



FAIRMONT STATE UNIVERSITY  
BOARD OF GOVERNORS  
**MEETING MINUTES**  
**OCTOBER 17, 2019**  
**BOARD ROOM, 3<sup>RD</sup> 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 October 17, 2019, beginning at approximately 9:00 a.m. in the Board Room, 3<sup>rd</sup> 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 Maiya Bennett, Dr. Chris Courtney, Jon Dodds, Deborah Prezioso, Jay Puccio, Kevin Rogers, Dr. Budd Sapp and Dixie Yann. Wendy Adkins participated by conference call. David Goldberg participated by conference call following roll call. Dr. Mark Hart and John Schirripa were absent.

Others present were President Martin and President's Executive Leadership Team members Cindy Curry, Richard Harvey, Merri Incitti, Christa Kwiatkowski, Tim McNeely, and Jacqueline Sikora. Stephanie DeGroot, Construction Manager; Julie Cryser, President of the Fairmont State Foundation; Chad Fowler, Director of Athletics; Ryan Courtney, Director of Internal Operations; Bryan Spitzer, Coordinator of Athletic Compliance; Jessica Sharps, Executive Director of University Relations and Marketing; Susan Ross, Executive Director of Academic Programs; Corey Hunt, Senior Director of Enrollment; Jacob Abrams, Director of Institutional Research and Effectiveness; Chris Kast, Dean of the College of Liberal Arts; Laura Clayton, Associate Dean of the School of Nursing; Amanda Metcalf, Associate Dean of the School of Education; Joel Dugan, Chair of the Department of Architecture, Art and Design; Jeff Greenham, faculty; Jennifer Boggess, faculty; Kylie Ford, faculty; George Herrick, Staff Council President; Harry Baxter, faculty; Clark Kendall, IT staff; and multiple community members. Members of local media were in attendance as well.

B. Public Comment

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

C. Approval of Agenda

Dr. Budd Sapp made a motion to approve the agenda. Kevin Rogers seconded. The motion passed.

**II. APPROVAL OF MINUTES OF AUGUST 20, 2019 AND SEPTEMBER 16, 2019**

Dr. Budd Sapp made a motion to approve the minutes of August 20, 2019 and September 16, 2019. Jay Puccio seconded. The motion passed.

**III. CHAIRMAN'S REPORT**

A. Chair Yann mentioned some of the homecoming events that are coming up next week and encouraged the board members to participate in some events.

**IV. PRESIDENT'S REPORT**

- A. President Martin briefly discussed the Day of Giving scheduled for November 7<sup>th</sup>. Currently, around \$130,000 has been pledged for that campaign.
- B. President Martin shared that the ABET accreditors (accreditation for the engineering programs) will be coming to campus October 20<sup>th</sup> through the 22<sup>nd</sup>. Preparations are underway and we are prepared to welcome the team.
- C. Preparations for homecoming are continuing and some notable events are the alumni and emeritus luncheon, hall of fame banquet, homecoming parade, and 2:00 football kickoff. On Sunday at 2:00, the basketball team will be having a scrimmage that is open to the public.
- D. Dr. Martin deferred the remainder of the updates to the executive leadership team.

**V. REPORTS AND PRESENTATIONS**

A. Constituent Report

Joel Dugan, Chair of the Department of Architecture, Art and Design, provided the constituent report.

Mr. Dugan provided information regarding their recruitment efforts, program specific strategies, and additional program information. Mr. Dugan also discussed the external relationships that have been established and discussed the current community projects, which include painting a mural. He then deferred to his colleagues to provide some program specific achievements and information. Jeff Greenham, Coordinator of the Art Department, Jennifer Boggess and Kylie Ford all provided information regarding their programs.

- B. Mrs. Julie Cryser, President of the Fairmont State Foundation, reported that the Foundation has had 100 milestone contacts with donors, either face-to-face, via telephone or through email.

