displayed confidence in what was being conveyed. Appropriate dress and professionalism evident.	Presenter's delivery was good but could be improved in several areas. Not totally confident in all areas.	Presenter did an adequate job but many areas could use improvement. May have appeared less than confident in material presented.	Presenter was not effective in delivery or speaking ability. May have appeared unsure or uncertain. Delivery would be much improved by practicing or refining.	Overall, delivery was poor on all levels. Professionalism questioned.
Effectiveness	Effective presentation; engaged audience. Would be considered a professional or high-quality delivery.	Overall, a good effort but not of highest quality.	Marginally acceptable presentation. Some improvement needed.	Not as effective as a presentation but could be improved in many areas to make it more competitive.	Not effective as a presentation. Poor judgement evident.

Tab 4

Fairmont State University
Board of Governors
June 6, 2019

Item: April Financial Reports

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Finance Committee of the Board of Governors recommend for approval the April Unrestricted and Restricted reports.

Staff Member: Christa Kwiatkowski

Background: Summary of the reports submitted is attached.

Fairmont State University
Board of Governors
April 2019

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.

April 2019
With 83% of the fiscal year completed, the Unrestricted Central E&G year to date operating revenues of $27,252,646 represents 93.17% of the projected current budget. The year to date operating expenses of $30,821,973 represents 71.14% of the projected current budget. The year to date non-operating revenues of $13,868,149 represents 102.24% of the projected current budget. After adjusting for debt service, financial aid match and other transfers, the actual YTD balance at the end of April is a positive $9,718,721. The primary contributor to this positive budget balance is the recognition of Summer tuition and fee revenues in full. Last year at this time, the actual YTD balance was $6,935,427. Last year, we ended with a positive balance of $383,447.

Fund Manager funds year to date operating revenues of $3,508,012 represents 115.92% of the projected current budget. The year to date operating expenses of $2,209,295 represents 65.15% of the projected current budget. After non-operating revenues and other transfers, the actual YTD balance at the end of April is a positive $894,107. Last year at this time, the actual YTD balance was $476,489. 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.

April 2019
With 83% of the fiscal year completed, the Auxiliary year to date operating revenues of $12,878,515 represents 89.87% of the projected current budget. The year to date operating expenses of $7,000,094 represents 80.62% of the projected current budget. After non-operating revenues, the debt service payments and other transfers, the actual YTD balance at the end of April is a positive $914,232. Current budgeted transfers to reserves is $701,269. 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.

April 2019
With 83% of the fiscal year completed, the Restricted year to date operating revenues of $26,987,367 represents 83.58% of the projected current budget. The year to date operating expenses of $33,853,893 represents 86.16% of the projected current budget. After adjusting for Pell Grant revenues and other transfers, the actual YTD balance is a negative ($234,039). The negative balance is due to federal expenses not able to be reimbursed by month end.

We received new awards in April of $27,000 for the MSP Cohort and $5,000 from HEPC to support training for the new CRM (Customer Relationship Management) software.

