

PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted 19 September 2013

Program Master of Business Administration
Degree and Title

INSTITUTIONAL RECOMMENDATION

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- X 1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

Rationale for Recommendation:

The faculty teaching in the Master of Business Administration program have continued to make improvements in their curriculum. This program of study continues to develop graduates who are able to obtain key positions within businesses, government, and non-profit organizations. The continuation of this program is highly recommended by the Dean of the School of Business.

Scott D. Gailey
Signature of person preparing report:

Richard Lowrey
Signature of Dean

19 sep 2013
Date

9/20/13
Date

Signature of Provost and Vice President for Academic Affairs:

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Table of Contents

Executive Summary for Program Review	1
School of Business Comments on the External Reviewers' Recommendations	5
Recommendations of FSU Graduate Studies Council's MBA Program Review Committee	10
Response to Dr. Zimmer's MBA Program Review	19
MBA Program Review by Dr. Zimmer	19

Executive Summary for Program Review

Name and degree level of program

Master of Business Administration

External reviewer(s)

Dr. William Zimmer
MBA Graduate Coordinator
Shepherd University
Shepherdstown, WV

Fairmont State University's Graduate Studies Council Review Committee

Dr. Van Dempsey
Dean, School of Education
Fairmont State University

Dr. Susan Goodwin
Professor, College of Science and Technology
Fairmont State University

Dr. Jennifer Myers
Director, Graduate Program in Criminal Justice
Fairmont State University

Synopses of significant findings, including findings of external reviewer(s)

The faculty teaching in the Master of Business Administration program have continued to make improvements in their curriculum. This program of study continues to develop graduates who are able to obtain key positions within businesses, government, and non-profit organizations.

Fairmont State University has created an MBA Program designed for both business and non-business undergraduate majors. The core classes seem well designed and provide excellent background in the particular subject area. Fairmont State University MBA Program is certainly moving in the right direction to provide meaningful and useful educational experiences to your students, while at the same time positioning your students to be effective and contributive managers and supervisors in the workplace.

The Dean, Program Director and faculty have provided an exhaustive set of documents and materials that provide comprehensive evidence of the substance and integrity of the Master of Business Administration at Fairmont State University. The professionals who support this program are making every effort, particularly given the limitations of resources (both human and

fiscal) to adhere to and honor the academic and intellectual expectations of their professional discipline.

Plans for program improvement, including timeline

An MBA graduate will be added to the School of Business Advisory Board within one year.

The School of Business is expecting to add at least one academically qualified faculty to be hired beginning Fall 2014 with the expectation that this person will teach at least one MBA course.

The MBA Program is in a self-study year for Accreditation Council for Business Schools and Programs (ACBSP) accreditation. A decision regarding the accreditation is expected in 2015.

At least one new track will be added within two years.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

This is the first program review of the MBA Program.

Five-year trend data on graduates and majors enrolled

The following table shows the total number of students enrolled and graduated (as of the end of Fall semester) over the past five academic years.

Academic Year	Enrolled	Graduated
2007-2008	39	23
2008-2009	24	21
2009-2010	27	22
2010-2011	44	19
2011-2012	32	23

Growth of the MBA Program beyond the current level of enrolled students is limited by suitable classrooms, qualified faculty, and recruitment resources (including marketing).

Summary of assessment model and how results are used for program improvement

Assessments and improvements of the MBA Program are aligned with the recommendations of Accreditation Council for Business Schools and Programs (ACBSP). Assessments include both program and course level assessments. The assessment methods for program outcomes include a program pretest (given to incoming students, started summer 2013) and posttest (given in the capstone courses), course grades, and graduate survey. The assessment methods for the individual courses are based on a wide range of activities; quizzes, in-class activities, homework, exams, and major projects. Course outcomes are mapped to program outcomes.

Data on student placement

Respondents of the 2011 and 2013 MBA Graduate Survey were satisfied that our MBA Program prepared them for job opportunities suitable for an MBA graduate.

Final recommendations approved by governing board

School of Business Comments on the External Reviewers' Recommendations
16 Sep 2013

Dr. Edward Gailey, MBA Program Director

Dr. Timothy Oxley, Associate Dean, School of Business

Dr. Richard Harvey, Dean, School of Business

Recommendation 1: Create a program specific vision and mission statement and establish a program specific advisory board.

- 1.1 To enhance the graduate culture around the program and to further articulate its purpose, create a specific MBA mission and vision statement. Also, create an advisory board unique to the MBA program.
- 1.2 The program-specific board could include critical employers in the regional market, and provide a forum to assess their current and potential needs.
- 1.3 The board could also inform and advise the design and delivery of innovative tracks of study to address emerging needs.
- 1.4 The board should have program candidate representation with clearly defined roles for their participation (possibly orchestrated through the MBA Association if the organization remains viable).

Comments:

- a. The vision and mission statement of the School of Business is inclusive of the MBA Program.

The School of Business Vision:

The School of Business at Fairmont State University aspires to be the preeminent regional business school in West Virginia and the surrounding area, recognized for academic excellence and for contributing to the overall development of our region and broader environment.

The School of Business Mission:

The School of Business at Fairmont State University is committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community. In accordance with our mission statement, the School of Business is committed to the following core goals:

- *Quality Programs.* Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced and global in perspective.

- *Effective Teaching and Scholarship.* Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.
 - *Improved Community.* Serve as a primary source for creating and applying business knowledge to promote regional economic development.
- b. In response to the “specific advisory board” recommendation, MBA related topics are discussed with the existing School of Business Advisory Board. In consideration of review committee’s recommendation, an MBA alumnus will be added to the School of Business Advisory Board.
- c. At least one current member of the School of Business Advisory Board represents an employer of our MBA graduates. Another MBA employer is being considered for addition to the School of Business Advisory Board.

Recommendation 2: Reduce reliance on faculty overloads to deliver the program.

- 2.1 Focus any currently available resources, and identify potential new resources, to alleviate the reliance on faculty overloads to deliver the program. The Dean, Director, and faculty should develop a long-range plan and proposal to the University to outline faculty line needs to deliver the program with full-time, tenure track faculty.
- 2.2 The strategies adopted should have fidelity with requirements for specialized accreditation through ACBSP
- 2.3 Examine possible elimination of some elective courses to reduce the need for faculty overloads.

Comments:

This is a faculty resource issue. The School of Business is currently working to hire faculty members qualified to teach business courses at the undergraduate and graduate level. Finding qualified faculty members that can teach graduate level courses will help reduce the number of faculty overloads.

Recommendation 3: Create and implement a plan for determining graduate faculty credentials for the MBA program, with clearly articulated expectations for scholarship.

- 3.1 Establish clear guidelines to determine status as graduate faculty in the MBA program.
- 3.2 These guidelines should articulate expectations within Business disciplines for research and scholarship, and should also articulate professional credentials critical to success as graduate faculty.

- 3.3 There should be a parallel plan for ensuring that program faculty have access to appropriate professional development and resources to meet expectations of the guidelines.
- 3.4 Identify, and expand where already in place, support for candidate participation in research and scholarship, and participation with faculty at state, regional, national and international conferences.

Comments:

In response to the recommendation, discussion among School of Business graduate faculty has begun. All graduate faculty are approved by the Graduate Council. All graduate faculty teaching in the MBA program are academically or professionally qualified, according to the School of Business accrediting body, ACBSP.

Recommendation 4: Implement and engage in a specific review process to determine the long-term viability of the Occupational Safety Administration (OAS) track. This process should include an analysis of implications of current enrollment patterns and realistic strategies (given resources) to enhance marketing, recruitment and enrollment.

Comments:

Discussion has begun to eliminate Occupational Safety Administration (OAS) track due to lack of enrollment. This track was created in response to a request from another academic unit.

Recommendation 5: Review, redesign as necessary, and implement a program assessment plan for the MBA Program.

- 5.1 Pursue in a methodical way efforts led by the School of Business Assessment Coordinator and Associate Dean to focus on institutional assessment efforts and ACBSP requirements and expectations, including updates to the School's Assessment Plan.
- 5.2 This assessment process and structure should be driven by candidate performance data on specific course/practica based assignments and assessments that provide data that informs candidate performance toward mastery of program level outcomes
- 5.3 The plan should set forth specific processes and procedures to use institutional resources for capturing and cataloging assessment data and artifacts at the course and program level, and develop effective approaches for continuous improvement planning based on assessment data.
- 5.4 Graduate faculty and School of Business leadership should all take an active role in the development of appropriate assessment methods, procedures, and the overall plan.

Comments:

The School of Business is in the process of revising its assessment plan to conform to institutional and specialized accreditation standards and expectations. The plan will address course outcome alignment to program outcomes, reporting results and trends, selection and use of data, and continuous process improvement. The updated assessment plan will address course and program assessment for each of the schools three undergraduate and one graduate program. The plan will address utilization of TaskStream, define expectations for data and artifact gathering, and set forth procedures by which programs/departments report on continuous improvement planning and implementation. Further refinements to the School's assessment plan will be made upon completion of changes to or addition of institutional assessment policies.

The summer 2013 cohort of MBA students were required to take the "MBA Test" as a pre-test component of program assessment efforts. The test consists of 130 questions from financial accounting, managerial accounting, finance, marketing, management, and strategy. As part of the capstone course requirements, students will retake the "MBA Test" as a post-test. Data will be analyzed from the pre- and post-test scores to determine the extent students' are improving in these skill and knowledge areas.

Recommendation 6: Establish more intensive efforts to gather and analyze data from and about program graduates.

- 6.1 Examine and implement as practical the use of focus group interviews with direct supervisors and human resource representatives where FSU MBA graduates are employed and hired.
- 6.2 Gather and triangulate data about graduates from key stakeholder groups, including graduates, employers, program faculty, and regional community and business leaders.

Comments:

Data from graduates has been collected twice from students graduating in the periods of 2006-11 and 2012-13 and analyzed. Data will continue to be collected from students and other key stakeholders and analyzed.

Recommendation 7: Continue to focus on building and maintaining enrollments, with appropriate attention to resource limitations.

- 7.1 The process should include marketing, expanding applicant pools, and enhancing the admissions indicators of the admitted pools.
- 7.2 The plan for enrollment growth and management should also include examination of delivery methods (on-site, on-line, and off-site).

7.3 The MBA program should pursue potential enrollment enhancement through the use of aggressive marketing to FSU undergraduate students and through concurrent enrollment.

Comments:

A marketing plan for the MBA Program is being developed. This marketing plan will include an evaluation of numerous market segments looking for opportunities to grow our MBA Program and recommended course of action. New program options (e.g., tracks) will be considered and evaluated to attract more MBA students.

Off-site delivery of courses is in development and being evaluated.

Recommendation 8: Clarify language used in program descriptions and marketing relative to the structure of general and program track options.

Comments:

The language used in program descriptions and tracks was revised in April 2013 in our information sheets. Future improvements to information sheets and other promotional materials are being considered for 2014.

Recommendations of FSU Graduate Studies Council's MBA Program Review Committee

The Dean, Program Director and faculty have provided an exhaustive set of documents and materials that provide comprehensive evidence of the substance and integrity of the Master of Business Administration at Fairmont State University. The professionals who support this program are making every effort, particularly given the limitations of resources (both human and fiscal) to adhere to and honor the academic and intellectual expectations of their professional discipline.

To assist the MBA Program in its pursuit of excellence and the highest quality program attainable, the subcommittee offers the following recommendations for review and possible implementation. They are reflective of evidence provided in the self-study, supporting documentation, and the external review and program response. The purpose of the recommendations is to support and enhance the work being done in the MBA program and the experiences it provides to candidates.

Recommendation 1: Create a program specific vision and mission statement and establish a program specific advisory board.

- 1.1 To enhance the graduate culture around the program and to further articulate its purpose, create a specific MBA mission and vision statement. Also, create an advisory board unique to the MBA program.
- 1.2 The program-specific board could include critical employers in the regional market, and provide a forum to assess their current and potential needs.
- 1.3 The board could also inform and advise the design and delivery of innovative tracks of study to address emerging needs.
- 1.4 The board should have program candidate representation with clearly defined roles for their participation (possibly orchestrated through the MBA Association if the organization remains viable).

Recommendation 2: Reduce reliance on faculty overloads to deliver the program.

- 2.1 Focus any currently available resources, and identify potential new resources, to alleviate the reliance on faculty overloads to deliver the program. The Dean, Director, and faculty should develop a long-range plan and proposal to the University to outline faculty line needs to deliver the program with full-time, tenure track faculty.
- 2.2 The strategies adopted should have fidelity with requirements for specialized accreditation through ACBSP
- 2.3 Examine possible elimination of some elective courses to reduce the need for faculty overloads.

Recommendation 3: Create and implement a plan for determining graduate faculty credentials for the MBA program, with clearly articulated expectations for scholarship.

- 3.1 Establish clear guidelines to determine status as graduate faculty in the MBA program.
- 3.2 These guidelines should articulate expectations within Business disciplines for research and scholarship, and should also articulate professional credentials critical to success as graduate faculty.
- 3.3 There should be a parallel plan for ensuring that program faculty have access to appropriate professional development and resources to meet expectations of the guidelines.
- 3.4 Identify, and expand where already in place, support for candidate participation in research and scholarship, and participation with faculty at state, regional, national and international conferences.

Recommendation 4: Implement and engage in a specific review process to determine the long-term viability of the Occupational Safety Administration (OAS) track. This process should include an analysis of implications of current enrollment patterns and realistic strategies (given resources) to enhance marketing, recruitment and enrollment.

Recommendation 5: Review, redesign as necessary, and implement a program assessment plan for the MBA Program.

- 5.1 Pursue in a methodical way efforts led by the School of Business Assessment Coordinator and Associate Dean to focus on institutional assessment efforts and ACBSP requirements and expectations, including updates to the School's Assessment Plan.
- 5.2 This assessment process and structure should be driven by candidate performance data on specific course/practica based assignments and assessments that provide data that informs candidate performance toward mastery of program level outcomes
- 5.3 The plan should set forth specific processes and procedures to use institutional resources for capturing and cataloging assessment data and artifacts at the course and program level, and develop effective approaches for continuous improvement planning based on assessment data.
- 5.4 Graduate faculty and School of Business leadership should all take an active role in the development of appropriate assessment methods, procedures, and the overall plan.

Recommendation 6: Establish more intensive efforts to gather and analyze data from and about program graduates.

- 6.1 Examine and implement as practical the use of focus group interviews with direct supervisors and human resource representatives where FSU MBA graduates are employed and hired.
- 6.2 Gather and triangulate data about graduates from key stakeholder groups, including graduates, employers, program faculty, and regional community and business leaders.

Recommendation 7: Continue to focus on building and maintaining enrollments, with appropriate attention to resource limitations.

- 7.1 The process should include marketing, expanding applicant pools, and enhancing the admissions indicators of the admitted pools.
- 7.2 The plan for enrollment growth and management should also include examination of delivery methods (on-site, on-line, and off-site).
- 7.3 The MBA program should pursue potential enrollment enhancement through the use of aggressive marketing to FSU undergraduate students and through concurrent enrollment.

Recommendation 8: Clarify language used in program descriptions and marketing relative to the structure of general and program track options.

**Response to External Review of the
Fairmont State University Master of Business Administration Program
Conducted by Dr. W.R. “Chip” Zimmer**

The School of Business is grateful to Dr. W. R. “Chip” Zimmer for his review of the Fairmont State University Master of Business Administration (MBA) Program. The review was conducted by reviewing the self-study document in accordance with the five-year program review policy as required by Fairmont State University’s Board of Governors and West Virginia Higher Education Policy Commission.

Dr. Zimmer focused on several important elements of the program specifically related to curriculum design, graduate satisfaction, and graduate employment. Dr. Zimmer concluded his report by stating several “concerns and observations” as contained in the section of his report entitled “Conclusion and Recommendations.” The following responses to Dr. Zimmer’s findings are intended to serve as clarification of the concern and/or recommendation and not a rebuttal to them.

- ***There seems to be no “general” MBA program for those not specializing in Project Management, Human Resources or Occupational Safety.***

Students are not required to complete a “track” in Project Management, Human Resource Management, or Occupational Safety. While the self-study did not explicitly state this fact, on page 5 of the self-study, in section *I. Program Description, A. Program Overview*, the report does contain the following description:

*Students who satisfy admission criteria and complete the three (3) credit hour MBA Essentials prerequisite course will require thirty-six (36) graduate credit hours to meet degree requirements. Of these, twenty-four (24) hours consist of required business core courses covering functional areas such as business law, economics, finance and accounting, marketing, information systems, technology, research and analysis. An additional twelve (12) hours chosen from a list of elective courses complete the degree requirements. **Students may select elective courses to fulfill one of three different specialized “tracks”:** Project Management; Human Resources Management; and, Occupational Safety Administration. (Emphasis added)*

Efforts will be made to ensure that promotional material descriptions more explicitly state a “general” MBA is available and students are not required to complete one of the optional tracks.

- ***There was no survey of large employers in the market to assess their current and future needs. Granted, an Advisory Board is in place for the School of Business, which presumably would provide anecdotal insights toward these needs, but a more formalized approach is suggested. This could lead to the identification of additional tracks of study.***

Leadership within the School of Business acknowledges that more quality employer feedback is needed to aid in comprehensive program assessment and evaluation. Consideration has been given to the use of qualitative approaches for future program reviews and accreditor quality assurance reports. One such approach is the use of focus groups. This approach is gaining acceptance but requires some investment of financial resources and a significant investment of time.

The use of a single Advisory Board for the School of Business is a conscious choice made by the School leadership. Presently, at least three members of the School of Business Advisory Board represent employers who currently employ one or more FSU MBA graduates. The Advisory Board meets at least once each fall and spring term.

- ***It seems that to enhance the graduate culture, a separate MBA mission and vision statement should be developed, along with the creation of a separate MBA Advisory Board.***

Dr. Zimmer's recommendation of a separate MBA mission and vision statement will be taken under advisement by the School leadership team. The current approach using a single advisory board can be justified; however, the creation of a separate MBA Advisory Board will also be taken under advisement.

- ***I saw no evidence of an MBA Student Advisory Board, which is recommended.***

An oversight in the self-study report was the omission of a description of the MBA Association which was started during the 2008-2009 academic term. A constitution was developed and organizational meetings were held. In the fall of 2009, the MBA Association held a tailgate activity at a home football game, as well as sponsored an organizational event featuring a presentation by a recent alumnus on obtaining security clearance in the technology industry. Attendance at this event was positive. In addition to its formal social and professional development purposes, it was envisioned that the MBA Association would also serve in an advisory capacity to the program. It was intended that the group would be self-perpetuating, but as the founding students graduated, interest waned. The organization is now dormant.

With the dormancy of the MBA Association, perhaps further consideration ought to be given to the development of an MBA Student Advisory Board.

- ***I also saw no evidence of faculty surveys soliciting their input and opinions for MBA growth, improvement and expansion.***

At the time the first MBA Graduate survey was taken in 2011, a Graduate Faculty Survey was also conducted. Data collected from the Graduate Faculty Survey in 2011 was used in the self-study, particularly in developing Tables 13 – *Level of Course Outcomes Application to Program Outcomes* and Table 14 – *Level of Course Outcome Emphasis of Program Outcomes*. Several questions included in the Graduate Faculty Survey were parallel to questions asked in the MBA Graduate survey. Each graduate faculty member completed a survey for each course they taught in the program. Faculty survey results are shown in Exhibit I and Exhibit II below which parallel Table 11 – *Survey Results on Program Outcomes* and Table 12 – *Survey Results on Graduate Study Outcome* respectively, which reflects MBA Graduate data. Summaries of other faculty survey questions are also included under Exhibit III a through d.

MBA program issues are incorporated into the School of Business monthly faculty meetings with the MBA Director responsible for a standing report on the agenda. The School of Business also has established a position of Assessment Coordinator and begun the development of a revised Assessment Plan that will include all graduate courses and a procedure for graduate faculty to consider the results and develop plans for improvement.

- ***I could only make assumptions based on the 2011 and 2013 surveys, but I found no data which assessed the quality of faculty and teaching. I would suggest the inclusion of peer reviews and student evaluations be included in this self study (sic).***

Program assessment is an acknowledged weakness in this review cycle. Efforts are being taken to incorporate an accreditor approved pre- and post-test instrument into the MBA program. It is anticipated that this will occur with the new cohort of applicants beginning summer 2013.

Student evaluations are maintained by graduate faculty members for each course, but that data was not considered for inclusion in the self-study report.

- **With 91.7 and 93.1 percentages of current employment from the 2011 and 2013 surveys, it seems that the program is effective in the ultimate “bottom line” of the program which is and should be to help graduates gain or improve employment.**

Efforts need to focus on analyzing the quality of employment impacts of the MBA program. Though self-reported survey data from respondents positively indicated that alumni believe their MBA degree had a positive impact on their employment change, additional qualitative evidence may need to be obtained including, but not limited to, employer surveys or other input.

Exhibit I

To what extent does your class help provide, improve, or augment students’ achievement of the following objectives? (Parallel to Table 11 – Survey Results on Program Outcomes):

	Not at All 0	Little 1	Somewhat		Very Much	
			2	3	4	5
Use of various business and managerial tools to logically and consistently address organizational issues?	0	10.53%	5.26%	31.58%	36.84%	15.79%
Utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success?	0	15.79%	0	0	47.37%	36.84%
Utilize business tools and information systems to gather and analyze internal and external organizational information?	5.26%	5.26%	15.79%	26.32%	26.32%	21.05%
Use various research tools to keep current in the business field and to analyze internal operations and external environmental factors?	5.26%	5.26%	15.79%	31.58%	36.84%	5.26%
Communicate in various business settings in a clear, consistent and logical manner, utilizing technology to assist in these communications?	0	5.26%	21.05%	36.84%	31.58%	5.26%
Understand the role of business and business education in the broader societal context, and understand the environmental impacts on business practices and will be able to make organizational decisions accordingly?	5.26%	10.53%	26.32%	21.05%	26.32%	10.53%
To apply general business tools, knowledge, theories, and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations?	0	5.26%	10.53%	15.79%	57.89%	10.53%
Demonstrate an ability to lead organizations in a dynamic and turbulent business environment.	5.26%	5.26%	0	15.79%	52.63%	21.05%

Source: 2011 Faculty Survey

Exhibit II

To what extent does your course develop or further students' ability to... (Parallel to Table 12 – Survey Results on Graduate Study Outcomes):

	Not at All 0	Little 1	Somewhat		Very Much	
			2	3	4	5
Think logically and consistently?	0	0	0	10.53%	73.68%	15.79%
Integrate and synthesize knowledge?	0	0	5.26%	10.53%	47.37%	36.84%
Access up-to-date knowledge and information?	0	0	10.53%	15.79%	57.89%	15.79%
Communicate in a clear, consistent and logical manner?	0	5.26%	0	5.26%	73.68%	15.79%
Understand the relationship between their discipline and others?	0	5.26%	5.26%	42.11%	36.84%	10.53%
Apply knowledge of business to real life?	0	0	0	5.26%	47.37%	47.37%
Adapt to dynamic requirements of their profession and workplace?	0	0	0	52.63%	42.11%	5.26%

Source: 2011 Faculty Survey

Exhibit III – a

To what extent are the following foci stressed in this course:

	Not at All 0	Little 1	Somewhat		Very Much	
			2	3	4	5
Theoretical knowing: facts and theories (knowing)	05.26%	0	15.79%	15.79%	31.58%	31.58%
Skills and/or application of techniques (doing)	0	5.26%	10.53%	5.26%	26.32%	52.63%
Analytical frameworks/constructs ((knowing)	0	0	0	15.79%	63.16%	21.05%
Reflection of values and attitudes (being)	0	0	26.32%	31.58%	26.32%	15.79%
Worldview and Professional identity (being)	0	5.26%	10.53%	26.32%	42.11%	15.79%

Source: 2011 Faculty Survey

Exhibit III – b

To what extent do you believe this course...?

	Not at All	Little	Somewhat		Very Much	
	0	1	2	3	4	5
Motivates students to be intellectually engaged	0	0	0	10.53%	63.16%	26.32%
Challenges students intellectually	0		0	21.05%	42.11%	36.84%
Provides new perspectives on functional knowledge (finance; economics; marketing, etc.)	0	0	0	31.58%	26.32%	42.11%
Requires students to integrate concepts or functions (strategy; production, etc.)	0	0	0	26.32%	21.05%	52.63%
Analyze and generalize information	0	0	5.26%	10.53%	57.89%	26.32%
Apply thinking and reasoning skills to decision-making	0	0	0	10.53%	47.37%	42.11%
Reflect on corporate accountability and/or business ethical issues	0	10.53%	0	26.32%	26.32%	36.84%

Source: 2011 Faculty Survey

Exhibit III – c

To what extent does your course help students...?

	Not at All	Little	Somewhat		Very Much	
	0	1	2	3	4	5
Gain a global perspective	10.53%	10.53%	21.05%	21.05%	26.32%	10.53%
Develop leadership skills	5.26%	0	10.53%	15.79%	63.16%	5.26%
Hone integration skills across functional areas of business	0	5.26%	0	31.58%	31.58%	31.58%
Recognize organizational realities and implement decisions effectively	0	10.53%	5.26%	21.05%	26.32%	36.84%
Act and/or think creatively and innovatively	0	5.26%	10.53%	26.32%	26.32%	31.58%
Think critically and communicating clearly	0	0	0	10.53%	63.16%	26.32%
Understand the role, responsibilities, and purpose of business	0	0	10.53%	42.11%	21.05%	26.32%
Understand the limits of models and markets	0	10.53%	31.58%	26.32%	15.79%	15.79%

Source: 2011 Faculty Survey

Exhibit III – d

To what extent does your course help students gain or improve upon the following?

	Not at All	Little	Somewhat		Very Much	
	0	1	2	3	4	5
Anticipate problems/identify needs	0	0	0	15.79%	36.84%	47.37%
Problem definition/dissection	0	0	0	21.05%	21.05%	57.89%
Identify appropriate data sources	0	5.26%	21.05%	15.79%	31.58%	26.32%
Synthesize data/information	0	0	10.53%	21.05%	26.32%	42.11%
Foster tolerance for ambiguity	0	0	10.53%	31.58%	47.37%	10.53%
Foster innovative and/or integrative thinking	0	5.26%	10.53%	36.84%	26.32%	21.05%
Engage in deep, reflective thinking	0	0	5.26%	21.05%	63.16%	10.53%
Recognize needs for additional expertise or outside solutions	0	5.26%	15.79%	21.05%	47.37%	10.53%
Exercise oral and written communication, presentation skills	0	10.53%	0	26.32%	26.32%	36.84%

MBA PROGRAM REVIEW FAIRMONT STATE UNIVERSITY

**BY
DR. W.R. "CHIP" ZIMMER
MBA COORDINATOR
SHEPHERD UNIVERSITY
APRIL 5, 2013**

INTRODUCTION

As part of their continuing accreditation process with Accreditation Council for Business Schools and Programs (ACBSP) and The Higher Learning Commission (HLC), Fairmont State University's Master of Business Administration (MBA) program has requested that I conduct an external review of their program. The targeted date of completion of this review is Friday, April 5, 2013.

METHODOLOGY

On Thursday, March 21, 2013, I received an email from Dr. Ed Gailey, asking if I would be interested in conducting an external review of Fairmont State University's MBA program. Unable to reach his voicemail, I emailed him with some questions about the process and expectations. On Monday, March 25 I spoke to Dr. Gailey and subsequently received the draft of the self study as well as the guidelines for the assessment (Graduate Program Review/Assessment). On Thursday, March 28, I received the final self study document. On Friday, March 29 I emailed Dr. Gailey with some additional questions and completed the first read of the final document, whereupon I discovered that the entire appendices were blank. I emailed Dr. Gailey on Saturday, March 30 requesting the missing pages. On April 2 Dr. Gailey emailed me that an external flash drive would be overnighted to me and the deadline for receipt of the review had been extended from April 5 until April 12. I ultimately received an external drive with all 803 pages on Thursday, April 4.

Dr. Gailey had suggested that they felt that it wouldn't be necessary for me to make a site visit, but I was welcomed to if I felt it necessary. I did not.

PROGRAM REVIEW

The Graduate Program Review/Assessment document outlined the following areas for specific focus:

- Is the program advancing the state of the discipline or profession?
- Is the program teaching and training of its graduate students effective?
- Does the program help to achieve the university's goals and is aligned with the strategic plan?
- Does the program respond to the needs of the profession?
- How is it assessed by external experts in the field?

I. Is the program advancing the state of the discipline or profession?

Generally, yes. FSU specifically has created a program designed for both business and non-business undergraduate majors. Twenty-four hours of CORE requirements seems a bit high, compared to others that I've seen. This allows for only 4 classes for the student to specialize in his or her particular field of interest. I am surprised that no "general" MBA is offered, thus forcing students into one of three specific tracks which may not be their particular area of interest.

The CORE classes seem well designed and provide excellent background in the particular subject area. However, as stated earlier, perhaps 24 hours of required CORE is too high. That being said, I'm surprised that there is no course specifically focusing on Ethics. I realize that virtually every course would weave ethics into the material, but I think that it is increasingly important for this topic to be at the foundation of any MBA program.

FSU offers 3 specific tracks: Project Management, Human Resources and Occupational Safety, which seem to be in line with national trends, while at the same time addressing specific needs of the marketplace. Although the trend seems to be moving toward specialization, I believe that a "general" MBA would be beneficial to those students who do not have particular occupational interest in the three tracks provided. However, in reviewing the Graduate Survey, I find that some students completed a "general track." There is no mention of this in the body of the Self Study. Consequently, I wonder if it has been discontinued?

II. Is the program teaching and training of its graduate students effective?

The best way to ascertain the effectiveness of the program is by surveying both the students/alumni as well as their employers. FSU has surveyed their students in 2013 and in 2011, resulting in 30 and 37 responses respectively. Response rate for the 2011 survey was 48.68%; the 2013 survey response rate was 71.43%. This is a

very impressive response rate, particularly in 2013 and indicates, in itself, satisfaction with the program!

In reviewing the 2011 Graduate Survey, I find that 44.4 % indicated that their MBA played a “strong role” in their obtaining a new position, while 25% indicated “some role.” In the 2013 survey this question resulted in an increase to 48.3% indicating a “strong role” and 20.7% indicated “some role.” This implies that the knowledge and training the students received was, indeed, effective. Consequently, while these 69.4% and 69% positive responses is impressive, it doesn't provide a complete picture of the actual efficacy of the program without other corroborating sources, i.e. faculty and community/ business leaders.

In 2011, 37.1% indicated that the completion of their MBA had “little or no impact” on their current salary. The remaining 62.9% reported it having a “moderate” to “very strong” salary impact. In 2013, only 25.9 reported “little or no impact” on their current salary, with the remaining 74.1% reporting a positive influence. This is a significant increase indicating that the program is improving in terms of salary enhancement for graduates.

On question 23 in 2011, 85.7% indicated that they were satisfied or very satisfied with the MBA program. In 2013 it increased to 89.7%. In 2011, 62.8% were satisfied or very satisfied that their MBA prepared them for entering a chosen career or advancement in their current job. The improved trend continued in 2013 to 69% satisfied or very satisfied.

An additional variable in this portion of the review is the quality of the faculty delivering the course material. There are different schools of thought in regard to the degree of usage of adjunct professors. FSU subscribes to the group which supports the minimal use of adjuncts in favor of full time faculty. It is beyond the scope of this review to delve into the pros and cons of this subject. The faculty seem very well qualified and teach MBA courses as an overload structure, which has some inherent problem as identified in your document. I don't see any evidence that this overload situation adversely impacts the quality of the education received by the students.

Based on these student/alumni surveys, the program effectively teaches and trains students for their role in the workplace. However, I temper this enthusiasm by reiterating that there is no data available indicating the employers' perspective and perception toward the effectiveness of the training and teaching received.

III. Does the program help to achieve the university's goals and is aligned with the strategic plan?

Although I was not provided the university's strategic plan, I am able to review the university's mission and vision and review whether the MBA program has positioned itself to support it.

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.

Based on this mission statement it appears that the FSU MBA program does support this effort by offering three specific tracks that have presumably been created to meet the demand of students and employers in the region. I say "presumably," because as noted earlier, I am unable to find any data validating employer needs in the workplace.

"Students may select elective courses to fulfill one of three different specialized "tracks": Project Management; Human Resources Management; and, Occupational Safety Administration." This statement found in the Program Description of the Self Study indicates that there are three tracks, with no mention of a "general" MBA option. If this is indeed the case, then I would question the program's effectiveness in specifically achieving "their professional and personal goals..."

"The MBA Program has not established separate vision and mission statements. In addition to the MBA degree, the School of Business offers three undergraduate degrees: Bachelor of Science in Accounting; Bachelor of Science in Information Systems Management; and, Bachelor of Science in Business Administration. The Bachelor of Science in Business Administration offers concentrations in Finance, General Business, Hospitality Management, Management, Marketing, and Sport Management."

Due to the acknowledged lack of a specific mission statement, the MBA program supports that of the School of Business: *"The School of Business at Fairmont State University is committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community."*

IV. Does the program respond to the needs of the profession?

The accreditation process that FSU is undertaking, clearly demonstrates FSU's desire for the MBA program to respond to the needs of the profession. This is coupled with research and presentations that are conducted by the faculty which provide the program hands on and timely access to the changing needs of the profession. The curricula and the multi-faceted delivery mechanisms also help the MBA program to address these needs.

V. How is it assessed by external experts in the field?

I am not aware how the program is assessed by others in the field.

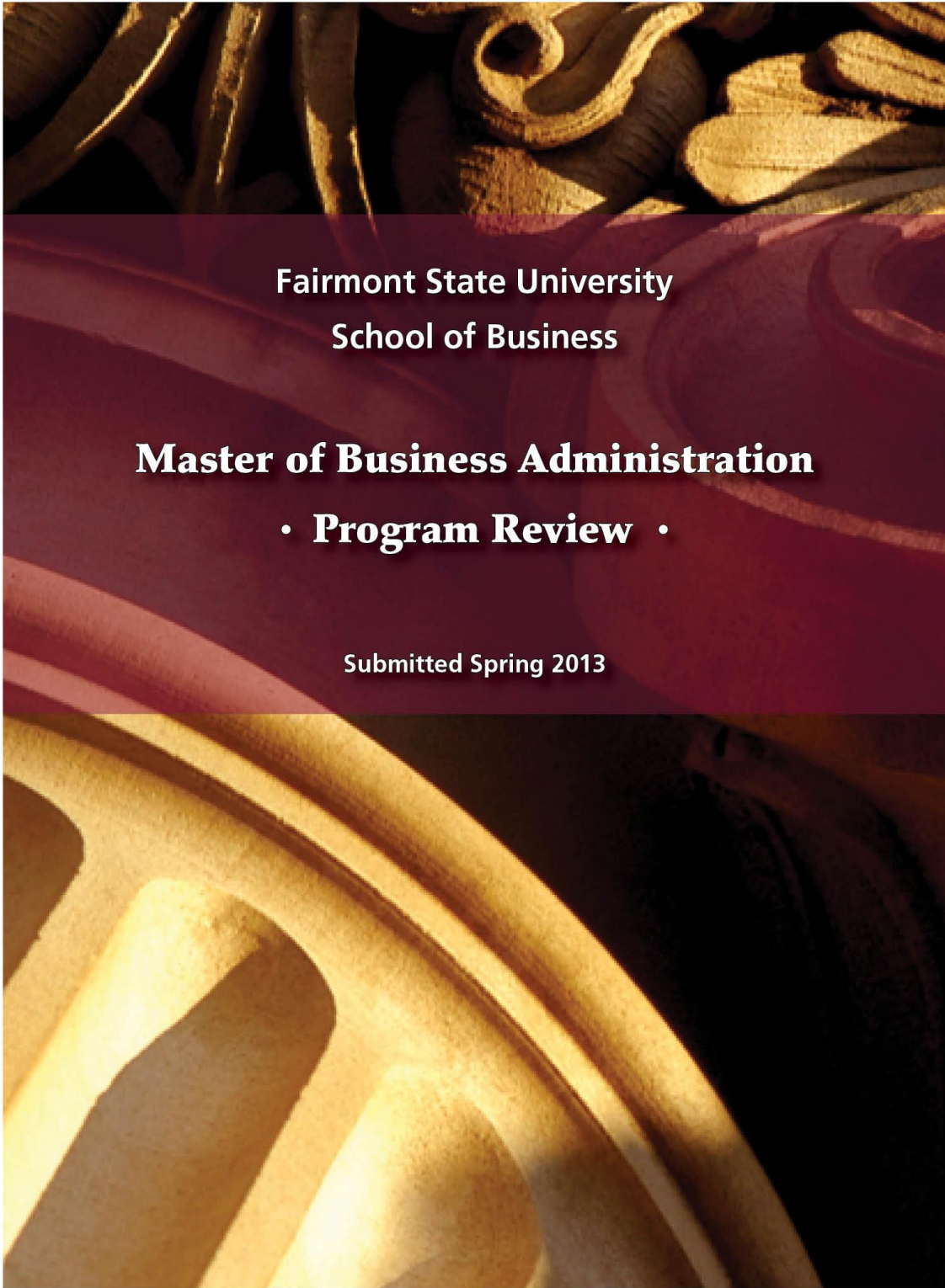
CONCLUSION AND RECOMMENDATIONS

Having reviewed Fairmont State University's Self Study and accompanying support materials, I am quite impressed with the documentation and adherence to academic guidelines and expectations. An excellent job has been done in collecting and documenting a voluminous amount of support and data.

However, I also have some concerns and observations:

- There seems to be no "general" MBA program for those not specializing in Project Management, Human Resources or Occupational Safety.
- There was no survey of large employers in the market to assess their current and future needs. Granted, an Advisory Board is in place for the School of Business, which presumably would provide anecdotal insights toward these needs, but a more formalized approach is suggested. This could lead to the identification of additional tracks of study.
- It seems that to enhance the graduate culture, a separate MBA mission and vision statement should be developed, along with the creation of a separate MBA Advisory Board.
- I saw no evidence of an MBA Student Advisory Board, which is recommended.
- I also saw no evidence of faculty surveys soliciting their input and opinions for MBA growth, improvement and expansion.
- I could only make assumptions based on the 2011 and 2013 surveys, but I found no data which assessed the quality of faculty and teaching. I would suggest the inclusion of peer reviews and student evaluations be included in this self study.
- With 91.7 and 93.1 percentages of current employment from the 2011 and 2013 surveys, it seems that the program is effective in the ultimate "bottom line" of the program which is and should be to help graduates gain or improve employment.

With the caveats noted, I believe that the Fairmont State University MBA Program is certainly moving in the right direction to provide meaningful and useful educational experiences to your students, while at the same time positioning your students to be effective and contributive managers and supervisors in the work place.



Fairmont State University
School of Business

Master of Business Administration
• Program Review •

Submitted Spring 2013

TABLE OF CONTENTS

I. PROGRAM DESCRIPTION	5
A. PROGRAM OVERVIEW	5
B. ADMISSION REQUIREMENTS	5
C. GRADUATION REQUIREMENTS	6
D. PROGRAM DELIVERY	7
1. Program Architecture	7
2. Clientele	9
3. Program Administration	10
4. Program Accommodation	11
II. VIABILITY	13
A. ENROLLMENTS	13
1. Applicants	13
2. Graduates	14
3. Program Course Enrollments	15
4. Program Satisfaction	16
B. ASSESSMENT REQUIREMENTS	17
1. Program Outcomes	17
2. Course Outcomes	20
3. Direct Measure and Satisfactory Performance	25
4. Program Advisory Board	26
5. Previous Program Review Results	26
III. CONSISTENCY WITH MISSION	27
A. Fairmont State University Mission Statement	27
B. School of Business Mission Statement	27
C. MBA Mission Statement	28
IV. ADEQUACY	29
A. ACCREDITATION	29
B. FACULTY DATA	29
1. Faculty Characteristics	29
2. Faculty Load	30
3. Adjunct Use	30

4. Faculty/Student Ratios	31
5. Research and Scholarly Activities (ACBSP).....	31
V. NECESSITY	32
A. PLACEMENT AND EMPLOYMENT OPPORTUNITIES	32
B. SIMILAR PROGRAMS.....	35
VI. AREAS FOR IMPROVEMENT	37
A. PROGRAM DELIVERY	37
1. Distance Delivery	37
2. MSBA 5000 – <i>MBA Essentials</i> Course:.....	37
3. Elective Tracks/Certificate Programs	37
B. ASSESSMENT	38
1. Course Outcomes.....	38
2. Program Outcomes	39
C. ENROLLMENTS.....	39
1. Applicants	39
2. Program Course enrollments	39
D. Faculty	40
1. Faculty Load.....	40
2. Faculty Scholarship and Professional Development.....	40
APPENDICES	41

LIST OF TABLES

Table 1 – Admitted Student Characteristics: 2009-2012 ¹	10
Table 2 – Applications ¹	13
Table 3 – Applicant Gender, Ethnicity, and Age Characteristics ¹	14
Table 4 – Enrollments.....	14
Table 5 – Graduates	15
Table 6 – Student FTE ¹	15
Table 7 – Track Completion ¹	15
Table 8 – Course Enrollments.....	16
Table 9 – Program Satisfaction.....	17
Table 10 – MBA Program Outcomes Mapped to Graduate Student Profile.....	18
Table 11 – Survey Results on Program Outcomes	19
Table 12 – Survey Results on Graduate Study Outcomes	20

Table 13 – Level of Course Outcomes Application to Program Outcomes.....	21
Table 14 – Level of Course Outcome Emphasis of Program Outcomes.....	22
Table 15 – MSBA 5000 – <i>Business Essentials</i> – Final Exam Scores (Rounded) ¹	25
Table 16 – MBA Faculty	30
Table 17 – Select Organizational Roles of MBA Graduates 2008 - 2013.....	32
Table 18 – Employment Growth in Professional and Business Services and Financial Activities Sector by West Virginia County	33
Table 19 – Employment & Salary Impact.....	34
Table 20 –Satisfaction with MBA Preparation	34
Table 21 – Perception of MBA Program Effectiveness	35
Table 22 – West Virginia Master of Business Administration (MBA) Programs.....	36

LIST OF FIGURES

Figure 1 – Room 117 “Before” Picture.....	12
Figure 2 – Room 117 “After” Picture.....	12

LIST OF APPENDICES

Appendix A – Proposed MBA Exception to Graduate Admission Policy.....	42
Appendix B – MBA Course Descriptions.....	43
Appendix C – Current Syllabi.....	44
Appendix D – 15 Month and 26 Month Model Schedules.....	45
Appendix E – Original Program Proposal.....	46
Appendix F – MBA Program Director Position Announcement	47
Appendix G – MBA Graduate Survey Methods and Response Rates	48
Appendix H – 2011 MBA Graduate Survey (names and addressed redacted)	49
Appendix I – 2013 MBA Graduate Survey (names and addressed redacted)	50
Appendix J – Sample Artifacts of Assessment Measures.....	51
Appendix K – School of Business Advisory Board.....	52
Appendix L – The Higher Learning Commission Graduate Studies Progress Report	53
Appendix M – Curriculum Vitae for Graduate Faculty	54
Appendix N – Course Enrollments per Faculty Member: Fall 2010 – Spring 2012	55
Appendix O – Graduate Faculty Data Reported to ACBSP for 2010-2011 and 2011-2012	56
Appendix P – Scholarship and Professional Activities for Graduate Faculty.....	57

I. PROGRAM DESCRIPTION

A. PROGRAM OVERVIEW

The Master of Business Administration (MBA) degree within the Fairmont State University (FSU) School of Business prepares students to apply concepts and principles offered in the various business disciplines to the responsibilities of management in a variety of organizations. The program is designed for both business and non-business undergraduate majors. Students who satisfy admission criteria and complete the three (3) credit hour *MBA Essentials* prerequisite course will require thirty-six (36) graduate credit hours to meet degree requirements. Of these, twenty-four (24) hours consist of required business core courses covering functional areas such as business law, economics, finance and accounting, marketing, information systems, technology, research and analysis. An additional twelve (12) hours chosen from a list of elective courses complete the degree requirements. Students may select elective courses to fulfill one of three different specialized “tracks”: Project Management; Human Resources Management; and, Occupational Safety Administration. Students on the "fast track" can complete the 36 credit hour MBA program in a period of 15 months (May – Year 1 through August – Year 2). Students taking 6 hours per term may complete requirements within a 26 month period (May – Year 1 through August – Year 3).

B. ADMISSION REQUIREMENTS

All students seeking admission to the MBA program must first meet the minimum standards for graduate study. Regular admission to any graduate degree program at Fairmont State University requires a baccalaureate degree from a regionally accredited institution and a minimum 2.75 overall undergraduate grade point average (GPA) on a four-point scale (4.0), or a 3.0 GPA on the last 60 hours attempted. The MBA program has targeted an overall 3.00 GPA as a threshold for admission into the program.

Official transcripts are required to be submitted from all institutions attended. Additionally, applicants are required to submit scores on the Graduate Management Aptitude Test (GMAT), or the Graduate Record Exam (GRE). Other standardized scores, such as the Law School Admission Test (LSAT) may be accepted on a case-by-case basis in lieu of the GRE or GMAT. Scores more than five years old are not accepted. To date, no specific cut scores have been established. GRE, GMAT or other scores are used to support the applicants’ transcript analysis.

Early application deadline is February 1st; however applications may be received until mid-March. Admission decisions are made and students notified prior to the start of the summer term.

The summer term is considered the start of the program rotation. All students entering the program enroll in the MSBA 5000 – *MBA Essentials* course.

While undergraduate GPA and test scores will be measures used to determine a prospective student's chances of success, letters of recommendation, a statement of purpose and interviews may also be utilized. Applicants who do not meet all minimum admission criteria may be admitted provisionally, applying at least 5 years of progressively responsible work experience as an additional measure. This provisional admission policy was approved by the Graduate Council and intends to afford admission to those who have progressively responsible professional management experience. The policy allows applicants, who have at least five years of progressively responsible work experience, to substitute this experience for either a low GPA or a GMAT/GRE score. Progressively responsible work experience is defined as management, supervisory, or other responsible experience in which the applicant has decision-making or other authority over institutional resources including human, fiscal, and capital assets, and/or decision-making or other authority over sales, revenue, or policy issues.

To apply the provisional admission option, students must achieve an index of 950 through the following formula: *(Overall GPA of 2.5 or better x 200) + minimum of 400 GMAT score or better [Note: GRE scores may be accepted and converted to a GMAT equivalent]*. Should an applicant wish to substitute their 5-year work experience for a low GPA or a GMAT/GRE score, they will receive the minimum points allowed for the substitution. Substitution for the GPA would equal 500 points maximum; substitution for GMAT/GRE would equal 400 points maximum. Refer to Appendix A for the proposed alternative admission policy approved by the Graduate Council.

C. GRADUATION REQUIREMENTS

In order to graduate, students must maintain a 3.00 overall GPA and earn not more than two grades of "C" on courses to be counted toward graduation. Curricula requirements include completing the MSBA 5000 – *MBA Essentials* prerequisite course, 24 credit hours of required core courses, and 12 hours of elective courses. Students may use the 12 hours of elective courses to complete one of the three graduate certificates: Project Management (PM); Human Resources Management (HR); or, Occupation Safety Administration (OSA).

D. PROGRAM DELIVERY

1. Program Architecture

All courses in the MBA program are 3 credit-hour courses. With the exception of MSBA 5000 – *MBA Essentials*, MSBA 6010 – *Managerial Practicum*, and MSBA 6020 – *Global Experience* which are graded on a Credit/No Credit basis, all remaining courses are graded in compliance with institutional grading policies. The MBA curriculum consists of the following courses:

Prerequisite Course: 3 credit hours

MSBA 5000 – *MBA Essentials*

Required Core Courses: 24 credit hours

MSBA 5110 - *Leadership Workshop*
MSBA 5200 - *Management Information Systems*
MSBA 5300 - *Managerial Economics*
MSBA 5400 - *Business Environments*
MSBA 5550 - *Financial Accounting*
MSBA 5600 - *Marketing for Managers*
MSBA 5700 - *Quantitative Analysis*
MSBA 6000 - *Strategic Management*

Elective Courses: 12 credit hours

MSBA 5100 - *Personal Development Workshop*
MSBA 5120 - *Tactical Human Resources Practices (HR Track)*
MSBA 5130 - *Labor Relations and Dispute Resolution (HR Track)*
MSBA 5140 - *Strategic Human Resources Management (HR Track)*
MSBA 5610 - *Supply Chain Management*
MSBA 5710 - *Operations Management*
MSBA 5800 - *Knowledge Management*
MSBA 5810 - *Project Management (PM Track)*
MSBA 5820 - *Advanced Project Management (PM Track)*
MSBA 5850 - *Project Management Capstone (PM Track)*
MSBA 6010 - *Managerial Practicum (HR & PM Tracks)*
MSBA 6020 - *Global Experience (may involve international travel requirement)*
SFTY 5510 - *Business Impacts of Regulatory Applications (OSA Track)*
SFTY 5550 - *Employee Training and Communications in Safety and Health (OSA Track)*
SFTY 6625 - *Investments of Health and Safety (OSA Track)*
SFTY 6690 - *Business and Safety Student Practicum (OSA Track)*

See Appendix B for Course Descriptions and Appendix C for current syllabi of all courses.

The MBA program was originally designed to attract area working professionals as well as to afford graduate opportunities to undergraduates. The initial courses were offered in an eight-week format with two courses being offered the first term of the program's history. In response to

student feedback, the eight-week format was soon adjusted to a full semester-length term. Courses with face-to-face delivery are scheduled on a Monday, Tuesday, Wednesday, or Thursday evening, meeting one evening per week beginning at 6:00 pm and ending at 8:50 pm. All but four courses are delivered in a “hybrid” format consisting of at least one face-to-face meeting supplemented by online delivery. In some cases, this approach has allowed for two courses to be scheduled on the same evening alternating sessions on an every-other-week format. At present, two courses are delivered completely through Blackboard Learn™ 9.1 online learning delivery platform, and two courses are considered face-to-face relying more on weekly classroom instruction.

Given the present enrollments in the program, a static course rotation is sufficient to accommodate the 15-month “fast track” or the 26 month part-time model schedule. Please see Appendix D for a copy of the model schedules.

In addition to the MBA degree, the Project Management, Human Resource Management and Occupational Safety Administration tracks may also be completed as a graduate certificate. The project management and human resource management certificates consist of the three respective track courses plus the MSBA 6010 – *Managerial Practicum* course. Specific track courses are identified by parenthetical notation in the course rotation schedule below. The 12 hours of Occupational Safety courses constitute the graduate certificate for this track.

The course rotation schedule and primary delivery modes are as follows:

Summer Term:

MSBA 5000 – <i>MBA Essentials</i>	Hybrid
MSBA 5100 - <i>Personal Development Workshop</i>	Online
MSBA 5140 - <i>Strategic Human Resources Management (HR Track)</i>	Hybrid
MSBA 5550 - <i>Financial Accounting</i>	Hybrid
MSBA 5850 - <i>Project Management Capstone (PM Track)</i>	Hybrid
MSBA 6000 - <i>Strategic Management</i>	Hybrid
MSBA 6010 - <i>Managerial Practicum (HR & PM Tracks)</i>	Hybrid
SFTY 6625 - <i>Investments of Health and Safety (OSA Track)</i>	Hybrid
SFTY 6690 - <i>Business and Safety Student Practicum (OSA Track)</i>	Hybrid

Fall Term:

MSBA 5200 - <i>Management Information Systems</i>	Hybrid
MSBA 5600 - <i>Marketing for Managers</i>	Hybrid
MSBA 5700 - <i>Quantitative Analysis</i>	Face-to-Face
MSBA 5120 - <i>Tactical Human Resources Practices (HR Track)</i>	Hybrid
MSBA 5800 - <i>Knowledge Management</i>	Online
MSBA 5810 - <i>Project Management (PM Track)</i>	Hybrid
MSBA 6020 - <i>Global Experience (may involve international travel requirement)</i>	Hybrid
SFTY 5510 - <i>Business Impacts of Regulatory Applications (OSA Track)</i>	Hybrid

Spring Term:

MSBA 5110 - <i>Leadership Workshop</i>	Hybrid
MSBA 5300 - <i>Managerial Economics</i>	Face-to-Face

MSBA 5400 - <i>Business Environments</i>	Hybrid
MSBA 5130 - <i>Labor Relations and Dispute Resolution (HR Track)</i>	Hybrid
MSBA 5710 - <i>Operations Management</i>	Hybrid
MSBA 5820 - <i>Advanced Project Management (PM Track)</i>	Hybrid
SFTY 5550 - <i>Employee Training and Communications in Safety and Health (OSA Track)</i>	Hybrid

2. Clientele

The MBA program began with a primary focus on serving the needs of employers in North-central West Virginia. To this end, the program architecture was developed to accommodate adult students who are currently working in the primary service area of Fairmont State University. Harrison, Marion, and Monongalia counties serve as the primary service area of the MBA program, an area often referred to as the “I-79 Corridor.” Students who are accepted into the MBA program are more likely to be residents of one of these three counties; however students have been admitted into the program from locales in counties contiguous to the I-79 Corridor including Barbour, Doddridge, Lewis, Preston, Taylor, and Upshur counties. Refer to Table 1 – *Admitted Student Demographics* for select demographics of the MBA program. The original program proposal also may be viewed in Appendix E.

Over the last several years, the traditional students have constituted the largest majority of the admitted student census. For comparison, traditional students are those who have completed their undergraduate degree within 4 years or less from acceptance into the program. Non-traditional students are those who, often 25 years of age or older, are likely employed full-time or possess professional experience. Typically, these students have graduated from their undergraduate program more than four years from the date of acceptance into the program.

Table 1 – Admitted Student Characteristics: 2009-2012¹

Undergraduate Institution				
Year	Total Admitted	Fairmont State	WVU	Other
2009	36	24 (67%)	3 (8%)	9 (25%)
2010	35	16 (46%)	5 (14%)	14 (40%)
2011	48	30 (63%)	13 (27%)	5 (10%)
2012	35	18 (51%)	9 (26%)	8 (23%)
	154	88 (57%)	30 (19%)	36 (23%)
Residency Status				
Year	Total Admitted	I-79 Corridor	Other WV Resident	Non-Resident
2009	36	25 (69%)	11 (31%)	0
2010	35	25 (71%)	7 (20%)	3 (9%)
2011	48	40 (83%)	8 (17%)	0
2012	35	15 (43%)	15 (43%)	5 (14%)
	154	105 (68%)	41 (27%)	8 (5%)
Undergraduate Major				
Year	Total Admitted	Business	Non-Business	
2009	36	25 (69%)	11 (31%)	
2010	35	17 (49%)	18 (51%)	
2011	48	25 (52%)	23 (48%)	
2012	35	17 (49%)	18 (51%)	
	154	84 (55%)	70 (45%)	
Years from Undergraduate Completion				
Year	Total Admitted	≤ 4 years	> 4 years	
2009	--	<i>Not available</i>	<i>Not available</i>	
2010	35	26 (74%)	9 (26%)	
2011	48	35 (73%)	13 (27%)	
2012	35	29 (83%)	6 (17%)	
	118	90 (76%)	28 (24%)	

¹ – The “Total Admitted” numbers differ slightly from official numbers. These totals are based on unofficial records maintained by the MBA Director at time of program orientation.

3. Program Administration

The MBA program is administered by a MBA Program Director. The Program Director is a full-time faculty member in the School of Business and reports directly to the Dean of the School of Business as one of the School’s program coordinators. Since the program’s launch, there have been three program directors:

Jerry Carbo, Ph.D., Associate Professor of Management: 2006 – 2008

Timothy R. Oxley, Ed.D, Associate Professor of Business: 2008 – 2012

Edward D. Gailey, D.B.A., Assistant Professor of Business Administration: 2013 – present

The MBA program director receives a one-quarter release from their full-time teaching responsibilities and an annual stipend. In addition to meeting standards for faculty status in the School of Business, the program director must also be approved as a member of the Graduate Faculty. The MBA program director fulfills most traditional roles and functions of an academic “chair” in concert with the Dean of the School. The general array of responsibilities may be reviewed in the most recent position announcement which was posted for the current program director. Refer to Appendix F for a copy of the MBA Program Director position announcement.

With reorganization of the administration of graduate studies at Fairmont State University, the Program Director has assumed more responsibilities in the admission and enrollment management areas. The MBA Program Director serves as a voting member of the Graduate Studies Council, the policy and program governance board overseeing graduate education at Fairmont State University.

As a result of the recent reorganization, administration of Graduate Studies has been vested in the Office of Provost and delegated to the Associate Provost. The Associate Provost/Director of Graduate Studies serves to coordinate administration of all graduate programs, works directly with Deans and Program Directors, and presides over Graduate Studies Council meetings.

4. Program Accommodation

The MBA Program maintains an office in Jaynes Hall on the campus of Fairmont State University, the location of the School of Business. The MBA office is a refurbished staff office and is situated in a conspicuous location providing convenient accessibility to admitted students and interested persons.

In 2008, the Dean of the School of Business undertook an initiative to renovate the primary classroom being used by the MBA program – Room 117 in Jaynes Hall – into an MBA/Executive Classroom. The renovation project and technology upgrades totaled \$59,503 which were substantially paid for through course fee revenues. The goal of the project was to provide a learning environment in which adult students would feel comfortable, provide flexible room arrangements, and offer the latest in audio/visual technology and internet connectivity. The project began in the spring of 2009 with completion in time to be used for the fall term of the same year. Room 117 is used to hold undergraduate and graduate courses. Recent upgrades included high-definition cameras and distance technology to enable the delivery of courses to an off-site location at the FSU Gaston Caperton Center, a branch campus located in downtown Clarksburg in Harrison County.

Figure 1 – Room 117 “Before” Picture



Figure 2 – Room 117 “After” Picture



II. VIABILITY

A. ENROLLMENTS

1. Applicants

As previously described, an applicant to the MBA program is likely to live in the I-79 corridor area or a contiguous county, be a traditional student, and a graduate from FSU with a business undergraduate degree. The five year total of applications to the MBA program is 312. Of these, 209 were accepted into the program for an acceptance rate of 67%. Table 2 – *Applications* – provides an overview of applications for the past five academic years.

Table 3 – *Applicant Gender, Ethnicity, and Age Characteristics* indicate that male to female applications are relatively balanced though male applications outpace females by 5.43%. The vast majority of applicants are white, non-Hispanics (85.77%), with black, non-Hispanic the second largest category (5.11%), with all other minority categories constituting only 5.10% of the total. The category “*Age as defined by birthdate*” indicates that over two-thirds of the applicants were born after 1980. The data used to develop this table further indicates that, of the 179 applicants born between 1980 and-1989, nearly 60% were born after 1985. This supports the premise that a majority of the applicants tend to be toward the traditional age group.

Table 2 – Applications¹

Academic Year	Applications	Accepted	Rejected	Withdrawn	Incomplete
2007-2008	72	47	5	7	13
2008-2009	56	35	9	1	11
2009-2010	53	40	5	1	7
2010-2011	79	50	12	11	6
2011-2012	52	37	0	3	12
5-year Total	312	209	31	23	49

¹ – This number may include duplicative headcount. For example, students who applied, did not attend, and reapplied at a later time.

Source: Institutional Research, Fairmont State University (2013)

Table 3 – Applicant Gender, Ethnicity, and Age Characteristics¹

Gender	Headcount	Percent of Total
Male	144	52.55%
Female	128	47.08%
Not Reported	1	0.36%
Total	274	100.00%
Ethnicity	Headcount	Percent of Total
American Indian	3	1.09%
Asian/Pacific Islander	7	2.55%
Black, Non-Hispanic	14	5.11%
Hispanic	2	0.73%
White, Non-Hispanic	235	85.77%
Other	2	0.73%
Not Reported	11	4.01%
Total	274	100.00%
Age as defined by birthdate	Headcount	Percent of Total
1990	5	1.82%
1980 – 1989	179	65.33%
1970 – 1979	45	16.42%
1960 – 1969	31	11.31%
1950 – 1959	12	4.38%
Prior to 1950	1	0.36%
Not Reported	1	0.36%
Total	274	100.00%

¹ – The total number is based on headcount, not total applicants. Source: Institutional Research, Fairmont State University (2013)

2. Graduates

From the first graduate in 2008 through August 2012, there have been a total of 108 graduates. Based on the number accepted (209), the program holds a graduation rate of 52%. The completion rate based on those who actually registered is 65%. Including December 2012 graduates, the program currently has 116 total graduates. Table 4 – *Enrollments* – offers a description of the *Accepted*, *Registered*, and *Graduates* of the program over the last five academic terms.

Table 4 – Enrollments

Academic Year	Accepted	Registered	Graduates
2007-2008	47	39	23
2008-2009	35	24	21
2009-2010	40	27	22
2010-2011	50	44	19
2011-2012	37	32	23
5-year Total	209	166	108

Source: Institutional Research, Fairmont State University (2013)

The average FSU MBA graduate takes approximately 5.44 terms to complete their program of study with an average overall GPA of 3.67. The average total number of hours earned by a student is 39.79, very close to the program requirement of 39 hours inclusive of the 3-hour prerequisite course. Refer to Table 5 – *Graduates* – to see a description of the last five academic

years of graduate performance. Table 6 – *Student FTE* and Table 7 – *Track Completion* – provide additional information on the enrollment characteristics of the MBA program.

Table 5 – Graduates

Academic Year	Graduates	Average Terms to Completion	Average Overall G.P.A.	Average Total Hours Earned
2007-2008	23	4.52	3.77	39.25
2008-2009	21	5.19	3.67	40.38
2009-2010	22	5.73	3.63	40.05
2010-2011	19	5.65	3.66	39.34
2011-2012	23	6.13	3.62	39.91
5-year	108	5.44	3.67	39.79

Source: MBA Program, Fairmont State University (2013)

Table 6 – Student FTE¹

Academic Year	FTE	Credit Hours	Headcount
2007-2008	52.13	1251	89
2008-2009	44.75	1074	91
2009-2010	40.13	963	76
2010-2011	40.63	975	86
2011-2012	52.50	1260	88
5-year Average	46.03	1105	86

¹ – Includes all students enrolled in MSBA and SFTY courses, including concurrently enrolled undergraduates. Source: Institutional Research, Fairmont State University (2013)

Table 7 – Track Completion¹

Academic Year	Graduates	Project Management ²	Human Resource Management ²
2007-2008	23	7	11
2008-2009	21	5	8
2009-2010	22	7	0
2010-2011	19	4	4
2011-2012	23	3	2
5-year Total	108	26	25

¹ – Does not include SFTY track – no completions to date. ² – Includes students who completed both tracks. Source: MBA student records.

3. Program Course Enrollments

Course enrollments for the MBA program for the five academic years used in the review (excluding the MSBA 5599 and SFTY 5510 courses) averages 19 students per section. The range of enrollees in courses conducted over this period (excluding the MSBA 5599 and SFTY 5510 courses) range from a high of 44 to a low of 4. Table 8 – *Course Enrollments* – provide detailed information of course enrollments for the five academic periods.

The average success rate for all courses is 90.88%. This figure represents the amount of students who did not fail, withdraw, or those who received a no-credit or incomplete grade for the course. The program requires students to repeat all grades less than a C, and repeat any C grades for

each course in excess of two. The numbers reflected in Table 8 – *Course Enrollments* – include students who may have reenrolled in a subsequent semester to meet these program requirements.

Table 8 – Course Enrollments

COURSE ENROLLMENTS ¹											
Course	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		Success Rate
	Total	Passed	Total	Passed	Total	Passed	Total	Passed	Total	Passed	
MSBA 5000	26	23	29	28	25	24	38	35	27	22	91.00%
MSBA 5100			14	12	13	10	12	11	20	17	84.70%
MSBA 5110	34	31	24	20	25	21	24	24	32	32	92.10%
MSBA 5120	31	27	13	10	12	8	10	9	10	10	84.20%
MSBA 5130	24	23	15	13	11	11	10	9	15	13	92.00%
MSBA 5140	21	17	7	5	12	11	6	6	18	18	89.10%
MSBA 5200	44	40	28	24	24	18	27	24	32	32	89.00%
MSBA 5300	46	39	22	21	22	21	22	20	31	29	90.90%
MSBA 5400	23	16	30	28	22	19	24	22	32	30	90.10%
MSBA 5550	31	26	23	21	22	17	30	28	27	25	88.00%
MSBA 5599									1	1	100.00%
MSBA 5600	31	29	38	37	27	23	19	18	36	34	93.40%
MSBA 5700	19	17	22	17	24	18	29	27	32	31	87.30%
MSBA 5710					6	6	5	4	15	12	84.60%
MSBA 5800	10	9	20	17	11	9	8	7	16	14	86.20%
MSBA 5810	24	23	17	15	11	9	16	14	18	18	91.90%
MSBA 5820	17	16	11	11	7	6	11	11	14	13	95.00%
MSBA 5850	11	11	9	7	4	4	8	8	4	3	91.70%
MSBA 6000	18	18	24	23	25	24	20	20	28	28	98.30%
MSBA 6010	13	13	12	12	12	12	6	6	10	9	98.10%
MSBA 6020					6	6					100.00%
SFTY 5510									2	1	50.00%

Source: FSU Institutional Research

¹ – The difference between “Total” and “Passed” includes all non-passing grades like F, W, I, NC, etc.

4. Program Satisfaction

As an additional indication of program viability, graduates in the 2011 and 2013 surveys rated their overall satisfaction with the program. On a scale of 1 – 5, an overwhelming majority of respondents rated their satisfaction at a level 4 or 5. Refer to Table 9 – *Program Satisfaction* – on the level of satisfaction as reported by the survey respondents. This information is taken from surveys conducted on two sets of MBA alumni: 2011 Survey – Graduates from May 2008 (first graduate) through May 2011; 2013 Survey – Graduates from August 2011 through applicants for May 2013. Response rate for the 2011 survey was 48.68%; the 2013 survey response rate was 71.43%. Refer to Appendix G for a description of survey methods and response rates, and Appendix H and Appendix I for the survey summaries, respectively.

Table 9 – Program Satisfaction

Program Satisfaction							
		1	2	3	4	5	N/A
Overall, how satisfied were you with the MBA program?	2011	0.0%	0.0%	14.3%	31.4%	54.3%	0.0%
	2013	0.0%	0.0%	10.3%	41.4%	48.3%	0.0%
How satisfied were you with the support provided by the staff while you were a student?	2011	0.0%	2.9%	2.9%	22.9%	71.4%	0.0%
	2013	0.0%	6.9%	0.0%	37.9%	55.2%	0.0%
To what degree did the MBA meet your individual hopes/needs?	2011	2.9%	0.0%	8.6%	45.7%	42.9%	0.0%
	2013	0.0%	0.0%	13.8%	44.8%	41.4%	0.0%
To what degree have you been satisfied with the overall quality and instruction of MBA courses?	2011	0.0%	2.9%	20.0%	37.1%	40.0%	0.0%
	2013	0.0%	3.4%	17.2%	51.7%	27.6%	0.0%
To what degree were you satisfied with your ability to interact with other students and faculty in the MBA program?	2011	0.0%	0.0%	14.7%	17.6%	67.6%	0.0%
	2013	0.0%	0.0%	0.0%	31.0%	65.5%	0.0%
How well did the MSBA Essentials course prepare you for the curriculum?	2011	11.4%	17.1%	22.9%	25.7%	14.3%	8.6%
	2013	3.4%	10.3%	34.5%	10.3%	34.5%	6.9%
To what degree were you given opportunities to make connections between theory and practice?	2011	0.0%	0.0%	20.6%	50.0%	29.4%	0.0%
	2013	0.0%	0.0%	10.3%	51.7%	34.5%	3.4%
How well did the MBA program prepare you for entering a chosen career or advancement in your current job?	2011	2.9%	5.7%	20.0%	31.4%	31.4%	8.6%
	2013	3.4%	6.9%	17.2%	41.4%	27.6%	3.4%

Source: MBA Graduate Surveys, 2011 and 2013.

B. ASSESSMENT REQUIREMENTS

1. Program Outcomes

Program Outcomes were established at the outset of the program. Program outcomes of the MBA program support and are consistent with the current Graduate Student Profile approved by the Graduate Studies Council of the University.

According to the Graduate Student Profile, graduates of the Fairmont State University Master's Programs should:

- *Have the ability to think logically and consistently;*
- *Integrate and synthesize knowledge;*
- *Access up-to-date knowledge and information within the discipline;*
- *Communicate in a clear, consistent, and logical manner, both orally and in writing;*
- *Understand the interrelationships between their discipline and others;*

- *Be aware of and prepared to deal with ethical dilemmas within their profession;*
- *Apply their knowledge of the discipline to real-life situations;*
- *Increasingly, adapt to the dynamic requirements of their profession and their workplace.*

MBA Program Outcomes are identified in Table 10 – *MBA Outcomes Mapped to Graduate Student Profile*. Included in Table 10 are generally used assessment measures for the respective outcome.

Table 10 – MBA Program Outcomes Mapped to Graduate Student Profile

MBA Program Outcome <i>Graduates of the Fairmont State MBA Program will...</i>	Related Graduate Student Profile	Assessment Measures
... have the ability to use various business and managerial tools to logically and consistently address organizational issues.	Developed the ability to think logically and consistently	Case studies in each course, internal and external practicum experiences, post-graduate surveys, employer surveys, business case presentations, class discussion
...be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.	Integrate and synthesize knowledge	Case studies in each course, internal and external practicum experiences, post-graduate surveys, employer surveys, business case presentations, class discussion
... be able to utilize business tools and information systems to gather and analyze internal and external organizational information.	Access up to date knowledge and information within their discipline	Case studies, exams, projects, course discussion, business case presentations, employer surveys
... have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.	Access up to date knowledge and information within their discipline	Business research cases, problems and exams, research papers and presentations
... be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.	Communicate in a clear, consistent and logical manner	Written assignments and case studies, debates, business case presentations, class discussion, employer surveys
... will understand the role of business and business education in the broader societal context; will understand the environmental impacts on business practices and will be able to make organizational decisions accordingly.	Understand the relationship between their discipline and others	Business Case studies

MBA Program Outcome	Related Graduate Student Profile	Assessment Measure
... be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.	Apply their knowledge of the discipline to real life	Cases, problems, practicum experiences, business case presentations
... will demonstrate an ability to lead organization in a dynamic and turbulent business environment.	Adapt to dynamic requirements of their profession and workplace	Case studies, business case presentations
... be able to effectively work in a team environment.		Team Projects

Source: MBA Program

MBA graduates surveyed in 2011 and in 2013 generally agree that the MBA program and their graduate studies at Fairmont State University met program and graduate study outcomes. Table 11 – *Survey Results on Program Outcomes* and Table 12 – *Survey Results on Graduate Study Outcomes* provide comparisons of the extent to which MBA graduates believed the MBA curriculum met the program outcomes and graduate studies outcomes, respectively. Refer to Questions 27 and 28 in the 2011 and 2013 survey summaries in Appendixes H and I, respectively.

Table 11 – Survey Results on Program Outcomes

To what extent did the MBA curriculum, as a whole, provide or augment your ability to:							
	Survey	1	2	3	4	5	N/A
use various business and managerial tools to logically and consistently address organizational issues?	2011	0.0%	2.9%	17.6%	44.1%	35.3%	0.0%
	2013	0.0%	0.0%	13.8%	44.8%	41.4%	0.0%
utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success?	2011	0.0%	0.0%	20.6%	38.2%	41.2%	0.0%
	2013	0.0%	3.4%	10.3%	48.3%	37.9%	0.0%
utilize business tools and information systems to gather and analyze internal and external organizational information?	2011	0.0%	5.9%	20.6%	38.2%	35.3%	0.0%
	2013	0.0%	0.0%	24.1%	44.8%	31.0%	0.0%
use various research tools to keep current in the business field and to analyze internal operations and external environmental factors?	2011	0.0%	2.9%	17.6%	41.2%	38.2%	0.0
	2013	0.0%	0.0%	24.1%	27.6%	48.3%	0.0%
communicate in various business settings in a clear, consistent and logical manner, utilizing technology to assist in these communications?	2011	0.0%	0.0%	14.7%	29.4%	55.9%	0.0%
	2013	0.0%	0.0%	0.0%	51.7%	48.3%	0.0%

understand the role of business and business education in the broader societal context, and understand the environmental impacts on business practices and will be able to make organizational decisions accordingly?	2011	0.0%	0.0%	20.6%	35.3%	44.1%	0.0%
	2013	0.0%	0.0%	3.4%	48.3%	48.3%	0.0%
to apply general business tools, knowledge, theories, and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations?	2011	0.0%	2.9%	14.7%	38.2%	44.1%	0.0%
	2013	0.0%	3.4%	10.3%	48.3%	37.9%	0.0%
demonstrate an ability to lead organizations in a dynamic and turbulent business environment?	2011	0.0%	2.9%	14.7%	38.2%	44.1%	0.0%
	2013	0.0%	0.0%	10.3%	41.4%	48.3%	0.0%

Source: MBA Graduate Surveys, 2011 and 2013.

Table 12 – Survey Results on Graduate Study Outcomes

To what extent did your graduate studies at Fairmont State University develop or further your ability to:							
	Survey	1	2	3	4	5	N/A
think logically and consistently?	2011	0.0%	5.9%	8.8%	26.5%	58.8%	0.0%
	2013	0.0%	0.0%	17.2%	34.5%	49.3%	0.0%
integrate and synthesize knowledge?	2011	0.0%	2.9%	17.6%	41.2%	38.2%	0.0%
	2013	0.0%	0.0%	20.7%	27.6%	51.7%	0.0%
access up to date knowledge and information within your discipline?	2011	0.0%	0.0%	17.6%	29.4%	52.9%	0.0%
	2013	0.0%	0.0%	24.1%	31.0%	44.8%	0.0%
communicate in a clear, consistent and logical manner?	2011	0.0%	25.9%	2.9%	29.4%	61.8%	0.0%
	2013	0.0%	0.0%	10.3%	34.5%	55.2%	0.0%
understand the relationship between your discipline and others?	2011	0.0%	0.0%	23.5%	35.3%	41.2%	0.0%
	2013	0.0%	3.6%	17.9%	42.9%	35.7%	0.0%
apply your knowledge of business to real life?	2011	0.0%	2.9%	14.7%	32.4%	50.0%	0.0%
	2013	0.0%	0.0%	10.3%	44.8%	44.8%	0.0%
adapt to dynamic requirements of your profession and workplace?	2011	0.0%	2.9%	17.6%	35.3%	44.1%	0.0%
	2013	0.0%	0.0%	17.2%	37.9%	44.8%	0.0%

Source: MBA Graduate Surveys, 2011 and 2013.

2. Course Outcomes

Course outcomes have been established for all courses in the MBA program, with exception of the MSBA 5000 – *MBA Essentials* course. Faculty members who regularly teach respective courses in the program have mapped course outcomes to the MBA program outcomes. Table 13 – *Level of Course Outcomes Application to Program Outcomes* reflects the extent to which a course outcome introduces, reinforces, or advances or applies a program outcome. Table 14 – *Level of Course Outcome Emphasis on Program Outcomes* reflects the extent to which course outcomes emphasize program

outcomes. Such emphasis may be some, moderate or at an extensive level. General graduate management education course outcomes, at a minimum, substantially emphasize program outcomes at the reinforcement or application levels.

Table 13 – Level of Course Outcomes Application to Program Outcomes

At what level do course outcomes address each program outcome?¹ Courses identified in each column indicate one or more of the course outcomes mapped to the program outcome at the respective level of application. Required courses are in bold; Elective courses are not bolded.

MBA Program Outcome Graduates of the FSU MBA program will...	Introduce	Reinforce		Advanced/Applied	
1. ... will have the ability to use various business and managerial tools to logically and consistently address organizational issues.	MSBA 5130 MSBA 5800	MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5400	MSBA 5550 MSBA 5810 MSBA 5820 MSBA 5850 MSBA 6020	MSBA 5130 MSBA 5140 MSBA 5300 MSBA 5600	MSBA 5700 MSBA 5710 MSBA 5850
2. ... will be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.	MSBA 5810	MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5200 MSBA 5300 MSBA 5550	MSBA 5810 MSBA 5820 MSBA 5850 MSBA 6000 MSBA 6010 MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5300 MSBA 5600 MSBA 5700	MSBA 5710 MSBA 5820 MSBA 6000 MSBA 6010
3. ... will be able to utilize business tools and information systems to gather and analyze internal and external organizational information.	MSBA 6020	MSBA 5130 MSBA 5200 MSBA 5300 MSBA 5400 MSBA 5550	MSBA 5850 MSBA 5700 MSBA 6010 MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300	MSBA 5600 MSBA 5700 MSBA 5710 MSBA 5810 MSBA 6010
4. ... will also have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.	MSBA 5200	MSBA 5110 MSBA 5130 MSBA 5200 MSBA 5300 MSBA 5550 MSBA 5700	MSBA 5710 MSBA 5850 MSBA 6000 MSBA 6010 MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300	MSBA 5600 MSBA 5700 MSBA 6010
5. ... will be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.		MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300 MSBA 5400 MSBA 5550	MSBA 5700 MSBA 5710 MSBA 5800 MSBA 5820 MSBA 5850 MSBA 6000 MSBA 6010	MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5200 MSBA 5400 MSBA 5550 MSBA 5600	MSBA 5800 MSBA 5810 MSBA 5820

Continued next page

MBA Program Outcome	Introduce	Reinforce		Advanced/Applied	
6. ... will understand the role of business and business education in the broader societal context will understand the environmental impacts on business practices and will be able to make organizational decisions accordingly.	MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300 MSBA 5600	MSBA 5700 MSBA 5710 MSBA 5800 MSBA 5820 MSBA 6000 MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5400 MSBA 5550	MSBA 5800 MSBA 5850 MSBA 6000
7. ... will be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.	MSBA 5810	MSBA 5100 MSBA 5100 MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300	MSBA 5400 MSBA 5550 MSBA 5800 MSBA 6000 MSBA 6020	MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5300 MSBA 5600 MSBA 5700	MSBA 5710 MSBA 5800 MSBA 5810 MSBA 5820 MSBA 5850 MSBA 6000 MSBA 6020
8. ... will demonstrate an ability to lead organization in a dynamic and turbulent business environment.	MSBA 5100 MSBA 5700	MSBA 5140 MSBA 5200 MSBA 5300 MSBA 5700	MSBA 5820 MSBA 5850 MSBA 6000 MSBA 6010	MSBA 5110 MSBA 5120 MSBA 5140	
9. ... will be able to effectively work in a team environment.		MSBA 5110 MSBA 5400 MSBA 5600 MSBA 5700	MSBA 5710 MSBA 5820 MSBA 5850 MSBA 6020	MSBA 5110 MSBA 5130 MSBA 5200 MSBA 5400	MSBA 5800 MSBA 5850 MSBA 6000

¹ – Graduate Faculty Survey, Fall 2011

Table 14 – Level of Course Outcome Emphasis of Program Outcomes

To what extent do course outcomes emphasize program outcomes?¹ Courses identified in each column indicate one or more of the course outcomes map to the program outcomes at the respective level of emphasis. Required courses are in bold; Elective courses are not bolded

MBA Program Outcome Graduates of the FSU MBA program will...	Some	Moderate		Extensive	
1. ... will have the ability to use various business and managerial tools to logically and consistently address organizational issues.	MSBA 5110 MSBA 5120 MSBA 5140 MSBA 5550 MSBA 5800	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200	MSBA 5400 MSBA 5700 MSBA 5810 MSBA 6020	MSBA 5130 MSBA 5300 MSBA 5600 MSBA 5700	MSBA 5710 MSBA 5820 MSBA 5850
2. ... will be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.	MSBA 5140 MSBA 5550 MSBA 5810	MSBA 5110 MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300	MSBA 5810 MSBA 5820 MSBA 5850 MSBA 6000 MSBA 6020	MSBA 5130 MSBA 5140 MSBA 5300 MSBA 5600 MSBA 5700	MSBA 5710 MSBA 5820 MSBA 6000 MSBA 6010
3. ... will be able to utilize business tools and information systems to gather and analyze internal and external organizational information.	MSBA 5200 MSBA 5550 MSBA 6020	MSBA 5120 MSBA 5130 MSBA 5140 MSBA 5200 MSBA 5300	MSBA 5400 MSBA 5710 MSBA 5810 MSBA 5850 MSBA 6020	MSBA 5130 MSBA 5300 MSBA 5600 MSBA 5700 MSBA 6010	
4. ... will also have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.	MSBA 5110 MSBA 5140 MSBA 5200 MSBA 5550 MSBA 5850	MSBA 5120 MSBA 5130 MSBA 5200 MSBA 5300	MSBA 5600 MSBA 6000 MSBA 6020	MSBA 5130 MSBA 5300 MSBA 5700 MSBA 5710	MSBA 5850 MSBA 6010

MBA Program Outcome	Introduce	Reinforce		Advanced/Applied	
5. ... will be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.	<i>MSBA 5110</i> <i>MSBA 5140</i> <i>MSBA 5200</i> <i>MSBA 5550</i> <i>MSBA 6020</i>	<i>MSBA 5120</i> <i>MSBA 5130</i> <i>MSBA 5200</i> <i>MSBA 5300</i> <i>MSBA 5400</i> <i>MSBA 5550</i>	<i>MSBA 5600</i> <i>MSBA 5700</i> <i>MSBA 5800</i> <i>MSBA 5850</i> <i>MSBA 6000</i> <i>MSBA 6010</i>	<i>MSBA 5110</i> <i>MSBA 5130</i> <i>MSBA 5140</i> <i>MSBA 5200</i>	<i>MSBA 5710</i> <i>MSBA 5810</i> <i>MSBA 5820</i> <i>MSBA 5800</i>
6. ... will understand the role of business and business education in the broader societal context will understand the environmental impacts on business practices and will be able to make organizational decisions accordingly.	<i>MSBA 5140</i> <i>MSBA 5200</i> <i>MSBA 5700</i>	<i>MSBA 5120</i> <i>MSBA 5130</i> <i>MSBA 5140</i> <i>MSBA 5300</i> <i>MSBA 5550</i> <i>MSBA 5600</i>	<i>MSBA 5800</i> <i>MSBA 5820</i> <i>MSBA 6000</i> <i>MSBA 6020</i>	<i>MSBA 5120</i> <i>MSBA 5130</i> <i>MSBA 5140</i> <i>MSBA 5400</i> <i>MSBA 5710</i>	<i>MSBA 5820</i> <i>MSBA 5850</i> <i>MSBA 6000</i>
7. ... will be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.	<i>MSBA 5140</i> <i>MSBA 5200</i> <i>MSBA 5550</i> <i>MSBA 5700</i>	<i>MSBA 5100</i> <i>MSBA 5120</i> <i>MSBA 5130</i> <i>MSBA 5140</i> <i>MSBA 5300</i> <i>MSBA 5400</i>	<i>MSBA 5710</i> <i>MSBA 5800</i> <i>MSBA 6020</i>	<i>MSBA 5110</i> <i>MSBA 5120</i> <i>MSBA 5130</i> <i>MSBA 5140</i> <i>MSBA 5300</i> <i>MSBA 5600</i> <i>MSBA 5700</i>	<i>MSBA 5800</i> <i>MSBA 5810</i> <i>MSBA 5820</i> <i>MSBA 5850</i> <i>MSBA 6000</i> <i>MSBA 6020</i>
8. ... will demonstrate an ability to lead organizations in a dynamic and turbulent business environment.	<i>MSBA 5200</i>	<i>MSBA 5100</i> <i>MSBA 5120</i> <i>MSBA 5140</i> <i>MSBA 5300</i>	<i>MSBA 5820</i> <i>MSBA 5850</i> <i>MSBA 6000</i> <i>MSBA 6010</i>	<i>MSBA 5110</i> <i>MSBA 5140</i>	
9. ... will be able to effectively work in a team environment.	<i>MSBA 5700</i>	<i>MSBA 5200</i> <i>MSBA 5400</i> <i>MSBA 5600</i> <i>MSBA 5710</i>	<i>MSBA 5850</i> <i>MSBA 6020</i>	<i>MSBA 5110</i> <i>MSBA 5130</i> <i>MSBA 5400</i>	<i>MSBA 6000</i> <i>MSBA 5800</i> <i>MSBA 5820</i>

[†] – Graduate Faculty Survey, Fall 2011

The MBA Essentials (MSBA 5000 – *MBA Essentials*) course was developed as a prerequisite course and is assessed through a final exam. The original course was set up as a series of modules developed by faculty to cover the primary functional areas of the MBA program and delivered as an online course. The modules included:

- Policy/Ethics
- Human Resources
- Organizational Behavior
- Marketing
- Accounting/Finance
- Information Systems
- Economics
- Project Management

Upon successful completion of the modules, which were graded on a credit/no credit basis by a faculty evaluator for the respective modules, students were allowed to proceed in the program. Using anecdotal feedback from students and an analysis of the module content, a decision was made during the 2010-2011 academic year to change the curriculum of the MSBA 5000 prerequisite course. After sufficient analysis, a decision was made to use a third-party curriculum developed by

Ivy Software, Inc. (www.ivysoftware.com). The new curriculum was deployed for the summer 2011 cohort. Six modules were selected to provide the maximum introduction for students of the Common Professional Competencies (CPC) required by the Accreditation Council for Business Schools and Programs (ACBSP), the specialized accreditor for the School of Business. The new modules cover the following topics:

- Economics
- Financial Accounting
- Information Systems
- Management
- Marketing
- Statistics

For the summer 2011 cohort, two volumes of materials were provided to students who used the materials to engage in study prior to completing a final exam on the respective module. Students are given three attempts to achieve a grade of 80% on each final exam. Students are expected to pass five of the six modules to receive credit in the course. Students not passing five of the six modules are assessed on an individual basis to determine if they may proceed in the program. For the 2012 cohort, students logged onto a site hosted by Ivy Software to access the module study materials and final exams.

