

ACF's Top Priorities for 2019-2020 Academic Year

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- i. Increase funding for higher education to prepare our students for the dynamic needs of West Virginia.
- ii. Fully fund PEIA and explore alternatives to meet the needs of state employees for affordable and accessible healthcare.
- iii. Include faculty representation in higher education planning and decision making.
- iv. Ensure transparent, fair, and equitable employment processes for higher education faculty and staff.
- v. Preserve the autonomy of Boards of Governors to regulate the safety and security of their campuses.

Curriculum Proposal

#19-20-02 - BSBA 1100 Business Onboarding

REV1



Curriculum Committee Approved on September 24, 2019

MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: September 25, 2019

SUBJECT: Curriculum Proposal #19-20-02 BSBA 1100 (Revision 1)

A new course, BSBA1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

If approved, this course will fulfill Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

This course will be an elective course until such time as it is added to the Business Core and/or is approved for the general studies core noted above.

cc: Richard Harvey
Cheri Gonzalez
Laura Ransom
Lori Schoonmaker

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #19-20-02

School/Department/Program: School of Business

Preparer/Contact Person: Amanda Tuscan

Telephone Extension: 4727

Date Originally Submitted: 09/16/2019

**Revision (Indicate date and label it
Revision #1, #2, etc.):** Rev 1

Implementation Date Requested: Fall 2020

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

A new course, BSBA1100 Business OnBoarding, is proposed as a 3 credit hour introductory course for all business students to complete. This course is designed to help students make the transition into college learning while discovering the diverse business environments. Students in this course will develop a mindset to successfully complete college while developing the skills needed to do so.

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- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II-V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. N/A

- B. Addition of course(s) or credit(s) from program(s)

Total hours added. N/A

- C. Provision for interchangeable use of course(s) with program(s)

Students can complete SOAR1199 or HONR1100. Students who complete either course will be expected to take free elective credits to meet graduation requirements.

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

- BSBA1100– Business OnBoarding
- 3 credit hours
- Core Curriculum – Outcome 1 First Year Seminar
- Ownership – Fairmont State University

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

See Appendix I

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

See Appendix II

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

See Appendix III

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The number of institutions offering a first-year program has been steadily increasing with almost 90% of college and universities offering programs to impact retention (National Resource Center First-Year Experience and Students in Transition, 2017). Over 70% of these institutions offered a first-year seminar course in 2017 as part of this programming. A business specific first year seminar, while uncommon, has the benefit of career preparation, academic planning, and introduction to specific disciplinary topics. This contributes to increased persistence, higher GPA's, fewer major changes, use of campus services, satisfaction with institution, and development of skills (Greenfield, Keup, & Gardner, 2013). The credit hours vary, nearly a third of courses nationally are three credits. The first year seminar has a mid to high return on investment (National Resource Center First-Year Experience and Students in Transition, 2018). This course will also align with the General Studies Core Curriculum proposal.

B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?


The addition of a business focused freshmen seminar course is motivated by the following:

- To help business students become acclimated to the college learning environment and the culture of the School of Business & Aviation. This course will serve as a transition from high school to college, asking students to reflect on who they are and where they want to go.
- Many incoming freshmen in the business program are unsure what specifically they want to do with their business degrees. This course will give students a chance to interact with business faculty and upperclassmen to see what will fit them and their career goals
- To better prepare students for the business world. Substantial emphasis of course material utilized will focus on what a student will need to know for careers in the business world.

The course can be taught using existing faculty, staff, and the advisor for the business program. No new resources will be needed.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Business & Aviation	Dr. Timothy R. Oxley Interim Dean	

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

This course has been submitted to the General Studies Committee for consideration to be added as fulfilling the Category 1: First Year Seminar of the core curriculum required for the Bachelor's degree. It has been designed to align with the SOAR First Year Seminar course.

VI. ADDITIONAL COMMENTS.

APPENDIX I: Course

Description BSBA1100:

Business OnBoarding Course

description:

The purpose of this course is to help students make the transition into college learning, while discovering diverse business environments. Students will begin to learn essential skills such as professional communication, interdependence learning, academic planning, and career development. In addition, students in this course will learn to cultivate personal growth and strong interpersonal connections.