The Foundation has closed 8 major gifts in the first quarter, compared to 3 in last year's first quarter. Total gifts and donations raised this year stand at \$1,022,020, just a little under \$50,000 less than this time last year.

Mrs. Cryser discussed the Day of Giving (November 7<sup>th</sup>) and asked again that the board consider having one or multiple individuals offer up a challenge to the rest of the Board. For example, Gary LeDonne has made a FSF Chairman's Match to support scholarships, Dr. Martin has made a \$2,500 challenge match and Mrs. Cryser has made a \$1,000 lunch challenge. Every dollar raised will be matched up to the designated amounts.

The Foundation board voted to hire a firm to assist the Foundation with their Comprehensive Campaign Feasibility Study, as well as develop the Case for Support. They will start with data collection, do an internal assessment, do onsite visits, create a Case for Support, test the Case for Support, and then report back on their findings on how prepared the Foundation is for a Comprehensive Campaign. The firm will be on board starting their work in November.

- C. Construction Project Updates (Stephanie DeGroot)

Stephanie DeGroot, Construction Manager, advised that they are working on closing out projects and working on the upcoming projects – working on different bidding packages, etc.

Mrs. DeGroot discussed the MS4 program. The WVDSP coordinator was on campus last week and did the annual inspection and was very impressed and excited. He was also very interested to see how the University has been involving the City of Fairmont, faculty and students.

- D. HLC & Internal Operations Updates (Merri Incitti)

Merri Incitti, Associate Vice President, Institutional Effectiveness and Strategic Planning gave an update. Ms. Incitti discussed accreditation and the plans to provide faculty enhanced and technology-driven support to reduce the assessment and reporting requirements. Many of the reporting tasks are now or will be upgraded to use technology, thereby streamlining the work of the faculty. Ms. Incitti noted removing "busy work" from faculty was a priority of the President, and together with her staff and the IT staff, they were well on their way to provide the faculty the support they needed while reducing their workload. Ms. Incitti also reported that she, Provost Harvey, and President Martin have already started to plan for the upcoming HLC visit. They have almost all co-chairs in place for all five HLC criteria.

Digital Measures has recently been implemented. Digital Measures is an electronic platform that stores the CV for faculty. This will keep records up-to-date. The second component is Workflow which will allow the institution to automate Annual Reviews, Promotion and Tenure as well as Faculty Awards. All these initiatives will reduce faculty workload.

The end of semester course survey process is being updated and should be in place by the end of this semester. The Evaluation Kit platform will provide the faculty with instant feedback and has functionality that improves response rate. The platform works directly with Digital Measures so no one will need to move data from one to the other for performance review.

Another strategic project currently in process is a project to work with West Virginia community and technical colleges to create articulation agreements. The agreements will make the pathway for students much easier.

Jacob Abrams is currently working on cleaning up data. Currently, all tables that are regularly used for reporting are being cleaned and rebuilt, as HEPC has changed its reporting metrics and guidelines. It is imperative that all data being provided are correct.

## **VI. ACADEMIC AFFAIRS COMMITTEE (Deborah Prezioso, Chair)**

Mrs. Deborah Prezioso, Chair of the Academic Affairs Committee asked that Dr. Richard Harvey, Provost and Vice President for Academic Affairs, give an update.

Dr. Harvey gave an update on several academic affairs items. The spring course schedule is already live and students will begin registration very soon. Textbooks for the spring semester have already been ordered; steps are being taken to convene the bookstore committee. Dr. Harvey also mentioned that tenure and promotion portfolios were recently due and two have been received.

Dr. Harvey also informed the Board that the Forensic Science program was ranked 11<sup>th</sup> best quality by CollegeChoice and ranked 10<sup>th</sup> most affordable by Affordable Schools.

Dr. Harvey presented the Intent to Plan for the M.Ed. in Educational Leadership.

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

A. Intent to Plan – M.Ed. in Educational Leadership

Kevin Rogers seconded. The motion passed.