In addition to improving the content, an additional benefit for using the Ivy Software material is the ability to compare the performance of Fairmont State University MBA students with students from all institutions utilizing the Ivy Software materials, as well as compare their performance with students from other ACBSP accredited schools. Table 15 – *MSBA 5000 – Business Essentials – Final Exam Scores* reflects a comparison of 2011 and 2012 performance on the final exam to all institutions and ACBSP institutions in Ivy Software’s database. Students in FSU’s MBA program perform at or above the performance of all schools in Ivy Software’s database on financial accounting, information systems, management, and marketing. Students in FSU’s MBA program perform below other schools in Economics and Statistics. Taking in consideration that approximately 45% of students entering the MBA program at FSU are from non-business backgrounds, the performance thus far does not constitute any major concerns requiring alteration of the current MSBA 5000 curriculum. Consideration is being given to provide an exemption for applicants holding a business degree, who also attain a set score on the GMAT or Major Fields Test (MFT) and/or have achieved an overall GPA at some level above the current threshold of 3.00.

Table 15 – MSBA 5000 – *Business Essentials* – Final Exam Scores (Rounded)¹

	Economics	Financial Accounting	Information Systems	Management	Marketing	Statistics
2011 Cohort	67	77	91	84	80	75
2012 Cohort	64	75	92	87	79	76
All FSU Students	66	77	92	85	80	75
ACBSP Schools ²	69	76	92	88	83	78
All Schools ²	69	77	88	82	79	78

¹ – Scores for 2011 and 2012 cohorts represent mean of means for all students' attempts per module.

² – Mean scores for ACBSP and All schools in the Ivy Software database.

3. Direct Measure and Satisfactory Performance

In addition to the direct assessment measures identified in Table 10 – *MBA Program Outcomes Mapped to Graduate Studies Outcomes*, a number of common assessment measures are identified by faculty members teaching in the program. The assessment measures used by faculty to assess MBA student performance include:

- Article Review – student selected and/or faculty assigned
- Book Review – student selected and/or faculty assigned
- Term Projects – individual and team-based
- Written Exercises and Assignments
- Case Study Analysis
- In-Class Discussions
- Chapter Presentations – written and oral
- Chapter Quizzes
- Examinations – Midterms and Finals
- Team Activities – In-class and semester-long projects

An analysis of the frequency with which individual faculty members assigned these measures by did not reveal any significant findings. Multiple faculty members use multiple direct assessment measures in their respective courses.

MBA students are expected to perform at an above-average, or “B” level. Institutional policy requires students to maintain an overall 3.00 GPA to qualify for graduation. Students may not carry more than two grades of “C” forward to graduation. Any grade less than “C” must be retaken. Students not meeting the overall 3.00 GPA by completion of 24 hours are subject to dismissal from the program. Refer to Appendix J for sample artifacts of student work used to assess progress toward performance standards.

Beginning with the spring 2013 term, Dr. Rebecca Giorcelli was appointed as the Assessment Coordinator for the School of Business. Dr. Giorcelli’s primary responsibilities will be to plan, develop and manage undergraduate and graduate processes to mainstream assessment into the School’s operations in concert with institutional efforts and ACBSP requirements.

4. Program Advisory Board

The School of Business Advisory Board serves the undergraduate programs and graduate program. The members represent area business and industry and consist of alumni as well as non-alumni. The Advisory Board meets at least once during the fall and spring terms. Refer to Appendix K for a list of the School of Business Advisory Board.

5. Previous Program Review Results

This self-study constitutes the first review cycle for Program Review of the MBA program since its inception. The program was included in a progress report submitted to The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in 2010. The HLC report was in response to the initial site visit in 2006 reviewing the graduate programs. Refer to Appendix L for the 2010 Progress Report.

The 2010 report responded to several areas in the 2006 HLC report. Those areas included:

- A. Clarification of faculty workload;*
- B. Expectations of program faculty in teaching and research/ scholarly activity;*
- C. Assessment of learning outcomes by program and administrative data collection support for programs;*
- D. Completion and implementation of a strategic plan linked to financial/ budgetary support for professional development of graduate faculty and programs;*
- E. Budget support of programs and monitoring of revenue and expenditure streams; and,*
- F. Addition of faculty to support graduate programs.*

The Higher Learning Commission accepted the report submitted in February 2010. No further reports were required until the institutional self-study related to the re-accreditation comprehensive evaluation in 2012. The comprehensive institutional self-study was submitted to the HLC in August, 2012, and a site visit was conducted in October. To date the HLC's final official response to the report and site visit has not yet been received.

III. CONSISTENCY WITH MISSION

A. Fairmont State University Mission Statement

The **Mission Statement** of Fairmont State University:

The Mission of Fairmont State University is to provide opportunities for individuals to achieve their professional and personal goals and discover roles for responsible citizenship that promote the common good.

The **Vision Statement** of Fairmont State University:

Fairmont State aspires to be nationally recognized as a model for accessible learner-centered institutions that promote student success by providing comprehensive education and excellent teaching, flexible learning environments, and superior services. 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 **Statement of Core Values** of Fairmont State University:

In its overarching desire to help transform lives, Fairmont State values:

SCHOLARSHIP: To celebrate the joy and wonder of discovery. Through rigorous scholarship, we promote critical thinking from the first class through life-long learning and ensure the development of new knowledge.

OPPORTUNITY: To grow, learn, engage, and contribute. Through accessible, quality education, we provide opportunities to grow and to discover goals, both personal and communal.

ACHIEVEMENT: To reach personal and community goals. Through disciplined effort, we facilitate and honor achievement.

RESPONSIBILITY: To fulfill obligations to ourselves, the learning community, our society, and the future. Through mutually responsible conduct, we act with integrity, we respect diversity, and we pursue an informed worldview.

B. School of Business Mission Statement

The **School of Business Vision:**

The School of Business at Fairmont State University aspires to be the preeminent regional business school in West Virginia and the surrounding area, recognized for academic excellence and for contributing to the overall development of our region and broader environment.

The **School of Business Mission:**

The School of Business at Fairmont State University is committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community.

The **School of Business Core Goals:**

In accordance with our mission statement, the School of Business is committed to the following core goals:

- *Quality Programs. Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced and global in perspective.*
- *Effective Teaching and Scholarship. Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.*
- *Improved Community. Serve as a primary source for creating and applying business knowledge to promote regional economic development.*

C. MBA Mission Statement

The MBA Program has not established separate vision and mission statements. In addition to the MBA degree, the School of Business offers three undergraduate degrees: Bachelor of Science in Accounting; Bachelor of Science in Information Systems Management; and, Bachelor of Science in Business Administration. The Bachelor of Science in Business Administration offers concentrations in Finance, General Business, Hospitality Management, Management, Marketing, and Sport Management.

The MBA program, albeit a graduate program, is consistent with and furthered through the School of Business Mission and Core Goals. In particular, the MBA program has been committed to quality programming, effective teaching and scholarship, and improved community services through its inclusion in efforts and initiatives of the School as a whole.

As an example, the Director of the University Business Center, an initiative which focuses on business development and outreach including student internships and practicums, has worked with the MBA director to improve placements for students in meaningful and challenging practicum opportunities.

The MBA program is consistent with the mission of the University and the School of Business. Additionally, the program outcomes discussed in Assessment Requirements, are consistent with mission and core values of both Fairmont State University and the School of Business.

IV. ADEQUACY

A. ACCREDITATION

The MBA program has been approved by the Higher Education Policy Commission of West Virginia (2006), and fully accredited by The Higher Learning Commission of the North Central Association of Schools and Colleges (2007).

The School of Business is accredited through the Accreditation Council for Business Schools and Programs (ACBSP). The School's MBA program has initiated the accreditation process with ACBSP and has begun its self-study. A site visit is anticipated for fall 2013.

B. FACULTY DATA

1. Faculty Characteristics

Presently, all courses in the MBA program are taught by academically or professionally qualified instructors as defined by the Accreditation Council for Business Schools and Programs (ACBSP). All MBA courses are taught by Fairmont State University faculty or adjuncts approved as members of the Graduate Faculty by the Graduate Studies Council. All MBA core courses are taught by full-time FSU School of Business faculty with one exception. One course, MSBA 6000 – *Strategic Management*, is taught by a faculty member from the College of Science and Technology. The Occupational Safety Administration courses are offered through the College of Science and Technology and are taught by a full-time faculty member from the Occupational Safety program approved as a member of the graduate faculty. All faculty members currently teaching in the MBA program are identified in Table 16 – *MBA Faculty*. Refer to Appendix M for current curriculum vitae for faculty members.

Table 16 – MBA Faculty

Faculty member	Course(s)	Academic Qualifications
Abbott, Melissa	SFTY 5510 – Business Impacts/Regulatory App SFTY 5550 – Employee Training/Comm... SFTY 6625 – Business Invest./Health & Safety SFTY 6690 – Business & Safety Practicum	Ph.D.
Gailey, Edward	MSBA 5600 – <i>Marketing for Managers</i> MSBA 5710 – <i>Operations Management</i>	D.B.A
Gilberti, Anthony	MSBA 6000 – <i>Strategic Management</i>	Ph.D.
Harvey, Richard	MSBA 5400 – <i>Business Environments</i> MSBA 5550 – <i>Financial Accounting</i>	J.D.
Jacowitz, Larry (adjunct)	MSBA 5810 – <i>Project Management</i> MSBA 5820 – <i>Advanced Project Management</i>	Ph.D.
Khalil, Mohamad	MSBA 5300 – <i>Managerial Economics</i> MSBA 5700 – <i>Quantitative Analysis</i>	Ph.D.
Kirby, Jack	MSBA 5120 – <i>Tactical Human Resource Mgt.</i> MSBA 5130 – <i>Labor Relations/Dispute Res.</i> MSBA 5140 – <i>Strategic HR Management</i>	Ed.D.
Blankenship, Joseph Lee, Frank ¹	MSBA 5200 – <i>Mgt. Information Systems</i>	D.Sc. Ph.D.
Oxley, Timothy	MSBA 5000 – <i>MBA Essentials</i> MSBA 5100 – <i>Personal Development Workshop</i> MSBA 5110 – <i>Leadership Workshop</i> MSBA 6010 – <i>Managerial Practicum</i>	Ed.D.
Surendran, Sunil	MSBA 6020 – <i>Global Experience</i>	Ph.D.
Giorcelli, Rebecca	MSBA 5850 – <i>Project Management Capstone</i>	Ph.D.
Wilson, Roger (adjunct)	MSBA 5800 – <i>Knowledge Management</i>	Ph.D.

¹ – Dr. Lee taught this course in Fall 2011

2. Faculty Load

Faculty load continues to be an issue within Graduate Studies and the School of Business. Currently, the MBA courses are taught by faculty on an overload basis.

3. Adjunct Use

Prior to 2012, three elective courses in the Project Management track have been taught by two adjuncts to the School of Business; one adjunct is academically qualified at the doctoral level, and one was professionally qualified with a master's degree and industry certification. As of the 2012 summer term, a full-time academically qualified graduate faculty member within the School of Business began teaching in lieu of the professionally qualified adjunct. Another elective course is taught by a Professor Emeritus from the School of Business. The course, *MSBA 5800 - Knowledge Management*, was developed by this faculty member. He continues to teach in an adjunct capacity through online delivery.

4. Faculty/Student Ratios

As stated under *Part II – Viability, Part A – Enrollments, Section 3 – Program Course Enrollments*, the faculty-student ratio averages 1:19 with a range of enrollment from a low of 4 students to a high of 44 students during a five-year period from fall term 2007 through spring term 2012. Refer to Table 7 – *Course Enrollments* for a five year census on course enrollments. Refer to Appendix N for a table entitled *Course Enrollments per Faculty Member Fall 2010 - Spring 2012*.

5. Research and Scholarly Activities (ACBSP)

Faculty members report their research and scholarship activities as a member of the School of Business faculty. Presently, the School of Business has not established standards for research and scholarship that differentiate between undergraduate and graduate faculty. Faculty members report activities on a biennial basis for the ACBSP Quality Assurance Report. Refer to Appendix O for faculty data as reported for the 2010-2011 and 2011-2012 academic years to ACBSP. Appendix P identifies the Scholarship and Professional Activities as reported for the 2010-2011 and 2011-2012 academic years to ACBSP. In addition, curricula vitae included in Appendix M details research and scholarly activities of current faculty members.

V. NECESSITY

A. PLACEMENT AND EMPLOYMENT OPPORTUNITIES

As a graduate general management degree, the MBA provides students with knowledge and skills suited to a wide variety of organizational roles at various levels of responsibility. The MBA degree, long considered a terminal degree among business professionals and practitioners for optimizing career potential, offers graduates a wide spectrum of employment opportunities in for-profit, non-profit, and governmental sectors.

The MBA program at Fairmont State University was originally designed to offer general management graduate education to the high-tech, governmental, and expanding business sectors in the service area of North-central West Virginia. A number of program alumni and non-traditional students entering the program are currently employed in these industries.

Table 17 – *Select Organizational Roles of MBA Graduates 2008-2013* identifies a sample of the job titles, roles, or functions performed by MBA graduates. This sampling suggests the graduate general management education is benefitting individuals primarily in mid-level and upper-level positions with a strong majority earning between \$25,000 and \$65,000 per year.

Table 17 – Select Organizational Roles of MBA Graduates 2008 - 2013

2011 Survey Respondents	2013 Survey Respondents
Accountant	Account Executive
Account Manager	Associate Engineer
Account Executive/Project Manager	Business Manager
Administrator	Chief Financial Officer (construction firm)
Business Systems Analyst	Director of Facilities
Director, Information Technology Program	Financial Reporting Manager
Logistics Manager	General Manager (hospitality property)
Manager, Surgical Services	Logistics Manager
Marketing Coordinator	Management & Program Analyst
Program Manager	Office Manager (major government program)
Program Analyst	Retail Banker
Senior Analyst, Loss Prevention & Security	Senior Budget Analyst

Source: MBA Graduate Surveys, 2011 and 2013.

Since 2008, the sluggish economy has tempered growth in the region. It is suspected that the impact of the “Great Recession” had a deleterious effect on the enrollment growth in the MBA program, coupled with a diminished effort from the institution to market the program. Even though North-central West Virginia weathered the recession better than many regions of the state and nation, modest growth is anticipated over the next four years for professional and business service employment for the primary service area and contiguous counties. While not all employment opportunities within these sectors will require an MBA degree, “professional and business service

and financial activities sectors” consist of the job functions that would most likely require general management graduate education.

Table 18 – *Employment Growth in Professional and Business Services and Financial Activities Sector by West Virginia County* indicates positive growth in these sectors in all counties, with an average annual growth in the I-79 corridor of approximately 3% for the period of 2012-2016. A total employment growth rate for the same four year period is forecast to be 14.2%. The average annual growth of the entire North-central West Virginia region, inclusive of the I-79 Corridor, is less optimistic with an annual average of 2.4%. Total employment growth for the same period for the North-central West Virginia region is 11.7%.

Table 18 – Employment Growth in Professional and Business Services and Financial Activities Sector by West Virginia County

County	Annual Average Growth 2012-2016	Total Employment Growth 2012-2016
Harrison	2.7%	14.2%
Marion	2.4%	14.2%
Monongalia	4.0%	14.2%
I-79 Corridor Average	3.06%	14.2%
Barbour	1.6%	8.4%
Doddridge	1.7%	9.0%
Lewis	2.6%	13.5%
Preston	1.5%	7.4%
Taylor	2.2%	11.4%
Upshur	2.5%	12.9%
North-central WV Region Average	2.4%	11.7%

Source: Dr. Amy Godfrey, Fairmont State University

In addition to the types of roles and/or functions being performed by MBA graduates, respondents also report that their MBA degree played at least some to a strong role in obtaining a new job or new position. For the 2011 respondents, 69.4% reported that their MBA degree played some or a strong role in changing employers or a new position, with 44.4% reporting it played a strong role. Sixty-nine percent (69%) of the 2013 respondents reported their MBA degree had some or a strong role in their new employment or position, with 48.3% reporting a strong role.

Of the respondents to the 2011 survey, 45.5% reported earnings of at least \$45,000 per year. Of those responding to the 2013 survey, 51.8% reported earnings of at least \$45,000 per year, an increase of 6.3%. Over 90% of respondents on both surveys reported being employed at the time they completed the survey – 91.7% for the 2011 survey respondents, and 93.1% for the 2013 respondents. Refer to Table 19 – *Employment & Salary Impact* for a description of these data as reported on the respective MBA alumni surveys.

Table 19 – Employment & Salary Impact

Question	2011 Survey Respondents	2013 Survey Respondents
Are you currently employed?	91.7%	93.1%
If currently employed, are you with the same employer now as when you were in the program?	Yes – 41.2% No – 58.8%	Yes – 28.6% No – 71.4%
If you changed employers or have a new position, what role did your MBA play in this transition?	Not applicable – 22.2% No role – 8.3% Some role – 25.0% Strong role – 44.4%	Not applicable – 20.7% No role – 10.3% Some role – 20.7% Strong role – 48.3%
If employed, which of the following ranges best represents your <u>current</u> salary?	Less than \$25,000 – 6.1% \$25 - \$44,999 – 48.5% \$45 – \$64,999 – 27.3% \$65 - \$84,999 – 6.1% \$85,000 or more – 12.1%	Less than \$25,000 – 11.1% \$25 - \$44,999 – 37.0% \$45 – \$64,999 – 33.3% \$65 - \$84,999 – 14.8% \$85,000 or more – 3.7%

Source: MBA Graduate Surveys, 2011 and 2013.

Overall, respondents of the 2011 and 2013 MBA Graduate Survey are satisfied that the program has prepared them for job opportunities suitable for individuals who have completed a graduate general management degree. In general, graduates are satisfied that the program prepared them with leadership skills, developed integration of functional areas of business, and honed their ability to think creatively and innovatively. Table 20 – *Satisfaction with MBA Preparation* – describes the percentage of respondents who selected their satisfaction on a scale of one to five with five being the most satisfied.

Table 20 –Satisfaction with MBA Preparation

How well were you satisfied that the MBA program prepared you for:							
		1	2	3	4	5	N/A
Gaining a global perspective	2011	0.0%	5.7%	37.1%	37.1%	20.0%	0.0%
	2013	0.0%	3.4%	24.1%	55.2%	17.2%	0.0%
Developing leadership skills	2011	0.0%	0.0%	8.6%	31.4%	60.0%	0.0%
	2013	0.0%	0.0%	6.9%	51.7%	41.4%	0.0%
Integration across functional areas of business	2011	0.0%	2.9%	2.9%	45.7%	48.6%	0.0%
	2013	0.0%	0.0%	6.9%	62.1%	31.0%	0.0%
Recognizing organizational realities and implementing decisions effectively	2011	0.0%	0.0%	5.7%	48.6%	45.7%	0.0%
	2013	0.0%	0.0%	13.8%	48.3%	37.9%	0.0%
Acting creatively and innovatively	2011	0.0%	0.0%	20.0%	51.4%	28.6%	0.0%
	2013	0.0%	0.0%	17.2%	44.8%	37.9%	0.0%
Thinking creatively and innovatively	2011	0.0%	0.0%	5.7%	28.6%	65.7%	0.0%
	2013	0.0%	0.0%	0.0%	48.3%	51.7%	0.0%
Understanding the role, responsibilities, and purpose of business	2011	0.0%	2.9%	2.9%	28.6%	65.7%	0.0%
	2013	0.0%	0.0%	6.9%	41.4%	51.7%	0.0%
Understanding the limits of models and markets	2011	0.0%	0.0%	32.4%	44.1%	23.5%	0.0%
	2013	0.0%	3.4%	17.2%	55.2%	24.1%	0.0%

Source: MBA Graduate Surveys, 2011 and 2013.

Additionally, respondents to the MBA Graduate Survey also reported that the program motivated them intellectually and was intellectually challenging. A majority of respondents also reported that the program required the use of higher order thinking skills such as analyzing and generalizing information, application of thinking and reasoning skills to decision-making, and taking into consideration accountability and ethics on issues within the business context. Table 21 – *Perception of the MBA Program Effectiveness* – describes the extent to which the program meets expectations of graduate general management study.

Table 21 – Perception of MBA Program Effectiveness

To what extent did the curriculum, content, and faculty:							
		1	2	3	4	5	N/A
Motivate you to be intellectually engaged	2011	0.0%	2.9%	11.8%	38.2%	47.1%	0.0%
	2013	0.0%	0.0%	13.8%	31.0%	55.2%	0.0%
Challenge you intellectually	2011	0.0%	2.9%	14.7%	41.2%	41.2%	0.0%
	2013	0.0%	3.4%	13.8%	31.0%	51.7%	0.0%
Provide new perspectives on functional knowledge (accounting; finance; economics; etc.)	2011	0.0%	2.9%	14.7%	35.3%	47.1%	0.0%
	2013	3.4%	6.9%	6.9%	34.5%	48.3%	0.0%
Analyze and generalize information	2011	0.0%	2.9%	5.9%	38.2%	52.9%	0.0%
	2013	0.0%	0.0%	6.9%	44.8%	48.3%	0.0%
Apply thinking and reasoning skills to decision-making	2011	0.0%	0.0%	9.1%	21.2%	69.7%	0.0%
	2013	0.0%	0.0%	10.3%	27.6%	62.1%	0.0%
Reflect on corporate accountability and/or business ethical issues	2011	0.0%	0.0%	11.8%	23.5%	64.7%	0.0
	2013	0.0%	0.0%	3.4%	27.6%	69.0%	0.0%

Source: MBA Graduate Surveys, 2011 and 2013.

B. SIMILAR PROGRAMS

The Fairmont State University MBA program service area is in close proximity to West Virginia University, Salem International University, and West Virginia Wesleyan College programs. West Virginia University and West Virginia Wesleyan College programs are direct competitors. The “hybrid” course format with evening class sessions helps to set FSU’s program apart in our service area. Table 22 – *West Virginia Master of Business Administration (MBA) Programs* offers highlights of each program as taken from the respective universities’ websites. This information provides insight into the similarities and differences among the State’s MBA programs.

Table 22 – West Virginia Master of Business Administration (MBA) Programs

University	Program Highlights
Fairmont State University	<ul style="list-style-type: none"> • 39 credit hours including 3 credit hour Business Essentials course • 15 month (full-time) and 26 month (part-time) program schedules • Evening classes • General MBA with optional concentrations in Project Management, Human Resource Management, and Occupational Safety Administration
West Virginia University	<ul style="list-style-type: none"> • 50 credit hours; 14 month program • AACSB accredited • Optional “Emphasis in Finance”
Marshall University	<ul style="list-style-type: none"> • 36-51 credit hours • Evening classes • AACSB accredited • Three locations; Huntington, Charleston, Beckley
Salem International University	<ul style="list-style-type: none"> • 36 credit hours • Concentration of either International Business or Healthcare Management • Two formats; classroom and online
Shepherd University	<ul style="list-style-type: none"> • 36 credit hours • General MBA with optional concentrations in Health Administration and Accounting
University of Charleston	<ul style="list-style-type: none"> • 36 credit hours; 16 month • Master of Business Administration and Leadership (MBAL)
West Virginia Wesleyan College	<ul style="list-style-type: none"> • 36 credit hours • General MBA with optional concentration in Health Administration
Wheeling Jesuit University	<ul style="list-style-type: none"> • 36 credit hours • Evening classes

Source: Institutional Web sites

VI. AREAS FOR IMPROVEMENT

A. PROGRAM DELIVERY

1. Distance Delivery

Recent investments in technology provide the program with the capability to deliver instruction via distance education to off-site locations. While use has been limited to date, efforts need to be pursued to increase the opportunity to deliver instruction to sites beyond the Gaston Caperton Center in Clarksburg, WV. Given recent interest from two major employers in the region for “on-site” delivery, efforts to accommodate synchronous delivery to a cohort at one or both of the employer’s locations should be pursued. These efforts may result in increased numbers of enrollees and graduates from the program, but will also further the mission of the institution and school through direct engagement with business and industry by meeting their needs for workforce education and professional development.

2. MSBA 5000 – *MBA Essentials* Course:

Based on feedback from graduates through the MBA Graduate Surveys, as well as anecdotal feedback through the advising process, an evaluation should be conducted of the relevance of the MSBA 5000 – *MBA Essentials* as a prerequisite course for all applicants. For applicants holding a B. S. in Business Administration from an ACBSP or other accredited school, and/or those scoring above a set threshold on the MFT or GRE/GMAT, consideration should be given to waiving the *MBA Essentials* course, or giving students meeting the above criteria an option of completing the course or requesting a waiver. Some students who have been out of school for several years do report that the course provides an appropriate refresher.

3. Elective Tracks/Certificate Programs

Given the very limited enrollments for the Occupational Safety Administration (OAS) track since its inception, immediate discussions should be held with the Dean of the College of Science and Technology and program faculty on the viability of continuing this track option. The initial intent of using the OSA track to incentivize students in the occupational safety program to enter the MBA program has not materialized.

With 47% of the 108 total graduates between 2007 and 2012 completing either the Project Management or Human Resource Management track, the viability seems to be self-evident. However, the relevance of the tracks may need further exploration with business and industry

leaders to determine the sufficiency and relevance of the subject matter. Other tracks or elective courses have been suggested, including but not limited to, a “sales” track.

4. MSBA 6010 – Managerial Practicum

The Project Management and Human Resource Management elective tracks and graduate certificates currently require three content courses and the MSBA 6010 – *Managerial Practicum* to complete the respective track. The practicum course has been successful in providing enrollees with exposure to research, planning, and problem resolution in real-world contexts. However, the current course is not as effective in adding educational value to individuals who have sufficient work experiences or currently working in human resources or project management positions. It has been suggested that an alternative course, such as a research and/or independent study course be added as an alternative to the MSBA 6010 for students whose circumstances are better served by this alternative course. The new research and/or independent study course may also serve the occasional graduate exchange student through the University of Calabria, Italy (UNICAL program) who is performing thesis research while at Fairmont State. The MSBA 5599 designation has been used for this purpose in the past. A formal research or independent study course would alleviate the need to obtain course approval for the MSBA 5599 from Graduate Council each time this course is offered.

B. ASSESSMENT

1. Course Outcomes

As previously described, the School of Business Assessment Coordinator and Associate Dean of the School of Business, working in concert with the institutional assessment efforts and ACBSP requirements and expectations, will update the School’s dated Assessment Plan. The Assessment Plan will include undergraduate and graduate courses and program outcomes. This plan will set forth specific processes and procedures using the institutional resources for capturing and cataloging assessment data and artifacts, will strengthen the data gathering and analysis, and develop effective approaches to improvement planning. Graduate faculty and School of Business leadership will take an active role in the development of appropriate assessment methods for graduate level courses.

2. Program Outcomes

At present, program assessment has been limited to graduate surveys, minimal constituent feedback, the reaccreditation self-study, and program review. While this data has been encouraging, more has to be done to assess the program outcomes. The MBA Director will be evaluating potential pre- and post-test instruments that may be tailored to serve as program assessment for MBA students. Instruments such as the *Major Field Test for MBA* or program assessment tests developed by *Ivy Software, Inc.*, are two such instruments that may be used that also correlate to the program outcomes as well as meet expectations for program assessment by ACBSP. It is recommended this evaluation occur immediately and be implemented as a pre-test for the summer 2013 cohort as a requirement of the MSBA 5000 – *MBA Essentials* course.

It is also recommended that more aggressive efforts be made to obtain feedback from employers of graduates. One approach that is gaining acceptance is the use of focus groups consisting of direct supervisors or human resource representatives of FSU MBA graduates. A focus group approach needs to be planned and implemented by the end of the 2013-2014 academic term.

C. ENROLLMENTS

1. Applicants

Continued efforts need to be made in strengthening the persistent and aggressive marketing of the MBA program in the service region. These efforts need to be consistent with the needs of the MBA program and within the limitations of financial resources. The last two enrollment cycles, including the current cycle, are indicative of a downward trend in total applications received. In addition to more aggressive marketing, alternative methods of delivery need to be considered such as the delivery of “on-site” opportunities as previously identified. The target of 30 new students each cohort continues to be a realistic goal given current faculty resources, but a deeper applicant pool may enable the selection of better quality students generally impacting the quality of the program.

2. Program Course enrollments

In addition to marketing the program throughout the service region, more efforts need to be made to market to undergraduates within the School of Business. A number of students are eligible for “concurrent enrollment” as permitted by the Graduate Council but few take advantage of this

opportunity. If more students would take advantage of the “concurrent enrollment” opportunity, perhaps more would be swayed to continue their graduate study upon completion of their undergraduate degree.

D. Faculty

1. Faculty Load

In concert with the Graduate Council and the Office of Provost, the School of Business needs to reevaluate its policy of course load for faculty teaching both graduate and undergraduate courses. Limited faculty resources coupled with undergraduate course demand has resulted in graduate courses being taught primarily through faculty overload. This approach is not sustainable without risk to the specialized accreditation through ACBSP.

2. Faculty Scholarship and Professional Development

Also in concert with the Graduate Council and Office of Provost, the School of Business needs to establish a policy of acceptable scholarship and professional development activities for graduate faculty that aligns with the expectation of graduate level faculty, but recognizes the uniqueness of the business disciplines. As more institutions and accreditors embrace scholarship of teaching, learning, and practice as well as the traditional forms of discovery - research and publication – acceptable expectations of and commitment by graduate faculty need to be reinforced and formalized.

APPENDICES

Appendix A – Proposed MBA Exception to Graduate Admission Policy

**Proposal for Exception to Graduate Admissions Policy
From the School of Business
to
Fairmont State University Graduate Studies Council**

The MBA program at Fairmont State University targets both traditional and non-traditional students. This approach has provided some blend of young graduate students with minimal professional experience and older, nontraditional students with relevant experiences. MBA curricula across the country range from very traditional approaches to curriculum design that stress teaching functional areas of business, to very contemporary designs that stress experiential learning, which is suggested to be the new hallmark in MBA programs (Cullen, Datar, & Garvin, 2010). The reality of many smaller, less exclusive programs is a balance between teaching functional topics (finance, accounting, strategy, leadership) and exposing students to some experiential elements (practicums, internships, externships). Some purport that the most effective approach to educate graduate students in management is to admit those who have sufficient real-world experience upon which to reflect and apply knowledge (Mintzberg, 2005). Some schools offer day-time residential programs populated by a high percentage of traditional students, and/or offer an “executive” program designed for non-traditional, experienced students. Others suggest an approach that exposes students who have little or no experience with those who have experience. Fairmont State’s MBA program is more aligned with the latter.

To focus admission decisions more heavily on the academic ability of the experienced MBA applicant to the exclusion of their professional work history provides a disadvantage to management education in general and perhaps to Fairmont’s program more specifically. One strategy to create more balance and enrich the learning experience for students without professional experience, and to increase the exposure of these students to real-world approaches, is to increase the number of experienced non-traditional students in the classroom.

The goal of this proposed exception to the current policy is to provide a greater percentage of experienced students in the MBA program by altering the standards for admission. By enabling the consideration of practical and meaningful experience of potential MBA students, it provides flexibility to forgive academic deficiencies as defined by current admission policy. The objective is to open admission opportunities to nontraditional students with progressively responsible work history who now wish to pursue graduate studies. This exception would offer some, who otherwise might be rejected an opportunity to prove themselves as provisionally admitted students at the same time bringing into the classroom their professional experience to enrich the learning environment.

An analysis conducted in the spring of 2009 comparing undergraduate overall GPA and graduate GPA found little or no correlation between the students’ undergraduate overall GPA and their current or cumulative graduate GPA. The study consisted of 43 active MBA students as of spring 2009, and 33 graduates as of December 2008. While the admissions policy of Graduate Studies requires a 2.75 overall GPA, the MBA program has used a 3.00 overall GPA or in the last 60 hours as a threshold for admission. Students who have been accepted with GPAs between 2.75 and 3.00 also have some professional experience, a strong GMAT or equivalent score, or both. Several older applicants with relevant professional experience who possessed less than the 2.75 overall GPA have been denied admission. This exception to the admission policy will allow the School of Business to have flexibility to consider professional experience as an admission criterion but maintain admission standards to help ensure consistency and fairness.

Current Graduate Studies Admission Policy

Admission to Graduate Studies at Fairmont State University requires a baccalaureate degree from a regionally accredited institution with a minimum 2.75 overall grade point average or a 3.0 grade point average on a 4.0 scale on the student’s last sixty (60) semester hours of baccalaureate degree courses.

Proposed Exception to the Admissions Policy for MBA program:

Admission to MBA program at Fairmont State University requires a baccalaureate degree from a regionally accredited institution with a minimum 2.75 overall grade point average or a 3.0 grade point average on a 4.0 scale on the student’s last sixty (60) semester hours of baccalaureate degree courses. ...GRE or GMAT scores required.

Or, Provisional Admission Option:

- Index of 950 based on (Overall GPA of 2.5 or better x 200) + minimum of 400 GMAT* score or better.
- 5 years of progressively responsible experience may substitute for either GPA **or** GMAT requirement. For sake of calculation, student will receive minimum points allowed for substitution.

*[GRE scores may be accepted and converted to a GMAT equivalent]

“Progressively responsible experience” will be defined as management, supervisory, or other responsible experience in which the applicant has decision-making or other authority over institutional resources including human, fiscal, and capital assets, and/or decision-making or other authority over sales, revenue, or policy issues. Progressive experience may be defined as having one’s duties and responsibilities expanded in the same position, or through promotions which affect the level of duties and responsibilities. This definition will serve as a general parameter as “progressively responsible experience” may have varying connotations dependent upon the position, nature and complexity of responsibilities, and the given industry or business from which the experience was obtained.

Example: Application of Exception for Students with GMAT scores:

Student #1: 2.53 GPA; 450 GMAT; 5 year work history; [(2.53 x 200) + 450 = 956]	Provisionally admit
Student #2: 2.50 GPA; 430 GMAT; 3 year work history; [(2.50 x 200) + 430 = 930]	Decline admission

Example: Application of Exception for Students substituting professional work experience for GMAT score:

Student #3: 2.75 GPA; No GMAT; 10 year work history; [(2.75 x 200) + 400 = 950]	Provisionally admit
Student #4: 2.50 GPA; No GMAT; 7 year work history; [2.50 x 200) + 400 = 900]	Decline admission

Example: Application of Exception for Students substituting professional work experience for GPA:

Student #5: 2.50 GPA; 530 GMAT; 6 year work history; [500 + 530 = 1030]	Provisionally admit
Student #6: 2.69 GPA; 410 GMAT; 5 year work history; [500 + 410 = 910]	Decline admission

Student Admission strategy:

Student #2 & #6 may retake GMAT or complete undergraduate courses to improve GPA
 Student #4 may take GMAT or complete undergraduate courses to improve GPA

Programs reviewed in development of this policy:

Peer Institutions with MBA programs:

Indiana University – Kokomo	AACSB accredited
Kentucky State University	ACBSP accredited
Mesa State College	AACSB accredited
Missouri Southern State University (in cooperation with Northwest Missouri State)	

West Virginia Institutions with MBA programs:

Marshall University	AACSB accredited
Shepherd University	IACBE accredited
West Virginia University	AACSB accredited
West Virginia Wesleyan College	IACBE accredited
Wheeling Jesuit University	
Salem International University	

[AACSB – The Association to Advance Collegiate Schools of Business
 ACBSP – Accreditation Council for Business Schools & Programs
 IACBE – International Assembly for Collegiate Business Education]

Fairmont State University School of Business is accredited by ACBSP and IACBE. The MBA program is seeking accreditation from ACBSP. Each of the three organizations above is recognized by the Council for Higher Education Accreditation (CHEA).

Sources:

Cullen, P., Datar, S., & Garvin, D (2010). *Rethinking the MBA: Business education at a crossroads*. Boston, MA: Harvard Business Press.

Mintzberg, H. (2005). *Managers not MBAs: A hard look at the soft practice of managing and management development*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Appendix B – MBA Course Descriptions



Master of Business Administration

The Master of Business Administration (MBA) degree is designed to prepare students to apply concepts and principles offered in the various business disciplines to the responsibilities of management in a variety of endeavors. The program is designed for both business and non-business undergraduate majors. Students who satisfy admission criteria and complete the MBA Essentials prerequisite course will require thirty-six (36) graduate credit hours to meet degree requirements. Of these, twenty-four (24) hours will consist of a required business core courses covering functional areas of business such as business law, economics, finance and accounting, marketing, information systems, technology, research and analysis. An additional twelve (12) hours from a list of elective courses complete the degree requirements. Students may take elective courses to fulfill one of three different specializations: Project Management; Human Resources Management; and, Occupational Safety Administration. Students on the "fast track" can complete the 36 credit hour MBA program in a period of 15 months (May - August).

All students seeking admission to the MBA program must first meet the minimum standards for graduate study. Regular admission to any graduate degree program at Fairmont State University requires a baccalaureate degree from a regionally accredited institution, and a minimum 2.75 overall undergraduate grade point average (GPA) (4.0 scale) or a 3.0 GPA on the last 60 hours attempted.

Official transcripts are required to be submitted from all institutions attended. Additionally, applicants are required to submit scores on the Graduate Management Aptitude Test (GMAT), or the Graduate Record Exam (GRE). Scores more than five years old are not accepted. While undergraduate GPA and test scores will be measures used to determine a prospective student's chances of success, letters of recommendation, a statement of purpose and interviews may also be utilized. Applicants who do not meet all minimum admission criteria may be admitted provisionally, applying at least 5 years of progressively responsible work experience as an additional measure.

In order to graduate, students must maintain a 3.00 overall GPA and earn not more than 2 grades of "C" on courses to be counted toward graduation.

Prerequisite Course:

MSBA 5000 MBA Essentials

Required Core Courses: 24 Hours

MSBA 5110 Leadership Workshop
MSBA 5200 Management Information Systems
MSBA 5300 Managerial Economics
MSBA 5400 Business Environments
MSBA 5550 Financial Accounting
MSBA 5600 Marketing for Managers
MSBA 5700 Quantitative Analysis
MSBA 6000 Strategic Management

Elective Courses: 12 hours

MSBA 5100 Personal Development Workshop
MSBA 5120 Tactical Human Resources Practices (HR Track)
MSBA 5130 Labor Relations and Dispute Resolution (HR Track)
MSBA 5140 Strategic Human Resources Management (HR Track)

MSBA 5610	Supply Chain Management
MSBA 5710	Operations Management
MSBA 5800	Knowledge Management
MSBA 5810	Project Management (PM Track)
MSBA 5820	Advanced Project Management (PM Track)
MSBA 5850	Project Management Capstone (PM Track)
MSBA 6010	Managerial Practicum (HR & PM Tracks)
MSBA 6020	Global Experience (may involve international travel requirement)
SFTY 5510	Business Impacts of Regulatory Applications (OSA Track)
SFTY 5550	Employee Training and Communications in Safety and Health (OSA Track)
SFTY 6625	Business Investments of Health and Safety (OSA Track)
SFTY 6690	Business and Safety Student Practicum (OSA Track)

MSBA 5000 MBA Essentials (3 hours)

The MBA Essentials is designed as an efficient method to convey core business concepts and to begin a team-building process among the MBA students that will continue throughout the program. Essentials will be an intensive, one-semester, three credit-hour experience that mixes internet and in-class learning of core business concepts and terminology. Students will use knowledge from the core areas to integrate their prior learning and business experience, and develop the cross functional approach to business problem solving that is required for the 21st century. (*Prerequisite Course – Graded on a Credit/No Credit basis*)

MSBA 5100 Personal Development Workshop (3 hours)

The course will focus on self assessment, development and actualization issues. Autobiography and biographic exercises will be used to explore the self. Also, topics such as work-life balance, personal financial management, career planning will be discussed. (*Elective Course*)

MSBA 5110 Leadership Workshop (3 hours)

The class will examine human behavior in organizations at the individual, interpersonal and group levels. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also involve motivation theories, communication, and group decision theories for managerial applications. The class will look at how we can design jobs and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life and employee attitudes and achievement. (*Core Course*)

MSBA 5120 Tactical Human Resources Practices (3 hours)

Students will learn about the four primary functions of HRM – staffing, training and development, motivation and maintenance. Students will also learn how to apply the tactics in each of these functions in a legal, practical and ethical manner in the workplace. This course will combine lecture and case study methodology. (*Elective Course*)

MSBA 5130 Labor Relations and Dispute Resolution (3 hours)

This course will focus on labor-management relations in the U. S., particularly in a unionized environment. The course will begin by covering the history of labor-management relations as well as the major legislation and court precedents that govern labor relations in the U.S. The main emphasis of the course will be on understanding dispute resolution processes and emerging issues in dispute resolution through a heavy reliance on case study analysis. (*Elective Course*)

MSBA 5140 Strategic Human Resources Management (3 hours)

Students will learn to apply Human Resource practices in a strategic manner and also to balance their role as strategic business partner and employee advocate in today's dynamic business environment. This course will be delivered primarily in a case study method. (*Elective Course*)

MSBA 5200 Management Information Systems (3 hours)

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision making. Here, topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using the spreadsheet technology. (*Core Course*)

MSBA 5300 Managerial Economics (3 hours)

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories, and methodologies in a strategic manner to enhance corporate performance. Students will also analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics, tools and procedures in the modern business environment. (*Core Course*)

MSBA 5400 Business Environments (3 hours)

This course is designed to introduce current developments involving societal and ethical challenges modern society presents to the corporate environment. Emphasis will be placed on areas such as stakeholders, corporate citizenship, social responsibility, globalization, and ethics. (*Core Course*)

MSBA 5550 Financial Reporting and Analysis (3 hours)

Through the concentration on the accounting side of financial statements, students gain a basic understanding of GAAP and the accounting model in order to recognize the limits of financial reports while evaluating liquidity, debt, and profitability. The course will combine ethics, financial theory, case studies and internet based projects. (*Core Course*)

MSBA 5600 Marketing for Managers (3 hours)

The course will introduce marketing research and consumer behavior to the students. Topics such as product policy, pricing, promotion and distribution will be discussed. Case studies will be used to apply the concepts of marketing in the class. (*Core Course*)

MSBA 5610 Supply Chain Management (3 hours)

The course will cover the topics of logistics and distribution management. Topics such as inventory management, transportations, warehousing, procurement, location analysis, electronic data interchange, web applications in B-B transactions, etc. will be discussed. (*Elective Course*)

MSBA 5700 Quantitative Analysis (3 hours)

This class will cover descriptive and inferential statistics. Concepts such as probability, distribution, estimation, hypothesis tests, correlation and regression, Chi-square tests as well as nonparametric methods will be stressed. Emphasis will be on quantitative analysis for managerial decision-making. (*Core Course*)

MSBA 5710 Operations Management (3 hours)

The purpose of this course is to provide students with a sound conceptual understanding of the role that management science plays in the decision-making process. The focus is on the part of management science referred to as quantitative approaches to decision making. This course will cover several quantitative techniques that are used in decision making processes such as linear programming, transportation problems, project management, inventory models, waiting line models, decision analysis, and forecasting. (*Elective Course*)

MSBA 5800 Knowledge Management (3 hours)

This online course will provide students with a background in the development of Knowledge Management, KM models, how to capture, codify, and share knowledge within the organizational culture, various strategies and metrics, the KM Team, and future challenges for KM. It is a course based on not merely learning concepts, but also applying those concepts to facilitate business processes in a team effort. (*Elective Course*)

MSBA 5810 Project Management (3 hours)

The course introduces the concepts of operations research, scheduling, optimization and network techniques. The course will also cover on contract management especially with a focus on the government sector. Contract bidding, specifications compliance and other topics related to the industrial and government projects will be discussed. (*Elective Course*)

MSBA 5820 Advanced Project Management (3 hours)

Students will learn the how to initiate, plan, execute, control, and close projects. This course builds on the foundation knowledge gained in the Introduction to Project Management course. This is an in-depth focus on the practical application of project management skills. The course format will combine lecture and case study methodology. (*Elective Course*)

MSBA 5850 Project Management Capstone (3 hours)

This course allows students to gain comprehensive project management knowledge. The content addresses detailed coverage of the nine Knowledge Area and five Process Groups identified by the Project Management Institute and contained in A Guide to the Project Management Body of Knowledge (PMBOK® Guide). It also exposes students to best practices required to pass national certifications in project management and offers tips for passing the exam. Course time and material aligns with the area of emphasis of the PMP exam in five process groups: Project Initiation, Project Planning, Project Execution, Project Monitoring and Control, Project Closure, Professional Responsibility. (*Elective Course*)

MSBA 6000 Strategic Management (3 hours)

This course will enable students to identify, comprehend and appraise an organization's strategies and policies. Topic will include industry and competitive analysis, corporate and competitive strategies, competing in global, fragmented and integrated industries. The course provides students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions. This course is designed to offer a capstone experience in which students will assimilate the various methods, concepts, and leadership tools offered throughout the MBA program. (*Core Capstone Course*)

MSBA 6010 Managerial Practicum (3 hours)

Students will work with a regional organization (i.e. business, non-profit, health care, etc) to solve real world problems in the role of an independent consultant. Students will work with the employer to identify the managerial issues and will apply learning from their coursework to solve these issues. Students will make a presentation to the local employer and will submit a written case analysis of their project. *(Elective Course – Graded on a Credit/No Credit Basis)*

MSBA 6020 Global Experience (3 hours)

This course is designed to expose students to international markets. It is intended to provide students with an understanding of the short-run and long-run decisions that managers of multinational business must make in the course of formulating and implementing specific business plans, along with an in-depth exposure to the techniques and tools that are available for use by international managers. This course may involve a international study tour abroad. *(Elective Course)*

Occupation Safety Administration Track (College of Science and Technology)

SFTY 5510 Business Impacts of Regulatory Applications (3 hours)

This course is designed to introduce the student to an understanding of various federal regulations applicable to the safety profession and how these regulations can impact business operations. These regulations include but are not limited to, OSHA, EPA, RCRA, CWA, CAA, DOT, etc. *(Elective Course)*

SFTY 5550 Employee Training and Communications in Safety and Health (3 hours)

Students learn to apply various employee training andragogies for effective employee. Diverse and varied communication skills shall be covered including but not limited to, electronic, verbal, written and graphic. *(Elective Course)*

SFTY 6625 Business Investments of Health and Safety (3 hours)

This course will address how business can use occupational safety and health improvements and initiatives for long-term planning, operations management, and other decision-making. This course will involve the review of business applications in safety and the financial obligations and benefits of a successful safety program. Actual corporate case studies will be used within the course. (PR: SFTY 5510) *(Elective Course)*

SFTY 6690 Business and Safety Student Practicum (3 hours)

Students shall lead a successful safety project utilizing current regulatory applications and positive business practices. Upon completion of the project students must be able to demonstrate how the project has successfully improved business practices. (PR/CR: SFTY 6625) *(Elective Course)*

Appendix C – Current Syllabi

Syllabus: MSBA-5000 - MSBA-5000-01 Summer 2012

Section Information: MSBA-5000-01 Summer 2012

Course Name MSBA-5000

Course Description MSBA Essentials

Course Instructor

Timothy R. Oxley - Course Coordinator

Dr. Oxley will be the coordinator and primary contact person for this course. Contact should be made through the mail function of this course unless other instructions are provided.

Course Format

The course is designed in a module format. Each module will contain readings, exercises or problems, sample tests, and a final test assessment provided by a third party, Ivy Software. All material, including the final tests, will be accessed via links to their web site.

Instructions on accessing the Ivy Software modules will be emailed to you via your Fairmont State University email account. Please refer to these instructions. A toll-free number (800-342-5489) and email address (ivytech@ivysoftware.com) are listed if you have problems with accessing the sites. A file on the main course page will give you a view of the email you should receive.

Ivy Software course modules are formatted for PC platform. They are not formatted to work efficiently with Mac computers.

Students must complete ALL SIX modules and you must receive CREDIT in at least FIVE of the modules to receive credit for the course. If you receive credit in the first five, that doesn't mean you do not have to complete the sixth module. To receive credit, students must achieve an 80% on the final test. Students will have three attempts to achieve this grade. If this benchmark is not achieved, students should re-study the module before retaking the final test. Once you receive the requisite 80%, move on to the next module. It doesn't benefit you to try to improve your score once you achieve the 80%.

The six modules include:

- Financial Accounting: A Management Perspective;
- Business Math and Statistics;
- Fundamentals of Economics;

- Principles of Management: The Critical Essentials;
- Principles of Marketing;
- Information Systems: Fundamentals for Managers.

The course is self-paced, but students must have the first three modules completed by June 23rd, or the end of the fifth week of the summer term. All modules must be completed by July 26th, the last day of the summer term.

Software requirements

Introduction You will need the following plugin for this course: Note: This link will open in a new window. Close the window to get back to the course.

Requirements [Adobe Acrobat Reader](http://www.adobe.com/products/acrobat/readstep.html)
[\(http://www.adobe.com/products/acrobat/readstep.html\)](http://www.adobe.com/products/acrobat/readstep.html)

Writing Standards

Effective educators, managers, and leaders are also effective communicators. Written communication is an important element of the total communication process. The Office of Graduate Studies recognizes and expects exemplary writing to be the norm for all graduate course work. To this end, all papers, individual and group, must demonstrate graduate level writing ability and comply with the format requirements of the particular field. Careful attention should be given to source citations, proper listing of references, representation of numbers, and the presentation of tables and figures.

Legal Notices

Copyright Notice

The third-party materials created for this course are the intellectual property of Ivy Software, Inc and any course materials are those of the instructor. These include, but are not limited to, the syllabus, lectures, printed handouts, and pages and files on the course web site whose intellectual ownership is not otherwise indicated. Except to the extent not protected by copyright law, any use, distribution, or sale of such materials in any format—printed or electronic—requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class lectures or class notes, unless copyright has been explicitly waived by the instructor.

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage

academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern.

Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Plagiarism includes, but is not limited to the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Notes taken for papers should accurately record sources of material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources in the footnotes. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

The penalties for plagiarism include a zero on the assignment or a grade of 'F' on the work in question, a grade of 'F' in the course, and possible suspension from the University.

Disability Services

Services are available to any student, full or part-time, who has a need because of a documented disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686 or TYY (304) 367-4906.

Social Justice

You have the right to expect that the instructors will be available, provide timely responses, and that they will not harass or humiliate or in any sense "put you down" as you participate in this class or ask or answer questions. You also have the right to ask any appropriate questions of the instructors to assist you in understanding the materials and to question any comments or answers they may offer, all without fear of harassment or "retaliation" from them. Finally, you have the right to expect that the instructors will not discriminate against any of you on the basis of race, gender, religion, national origin, age, or political beliefs - or any other basis. They would appreciate the same courtesies from you.

Grading Policy

Evaluation and Grading

Your performance in the course will be evaluated by the completion of assignments, discussions, and other activities indicated in the content modules. You are to complete **ALL SIX** modules. In order to receive credit for the course, you must receive credit in at least **FIVE** of the six modules. Failure to complete a module could result in **No Credit** for the course.

The grading scale is as follows:

- **Credit = Good, meets Standard**
- **No Credit = Below Standard, Failure**

*The grade of **Credit** represents the benchmark for the course. It indicates that the student has demonstrated competency in the subject matter of the course, i.e., the student has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, reasoned, well organized and grammatically correct responses.*

Students who do not meet the benchmark standard of competency fall within the **No Credit** range. They, in effect, have not met course standards. Where this failure is substantial, they will receive a grade of **No Credit**.

Final Tests

A grade of 80% will need to be achieved on the Final Tests for each module to received credit for that module. Failure to achieve an 80% after three (3) attempts, will result in No Credit (NC) for the module.

Class Schedule

Students must complete three modules by June 23rd. The remaining three modules must be completed by July 26th.

Instructor Information

Dr. Timothy Oxley

Associate Professor of Business

MBA Program Director

Fairmont State University

Jaynes Hall Room 115

Fairmont, West Virginia 26554

(304) 367-4728

Timothy.Oxley@fairmontstate.edu

Section Instructor: Timothy Oxley

E-mail

Timothy.Oxley@fairmontstate.edu

Syllabus: MSBA-5100 - MSBA-5100-01 Summer 2012

Section Information: MSBA-5100-01 Summer 2012

Course Name MSBA-5100

Course Description Personal Development Workshop

Section Instructor: Timothy Oxley

E-mail Timothy.Oxley@fairmontstate.edu

Instructor Information

Dr. Timothy Oxley

Associate Professor of Business

MBA Program Director

Fairmont State University

Jaynes Hall Room 115

1201 Locust Avenue

Fairmont, West Virginia 26554

(304) 367-4728

Teaching Assistant: Richard Harvey

E-mail Richard.Harvey@fairmontstate.edu

Course Description

The course will focus on self-assessment, self-management, and interpersonal skill development. Individual and group exercises, film and literature will be used to explore the self, to engage in activities with others, and to allow for meaningful introspection into one's own values, motivation, and ethics. Topics such as work-life balance, personal financial

management, career planning will be explored. (Elective Course)

Learning Outcomes

Upon completion of the course, students should be able to:

1. Write concise, clear, correct, and coherent narratives reflecting personal emotions, values, and beliefs;
2. Make a purposeful and reflective judgment of values and actions of fictional characters of film and literature and relate to their own lives; and,
3. Define self-leadership and develop personal strategies for self-improvement.

Required Material

Texts:

Neck, C., & Manz, C (2010). *Mastering self-leadership: Empowering yourself for personal excellence*. (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Robbins, S. (2009). *Self-assessment library: Insights into your skills, interests and abilities*. (Version 3.4). Upper Saddle River, NJ: Pearson Prentice Hall.

The Arbinger Institute (2010). *Leadership and self-deception: Getting out of the box*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Required Materials:

Hartwick Classic Leadership Cases™ "The Hartwick Humanities in Management Institute

(1) Participant Guide for Mr. Holland's Opus

(2) Participant Guide for Arthur Miller's All My Sons (includes book with play)

(3) Participant Guide for Don Quixote

Course Policies

The following course policies will be in effect throughout this course:

1. Assignments marked as "LATE: in the Assignment Dropbox will carry a 10% point reduction of the total points available.
2. No assignment will be accepted that is not submitted as instructed either in the dropbox or as an attachment. **Please pay attention to assignment instructions.**
3. No assignment is to be submitted through the email function in Blackboard or to the Instructor's FSU email account without express permission to do so. This permission will only be for the assignment in question and is not to be construed as permission to do so for subsequent assignments.
4. If you are experiencing problems with Blackboard, first check your browser through the Blackboard main page. Second, you may contact the IT Solution Center at 367-4810.
5. Students who encounter problems or issues with the course should use the communication functions to inform the instructor.

Course Objectives

1. To constructively engage students' critical thinking and analytical skills in self-assessment to further their understanding of individual values, motivation, and ethics.
2. To improve students' expressive and expository writing skills and research capabilities.

3. To encourage students to purposefully engage in self-improvement through thoughtful analysis of contemporary and classic literature and film.
4. To expose students to an environment of graduate level learning and emphasize the importance of self-directed and life-long learning in career and personal success.

Course Requirements

Students will be required to read and/or complete each assignment prior to class or the due date. Due dates for course requirements may be found in the course outline. Most assignments will require posting and reading and responding to other posts. All written assignments, unless otherwise stated, should be written for sharing with classmates. Responses to posts will be due and will be graded as part of the overall assignment.

Students will be required to research and write three short expository essays of no less than three and no more than five pages on the following topics: (a) Professional and career perspectives of the Master of Business Administration; (b) Personal financial management; (c) Work-life balance and stress management. Students will need to perform a literature review (research and select at least five articles regarding the topic), read and synthesize the literature, and write a critical analysis of the literature chosen. The essay should follow a traditional format which includes an introduction paragraph, body of one or more paragraphs, and a summary. The introductory paragraph should contain the thesis statement. Provide citations for all works used. Format should generally follow the description below for use in all written assignments.

Written assignments must be typewritten and provided in a format as described:

- a. No more than 1 inch margins.
- b. No larger than 12 point font.
- c. Title pages should be included where

appropriate with name, title or assignment name, and date of submission.

- d. References must be cited using APA format. Papers containing plagiarized material will receive zero points – no exceptions.
- e. Late papers will receive a grade reduction.

Students will be required to complete three assignments using the Hartwick Classic Leadership Cases™ published by the Hartwick Humanities in Management Institute. The assigned cases will include one film case, Mr. Holland's Opus, and two literature cases, All My Sons and Don Quixote. Students will be responsible for reading each case participant's guide and responding to a series of questions or other instructions for submission or posting. More detailed instructions will appear in each Module and on the assignment page.

Students will be required to read five classic or neoclassic articles that were originally published in the Harvard Business Review and write a post or response as provided in the assignment instructions. The articles and instructions will be found in the assignment page.

Students will be required to compose five introspective essays to be submitted via attachments. Each essay will relate to the topics and activities requiring some critical analysis and reflective synthesis relating personally to the student. This assignment will not be posted, but attached as a "doc," "docx," or "rtf" document.

Members of the class will be assigned to a group for the purpose of completing an activity. Each group will be required to develop a PowerPoint used to teach the material in the assigned chapters of the Arbinger Institute text. This assignment will have due dates at intervals throughout the semester. The assignment will culminate in a series of Powerpoint slides that can be used to teach others. Once you have completed the task, a member of the group will need to take the responsibility to submit the assignment on the group's behalf. The group can decide if the same person will do this each time, or will assign this task to a new volunteer. The groups will not change throughout the session, and if someone

drops or withdraws from the class, the remaining members of the group will carry on. Groups may decide on their own format for the assignment. Grades will be based on the group performance. Grades will be based on a rubric that will be attached to the assignment and will include completeness, style, presentation, and format of the slides, and discussions of the participants.

Working in Groups: Remember that successful groups depend on each member actively "pulling his/her own weight." There are a number of ways to ensure this, including assigning specific roles to each group member. It is a good idea to rotate the assignments as much as possible. Group postings will be monitored to determine who is actively participating. Meetings outside the virtual classroom are not advised. If you meet outside of the discussion forum, I will not be able to monitor each members participation and thus will not be able to make adequate assessment of each participant's level of contribution.

Module Schedule

Module	Date Open - Date Close
Module I	May 21 - June 3
Module II	June 4 - June 17
Module III	June 18 - July 1
Module IV	July 2 - July 15
Module V	July 16 - July 26

Refer to Course Calendar for due dates of individual assignments.

Grading

Neck & Manz posts (7 @ 50 points)	350 points
TeamAssignmentPowerpoint (4 @ 50 points)	200 points
Hartwick Classic Leadership Cases (4 @ 50 points)	200 points

Expository Essays (3 @ 50 points each)	150 points
Harvard Business Review Classic Articles (5 @ 50 points)	250 points
Introspective Essays (5 @ 50 points)	250 points
TOTAL	1400 points

Instructor's Schedule

The instructor will generally log onto the course based on the following schedule. Times may vary before and after the stated times, but will consist of at least two times each week day. There may be times that the instructor may be unavailable for a few days due to travel, etc. Notice will be given via the e-mail and announcement functions in advance.

Sunday	After 6:00 PM.
Monday	Before 10:00 AM and After 6:00 PM
Tuesday	Before 10:00 AM and After 6:00 PM
Wednesday	Before 10:00 AM and After 6:00 PM
Thursday	Before 10:00 AM and After 6:00 PM
Friday	Before 10:00 AM and After 6:00 PM
Saturday	Unavailable

Grading Scale

A	1260 - 1400 points
B	1120 - 1259 points
C	980 - 1119 points
D	840 - 979 points
F	839 or less

The grading scale in effect at Fairmont State University will be in accordance with official college policy. Students should consult a current college catalog for a more detailed explanation of grading.

Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906. E-mail: apammer@fairmontstate.edu

Copyright Notice

Material presented in this course may be protected by copyright law.

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

SYLLABUS

Schedule: Thursday; 6:00 – 8:50 pm
Location: Room 117 – Jaynes Hall, Fairmont State University
Instructor: Timothy R. Oxley, Ed.D.
Office: Room 109-B – Jaynes Hall
Office Hours: Monday – Friday: 9:00 AM – 3:00 PM
Thursday: 5:00 PM – 6:00 PM on face-to-face dates of MSBA 5110
Phone: Office: 367- 4183 **Email:** Timothy.Oxley@fairmontstate.edu

Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.

HERBERT A. SIMON

Communications:

Personal communications should occur during office hours. One-to-one contact before and after class is welcome, but should be kept to a minimum and not impede classroom activities. The preferred and most efficient means of communicating is through Blackboard/VISTA for this course. Fairmont State email may be used but should be in addition to the mail function in Blackboard. Instructor usually responds to emails as quickly as possible. Blackboard is being used in part to deliver this course and therefore will be monitored frequently.

Mass communications to this class will occur through Blackboard message email function. FSU email will be used as a secondary means when warranted. In order to prepare for academic continuity in the event of an extended disruption in classes, each student will be required to submit alternate email addresses if available, cell phone and home phone numbers. This information will only be used for classroom management purposes

Course Description:

The course will examine leadership in organizations at the individual, interpersonal and group levels. Students will acquaint themselves with an array of contemporary leadership theories and literature. Emphasis will be on self-assessment, exploration, and application of the material to the student's personal leadership strategies, philosophy, and/or performance. The course will explore techniques for the development of team building, leadership and conflict resolution skills. Attention will be given to application of theories and practices to organizational problems and will study and analyze leadership practices through case study approach.

Required Materials:

Yukl, G (2013). *Leadership in Organizations* (8th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

STUDENTS ARE EXPECTED TO PURCHASE OR RENT A TEXT FOR THIS COURSE.

Due to the price of text books, some students may choose to attempt this course without a text. Lack of access to a text will not be a valid excuse for submitting homework late and/or delaying an exam. The instructor cannot guarantee a text will be on reserve in the library or the availability if one is placed on reserve.

DO NOT ASK TO BORROW THE INSTRUCTOR'S COPY.

It is the student's responsibility to ensure their access to or procurement of the correct edition of the assigned text for this course.

Courses Objectives:

1. To constructively engage students in the study of organizational leadership through theory, practice and case analysis.
2. To foster further growth of students' critical thinking and analytical skills in self assessment to further their understanding of individual values, motivation, and ethics in relationship to leadership.
3. To improve students' expressive and expository writing skills and research capabilities.
4. To encourage students to purposefully engage in self study of the theory and practice of organizational leadership toward continual self improvement in leadership skills, abilities, and strategies.
5. To expose students to an environment of graduate level learning and emphasize the importance of self-directed and life-long learning in career and personal success.

Learning Outcomes:

At the end of this course, students will be able to:

1. Describe and/or distinguish between various contemporary organizational leadership theories, models, and constructs through exercise of critical thinking and analytical skills. [To be assessed by written case analyses; examinations]
2. Demonstrate the ability to know when and how to lead in various contexts taking into consideration the followers and situation. [To be assessed by written case analyses; leadership in film assignments]
3. Explain and defend personal leadership values and preferred approaches to leadership with others [To be assessed by group case discussions and peer evaluations; leadership in print and leadership in film assignments]
4. Effectively engage in small group leadership and followership to achieve organizational outcomes and reflect on one's contribution as well as the contributions of others. [To be assessed by group case discussions and peer evaluations; participation in in-class exercises, games, and/or simulations.]

Course Requirements:

1. Students will be required to **read and complete each assignment** prior to class or the due date. Class time will be devoted to exploring the material, engaging in discussion, group activities, and/or presentations. Due dates for course requirements may be found in the course outline. Unless otherwise instructed, all postings will be due by 11:59 PM on the dates described.
2. Students will be required to complete **two assessments**: one at mid-term of the course, and a final. The assessments will be administered via BLACKBOARD as a timed examination. The assessments will focus on major theories, constructs, and terms. The assessments may consist of multiple choice questions, short essay questions, case analysis, and or performance task analysis.
3. Students will be required to post written responses to assigned **case analyses** as well as engage in group discussion and presentation in face-to-face meetings. The cases are identified in the Course Outline. Respond to all questions. Responses should be sufficiently thorough to adequately answer the case meaningfully incorporating critical case elements with theory and reading material, but succinct enough to hold attention of the reader. Additional cases for graded submission may be assigned at the discretion of the instructor.
4. "Leadership in Print" Assignment:

Students will be required to read and write a **book review** on a popular press book of his or her choosing related to leadership. Popular or commercial press books are typically published for the

general public or specific target segments within that market. The selected book should be worthy of recommendation for inclusion in a bibliography to be shared with colleagues and class peers. The book report will contain the following:

- a. An annotated bibliographical reference. This reference must be on a separate page for sharing during the last class period.
- b. Narrative summary of the major concepts in the book. Do not simply outline the chapters, but synthesize and summarize the book's tenants.
- c. Implications of these concepts for leadership development or leadership skill building.
- d. The student's personal recommendations as to the relevance of this book including its impact, meaning, and/or significance for them personally.

5. "Leadership in Film" Assignment:

Students will be required to perform a leadership **analysis** of a major character from a **popular film** of their choice. Purposefully view the film multiple times if necessary. To be feasible for this assignment, the movie must include a detailed description of leader behavior, the context for the actions, and the outcomes. It is also better if the movie does not have stereotyped "good" and "bad" leaders, but rather involves complex characters who have both strengths and weaknesses. Docudramas based partly or entirely on actual persons and events are much more useful than movies that have no foundation in real events. There are many good movies, but a few examples include "Gettysburg" (about key events in the Civil War battle), "The Crossing" (about George Washington and the battle of Trenton), and "Thirteen Days" (about the Cuban missile crisis). The written narrative should contain an analysis of the following:

- a. Describe the character in sufficient detail including values, traits, characteristics, and roles in order that the reader should have a clear understanding of the character. If the character is based on a real person, provide some historical perspective on the real character in contrast or comparison with the film version. If the character is fictional, make sure the description is thorough.
- b. Describe the context in which the character finds himself or herself from an organizational perspective. The character's leader behaviors and positive or negative outcomes should be clear. What are the general culture, atmosphere, and circumstances which exists pre, and post the entrance of the character?
- c. Thorough rationale as to why this character was chosen, the leadership context, their leadership style, and/or why you believe they are a good example of leadership in practice. Be sure to identify both the strengths and weaknesses of their leadership characteristics, traits, and/or skills.
- d. Why does this character resonate with you? How do you relate to this character reflecting on your own leadership abilities? Was the behavior of the leader effective or ineffective?
- e. What could or should the character have done to reduce the conflict and impact(s) on their relationship with subordinates, peers, or others influenced by them?
- f. What lessons for leadership are evident, or not so evident, from the character? Incorporate theory and leadership constructs to support your analysis and recommendations. All sources should be properly cited.

6. Team Project

Students will be assigned to a semester long team for the purpose of developing a **team project**. The project may change from term to term, a description of which will be provided to the students with sufficient time to complete the project. Each student will be given an individual grade equivalent to 60 percent of the total points available. The remaining points will be allocated at 20 percent each for their individual team performance and the team's presentation at the conclusion of the project. The team will submit a project deliverable (report, analysis, handbook, etc.) and each member will separately submit a narrative that critiques their individual team performance, their role, and the role and performance of their individual team members. Team PowerPoint presentations will be provided to the instructor via attachment to an email in Blackboard/Vista.

7. Reflection on Team Engagement

Students will be required to complete a **team engagement evaluation** consisting of evaluation of each member of the teams to which you are assigned, comments on observations, and reflection of the level of productivity, personal emotions, and proficiency of the group. This reflection will be submitted after the conclusion of each week of face-to-face meetings in which a team engagement activity is held. A format will be provided by the instructor. A more detailed evaluation will be part of the semester-long team assignment using an instructor-provided rubric.

8. Formats for written assignments should follow these general guidelines.
- Written assignments must be typewritten and provided in a format as described:
 - No more than 1 inch margins. No larger than 12 point font.
 - Title pages should be included where appropriate with name, title or assignment name, and date of submission.
 - When citing references use APA format. Papers containing plagiarized material will receive zero points – no exceptions.
 - Unless otherwise noted, **ALL** assignments will be submitted via BLACKBOARD and are to be uploaded as PDF assignments. Any submission not in **PDF** format will not be graded.
 - Late submissions will carry point reductions of 5% for each day the assignment is late.
 - For Responses to Case Questions, type each question single-spaced, double space and type body of responses double-spaced. Names should appear in the upper left corner.
9. All assignments and exams submitted for grading are the property of Fairmont State University and the instructor.
10. **Class participation** is important and attendance is required. Points will be given for attendance and active class participation. Participation will include actively engaging in any group activities, and taking part in class discussions. If you miss a class, you will not only miss the points for the class participation, but subsequent points for assignments related to that specific class period.
11. **Assessment and Course Evaluations:** Feedback on each course and instructor is important to the University, your professor, and to all FSU students. FSU has the responsibility to assess the effectiveness of classroom instruction, and each student has the responsibility to provide accurate and timely feedback through completion of the online course evaluation form. This should be viewed as an additional course and business program requirement. Programmatic assessment in the School of Business includes the Major Field Test (MFT). If you are selected to take the MFT, your participation should be considered an additional course requirement.

Attendance Policy:

Class participation is important and attendance is required. The instructor reserves the right to assess classroom participation points based upon the contributions made to classroom discussions and activities.

Points are assigned for attendance and awarded at the beginning of the semester. Attendance grades will be reduced for each unexcused absence. Determination of excused absences is at the sole discretion of the instructor. Excessive absences from class for any reason may result in a reduction of the student's total points. Unexcused absences include: absence for any reason other than institutional absences resulting from participation in an activity in which the student officially represents the University; and unavoidable absences which are generally illness, death in the family, or other circumstances beyond the student's control. In either case, the student is responsible for notifying the instructor in advance of an institutional absence, or as soon as possible for an unavoidable absence, providing documentation of reason for absence as warranted (i.e., show copy of doctor's slip, etc.). Students absent from sessions will be responsible for material missed.

Leaving class early without prior permission or explanation will count as an absence. See information under "Grading" below for specific point reductions.

Classroom Etiquette and Conduct:

Students are expected to behave in a professional manner in the classroom. Students are expected to refrain from behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples include persistently speaking without being recognized, cell phone usage and/or text messaging (see policy below), engaging in conversations distracting to other members in the class, and/or threats or personal insults. Students who do not heed warnings will be asked to leave the class. General guidelines for etiquette and decorum are not to be construed as reasons to not engage in discussion and debate. Disagreement with the instructor and the expression of views and opinions germane to the topic is not in itself disruptive behavior.

Classroom etiquette expectations include:

- Attend classes and paying attention;
- Come to class on time and staying until dismissed
- Refrain from talking with classmates while the instructor or another student is speaking;
- Abstain from using electronic devices without prior approval.

Use of Cell Phones and Electronic Devices:

The use of electronic devices is prohibited during class without the express permission of the instructor. This includes lap top computers, electronic personal assistants, digital audio players, and any recording devices unless the device is defined in an accommodation plan by the Coordinator of Disability Issues and Psychological Services.

Cell phones are to be silenced and on manner mode (vibrate), or turned off. If you have a specific need (i.e., on call for an employer, parent with children at home) you may be permitted to receive incoming calls or messages. If an emergency, you may excuse yourself from class as quietly as possible. If the call is important enough for you to be excused to answer, it is important enough for you to provide the instructor with an explanation.

ABSOLUTELY NO TEXT MESSAGING DURING CLASS. Text messaging during class will be treated as disruptive behavior and dealt with in accordance with policies under “Classroom Etiquette and Decorum.”

For more information on the School of Business academic policies and expectations, refer to the Blackboard/VISTA site for this course.

Evaluation:

Evaluations will generally consist of examinations, written assignments, team project, and classroom participation. There will be two (2) exams which will include comprehensive questions, written assignments including case and article analysis, readings, self-assessments, book review, and personal project. Material subject to examination will include assigned readings and in-class discussion and activities. Students will be responsible for assigned material that is not covered in class. Class time will be devoted covering major concepts and complex constructs. Examinations may consist of multiple choice, true-false, and/or short essay questions. Questions will concentrate on terms, definitions, concepts, and applications. Other assessment instruments may be used including performance task activities and case study analysis.

Grading:

Exams - online (2 @ 100 points each):	200 points
Case Analyses (8 @ 50 points each):	400 points
Team Engagement Evaluations (7 @ 25 points):	175 points
Team Project:	250 points
“Leadership in Print” Book Review:	100 points
“Leadership in Film” Case Assignment:	100 points
Participation	<u>175 points</u>
TOTAL	1400 points

Grading Scale:	A:	1260 – 1400 points
	B:	1120 - 1259 points
	C:	980 - 1119 points
	D:	840 - 979 points
	F:	839 or less

The grading scale in effect at Fairmont State University will be in accordance with official college policy. Students should consult a current college catalog for a more detailed explanation of grading.

Course Outline:

January 14	January 18:	Reading Assignment: Chapter 1. Assignment: Self-Leadership Assessment (see Home Page of Blackboard/Vista site)
January 21	January 25:	Reading Assignment: Chapter 2; Acme Manufacturing Case, pg. 45. Assignments: In-Class Team Evaluation Thursday, January 24th <u>Face-to-Face Class Meeting</u>
January 28	February 1:	Reading Assignment: Chapter 3; Consolidated Products Case, pg. 73 Assignments: <u>Post</u> responses to Case Questions 1, 2 & 3.
February 4	February 8:	Reading Assignment: Chapter 4; Ultimate Office Products, pg. 102. Assignments: In-Class Team Evaluation Thursday, February 4th - <u>Face-to-Face Class Meeting</u>
February 11	February 15:	Reading Assignment: Chapter 5; Echo Electronics, pg. 132 Assignments: <u>Post</u> responses to Case Questions 1 & 2.
February 18	February 22:	Reading Assignment: Chapter 6; National Products, pg. 160 Assignments: In-Class Team Evaluation Thursday, February 21st - <u>Face-to-Face Class Meeting</u>
February 25	March 1:	Reading Assignment: Chapter 7; Foreign Auto Shop, Part 1 & Part 2, pg. 182 Assignments: <u>Post</u> responses to Case Questions Part 1 – 1 & 2; Part 2 – 1, 2, & 3.
March 4	March 8:	Reading Assignment: Chapter 8; Sporting Goods Store, pg. 219. Assignments: In-Class Team Evaluation Thursday, March 4th - <u>Face-to-Face Class Meeting</u>
E AM - Assessment 1	Due by Sunday, March 10th.	
March 11	March 15:	Spring Break No class meetings
March 18	March 22:	Reading Assignment: Chapter 9 & 10; Cromwell Electronics, pg. 244. Assignments: <u>Post</u> response to Case Questions 1, 2, & 3.
March 25	March 29:	Reading Assignment: Chapter 11; Turnaround at Nissan, page 306 Assignments: In-Class Team Evaluation Thursday, March 28th - <u>Face-to-Face Class Meeting</u>
“Leadership in Print” Assignment Due by March 29th, 11:59 PM		
April 1	April 5:	Reading Assignment: Chapter 12; Astro Airlines, Part 1 & Part 2, pg. 336 Assignments: <u>Post</u> responses to Case Questions Part 1 – 1 & 2; Part 2 – 1.
April 8	April 12:	Reading Assignment: Chapter 13; Unethical Leadership at Enron Case, pg. 358.

Assignments: In-Class Team Evaluation
Thursday, April 11th - Face-to-Face Class Meeting

April 15 April 19: Reading Assignment: Chapter 14; Madison, Jones, and Conklin Case, pg. 379.
Assignments: Post responses to Case Questions 1, 2, & 3.

April 22 April 26: Reading Assignment: Chapter 15; Federated Industries Case, pg. 402.
Assignments: In-Class Team Evaluation
Thursday, April 25th - Face-to-Face Class Meeting

April 29 May : Reading Assignment: Chapter 16; Reflective Assignment
Assignments: Post response

“Leadership in Film” Assignment due by Friday, May rd, 11:59 PM
Team Project Deliverable will be due by Friday, May , by Noon.

May 6 May 10: Team Project Presentations
Thursday, May 9th - Face-to-Face Class Meeting – Team Presentations

E AM - Assessment 2 Due by Saturday, May 11th, 11:59 PM

*The instructor reserves the right to change the Course Outline with sufficient notice to each student.
The instructor reserves the right to introduce materials from sources other than the textbook on which the student may be assessed.*

Class Cancellation Policy:

If a class is cancelled, students are required to log on to Blackboard/VISTA for assignments or instruction in lieu of class. Generally, if a class is cancelled, the student will be responsible for the material assigned on that date. The class assignment for the date of the next scheduled class will be followed, with time being given to class discussion on missed material if necessary. If an examination is scheduled and the class is cancelled, the examination will be given on the next regularly scheduled class period.

Academic Integrity:

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense. Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism. **Cheating or plagiarism in any form will result in a zero points for the assignment, and, depending on the severity or context in which cheating or plagiarism is conducted, may result in failure of the course. Names of students who cheat will be forwarded to the Dean of the School of Business.**

Attendance:

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Copyright Notice:

Material presented in this course may be protected by copyright law.

Disability Services:

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. Instructors are not required to allow any academic accommodations unless the student provides the instructor with a letter from the office of disability services outlining the necessary accommodations. It is the student's responsibility to discuss the logistics of each accommodation with each instructor to arrange for the most feasible service provision. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906.

Expectations of Students:

Students are expected to be
Present and attentive in class; aware of official university communication via email;
Prepared for university life; prepared for class
Participating in class and in extra- and co-curricular activities;
Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:
Scholarship
Opportunity
Achievement
Responsibility
SOAR with Fairmont State

Tactical HR Practices for Managers

MSBA 5120-01
3 Credit Hours
Fall Semester 2012
Thursday, 6:00 - 8:50 p.m.
Room 117, Jaynes Hall

Instructor Information

Jack R. Kirby, Ed.D.
Office: 223 Hardway Hall
Phone: (304) 367-4832
E-Mail: Jack.Kirby@fairmontstate.edu
Office Hours: Monday – Friday, 1:00 – 2:00 p.m.

Course Textbook

Cases in Human Resources Management
Stovall, Steven Austin, Atomic Dog Publishing, 2006

Library articles and books will be assigned in class.

Course Description

Students will learn about the four primary functions of HRM – Staffing, Training and Development, Motivation and Maintenance as well as the role of HRM and the environment of HRM. Students will also learn how to apply the tactics in each of these functions in a legal, practical and ethical manner in the workplace.

Course Objective

This course is designed to introduce students to tactics for administering the many human resources responsibilities.

Students will be asked to complete a book review on a key human resource area.

Students will be asked to develop an HR standard operating procedures manual for a specific organization you are familiar with (i.e. current employer, former employer, parent's company, a company you have researched, etc.).

Students will also engage in case study analysis and numerous other exercises and article reviews to facilitate their understanding of the functional areas of HR management and tactics to fulfill those responsibilities.

Course Learning Objectives

Students who complete this course at a high level will be able to:

1. Identify the four basic functions of human resources management and what tasks, duties, and responsibilities must be accomplished in each area.
2. Ensure that workforce planning and employment practices, compensation systems and risk management systems are in compliance with federal regulation.
3. Identify workforce requirements to achieve an organization's short term and long term objectives.
4. Conduct job analyses and create job descriptions.
5. Identify essential functions of a job.
6. Establish hiring criteria.
7. Analyze the labor market.
8. Assess the skills of the current workforce and identify gaps.
9. Assess the external environment for recruitment sources, labor shortfalls, etc.
10. Develop and implement selection procedures
11. Develop, implement and evaluate retention procedures.
12. Develop, implement and analyze total compensation systems.
13. Administer payroll functions.
14. Conduct a benefits needs assessment for any organization.
15. Utilize communication, adult learning, motivation and training techniques to improve organizational effectiveness.

Reading Assignments

It is imperative that all reading assignments be completed before the class meets. The class sessions will be in a seminar format. Be prepared to discuss the material in depth during the class session and reflect upon what you have discovered. Chapter assignments include the overview, cases, and exercises.

August 23

Chapter 1 - Strategic HR Management
Articles posted on Blackboard

August 30

Chapter 2 - Leadership
Articles posted on Blackboard

September 6

Chapter 3 - Jobs
Articles posted on Blackboard

September 13

Chapter 4 - Diversity and Equal Opportunity
Articles posted on Blackboard

September 20

Chapter 5 - Recruiting

Chapter 6 - Selection

Articles posted on Blackboard

September 27

Chapter 7 - Compensation

Chapter 8 - Benefits

Articles posted on Blackboard

October 4

Chapter 9 - Motivation and Career Development

Chapter 10 - Training

Articles posted on Blackboard

October 11

Chapter 11 - Performance Reviews

Articles posted on Blackboard

October 18

Chapter 12 - Discipline and Termination

Articles posted on Blackboard

October 25

Chapter 13 - Health, Safety, and Security

Articles posted on Blackboard

November 1

Chapter 14 - Labor Relations

Articles posted on Blackboard

Book Reviews are Due

November 8

Book Review Presentations

November 15

Chapter 15 - Global Issues

Articles posted on Blackboard

November 22

NO CLASS - THANKSGIVING BREAK

November 29

Chapter 16 - HR and Technology

Articles posted on Blackboard

HR Standard Operating Procedures Manuals Due

December 6

Presentations - HR Standard Operating Procedures Manuals

December 13

Presentations - HR Standard Operating Procedures Manuals (Continued)

Written Assignments

All written assignments are due on the dates indicated below.