Fairmont State University
Actual vs Budget Statement of Revenues and Expenses
Current Unrestricted - Central E&G
As of April 30, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	26,718,598	25,667,999	25,031,018	97.52
	Student Activity Support Revenue	463,228	393,334	350,178	89.03
	Faculty Services Revenue	0	0	9,955	
	State/Local Grants and Contracts	0	0	(370)	
	Operating Costs Revenue	1,588,279	1,587,181	863,197	54.39
	Support Services Revenue	1,555,255	1,529,099	768,517	50.26
	Other Operating Revenues	123,293	73,121	230,150	314.75
	Total:	**30,448,652**	**29,250,734**	**27,252,646**	**93.17**
OPERATING EXPENSE	Salaries	24,390,327	23,993,123	16,122,288	67.20
	Benefits	6,112,416	6,121,433	4,001,878	65.37
	Student financial aid-scholarships	3,783,802	3,783,802	4,026,090	106.40
	Utilities	1,360,676	1,360,676	1,200,236	88.21
	Supplies and Other Services	7,309,150	6,911,079	4,766,734	68.97
	Equipment Expense	686,102	605,759	355,139	58.63
	Fees retained by the Commission	185,560	185,560	0	0.00
	Assessment for Faculty Services	0	0	21,084	#DIV/0!
	Assessment for Student Activity Costs	366,227	366,227	328,524	89.71
	Total:	**44,194,260**	**43,327,659**	**30,821,973**	**71.14**
OPERATING INCOME / (LOSS)		**(13,745,608)**	**(14,076,925)**	**(3,569,327)**	**25.36**
NONOPERATING REVENUE (EXPENSE)	State Appropriations	15,111,777	15,111,777	15,111,777	100.00
	Gifts	377,220	377,220	375,025	99.42
	E&G Capital & Debt Service Support Revenue	0	0	0	#DIV/0!
	Investment Income	69,245	69,245	300,399	433.82
	Assessment for E&G Capital & Debt Service Costs	(1,994,319)	(1,994,319)	(1,919,052)	96.23
	Total:	**13,563,923**	**13,563,923**	**13,868,149**	**102.24**
TRANSFERS & OTHER	Capital Expenditures	(47,400)	(197,864)	(338,408)	171.03
	Construction Expenditures	(584,500)	(584,500)	(392,878)	67.22
	Transfers for Debt Service	(64,863)	(64,933)	(64,637)	99.54
	Transfers for Financial Aid Match	(40,413)	(40,811)	(37,387)	91.61
	Indirect Cost Recoveries	602	602	0	0.00
	Transfers - Other	(7,550)	312,850	253,208	80.94
	Total:	**(744,124)**	**(574,656)**	**(580,101)**	**100.95**
BUDGET BALANCE		**(925,809)**	**(1,087,659)**	**9,718,721**	**(893.55)**
Add: Estimated Unfilled Position Savings:		**400,000**	**500,000**		
Capitalized Expenses		**584,500**	**584,500**		
ADJUSTED BUDGET BALANCE		**58,691**	**(3,159)**		
* **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**	**7,607,520**		

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

As of April 30, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Tuition and Fees	2,490,635	2,879,955	3,408,429	118.35
	Other Operating Revenues	84,975	146,218	99,584	68.11
	Total:	**2,575,610**	**3,026,173**	**3,508,012**	**115.92**
OPERATING EXPENSE	Salaries	1,150,456	1,675,557	1,175,988	70.18
	Benefits	214,271	284,574	200,526	70.47
	Student financial aid-scholarships	27,440	27,940	15,177	54.32
	Utilities	4,500	4,500	1,359	30.20
	Supplies and Other Services	1,085,807	1,259,483	735,506	58.40
	Equipment Expense	152,329	139,056	80,739	58.06
	Total:	**2,634,803**	**3,391,112**	**2,209,295**	**65.15**
OPERATING INCOME / (LOSS)		**(59,193)**	**(364,939)**	**1,298,718**	**(355.87)**
NONOPERATING REVENUE (EXPENSE)	Gifts	500	17,083	17,151	100.40
	Interest on capital asset related debt	0	0	(90,643)	
	Total:	**500**	**17,083**	**(73,492)**	**(430.21)**
TRANSFERS & OTHER	Capital Expenditures	(20,000)	(190,472)	(86,627)	45.48
	Construction Expenditures	0	(12,400)	0	0.00
	Indirect Cost Recoveries	65,643	87,587	37,123	42.38
	Transfers - Other	13,050	(310,994)	(281,614)	90.55
	Total:	**58,693**	**(426,280)**	**(331,118)**	**77.68**
BUDGET BALANCE		**0**	**(774,136)**	**894,107**	**(115.50)**
Add: Estimated Unfilled Position Savings:		**0**	**0**		
ADJUSTED BUDGET BALANCE		**0**	**(774,136)**		
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>1,202,441</u>		

Auxiliary
Actual vs Budget Statement of Revenues and Expenses
Board of Governors
As of April 30, 2019