**VII. ATHLETIC AFFAIRS COMMITTEE (Dixie Yann, Chair)**

Dixie Yann, Chair of the Athletic Affairs Committee stated the committee was going to meet after the Board Meeting. She asked that Chad Fowler, Athletic Director, give an update.

Mr. Fowler discussed the fall sports; most notably, the women's soccer team beat Glenville yesterday and solidified 1<sup>st</sup> place in the northern division.

Winter sports are beginning – basketball, swimming, wrestling, and acrobatics and tumbling.

On October 25<sup>th</sup> the Hall of Fame banquet will take place; they will be inducting 7 athletes and the 1979 football team will be honored.

The first wrestling match will take place on November 10<sup>th</sup>.

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

Dixie Yann, Chair of the Bylaws Committee advised that the Bylaws Committee had met and discussed the current numbering of board policies. It was discussed about clustering the policies and working on renumbering policies.

Mrs. Sikora presented the Discrimination policy. The current policy needed updates to be compliant.

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

- A. Rule Regarding Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Misconduct, Stalking, Retaliation, and Relationships Draft for 30-day comment period.

Kevin Rogers seconded. The motion passed.

Mrs. Sikora presented the Children on Campus policy. Over the summer, parts of the policy were put in place and it worked well. The policy complies with West Virginia statute.

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

- B. Children on Campus Policy Draft for 30-Day comment period.

Jon Dodds seconded. The motion passed.

Mrs. Sikora presented the Naming of Facilities and Academic Programs policy. The University, Dr. Martin, and Mrs. Sikora have worked with the Foundation and Julie Cryser to put together this policy.

David Goldberg made a motion to accept the following:

C. Approval of Naming of Facilities and Academic Programs Policy

Deborah Prezioso seconded. The motion passed.

**IX. ENROLLMENT, HOUSING & STUDENT LIFE COMMITTEE (Kevin Rogers, Chair)**

Kevin Rogers, Chair of the Enrollment, Housing & Student Life Committee asked that Corey Hunt, Senior Director of Enrollment and Tim McNeely, VP of Students Affairs and Athletics, give an update.

Mr. Hunt advised that the University has increased the overall profile of freshman from a GPA of 3.37 to 3.47, an ACT score of 20.6 to 20.7, and an SAT score of 1000 to 1012 – as an overall average. The increased student profile is also good for retention.

Mr. Hunt also advised that this is the second year in a row with an increased freshman retention rate.

Mr. Hunt also discussed the West Virginia Invest Program (also known as the last dollar in or free community college bill). For a student to qualify for free community college, a student must be a WV resident for one year prior to applying, must not have an associate degree, must pay for and pass a drug screen each semester, and must stay in WV for two years following their degree.

Tim McNeely, VP of Student Affairs and Athletics presented the housing summary. He advised that we are at 86.2% occupancy which is down about 9.4% from the same point last year.

Housing applications for next year for current students has been opened and will be opened for new students soon.

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

John Schirripa, Chair of the Finance Committee was absent. Christa Kwiatkowski, CFO, provided a brief update.

The Finance Committee met on October 2<sup>nd</sup> and reviewed the financial statements from July and August, along with other budgets and topics.

Christa advised the July and August financials have been provided in the board packet. In addition, a financial summary document that summarizes the detailed information in the board packet was provided.

The annual financial statement audit for FY19 was required to be issued by October 15<sup>th</sup> and was issued on time. For the second year in a row, official results for FY19 show an increase in net position of \$5.3 million.

Deborah Prezioso made a motion to accept the following:

D. Financial Reports for the periods ending July 31, 2019 and August 31, 2019

Kevin Rogers seconded. The motion passed.

**XI. EXECUTIVE COMMITTEE (Dixie Yann, Chair)**

Chair Yann advised that the Executive Committee has not met.

**XII. NEW BUSINESS**

There was no new business to bring to the board.