HR Standard Operating Procedures Manual

The assignment is to develop an HR standard operating procedures manual for a specific organization you are familiar with (i.e. current employer, former employer, parent's company, a company you have researched, etc.). This operating manual will, at a minimum, have the following sections: Legal Compliance, Workforce Analysis & Staffing, Training & Development, Performance Management & Evaluation, and Compensation & Benefits. The manual should be prepared as a guide for an HR Manager. This manual should be tailored to the organization as the student sees fit. An ideal manual will clearly express the organizational philosophy and each component of the manual will be aligned to this philosophy. The content should reflect the appropriate HR strategies being employed by the organization. The content of the manual should be clear, concise and professionally written. Student manuals will be graded based upon completeness, accuracy of the HR practices to the organizational goals and philosophies, clarity (remember this is a manual an incoming HR Manager should be able to pick up to understand their role), use of course material, as well as spelling and grammar. **The written manual is due on November 29th and the presentations will take place on December 6th and December 13th.**

Book Review

Students will select an eBook to read from a list provided by the instructor. The students will read the selected book and prepare a review that provides, at a minimum, the following: a summary of the content and its' purpose; key points made by the author; the significance of these key points; the value for informing HR practitioners, and final concluding comments. The student will also be asked to make a presentation to the class about the book. **The written book review is due on November 1st and the presentations will take place on November 8th.**

Case Studies and Exercises

The written case study analyses and exercise responses will be used to enhance class discussion and understanding and a hardcopy will be turned in to the instructor at the end of the class session indicated below:

August 30

Chapter 2 Cases

September 6

Chapter 3 Cases

Chapter 3 Exercise 1 - Job Specifications

Chapter 3 Exercise 2 - Job Descriptions and Job Specifications (Do this individually rather than in groups)

September 13

Chapter 4 Cases

Chapter 4 Exercise 1 - Sexual Harassment

Chapter 4 Exercise 2 - Major HR Laws Affecting Equal Opportunity

September 20

Chapter 5 Cases

Chapter 5 Exercise 1 - As Design

Chapter 6 Cases

Chapter 6 Exercise 2 - Identifying Illegal Questions

September 27

Chapter 7 Cases

Chapter 7 Exercise 1 - Compensation Issues

Chapter 8 Cases

Chapter 8 Exercise 3 - Benefits Problem Solving

October 4

Chapter 9 Cases

Chapter 9 Exercise 2 - Career Development Self-Analysis

Chapter 10 Cases

Chapter 10 Exercise 2 - Training Practice

October 11

Chapter 11 Cases

Chapter 11 Exercise 2 - Correcting Common Performance Review Pitfalls

October 18

Chapter 12 Cases

Chapter 12 Exercise 1 - Progressive Disciplinary Policies (Due this individually)

October 25

Chapter 13 Cases

November 1

Chapter 14 Cases

Chapter 14 Exercise 3 - Union Salting

Book Reviews are Due

November 8
Book Review Presentations

November 15
Chapter 15 Cases

November 22
NO CLASS - THANKSGIVING BREAK

November 29
Chapter 16 Cases
Chapter 16 Exercise 1 - Monitoring Employees
HR Standard Operating Procedures Manuals Due

December 6
Presentations - HR Standard Operating Procedures Manuals

December 13
Presentations - HR Standard Operating Procedures Manuals (Continued)

Evaluation

HR standard operating procedures manual and presentation will account for 50 percent of the final course grade. **The manuals are due on Thursday, November 29th and the presentations will be on Thursday, December 6th and December 13th.**

Case analyses, exercises, and article reviews will account for 30 percent of the final course grade. There will be weekly assignments.

Book review and presentation will account for 20 percent of the final course grade. **The written book reviews are due on Thursday, November 1st and the presentations will be on Thursday, November 8th.**

Submission of Assignments

All written assignments must be typed. Grammatical and spelling errors will lower the final grade. Some assignments may require submission through the Blackboard/Vista assignment tool. Late assignments will not be accepted without prior approval of the instructor.

Attendance

Students are expected to attend all classes. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Class sessions will involve discussion and analysis of cases,

exercises, and other materials. As such, it is imperative that all students not only attend, but also participate.

Preparation for Class and Participation

This course will include lecture and discussion. Students are responsible for all assigned material. Students must read all required materials outside the classroom and study accordingly. Students are required to read assigned material **PRIOR TO CLASS** in order to facilitate an active discussion of the material during class sessions. It is difficult to discuss material without having first at least familiarized oneself with the subject. Students should be prepared to attend and actively participate in class discussions. Students may be called upon to start the discussion during class.

E-Mail Correspondence

Use your Fairmont State e-mail account to correspond with the instructor. Please do not e-mail the instructor using hotmail, yahoo, etc.

Always place your name, the name of the class (HR Tactics), and the subject of your e-mail in the subject line of your e-mail.

Of course, you may also use the email tool in Blackboard/Vista.

Cell Phones and Other Electronic Devices

Please make sure that your cell phone is turned off or placed on vibrate before coming to class. Please get instructor's permission for any variances to this policy.

The use of audio, video, or any other electronic devices first requires instructor's permission. Please familiarize yourself with the copyright laws.

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern.

Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without

giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Academic dishonesty, as defined above, will not be tolerated. If it is determined that a student cheated or plagiarized on an examination or any course assignment, the student will receive a grade of zero (0) for the examination/assignment.

Second offense cheating/plagiarism will result in a failing grade (F) for the course.

All incidents of cheating/plagiarism will be reported to the Dean for the School of Business who may, at his discretion, impose additional sanctions.

Emergency Procedures

An Emergency Procedures Guide will be posted in every classroom. Please make sure you take time to familiarize yourself with these guidelines.

All students are asked to complete the online Student Contact and Connectivity Survey in FELIX. This will allow the instructor to have the necessary contact information in the case of an actual emergency.

Fairmont State Policy Statements

Institutional Syllabus Statements

Labor Relations & Dispute Resolution

MSBA 5130-01

3 Credit Hours

Spring Semester 2012

Thursdays, 6 - 9 pm

Room 117, Jaynes Hall

Instructor Information

Jack R. Kirby, Ed.D.

Office: 109B Jaynes Hall

Phone: (304) 367-4183

E-Mail: Jack.Kirby@fairmontstate.edu

Office Hours: Monday - Friday: 11:00 a.m. – 11:00 noon

Course Textbook

The Handbook of Dispute Resolution

Edited by Michael L. Moffitt and Robert C. Bordone Jossey-Bass, 2005.

Cases in Collective Bargaining & Industrial Relations: A Decisional Approach, 11th edition

Dilts, David A. McGraw-Hill/Irwin, 2007.

Course Description

This course will focus on labor-management relations in the U.S., particularly in a unionized environment. The course will begin by covering the history of labor-management relations as well as the major legislation and court precedents that govern labor relations in the U.S. The main emphasis of the course will be on understanding dispute resolution processes and emerging issues in dispute resolution through a heavy reliance on case study analysis.

Course Objective

This course develops an understanding of the history of labor relations in the United States and examines current labor law, union organizing, bargaining, dispute resolution, and contract administration. This course will involve significant reading and analysis of text material, case studies, and supplemental materials. Teaching methods will include lecture, audiovisual aids, and discussion, along with individual and group oral and written assignments. Students will be asked to participate in exercises designed to enhance their understanding of dispute resolution. Case studies will be used extensively with real National Labor Relations Board and arbitration cases.

Learning Outcomes

1. Ensure that employee and labor relations programs and dispute resolution systems are compliant with federal, state, and local laws.
2. Assess organizational climate and develop, implement, and assess appropriate employee and labor relations systems.
3. Implement organizational change activities to improve organizational effectiveness.
4. Resolve employee disputes, conflict, and complaints through various internal and/or external systems.

5. Apply various theories of labor relations and employee relations in any organizational setting.
6. Manage organizational conflict.
7. Develop, implement, and assess organizational dispute resolution systems.

Reading Assignments

Cases in Collective Bargaining & Industrial Relations: A Decisional Approach

Jan. 29:

Introduction to the Labor Management Relations Act (LMRA) - pages 3 - 28

Partial Text of the Labor Management Relations Act, 1947 - pages 31 - 46

Mar. 1:

Conflict Resolution, Grievance Procedures, and Arbitration - pages 165 - 183

Feb. 2 - May 3:

In-class case studies will be announced during the class.

Written Case Study Due Dates:

Feb. 23:

Case Study 5: Withholding A Wage Increase Prior to a Representational Election

Mar. 1:

Case Study 28: The Company's Refusal to Provide a List of Disciplinary Work Rules

Mar. 22:

Case Study 43: Appeal to Arbitration: A Day late?

Apr. 5:

Case Study 52: An Issue of Reasonable Accommodation

Apr. 19:

Case Study 72: Egregious Horseplay

The Handbook of Dispute Resolution

Feb. 2:

Chapter 1: Perspectives on Dispute Resolution: An Introduction

Chapter 2: Roots and Inspirations: A Brief History of the Foundations of Dispute Resolution

Feb. 16:

Chapter 3: "I See a Pattern Here and the Pattern Is You": Personality and Dispute Resolution (Grp. 1)

Chapter 6: Relationship Dynamics in Disputes: Replacing Contention with Cooperation (Grp. 2)

Mar. 1:

Chapter 17: The Role of Law in Settlement (Grp. 3)

Chapter 18: Negotiation (Grp. 4)

Mar. 22:

Chapter 19: Mediation (Grp. 1)

Chapter 20: Arbitration (Grp. 2)

Apr. 5:

Chapter 21: Litigation as a Dispute Resolution Alternative (Grp. 3)

Chapter 22: Consensus Building and ADR: Why They Are Not the Same Thing (Grp. 4)

Apr. 19:

Chapter 23: Bargaining in the Shadow of Management: Integrated Conflict Management Systems (Grp. 1)

Chapter 24: Selecting an Appropriate Dispute Resolution Procedure: Detailed Analysis and Simplified Solution (Grp. 2)

May 3:

Chapter 26: Online Dispute Resolution (Grp. 3)

Chapter 27: Public and Private International Dispute Resolution (Grp. 4)

Online Assignments

Additional assignments will be posted in Blackboard.

Evaluation

Each group will be responsible for three chapter presentations, each worth 40 points. (Total 120 pts.)

Each student will complete five written case analyses, each worth 24 points. (Total 120 pts.)

Class attendance and participation are worth 10 points for each of the eight classes. (Total 80 pts.)

Online Assignments are worth 10 points each (Total 90 pts.)

Total possible Points 410

Grading:

A 367 - 410

B 326 - 366

C 285 - 325

D 244 - 284

F 0 - 243

Group Presentation Assignments

Group 1:

Feb 16:

Chapter 3: "I See a Pattern Here and the Pattern Is You": Personality and Dispute Resolution

Mar. 22:

Chapter 19: Mediation

Apr. 19:

Chapter 23: Bargaining in the Shadow of Management: Integrated Conflict Management Systems

Group 2:

Feb. 16:

Chapter 6: Relationship Dynamics in Disputes: Replacing Contention with Cooperation

Mar. 22:

Chapter 20: Arbitration

Apr. 19:

Chapter 24: Selecting an Appropriate Dispute Resolution Procedure: Detailed Analysis and Simplified Solution

Group 3:

Mar. 1:

Chapter 17: The Role of Law in Settlement

Apr. 5:

Chapter 21: Litigation as a Dispute Resolution Alternative

May 3:

Chapter 26: Online Dispute Resolution

Group 4:

Mar. 1:

Chapter 18: Negotiation

Apr. 5:

Chapter 22: Consensus Building and ADR: Why They Are Not the Same Thing

May 3:

Chapter 27: Public and Private International Dispute Resolution

Group Chapter Assignments include the following:

1. Prepare a 1 - 2 page chapter summary. Copies are to be distributed to the instructor and each class member.
2. Group oral presentation of the chapter material to the class.
3. PowerPoint presentation to guide and enhance the oral presentation.
4. Prepare to answer questions at the end of the presentation regarding chapter material.

Total time for the chapter presentation, including Q & A, should be approximately 30 minutes (20 minutes for presentation and 10 minutes for Q & A).

See Group Chapter Presentation Scoring Rubric on homepage.

Case Studies

There are NLRB and arbitration cases in the Dilts textbook. Many of these case studies will be examined by small groups, and five will be assigned individually. Small group exercises will be in-class assignments and are only graded on participation. All individual assignments will require a

type-written report (See the Case Study Rubric on the homepage). Almost every class will involve case study analysis. These case studies and their analyses will be the basis for developing a real understanding of labor law and dispute resolution.

The following are the five written case study assignments and due dates:

Feb. 23:

Case Study 5: Withholding A Wage Increase Prior to a Representational Election

Mar. 1:

Case Study 28: The Company's Refusal to Provide a List of Disciplinary Work Rules

Mar. 22:

Case Study 43: Appeal to Arbitration: A Day late?

Apr. 5:

Case Study 52: An Issue of Reasonable Accommodation

Apr. 19:

Case Study 72: Egregious Horseplay

See Case Study Rubric on homepage.

Attendance

Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

Students are expected to attend all class sessions.

Participation in class discussion, presentations, and in-class case study analyses is part of the evaluation of your performance in this course.

Attendance will be taken at the beginning of each class.

Preparation for Class and Participation

This course will include lecture, discussion, class presentations, and case study exercises. Because of the extent of material to be covered in this course, not every word of every chapter can be covered in class. However, students are responsible for all assigned material. Students must read all required materials outside the classroom and study accordingly. Students will be assigned chapters for classroom presentation. In order to facilitate an active discussion of the material during class sessions, all students should have read assigned materials prior to class. It is difficult to discuss material without having first at least familiarized oneself with the subject. Students should be prepared to attend and actively participate in class discussions. Students will be called upon during in-class discussions to answer questions or comment on the assigned material.

Submission of Assignments

All written assignments must be typed. Grammatical and spelling errors will lower the final grade. Late assignments will not be accepted without prior approval of the instructor. Late assignments will receive a grade reduction of five (5) percentage points for each class period it is late. All assignments and exams submitted for grading are the property of FSU and the instructor.

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

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Second offense cheating/plagiarism will result in a failing grade (F) for the course.

All incidents of cheating/plagiarism will be reported to the Dean for the School of Business who may, at his discretion, impose additional sanctions.

Fairmont State Policy Statement

See the Institutional Syllabus Statements in the syllabus in Blackboard.

Emergency Procedures

An Emergency Procedures Guide will be posted in every classroom. Please make sure you take time to familiarize yourself with these guidelines.

All students are asked to complete the online Student Contact and Connectivity Survey in FELIX. This will allow the instructor to have the necessary contact information in the case of an actual emergency.

Strategic HR Management and Employee Advocacy for the Manager

MSBA 5140-01

3 Credit Hours

Summer 2012

Mondays, 6:00 - 8:50 pm

Room 117, Jaynes Hall

Instructor Information

Jack R. Kirby, Ed.D.

Office: 109B Jaynes Hall

Phone: (304) 367-4183

E-Mail: Jack.Kirby@fairmontstate.edu

Office Hours: Monday 5:00 – 6:00 p.m.

Course Textbook

Human Resource Management: Linking Strategy to Practice, Second Edition

Greg L. Stewart & Kenneth G. Brown, Wiley, 2011.

Course Description

Students will learn to apply HR practices in a strategic manner and also to balance their role as strategic business partner and employee advocate in today's dynamic business environment.

Course Objective

This course will focus on developing an understanding of the strategic role of HR management in the success of any organization. Students will learn to apply the tactics of human resources management in a legal, practical, ethical and strategic manner to improve organizational outcomes and employee well-being. An emphasis will be placed on being able to manage the human resources of a firm in such a way as to create sustainable competitive advantage.

Learning Outcomes

1. Assess the role of the HR Department in an organization.
2. Align HRM practices, techniques and tactics to organizational level strategies.
3. Assist in the development of organizational strategies.
4. Assess the impact of organizational strategy on HRM programs.
5. Assess the impact of HRM programs on organizational strategy.
6. Interpret information related to an organization's operations from internal and external sources.
7. Establish strategic relationships with key individuals in any organization.
8. Develop HR practices to support effective corporate governance.
9. Develop, select, implement and assess employee training and development programs.
10. Develop, implement and assess performance management programs

Reading Assignments

It is imperative that all reading assignments be completed before the class meets. The class sessions will be in a seminar format. Be prepared to discuss the material in depth during the class session and reflect upon what you have discovered.

Monday, May 21, 2012

Chapter 1 - Creating Value Through Human Resources
Chapter 1 Case Studies

Monday, May 28, 2012 (Memorial Day - No Class Meeting)

Articles on Blackboard

Monday, June 4, 2012

Chapter 2 - Making Human Resource Management Strategic
Chapter 2 Case Studies
Chapter 3 - Ensuring Equal Employment Opportunity and Safety
Chapter 3 Case Studies
Appendix D: Major Employment Laws in the United States

Monday, June 11, 2012

Chapter 4 - Designing Productive and Satisfying Work
Chapter 4 Case Studies
Chapter 5 - Recruiting Talented Employees
Chapter 5 Case Studies

Monday, June 18, 2012 (ACBSP Conference – No Class Meeting)

Articles on Blackboard

Monday, June 25, 2012

Chapter 6 - Selecting Employees Who Fit
Chapter 6 Case Studies
Chapter 7 - Managing Employee Retention and Separation
Chapter 7 Case Studies

Monday, July 2, 2012

Chapter 8 - Measuring Performance and Providing Feedback
Chapter 8 Case Studies

Monday, July 9, 2012

Chapter 9 - Training for Improved Performance
Chapter 9 Case Studies
Chapter 10 - Developing Employees and Their Careers
Chapter 10 Case Studies

Monday, July 16, 2012

Chapter 11 - Motivating Employees Through Compensation
Chapter 11 Case Studies
Chapter 12 - Designing Compensation and Benefit Packages
Chapter 12 Case Studies

Monday, July 23, 2012

Chapter 13 - Working Effectively with Labor
Chapter 13 Case Studies
Chapter 14 - Aligning Strategy with Practice
Chapter 14 Case Studies

Written Assignments

All written assignments are due on the date indicated below except for the first week, which has the due date provided. All assignments are to be submitted through the appropriate Blackboard Dropbox by the due date. Pay close attention to due dates and turn in all assignments on a timely basis.

Monday, May 21, 2012 (Due Friday, May 25, 2012)

Chapter 1 Concept Checks
Example Case: Sears
Chapter 1 Quiz

Monday, May 28, 2012 (Memorial Day - No Class Meeting)

Article Summaries

Monday, June 4, 2012

Chapter 2 Concept Checks
Example Case: United Parcel Service
Chapter 3 Concept Checks
Example Case: Xerox
Chapter 2 Quiz
Chapter 3 Quiz

Monday, June 11, 2012

Chapter 4 Concept Checks
Example Case: Coney Island Hospital
Chapter 5 Concept Checks
Example Case: MITRE
Chapter 4 Quiz
Chapter 5 Quiz

Monday, June 18, 2012 (ACBSP Conference – No Class Meeting)

Article Summaries

Monday, June 25, 2012

Chapter 6 Concept Checks
Example Case: Outback Steakhouse.
Chapter 7 Concept Checks
Example Case: Apparel Inc.
Chapter 6 Quiz
Chapter 7 Quiz

Monday, July 2, 2012

Chapter 8 Concept Checks
Example Case: Medical Center
Chapter 8 Quiz

Monday, July 9, 2012

Chapter 9 Concept Checks
Example Case: Northwestern Memorial Hospital
Chapter 10 Concept Checks
Example Case: Expanding into Switzerland
Chapter 9 Quiz
Chapter 10 Quiz

Monday, July 16, 2012

Chapter 11 Concept Checks
Example Case: Delphi Corporation
Chapter 12 Concept Checks
Example Case: Best Buy
Chapter 11 Quiz
Chapter 12 Quiz

Monday, July 23, 2012

Chapter 13 Concept Checks
Example Case: Energy Co.
Chapter 14 Concept Checks
Example Case: Portman Ritz-Carlton in Shanghai, China
Chapter 13 Quiz
Chapter 14 Quiz

Evaluation

Concept Checks	140
Example Cases	140
Article Summaries	60
Chapter Quizzes	280
TOTAL	620

Grading:

558 - 620	A
496 - 557	B
434 - 495	C
372 - 433	D
0 - 371	F

Attendance

Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience.

Students are expected to attend all class sessions.

Participation in class discussion and in-class case study analyses is essential.

Attendance will be taken at the beginning of each class.

Preparation for Class and Participation

Students are responsible for all assigned material. Students must read all required materials outside the classroom, prepare and study accordingly. Students should be prepared to attend and actively participate in class discussions. Students will be called upon during in-class discussions to answer questions or comment on the assigned material.

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Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the

coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906. E-mail: apammer@fairmontstate.edu

Copyright Notice

Material presented in this course may be protected by copyright law.

Expectation of Students

Students are expected to be

Present and attentive in class; aware of official university communication via email,

Prepared for university life; prepared for class,

Participating in class and in extra- and co-curricular activities,

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

Course Information

(MSBA-5200, Management Information Systems, Fall 2012, MSBA 5200-01)

Professor Contact Information

Name:

Joseph C. Blankenship, D.Sc.

School:

Fairmont State University's School of Business, Department of Information Systems

Contact Information:

E-mail address: jblankenship7@fairmontstate.edu or joe.blankenship@fairmontstate.edu

Telephone: (304) 367-4954

Office physical location:

Engineering and Technology Building-2nd floor-office 201F

Office hours: W – 10:15-11:15 AM & 5:00 PM-6:00 PM

Class room: Jaynes Hall (JH), Room 117

Course Pre-requisites:

Admission into the FSU graduate program, a working knowledge of personal productivity tools such as the Microsoft Office Suite, and a basic understanding of business, information systems and information technology.

Course Description

This course provides an overview of information systems technology and management in digital business organizations. Students will study the IT infrastructure, architecture, and applications as well as how information systems are used to support the goals, objectives, and mission outlined in the strategic business plan. These enterprise information systems will be examined within the internal organization and through the of the organizations ability to interact with customers, suppliers, partners, and other stakeholders. The focus of the course involves technology as well as the operational, competitive, and strategic value of information systems. It is important to understand that the management and governance of management information systems is a key contributor in a business organizations ability to reach their objectives.

Course Objectives

The course is divided into four sections:

Organizations, Management, and the Network

In the first section, we examine overall business and organizational strategy, ethical and social issues, and how these relate to the role that IT plays in a business organization.

- Information Systems in Global Business
- Global E-Business: How businesses use information systems
- Information Systems, Organizations, and Strategy
- Ethical and Social Issues in Information Systems

Information Technology Infrastructure

In the second section of the course, we examine the major components of information systems technology and infrastructure. As well as examining the technology itself, we will look at its strategic value, and the potential impacts of its implementation.

- IT Infrastructure and Emerging Technologies
- Foundations of Business Intelligence: Databases and Information Management
- Telecommunications, the Internet, and Wireless Technology
- Securing Information Systems

Key Systems Applications for the Digital Age

In the third section of the course, we will examine the core information system applications used today to improve operational excellence and decision-making. In addition, we will look at the challenges and risks posed by the integration of enterprise applications to provide cross-functional services.

- Achieving Operational Excellence and Customer Intimacy: Enterprise Applications
- E-Commerce: Digital Markets, Digital Goods
- Managing Knowledge and Collaboration
- Enhancing Decision Making

Building and Managing Systems

In the fourth and final section of the course, we turn to the building and management of information systems. This section will require use to examine the activities required to build an information system as well as some of the alternative approaches available for building information systems with genuine business benefits.

- Building Information Systems
- Managing Projects
- Managing Global Systems

Student Learning Outcomes

Through readings, assignments, online and in-class discussions the students will gain experience with the following outcomes:

- Each student will critically analyzing business situations and problems and explain the role that information technology can play in solving them.
- Each student will evaluate the competitive and operational impacts of adopting new information technologies.
- Each student will research and evaluate a business organization based on its competitive strategy and organization mission. Then the student will examine the how these items affect an organizations decision for information systems.
- Each student will solve business problems related to information systems by constructing reports using spreadsheets and a personal database management system.
- Each student will research and evaluate a business in light of the information system related to or necessary to be successful in reaching or caring out their core business, competitive strategy, mission statement, value chain, and report their findings in a series of formal written assignments.

Required Textbooks and Materials

The following is the textbook for the course. It is required that you purchase it. It is a useful source of explanation and examples as well as being used for at least some exercises. **Absolutely-Required!**

MANAGEMENT INFORMATION SYSTEMS

LAUDON

Edition: 12TH, Laudon
Publisher: Prentice Hall

ISBN: 9780132142854 

This textbook can be purchased from the FSU bookstore. If the hyperlink below fails, you may need to cut the link below and paste it into your Internet browser.

Students who are especially interested in IS management and strategy, from an executive perspective, may be interested in obtaining the following textbook.

Corporate Information Strategy and Management (7th Edition)

Applegate, Austin & McFarlan
McGraw-Hill Irwin, 2005

Ownership of Microsoft Office Suite of Tools 2003/2007 or access to either of these office suites.

Course Structure

The Blackboard Vista - You can see many of the assignment due dates in the Vista calendar tool. You can add your own events there as well. However, please be aware that you may not find all of the important dates for the

course listed there. You will stay current by attending class, checking on announcements, discussions, and emails in the course.

Communication – Your primary communication will be with your instructor and with each other. When emails are sent to you they relate to course and will be designed to assist you in learning. I will assume that you read them.

Be Aware of Course Updates -The calendar tool is provided to help you plan your work. Please check your email and announcements in Vista often.

Technical Requirements

Students will need access to a computer running MS Vista or MS XP to install and run MS Office 2003 or 2007. In addition, students will need access to an Internet connection (high speed preferred).

Draft: Assignments & Academic Calendar

Meeting Date	Meeting Location	Week	Module area of concentration	Student Direction
August 22	JH 117	1	Information Systems in Global Business	Chapters 1, Project assignment given
August 29	Online	2	Global E-Business: Businesses using Information Systems	Chapter 2
September 5	JH 117	3	Information Systems, Organizations, and Strategy	Chapter 3
September 12	Online	4	Ethical and Social Issues in Information Systems	Chapter 4
September 19	JH 117	5	IT Infrastructure and Emerging Technologies	Chapter 5
September 26	Online	6	Foundations of Business Intelligence: Databases and Information Management	Chapter 6
October 3	JH 117	7	Telecommunications, the Internet and Wireless Technology	Chapter 7
October 10	Online	8	Securing Information Systems	Chapter 8
October 17	JH 117	9	Achieving Operational Excellence and Customer Intimacy: Enterprise Applications	Chapter 9
October 24	Online	10	E-Commerce: Digital Markets, Digital Goods	Chapters 10
October 31	JH 117	11	Managing Knowledge and Collaboration	Chapter 11
November 7	Online	12	Enhancing Decision Making	Chapter 12
November 14	JH 117	13	Building Information Systems	Chapter 13
November 21	No Class Scheduled	14	Thanksgiving	Thanksgiving
November 28	Online	15	Final Project Due/ Managing Projects and Global Systems	Chapters 1-15

Grading Policy

Assignments and Assessments Include:

Course Grading

Absorbing and creating MIS perspectives will be expected of everyone. To attain excellence (“A” work), you will be expected to develop your own analyses and comparisons. The course grading is designed to encourage this so that by the end of the course you will function as a competent business professional.

Basis for Grades

There are three components to your grades, organized to encourage various types of learning.

1. Weekly Assignments

Most of the content of the course will be explored through weekly assignments that study actual cases or encourage you to extrapolate from your own organizations and experiences. These are counted equally, except for the final assignment, which is worth 25% more than the other assignments.

2. Discussions

You will learn a great deal by interacting online and in class with the other students in the class, and your grade is dependent on this activity to some extent.

3. Final

There will be a final exam that is similar in overall style to the homework’s. This provides you the opportunity to show what you have learned from the material, the discussions, and from doing the homework

Grade Computations

The course grade will be computed based on the following:

Weekly Assignments	50%
Class participation	20%
Proctored Final Exam	30%

Final grade - A=100-90, B=89-80, C=79-70, D=69-60, F=below 60

Evaluation Criteria and Grading Rubric

To clarify the qualities we consider most important for your professional and academic growth, we will provide you with evaluation criteria for every assignment in advance. Your instructor will give your submission a point

grade corresponding to each criterion. Letter grades are the assigned to the points achieved at the end of the course/semester. However, your final grade will be computed based on the points you achieve only.

An **“A” grade** is reserved for excellent work. If you are given an A, you are to be especially congratulated. Good work is designated as deserving of a “B” and I reward good work with a “B” accordingly. I will attempt to tell you as far as possible what would improve your work. (That can sometimes be hard if you receive an A of course.) Grades are an excellent motivator but they are only means to an end rather than ends in themselves. Grades are an evaluation of your work at a particular time: I recommend that you never take a grade as any kind of label of yourself.

Discussion Participation

All of the contributions that you make online during each week will be retrieved. This is an important and meaningful part of the learning process. Participation will consist of bi-weekly online discussions on subjects provided. Due dates for all discussion submissions are indicated in the Weekly Overview. Make your online comments substantive. They should relate to your experience or your reading. They should not mention the specifics of the homework or its solution. A contribution may contain a question for the group to consider. A good question is one that you have thought about, whose answer would be useful for all, which does not have a ready answer in the text readings, and which is clearly phrased.

The criteria for participation in the weekly online discussions are as follows:

(i) Relevance

This concerns the degree to which your postings are relevant to the stated topic for the week. (This should be an easy way for you to keep your discussion grade in reasonable territory.)

(ii) Proportion of substantive contributions.

This is the percentage of your on-line contributions that have significant content: 80% would be a good fraction (=B); 95% is definitely excellent (=A). Note that this criterion implies that “more is not necessarily better.” For example, 8 substantial contributions out of 10 will score higher on this criterion than 79 contributions out of 100 with mixed or poor substance.

(iii) Usefulness of your week’s contributions for the rest of your group.

This evaluates how useful and penetrating the totality of your comments and questions are in the context of each week's specified focus. “A” work will result from a significant set of comments and questions that are very useful to you and to the class, and which show that you are developing excellent insight into the subject at hand. This criterion encourages you to be participatory (e.g., by responding to good questions or points posed by others). You should have an even rate of substantive postings throughout the week. (Contributions bunched at the end of the week are far less useful to your classmates.)

Assignment Grading Rubric

The questions are essay-type for the most part. The principal means for grading assignments is the following table. For each of your assignments – as well as the final questions – your professor will assess your work using the rubric below.

Criteria	11.67	13.34	14.17	15	16.67
Thoroughness & Coverage	Hardly covers any of the major relevant issues	Covers some of the major relevant issues	Reasonable coverage of the major relevant areas	Thorough coverage of almost all of the major relevant issues	Exceptionally thorough coverage of all major relevant issues
Depth, Understanding & Insight	Lack of understanding of, or lack of insight into material	Some understanding of material	Good overall understanding of material	Very good overall understanding of material, with some real depth	Excellent, deep understanding of material and its inter-relationships
Relevance & Significance	Focus is off topic or on insubstantial or secondary issues	Only some of the content is meaningful and on topic	Generally the content is reasonably meaningful and on-topic	Most of the content is meaningful and on-topic	All of the content is meaningful and on-topic content
Persuasiveness & Clarity	Disorganized or hard-to-understand presentation	Some parts of the presentation are disorganized or hard to understand	Generally organized and clear	Very good overall organization, clear and consistent arguments	Exceptionally clear, organized and persuasive presentation of ideas
Creativity & Innovativeness	Little significant or reasonably backed creative or innovative points-of-view or ideas	Few creative and innovative ideas or points-of-view that are reasonable & are backed by some analysis	Most ideas are creative and innovative or demonstrate points-of-view that are reasonable & are backed by analysis	Very good creative, and innovative ideas or points-of-view that are perceptive & are backed by strong analysis	Outstanding, creative, and innovative ideas or points-of-view that are perceptive & are backed by very strong analysis
Utilization of Source Materials	No useful references, or weak references with incorrect details or applicability	Weak use of source material and/or some details or applicability is incorrect	Some good references applied usefully	References indicate strong research used well	References indicate exceptional research used persuasively

Note: A grade below a 80% of points possible or "B" falls below the Fairmont State University Standard for Graduate Students.

Course & Instructor Policies

Make-up exams are not given. Students must attend all classes and be present for all exams. If an emergency does come up students must notify the instructor right away.

Extra credit is not given or accepted.

All assignments are due by their due date. **Note: exception are only granted in extreme circumstance.**

All assignments will be given and submitted through the assignment link inside of Blackboard Vista. Assignments will not be **accepted** or grade if any other method of submission is used.

If a student submits an assignment late because they waited until the last minute to submit it through Blackboard Vista and the system, their Internet connection, etc. fails or another issue is encountered the assignment will be treated using the same rule for late assignments.

Note: When using technology students should consider anything inside of four hours prior to when an assignment is due to be the last minute.

All email communications must be sent to my FSU email account (jblankenship7@fairmontstate.edu or joe.blankenship@fairmontstate.edu). **Do not** use or send email through the email system within Blackboard Web Vista. Using the Blackboard Web Vista email account will at best cause a delay in communications and could possibly cause a communications to be missed altogether.

Class attendance and participation is required and to some extent is part of your final grade.

If you must miss class for travel or work, the instructor must be notified in advance and arrangements made. The final decision is at the sole discretion of the instructor.

Participants are required to log on to Blackboard regularly. A course minimum of once per day is required, but as discussions develop, you will probably log on more often.

You should expect to spend about 126 hours of time to successfully complete the work for this course. Of course every student is unique in their learning styles and rate of retention. This means that the total number of hours you spend to successfully complete the course may vary from the time given. The time given should be regarded as a guideline to assist with your personal schedule and course planning.

Required Standard Campus Information

Fairmont State Standard Policy Statements:

The following the list will assist you in locating the university wide policy statements as well as additional information that may aid you with your understanding of university policies. By using the link at the bottom of the list students can reach the Academic Affairs website and the most current versions of these policies.

Academic Integrity

Assessment

Disability Services

Copyright Notice

Student Expectations

Fairmont State's Core Values

Student handbook

Additional student resources

<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Incomplete Grade Policy

IS Department Policy for Assigning an "Incomplete"

An "Incomplete" or "I" grade may be assigned only when students fail to complete a portion of work due to circumstances beyond their control such as missing an examination or final project. An "Incomplete" will not be given if students have not attended at least 12 weeks of class with demonstrated success or if a student is required to repeat all or a substantial part of a course in order to change the grade of "I".

Disclaimer Statement:

The descriptions, timelines, and other material contained within or referenced by this syllabus are subject to change at the sole discretion of the instructor.

Managerial Economics: 5300

Dr. M. A. Khalil

Office: Jaynes Hall, 112C

Office Hours: Wednesday 2 to 6 o'clock p.m. and by appointment. If these times do not work for you, it is your responsibility to contact me to arrange a time to meet.

Phone: 367-4727

E-Mail: mkhalil@fairmontstate.edu



Brief description: Managerial economics introduces the basic principles of economic analysis as applied to managerial decisions to determine how an organization can achieve its aims most efficiently. This course applies statistical and quantitative tools and the methodological approaches commonly used by economists to business problems as demand estimation, product pricing, profit maximizing level of output, cost minimizing level of input use, and forecasting.

Learning Outcomes: By the end of this course, you should be able to:

- Explain how economic decisions relate to the firm.
- Understand the fundamentals of supply and demand and use comparative statistics analysis in examine changes in equilibrium price and quantity.
- Calculate elasticity of demand and supply and use them to analyze the effect of prices and related changes on consumer spending.
- Collect data and use regression analysis to estimate a demand relationship.
- Use a variety of tools to forecast consumer demand.
- Understand the relationship between production and cost functions.
- Understand the determinants of market structure.
- Relate market structure to the firm's conduct and performance.
- Understand the assumptions and the work of the linear programming analysis.

Prerequisites: Economics 2201, Economics 2202, and statistics.

Textbook: Lila J. Truett and Dale B. Truett, Managerial Economics, eight edition, 2004, John Wiley & Sons, Inc.

Additional Readings: The Business Week (www.businessweek.com), The Wall Street Journal (www.wsj.com)The Economist (<http://www.economist.com/>), The Wall Street Journal (<http://online.wsj.com/public/us>), Financial Times (<http://news.ft.com/home/us/>), Fortune (www.fortune.com), The New York Times (www.nyt.com) are among others. All are available at our Main library.

Grading: Your grade will be calculated as follows:

First Exam	25%
Second Exam	25%
Final exam	25%

Homework and participations 15%
Paper 10%

Scaling: The average sum of the exams, homework, and paper will determine the final grade. The following scale will be used to determine your course grade:

Grade	Average
A	90 and above
B	80 to 89
C	70 to 79
D	60 to 69
F	59 and below

Exams: The exams will be short answers and involve graphing and algebra. The exams may also contain multiple choice questions or True-False. The exams will cover the material presented in class and in the text as well as the assigned articles.

Homework: Homework questions/ problems will be assigned throughout the course, approximately every week. The assignments are to be completed and submitted on due date. Any late submitting (for any reason) will reduce your grade by 50%.

Paper: Students will write a group paper and probably present (time permit) the paper to the class. Each group will select an industry and describe the issues facing that industry, including cost structure, market structure, location decision, international impacts, etc. Paper should include both data and analysis and attempt to discuss all relevant points of view.

Mechanics for Paper:

- Paper must be 15-20 single space pages typed, including bibliography, tables, charts, etc.
- You must use Time New Roman 10 to 12 point font.
- The top and bottom margins must be 1" and the left and right margins must be 1.25".
- Use MLA style guide for all tables, graphs, bibliography, etc.
- Your paper should be broken into sections, including an introduction, summary of important issues facing the industry, the impact of the industry on the US and Global economies, data analysis, and conclusion.
- Each group may present their finding in the class and one grade will be given to all group members. Therefore, it is your responsibility to select the right man/woman to be in your group.
- The paper is due on the **Week** before the final week. **NO** paper will be graded after the due time. Sorry!!!

Copyright: Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of "F" in that course and the matter may be referred to the Dean of Graduate Studies for possible disciplinary action. The copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their work and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the

copyright may constitute copyright infringement. Civil and Criminal penalties include a fine of up to \$250,000 and imprisonment.

Attendance Policy: This course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical thinking skills. Participation in the class discussions and activities is crucial. You are expected to attend every class session. Please do contact the instructor if you will not be able to make a class meeting; we can discuss ways to insure that all the learning outcomes for class have been achieved. It is the student's responsibility to formally withdraw from the course if necessary. However, if you decide to withdraw from the course, it is your responsibility to fill out the appropriate paperwork with the registrar's office.

How This Course Relates to the School of Business Objectives and Course Sequence:

- This course emphasizes critical thinking and the application of both logical and quantitative skills. To succeed in this course, you must communicate clearly and effectively in writing, and you must learn to relate graphing and quantitative techniques to written arguments.
- This course stresses the application of economic theory to real-world economic problems facing managers. Students who successfully complete this course will be better able to understand the economic issues that connect business, government, households, and the international economy.
- The course is a graduate level that requires economics, business, and quantitative skills that covered at our School. It is the students' responsibilities to review and learn these skills to enable the students to finish this course successfully.

Guidelines on Student Conduct: In an effort to create an environment that is conducive to learning, the following guidelines are presented to make explicit expectations that the Business School has for students in its classes. Students are expected to:

- Turn the Cellar phone off.
- Respect differing views on campus and in classes.
- Regularly attend classes and submit assignments on or before specified deadlines.
- Prepare for each class by completing reading assignments, homework and/or case preparation.
- Not bring food and drink into the classroom unless instructor approval is given.
- Raise a hand if you wish to speak or be excused from the classroom.
- See professors during their regular scheduled office hours or by appointment.
- Take exams when they are scheduled unless you have been excused on official university business or medical emergency (notifying your professor prior to the exam).
- Immediately contact professors if you will miss or have missed a class or exam and also to make up what you have missed.
- I will add more of guidelines as a new thing develop in the future.

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906.

Class Schedule and Outline: The following tentative schedule is designed to assist you in preparing for the course and examinations. Variations in the timing of topics may occur and you should be prepared for such contingencies. After all, change is the dominant theme in today's fast paced and technologically driven global.

- Week 1:** Introduction, Syllabus
Chapter 1 Introduction
- Week 2:** Chapter 2 Revenue of the Firm
- Week 3:** Chapter 3 Demand Analysis and Estimation
- Week 4:** Chapter 4 Economic Forecasting
- Week 5:** First Exam
- Week 6:** Chapter 5 Product Analysis
- Week 7:** Chapter 6 Cost of Product
- Week 8:** Chapter 7 Profit Analysis of the Firm
- Week 9:** Second Exam
- Week 10:** Chapter 8 Perfect Competition and Monopoly
- Week 11:** Chapter 9 Monopolistic Competition and Oligopoly
- Week 12:** Chapter 12 Fundamentals of Project Evaluation
- Week 13:** Chapter 13 Risk in Project Analysis
- Week 14:** Final Exam

Caveat: I feel so strongly about this statement that it follows my pertinent information! This is a graduate course, not a 5th year undergraduate course, not an elective, not a get your feet wet for the graduate program class. I cannot emphasize this enough. This course is 8- week Session that requires more due diligence on your part to successfully complete the assignments. Please understand that wherever you acquire a degree from, you want to be assured that the program tests its students and also the content is rigorous enough to ensure its own survivability. That only benefits you, the graduate in the long run. This course is entirely doable on your part but you must make a commitment and align your priorities accordingly. I understand work issues and other external conflict may arise, I ask you to always be proactive about issues that are beyond your control and to seek my help and we will always go from there.

Communication Plan: I answer e-mail daily and have office hours on Monday-Friday. If circumstances will prevent me from checking my e-mail, Please call our school's secretary she will know where I am. You can expect to always get a reply from me in a very timely manner.

Course Syllabus: CRN# 1849 MSBA 5400-01 Spring 2013

Course Title: BUSINESS ENVIRONMENTS

IMPORTANT NOTICE: The Instructor may make modifications to the original course syllabus at any time. Always consult the revised, updated Syllabus in Blackboard for the most accurate information.

Course Information: When scheduled, class meetings take place at 6:00 pm on Monday in the MBA/Executive classroom, 117 Jaynes Hall.

Course Description: This course is designed to introduce current developments involving legal, societal and ethical challenges modern society presents to the corporate environment. Emphasis will be placed on areas such as stakeholders, corporate citizenship, social responsibility, globalization, and ethics. The course will be a mix of online and in-class activities including asynchronous online discussions and course meetings, panel discussions, and debates.

Textbook: Required – Law and Ethics in the Business Environment, Seventh Edition, by Halbert and Ingulli, published by Thomson, South-Western, 2012. **Recommended Readings** – Natural Capitalism, Creating the Next Industrial Revolution, by Paul Hawkin, and/or The Sustainability Revolution: Portrait of a Paradigm Shift, by Andres R. Edwards, and/or Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage by Andrew S. Winston.

Instructor Information: Hello, my name is Dr. Richard Harvey, and I am your instructor for this course. I joined the School of Business in 1988 and I'm a Professor of Finance and Business Law. I am also the Dean of the School of Business at Fairmont State. I hold degrees from West Virginia University (B.M., M.B.A., and J.D.) and currently teach this course and the MBA Financial Analysis course. Residing in Morgantown, I am a native West Virginian and enjoy many of the recreational activities available in the area including mountain biking and skiing. The best way to reach me is through course mail on the Blackboard site. Should Blackboard be down for any reason, you can send me email to Richard.Harvey@fairmontstate.edu. You can also call my Executive Secretary, Martha, at (304) 367-4395.

I usually log on to the course throughout the day, including evenings. I will be available via email for any questions or concerns you have, but I will only be online Monday through Friday and Sunday evening. If you want an immediate response from me, be sure to get the question or comment to me on those days.

If you prefer, you can contact me in person by appointment in Room 111 Jaynes Hall. I am located at: The School of Business Office, 111 Jaynes Hall, Fairmont State University, 1201 Locust Avenue, Fairmont, West Virginia 26554

COURSE REQUIREMENTS:

Clicker: If you have a TurningPoint Response Card (clicker), please bring it to class. If not, I will provide clickers during class meetings when I expect to use clickers.

Hardware/Software: You will need to have access to a computer with Internet access and appropriate software for online learning.

Ethical Lens Inventory™: The Ethical Lens Inventory™ (ELI) is a personal evaluation tool designed to help students understand the values that influence their choices. It identifies how they prioritize values when making ethical decisions. By understanding what values are most important to them and what values are most important to the other parties involved in an ethical situation, they can minimize unnecessary conflict, make better ethical decisions, and live their values with confidence and integrity. I have not yet made a final decision regarding our use of the ELI. Please visit the website <http://www.ethicsgame.com/Exec/site/eli.html> and review the video, The Four Ethical Lens™. I may ask for your opinion later.

Assessment and Course Evaluations: Feedback on each course and instructor is important to the University, your professor, and to all FSU students. FSU has the responsibility to assess the effectiveness of classroom instruction, and each student has the responsibility to provide accurate and timely feedback through completion of the online course evaluation form. Assessment should be viewed as an additional course and business program requirement.

Course Goals and Objectives:

- Learners will participate in online discussions with peers that encourage analysis of law and ethics using theoretical, technical, and practical frameworks.
- Learners will demonstrate their ability to manage in an ethical, socially responsible manner through papers, role play, debates, and roundtable discussions.
- Learners will be able to craft effective arguments for purposes of alternative dispute resolution.
- Learners will be able to discuss risk allocation and products liability.
- Learners will analyze the competing interests of privacy and new technology.

POLICIES AND PROCEDURES:

OFFICE HOURS: I am in the office from 7:00 am until 2:00 pm every day; therefore I do not have set office hours for this course. Please make an appointment with my secretary to get on my calendar. Drop-ins will be accommodated when possible, but are not recommended because of my busy schedule. If you would like to meet before class, please contact me so I know to return to campus early.

COMMUNICATION: My preferred method of communication is email through this Blackboard site. You may leave me a message with my secretary, but I may not call you back.

If the Blackboard site is not operating, then you may send email to my Fairmont State account. If all Fairmont State technology ceases to function, you may send email to my Yahoo account, professor_harvey@yahoo.com.

ATTENDANCE: Students are expected to attend regularly the class session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. NOTE-> Attendance and class participation both in class and online will be used to evaluate all borderline grade decisions. If you miss a class, you are responsible for determining the material you have missed, including any administrative announcements made.

EXTRACURRICULAR ACTIVITIES: This semester you will have opportunities to participate in extracurricular activities such as the annual Business Etiquette Dinner and Reception on March 6. More details of this and other activities will be provided at a later date.

WORKING IN TEAMS: Remember that successful teams depend on each member actively "pulling his/her own weight." There are a number of ways to ensure this, including assigning specific roles to each group member. It is a good idea to rotate the assignments. For this class, I ask the team members to identify team roles, manage tasks, and collaborate with each other in decision-making activities. I do monitor your team postings and will be happy to assist you if necessary. For example, you could assign a recorder to summarize the responses, a facilitator to encourage all members to contribute, and a checker to make sure the work is completed on time, etc. Be sure to let your team know if you are doing to be unavailable for a few days. You may ask to be the summarizer if you are unable to participate the first few days. Or you may ask to be the researcher or author of the first draft if you are unable to participate in the last few days.

EVALUATION: Your performance in the course will be evaluated by the completion of assignments, discussions, and other activities indicated in each module. For each assignment you will be given the rubric or grading criteria from which you will be evaluated. Late submission of any assignment may not be accepted.

GRADING SCALE: The grading scale is as follows:

- **A = 90 - 100% or --- pts. Excellent**
- **B = 80 - 89% or --- pts. Good, meets Standard**
- **C = 70 - 79% or --- pts. Below Standard**
- **F = 0 - 69% or < --- pts. Failure**

The grade of 'B' represents the benchmark for graduate studies. It indicates that the student has demonstrated competency in the subject matter of the course, i.e., the student has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and

concepts, and is able to present and apply these materials and concepts in clear, reasoned, well organized and grammatically correct responses whether written or oral. Only students who fully meet this standard and, in addition, who demonstrate exceptional comprehension and application of the course subject matter, merit an 'A'. Students who do not meet the benchmark standard of competency fall within the 'C' range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they earn an 'F'.

INCOMPLETES: The grade of 'I' may be considered only for students who have completed at least fifty percent (50%) of the total coursework requirements and who have received a passing grade on all the coursework which they have completed. The instructor retains the right to make the final decision on granting a student's request for an 'I', even though the student may meet the eligibility requirements for this grade.

WRITING STANDARDS: Effective educators, managers, and leaders are also effective communicators. Written communication is an important element of the total communication process. **The MBA program recognizes and expects exemplary writing to be the norm for course work.** To this end, all papers, individual and team, must demonstrate graduate level writing ability and comply with the format requirements of the particular field. Careful attention should be given to source citations, proper listing of references, representation of numbers, and the presentation of tables and figures.

SOCIAL JUSTICE: You have the right to expect that I will be available, provide timely responses, and that I will not harass or humiliate or in any sense "put you down" as you participate in this class or ask or answer questions. You also have the right to ask any appropriate questions of me to assist you in understanding the materials and to question any comments or answers I may offer, all without fear of harassment or "retaliation" from me. Finally, you have the right to expect that I will not discriminate against any of you on the basis of race, color, religion, national origin, age, or political beliefs - or any other basis. I would appreciate the same courtesies from you.

FAIRMONT STATE SYLLABUS STATEMENTS:

<http://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

ACADEMIC INTEGRITY: Academic dishonesty, as defined in the institutional academic integrity policy, will not be tolerated. If it is determined that a student cheated or plagiarized on an examination or any course assignment, the student will receive a grade of zero (0) for the examination/assignment. Second offense cheating/plagiarism will result in a failing grade (F) for the course. All incidents of cheating/plagiarism will be reported to the Dean for the School of Business who may, at his discretion, impose additional sanctions.

COPYRIGHT NOTICE: Many of the materials created for this course are the intellectual property of Dean Richard Harvey. These include, but are not limited to, the syllabus, lectures, printed handouts, and pages and files on the course web site whose intellectual ownership is not otherwise indicated. Except to the extent not protected by copyright law, any use, distribution, or sale of such materials in any format—printed or electronic—requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class lectures or class notes, unless copyright has been explicitly waived by Dean Harvey.

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Course Syllabus: CRN# 5354 MSBA 5550-01 Summer 2012

Course Title: FINANCIAL REPORTING AND ANALYSIS

IMPORTANT NOTICE: The Instructor may make modifications to the original course syllabus at any time. Always consult the revised, updated Syllabus in Blackboard Vista for the most accurate information.

Course Information: The primary method of delivery for this course is **online** through Blackboard. When necessary, class meetings will take place at 6:00 pm in the MBA/Executive classroom, 117 Jaynes Hall.

Course Description: Through the concentration on the accounting side of financial statements, students gain a basic understanding of GAAP and the accounting model in order to recognize the limits of financial reports while evaluating liquidity, debt, and profitability. The course will combine ethics, financial theory, case studies and internet based projects.

Course Outcomes: The course is intended to provide students:

- An overview of the concepts and principles of financial accounting, with particular emphasis on analysis of financial statements;
- An overview of contemporary financial events as they occur;
- The opportunity to use online financial reports in a managerial finance setting; and
- The opportunity to practice written communication skills.

Course Requirements: You will be asked to undertake the following activities to help you to learn the subject matter of this course.

- Complete assigned readings.
- Participate in online discussions.
- Complete individual and group learning activities.
- Complete final project.
- Expect to spend at least a total of 8 hours per week on the course

Online Course Requirements: Because of the online delivery method of this course, students must be prepared to:

- ensure technical access to the online classroom in Blackboard via an appropriate Browser;
- invest a minimum of a eight (8) hour workload in each week of the course (ten week term);
- the 80 hour workload during this Financial Reporting and Analysis course consists of approximately 20 hours of reading; 20 hours of active, visible participation on the Discussion boards; and 40 hours for preparation of assignments.

Textbook: Required – Financial Reporting & Analysis, 12th Ed. 2011, Gibson, South-Western Cengage, ISBN# 978-0-324-65742-5. (In order to keep your cost down, the course materials also refer to the 11th edition.)

Instructor Information: Hello, my name is Dr. Richard Harvey, and I am your instructor for this course. I joined the School of Business in 1988 and I'm a Professor of Finance and Business Law. I am also the Dean of the School of Business at Fairmont State. I hold degrees from West Virginia University (B.M., M.B.A., and J.D.) and currently teach Managerial Finance, PC Applications in Finance, and Business Environments and this course for the MBA program. Residing in Morgantown, I am a native West Virginian and enjoy many of the recreational activities available in the area including mountain biking and skiing.

The best way to reach me is through course mail on this Blackboard Vista site. Should Vista be down for any reason you may send me email to Richard.Harvey@fairmontstate.edu. You may also call my secretary at (304) 367-4395.

I usually log on to the course throughout the day, including evenings. I will be available via email for any questions or concerns you have, but I will only be online Monday through Friday and Sunday evening. If you want an immediate response from me, be sure to get the question or comment to me on those days.

If you prefer, you can contact me in person by appointment in Room 111 Jaynes Hall. I am located at: The School of Business Office, 111 Jaynes Hall, Fairmont State University, 1201 Locust Avenue, Fairmont, West Virginia 26554

COURSE REQUIREMENTS:

Assessment and Course Evaluations: Feedback on each course and instructor is important to the University, your professor, and to all FSU students. FSU has the responsibility to assess the effectiveness of classroom instruction, and each student has the responsibility to provide accurate and timely feedback through completion of the online course evaluation form. Assessment should be viewed as an additional course and business program requirement.

POLICIES AND PROCEDURES:

OFFICE HOURS: I am in the office from 8:00 am until 3:00 pm every day except Friday; therefore I do not have set office hours for this course. Please make an appointment with my secretary to get on my calendar. Drop-ins will be accommodated when possible, but are not recommended because of my busy schedule. I will hold "virtual" office hours on a regular basis and *on demand*.

COMMUNICATION: My preferred method of communication is email through this Blackboard Vista site. You may leave me a message with my secretary, but I may not call you back. If the Blackboard Vista site is not operating, then you may send email to my Fairmont State account. If all Fairmont State technology ceases to function, you may send email to my Yahoo account, professor_harvey@yahoo.com.

ATTENDANCE: Students are expected to attend regularly the class session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. NOTE-> Attendance and class participation both in class and online will be used to evaluate all borderline grade decisions. If you miss a class, you are responsible for determining the material you have missed, including any administrative announcements made.

WORKING IN GROUPS: Remember that successful groups depend on each member actively "pulling his/her own weight." There are a number of ways to ensure this, including assigning specific roles to each group member. It is a good idea to rotate the assignments. For this class, I ask the group members to identify team roles, manage tasks, and collaborate with each other in decision-making activities. I do monitor your group postings and will be happy to assist you if necessary. For example, you could assign a recorder to summarize the responses, a facilitator to encourage all members to contribute, and a checker to make sure the work is completed on time, etc. Be sure to let your group know if you are doing to be unavailable for a few days. You may ask to be the summarizer if you are unable to participate the first few days. Or you may ask to be the researcher or author of the first draft if you are unable to participate in the last few days.

EVALUATION: Your performance in the course will be evaluated by the completion of assignments, discussions, and other activities indicated in each module. For each assignment you will be given the rubric or grading criteria from which you will be evaluated. Late submission of any assignment may not be accepted.

GRADING SCALE: The grading scale is as follows:

- **A = 90 - 100% or --- pts. Excellent**
- **B = 80 - 89% or --- pts. Good, meets Standard**
- **C = 70 - 79% or --- pts. Below Standard**
- **F = 0 - 69% or < --- pts. Failure**

The grade of **'B'** represents the benchmark for graduate studies. It indicates that the student has demonstrated competency in the subject matter of the course, i.e., the student has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, reasoned, well organized and grammatically correct responses whether written or oral. Only students who fully meet this standard and, in addition, who demonstrate exceptional comprehension and application of the course subject matter, merit an **'A'**. Students who do not meet the benchmark standard of competency fall within the **'C'** range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they earn an **'F'**.

INCOMPLETES: The grade of **'I'** may be considered only for students who have completed at least fifty percent (50%) of the total coursework requirements and who have received a passing grade on all the coursework which they have completed. The instructor retains the right to make the final decision on granting a student's request for an **'I'**, even though the student may meet the eligibility requirements for this grade.

WRITING STANDARDS: Effective educators, managers, and leaders are also effective communicators. Written communication is an important element of the total communication process. The MBA program recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing ability and comply with the format requirements of the particular field. Careful attention should be given to source citations, proper listing of references, representation of numbers, and the presentation of tables and figures.

SOCIAL JUSTICE: You have the right to expect that I will be available, provide timely responses, and that I will not harass or humiliate or in any sense "put you down" as you participate in this class or ask or answer questions. You also have the right to ask any appropriate questions of me to assist you in understanding the materials and to question any comments or answers I may offer, all without fear of harassment or "retaliation" from me. Finally, you have the right to expect that I will not discriminate against any of you on the basis of race, color, religion, national origin, age, or political beliefs - or any other basis. I would appreciate the same courtesies from you.

FAIRMONT STATE SYLLABUS STATEMENTS:

<http://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

ACADEMIC INTEGRITY: Academic dishonesty, as defined in the institutional academic integrity policy, will not be tolerated. If it is determined that a student cheated or plagiarized on an examination or any course assignment, the student will receive a grade of zero (0) for the examination/assignment. Second offense cheating/plagiarism will result in a failing grade (F) for the course. All incidents of cheating/plagiarism will be reported to the Dean for the School of Business who may, at his discretion, impose additional sanctions.

COPYRIGHT NOTICE: Many of the materials created for this course are the intellectual property of Dean Richard Harvey. These include, but are not limited to, the syllabus, lectures, printed handouts, and pages and files on the course web site whose intellectual ownership is not otherwise indicated. Except to the extent not protected by copyright law, any use, distribution, or sale of such materials in any format—printed or electronic—requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class lectures or class notes, unless copyright has been explicitly waived by Dean Harvey.

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Fairmont State University
School of Business
Fall 2012

Course Title:	Marketing for Managers	Faculty:	Dr. Gailey
Course, Section:	MSBA 5600	Office:	Jaynes Hall 116-C
Class Meetings:	Tu 6:00–8:50 pm	e-mail:	Use Blackboard
Classroom:	Jaynes Hall 117	Phone:	304-367-4889; prefer e-mail
Office Hours:	Mo 5:15-6:15 pm, Tu 10:45-11:45 am, We 3:00-4:00 pm, Th 8:30-9-30 am, Fr online.		

TEXTBOOK:

Strategic Marketing Problems: Cases and Comments, 13th ed. by Kerin & Peterson

COURSE DESCRIPTION:

This course will introduce marketing concepts and practices to the students. Topics such as product policy, pricing, promotion, and distribution will be discussed. Case studies will be used to apply the concepts of marketing in the class.

COURSE OBJECTIVES:

Students completing this course will be able to:

1. Perform analysis and decision-making processes related to marketing opportunities.
2. Evaluate major elements of marketing plans encompassing product management, pricing, distribution, and promotion.
3. Assess the concepts of consumer behavior and the application marketing research to address market conditions.
4. Analyze and explain strategic implications of marketing decisions.

FAIRMONT STATE UNIVERSITY POLICIES:

www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp

STUDENT CONDUCT:

- Cheating: Students who cheat on exams or assignments will be given zero credit. Cheating on exams includes copying answers from another student, and talking or texting during an exam. Students who cheat more than once will fail the course. Names of students who cheat will be forwarded to the Dean of the School of Business. (See below for FSU's policy on Academic Integrity.)
- Students are expected to do their own work. This means that assignments you turn in must be your work and in your words. Assignments that contain text identical to another student or copied from a non-identified source will be given zero credit. This constitutes plagiarism, which is a form of cheating.
- Be respectful of other opinions expressed in class. This means letting other students finish what they are saying before stating your opinions.
- Do not interfere with other students' ability to learn in class. This means not talking or doing things that distract other students who are trying to hear and discuss class related information.

ASSIGNMENTS: No credit will be given to assignments not meeting the following requirements.

1. **All 'out of class' assignments must be typed and double-spaced. Put your name, class section number, and assignment i.d. in the upper right hand corner.**
2. Be clear and concise in answering assignment questions. Be sure to explain the basis of your answer.
3. Assignments turned in after the due date will receive no credit unless approved by the instructor prior to the due date. Missed assignments cannot be made up.
4. It is your responsibility to retain a copy of all assignments submitted. If an assignment "disappears", you must produce the duplicate. If any assignment submitted is not returned when other assignments are returned in class, contact me immediately. You should retain all graded material until the end of the term.
5. **It is your responsibility to be current on reading the text.**

EXAMS

1. Exams will be given on the dates shown on the activity list.
2. Exams cannot be taken early or made up without my approval prior to the exam.

ATTENDANCE POLICY

Attendance will not be taken in class except to verify registration. However, attendance in every class is encouraged. Missing more than one class during the term will likely affect your grade due to lost opportunities to participate in class.

GRADING:

The final grade will be based on the following criteria:

Assignment	6%
Cases (3)	24%
Exam	20%
Marketing Audit	32%
Presentation	8%
Final Exam	10%

A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = Below 60%

RETENTION OF STUDENT WORK

The instructor reserves the right to retain for pedagogical reasons, the original or a copy of a student's test, written assignment, paper, or similar work submitted for this class. Students' names will be deleted from retained items.

ELECTRONIC DEVICES

No taping, filming, or photography is allowed in class without my prior written permission (whether by camera, cell phone, or other means). These activities are distracting and inhibiting to faculty and other students, and may infringe upon privacy or copyright laws.

COPYRIGHT NOTICE

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NOTE:

If changes to this syllabus occur during this term, they will be discussed in class.

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Disability Services

Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. Instructors are not required to allow any academic accommodations unless the student provides the instructor with a letter from the office of disability services outlining the necessary accommodations. It is the student's responsibility to discuss the logistics of each accommodation with each instructor to arrange for the most feasible service provision. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906.

Expectations of Students:

Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities;

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

SCHOOL OF BUSINESS
FAIRMONT STATE UNIVERSITY

MBA 5700: QUANTATIVE ANALYSIS
MBA – FALL 2012
Monday, 6:00PM – 8:50PM

Dr. M.A. Khalil
Office: 112C Jaynes Hall
Phone: (304) 367-4727 (O)
(304) 296-0324 (H)
Email: mkhalil@fairmontstate.edu



COURSE DESCRIPTION:

This class will cover descriptive and inferential statistics. Concepts such as probability, distribution, estimation, hypothesis tests, correlation and regression will be discussed. Chi-square tests as well as nonparametric methods will be stressed. Emphasis will be on quantitative analysis for managerial decision-making. (Core Course)

OBJECTIVES:

This course should enhance a student's ability

- To interpret and communicate quantitative information;
- To understand and interpret descriptive statistics;
- To understand probability theory and interpret probabilities;
- To understand and interpret interval estimation and hypothesis testing;
- To be able to model relationships between variable, using linear regression; simple and multiple
- To use computers for statistical analysis;

MATERIALS:

Anderson, Sweeney & Williams, Modern Business Statistics, 4th Ed.
Thomson/South-Western, 2012
Selected cases for Introduction to Statistics

PREREQUISITE:

Algebra, Calculus and Computer Proficiency

GRADING:

Four components of your work will be evaluated numerically:

Homework/quizzes	20%
First Exam	20%
Second Exam	30%
Final Exam	30%
COURSE SCORE (Total)	100%

GRADING POLICY:

Grades will be based upon the student's performance on the four components that are mentioned above. The total percentage of the four components will determine the final grades.

Grade	Percentage
A	90% and better
B	80%-89%
C	70%-79%
D	60%-69%
F	59% and less

EXAMS:

The first exam will be given the fourth week during the regularly scheduled class period. The second exam will be given on the eighth week of fall 2008 from 6:00pm – 9:00pm (room to be arranged). The final exam will be comprehensive, but may give more emphasis to material following the first exam than to material preceding the first exam. For both the second and the final, you may use a simple hand calculator and limited reference material. I encourage you to acquire a calculator that includes logarithm and exponential functionality. Use of computers is not permitted during exams. If you are uncertain whether your calculating device qualifies as a "simple hand calculator", please ask me. My intent is to create a level playing field by allowing access to cheap, widely available calculators and disallowing devices with advanced and statistical functionality.

AMNESTY:

If your percentage score on the final exam exceeds your percentage score on the second exam, I will drop your second exam score and prorate your final exam. Note: If your second exam percentage is higher than the final percentage, there will be not adjustment.

HOMEWORK:

Homework question/problems will be assigned throughout the course, approximately every week. The assignments are to be completed and submitted on the due date. Any late submissions (for any reasons) will reduce your grade by 50%, you may discuss the homework with each other as much as you wish, but you are required to write up the solutions on your own. Copying or editing the work of another is a violation of the Honor Code. Homework solutions may be made available electronically.

PREPARATION FOR CLASS AND PARTICIPATION:

This course will include lecture and discussion. Because of the extent of material to be covered in this course, not every word of every chapter can be covered in class. However, students are responsible for all assigned material. Student's must read all required materials outside the classroom and study accordingly. Students are required to read assigned material **PRIOR TO CLASS** in order to facilitate an active discussion of the material during class sessions. It is difficult to discuss material without having first at least familiarized oneself with the subject. Students should be prepared to attend and actively participate in class discussions. Students may be called upon to start the discussion during class.

PROJECTS AND PRESENTATIONS:

Time permit, the team project is the capstone of the course. Your class will be divided into teams. Your team will prepare a written report and make a short oral presentation to the class based on the team's statistical analysis of a real and interesting business data set that your team will locate. The written report will be due on the seventh week. To provide you with timely feedback and to insure that your projects are feasible, I require each team to submit a one-page written project proposal on or before the third week. Your project proposal must describe specifically the data you will obtain, how you will obtain it, discuss what methods you expect to apply, and state what you expect to show with your analysis. Proposals will be marked approved or returned for revision. With permission, team projects may be changed after the third week. Your project/presentation will be graded on how well you employ the methods of statistical analysis taught in this course and on your skill in presenting your analysis orally and in writing. Every member of your team will receive the same score, subject to controls for "free riding."

CLASSROOM COURTESY:

- Turn off cell phones and pagers before entering class.
- Avoid arriving late to class.
- Mute the volume control on your laptop.

- Respect the questions and opinions of other students as you would have them respect yours.
- Avoid surfing the internet in class.
- Unless otherwise announced, you are responsible for material assigned in the text whether or not that material is covered in class.
- Unless otherwise announced, you are responsible for material covered in class and on handouts or emails.
- It is unfair to allow a student to raise his/her score by submitting extra work unless all students are allowed the same opportunity. Therefore, extra work for extra credit will not be permitted.
- All students are expected to observe the Honor Code fully.

TENTATIVE SCHEDULE OF TOPICS

<u>DATES</u>	<u>TOPICS</u>	<u>RECOMMENDED HOMEWORK PROBLEM</u>
First and Second Week	Ch. 1 Dates & Statistics Ch. 2 & 3 Descriptive Statistics	Ch. 1.- 2,4,6,8,10,14 Ch. 2.- 2,4,15,20,33 Ch. 3.- 3,8,18,20,26,32
Third Week	Ch. 4 Intro to Probability	Ch. 4 – 10,12,18,20 26, 28,30,32,36
Fourth Week	First Exam	
Fifth Week	Ch. 5 Discrete Probability	Ch. 5 – 6,10,14,18 , 20, 22
Sixth week	Ch. 6 Continuous Probability Dist.	Ch. 6 – 4, 6,12,18,22, 40, 44
Seventh Week	Ch. 7 Sample & Sampling Dist.	Ch. 7 – 13, 19,26,28,32 34, 40, 50
Eighth Week	Second Exam	
Eighth Week	Ch. 8 Interval Estimates	Ch. 8 – 5,6,10,15,25,28
Ninth Week	Ch. 9 Hypothesis Testing	Ch. 9 – 2,4,5,8,10,16,18 20, 22,28,32,38
Tenth Week	Ch. 14 Simple Linear Regression	Ch. 14 – 40,42,60,62
Eleventh Week	Ch. 15 Multiple Regression	to be announced
Twelfth Week	Ch. 18 Quality Control	to be announced
Final Week	Final Exam	Celebrate

Each class will consist of two parts that will be separated by a break.

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

Disability Services

Support services are available to any student, full or part-time, who has a documented need for accommodations because of a disability. These students must contact the Coordinator for Students with Disabilities. It is the student's responsibility to register for services with the Coordinator and to provide any necessary documentation to verify a disability or the need for accommodations.

As part of an effort to ensure equal access to educational opportunities at Fairmont State, the institution offers the opportunity to be evaluated for the presence of a mental condition, such as a learning disability, attention deficit/ hyperactivity disorder, and other psychological conditions that may interfere with a student's learning by a qualified professional.

The Coordinator of Disability Services, Andrea Pammer, is located in the Falcon Center. Her phone number is 304-367-4686.

Use the following link to learn more about Fairmont State's disability services:
www.fairmontstate.edu/studentlife/disabilityservices/default.asp.

Classroom Etiquette and Conduct

The School of Business expects students to behave in a professional manner in the classroom. Faculty members are responsible for effective management of the classroom environment to promote conditions that will enhance student learning. Students are expected to refrain from behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, cell phone calls, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults. Students who are disrupting the class will be warned that they are behaving inappropriately and if the conduct continues, they may be asked to leave the class.

However, students are encouraged to properly express their views and opinions in class and disagreement with the instructor or other students is not in itself 'disruptive behavior'.

Classroom etiquette expectations include:

- Attending classes and paying attention;
- Not coming to class late or leaving early;
- Not talking with other classmates while the instructor or another student is speaking;
- Refraining from the use of tobacco products in classrooms;
- Not eating and drinking in computer labs or during class, at the discretion of the instructor;
- Turning off electronics, including mp3 players, cell phones, pagers and beeper watches (this excludes approved devices used for study purposes).

Freedom of Expression and Assembly

The student enjoys the essential freedoms of scholarship and inquiry central to all institutions of higher education. In exercising these freedoms the student has certain rights and responsibilities, including, but not limited to, the following:

- a. To have access to campus resources and facilities.
- b. To espouse causes.
- c. To inquire, discuss, listen to, and evaluate.
- d. To listen to any person through the invitation or organizations recognized by the institution.
- e. To have a free and independent student press that adheres to the canons of responsible journalism.
- f. To not violate the rights of others in matters of expressions and assembly.
- g. To abide by policies, rules, and regulations of the board and the institution and federal, state, and local statutes and ordinances pertaining to freedom of expression and assembly.

Fairmont State College

School of Business Objectives

Graduates of the School of Business at Fairmont State College are expected to be able to:

- Demonstrate proficiency in his/her major field of study
- Compete in the job market or in graduate/professional schools
- Function effectively as a member of a team and understand group dynamics
- Behave ethically and understand the concept of social responsibility
- Communicate effectively orally and in written form
- Listen to ideas and opinions of others
- Solve problems and make decisions
- Think critically and analytically
- Recognize and respond to opportunities
- Recognize and adapt to change in a proactive manner and capitalize on opportunities for life-long learning
- Understand and appreciate the importance of international business

Fairmont State University

School of Business

Spring 2013

Course Title: **Operations Management** Faculty: **Dr. Gailey**
Course, Section: MSBA 5710 Office: Jaynes Hall 115
Class Meetings: Tu 6:00–8:50 pm* e-mail: Use Blackboard
Classroom: Jaynes Hall 117 Phone: 304–367–**4728**; e-mail preferred

(*) This class meets alternating weeks.

Office Hours: Mo 3:00–4:00 pm, Tu 10:00–11:00 am, We 3:00–4:00 pm, Th 10:00–11:00 am, Fr 8:00–9:00 (confirm before arriving) or online.

TEXTBOOK

Operations Management, 10th ed. by Stevenson

COURSE DESCRIPTION

This course will provide students with a sound conceptual understanding of the role that management science plays in the decision-making process. The focus is on the part of management science referred to as quantitative approaches to decision making. This course will cover several quantitative techniques used in decision making processes such as; linear programming, transporting problems, waiting line models, decision analysis, and forecasting.

COURSE OBJECTIVES

Students completing this course will be able to:

1. Perform analysis and decision-making processes related to management of operations.
2. Evaluate operations from the standpoint of efficient transformation of inputs to outputs.
3. Explain the role of operations in relation to other functions of organizations.
4. Analyze operations processes from a range of perspectives, such as efficiency, quality, and responsiveness.

FAIRMONT STATE UNIVERSITY POLICIES

www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp

STUDENT CONDUCT:

- **Cheating:** Students who cheat on exams or assignments will be given zero credit. Cheating on exams includes copying answers from another student, and talking or texting during an exam. Students who cheat more than once will fail the course. Names of students who cheat will be forwarded to the Dean of the School of Business. (See below for FSU's policy on Academic Integrity.)
- **Students are expected to do their own work.** This means that assignments you turn in must be your work and in your words. Assignments that contain text identical to another student or copied from a non-identified source will be given zero credit. This constitutes plagiarism, which is a form of cheating.
- **Be respectful of other opinions expressed.** This means letting other students and me finish what he/she is saying before stating your opinions.
- **Do not interfere with other students' opportunity to learn.** This means not talking or doing things that distract other students who are trying to hear, learn, and discuss class related information. **Disruption of the class will result in a reduction in your overall grade; 10% per infraction.**

ASSIGNMENTS: No credit will be given to assignments not meeting these requirements.

1. **Due by Tuesday noon on week assigned** (unless otherwise specified on the activities list). Assignments may be completed in advance, but will not be graded until after the due date and time.
2. **After the second week of classes,** assignments received after the due date will receive no credit unless approved by me prior to the due date. Missed assignments cannot be made up.
3. **Must be submitted in Microsoft Word or Excel format only.**
4. Blackboard allows only one attachment per email; send as many emails as needed.
5. **Must be double-spaced. Put your name, class section number, and assignment identification (e.g., Chapter #) in the upper right hand corner.**
6. **Use headings to separate and identify sections.**
7. Be clear and concise in answering assignment questions. This is an important characteristic of successful managers.
8. Do not repeat information from the assignment unless the information is needed to support your analysis or conclusion.
9. Assignments turned in after the due date will receive no credit unless approved by the instructor prior to the due date.

10. It is your responsibility to retain a copy of all assignments submitted. If an assignment “disappears”, you must produce the duplicate. If any assignment submitted is not returned when other assignments are returned in class, contact you instructor right away. You should retain all graded material until the end of the term.
11. Cases will be equally weighted unless otherwise specified by your instructor and have a total weight (stated below) of your grade.
12. It is your responsibility to be current on reading the text.

EXAMS

1. Exams will be given on the dates shown on the activity list.
2. Exams cannot be taken early.

ATTENDANCE POLICY

Attendance will not be taken in class except on a few occasions to verify registration. However, attendance in every class is expected and you cannot participate in class discussions if you do not attend classes. Missing more than one class during the term will likely affect your grade due to lost opportunities to stay current and participate in class discussions and activities.

GRADING

The final grade will be based on the following criteria:

Assignments	16%
Cases	16%
Report	32%
Presentation	8%
Exam	20%
Final Exam	8%

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

RETENTION OF STUDENT WORK

The instructor reserves the right to retain for pedagogical reasons, the original or

a copy of a student's test, written assignment, paper, or similar work submitted for this class. Students' names will be deleted from retained items.

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NOTE:

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25 Jan 2013

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Students are expected to be

Present and attentive in class; aware of official university communication via email;

Prepared for university life; prepared for class

Participating in class and in extra- and co-curricular activities;

Polite and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship

Opportunity

Achievement

Responsibility

SOAR with Fairmont State

Fall 2012 Syllabus: Online Knowledge Management, MSBA 5800-01 and BISM 4400-02
Professor



I am Dr. Roger Wilson, Assistant Professor of Business Information Systems Management in the School of Business undergraduate and graduate Information Systems Programs operating out of Lapeer, Michigan. My former work experiences before coming to FSU in the Fall of 2002 include:

- Senior Curriculum Developer at the National White Collar Crime Center in Morgantown, WV
- AFIS Training Program Manager at the Clarksburg FBI Complex for Micah Information Systems Inc.
- MIS Director at CARS Information Systems Corporation in Cincinnati, OH
- Adjunct Instructor at Cedarville College in Cedarville, OH
- Adjunct Instructor at Sinclair Community College in Dayton, OH
- Director of Technology, Computer Department Chair, and Math Department Chair at Dayton Christian Schools, Inc. in Dayton, OH
- Assistant Secondary Principal at Roanoke Valley Christian Schools in Roanoke, VA
- Senior Project Engineer at Buick Product Engineering - Research & Development in Flint, MI

Email: Use Blackboard Messages for all your email communications to the instructor.

Office Location: Off-campus: Lapeer, Michigan

Online Office Hours: Monday through Saturday (6:00 AM - 9:00 PM)

Learning Objectives

UPON COMPLETION OF THIS GRADUATE COURSE, THE STUDENT WILL BE ABLE TO:

1. Apply various knowledge management models in sharing and communities of practice.
2. Apply knowledge application at the individual, group, and organizational levels.
3. Apply ethical IT management concepts to gain the competitive advantage in business.
4. Apply strategic information systems and reorganization principles to achieve the goals of the organization.
5. Demonstrate written communication skills by writing a Major Project Outline, developing a PowerPoint Presentation, and writing an Executive Summary of their presentation.
6. Demonstrate oral communication skills in class participation, successfully interacting within a KM team environment, and individually presenting a topic in a team Major Project Presentation.
7. Demonstrate teamwork skills by developing and presenting a KM team major project presentation.

THE DESIRED PROFILE OF A SCHOOL OF BUSINESS MBA GRADUATE

1. Demonstrate proficiency in his/her major field of study.
2. Compete in the job market or in graduate/professional schools.
3. Behave ethically and understand the concept of social responsibility.
4. Communicate effectively orally and in written form.
5. Listen to ideas and opinions of others.
6. Solve problems and make decisions.
7. Think critically and analytically.
8. Recognize and respond to opportunities.
9. Recognize and adapt to change in a pro-active manner and capitalize on opportunities for life-long learning.
10. Understand and appreciate the importance of international business.

Required Materials

Course prerequisite: successful completion of the graduate course MSBA 5000 or of junior or senior status in the BISM undergraduate program.

This online course will provide students with a background in the development of Knowledge Management, KM models, how to capture, codify, and share knowledge within the organizational culture, various strategies and metrics, the KM Team, and future challenges for KM. It is a course based on not merely learning concepts, but also applying those concepts to facilitate business processes in a team effort.

Copyright Notice: Material presented in this online course may be protected by copyright law. The citing of all resources used by the student are to be included on each assignment, project, extra credit, and any other work that is submitted to the instructor.

Students will be required to have a UCA account to get into the Fairmont State online Blackboard Learning System for the class presentations, assignments, tests, exams, major research projects, email, discussion groups, and other electronic interactions for this class.

Also, students enrolled in this course will need a computer with a Web browser for access to the Internet and Microsoft Office 2003 or later. In addition to this, the estimated cost to the student for the required textbook is \$55. This online course will provide students with a background in the development of Knowledge Management, KM models, how to capture, codify, and share knowledge within the organizational culture, various strategies and metrics, the KM Team, and future challenges for KM. It is a course based on not merely learning concepts, but also applying those concepts to facilitate business processes in a team effort.

Professor Information

I am Dr. Roger Wilson, Assistant Professor of Business Information Systems Management in the School of Business Undergraduate School Program and MBA Graduate School, Information Systems Program. My former work experiences before coming to FSU in the Fall of 2002 include:

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- Automated Fingerprint Identification System (AFIS) Training Program Manager at the Clarksburg FBI Complex for Micah Information Systems Inc.
- MIS Director at CARS Information Systems Corporation in Cincinnati, OH
- Adjunct Instructor at Cedarville College in Cedarville, OH
- Adjunct Instructor at Sinclair Community College in Dayton, OH
- Director of Technology, Computer Department Chair, and Math Department Chair at Dayton Christian Schools, Inc. in Dayton, OH
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Office Location: Off-campus, out of state

Online Office Hours: Monday through Saturday (6:00 AM - 9:00 PM)

Course Description/Requirements

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The prerequisite for this online graduate course is the successful completion of MSBA 5000.

Students will be required to have a UCA account to get into the Fairmont State online Blackboard Learn for the class presentations, assignments, tests, exams, major research projects, email, discussion groups, and other electronic interactions for this class.

Also, students enrolled in this course will need a computer with a Web browser for access to the Internet and Microsoft Office 2003 or higher. In addition to this, the estimated cost to the student for the required textbook, is \$55.

Textbook Information

Title	Knowledge Management in Theory and Practice
Author	Kimiz Dalkir; Jay Liebowitz (Foreword by)
ISBN	978-0-262-01508-0
Publisher	MIT Press
Publication Date	March 4, 2011
Binding	Trade Cloth
Price	\$55.00

Policies

FSU'S EXPECTATIONS OF ONLINE STUDENTS

Online Courses at Fairmont State

are offered on the Internet via the Blackboard Learning System. Most online courses are offered entirely online but may require one to three on-campus meetings.

Taking an Online Class Requires,

among other things, that students be independent learners capable of meeting established deadlines. To learn more about the characteristics of successful online learners, [click here](#).

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form, including plagiarism, must be considered a matter of the gravest concern.

Cheating

Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

SCHOOL OF BUSINESS MISSION STATEMENT

The School of Business at Fairmont State University is committed to delivering a quality business education through effective teaching in a caring learning environment that is responsive to the shared needs of students, employers, and the community. In accordance with the mission statement, the School of Business is committed to the following goals:

Quality Programs. Provide rigorous and relevant programs that are intellectually and ethically grounded, innovative, integrative, technologically advanced, and global in perspective.

Effective Teaching and Scholarship. Collaborate with stakeholders to align our teaching, scholarship, and service with the needs of the community.

Improved Community. Serve as a primary source for creating and applying business knowledge to promote regional economic development.

ONLINE POLICIES

Attendance

Students are expected to participate in this online class **a minimum of two hours per day**, any five days of the week desired by the student, in **meaningful and appropriate** class discussions, interactions to various questions posed by students and the instructor, and participation in the Major Research Team Project.

Note: There will be a deduction from the student's Semester Grade for not meeting these online involvement requirements each week.

Other Policies

To find the most up-to-date FSU syllabus policy information maintained by Academic Affairs, visit their website by clicking on this link [Institutional Syllabus Statements](#).

INTERNET POLICIES

Blackboard Learn Website Information for this MSBA 5800 course is available on Blackboard Learn. The website contains learning modules, assignments, exams/tests, class notes, lecture slides, class announcements, course syllabus, due dates, major research project, and other information for the course.

Email (Blackboard Learn Messages)

All students will need to activate their Fairmont State UCA account to get into Blackboard Learn and communicate with the instructor through **Blackboard Messages**. If you have any questions about the course or need assistance, please contact me through Blackboard Messages (6:00 am - 9:00 pm daily, except on Sunday).

EXTRA CREDIT

Extra Credit points can be earned for research challenges by the instructor and/or research ideas initiated by the student, which meet with the approval of the instructor.

MAKEUP WORK

All makeup work must be completed by the due date to receive full credit. Homework that is late will receive a deduction of two points off for each calendar day (seven days per week) late beyond the due date. **No makeup work will be accepted beyond the last day of class (end of 15th week).**

DISABILITY SERVICES

Students who have or seek special accommodations should contact the instructor the first day of class to discuss his/her situation. Services are available to any student, full or part-time, who has a need because of a **[documented]** disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY (304) 367-4906.

Also, visit the [Fairmont State Disability Services](#) website for additional information.

EVALUATION

Grades will be based on a total number of points earned for the various components throughout the semester. Your grade will be determined by the percentage of the total points you have accumulated out of the total points possible.

The total possible points for this class will be approximately 1,100. To determine your grade: If your total points earned is 1,000 points, your grade would be 90.9% (1,000 divided by 1,100), which rounds off to 91%. Ninety-one percent is an "A." The letter grade is determined as shown below:

A: 90 – 100%; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%; F: Below 60%

Following this method you can know at any time during the semester where you stand by viewing "TOOLS/MY GRADES" in Blackboard or dividing the number of points you have accumulated by the total points possible at that time.

The following areas will receive the designated points:

Exams – Two comprehensive exams will be given which will cover the following sections:

- **Mid-Term Exam:** Modules 1-6, online procedures, and professionalism (end of 8th week on October 12, 2012) 100 points.
- **Final Exam:** This will be your Major Research Project paper, which includes what you have learned from your study of Modules 1–11, lecture notes,

assignments, online procedure skills, and professionalism and is due December 7-10, 2012 for 200 points.

- Each exam will be both objective and computer hands-on in nature. The Mid-Term Exam will be multiple choice and Final Exam will be your Major Research Project paper.

Major Research Projects – There will be one major research project, which will be the Final Exam, and will require students to collaborate, research, analyze, and write a 10-page research paper. This project will be worth 200 points. See the [Major Projects module/Major Research Project Requirements](#) for more details.

Tests – Tests will be given every 3-4 weeks at the instructor’s discretion and will be worth 20 - 30 points each.

Assignments – Hands-on assignments will be given. The assignments will be submitted to Blackboard in electronic format (Microsoft Word, Excel, PowerPoint, Visio, or any other format approved by the instructor at the student's request) and are due by **midnight** on the date due. They will be worth 20 points each.

Note: Assignments submitted late will receive a deduction in points.

Participation – A total of 50 points can be earned by each student based on his/her quality, meaningful, and frequency of participation in the online Discussions for this class.