APPENDIX II: Course Outline

BSBA1199 Outline W/ SOAR Components

Textbook: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

❖ Week 1: Class Introduction

➤ Day 1:

- Purpose of class
 - Development of skills, habits, attitudes, strategies for success
 - Skills that are transferrable
- Textbook Introduction
- Icebreakers
- HOMEWORK:
 - MyStory (Due WK1D2)

➤ Day 2:

- Syllabus Review
- Syllabus Quiz
- Icebreaker
- HOMEWORK:
 - Chapter 1
 - Journal 2 (Due WK2D1)

❖ Week 2: College Expectations:

➤ Day 1:

- Student expectations of college
- Faculty expectations of the college student
- HOMEWORK:
 - Chapter 2
 - Journal 5 (Due WK2D2)
 - Locus of Control Quiz
<http://www.psych.uncc.edu/pagoolka/LC.html>

➤ Day 2:

- Accepting personal responsibility
- Case Study in Critical Thinking:
- Locus of Control
- How does personal responsibility relate to expectations?

❖ Week 3: Scavenger Hunt

➤ Day1 (Tuesday Only):

➤ Day 2: Scavenger Hunt

- Homework:
 - Chapter 3
 - Journal 8 (Due WK4D1)
 - SOAR: Go & Grow

- ❖ Week 4: Discovering Self-Motivation
 - Day 1:
 - Self-Motivation at Work
 - How to set a goal
 - Assign Teams for Group Project
 - HOMEWORK:
 - Gretchen Rubin's Four Tendencies Quiz
 - SOAR: Creating Course Goals (Due WK4D2)
 - Day 2:
 - Creating short and long term goals
 - Homework:
 - Chapter 4
 - Journal 12 (Due WK5D1)
 - Introduce Midterm Paper (Due WK8)

- ❖ Week 5: Mastering Self-Management
 - Day 1: Time Management
 - Stephen Covey 4 Quadrants
 - Introduce "I Failed" Presentations
 - HOMEWORK:
 - GRIT Quiz: <http://angeladuckworth.com/grit-scale> (Due WK5D2)
 - SOAR: Office 365/Fixed Commitment Calendar Assignment (Due WK5D2)
 - Day 2: GRIT
 - Procrastination
 - Resiliency
 - Developing GRIT
 - HOMEWORK:
 - Chapter 7:
 - Journal 24 (Due WK6D1)
 - Mindset Quiz: <http://mindsetonline.com/testyourmindset/step1.php>

- ❖ Week 6: Adopting Lifelong Learning
 - Day 1: PERTS
 - HOMEWORK:
 - Watch Change your Mindset/Change the Game (Due WK6D2)
<https://www.youtube.com/watch?v=0tqq66zwa7g>
 - Day 2: Mindset
 - Pop quiz
 - Fixed/Grow Mindset

- How to Develop a Growth Mindset
 - HOMEWORK:
 - (Reminder): Paper Writing Center Due WK7
- ❖ Week 7: Midterm
- Day 1: Fairmont Failures Presentations
 - Day 2: Fairmont Failures Presentations
 - HOMEWORK:
 - Complete Index of Learning Styles Survey Questionnaire (Due WK8D1)
<https://www.webtools.ncsu.edu/learningstyles/>
- ❖ Week 8: Learning Styles
- Day 1: Learning Styles
 - What are learning styles
 - Applying learning styles
 - HOMEWORK:
 - Learning Style Reflection (Due WK10D1)
 - Day 2: Communication
 - Simon Says (Active Listening)
 - Placating vs Blaming vs Leveling
 - How to communicate professionally
 - <https://collegeinfo geek.com/professional-communication-guide/>
 - HOMEWORK:
 - Communication Assignment (Due WK9D1)
- ❖ Week 9: Academic Planning
- Day 1: Academic Policies
 - Calculate GPA
 - Day 2: Registration
 - HOMEWORK:
 - Complete Academic Plan
 - Set up registration appointment and bring academic plan
- ❖ Week 10: Career Planning (NACADA)
- Day 1: Career Guests : Ashley
 - Homework:
 - Career Worksheet
 - FOCUS
 - 16 Personalities
 - Why Some of Us Don't Have a True Calling:
https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
 - Day 2: Career Center Presentation

- ❖ Week 11: School of Business Program Presentations
 - Day 1: Program Presentations
 - Day 2: Program Presentations

- ❖ Week 12: Program Presentations
 - Day 1: Program Presentations
 - Day 2: Program Presentations

- ❖ Week 13: Employing Interdependence
 - Day 1: Program Presentations
 - HOMEWORK:
 - Chapter 5
 - Journal 16 (Due WK13Day2)
 - Day 2: Interdependence
 - Case Study in Critical Thinking
 - Dependent vs Codependent vs Independent vs Interdependent
 - Resources

- ❖ Week 14: Diversity
 - Day 1: Diversity in College and the Work Place
 - Diversity activities and discussions
 - Day 2: Clean Up Day, work on presentations or final exam review – up to the students