		Approved Budget	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE	Auxiliary Enterprise Revenue	8,927,583	8,948,172	7,844,230	87.66
	Auxiliary Fees & Debt Service Support Revenue	5,179,480	5,139,480	4,869,027	94.74
	Other Operating Revenues	242,535	242,535	165,258	68.14
	Total:	**14,349,598**	**14,330,187**	**12,878,515**	**89.87**
OPERATING EXPENSE	Salaries	2,847,427	2,836,958	2,135,626	75.28
	Benefits	635,676	636,541	360,319	56.61
	Student financial aid-scholarships	851,077	825,077	855,726	103.71
	Utilities	908,406	908,606	758,034	83.43
	Supplies and Other Services	3,340,610	3,391,581	2,860,859	84.35
	Equipment Expense	79,675	84,410	29,530	34.98
	Assessment for Auxiliary Fees & Debt Service	0	0	0	#DIV/0!
	Total:	**8,662,871**	**8,683,173**	**7,000,094**	**80.62**
NONOPERATING REVENUE (EXPENSE)	Gifts	0	0	0	#DIV/0!
	Interest on capital asset related debt	0	0	0	#DIV/0!
	Total:	**0**	**0**	**0**	**#DIV/0!**
TRANSFERS & OTHER	Capital Expenditures	(59,600)	(52,046)	(51,404)	98.77
	Transfers for Debt Service	(4,890,274)	(4,890,274)	(4,869,401)	99.57
	Transfers for Financial Aid Match	(3,425)	(3,425)	(3,425)	100.00
	Transfers for Capital Projects	0	0	(39,164)	#DIV/0!
	Transfers to Plant Reserves	(733,428)	(701,269)	0	0.00
	Transfers - Other	0	0	(794)	#DIV/0!
	Total:	**(5,686,727)**	**(5,647,014)**	**(4,964,189)**	**87.91**
BUDGET BALANCE - Projected Transfer to Reserves		**0**	**0**	**914,232**	
* **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 April 30, 2019

	Approved Budget*	Current Budget	YTD Actual	YTD Actual to Current Budget
OPERATING REVENUE				
Federal Grants and Contracts	22,976,687	23,861,729	17,441,908	73.10
State/Local Grants and Contracts	6,659,740	6,619,737	6,687,938	101.03
Private Grants and Contracts	1,722,871	1,788,944	2,826,457	158.00
Other Operating Revenue	5,075	18,122	31,064	171.42
Total:	**31,364,373**	**32,288,532**	**26,987,367**	**83.58**
OPERATING EXPENSE				
Salaries	178,196	641,371	362,931	56.59
Benefits	36,463	114,418	41,832	36.56
Student financial aid - scholarships	40,238,109	37,068,536	32,945,954	88.88
Supplies and Other Services	814,665	1,440,343	440,615	30.59
Equipment Expense	(6,634)	26,509	62,561	236.00
Total:	**41,260,799**	**39,291,177**	**33,853,893**	**86.16**
OPERATING INCOME/ (LOSS)	**(9,896,426)**	**(7,002,646)**	**(6,866,526)**	**98.06**
NONOPERATING REVENUE				
Federal Pell Grant Revenues	10,000,000	7,000,000	6,665,225	95.22
Gifts	2,497	17,358	5,573	0.00
Investment Income	0	0	0	0.00
Total:	**10,002,497**	**7,017,358**	**6,670,798**	**95.06**
TRANSFERS & OTHER				
Capital Expenditures	(43,343)	(63,343)	(55,000)	86.83
Construction Expenditures	0	0	0	
Transfers for Fin Aid Match	33,431	40,811	53,812	131.86
Indirect Cost Recoveries	(20,095)	(85,427)	(37,123)	43.46
Transfers - Other	62,301	62,301	0	0.00
Total:	**32,295**	**(45,657)**	**(38,311)**	**83.91**
BUDGET BALANCE	**138,366**	**(30,945)**	**(234,039)**	**756.30**
Add: PROJECTED RESTRICTED NET ASSETS - Beginning of Year	**18,551**	**18,551**		
PROJECTED RESTRICTED NET ASSETS - End of Year	**156,917**	**(12,394)**		

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

Tab 5

Fairmont State University
Board of Governors
June 6, 2019

Item: FY 2020 Unrestricted Education & General (E&G) Budget Approval

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Finance Committee of the Board of Governors recommends approval of the attached FY 2020 Unrestricted E&G budget.