COURSE PLAN

WEEKS 1-4

Orientation Quiz (Syllabus)

Ch 1 - Introduction to Knowledge Management in Theory and Practice

Ch 2 - The Knowledge Management Cycle

Ch 3 - Knowledge Management Models

Test 1 (Ch's 1-3)

WEEKS 5-6

Ch 4 - Knowledge Capture and Codification WEEKS 7-8

Ch 5 - Knowledge Sharing and Communities of Practice

Ch 6 - Knowledge Application

Test 2 (Ch's 4-6)

MID-TERM EXAM (Ch's 1-6, Professionalism, and Online Skills)

WEEKS 9-11

Ch 7 - The Role of Organizational Culture
Ch 8 - Knowledge Management Tools
Ch 9 - Knowledge Management Strategy

Test 3 (Ch's 7-9)

WEEKS 12-14

Ch 10 - The Value of Knowledge Management
Ch 11 - Organizational Learning and Organizational Memory
Ch 12 - The KM Team

WEEK 14-15

Ch 13 - Future Challenges for KM

Ch 14 - KM Resources

Test 4 (Ch's 10-14)

WEEK 16

MAJOR RESEARCH PROJECT

CHANGES IN THE SYLLABUS REQUIREMENTS

IMPORTANT NOTICE: The Instructor may make modifications to the original course Syllabus at any time. Always consult the revised, updated Syllabus in Blackboard for the most accurate information. Changes in the syllabus requirements are at the professor's discretion.

SYLLABUS

Course : Project Management. MSBA 5810
Semester : Fall 2012
Prerequisite : enrollment in MSBA program
Instructor : Lawrence Jacowitz, PhD *aka* Dr. J
Schedule : Tuesdays @6:00 to 8:50 p.m. Eight class sessions: 21 Aug, 4 Sep, 18 Sep, 2 Oct, 16 Oct, 30 Oct, 13 Nov, 4 Dec
Location : Jaynes Hall, room 117
Office Hours: by appointment

Course Objective : The objective of this course is to learn how to manage a project and how to contribute as a member of the project team. The student will develop an understanding of the necessary technical, organizational and methodological aspects. The textbook format follows the widely accepted Project Management Body of Knowledge (PMBOK). There will be assigned readings in the textbook, including case studies and problem-solving. A seminar format will include written and oral assignments and participation in class discussions.

Expected Learning Outcomes :

1. Understand the differences between general management and project management principles and their importance to project success
2. Describe the best practices for selecting projects, programs, and portfolios
3. Explain the 5 project phases of the PMBOK: initiating, planning, executing, monitoring and controlling, and closing projects
4. Explain the 9 Project Management Knowledge Areas of the PMBOK: management of integration, scope, time, cost, quality, human resources, communications, risk and procurement
5. Demonstrate proficiency in using specific project management techniques for achieving project success, such as
 - Selection methods and trade-off analysis
 - Work breakdown structures
 - Gantt charts, network diagrams, and critical path analysis
 - Microsoft Project 2010 software as a tool for project planning
 - Resource-constrained planning
 - Earned value management
 - Motivation theory and team building
 - Procurement management

Required Textbook:

Revised an Introduction to Project Management 3rd edition by Kathy Schwalbe,
Published by Kathy Schwalbe, LLC (2010), (ISBN: 9781451551648)

Grading rules :

Individual Assignments = 1000 pts

- 10 Homework Assignments @ 100 pts each

Class participation = 100 pts

Tests = 200 pts

- Midterm exam @ 100 pts
- Final exam @ 100 pts

TOTAL POINTS (maximum) = 1300

Final Grade:

100 – 90 % A

89 – 80 % B

79 – 70 % C

below 70% F

Grading Policy :

Late homework assignments will have a 20% per week penalty.

Students are expected to do their own individual homework assignments. Cheating will result in an F for the course.

Attendance Policy:

Students will be expected to attend all sessions. Exceptions may be made in instances of business travel or personal hardship.

Social Justice

Statement :

Students have the right to expect that faculty will be available, provide timely responses, and that faculty will not harass or humiliate or in any sense ‘put students down’ as they participate in class or ask or answer questions. Students also have the right to ask any appropriate questions of faculty to assist student understanding of the materials and to question any comments or answers instructors may offer, all without fear of harassment or retaliation. Finally, students have the right to expect that faculty will not discriminate against any student on the basis of race, gender, religion, national origin, age, or political beliefs - or any other basis. *Faculty would appreciate the same courtesies from students.*

Changes:

Instructor reserves right to change syllabus as appropriate.

PRELIMINARY SYLLABUS

- Course : Advanced Project Management MSBA 5820
- Semester : Spring 2013
- Prerequisites : completion of Project Management MSBA 5810 or permission of the instructor
- Instructor : Dr. Lawrence Jacowitz *aka* Dr. J
- Schedule : Tuesdays @6:00 to 8:50 p.m. Eight class sessions: 15 Jan., 29 Jan., 12 Feb., 26 Feb., 19 Mar., 2 Apr., 16 Apr., 30 Apr.
- Location : Jaynes Hall 117
- Office Hours: by appointment
- Course Objectives : The objectives of this course are: (1) to critically analyze case studies which represent a variety of project issues across the spectrum of business domains; and (2) to plan and present a major project in a competitive environment. The student will develop an understanding of best practices for managing projects. There will be weekly readings and written assignments. There will be bi-weekly classroom sessions. A seminar format will include leadership of class discussions. Lectures will complement the topics of the case studies.

Expected Learning

Outcomes : Upon successful completion of this course:

1. Students will understand key factors which can promote project success or cause project failures
2. Students will be able to analyze business situations associated with the implementation of project management
3. Students will learn how to exercise leadership by facilitating class discussion of case studies
4. Students will gain an understanding of how to address the complex nature of many project situations
5. Students will be able to formulate solutions to problems involving organizational, cultural and other interpersonal issues
6. Students will gain experience in team collaboration
7. Students will improve their proficiency in oral and written communications

FSU policies: See this hyperlink for school policies

<http://www.fairmontstate.edu/academicaffairs/syllabusstatements>

Required Textbook:

Project Management Case Studies, 2d edition by Harold Kerzner, John Wiley & Sons (2006), ISBN 0-471-75167-7 (recommended)

Or

Project Management Case Studies, 3d edition by Harold Kerzner, John Wiley & Sons (2009), ISBN 978-0-470-27871-0

<u>Grading :</u>	6 individual & team cases	600 pts.
	Major team project	400 pts.
	Class participation	200 pts.
	Midterm exam	100 pts.
	Final exam	<u>100 pts.</u>

Total pts. = 1400

<u>Final Grade :</u>	100 – 90 %	A
	89 – 80 %	B
	79 – 70 %	C
	below 70%	F

Grading Policy : Late written assignments will have a 20% per week penalty. Note: Students must contribute to class discussions to receive participation points.

Homework Assignments: Reading, written, or leadership assignments will be made weekly.

Team Cases: Students will be assigned to case-study teams to perform collaborative research and analysis of specific cases in project management. Teams will submit a report and present their results in a formal oral presentation to the class. Leadership of class discussion is required.

Individual Cases: Students will be assigned individual short case studies for analysis. Assignments for class-weeks will require a report and leadership of class discussion. Assignments for off-weeks will require only a written report.

Team Project: Teams will compete for a proposed major project. Winning team will receive a 25-point bonus

Attendance Policy: Students will be expected to attend all sessions. Note: a portion of your grade (200 pts.) depends on attending and participating in class discussions.

Syllabus changes: Instructor reserves right to change syllabus as required

Course Syllabus: MSBA 5850-01

Course Title: PROJECT MANAGEMENT CAPSTONE

IMPORTANT NOTICE: Modifications may be made to the original syllabus. Please consult the revised, updated Syllabus in Blackboard Vista for the most accurate information.

COURSE DESCRIPTION:

This course allows students to gain comprehensive project management knowledge. The content addresses detailed coverage of the nine Knowledge Area and five Process Groups identified by the Project Management Institute and contained in A Guide to the Project Management Body of Knowledge (PMBOK® Guide). It also exposes students to best practices required to pass national certifications in project management and offers tips for passing the exam. Course time and material aligns with the area of emphasis of the PMP exam in five process groups: Project Initiation, Project Planning, Project Execution, Project Monitoring and Control, Project Closure, Professional Responsibility. PR: MSBA 5820 (Elective Course)

INSTRUCTOR INFORMATION:

- **Instructor:** Dr. Rebecca Giorcelli
- **Office:** Engineering & Technology Room 201B
- **Phone:** 304-367-4724
- **E-mail:** rgiorcelli@fairmontstate.edu

Communication: The best way to reach the instructor is through course e-mail on the Blackboard Vista site. The instructor will check the course site regularly Monday through Friday during normal working hours and will be available via the course email for any questions or concerns you have. Please be aware that BlackBoard may at times have a lag in sending e-mails. Therefore, you may also send emails to the instructor's Fairmont State account or call the office number listed above. Students are required to access the BlackBoard and Fairmont State student email accounts regularly for class and School of Business communication.

Note: Please refer to the BlackBoard tools related to announcements, e-mails, and course calendar for communication from the instructor related to the class.

Class Resources:

A Guide to the Project Management Body of Knowledge (PMBOK Guide) 4th Edition

PMP Exam Practice Questions and Solutions, 4th edition by Aileen Ellis, PMP, PgMP (optional)

COURSE REQUIREMENTS:

Prerequisite: MSBA 5820 Advanced Project Management

Hardware/Software: Students will need access to a computer with: Internet access, a browser such as Internet Explorer, Outlook, Outlook Express, or some other messaging application, and Adobe Acrobat. Students will be required to complete activities using Microsoft Office 2010 applications and Microsoft Project. Additional software requirements will be determined based upon the specific semester project assignment.

Assessment and Course Evaluations: Feedback on each course and instructor is important to the University, your professors, and to all FSU students. FSU has the responsibility to assess the effectiveness of classroom instruction, and each student has the responsibility to provide accurate and timely feedback through completion of the online course evaluation form. This should be viewed as an additional course requirement.

Professionalism: Students are expected to complete projects in the community as professionals with strong work ethics and high-quality work. Students are expected to be prompt, professional, and perform well on the job.

Project Requirements:

1. *Project Communication:* A weekly project status report shall be provided to the instructor throughout the semester. The weekly report shall include the total time worked each day for the performance period, a description of the daily activities, a summary of key accomplishments for the performance period, a list of upcoming tasks for the next performance period, and a summary of any problems or issues that need addressed. In addition to weekly progress status reports, each student will be responsible for using online technology (such as creating a project Web site or using some other means of online technology) to facilitate communication to all stakeholders throughout the project.
2. *Project Documentation:* A variety of project documentation assignments will be required for this class throughout each of the five project management process groups. These assignments will be posted using the BlackBoard assignment dropboxes. Each student will create and maintain a project notebook. Project notebooks should be available for review at all project review meetings. Final copies of the project documentation will be required for the final project notebook submission.
3. *Formal Presentations:* Refined presentation skills are important for business professionals and critical for effective communication. Students will prepare and

present presentation(s) to report project milestones throughout the course term. Presentations will be evaluated based upon content, delivery, and audience response.

4. *Project Assessments:* Each student will have project assessment forms (provided by the instructor) completed by the project stakeholders to provide feedback on project performance as well as feedback on the overall experience. The student should also request from the project sponsor a narrative evaluation of project performance in meeting the sponsoring company's expectations, including strengths, weaknesses, and observed professional growth and improvement. The letter should be on company letterhead, signed by the project sponsor, and mailed or e-mailed directly to the instructor.

Important: At no point during the project or in the preparation of your Project Notebook should you disclose any proprietary or confidential information in any manner. Overall, your focus should be on the professional experience along with the skills and knowledge gained throughout the project experience.

PMP Exam Review Requirements

1. *Review Learning Modules:* A suite of learning modules entitled Project Management Certification Preparation has been compiled for classroom presentation, discussion and subsequent online review. This material is designed to prepare individuals to sit for either the CAPM® or the PMP® exam. Students will enhance their understanding of "PMI-isms" and the concepts of the PMBOK® Guide by reviewing and studying this in-depth material that includes the following (13) learning modules:

- Module 0 – Getting Started
- Module 1 – Introduction
- Module 2 – Project Life Cycle and Organization
- Module 3 – Project Management Processes
- Module 4 – Project Integration Management
- Module 5 – Project Scope Management
- Module 6 – Project Time Management
- Module 7 – Project Cost Management
- Module 8 – Project Quality Management
- Module 9 – Project HR Management and Professional/Social Responsibilities
- Module 10 – Project Communications Management
- Module 11 – Project Risk Management
- Module 12 – Project Procurement Management

2. *Review supplemental online content:* Students are encouraged to become Project Management Institute (PMI®) members, and to take advantage of the discounts and resources available through PMI's communities, services and publications. Minimally, students should access the following pages on the PMI website:

The Benefits and Types of Membership

<http://www.pmi.org/GetInvolved/Pages/The-Benefits-and-Types-of-Membership.aspx>

Code of Ethics and Professional Conduct

<http://www.pmi.org/en/About-Us/Ethics.aspx>

CAPM Credential Handbook

http://www.pmi.org/Certification/~media/PDF/Certifications/pdc_capmhandbook.ashx

OR

PMP Credential Handbook

http://www.pmi.org/Certification/~media/PDF/Certifications/pdc_pmphandbook.ashx

3. *Complete learning assessments:* After completing the assigned learning modules participating in class discussion sessions, students will take a brief, ten (10) question learning assessment associated with the material covered. The six learning assessments and the PMBOK® Guide chapters associated with each are:

- *Learning Assessment #1* – Examination Preparation and PMBOK® Guide Chapters 1 and 2: Introduction and Project Life Cycle and Organization
- *Learning Assessment #2* – PMBOK® Guide Chapters 3 and 4: Project Management Processes for a Project and Project Integration Management
- *Learning Assessment #3* – PMBOK® Guide Chapters 5 and 6: Project Scope Management and Project Time Management
- *Learning Assessment #4* – PMBOK® Guide Chapters 7 and 8: Project Cost Management and Project Quality Management
- *Learning Assessment #5* – PMBOK® Guide Chapters 9 and 10: Project Human Resource Management, Professional Responsibilities and Project Communication Management
- *Learning Assessment #6* – PMBOK® Guide Chapters 11 and 12: Project Risk Management and Project Procurement Management

POLICIES AND PROCEDURES:

Final Project Notebook Submission: Each student must submit a binder for the project notebook. Should the Project Notebook not be received by the deadline, the student will receive a grade of "F" for the course.

Point Distribution:

<u>Course Requirement:</u>	<u>Points</u>
Project Documentation Notebook	20%
Project Communication/Presentations	20%
Project Stakeholder Assessments	20%
PMP Exam Review Activities	20%
Final Exam	20%

360° Performance Evaluation: Feedback will be gathered from the following sources for consideration in performance evaluations for stakeholder assessments:

- Self-assessment
- Subordinate/Peer Evaluations, as appropriate
- Stakeholder Feedback (i.e., sponsor, customer, end-user, etc.)
- Management Evaluation (i.e., Instructor(s) Assessment)

Grading Scale: The grading scale used in this course will be as follows: acquiring 90% or more of the required points will result in a grade of A; 89% - 80% results in a grade of B; 79% - 70% results in a grade of C; 69% - 60% results in a grade of D; failure to accumulate 60% of the total required points for the course will result in a failing grade.

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with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer (apammer@fairmontstate.edu), is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906. For additional information, visit: [Fairmont State University Disability Services](#).

Copyright Notice: Many of the materials created for this course are the intellectual property of the instructors. These include, but are not limited to, the syllabus, printed handouts, and pages and files on the course web site whose intellectual ownership is not otherwise indicated. Except to the extent not protected by copyright law, any use, distribution, or sale of such materials in any format—printed or electronic—requires the permission of the instructor. Please be aware that it is a violation of University policy to reproduce, for distribution or sale, class lectures or class notes, unless copyright has been explicitly waived by the instructors.

FAIRMONT STATE EXPECTATIONS:

Students are expected to be

- **Present** and attentive in class; aware of official university communication via email
- **Prepared** for university life; prepared for class
- **Participating** in class and in extra- and co-curricular activities
- **Polite** and respectful to everyone in our academic community.

Fairmont State's Core Values:

Scholarship - Opportunity - Achievement - Responsibility

SOAR with Fairmont State

UNIT: School of Business
PROGRAM: MBA
COURSE TITLE: Strategic Management
COURSE NUMBER: MSBA 6000

Course Information

Course description: This course will enable students to identify, comprehend and appraise an organization's strategies and policies. Topic will include industry and competitive analysis, corporate and competitive strategies, competing in global, fragmented and integrated industries. The course provides students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions. This course is designed to offer a capstone experience in which students will assimilate the various methods, concepts, and leadership tools offered throughout the MBA program (*Core Capstone Course*).

Course Pre-requisite(s): None

Course Co-requisite(s): None

Delivery Method: The course will be delivered via traditional face-to-face lecture and will be enhanced/managed online utilizing Blackboard/Vista. Students will be required to access the course enhancement tools to obtain the course syllabus, assignments, and grades for the course.

Lecture Information: **3 credit hours**

Location: Rm 117 Jaynes Hall

Meeting day(s): W

Meeting time(s): 6:00 – 8:50 pm

Laboratory Information: None required for this course

Location: N/A

Meeting day(s): N/A

Meeting time(s): N/A

Instructor Information

Instructor Name: Anthony Gilberti, Ph.D., DTE

Email: Anthony.Gilberti@fairmontstate.edu

Office location: 302C ET

Office hours: Tuesday though Thursday 8:00 am – 9:00 am (other times by appointment)

Phone: (304) 367-4642

Fax: (304) 367-4934

Required Course Materials

Required Textbook(s):

1. **Strategic Management: Formulation, Implementation, and Control (12th edition).** *John A. Pearce II & Richard B. Robinson, (2011).*

Optional References:

Other Tools/Supplies: N/A

Software: Word, Excel, Power Point, and internet capability

Course Outcomes and Assessment Key

At the end of this course, students will be able to:

- 1) **By the end of the semester, students shall demonstrate competency in defining and solving problems relating to the following:**
 - 1.a. Total quality management and strategic planning principles
 - 1.b. Deming, Juran and Crosby's principles
 - 1.c. Globalization
 - 1.d. Teamwork
 - 1.e. Partnering
 - 1.f. Quality Culture

- 2) **By the end of the semester, students shall demonstrate competency in applying and synthesizing information by successfully completing the following:**
 - 2.a. Development of theoretical organization structures including strategic planning and team development.

- 3) **By the end of the semester, students shall be familiar with exploring the societal and global implications of strategic planning and TQM methodologies through reviewing current and historical cases.**
 - 3.a. Review historical and current trends in the manufacturing or business sector of industry.

- 4) **By the end of the semester, students shall know the ethical framework for their professions.**
 - 4.a. Know the Code of Ethics for professional organizations. (5.i)(A.4)
 - 4.a. Research and review cases of unethical behavior. (5.i)(A.4)

- 5) **By the end of the semester, students shall show competency in written and oral communication.**
 - 5.a. Submit memorandums with course work.
 - 5.a. Develop and conduct presentations relating to mission, vision, strategic planning and partnering efforts.

Assessment Tools Key

Assessment Number	Assessment Tool	Benchmark*		
		Substandard	Target	Professional
1	Homework/Exams	<70%	70%-90%	≥ 90%
2	Project/Exams	<70%	70%-90%	≥ 90%
3	Homework/Exams	<70%	70%-90%	≥ 90%
4	Homework/Exams	<70%	70%-90%	≥ 90%
5	Project/Homework	<70%	70%-90%	≥ 90%

* Note that the benchmark range does not indicate passing or failing. It is an indicator for continuous improvement of the course.

Learning Objectives Key

Institutional Assessment of Course:

The institutional assessment will be administered using an educational assessment format. It is the intent of the instructor to emphasize the following objectives during the course:

(Scale: M = Minor or no importance, I = Important, E = Essential)

No.	Assessment Category	Scale		
		M	I	E
1.	Gaining factual knowledge (terminology, classifications, methods, trends)		X	
2.	Learning fundamental principles, generalizations, or theories			X
3.	Learning to apply course material (to improve thinking, problem solving, and decisions)		X	
4.	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course			X
5.	Acquiring skills in working with others as a member of a team	X		
6.	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	X		
7.	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	X		
8.	Developing skill in expressing oneself orally and in writing	X		
9.	Learning how to find and use resources for answering questions or solving problems	X		
10	Developing a clearer understanding, and commitment to, personal values		X	
11.	Learning to analyze and critically evaluate ideas, arguments, and points of view	X		
12.	Acquiring an interest in learning more by asking questions and seeking answers	X		

Course Outline and Tentative Schedule of Topics

- A. Syllabus review**
 - 1. Total Quality Management introduced and defined**
 - a. The total quality approach to quality management**
 - 1. Quality defined
 - 2. The TQM approach
 - 3. Key elements of TQM
 - 4. Deming, Juran, and Crosby
 - 5. Keys to TQM success
 - 6. Six sigma (overview)
 - 7. TQM and Strategic Planning (Relationships)
 - 2. Strategic Planning, TQM, and Globalization**
 - a. Quality and Global Competitiveness**
 - 1. Relationship between competitiveness and quality
 - 2. Economics and quality
 - 3. Inhibitors of quality
 - 4. Comparison of international competitors
 - 5. Human resources and competitiveness
 - 6. Characteristics and examples of world class organizations
 - 3. Strategic Management**
 - a. Strategic Management: Planning and Execution for Competitive Advantage**
 - 1. Defining strategic management
 - 2. Competitive strategy
 - 3. Environmental Scanning
 - 4. Overview and components of strategic planning
 - 5. SWOT
 - 6. Mission statements
 - 7. Vision statements
 - 8. Guiding principles
 - 9. Broad strategic objectives
 - 10. Specific tactics
 - 11. Executing the strategic plan
 - 4. TQM and Morality**
 - a. Quality Management, Ethics, and Corporate Social Responsibilities**
 - 1. Defining ethics
 - 2. Professional society ethics
 - 3. Defining trust, integrity, responsibility, and morality
 - 4. Organizational ethics
 - 5. Ethical dilemmas
 - 6. Ethical decision-making
 - 7. Models for making ethical decisions
 - 5. Partnering**
 - a. Partnering and Strategic Alliances**

1. Pros and cons of partnering
 2. Internal partnering
 3. Partnering with suppliers
 4. Partnering with customers
 5. Partnering with competitors
 6. Education and business partnerships
 7. Globalization and partnerships
 8. Benchmarking
- 6. Quality Culture via Strategic Planning**
- a. Changing Hearts, Minds, and Attitudes**
 1. What is a quality culture?
 2. Quality culture verses traditional culture
 3. Culture changes
 4. Leadership and culture changes
 5. Preparing for a quality culture and planning for the future
 6. What a quality culture looks like
 7. How to maintain a quality culture
- 7. Customer Satisfaction**
- a. Customer Satisfaction, Retention, and Loyalty**
 1. What is customer?
 2. Customer define quality
 3. Different types of customers
 4. Customer retention
 5. Customer loyalty
 6. Partnering with customers
- 8. Evolution of Employees**
- a. Employee Empowerment**
 1. What is employee empowerment?
 2. Involvement verses empowerment
 3. Why empower employees?
 4. Inhibitors of empowerment
 5. Recognizing empowered employees
 6. Empowerment verses enlistment
- 9. Leadership**
- a. Leadership and Change**
 1. Leadership for quality
 2. Are leadership skills inherited or learned?
 3. Leaders who motivate
 4. Maslow's hierarchy of needs (understanding motivation)
 5. Motivation and inspiration
 6. Traditional leadership styles
 7. Quality leadership styles
 8. Leadership verses management
 9. Leadership and ethics
 10. Leadership and change
 11. Leading change

- 10. **Teamwork**
 - a. **Team Building and Teamwork in Strategic Planning Endeavors**
 - 1. How to build teams
 - 2. Four-step approach to building a team
 - 3. Team members and their responsibilities
 - 4. Conflicts in teams
 - 5. Recognizing team success and minimizing failure
 - 6. Quality circles as teams

- 11. **Communication**
 - a. **Effective Communication**
 - 1. Different types of communication
 - 2. Strategic Planning, TQM, and communication
 - 3. Communication is a process
 - 4. Inhibitors of communication
 - 5. Listening
 - 6. Nonverbal communication
 - 7. Feedback
 - 8. Improving communication

- 12. **Training**
 - a. **Education and Training**
 - 1. Employee education, training, and learning
 - 2. When do employees need training?
 - 3. Providing training
 - 4. Evaluating training
 - 5. Improving learning
 - 6. Quality training curriculum
 - 7. Different types of training topics
 - 8. Critical thinking

- 13. **Workplace Conflicts**
 - a. **Overcoming Politics, Negativity, and Conflict in the Workplace**
 - 1. Company politics and power
 - 2. Impact of politics on quality
 - 3. Controlling internal politics in a company
 - 4. Overcoming negativity
 - 5. Identifying signs of potential conflict
 - 6. Managing conflict

- 14. **ISO**
 - a. **ISO 9000 and TQM: The Relationship**
 - 1. What is ISO?
 - 2. ISO and Strategic Planning

Policies/Procedures

Professionalism and Classroom Etiquette:

Students will gain the most from this course if they treat it as a work or professional experience. Being prepared in the classroom means reading *and* comprehending all assignments prior to class meetings. Maintaining and organizing class documents will prepare you for future courses and future goals after you leave this program.

- a. *No Tobacco or food is permitted in the Classroom/Laboratories.*
- b. *Closed drinking containers are permitted in the classroom.*
- c. *Observe proper Cell Phone etiquette during class*
- d. *Professionalism*
- e. *Honor code*
- f. *Attendance/tardy*
- g. *Examination policy*
- h. *Dress code (Hats will be removed during Class)*
- i. *Student work submitted for grade*
- j. *Presentations – if required*

Disability Services: Services are available to any student, full or part-time, who has a need because of a [documented] disability. It is the student's responsibility to register for services with the coordinator of students with disabilities and to provide any necessary documentation to verify a disability or the need for accommodations. The Coordinator of Disability Services, Andrea Pammer, is located in Colebank Hall 307. The office phone is (304) 367-4686. TTY 304-367-4906. Her email is apammer@fairmontstate.edu

Additional Policy Statements from the Office of Academic Affairs:

In keeping with the goal of professional development and conduct, the attached link further expresses the information regarding integrity, student disability services and expectations of students: <http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Student Responsibilities

Student Workload:

This is a professional setting and a high level of work ethic is expected. It is the **STUDENT'S** responsibility to participate in classroom discussions and to be prepared (this is accomplished by reading, comprehending, and working problems out of the text). It is the **INSTRUCTOR'S** responsibility to identify key topics from the text and to present real world projects and experiences into the classroom. Students are responsible for attending class; completing examinations, quizzes, assignments, and projects.

Student Evaluation:

Each student is solely responsible for his/her grade average. This evaluation is objective and based on multiple exams, quizzes, homework assignments and projects. There shall be no curving or bonuses in this class. All grades are based entirely on the student's performance.

Student Grade Scale

A: 90%-100%	Benchmark: Professional
B: 80%-89.9%	Benchmark: Target
C: 70%-79.9%	Benchmark: Target

D: 60%-69.9%
F : <60%

Benchmark: Substandard
Benchmark: Substandard

Student Grade Distribution

Homework/Review Questions/Quizzes (25%):

1. Assignments are due on the date scheduled and are to be submitted **at the beginning of class**. The instructor reserves the right to accept assignments that are turned in late with prior approval or with a legitimate excuse. However, the instructor may deduct one full letter grade for each day the assignment is late.
2. No work will be accepted after the due date. Missed assignments will be recorded as zeroes.
3. Each assignment will be presented in a neat and orderly fashion. Questions and answers will be **very neat/legible**. All calculations shall be worked on engineering/graph paper.
4. Quizzes will be based on the reading assignment, homework, and chapter review questions. No make-up quizzes will be administered. Quizzes may be announced or unannounced.

Exams (25%):

There will be three regular semester exams. Exams will be based on the reading assignment and chapter review questions, quizzes, etc. No make-up Exams will be administered.

Quizzes(5%):

Unannounced quizzes will be administered throughout the semester.

Projects (25%):

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

Comprehensive Final Exam (20%):

The Final exam will be administered on _____.

Syllabus: MSBA-6010 - MSBA-6010-01 Summer 2012

Section Information: MSBA-6010-01 Summer 2012

Course Name MSBA-6010

Course Description Managerial Practicum

Course Description

Students will work with an organization (i.e. business, non-profit, health care, etc.) to solve real world problems in the role of an independent consultant. Students will work with the organization to identify managerial issues and provide reasonable solutions by applying knowledge, skills, and abilities gained from formal course work. Students will work with the organization to define appropriate deliverables as a consultant to the organization. Students will submit a written analysis of their practicum experience. (Elective Course)

Required Course Materials

There are no required textbooks or materials for this course.

Section Instructor: Timothy Oxley

E-mail Timothy.Oxley@fairmontstate.edu

Instructor Information

Dr. Timothy Oxley

Associate Professor of Business

MBA Program Director

Fairmont State University

Jaynes Hall Room 115

1201 Locust Avenue

Fairmont, West Virginia 26554

(304) 367-4728

Timothy.Oxley@fairmontstate.edu

Teaching Assistant: Richard Harvey

E-mail Richard.Harvey@fairmontstate.edu

Disclaimer

The instructor reserves the right to make changes to this syllabus.

Assignments and Grading

Grading for this course is Credit/No-credit. In order to receive credit for completing the course students must complete all requirements. Written submissions must not contain spelling or grammatical errors. Credit or No Credit will be determined by the course instructor and the supervising representative of the organization with which you are working. Failure to complete any of the course requirements may result in a no credit.

Course Requirements

- (1) **Practicum Approval:** Students will coordinate with the organization and course instructor to develop a practicum project or experience. Upon approval by the course instructor, the student will be required to obtain written approval from an authorizing agent of the sponsoring organization. The course instructor may have leads and opportunities for students to explore, but it is the student's responsible for identifying and coordinating the practicum experience. The approval must be accompanied with a *Practicum Summary*. See Item 1 under Practicum Portfolio for more information. Emails to the instructor from the sponsoring organization will be accepted if the student is currently employed by the organization. If not, a formal letter from the organization should be submitted.

IMPORTANT NOTE: MSBA 6010 - Managerial Practicum is a 10-week summer online course. The course instructor, on

a case-by-case basis, will authorize students to engage in the approval and implementation phases of the practicum experience at times other than during the 10-week summer term. This is intended to provide the graduate student with the opportunity to work with organizations with real needs that do not conform to the summer schedule, as well as give students the flexibility of scheduling practicum work elements at their convenience and/or over a longer period of time. *It should be understood that in no way does the approval by the instructor of the experience, nor completion of any portion of the work, constitute completion of the practicum experience **without** enrolling in MSBA 6010 during the summer term.* The student will only receive the 3-hour course credit if enrolled in the online course and upon satisfactory completion of all course requirements. *Under no circumstances will a student be permitted to enroll in MSBA 6010 prior to approval of, or completion of, a practicum experience.*

(2) **Practicum Portfolio:** The practicum portfolio will consist of the following items:

1. *Practicum Summary:*

This summary should be a one-two page synopsis of the practicum consisting of a description of the organization, the student's role, expectations by the organization and a description of duties and responsibilities. An identification of any deliverable, such as a feasibility study, employee manual, project plan, etc. should also be identified. The student will also identify the summer term for which they intend to enroll in MSBA 6010. The summary should be signed, dated, and submitted to the course instructor prior to initiation of any work elements.

2. *Journal:*

The journal should include notes of the daily activities and accomplishments as well as a reflection of feelings and emotions, what is learned, and the student's reactions, thoughts and insights to the job and people encountered *as the experience unfolds*. The journal will provide information for your use in composition of the final reflective paper which will be submitted during the

online course.

3. *Final Paper:*

The final paper will be submitted during the online course and will be posted for other members of the course to read and make comment. The final paper should describe the experience focusing on abilities, skills and knowledge required to successfully fulfill job responsibilities and to fulfill the requirements of the practicum. This should be organized around a brief description of the activity, general summary of duties and responsibilities, (and if the practicum placement is with the student's current employer, how these duties and responsibilities differ from their normal job), the general internal and external environment, and description of primary clients or customers. Descriptions of projects, proposals, or specific work assignments completed are also to be included. The paper should include the student's reflections including feelings, emotions, and personal assessment of the experience, and how these may have changed over time. The primary thesis of this paper is to be a descriptive analysis of the experience interspersed with the student's emotional and personal reflection. The paper should provide an uninformed third party with a good description of the experience, and the student's professional and personal reflection. This paper is to be typed, double-spaced, using Times Roman 12-point font. Research paper format such as one-inch margins, page numbering and subheadings should be followed. Instructions for submission will be included in the online course.

4. *Deliverable(s)*

A copy of any deliverable will also be provided to the course instructor. This deliverable may include, but not be limited to, any formal report, analysis, or other written document that is an output of the practicum. For instance, if the student's practicum is to develop an employee manual or handbook for an organization, a copy of this manual is to be included. This deliverable *will not* be shared with anyone and will be treated with confidentiality if so requested by the organization. This request should be discussed and agreed to as part of the experience approval process. If the student's practicum does not require a deliverable, a detailed description of work activities

and accomplishments must be included in the final paper. If issues of confidentiality are of concern, this detailed description may be submitted to the instructor separately with a general description included in the final paper. The student should not disclose any employer-related or confidential information in this general description

Fairmont State Required Syllabus Statements

<http://www.fairmontstate.edu/academicaffairs/syllabusstatements.asp>

Personal Integrity

Students approved for a practicum experience must maintain a professional attitude and demeanor at all times. If you are serving as a consultant to an organization, you are not only representing yourself as a professional, but you are representing Fairmont State University. Your work is a reflection of your abilities as a graduate level performer and is a reflection of the University's academic quality. Proper business attire should be worn as appropriate for each circumstance, and all communications, personal, formal, or electronic, should be appropriate to the situation and of professional quality. If you are fulfilling your practicum experience with your current employer, this experience is an opportunity to exhibit skills and abilities in a capacity not previously observed by your supervisors or others within the organization. Each organization has its own unique culture, and students should become aware of these nuances early in the process to avoid potential embarrassments. As a consultant, it is the student's responsibility to become as familiar with the organization as practical given your defined role. ***At no point during the Practicum, in the preparation of your Final Paper, or during any discussion during the online portion of this course, or upon completion of the Practicum, should you disclose any employer-related proprietary or confidential information in any manner.***

Academic Integrity

Fairmont State values highly the integrity of its student scholars. All students and faculty members are urged to share in the responsibility for removing every situation which might permit or encourage academic dishonesty. Cheating in any form,

including plagiarism, must be considered a matter of the gravest concern. Cheating is defined here as the obtaining of information during an examination; the unauthorized use of books, notes, or other sources of information prior to or during an examination; the removal of faculty examination materials; the alteration of documents or records; or actions identifiable as occurring with the intent to defraud or use under false pretense.

Plagiarism is defined here as the submission of the ideas, words (written or oral), or artistic productions of another, falsely represented as one's original effort or without giving due credit. Students and faculty should examine proper citation forms to avoid inadvertent plagiarism.

MSBA 6020
Global Business Strategy

SECTION: MSBA 6020
INSTRUCTOR: Dr. Sunil Surendran
Professor of Marketing and Management
OFFICE: 206-G TEL: (304) 367-4404

TEXT: Daniels, J. D. & Radebaugh, L. H.
INTERNATIONAL BUSINESS: ENVIRONMENTS AND
OPERATIONS, Addison Wesley.

In addition to the text, a variety of other sources as announced in the class, including books, periodicals and websites will be used for the course.

COURSE DESCRIPTION:

This course is designed to expose students to the nature of international business. It is intended to provide students with a solid understanding of the short-run and long-run decisions that managers of international business must make in the course of formulating and implementing specific business plans, along with an in-depth exposure to the techniques and tools that are available for use by international managers. While the tools of the international manager are not altogether different from those of the domestic manager, there are important differences that justify a separate treatment of management practices in international organizations. An important objective of this course is to identify and discuss the implications of the salient differences between international and domestic management practices. Additionally, this course will provide the student with a lively survey of contemporary issues in the international business environment.

COURSE OUTCOMES:

The course will accomplish the following:

- (1) Expand the student's knowledge of international business, including foreign competitors and markets.
- (2) Improve the student's understanding of how cultural, political, economic, environmental, sociological, and legal differences among nations affect the process of doing business abroad.

(3) Improve student understanding of how the functional areas of international business, such as marketing, management, financing, and accounting are applicable in business operating outside the United States.

(4) Improve student development in understanding the changing international environment and its affect on businesses.

(5) Improve student development in decision-making skills in the management of international business.

COURSE REQUIREMENTS:

1) In-class tests (3* 20) = 60 points.

2) Group Project and Presentation = 30 points.

3) Class and Group Participation = 10 points.

A comprehensive group project on a topic approved by the instructor.
Details are given in an attached project outline.

GRADING POLICY:

Course grade will follow a "straight" curve system:

A = 90% or better

B = 80-89%

C = 70-79%

D = 60-69%

F = Below 60%

Make-up test will be given for an officially excused absence only. Make-up tests will be administered immediately following the final test during the finals week.

Class Participation points will be based on attendance and in-class activities such as your group peer evaluation and participation in discussions.

Class Participation and Attendance Policy:

An interactive class presupposes *beforehand* preparation and regular attendance. Absences, late arrivals and early departures from the class should be pre-approved by the instructor and/or should be supported by legal documents. Tardiness, impolite and unethical behavior will not be tolerated by the instructor.

Points for unauthorized absences will be deducted from your cumulative grade points according to the schedule listed below:

<u>Number of Unauthorized absences</u>	<u>Points deducted</u>
One	No penalty.
Two	2 points
Three	5 points
Four	10 points
Five or more	20 points

UNIVERSITY POLICIES:

Please refer to the web link stated below which relates to campus wide policies which all students should be familiar with:

<http://www.fairmontstate.edu/AcademicAffairs/SyllabusStatements.asp>

Dr. Sunil Surendran

**Global Business Strategy
MSBA 6020**

Group Project

Description:

To examine, describe and analyze issues that an American firm will have to take into account while engaging in business in a selected foreign market. Analysis should describe how each of these topics affects business decisions.

Topics/issues examined should include:

1. Geography and location and their impact on trade and business.
2. Population statistics and demographic analysis as parts of market research .
3. Culture: What to do and not do in a business setting such as meetings and negotiations..
4. Political Environment and tax climate.
5. Legal and Court Systems: Major legal issues in conducting trade and business .
6. Country trade policies and relationships on a global scale such as the WTO.
7. Analysis of economic and market environment.
8. Marketing Environment: Distribution, Promotion, Pricing and Product related issues.
9. An analysis of capital, money and stock Markets
10. Foreign exchange: Rate trends, capital markets, stock exchanges.
11. Export and Import related issues.

Course Outline: Topic Schedule

Course Introduction and

Introduction to International Business

Group formation and country selection

The Human and Cultural Environments

The Political and Legal Environments

Test 1

The Economic Environment

Government Influence on Trade

Economic Integration and Cooperative Agreements

Foreign Exchange

Test 2

Export and Import Strategies

Marketing

The Multinational Finance Function

Group Presentations

Test 3

Dr. Sunil Surendran

Peer Evaluation

Course Name: _____

Class meeting days and time: _____

Your Name: _____

Group and Personal Evaluation:

Please evaluate contributions by you and your group members towards your group project. When you are evaluating your peers, you need to be careful, fair and objective. Base your evaluation on: Personal effort/hard work, team cooperation (being present at meetings, working together), leadership, quality of ideas, analytical inputs and teaching group mates, etc.

Evaluation Framework

1. In column A distribute 10 points among your group members including you. Allocate more points for greater contribution.
2. In column B rank order each group member on the basis of performance (1 the best, 5 the worst).
3. In column C describe in words the details of each member's specific contribution. Use the other side of the paper if necessary.

Name of Group Members

A

B

C

1. _____

2. _____

3. _____

4. _____

5. You: _____

Appendix D – 15 Month and 26 Month Model Schedules



SCHOOL OF BUSINESS

MBA Program

15 Month Model Schedule		
<i>Summer Year 1</i>	MSBA 5000 – MBA Essentials	3
<i>Fall Year 1</i>	Required Courses: MSBA 5200 – Management Information Systems MSBA 5600 – Marketing for Managers MSBA 5700 – Quantitative Analysis	9
	Electives/Tract Courses: MSBA 5120 – Tactical HR Practices <i>OR</i> MSBA 5810 – Project Management <i>OR</i> SFTY 5510 – Business Impacts of Regulatory Applications <i>OR</i> Elective of choice	3
<i>Spring Year 1</i>	Required Courses: MSBA 5110 – Leadership Workshop MSBA 5300 – Managerial Economics MSBA 5400 – Business Environments	9
	Electives/Tract Courses: MSBA 5130 – Labor Relations and ADR <i>OR</i> MSBA 5820 – Advanced Project Management <i>OR</i> SFTY 5550 – Employee Training & Communication in Safety and Health <i>OR</i> Elective of choice	3
<i>Summer Year 2</i>	Required Courses: MSBA 5550 – Financial Reporting & Analysis MSBA 6000 – Strategic Management	6
	Electives/Tract Courses: MSBA 5140 – Strategic HR Management <i>OR</i> MSBA 5850 – Project Management Capstone <i>AND</i> MSBA 6010 – Managerial Practicum <i>OR</i> SFTY 6625 – Business Investments of Health and Safety AND SFTY 6690 – Business and Safety Student Practicum <i>OR</i> Electives of choice	6
TOTAL HOURS		39



SCHOOL OF BUSINESS

MBA Program

26 Month Model Schedule		
<i>Summer Year 1</i>	MSBA 5000 – MBA Essentials	3
<i>Fall Year 1</i>	Required Courses: MSBA 5200 – Management Information Systems MSBA 5600 – Marketing for Managers	6
<i>Spring Year 1</i>	Required Courses: MSBA 5110 – Leadership Workshop MSBA 5400 – Business Environments	6
<i>Summer Year 2</i>	Required Courses: MSBA 5550 – Financial Reporting & Analysis MSBA 6000 – Strategic Management	6
<i>Fall Year 2</i>	Required Courses: MSBA 5700 – Quantitative Analysis	3
	Electives/Tract Courses: MSBA 5120 – Tactical HR Practices <i>OR</i> MSBA 5810 – Project Management <i>OR</i> SFTY 5510 – Business Impacts of Regulatory Applications <i>OR</i> Elective of choice	3
<i>Spring Year 2</i>	Required Courses: MSBA 5300 – Managerial Economics	3
	Electives/Tract Courses: MSBA 5130 – Labor Relations and ADR <i>OR</i> MSBA 5820 – Advanced Project Management <i>OR</i> SFTY 5550 – Employee Training & Communication in Safety and Health <i>OR</i> Elective of choice	3
<i>Summer Year 3</i>	Electives/Tract Courses: MSBA 5140 – Strategic HR Management <i>OR</i> MSBA 5850 – Project Management Capstone <i>AND</i> MSBA 6010 – Managerial Practicum <i>OR</i> SFTY 6625 – Business Investments of Health and Safety <i>AND</i> SFTY 6690 – Business and Safety Student Practicum <i>OR</i> Electives of choice	6
TOTAL HOURS		39

Appendix E – Original Program Proposal



MASTER OF BUSINESS ADMINISTRATION

Graduate Program Proposal

Submitted December 2005

Request for Approval to Implement Graduate Program

Fairmont, West Virginia

To begin Academic Year 2006-2007

SUMMARY

The Master of Business Administration (MBA) degree is designed to prepare students to apply concepts and principles offered in the various business disciplines to the responsibilities of management in a variety of endeavors. The program is designed for both business and non-business undergraduate majors. Students holding an undergraduate degree in business can complete the program with 36 hours of graduate course credits from the School of Business.

The program is intended to serve the needs of the state with particular focus on the needs of employers in North Central West Virginia. Organizations such as the FBI, NASA, DOE, NIOSH, Mylan, the hospitals, the WVHTC Foundation, software and biotech firms, and others in the state need employees with contract and project management skills, according to a study by the WVU Center for Entrepreneurial Studies and Development.

SECTION THREE: SUBMISSION PROCEDURES

PROGRAM DESCRIPTION

The Master of Business Administration (MBA) degree is intended to meet the needs of both undergraduate business and non-business majors. A student can complete the program with 36 hours of graduate course credits.

Students who possess a baccalaureate degree in Business Administration and satisfy admission criteria will require thirty-six (36) graduate credit hours to graduate. Of these, twenty-seven (27) hours will consist of a required business core courses covering functional areas of business such as accounting, business law, economics, finance, marketing, information systems, technology, research and analysis. An additional nine (9) course hours of from a list of elective courses will complete the requirements.

A student with an undergraduate degree in Business Administration returning to school after more than 5 years after graduation or a student with a non-business undergraduate degree may be required to complete specific undergraduate courses in order to overcome deficiencies. This determination will be made after consultation with the MBA Program Director. Courses may include a combination of:

- Principles of Accounting 1, 11 (ACCT 2201/2202)
- Business Law 1 (BUSN 3306)
- Business and Economic Statistics (BUSN 3310)
- Economic Principles & Problems 1, 11 (ECON 2201/2202)
- Introduction to Financial Management (FINC 2201)
- Principles of Management (MGMT 2209)
- Principles of Marketing (MKTG 2204)
- Fundamentals of Information Systems (INFO 2200)
- Microcomputer Applications in Business (INFO 2235)

Students who have content deficiencies will be admitted into the MBA Program on a conditional basis, and will not be permitted to complete any graduate level courses until it is determined by the MBA Program Coordinator and the Dean of Graduate Studies that all deficiencies have be rectified.

All graduate courses will draw upon the expertise of current members of the School of Business faculty members and faculty members from other Schools and Colleges within Fairmont State University. In addition, adjunct faculty from colleges and universities within and outside of West Virginia may be employed.

Criteria for assessment, methods of instructional delivery and desired learner outcomes will be determined by individual course instructors and the MBA Program Coordinator, with the Dean of Graduate Studies and the Graduate Studies Council providing guidance. Instructional pedagogies may include, but not be limited to, technology based instruction, readings, examinations, research papers, case studies, simulations, field-based internships and/or a co-op experience(s) with local business partners. A major goal of the program is to promote and develop the networking, leadership and interpersonal communication skills of the graduate students.

PROGRAM OBJECTIVES

The primary objective of this program is to provide a high quality Master of Business Administration (MBA) degree program of study that meets the needs of traditional and non-traditional students (students 25 years of age or older, primarily seeking late afternoon or early evening courses), as well as the needs of the business community.

The program is intended to serve the needs of the state, with particular focus on the needs of employers in North Central West Virginia. Organizations such as the FBI, NASA, DOE, NIOSH, Mylan, the hospitals, the WVHTC Foundation, software and biotech firms, and others in the state need employees with contract and project management skills according to a study by the WVU Center for Entrepreneurial Studies and Development. This proposal has developed a program specifically addressing this need and is intended to promote economic development and employment opportunities in the state. Consequently, the program will strive to keep talented graduates from emigrating to other states.

Students earning the Master of Business Administration (MBA) degree will be able to pursue a terminal degree such as a Doctor of Philosophy (Ph.D.) or a Doctor of Business Administration (D.B.A.), gain promotions and achieve professional growth. Graduates of the program will have a thorough knowledge of management concepts, frameworks and theories and

the capability to apply that knowledge in practical, competent, accountable, and ethical ways in a variety of organizations.

PROGRAM IDENTIFICATION

The proposed program is in the category “Business Administration and Management, General,” ID number 52.0201, in the Classification of Instructional Programs (CIP) standards developed by the US Department of Education:

“A degree program that generally prepares individuals to plan, organize, direct and control the functions and processes of a firm or organization. This includes instruction in management theory, human resources management and behavior, accounting and other quantitative methods, purchasing and logistics, organization and production, management of information systems, marketing, and sound business decision-making.”

PROGRAM FEATURES

The following subsections detail the features of the proposed MBA program including admissions and performance standards and program requirements.

Admissions and Performance Standards

A baccalaureate degree from an accredited college or university must be verified on the original transcripts and sent by the institution directly to Fairmont State University. Admission will be competitive and based upon undergraduate grade point average (GPA) and required GMAT scores. A GMAT score at or above the 50th percentile and a cumulative GPA of 3.0 for all previous college work is required.

Students entering the MBA program with non-business undergraduate majors and/or degrees, in consultation with the Program Coordinator, will make up academic deficiencies by taking a specified combination of the following:

- Taking appropriate undergraduate coursework
- Successfully completing appropriate CLEP and/or departmental exams (the School of Business has developed exams for many of the fundamental business courses)
- Submitting a work-related experience portfolio for evaluation and possible awarding of life experience credits

Program Requirements

Fairmont State University will offer a Master of Business Administration (MBA) with a total of 36 credit hours course required for graduation. To graduate with the Master of Business Administration (MBA) degree, a student must successfully complete twenty-seven (27) credit hours of required core courses and nine (9) credit hours of graduate level elective courses with a minimum GPA of 3.0. Students may take elective courses as they are offered on the schedule.

The following courses will be newly created (See **APPENDIX B**):

Required Core Courses: 27 Hours

- MBA Leadership Workshop 3
- MBA Accounting for Managers 3
- MBA Business Environments 3
- MBA Managerial Economics 3
- MBA Finance For Managers 3
- MBA Marketing for Managers 3
- MBA Management Information Systems 3
- MBA Quantitative Analysis 3
- MBA Strategic Management 3

Elective Courses: 9 hours

- MBA Operations Management 3
- MBA Project Management 3
- MBA Project Finance 3
- MBA Supply Chain Management 3
- MBA Knowledge Management 3
- MBA Personal Development Management 3

Program Outcomes

The following program outcomes have been established. Graduates will:

- Demonstrate proficiency in a major field of study;
- Compete in the job market or in graduate/professional schools;
- Behave ethically and understand the concept of social responsibility;
- Communicate effectively in all modes of communication;
- Listen reflectively to the ideas, interpretations, and opinions of others;
- Define situations, generate actions to address problems, and implement those actions;
- Work effectively and productively with others and in teams;
- Recognize and respond to opportunities;
- Recognize and adapt to change in a pro-active manner and capitalize on opportunities for life-long learning; and
- Understand and appreciate the importance of international business.

Program Delivery:

Traditional and non-traditional classroom learning, experiential activities, collaborative and online facilitation will be used in the delivery of this program. Traditional classroom learning is defined as learning in a physical classroom with a teacher at the front of the room. Non-traditional learning includes learning online and may include distance learning with other university professors hired as adjuncts.

SECTION FOUR: PROGRAM NEED AND JUSTIFICATION

RELATIONSHIP TO INSTITUTIONAL GOALS/OBJECTIVES:

The goals of the proposed Master of Business Administration degree program are to:

- Achieve desired program outcomes as outlined in Program Outcomes;
- Support the Fairmont State University Statement of Mission; and
- Meet current and future demands of businesses in the region and the state for qualified management professionals.

Mission Statement of Fairmont State University

Fairmont State University is a comprehensive institution, whose mission is to

- provide seamless transitions from public schools, certificate programs, or associate degrees to baccalaureate degrees;
- promote graduate education by offering select graduate programs;
- foster individual growth, professional and career development, life-long learning, global understanding, and a commitment to excellence in academic and community pursuits;
- offer flexible and relevant learning experiences that enable students to gain the knowledge and skills needed for responsible citizenship and fulfilling employability in a rapidly changing global environment;
- provide the opportunity to explore interrelationships among disciplines; and
- foster partnerships with business and industry, public schools, government agencies, and other organizations that contribute to the economic, cultural, and social development of the region.

EXISTING PROGRAMS

There are seven institutions currently offering a Master of Business Administration degree in West Virginia. The institutions are Marshall University, Salem International University, Shepherd University, University of Charleston, West Virginia Wesleyan College, West Virginia University, and Wheeling Jesuit University. Information on the Salem

International University MBA was not readily available and therefore has not been included in the summary. This comparative analysis does not include Executive Master of Business Administration (EMBA) programs because of the different nature of the program and its target market. The rationale is similar for the exclusion of any other graduate business programs, such as Strategic Leadership. The comparative analysis of existing programs summarized in the following table focuses solely on traditional MBA programs.

Existing West Virginia College and University MBA Programs:	
Marshall University	West Virginia Wesleyan College
<ul style="list-style-type: none"> • Master of Business Administration <ul style="list-style-type: none"> ○ 36 hours; 27 hour core and 9 hours of electives ○ Emphasis in Health Care Management and Accounting available ○ AACSB accreditation ○ ~\$260 per credit hour 	<ul style="list-style-type: none"> • Master of Business Administration <ul style="list-style-type: none"> ○ 42 hours; 24 functional core, 9 hours of support (quantitative methods, managerial economics, ethics), 6 hours of electives (special topics, independent studies), and 3 hour capstone course – Business Policy ○ IACBE accreditation of the MBA ○ ~\$360 per credit hour
Shepherd University	West Virginia University
<ul style="list-style-type: none"> • Master of Business Administration <ul style="list-style-type: none"> ○ 36 hours; 27 hour core and 9 hours of electives ○ Evenings and weekends ○ No specialization ○ ~\$205 per credit hour 	<ul style="list-style-type: none"> • Master of Business Administration <ul style="list-style-type: none"> ○ 48 hours; all required, no electives, no specialization ○ Cohorts; 14 month term ○ ~\$292 per credit hour ○ AACSB accreditation
University of Charleston	Wheeling Jesuit University
<ul style="list-style-type: none"> • Accelerated Master of Business Administration <ul style="list-style-type: none"> ○ 36 hours; 25 hour core and 11 hours of electives ○ Required concentration in accounting, management, or marketing ○ Students may take 6 hours during the spring term of final undergraduate year ○ ~\$236 per credit hour 	<ul style="list-style-type: none"> • Master of Business Administration (MBA) <ul style="list-style-type: none"> ○ 36 hours; 30 hour core, 6 hours of electives ○ Focus is "leadership" ○ Evening classes ○ ~\$495 per credit hour

In summary, the 36 hour MBA at Fairmont State University is consistent with the majority of existing programs. Two MBA programs in Fairmont State’s immediate market area require more than 40 hours of credit. No other existing MBA program in the State of West Virginia offers an emphasis in Project Management. Only three of the existing MBA programs

appear to be accredited; two by AACSB and one by IACBE. Fairmont State University's undergraduate business program is accredited by the IACBE and the School of Business intends to apply for accreditation for the MBA program after it has been in operation for the IACBE required minimum of two years. Fairmont State's ~\$230 cost per credit hour is lower than all of the existing programs except for Shepherd University.

PROGRAM PLANNING AND DEVELOPMENT

Several constituent groups worked to plan, develop and evaluate this graduate degree program in business. These individuals have worked both individually and collaboratively on many occasions to formulate the specifics of this program. They include, but are not limited to the:

- School of Business faculty
- Ad hoc MBA Committee—Dale Dzielski (Industry Rep); Professor Joan Lawrence
Dr. Mohamad Khalil; Professor Mary Burnell; Drs. Macgorine Cassell and Roger
Wilson
- Dr. Sunil Surendran, Professor of Marketing and Management
- Ms. Thelma Hutchins, Director of Library Services
- Dean of the School of Business, Dr. Rebecca Schaupp
- Dean of Graduate Programs, Dr. Richard Harvey
- Vice President for Research and Graduate Studies, Dr. Philip Mason
- Provost and Vice President for Academic Affairs, Dr. Anne L. Patterson
- Outside consultant Dr. Tom Hawk; Professor in MBA program; Frostburg State
University
- Members of the School of Business Advisory Council

For a complete list of additional contributors see **Appendix C**.

CLIENTELE AND NEED

Results of an internal survey of current undergraduate students enrolled in the School of Business indicate a significant interest in pursuing a Master of Business Administration (MBA) graduate degree through the Fairmont State University. It is important to note that 33% of our undergraduate enrollment is comprised of non-traditional students, insuring that our survey included this population. In addition, there are frequent unsolicited inquiries regarding the availability of an MBA degree program of study at Fairmont State. It is estimated that there would be at least 25 students within Fairmont State and its service region interested in being the first cohort for a Master of Business Administration.

The West Virginia University Center for Entrepreneurial Studies and Development has found that existing workforce needs are not presently being met. It suggests a need for developing programs for companies on employee recruitment, project management, government contracting and culture, supervisory development, and entrepreneurial development. The study specifically noted that, “some of the owners do not have a strong business background and are discovering as they go.” The survey also suggests that the expansion in North Central West Virginia of high technology growth oriented companies within the government spectrum and extended across various industries will continue the demand for sound management practices and abilities from their human resources. A solid, employer-oriented MBA program from Fairmont State University will provide that vehicle.

Employment Opportunities

- Geographical employment opportunities include
 - Growing local business partners
 - Other West Virginia businesses
 - Regional Out-of-state businesses
- Functional employment opportunities include
 - Technology – an accelerating industry in North Central West Virginia
 - Medical – a critical and core industry expected to grow more rapidly as the “baby boom” generation moves toward retirement age, WV is becoming known as one of the leading retirement states
 - Government – increase in federal agencies in the region have increased the demand from this sector

- Education

These four sectors also leverage the current graduate offerings for elective coursework at Fairmont State. All four sectors increasingly demand knowledgeable business professionals.

PROGRAM IMPACT

- Students are seeking a Master of Business Administration degree at Fairmont State University that is open to **BOTH** undergraduate business majors and non-business majors. Such a program is not currently offered in the Fairmont State University's service region.
- Workers employed at local businesses are seeking access to a Master of Business Administration program within Fairmont State's service region.

COOPERATIVE ARRANGEMENTS

The School of Business plans to partner with businesses within West Virginia. The business partnerships that are currently active or show potential for near term development are listed below:

Business Partnerships

- Electronic Warfare Associates (EWA), Fairmont – Potential FSU student internships and jobs. One FSU student has been employed full-time for the past five years at EWA.
- Federal Bureau of Investigation (FBI), Clarksburg – Potential FSU student internships leading to full-time jobs. None at present.
- Federal Bureau of Prisons, Morgantown – Currently, there is one student internship leading to a full-time job upon graduation in May 2005.
- Institute for Scientific Research (ISR), Fairmont – Currently, one FSU student has been hired for a full-time job upon graduation.
- NASA IV&V, Fairmont – Two FSU faculty and fifteen students have just completed the NASA Space Grant Scholars program. One student has been hired for a paid summer internship at NASA IV&V this summer. As part of the FSU NASA IV&V Undergraduate Research Initiative, three FSU faculty research proposals and their

student interns have been approved by NASA IV&V with an additional forth faculty research proposal to be considered by NASA IV&V for approval in the near future.

- National Biometrics Security Project (NBS), Morgantown – Potential FSU student internships are being considered by NBS.
- National White Collar Crime Center (NW3C), Fairmont
 - Computer Crimes Section (CCS), Fairmont – Currently, two FSU student internships.
 - Internet Crime Complaint Center (IC3), Fairmont – Currently, one FSU student internship.
 - NW3C Research Section, Morgantown – Potential FSU student internships and jobs. None at present.
- WV High Technology Consortium (WVHTC) Foundation, Fairmont – Potential FSU student internships leading to full-time jobs. None at present.

ALTERNATIVES TO PROGRAM DEVELOPMENT

The other alternatives for individuals in the northern region of the state who seek a graduate program in business administration are West Virginia University, both in-state and out-of-state public or private institutions, or possibly online program degrees from institutions that may or may not be accredited. The private and out-of-state alternatives are prohibitive to most potential students from the region because of distance, program costs (i.e., Executive Programs), private institution tuition rates, and out-of-state tuition rates. There really is no other alternative for a student seeking an MBA in project management. No other MBA program in the State of West Virginia offers a focus in project management. The rapid growth rate and expansion of high tech businesses in north-central West Virginia (see list above) has caused a significant demand for employees with project management skills that is not currently being satisfied according to responses we received from the School of Business Advisory Board and others.

Since this region is experiencing rapid economic growth, a Master of Business Administration program at Fairmont State University will offer an option to students--especially to non-traditional working students employed at local institutions--to pursue graduate studies and productively participate in the State's rapidly growing knowledge-based enterprises.

SECTION FIVE: PROGRAM IMPLEMENTATION AND PROJECTED RESOURCE REQUIREMENTS

PROGRAM ADMINISTRATION

The administrative organization for the MBA Program will include:

- Fairmont State University School of Business MBA Program Coordinator
- Fairmont State University Dean of Graduate Studies
- Fairmont State University Vice President for Research and Graduate Studies

The MBA Program will be housed in the School of Business under the leadership of the Dean of the School. The Program Coordinator will bear the primary responsibility for the leadership of the program and serve a critical role as the liaison to the Office of Research and Graduate Studies. The specific duties and responsibilities of the MBA Program Coordinator will be determined by the Dean of the School of Business. The Coordinator will work cooperatively with the Dean of Graduate Studies and program faculty to:

- direct the daily activities of the graduate program,
- lead marketing and recruitment efforts,
- coordinate procedures for admission or denial of applicants into the program,
- provide graduate student advising,
- maintain departmental graduate student records,
- manage graduate student petitions and appeals,
- lead program planning and curriculum development,
- and coordinate program review and assessment.

The Vice President of Research and Graduate Studies is responsible for the organization and supervision of all graduate programs, facilitating and coordinating the research associated with graduate programs. The Dean of Graduate Studies, who reports directly to the Vice President, oversees the policies governing all graduate programs, monitors the quality of the graduate programs and helps to set the goals for enhancing graduate education.

PROGRAM PROJECTIONS

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	(2006)	(2007)	(2008)	(2009)	(2010)
Number of Majors:	25	40	55	70	85
FTE majors (3 Semester)	32	56	80	92	103
Number of student credit hours generated by majors in the program:	570	1,010	1,448	1,650	1,853
Number of degrees to be granted (Annual total):	10	20	30	35	40

See **Appendix D** for further details.

FACULTY INSTRUCTIONAL REQUIREMENTS

Faculty teaching in the Master of Business Administration program will be comprised of a core faculty holding doctoral degrees in field and/or professional licensure (see **Appendix E**).

The core faculty will be complemented by:

- Several Ph.D. qualified faculty members who will be hired in the first few years of the program. (Presently there is a search for a Business Management faculty member being conducted in the School of Business.)
- Ph.D. qualified faculty from within Fairmont State University, as well as other West Virginia institutions of higher education, who may be used as adjunct faculty.

Only Fairmont State University graduate faculty will serve as student advisors.

LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS

Fairmont State University has three libraries available to all students, faculty, and staff. The Ruth Ann Musick Library is located on the main campus. The two other libraries are located at the Caperton Center in Clarksburg and the National Aerospace Education Center in Bridgeport. Fairmont State libraries are dedicated to 24/7 access to material through the World Wide Web. Thus it provides easy access to over 285,000 items including books, over 50,000 full-text books online, periodicals, government documents, compact discs, videos, and other

multimedia, and over 125 electronic databases. Subscriptions to more than 18,000 full text journals and newspapers, either in print or online provide the latest information in all fields, including all business-related areas. In addition to these materials, the libraries have the Docutek Electronic Reserves system, allowing faculty to place materials online for student use quickly and easily. Faculty may add documents, PowerPoint presentations, or upload other files for student access. The course pages require passwords and provide secure access to materials.

The main campus library is open 100 hours per week, with at least one professional librarian available or on call most hours that the library is open. The main library has about 80 public computers available for student use all hours that the library is open, with assistance available from librarians and library staff. The Caperton Center Library is open 68 hours per week, with approximately 30 computers available for student use, and has a professional librarian available.

The librarians provide instructional programs and training sessions, including orientation to library services and resources, so that faculty and students learn how to find and use all of the library's resources, understand methods of dealing critically with available information, and are exposed to the variety of ways in which information may be accessed, including the traditional means and as well as newer electronic media. An electronic classroom in Musick Library is available for librarians to provide instruction and for professors to use with classes. Librarians are also available to go to classrooms and to other parts of the campus, including the residence halls, to provide instruction in the use of resources. A Librarian for Distance Learning Library Services is available to work with faculty at all off-campus sites and to provide instruction and other reference services. He travels several thousand miles annually to deliver instruction and materials. Every effort is made to provide all services to all students, regardless of the student's location.

The libraries have over 125 online electronic databases which may be accessed by students, via the Internet, from any location in the world. An EZProxy server allows remote authentication, giving students/faculty of Fairmont State access to all materials available online, regardless of the person's location, by using the UCA (Unified College Account username and password).

Specific business databases include: EBSCOhost's Business Source Premier, Wilson's Business FullText (Wilson Omnifile Mega), Business & Company Resource Center (Gale),

EconLit, JSTOR (collection of business journals included), LexisNexis, BusDateline, BusIndustry, BusOrgs, BusManagement, Findex, Materials Business, Regional Business News, and the Wall Street Journal online. Other online full text databases include reference materials such as Gale's Encyclopedia of Business Online and the Gale Encyclopedia of E-Commerce. There are a number of general databases which include business-related materials, including Academic Search Premier, Infotrac OneFile, FirstSearch databases, Cambridge Scientific Abstracts, etc.

The library staff includes seven full-time professional library faculty members, nine full-time staff members, six part-time paraprofessional employees, and student work-study employees.

Additional resources will be required for graduate study in the business administration area and funding will be needed for the additional database, ABI/Inform from ProQuest. The libraries received a one time special funding in 2004, and purchased hundreds of volumes of business books, either in print or online. The online library catalog shows over 1500 volumes in the business area with a copyright date of 2000 or later.

SUPPORT SERVICE REQUIREMENTS

Faculty members involved in the delivery of courses in the Master of Business Administration degree would have adequate technological infrastructure to support computers with Internet access, WebCT (VISTA) access, and software needed for classroom instruction, testing and scholarly pursuits. Every faculty member would have access to a private phone with voice mail capability. A Director of the MBA program has been appointed and additional part-time secretarial support would ultimately be needed to meet the additional administrative activities of the program.

FACILITIES REQUIREMENTS

This MBA program would utilize a traditional classroom setting and distance/online learning its course offerings.

OPERATING RESOURCE REQUIREMENTS

The five year projected budget found in **Appendix F** provides the necessary information.

SOURCE OF OPERATING RESOURCES

The Master of Business Administration program at Fairmont State University has been designed to be financially self-sufficient.

SECTION SIX: OFFERING EXISTING PROGRAMS AT NEW LOCATIONS.

N/A

SECTION SEVEN: PROGRAM EVALUATION

Evaluation Procedures

The Master of Business Administration degree program will be evaluated by the:

- North Central Accreditation Body
- International Assembly of Collegiate Business Education (IACBE)
- Local and regional advisory board(s)
- Fairmont State University Graduate Studies Council
- Dean of Graduate Studies
- Dean of the School of Business
- Provost and Vice President for Academic Affairs
- Vice President for Research and Graduate Studies
- Director of the MBA program
- Current and recent graduates of the program
- Outside evaluation teams from other institutions of higher education
- Fairmont State University/MBA Advisory Board

Accreditation Status

Fairmont State University received re-accreditation by the North Central Association of Colleges and Schools in April of 2003. The next scheduled general visit will be in 2013. The Fairmont State University School of Business programs of study received specialized accreditation by the Association of Collegiate Business Schools and Programs (ACBSP) and the International Assembly of Collegiate Business Education (IACBE) in April and June 2005 respectively.

The MBA curriculum and courses will be developed and taught in alignment with the standards of the IACBE with the intention of seeking full accreditation at the end of year three of the program when all of the programmatic courses will have been taught at least once.

APPENDICES

APPENDIX A: PROPOSED MBA CURRICULUM

APPENDIX B: MBA COURSE DESCRIPTIONS

APPENDIX C: COMMENTS ON PROPOSED PROGRAM RECEIVED FROM THE FOLLOWING INDIVIDUALS

APPENDIX D: FIVE-YEAR PROJECTION OF PROGRAM SIZE

APPENDIX E: CORE FACULTY

APPENDIX F: FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS

APPENDIX A: PROPOSED MBA CURRICULUM

Total Credit Hours: 36 hours

Required Core Courses: 27 hours

- MBA Leadership Workshop 3 hours
- MBA Accounting for Managers 3 hours
- MBA Business Environments 3 hours
- MBA Managerial Economics 3 hours
- MBA Finance For Managers 3 hours
- MBA Marketing for Managers 3 hours
- MBA Management Information Systems 3 hours
- MBA Quantitative Analysis 3 hours
- MBA Strategic Management (*Capstone*) 3 hours

Elective Courses (select three from the following): 9 hours

- MBA Operations Management 3 hours
- MBA Project Management 3 hours
- MBA Project Finance 3 hours
- MBA Supply Chain Management 3 hours
- MBA Knowledge Management 3 hours
- MBA Personal Development Workshop 3 hours

APPENDIX B: MBA COURSE DESCRIPTIONS

MBA Accounting for Managers (3 credit hours)

The basic concepts of accounting and their significance to management are studied. Students will work with the accounting statements, and understand the principles of cost and managerial accounting. Efforts to establish international accounting standards for foreign currency transactions and international operations are introduced. (Core Course)

MBA Leadership Workshop (3 credit hours)

The class will examine human behavior in organizations at the individual, interpersonal and group levels. The interplay of human, technological, and structural factors in organizations will be examined. Important issues to be considered will also involve motivation theories, communication, and group decision theories for managerial applications. The class will look at how we can design jobs and organizational structures and techniques to be used for evaluating and rewarding performance. Similarly, the class will look at techniques for the development of team building, leadership and conflict resolution skills. Focus is given to leadership approaches, job enrichment, quality of work life and employee attitudes and achievement. (Core Course)

MBA Finance for Managers (3 credit hours)

The class will examine discounted cash flow techniques for decision-making applications. Topics to be examined will involve operational budgeting, capital appropriation requests, investment planning, new product introductions, acquisitions, divestitures, shutdowns, and other special project decisions. The course will combine theory, cases and computer application projects. (Core Course)

MBA Quantitative Analysis (3 credit hours)

This class will cover descriptive and inferential statistics. Concepts such as probability, distribution, estimation, hypothesis tests, correlation and regression, Chi-square tests as well as nonparametric methods will be stressed. Emphasis will be on quantitative analysis for managerial decision-making. (Core Course)

MBA Strategic Management (3 credit hours)

This course will enable students to identify, comprehend and appraise an organization's strategies and policies. Topic will include industry and competitive analysis, corporate and competitive strategies, competing in global, fragmented and integrated industries. The course provides students with the methodology to formulate and implement strategy, and to analyze possible consequences of strategic and policy actions. This course is designed to offer a capstone experience in which students will assimilate the various methods, concepts, and leadership tools offered throughout the MBA program. (Core **Capstone** Course)

MBA Management Information Systems (3 credit hours)

This course addresses three major computer issues. First, this course examines the business aspects of computer information systems, with a focus on hardware, software, and computer systems management. Second, it introduces business productivity software. In particular, it explores presentation and spreadsheet programs providing the students with considerable hands-on experience. Third, the course offers a case-oriented study of statistical data analysis for business decision making. Here, topics include: data summary measure, methods, population and sample characteristics, and linear regression, all implemented using the spreadsheet technology. (Core Course)

MBA Managerial Economics (3 credit hours)

Managerial Economics deals with a diversity of issues. For instance, the class will discuss ways of directing scarce resources in an efficient manner so as to attain managerial goals defined by the firm. To this end, students will learn to apply economic ideas, theories, and methodologies in a strategic manner to enhance corporate performance. Students will also analyze organizational structures in order to maximize corporate behavior in the multitude of industrial and service sectors in which firms operate. Discussion of additional pertinent topics will provide students with further ways of using managerial economics, tools and procedures in the modern business environment. (Core Course)

MBA Operations Management (3 credit hours)

The purpose of this course is to provide students with a sound conceptual understanding of the role that management science plays in the decision-making process. The focus is

on the part of management science referred to as quantitative approaches to decision making. This course will cover several quantitative techniques that are used in decision making processes such as linear programming, transporting problems, project management, inventory models, waiting line models, decision analysis, and forecasting. (Elective Course)

MBA Business Environments (3 credit hours)

This course is designed to introduce current developments involving societal and ethical challenges modern society presents to the corporate environment. Emphasis will be placed on areas such as stakeholders, corporate citizenship, social responsibility, globalization, and ethics. Students will examine how business law principles apply in the daily operation of a business. Discussion will be geared toward gaining an understanding of the legal problems and issues that occur in business transactions. Topics include: Uniform Commercial Code; court and civil dispute resolution; contracts; commercial paper; sale of goods; and forms of business organization such as sole proprietorship, partnership, and corporation. (Core Course)

MBA Project Finance (3 credit hours)

Project Finance refers to the techniques of financing projects which are dependent on cash flows for repayment, as defined by the contractual relationships within each project. An effective alternative to conventional direct financing, Project Finance is an innovative and timely financing technique that has been used on many high-profile corporate projects. Project types include: large multiparty projects, large single-asset purchases, and broad-based financing programs for fleets of assets. By their very nature, these types of projects rely on a large number of integrated contractual arrangements for successful completion and operation. Project Finance is an element within the larger field of project management. (Elective Course)

MBA Marketing for Managers (3 credit hours)

The course will introduce marketing research and consumer behavior to the students. Topics such as product policy, pricing, promotion and distribution will be discussed. Case studies will be used to apply the concepts of marketing in the class. (Core Course)

MBA Project Management (3 credit hours)

The course introduces the concepts of operations research, scheduling, optimization and network techniques. The course will also cover on contract management especially with a focus on the government sector. Contract bidding, specifications compliance and other topics related to the industrial and government projects will be discussed. (Elective Course)

MBA Supply Chain Management (3 credit hours)

The course will cover the topics of logistics and distribution management. Topics such as inventory management, transportations, warehousing, procurement, location analysis, electronic data interchange, web applications in B-B transactions, etc. will be discussed. (Elective Course)

MBA Knowledge Management (3 credit hours)

The course will introduce concepts on Research and Design (R&D) management. Topics such as design concepts, technology and product life cycle concepts, patents and commercialization will be discussed. Best Practices Concepts and Knowledge Management (KM) practices including knowledge acquisition, storage and dissemination systems will be discussed. (Elective Course)

MBA Personal Development Workshop (3 credit hours)

The course will focus on self assessment, development and actualization issues. Autobiography and biographic exercises will be used to explore the self. Also, topics such as work-life balance, personal financial management, career planning will be discussed. (Elective Course)

**APPENDIX C: COMMENTS ON PROPOSED PROGRAM RECEIVED
FROM THE FOLLOWING INDIVIDUALS**

Mr. Bill S. Childers
119 Steele Street
Bridgeport, WV 25330-1063
(304) 842-6315

Mr. Dale Dzielski
Senior Manager
ManTech National
Security Solutions, WV

Mr. Steven W. Farley
Executive Director
Youth Academy, LLC.

Mr. Andrew Sikula
Sr. Director
Graduate School of Mgmt.
Associate Dean
Lewis College of Business

Richard G. Miller
Prof. of Management
Marshall University, WV

Dr. Paul Uselding
Dean, Lewis College of
Business
Marshall University

**Ms. Linda Wiechowski,
Ph.D.**
Asst. V.P. Academic Admin.
Prof. of Economics
Walsh College

Ms. Nancy Hussey
1201 Peacock Lane
Fairmont, WV 26554

Mr. Roman Prezioso
1806 Dogwood Drive
Fairmont, WV 26554

Mr. Jerry Ragen
P.O. Box 47
Fairmont, WV 26554

Mr. Mike Martin
J&S Machine
Pleasant Valley Road
Fairmont, WV 26554

Mr. Tom Kliethermes
Edward D. Jones, Co.
P.O. Box 2525
Fairmont, WV 26554

Mr. Booker T. Walton
Booker T. Walton &
Associates
3260 Greenbag Road
Morgantown, WV 26505

Mr. Donald R. Conley
Conley Johnson, A.C.
P.O. Box 1150
Fairmont, WV 26554

Mr. Leon Rogers
Tetrick & Bartlett, PLLC
122 N. Oak Street
P.O. Box 1916
Clarksburg, WV 26302-1916

Mr. Theodore Lopez
P.O. Drawer 2408
Clarksburg, WV 26301

Ms. Melissa Swisher
P.O. Box 2444
Clarksburg, WV 26301

Mr. Sherry Cunningham
240 High Street
Morgantown, WV 26505

Ms. Denise White
City of Morgantown
389 Spruce Street
Morgantown, WV 26505

Ms. Susan Graziani
P.O. Box 1041
Morgantown, WV 26507

Ms. Michelle Casteel
Human Resources
Federal Bureau of
Investigation
500 W. Pike Street
Clarksburg, WV 26301

Ms. Nancy Lawler
School of Business &
Economics
Fairmont State Community
and Technical College
1201 Locust Avenue
Fairmont, WV 26554-2470

Dr. Barbara Parsons
Corporate Director of Human
Resources
Monongalia General Hospital
Morgantown, WV 26505

**APPENDIX D:
FIVE-YEAR PROJECTION OF PROGRAM SIZE**

	First Year FY(2006)	Second Year FY(2007)	Third Year FY(2008)	Fourth Year FY(2009)	Fifth Year FY(2010)
Number of Students Served through Course Offerings of the Program:					
Headcount	29	46	63	80	97
FTE	37	64	92	106	118
Number of student credit hours generated by courses in the program (entire academic year):					
	655	1,160	1,665	1,897	2,130
Number of Majors:					
Headcount	25	40	55	70	85
FTE majors	32	56	80	92	103
Number of student credit hours generated by majors in the program (entire academic year):					
	570	1,010	1,448	1,650	1,853
Number of degrees to granted (annual total):					
	10	25	30	35	40

APPENDIX E: CORE FACULTY

Bennett, Gary K., (MBA-CPA, West Virginia University.)

Assistant to the Dean, School of Business and Senior Professor of Finance and Accounting. Mr. Bennett has successfully managed his Accounting firm for thirty-two years and specializes in auditing and taxation which are the areas he teaches at Fairmont State. Mr. Bennett served as the West Virginia Society's Outstanding Educator for 2001 and Fairmont State's Teacher of Excellence for 2004.

Cassell, Macgorine (Ph.D. in Leadership and Human Behavior, United States International University, California; MBA, National University; MPA Clark Atlanta University.)

Professor of Business Administration. Certified Phi Theta Kappa Leadership Instructor. He has conducted workshops and research in leadership, management and organizational development. Taught at South Carolina State University, Virginia State University, Florida Institute of Technology, Mountain State University, Wheeling Jesuit University, West Virginia University and St. Leo College. He has edited two and reviewed three books, and presented papers at professional conferences. Dr. Cassell is a recipient of the excellence in instruction award from the Fairmont State University Clarksburg Branch and also received a plaque for teaching excellence from students enrolled in the weekend college at the University.

Giorelli, Rebecca, (Ph.D., Industrial Engineering, West Virginia University.)

Assistant Professor of Information Systems. Dr. Giorelli has been a visiting Professor at West Virginia University in the College of Business and Economics and the College of Engineering. She served as Senior Scientist and Operations Research Branch Supervisor at the Institute for Scientific Research, Inc. for over four years. She served as the Principal Investigator for the Center for Technical Leadership Project working in the area of curriculum development for Technical Project Management for the Defense Acquisition University, Department of Defense. Dr. Giorelli has been awarded funding through the National Science Foundation as Co-Principal Investigator for several projects related to Information Technology and Education. She is published in the areas of human performance, software team management, and requirements management.

Harvey, Richard, (J.D., West Virginia University; MBA, West Virginia University.)

Dean of Graduate Studies and Professor of Finance/Business Law. As a recognized expert in business planning and finance, Dr. Harvey has led numerous workshops and seminars throughout the region. As an attorney, he specializes in the practice areas of Elder Law and Commercial Law. Dr. Harvey was the initial Program Director for the Fairmont State Regional Small Business Development Center. Dr. Harvey has over twenty years professional business experience providing business counseling for financial management and legal issues including business organization, feasibility studies, capital formation, strategic business planning, intellectual property, and financial proposals.

Hinton, Gregory T., (J.D., West Virginia University.)

Professor of Business Law, Certified Leadership Instructor Carnegie Foundation Center for the Advancement and Support of Education 1997 West Virginia Teacher of the Year, Merit Foundation of West Virginia 1997 Teacher of the Year, Only two-time winner of the Fairmont State College William A. Boram Award for Teaching Excellence, 1996 and 1997, Fairmont State College Award of Excellence in Advising Award 1998, Recipient of the Dominion Resources 2002 Strong Men and Strong Women Excellence in Leadership Award, 2003 Awardee of the Living the Dream Award In Education from the West Virginia Martin Luther King Holiday Commission, Conduct workshop and seminars on legal issues, leadership, and diversity.

Khalil, Mohamad A., (Ph.D. Mineral Economics, Trade and Development, and M.S. in Economics, West Virginia University; MBA in Marketing, Bridgeport University.)

Professor of Business and Economics. Dr. Khalil taught at Baghdad University, and was a visiting Professor at West Virginia University. Dr. Khalil teaches International Economics, Quantitative Management, Operations Management, Statistics, Marketing Research, and Macroeconomics. He published many articles in the regional, national, and international journals. He has also presented papers in several conferences. Presently, he is writing a book titled, "The New Economy of Iraq."

Kirby, Jack R., (Ed.D., Educational Leadership Studies, West Virginia University.)

Assistant Professor Business Administration. Dr. Kirby teaches in the areas of Entrepreneurship and Human Resources Management. Dr. Kirby was the Program Director for the FS Regional Small Business Development Center from 1997 to 2001. He also was Assistant Professor of Business at Alderson-Broadus College for seven years, chairing their Business Department for five years. Dr. Kirby has ten years professional business experience in labor relations and human resources management.

Schaupp, Rebecca (Ed D., Education Administration/Management, West Virginia University.)

Dean, School of Business and Professor of Management/Business Administration. Prior to joining Fairmont State in August 1984 as a member of the full time faculty, Dr. Schaupp was an adjunct instructor in business. She has served as the senior administrator for the School of Business since August 1994, and teaches courses in the Management area. Throughout her tenure at Fairmont State, Dr. Schaupp has been actively involved with many School and University initiatives. In 1975, she was recognized as a Danforth Fellow and continues to present at workshops, national and international conferences.

Surendran, Sunil, (Ph.D. in Strategic Management and Marketing, Kent State University; the FDIB Program, Daniel Management Center of the College of Business Administration, University of South Carolina.)

Professor of Marketing and Management. Dr. Surendran has held visiting faculty appointments at the West Virginia University, the Indian Institute of Management Ahmedabad, the Kent State University, the John Carroll University and at the Bharatiya Vidya Bhavan. He has presented refereed papers at a wide range of forums including at the conferences of the Strategic Management Society, the Decision Sciences Institute, the American Society for Competitiveness, TIMS/ORSA, the Mid-west DSI, and others. He has been invited to conduct workshops at the Ahmedabad Management Association, Mudra Institute of Communications, Nirma Institute of Management and at the National Institute of Design India. He is a member of the Academy of Management and the Faculty Association for the Development of International Studies.

Wilson, Roger W., (Ph.D., The Union Institute.)

Assistant Professor of Information Systems. Dr. Wilson has been involved in program design/development, curriculum development, instruction troubleshooting, technology transfer systems analysis & design at the Fairmont State University. He has worked at the National White Collar Crime Center as a Senior Curriculum Developer.