- ❖ Week 15: Student Presentations
 - Day 1: Student Final Presentations
 - HOMEWORK:
 - Give Final Exam Essay
 - Day 2: Student Final Presentations

- ❖ Week 16: Final

APPENDIX III: Course Objectives and Assessment Tools

BSBA1100 Business OnBoarding

Required Text: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

Upon completion of the course students will be able to:

Outcome	Assessment
Identify the resources Fairmont State provides to help students be successful in college completion	70% of students will be able to identify all the resources on campus
Apply appropriate time management, study and test taking, and communication skills	70% of students will earn a 80% or better on the assignment
Compose a strategy of growth mindset to overcome barriers in the future	70% of students will earn a 70% or better on the assignment
Identify the major requirements of their business program and develop an academic plan for degree completion	70% of students will earn a 90% or better on the assignment

Examples of Assessment Tools

- Outcome: Identify the resources Fairmont State provides to help students be successful in college completion
 - Homework: SOAR: Go & Grow assignment – campus scavenger hunt
 - Students will be able to correctly identify all the resources on campus
- Outcome: Apply appropriate time management, study and test taking, and communication skills.
 - Homework: Complete Learning Styles inventory and apply learning styles to develop a strategy
 - Part 1 of the assignment asks that they develop a strategy and put it into practice for a week. Looking for correct terms and detailed plan.
 - Part 2 of the assignment asks that they review the past week and make changes to the plan, including documentation of what students changed.
- Outcome: Compose a strategy of growth mindset to overcome barriers in the future
 - Midterm Paper: Questions to be addressed: In what ways have you demonstrated growth mindset, locus of control, time management, grit, motivation, and resiliency? How can you relate the lessons of the entrepreneurs to your future?
 - Looking for answers that show the student is able to identify their own results and apply that to the future.
- Outcome: Identify the major requirements of their business program and develop an academic plan for degree completion.
 - Homework: Create an Academic Plan and Schedule an appointment with advisor to discuss plan and register for the spring semester.
 - Accurate academic plan based on their degree
 - Registration appointment in a timely manner



MEMORANDUM

TO: Curriculum Committee

FROM: Susan Ross

DATE: September 17, 2019

SUBJECT: Curriculum Proposal #19-20-02 – BSBA 1100 Business OnBoarding

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Business OnBoarding Course

description:

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APPENDIX II: Course Outline

BSBA1199 Outline W/ SOAR Components

Textbook: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

❖ Week 1: Class Introduction

➤ Day 1:

- Purpose of class
 - Development of skills, habits, attitudes, strategies for success
 - Skills that are transferrable
 - Only course that focuses where the entire purpose is them
- Textbook Introduction
- Icebreakers
- HOMEWORK:
 - MyStory (Due WK1D2)

➤ Day 2:

- Syllabus Review
 - Syllabus Quiz
 - Icebreaker
 - HOMEWORK:
 - Chapter 1
 - Journal 2 (Due WK2D1)
-

❖ Week 2: College Expectations:

➤ Day 1:

- What are their expectations for college?
- What are faculty expectations?
- HOMEWORK:
 - Chapter 2
 - Journal 5 (WK2D2)
 - Locus of Control Quiz
<http://www.psych.uncc.edu/pagoolka/LC.html>

➤ Day 2:

- Accepting Personal Responsibility
- Case Study in Critical Thinking:
- Locus of Control
- How does personal responsibility relate to expectations?
- How does this relate to your goals?
- Personal Responsibility at Work

❖ Week 3: Scavenger Hunt

➤ Day1 (Tuesday Only):

➤ Day 2: Scavenger Hunt

- Homework:
 - Chapter 3
 - Journal 8 (Due WK4D1)
 - SOAR: Go & Grow

❖ Week 4: Discovering Self-Motivation

- Day 1:
 - Self-Motivation at Work
 - How to set a goal
 - Assign Teams for Group Project
 - HOMEWORK:
 - Gretchen Rubin's Four Tendencies Quiz
 - SOAR: Creating Course Goals (Due WK4D2)
- Day 2:
 - Creating short and long term goals
 - Homework:
 - Chapter 4
 - Journal 12 (Due WK5D1)
 - Introduce Midterm Paper (Due WK8)

❖ Week 5: Mastering Self-Management

- Day 1: Time Management
 - Stephen Covey 4 Quadrants
 - Introduce "I Failed" Presentations
 - HOMEWORK:
 - GRIT Quiz: <http://angeladuckworth.com/grit-scale>
 - SOAR: Office 365/Fixed Commitment Calendar Assignment
- Day 2: GRIT
 - Procrastination
 - Resiliency
 - Developing GRIT
 - HOMEWORK:
 - Chapter 7:
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❖ Week 6: Adopting Life Long Learning