Staff Member: Christa Kwiatkowski

Background: Information to be provided at meeting.

Tab 6

Fairmont State University
Board of Governors
June 6, 2019

Item: FY 2020 Unrestricted Fund Manager Budget Approval

Committee: Committee of the Whole

Recommended Resolution: Be it resolved, that the Finance Committee of the Board of Governors recommends approval of the attached FY 2020 Unrestricted Fund Manager budgets.

Staff Member: Christa Kwiatkowski

Background: Information to be provided at meeting.

Tab 7

Fairmont State University
Board of Governors
June 6, 2019

Item:	FY 2020 Auxiliary Budget Approval
Committee:	Committee of the Whole
Recommended Resolution:	Be it resolved, that the Finance Committee of the Board of Governors recommends approval of the attached FY 2020 Auxiliary budget.
Staff Member:	Christa Kwiatkowski
Background:	Information to be provided at meeting.

Tab 8

Fairmont State University
Board of Governors
June 6, 2019

Item: The need to amend Policy 54 – Bookstore Policy was determined based
                                   on a request from student government to revive the Textbook
                                   Affordability Committee. Upon review of Policy 54, changes were made
                                   to clarify the Scope of the policy and to eliminate duplication of
                                   committees created for the same purpose and same goal. Therefore,
                                   under Section 6, the Academic Affairs Sub-Committee on textbook
                                   affordability is affirmed and the duplicate committee titled Bookstore
                                   Advisory Committee was removed.

Committee: Committee of the Whole

Recommended Resolution: That the Board of Governors amend current Policy 54 to address these
                                   issues as proposed.

Staff Member: Dixie Yann, Bylaws Committee Chair & Jacqueline L. Sikora, General Counsel

Background: This policy complies with federal, state and local laws, rules and
                                   regulations.   This is an amendment to existing Policy 54.

Q1 Please enter your comments here:

Answered: 4   Skipped: 0

#	RESPONSES	DATE
1	The proposed changes to the Bookstore Policy appear to be improvements from the current policy. However, I want to point out the Board that the current policy in other parts is inadequate and inconsistent with state law, West Virginia Code 18B-10-14 and Series 51 of the Higher Education Policy Commission. Your section 3.1.1 reads: 3.1.1 The listing shall be prominently posted at the bookstore and on the official FSU website. Series 51 3.1.5. Provide that a listing of all selected textbooks and materials selected and assigned prior to each semester shall be prominently posted immediately after such selection process is completed and the textbook and course materials are designated for order by the bookstore. 3.1.5.1. In a central location on campus communicated to the student body; 3.1.5.2. In every campus bookstore operated at the institution; 3.1.5.3. On the institution's website; West Virginia Code, 18B-10-14 (f) provides: A governing board shall provide to students a listing of textbooks required or assigned for any course offered at the institution. (1) The listing shall be prominently posted: (A) In a central location at the institution; (B) In any campus bookstore; and (C) On the institution's website. State law and HEPC require a "listing of textbooks required or assigned for any course offered at the institution" to be prominently posted: A. Central location, B. Any Campus bookstore, and C. On the institution website. Please note your policy only requires two locations, not three. Moreover, you will after carefully review, that your policy is not only inadequate, it is not followed. The last twelve (12) years students have not been able to find a listing of textbooks posted prominently or otherwise posted. I applaud the HEPC because they adopted a policy higher than what the law requires. The statute said "any" bookstore. HEPC says "every" bookstore. If Fairmont State is providing such listing as required by state statute and by HEPC, please make it known where the "prominent" posting exists. I do not fault the current administration for the inadequate policy and practice because the policy and practice began in 2007. However, there are current administrators who were here when the policy was adopted and remain here and are in a better position to implement a policy and practice consistent with the West Virginia Code and Series 51 of the West Virginia Higher Education Policy Commission. They have been aware that I have continually raised these issues over the years. This is being submitted by Gregory T. Hinton, Senior Professor P.S. Please excuse typos, misspellings, and omissions.	5/20/2019 11:25 AM
2	The following statement does not allow for extreme circumstances which might require the textbook to be changed. What if the book is no longer being printed by the publisher, but faculty were unaware when submitting the adoption. The publisher could be purchased by another company or no longer be in existence. It seems that there ought to be a plan for extreme circumstances. 2.2.4.3 Once a textbook adoption is published, the adoption may not be changed by a faculty member or a Dean for any reason.	5/9/2019 2:49 PM
3	Bundling options discouraged? What if it is a money saving solution for students?	4/19/2019 9:27 AM
4	I like that teachers cannot profit off of their own textbooks they've written, but the part where "The prices charged for textbooks and other instructional material may not be less than the prices fixed by any fair trade agreements" still sounds like why the bookstore charges $50 more than amazon does.	4/18/2019 8:54 PM