**APPENDIX F:
FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS**

	First Year FY(2006)	Second Year FY(2007)	Third Year FY(2008)	Fourth Year FY(2009)	Fifth Year FY(2010)
A. FTE POSITIONS					
1. Administrators	2 (25%)	2 (25%)	2 (38%)	2 (38%)	2 (38%)
2. Full-time Faculty	2 (75%)	2 (75%)	2 (62%) 1 (0.5%)	2 (62%) 1 (50%)	2 (62%) 1 (50%)
3. Adjunct Faculty	4 (25%) 3 (12.5%)	4 (25%) 3 (12.5%)	4 (25%) 3 (12.5%)	4 (25%) 3 (12.5%)	4 (25%) 3 (12.5%)
4. Graduate Assistants	2 (50%)	2 (50%)	2 (50%)	2 (50%)	2 (50%)
5. Other Personnel:					
a. Clerical Workers	1 (50%)	1 (50%)	1 (100%)	1 (100%)	1 (100%)
b. Professionals	0	0	0	0	0
Note: Include percentage of time of current personnel					

B. OPERATING COSTS (Appropriated Funds Only)

1. Personal Services:					
a. Administrators	40,000	50,000	55,000	65,000	65,000
b. Full-time Faculty	110,000	120,000	145,000	160,000	175,000
c. Adjunct Faculty	28,000	28,000	30,000	32,000	34,000
d. Graduate Assistants	12,000	12,000	15,000	15,000	18,000
e. Non-Academic Personnel:					
Clerical Workers	20,000	20,000	40,000	45,000	50,000
Professionals	0	0	0	0	0
Total Salaries	<u>210,000</u>	<u>230,000</u>	<u>285,000</u>	<u>317,000</u>	<u>342,000</u>

**APPENDIX F (cont.):
FIVE-YEAR PROJECTION OF
TOTAL OPERATING RESOURCES REQUIREMENTS**

	First Year (2006)	Second Year (2007)	Third Year (2008)	Fourth Year (2009)	Fifth Year (2010)
2. Current Expenses	10,000	12,000	12,000	15,000	19,000
3. Repairs and Alterations	5,000	6,000	5,000	5,000	6,000
4. Equipment:					
Educational Equip.	10,000	5,000	10,000	10,000	5,000
Library Books	5,000	2,000	2,000	5,000	2,000
5. Nonrecurring Expense					
(specify)	5,000	5,000	5,000	5,000	5,000
Total Costs	<u>\$35,000</u>	<u>\$30,000</u>	<u>\$34,000</u>	<u>\$40,000</u>	<u>\$37,000</u>

C. SOURCES

1. General Fund Appropriations (Appropriated Funds Only)	\$134,000	\$68,000	\$43,000	\$19,000	\$25,000
<input checked="" type="checkbox"/> Reallocation <input type="checkbox"/> New funds (Check one)					
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other (specify) TUITION	<u>\$111,000</u>	<u>\$192,000</u>	<u>\$276,000</u>	<u>\$318,000</u>	<u>\$354,000</u>
Total All Sources	<u>\$245,000</u>	<u>\$260,000</u>	<u>\$319,000</u>	<u>\$347,000</u>	<u>\$379,000</u>

Appendix F – MBA Program Director Position Announcement

Job Posting Announcement

Position Information

Requisition Number	20130044
Institution	Fairmont State University
Classification Title	Faculty
Working Title	MBA Program Director
Type of Position	4 Year Faculty
Internal Recruitment only?	Yes
Anticipated Hire Date	ASAP
Job Posting Date	11-01-2012
Full Consideration Date	11-15-2012
Job Close Date	Open Until Filled
Benefits Eligible?	Yes
End date (temp or grant funded position)	
Appointment Length	Aug 16 - May 16 (9 mo)
Base Salary/Hourly Rate	
Published Salary	
Pay Grade	Not Applicable
Department	005: School of Business (FSU)
Employment Location	Main Campus, Fairmont
Position Will Report To	Dean, School of Business

Duties and Responsibilities

- * Act as chief academic administrator of MBA Program;
- * Work with the Dean and Associate Dean to reach program growth and revenue objectives;
- * Lead marketing and program recruitment efforts;
- * Coordinate procedures for admission or denial of MBA program applicants;
- * Review probation and dismissal of MBA students;
- * Handle MBA student petitions and appeals;
- * Provide graduate student academic advising;
- * Coordinate curriculum development and evaluation with the Graduate Studies Council;
- * Maintain MBA student records and track all students in the MBA

program;
 * Plan multi-year MBA course schedule;
 * Recruit and hire adjunct faculty for MBA course offerings when necessary;
 *Lead MBA program planning and curriculum development;
 *Coordinate MBA program review and assessment; and
 *Perform other related duties as assigned by the Dean or Associate Dean of the School of Business.

Minimum Qualifications

Grant Funded Position? No

If faculty position, tenure track? Yes

If faculty position, rank? Not Applicable

Special Conditions FSU faculty internal search only. The rank for this position will be the rank of the selected candidate.

Job Family Faculty

Instruction and evaluation; student advising; committee assignments; faculty meetings; consultation; in-service programs; preparation for teaching; professional and scholarly development; research; performs other appropriate duties as assigned and as necessary; adheres to and complies with all relevant federal, state and local laws; if assigned a State purchasing card, abides by all purchasing rules and provisions and reports/balances account as required or directed; adheres to all institutional policies and guidelines, including the provisions of the employee's relevant employee handbook; adheres to and complies with relevant provisions of the WV State Ethics Act; adheres to all safety rules and provisions; reports any personal accidents/injuries or accidents/injuries of assigned staff to HR by end of work day or work shift; and completes all required performance evaluations timely, completely and accurately.

Minimum Expectations (Faculty/FEAP/NC)

Minimum Expectations (Classified)

Min Req Education (Classified)

Min Req Education (Faculty/FEAP/NC) Hold a doctorate in a business field, a Juris Doctorate, or an out of field doctorate from an accredited institution with demonstrated teaching effectiveness and/or professional or management level practice.

Req Lic and/or Certs (Classified)

Req Lic and/or Certs (Faculty/FEAP/NC) None

Type and Amount of Experience Needed (Classified)

* Minimum of three years teaching experience at an accredited higher education institution is strongly preferred.
 * Excellent oral and written communication skills.
 * Ability to work effectively with a variety of constituencies including prospective and matriculated students, faculty and administrators, alumni, and employers.
 * Management experience in business or educational setting desired.
 * Demonstrated experience at the university level of academic program administration, student recruitment, knowledge of standards to achieve

ACBSP accreditation and associated compliance procedures.
* Familiarity with online course development/delivery and distance education is strongly preferred.
* Candidates should demonstrate a strong commitment to teaching excellence and service to support the mission of the School of Business as well as that of the institution.
* Evidence of excellence in teaching and other scholarly endeavors is particularly valued as is a demonstrated ability to work effectively with colleagues and others in a collaborative, constructive manner.

Experience Needed (Faculty/FEAP/NC)

Required Skills

Preferred Qualifications

All applicants **MUST** complete an online application; paper applications cannot be accepted.

Notes to Applicants

Please note that candidates invited to interview are required to bring copies of all academic transcripts to the interview event.

Optional Applicant Documents

Transcript #1
Transcript #2
Transcript #3

Required Applicant Documents

Resume
Cover Letter

For a more detailed job description, refer to the listed requisition number and apply online at:

www.fairmont.pierpontjobs.com

on any computer with Internet access. A computer with staff are available to assist you at:

Fairmont State/Pierpont Human Resources Office
1201 Locust Avenue
324 Hardway Hall
(304) 367-4831

FAIRMONT STATE UNIVERSITY AND PIERPONT COMMUNITY AND TECHNICAL COLLEGE ARE AFFIRMATIVE ACTION, EQUAL OPPORTUNITY INSTITUTIONS. INDIVIDUALS FROM TRADITIONALLY UNDER REPRESENTED GROUPS ARE ENCOURAGED TO APPLY.

Appendix G – MBA Graduate Survey Methods and Response Rates

MBA Graduate Survey Methods:

The survey methods employed for the 2011 and 2013 surveys were the same. The methods were as follows:

1. A valid email address was obtained for each student who graduated within the referenced time period.
2. A test was done to determine if the email address was valid by sending an announcement and determining if the email was returned and requesting students provide a preferred email address. In the 2011 survey, efforts were successfully taken to update all returned emails. This was not necessary in the 2013 survey as email records were more current. Only one email address was returned which was updated from current records.
3. An email request with the web link to the *Survey Monkey* site was sent to the valid email addresses.
4. Students were enticed to complete the survey by a free gift which would be forwarded if current contact information was included.
5. Names have been redacted from the survey summaries to maintain anonymity of the respondents.

MBA Graduate Survey Response Rates:

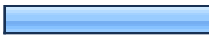
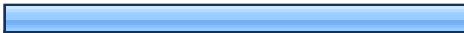
Survey	N (Population)	n (Respondents)	Rate of Return
2011 Survey ¹	76	37	48.68%
2013 Survey ²	42	30	71.43%
Total	118	67	56.78%

¹ – May 2008 through May 2011 Graduates





² – August 2011 Graduates through May 2013 applicants known at time of survey

Appendix H – 2011 MBA Graduate Survey (names and addressed redacted)




1. Gender

		Response Percent	Response Count
Male		30.6%	11
Female		69.4%	25
answered question			36
skipped question			1

2. Race

		Response Percent	Response Count
American Indian or Alaska Native		0.0%	0
Asian		0.0%	0
Black or African American		2.8%	1
Hispanic or Latino		2.8%	1
Native Hawaiian or Other Pacific Islander		0.0%	0
White		91.7%	33
Other		2.8%	1
answered question			36
skipped question			1

3. Marital Status

		Response Percent	Response Count
Married		50.0%	18
Single / Never Married		41.7%	15
Divorced / Separated		8.3%	3
Widowed		0.0%	0
answered question			36
skipped question			1

4. Highest Education Attainment of your



Mother

	Less than High School	High School Diploma	Some College	College Degree
Parent	2.8% (1)	38.9% (14)	8.3% (3)	22.2% (8)


Father

	Less than High School	High School Diploma	Some College	College Degree
Parent	2.9% (1)	35.3% (12)	14.7% (5)	41.2% (14)

5. Place of Birth

		Response Percent	Response Count
County:		91.7%	33
State:		100.0%	36
		answered question	36
		skipped question	1

6. Date of Birth

		Response Percent	Response Count
Date of Birth		100.0%	36
		answered question	36
		skipped question	1

7. MBA Completion




Month

	May	August	December	Res Co
MBA Graduation Term	44.4% (16)	30.6% (11)	25.0% (9)	







Year

	2005	2006	2007	2008	2009	2010	2011	Res Co
MBA Graduation Term	0.0% (0)	2.8% (1)	0.0% (0)	36.1% (13)	27.8% (10)	25.0% (9)	8.3% (3)	
answered question								
skipped question								



8. Which program track did you complete?

		Response Percent	Response Count
Project Management		41.7%	15
Human Resource Management		27.8%	10
General [no specific track]		30.6%	11
answered question			36
skipped question			1



9. How many semesters (including summer) did it take you to complete the degree

		Response Percent	Response Count
2		5.6%	2
3		5.6%	2
4		25.0%	9
5		33.3%	12
6		16.7%	6
7 or more		13.9%	5
answered question			36
skipped question			1





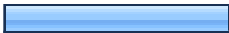

10. Were you primarily:

		Response Percent	Response Count
Part-time Student		23.5%	8
Full-time Student		76.5%	26
answered question			34
skipped question			3





11. Were you employed (other than G.A.) while enrolled in the MBA program?

		Response Percent	Response Count
Yes		88.9%	32
No		11.1%	4
answered question			36
skipped question			1



12. If employed during enrollment, which range best represents the average number of hours worked per week?

		Response Percent	Response Count
less than 20		6.1%	2
20 to 25		3.0%	1
26 to 30		9.1%	3
31 to 35		3.0%	1
36 to 40		33.3%	11
more than 40		45.5%	15
answered question			33
skipped question			4



13. Which of the ranges below best represents your average annual salary while a student in the MBA program?

		Response Percent	Response Count
less than \$25,000		44.4%	16
\$25,000 to \$44,999		41.7%	15
\$45,000 to \$64,999		5.6%	2
\$65,000 to \$84,999		8.3%	3
\$85,000 or more		0.0%	0
answered question			36
skipped question			1





14. Are you currently employed?

		Response Percent	Response Count
Yes		91.7%	33
No		8.3%	3
answered question			36
skipped question			1

15. If currently employed, are you with the same employer now as when you were in the program?

		Response Percent	Response Count
Yes		41.2%	14
No		58.8%	20
answered question			34
skipped question			3






16. If you changed employers or have a new position, what role did your MBA play in this transition?

		Response Percent	Response Count
No role		8.3%	3
Some role		25.0%	9
Strong role		44.4%	16
Not applicable		22.2%	8
answered question			36
skipped question			1

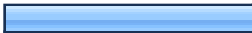



17. What is your current job title and/or description of your primary responsibilities?

	Response Count
	33
answered question	33
skipped question	4




18. If employed, which of the following ranges best represents your current salary?

		Response Percent	Response Count
less than \$25,000		6.1%	2
\$25,000 to \$44,999		48.5%	16
\$45,000 to \$64,999		27.3%	9
\$65,000 to \$84,999		6.1%	2
\$85,000 or more		12.1%	4
	answered question		33
	skipped question		4




19. Would you generally characterize the impact your MBA has had on your salary since completion of the program as:

		Response Percent	Response Count
Having little or no impact		37.1%	13
Having a moderate impact		28.6%	10
Having a strong impact		22.9%	8
Having a very strong impact		11.4%	4
		answered question	35
		skipped question	2





20. If you are not currently employed, are you:

		Response Percent	Response Count
Enrolled in a graduate/professional program		0.0%	0
Enrolled in a doctoral program		0.0%	0
Still seeking employment		18.2%	2
Not seeking employment		27.3%	3
Other (please specify)		54.5%	6
		answered question	11
		skipped question	26

21. Which best represents your academic preparation for the MBA program?

		Response Percent	Response Count
Bachelor's degree in business field		65.7%	23
Bachelor's degree in scientific or technical field		20.0%	7
Bachelor's degree in a non business, scientific, or technical field (social sciences, education, etc.)		14.3%	5
Masters degree in non-business field		0.0%	0
Masters degree in business related field, but not an MBA		0.0%	0
Professional certification in addition to a bachelor's degree		0.0%	0
answered question			35
skipped question			2

22. Which best represents the amount of professional work experience you obtained between the completion of your previous degree and admission to the MBA program:

		Response Percent	Response Count
less than 1 year		52.8%	19
1 to 3 years		22.2%	8
4 to 6 years		8.3%	3
more than 6 years		16.7%	6
answered question			36
skipped question			1

23. Program Satisfaction

	1	2	3	4	5	N/A	Response Count
Overall, how satisfied were you with the MBA program?	0.0% (0)	0.0% (0)	14.3% (5)	31.4% (11)	54.3% (19)	0.0% (0)	35
How satisfied were you with the support provided by the staff while you were a student?	0.0% (0)	2.9% (1)	2.9% (1)	22.9% (8)	71.4% (25)	0.0% (0)	35
To what degree did the MBA meet your individual hopes/needs?	2.9% (1)	0.0% (0)	8.6% (3)	45.7% (16)	42.9% (15)	0.0% (0)	35
To what degree have you been satisfied with the overall quality and instruction of MBA courses?	0.0% (0)	2.9% (1)	20.0% (7)	37.1% (13)	40.0% (14)	0.0% (0)	35
To what degree were you satisfied with your ability to interact with other students and faculty in the MBA program?	0.0% (0)	0.0% (0)	14.7% (5)	17.6% (6)	67.6% (23)	0.0% (0)	34
How well did the MSBA Essentials course prepare you for the curriculum?	11.4% (4)	17.1% (6)	22.9% (8)	25.7% (9)	14.3% (5)	8.6% (3)	35
To what degree were you given opportunities to make connections between theory and practice?	0.0% (0)	0.0% (0)	20.6% (7)	50.0% (17)	29.4% (10)	0.0% (0)	34
How well did the MBA program prepare you for entering a chosen career or advancement in your current job?	2.9% (1)	5.7% (2)	20.0% (7)	31.4% (11)	31.4% (11)	8.6% (3)	35
						answered question	35
						skipped question	2

24. How well were you satisfied that the MBA program prepared you for?

	1	2	3	4	5	N/A	Response Count
Gaining a global perspective	0.0% (0)	5.7% (2)	37.1% (13)	37.1% (13)	20.0% (7)	0.0% (0)	35
Developing leadership skills	0.0% (0)	0.0% (0)	8.6% (3)	31.4% (11)	60.0% (21)	0.0% (0)	35
Integration across functional areas of business	0.0% (0)	2.9% (1)	2.9% (1)	45.7% (16)	48.6% (17)	0.0% (0)	35
Recognizing organizational realities and implementing decisions effectively	0.0% (0)	0.0% (0)	5.7% (2)	48.6% (17)	45.7% (16)	0.0% (0)	35
Acting creatively and innovatively	0.0% (0)	0.0% (0)	20.0% (7)	51.4% (18)	28.6% (10)	0.0% (0)	35
Thinking critically and communicating clearly	0.0% (0)	0.0% (0)	5.7% (2)	28.6% (10)	65.7% (23)	0.0% (0)	35
Understanding the role, responsibilities, and purpose of business	0.0% (0)	2.9% (1)	2.9% (1)	28.6% (10)	65.7% (23)	0.0% (0)	35
Understanding the limits of models and markets	0.0% (0)	0.0% (0)	32.4% (11)	44.1% (15)	23.5% (8)	0.0% (0)	34
answered question							35
skipped question							2

25. To what extent do you feel the program prepared you or honed your ability to:

	1	2	3	4	5	N/A	Response Count
Anticipate problems/identify needs	0.0% (0)	0.0% (0)	11.4% (4)	45.7% (16)	42.9% (15)	0.0% (0)	35
Adequately define/dissect problems	0.0% (0)	0.0% (0)	17.1% (6)	48.6% (17)	34.3% (12)	0.0% (0)	35
Know where to look for or obtain data	0.0% (0)	0.0% (0)	8.6% (3)	51.4% (18)	40.0% (14)	0.0% (0)	35
Ability to synthesize data/information	0.0% (0)	0.0% (0)	11.4% (4)	54.3% (19)	34.3% (12)	0.0% (0)	35
Improve or foster tolerance for ambiguity	0.0% (0)	0.0% (0)	20.0% (7)	42.9% (15)	34.3% (12)	2.9% (1)	35
Increase innovative and/or integrated thinking	0.0% (0)	0.0% (0)	17.1% (6)	37.1% (13)	45.7% (16)	0.0% (0)	35
Engage in deep, reflective thinking	0.0% (0)	2.9% (1)	20.0% (7)	40.0% (14)	37.1% (13)	0.0% (0)	35
Recognize needs for additional expertise/outside solutions	0.0% (0)	0.0% (0)	17.1% (6)	37.1% (13)	45.7% (16)	0.0% (0)	35
Exercise proper oral and written communication and presentation skills	0.0% (0)	2.9% (1)	11.4% (4)	31.4% (11)	54.3% (19)	0.0% (0)	35
answered question							35
skipped question							2

26. To what extent did the curriculum, content, and faculty

	1	2	3	4	5	N/A	Response Count
Motivate you to be intellectually engaged	0.0% (0)	2.9% (1)	11.8% (4)	38.2% (13)	47.1% (16)	0.0% (0)	34
Challenge you intellectually	0.0% (0)	2.9% (1)	14.7% (5)	41.2% (14)	41.2% (14)	0.0% (0)	34
Provide new perspectives on functional knowledge (accounting; finance; economics, etc.)	0.0% (0)	2.9% (1)	14.7% (5)	35.3% (12)	47.1% (16)	0.0% (0)	34
Require you to integrate concepts or functions (strategy; production; marketing)	0.0% (0)	0.0% (0)	17.6% (6)	29.4% (10)	52.9% (18)	0.0% (0)	34
Analyze and generalize information	0.0% (0)	2.9% (1)	5.9% (2)	38.2% (13)	52.9% (18)	0.0% (0)	34
Apply thinking and reasoning skills to decision-making	0.0% (0)	0.0% (0)	9.1% (3)	21.2% (7)	69.7% (23)	0.0% (0)	33
Reflect on corporate accountability and/or business ethical issues	0.0% (0)	0.0% (0)	11.8% (4)	23.5% (8)	64.7% (22)	0.0% (0)	34
answered question							34
skipped question							3

27. To what extent did the MBA curriculum, as a whole, provide or augment your ability to:

	1	2	3	4	5	N/A	Response Count
use various business and managerial tools to logically and consistently address organizational issues?	0.0% (0)	2.9% (1)	17.6% (6)	44.1% (15)	35.3% (12)	0.0% (0)	34
utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success?	0.0% (0)	0.0% (0)	20.6% (7)	38.2% (13)	41.2% (14)	0.0% (0)	34
utilize business tools and information systems to gather and analyze internal and external organizational information?	0.0% (0)	5.9% (2)	20.6% (7)	38.2% (13)	35.3% (12)	0.0% (0)	34
use various research tools to keep current in the business field and to analyze internal operations and external environmental factors?	0.0% (0)	2.9% (1)	17.6% (6)	41.2% (14)	38.2% (13)	0.0% (0)	34
communicate in various business settings in a clear, consistent and logical manner, utilizing technology to assist in these communications?	0.0% (0)	0.0% (0)	14.7% (5)	29.4% (10)	55.9% (19)	0.0% (0)	34
understand the role of business and business education in the broader societal context, and understand the environmental impacts on business practices and will be able make organizational decisions accordingly?	0.0% (0)	0.0% (0)	20.6% (7)	35.3% (12)	44.1% (15)	0.0% (0)	34
to apply general business tools, knowledge, theories, and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations?	0.0% (0)	2.9% (1)	14.7% (5)	38.2% (13)	44.1% (15)	0.0% (0)	34
demonstrate an ability to lead organizations in a dynamic and turbulent business environment?	0.0% (0)	2.9% (1)	14.7% (5)	38.2% (13)	44.1% (15)	0.0% (0)	34

to effectively work in a team environment?	0.0% (0)	2.9% (1)	8.8% (3)	23.5% (8)	64.7% (22)	0.0% (0)	34
answered question							34
skipped question							3

28. To what extent did your graduate studies at Fairmont State University, develop or further your ability to:

	1	2	3	4	5	N/A	Response Count
think logically and consistently?	0.0% (0)	5.9% (2)	8.8% (3)	26.5% (9)	58.8% (20)	0.0% (0)	34
integrate and synthesize knowledge?	0.0% (0)	2.9% (1)	17.6% (6)	41.2% (14)	38.2% (13)	0.0% (0)	34
access up to date knowledge and information within your discipline?	0.0% (0)	0.0% (0)	17.6% (6)	29.4% (10)	52.9% (18)	0.0% (0)	34
communicate in a clear, consistent and logical manner?	0.0% (0)	5.9% (2)	2.9% (1)	29.4% (10)	61.8% (21)	0.0% (0)	34
understand the relationship between your discipline and others?	0.0% (0)	0.0% (0)	23.5% (8)	35.3% (12)	41.2% (14)	0.0% (0)	34
apply your knowledge of business to real life?	0.0% (0)	2.9% (1)	14.7% (5)	32.4% (11)	50.0% (17)	0.0% (0)	34
adapt to dynamic requirements of your profession and workplace?	0.0% (0)	2.9% (1)	17.6% (6)	35.3% (12)	44.1% (15)	0.0% (0)	34
answered question							34
skipped question							3

29. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

**Response
Count**

28

answered question

28

skipped question

9

30. To what extent did your participation prepare you for the field you entered upon graduation?

**Response
Count**

26

answered question

26

skipped question

11

31. Please describe how you think the MBA program could be improved for incoming graduate students.

**Response
Count**

27

answered question

27

skipped question

10

32. What do you believe the MBA program prepares you to do?

	Response Count
	28
answered question	28
skipped question	9








33. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

	Response Count
	26
answered question	26
skipped question	11

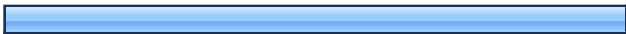

34. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

	Response Count
	26
answered question	26
skipped question	11

35. By completing the survey and providing the following contact information, you will receive a special gift of our appreciation. Your name and contact information will not be connected to your survey responses and will only be reported as having completed the survey.

		Response Percent	Response Count
Name:		100.0%	31
Address:		100.0%	31
Address 2:		0.0%	0
City/Town:		100.0%	31
State:		100.0%	31
ZIP:		100.0%	31
Email Address:		100.0%	31
Phone Number:		93.5%	29
		answered question	31
		skipped question	6

36. Are you willing to receive emails regarding activities of Fairmont State University's MBA Association?

		Response Percent	Response Count
Yes		93.5%	29
No		6.5%	2
answered question			31
skipped question			6

Page 2, Q5. Place of Birth

1		
County:	Raleigh	Aug 5, 2011 1:28 AM
State:	WV	Aug 5, 2011 1:28 AM
2		
County:	Alexandria	Aug 4, 2011 2:16 PM
State:	VA	Aug 4, 2011 2:16 PM
3		
County:	Baltimore	Aug 1, 2011 9:32 AM
State:	MD	Aug 1, 2011 9:32 AM
4		
County:	Baltimore	Jul 31, 2011 1:15 PM
State:	MD	Jul 31, 2011 1:15 PM
5		
County:	Jackson	Jul 28, 2011 8:44 PM
State:	WV	Jul 28, 2011 8:44 PM
6		
County:	Jackson	Jul 28, 2011 8:31 PM
State:	WV	Jul 28, 2011 8:31 PM
7		

Page 2, Q5. Place of Birth

County:	Marion	Jul 19, 2011 7:52 PM
State:	WV	Jul 19, 2011 7:52 PM
8		
County:	San Diego	Jul 19, 2011 4:43 PM
State:	CA	Jul 19, 2011 4:43 PM
9		
County:	Prince George	Jul 19, 2011 10:42 AM
State:	MD	Jul 19, 2011 10:42 AM
10		
County:	Berkeley	Jul 15, 2011 11:37 PM
State:	WV	Jul 15, 2011 11:37 PM
11		
County:	Harrison	Jul 15, 2011 8:18 PM
State:	WV	Jul 15, 2011 8:18 PM
12		
County:	Allegheny	Jul 14, 2011 3:02 PM
State:	MD	Jul 14, 2011 3:02 PM
13		
County:	GREENE	Jul 14, 2011 8:57 AM
State:	PA	Jul 14, 2011 8:57 AM
14		
County:	Marion	Jul 14, 2011 7:20 AM
State:	WV	Jul 14, 2011 7:20 AM
15		
County:	Jackson	Jul 14, 2011 7:14 AM
State:	MS	Jul 14, 2011 7:14 AM
16		
County:	Marion	Jul 13, 2011 1:14 PM
State:	WV	Jul 13, 2011 1:14 PM

Page 2, Q5. Place of Birth

17

County: Willingboro Jul 13, 2011 9:14 AM

State: NJ Jul 13, 2011 9:14 AM

18

County: Randolph Jul 13, 2011 7:51 AM

State: WV Jul 13, 2011 7:51 AM

19

County: USA Jul 13, 2011 1:24 AM

State: WV Jul 13, 2011 1:24 AM

20

County: Harrison Jul 12, 2011 10:22 PM

State: WV Jul 12, 2011 10:22 PM

21

County: Upshur Jul 12, 2011 10:18 PM

State: WV Jul 12, 2011 10:18 PM

22

County: Wood Jul 12, 2011 8:38 PM

State: WV Jul 12, 2011 8:38 PM

23

State: NJ Jul 12, 2011 7:25 PM

24

County: Braxton Jul 12, 2011 7:04 PM

State: WV Jul 12, 2011 7:04 PM

25

County: Marion Jul 12, 2011 6:45 PM

State: WV Jul 12, 2011 6:45 PM

26

County: Monongalia Jul 12, 2011 6:41 PM

State: WV Jul 12, 2011 6:41 PM

Page 2, Q5. Place of Birth

27

County: Kanawha Jul 12, 2011 6:28 PM

State: WV Jul 12, 2011 6:28 PM

28

County: Taylor Jul 12, 2011 4:31 PM

State: WV Jul 12, 2011 4:31 PM

29

County: Wood Jul 12, 2011 4:15 PM

State: WV Jul 12, 2011 4:15 PM

30

State: TX Jul 12, 2011 3:34 PM

31

County: Upshur Jul 12, 2011 3:26 PM

State: WV Jul 12, 2011 3:26 PM

32

County: Harrison Jul 12, 2011 3:21 PM

State: WV Jul 12, 2011 3:21 PM

33

State: NY Jul 12, 2011 3:21 PM

34

County: Marion Jul 12, 2011 3:21 PM

State: WV Jul 12, 2011 3:21 PM

35

County: Marion Jul 12, 2011 3:20 PM

State: WV Jul 12, 2011 3:20 PM

36

County: Fairmont Jul 12, 2011 3:19 PM

State: WV Jul 12, 2011 3:19 PM

Page 2, Q6. Date of Birth

1 04/09/1987

Aug 5, 2011 1:28 AM

Page 2, Q6. Date of Birth

2	05/31/1984	Aug 4, 2011 2:16 PM
3	07/26/1984	Aug 1, 2011 9:32 AM
4	07/26/1984	Jul 31, 2011 1:15 PM
5	12/26/1983	Jul 28, 2011 8:44 PM
6	12/26/1983	Jul 28, 2011 8:31 PM
7	01/04/1985	Jul 19, 2011 7:52 PM
8	04/08/1965	Jul 19, 2011 4:43 PM
9	11/17/1970	Jul 19, 2011 10:42 AM
10	10/09/1981	Jul 15, 2011 11:37 PM
11	08/15/1974	Jul 15, 2011 8:18 PM
12	07/25/1985	Jul 14, 2011 3:02 PM
13	03/13/1978	Jul 14, 2011 8:57 AM
14	08/16/1985	Jul 14, 2011 7:20 AM
15	06/20/1966	Jul 14, 2011 7:14 AM
16	04/23/1980	Jul 13, 2011 1:14 PM
17	03/17/1984	Jul 13, 2011 9:14 AM
18	02/07/1985	Jul 13, 2011 7:51 AM
19	08/11/1962	Jul 13, 2011 1:24 AM
20	09/14/1985	Jul 12, 2011 10:22 PM
21	09/12/1979	Jul 12, 2011 10:18 PM
22	05/20/1982	Jul 12, 2011 8:38 PM
23	04/27/1984	Jul 12, 2011 7:25 PM
24	09/24/1954	Jul 12, 2011 7:04 PM
25	07/30/1975	Jul 12, 2011 6:45 PM
26	10/26/1983	Jul 12, 2011 6:41 PM
27	10/17/1983	Jul 12, 2011 6:28 PM
28	08/18/1986	Jul 12, 2011 4:31 PM
29	12/03/1986	Jul 12, 2011 4:15 PM
30	02/17/1980	Jul 12, 2011 3:34 PM

Page 2, Q6. Date of Birth

31	08/09/1986	Jul 12, 2011 3:26 PM
32	08/07/1984	Jul 12, 2011 3:21 PM
33	10/19/1984	Jul 12, 2011 3:21 PM
34	02/16/1983	Jul 12, 2011 3:21 PM
35	12/02/1963	Jul 12, 2011 3:20 PM
36	08/18/1981	Jul 12, 2011 3:19 PM

Page 2, Q17. What is your current job title and/or description of your primary responsibilities?

1	Business Manager/ Accounts payable, Accounts Receivable, payroll, part-time sales account executive	Aug 4, 2011 2:16 PM
2	Buyer for Bulk Handling Material / Equipment	Aug 1, 2011 9:32 AM
3	Buyer for Bulk Handling Material	Jul 31, 2011 1:15 PM
4	Human Resource Generalist	Jul 28, 2011 8:44 PM
5	Human Resource Generalist	Jul 28, 2011 8:31 PM
6	Associate Engineer – Electrical My primary responsibilities are the design and implementation of new electrical systems and to maintain/upgrade existing ones. All projects I am involved with require budgeting and cost allocation.	Jul 19, 2011 7:52 PM
7	Sales Associate/Computer Technician/GA	Jul 19, 2011 4:43 PM
8	CFO - responsible for financial oversight of dynamic construction company. Lead role in M&A activity.	Jul 19, 2011 10:42 AM
9	401k account professional I manage 401k accounts for a laundry list of companies in the U.S.	Jul 15, 2011 11:37 PM
10	I am currently employed as a physical therapist assistant on an "as needed" basis. I have started a contracting company for home improvement and launched a company to teach leadership and business skills to teens.	Jul 15, 2011 8:18 PM
11	Credentialing Coordinator	Jul 14, 2011 3:02 PM
12	MANAGEMENT AND PROGRAM ANALYST, COST ANALYSIS AND FEDERAL ACQUISITION PLANNING	Jul 14, 2011 8:57 AM
13	Marketing Assistant	Jul 14, 2011 7:20 AM
14	Financial Reporting Manager - Responsible primarily for annual financial statement for FSU and PCTC. Responsible solely for annual financial statement for FSU bond issuances and monthly internal financial statements for the bond issuances and Athletics. Oversee two employees, who are responsible for fixed	Jul 13, 2011 1:14 PM

Page 2, Q17. What is your current job title and/or description of your primary responsibilities?

	assets, inventory and bank reconciliations and student revenue and account receivable processes. Responsible for oversight of \$30+ million in student financial aid disbursement and refunding. Responsible for various other financial reporting duties throughout the year. Oversee others posting to general and operating ledgers.	
15	6th grade Mathematics/Algebra I Teacher	Jul 13, 2011 9:14 AM
16	HIGHWAY ENGINEER IN TRAINING. MY POSITION HAS CHANGED FROM A PROJECT INSPECTOR TO A PROJECT SUPERVISOR.	Jul 13, 2011 7:51 AM
17	General Manager of the Microtel Inn & Suites of Bridgeport. I am responsible for all daily operations of an 86 room hotel property, including but not limited to: human resources, marketing, accounting and finances, sales and pricing, etc.	Jul 12, 2011 10:22 PM
18	UM manger. Quality assurance/compliance in a social services agency	Jul 12, 2011 10:18 PM
19	Legal Assistant	Jul 12, 2011 8:38 PM
20	Retail Banker	Jul 12, 2011 7:25 PM
21	Administrative Associate Off-Campus Programs My duties include office management, overseeing student workers and 1039 employees, advising students, hiring faculty, preparing course schedule for 13 counties and assisting Associate VP Off-Campus Programs.	Jul 12, 2011 7:04 PM
22	Vice President of Institutional Advancement	Jul 12, 2011 6:45 PM
23	Legal Instruments Examiner	Jul 12, 2011 6:41 PM
24	Recruitment manager for MedExpress Urgent Care. Responsible for staffing the company.	Jul 12, 2011 6:28 PM
25	Payroll clerk, processesing payroll for different companies in an accounting firm.	Jul 12, 2011 4:31 PM
26	Account Executive/Marketing Representative for Employee Benefits at Wells Fargo Insurance Services of West Virginia.	Jul 12, 2011 4:15 PM
27	Landman - Work in the Oil and Gas industry currently purchasing gasoline right of way in OH, PA, and WV.	Jul 12, 2011 3:34 PM
28	I work for the Federal Government. I am restricted from providing any additional information.	Jul 12, 2011 3:26 PM
29	Employment Coordinator	Jul 12, 2011 3:21 PM
30	Office manager, National Institutes of Health (NIH)-National Institute of Neurological Disorders and Stroke (NINDS). NIH is the primary agency of the United States government responsible for biomedical and health-related research. I am an office manager to 6 different laboratories within NINDS with 50 laboratory staff who research different types of neurological disorders and stroke. As an Office Manager I provide administrative support and guidance for 6 research sections comprising of approximately 50 scientists. My main duty as an office manager is to ensure that the laboratory setting is running smoothly in order for the scientist to conduct research and share this learned knowledge across the world for the advancement of medical cures in Neurological disorders	Jul 12, 2011 3:21 PM

Page 2, Q17. What is your current job title and/or description of your primary responsibilities?

	and Strokes. I correspond daily with section chiefs, staff, and co-workers in order to provide briefings and updates. I serve as the first point of contact with NIH staff, outside institutions, and universities relating to administrative concerns.	
31	Budget Analyst Sr. - Analyze & Report on all budget related activity. Includes preparation of monthly financial reports.	Jul 12, 2011 3:21 PM
32	Director of Facilities	Jul 12, 2011 3:20 PM
33	Project Manager	Jul 12, 2011 3:19 PM

Page 2, Q20. If you are not currently employed, are you:

1	Employed but looking for a job/position with career and salary advancement.	Aug 4, 2011 2:16 PM
2	Recent graduate seeking new career job.	Jul 19, 2011 4:43 PM
3	Not Applicable	Jul 15, 2011 8:18 PM
4	CURRENTLY EMPLOYED	Jul 13, 2011 7:51 AM
5	May consider employment in the future.	Jul 13, 2011 1:24 AM
6	na	Jul 12, 2011 10:18 PM

Page 8, Q1. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

1	Participation in the MBA program was a personal goal and a goal I wanted to obtain to further career opportunities and advancement; so far I have not been offered a career or advancement where a MBA is preferred or required.	Aug 4, 2011 2:44 PM
2	The MBA Program helped strengthen my time management skills. While enrolled in this program I also was a full time employee. Managing my time between school and work was sometimes difficult but has now allowed me in my career to handle more work at the same time without being overwhelmed.	Aug 1, 2011 10:15 AM
3	I had no expectations when I began the MBA program. I was pleasantly surprised when I started the program. My undergraduate degree is in Architectural Engineering & Graphics Technology so I learned so much while in the MBA program.	Jul 28, 2011 8:59 PM
4	The MBA program in its inaugural year unfortunately gave more benefit as a refresher to the knowledge and skills learned in the undergraduate program. Other than considerably more presentations, sometimes by other class members that were not adequately prepared to "teach" information, the content did not seem to be of an elevated nature.	Jul 19, 2011 11:00 AM

Page 8, Q1. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

5	I wanted to get my MBA to open doors across many sectors of the economy. As i applied for jobs, I heard back from different industries.	Jul 15, 2011 11:53 PM
6	I felt the program offered strong insight and practice in leadership and the social aspects of busines which, in my belief, is a cornerstone for upper management. The technical issue can be performed by those with that specific expertise so that the leadership can synthesis the information by all departments so to paint the most accurate position of a company.	Jul 15, 2011 9:28 PM
7	I feel prepared for a career applicable to my degree but no applicable jobs were available when searching for a job.	Jul 14, 2011 3:08 PM
8	Finishing the program was a personal goal that I knew would not directly prepare or enhance my current position as far as career advancement. It did however help to broaden my knowledge of content areas that I would not typically be proficient in.	Jul 14, 2011 12:25 PM
9	It provided me with the necessary degree to be hired in the position I was applying for. Some business knowledge was gained, the Math/ Econ portion was difficult due to my absence form using high level math for 10 years, but most of the the program was not very challenging.	Jul 14, 2011 9:16 AM
10	I was the second group/class to start the MBA Program and graduated with the first group. It met my expectations for a new program. However, I am sure it has developed even more so now.	Jul 14, 2011 7:42 AM
11	Course work was not as challenging as I had hoped. I had thought the MBA would help transition to a new industry, but I have not been successful in translating the degree into a new job.	Jul 14, 2011 7:24 AM
12	It was an excellent step at completing the skills required to succeed in today's business world. I felt it added to skills that I acquired through undergrad and added dimension to my thinking, researching and implementation skills.	Jul 13, 2011 1:40 PM
13	The MBA program gave me a wealth of knowledge that I someday hope to use.	Jul 13, 2011 9:27 AM
14	This question is similar to number 4. It prepared me very well...	Jul 13, 2011 8:40 AM
15	THE PROJECT MANAGEMENT ASPECT OF THE PROGRAM HELP ME UNDERSTAND DIFFERENT SITUATIONS THAT I COULD ENCOUNTER WITH MY CURRENT POSITION OF PROJECT SUPERVISOR. I SEE HOW THINGS ARE DONE AT THE BUSINESS LEVEL WITH THE STATE PROJECTS INSTEAD OF INSPECTING THE WORK. I USE SCHEDULES AND TIMELINES TO HELP US STAY ON TRACK WITH COMPLETION WHICH WE USED ALOT IN CLASS.	Jul 13, 2011 8:17 AM
16	I can't say that it has. I am not sure it is recognized as anything special or that the time and money was worth it other than my own gratification. It was not recognized by my employer as an asset.	Jul 13, 2011 2:17 AM
17	It helped in understanding the different roles and responsiibilities among the differing divisions in a work place environment.	Jul 12, 2011 10:27 PM
18	It gave me a competitive advantage over other individuals looking for employment.	Jul 12, 2011 8:52 PM

Page 8, Q1. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

19	It hasent yet	Jul 12, 2011 7:32 PM
20	When I entered the MBA program I was unsure as to whether I had made the right decision. I needed to advance my knowledge in order to improve my career advancement opportunity. However, once the courses began, I was excited and so glad I had taken the step. The courses were interesting, challenging, and very informational. The knowledge I gained allowed me to advance in my employment which has given me the opportunity to take on more responsibility and continue to learn new things. The MBA program exceeded all my expectations! I am so glad I followed through with my decision. Thank you!	Jul 12, 2011 7:24 PM
21	I had/have a very clear career path and the MBA program reinforced my desier to reach that goal.	Jul 12, 2011 6:55 PM
22	The program was helpful in my personal development and did factor in my professional growth.	Jul 12, 2011 6:41 PM
23	There was a lot more work involved with the program then an undergraduate program; however this prepared me for the workplace because there are times when the employer doesn't care what else is going on they need this project done. The MBA program was real life compared to the undergraduate program that seemed to be simplified.	Jul 12, 2011 4:40 PM
24	In the realm of basic business practices I feel that I was very prepared for my career; however, I do not feel like any class, whether it be on the undergraduate or graduate level, can fully prepare you for what the "real world" is truly like.	Jul 12, 2011 4:35 PM
25	The program gave me a stepping stone to achieve a position in business that I was striving for and will hopefully lead to future, more challenging positions.	Jul 12, 2011 3:57 PM
26	I do not feel that my participation in the MBA program has prepared me for a career. Actually, it has been almost two years since graduation, and my MBA has done nothing to help me obtain a better career.	Jul 12, 2011 3:35 PM
27	I feel that the MBA program was instrumental in molding me into the dependable employee I have become.	Jul 12, 2011 3:28 PM
28	The Project Management Track provided with the tools necessary to meet my job responsiblities without obtaining my PMP at the current time.	Jul 12, 2011 3:23 PM

Page 8, Q2. To what extent did your participation prepare you for the field you entered upon graduation?

1	I was currently in my field before entering the MBA program.	Aug 4, 2011 2:44 PM
2	This program helped my initial employment upon graduation because I took a position as a project manager. While in that position I used all of the knowledge and terms I learned throughout the program. In my current position with a different company I am a buyer for bulk handling equipment and am constantly working with project management. My understanding of project management allows us to have a smoother relationship as I know what information they need and expect.	Aug 1, 2011 10:15 AM

Page 8, Q2. To what extent did your participation prepare you for the field you entered upon graduation?

3	In the summer sessions we did group work. We were assigned a real working facility to tour, meet the employees and see the every day grind of the business world. It was a real learning experience. Working in the field was the best way to prepare me for the real world.	Jul 28, 2011 8:59 PM
4	By participating in the MBA program during a particularly active growth stage for my current employer, I was able to ask very specific questions and discuss situations that directly correlated with the study subject. By doing so, I gained a much greater understanding since I was in a real-life practicum while refreshing and expanding my knowledge base.	Jul 19, 2011 11:00 AM
5	My education in this program helped me to work in a team environment and express myself in front of people.	Jul 15, 2011 11:53 PM
6	The Project Management track emphasized the importance and necessity to breakdown processes and the ability to see it before its dispersed so to anticipate upcoming challenges and how to determine the most cost-effective and efficient solution.	Jul 15, 2011 9:28 PM
7	My field has very little to do with the education I obtained.	Jul 14, 2011 3:08 PM
8	I have been working in the hospitality management industry for almost 5 years so it didn't necessarily help me to prepare for my career. I began working towards my MBA after I was working full-time as a hotel manager.	Jul 14, 2011 12:25 PM
9	Upon graduation, I was as prepared as I needed to be for my current position.	Jul 14, 2011 9:16 AM
10	It has prepared me very well.	Jul 14, 2011 7:42 AM
11	In a limited way.	Jul 14, 2011 7:24 AM
12	I am in the same field as prior to my start of the program. As stated in question 1, I believe that the course content added to skills that I use daily in my profession.	Jul 13, 2011 1:40 PM
13	Currently, I am employed as a 6th grade math teacher, so I have not used much of my business skills.	Jul 13, 2011 9:27 AM
14	ONCE AGAIN THE OVERALL DEGREE HELPED ME WITH MY NEW POSITION OF PROJECT SUPERVISOR.	Jul 13, 2011 8:17 AM
15	I have the same job. Helped some, not much	Jul 12, 2011 10:27 PM
16	I would say that it definitely helped.	Jul 12, 2011 8:52 PM
17	In a business setting	Jul 12, 2011 7:32 PM
18	The MBA program honed my business skills and the abilities to stay organized and informed.	Jul 12, 2011 7:24 PM
19	My business background adequately prepered me for my field.	Jul 12, 2011 6:55 PM
20	I was able to use parts of my education upon completion of the course but did not obtain my current role until recently.	Jul 12, 2011 6:41 PM
21	The MBA program helped me learn critical thinking, not only the concepts but	Jul 12, 2011 4:40 PM

Page 8, Q2. To what extent did your participation prepare you for the field you entered upon graduation?

	how and when to apply them. It was an eye opening experience of why we need the knowledge that we have gained.	
22	I am now working in the corporate business world. I am learning new things, but applying some of the basic principles I learned on the graduate and undergraduate level every day.	Jul 12, 2011 4:35 PM
23	In choosing project management I was able to develop a more concise ability to coordinate and manage tasks. Although I have not moved into a "project management" role per se, I use those learned skills in my current position.	Jul 12, 2011 3:57 PM
24	The field I entered after graduation has nothing to do with obtaining my MBA.	Jul 12, 2011 3:35 PM
25	It played a pivotal role in prepaying for my current position.	Jul 12, 2011 3:28 PM
26	I did not obtain and type of education based on Project Management.	Jul 12, 2011 3:23 PM

Page 8, Q3. Please describe how you think the MBA program could be improved for incoming graduate students.

1	I feel improvements and changes have already been made for the area/professor I felt was lacking the professionalism expected by the University and the students to 'facilitate' a graduate level course.	Aug 4, 2011 2:44 PM
2	I started this program directly after I was finished with my Bachelor's degree and did not have any business experience. I also started this program during its first year while the school was still feeling out the program. During my enrollment I was not required to take the MBA Essentials Class (to my knowledge) or take an internship. I feel these two courses would have been helpful to me through the program and in my future. When I joined the program I had had minimal business classes during my undergrad and was immediately behind as I did not understand the business terminology used during the classes and as most teachers taught as though the students were business majors. This was a challenged I eventually overcame but made for a very rough first semester. In addition the Internship would have been helpful for additional experience that can not be taught in the classroom.	Aug 1, 2011 10:15 AM
3	The hy-brid classes (half online, half in the classroom) were just starting to become popular when I was in the program. I think more hybrid & online classes will help ensure the working person will be able achieve their MBA.	Jul 28, 2011 8:59 PM
4	For non-business majors - I think the MBA essentials course is a great overview. I would also encourage them to participate in the Accounting 101 and Personal Finance courses if they are still being offered. For business majors - there needs to be more advanced financial classes including concentrated corporate finance, mergers & acquisitions, etc. This is supposed to be a Masters in Business - there needs to be advanced business classes if you want to turn out students that are impressive in the business community.	Jul 19, 2011 11:00 AM
5	I think there should be a minimum requirement for GMAT or GRE scores. The MIS class should deal with actually operating modern business systems and not lectures and boat loads of book work. It seems to me that an accounting class	Jul 15, 2011 11:53 PM

Page 8, Q3. Please describe how you think the MBA program could be improved for incoming graduate students.

	should be offered on top of the finance class.	
6	There needs to be more global aspects incorporated into the program while maintaining the domestic importance of business. Business is in a constant state of flux and adjusting to multiple demands from labor, law, and societal views among others.	Jul 15, 2011 9:28 PM
7	Dr. Cassell should not be allowed to teach at FSU. His unprofessionalism and horrible teaching methods do not belong at FSU. I feel this professor negatively impacts the outlook many have on the university, including people in the local community.	Jul 14, 2011 3:08 PM
8	I believe that the initial summer course that is mandatory for all MBA students is redundant and should be eliminated. There are some courses that could easily be taught completely online versus in class. It is also somewhat frustrating when the courses are only offered in a rotational basis, causing some delay in graduating just because of one or two needed courses.	Jul 14, 2011 12:25 PM
9	More hands on involvement in the community and internships should be set up (by the University) with local businesses to enable students to practically apply what they are learning in the classroom and continue to learn in the real business world.	Jul 14, 2011 9:16 AM
10	My suggestions at the time of enrollment were to have more online classes available, more teachers (seemed to have the same teacher for a few of the classes), more GA opportunities, and more "hands on" work and research (actually applying what is learned with a willing company). Some of these things may have already been implemented since my graduation.	Jul 14, 2011 7:42 AM
11	I would have liked to have been challenged more with the degree of difficulty.	Jul 14, 2011 7:24 AM
12	I am one of the first participants to the program, and I believe that improvements have already been made since my completion. Since the program was very new, it is understandable that there would be some confusion about scheduling and who to go to with questions. The director at the time did a good job, but not an excellent job. I believe this issue has already been addressed.	Jul 13, 2011 1:40 PM
13	MSBA 6000—Strategic Management was the hardest class for me and my lowest grade in the MBA program. The professor was not very helpful!	Jul 13, 2011 9:27 AM
14	I was enrolled in 2009 and at that time I thought some of the courses were a little to easy. A graduate school should be harder than under graduate school, and to me it felt like they were equal. I don't know if that is because I received my undergrad from WVU or what. Some of the courses met my expectations for the level of difficulty, however some fell short. I was extremely dissapointed in the marketing course, I was looking forward to taking this course because that is what my undergrad degree was in, however the course was extremely easy and did not challenge me at all.	Jul 13, 2011 8:40 AM
15	SINCE I CAME INTO THE PROGRAM WITH AN ENGINEERING DEGREE AND NO BUSINESS BACKGROUND, I WOULD SAY THAT THE ESSENTIALS COURSE COULD BE BETTER. I KNOW THAT WE WENT THROUGH A LOT OF STUFF IN THAT CLASS BUT AT THE SAME TIME IT WAS TOO MUCH IN A LITTLE BIT OF TIME. I WOULD SAY TO REALLY EXPAND ON THE MOST IMPORTANT ASPECTS OF THE DEGREE	Jul 13, 2011 8:17 AM

Page 8, Q3. Please describe how you think the MBA program could be improved for incoming graduate students.

16	I think expanding on the practice of study/practice classes. By which I mean we would study a theory either on our own or in class and then the next class put in to work in class. It was very effective because we could see firsthand how things work in real life.	Jul 13, 2011 2:17 AM
17	For me it was very disorganized with a good deal of internal turmoil. It showed in the instructors and at time impacted the learning environment quite a bit.	Jul 12, 2011 10:27 PM
18	By doing more advertising/promoting to get a more diverse group of individuals.	Jul 12, 2011 8:52 PM
19	diversity	Jul 12, 2011 7:32 PM
20	I cannot think of any changes needed at this time.	Jul 12, 2011 7:24 PM
21	I think that more hands on projects would enhance an already great program.	Jul 12, 2011 6:55 PM
22	I do feel the program could have challenged me a little more. Also, at the time there was no placement program.	Jul 12, 2011 6:41 PM
23	I only have one complaint about the program and that is some of the teaching staff. I believe some of them were unreasonable and hard to learn from. When questions were asked it was as if they didn't know the answer so you were made to feel as though it was a dumb question to ask. Some of the teachers were harsh in a way that would discourage students from recommending courses.	Jul 12, 2011 4:40 PM
24	The MBA program at Fairmont State is great in the sense that it caters to a variety of different individuals, both traditional and nontraditional students. I believe that it makes the program appealing for most.	Jul 12, 2011 4:35 PM
25	I would have loved to have a more field specific range of courses such as offerings in finance or economics. An investments course or portfolio management course would have been great, some format that delved deeper into the topics.	Jul 12, 2011 3:57 PM
26	I feel the MBA program needs more instructors in order to provide a higher quality learning experience. I also feel that a higher accreditation would also be helpful. In my experience, prospective employer's were not impressed that I did not have to complete a dissertation.	Jul 12, 2011 3:35 PM
27	I feel providing internships through the program would be beneficial.	Jul 12, 2011 3:28 PM

Page 8, Q4. What do you believe the MBA program prepares you to do?

1	The MBA program provides you an advantage over other potential employees in the workforce. Having a MBA sends the message possible employers/supervisors that you have a drive to better yourself and potentially the company you work for.	Aug 4, 2011 2:44 PM
2	The MBA Program has prepared me to handle problems successfully in the work force without being overwhelmed. During the program we were constantly faced with challenges that required research and a level hand to solve which is	Aug 1, 2011 10:15 AM

Page 8, Q4. What do you believe the MBA program prepares you to do?

something I use everyday in my current position.

3	The MBA program prepares you for the real world. The classroom discussions are much like meetings in the office. The dreadful writing of papers prepares you for discipline and research.	Jul 28, 2011 8:59 PM
4	An MBA program should prepare a student to tackle advanced business decisions in a well thought out manner. Taking the core knowledge which is reviewed week 1, adding advanced concepts in the next couple weeks and then problem solving real life scenarios in a multitude of ways really helps you to hone your decision making skills. By looking at an issue from several angles and turning out a decision that you are willing to stand behind - sometimes in a very quick manner is a key skill for leaders and managers.	Jul 19, 2011 11:00 AM
5	I think the degree prepares one for a life in the professional business world. It is a good backbone of one's resume.	Jul 15, 2011 11:53 PM
6	The program prepares students to synthesis information from employees/departments so to make informed decisions and improve processes, employee morale, and community perception among others.	Jul 15, 2011 9:28 PM
7	Be more prepared for the "real" world and how to handle things unexpected things thrown at you.	Jul 14, 2011 3:08 PM
8	For me it was just a continuation of business education. I'm not sure that it has prepared me to do anything new, but it has helped me in various work situations that I've had to deal with. (i.e. critical thinking, problem solving, ethical issues, etc.)	Jul 14, 2011 12:25 PM
9	If the student had no job experience, the program itself prepares you to start out with a company at low-mid level management (depending on company size), and gives you the tools needed to move up from there.	Jul 14, 2011 9:16 AM
10	It encompasses all aspects of the Business world. I believe that no matter what kind of business I decide to be apart of that I am well prepared to implement what I have learned.	Jul 14, 2011 7:42 AM
11	Be a successful leader in a chosen field. This was a good foundational experience.	Jul 14, 2011 7:24 AM
12	I think it added greatly to my ability to be an effective leader, effective problem solver, and helped me to feel more confident about my ideas and recommendations provided to management.	Jul 13, 2011 1:40 PM
13	The MBA program has given me the background I need to hopefully one day work in human resources department somewhere	Jul 13, 2011 9:27 AM
14	Prepares you to become a professional individual and a successful business person. It strengthens core skills necessary to acheive success in the business world. During any undergraduate degree you are still young and maturing, I believe the MBA degree helped me mature into a more confident individual.	Jul 13, 2011 8:40 AM
15	THE MBA PROGRAM PREPARED ME FOR MANAGING COWORKERS, PROJECT PREPARATION AND PROJECT SCHEDULING. IN MY LINE OF WORK THOSE ARE THE THREE THINGS I DEAL WITH MOST. I WORK WITH PAYING THE CONTRACTOR FOR THE WORK THAT THEY HAVE DONE	Jul 13, 2011 8:17 AM

Page 8, Q4. What do you believe the MBA program prepares you to do?

	AND MAKING SURE OUR PROJECTS STAY UNDER BUDGET. THERE WERE MANY OTHER THINGS I WAS PREPARED FOR SUCH AS ACCOUNTING NEEDS BUT I DO NOT REALLY DEAL WITH THAT AREA.	
16	To be a more diverse person in the way of thinking about people and organization; how they function and operate.	Jul 13, 2011 2:17 AM
17	To have a solid understanding of different business functions and to have a better understanding of how to organize and utilize resources in your agency. Should also assist in understanding work place culture and to assist in changing and utilize workplace strengths and weaknesses.	Jul 12, 2011 10:27 PM
18	It gives you more knowledge about the business field, which makes you look more competitive to employers.	Jul 12, 2011 8:52 PM
19	leadership	Jul 12, 2011 7:32 PM
20	The MBA program allows us as students to bring our professional knowledge and background to the plate and molds us into professional career people by giving us the expertise to build on the knowledge base we have.	Jul 12, 2011 7:24 PM
21	I believe the MBA program prepares you for situations that can arise in a work environment and gives you the ability to develop reasoning and people skills.	Jul 12, 2011 6:55 PM
22	The MBA program was designed to prepare students for leadership roles both analytically and professionally.	Jul 12, 2011 6:41 PM
23	It prepared me for real life business environments. I feel as though I've not only learned what is in the book but how to use it. It also helped me see ethical and controversial situations from different stand points by interacting with different students.	Jul 12, 2011 4:40 PM
24	I feel that the MBA program does somewhat increase an already existing knowledge base attained on the undergraduate level. It provides a well rounded variety of classes that are important in the realm of business.	Jul 12, 2011 4:35 PM
25	I felt the MBA program prepared me for the position I hold today. The degree has worked in that I was able to use it over the lack of experience I had in actually working in the business world. An unwillingness to become an insurance sales person didn't leave many options for jobs after undergrad.	Jul 12, 2011 3:57 PM
26	The MBA program helped me to expand on the knowledge I received from my under graduate experience. It helped me to look at the business arena from a broader spectrum.	Jul 12, 2011 3:35 PM
27	It prepares you to be a better employee.	Jul 12, 2011 3:28 PM
28	Work as a team player, time management, use real life situations to work through the courses.	Jul 12, 2011 3:23 PM

Page 8, Q5. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

1	Communicating and completing tasks as a group and learning to work with	Aug 4, 2011 2:44 PM
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Page 8, Q5. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

	different professional and personal personalities to accomplish a common goal.	
2	As I discussed earlier, I best developed time management and problem solving skills through this program.	Aug 1, 2011 10:15 AM
3	I work in a high labor relations facility. The labor relations courses and laws prepared me best for the real world. The contracts and arbitration readings/discussions we had in class prepared me for the real labor relations committee.	Jul 28, 2011 8:59 PM
4	The greatest gain I received from the MBA program was the project management courses. They really helped me organize my processes personally and that carried through to my accounting department and has made everything from acquisitions to an office move go very smooth.	Jul 19, 2011 11:00 AM
5	The MBA degree is well-respected among many corporations in and out of the U.S. I think earning this degree shows a dedication to education and personal development. I think the team work exercises in most classes helps one prepare to work with others.	Jul 15, 2011 11:53 PM
6	I was most interested in the leadership and strategy portion of the program and I feel I received substantial exposure on the topic of leadership and ethics. The strategy portion of the program was sufficient, but could be strengthened. It exposes the student to the major strategies, however there isnt enough time to sythesize them so to observe how combining several is effective.	Jul 15, 2011 9:28 PM
7	Thinking logically and in-depth in decision making	Jul 14, 2011 3:08 PM
8	Critical thinking, thinking outside of my typical comfort zone, problem solving, from Dr. Oxley's classes. Statistics and economics related topics from Dr. Khalil.	Jul 14, 2011 12:25 PM
9	The degree itself was the most valuable benefit of the program. Certain other aspects of the program (working with REAL business cases) were also beneficial and promoted growth and learning.	Jul 14, 2011 9:16 AM
10	I think the skill of Team Organization and Management would be the skill I have developed most since the MBA program. Professional benefits would be hard to list. I think I have benefited very much so from having my MBA. It has prepared me for any part of Business that I may want to partake in.	Jul 14, 2011 7:42 AM
11	My answer would be those items from question 4.	Jul 13, 2011 1:40 PM
12	With my BA in Education, I learned a lot more than most by participating in the MBA program. I had to learn terminology and the basic essentials of business.	Jul 13, 2011 9:27 AM
13	I really did not enjoy giving presentations before I received my MBA. I remember I had to give SOOOO many presentations during my MBA and I did not enjoy it! However, I am so glad that I was forced to give those presentations because it made me less nervous to do so when I have to give them at work now. It forces people to face their fears, and helped me to overcome mine.	Jul 13, 2011 8:40 AM
14	MANAGEMENT, TEAM WORK AND ETHICS IN THE WORKPLACE.	Jul 13, 2011 8:17 AM
15	I believe it has made me a stronger person. It can make you a leader, a decision maker, a manager, a team player, and a thinker. You learn to dissect, analyze	Jul 13, 2011 2:17 AM

Page 8, Q5. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

	and report data to other in a way they can understand. You become a valuable part of the organization because you have something to offer.	
16	An understanding of the different business functions.	Jul 12, 2011 10:27 PM
17	leadership and communication skills	Jul 12, 2011 8:52 PM
18	critical thinking	Jul 12, 2011 7:32 PM
19	Leadership skills and finance knowledge.	Jul 12, 2011 7:24 PM
20	Review and assessment of information that can be used in the work environment.	Jul 12, 2011 6:55 PM
21	Analytical thinking skills, confidence.	Jul 12, 2011 6:41 PM
22	Critical thinking is what I gained most. I don't jump into an answer any more, there is a lot of thought put into everything that I do so that the end result will also be the best result.	Jul 12, 2011 4:40 PM
23	-Effective communication/oral/writing/presentation skills -Deeper, critical and analytical thinking -Importance of ethics in business -How to work well with others in a group setting	Jul 12, 2011 4:35 PM
24	I definitely learned how to work better in a group setting. I typically work alone but the group work involved in the program was very beneficial. Also the leadership course was beneficial. Both gave be a greater respect and understanding for working in business.	Jul 12, 2011 3:57 PM
25	I feel that communication and presentation skills increased the most after completing the MBA program.	Jul 12, 2011 3:35 PM
26	Discipline.	Jul 12, 2011 3:28 PM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

1	I would evaluate the significance of the Essentials course. I felt that the course was more of a preview of what will be covered in more depth during the MBA program. Having a bachelors degree in a business field I felt that the Essentials course was a repeat of knowledge I had previously gained through my bachelors degree. I understand that individuals might be entering the MBA program who do not have a background in the business field and the Essentials course might have proven beneficial to them. Maybe if there was a test out option for the Essentials course or if someone has a bachelors degree in the business field and have a certain GPA or something they can opt out of the Essentials course.	Aug 4, 2011 2:44 PM
2	Although it may be difficult, I would recommend having students be employed for at least a year before they are allowed into the program. I believe this would have allowed for better discussion in the classroom as we could have talked about real events as opposed to case studies from a book.	Aug 1, 2011 10:15 AM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?



3	I was blessed to receive a Graduate Assistantship while completing my MBA. I suggest creating more GA sponsorships.	Jul 28, 2011 8:59 PM
4	I would recommend that you ramp up the financial classes with required pre-requisites for the non-business majors. Let the professionals teach (and make sure they are professionals and not just tenured) and let the students collaborate on problem solving and other team based activities.	Jul 19, 2011 11:00 AM
5	Add an accounting class to complement the finance class. It seemed that the professors were pretty open to answer and help the students. Many students did not like QA and Strategic Management; they were my favorite classes because they were challenging.	Jul 15, 2011 11:53 PM
6	Personally, I felt "my" marketing course was weak. I didn't feel secure with the material due to instruction. I learned the basics in undergrad and believed the MBA course would take it to the next level. It didn't meet my expectations. The Capstone course using the simulation could have been much better. The class was mostly thrown into it with limited background on the basic "rules of engagement." When questions were asked, the response was vague and gave little benefit. Those are the courses that I found disappointing. Finding professors who are genuinely interested in teaching would greatly improve those two courses. This may have been addressed as I graduated two years ago.	Jul 15, 2011 9:28 PM
7	As mentioned above	Jul 14, 2011 3:08 PM
8	Not at this time.	Jul 14, 2011 12:25 PM
9	More hands on "REAL WORLD" work with upper management in local businesses and less math. The math is good to know if you need to do it, but there are not a lot of jobs out there that require you to do something like regression analysis... most jobs don't even have the data available to be able to utilize a skill like that.	Jul 14, 2011 9:16 AM
10	No, I believe it included most if not all aspects that it needed to.	Jul 14, 2011 7:42 AM
11	Again, I believe changes have been made since my time in the program. I believe that most of the suggestions I would have already been addressed.	Jul 13, 2011 1:40 PM
12	Only to possibly change the instructor for the MSBA 6000 course. That was my last class in the program and it was a bad way to end things for me.	Jul 13, 2011 9:27 AM
13	I wish I could recognize some of the instructors who I believed were exceptional, but unfortunately I can't remember any of their names, without a list in front of me!! Like I said prior I think they need to make some of the course work a bit more challenging. Possibly more tests. I remember there being very little tests. Future students will probably hate me for saying these things!!	Jul 13, 2011 8:40 AM
14	I FELT THAT THE CURRICULUM WAS GOOD THE WAY IT WAS. THE CLASS TIME WAS GOOD FOR ANYONE THAT WAS WORKING FULL TIME AND ALLOWED FOR PLENTY OF TIME FOR TEAM WORK.	Jul 13, 2011 8:17 AM
15	Ethics should be added. Drop the Essentials for people with Business degrees who have a "C" or better in all the classes.	Jul 13, 2011 2:17 AM
16	More organization, more student participation and feedback in major program decisions.	Jul 12, 2011 10:27 PM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?





17	Study Abroad	Jul 12, 2011 8:52 PM
18	not at this time	Jul 12, 2011 7:32 PM
19	Not at this time.	Jul 12, 2011 7:24 PM
20	No, I believe the MBA program is great.	Jul 12, 2011 6:55 PM
21	Focus more on real experiences rather than theories.	Jul 12, 2011 6:41 PM
22	I would like to see more courses added, it seemed very limited to what was available as far as "electives". It came to a point where in two years a student could take every MBA course offered.	Jul 12, 2011 4:40 PM
23	I would like to see more ways in which the Alumni of the program can remain involved. For example, I believe it would be beneficial for those of us who are well on our way in the career world to come back and talk to the members of the program about how the MBA program helped us, why it is an important and effective program, and how it affected us and our chosen career paths.	Jul 12, 2011 4:35 PM
24	In my class I recognized a significant difference in the level of understanding of those who came into the program with a non-business undergraduate degree. I found the essentials course beneficial as a refresher but it may not have been enough for those with degrees that have no business curriculum at all.	Jul 12, 2011 3:57 PM
25	I feel there are specific instructors in the MBA program who are extremely inappropriate, and have caused me to not recommend this program to friends. I feel that the administration should put more weight on students comments and opinions regarding filling instructor vacancies in the future.	Jul 12, 2011 3:35 PM
26	No.	Jul 12, 2011 3:28 PM

Appendix I – 2013 MBA Graduate Survey (names and addresses redacted)



1. Gender

		Response Percent	Response Count
Male		53.3%	16
Female		46.7%	14
answered question			30
skipped question			0

2. Race

		Response Percent	Response Count
American Indian or Alaska Native		0.0%	0
Asian		3.3%	1
Black or African American		3.3%	1
Hispanic or Latino		0.0%	0
Native Hawaiian or Other Pacific Islander		0.0%	0
White		90.0%	27
Other		3.3%	1
answered question			30
skipped question			0

3. Marital Status

		Response Percent	Response Count
Married		56.7%	17
Single / Never Married		43.3%	13
Divorced / Separated		0.0%	0
Widowed		0.0%	0
answered question			30
skipped question			0

4. Highest Education Attainment of your




Mother

	Less than High School	High School Diploma	Some College	College Degree
Parent	13.3% (4)	26.7% (8)	16.7% (5)	33.3% (10)


Father

	Less than High School	High School Diploma	Some College	College Degree
Parent	16.7% (5)	20.0% (6)	26.7% (8)	30.0% (9)

5. Place of Birth

		Response Percent	Response Count
County:		83.3%	25
State:		93.3%	28
Country:		50.0%	15
answered question			30
skipped question			0

6. Date of Birth

		Response Percent	Response Count
Date of Birth		100.0%	28
answered question			28
skipped question			2

7. MBA Completion




Month

	May	August
MBA Graduation Term	23.3% (7)	56.7% (17)

Year

	2005	2006	2007	2008	2009	2010	2011
MBA Graduation Term	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	14.8% (1)

8. Which program track did you complete?

		Response Percent	Response Count
Project Management		27.6%	8
Human Resource Management		6.9%	2
General [no specific track]		65.5%	19
		answered question	29
		skipped question	1

9. How many semesters (including summer) did it take you to complete the degree

		Response Percent	Response Count
2		0.0%	0
3		0.0%	0
4		32.1%	9
5		10.7%	3
6		28.6%	8
7 or more		28.6%	8
		answered question	28
		skipped question	2



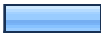

10. Were you primarily:

		Response Percent	Response Count
Part-time Student		32.1%	9
Full-time Student		67.9%	19
		answered question	28
		skipped question	2





11. Were you employed (other than G.A.) while enrolled in the MBA program?

		Response Percent	Response Count
Yes		69.0%	20
No		31.0%	9
		answered question	29
		skipped question	1



12. If employed during enrollment, which range best represents the average number of hours worked per week?

		Response Percent	Response Count
less than 20		0.0%	0
20 to 25		4.8%	1
26 to 30		9.5%	2
31 to 35		0.0%	0
36 to 40		14.3%	3
more than 40		71.4%	15
answered question			21
skipped question			9


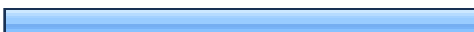
13. Which of the ranges below best represents your average annual salary while a student in the MBA program?

		Response Percent	Response Count
less than \$25,000		36.0%	9
\$25,000 to \$44,999		32.0%	8
\$45,000 to \$64,999		28.0%	7
\$65,000 to \$84,999		4.0%	1
\$85,000 or more		0.0%	0
answered question			25
skipped question			5





14. Are you currently employed?

		Response Percent	Response Count
Yes		93.1%	27
No		6.9%	2
answered question			29
skipped question			1

15. If currently employed, are you with the same employer now as when you were in the program?

		Response Percent	Response Count
Yes		28.6%	8
No		71.4%	20
answered question			28
skipped question			2




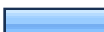

16. If you changed employers or have a new position, what role did your MBA play in this transition?

		Response Percent	Response Count
No role		10.3%	3
Some role		20.7%	6
Strong role		48.3%	14
Not applicable		20.7%	6
answered question			29
skipped question			1

17. What is your current job title and/or description of your primary responsibilities?

	Response Count
	29
answered question	29
skipped question	1

18. If employed, which of the following ranges best represents your current salary?

		Response Percent	Response Count
less than \$25,000		11.1%	3
\$25,000 to \$44,999		37.0%	10
\$45,000 to \$64,999		33.3%	9
\$65,000 to \$84,999		14.8%	4
\$85,000 or more		3.7%	1
	answered question		27
	skipped question		3




19. Would you generally characterize the impact your MBA has had on your salary since completion of the program as:

		Response Percent	Response Count
Having little or no impact		25.9%	7
Having a moderate impact		40.7%	11
Having a strong impact		25.9%	7
Having a very strong impact		7.4%	2
answered question			27
skipped question			3





20. If you are not currently employed, are you:

		Response Percent	Response Count
Enrolled in a graduate/professional program		0.0%	0
Enrolled in a doctoral program		11.1%	1
Still seeking employment		33.3%	3
Not seeking employment		0.0%	0
Other (please specify)		55.6%	5
answered question			9
skipped question			21

21. Which best represents your academic preparation for the MBA program?

		Response Percent	Response Count
Bachelor's degree in business field		58.6%	17
Bachelor's degree in scientific or technical field		10.3%	3
Bachelor's degree in a non business, scientific, or technical field (social sciences, education, etc.)		31.0%	9
Masters degree in non-business field		0.0%	0
Masters degree in business related field, but not an MBA		0.0%	0
Professional certification in addition to a bachelor's degree		0.0%	0
		answered question	29
		skipped question	1

22. Which best represents the amount of professional work experience you obtained between the completion of your previous degree and admission to the MBA program:

		Response Percent	Response Count
less than 1 year		41.4%	12
1 to 3 years		34.5%	10
4 to 6 years		10.3%	3
more than 6 years		13.8%	4
		answered question	29
		skipped question	1

23. Program Satisfaction

	1	2	3	4	5	N/A	Rating Count
Overall, how satisfied were you with the MBA program?	0.0% (0)	0.0% (0)	10.3% (3)	41.4% (12)	48.3% (14)	0.0% (0)	29
How satisfied were you with the support provided by the staff while you were a student?	0.0% (0)	6.9% (2)	0.0% (0)	37.9% (11)	55.2% (16)	0.0% (0)	29
To what degree did the MBA meet your individual hopes/needs?	0.0% (0)	0.0% (0)	13.8% (4)	44.8% (13)	41.4% (12)	0.0% (0)	29
To what degree have you been satisfied with the overall quality and instruction of MBA courses?	0.0% (0)	3.4% (1)	17.2% (5)	51.7% (15)	27.6% (8)	0.0% (0)	29
To what degree were you satisfied with your ability to interact with other students and faculty in the MBA program?	0.0% (0)	0.0% (0)	0.0% (0)	31.0% (9)	65.5% (19)	3.4% (1)	29
How well did the MSBA Essentials course prepare you for the curriculum?	3.4% (1)	10.3% (3)	34.5% (10)	10.3% (3)	34.5% (10)	6.9% (2)	29
To what degree were you given opportunities to make connections between theory and practice?	0.0% (0)	0.0% (0)	10.3% (3)	51.7% (15)	34.5% (10)	3.4% (1)	29
How well did the MBA program prepare you for entering a chosen career or advancement in your current job?	3.4% (1)	6.9% (2)	17.2% (5)	41.4% (12)	27.6% (8)	3.4% (1)	29
						answered question	29
						skipped question	1

24. How well were you satisfied that the MBA program prepared you for?

	1	2	3	4	5	N/A	Rating Count
Gaining a global perspective	0.0% (0)	3.4% (1)	24.1% (7)	55.2% (16)	17.2% (5)	0.0% (0)	29
Developing leadership skills	0.0% (0)	0.0% (0)	6.9% (2)	51.7% (15)	41.4% (12)	0.0% (0)	29
Integration across functional areas of business	0.0% (0)	0.0% (0)	6.9% (2)	62.1% (18)	31.0% (9)	0.0% (0)	29
Recognizing organizational realities and implementing decisions effectively	0.0% (0)	0.0% (0)	13.8% (4)	48.3% (14)	37.9% (11)	0.0% (0)	29
Acting creatively and innovatively	0.0% (0)	0.0% (0)	17.2% (5)	44.8% (13)	37.9% (11)	0.0% (0)	29
Thinking critically and communicating clearly	0.0% (0)	0.0% (0)	0.0% (0)	48.3% (14)	51.7% (15)	0.0% (0)	29
Understanding the role, responsibilities, and purpose of business	0.0% (0)	0.0% (0)	6.9% (2)	41.4% (12)	51.7% (15)	0.0% (0)	29
Understanding the limits of models and markets	0.0% (0)	3.4% (1)	17.2% (5)	55.2% (16)	24.1% (7)	0.0% (0)	29
answered question							29
skipped question							1

25. To what extent do you feel the program prepared you or honed your ability to:

	1	2	3	4	5	N/A	Rating Count
Anticipate problems/identify needs	0.0% (0)	0.0% (0)	17.2% (5)	44.8% (13)	37.9% (11)	0.0% (0)	29
Adequately define/dissect problems	0.0% (0)	0.0% (0)	17.2% (5)	34.5% (10)	48.3% (14)	0.0% (0)	29
Know where to look for or obtain data	0.0% (0)	0.0% (0)	20.7% (6)	48.3% (14)	31.0% (9)	0.0% (0)	29
Ability to synthesize data/information	0.0% (0)	3.4% (1)	10.3% (3)	37.9% (11)	48.3% (14)	0.0% (0)	29
Improve or foster tolerance for ambiguity	0.0% (0)	0.0% (0)	20.7% (6)	41.4% (12)	34.5% (10)	3.4% (1)	29
Increase innovative and/or integrated thinking	0.0% (0)	0.0% (0)	20.7% (6)	41.4% (12)	37.9% (11)	0.0% (0)	29
Engage in deep, reflective thinking	0.0% (0)	6.9% (2)	3.4% (1)	34.5% (10)	55.2% (16)	0.0% (0)	29
Recognize needs for additional expertise/outside solutions	0.0% (0)	0.0% (0)	13.8% (4)	48.3% (14)	37.9% (11)	0.0% (0)	29
Exercise proper oral and written communication and presentation skills	0.0% (0)	0.0% (0)	13.8% (4)	34.5% (10)	51.7% (15)	0.0% (0)	29
answered question							29
skipped question							1

26. To what extent did the curriculum, content, and faculty

	1	2	3	4	5	N/A	Rating Count
Motivate you to be intellectually engaged	0.0% (0)	0.0% (0)	13.8% (4)	31.0% (9)	55.2% (16)	0.0% (0)	29
Challenge you intellectually	0.0% (0)	3.4% (1)	13.8% (4)	31.0% (9)	51.7% (15)	0.0% (0)	29
Provide new perspectives on functional knowledge (accounting; finance; economics, etc.)	3.4% (1)	6.9% (2)	6.9% (2)	34.5% (10)	48.3% (14)	0.0% (0)	29
Require you to integrate concepts or functions (strategy; production; marketing)	0.0% (0)	3.4% (1)	10.3% (3)	44.8% (13)	41.4% (12)	0.0% (0)	29
Analyze and generalize information	0.0% (0)	0.0% (0)	6.9% (2)	44.8% (13)	48.3% (14)	0.0% (0)	29
Apply thinking and reasoning skills to decision-making	0.0% (0)	0.0% (0)	10.3% (3)	27.6% (8)	62.1% (18)	0.0% (0)	29
Reflect on corporate accountability and/or business ethical issues	0.0% (0)	0.0% (0)	3.4% (1)	27.6% (8)	69.0% (20)	0.0% (0)	29
answered question							29
skipped question							1

27. To what extent did the MBA curriculum, as a whole, provide or augment your ability to:

	1	2	3	4	5	N/A	Rating Count
use various business and managerial tools to logically and consistently address organizational issues?	0.0% (0)	0.0% (0)	13.8% (4)	44.8% (13)	41.4% (12)	0.0% (0)	29
utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success?	0.0% (0)	3.4% (1)	10.3% (3)	48.3% (14)	37.9% (11)	0.0% (0)	29
utilize business tools and information systems to gather and analyze internal and external organizational information?	0.0% (0)	0.0% (0)	24.1% (7)	44.8% (13)	31.0% (9)	0.0% (0)	29
use various research tools to keep current in the business field and to analyze internal operations and external environmental factors?	0.0% (0)	0.0% (0)	24.1% (7)	27.6% (8)	48.3% (14)	0.0% (0)	29
communicate in various business settings in a clear, consistent and logical manner, utilizing technology to assist in these communications?	0.0% (0)	0.0% (0)	0.0% (0)	51.7% (15)	48.3% (14)	0.0% (0)	29
understand the role of business and business education in the broader societal context, and understand the environmental impacts on business practices and will be able make organizational decisions accordingly?	0.0% (0)	0.0% (0)	3.4% (1)	48.3% (14)	48.3% (14)	0.0% (0)	29
to apply general business tools, knowledge, theories, and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations?	0.0% (0)	3.4% (1)	10.3% (3)	48.3% (14)	37.9% (11)	0.0% (0)	29
demonstrate an ability to lead organizations in a dynamic and turbulent business environment?	0.0% (0)	0.0% (0)	10.3% (3)	41.4% (12)	48.3% (14)	0.0% (0)	29

to effectively work in a team environment?	0.0% (0)	0.0% (0)	0.0% (0)	46.4% (13)	53.6% (15)	0.0% (0)	28
answered question							29
skipped question							1

28. To what extent did your graduate studies at Fairmont State University, develop or further your ability to:

	1	2	3	4	5	N/A	Rating Count
think logically and consistently?	0.0% (0)	0.0% (0)	17.2% (5)	34.5% (10)	48.3% (14)	0.0% (0)	29
integrate and synthesize knowledge?	0.0% (0)	0.0% (0)	20.7% (6)	27.6% (8)	51.7% (15)	0.0% (0)	29
access up to date knowledge and information within your discipline?	0.0% (0)	0.0% (0)	24.1% (7)	31.0% (9)	44.8% (13)	0.0% (0)	29
communicate in a clear, consistent and logical manner?	0.0% (0)	0.0% (0)	10.3% (3)	34.5% (10)	55.2% (16)	0.0% (0)	29
understand the relationship between your discipline and others?	0.0% (0)	3.6% (1)	17.9% (5)	42.9% (12)	35.7% (10)	0.0% (0)	28
apply your knowledge of business to real life?	0.0% (0)	0.0% (0)	10.3% (3)	44.8% (13)	44.8% (13)	0.0% (0)	29
adapt to dynamic requirements of your profession and workplace?	0.0% (0)	0.0% (0)	17.2% (5)	37.9% (11)	44.8% (13)	0.0% (0)	29
answered question							29
skipped question							1

29. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

**Response
Count**

23

answered question

23

skipped question

7

30. To what extent did your participation prepare you for the field you entered upon graduation?

**Response
Count**

20

answered question

20

skipped question

10

31. Please describe how you think the MBA program could be improved for incoming graduate students.

**Response
Count**

22

answered question

22

skipped question

8

32. What do you believe the MBA program prepares you to do?

	Response Count
	22
answered question	22
skipped question	8

33. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

	Response Count
	20
answered question	20
skipped question	10

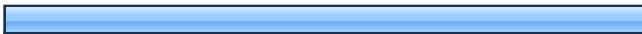

34. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

	Response Count
	22
answered question	22
skipped question	8

35. By completing the survey and providing the following contact information, you will receive a special gift of our appreciation. Your name and contact information will not be connected to your survey responses and will only be reported as having completed the survey.