- Day 1: PERTS
 - HOMEWORK:
 - Watch Change your Mindset/Change the Game
<https://www.youtube.com/watch?v=0tqq66zwa7g>
- Day 2: Mindset
 - Pop quiz
 - Fixed/Grow Mindset

- How to Develop a Growth Mindset
 - HOMEWORK:
 - (Reminder): Paper Writing Center Due WK7
-

❖ Week 7: Midterm

- Day 1: I Failed Presentations
- Day 2: I Failed Presentations
 - HOMEWORK:
 - Complete Index of Learning Styles Survey Questionnaire
<https://www.webtools.ncsu.edu/learningstyles/>

❖ Week 8: Learning Styles

- Day 1: Learning Styles
 - What are learning styles
 - How can they apply those learning styles
 - HOMEWORK:
 - Learning Style Reflection (WK10D1)
 - Day 2: Communication
 - Simon Says (Active Listening)
 - Placating vs Blaming vs Leveling
 - How to communicate professionally
 - <https://collegeinfo geek.com/professional-communication-guide/>
 - HOMEWORK:
 - Communication Assignment (WK9D1)
-

❖ Week 9: Academic Planning

- Day 1: Academic Policies
 - Calculate GPA
- Day 2: Registration
 - HOMEWORK:
 - Complete Academic Plan
 - Set up registration appointment and bring academic plan

❖ Week 10: Career Planning (NACADA)

- Day 1: Career Guests : Ashley
 - Homework:
 - Career Worksheet
 - FOCUS
 - 16 Personalities
 - Why Some of Us Don't Have a True Calling:
https://www.ted.com/talks/emilie_wapnick_why_some_of_us_don_t_have_one_true_calling?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
- Day 2: Career Center Presentation

❖ **Week 11: School of Business Program Presentations**

- Day 1: Program Presentations
 - Day 2: Program Presentations
-

❖ **Week 12: Program Presentations**

- Day 1: Program Presentations
- Day 2: Program Presentations

❖ **Week 13: Employing Interdependence**

- Day 1: Program Presentations
 - HOMEWORK:
 - Chapter 5
 - Journal 16 (Due WK13Day2)
- Day 2: Interdependence
 - Case Study in Critical Thinking
 - Dependent vs Codependent vs Independent vs Interdependent
 - Resources

❖ **Week 14: Diversity (?)**

- Day 1: Diversity in College and the Work Place
 - How Diverse is Your Universe
 - How Comfortable Am I
 - Class and Poverty Quiz
 - Crossing the Line
 - Journey Privilege Exercise
 - Day 2: Clean Up Day, work on presentations or final exam review – up to the students
-

❖ **Week 15: Student Presentations**

- Day 1: Student Final Presentations
 - HOMEWORK:
 - Give Final Exam Essay
- Day 2: Student Final Presentations

❖ **Week 16: Final**

APPENDIX III: Course Objectives and Assessment Tools

BSBA1100 Business OnBoarding

Required Text: On Course: Strategies for Creating Success in College, Career, and Life by Skip Downing & Jonathan Brennan (Cengage Unlimited Textbook)

Upon completion of the course students will:

Outcome	Assessment
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Apply appropriate time management, study and test taking, and communication skills	70% of students will earn a 80% or better on the assignment
Compose a strategy of growth mindset to overcome barriers in the future	70% of students will earn a 70% or better on the assignment
Identify the major requirements of their business program and develop an academic plan for degree completion	70% of students will earn a 90% or better on the assignment

Examples of Assessment Tools

- Outcome: Identify the resources Fairmont State provides to help students be successful in college completion
 - Homework: SOAR: Go & Grow assignment – campus scavenger hunt
 - Looking that they are able to correctly identify all the resources on campus
- Outcome: Utilize appropriate time management, study and test taking, and communication skills.
 - Homework: Complete Learning Styles inventory and apply learning styles to develop an strategy
 - Part 1 of the assignment asks that they develop a strategy and put it into practice for a week. Looking for correct terms and detailed plan
 - Part 2 of the assignment asks that they review the past week and make changes to the plan, including documentation of what students changed.
- Outcome: Develop a strategy of growth mindset to overcome barriers in the future
 - Midterm Paper: Questions to be addressed: In what ways have you demonstrated growth mindset, locus of control, time management, grit, motivation, and resiliency? How can you relate the lessons of the entrepreneurs to future?
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 - Homework: Create an Academic Plan and Schedule an appointment with advisor to discuss plan and register for the spring semester.
 - Accurate academic plan based on their degree
 - Registration appointment in a timely manner