Fairmont State University
Board of Governors
Policy #54
Bookstore Policy

Effective Date: _____, 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 ~~to be in~~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.

1 2	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.

2.2.2   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.

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

3 SECTION 3:   TEXTBOOK LISTS

4   3.1 Prior to the beginning of each semester, the bookstore shall make available to students a
5   listing of textbooks, with available formats (new, used, rental, ebook) and course
6   materials required or assigned for any course offered at FSU. The bookstore will make
7   provisions in its adoption procedure to include in book ordering all available formats
8   of adopted texts to include new, used, rental, ebooks and other methods of content
9   delivery and will make available to students policies concerning buy back (repurchase),
10   return or length of license of materials in various formats.

11   3.1.1   The listing shall be prominently posted at the bookstore and on the official FSU
12   website.

13   3.1.2   The listing shall include for each textbook the International Standard Book Number
14   (ISBN), the edition number and any other relevant information.

15   3.1.3   Each book will be posted to the listing in conjunction with the publishing of the
16   master schedule of courses prior to pre-registration for the upcoming academic term.

17 SECTION 4:   DESK COPIES

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

21   4.2 Faculty may make available review or desk copies of adopted textbooks for student use on library
22   reserve. Instructor editions may not be made available to student.

23   4.3 Faculty and staff may donate unneeded textbooks to the bookstore. Proceeds from donated
24   textbooks will be directed to the Textbook Scholarship fund.

25 SECTION 5:   BOOKSTORE REVENUES

26   5.1 Moneys derived from the operation of the bookstore shall be used first to replenish the stock of
27   any goods and to pay the costs of operating and maintaining the bookstore.

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

30   5.2 Following the retirement of the Series 2003 B bond indebtedness, all revenue generated by the
31   operation and enuring to the benefit of the institution shall be deposited into an appropriate
32   account and shall be used for non-athletic scholarships.

1 SECTION 6: TEXTBOOK AFFORDABILITY COMMITTEE

2 6.1 Fairmont State University's Academic Affairs Committee shall have a permanent
3 Textbook Affordability Sub-Committee to advise faculty, student government,
4 administration and the Board of Governors on issues related to textbook affordability and
5 initiatives, textbook selection guidelines, educational opportunities and strategies designed
6 to keep the cost of textbooks low.

7 6.2 This committee shall be the sole committee regarding textbook affordability as set forth
8 herein and shall include a member of the Board of Governors' Academic Affairs
9 Committee, faculty, administrators, students, staff, and bookstore representatives. The
10 members shall be selected from the membership of the Bookstore Advisory Committee.

11 6.3 Members shall be selected annually and may serve consecutive terms.