		Response Percent	Response Count
Name:		100.0%	28
Address:		100.0%	28
Address 2:		3.6%	1
City/Town:		100.0%	28
State:		100.0%	28
ZIP:		100.0%	28
Email Address:		100.0%	28
Phone Number:		92.9%	26
answered question			28
skipped question			2

36. Are you willing to receive emails regarding activities of Fairmont State University's MBA Association?

		Response Percent	Response Count
Yes		96.4%	27
No		3.6%	1
answered question			28
skipped question			2

Page 2, Q5. Place of Birth

1

County: Norfolk Mar 3, 2013 8:40 PM

State: VA Mar 3, 2013 8:40 PM

Country: United States Mar 3, 2013 8:40 PM

2

State: OH Mar 1, 2013 9:44 AM

Country: USA Mar 1, 2013 9:44 AM

3

County: Monongalia Feb 28, 2013 8:00 PM

State: WV Feb 28, 2013 8:00 PM

Country: US Feb 28, 2013 8:00 PM

4

County: Harrison Feb 28, 2013 5:38 PM

State: WV Feb 28, 2013 5:38 PM

Country: United States Feb 28, 2013 5:38 PM

5

County: Marion Feb 28, 2013 5:20 PM

State: WV Feb 28, 2013 5:20 PM

Country: USA Feb 28, 2013 5:20 PM

6

State: SC Feb 28, 2013 4:41 PM

Country: USA Feb 28, 2013 4:41 PM

7

Country: United Kingdom Feb 28, 2013 4:15 PM

8

State: OH Feb 28, 2013 2:43 PM

Country: USA Feb 28, 2013 2:43 PM

9

Page 2, Q5. Place of Birth

County:	Franklin	Feb 28, 2013 1:51 PM
State:	OH	Feb 28, 2013 1:51 PM
Country:	United States	Feb 28, 2013 1:51 PM
10		
County:	Allegheny	Feb 28, 2013 10:46 AM
State:	MD	Feb 28, 2013 10:46 AM
Country:	USA	Feb 28, 2013 10:46 AM
11		
County:	Marion	Feb 27, 2013 3:34 PM
State:	WV	Feb 27, 2013 3:34 PM
Country:	USA	Feb 27, 2013 3:34 PM
12		
County:	North Pulaski	Feb 26, 2013 7:04 PM
State:	AR	Feb 26, 2013 7:04 PM
Country:	USA	Feb 26, 2013 7:04 PM
13		
County:	Marion	Feb 25, 2013 11:26 PM
State:	WV	Feb 25, 2013 11:26 PM
14		
County:	Mongahelia	Feb 25, 2013 11:51 AM
State:	WV	Feb 25, 2013 11:51 AM
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15		
County:	Los Angeles	Feb 25, 2013 10:42 AM
State:	CA	Feb 25, 2013 10:42 AM
Country:	USA	Feb 25, 2013 10:42 AM
16		
County:	Marion	Feb 25, 2013 10:36 AM

Page 2, Q5. Place of Birth

State:	WV	Feb 25, 2013 10:36 AM
Country:	US	Feb 25, 2013 10:36 AM
17		
County:	Ohio	Feb 25, 2013 8:17 AM
State:	WV	Feb 25, 2013 8:17 AM
18		
County:	Marion	Feb 25, 2013 8:02 AM
State:	WV	Feb 25, 2013 8:02 AM
19		
County:	Kanawha	Feb 25, 2013 7:22 AM
State:	WV	Feb 25, 2013 7:22 AM
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County:	United Kingdom	Feb 24, 2013 10:26 PM
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21		
County:	Randolph	Feb 24, 2013 9:27 PM
State:	WV	Feb 24, 2013 9:27 PM
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County:	Marion	Feb 24, 2013 8:27 PM
State:	WV	Feb 24, 2013 8:27 PM
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County:	Santa Clara	Feb 24, 2013 7:42 PM
State:	CA	Feb 24, 2013 7:42 PM
24		
County:	Marion	Feb 24, 2013 6:04 PM
State:	WV	Feb 24, 2013 6:04 PM
25		
County:	Portsmouth	Feb 24, 2013 5:02 PM

Page 2, Q5. Place of Birth

State:	VA	Feb 24, 2013 5:02 PM
	26	
County:	Nepal	Feb 24, 2013 4:13 PM
	27	
County:	alleg hany	Feb 24, 2013 4:05 PM
State:	VA	Feb 24, 2013 4:05 PM
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County:	Marion	Feb 24, 2013 2:29 PM
State:	WV	Feb 24, 2013 2:29 PM
	29	
County:	Lehigh	Feb 24, 2013 1:29 PM
State:	PA	Feb 24, 2013 1:29 PM
	30	
State:	VA	Feb 24, 2013 1:13 PM

Page 2, Q6. Date of Birth

1	03/22/1989	Mar 3, 2013 8:40 PM
2	01/29/1986	Feb 28, 2013 8:00 PM
3	01/09/1985	Feb 28, 2013 5:38 PM
4	11/20/1986	Feb 28, 2013 5:20 PM
5	04/10/1985	Feb 28, 2013 4:41 PM
6	11/20/1985	Feb 28, 2013 4:15 PM
7	06/25/1981	Feb 28, 2013 2:43 PM
8	08/28/1975	Feb 28, 2013 1:51 PM
9	03/21/1989	Feb 28, 2013 10:46 AM
10	08/31/1988	Feb 27, 2013 3:34 PM
11	04/14/1981	Feb 26, 2013 7:04 PM
12	02/15/1989	Feb 25, 2013 11:26 PM
13	03/06/1984	Feb 25, 2013 11:51 AM
14	05/16/1966	Feb 25, 2013 10:42 AM
15	11/11/1982	Feb 25, 2013 10:36 AM
16	11/26/1982	Feb 25, 2013 8:17 AM
17	06/20/1967	Feb 25, 2013 8:02 AM
18	03/22/1984	Feb 25, 2013 7:22 AM
19	11/20/1985	Feb 24, 2013 10:26 PM
20	03/30/1987	Feb 24, 2013 9:27 PM
21	09/12/1967	Feb 24, 2013 8:27 PM
22	09/09/1989	Feb 24, 2013 7:42 PM
23	05/06/1984	Feb 24, 2013 6:04 PM
24	10/11/1979	Feb 24, 2013 5:02 PM
25	12/09/1986	Feb 24, 2013 4:13 PM
26	08/30/1986	Feb 24, 2013 4:05 PM
27	02/13/1983	Feb 24, 2013 2:29 PM

28 11/13/1986

Feb 24, 2013 1:29 PM

Page 2, Q17. What is your current job title and/or description of your primary responsibilities?

1	Enterprise Account Manager for Hewlett-Packard Description: Mid-size Commercial Ohio Valley: - Uncover, develop, and expand datacenter sales opportunities in national accounts - Positively represent the HP brand to numerous customers and resellers - Educate, and enable partners to proactively sell a converged infrastructure portfolio - Solve problems by using networked relationships	Mar 3, 2013 8:40 PM
2	Adjunct faculty	Mar 1, 2013 9:44 AM
3	Accountant- Perform public accounting functions, such as financial and tax.	Feb 28, 2013 8:00 PM
4	Youth Pastor, Adjunct Professor, Substitute Teacher	Feb 28, 2013 5:38 PM
5	Hired as an accountant. Role is shifting toward project management and operations for a large construction company.	Feb 28, 2013 5:20 PM
6	Sr. Analyst Loss Prevention and Security Armored Car Contract Negotiations Vendor Liaison	Feb 28, 2013 4:41 PM
7	Athletic Administrator	Feb 28, 2013 4:15 PM
8	Laid off	Feb 28, 2013 2:43 PM
9	I took an office manager job working in my father's business to see if I like the environment/work and to see if I might be interested in taking over when he retires.	Feb 28, 2013 1:51 PM
10	Marketing Corrdinator	Feb 28, 2013 10:46 AM
11	Title: Associate Retention Specialist The entities I help to oversee at Fairmont State University include: Student Activities, Retention efforts, Student Government, Greek Life, Summer Registration, Fall Orientation, Welcome Weekend, Family Association, and Student Clubs/Organizations. I help the Retention Program Manager to plan, coordinate, and implement activities and events for these entities. I also assist in managing the above organizations.	Feb 27, 2013 3:34 PM
12	Skilled Nursing Home Rehab Program Manager- supervise the daily schedules/ interventions/ billing/ regulatory compliance of 6 full- time staff therapists and 6-casual therapists. supervise all educational inservices and program implementation to other facility staff regarding therapy services. Manage monthly revenues in excess of \$80,000 in delivered patient treatments.	Feb 26, 2013 7:04 PM
13	Oil and Gas Title Abstractor. Gather courthouse records that show chain of title and leasehold chain of title.	Feb 25, 2013 11:26 PM
14	Reimbursement specialist for a home infusion pharmacy-full time position and medical office and coding instructor-part time position	Feb 25, 2013 11:51 AM
15	Director, Information Technology Program Salem International University Hiring and Training new faculty and adjunct Curriculum Development Professional Development Trainer Internship Coordinator Dean Steering Committee Judicial Review Committee While we were without a dean, I performed those duties Blackboard Administrator Faculty Student Organization Adviser	Feb 25, 2013 10:42 AM

Page 2, Q17. What is your current job title and/or description of your primary responsibilities?

16	Production Analyst Review gas/oil production for an entire district to ensure accuracy of reporting. Review budget/actual/estimates and explain variances of any kind. On-site monitoring to ensure efficiency.	Feb 25, 2013 10:36 AM
17	Drop Ship Coordinator - Supply Chain Coordinator / Marketing / Multi-Channel Sales	Feb 25, 2013 8:17 AM
18	Business Systems Analyst, I work primarily with Corporate Expense Systems.	Feb 25, 2013 8:02 AM
19	IR Associate Coordinate Notice of Rejections (NORs) through the rejection process Conduct complaint investigations that address causes of events/issues in manufacturing, production and packaging Assure investigation reports are completed in full (includes all required elements and submitted within the established time frame) Review investigation trends and assists in generating appropriate CAPAs Evaluate trends associated with CAPAs to address effectiveness Support the Corrective and Preventive Action program for manufacturing/packaging/ Quality Control deviations and trends Prepare complaint investigation, manufacturing investigation, rejection, and trending reports upon management request Generate rejection reports by department to monitor progress and hold departmental meetings as necessary to provide assistance and encourage timely closure Provide detailed reporting information during Global Audits Generate and monitor monthly reports to support Global Quality, MPI, and Site Metrics Revise applicable departmental Standard Operating Procedures (SOPs) as necessary Responsible for providing assessment for export of charitable donations	Feb 25, 2013 7:22 AM
20	Logistics Manager: manage a 6 person dispatch team for a local oil and gas company.	Feb 24, 2013 9:27 PM
21	Manager, Surgical Services and Pain Management Clinic; oversee daily operations of 6 depts and 25 employees;	Feb 24, 2013 8:27 PM
22	Account Executive/Project Manager for a promotional project management agency.	Feb 24, 2013 7:42 PM
23	My current job title is Production Analyst for Riley Natural Gas/PDC Energy, Bridgeport, WV. I analyze and account for natural gas production for PDC Energy as well as a multitude of 3rd party producers.	Feb 24, 2013 6:04 PM
24	Admissions clerk	Feb 24, 2013 5:02 PM
25	N/A	Feb 24, 2013 4:13 PM
26	Accountant	Feb 24, 2013 4:05 PM
27	System Storage Engineer	Feb 24, 2013 2:29 PM
28	Account Manager, Global Corporate Solutions at NASDAQ OMX.	Feb 24, 2013 1:29 PM
29	Secretary	Feb 24, 2013 1:13 PM

Page 2, Q20. If you are not currently employed, are you:

1	i'm currently employed	Feb 28, 2013 1:51 PM
2	happily employed	Feb 26, 2013 7:04 PM
3	employed	Feb 25, 2013 10:36 AM
4	N/A	Feb 25, 2013 7:22 AM
5	Employed	Feb 24, 2013 5:02 PM

Page 8, Q1. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

1	The MBA program at FSU far exceeds the expectations I had prior to enrollment. I highly recommend the MBA program for all graduates of FSU's undergraduate business program and for any student looking to get into sales of any kind. I stood out considerably over my peers in a hiring pool of 22 new hires. I truly feel that my experiences and knowledge gained from the MBA program at FSU lead to my immediate success at HP.	Mar 3, 2013 9:26 PM
2	It enabled me to obtain a position I would have otherwise not been able to secure.	Mar 1, 2013 10:16 AM
3	It helped me to develop better analytic skills which have helped me in my Accounting career and also gave me a much broader knowledge of other areas of business.	Feb 28, 2013 8:08 PM
4	Through the MBA program, I was able to broaden my knowledge in many different business related topics. The MBA program allowed me to vastly expand my critical thinking abilities, learn more about myself both personally and professionally, and gain exposure to many situations that may be presented in my life.	Feb 28, 2013 5:51 PM
5	I would have liked more scenarios that allowed you apply skills to current work issues.	Feb 28, 2013 4:51 PM
6	The subject nature of the classes is what I expected, however the level was a little lower than expected. The classes were not as challenging as expected and the intellectual level of classmates was a little lower than I expected	Feb 28, 2013 4:22 PM
7	It definitely prepared me for the business world. I now have a grasp on the business environment and what it entails.	Feb 28, 2013 2:59 PM
8	The Fairmont State University MBA program exceeded my expectations.	Feb 28, 2013 2:13 PM
9	At the time of my entrance to the MBA program, I was undecided on what career path to take but because of my opportunity to work as Graduate Assistant I was able to find the right career—working in Higher Education. As a result my expectations for finding a career were met by the opportunities granted to me by the MBA program. The excellence in teaching expectation was also met.	Feb 27, 2013 4:12 PM
10	It was wonderful to be able to learn from students with varying backgrounds different from my healthcare experiences. This helped allow me to utilize my skills to see varying perspectives and adapt to situations that were not the norm for me. I definitely gained a better perspective beyond my basic BSBA education in the areas of finance, operations, ethics, and law.	Feb 26, 2013 7:20 PM
11	The MBA Program helped me obtain a very good job. However, I have not yet started my career, so I am not at liberty to answer	Feb 25, 2013 11:33 PM
12	As a non-traditional student, I felt that the MBA program was like actually being in college. The MBA degree has allowed me to advance in my new career.	Feb 25, 2013 1:04 PM
13	The program met my expectations and I could not have had a better experience. I learned a lot and became more confident with my experience and skills.	Feb 25, 2013 12:12 PM

Page 8, Q1. To what extent did your participation in the MBA program meet your expectations for preparing you for your career?

14	I started the program in 2007 and completed two semesters. I had to stop due to personal reasons, then started back the summer of 2011. My main reason for finishing was to better my chances for promotion or gaining positions with more responsibility. With that said, over the past two years I have been able to use several skills I have learned and apply them. So for me it wasnt about preparing for my current career as much as it was to improve on a personal level.	Feb 25, 2013 11:57 AM
15	My participation in FSU's MBA program met my expectations for myself and my career in that the curriculum gave me much more in depth understanding of the many facets of business as a whole and, importantly for myself, had a direct impact on my ability to begin my career and be successful once given the opportunity.	Feb 25, 2013 8:45 AM
16	It enhanced my analysis skills in my current career.	Feb 25, 2013 8:17 AM
17	I thought the MBA program did a great job of preparing me for a management career.	Feb 25, 2013 7:33 AM
18	The position I held was eliminated due to downsizing, after I completed the MBA program. By holding an MBA degree allowed me to be more marketable in the job search.	Feb 24, 2013 9:04 PM
19	The MBA program helped me develop my leadership skills, problem solving skills and project management skills.	Feb 24, 2013 7:54 PM
20	I believe my participation in the MBA program prepared myself exceptionally well.	Feb 24, 2013 7:05 PM
21	I have not had the opportunity to use my education in my career yet. I am still applying to positions in the area.	Feb 24, 2013 5:16 PM
22	It allowed me to establish a fundamental understanding in corporate decision-making.	Feb 24, 2013 1:37 PM
23	I have found no luck in finding a job	Feb 24, 2013 1:16 PM

Page 8, Q2. To what extent did your participation prepare you for the field you entered upon graduation?

1	I consider FSU's bachelor program (marketing/general business) to meet the average expectations for schools in the geographic area. I feel that I learned exponentially more throughout the MBA program when compared to the bachelor program. My participation in the MBA program allowed me the opportunity to learn about core business fundamentals which translated well within my current IT sales job role. I learned business practices and experiences that have lead me able to have a conversation with c-level executives.	Mar 3, 2013 9:26 PM
2	I was already in my field but I work with clients and now I have a greater understanding of the business climate and how to help them meet the changing demands.	Feb 28, 2013 8:08 PM
3	Although I did not complete the PM practicum, the other PM courses prepared me for my current pursuit for a project manager position within the company I am currently working for. Dr. Jacowitz provided excellent real-life examples of life as a PM and in-depth case study analysis, while the final course with Dr. Giorcelli forced us as students to apply what we have learned on an actual project.	Feb 28, 2013 5:51 PM
4	Provided the skills needed to successfully complete financial analysis.	Feb 28, 2013 4:51 PM
5	Very helpful in terms of leadership development	Feb 28, 2013 4:22 PM
6	I was already in the business field	Feb 28, 2013 2:59 PM
7	I feel prepared to take on just about anything I want to. The program gave me confidence by exorcising abilities I never knew I had.	Feb 28, 2013 2:13 PM
8	My participation has allowed me to expand my knowledge as a clinical practioner and fully grasp the ability to manage my team and my dept in all required areas of healthcare. These areas include regulatory knowledge for my respective disciplines, budgeting, program mangement, motivation, retention, organizational culture, collaboration with other disciplines, ethics. I left feeling fully prepared to make a positive and knowledgable impact in my field.	Feb 26, 2013 7:20 PM
9	It helped with critical thinking.	Feb 25, 2013 11:33 PM
10	I have always wanted to teach professionally. This opportunity solidified that assumption and made it possible.	Feb 25, 2013 1:04 PM
11	My participation in the program has helped with my confidence in the workplace.	Feb 25, 2013 12:12 PM
12	I work in the oil and gas industry. There is tons and tons of data available. Recently I have been able to develop a multiple regressions model that has helped our firm predict costs, turn in line dates, which areas are more profitable, etc... This was something that I had some knowledge of previous to my MBA, but I wasn't able to correlate how it could be used.	Feb 25, 2013 11:57 AM
13	My participation did not directly prepare me for the field in which I entered upon graduation, however, I was able to adapt to the business environment because of the breadth of knowledge gained in the program.	Feb 25, 2013 8:45 AM
14	I have been in the workforce for several years.	Feb 25, 2013 8:17 AM
15	I feel like my participation helped prepare me for the fiedl I entered upon	Feb 25, 2013 7:33 AM

Page 8, Q2. To what extent did your participation prepare you for the field you entered upon graduation?

graduation.

16	Very well, the MBA program prepared me for my client facing role as an account executive and the project management track prepared me for the project management portion of my job.	Feb 24, 2013 7:54 PM
17	The MBA program prepared me (once again) exceptionally well for the field (Business – Accounting/Oil & Gas) I am working in. I've applied the skills I studied (specifically in Leadership, Ethics, and Business Environments) into my day-to-day work routine in the office. I've been commended by managers and vice presidents in the company for my work practices especially in leading teams and communication.	Feb 24, 2013 7:05 PM
18	The program prepared me pretty well for the field I desire to be in. I have gained knowledge of HR practices as well as how to improve my leadership skills.	Feb 24, 2013 5:16 PM
19	Somewhat prepared me for my current position, will benefit me more in the future.	Feb 24, 2013 1:37 PM
20	N/a	Feb 24, 2013 1:16 PM

Page 8, Q3. Please describe how you think the MBA program could be improved for incoming graduate students.

1	I will answer this in box #6.	Mar 3, 2013 9:26 PM
2	With respect to statistical and economical courses, I believe conceptual knowledge of the concepts should be emphasized.	Mar 1, 2013 10:16 AM
3	I believe more simulations would be good. Giving the students the ability to run a business or functions of a business to give them more hands on experience.	Feb 28, 2013 8:08 PM
4	The sad fact is that many students (even grad students) do not know how to properly write a professional paper. Accordingly, I believe that a class on researching would also be extremely beneficial to teach students different ways to find information about any topic. A research and critical writing class would be beneficial in my opinion. Also, I believe that a main focus of an MBA program should be to correlate between classroom material to real life application. Some courses did well at this while others may have lacked. Example: In quantitative analysis, provide a real life situation where certain data needs analyzed and challenge the student to properly present this information once completed.	Feb 28, 2013 5:51 PM
5	Classes can be more challenging, incorporate more real world problems for analysis, and move away from power point teaching (reading notes/slides to students).	Feb 28, 2013 4:51 PM
6	Higher entry requirements. Classes which aren't solely based upon textbooks, the classes that used real life case studies were the most useful.	Feb 28, 2013 4:22 PM
7	Strategic Management needs a new professor. Quantitative Management and Managerial Economics also needs a second option as a professor.	Feb 28, 2013 2:59 PM
8	Overall, for as young as the program is I felt it was extremely strong. The financial analysis class was an on-line class with little face-to-face interaction with the professor and other students. Coming from an engineering background, I think this left me wanting more in terms of basic accounting knowledge.	Feb 28, 2013 2:13 PM
9	I would like to see the qualifications to get into the program raised to raise the reputation of the program. Also, I wish my writing would have been graded more intensively. I would have appreciated more feedback so I could improve my writing skills.	Feb 27, 2013 4:12 PM
10	The final project management practicum was difficult for me to complete due to the fact that I worked 50-60 hours per week- this was necessary for my home situation- and thus did not have the time to particularly devote to this. Due to this I was not able to fully finish the PM track and instead had to take a General MBA. I was however, still able to sit for the PMP due to my hours spent in PM track courses. Some more options for completing the practicum such as a self-study would have been wonderful. I do however understand the importance of real world collaboration.	Feb 26, 2013 7:20 PM
11	Get rid of Dr. Khalil. He is nice a guy, but it is time for him to go. Going to his class was worthless. I relied on teaching myself the material and classmates to get by.	Feb 25, 2013 11:33 PM
12	I would suggest further development of the MBA Essentials class. Not that it was a bad course, but that course can mean success or failure for some	Feb 25, 2013 1:04 PM

Page 8, Q3. Please describe how you think the MBA program could be improved for incoming graduate students.

students.

13	Overall, I greatly enjoyed my time at Fairmont State. I started in January of 2002 and will finish up May of 2013. I am semi-passive person but have an level of convenience that if not met, bugs me. On most nites I wasnt able to make it to campus until a few minutes before class and I may have a paper that needs printing. I used to print on the 2nd floor computer lab in Jaynes Hall. Now I get thrown out and told I can't use it. I understand that it's a study lab now, but there may be a need for an exception for grad students. It's rather inconvenient to try to track down another lab and get to class in time. I know this has nothing to do with the MBA program or School of Business, but I would expect that my 10 years of tuition would grant me after hours entrance to a computer lab that is normally empty except for the gate keeper. Another suggestion would be for some of the commonly used registrar forms to be held in the MBA office so that students could get certain forms that they otherwise might not be able to due to the office hours of the registrar. I honestly feel that if a student isn't getting a meaningful experience from the MBA program and is not learning, then they are not focusing on personal development and just want the letters for the resume.	Feb 25, 2013 11:57 AM
14	I don't have any monumental changes in mind, and was very happy with my experience.	Feb 25, 2013 8:45 AM
15	I would have liked additional courses devoted to problem solving skills.	Feb 25, 2013 8:17 AM
16	I feel that the professors should make you justify your decisions and question the reasoning of that decision in presentations. This would help prepare students for real life presentations with executive management.	Feb 25, 2013 7:33 AM
17	It is a great program overall. I believe it was improved when the professor for Strategic Man, left. He was intimidating and I really didn't gain much from that class.	Feb 24, 2013 9:04 PM
18	Cut the tuition by 50%. Joking aside, I sincerely enjoyed the MBA program. I really benefited from having the two and half year completion option. I can't think of any improvements.	Feb 24, 2013 7:05 PM
19	I do not have a background in math. I took the most basic math class available for my undergraduate degree. Statistics and Econ came as a shock to me. I did not do as well as I hoped in either class. I repeatedly went to Dr Khalil for help and he was not helpful at all. I was told that I was a graduate student and that I should already know the information. When I inquired about a tutor, he laughed it off because I'm a graduate student and had no need of a tutor. The program should definately require prerequisites in basic statistics and economics before entering the program so that the students don't have the same experience that I did.	Feb 24, 2013 5:16 PM
20	The ability to analyze business decisions within my department. I understand the business side much better, so now I can present business cases to my managers to better support my needs.	Feb 24, 2013 2:44 PM
21	Include more off-site projects and real-world experiences.	Feb 24, 2013 1:37 PM
22	More help in finding jobs.	Feb 24, 2013 1:16 PM

Page 8, Q4. What do you believe the MBA program prepares you to do?

1	I feel the MBA program at FSU equips students with the necessary skills to comprehend business fundamentals as well as apply those fundamentals intelligently to everyday situations in a vast array of career paths.	Mar 3, 2013 9:26 PM
2	I believe the program broadens your perspective of the business environment.	Mar 1, 2013 10:16 AM
3	It gives you enough knowledge and leadership skills to go work in the business field and lead others to achieve the company's goals.	Feb 28, 2013 8:08 PM
4	The MBA program prepares students to think critically, think for themselves, think outside of the box, analyze themselves and situations, and apply these facets in their personal and professional lives.	Feb 28, 2013 5:51 PM
5	The MBA program prepares you to view work issues analytically.	Feb 28, 2013 4:51 PM
6	It readies you for a higher level of management. I am more prepared for a managerial role. I feel confident that I am able to successfully assume the role of a higher position within an organization.	Feb 28, 2013 2:59 PM
7	It is a powerful, versatile degree that it is worthy preparation for numerous professional paths. I think with my technical undergrad and MBA, I could find employment in practically any field regardless of the job requirements.	Feb 28, 2013 2:13 PM
8	I believe the design of the program was wonderful in that it allowed for anyone in any background to learn skills and tools to exceed.	Feb 26, 2013 7:20 PM
9	Bullshit. I hate to say it but I drastically improved my bullshit skills in the MBA program. What we could say in two sentences was stretched into two pages to meet length requirements. I liked Dr. Gailey's approach. He liked us to be short, direct, concise, and to the point.	Feb 25, 2013 11:33 PM
10	I think it comes down to critical thinking. There are many directions that students can go. I keep in touch with many in my class and they are doing things unrelated to each other. I think the program helped me understand who I am and what kind of leader I would like to be. Being around the various differences of opinions has help me realize that I don't always have the right answer. Additionally it has helped me with critical thinking because I think back as say to myself, what would my classmates in my MBA class do or say.	Feb 25, 2013 1:04 PM
11	The MBA program prepares the student with better leadership skills, more advanced computer program skills (excell), and critical thinking skills. What is taught in the MBA program cannot be learned from an undergrad program or on the job experience.	Feb 25, 2013 12:12 PM
12	Having an MBA on my resume will obviously open a few doors. 5+ years of experience and no MBA as opposed to 5+ years with an MBA will definitely give me an advantage. I started on the Project Management track but could not finish due to work constraints. I still plan on taking the PMP exam in the next 12 months to further develop personally. By utilizing the specializations it makes the graduates a bit more attractive. In my current position I plan to stay put and try to move into management. If in a certain amount of time I dont feel I'm being compensated or utilized I will start the search for a position that gives me what I need. For me, the over-arching benefit is the added potential the degree gives	Feb 25, 2013 11:57 AM

Page 8, Q4. What do you believe the MBA program prepares you to do?

me. I know that I can find a new position with greater ease than before.

13	The MBA program prepares you to think analytically keeping that 'business frame of mind' ever at the fore, and it helps you to distance yourself from your career-seeking competition. Once given an opportunity with a company, the knowledge gained in FSU's MBA program gives you a head-start in regards to critical areas of business which directly impact your chance of promotion and success.	Feb 25, 2013 8:45 AM
14	The course on QA was very challenging, but I use the tools I learned in this course most often. I really wish it could have been divided up into two courses so I could have gotten more out of the course.	Feb 25, 2013 8:17 AM
15	I felt that the MBA program helped prepare me to manage people and a business.	Feb 25, 2013 7:33 AM
16	The MBA program prepares the person for the business world at a higher level. It enables better communication and writing skills, in addition to networking. It also increases the person's ability to move up the career ladder.	Feb 24, 2013 9:04 PM
17	Effectively problem solve and how to manage and lead in a dynamic, quickly changing business world.	Feb 24, 2013 7:54 PM
18	I believe the stress placed on working as a team has made me become a valuable team member to the teams I contribute on with my current employer. Also, I believe my work ethic/performance has greatly improved when I learned to better manage myself.	Feb 24, 2013 7:05 PM
19	I believe the program is going to help me get a job. Yes, I will use some of the skills I learned (HR, accounting techniques), but the bulk of my education will occur on the job.	Feb 24, 2013 5:16 PM
20	Develop skills to be a better leader and manager.	Feb 24, 2013 2:44 PM
21	Be an effective and efficient leader of yourself and others.	Feb 24, 2013 1:37 PM
22	It gives you the edge on your resume.	Feb 24, 2013 1:16 PM

Page 8, Q5. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

1	In my current job role, I find myself referencing knowledge gained in several courses. The case study style of lecture was one of my favorite exercises. I think that it gave students a real life example of how working in teams is applied in different careers. Skills/professional benefits: - presentation skill - business acumen - team development/consensus building - business ethics - the ability to translate data into tran into persuasive and actionable conclusions	Mar 3, 2013 9:26 PM
2	I feel I learned a lot about myself as a person and that has helped me in my field because I have a greater understanding of my strengths and weaknesses.	Feb 28, 2013 8:08 PM
3	Critical thinking, some networking, interpersonal relationships with colleagues, presentation and communication skills, and overall professionalism.	Feb 28, 2013 5:51 PM
4	Analytical analysis, leadership skills, and workplace politics.	Feb 28, 2013 4:51 PM
5	I definitely improved my leadership skills, thanks to Dr. Oxley's courses. I also learned very much about Marketing and Financial Management.	Feb 28, 2013 2:59 PM
6	I always wondered if I could make the jump from engineering to business - even to the extent of being somewhat apprehensive about entering the MBA program. Ironically, the program took those fears away and showed me I can accomplish so much more than I ever thought I could. Loved the classes, broadened my horizons and the way I think about organizations and systems. It directs you to have a more collective, comprehensive perspective.	Feb 28, 2013 2:13 PM
7	Thinking outside the box. The ability to analyze situations, personalities, budgeting rationale, the importance of emulating what you ask others to do.	Feb 26, 2013 7:20 PM
8	See question 4.	Feb 25, 2013 11:33 PM
9	Critical thinking, working harder does pay off, team skills, problem solving	Feb 25, 2013 1:04 PM
10	Team building skills, strategic thinking, and planning/organizational skills.	Feb 25, 2013 12:12 PM
11	The project management skills I learned helped me a lot. I enjoyed the in depth analysis and outside the box thinking that it took to come up with suitable solutions for organizational and functional problems. I also joined the PMI and the local chapter and have attended several meeting. It has definitely sharpened my managerial skills. The main difference from undergraduate courses was that I was able to apply a different plain of thinking while in class. I was always thinking and trying to apply everything to my current job and industry.	Feb 25, 2013 11:57 AM
12	I was graduated in August of 2011, so from the short amount of time that I've been in the field I can tell you that the most influential benefit of completing the MBA program will be your increased earning power and the avenues having an MBA can open for advancement in your field. I, personally, received a raise of 20% of my salary during this last performance review. Yes, my hard work and determination played a big role in this, but the President of the company also noted that my "advanced degree" played a role in earning a very competitive salary.	Feb 25, 2013 8:45 AM
13	Analysis, I am an analyst so this is what I do most.	Feb 25, 2013 8:17 AM

Page 8, Q5. What skills or professional benefits do you feel you best learned/developed by participating in the MBA program?

14	I feel that my reporting skills were developed by my participating in the MBA program. I feel more comfortable when putting together a report for executive management to review that it is proficient and detailed.	Feb 25, 2013 7:33 AM
15	The MBA program opened up a new world for me. With a BSN degree I was able to see the clinical aspect, but by participating in the MBA program, it brought new light to the business side. I have a better understanding of business as a whole, rather than just seeing it through the hospital's functions.	Feb 24, 2013 9:04 PM
16	Teamwork, problem solving, leadership, and management skills.	Feb 24, 2013 7:54 PM
17	My leadership and management skills improved greatly. I also believe the numerous case studies had a huge impact on how I handle the many situations I am presented with on a weekly basis. It's now easier for me to assess the circumstance and better resolve it.	Feb 24, 2013 7:05 PM
18	The program helped me enhance my writing skills as well as my public speaking skills.	Feb 24, 2013 5:16 PM
19	Leadership and effective business communication.	Feb 24, 2013 1:37 PM
20	Communication	Feb 24, 2013 1:16 PM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

1	<p>I would like to see a track developed around consultative selling. I think that there are fundamental courses offered in the bachelor program that could be expounded upon at a graduate level. This track could also help differentiate FSU's program from others in the area. As part of this new program I would like to see courses designed around presentation skills and how to deliver customer facing presentations. I think that there is ample opportunity to develop presentational skills throughout the current MBA program, but there is not enough frequency nor criticism. The MBA program has very talented professors and I feel that students would benefit from constructive criticism in a safe educational setting. I would also like to see the alumni organization increase their concentration on MBA graduates, (i.e. organizing events to invite local MBA graduates such as the annual etiquette dinner, holding networking events or dinners with speakers) To that point I would like to have seen more exposure to companies such as IBM. I do not know the current involvement of the program, but I remember being very interested in IBM's recruiting efforts at FSU. I think bringing in as many names like that would help drive enrollment. I love the structured layout of the program. I think each course tied nicely in with the next course to come and I believe the consistency of FSU MBA program message was transceived adequately.</p>	Mar 3, 2013 9:26 PM
2	<p>Possibly offering courses emphasizing technology, geared primarily for those students who are coming back into the work force, but who have not kept up with technological advances.</p>	Mar 1, 2013 10:16 AM
3	<p>I just believe more simulations need added to the program to provide a hands on experience for students.</p>	Feb 28, 2013 8:08 PM
4	<p>More active interaction between professors and students in regards to working through real work issues.</p>	Feb 28, 2013 4:51 PM
5	<p>I only recommend offering a new professor for Strategic Management. 70% of the time, he spoke of his personal life, building his home, and how proud of himself he is for his personal achievements, as well as how great he thinks he runs his department at FSU. Dr. Khalil is a very nice person, but is VERY hard to follow, understand, and keep up with. He isn't very willing to offer assistance when it is asked. Maybe offer another professor for his two courses to give students a fair chance at succeeding in those two courses. I made B's in both of his classes, so my request is not coming from bitterness.</p>	Feb 28, 2013 2:59 PM
6	<p>I think the content of the Strategic Management class was solid but the teaching was not. I wish the financial analysis class would have included more basic accounting information - I feel a gap between the basics and the upper level analysis we utilized in the class.</p>	Feb 28, 2013 2:13 PM
7	<p>Adding an HR class to the core curriculum would be helpful. The class should entail some HR perspectives on how to deal with employee problems, tactful ways of getting pay raises/promotions, etc. Also, I would love to be apart of the MBA Alumni Association. Another item I can think of is removing the MBA essential course for the students who have just completed their B.S. in Busn. Admin.</p>	Feb 27, 2013 4:12 PM
8	<p>Aside from providing more options for the PM practicum, I found every aspect of the program to be challenging (as it should) and door-opening for me. My</p>	Feb 26, 2013 7:20 PM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

	experiences will help in all stages of my career.	
9	I know that writing is a part of grad school. However, I think it would be more productive to have many short papers with actual substance instead of long, drawn-out papers filled with bullshit.	Feb 25, 2013 11:33 PM
10	Students should not teach course material for the instructor. More focus on lecture series. Free t-shirt to all new MBA students. (Marketing)	Feb 25, 2013 1:04 PM
11	The accounting class should be held in a classroom setting and not online. That is a challenging course to complete online.	Feb 25, 2013 12:12 PM
12	I am a man of following policy and procedure to the T. So, I have no qualms in that department. The curriculum met my expectations. I felt that I was challenged and there were stretches that I struggled and had to put in more effort to get things done. I think that it would behoove the income students to explore industries locally that would be a place where MBA grads would likely end up. This could be done in the existing classes or in a completely separate offering. I know that some of my courses did this, but it might better prepare individuals if courses that touched on the local Federal employers (FBI, DOJ, DOE, BOP, etc..), Mylan, Oil and Gas Industry, Healthcare, etc.. If there was a partnership of some sort developed between any of these entities and Fairmont State it may help placement after graduation. This is something I've thought about in passing, but in reality it may not be practical.	Feb 25, 2013 11:57 AM
13	I had trouble getting a partner to work with me for my practicum part of the curriculum, so I may have one suggestion / recommendation. For those of us unemployed or underemployed (delivering pizzas like I did at the time), we need assistance finding a relevant company to work with for the practicum. Ask the students, in private (its embarrassing to admit you're flipping burgers or worse yet unemployed in front of your peers), if they will need help finding a company to work with for the practicum. If so, work with them early and often to get that essential course lined up. It may have the biggest impact on where they are able to find work after graduation. It did for me at least, and I had a few false starts. By the time I had a company lined up to work with I was already behind and the stress levels were already elevated.	Feb 25, 2013 8:45 AM
14	Would love to see it develop some analysis and design courses. Companies are always changing, As MBA grads we need to be in the forefront of these changes. We need to be leading the charge, so to speak. We should have the skills to put forth a plan and be able to think through all the circumstances that may arrive.	Feb 25, 2013 8:17 AM
15	I feel that trending of issues should be covered in the MBA curriculum. I know that a lot of companies have policies concerning trending and how to implement corrective/preventative actions.	Feb 25, 2013 7:33 AM
16	No I don't have any recommendations. I liked the flexibility of physically going to class, but also having online classes.	Feb 24, 2013 9:04 PM
17	More of an analytical/quantitative approach would be beneficial.	Feb 24, 2013 7:54 PM
18	I believe the curriculum was excellent. Keep up the emphasis on team projects.	Feb 24, 2013 7:05 PM

Page 8, Q6. Do you have any recommendations for changing the MBA curriculum or any policies & procedures?

19	Make statistics and econ prerequisites for the program. The essentials class was also not needed. I didn't really learn anything until I began the actual classes.	Feb 24, 2013 5:16 PM
20	As a non business major, it was a bit difficult for me to understand some concepts and terminology in the program. I think the essential course could do a better job of teaching students these concepts and terminology.	Feb 24, 2013 2:44 PM
21	Add more curriculum tracks beyond simply HR and Project Management.	Feb 24, 2013 1:37 PM
22	grading	Feb 24, 2013 1:16 PM

Appendix J – Sample Artifacts of Assessment Measures

MSBA 5110 – Leadership Workshop (100 points)

“Leadership in Film” Assignment:

Students will be required to perform a leadership **analysis** of a major character from a **popular film** of their choice. Purposefully view the film multiple times if necessary. To be feasible for this assignment, the movie must include a detailed description of leader behavior, the context for the actions, and the outcomes. It is also better if the movie does not have stereotyped “good” and “bad” leaders, but rather involves complex characters who have both strengths and weaknesses. Docudramas based partly or entirely on actual persons and events are much more useful than movies that have no foundation in real events. There are many good movies, but a few examples include “Gettysburg” (about key events in the Civil War battle), “The Crossing” (about George Washington and the battle of Trenton), and “Thirteen Days” (about the Cuban missile crisis).

The written narrative should contain an analysis of the following:

- a. Describe the character in sufficient detail including values, traits, characteristics, and roles in order that the reader should have a clear understanding of the character. If the character is based on a real person, provide some historical perspective on the real character in contrast or comparison with the film version. If the character is fictional, make sure the description is thorough.
- b. Describe the context in which the character finds himself or herself from an organizational perspective. The character’s leader behaviors and positive or negative outcomes should be clear. What are the general culture, atmosphere, and circumstances which exists pre, and post the entrance of the character?
- c. Thorough rationale as to why this character was chosen, the leadership context, their leadership style, and/or why you believe they are a good example of leadership in practice. Be sure to identify both the strengths and weaknesses of their leadership characteristics, traits, and/or skills.
- d. Why does this character resonate with you? How do you relate to this character reflecting on your own leadership abilities? Was the behavior of the leader effective or ineffective?
- e. What could or should the character have done to reduce the conflict and impact(s) on their relationship with subordinates, peers, or others influenced by them?
- f. What lessons for leadership are evident, or not so evident, from the character? Incorporate theory and leadership constructs to support your analysis and recommendations. All sources should be properly cited.



MORGAN FREEMAN MATT DAMON
A FILM BY CLINT EASTWOOD
INVICTUS

His people needed a leader.
He gave them a champion.

Fairmont State University
MSBA 5110, Spring 2011
Leadership Workshop
Mark Messenger
5/8/11

Leadership in Film

INVICTUS – His people needed a leader. He gave them a champion.

Table of Contents

Invictus	2
Historical/Biographical Context: Post-Apartheid South Africa	2
Nelson Mandela	3
Mandela in <i>Invictus</i>	3
Leading by Example	4
Self-Sacrificing Attitude.....	4
Articulating a Vision	5
Making the Vision a Reality.....	5
Symbolic Imagery	6
Inspirational Motivation	7
Optimism in the Face of Adversity.....	7
Why I chose Invictus	8
Mandela, an Effective Leader?	9
Appendix	10
Bibliography	11

Invictus

The movie *Invictus* is a biographical sports drama that focuses on the events in South Africa during Nelson Mandela's first year as president after the 1994 abolishment of apartheid (Eblin, 2010). Upon taking office, South Africa is gearing up to host the upcoming 1995 Rugby World Cup. The movie, a screen version of John Carlin's book *Playing the Enemy: Nelson Mandela and the Game that Changed a Nation*, is produced and directed by Clint Eastwood and stars Morgan Freeman as President Mandela (Clemmer, 2010). Matt Damon stars as Francois Pienaar, the captain of the South African rugby team – the Springboks.

The title *Invictus* is a reference to a poem written in 1875 by William Ernest Henry (1849 – 1903) as he laid in his hospital bed recovering from a surgery to amputate one of his legs (Wilkinson, 2010). Translated from the Latin it means *undefeated or unconquered*. The poem is said to have inspired Nelson Mandela during his 27 years in prison and is referenced as a central theme throughout the course of the movie. To Mandela, the short Victorian poem offered an empowering message of hope and perseverance during times of great despair and isolation, and he shares this poem with François Pienaar in the hope that it will in turn inspire him, and the rest of his Springbok team, to greatness. The complete poem can be found in the Appendix.

Historical/Biographical Context: Post-Apartheid South Africa

Invictus opens with a scene that serves as a visual representation of the racially divided country of South Africa. Sirens form in the distance and a motorcade drives by – it is February of 1990 and Nelson Mandela has just been released from prison. On one side of the road a young, all-white, high school rugby team practices on a wide open, pristine green lawn that sits above the road. Between the road and the lawn is a striking black wrought iron fence, and in the background are what appear to be contemporary school facilities. The players are all dressed alike in brand new uniforms and they pause in silence momentarily as Mandela's motorcade passes by. On the opposite side of the road, a group of poor black kids are playing soccer in a dirty, rocky field with a worn out ball. Their clothes are old and torn, and at the sound of the sirens they all run towards a dilapidated chain link fence at the edge of the property adjacent to the road. They cheer "Mandela, Mandela, Mandela" as the motorcade passes by – cutting between the two groups of young people separated by the road – well-to-do whites on one side and underprivileged blacks on the other. The symbolism speaks for itself.

This scene marks the beginning of the end for white minority rule in the country of South Africa. Now a free man after years of incarceration, Mandela sets out to negotiate a peaceful end to the legal system of racial segregation known as apartheid. Starting in 1948, the policy of apartheid greatly diminished the rights of the 'non-white' majority. The new legislation classified South African inhabitants into racial groups and residential areas were segregated, oftentimes by means of forced removals. In 1970 all black people were stripped of their citizenship. As an anti-apartheid activist and a leader of the militant wing of the African National Congress (ANC), Mandela was convicted of sabotage and sentenced to life imprisonment. But after 42 years of apartheid, rising internal conflicts and strong political pressure from the global community by way of trade embargos and a ban on participating in international sports,

prove to be too much. Following Mandela's release, from 1990 to 1993 South African leaders negotiate the dismantling of apartheid which leads to the first open democratic election in 1994.

Nelson Mandela

Nelson Mandela was born on July 18, 1918 as Rolihlahla Mandela. He was the first person in his family to go to school and his first teacher gave him the English name "Nelson". His life was filled with tragedy and struggle from a very young age. His father died of Tuberculosis when Mandela was just 9 years old. Mandela's first wife whom he divorced after 13 years gave him 2 sons and 2 daughters. One of his daughters died at the age of 9 months, the other was named in her honor. His first son died in a car accident at the age of 24 and his youngest son died of Aids at age 54. Mandela's second marriage to Winnie Madikizela-Mandela was marked by separation, family discord, and the pressures of politics. At age 75 when Mandela became South Africa's oldest elected president, he and Winnie had been separated for 2 years and the marriage ended in divorce after his presidency. He married his 3rd wife Graca Machel on his 80th birthday in 1998. Now 92, Mandela is still living but rarely makes public appearances. There have been recent reports that his health is fading and he may be suffering from age induced dementia.

In his youth, Mandela applied himself to academics and went on to study law, finishing his degree through the University of London's external program while imprisoned on Robben Island. After the election of 1948, and the subsequent enactment of apartheid by the newly elected National Party, Mandela began actively participating in politics. Mandela worked with the ANC – an anti-apartheid organization dedicated to serving the interests of the black majority. During this time, he operated a law office that provided low-cost legal counsel to blacks who lacked representation. He eventually became the leader of the armed wing of the ANC – Umkhonto we Sizwe which literally translates to *Spear of the Nation* (MK). Here, he coordinated sabotage campaigns against military and government targets in an effort to pressure the government into abolishing apartheid – an effort her referred to as a last resort. His involvement with this group is what led to his imprisonment in 1962. It is said that during this time in prison he gained a better understanding of his enemy – he studied their books and poetry, and learned about their culture.

Mandela in *Invictus*

There are several constructs that could be used to describe Mandela's leadership style as characterized in *Invictus* - charismatic, change-oriented, ethical, servant, spiritual, and authentic leadership are all touched upon in the film. But, transformational leadership is the predominant theme with a particular emphasis on forgiveness, reconciliation, and the restoration of unity throughout the country of South Africa (Baldoni, 2009). According to Yukl (2010), transformational leadership is used to motivate individuals or groups to accomplish more than they expected they ever could. As Yukl explains (2010, pp. 275), "the leader transforms and motivates followers by (1) making them more aware of the importance of task outcomes, (2) inducing them to transcend their own self-interest for the sake of the organization or team, and (3) activating their higher-order needs." A leader can accomplish this by

articulating a clear and appealing vision, explaining how the vision can be obtained, portraying confidence and optimism, expressing confidence in subordinates, using dramatic symbols to reinforce the vision, and leading by example (Yukl, 2010). In *Invictus*, Mandela's leadership style closely parallels this construct which can be visualized by introducing a few excerpts from the film.

Leading by Example

It becomes evident upon taking office that Mandela is an extremely dedicated and disciplined leader. He rises early every morning at 4:00 A.M. without the aid of an alarm clock or a servant. Only the security detail is awake at this hour; and, at one point during the movie a guard comments that Mandela is an easy target because he plays out his daily routine like clockwork – always going for a walk at the same time, every morning before the sun rises. Mandela is very real and approachable and he attempts successfully to build personal relationships with everyone he meets. He knows everyone by name – from the maids and assistants to the political leaders and cabinet members – he finds ways to relate to people. He asks people about their families, complements them on their dress, and notices important little details like when a woman gets her hair done or when a security guard mentions that he loves English Toffee. And, he is thoughtful enough to bring him some after a grueling trip around the world. This is Mandela's way of leading by example (Tucker). He portrays a behavior that mirrors his vision for South Africa – one where blacks and whites respect and admire each other as individuals rather than by the color of their skin.

Self-Sacrificing Attitude

To this end Mandela is self-sacrificing. Mandela's work ethic, passion, and dedication to the people of South Africa are quite amazing. He never stops working from the time he wakes up till the time he goes to bed, which is often late at night. Upon receiving a schedule that outlines an upcoming global tour, a member of the security detail asks how they are expected to handle the long hours and wonders when they will find time to eat or sleep – a reference to the aggressive timeline of the trip. One of Mandela's supporters tells the group "if Mandela can do it, we can do it (Eastwood, 2009)!" Another guard notes that Mandela "says he rested enough in prison (Eastwood, 2009)." Here again we see Mandela Leading by example – giving his all to support the country through effective diplomacy.

At one point, while taking in a rugby match as part of normal presidential public relations – he decides he can do some work while he watches and engages in a discussion about currency and foreign investments. This kind of selflessness becomes a common theme throughout the movie. After receiving his first paycheck, Mandela decides he is being overcompensated and makes a public pledge to donate one third of his salary to charity, hoping to set an example for other leaders and cabinet members. Mandela is committed to the office of the presidency, spending every ounce of energy and every opportune moment serving the country's best interests, working to build national trust and reconcile the racial tensions that still weigh heavily on the minds and hearts of the people of South Africa (Creighton, 2009). He does this even to the point of endangering his own health and to the detriment of personal relationships with family and friends (Wynn, 2009). Yet, as the film progresses his dedication to excellence begins to inspire the work of others.

Articulating a Vision

Nelson Mandela takes over as president of South Africa during a particularly trying time in the country's history. In post-apartheid South Africa, Mandela faces the difficult task of "balancing black aspirations with white fears (Eastwood, 2009)." For the first time in recent history, the black majority has a voice in the country's leadership and they see this as an opportunity to regain respect and equal rights. The black community is electrified and they have high expectations for quick reform. For many, the election of Nelson Mandela – a person that had spent many years violently protesting apartheid – represents a chance at retribution or even revenge. As you might imagine, this worries the white minority. They are concerned about losing their jobs and their livelihood. Mandela knows that he has to find a way to help white Afrikaners and black South Africans achieve unity and mutual respect or risk the possibility of civil war (Atkinson, 2010).

This mindset is played out during Mandela's first day as president and his reaction offers a great vision for the country of South Africa. Upon arriving at the presidential offices, the white workers of the previous administration are solemn and saddened. Many of them are packing up their offices in preparation for the inevitable. The black workers are smiling as they walk past a portrait of Mandela that is being hung on the wall outside his office. President Mandela quickly assembles the entire staff and gives the following announcement to the white minority:

Now, of course, if you want to leave, that is your right. And if you feel in your heart that you cannot work with your new government then it is better that you do leave. Right away. But if you are packing up because you fear that your language or the color of your skin or who you worked for before disqualifies you from working here I am here to tell you, have no such fear. What is verby is verby. The past is the past. We look to the future now. We need your help. We want your help. If you would like to stay you would be doing your country a great service. All I ask is that you do your work to the best of your abilities and with good heart. I promise to do the same. If we can manage that, our country will be a shining light in the world. - (Eastwood, 2009)

This first impromptu speech sets the tone for Mandela's vision: working together to establish a new future, a unified South Africa. Many of Mandela's followers are surprised at this approach, and so are the white Afrikaners. It is not what they expected and you can almost see them processing his words in complete disbelief (Baldoni, 2009).

Making the Vision a Reality

The president's security detail provides yet another metaphor for the racial divide that separates the people of South Africa. Mandela's all-black security team has requested more men to handle the workload of protecting the president. A group of white men show up for duty with papers signed by Mandela. Jason Tshabalala, the head of Mandela's security team, is irate, and rightly so. Jason points out that these very men not too long ago could have been those trying to kill Mandela. Mandela replies (Eastwood, 2009):

When people see me in public they see my body guards. You represent me directly. The rainbow nation starts here. Reconciliation starts here. Forgiveness starts here too. Forgiveness liberates the soul. It removes fear. That is why it is such a powerful weapon.

In the film you witness the shock on Jason's face. He is almost brought to tears; he does not want to gloss over the actions of the apartheid movement. But trusting in Mandela's leadership he returns to the security office to brief the new team. This exchange strengthens the president's vision and reinforces the kind of behavior that will make this vision become a reality. Mandela embraces the unexpected – reaching across the divide to find common ground and advancing the country towards reconciliation (Baldoni, 2009).

Symbolic Imagery

With the 1995 Rugby World Cup fast approaching Mandela sees a huge opportunity to unite the country before a live televised audience of over 1 billion people worldwide. While attending a Springboks match, South Africa's national team, Mandela notices that all the whites are cheering for the Springboks while all the blacks are cheering for the opponent. This is a reflection of longstanding sentiments of apartheid. In fact, Mandela recollects that he used to do the very same thing in prison to infuriate the guards. As a traditionally white sport, the Springboks, their colors, and their emblem represent the apartheid ideals of oppression, prejudice, and segregation.

South Africa had a proud history as an international sports powerhouse. But, during apartheid their teams were not allowed to compete. In fact, reentering the world of competitive international sports was one of the driving forces that caused whites to allow anti-apartheid negotiations (Swinscoe, 2010). However, once the ban was lifted the white Springbok fans soon realized how far athletics had regressed. The team is atrocious and the Afrikaners consider them a disgrace. Now, with Mandela as president the National Sports Council – now controlled by the black majority – rallies support to drop the Springbok name and colors. A unanimous vote is cast to rename the team but much to everyone's surprise, Mandela shows up to voice his disapproval. Mandela addresses the crowd (Eastwood, 2009):

I believe we should restore the Springboks immediately. Our enemy is no longer the Afrikaner. They are our fellow South Africans, our partners in democracy and they treasure Springbok rugby. If we take that away we lose them. We prove that we are what we feared we would be. We have to be better than that. We have to surprise them with compassion, constraint, and generosity. I know... all the things they denied us. But this is no time to celebrate petty revenge. This is the time to build our nation using every single brick available to us, even if that brick comes wrapped in green and gold. Trust me and let me lead you know as you have elected me to do.

The ensuing secret ballot vote restores the Springboks by a mere 12 votes. His advisor is upset that he would risk his political capital on something as frivolous as rugby as opposed to real issues like food, housing, crime, and the country's currency. But Mandela understands that the Springboks represent

more than just rugby. The Afrikaners still control the police, the military, and the economy. And to them the Springboks and their green and gold uniforms are sacred and hallowed. The team is a proud symbol of white South Africa. He is afraid that if they take that away from them his administration will not be able to address the other vital issues. Rather than destroying this great symbol he tries to rally the country around it for the sake reconciliation and as a greater symbol of South African unity (Clemmer, 2010). In this way, he sees the Springboks as a means to stop the cycle of fear between the two racial groups and forge a new era of forgiveness.

Inspirational Motivation

The turning point for Mandela's transformational vision happens during an exchange between Mandela and Francois Pienaar. The president invites Francois to join him for afternoon tea and you get the idea that Mandela has arranged this meeting as a coaching session designed to encourage, inspire, and challenge the Springbok captain to pursue true greatness. Chatting over tea, Mandela asks Francois about his leadership philosophy and Francois quickly answers that he leads by example. Mandela responds (Eastwood, 2009):

That is right. That is exactly right. But how to get them to be better than they think they can be, that is very difficult I find. Inspiration, perhaps. How do we inspire ourselves to greatness when nothing else will do? How do we inspire everyone around us? I sometimes think it is by using the work of others.

He goes on to explain how the poem *Invictus* inspired him during his time in prison, how it empowered him to understand that even though he cannot always control the actions and events of others, he can still control his reaction to those events and maintain mastery of his mind and soul – unconquered and undefeated. Without coming out and saying it, Mandela masterfully plants a seed of idealism in Francois. Departing from this encounter Francois understands that Mandela has just asked him to aspire to greatness beyond even his own expectations. He wants them to win the World Cup.

Optimism in the Face of Adversity

There is a lot of bitterness and confusion on the part of Mandela's constituents. The fact that Mandela is so willing to forgive the minority Afrikaners after 30 years in prison is difficult for them to understand. It hurts them to see him shake the hands of his would be oppressors, smile at them, and attempt to work with them to form a new future for South Africa. Mandela's daughter is one of many who are confused by the president's actions. She is quick to point out that Francois Pienaar looks like one of the policeman that forced her from their home while Mandela was in prison. But Mandela holds steadfast to his beliefs and his vision. He knows how hard it is to let the past be the past, but as he tells his daughter, dwelling on the past is short-sighted and selfish thinking, and it does not serve a nation.

In the lead up to the world cup Mandela remains optimistic about the Springboks chances. Despite the team's recent poor showings and expert opinions to the contrary, Mandela continues to believe in the Springboks. His exchange with Francois ignites a spark in the young captain and he begins to do more than just lead by example. He begins appealing to the team's ideals and sharing the optimistic vision

that Mandela has initiated. As part of the PR campaign for the upcoming rugby events, the team is required to sponsor coaching clinics around the country. This marks a turning point in the movie. As the team travels the countryside observing the living conditions of the black majority and working with the underprivileged kids, they too become inspired.

The players begin to believe in themselves as do many of the black communities around the country – everyone begins to catch rugby fever. Even the tension that separates the white and black sects of the presidential security detail breaks down – in one scene the whole team is seen playing rugby together on the presidential lawn, laughing and enjoying the day. And, in the early matches of the tournament it becomes evident that the strong boos of discontent heard at the beginning of the movie have now been replaced with cheers of excitement and hope. Mandela’s vision is beginning to gain momentum and his commitment to a new South Africa has the Springbok team well on its way to uniting the country.

Why I chose *Invictus*

To be honest I didn’t really know anything about Nelson Mandela before watching this film. But, Matt Damon and Morgan Freeman are two of my favorite actors so I was interested in seeing their performances and I’ve come to really appreciate Clint Eastwood as a director. I watched this film for the first time prior to beginning this Leadership Workshop class. At that time, without the basis of leadership taxonomies as presented throughout this course I was still blown away by Mandela’s leadership. The thing that inspired me the most was his willingness to forgive those that stole 30 years of his life away – unable to see or even communicate with his wife and kids, forced to work slave labor and live in isolation on Robben Island.

Despite having every justification and the authority to exact retribution for decades of oppression, disgrace, and prejudice, he chose a path of forgiveness and reconciliation. He had the courage to do the right thing and the foresight to entrust his vision for a new South Africa to the captain of the underdog Springboks. It was a risky move to be sure. But as Nelson Mandela stated in the movie, “the day I’m afraid to do that (risk my future as president to support an unpopular ideal) is the day I’m no longer fit to lead (Eastwood, 2009)!” Nelson Mandela was able to transform a country by establishing a clear vision and remaining committed to it in the face of adversity. He stood up for what he believed to be right and just, despite popular opinions to the contrary. And he enforced the vision by setting a strong example, linking the vision to relevant symbolism, and encouraging others to understand the need for change and embrace it.

Was he perfect? Far from it – his dedication to politics and the ANC were likely reasons for a lack of personal companionship (Wynn, 2009). By time he took office he had already been through one divorce and was now facing a second. His daughter seemed to resent the fact that she spent her childhood in exile while her father was imprisoned. She often cancelled scheduled visits and it is obvious in the film that the separation affected him emotionally. During one of the president’s morning walks, after asking one of the guards about his family, the guard responds by asking Mandela about his. The president pauses for a moment and then says, “I have a very large family, 43 million South Africans.” Clearly

saddened at the thought of his own broken family, he cancels his walk and returns to the presidential mansion.

In addition to family struggles, Mandela is portrayed as being extremely ambitious – almost to a fault. He is oftentimes too sure of himself, and obsessed with the fate of his country (Wynn, 2009). There are instances throughout the film where his staff is extremely frustrated and hurt by his autocratic leadership. He oftentimes makes unpopular decisions without consulting with his team of advisors. Obviously he is an extremely busy man and he does his best to make priorities and deal with important issues as best as he can. But, oftentimes his staff is left in the dark – confused by his unorthodox approach.

He usually explains himself after the fact, but he tends to do so in a stern, controlling manner. Some of these conflicts are the result of unpopular but necessary choices. Still, others probably could have been avoided if he had taken the time to communicate and discuss certain policy decisions in advance. For instance, he hires the previous administration's Afrikaner security staff without involving his head of security in the decision process. And he practically ignores his assistant's appeal to rethink the decision to save the Springbok name and colors. These situations work themselves out in the end but could have been handled with greater tact and communication.

Mandela, an Effective Leader?

From the movie it is obvious. Mandela was correct in his assessment and his vision for South Africa came to fruition. The rugby team went all the way to the final and conquered a team that was by all accounts “unbeatable”. The entire country rallied around the team and the victory. In a wonderful gesture of reconciliation, Mandela wore a Springbok jersey to the final with Pienaar's number 6 on the back – in an instant, the longstanding symbol of white South African rule had become a symbol of victorious unity (Swinscoe, 2010). Blacks and whites for the first time cheered together on behalf of a unified South Africa. But one question comes to mind while watching this inspiring story – is the depiction historically accurate. There are dissenting views to be sure. Arlene Getz, a reporter who covered the apartheid era of South African and was there when the Springboks won the cup thinks the movie is true to life. She believes *Invictus* to be the best depiction yet of South Africa's fraught transition to democracy (Getz, 2009).

But others are quick to point out the discrepancies between reality and film. Ed Griffiths was the chief executive of South African Rugby at the time and witnessed the championship match in person. In an article after the film's release, Ed explained that the *Invictus* poem was never shared with Pienaar and that there was no grand PR plan that led to the team's victory (Griffiths, 2010). However, both Griffiths and Getz agree the movie accurately reflects the spirit of the country during this historic tournament. There is no question that Mandela saw the great opportunity in hosting the World Cup. Although South Africa still struggles with the racial divide of its past and post-Mandela leadership has paled in comparison, it is absolutely true that the 1995 Springboks inspired the people of South Africa to believe in, and hope for a better, future version of themselves (Griffiths, 2010).

Appendix

Invictus

*Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.*

*In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.*

*Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.*

*It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.*

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SEARS: AN ANALYSIS OF THE RETAIL BUSINESS AND AN IT PROPOSAL

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Abstract

This course project analyzes Sears' retail business by studying the company, its offerings and brands, competitors, suppliers, distribution channels, and other partners; reviews the competitive forces and challenges facing Sears including competitors who offer better value and lower prices and other risks; examines Sears' competitive strategies, sustainable competitive advantages, and business model evolution; and recommends an IT proposal to optimize Sears' current customer relationship management systems to effectively compete and gain market share.

Table of Contents

Business Model..... 4

Relationships..... 4

 Competitors..... 4

 Suppliers. 5

 Channels..... 6

 Other Partners. 7

Competitive Forces and Challenges..... 8

Competitive Strategies 9

Sustainable Competitive Advantages 10

Business Model Evolution 11

Best IT-Supported Proposal..... 12

References..... 14

SEARS: AN ANALYSIS OF THE RETAIL BUSINESS AND AN IT PROPOSAL

Business Model

Sears, Roebuck and Co. (“Sears”) is a wholly-owned subsidiary of Sears Holdings Corporation, headquartered in Hoffman Estates, Illinois, and employs approximately 337,000 people (Datamonitor, 2009, p. 18). Sears is a leading broadline retailer that offers a wide range of home merchandise, clothing, lawn care, and automotive products and services through Sears-branded and affiliated stores in the United States and Canada (Sears Holdings, 2012). Sears offers major national and leading brands such as Kenmore, Craftsman, DieHard, WeatherBeater, Lands' End, Covington, Apostrophe, Canyon River Blues, Levi's, Lee, First Issue, Hanes, Mudd, i.e.i, Dockers, Vanity Fair, and Nike (Sears Holdings, 2012; Sears Holdings Newsroom, 2012). “The company is the nation's largest provider of home services, with more than 15 million service and installation calls made annually” (Sears Holdings, 2012). Moreover, Sears is the No. 1 retailer of home appliances, lawn mowers, and fitness equipment; Craftsman is the No. 1 retail brand for overall quality; Kenmore is the No. 1-selling appliance brand; only Sears carries the top six appliance brands; and DieHard is America's most preferred automotive battery (Sears Holdings Newsroom, 2012).

Relationships

Competitors. Sears operates in a highly-competitive industry, and competitors include Wal-Mart, Home Depot, Target, Best Buy, Lowe's, Amazon.com, and Kohl's (Datamonitor, 2009, p. 10). Aggressive pricing by Amazon.com has directly affected Sears' consumer electronics division (Henage, 2012). “Lowe's, Home Depot and Best Buy have been expanding their market presence and working to gain market share in the appliances category” (Datamonitor, 2009, p. 10). Although Sears has improved its clothing selection with Lands' End,

competitors such as Target and Kohl's offer a better value to their customers (Henage, 2012). Wal-Mart and Target also compete against Sears' K-Mart division in clothing sales (Henage, 2012). Smith (2011) contends that Sears withholds what customers want such as attractive stores and quality merchandise and then gives customers what they hate, i.e. dirty stores with cheap wares lining the shelves. "Unless the company makes significant changes, sales will continue to decline as customers choose the better relative value that their competition offers" (Henage, 2012). "These companies are investing in their stores and technology, and Sears will have to spend more on its stores to sustain its own market share" (Datamonitor, 2011, p. 10). Sears' market share may be negatively impacted by competitors investing in enhancing the customer's in-store experience and investing aggressively in price promotions to attract customers (Datamonitor, 2011, p. 10).

Suppliers. Sears has more than 10,000 suppliers, and Sears annually recognizes and honors its "Partners in Progress" (Danze, 2005). "The Partners in Progress program recognizes suppliers who make a significant contribution to the growth of Sears businesses and the creation of new ways to better serve Sears customers" (Danze, 2005). Past honorees include Danze (decorative plumbing); CHF Industries, Croseill, Louisville Bedding, Peking Handicraft, Regal Rugs, Robertson Home Fashions, and Euro-Tapis (home textiles), Electrolux (major appliances); Atlas Homewares (decorative hardware); Pacific Northern Inc. (custom jewelry display and designs); GENCO (value-added supply chain solutions provider); Sealy (bedding producer); and Karastan (rug and carpet divisions) to name a few (Danze, 2005; Pacific Northern, 2005; Sealy saluted, 2004; Sears honors suppliers, 2002; Sears Names GENCO, 2006; Sears Recognizes Partners, 2005; Sears salutes Karastan, Sealy, 2005). However, relationships with Canadian suppliers deteriorated after Sears retroactively claimed its share of vendors' savings from the

rising currency rate of the Canadian dollar (Datamonitor, 2011, p. 7). In response, some suppliers ceased supplying merchandise (Datamonitor, 2011, p. 7).

Channels. The company operates through three business segments (Sears Domestic, Kmart, and Sears Canada), but this discussion will focus on Sears Domestic (Datamonitor, 2009, p. 15). Operations include 2,317 full-line stores; 1,150 specialty retail stores; direct-to-customer business; commercial sales; home services; and 40 supply chain distribution centers in the U.S. (Datamonitor, 2009, p. 15). Sears' logistics division procures merchandise from more than 41,000 vendors. (Datamonitor, 2009, p. 15). Full-line stores are located at mall-based locations and offer a wide variety of products ranging from home appliances to consumer electronics to home and garden equipment to apparel, footwear, and accessories (Datamonitor, 2009, p. 16). Sears Essentials are mostly free-standing units and offer health and beauty products, pantry products, household products, and toys, apart from the offerings of a mall-based store (Datamonitor, 2009, p. 16). Sears also operates some pharmacies and auto centers with its full-line stores and Essentials/Grand stores (Datamonitor, 2009, p. 16). Specialty stores are located in freestanding, off-mall locations or in the neighborhood of high-traffic shopping centers and are comprised of dealer stores, Sears hardware stores, The Great Indoors stores, outlet stores, and Lands' End retail stores (Datamonitor, 2009, p. 16). Dealer stores are primarily located in small communities and offer consumer electronics, appliances, and lawn and garden equipment (Datamonitor, 2009, p. 16). Hardware stores offer Craftsman brand tools and lawn and garden equipment, Kenmore home appliances, DieHard batteries, a collection of national brands, other home improvement products, and a limited selection of home appliances (Datamonitor, 2009, p. 16). The Great Indoors stores are home decorating and remodeling superstores offering products for the kitchen, bedroom, bathroom, and great room (Datamonitor, 2009, p. 16). Outlet stores

offer overstock and distressed appliances, consumer electronics, and lawn and garden equipment at a discount (Datamonitor, 2009, p. 16). Lands' End retail stores offer brand merchandise primarily from catalog and Internet channel overstocks (Datamonitor, 2009, p. 16). The direct-to-customer business includes the direct merchant business of Lands' End apparel, home products, and luggage (Datamonitor, 2009, p. 16). Lands' End products are offered through landsend.com, catalogs, and international businesses (Datamonitor, 2009, p. 16). Sears Holdings offers Sears merchandise, parts, and services to commercial customers through business-to-business Sears Commercial Sales, Sears Commercial Solutions/Sears Parts Direct Commercial, and Appliance Builder/Distributor businesses (Datamonitor, 2009, p. 17). The Home Services provides parts and repair services for all major brands of products within the home appliances, lawn and garden equipment, consumer electronic, floor care products, and heating and cooling systems categories to commercial and residential customers (Datamonitor, 2009, p. 17). Sears also provides repair parts with instructions for do-it-yourself customers through PartsDirect.com (Datamonitor, 2009, p. 17). In addition, Sears "is part of ShopYourWay, a social shopping experience where members have the ability to earn points and receive benefits across a wide variety of physical and digital formats through ShopYourWay.com" (Sears Holdings, 2012).

Other Partners. Sears has entered into strategic alliances to introduce new product lines at its stores and to increase the appeal of existing products (Datamonitor, 2011, p. 6). In 2009 Sears entered into an agreement with Jenn-Air making it the only national retailer for Jenn-Air's collection of super-premium appliances (Datamonitor, 2011, p. 6). In 2010 Sears allied with Edwin Watts Golf Shops, one of the world's largest specialty golf retailers, to establish the first U.S.-based "store-within-a-store" retail model for the golf industry (Datamonitor, 2011, p. 6). To extend its DieHard product range, Sears entered into a licensing agreement with Dorcy

International in 2011, which allowed Dorcy International to sell DieHard branded alkaline and rechargeable batteries and flashlights to retailers in the U.S., Puerto Rico, and the Caribbean (Datamonitor, 2011, p. 6). Sears also entered into a licensing agreement to distribute DieHard Gold auto batteries at 194 stores operated by Meijer Corporation (Datamonitor, 2011, p. 6). Through these alliances, Sears has been able to launch new product lines and increase the market for existing products (Datamonitor, 2011, p. 6).

Competitive Forces and Challenges

"In Porter's competitive forces model, the strategic position of the firm and its strategies are determined not only by competition with its traditional direct competitors but also by four other forces in the industry's environment: new market entrants, substitute products, customers, and suppliers" (Laudon, 2012, p. 95). Plus, the value chain model can target specific business activities where competitive strategies can best be applied and where information systems are most likely to have a strategic impact (Laudon, 2012, p. 102). Activities that add value to the firm's products or services are "primary" (directly related to the production and distribution of goods and services) or "support" (those that support the firm's primary activities) (Laudon, 2012, pp. 102-103). The functional areas and systems that support Sears likely include:

Vendors/Suppliers (sourcing and procurement systems, just-in-time inventory processes) → **Sears** (support: administration and management/electronic scheduling and messaging systems, human resources/workforce planning systems, technology/computer-aided design systems, procurement/computerized ordering systems; **primary**: inbound logistics/automated warehousing systems, operations/computer-controlled machining systems, sales and marketing/ computerized ordering systems, service/equipment maintenance systems, and outbound logistics/automated shipment scheduling systems) →

Retailers/Specialty Stores/Outlets, etc. → **Customers** (customer relationship management systems, customer service, customer accounts) (Laudon, 2012, p. 105).

As discussed *supra*, Sears' competitors are offering customers better value and lower prices on substitute goods such as apparel and consumer electronics, and they are investing in their stores and technology. Environmental threats include high exposure to discretionary consumer spending, rising wages and healthcare costs that reduce profit margins, and reliance on foreign sources for merchandise (Datamonitor, 2011, pp. 5, 10-11; Form 10-K, 2012). Other threats include Sears' failing to offer merchandise and services that customers want; unsuccessfully managing inventory levels; and failing to maintain the security of its customer and company data. ((Datamonitor, 2011, pp. 5, 10-11; Form 10-K, 2012).

Competitive Strategies

First, Sears realized that merchandise buyers did not have reliable information about what customers were buying at its stores (Whonderr-Arthur, 2009). In response, Sears built a larger database consolidating information on transaction records, 31 million Sears' card users, and other related data (Whonderr-Arthur, 2009). This database houses the company's Strategic Performance Reporting System (SPRS), which relays to Sears' buyers and managers what merchandise should be immediately replenished (Whonderr-Arthur, 2009). SPRS helped turn Sears around to some extent (Whonderr-Arthur, 2009). Second, Sears announced new strategies to reverse declining sales (Bustillo, 2012). "Workers armed with iPads and iPod Touches [will] pull up online reviews for customers and check whether items are in stock" (Bustillo, 2012). I-Pads will be used as point-of-sale terminals instead of cash registers (R. Moore, personal interview, November 14, 2012). Three hundred Sears stores are currently testing i-Pad usage, and Sears' goal is to have all of its stores using i-Pads by 2015 (R. Moore, personal interview,

November 14, 2012). Plans also include local Sears stores using a Skype-type service to provide "walk-throughs" to obviate regional and national managers from regularly traveling for site visits and to actually show call-in customers what items are on display (R. Moore, personal interview, November 14, 2012). Third, a loyalty program, called "Shop Your Way Rewards," offers "generous freebies for repeat purchases, as long as [customers] agree to share personal shopping data with the company" (Bustillo, 2012). Fourth, Sears will mine its "reams of customer data" to give customers exactly what they want (Bustillo, 2012). Fifth, customers may also someday be able to check-in to a mall store using their cell phones and be greeted by employees who find them via global positioning systems on their devices and direct them to products previously viewed online (Bustillo, 2012). The data collected will also change the sales floor arrangements and the designs of customer promotions (Bustillo, 2012). Sixth, to combat consumers' reducing discretionary spending in these lean times, Sears instituted a layaway program to increase its customer base and encourage spending (Datamonitor, 2011, p. 5).

Sustainable Competitive Advantages

First, Sears can sustain a competitive advantage by continuing to take advantage of emerging technologies. In fact, Sears' "Shop Your Way Rewards," with 110 million members, is the first of its kind (R. Moore, personal interview, November 14, 2012). Members can apply reward points to purchases, get special discounts, and receive product reviews on-line, among other perks (Sears: Shop Your Way Rewards, 2012). Twenty percent of Sears' sales are on-line purchases, and Sears recognizes that technology is "the way to go" (R. Moore, personal interview, November 14, 2012). Second, Sears should concentrate on its core offerings, i.e. consumer electronics, appliances, apparel, and lawn care. In fact, Sears is headed in that direction by separating the management of several of its businesses from the core Sears format,

which permits each of the disparate businesses to pursue their own strategic opportunities (Investor Information, 2012). Sears must continue to capitalize on its national brands such as Craftsman, Kenmore, DieHard, and others. Third, Sears must incorporate information systems that support its business goals. The more successfully a firm can align information technology with its business goals, the more profitable it will be (Laudon, 2012, p. 111). This strategy will lead to a more sustainable competitive advantage, which will work if supported by management, communicated throughout the firm, and accepted by employees.

Business Model Evolution

First, to better learn what customers want, Sears could stimulate customer interaction on its sears.com website by encouraging customers to "design" their own complete digital outfits and wardrobes with clothing, jewelry, handbags and accessories, and shoes from all available Sears stock and that of its Marketplace partners. The Marketplace section is a community of sellers working with Sears to provide customers with millions of additional items (Bennett-Smith, 2012). Sears' "design-it-yourself" system would differ from the humdrum "just pick-a-color-and-size" that competitors offer on their own selected apparel. Like a virtual makeover, customers could upload headshots of themselves to see how they would look in their digital creations (Covergirl, 2012). Customers could also make requests of Sears to obtain items from the Marketplace partners to make the outfits and wardrobes complete (and at discounted prices). Customers could "save" their creations on-line, which would contain the item numbers and prices for purchase later. When i-Pads are eventually utilized, each Sears store will have one area where a printer is located (R. Moore, personal interview, November 14, 2012). Sears could even print customers' creations on-site for an efficient shopping experience. Second, to reduce inventory overstock and the risks associated with reliance on foreign merchandise, Sears can

differentiate itself from competitors by stocking its stores with more “Made in the USA” merchandise (Smith, 2011). Otherwise, Sears would be “selling the same stuff as the other guy, but not always at better prices” and “losing the battle for customer dollars” (Smith, 2011). Third, while moving forward with emerging technology, Sears must employ stricter safeguards to protect consumer privacy and its image. The Federal Trade Commission recently ordered Sears to destroy customer data that it had collected via invasive spyware without adequate customer consent and in violation of Sears’ own privacy policies (Sears IT Practices, 2008; Williamson, 2009). Sears also experienced some embarrassment by failing to adequately control the lewd content inadvertently displayed by sellers on its Marketplace website (Bennett-Smith, 2012).

Best IT-Supported Proposal

Sears could stimulate even more customer interaction on its sears.com website by encouraging customers to “design” outfits, as discussed above. Such a service would ensure that Sears is in sync with its customers and shopping trends. In that vein, management should first perform a strategic systems analysis, and IT and management must collaborate to ensure that the right business processes and activities are promoted (Laudon, 2012, p. 112). Sears likely has the hardware and connectivity (servers, computers, modems, laptops, telephone system, fiber-optic cable, DSL connections/Internet service, TCP/IP, etc.) already in place in its wide area network to permit the “design-it-yourself” functions (Laudon, 2012, pp. 249-250, 254-255). Face recognition software and any additional privacy software can be installed to secure proprietary and customer information. The design function should be on a separate site from Sears’ internal functions to avoid hacking, viruses, or other disruption to Sears’ systems. Then, the secured data collected from in-store, on-line, or mobile app design functions including color, sizing, or other designations can be processed into useful information to reveal what and how much customers

are buying and to provide useful feedback to Sears. This relational database management system information would be immediately available to management, corporate buyers, sales, marketing, and inventory through Sears' enterprise resource planning system. To ensure just-in-time inventory replenishment of wanted items and to avoid overstock, affected national suppliers would receive immediate information and be able to communicate with Sears via an extranet (Laudon, 2012, p. 55). Of course, appropriate information systems security and notifications to customers must be developed and maintained. After a risk assessment has been performed, general and application controls must be established to form a framework for security and control (Laudon, 2012, p. 309). Firewalls, passwords, intrusion systems, and antivirus and antispyware software can help protect customers' privacy and Sears' systems (Laudon, 2012, p. 314-316). Sears' acceptable use policy (AUP) should be reviewed and updated to reflect this new design process and the information to be collected. As part of or in addition to the AUP, current procedural manuals should be updated to ensure proper use of the system. An information systems audit should be performed occasionally to examine the firm's overall security environment and controls governing the individual information systems (Laudon, 2012, p. 312). Last, but not least, employees are an integral part of Sears' information system. Employees can adversely impact an information system by inputting faulty data, improperly accessing privileged information, inviting external threats into the company's system, and resisting change when new systems are to be implemented (Laudon, 2012, p. 93, 302-303). To bolster success, Sears' management should help mold a new organizational culture, involve employees in the systems change, and train employees on the new system (Laudon, 2012, p. 93). With this proposal, Sears will better understand its customers, maintain a competitive edge, and gain market share.

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Grading Rubric

Criteria	11.67	13.34	14.17	15	16.67
Thoroughness & Coverage	Hardly covers any of the major relevant issues	Covers some of the major relevant issues	Reasonable coverage of the major relevant areas	Thorough coverage of almost all of the major relevant issues	Exceptionally thorough coverage of all major relevant issues
Depth, Understanding & Insight	Lack of understanding of, or lack of insight into material	Some understanding of material	Good overall understanding of material	Very good overall understanding of material, with some real depth	Excellent, deep understanding of material and its inter-relationships
Relevance & Significance	Focus is off topic or on insubstantial or secondary issues	Only some of the content is meaningful and on topic	Generally the content is reasonably meaningful and on-topic	Most of the content is meaningful and on-topic	All of the content is meaningful and on-topic content
Persuasiveness & Clarity	Disorganized or hard-to-understand presentation	Some parts of the presentation are disorganized or hard to understand	Generally organized and clear	Very good overall organization, clear and consistent arguments	Exceptionally clear, organized and persuasive presentation of ideas
Creativity & Innovativeness	Little significant or reasonably backed creative or innovative points-of-view or ideas	Few creative and innovative ideas or points-of-view that are reasonable & are backed by some analysis	Most ideas are creative and innovative or demonstrate points-of-view that are reasonable & are backed by analysis	Very good creative, and innovative ideas or points-of-view that are perceptive & are backed by strong analysis	Outstanding, creative, and innovative ideas or points-of-view that are perceptive & are backed by very strong analysis
Utilization of Source Materials	No useful references, or weak references with incorrect details or applicability	Weak use of source material and/or some details or applicability is incorrect	Some good references applied usefully	References indicate strong research used well	References indicate exceptional research used persuasively

MSBA 5200-01 FALL 2011

RFID TECHNOLOGY

Stalnaker Energy Corporation

Group 5

November 16, 2011

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Thomas Akers ✓
Evan Antanavage ✓
Nathan Fortney ✓
Gina Stalnaker ✓

INTRODUCTION

Stalnaker Energy Corporation is an independent oil and gas producing company located in Glenville, West Virginia. The company's continuing goal is to aggressively engage in the exploration, development, acquisition and operation of oil and gas wells and properties. The company offers low-risk investment opportunities for both industry partners and individual investors (www.stalnakerenergy.com)

Stalnaker Energy currently owns and operates over 300 oil and gas wells in West Virginia, concentrated in the north central portion of the state in: Gilmer, Ritchie, Doddridge, Lewis, Monongalia, Upshur, Kanawha, Roane and Calhoun Counties. While the company controls a large amount of lease acreage in these counties, it is constantly expanding its leasehold base to provide a continuous supply of high quality development prospects (www.stalnakerenergy.com)

BACKGROUND & HISTORICAL INFORMATION

Stalnaker Energy Corporation originally began in the early 1960's when Gene Stalnaker purchased a backhoe and began contracting his services to Consolidated Natural Gas and other clients. Then, Mr. Stalnaker purchased a cable tool drilling rig and began drilling in-house wells. Gene added more equipment and employees and the company's focus turned towards providing earth moving services and building drilling locations for other operators.

The company, Gene Stalnaker, Inc at the time, was incorporated in 1974 and over the next several years, the company obtained numerous rotary drilling rigs. In addition, the company acquired ancillary service equipment such as earth moving equipment, tractors, trailers, water trucks, and a well service rig. These items formed the core of the Gene Stalnaker, Inc fleet. The company drilled over 800 wells throughout West Virginia and employed over 150 people during the peak of drilling operations during the 1980's. As a result of the downturn of the Appalachian oil and gas industry in the late 1980's, the company divested itself of its drilling equipment and focused on developing and producing its own leaseholds. In 1998, the various Stalnaker companies merged to form Stalnaker Energy Corporation.

In 1997, Ron Stalnaker (Gene's son) took over the day-to-day operations of the company including the development and supervision of all drilling programs. The company has continued to grow and become one of the premier energy companies in the area. Stalnaker Energy Corporation's goal is to continually engage in low cost exploration, development, acquisition and operation of oil and gas wells and properties in West Virginia.

SERVICES

In addition to being an independent oil and natural gas producer, Stalnaker Energy Corporation provides a complete range of field and professional services to the oil and natural gas industry of north-central West Virginia. The following are the various services offered by Stalnaker Energy Corporation:

Professional Services

On staff at Stalnaker Energy Corporation are a Professional Geologist, Certified Professional Landman, and a Petroleum & Natural Gas Engineer. Some of the professional services offered by Stalnaker Energy Corporation include prospect identification and generation, prospect evaluation, land and lease acquisition, road and pipeline right-of-way identification and acquisition, drilling supervision, well completion, and frac design and supervision.

Field Services

The staff at Stalnaker Energy Corporation has many years of experience working with oil and gas wells in West Virginia. The company offers general roustabout services such as frac flowback and supervision, wellhead hookup and design, tank battery installation and hookup, location and pipeline reclamation, and contract well tending services.

Dozer and Pipeline Services

Stalnaker Energy Corporation owns and operates several pieces of equipment that provide earth moving services. Some of the services offered include lease access road construction, location and drilling pit construction, moving service equipment and service rigs on and off of location, location and pipeline reclamation, and lease road maintenance.

Turnkey Drilling Programs

Stalnaker Energy Corporation can design and manage a drilling program to suit the individual needs and requirements of clients. The company provides start to finish services and can manage from prospect generation to turning a well into production.

VISION STATEMENT & COMPANY'S MISSION

Stalnaker Energy Corporation, its owners, officers, and employees, are committed to the low cost, efficient development of the oil and natural gas resources of West Virginia and the entire Appalachian Basin. They strive to recognize the fragile balance between the economic demands of our industry and the environmental diversity and frailty of our region. We are dedicated to being an active and positive force within our economic and geographic communities by maintaining the highest possible standards of professional and ethical conduct in all endeavors (www.stalnakerenergy.com)

BUSINESS PROCESSES

Stalnaker Energy Corporation is an oil and natural gas development and production company. The process begins with our geologist and engineer conducting research to identify areas that may possess economic reserves of oil and natural gas. After a prospective area has been identified, our land department acquires acreage in the area. This is accomplished by obtaining leases directly from the landowner or by acquiring farm outs or assignments from other companies that control leases in the targeted area.

Once acreage has been acquired, the drilling process begins. Potential well sites are marked in the field and a permit application is filed with the WV Department of Environmental Protection. Once the permit application has been obtained from the DEP, Stalnaker Energy mobilizes equipment to construct the necessary roads, pits and drilling pads. After the construction process is complete, Stalnaker Energy will contract a drilling rig to drill the well. Approximately 10-14 days after the drilling is completed, a frac job is performed on the well in order to create channels in the targeted formations to allow the natural gas and/or oil to migrate to the wellbore.

At this point, Stalnaker Energy will again mobilize equipment to the site to install the production facilities and the natural gas pipeline to connect the well to a gathering line of a major pipeline transmission company. Any oil produced will be contained in a storage tank on the well location. Then, an oil transportation company will pick up the oil with tanker trucks and transport it to storage facilities and eventually refineries. The natural gas produced from the well will travel through our pipeline to a meter set on the gathering line of the pipeline transmission company.