Presidential Perception Survey Committee Report

give to Tom to
make part of record

October 8, 2019

Presidential Perception Survey Committee Report to Faculty Senate

The process of conducting a survey of faculty perceptions of the Fairmont State University President began in the early 2000s. With a little research, I was able to find reference in Faculty Senate materials as far back as 2005. Since that time, full-time faculty members have participated in a survey of nearly all presidents of the university. Surveys were conducted for Dan Bradley, Charles McClain, Tom Krepel and Maria Rose. Dr. McClain was an interim president, but the Presidential Perception Survey Committee (PPSC) still conducted a survey. I do not think the PPSC conducted a survey the last year of Maria Rose's tenure or for the six-month tenure of Stephen Jones. In addition, we did not conduct a survey for the Spring, 2018 semester, since Dr. Martin had been at Fairmont State for only a few months.

In the spring of 2019, the PPSC met and revised the survey instrument that was then approved by the Faculty Senate. At that time, the PPSC determined to conduct an online survey for convenience and perceived greater participation. That survey was prepared and launched in May, 2019. After only a few days, the PPSC became aware of problems of major concern. First, we learned that the survey had been sent to staff and administrators, not just faculty. Then, we determined that the survey could be taken multiple times. These issues were discovered near the end of the survey process, and in hindsight, maybe the PPSC should have withdrawn the survey immediately. After the survey closed, the committee met, and after much discussion, we decided to declare the survey void because of the problems identified.

The PPSC did not meet during the summer, but at the beginning of the Fall, 2019 semester, the PPSC met and again, after significant discussion, decided to try an online survey. To avoid the issues that plagued and doomed the May survey, we sought the advice of the Office of Institutional Effectiveness and Strategic Planning.

When we approached the Institutional Effectiveness staff about administering the survey on behalf of the committee we presented three inviolate criteria:

1. The survey had to be limited to the list of full-time faculty as compiled by the PPSC with no possibility of anyone else taking the survey
2. The survey could be taken only one time
3. The survey had to be anonymous

The Institutional Effectiveness staff assured us that those goals could be accomplished. Based on those assurances, the PPSC determined to move forward. After the survey launched, we discovered that the survey could be taken more than one time. When we addressed that issue with Institutional Effectiveness, we were assured that even if the survey was taken more than once, those surveys could be statistically eliminated from the final analysis. With some uneasiness, we allowed the survey to continue. Later, we were informed that anonymous was not the correct characterization of the survey; confidential was a more appropriate term to use. Finally, one of our committee members used a listserve to forward to colleagues the

original reminder email from Institutional Assessment with the survey link embedded, and the PPSC was emphatically admonished as having potentially corrupted the integrity of the survey because others on the listserve could take the survey. The committee was astounded. We felt that we had been assured that only those on the original email list could take the survey, but apparently, all along, anyone who had access to the survey could participate.

Clearly, the criteria upon which we predicated the use of the online survey were violated. In addition to the failure of the survey to meet our basic requirements, the data was not conveyed to us on September 23rd when we had agreed to meet to combine electronic and paper formats (there were two paper surveys). Instead, the committee was asked twice to give the paper surveys to the Office of Institutional Effectiveness and Strategic Operations. As of this writing, the PPSC still has not received the data from the September survey but has been assured that it is available and can be given to us later this week, if we decide we want it.

The Presidential Perception Survey Committee met on October 7 and unanimously agreed to move forward with a paper survey for this year. The committee is appreciative of the recommendation of the Executive Committee that the online survey conducted in September be used for this year, but because of the problems outlined above, the PPSC does not have confidence in the integrity of the data generated by that survey.

Accordingly, our plan is to launch a secure paper survey on Wednesday October 9 at 8:00 am. The survey will remain open for one week, closing at 10:00 pm on Wednesday October 16. We will send the survey electronically, as a Word document that can be printed, to the list of full time faculty as that list was compiled by the committee. Faculty will be instructed to return the survey in a pink intra campus envelope to one of two places on the campus – the front desk of the Library or a designated place in the Falcon Center. Faculty will be asked to provide ID and to sign a master list of full-time faculty names indicating that they have participated. They will then be instructed to place the envelope in a secure metal box that will remain secure until such time as the PPSC opens the surveys and engages in the compilation process. At each ballot place, either members of the PPSC or professional librarians will monitor the process. A schedule of times and places will be published to the faculty.

Respectfully submitted,
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