**XIII. POSSIBLE EXECUTIVE SESSION**

Deborah Prezioso made a motion to go into Executive Session “Under the Authority of West Virginia Code §6-9A-4-2b to discuss personnel matters which if discussed in public might adversely affect the reputation of any person as well as to consider legal matters involving or affecting, personnel, the purchase, sale or lease of property, the investment of public funds or other matters involving commercial competition, which if made public, might adversely affect the financial or other interest of the state or any political subdivision.”

Jay Puccio seconded. The motion passed.

Deborah Prezioso made a motion to rise from Executive Session. Dr. Budd Sapp seconded. The motion passed with no further action taken.

**XIV. ADJOURNMENT**

Dr. Budd Sapp made a motion to adjourn the meeting. Kevin Rogers seconded. The motion passed.

Dixie Yann 12/05/19 FSU Board of Governors' Chair  
Dixie Yann Date

Deborah Prezioso 12/5/19 FSU Board of Governors' Secretary  
Deborah Prezioso Date



# **Meeting Handouts**

# **Criteria for Accreditation**

## **Criterion 1. Mission**

**Chairs: Amanda Metcalf & Laura Clayton**

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### **Core Components**

- 1.A. The institution's mission is broadly understood within the institution and guides its operations.
- 1.B. The mission is articulated publicly.
- 1.C. The institution understands the relationship between its mission and the diversity of society.
- 1.D. The institution's mission demonstrates commitment to the public good.

## **Criterion 2. Integrity: Ethical and Responsible Conduct**

**Chairs: Gina Fantasia & Joe Kremer**

The institution acts with integrity; its conduct is ethical and responsible.

### **Core Components**

- 2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behaviour on the part of its governing board, administration, faculty, and staff.
- 2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- 2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
- 2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.
- 2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

## **Criterion 3. Teaching and Learning: Quality, Resources, and Support**

**Chairs: Amanda Stinemetz**

The institution provides high quality education, wherever and however its offerings are delivered.

### **Core Components**

- 3.A. The institution's degree programs are appropriate to higher education.
- 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
- 3.D. The institution provides support for student learning and effective teaching.
- 3.E. The institution fulfills the claims it makes for an enriched educational environment.

## **Criterion 4. Teaching and Learning: Evaluation and Improvement**

**Chairs: Rebecca Giorcelli and M.E. Gamble**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### **Core Components**

- 4.A. The institution demonstrates responsibility for the quality of its educational programs.
- 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

## **Criterion 5. Resources, Planning, and Institutional Effectiveness**

**Chair: Colton Griffin & Debbie Stiles**

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Core Components**

- 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- 5.C. The institution engages in systematic and integrated planning.
- 5.D. The institution works systematically to improve its performance.



# CRITERIA FOR ACCREDITATION

ADOPTED REVISIONS

EFFECTIVE SEPTEMBER 2020

## BACKGROUND

The Higher Learning Commission (HLC) is required by federal regulations and its own policies to initiate a substantive review of its Criteria for Accreditation every five years. Throughout the last two years, HLC conducted an internal analysis, held listening sessions, and analyzed the rigor of team reports, trends across interim reporting and feedback from a survey of member institutions and peer reviewers. These efforts resulted in the alpha version of a Criteria revision, which was published in March 2018. Adjustments were made to the draft Criteria language based on feedback from HLC's membership. A beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading. HLC received further input from member institutions and peer reviewers regarding the beta version and made minor changes based on those comments. The final version of the revised Criteria was adopted by the Board at its February 2019 meeting. The new Criteria will go into effect on September 1, 2020.

During the coming year, HLC will provide training opportunities for institutions and peer reviewers to learn how to provide evidence for and apply the revised Criteria in accreditation reviews. During the 2019–20 academic year, HLC also will begin transitioning institutions in the Assurance System to a new Assurance Argument template based on the revised Criteria.