The natural gas produced is measured by the meter and sold to a natural gas marketer. Stalnaker Energy receives payment for the gas produced from the natural gas marketer. Once the gas passes through the meter and into the gathering line, it travels through a processing plant to strip the natural gas liquids, then on to residential, commercial and industrial end users.

After the production facilities and pipeline are in place, Stalnaker Energy would reclaim all disturbed areas. Once the well is in production, employees of Stalnaker Energy would perform regular maintenance on the well to maintain production levels. This maintenance includes regularly monitoring the well, general maintenance, and swabbing or pumping the well to keep the fluid out of the wellbore and allow the gas to be produced unrestricted.

Stalnaker Energy receives payment at the end of each month for the natural gas and oil produced from each well. When we receive payment, our office staff enters all of the data into our oil and gas software and checks are issued to royalty, overriding royalty, and working interest owners on each well.

CURRENT TECHNOLOGY ENVIRONMENT

The current technology environment at Stalnaker Energy Corporation is up to industry standards. The company utilizes several technologies on a daily basis, including computers, email, internet, as well as various tools and equipment. Employees are highly skilled or can be trained in various technologies and the overall technology environment would accommodate change rather well.

AREAS FOR IMPROVEMENT

In this business, there are several employees and even more inventory, tools, and equipment to track. In addition, most of the organization's work is done outdoors. Oftentimes, items are misplaced or disappear due to weather conditions, traveling, and other reasons. As a result, Stalnaker Energy Corporation spends a significant amount of money each year replacing inventory, tools, and equipment. A lot of this cost could be eliminated if the company implemented a method for tracking inventory, tools, and equipment.

One method for tracking inventory, tools, and equipment is implementing radio-frequency identification (RFID). RFID offers automatic identification of packages, products, machinery, etc. as well as out of line of sight identification. RFID would be beneficial to the organization in tracking inventory, tools, and equipment to ensure items are not misplaced, thus reducing costs for the organization. In addition, RFID could serve other purposes, such as controlling inventory levels, offering higher level security, and reducing errors and costs, thus increasing overall efficiency and effectiveness.

After identifying the need, we believe that implementation of RFID tags on all inventory items, tools, and equipment could remedy the need and benefit the organization. Our goal is to implement RFID by placing tags and readers on the majority of inventory items, tools, and equipment, thus making it easier to track items. The organization provided us with a list of its current inventory items as well as tools and equipment (Appendix A).

RFID IMPLEMENTATION

In doing research, there are two types of RFID tags necessary for successful implementation of RFID at Stalnaker Energy Corporation. The first tag is the Motorola RFID Cargo tag. This tag will be used on the majority of our more expensive inventory items. This particular tag is all-weather resistant and can withstand extreme conditions both inside and outside of a storage unit. The durability of this tag will also benefit the company when transporting items. The technology of this tag is very reliable as this passive tag is maintenance-free. In addition, the Motorola RFID Cargo tag is compatible with Generation 2 readers, which can operate with most systems. The average lifespan for these tags is one year. The cost of this tag is \$150 per 10 units. Although it is not the lowest-cost tag, the reliability and durability of this tag is unmatched and necessary for the organization.

The second type of tag is the Confidex Ironside Micro RFID tag. These tags will be used on all equipment and tools at Stalnaker Energy Corporation. The Confidex Ironside Micro RFID tags are particularly small at only about a square inch, and can be fixated on most tools. These tags are durable in extreme weather and provide a range of 12 feet, thus allowing items to be checked in and checked out upon arrival and departure of the warehouse. Similar to the Motorola RFID Cargo tag, these tags are compatible with Generation 2 readers, thus eliminating the need for additional types of readers. The cost of the Confidex Ironside Micro RFID tag is \$100 per ten units.

Stalnaker Energy Corporation will acquire and utilize an all-in-one Generation 2 reader because they are designed for industrial environments and can withstand extreme weather conditions. In addition, these readers are compatible with both types of RFID tags necessary for the organization. The current IT network at Stalnaker Energy Corporation should accommodate implementation of RFID tags and readers as the main requirement is enough memory to support the system.

In order for successful implementation of RFID, the process must be managed and monitored. Thus, the company could establish an RFID tool box. Basically, all inventory items would be contained within the shop area and surrounded by a locked chain link fence. The Lead Mechanic/Technician would be responsible for the secure area and would receive training in RFID technology implementation and maintenance. Many of the items, such as oil filters, air filters, and oil would not require all-weather tags, thus making it less expensive to tag these items.

In addition, each company vehicle would have a fixed tag and would contain vehicle information, driver, and all tools, equipment, etc., that have been "checked out" from the RFID tool box. Tools and equipment would be signed out at the beginning of each job and signed in upon completion of a job. If items are not needed during the entire job period, the driver would return those items when finished with them. A log would be printed weekly for the field supervisor and indicate driver and tool possession and the dates items were signed in and returned. The data input would include information such as job name, driver and equipment name, the time item(s) checked out, the time item(s) checked in, the item number (tag number) and additional notes.

Regularly used items such as filters, oil, vehicle maintenance supplies will be inventoried monthly. These items will be tagged and stocked as received. Inventory reports will be generated monthly and provided to supervisor. Each item will be attributed to a particular vehicle, or a piece of equipment, or a particular well, all of which are tagged.

INTERNAL & EXTERNAL COST DATA

Stalnaker Energy Corporation loses approximately \$50,000 annually due to misplaced or stolen parts, tools, and equipment. This estimate also includes waste due to wages being paid for searching for missing parts, tools, and equipment as well as other inventory related costs. Although purchasing and implementing RFID tags and readers will be expensive initially, the benefits of implementation will exceed the cost.

PROJECTED BUDGET OF INITIAL COSTS

Acquiring and implementing RFID in an organization can be a rather expensive project. However, according to one RFID expert, "implementation costs can be as low as \$15,000 for small vendors and up to \$400,000 for larger vendors (www.inboundlogistics.com)."

The estimated initial cost to implement RFID at Stalnaker Energy Corporation is \$100,000, which includes installation of the system, employee training, readers, tags, logistics, and consulting fee.

Over 60 different types of items need to be tagged. Not all of the items have to be tagged initially as it will cost an enormous amount of money. Items such as pipes, engine parts, pumps, well tools, hoses, and tires should all be tagged. These items are large and expensive to replace. The estimated cost of tagging these items could be anywhere from \$5,000-\$20,000. The actual tagging of inventory items as they arrive is likely to cost \$500-\$2,000 based on five workers having ten tools per shift. The RFID tags can be removed from items as necessary and be attached to other items, thus saving the company some money.

ESTIMATE OF RECURRING COSTS

Maintaining the system and replacing tags can get expensive. The RFID tags are \$150 for 10 and \$100 for 10. The employees will be held accountable for replacing the lost/stolen tools, thus they will cover the cost of the lost tool and lost tag on the tool.

Maintaining the system and the readers would require occasional maintenance. Sometimes, simple fixes can be made. To avoid large expenditures, management can perform routine checks on the system and its readers. If readers need to be replaced, it could cost over \$1,000, so routine maintenance is essential.

CONCLUSION

Stalnaker Energy Corporation has an area for improvement in regards to missing and stolen inventory, tools, and equipment. Implementing RFID technology could benefit the company in many ways, namely cost savings. Although initial costs are large, the long-term benefits such as reduction of lost and stolen items as well as improved quality of inventory will greatly exceed the costs. If implemented, RFID technology could help Stalnaker Energy Corporation greatly improve overall efficiency and effectiveness and be even more competitive!

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<http://www.rfidsupplychain.com/-strse-349/Confidex-Ironside-Micro-Gen/Detail.bok>

<http://www.rfidtags.com/motorola-cargo-tags>

<http://www.stalnakerenergy.com/home.htm>

Appendix A

Stalnaker Energy Corporation

Inventory items:

valves 50+
motor oil (case)
belts (25)
fittings 80+
transmission oil & fluid(2)
suction hoses (9)
nipples 50+
antifreeze (1 case)
discharge hoses (15)
generators (9)
washer fluid (2 cases)
well tools (30+)
water pumps (8)
grease (1case)
steel bars (13)
fusing equipment 30+
diesel fuel addtv (1 case)
small engine parts 50 +)
shovels (30)
thermo aid (1 case)
tires (16)
rakes (10)
air line (13)
fence posts (20)
post hole diggers 15
compressor oil (1case)
gate posts (26)
pipe cutters (9)
chain lube (2 tubes)
plastic pipe rolls (15)
pipe threaders (6)
brake shoes (8)
culvert pipe (33)
chain saws (13)
seals (20+)
line pipe (15)
cones (15)
bearings (15)
casing pipe (20)
flagging signs (18)
bolts 100+
trucks (26)
hand pumps (6)
washers 100+

heavy equipment (7)
silt fence (15)
nuts 100+
trailers (5)
barb wire 11 rolls
Caterpillar filters (10)
TYPAR 6 rolls
John Deere filters (13)
gas sample canisters (15)
brake drums (9)
gas cans (26)
rotors (8)
weed eaters (22)
alternators (2)
pete sorb (1)
crate starters (6)

Stalnaker Energy Corporation

November 16, 2011

Group 5

Thomas Akers
Evan Antanavage
Nathan Fortney
Gina Stalnaker

Who Is Stalnaker Energy Corporation?

- Independent oil and gas producing company located in Glenville, WV
- Engages in exploration, development, acquisition and operation...
- 300+ gas wells in West Virginia



A Brief History...

- Gene Stalnaker, 1960's
- Gene Stalnaker, Inc Fleet
- Divest & Merger
- SEC Today



Services Provided...

- Professional Services
- Field Services
- Dozer & Pipeline Services
- Turnkey Drilling Programs



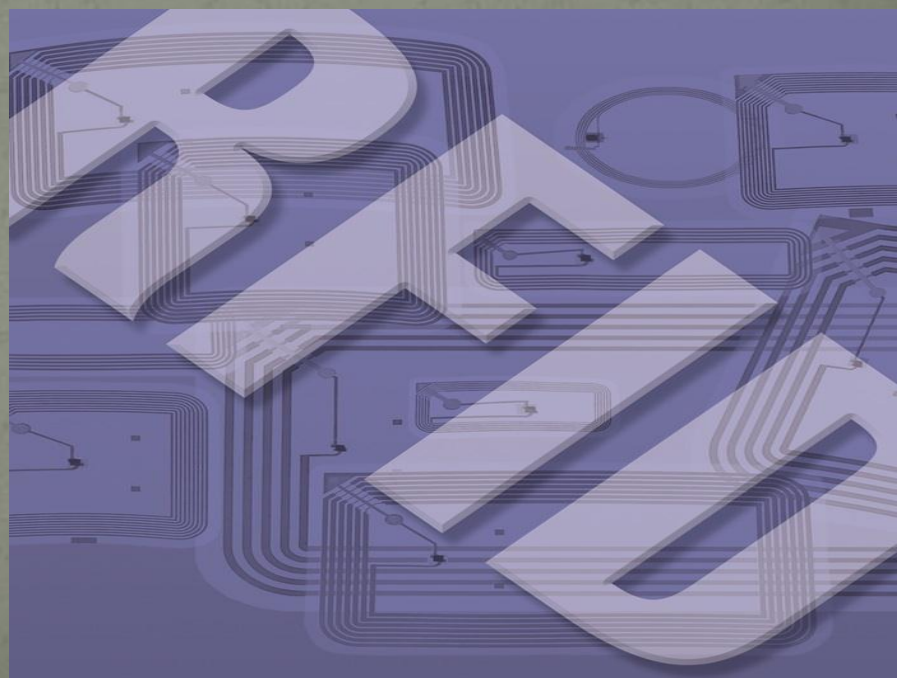
Areas For Improvement...

- Loss of Inventory, Tools, & Equipment
- Approximately \$50,000 annually
- Tracking & Accountability



Solution To Problem...RFID!

- RFID Tags & Readers
- Track all inventory, tools, and equipment
- Reduce Costs & Loss
- Create Accountability



Benefits of RFID Implementation

- Increased accuracy
 - Reduction of excess inventory
 - Reduction of theft
 - Increased productivity
-
- Reduced overhead from inventory storage
 - Improved inventory forecasts
 - Proper delivery to job sites
 - Monitored workflow
 - Improved decision making



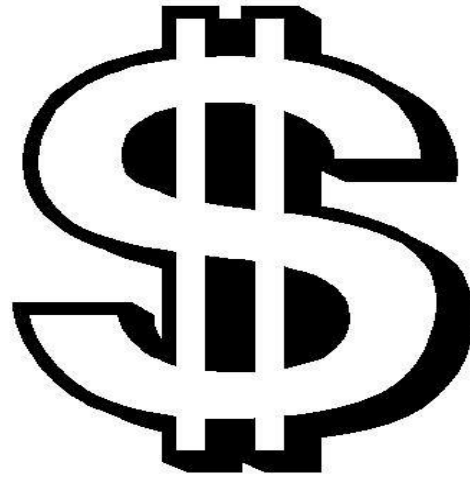
How Will It Work?

- Motorola RFID Cargo Tag
- Confidex Ironside Micro RFID Tag
- Generation 2 Reader



Anticipated Costs...

- Tags & Readers
- Training
- Consulting Fee
- Maintenance



Implementation of RFID...



- Pre – tagged items scanned by readers as delivered and binned accordingly, all other items tagged by warehouse worker and scanned into inventory system
- Orders for tools, parts, and equipment placed at the job site with mobile devices, received and filled in a timely matter, and stock levels are updated automatically
- Inventory and auditing functions are performed as items move in and out of storage facilities
- Automated report generation, reduced record keeping, reduced human error, and increased efficiency

SEC Inventory Items

Equipment	Est. Cost Per Unit	Equipment Parts	Est. Cost Per Unit	Tools	Est. Cost Per Unit	Misc. Inventory	Est. Cost Per Unit
Generators	\$3700	Brake Shoes	\$35-50	Well Tools	\$25-125	Discharge Hoses	\$35-75
Water Pumps	\$1400	Brake Drums	\$80-200	Gas Cans	\$25-50	Valves	\$30-100
Fusing Equipment	\$3100	Rotors	\$80-200	Flagging Signs	\$50-75	Fence/Gate Posts	\$25-50
Chain Saws	\$350	Alternators	\$150	Pipe Threaders	\$30-60	Culvert Pipe	\$150-250
Work Trucks	\$40,000	Belts	\$40	Pipe Cutters	\$30-60	Line Pipe	\$165-325
Heavy Equipment	\$100-150,000	Starters	\$125			Casing Pipe	\$325-675
Trailers	\$1500-2500	Small Engine Parts	\$20-75			Bulk Steel	\$240-1500
Weed Eater	\$90	Tires	\$150-650			Plastic Pipe	\$100-225
		Filters	\$25				

Warehouse Cost Reductions from RFID Implementation (Estimates based on \$15/hour wage)

Time spent looking for inventory items	6 hrs per week (\$90)
Decreased picking, loading, and downtime during order processing	3 hrs per week (\$45)
Time spent auditing and conducting inventory counts	8 hrs per week (\$120)
Savings from field workers waiting for order processing	6 hrs per week (\$90)
Data entry and administrative duties	16 hrs per week (\$240)
Other expenses (lost inventory, stolen inventory, human error, storage and overhead for overstock)	Estimated \$375 per week
Total Estimated Weekly Savings	\$960

Conclusion

- RFID IS BENEFICIAL
- Long-Term Benefits Outweigh Initial Costs
- Increase Overall Efficiency, Effectiveness, & Competitiveness!

MSBA 5200 Writing Rubric

	Exemplary	Proficient	Marginal	Unacceptable
Development and Purpose Weight _____ 30% _____	<ul style="list-style-type: none"> Clearly communicates purpose Clearly identifies and fully develops all ideas/themes 	<ul style="list-style-type: none"> Mostly communicates purpose Identifies and develops main ideas/themes, but may lack clarity or depth 	<ul style="list-style-type: none"> Vaguely communicates purpose Does not identify or develop some main ideas/themes 	<ul style="list-style-type: none"> Mostly fails to communicate purpose Does not identify or develop most ideas/themes
Organization Weight _____ 20% _____	<ul style="list-style-type: none"> Clearly and consistently organizes ideas Effectively structures and orders paragraphs 	<ul style="list-style-type: none"> Consistently organizes ideas, but structure may be formulaic or unsophisticated For the most part effectively structures and orders paragraphs 	<ul style="list-style-type: none"> Frequently does not organize ideas; structure is formulaic or unsophisticated Often does not structure or order paragraphs 	<ul style="list-style-type: none"> Does not organize ideas For the most part, does not structure or order paragraphs
Style Weight _____ 10% _____	<ul style="list-style-type: none"> Uses sophisticated and varied sentence structure Uses vocabulary and style that appropriate to the audience 	<ul style="list-style-type: none"> Uses effective and varied sentence structure Uses vocabulary and style that are mostly appropriate to the audience; some words may be used incorrectly 	<ul style="list-style-type: none"> Uses little variety in sentence structure; some syntax errors may be present Uses vocabulary or style that are frequently inappropriate to the audience; words are often used incorrectly 	<ul style="list-style-type: none"> Uses no variety in sentence structure; syntax errors frequently present Uses vocabulary or style that are inappropriate to the audience; words are consistently used incorrectly
Research/data information and integration Weight _____ 15% _____	<ul style="list-style-type: none"> Uses credible sources Integrates source material and data seamlessly into body of text 	<ul style="list-style-type: none"> Mostly uses credible sources Integrates most source material and data into body of text 	<ul style="list-style-type: none"> Uses some credible sources Includes but does not integrate source material and data into body of text 	<ul style="list-style-type: none"> Does not use credible sources Does not use source material or data
Managerial Response Weight _____ 20% _____	<ul style="list-style-type: none"> Identifies and describes appropriate business concepts Demonstrates creative and innovative thought 	<ul style="list-style-type: none"> Identifies and describes some appropriate business concepts Provides some creative or innovative thought 	<ul style="list-style-type: none"> Identifies or describes some appropriate business concepts Mainly lacks creative or innovative thought 	<ul style="list-style-type: none"> Fails to identify or describe appropriate business concepts Fails to demonstrate creative and innovative thought
Mechanics Weight _____ 5% _____	<ul style="list-style-type: none"> Makes virtually no grammar, punctuation, or spelling errors 	<ul style="list-style-type: none"> Makes few grammar, punctuation, or spelling errors; these are not distracting to the reader 	<ul style="list-style-type: none"> Makes occasional grammar, punctuation, or spelling errors; these may be distracting to the reader 	<ul style="list-style-type: none"> Makes frequent grammar, punctuation, or spelling errors; these are distracting to the reader

MSBA 5200 Oral Presentation Rubric

	Exemplary	Proficient	Marginal	Unacceptable
Organization Weight _30%_	<ul style="list-style-type: none"> Clearly and consistently organizes material Clearly communicates purpose/thesis 	<ul style="list-style-type: none"> Generally organizes material in logical structure Communicates a central idea or topic 	<ul style="list-style-type: none"> Loosely connects ideas but structure is unclear Focuses on an idea or topic 	<ul style="list-style-type: none"> No apparent structure Shows little or no focus Lacks introduction, body, and/or conclusion
Language Weight _20%_	<ul style="list-style-type: none"> Consistently uses appropriate language for situation and audience Consistently uses precise and vivid language 	<ul style="list-style-type: none"> Generally uses appropriate language for situation and audience Generally uses clear and effective language 	<ul style="list-style-type: none"> Seldom uses appropriate language for situation or audience Seldom uses clear language 	<ul style="list-style-type: none"> Consistently uses inappropriate language for situation or audience Consistently uses vague or unclear language
Content Weight _30%_	<ul style="list-style-type: none"> Presents material that is highly specific, credible, relevant, sufficient, and interesting Includes only material appropriate to situation and audience 	<ul style="list-style-type: none"> Presents material that is adequately specific, credible, relevant, sufficient, and/or interesting Includes material generally appropriate to situation and audience 	<ul style="list-style-type: none"> Presents material that is minimally specific, credible, relevant, sufficient, and /or interesting Includes material generally appropriate to situation or audience 	<ul style="list-style-type: none"> Presents material that lacks specificity, credibility, relevance, sufficiency, and/or interest Consistently presents material inappropriate to situation and /or audience
Nonverbal Delivery Weight _10%_	<ul style="list-style-type: none"> Speaks directly to audience without referring to notes or visual aids Exhibits clear awareness of and responsiveness to audience 	<ul style="list-style-type: none"> Generally speaks directly to audience occasionally referring to notes or visual aids Exhibits general awareness of audience reaction 	<ul style="list-style-type: none"> Relies heavily on notes or audio visual aids Exhibits limited awareness of audience reaction 	<ul style="list-style-type: none"> Reads directly from notes or audio visual aids Exhibits little or no awareness of audience reaction,
Verbal Delivery Weight __10%_	<ul style="list-style-type: none"> Consistently varies voice in pitch, volume, rate and emphasis Uses no fillers (ahs, uhms, ers) 	<ul style="list-style-type: none"> Generally varies voice in pitch, volume, rate, and emphasis Occasionally uses fillers (ahs, uhms, ers) but generally not distracting 	<ul style="list-style-type: none"> Occasionally varies voice in pitch, volume, rate, and/or emphasis Use distracting fillers (ahs, uhms, ers) that detract from the presentation 	<ul style="list-style-type: none"> Consistently fails to vary voice in pitch, volume, rate, or emphasis Consistently uses distracting fillers (ahs, uhms, ers) that detract from the presentation

MSBA 5400-01 SPRING 2010

Business Environments

Ethics Lessons for Managers

Mark A. Messenger

May 10, 2010

Abstract

This document provides a summary of *Business Environments*, a graduate level business ethics course offered by Fairmont State University. It gives an overview of themes from the course and lessons for managers. The paper introduces several ethical theories, guidelines, and frameworks useful for shaping ethical thinking while providing practical examples of real life ethical dilemmas. Advice is given concerning strategies for global business imperatives. Additionally, the report anticipates possible future changes in the legal landscape and the resulting implications for business managers.

Contents

1.	<i>Ethics –Simply “Doing the Right Thing”?</i>	4
2.	<i>Tools for Ethical Thinking</i>	5
2.1	Free Market Ethics	5
2.2	Utilitarianism: Assessing Consequences	5
2.3	Deontology: Rights and Duties	5
2.4	Virtue Ethics: Habits of Goodness	6
2.5	The Ethics Guy: Five Easy Principles	6
2.5.1	Life Principle #1: Do No Harm	6
2.5.2	Life Principle #2: Make Things Better	7
2.5.3	Life Principle # 3: Respect Others	7
2.5.4	Life Principle #4: Be Fair	7
2.5.5	Life Principle #5: Be Compassionate	8
3.	<i>Vital Lessons for Today’s Business Managers</i>	8
3.1	Corporate Social Responsibility	9
3.1.1	Michael Porter & Mark Kramer	9
3.1.2	A Corporate Social Responsibility Success Story by Herman Miller	9
3.2	The Duty of Loyalty	10
3.2.1	Weinstein’s Principle No. 3: Respecting Others	11
3.2.2	Whistleblowing – The “Right Thing to Do”?	11
3.3	Overemphasizing Profits	12
3.3.1	The Proof is in the Pudding:	12
3.4	Global Business Implications	13
3.4.1	The Ethics of Outsourcing	14
3.4.2	Global Firms/Supply Chains Present Ethical Challenges	14
3.4.3	Intellectual Property Concerns	15
4.	<i>Anticipating Future Business Environment Changes</i>	16
4.1	Protection of Personal Property and Information Rights	16
4.2	Marketing and Technology	17
5.	<i>Closing Remarks</i>	18
6.	<i>References</i>	19

1. Ethics –Simply “Doing the Right Thing”?

It can be said that business and management are really about making decisions; and, a typical day is filled to the brim with them. Unfortunately, not all of them are as cut and dry as we'd like them to be. Life would be much easier if the multitude of decisions we encounter were mathematically quantifiable and/or perfectly objective. But the fact is many of the problems, questions, and decisions managers face on a daily basis are messy, encompassing a vast array of variables.

In the United States and other countries like it this stems partly from the balance of two distinct values: freedom – established as a way of life through our democratic system, and responsibility – established through a legal framework designed to protect our freedoms while providing a baseline set of rules for behavior. As citizens bound by this legal framework we understand that we must meet minimum standards or face the consequences of our actions. For example, it is well known that if you are caught in the act of shoplifting, unless your name is Winona Ryder, you will be punished in some fashion – maybe even face jail time. Yet, in an effort to protect freedom, the law does not and cannot define every acceptable or unacceptable behavior. The result – for any given predicament – is a slew of possible solutions that all satisfy the legal condition. According to Halbert & Ingulli (2009, p. 1), this is where ethics presents itself: “While law concerns what we *must* do, ethics concerns what we *should* do.”

Throughout this course a recurring theme has presented itself: ethics is all about “doing the right thing”. This mantra is repeated countless times throughout the text, cases, articles, books, and other outside readings. Of course, this concept sounds very simple. After all, most of us have been taught *right from wrong* since the day we were born. Yet, “doing the right thing” provides very little direction for managers facing messy ethical dilemmas. Considering the multitude of stakeholders potentially affected by a single action can turn a simple issue into a daunting task. In this case, the “right thing to do” reveals several questions:

- 1.) The “right thing to do” from whose perspective? Mine? My family? The company? The employees? Society? The community? The customer?
- 2.) The “right thing to do” in comparison to what? The legal system? Social norms? Cultural antecedents? Past practices in the marketplace?
- 3.) The “right thing to do” based on the consequences of the decision? Short term consequences or long term consequences? Environmental consequences?

And these are just a few of the questions that might permeate the scope of a typical business decision. Such analysis is complex at best and a clear course of action can prove elusive – making it seem impossible to find solutions to difficult business problems. Fortunately, studying ethics reveals several theories – traditional and contemporary – that can help guide managers through this seemingly insurmountable process.

2. Tools for Ethical Thinking

The text for this course, *Law and Ethics in the Business Environment*, offers what Halbert & Ingulli (2009) refer to as an ethical toolkit – a series of ethical frameworks that provide a reference for ethical assessment. The toolkit describes in detail several useful perspectives. Each theory certainly has its own set of strengths and weaknesses and none are meant to be a single definitive guideline. However, by reflecting on the combined understanding of the various ethical viewpoints at our disposal we can arrive at several potential solutions to ethical problems, perform comparative analyses, and choose accordingly the best course of action. A brief description of four traditional ethical theories presented by Halbert and Ingulli is listed in the following subsections, as well as a contemporary guideline developed by Dr. Bruce Weinstein.

2.1 Free Market Ethics

Free market ethics assumes that the overriding goal of any business is to be profitable. The primary responsibility therefore of any employee is to act in the best interests of the organization with the understanding that profits are paramount. Here, the rules of society, laws, and regulations should be followed without question. However, as Milton Friedman – the most well-known proponent of this view – states, “In a free society, there is one and only one social responsibility of business – to use its resources and engage in activities designed to increase its profits so long as it stays within the rules of the game, which is to say, engages in open and free competition without deception or fraud (Halbert & Ingulli, 2009, p. 10).” In this line of thinking all other factors outside of this scope would be seen as a wasteful allocation of organizational resources. According to Halbert & Ingulli (2009, p. 12), right or wrong, “This ethical perspective is deeply imprinted upon the economic and cultural lives of most people in the developed world.”

2.2 Utilitarianism: Assessing Consequences

Jeremy Bentham, an eighteenth-century philosopher and social thinker, argued that ethical behavior is defined by “...bringing about as much happiness as possible for the greatest number of people (Halbert & Ingulli, 2009, p. 12).” Thus utilitarianism refers to the “utility”, or the consequences of our actions. The goal of utilitarianism therefore is to choose the alternative that produces the greatest overall good for all stakeholders affected by a given decision. In this way, “Utilitarianism asks us to compare the harms and benefits of an action not just for the decider, but for all persons who will be affected by the decision (Halbert & Ingulli, 2009, p. 12).” In this way, utilitarianism contrasts free market ethics; it prompts us to look outside the scope of individual and organizational implications, focusing our attention instead on the entirety of the consequences of our decisions – not just for the short term, but for the long term as well.

2. Deontology: Rights and Duties

Deontology is an ethical theory that places emphasis on universal principles such as respect for life, fairness, telling the truth, and keeping promises. In Deontology these principles are absolutes; there is no room for shades of gray. For example, Immanuel

Kant, an early deontological ethicist, believed one should never lie – regardless of any negative consequences. Of course, this theory has some obvious flaws. Halbert & Ingulli (2009, p. 14) point out an example:

Suppose someone running away from a murderer tells you where he is going to hide, and then the murderer rushes up to ask you where the first person went. Wouldn't this be a good time to lie? Kant would say there is never a good time, even in this example.

Additionally, it can be difficult to assess and prioritize the universal rights and duties of all stakeholders simultaneously. This tends to create situations where various parties have conflicting absolute rights and responsibilities, a confusing proposition indeed. Still, the concept has merit and can prove useful in ethical analysis by promoting creative thinking.

2.4 Virtue Ethics: Habits of Goodness

Whereas utilitarianism and deontology focus on the morality of actions taken, virtue ethics, “directs our attention to what human beings are capable of *being*, on how they can cultivate the habits of good character that will naturally lead them to their fullest potential (Halbert & Ingulli, 2009, p. 16).” This theory presupposes that virtues such as courage, generosity, justice, fairness, honesty, cooperation, and happiness are *learned* by witnessing these moral abilities demonstrated within our individual and collective social circles. In other words, becoming virtuous is a conditioning process - one that develops over a lifetime of exposure to ethical habits played out in public forums. The problem here is that not all societies exhibit the same virtues or hold the various attributes of moral character with the same regard. When differing social groups maintain opposing views it can be difficult to determine which moral action represents the best solution.

2.5 The Ethics Guy: Five Easy Principles

Dr. Bruce Weinstein, known in the business world as *The Ethics Guy*, is a highly regarded corporate consultant and public speaker. He has appeared on numerous national TV shows and is the author of several books on the subject of ethics. He writes a bi-monthly column for BusinessWeek.com's Managing channel. I found it intriguing when Weinstein's five ethics principles were briefly introduced during our last class. I like the simplicity of this concept and the fact that it goes beyond mere theory – offering a series of guiding principles that can be applied to any ethical situation. The five principles are described in the following sections and it's interesting to point out that many of the concepts mirror portions of the traditional ethical theories presented in *Law & Ethics in the Business Environment*. As managers, these simple but surprisingly effective guidelines offer a quick litmus test for examining potential solutions to difficult business ethics problems.

2.5.1 Life Principle #1: Do No Harm

Weinstein refers to his ethical guideline as a list of “life” principles. As such, he considers the five principles to be a set of “rules to live by”. He is quick to point out that

these principles are not his, stating that we have known about them for more than 5000 years (Weinstein, 2007). Practically every religion incorporates the teaching of these principles as do parents in all parts of the world in rearing their children. According to Weinstein (2007) the first principle, do no harm, "...is both the most important of the five ethical or "life" principles and the easiest to put into action." Without this principle as a societal building block, people would live in fear – unable to trust their fellow humans.

2.5.2 Life Principle #2: Make Things Better

According to Weinstein (2007), it is with this principle that ethics deviates from the law. After all, there is no legal context requiring businesses to make the world a better place. Of course this principle must be applied selectively as giving too much of ourselves can result in financial and emotional bankruptcy. Here, Dr. Weinstein (2007) offers an interesting observation: "Mother Teresa could not possibly have benefited everyone in the world, though she went much further than most of us." In other words, we can't let the daunting task of positively impacting the world render us immobilized. In this way Weinstein touches on a point established by Michael Porter in his work on corporate social responsibility. Porter states (2006), "...Corporations are not responsible for all the worlds' problems, nor do they have the resources to solve them all." Instead, each individual firm should focus on distinct linkages with society where shared value can be created by engaging in mutually beneficial relationships.

2.5.3 Life Principle # 3: Respect Others

At the core of any successful business is a focus on building and maintaining relationships – with customers, suppliers, regulating bodies, employees, management, and the surrounding community. These relationships are rooted in the simple moral concept of trust. As Weinstein (2007) puts it, "When others trust you, they are more likely to continue being your customer, employer, or friend." He also outlines three basic ways in which we build trust – protecting confidentiality, telling the truth, and keeping our promises. He is quick to point out however that there are always extenuating circumstances. For instance, "The courageous people in World War II who lied to the Nazis to protect Jews in hiding were doing the right thing, because they rightly valued protecting human life over the duty to be truthful." There's that phrase again: "doing the right thing". Here, Weinstein correctly strays from the moral absolutes set forth in Deontological thinking. He recognizes that the challenge to living an ethical life is finding ways to honor both the duties of doing no harm, and being truthful (Weinstein, 2007).

2.5.4 Life Principle #4: Be Fair

For this principle, Weinstein offers three different branches of fairness: distributive, retributive, and rectificatory justice.

- 1.) Distributive justice – refers to how limited resources are allocated to a group of people with varying needs, wants, and desires (Weinstein, 2007). For instance – A company may have to decide who deserves a raise and how much that raise should be.
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- 2.) Retributive justice – refers to how we reprimand those who violate certain standards of behavior such as laws and corporate policies (Weinstein, 2007). In other words, the punishment should fit the crime.
- 3.) Rectificatory justice – refers to how we resolve a situation where a person or group has been treated unfairly (Weinstein, 2007). This is the act of making things right again.

Weinstein explains (2007), “that the answer to questions of fairness does not come from a rigid formula or some set-in-stone criteria.” Instead, when approaching issues of fairness it is important to combine knowledge of facts with an application of relevant rules (Weinstein, 2007). When determining proper punishment for example, one could ask the following questions (Weinstein, 2007):

- 1.) What was the nature of the offense?
- 2.) How many times has the person committed the offense before?
- 3.) What’s the magnitude of the harm that resulted from the infraction?
- 4.) Were the consequences of the offense reasonably foreseeable?
- 5.) Is there an organizational policy that specifies what punishment should be enforced?

Here, Weinstein offers an excellent guide for future managers as it is likely that we will all have to discipline an employee some day. It would seem that these questions could prove useful – helping managers avoid the mistake of using irrelevant criteria in determining retributive justice, thus resulting in fair outcomes (Weinstein, 2007).

2.5.5 Life Principle #5: Be Compassionate

Dr. Weinstein states (2007), “Where life principles 1-4 are obligatory, life principle no. 5, be loving, might best be considered above and beyond the call of duty.” After all, just because we don’t gush over everyone we come into contact with does not necessarily mean that we are being unethical. But, Weinstein is not talking about this kind of love. Instead, he is urging us to reach out to each other in kindness, care, and compassion. This principle goes hand in hand with all the previous principles. Without compassion – all the other principles are empty, self-serving, and meaningless.

3. Vital Lessons for Today’s Business Managers

Equipped with the full set of ethical tools, frameworks, theories, and guidelines as presented in the preceding sections we can begin to analyze and understand many of the predominant ethical dilemmas managers currently face in today’s business climate. We can utilize this baseline of ethics knowledge to define and dissect the multitude of stakeholders, factors, and implications surrounding a particular problem or situation. In doing so the following sections offer an overview of the major themes presented throughout the *Business Environments* course and a corresponding list of *lessons learned* for future business managers. Rather than attempt to summarize all the lessons encountered throughout the course I’ve focused on a select few that have had the most profound impact for me personally. In this way I am able to offer insights and

experiences that reflect how the course material has provided a basis of theory and knowledge – shaping my thoughts and positions on the subject of ethics.

.1 Corporate Social Responsibility

I've often found it difficult to reconcile what sometimes appear to be two very different and conflicting views regarding business and the ethics of social responsibility. As a person of faith I believe in moral absolutes: fairness, good stewardship, responsibility, compassion, and equality of sex, race, creed, etc. As a career minded professional, graduate MBA student, and the child of an entrepreneurial father I believe in our capitalistic system – a democratic institution second to none for establishing a successful business. In other words, how can exemplary ethics or the concept of “doing the right thing” go hand in hand with a highly successful and profitable business organization?

For this very reason, the excerpt from Michael Porter and Mark Kramer's *Strategy & Society: The Link between Competitive Advantage and Corporate Social Responsibility* found in the textbook, and the book I chose for the CSR Report assignment, *Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage*, resulted in quite the epiphany for me personally. I was surprised and inspired to find what I hoped was true – that the two conflicting views, strong ethics on one side and strong profits on the other, are by no means mutually exclusive. In fact, not only can you have it both ways, it almost seems imperative to take this very approach in order to ensure long term organizational success.

3.1.1 Michael Porter & Mark Kramer

To highlight this concept I turn to business strategy guru – Michael Porter. Porter is recognized as one of the foremost authorities on business strategy and developing competitive advantages in the marketplace. According to Porter and Kramer, successful companies and healthy society are mutually dependent upon each other. “Leaders in both business and civil society have focused too much on the friction between them and not enough on the points of intersection (Porter & Kramer, 2006).” Much like Dr. Bruce Weinstein, Porter holds that no company can right all the wrongs in the world. But, a firm can and must seek a CSR strategy that creates shared value – one that promotes meaningful benefits for society while adding value to the business.

3.1.2 A Corporate Social Responsibility Success Story by Herman Miller

Herman Miller is a company that has instituted such a strategy. They have incorporated environmental thinking into the core of their social responsibility agenda. In doing so, the company has set itself apart by providing products that are nearly carbon footprint free. This creates a win-win scenario: Society reaps the benefit of a cleaner, safer environment while Herman Miller is able to strengthen their reputation as a high-quality supplier of environmentally-friendly products, resulting in added value for the firm.

I was taken aback by the numerous times Herman Miller was mentioned in the book *Green to Gold* by Daniel C. Esty and Andrew S. Winston. Here was a company I had

never heard of before that seemed to define the concept of excellence in environmental leadership. Coming from a background in the glass etching business, an industry that uses Hydrofluoric Acid as a frosting agent in glass fabrication, I understood the importance of environmental compliance. But, I failed to understand the value proposition of going beyond legal and regulatory guidelines. After all, I thought, wouldn't going beyond compliance mean higher costs and lower profits? The authors of *Green to Gold* correctly point out that this is not necessarily true - going beyond compliance sometimes brings previously unforeseen cost savings. Many companies are able to reduce regulatory, testing, analysis, and training costs by eliminating harmful substances altogether. Thus, *thinking green* can actually save a company in the long run.

Herman Miller provides some real life examples of this approach. The following excerpt from *Green to Gold* is a very telling Herman Miller success story. Here again, the concept of “doing the right thing” is repeated. The account describes how the firm’s Vice President of purchasing, Drew Schramm, passed up a potential savings of \$1 million, because of environmental implications. As a voluntary member of the firm’s Environmental Quality Action Team (EQAT), he faced a difficult dilemma:

(Schramm’s) financial goals for the year were tight: Cut \$25 million in costs. His team found a less expensive replacement for one commonly used part. The new option would save the company \$1 million, but it contained polyvinyl chloride (PVC). And unfortunately, the EQAT’s DfE team had set a goal of using no PVC. In the long run, as potential regulations tightened or customer preferences shifted away from harmful materials, it would be better for the company to avoid PVC. So Schramm said “No thank you” to the \$1 million savings, took his decisions to the President, and together they agreed it was the best course. Schramm had to find the savings elsewhere, which he did.

The lesson for managers here is that corporate social responsibility is not just a matter of compliance with laws and regulations. It is not merely the act of doing just enough to avoid fees, litigation, and major crises – a traditional line of thinking that seems to be driven by the profit imperative of business. Rather, by looking at examples of corporations that go above and beyond the legal requirement, like the Herman Miller example above, we see that inviting ethics into the value chain and the strategies of the organization can create strategic, competitive advantage for the company while benefiting society.

.2 The Duty of Loyalty

Another major theme discussed throughout this course is the duty of loyalty we have as employees of a particular organization. This duty hinges on the concept of employment-at-will. Employment-at-will is a legal doctrine that refers to the employee’s right to quit at any time while maintaining the employer’s power to fire employees for good cause or no cause at all. As with all laws there are certainly exceptions, but the underlying premise is that employers can exercise broad discretion and reasoning when dismissing

employees. In light of this concept of employment-at-will, there may come a time in our careers when we feel morally obligated to reveal unethical activities; but, this act of “whistleblowing” can present quite the ethical dilemma. The question we must ask is: Will we as managers be true to ourselves, “do the right thing”, and attempt to instill corrective change, or will we succumb to peer and employer pressures that can sometimes conflict with moral excellence?

3.2.1 Weinstein’s Principle No. 3: Respecting Others

In researching Dr. Weinstein’s five life principles I found that his explanation of the third principle, Respecting Others, contained some points that relate to the concept of corporate loyalty. In order to respect others in the business environment, according to Weinstein, we need to protect confidentiality, tell the truth, and keep our promises. As employees we are required to uphold these ethical obligations, especially with respect to the firm’s clientele.

I realized in reading Weinstein’s comments that I can do a better job when it comes to keeping my promises. He states that sometimes we bring the duty of keeping promises on ourselves by telling clients “I promise to call you at...”, or “I’ll get back to you with an answer ASAP”. As an inside sales representative I make these kinds of promises all the time. I do my absolute best to keep them, but sometimes I make a promise to get back to a customer within a certain timeframe and then my boss hands me an emergency assignment – making it nearly impossible for me to stick to my word. Yet, it is my duty as an employee to do the job that is asked of me – which means I should communicate with my boss concerning priorities and the need to honor my promises. However, faced with employment-at-will it can be difficult to open such a dialogue. As future managers we need to take this subject seriously and Weinstein (2007) offers some excellent suggestions for managers and how we can improve in this area. They are (Weinstein, 2007):

- 1.) Don’t make promises you can’t keep
- 2.) Keep the promises you make
- 3.) If you can’t keep a promise for a legitimate reason (which does not necessarily include something better coming along), be honest with the person to whom you made the pledge.

3.2.2 Whistleblowing – The “Right Thing to Do”?

Sometimes, it is the company that breaks the moral obligation of trust and respect rather than the employee. According to Weinstein (2007), “If we routinely spend our time at work surfing the internet, shopping for bargains, or yakking on the phone with friends, we have not only violated our contract; we have broken our promise to our employer and we are no longer entitled to remain an employee in good standing.” However, if we do our job well but our employer fails to pay us appropriately, or turns a blind eye to reports of sexual or racial harassment in the workplace, the company has broken its promise to us, and we are entitled to act (Weinstein, 2007).

Still, as we learned from a survey listed in *Law & Ethics in the Business Environment* conducted by Donald and Karen Soeken, employees need to proceed with caution with considering the act of whistleblowing. The general consensus among real-life whistleblowers is that pointing out ethical wrongdoings is an extremely difficult and frightening experience. Many are harassed by their peers and ostracized by close friends and coworkers. In the case of private corporations, all those surveyed lost their jobs. The survey shows without a doubt – corporations do not respond favorably to those that attempt to shed light on unethical behavior. Typically, the whistleblower is thereafter perceived as a disloyal outsider and relieved of his or her duties.

The statistics here are alarming. Whistleblowing more often than not ends badly – loss of employment, shattered relationships, depreciation of physical and mental health, divorce, etc. Yet, even here we find the mantra of “doing the right thing” is repeated. Despite the troubles experienced by whistleblowers most of those surveyed state they would do it all over again. As managers we need to be prepared for situations like this. In the future we may have to be honest and stand alone in pointing out the inequities of our employers. Or, perhaps we should ask ourselves what we will do when a direct report reveals a wrongdoing, because the implications for us as supervisors are just as important. It is imperative to stress openness and honesty with those in our service. Additionally, the importance of strong ethics programs, mission statements, and codes of conduct cannot be overstated. Corporations and upper management should strive to develop and cultivate a culture of ethical behavior and awareness. In doing so unethical behaviors can be brought to light, examined, and fixed internally. In this way, ethical issues and the problems they create can be corrected before they turn into disasters.

. Overemphasizing Profits

My first job out of college was a sales engineer position at a local manufacturer. I’ll never forget what our CEO used to say, because he repeated it every time he talked about the state of the company. He would declare, “Successful business is all about cash, and profits.” Of course there is a lot of truth to this statement and I certainly don’t intend to imply any ethical ill will on the part of my previous employer. After all, if you don’t have cash flow and profits, you don’t have a very bright future in business. Yet, throughout this course we’ve seen companies get into trouble as a result of placing too much emphasis on short term profits. I think this is an important lesson for managers: we mustn’t allow profits, corporate mandates, financial pressures, and the potential monetary costs associated with “doing the right thing” cloud our judgments – this can very easily lead to poor choices and turn small problems into catastrophic disasters.

3.3.1 The Proof is in the Pudding:

Below are a few examples of situations presented throughout the course where financial pressures – at least in part – led to unethical behavior. Certainly, there are other issues and forces at play in these examples – but they also clearly depict a misguided prioritization of financial concerns. Future managers should be wary of this short-sighted thinking and instead focus on strategies that will yield long-term success.

- 1.) During the Desperate Air Company Ethics Role Play exercise we saw how easy it is to allow financial pressures to infiltrate the ethical decision making process. A lack of cash flow persuaded CEO Benton Williams to instruct his subordinates to make a quick sale despite serious ethical implications.
- 2.) In the real life example presented through the Red Gold debate, the costs of providing safe working conditions to the Mopawi divers was a factor in withholding personal protective equipment and skirting worker rights – a tactic that would be severely punishable here in the United States.
- 3.) During the Ethics Roundtable discussion, we witness a fictitious pharmaceutical company providing a one-time check of \$10,000 to a community medicine man. This quick “payoff” seemed like a conscious clearing directive to me – one that shows a serious lack of caring for the community that inspired the drug in the first place – a drug that would end up earning the firm millions of dollars in revenues.
- 4.) Numerous examples throughout the text and in outside readings reference the business practice of outsourcing and tax abatement for manufacturers. Coming from a manufacturing background I understand the pressures here. However I think outsourcing should be used as a last resort only. Far too often companies move operations prematurely because they see the labor savings as a quick fix. I’ve been in organizations where we’ve been able to avoid this by maintaining competitiveness in the marketplace through hard work, determination, technology implementation, quality leadership, and continuous improvement programs.
- 5.) The costs of shutting down production, recalling product, testing, and cleanup fees likely affected the decisions made by Peanut Corporation of America. Upon finding traces of salmonella, the company blatantly disregarded proper protocols and shipped the product to an unsuspecting public – resulting in a massive outbreak that caused the death of several individuals. This company is no longer in business.
- 6.) Harvard professor Joseph L. Badaracco, Junior’s research on ethics reflects how companies tend to place finances ahead of ethics. A survey of MBA students revealed that, “First, performance is what really counts, so make your numbers (Halbert & Ingulli, 2009).”

.4 Global Business Implications

The world is flat according to Thomas Friedman. Technology, the internet, computers, outsourcing, and off-shoring have leveled the commercial playing field so to speak. This brings a whole new set of ethics questions to the forefront of the marketplace. How should companies behave abroad? Is it enough to merely follow local rules and regulations? Or should U.S. companies attempt to positively affect the cultural, legal, and political landscapes of a society? Should companies be concerned with the multi-tiered vendors of its supply chains? These questions outline the numerous ethics implications for business managers in an increasingly global economy. The following sections discuss some of the more prominent global ethics problems facing managers today.

3.4.1 The Ethics of Outsourcing

Early in the semester, a discussion question from the text presented a case involving a Maytag factory that moved overseas. Coming from a manufacturing background I've faced these kinds of situations in the past. I mentioned in a previous section how I feel about outsourcing – that it should only be considered as a last resort, unless of course the firm is branching out as a global network. I completely understand that sometimes a particular market demands finding cost savings that only cheap overseas labor can provide. However, I have no respect for companies that don't put forth the effort and exhaust all other options first. Still, no business minded individual can argue against the savings a company can achieve by utilizing low wage workers in other parts of the world. And, in some instances this savings is necessary to maintain competitiveness in the marketplace or position the company for global growth. Managers need to understand that it is not always what they do but how they do it. The fact that IBM required their workers to train their overseas replacements highlights this issue. We need to be careful how we approach this topic – it needs to be handled with respect for both worker rights and the communities affected by the ultimate decision.

3.4.2 Global Firms/Supply Chains Present Ethical Challenges

Firms with facilities scattered around the world and others with global supply chains must consider the implications of managing ethics at locations abroad. Developing countries tend to have legal systems that are more lax than here in the United States. The question is: how far should companies go to influence the culture and prevailing business and political climates of a particular community? Porter and Kramer (2006) would say, "The mutual dependence of corporations and society implies that both business decisions and social policies must follow the principle of shared value." In other words, whatever action the company takes must be mutually beneficial to both sides. Furthermore, as long as a firm stands for the protection of individual freedoms while promoting strategic American business practices of fair wages, safe working conditions, environmental responsibility, and personal rights then the company should be confident in its efforts.

However, sometimes promoting American business practices is not enough. There are certainly situations where companies have attempted to operate overseas sites in a socially responsible manner but failed despite their efforts. One such example involves Levi Strauss – in 1992 the company shut down operations in Burma. They claimed that it was no longer possible to maintain operations in that country without directly supporting a military state. So, the company discontinued operations there.

Of paramount importance here is for managers to fully understanding the entirety of the cultures and the political landscapes in the countries where they conduct business. Going further, U.S. companies should examine the operations of overseas suppliers as well. Through the Red Gold debate and other examples in the text we've learned that companies can be implicated for the actions of their suppliers thereby seriously jeopardizing the firm's reputation. I must admit Red Lobster seemed legitimately unaware of the treatment of lobster divers in Nicaragua and Honduras. But ignorance is no excuse, and the firm became mired in a messy debate on human rights and environmental responsibilities.

Luckily for Red Lobster, Americans really love their crab legs and tend to have short memories when considering human rights issues overseas. But, it didn't go over so well for HIT Entertainment when they sold Thomas the Train toys produced by Chinese manufacturer RC2 Corporation. Authorities discovered that RC2 had been using lead based paint – a material that poses serious health risks for children. The U.S. government quickly stepped in and urged parents to confiscate the discrepant toys. Rather than accept responsibility HIT management tried to distance the firm from the manufacturer and placed all the blame squarely on the shoulders of RC2. This approach did not sit well with parents and resulted in a public outcry of contempt; "...the prospect of lead based paint in your child's nervous system tends to focus the mind (Halbert & Ingulli, 2009, p. 284)."

These examples are sobering to say the least. As managers we must remember that a reputation of organizational excellence takes years to develop; yet, just a few seconds of national media coverage can destroy what you've worked so hard to obtain. Managers must learn to "do the right thing" in business dealings abroad – and this starts with a full understanding of a.) The firm's global operations and b.) The societies in which they operate. Smart companies are beginning to understand that they are better off knowing exactly what happens in their factories abroad as well as those of their suppliers (Halbert & Ingulli, 2009).

3.4.3 Intellectual Property Concerns

Another ethical dilemma in global business is the concern for maintaining intellectual property. There are certainly legal frameworks established in the U.S. that aid companies in this effort such as trademarks, copyrights, and patent law. Each of these has been instrumental in promoting innovation and the advancement of technology in American business. However, developing countries normally do not recognize such legal entities. Managers should understand this before proceeding with global business ventures, especially in Mainland China where they have no qualms about copying and stealing the best of what American companies have to offer.

I experienced this situation as the employee of a local glass fabricator. We produced anti-glare glass for the computer touchscreen market and we were well known throughout the industry as having the highest quality product. The product was the result of a process that no one had been able to replicate – a trade secret known only to us. As a tier-1 supplier to touchscreen manufacturers much of our business began moving overseas. We were under constant and tremendous pressure to reduce lead times and costs. We began to examine the possibility of setting up a production facility in China. Management teamed up with an outside consultant to pursue options. We were well advised to do everything possible to keep our etch line process in the states or risk losing the business altogether. For this reason, it is imperative to be well-informed about international intellectual property rights issues in global business. Had my employer not understood this, they might have made a poor decision – one that could have destroyed our livelihood. As it stands, the company is still in operation and thriving with a

warehouse/post-fabrication partner in China. The trade secret etch-line process remains in the U.S.

4. Anticipating Future Business Environment Changes

Anticipating change is a big part of successful management. Firms that can successfully identify future trends in the marketplace and position themselves accordingly can realize strategic advantages. Additionally, this kind of strategic analysis can help firms avoid the potential negative ramifications of forthcoming changes such as diminishing consumer demand, adverse new laws, and costly new regulations. One of the biggest driving forces for business change in recent years has been the development and expansion of the internet as a global medium, coupled with technological advances in data mining, storage, and analysis. The World Wide Web continues to be a major catalyst for the globalization of business and information sharing, giving birth to entire new markets, business models, and methods of gathering and disseminating information.

Unfortunately, the resulting dynamic growth of new technologies has outpaced legal and political landscapes that have attempted in vain to keep up with a rapidly changing world. This has resulted in a new tidal wave of ethical implications for which very little legal and sociological precedent exists – issues such as privacy rights, Genetic testing, medical record confidentiality, lifestyle control, consumer privacy, electronic surveillance, and genetic testing to name a few. It is within this realm of ethics that we will see the most debate in the near future. As political, legal, and social entities begin to re-shape the ethical landscape, the balance between freedom and responsibility will surely be tested. The following examples offer insights into future ethical implications.

4.1 Protection of Personal Property and Information Rights

In the present digital age information flow has become rampant and the internet has reshaped our entire way of life. We can shop on line, perform research for work, chat with family members, video conference with clients on the other side of the world, read real time news, and order a pizza for dinner – all at the same time. But there is a downside – that is increased corporate scrutiny both internally and externally.

Our employers can record our every mouse click and keystroke. News agencies, non-government organizations, watchdog groups, and virtually any citizen with an internet connection can instantaneously distribute information around the world and to the masses. This could include information about the ethical or unethical dealings of a given company. A simple blog entry has the potential to be viewed by millions of people and any negative remarks can severely damage the reputation of an otherwise sound corporation. A company's ethical "slip up" could make the evening news before top management is even aware of it.

What this means for future managers is that developing strong ethics programs, codes of conduct, policies, and procedures is now more important than ever. Companies must strive to develop and cultivate a culture of ethical thinking. This must be deeply rooted

and ingrained in the individuals of the organization and at all levels within the firm. Gone are the days when corporations could merely *act* as if they care about ethics by rubber stamping generic codes and meaningless ethics statements. Ethical thinking must become a framework of excellence where openness and honesty are expected and where “doing the right thing” is at the pinnacle of an organization’s strategic goals.

4.2 Marketing and Technology

Technology and the internet have also had a major impact on the field of marketing. Companies can track an individual’s internet activities and, within a few mouse clicks, establish a profile regarding that person’s particular browsing habits. In this way, web sites can customize marketing efforts to create a sales pitch designed exactly for you. However, because there very few laws and restrictions in place to govern the flow of all this information, the technology has been abused. Personal information has been collected, shared, and even sold from one company to the next. Mark Rotenberg, the President of the Electronic Privacy Information Center puts it this way, “The big long-term concern about privacy is the surreptitious compilation of every site you click, every page you download, every product you order into a single database (Halbert & Ingulli, 2009, p. 86).”

I believe we will see much debate on this subject in the future. Managers of firms that conduct this type of marketing need to be aware of this changing ethical landscape. Here again, the debate will center on the conflict between the freedom of information sharing and the responsibility of personal information confidentiality. Many companies have seen the writing on the wall and they have instituted policies that require consent prior to collecting personal information. Such policies typically guarantee that the firm will not sell such information to other firms, or use the data in any way without first asking for permission.

5. Closing Remarks

Ethics is certainly a diverse and extensive field of study; and, facing ethical dilemmas in business can be a daunting task. A single ethical decision can affect numerous stakeholders from multiple societies with varied and conflicting perspectives. Sometimes, it seems, no matter how hard a firm tries to “do the right thing”, it ends up negatively impacting someone, or something. This can turn ethical decision making into a frustrating and trying process – one which highlights the importance of understanding the various ethical frameworks and guidelines available to today’s managers. We can draw on traditional theories for insights and creative thinking. We can review current best practices for applicable solutions.

As future managers we must understand that we are living in an ever-changing world with a legal landscape that is constantly in a state of flux. It is imperative therefore that we instill a culture of open ethical thinking into the fabric of our organizations, that we seriously consider the entire spectrum of ethical implications our decisions can have, and that we remain diligent in our efforts to hold ethics in the highest regard and paramount to long-term, sustainable growth and success.

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Position Paper

Ethics in the Modern Business Environment

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MSBA 5400 Business Environments

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ABSTRACT

This paper encompasses the themes and lessons from MSBA Business Environments, spring 2010 semester at Fairmont State University. Ethics in many areas of the modern business world will be discussed while focusing on business imperatives for the future business professional. The “My Thoughts” section pertains to my own beliefs on the future legal rules in business. Moreover, this section focuses on advice that I have for the MBA student in their future career and I have drawn upon personal/global experiences for problems and solutions in ethical situations. This abstract will serve as the thesis and introduction for this position paper with all sections being clearly defined in the table of contents.

Contents

Chapter 1 Themes.....	4
<i>Free Market Ethics</i>	4
<i>My Thoughts</i>	4
<i>Corporate Social Responsibility</i>	5
<i>My Thoughts</i>	6
Chapter 2 Themes.....	7
<i>Sarbanes-Oxley</i>	7
<i>My Thoughts</i>	8
<i>Cases Involving SOX</i>	8
Chapter 3 Themes.....	9
<i>Privacy in the Workplace</i>	9
<i>My Thoughts</i>	11
Chapter 4 Themes.....	11
<i>Racial Discrimination</i>	11
<i>Religious Discrimination</i>	12
<i>National Origin Discrimination</i>	13
<i>My Thoughts</i>	14
Chapter 5 Themes.....	15
<i>Red Gold</i>	15
<i>My Thoughts</i>	16
Chapter 6 Themes.....	17
<i>Environmental Protection</i>	17
<i>My Thoughts</i>	19
Chapter 7 Themes.....	20
<i>Marketing Ethics</i>	20
<i>My Thoughts</i>	21
Chapter 8 Themes.....	23
<i>Products Liability</i>	23
<i>My Thoughts</i>	24
Chapter 9 Themes.....	24
<i>Intellectual Property Rights and Human Rights</i>	24
<i>My Thoughts</i>	25
References.....	27

Chapter 1 Themes

Free Market Ethics

A business in a free market operates under the basic premise of being profitable. This means that as fiduciaries of the shareholders, managers have the primary responsibility of trying to increase the value of shareholder investment. One could say that free market ethics comes down to how well ethical behavior and profits are spun together. Milton Friedman would say that firms operating in a free market need not pay any attention or contribute any resources to anything but earning a profit; the government is in place to make society at large better, not business.

Free market ethics can be a tricky thing in a Capitalist society such as America. *Wall Street*, a movie by Oliver Stone, focuses on the character Gordon Gekko.; he works on Wall Street buying, breaking, and selling off companies' assets. He gives a famous speech in the movie about greed being good. One can see the relation to reality behind this character and this movie. When one only cares about turning a profit; questionable ethical behavior soon follows. Greed stimulates the global free market in the world today. In Europe and America, self-indulgence, gluttony, and lust have long been considered culturally ok. One could say that free market ethics in a profit-maximizing society will always be questionable. For example, Hooters markets itself on lust under the disguise of patriotism with their "Let Freedom Wing" tour. It seems to me that free market ethics in this example is in need of a facelift from a moral standpoint.

My Thoughts

Free market ethics will always be in question. Noam Chomsky claims that this is because the American system wants to keep the status quo; this is done with corporate lobbyist and gross

national product (GNP) objectives. Free market ethics have to be achieved through MBAs who have compassion for people and the environment. I believe that laissez-faire economics still needs to be the theory of a free market, but business schools need to teach their MBAs about changing the culture of free market ethical behavior. Secondly, the American consumer can boycott products made from sweatshop labor or known 21st century slavery. To illustrate, the American consumer can boycott Red Lobster for their exploitation of the lobster and Miskito Indians of the Mosquito Coast. From my perspective, the businessman should learn in business school how to develop a model to be profitable and ethical for his respective industry.

Corporate Social Responsibility

Another important theme from chapter one pertained to corporate social responsibility (CSR). When a business is socially responsible, it will be accountable for the social and environmental effects from their business processes. The business that practices good corporate social responsibility will create strategies that blend responsible practices into daily processes; moreover, the business will follow up with a report on its progress. Some examples of CSR strategies include: the implementation of internal controls for proper accounting practices; non discriminatory practices in hiring and promoting diversity; management views employees as people, not costs; the use of participative leadership regarding the decision-making process within the company; implementation of objectives that far exceed social and environmental laws; focusing on natural resources in a more productive and efficient fashion (much to the delight of Paul Hawken); and taking responsibility for conditions under which goods are produced.

For example, CSR is a major part of the culture at companies like Intel, Chevron Texaco, General Electric, Microsoft and Hewlett Packard (HP). HP believes that being socially responsible is an investment in the future and is part of their bottom-line. In the modern business environment, CSR addresses governance and ethics; the hiring of all workers, opportunity and

training; supply chain policies that promote responsible purchasing; and energy and environmental impacts.

A good company recognizes that sustainability and CSR go hand in hand. The World Commission on Environment and Development defined sustainability as meeting the needs of the present without compromising the needs of future generations. The modern business environment focuses on all stakeholders (customers, investors and activists) and their desires of how the company will promote economic prosperity while caring for their employees and the environment. During investment analysis, investors in Europe are now taking into consideration how socially responsible a company is. The investors claim that a socially responsible company will be more reliable when it comes to predicting their financial performance.

The banking sector is making a lot of headway when it comes to corporate social responsibility. In 2004 and 2005, Bank of America, Citigroup, and JP Morgan Chase (all major players in the industry) agreed to not finance projects that endangered high conservation value forests or where illegal logging was done. In addition, Goldman Sachs implemented an environmental policy acknowledging the scientific community's belief on climate change; they called for urgent action for the world to reduce greenhouse gas emissions.

My Thoughts

It seems evident to me that the MBA student should want to work for a company that prides itself on corporate social responsibility. I would have to say countries that lean more toward socialism will push for government invention when it comes to companies and CSR. In countries that believe in laissez-faire economics, the choice will be left to the companies for implementing CSR. One could hope that future business leaders will follow the principles of deontological ethics whether in a socialist or capitalist society. It seems feasible that business leaders in a global market could make their decisions based on moral grounds. With that in mind,

the business manager will not make a decision that will minimize the wrongful choices of others. Basically, a business manager will make choices based on moral norms. These decisions with the right blend of profit-maximizing thought could lead the world into a good place.

Chapter 2 Themes

Sarbanes-Oxley

The collapse of Enron and Worldcom showed Americans and the world that free market ethics will always be questionable. The Sarbanes-Oxley Act (SOX) became legislation after the fraudulent accounting activities led to the collapse of Enron. SOX states that publicly held companies are required to have a methodology in place so whistleblowers can file reports. Section 302 of the Act says that each audit committee shall have a path available for anyone who wants to report on any unethical accounting practices. Secondly, when a committee receives a report about possible misconduct, they need to follow section 806 of the Act which states that any whistleblower shall not be discharged, demoted, suspended, threatened or discriminated against after a whistle-blowing incident. Finally, section 1513 (e), which is a new provision, states that retaliating against a whistleblower is now a criminal offense; penalties from a large fine to ten years in prison are possible punishments.

If a whistleblower came forward in pre-SOX days, the identity of that person could have been uncovered if an internal investigation had been done. Post SOX days, an allegation by a whistleblower can have serious consequences on a company. To reiterate, the persons responsible for discriminating could face a serious fine and up to ten years in prison. Section 806 of SOX made it next to impossible to investigate fraud internally. A smart company will hire an outside firm to investigate fraud so they can keep the investigation independent of their own

employees. The outside firm would not care about the identity of the whistleblower; they would only want to uncover the truth behind the investigation.

My Thoughts

One could say that the Sarbanes-Oxley Act will prevent future frauds because of its ability to protect whistleblowers. The MBA student needs to add to the effectiveness of the SOX law when he or she becomes a professional. It should be imperative for the MBA student to see the importance of maintaining the whistleblowers identity to secrecy. Furthermore, the MBA student could make it known that the reports by whistleblowers will be investigated thoroughly, action will not be taken against a whistleblower, and the identity of the whistleblower will remain confidential. As an MBA student, I will advocate for whistleblowers to come forward to uncover any fraud within my company. If I get a job for a global corporation, I would hope that the company culture is all about ethical behavior. I know that people are not perfect, but I hope that future leaders in the global market will make sound business decisions based on morality while earning a profit.

Cases Involving SOX

Collins v. Beazer Homes was a recent SOX case that shows the dangers that employers face. In this case, a newly hired director of marketing was fired for complaining about some marketing decisions. Ms. Collins also secretly taped her conversations because she had problems with her manager soon after her hire. She believed that the company wanted to keep the status quo by continuing to favor a particular advertising agency. Collins taped a conversation with the head of the human resources department in which she said had “cover-up/corruption.” Collins suspected kickbacks were occurring between her company and the advertising agency. She was then fired and filed a SOX whistleblower complaint. She won her case due to temporal

proximity. The time of her discharge after her complaints was more than enough to rule in Collins favor.

Richards v. Lexmark International, Inc. was a second case involving SOX. In this case, Mr. Richards had been with the company for two years; in those two years, Mr. Richards had a rap sheet of performance problems and difficulties getting along with his coworkers. The company told him that he would be fired in January 2003. He was then issued an important assignment about researching a problem with their inventory controls in which he claimed that the company had erroneous methods; he was then fired in December 2002. As was the result in the previous case, the plaintiff won the case due to temporal proximity.

Chapter 3 Themes

Privacy in the Workplace

The MBA student needs to realize that workplace and privacy do not go together. When one takes a job, one should want strive to do the best they can, but know that they are on company time. In essence, an employee's want for privacy at work and a company's want to monitor everything is the underlying dilemma regarding workplace privacy. For example, our textbook shows us the outcome from *Nelson v Salem State College* in which Mrs. Nelson (an employee at the school) changed and put on sunburn lotion in the office during work hours. Mrs. Nelson did not know that video cameras had been installed; needless to say, she was outraged when she learned of the recording of her private moments. Salem State College suspected an employee of misconduct; ergo, installing the cameras. The case ended in favor of Salem State College. This is an illustration of what the law will allow a company to do pertaining to surveillance.

The modern business environment includes many technologies that make it possible and affordable for any organization to monitor their employees' while on the job. In particular, telephones, computers, electronic and voice mail, and internet usage can all be easily monitored by an organization. There has not been much legislation passed that deals with privacy at the workplace so one needs to know that ethical behavior is always called for at work. The future business professional needs to know that one's employer can listen, watch, and read without making it a known policy.

Some companies are even using a behavioral modeling methodology to evaluate employee performance. The companies claim that it provides insight into the behavior of their employees' based on the trail of their daily activities; this is referred to as digital footprints. The technology that these companies employ can create a database of employee behavior; the technology then creates a pattern so the employer can use it as a tool for performance evaluation. Word patterns, changes in language and communication patterns between individuals form the backbone of the digital footprints.

Research suggests that the majority of employers keep an eye on their workers. In 2007, the American Management Association and the ePolicy Institute conducted a survey; they found that two-thirds of employers keep a keen eye on their workers when it comes to internet usage. This is done to prevent workers from inappropriately surfing the web during business hours. The same survey also concluded that sixty-five percent simply block access to websites that are deemed unacceptable. Companies are concerned with workers visiting pornography, social networking, auctions, and sports sites. It is quite obvious that companies do not want to pay their workers to do personal things; this blockage is a legitimate practice in my eyes. Twenty-eight percent of employers have fired workers for inappropriate e-mail usage. In addition, twelve

percent monitor blogs to see if there is any content about the company while ten percent monitor Facebook and Myspace. Almost fifty percent of these companies use video surveillance to prevent theft, violence and sabotage.

My Thoughts

I would hope future legislation is not passed outlawing a company to what it deems necessary for protecting its interests. It is apparent to me that people need to be monitored in some way. For example, my job moved its headquarters to the Industrial Park in Fairmont, West Virginia; this meant that we were upgrading technology and had access to the internet. It was an unwritten rule that internet usage was not permitted, nor was the use of games. I would use the internet during my breaks to check Blackboard and Facebook; this went on for a month. Nothing was ever said to me, but one day I came to work and could not get online; I know needed administrator authority to access my previous delights. I knew the day was coming when the internet was going to be shut off even though my internet usage was benign if I were at home. The day has come and went and I still work there; the bottom line is that companies pay their employees to work, not play while at work. As a future professional, I will try to always be on my best behavior at a future job because of privacy not existing at work. I know that I am company property per say during my working hours. Moreover, I believe that government intervention is not needed; the status quo and privacy seem to be working just fine.

Chapter 4 Themes

Racial Discrimination

Race discrimination occurs when a person acts bigoted toward another person because of their race. In America, Title VII of the Civil Rights Act of 1964 is a federal law that protects individuals from this type of behavior in the workplace. Title VII also makes it illegal for an

employer to discriminate against any person when it comes to one's race in hiring, firing, promotions or raises. Title VII also protects individuals from religious and national origin discrimination. In addition, the Immigration and Nationality Act (INA), as amended by the Immigration Reform and Control Act of 1986 (IRCA), is a federal law involving all immigration matters. States also have their own laws preventing workplace discrimination. For example, the West Virginia Human Rights Act makes it illegal for an organization to discriminate against a person because of their race, sex, age (40 years and older), religion, and national origin.

Hiring/firing and promotions have been an area where race discrimination has occurred frequently. For example, someone applies for a job that has the right experience and qualifications, but is not hired because of race. With that in mind, a person of color gets laid off while white workers with the same job and less seniority keep their jobs. Another example pertains to a person of color working for a company for many years, receiving fabulous performance reviews, but never being promoted after many times of trying. People were given the promotion with less experience and skills. These three examples definitely sound like cases of racial discrimination.

Pay, job classification, and harassment are other workplace areas where racial discrimination can occur. A person of color has worked at a company for many years; he or she has worked their way to be executive assistant to the project manager. Another white person is hired to do the same job and paid more; a possible case of racial discrimination. Equally important is the use of racial slurs or joke telling about other races and minorities.

Religious Discrimination

Religious discrimination occurs when a person is discriminated against because of their religion, religious beliefs and practices, and/or their request for accommodation for a change in the workplace to accommodate their beliefs or practices. If a person has been fired, harassed or

harmful at their place of employment; then religious discrimination has occurred. Racial and national origin discrimination goes hand and hand with religious discrimination; usually bigots are close-minded individuals.

Hiring/firing and promotion, harassment, and failure to accommodate are the main areas where religious discrimination happens. For example, an employer who refuses to hire an Orthodox Jew or a Seventh - day Adventist because of their beliefs will constitute discrimination. If a company fires the Orthodox Jew because he missed work to observe Yom Kippur (the holiest day on the Jewish calendar and must be spent in Temple); then this would constitute discrimination. If a company does not promote an employee who is a Rastafarian that wears dreadlocks could be constituted as discrimination. Harassment involves employees making fun of Jews who wear the yarmulkes or Muslims who wear hijabs. Failure to accommodate occurs when an employer forces the Jew to work on Saturday or the Muslim to eat during Ramadan.

National Origin Discrimination

National origin discrimination occurs when a person is treated differently because of their ancestral heritage. If a person has been hired then fired, rejected during the interview process or harmed because of ancestral home, then national origin discrimination has occurred. Affiliation, physical or cultural traits, perception and association are the ways that this form of discrimination can happen. Affiliation pertains to an individual getting harassed because they are a Mexican or Arab. Physical or cultural trait bigotry happens when someone is laughed at because of their accent or dress associated with a religion or country. Perception discrimination occurs when a Chinese woman does not get a job because the hiring manager thinks she is from Vietnam. Association happens when a person does not get promoted because their husband or wife is from the Middle East.

My Thoughts

This section focused on race, religious and national origin discrimination in the workplace. This resonated with me because it still exists. There are laws and federal legislation in place to prevent it, but racism is still prevalent in America today. Racial discrimination has a strong history in the United States dating back to slavery; our forefathers actually bought and sold people as chattel. Martin Luther King was a peaceful man who used peaceful means to resist racism while Malcolm X (before his trip to Mecca) was a hateful, belligerent speaker ranting against America. In my opinion, both men had followers and both men helped in the establishment of the Civil Rights Act of 1964. Jim Crow segregation was out with the passage of this legislation; it was almost a known truth that things were separate but surely not equal.

The successful leader will know how to leverage diversity. Have you heard the term globalization? From my point of view, all MBAs and future leaders in the workplace need to become very familiar with this term. The world is one big international market these days and companies from many different countries have offices located throughout the world. This makes for the leader to be able to leverage diversity. This tenet seemed to strike me as very important upon learning that it was part of emotional intelligence. The basis for leveraging diversity lies in the fact of cultivating opportunities through different kinds of people. Daniel Goleman, in his book *Working with Emotional Intelligence*, tells the reader that leaders with this competence respect and relate to people from varied backgrounds; understand diverse worldviews and are sensitive to group differences; see diversity as opportunity, creating an opportunity where diverse people can thrive; and challenge bias and intolerance.¹

The folks at Harvard Business School have a motto with the underlying belief that success through others from other cultures should be inherent in all business models. Leveraging

¹ Daniel Goleman (1998). *Working with Emotional Intelligence*. New York, NY: Bantam Books. (155).

diversity means that there are strengths in differences. An MBA student can leverage diversity by getting along well with people who are different; appreciating the unique ways others may operate; and seizing whatever business opportunity these unique approaches might offer.² In history people have spent too much time focusing on their differences. If people focused on uniting their ideas, especially in the workplace, the world would be a more productive place.

Chapter 5 Themes

Red Gold

The Red Gold debate fascinated me. I still cannot believe that in a modern world with all of the technology and capabilities of modern man that we are still taking advantage of people in this way. Red Lobster (Darden Restaurants), Honduran and Nicaraguan governments, boat captains, and the middle men (sacabuzos) are all guilty parties when it comes to this horrendous human rights violation.

Here is one illustration of what happens and has happened on the Mosquito Coast for three decades now: Reginaldo Garcia had been paralyzed after a dive of 150 feet. Upon surfacing, a pain shot through his back, his canoe tender helped him get in, he then immediately lost all feeling and movement in his legs. Mr. Garcia was then taken back to the mother ship where he laid on the decks for more than five days before getting the help needed: a recompression chamber. He was paralyzed for the remainder of his life; it was that simple. It is known that 100% of all Miskito divers suffer from the “bends.” Any Miskito who has chosen to dive as a profession will suffer for the rest of his life. If not paralysis, the divers will limp, have weak handshakes or lose their wives due to impotence.

² Daniel Goleman (1998). *Working with Emotional Intelligence*. New York, NY: Bantam Books. (158).

The only way that the Miskito can avoid this type of problem comes from recompression chambers that should be onboard their ships. If the diver can enter a chamber and be recompressed within a few minutes after surfacing, they will be saved by breathing pure oxygen to purge their bodies of the excess nitrogen.

Another example of this violation of human rights was Eliceo Alvarnez who had been a diver for twelve years. Elicea was diving up to 210 feet below the surface; his ship simply abandoned him at sea. This man spent five days crawling through brush to get back to the shore. Amazingly, he did make it back to the shore only to go looking for a *bruja* (witch) to treat and cure him. The *bruja* did not cure this sickness nor could a qualified doctor in America. Eliceo allowed the *bruja* to set him on fire with gasoline to jump start his legs; this did not work and scared him for life along with being paralyzed.

My Thoughts

The bottom line is that Darden Restaurants earned \$6.63 billion dollars in 2008 and \$7.22 billion dollars in 2009. Red Lobster earned \$2.63 billion dollars in 2008 and \$2.62 billion dollars in 2009. This money was earned during the recession. Most importantly, this money is from the blood of the Miskito. In my opinion, it is worse than drug money. The Miskito work honestly and get paralyzed. From my perspective, future business leaders need to right wrongs like this. Darden needs to monitor their supply chain; the company even made the bold statement of only importing trap-caught lobster. There is no way to tell how a lobster is caught and they know this.

I think that the MBA student needs to run a business with the basis or morality and deontological ethics. Where are the whistleblowers at Red Lobster? I, as a future business professional, will bring something of this nature to the surface. This type of situation makes me think about the Shoah (Holocaust) of my people, the Rwandan genocide, Serbia/Kosovo, and the present genocide in Darfur; where is/was the international community? It seems to me that

people (whether a businessman or politician) all just like to make speeches and say how bad things are, but simply do nothing. Nobody ever wants to step and take responsibility for helping a peoples in distress. I can only hope for the changing of international law calling for the help of distressed people. Oh yeah, the United Nations passed legislation after the Shoah requiring countries to help only if something is genocide; needless to say, countries stay away from uttering that word.

As an MBA student, I want companies to act humanely and morally when it comes to globalization. Just because you save on cost and the American consumer gets a cheap item does not make earning a profit right; future businessman need to figure out a way to maximize profits while doing good in the world. One could say that being socially responsible in business is the way to go.

Chapter 6 Themes

Environmental Protection

The Clean Air Act of 1970 regulates the emission of pollutants into the atmosphere. The enactment of this Act was a result of the federal government's realization that controlling air pollution needed to be regulated. This legislation allowed the creation of wide-ranging federal and state regulations to control emissions from industrial and mobile sources. The National Ambient Air Quality Standards (NAAQS), State Implementation Plans (SIPs), New Source Performance Standards (NSPS), and National Emission Standards for Hazardous Air Pollutants (NESHAPSs) were created as programs to regulate the sources in which emissions come from. These laws were enacted at the same time as the National Environmental Policy Act which established the U.S. Environmental Protection Agency (EPA). The EPA was created to be the regulatory agency for the proper enforcement of the Clean Air Act.

The Clean Water Act also known as the Federal Water Pollution Control Act was enacted in 1972; its goal was to protect the waterways of the United States. This Act was a result of major pollution to the rivers and lakes becoming extremely polluted, the wetlands of America were also disappearing. A safe environment for recreational fishing and swimming was another goal of this Act because pollutants were being discharged into waterways. The wetlands were needed to provide flood control during storms, were homes to plants and animals and helped in filtering out pollutants from the water. The Clean Water Act was designed to totally eradicate the discharge of pollutants into waters fit for fishing and swimming by 1985. The ultimate goals of the Act have not been fulfilled, but seventy-five percent of the waters tested can claim victory against the discharge. Furthermore, the Clean Water Act offers financial assistance to those who identify the causes of pollution and the clean-up of the affected areas. Industries have to adhere to regulations put forth by the Act calling for the eradication of companies discharging into waterways. Moreover, the Act also offers money for the research, construction and operation of water treatment facilities.

The Clean Water Act wants state bodies to determine Total Maximum Daily Loads (TMDLs) of certain substances and chemicals in rivers and lakes; the waste cannot exceed the TMDL limits provided in the Act. The Environmental Protection Agency will do their own tests if found out that the state was not performing their duties. With that in mind, the EPA ends up doing most of the tests because a lot of states lack the proper resources to do them.

In October 1997, President Clinton announced that the Clean Water Act was going to increase its regulations. Secondly, the Act would receive more funding for future endeavors. The 1999 budget gave \$2.5 billion to the Clean Water Action Plan which was an extension of the Clean Water Act. President Clinton wanted to acquire 100,000 acres of wetlands by the end of

2005 for their protection and restoration. The Corps of Engineers would regulate the aforementioned variables regarding the acquisition of the wetlands.

The Resource Conservation and Recovery Act (RCRA) gave the EPA the ability to manage hazardous waste from “cradle-to-grave.” Management of hazardous waste includes the creation, shipping, treatment, storage, and removal of the waste. Moreover, the RCRA permitted the EPA to deal with nonhazardous waste. There was a 1986 amendment to the Act that allowed the EPA to address environmental problems from petroleum storing tanks and other hazardous materials. A 1984 amendment to the Act also permitted the EPA to focus on waste minimization and the phasing out of land disposal of hazardous waste.

The Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA), became legislation on December 11, 1980. The outcome of this legislation was a tax on the chemical and petroleum industries. Secondly, it provided federal authority (EPA) the right to investigate any releases of hazardous substances that will threaten the livelihood of public health or the environment. \$1.6 billion dollars was collected in the five years of the Act’s existence; the money went into a trust fund for cleaning up hazardous waste sites across the country. The Act focused on establishing prohibitions and requirements for closed and abandoned sites that contained hazardous waste and provided liability of persons responsible for these sites.

My Thoughts

I am definitely a proponent of being green in the world today. The theory of a company being socially responsible rings well in my ears. Paul Hawken, in his book *Natural Capitalism*, harped on the idea of lean thinking when it comes to production and business in general. It all makes sense for a company to be green in the world today while lowering cost and offering a higher quality product. In Hawken’s book, he provided examples for all industries of how to

eliminate waste while making better products. One wonders why the world is not doing this. Hawken pointed out that a company's return on investment would be realized within five years at the most.

My goal is trying to get a job with Intel in Israel or in the U.S. (my father-in law is an electronic engineer in Petah Tikva, Israel) and they are at the forefront of being green in their industry. Intel is all about sustaining our planet with innovative ideas; I want to be a part of their competitive strategies when being socially responsible. Ruben, my father-in law, prides himself on the image of his company and I would like to carry the torch for Intel.

Chapter 7 Themes

Marketing Ethics

Marketing ethics has to do with establishing a foundation for marketers to follow albeit their product or market sector. Marketers should follow ethical guidelines to develop trust and openness in communication with potential clients to further grow their business. Marketers most definitely need to take responsibility for the actions of their companies. Moreover, the marketer needs to make marketing decisions based on satisfying the needs of customers while keeping with the company's mission statement. A company needs to be able to market ethically because it is imperative for a future business manager. The MBA student should not demand unethical behavior just to market an item to a customer; the MBA student needs to promote ethical behavior when they reach a management position within any company.

It is very important for future business managers to be upfront and honest with customers. The marketer has specific rights and duties associated with their position. Number 1: Customers need to know that products and services are safe and fit for their intended use. 2: The product and service should not be deceptive. One could say that stealth marketers need some

training in this. They violate this guideline put forth by the Word of Mouth Marketing Association (WOMMA). 3: All contracts made between customer and marketer needs to be created in good faith and honor. 4: All obligations that a marketer says needs to be carried out in good faith. 5: If there are problems, procedures need to be in place so the customer can make them known. 6: The customer should have the right to any information that is desired, privacy rights, and the right to redress. Here is where viral marketing can get into trouble. For example, spam mail should give you the right to opt-in and out (privacy rights), but often do not and continue to pepper one's email with solicitations on a daily basis. 7: Children and the elderly need not be taken advantage of.

Is there a correlation between marketing and childhood obesity? After some research on the subject, I am inclined to believe that there is. To illustrate, since the 1970s, obesity rates have ballooned to almost double pertaining to the 6 to 11 age group; childhood obesity has nearly tripled for the age group of 12 to 19. These figures have resulted in an increase of type 2 diabetes. To add fuel to the fire, an average American child is receiving at least 30 percent of their daily caloric intake from sweets, sodas, and fast food. According to pediatricians across the country, some obese children are consuming 1200 to 2000 calories per day from soft drinks. One could argue that marketers are not acting ethically when enticing children with these products. The Institute of Medicine (IOM) did some research on the matter of marketing junk food to children; they have found that there is a direct correlation between food marketing and children's preferences, requests, and consumption.

My Thoughts

From my personal experience, I recall a situation where viral marketing was used horribly wrong in the form of spam mail. As a student at Shepherd University, there was an incident with a man who resided in Harpers Ferry, West Virginia. This man performed an

unethical act with proprietary information. He was a former AOL employee and stole the entire subscriber list from the company which consisted of over 30 million email addresses. Jason Smathers, the guilty party, sold the list to a cohort in Las Vegas. The list was then resold to another spammer; these innocent people were the victim of unsolicited emails on a daily basis for months. Smathers was arrested and served time in prison for his transgressions. The bottom line is that this man was an educated software engineer; my advice for the MBA student going into the marketing field is to act responsible and ethically.