12 6.4 Provided that FSU continues to operate a bookstore that supports both FSU and Pierpont
13 C&TC, the membership of this Sub-committee shall meet jointly with its counterpart
14 committee members from the members of the Textbook Affordability Committee
15 representing Pierpont C&TC quarterly.

16 6.5 The Textbook Affordability Sub-Committee shall meet at least annually with the members
17 of the Board of Governors to present recommendations and reports concerning textbook
18 affordability.

19 SECTION 7: FUTURE MANDATES

20 7.1 The FSU Board of Governors will take steps to update this policy to ensure compliance
21 with future mandates at both the State and Federal levels.

Tab 9

Fairmont State University
Board of Governors
June 6, 2019

Item: The need to amend Policy 25 – Salary.

Committee: Committee of the Whole

Recommended Resolution: That the Board of Governors amend current Policy 25 to address this issue, and to delegate authority to the President, or his/her designee, to give the Vice President of Human Resources the authority to evaluate and review market place standards and adjust employee compensation accordingly.

Staff Member: Jacqueline L. Sikora, General Counsel

Background: This policy complies with federal, state and local laws, rules and regulations. This is an amendment to existing Policy 25.

The College and University Professional Association for Human Resources (CUPA-HR) referenced in the policy is a national organization that provides higher education human resources professionals and the institutions with the resources necessary to provide contemporary and compliant HR services to their institutions. CUPA-HR has for 50 years conducted annual salary and benefits salaries for higher education faculty, administrator and staff positions. 1,300 institutions participate each year. Fairmont State is a CUPA member and participates in the four surveys available to us. As a participant, we are given a 50% discount on survey data, which we purchase in an online format.

The following is intended to be informational or to clarify comments gathered related to Draft BOG Policy #25. The comment link was provided to all faculty (including adjunct faculty) and staff. Of the approximately 528 people polled, 15 responses were received.

- Draft BOG Policy # 25 addresses the salaries of both faculty and staff. While the Provost is the Chief Academic Officer, the policy was prepared to ensure equitable, market-based compensation for all employees, not just the academic units. Additionally, Fairmont State Human Resources' Certified Compensation Professionals would be responsible for obtaining salary data, and recommending appropriate compensation structure.

- Fairmont State Human Resources' Certified Compensation Professionals are obligated per Fairmont State terms of employment and the individual licensing entity to perform their jobs with equity and fairness.

- Disparity in pay, as noted in some of the comments, is one basis supporting Draft BOG Policy #25. In a market-pay system, pay will be determined, for example, based on academic discipline and faculty supply and demand.

- Should Draft BOG Policy #25 be adopted, CUPA data on all employee job classes and disciplines will be developed and distributed to employees.

- Salary policies do differ among institutions. However, those policies cited in the comments are directed toward faculty only rather than all employees as noted in the Draft Policy #25.

- The implementation of this policy will allow Fairmont State to continue the process of bringing salaries in line with market. Unfortunately, this is not a quick fix (as salaries have been implemented over many years and involving hundreds of employees) but a continuation of the overall goal.

- This policy does not provide for reduction of salaries based on metrics like reduction of "service time." Traditionally, salaries do not go down but up.

Q1 Please enter your comments here:

Answered: 15   Skipped: 0

#	RESPONSES	DATE
1	I strongly believe the salary policy should be exclusively the provost and the president, without any direct involvement with human resources. The provost is the chief academic officer of the academy and faculty are the hands-on persons engaged in the daily academic activities of the institution. Therefore, the Board of Governors' Salary Policy should not involve human resources unless requested by the provost. Moreover, the policy, as it now exists and what it may become, should be administered in a fair and equitable manner. There are faculty, who are much lower in rank, as well as years of service, who are paid substantially more than senior faculty with higher rank and higher years of service. I am a senior professor in the school of business, with 30 years of service. I have been tenured for more than 20 years. I am the only senior professor currently in the school of business. I am the only Fairmont State professor who has won the Boram Award more than once. I am the only professor in the State of West Virginia who has received both awards for being the best professor in the State of West Virginia, i.e., The Carnegie Award and The Faculty Merit Award. Moreover, I have numerous other awards and recognition, one of which is a national award. Yet there are faculty who are paid more with lower rank, fewer years of service, and without similar recognition for third parties. This is being submitted by Gregory T. Hinton, Senior Professor, School of Business. P.S. Please excuse any typos, spelling errors, and omissions.	5/20/2019 10:28 AM
2	At a School of Business faculty meeting held on Friday, May 3rd, on a motion properly moved, seconded, and with unanimous approval, the faculty urges the Fairmont State Board of Governors to reconsider Policy #25 by placing responsibility and authority for faculty compensation under the auspices of the Provost and Vice President for Academic Affairs.	5/15/2019 3:32 PM
3	The determination of salary should be a joint effort between HR & the President and Provost. The salaries and information should be transparent. CUPA data has not been revealed to departments and indications to make adjustments to bring salaries up to standards was supposed to already occur.	5/11/2019 1:45 PM
4	All over the state, indeed most of the country, matters related to faculty salary are delegated to the office of the provost. That does not mean that the provost's office should not or would not be guided by institutional policy and parameters, it means that the chief academic officer should have the lead role in determining policies that impact the proper function of the academic units. Any responsible provost will consult HR and, where necessary, counsel; but, the responsibility and authority properly rests with the provost. As to both faculty and staff, it is possible to write a policy that gives the institution enough flexibility to make changes where strategically or financially necessary, but not create ill-will and/or fear. However, we seem never to choose that path. Good policies should be clearly written, and should not be written to function as a cudgel. How in the world do you expect to create the supportive environment that is essential for student success and retention if you have staff and faculty living in constant fear and suspicion? I urge you to delay action on this policy, and to ensure any policy adopted places responsibility for faculty matters to rest with the office of the provost, and to word the policy in a more effective manner.	5/3/2019 12:15 PM
5	In 2.1, the paragraph should be amended to read: "...providing the President to authorize the Provost, in consultation with the Vice President of Human Resources and the Chief Financial Officer, the power to evaluate and review market place standards and adjust employee compensation accordingly." In 7.2, the paragraph should be amended to read: "The President authorizes the Provost, in consultation with the Vice President of Human Resources and the Chief Financial Officer, to create and maintain a current compensation philosophy..."	4/26/2019 12:59 PM
6	Considering faculty salary considerations are under the duties of the Provost at the two largest academic institutions in the state (WVU and Marshall), we should also do the same. At the very least, the Provost in consultation with Human Resources and the Chief Financial Officer would be advised.	4/25/2019 12:19 PM
7	Should we expect this policy to prompt a one-time readjustment of salary, or to prompt readjustments at each stage of promotion? After all, in many fields, there is a large gap between the average salary of an associate and that of a full professor--one that wouldn't be bridged by the usual 10% raise upon promotion.	4/25/2019 12:07 PM