# REVISED CRITERIA FOR ACCREDITATION

The revised Criteria for Accreditation were adopted by HLC's Board of Trustees on February 28, 2019. They are effective September 1, 2020. To review the changes made to the current Criteria in this revision, visit [hlcommission.org/adopted-policies](http://hlcommission.org/adopted-policies). The current Criteria are available at [hlcommission.org/criteria](http://hlcommission.org/criteria).

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

## CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating

financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

## CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

### Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic

offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### **CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

The institution provides quality education, wherever and however its offerings are delivered.

#### **Core Components**

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops

skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

**3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

**3.D.** The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

#### **CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

##### **Core Components**

**4.A.** The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

**4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose

measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## **CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING**

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **Core Components**

**5.A.** Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

**5.B.** The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.



5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

# CROSSWALKS BETWEEN THE CURRENT AND REVISED CRITERIA

The revisions to the Criteria included some reorganization of the Core Components. The charts below map these changes. Broadly, the reorganized Core Components include the following:

- Core Component 1.B. was merged into Core Component 1.A.
- Core Component 1.D. was renumbered as Core Component 1.B.
- Concepts from Core Component 3.E. were added to Core Component 2.B.
- Core Component 5.A. was renumbered as Core Component 5.B, and Core Component 5.B. was renumbered as Core Component 5.A.
- Core Component 5.D. was merged into Core Component 5.C.

## FROM THE CURRENT CRITERIA TO THE REVISED CRITERIA

Current Criteria	Revised Criteria
<b>Criterion 1</b>	
1.A.	1.A.
1.B.	1.A.
1.C.	1.C.
1.D.	1.B.
<b>Criterion 2</b>	
2.A.	2.A.
2.B.	2.B.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
<b>Criterion 3</b>	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
3.E.	2.B.
<b>Criterion 4</b>	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
<b>Criterion 5</b>	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C.
5.D.	5.C.

## FROM THE REVISED CRITERIA TO THE CURRENT CRITERIA

Revised Criteria	Current Criteria
<b>Criterion 1</b>	
1.A.	1.A. and 1.B.
1.B.	1.D.
1.C.	1.C.
<b>Criterion 2</b>	
2.A.	2.A.
2.B.	2.B. and 3.E.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
<b>Criterion 3</b>	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
<b>Criterion 4</b>	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
<b>Criterion 5</b>	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C. and 5.D.

# GLOSSARY OF CRITERIA TERMINOLOGY

This glossary explains how these words are used within the Criteria for Accreditation. Its intent is not to prescribe how institutions must use a particular word or phrase locally, but rather to offer a means to ensure a consistent reading of the meaning and expectations of the Criteria for Accreditation. It is not part of the Criteria policy and will be updated as needed to respond to questions and feedback from institutions and peer reviewers.

“NEW” indicates definitions written for the revised version of the Criteria based on feedback from the membership. Other terms are from the 2013 Criteria glossary.

## **NEW / ACADEMIC FREEDOM (2.D.)**

The ability to engage differences of opinion, evaluate evidence and form one’s own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities.

## **NEW / ACADEMIC OFFERINGS**

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses.

## **NEW / APPROPRIATE TO HIGHER EDUCATION (3.A.)**

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education.

## **NEW / AUTONOMOUS (2.C.)**

The institution’s governing board acts independently of any other entity in determining the course of direction and policies for the institution.

## **AUXILIARY (2.A.)**

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, “auxiliary” simultaneously denotes a segregated budget and dedicated revenues.

## **NEW / CAPACITY (1.A., 5.C.)**

An institution’s ability to effectively deliver its educational offerings. Determining capacity refers to

an institution’s demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following:

- Financial resources to support academic offerings at start-up and in the future.
- Evidence of planning that allocates necessary resources and shows ongoing development.
- Alignment of academic offerings with the institution’s mission and evidence of the institution’s long-term commitment.
- Evidence of new or revised policies and procedures that demonstrate commitment and sustainability.
- Qualified faculty and staff to serve students.
- Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment.
- Print and electronic media and support for the access and use of the technological resources across modalities.