8	I'd suggest a change to 7.2. The Provost should either be in charge of salary or cooperate with HR on salary adjustments. Under no circumstances should HR be solely responsible for these decisions.	4/22/2019 3:34 PM
9	Most policies for salaries of institutions researched have a policy that states - the Provost in consultation with HR and the Chief Financial Officer – I believe our policy should be the same. HR has issues doing a thorough job now, they do not have the ability to take on this type of work. I have emailed and called Cindy Curry several times, she does not return calls.	4/22/2019 10:50 AM
10	After reviewing the Fairmont State University Board of Governors Policy #25. The provost in consultation with HR and the chief financial officer should be considered as the standard.	4/20/2019 7:18 AM
11	The Provost who is the chief academic officer has been removed from this process for salary determination in this proposed policy. The Provost in consultation with Human Resources and the Chief Financial Officer should make these decisions. The President and HR should not be the primary decision making bodies.	4/19/2019 12:08 PM
12	Salary Adjustments I would hope that the policies will be considered since some programs are well beneath acceptable standards. The faculty were previously assured (more than a year ago) that they would be brought up to CUPA standards.	4/19/2019 9:22 AM
13	Please make the reference points available to employees as it has been my experience that while we are told that salaries are aligned with the market, we have no way to verify this. Our own research has shown that some salaries are exaggerated, while others are below market. It would go a long way toward better morale if we were not only TOLD, but also SHOWN how our salaries are determined. There is currently a belief that salaries are based on nepotism, rather than merit or market value.	4/18/2019 5:01 PM
14	Dr. Martin has repeatedly stated in public forums that Fairmont State's faculty and staff are underpaid. Based on the current wording, Fairmont State can further reduce salaries which is the complete opposite to what Dr. Martin has promised to do- she has stated numerous times that she wants to bring faculty salaries UP to the CUPA standards and staff salaries to more marketable levels. The proposed wording implies that faculty and staff cannot even count on making their current salaries. Faculty should not be penalized financially due to lack of adequate support from the university. Faculty who have taken initiative to recruit on their own time have encountered resistance from university leadership. Further, faculty who have asked to participate in recruitment events have been ignored by those on campus who are charged with recruitment. Based on the current wording, the university can decrease base salary and punish faculty when the university is preventing faculty from recruiting (due to bureaucratic hurdles)- such as spending "service time" teaching classes/internships/practicums instead of spending that time recruiting. The current teaching schedules prevent faculty from visiting high schools or 'business day/time' events that could serve to recruit students. Further, most faculty are not trained in marketing. Most staff have even less control over recruitment numbers. Some struggle to even get bathroom and lunch breaks, participating in recruitment is unrealistic. The university employs entire departments that are charged with marketing and recruitment- they are the ones who should be held responsible for those numbers.	4/18/2019 4:39 PM
15	Where will adjunct salaries be addressed?	4/18/2019 3:50 PM

Fairmont State University Board of Governors
Policy #25
Effective Date: _____

TITLE: SALARY

SECTION 1: GENERAL

1.1   Scope: This policy is regarding salary adjustments at Fairmont State University
1.2   Authority:
1.3   Filing Date:
1.3   Effective Date:

SECTION 2: PURPOSE AND SCOPE:

2.1   To amend Fairmont State University's Board of Governors' Policy #25; to amend said policy by adding thereto, a new section, designated SECTION 7; and to amend said policy by adding thereto, a new article, designated SECTION 7, Article 7.1, Article 7.2, Article 7.3 and Article 7.4, all relating generally to salary fluctuation based on market place standards and economic development; providing the President to authorize the Vice President of Human Resources the power to evaluate and review market place standards and adjust employee compensation accordingly. In all cases, salary adjustments are based on the University's ability to fund.

Be it enacted by Fairmont State University Board of Governors that:

SECTION 7. SALARY ADJUSTMENTS.

7.1   Fairmont State University will pay all employees according to relevant salary market(s), established salary targets for positions, and the University's ability to fund adjustments to pay.

7.2   Any and all employee salaries may be changed by any of the actions specified below. The President authorizes the Vice President of Human Resources to create and maintain a current compensation philosophy, salary guidelines and market-pay plan for all employees and positions, based on annual College and University Professional Association for Human Resources (CUPA-HR) market survey data, federal survey data and other market survey data as deemed relevant and appropriate.

7.3.   Based on the results of periodic surveys, reviews, and studies conducted by Human Resources, any and all employee salaries are adjusted on the basis of relevant salary market(s.)

7.3.1   For non-faculty staff, each position will be placed into a pay range based on the market for the work performed. Staff positions will be paid at least the market minimum rate established for that position's job class.

7.3.2   For faculty, minimum salary rates will be established from CUPA data, based on considerations including but not limited to comparable peer institutions, academic discipline, geographic location, enrollment, budget and institutional type.

7.4   For both faculty and non-faculty employees, the median/midpoint of their respective ranges is considered adequate and fair compensation. Salary increases beyond each employee's relevant market midpoint are not guaranteed; the guidelines/parameters of such increases beyond market midpoints shall be established in the salary guidelines.