## **NEW / CIVIC ENGAGEMENT (1.C.)**

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern.

## **NEW / COCURRICULAR (3.C., 4.B.)**

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

### **UPDATED / CONTROL (2.B.)**

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following:

- The state board or agency that oversees a public university.
- The board of trustees that oversees a private, nonprofit college.
- The parent corporation of a private, for-profit college.
- The public board authorized by Congress to oversee an institution under federal control.
- Religious bodies and tribal councils.

### **DUAL CREDIT (3.C., 4.A.)**

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to “dual credit” apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

### **NEW / GOOD PRACTICE (4.B., 4.C.)**

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers.

### **NEW / INFORMED CITIZENSHIP (1.C.)**

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.

### **NEW / OPERATIONAL STAFF (5.B.)**

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc.

### **PUBLIC (1.A.)**

In phrases such as “makes available to the public” or “states publicly,” this refers to people in general, including current and potential students. In phrases such as “the public good,” the Criteria refer to public, as opposed to private, good.

### **NEW / PUBLIC INFORMATION (1.A.)**

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it.

### **NEW / STUDENT OUTCOMES (5.C.)**

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

### **NEW / SUPERORDINATE ENTITY (1.B.)**

An entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations.

### **NEW / UNDUE INFLUENCE (2.C.)**

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution’s governing board.

### **WHEREVER AND HOWEVER DELIVERED (2.E., 5.B.)**

All modes of delivery of academic offerings and all locations, modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements.

# ASSURANCE SYSTEM TRANSITION

To facilitate the transition to the revised Criteria in the Assurance System, during the 2019–20 academic year HLC will begin moving institutions to a new Assurance Argument template that reflects the revised Criteria. The timing of the transition will be based on an institution’s position within its accreditation cycle.

When an institution’s existing Assurance Argument is moved into the new template, the narrative content automatically will be reorganized in the Assurance Argument template according to the crosswalk provided on page 7. For example, an institution’s argument for Core Component 1.B. will be appended to its argument for Core Component 1.A. in the new template. Although the institution will have to adjust the content to account for changes to the Core Component statements and subcomponents, none of its previous Assurance Argument will be lost in the transition to the new Criteria. No changes will be made to the institution’s Evidence File or Introduction.

## TRANSITION PLAN

HLC will transition institutions into the new template based on their position within their accreditation cycle in the 2019–20 academic year. This process will begin in fall 2019. HLC will provide details about the transition closer to the time periods listed below.

### Group 1

Institutions in Years 3 and 9 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations in 2020–21 will be

transitioned to the new Criteria template by the end of the fall term in 2019. (Note: Institutions may still work in the Assurance System prior to the transition to the new template. Any narrative they enter will be reorganized in the new template according to the crosswalk on page 7.)

### Group 2

Institutions in Years 1, 2, 5, 6, 7 and 8 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations later than 2020–21 will be transitioned to the new Criteria template during spring 2020.

### Group 3

Institutions in Years 4 and 10 of Standard and Open Pathways, Years 4 and 8 of AQIP Pathway, and those with candidacy, biennial, initial accreditation or sanction evaluations in 2019–20 will transition to the new Criteria template after final action is taken on their evaluation.

**Housing and Residence Life Summary**  
October 11, 2019

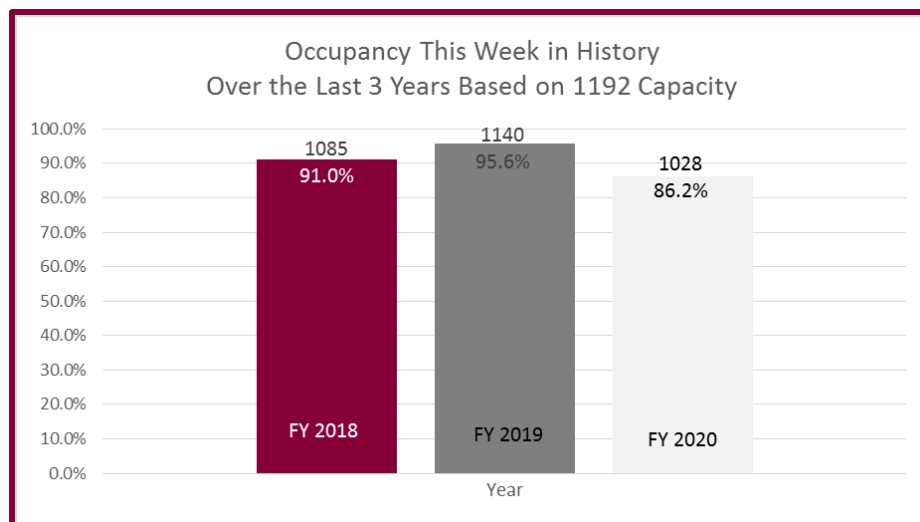
Assignments are down for FY20:

- 86.2% occupied based on 1192 capacity (-9.4% compared to FY19)

Current Term Occupancy This Week in History (Capacity)								
Year	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace/ College Park	Total Occupancy	Total Capacity	Capacity Percentage
FY18	382	139	87	143	334	1085	1192	91.0%
FY19	398	154	98	147	343	1140	1192	95.6%
FY20	378	125	84	127	314	1028	1192	86.2%

Current Term Occupancy This Week in History (Configuration)								
Year	Bryant Place	Morrow Hall	Pence Hall	Prichard Hall	University Terrace/ College Park	Total Occupancy	Total Configuration	Configuration Percentage
FY18	382	139	87	143	334	1085	1189	91.3%
FY19	398	154	98	147	343	1140	1144	99.7%
FY20	378	125	84	127	314	1028	1163	88.4%

Fairmont VS Pierpont Current Term Occupancy This Week in History			
Year	Fairmont State	Pierpont	Total
FY18	916	169	1085
FY19	974	166	1140
FY20	874	154	1028





**FAIRMONT STATE  
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**Administration and  
Fiscal Affairs**

**Financial Summary – As of August 31, 2019**

With 17% 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:

<u>Unrestricted (Central E&amp;G and Fund Manager)</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	31,785,884	14,899,163	46.87%
Operating Expenses	(47,926,285)	(6,195,570)	12.93%
Other Rev/Exp/Transfers and Budget Adjustments	16,232,007	2,969,133	16.61%
Net Income	91,606	11,672,726	

YTD Unrestricted balance of \$11,672,726 as compared to the balance this time last year of \$10,942,683 and \$8,725,780 in August 2017.

<u>Auxiliary</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	14,744,237	4,408,030	29.90%
Operating Expenses	(8,933,260)	(1,292,512)	14.47%
Other Rev/Exp/Transfers and Budget Adjustments	(4,945,427)	(30,925)	99.74%
Anticipated Transfer to Reserves	865,550	3,084,593	

Actual transfer to reserves for FY19 is \$785,000. FY18 actual reserve transfers were \$590,301.

<u>Restricted</u>	<u>Budget</u>	<u>Actual</u>	<u>% Budget to Actual</u>
Operating Revenues	31,159,201	10,769,595	34.56%
Operating Expenses	(38,116,859)	(12,193,906)	31.99%
Other Rev/Exp/Transfers and Budget Adjustments	7,112,887	3,104,844	43.65%
Net Income	155,229	1,680,533	

Awards budgeted in July and August listed below:

Appalachian Teaching FY20	\$4,500
Foundation Faculty Award – Cuchta	\$ 750
WVHEPC Gender Equity	\$7,462
AACN Nursing Award	\$1,000
WV Humanities Council and Match	\$3,000