The Direct Marketing Association (DMA) has created a foundation for ethical behavior regarding viral and regular marketing that all MBA students should follow. All personally identifiable information that a marketer gathers should not be used unless the customer is specifically told and agreed to its usage. Secondly, the marketer has the responsibility to tell the individual how their information was acquired and provide the potential customer with the other person's information. Most importantly, the marketer needs to provide the customer with the right to cancel communication at any time. In my opinion, this is paramount. For example, I purchased a Steve Prefontaine poster on eBay a couple years; I am still receiving emails from Poster Giant after many attempts of trying to have my email address removed from their list. These emails are not coming to my eBay account; they are coming to my personal Fairmont State account. I tell the future business manager to not partake in this type of behavior just to earn a buck. Ethical behavior in the business environment will lead the MBA student to a good life.

When it comes to future legal rules and marketing to children, President Obama has enacted a bill called the Patient Protection and Affordable Care Act. This Act is definitely a step in the right direction because it requires all fast food establishments to provide nutrition labels on

their food. It seems to me that this would deter the parent from buying their child junk from these places when they see how bad it is. It is a known fact that fast food is not healthy, but I know that seeing one thing and hearing about it elicits two different reactions. For example, teenagers know that smoking is bad by word of mouth. It is a whole different ballgame when a teenager sees blackened lungs from years of smoking. I hope that this type of reaction will happen to parents when they see the inflated caloric numbers on the food that their children are eating.

Chapter 8 Themes

Products Liability

Products liability in the U.S. refers to the legal responsibility of any or all parties along the chain of production or any item for damage caused by that item. This includes the entire supply chain from the manufacturer of component parts to the retail store owner. Legal responsibility falls on parties of the supply chain when products contain inherent defects that will harm the customer. Product liability in the U.S. used to only pertain to tangible items, but now regard intangible items such as gas or real estate. In addition, products liability can also be based on negligence, strict liability, or breach warranty of fitness on any member within the supply chain. The United States Department of Commerce has created a Model Uniform Products Liability Act (MUPLA); this Act is not mandatory for usage in individual states.

With that in mind, there is not a products liability law in place at the federal level. Design defects, manufacturing defects, and defects in marketing can result from negligence from any member of the supply chain. More times than not, products liability cases fall into the strict liability offense. This means that defendants will be held accountable when a plaintiff can show that the product is defective. The bottom line is that if there is a defect, no matter the care taken to prevent it during manufacture, some party within the supply chain will be held liable.

My Thoughts

As a believer in the theory of laissez-faire, I will shy away from that belief for this one thing. I believe that the federal government should have a federal statute in place to protect the consumers of America. This would hold the men and woman of business even more accountable for the production of their products. As advice for the future business professional, strive to achieve Six Sigma standards during production. Secondly, keep an eye on your supply chain. I will speak with senior management about implementing supply chain management software if one were not in place. Drawing upon experience from my own life, my childhood friend fell from a lawn mower at the age of 10; because of a good lawyer, he is now 31 and lives comfortably off his settlement. The man has a deformed left hand, yet can shoot the lights out on the basketball court and can play baseball and golf with the best of them.

Chapter 9 Themes

Intellectual Property Rights and Human Rights

Intellectual property rights and human rights had been independent in the field of law for most of history. Many scholars and lawmakers did not link the incentives achieved through the patent system and the impacts on society at large although some say that the foundation of patent rights focus on the betterment of society. On the other hand, some say that intellectual property rights gives monopolistic power to a few individuals. Needless to say, a gap needs to be bridged in the law between intellectual property rights and human rights in the modern era to promote competition for economic development. With that being said, socioeconomic concerns are being addressed in the formation of modern patent laws and treaties.

Intellectual property rights and human rights are not associated without one another after the implementation of the TRIPS (Trade-Related Aspects of Intellectual Property Rights) Agreement; the goal of this agreement was to raise intellectual property rights standards in

developing countries. Furthermore, the TRIPS Agreement wants developing countries to realize that human rights will go hand and hand with intellectual property rights. For example, most developing countries can see the link between intellectual property rights and human rights when it comes to food and health.

A basic human right is the right to have health; medical patents and the right to health are visible through the HIV/AIDS epidemic in Africa. To illustrate, drugs used to alleviate HIV/AIDS are protected by patents; therefore, driving up the price of drugs and limiting access to many in need. The United Nations has a group called the Sub-Commission on the Promotion and Protection of Human Rights (Sub-Commission) and the ESCR (Economic Social Cultural Rights) Committee; they push for the weaknesses of the TRIPS Agreement to be addressed for an international law calling for all people to have access to scientific breakthroughs. The ESCR Committee believes that intellectual property rights need to serve as the basis of human well-being, or human rights. Both committees want intellectual property not to be restricted for universal human rights.

My Thoughts

I believe that all humans should be entitled to universal human rights, but I am not sure on the idea of a company being forced to provide drugs or food to a developing country. It would be different if a government were spending billions of dollars to develop drugs to alleviate problems in the world. It seems to me that for-profit companies are spending the billions on research and development (R&D) for the creating of these drugs. It is one thing for people to debate about ethics and the ethical thing to do would be to provide free drugs to the impoverished of the world. These same people are just spokesmen, their money and toil was not put into the creation of the drugs.

For example, as we all know, AIDS is a problem in Africa. I do not understand why America and Europe have to bail these guys out. The continent is huge and has a lot of resources; ergo, if they properly ruled themselves, then they could make money for the betterment of their own continent. I would like for advanced companies to be able to sell their intellectual property to Africa; then let Africa develop the AIDS cocktails at their expense to help their own people. I am all for helping and philanthropy, but peoples of the world should not be bailed out because they do not know how to run their countries or continent.

As for the MBA student, I advise working for a company that maximizes profits while being socially responsible in their own community. I hope that future legal rules will not make it mandatory for companies to care for the unfortunates of the world, nor do I want rules to be forced on companies to be socially responsible. Why would the drug company even develop a cutting edge drug if they knew that half of the product will not earn a profit? In my opinion, this would hurt all of mankind because of a lack of desire to innovate. This reminds me of Ayn Rand's book *Atlas Shrugged*; the "looters" as she called them were imposing their will on all of the innovators in the world, the innovators just picked up shop and abandoned society. Although I do not think it would be that extreme, the same logic applies to intellectual property rights.

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Social Responsibility Report: *The Sustainability Revolution*
– *Portrait of a Paradigm Shift*

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Abstract

This paper examines Andres R. Edwards' book, *The Sustainability Revolution: Portrait of a Paradigm Shift*, with a particular emphasis on corporate social responsibility. The first section reveals Edwards' view of what constitutes social responsibility. An analysis of social responsibility versus the current model of corporate accountability (as structured through the legal system) is also included within the first section. The second section analyzes the impracticability of modifying the present legal system to enforce social responsibility requirements upon publicly-held corporations. Finally, the third section examines whether corporate social responsibility is a laudable or attainable goal.

Social Responsibility Report: *The Sustainability Revolution*
--Portrait of a Paradigm Shift

Section One: The meaning of social responsibility. Andres R. Edwards' book, *The Sustainability Revolution—Portrait of a Paradigm Shift*, provides a framework for changing our communities, regions, nation, and world for the better. Even before the Industrial Revolution, we, humans—we, gluttons of the natural environment and its bounty—gave little to no thought of the earth's finite resources and our role as the earth's stewards. In fact, "[a] basic assumption of classic microeconomics theory is that the overriding goal of any business is to be profitable" (Halbert & Ingulli, 2012, p. 11). The wholesale adoption of Friedman's economic view, however, has led to a significant environmental, economic, and social imbalance.

"The Sustainability Revolution presents an alternative that supports economic viability and healthy ecosystems by modifying consumption patterns and implementing a more equitable social framework" (Edwards, 2010, p. 3). The Sustainability Revolution is a diverse, worldwide, multicultural and multiperspective revolution built around the Three Es: (1) ecology/environment (2) economy/employment and (3) equity/equality (p. 20). First, ecological sustainability requires a long-term perspective, a systemic understanding of the indispensability of ecosystems for the viability of human existence, and the concept of built-in limits to the human impact that ecosystems can sustain (p. 21). "Environmental sustainability requires the long-term viability of our resource use, especially in areas such as resource extraction, agriculture, transportation, manufacturing and building" (p. 21). Second, economic sustainability recognizes the importance of providing secure, long-term employment without jeopardizing the health of ecosystems. "Natural capital" consisting of "resources, living systems and ecosystem

services” is as important as the “more conventionally recognized human, financial and manufactured forms of capital” (p. 22). Third, “equity/equality” exists at community, nation-state, and global levels (p. 23). “Equity/equality” demonstrates cooperation and concern for one’s neighbor and the fair distribution of resources such as food, affordable housing, health care, education, job training and professional opportunities (p. 23). “Education” is a Fourth E because it “is the catalyst for helping everyone understand the dynamic nature of the interrelationship of the Three Es” (p. 23). After stating his methodology for examining the fundamental principles of organizations that identify themselves with sustainability and his criteria for selecting the organizations and individuals whose fundamental principles he wishes to assess, Edwards evaluates sustainability principles in five basic categories: community, commerce, natural resources, ecological design, and the biosphere (p. 25). Integrated within each of these categories is “education” because education is the foundation of sustainability and because “[education] provides a way to understand and evaluate the perspectives of all the principles” (p. 25). For purposes of this report, the remainder of the discussion focuses on corporate business practices and sustainability.

Social responsibility versus the current model of corporate accountability as structured through the legal system. Edwards challenges corporations to shift their outmoded “business as usual” attitudes to adopt the utilitarian concept of sustainability. “[U]tilitarianism asks us to compare the harms and benefits of an action not just for the decider, but for *all who will be affected by the decision* [italics in original]” (Halbert & Ingulli, 2012, p. 14). Edwards argues “[o]ur current commerce practices are based on an outmoded linear approach that results in resource consumption with

tremendous waste and inequitable distribution of goods and services” (Edwards, 2010, p. 51). Corporate business activities have had a “detrimental impact on natural systems, reflected in declining fish stocks, forests, water supply and agricultural yields worldwide, an increase in pollution and toxic waste and global climate change” (p. 49). Ordinarily, environmental concerns are treated as impediments to business success, and regulatory compliance is viewed as just another cost of doing business (p. 50). Edwards, however, has examined the following principles that provide alternative approaches to maximizing profits while protecting the environment and ensuring social equity: (1) the precautionary principle (2) the Natural Step’s Four System Conditions (3) the Houston Principles and (4) the Coalition for Environmentally Responsible Economies (CERES) Principles (p. 54). First, the precautionary principle requires “businesses to use foresight in the development of new products and processes and, if these are deemed potentially dangerous to society, to refrain from further action” (p. 55). That is, corporations must act to prevent harm, and the burden of proof of harmlessness lies with the corporations, not the general public (p. 56). “[B]efore using a new technology, process or chemical or starting a new activity ‘the full range of alternatives,’ including doing nothing, must be explored” (p. 57). Decisions relating to this principle “must include potentially affected parties’ and be ‘open, informed and democratic” (p. 57). Second, “[t]he Natural Step effectively blends knowledge of scientific laws with management practices to create a dynamic sustainability model for businesses and institutions” (p. 63). Its Systems Conditions require society (1) to avoid the burning of fossil fuels and the mining of metals and minerals at a rate that causes them to increase in the atmosphere (2) to avoid generating systematic increases in

synthetic organic compounds (e.g. DDT, Freon, and PCBs) (3) to avoid taking more from the biosphere than can be replenished by natural systems and (4) to use resources fairly and efficiently to meet basic human needs globally (pp. 59-60). Third, the Houston Principles, which link the labor and environmental movements, represent “a new holistic perspective that calls for corporate accountability to employees, the environment and the livelihood of the communities where business is done” (p. 64). “The Houston Principles call for a shift from corporate power, where decisions are often made in boardrooms by executives living in different states or countries, to local involvement in determining the fate of a community” (p. 67). Fourth, the CERES Principles “[assist] institutions to evaluate their environmental and social performance at their own pace and in a completely voluntary manner” (p. 68). The “impact of CERES lies in promoting public accountability and encouraging the public disclosure of environmental performance and socially responsible initiatives from a wide range of institutions” (p. 68). Institutions use self-evaluations and environmental audits to voluntarily complete a CERES report, which is made available to the public (p. 68). CERES seeks to minimize safety risks to employees and communities and encourage public notification of any activities that threaten health, safety, or the environment (p. 72). Moreover, the International Chamber of Commerce’s (ICC) Business Charter for Sustainable Development, which outlines an internationally recognized approach to sustainability, is increasing the number of organizations adopting sustainable practices (p. 72). “In addition, the International Standard Organization’s (ISO) 14000 family of international standards for management provides a useful and widely recognized mechanism to measure environmental progress” (p. 72). Edwards also recommends

environmental assessments and ecological audits to assist businesses in quantifying their environmental impacts (pp. 72-73). Finally, Edwards recommends “tax shifting,” or “green taxes,” to shift “taxes from what we want more of (income, payroll) to what we want less of (pollution, waste)” (p. 73).

Section Two: Enforcing social responsibility requirements upon publicly-held corporations necessitates certain impracticable changes. Five overarching themes emerge from the preceding sustainability principles: (1) a mere “threat” of harm to human or environmental health is actionable without a causal nexus (2) a corporation cannot manufacture any products or use any processes (e.g. burning fossil fuels, mining, synthetic organic compounds) considered harmful to human or environmental health (3) the burden of proof of “harm” is shifted from a proponent who claims he or she was harmed to the corporation, whose burden of proof is to demonstrate “harmlessness” (4) corporate decisions extend beyond shareholders and management to include all potentially affected parties, and the public must be notified of any corporate activities that threaten health, safety, or the environment and (5) corporations are expected to help meet basic human needs equitably and equally on a global basis. But, the application of these premises to our present legal system is not feasible.

Essentially, imposing the first and third themes would erode the foundations of tort law. The mere threat of harm to an individual, and without a causal connection, simply does not form the basis for a civil recovery. “[N]o claim for negligence will be recognized unless the plaintiff suffers actual harm” (Dobbs, 2000, p. 258). To recover on a tort theory of liability, one must prove that a duty was owed to him or her, that the defendant breached that duty, that the breach was a proximate cause of the harm

experienced, and that he or she was damaged by that breach. Carter v. Monsanto Company, 212 W.Va. 732, 737, 575 S.E.2d 342, 347 (2003). Moreover, the burden of proof is upon the one who claims that he or she was injured, not the other way around. Carter v. Monsanto Company, 212 W.Va. at 737. Undoubtedly, the application of social responsibility principles would turn the current negligence standard upside down.

In addition, the concept of strict liability in tort would be adversely affected. "[T]he general test for establishing strict liability in tort is whether the involved product is defective in the sense that it is not reasonably safe for its intended use." Syl. Pt. 4., Morningstar v. Black and Decker Manuf. Co., 162 W.Va. 857, 253 S.E.2d 666 (1979), in part. Adopting the above premises would make corporations liable for environmental or other harms even though their products and the processes used to manufacture such products may not be "defective" in the conventional sense. Notably, the West Virginia Supreme Court of Appeals has already rejected the application of the Ryland v. Fletcher Doctrine, "which declared that those conditions or activities which are intrinsically dangerous will result in liability even though there is no proof of any negligence" Morningstar v. Black and Decker Manuf. Co., 162 W.Va. at 891. In other words, our State's highest court and an overwhelming majority of courts refuse to make a defendant corporation an "insurer" of such a standard. Morningstar v. Black and Decker Manuf. Co., 162 W.Va. at 892.

The second, fourth, and fifth themes would effectively divest management, top executives, boards of directors, shareholders, etc., of the ability to make any meaningful decisions affecting the viability and profitability of their corporations. West Virginia Code Chapter 31D, specifically, Articles 7 (shareholders) and 8 (directors and officers) would

have to be amended to reflect the interjection of third parties into the corporate social responsibility mix and to relieve those who owe fiduciary duties and obligations to their corporations from any liability in adhering to corporate social responsibility constraints. Reasonably, it seems, shareholders would be loathe to invest large amounts of capital into companies in which third parties can determine the direction (and fate) of the company and its products. Doubtless, corporate officers' and directors' decisions would be constantly scrutinized, and they would experience difficulty attempting to satisfy countless social responsibility stakeholders. Importantly, too, a company's ability to maintain a competitive advantage may be harmed by the time, effort, products, processes, and profits lost in adhering to social responsibility principles to the exclusion of all else. Attempting to make all products, which do pass "mass approval," available and affordable globally would likely be detrimental to the health of a company's bottom line. Ultimately, enforcing corporate social responsibility requirements through the current model of corporate accountability would be a daunting, impractical task.

. **Section Three: "Is corporate social responsibility a desirable and/or attainable goal?"** Corporate social responsibility is a laudable goal. Our communities, our environment, our nation, and our world are suffering from the effects of unbridled consumption. "In 2003, for example, 11,000 cars were added to China's roads every day, a total of 4 million new cars in one year" (p. 2). "At this pace, by 2015, 150 cars are expected in China--18 million more than were driven in the United States in 1999" (p. 2). "[I]f Chinese car ownership and oil consumption were to equal US rates, 80 million barrels of oil a day above current world production would be needed; and if Chinese per-person paper consumption were to match the US level there would be not enough

paper (or forests) available" (pp. 2-3). "International fisheries consumption also is having a devastating effect on fish stocks" (p. 88). "In the last 50 years, 90 percent of all large ocean predators . . . have been fished out by industrial fleets" (p. 88). With these things in mind, however, deciding which particular set of principles to apply, how to apply the principles, and to what extent the principles should be applied is rather problematic. Extensively rewriting tort and corporate law to mandate socially responsible corporate behavior may not be the most prudent course of action at this time. Perhaps, the most effective way to ensure corporate social responsibility is to aggressively tax the particular "irresponsible" byproduct or conduct of an industry (e.g. "green taxes") and make the production of such a byproduct so costly that the industry either devises a more socially responsible way of production or altogether ceases production of a particular item.

Yet another way would be for the government to provide positive reinforcement by giving incentives and tax breaks to those corporations and industries that make measurable strides in socially-responsible behavior. For example, Interface, Inc., a leading commercial carpet manufacturer, saved over \$231 million from 1995 to 2003 by eliminating waste (i.e. "any cost that does not provide value to the customers"); reduced the total energy required to manufacture carpet by 35 percent and increased its renewable energy consumption to over 12 percent in 1996 to 2003; and decreased water intake per square meter of carpet by 78 percent in modular carpet facilities and 40 percent in broadloom facilities (p. 51). Government positive reinforcement may encourage corporations and industries to modify their behavior. In addition, encouraging consumers to purchase from socially responsible corporations ensures those not-so-

socially-responsible corporations, or industries, will take notice of their dwindling bottom lines because consumers "vote" with their pocketbooks.

Lastly, socially responsible corporate behavior is attainable, especially with external incentives and motivators. Over time, corporations may come to internalize and commit to a paradigm shift once leaders realize the potential cost-savings and goodwill generated by socially responsible behavior.

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Marketing Audit: General Motors

MSBA 5600
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Table of Contents

Executive Summary 3
Marketing Organization 3
Product Offering..... 4
Distribution..... 5
Communications..... 5
Customers..... 6
Competition..... 6
Budget 8
Process..... 8
Control..... 9
Experience & Perceptions 10
References 11

Executive Summary

General Motors (GM) is one of the leading car manufacturers worldwide. They provide a wide product offering with brands in North America including Chevrolet, GMC, Cadillac, and Pontiac. With an extensive dealership network of 20,215 dealerships around the world including 4,458 in the United States, GM products are widely available just about any where you go (Datamonitor, 2011). Within the GM line of vehicles, there is a product for everyone from the Chevy Silverado for the working class individuals to the Cadillac Escalade for the upper class.

GM's marketing organization, lead by Joel Ewanick, Vice President and Global Chief of Marketing, markets their vehicles through a number of different marketing communication channels (General Motors, 2010a). These include their "Chevy Runs Deep" television commercials to an ad in the next issue of Car & Driver (Valdes-Dapena, 2010). GM uses their \$5.1 billion advertising and promotion budget to try and keep their 2010 North American market share lead of 18.2% over their biggest competitors: Ford, Toyota, and Daimler (General Motors, 2010a).

Marketing Organization

General Motors experienced an extensive overhaul of their marketing organization in 2010 after their Chapter 11 bankruptcy. The company is now lead by their Vice President and Global Chief Marketing Officer, Joel Ewanick (General Motors, 2010a). Susan Docherty was appointed to the position of vice president, U.S. marketing and reports directly to Ewanick and Mark Reuss, GM North American president (General Motors, 2010b). In North America, there are a number of other marketing officers that report to Mrs. Docherty. These individuals include (General Motors, 2010b):

- Jim Campbell, U.S. marketing vice president, Chevrolet
- Don Butler, U.S. marketing vice president, Cadillac
- John Schwegman, U.S. marketing vice president, Buick/GMC
- Paul Edwards, U.S. marketing strategy

Product Offering

General Motors offers a wide range of vehicles throughout the world. GM's main brands in North America are Chevrolet, GMC, Buick, and Cadillac. In Europe, GM offers brand names such as Opel, Vauxhall, Chevrolet, and GM Daewoo (Datamonitor, 2011). Also in the Asian-Pacific region, Russia, Eastern Europe, Africa, and Middle East, GM products are marketed as Buick, Cadillac, Chevrolet, Daewoo, FAW, GMC, Holden, Isuzu, Jiefang, Opel, and Wuling. Whereas in South America, GM offers the Chevrolet, Suzuki, and Isuzu brands (Datamonitor, 2011).

Each of the brands that GM offers has a separate line of vehicles. For example, the Chevrolet brand in the United States offers the Aveo, Cruze, Impala, Malibu, Volt, Camaro, Corvette, HHR, Equinox, Traverse, Suburban, Tahoe, Avalanche, Silverado, Colorado, and Express (General Motors, 2011). Overall, GM does a very good job on their product offerings, they have recently done away with a number of brands including Saturn, Hummer, and Pontiac (General Motors, 2010a). This has allowed them to focus on their money making brands such as Chevrolet and Cadillac in North American. GM also does a good job of branding its vehicles around the world, everyone knows the golden bowtie on the front of a vehicle stands for Chevrolet.

According to Datamonitor 2011, GM is operating with a high fixed labor cost. This has lead to some of their competitors to begin offering discounted pricing on many

of their vehicles in different markets. This is especially true with the lower end GM products. This is the only issue with General Motors product offering system. Overall, I would still give GM an average grade on their product offering.

Distribution

General Motors offers an extensive dealership network throughout the world. GM has 20,215 dealerships worldwide, including 4,458 in the United States alone (Datamonitor, 2011). Aside from the retail dealerships GM is associated with, they also have 15,048 distribution outlets throughout the world (Datamonitor, 2011). According to Datamonitor 2011, these distribution outlets include authorized distributors, sales, service, and parts outlets. GM dealers are known for exemplary customer service and the strong dealership network allows GM to continue to increase sales throughout the world. Overall, I would give GM an above average grade on distribution due to the large network of dealerships and distribution outlets throughout the world.

Communications

General Motors uses many different types of media to communicate its marketing mix. These include: television, print media, billboards, online advertisement, and now social networking advertisement. GM uses these different types of media to distribute its advertising budget of \$5.1 billion in 2009 (General Motors, 2010a).

The new Global Chief Marketing Officer, Joel Ewanick wants to boost GM's image through advertising by truly knowing the customer and respecting the locals (Valdes-Dapena, 2010). He wants to move from the simple automobile marketing tools such as what people want, quality, fuel economy, and good deals to more sophisticated

notions of why people really move from brand to brand. Ewanick also states that GM knows that customers are looking for brands that stand for something. This notion was used in the "Chevy Runs Deep" ads in which Chevrolet owners tell their stories of owning Chevys (Valdes-Dapena, 2010).

I would give GM an average grade on marketing communications. They are beginning to use more online resources such as social network advertising. Ewanick works with regional vice presidents around the world to create common themes in marketing where possible but leaves most of the major marketing choices up to the regional vice presidents themselves (Valdes-Dapena, 2010).

Customers

General Motors bolsters customers from every end of the spectrum. These include both retail and fleet customers (General Motors, 2010a). GM, like its main competitor Ford Motor Company, offers a vehicle for almost every market segment in the automobile industry. In North America, GM offers the Cadillac brand which appeals to the upper class individuals. The Chevrolet brand offers a vehicle for just about every market segment. The electric Volt appeals to the environmentally conscious individuals, the Silverado appeals to the working class individuals, and the sport utility vehicles such as the Suburban and Tahoe appeal to families.

Competition

General Motors faces competition worldwide from a number of different automobile manufacturers. According to Datamonitor 2011, GM's major competitors are AB Volvo, Bayerische Motoren Werke, Daimler, Fiat Group Automobiles, Ford Motor,

Honda Motor, Hyundai Motor, Isuzu Motors, Mazda Motor, Nissan Motor, PACCAR, PSA Peugeot Citroen, Renault, Toyota Motor, and Volkswagen. Focusing on North America, GM's direct competitors are Daimler, Ford Motor, and Toyota Motor. Each of GM's competitors are leaders in the U.S. automobile market share with GM the leader at 18.2% as of 2010 (General Motors, 2010a).

As stated previously, GM like many major automobile manufacturers are operating with a high amount of fixed labor costs which allows competitors to offer lower pricing to attract individuals who are not brand loyal to GM. Yahoo Finance provides a comparison chart listed below with GM and its direct competitors as of April 2010 (GM Competitors, 2010).

Direct Competitor Comparison					
	GM	Daimler	Ford	Toyota	Industry
Market Cap	38.03 B	N/A	46.59 B	106.00 B	14.87 B
Employees	208,000	51,623	164,000	317,716	122,620
Quarter Rev Growth	18.70%	N/A	1.30%	-29.40%	11.90%
Revenue	146.51 B	41.95 B	130.96 B	230.21 B	50.11 B
Gross Margin	12.49%	N/A	15.23%	12.04%	18.69%
Net Income	7.86 B	-652.00 M	6.83 B	2.87 B	N/A

As shown in the chart, GM is the leading automobile manufacturer in the United States with an overall Net Income of \$7.86 billion as of April 2010.

Budget

General Motors has a fairly large budget for marketing expenses. In 2010, GM allocated \$5.1 billion in advertising and promotion expenses (General Motors, 2010a). By far the largest portion of these expenses were in the North American division in which \$3.4 billion was spent. The remaining amount was distributed with \$0.8 billion in Europe, \$0.6 billion in International Operations, and \$0.3 billion in South America (General Motors, 2010a.) GM also spent \$1.4 billion during the same time period in selling and marketing expenses to support dealerships (General Motors, 2010a).

In 2008, before GM filed for bankruptcy, they spent \$6.3 billion in advertising and promotion expenses. These expenses included \$4.0 billion in North America, \$1.3 billion in Europe, \$0.8 billion in International Operations, and \$0.2 billion in South America. The selling and marketing expenses were also larger than in 2010 with \$1.9 billion in support of dealerships (General Motors, 2010a). These changes are primarily due to the removal of a number of brands from the GM line since their bankruptcy. With the brands such as Hummer, Saturn, and Pontiac gone, less money needs to be allocated to the overall marketing efforts.

Process

General Motors does not make its marketing plan open to the public. A condensed marketing plan can be derived from the information that was provided in the previous sections. GM markets a wide variety of vehicles which appeal to about every market segment in the automobile market. They use different forms of marketing communication to distribute its 2010 advertising budget of \$5.1 billion to market these vehicles to the general public including television, print media, and social network

advertising (General Motors, 2010a). GM also makes their vehicles available to the public through its extensive dealership network of 20,215 dealerships worldwide (Datamonitor, 2011). These concepts give you a basic idea of GM's marketing process without access to their formal written marketing plan.

Control

General Motors closely monitors some marketing control measurements to gain a better understanding of where they stand in the automobile market. According to their annual report (General Motors, 2010a), they monitor their market share change very closely. In 2010 GM held the #1 market share position in North America with 18.2%, the #5 market share position in Europe with 8.8%, the #2 market share position in International Operations with 8.8%, and the #1 market share position in South America with 19.9% (General Motors, 2010a). Market share is evaluated each year with GM regaining the number one spot in North America in 2010 with a 52 percent increase in sales (General Motors, 2010a).

Other controls that GM has in place is return on investment (ROI). Their annual report states that for every \$100 invested in GM on 11/18/10, the investment would be worth \$108 dollars on 12/31/10. Whereas, if the same \$100 investment was made with one of their leading competitors, Ford Motor Company, the investment would be worth \$104 on 12/31/10 (General Motors, 2010a). Another control used by GM is customer satisfaction. According to Bloomberg, one of GM's top brands Cadillac topped the American Customer Satisfaction Index. Cadillac received a score of 87 out of 100, tying with Toyota's Lexus brand (Armstrong, 2011).

Experience & Perceptions

General Motors mission statement, "G.M. is a multinational corporation engaged in socially responsible operations, worldwide. It is dedicated to provide products and services of such quality that our customers will receive superior value while our employees and business partners will share in our success and our stock-holders will receive a sustained superior return on their investment" (RedLAC, 2011), shows their continued effort to provide quality vehicles to their valued customers and stockholders. This is consistent with their marketing efforts in the sense that GM continues to market vehicles around the world for every market segment which are easily accessible due to the sophisticated dealership network they have in place.

GM has had some legal trouble with its marketing within the last few years. One issue arose when GM decided to use an image of Albert Einstein in an ad for the GMC Terrain. GM failed to receive authorized permission to use the likeness of Einstein's image which is owned the Hebrew University of Jerusalem. Einstein willed the rights to his image to the Hebrew University when he died in 1955. The University is now suing GM for \$75,000 in damages (Read, 2010).

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32/32

The following are sample exams and student submissions
for
MSBA 5700 - Quantitative Analysis

Take Home Exam

Quantitative Analysis

Dr. M. A. Khalil

1. Case problem 4 on page ~~699~~ 664
2. Problem 35 on page ~~699~~ 706
3. Problem 41 on page ~~695~~ 711
- 4.

A multiple regression analysis between yearly income (Y in \$1000), college grade point average (X_1), age of the individuals (X_2), and the gender of individuals (X_3 ; zero representing female and 1 representing male) was performed on a sample of 10 people, and the following results were obtained.

<u>Source</u>	<u>Sum of Squares</u>	<u>DF</u>	<u>Mean Squares</u>	<u>F</u>
Regression	360.59	3	120.197	30.16
Error	23.91	6	3.985	

ANALYSIS OF VARIANCE

<u>Variable Name</u>	<u>Regression Coefficient</u>	<u>Standard Error Regression Coefficient</u>
X_1	10.0230	1.6512
X_2	0.1020	0.1225
X_3	-4.4811	1.4400
Intercept	4.0928	1.4400

- a. Write the regression equation for the above.
- b. Interpret the meaning of the coefficient of X_3 .
- c. Compute the coefficient of determination.
- d. Is the coefficient of X_1 significant? Use $\alpha = .05$.
- e. As you note, the coefficient of x_3 is -4.4811. Fully interpret the meaning of this coefficient.

5-

A financial analyst wanted to examine the relationship between salary (in \$1,000) and 4 variables: age ($X_1 = \text{Age}$), experience in the field ($X_2 = \text{Exper}$), number of degrees ($X_3 = \text{Degrees}$), and number of previous jobs in the field ($X_4 = \text{Prevjobs}$). He took a sample of 20 employees and obtained the following Microsoft Excel output:

SUMMARY OUTPUT

Regression Statistics					
Multiple R		0.992			
R Square		0.984			
Adjusted R Square		0.979			
Standard Error		2.26743			
Observations		20			

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Signif F</i>
Regression	4	4609.83164	1152.45791	224.160	0.0001
Residual	15	77.11836	5.14122		
Total	19	4686.95000			

	<i>Coeff</i>	<i>StdError</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	-9.611198	2.77988638	-3.457	0.0035
Age	1.327695	0.11491930	11.553	0.0001
Exper	-0.106705	0.14265559	-0.748	0.4660
Degrees	7.311332	0.80324187	9.102	0.0001
Prevjobs	-0.504168	0.44771573	-1.126	0.2778

1. Referring to the table above, estimate of the unit change in the mean of Y per unit in X4, taking into account the effects of the other 3 variables, is.....
 2. Referring to the table above, the predicted salary for a 35-year person with 10 years of experience, 3 degrees, and 1 previous job is.....
 3. Referring to the table above, the regression coefficient of X2 is.....
 4. Referring to the table above, the value of the coefficient of determination is.....
 5. Referring to the table above, the analyst wants to use an F-test to test $H_0: B_1=B_2=B_3=B_4=0$. The appropriate alternative hypothesis is.....
 6. Referring to the table above, the value of the F-statistic for testing the significance of the entire regression is.....
 7. Referring to the table above, the P-value of the F test for the significance of the entire regression is.....
 8. Referring to the table above, the analyst wants to use a t test to test the significance of the coefficient of X3, for a level of significance of 0.01, the values of the test are.....\
 9. Referring to the table above, the analyst wants to use a t test to test for the significance of the coefficient of X3, the value of the test statistic is.....
 10. Referring to the table above, the analyst wants to use a t test for the significance of the coefficient of X3. The p-value of the test is.....
-

PGA Tour Statistics

The Professional Golfers Association (PGA) maintains data on performance and earnings for members of the PGA Tour. The top 125 players based on total earnings in PGA Tour events are exempt for the following season. Making the top 125 money list is important because a player who is “exempt” has qualified to be a full-time member of the PGA tour for the following season.

During recent years on the PGA Tour there have been significant advances in the technology of golf balls and golf clubs, and this technology has been one of the major reasons for the increase in the average driving distance of PGA Tour players. In 1992, the average driving distance was 260 yards, but in 2003 this increased to 286 yards. PGA Tour pros are hitting the ball farther than ever before, but how important is driving distance in terms of a player’s performance? And what effect has this increased distance had on the players’

accuracy? To investigate these issues, year-end performance data for the 125 players who had the highest total earnings in PGA Tour events for 2008 are contained in the file named PGA-Tour (PGA Tour website, 2009). Each row of the data set corresponds to a PGA Tour player, and the data have been sorted based upon total earnings. Descriptions for the data follow.

Money: Total earnings in PGA Tour events.

Scoring Average: The average number of strokes per completed round.

DrDist (Driving Distance): DrDist is the average number of yards per measured drive. On the PGA Tour, driving distance is measured on two holes per round. Care is taken to select two holes which face in opposite directions to counteract the effect of wind. Drives are measured to the point at which they come to rest regardless of whether they are in the fairway or not.

DrAccu (Driving Accuracy): The percentage of time a tee shot comes to rest in the fairway (regardless of club). Driving accuracy is measured on every hole, excluding par 3’s.

GIR (Greens in Regulation): The percentage of time a player was able to hit the green in regulation. A green is considered hit in regulation if any portion of the ball is touching the putting surface after the GIR stroke has been taken. The GIR stroke is determined by subtracting 2 from par (first stroke on a par 3, second on a par 4, third on a par 5). In other words, a green is considered hit in regulation if the player has reached the putting surface in par minus two strokes.

Managerial Report

1. Develop numerical and graphical summaries of the data.
2. Use regression analysis to investigate the relationship between Scoring Average and DrDist. Does it appear that players who drive the ball farther have lower average scores?
3. Use regression analysis to investigate the relationship between Scoring Average and DrAccu. Does it appear that players who are more accurate in hitting the fairway have lower average scores?
4. Use regression analysis to investigate the relationship between Scoring Average and GIR. Does it appear that players who are more accurate in hitting greens in regulation have lower average scores?
5. Which of the three variables (DrDist, DrAccu, and GIR) appears to be the most significant factor in terms of a player’s average score?
6. Treating DrDist as the independent variable and DrAccu as the dependent variable, investigate the relationship between driving distance and driving accuracy.

TABLE 14.14 DATA FOR 48 NATIONAL UNIVERSITIES

	% of Classes Under 20	Student/Faculty Ratio	Alumni Giving Rate
Boston College	39	13	25
Brandeis University	68	8	33
Brown University	60	8	40
California Institute of Technology	65	3	46
Carnegie Mellon University	67	10	28
Case Western Reserve Univ.	52	8	31
College of William and Mary	45	12	27
Columbia University	69	7	31
Cornell University	72	13	35
Dartmouth College	61	10	53
Duke University	68	8	45
Emory University	65	7	37
Georgetown University	54	10	29
Harvard University	73	8	46
Johns Hopkins University	64	9	27
Lehigh University	55	11	40
Massachusetts Inst. of Technology	65	6	44
New York University	63	13	13
Northwestern University	66	8	30
Pennsylvania State Univ.	32	19	21
Princeton University	68	5	67
Rice University	62	8	40
Stanford University	69	7	34
Tufts University	67	9	29
Tulane University	56	12	17
U. of California—Berkeley	58	17	18
U. of California—Davis	32	19	7
U. of California—Irvine	42	20	9
U. of California—Los Angeles	41	18	13
U. of California—San Diego	48	19	8
U. of California—Santa Barbara	45	20	12
U. of Chicago	65	4	36
U. of Florida	31	23	19
U. of Illinois—Urbana Champaign	29	15	23
U. of Michigan—Ann Arbor	51	15	13
U. of North Carolina—Chapel Hill	40	16	26
U. of Notre Dame	53	13	49
U. of Pennsylvania	65	7	41
U. of Rochester	63	10	23
U. of Southern California	53	13	22
U. of Texas—Austin	39	21	13
U. of Virginia	44	13	28
U. of Washington	37	12	12
U. of Wisconsin—Madison	37	13	13
Vanderbilt University	68	9	31
Wake Forest University	59	11	38
Washington University—St. Louis	73	7	33
Yale University	77	7	50

WEB file

Alumni

Repair Time in Hours	Months Since Last Service	Type of Repair	Repairperson
2.9	2	Electrical	Dave Newton
3.0	6	Mechanical	Dave Newton
4.8	8	Electrical	Bob Jones
1.8	3	Mechanical	Dave Newton
2.9	2	Electrical	Dave Newton
4.9	7	Electrical	Bob Jones
4.2	9	Mechanical	Bob Jones
4.8	8	Mechanical	Bob Jones
4.4	4	Electrical	Bob Jones
4.5	6	Electrical	Dave Newton

- Ignore for now the months since the last maintenance service (x_1) and the repairperson who performed the service. Develop the estimated simple linear regression equation to predict the repair time (y) given the type of repair (x_2). Recall that $x_2 = 0$ if the type of repair is mechanical and 1 if the type of repair is electrical.
- Does the equation that you developed in part (a) provide a good fit for the observed data? Explain.
- Ignore for now the months since the last maintenance service and the type of repair associated with the machine. Develop the estimated simple linear regression equation to predict the repair time given the repairperson who performed the service. Let $x_3 = 0$ if Bob Jones performed the service and $x_3 = 1$ if Dave Newton performed the service.
- Does the equation that you developed in part (c) provide a good fit for the observed data? Explain.

Exercise 5 gave the following data on weekly gross revenue (\$1000s), television advertising expenditures (\$1000s), and newspaper advertising expenditures (\$1000s) for Showtime Movie Theaters.

Weekly Gross Revenue (\$1000s)	Television Advertising (\$1000s)	Newspaper Advertising (\$1000s)
96	5.0	1.5
90	2.0	2.0
95	4.0	1.5
92	2.5	2.5
95	3.0	3.3
94	3.5	2.3
94	2.5	4.2
94	3.0	2.5

- Find an estimated regression equation relating weekly gross revenue to television advertising expenditures and newspaper advertising expenditures.
- Plot the standardized residuals against \hat{y} . Does the residual plot support the assumptions about ϵ ? Explain.
- Check for any outliers in these data. What are your conclusions?

50

	Money (\$)	Scoring Average	DrDist	DrAccu	GIR
1) Mean	1,791,113	71	288	63	65
Median	1,488,214	71	288	63	65
Mode	#N/A	70.84	291.7	59.45	66.61
Stand Dev	1,036,282.92	0.42	8.64	5.16	2.66
Min	800,694	70	261	51	58
Max	6,601,094	72	315	74	71

1) See graphs in corresponding sections with other regression analysis statistics.

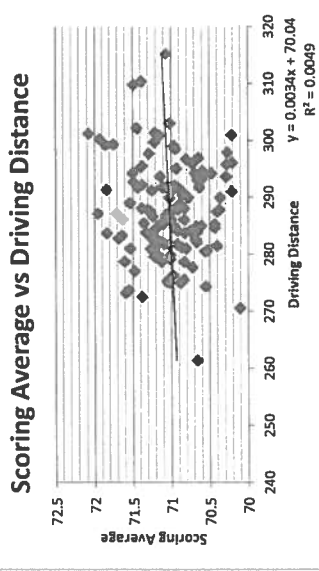
SUMMARY OUTPUT - Scoring Average vs Driving Distance

- 2) It does not appear players with longer drives have lower scores in fact the correlation coefficient of a positive 0.0034 actually suggests they have higher scores. It should be noted this model has a .0005 goodness of fit and is not really useful to predict scores. The T-test also isn't greater than 3 and the Ptest is not less an alpha suggesting there is not a significant relationship.

Regression Statistics			
Multiple R	0.070119036		
R Square	0.004916679		
Adjusted R Square	-0.003173429		
Standard Error	0.422725685		
Observations	125		

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	0.108601248	0.108601248	0.60773961	0.4371376
Residual	123	21.97973155	0.178697004		
Total	124	22.0883328			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	Very Weak Positive Correlation
Intercept	70.04022825	1.265369273	55.35161139	8.65663E-89	67.53550736	72.54494914	67.53550736	72.54494914	
DrDist	0.003423557	0.004391559	0.779576558	0.4371376	-0.005269266	0.01211638	-0.005269266	0.01211638	

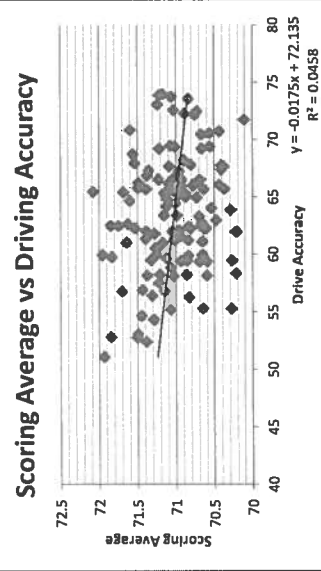


SUMMARY OUTPUT - Scoring Average vs Driving Accuracy

- 3) The negative correlation coefficient of -0.01745 suggest that golfers who drive more accurately score lower. It should be noted the goodness of fit for this model is .0458 meaning it is not useful to predict scores. The T-test (-2.4301) is in the critical range of less than 1.984 and the pvalue (.0165) is less than alpha (.05) suggesting a relationship exists.

Regression Statistics			
Multiple R	0.214040886		
R Square	0.045813501		
Adjusted R Square	0.038055887		
Standard Error	0.413947769		
Observations	125		

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	1.011943851	1.011943851	5.90561761	0.016536446
Residual	123	21.07638895	0.171352756		
Total	124	22.0883328			



	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	Very Weak Negative Correlation
Intercept	72.13537119	0.457904156	157.5337769	9.491E-144	71.22897799	73.04176439	71.22897799	73.04176439	
DrAccu	-0.017498334	0.007200523	-2.43014765	0.016536446	-0.031751328	-0.00324534	-0.031751328	-0.00324534	

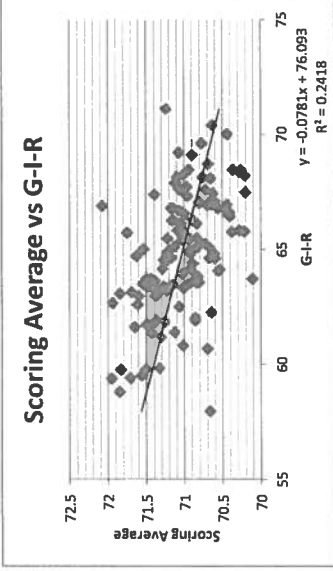
SUMMARY OUTPUT - Scoring Average vs G-I-R

Regression Statistics	
Multiple R	0.491765095
R Square	0.241832909
Adjusted R Square	0.235668949
Standard Error	0.368987265
Observations	125

ANOVA		df	SS	MS	F	Significance F
Regression	1	5.341685771	5.341685771	39.23336705	5.74909E-09	
Residual	123	16.74664703	0.136151602			
Total	124	22.0883328				

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	76.09320078	0.809619359	93.98638992	2.1473E-116	74.4906089	77.69579266
GIR	-0.078082596	0.012465981	-6.26365445	5.74909E-09	-0.10275824	-0.0533406951

Weak Negative Correlation



4) The negative correlation coefficient of -0.0781 suggest that golfers who hit more G-I-R score lower. It should be noted the goodness of fit for this model is 24.18 meaning it is not useful to predict scores. The T-test (6.26) is greater than 3 and the pvalue (.0000) is less than alpha (.05) suggesting a relationship exists.

5) G-I-R appears to be most significant factor in lower scores based on the correlation coefficient and the r² value indicating it has the most impact on score and provides the best fit of the three variables.

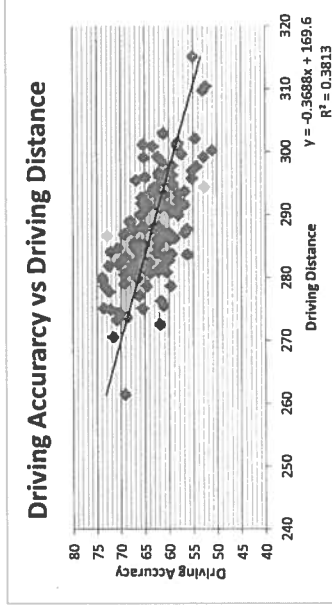
SUMMARY OUTPUT - Driving Accuracy vs Driving Distance

Regression Statistics	
Multiple R	0.617506659
R Square	0.381314474
Adjusted R Square	0.37628451
Standard Error	4.077217984
Observations	125

ANOVA		df	SS	MS	F	Significance F
Regression	1	1260.219827	1260.219827	75.80859464	1.71948E-14	
Residual	123	2044.715898	16.62370649			
Total	124	3304.935725				

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	169.6004454	12.20457271	13.89646728	5.62206E-27	145.442242	193.7586487
DrDist	-0.368793524	0.04235689	-8.70681312	1.71948E-14	-0.452636391	-0.284950658

Negative Correlation



6) The negative correlation coefficient of -0.3688 suggests that the farther a golfer drives then the less accurate the drive becomes. The r² (.3813) suggests a better goodness of fit than the others but still explains less than half of situations meaning it is still a poor fit. The T-test (-8.7068) and Ptest (0.0000) both suggest a relationship does exist.

10

Repair Time (hours)	Months Since Last Service	Type of Repair	Repairperson	Type of Repair	Repairperson
2.9	2	1 electrical	1	1 electrical	Dave Newton
3.0	6	0 mechanical	0	1 mechanical	Dave Newton
4.8	8	1 electrical	1	0 electrical	Bob Jones
1.8	3	0 mechanical	0	1 mechanical	Dave Newton
2.9	2	1 electrical	1	1 electrical	Dave Newton
4.9	7	0 electrical	0	1 electrical	Bob Jones
4.2	9	0 mechanical	0	0 mechanical	Bob Jones
4.8	8	0 mechanical	0	0 mechanical	Bob Jones
4.4	4	1 electrical	1	0 electrical	Bob Jones
4.5	6	1 electrical	1	1 electrical	Dave Newton

A) $y^{\wedge} = 3.45 + .6167 x$

B) $r^2 = .0871$ - This does not provide a good fit at all it is very close to zero and would apply if very few situations

C) $y^{\wedge} = 4.62 - 1.6 x$

D) $r^2 = .6109$ - This does provide a relatively good fit. It would apply in about 60% of cases which is better than half.

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.2952
R Square	0.0871
Adjusted R Square	-0.027
Standard Error	1.0934
Observations	10

ANOVA					
	df	SS	MS	F	Significance F
Regression	1	0.912666667	0.912666667	0.763471593	0.407707009
Residual	8	9.563333333	1.195416667		
Total	9	10.476			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	3.45	0.546675559	6.310872956	0.000230077	2.189363901	4.710636	2.189363901	4.710636099
Type of Repair	0.6167	0.705755112	0.873768615	0.407707009	-1.010807539	2.244141	-1.010807539	2.244140873

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.7816
R Square	0.6109
Adjusted R Square	0.5623
Standard Error	0.7138
Observations	10

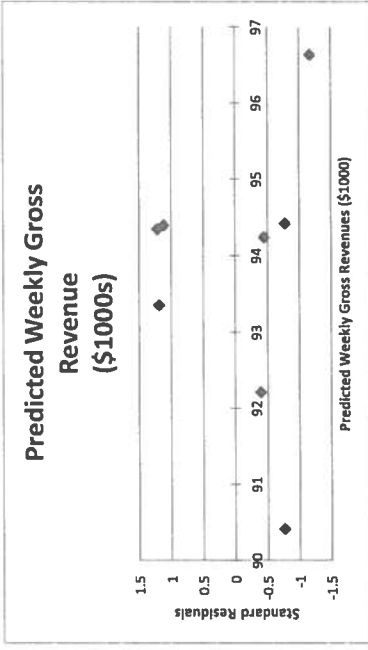
ANOVA					
	df	SS	MS	F	Significance F
Regression	1	6.4	6.4	12.56133464	0.007573303
Residual	8	4.076	0.5095		
Total	9	10.476			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	4.62	0.319217794	14.47287741	5.08347E-07	3.883882447	5.356118	3.883882447	5.356117553
Repairperson	-1.6	0.451442134	-3.54419732	0.007573303	-2.641027427	-0.55897	-2.641027427	-0.558972573

10

Weekly Gross Revenue (\$1000s)	Television Advertising (\$1000s)	Newspaper Advertising (\$1000s)
96	5.0	1.5
90	2.0	2.0
95	4.0	1.5
92	2.5	2.5
95	3.0	3.3
94	3.5	2.3
94	2.5	4.2
94	3.0	2.5

a) $y^{\wedge} = 82.2301 + 2.2902 x_1 + 1.3010 x_2$



b) The plot supports the assumptions about E.
The sum of the standardized residuals is almost zero.
The variance is close to equal for all values of X.
The values of E are independent.
The distribution appears to be normal based on the graph.

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.958663444
R Square	0.9190356
Adjusted R Square	0.88664984
Standard Error	0.642587303
Observations	8

ANOVA

	df	SS	MS	F	Significance F
Regression	2	23.43540779	11.7177039	28.37776839	0.001865242
Residual	5	2.064592208	0.412918442		
Total	7	25.5			

c) No observations have a standardized residual of greater or less than 2, so it is assumed not outliers are present.

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	83.23009169	1.573868952	52.88247894	4.57175E-08	79.18433275	87.27585063	79.18433275	87.27585063
Television Advertising (\$1000s)	2.290183621	0.304064556	7.531899313	0.000653232	1.508560796	3.071806446	1.508560796	3.071806446
Newspaper Advertising (\$1000s)	1.300989098	0.320701597	4.056696662	0.009760798	0.476599398	2.125378798	0.476599398	2.125378798

RESIDUAL OUTPUT

Observation	Predicted Weekly Gross Revenue (\$1000s)	Residuals	Standard Residuals
1	96.63249344	-0.632493442	-1.164629818
2	90.41243713	-0.412437128	-0.759433293
3	94.34230982	0.657690179	1.211025352
4	92.20802349	-0.208023488	-0.383040109
5	94.39390658	0.606093423	1.116018642
6	94.23800929	-0.238009289	-0.438253896
7	94.41970496	-0.419704955	-0.772815768
8	93.3531153	0.646884701	1.191128891
		-4.26326E-14	-7.86038E-14

#5

$$\hat{y} = -9.6112 + 1.3277x_1 - 0.1067x_2 + 7.3113x_3 - 0.5042x_4$$

1) A change in x_4 (# Previous jobs) by one unit will cause y (Salary) to change by \$504 ($.5042 \times \$1,000$) holding all other variables constant.

$$\begin{aligned} 2) \hat{y} &= -9.6112 + 1.3277(35) - 0.1067(10) + 7.3113(3) - 0.5042(1) \\ \hat{y} &= 57.221 \end{aligned}$$

He would be expected to make \$57,221 dollars.

$$3) -0.106705 \quad b_2 = -0.106705$$

$$4) R^2 = 0.984$$

5) $H_a: \beta_1 \neq \beta_2 \neq \beta_3 \neq \beta_4 \neq 0$ (One or more of the parameters is not equal zero)

$$6) F = 224.160$$

$$7) P(F) = 0.0001$$

$$8) t\text{-value}_{x_3} = 9.102 \quad \alpha = .01 \quad \alpha/2 = .005 \quad d.f. = 20 - 4 - 1 = 15$$

Critical value = ± 2.947

$$9) t\text{-value}_{x_3} = 9.102$$

$$10) p\text{-value}_{x_3} = 0.0001$$

#4

a. $y^{\wedge} = 4.0928 + 10.0230x_1 + 0.1020x_2 - 4.4811x_3$

b. A change in x_3 by one unit will cause y to change -4.4811 holding all other variables constant. (in this case a change in gender)

c. $R^2 = \frac{SSR}{SST} = \frac{360.59}{384.5} = 0.9378 = \boxed{93.78\%} = R^2$

$SSR = \boxed{360.59}$

$SST = 360.59 + 23.91 = \boxed{384.5}$

$SSE = 23.91$

10

The coefficient of determination (R^2) is 93.78% which indicates an excellent goodness of fit.

d. $t\text{-stat}_{x_1} = \frac{10.0230}{1.6512} = 6.0701$

$d(f) = 10 - 3 - 1 = 6$

$\alpha = \frac{.05}{2} = .025$

critical value = 2.447



The correlation coefficient of x_1 is significant because the t -stat value of 6.0701 falls in the critical value range of greater than 2.447.

e. A change in x_3 by one unit, which in this case means a change in gender, will cause y to change -4.4811 holding all other variables constant. Essentially meaning a woman will be expected to earn approximately \$4,481 more than a man with the same college GPA and Age.

Take Home Exam
Managerial Economics

1. Under which of these market classifications does each of the following most accurately fit? In each case justify your classification.

- a. a super market in your hometown
- b. Kansas wheat farm
- c. the commercial bank in which you or your family has an account
- d. the automobile industry
- e. the steel industry

De Beers' Diamonds: Are Monopolies Forever?

De Beers Was One of the World's Strongest and Most Enduring Monopolies. But in Mid-2000 It Announced That It Could No Longer Control the Supply of Diamonds and Thus Would Abandon Its 66-Year Policy of Monopolizing the Diamond Trade.

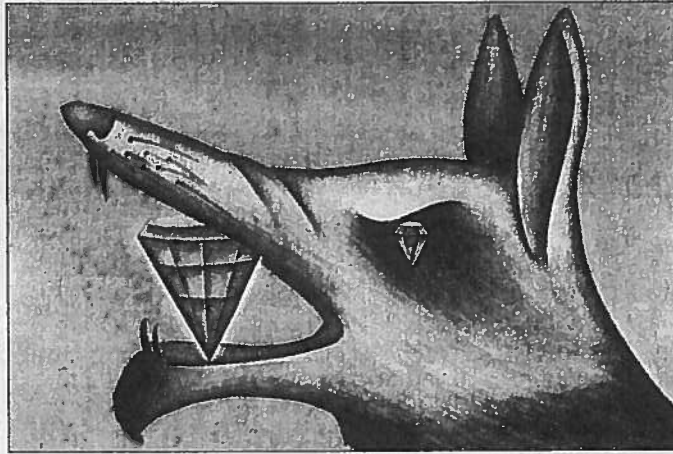
De Beers, a Swiss-based company controlled by a South African corporation, produces about 50 percent of the world's rough-cut diamonds and purchases for resale a sizable number of the rough-cut diamonds produced by other mines worldwide. As a result, De Beers markets 63 percent of the world's diamonds to a select group of diamond cutters and dealers. But that percentage has declined from 80 percent in the mid-1980s and continues to shrink. Therein lies the company's problem.

Classic Monopoly Behavior

De Beers' past monopoly behavior and results are a classic example of the unregulated monopoly model illustrated in Figure 24.4. No matter how many diamonds it mined or purchased, it sold only the quantity of diamonds that would yield an "appropriate" (monopoly) price. That price was well above production costs, and De Beers and its partners earned monopoly profits.

When demand fell, De Beers reduced its sales to maintain price. The excess of production over sales was then reflected in growing diamond stockpiles held by De Beers. It also attempted to bolster demand through advertising ("Diamonds are forever"). When demand was strong, it increased sales by reducing its diamond inventories.

De Beers used several methods to control the production of many mines it did not own. First, it convinced a number of independent producers that "single-channel" or monopoly marketing through De Beers would maximize their profit. Second,



mines that circumvented De Beers often found their market suddenly flooded with similar diamonds from De Beers' vast stockpiles. The resulting price decline and loss of profit often would encourage a "rogue" mine into the De Beers fold. Finally, De Beers simply purchased and stockpiled diamonds produced by independent mines so that their added supplies would not "undercut" the market.

An End of an Era? Several factors have come together to unravel the monopoly. New diamond discoveries resulted in a growing leakage of diamonds into world markets outside De Beers' control. For example, significant prospecting and trading in Angola occurred. Recent diamond discoveries in Canada's Northwest Territories pose another threat. Although De Beers is a participant in that region, a large uncontrolled supply of diamonds is expected to emerge. Similarly, although Russia is part of the De Beers monopoly, this cash-strapped country is allowed to sell part of its diamond stock directly into the world markets.

If that was not enough, Australian diamond producer Argyle opted to withdraw from the De Beers monopoly. Its annual production of mostly low-grade industrial diamonds accounts for about 6 percent of the global \$8 billion diamond market. Moreover, the international media began to focus heavily on the role that diamonds play in financing the bloody civil wars in Africa. Fearing a consumer boycott of diamonds, De Beers pledged not to buy these "conflict" diamonds or do business with any firms that did. These di-

amonds, however, continue to find their way into the marketplace eluding De Beers' control.

In mid-2000 De Beers abandoned its attempt to control the supply of diamonds. It announced that it planned to transform itself from a diamond cartel to a modern firm selling "premium" diamonds and other luxury goods under the De Beers label. It therefore would gradually reduce its \$4 billion stockpile of diamonds and turn its efforts to increasing the overall demand for diamonds through advertising. De Beers proclaimed that it was changing its strategy to being "the diamond supplier of choice."

With its high market share and ability to control its own production levels, De Beers will still wield considerable influence over the price of rough-cut diamonds. But it turns out that the De Beers monopoly was not forever.

How was De Beers able to control the world price of diamond over the past several decades even though it produced only 50 percent of the diamonds? What factors ended its monopoly? What is its new strategy for earning economic profit, rather than just normal profits?

5.

Case Study

The Price of Caviar and the Fall of Communism

Many products produced in the now-defunct USSR were considered inferior by Western standards. However, one area where the Soviets excelled was in the production of caviar. In the Volga River, near the Caspian Sea, the water temperature and degree of salinity are a perfect spawning ground for the sturgeon whose eggs produce the world's most prized caviar.

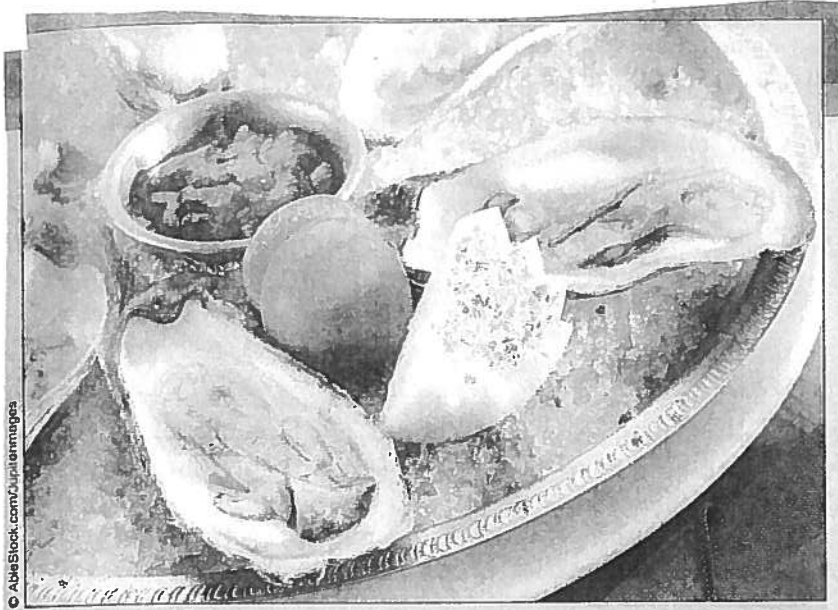
During the nearly seven decades of communist rule, the Soviet state maintained a near monopoly over the harvest, processing, and marketing of this delicacy. The result was a textbook example of the restricted output, high prices, and income redistribution associated with monopoly control over a market.

Until 1991, the Soviet Bureau of Fisheries made virtually all decisions about sales of Russian caviar. In a typical year, about 2,000 tons of caviar were harvested. Of this amount, the Bureau allowed only 150 tons to be exported. By restricting the amount available to foreign consumers, the price was maintained at an extremely high level. For example, in Moscow, the black-market price for top-grade black caviar in 1991 was about \$5 per kilogram. But the same caviar could easily have been sold for \$500 to \$1,000 per kilogram in New York City. Clearly, the monopoly arrangement caused a substantial redistribution of income from New York restaurant and delicatessen patrons to the Soviet state. During the period of communist rule, caviar was a much-needed source of hard currency for the government.

One effect of the breakup of the USSR in 1991 was to increase competition in the caviar market. The two largest Soviet fisheries are now under the control of two different republics, Russia and Kazakhstan. In addition, fishermen on the Caspian Sea have begun to bypass the government and establish their own export businesses. The results were as predicted by economic theory. Prices dropped by 20 percent in 1 year. More recently, over-fishing has become a problem and the number of sturgeon have greatly decreased in the region. ■

After you read the case carefully, do you believe the government of Russia should regulate the Caviar industry, if yes, why? What are the impacts of government regulation on price and production of Caviar? What are the impacts of the government regulation on the income distribution of the stockholders and consumers?

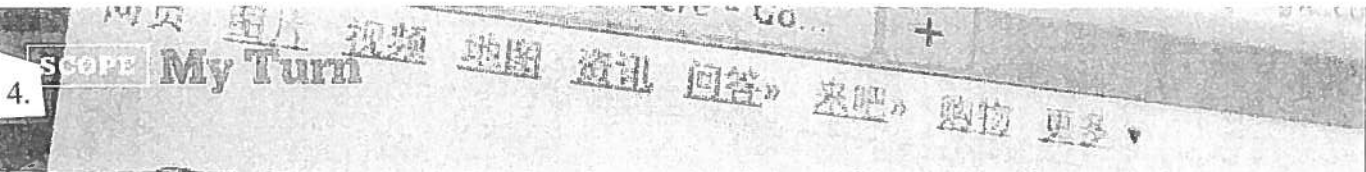
6.



Suppose your favorite restaurant is Ivan's Oyster Bar. Ivan's does not fit either of the two extreme models studied in the previous two chapters. Instead, Ivan's characteristics are a blend of monopoly and perfect competition. For starters, like a monopolist, Ivan's demand curve is downward sloping. This means Ivan's is a *price maker*, because it can charge a higher price for seafood and lose some customers but many loyal customers will keep coming. The reason is that Ivan's distinguishes its product from

the competition by advertising, first-rate service, a great salad bar, and other attributes. In short, like a monopolist, Ivan's has a degree of *market power*, which allows it to restrict output and maximize profit. But like a perfectly competitive firm and unlike a monopolist, Ivan's is not the only place to buy a seafood dinner in town. It must share the market with many other restaurants within an hour's drive.

Why will Ivan's Oyster Bar make zero economic profit in the long run? Compare the monopolistically competitive firm's demand curve to a perfect competitor firm (use $MR=MC$ model). What are the major differences between them?



It has been said that a firm should have two goals, either to maximize profits or minimize costs. Was Mr. Ted Leonsis's argument "double-bottom -lone company" fitted one of the two goals? Explain the role of profit in a free-market economic system. Hint; look at chapter 1 for related materials.



HOW TO BUILD A HAPPY COMPANY

BY TED LEONSIS

WALL STREET WAS PERPLEXED LAST month when Google decided to flout China's censorship laws, routing Web users to an unrestricted search page based in Hong Kong. In the short term, the move threatens the company's foothold in the biggest Internet market in the world. By my lights, however, it's a brilliant long-term plan.

I have followed Google for more than a decade—first as one of the earliest investors (pre-IPO!) in the company and later as an AOL executive who helped arrange a pair of big partnerships with the search giant. But my interest has always been more than merely financial. Google is a prime example of what I call a double-bottom-line company—an organization that measures its success by both its fiscal results and its positive impact on humanity. Google aims to make money, of course, but it also has a motto ("Don't be evil") and a higher calling: to organize the world's information and make it universally accessible. By refusing to participate in Chinese censorship, the company imperiled billions of dollars in future profit. More important, it protected its status as a happy company at peace with its values—and happy companies are more, not less, likely to continue being successful.

The notion of championing principle over profit may strike some people as naive. But I'm no socialist or sap.

I realize that "doing the right thing" is meaningless if it doesn't keep the lights on. My 25 years as an entrepreneur and investor, however, have shown me firsthand the link between pursuing happiness and achieving financial success.

AOL offers one of the best examples of my happiness model at work. When the company pursued the higher calling of spreading Internet access, both our bottom lines were healthy and our company was happy. When we got off that path and worshiped the false god of the short-term earnings bump, we lost our way. We sold off businesses we had pioneered, such as the online dating service Love@AOL. We walked away from a 20 percent stake in Amazon.com, because another retailer offered us a way to impress Wall Street with better quarterly profits. And we ultimately entered a merger with Time Warner, a move that I opposed in part because it subverted our goal of building a global medium and catered to financial analysts instead. We were no longer asking ourselves, "What great product did we release this week?" Everything—*everything*—was about whether we were going to send enough money to New York to help our corporate parent impress investors. I remember coming out of meetings and saying to people, "We could be making nuclear-power plants, for all you could tell from that meeting."

I utilize double-bottom-line thinking in my personal investments as well. As the principal owner of the Washington Capitals hockey team, I probably could have earned short-term praise by lowering our already low ticket prices in recent years. But the team would soon have lacked the financial resources to put a Stanley Cup contender on the ice. So in order to generate enough money to win—and make our fans really happy—I raised ticket prices. Now we have a happy team, happy fans—and a shot at a championship.

Admittedly, the concept of the double bottom line is unlikely to pop up in business schools any time soon. To people who talk in terms of "the hurdle rate of return" and "maximizing shareholder value," the idea of pursuing

I'm no socialist or sap. I realize that 'doing the right thing' is meaningless if it doesn't keep the lights on.

happiness seems woefully out of place. But consider that no less than Charles Forbes—founder of *Forbes* magazine—has said that business originated to produce happiness. He might have added that happiness can produce business as well. Revenue growth, after all, is central to the service of a company's higher calling—a fact that Google certainly appreciates, even as it seems to be walking away from easy profits.

LEONSIS is a former AOL vice chairman, the principal owner of the Washington Capitals, and the author of *The Business of Happiness*.

DAVID BRABYN—CORBIS

50
Question 1: Under which of these market classifications does each of the following most accurately fit? In each case, justify your classification.

✓
10
A: A supermarket in my hometown falls under the oligopoly market structure. One can say that supermarkets are natural oligopolies as well. Supermarkets sell an immense assortment of differentiated products; run multiple stores in multiple locations in multiple markets; and grow incrementally with population growth. The supermarket industry is pretty consistent throughout the entire United States. A supermarket chain will become larger than others because of its efficiency in distribution. Moreover, a small number of companies (between 3 and 6) capture the greater part of sales which is true in my home town of Martinsburg, West Virginia. John Sutton's (1991) theory of endogenous sunk costs explains why supermarkets in the United States are natural oligopolies. He states that as markets grow, local rivalry drives firms to expand sunk investments, limiting the quantity of companies that can profitably enter even the largest markets. Supermarkets compete head to head for their consumers at the local level, responding to quality increases by nearby rivals with their own increases. There is also advertising done as non-price competition.

✓
B: A Kansas wheat farm falls into the perfectly/pure competitive market structure. The four key characteristics of perfect competition are 1) a large number of small firms, 2) identical (homogeneous) products sold by all firms, 3) perfect resource mobility or the freedom of entry into and exit out of the industry, and 4) perfect knowledge of prices and technology. A Kansas wheat farmer cannot exert any control over price; ergo, making him a price taker. Because there is a large number of small firms that all produce homogeneous products, there is a huge amount of perfect substitutes for the output produced by any given firm. The demand curve for the Kansas wheat farmer is perfectly elastic and is represented by a horizontal line. There is a freedom of entry into and exit from the industry.

✓
C: The commercial bank in which I have an account operates under the market structure of monopolistic competition. There are many competing banks that sell products that are differentiated from one another (there are many substitutes). Banks can behave like monopolies in the short-run. For example, they can use their market share to generate profit. In the long-run, others can enter the market and the benefits of differentiation decrease with competition; the market becomes more like perfect competition where firms cannot earn economic profit. E.H. Chamberlain invented the theory of monopolistic competition back in 1933. Characteristics of monopolistic competition include: 1) many producers and many consumers in a given market (no bank or firm has total control over the market price), 2) consumers perceive that there are non-price differences among the competitors, 3) there are few entry or exit barriers, and 4) firms have a degree of control over price. The bank's demand curve would be downward sloping.

D: The automobile industry falls into the oligopoly market structure. In the automobile industry, there are a small number of large firms that control the market, selling either identical

or differentiated products. Furthermore, there are considerable barriers to entry into the industry. As Dr. Khalil said in class, a bank is not going to give the average Joe a loan to open an automobile plant; they will surely loan Ford the money because of the economies of being established. The automobile industry also operates under the auspice of Chamberlain's theory of mutual independence where each firm watches the other; the actions of one firm depend on and influence the actions of another. The automobile industry has rigid prices; firms tend to keep prices relatively constant because they compete in ways that do not significantly change the price. All firms know that their competitors will match price decreases, but not increases; there is no benefit to change price in this market structure. Advertising and product differentiation are the ways that automobile companies do non-price competition.

E: The steel industry operates within the realm of an oligopolistic market structure with three or so large firms dominating the industry. There is interdependence of firms in the steel industry. If a firm in the steel industry changes its prices or output, it has perceptible effects on the sales and profits of its competitors in the industry. In the steel industry, a firm will always consider the reactions of its rivals in preparing pricing and output policies. The steel industry has overwhelming barriers to enter. These barriers exist because of huge capital requirements; many firms owning the rights to the raw materials (a few huge firms own most of the iron ore); and most firms operate with economies of scale because they have access to the relevant technology (as production increases, the cost per unit falls).

Question 3: How was De Beers able to control the world price of diamonds over the past several decades even though it produced only 50 percent of the diamonds? What factors ended its monopoly? What is its new strategy for earning economic profit, rather than just normal profits?

A: For starters, no matter how many diamonds the company mined or purchased, it sold only the amount of diamonds that would earn an appropriate monopoly price. This price was well above production costs, and De Beers and its partners earned monopoly profits. When demand fell for diamonds, De Beers simply lowered its sales to maintain price. The excess of production over sales was then reflected in growing diamond stockpiles held by the monopoly. It also tried to boost demand through advertising ("Diamonds are forever"). When demand was strong, it increased sales by lowering its diamond stockpiles.

De Beers used many methods to control the production of many mines it did not own. First, it persuaded a number of independent producers that "single-channel" or monopoly marketing through De Beers would maximize their profit. Second, mines that went around De Beers often found their market abruptly flooded with comparable diamonds from De Beers' vast inventories. The resulting price decline and loss of profit often would encourage a "rogue" mine into the De Beers fold. Lastly, the monopoly simply bought and stockpiled diamonds made by independent mines so that their added supplies would not destabilize the market.

B: There were many variables that came together, bore fruit, and ended De Beers reign as a monopoly. New diamond discoveries resulted in a growing outflow of diamonds into world markets outside of De Beers' control. For example, prospecting in Angola and recent discoveries in Canada's Northwest Territories posed threats to De Beers' monopoly. In the same way, Russia, as a cash-strapped county, was allowed to sell part of its diamond stock directly into the world markets albeit they are part of De Beers' network.

The Australian diamond producer Argyle opted to depart from the De Beers' monopoly. This company makes low-grade industrial diamonds that account for six percent of the global \$8 billion diamond market. The media facilitated to end the monopoly by focusing on the responsibility that diamonds play in financing the bloody civil wars across Africa. De Beers pledged not to buy or do business with conflict diamonds, but they still find their way to market without De Beers.

10 **C:** De Beers' new strategy to earn economic profit rather than normal profit consists of transforming itself from a diamond cartel to a modern firm selling premium diamonds and other luxury goods under the De Beers label. The company would gradually lessen its \$4 billion dollar inventory of diamonds and turn its efforts to increasing the overall demand for diamonds via advertising. De Beers proclaimed that it was changing its strategy to being the diamond supplier of choice. With its high market share and ability to control its own production levels, De Beers will still wield considerable influence over the price of rough-cut diamonds.

Question 4: Does Mr. Ted Leonsis's argument of "double-bottom line company" fit one of the two goals (maximizing profits or minimizing costs)? Explain the role of profit in a free-market economic system.

10 **A:** One could argue that the "double-bottom line company" is a hybrid approach in the modern business environment. Maximizing profits or minimizing costs could fall into the business model of a company that practices this theory, but it is not the ultimate goal of the company. This theory strikes me as a very modern idea and goes perfectly with corporate social responsibility. Companies understand that being "green" and socially responsible in the communities in which business is done is a positive for the world and goes a long way for having a positive image. The double-bottom line company really strives for social investment along with earning a profit. For example, three sister companies (The Bay Area Family of Funds) in San Francisco, California are looking to clean up their communities while earning a profit. The companies are investing in environmental cleanup, local business growth, and real estate will seek to generate private equity market rates of return for bank investors. The bottom line is that a double-bottom line company is much more than maximizing profits or minimizing costs; it is a long-run objective for a company who cares about their business environment.

B: Profit is everything in a free-market economic system; it is the foundation for decisions made by all firms in all free-markets. From a pure competition market structure to a monopoly

to a monopolistic competitive market structure to an oligopoly; the idea behind every company is to make a profit whether it is an economic or normal profit. Profit-motive rewards initiative, risk-taking, investment, and encourages innovation. For example, medicinal companies spend billions of dollars in research and development (R&D) projects to create a product that will generate trillions of dollars in profit. Profits encourage product improvements, efficiency, and technological advancement. Profits encourage scientific exploration and discovery of enhanced ways of making and doing things. Profits also provide society with an assortment of goods and services that people need at prices they can afford. Equally important is that profits create jobs and lead to economic expansion. Profits also sponsor freedom and self-reliance among citizens.

The bottom line is that profit encourages people to go into business. Wealth and well-being of people throughout the world began growing hundreds of times faster after the idea of profit began to be understood. In countries where profit is encouraged, citizens have become wealthier, healthier, and safer. These societies have more innovations, and enjoyed much greater development in every important area, especially in medicine. Countries that restrict profits (countries not in a free-market) have remained poorer and have experienced much less progress. The United States, Western Europe, and Japan are examples of countries that have encouraged profits while the former Soviet Union and Africa have restricted profit. The promise of profits encourages new business to enter markets, thereby creating more competition and diversity of goods and services for you and me. The promise of profits attracts investment by rewarding banks and individuals that invest in entrepreneurial pursuits in which spurs economic growth. Profits and free markets allocate resources most optimally and efficiently.

Question 5: Should the Russian government regulate the Caviar industry, if yes, why? What are the impacts of government regulation on price and production of Caviar? What are the impacts of the government regulation on the income distribution of the stockholders and consumers?

10
A: Yes, I believe the government of Russia should regulate the caviar industry. The Russian government needs to keep this item a luxury item to be able to charge a high price. Moreover, the case study tells the reader that the increase in competition is leading to over-fishing in the Volga River which will eventually lead to the extinction of the sturgeon. The two companies are only thinking about short-run profits; this is not the way to run a business. Furthermore with a free market, other firms will see that the two firms are making more than normal profit; thus, entering and further depressing prices and hurting the sturgeon habitat. The government could take back the caviar industry and run it much like the Communists by limiting the amount of harvested caviar domestically while restricting the amount exported to foreign markets. The second option would be to place the same restrictions on their free market companies.

B: In this case, government intervention would keep the price of sturgeon high and production low. The sturgeon would also remain heavily populated for future generations;

government intervention is most definitely a long-run solution to this problem. It is quite the different case from U.S. utility companies where a monopoly keeps prices low for the average consumer. With price staying high, only the bourgeoisie of the world can afford this delicacy; therefore, demand will remain relatively low.

C: The impact of government regulation when it comes to income distribution of the stockholders would be quite profitable. By the government restricting production on caviar, price stays very high. One could say that Russia would be adhering to the theory of being a double-bottom line company because economic profit would be earned while they were being socially responsible. It seems that the income distribution pertaining to consumers will revert back to when Communism ruled the land. Consumers in foreign lands will treat the caviar as a delicacy and only enjoy it when wining and dining in upscale establishments. On the other hand, the paupers of the world will not be able to afford the delicacy. Overall, the redistribution of income will come from countries with the proper financial resources whose citizens like caviar.

Question 6: Why will Ivan's Oyster Bar make zero economic profit in the long run? What are the major differences between a monopolistically competitive firm's demand curve and that of a perfectly competitive one?

10 A: Ivan's Oyster Bar will make zero economic profit in the long run because it operates within a monopolistic competitive market structure. A firm making profits in the short run will break even in the long run because demand will decrease and average total cost will increase. Ivan's Oyster Bar has influence over the market because of its brand loyalty which means that it can raise prices without losing all of its customers (exactly what the case study says). Because the bar operates within a monopolistically competitive industry, there are few barriers to entry which in turn means that once others see that Ivan's is making greater than normal profits, they will want those profits. In other words, they will enter and lower profits for the firms already present.

B: The differences between a monopolistically competitive firm's demand curve and a perfect competitive firm are few, but the differences are very important. For example, monopolistically competitive firm's demand curve is downward-sloping while the perfectly competitive firm's is a horizontal line. A firm in a monopolistically competitive demand curve is elastic, yet some firms have a small amount of control over their prices; thus, making them price makers. The firm in a perfectly competitive market structure is a price taker because the market determines price. A firm operating in a perfectly competitive market structure will conduct their business with pure efficiency or economies of scale while the firm in a monopolistically competitive market structure will not produce at the minimum average total cost which makes them inefficient. A firm in a perfectly competitive industry operates under the premise of having a perfectly elastic demand schedule; if a firm raises price by one dollar, all of their profits will be lost.

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IKEA

Location Analysis Report



MSBA 5710 Operations Management

3/27/2012

Table of Contents

- Introduction 3
- I. Purpose of the New Location: Albuquerque, New Mexico 3
- II. Resource Needs of the Firm in the New Location 5
 - People-Labor Cost 5
 - Union Environment 5
 - People- Skills 5
 - Infrastructure-Transportation/Shipping 7
 - Location Costs-Land/Real Estate/Building 7
 - Competitive Environment 7
 - Government-Business Attitude 8
- III. Evaluation of the Potential New Locations 8
 - Best three high potential locations 8
 - Explanation of factor analysis weights 10
 - Explanation of factor analysis scores 11
- IV. Purpose of the New Location: Mumbai, India 12
- V. Resource Needs of the Firm in the New Location 13
 - People-Labor Cost 13
 - Union Environment 14
 - People- Skills 15
 - Infrastructure-Transportation/Shipping 16
 - Location Costs-Land/Real Estate/Building 17
 - Competitive Environment 17
 - Government-Business Attitude 17
- VI. Evaluation of the Potential New Locations 17
 - Best three high potential locations 18
 - Explanation of factor analysis weights 19
 - Explanation of factor analysis scores 20
- References 22
- Appendix A 25

Introduction

IKEA is a Swedish home furnishing company who globalized the furniture industry with a unique concept—they ship and sell their products all in the same flat pack box and have their customers assemble their furniture at home. Their products are medium quality but are always considered at a higher value than competitor products. This is from their monster sized stores that have everything to make the customer's shopping experience a true event with a restaurant, fully furnished room ideas, as well as a child care center.

IKEA has over 300 stores in more than 35 countries and is always looking to expand (Inter IKEA Systems B.V., 2011). Currently, IKEA is opening three new locations this year in Japan, Canada, and Norway but from this report IKEA could open two new locations; one in Albuquerque, New Mexico and one in New Delhi, India both of which are untapped markets for the global brand.

I. Purpose of the New Location: Albuquerque, New Mexico

The purpose of this new location in Albuquerque, New Mexico is to bring IKEA experience to the state with their first IKEA retail store. New Mexico as a state is valuable to businesses with solid housing, income and retail sales statistics (see chart below) that are inciting to any business but especially to IKEA whose target market is home-owners/renters who have some disposable income and an eye for trendy design.

New Mexico Population Statistics	
2010 population	2,059,179
Number of Households	756,112
Median Household Income	\$43,820
People living in the same house 1 year+	84.0 %
Home ownership rate	69.6 %
Total Number of Firms in 2007	157,231

Retail Sales in 2007 (figures in \$1000s)	157, 231
Building Permits in 2010	4, 533

(U.S. Census Bureau, 2012)

The one drawback to New Mexico for businesses is that it isn't densely populated but the state does see a lot of tourism throughout the year with their great weather, rich Native American culture, old west history and International Balloon Festival. Also, the states that border New Mexico (Texas, Oklahoma, Colorado, Utah, and Arizona) could bring in revenue for an IKEA in New Mexico because the three IKEA stores in those states (IKEA Dallas, IKEA Centennial (Denver) and IKEA Tempe (Phoenix)) are more than 420 miles away. This new retail location could bring in New Mexico customers but also bordering states customers who are closer to the New Mexico store. Another perk to having three IKEA stores within driving distance is that the New Mexico store can become part of the distribution route of these established stores.

The IKEA retail location in Albuquerque would be model after the IKEA Tempe in Phoenix, Arizona because it has smaller IKEA store statistics (see below). This size of this location will work best for the site in Uptown neighborhood.

IKEA Tempe Phoenix, AZ	
Square Meters	26, 868
Room Settings	43
Real-Life Homes	2
Cash Lanes	32
Restaurant Seats	1,258
Co-Workers	337
Parking Spaces	1,258
(Inter IKEA Systems B.V., 2011)	

II. Resource Needs of the Firm in the New Location

People-Labor Cost

The minimum wage in Albuquerque is \$7.50 per hour which would be the base pay for an unskilled employee (Marathan Studios Enterprises, 2011). As for the other labor costs, the average pay of IKEA employees across the country were used to determine the other pay scales for the semi-skilled, skilled and highly skilled (PayScales, Inc., 2012). PayScale.com doesn't provide pay scales that match the skill level but rather gives pay ranges for specific jobs at IKEA. I used the jobs specified on the website to determine an hour pay per skill level.

Unskilled (per hour)	Semi-Skilled (per hour)	Skilled (per hour)	Highly-Skilled (per hour)
\$7.50	\$11.41	\$17.32	19.23

(PayScales, Inc., 2012)

Below is estimated yearly total budget that IKEA Albuquerque would need to maintain 337 employees.

Unskilled \$15,600	Semi-Skilled \$23,733	Skilled \$36,026	Highly-Skilled \$40,000	Yearly Total Budget
190	59	70	18	\$7,606,067

Union Environment

Unions are present in the state but for other industries such machinists, educators and police. IKEA should not run into problems with unions in the Albuquerque location (2findLocal, Inc., 2012).

People- Skills

As mentioned above, the current IKEA store in Phoenix that this new IKEA Albuquerque will be modeled after has 337 positions. The following are positions that are needed at each IKEA store as well as the skill-level needed at each position (Inter IKEA Systems B.V., 2012).

Position	Number needed	Skill-Level
Sales (each section of the store has at least one including: Bath, Bed, Children's, Cooking, Decoration, Dining, Eating, Hallway, Kitchen, Laundry, Lighting, Living Room, Sec. Storage, Small storage, Textiles, Workspaces, and Youth)	44	Semi-skilled
Customer Service (cashiers, greeter, children's play area, In-home delivery, furniture pick-up, Returns)	77	Unskilled
Logistics (Replenishment, goods flow)	54	Unskilled
Restaurant (cashier, cold-prep, team leader, cook)	30	Unskilled
Human Resources	10	Highly-Skilled
Interior Design/ Visual Merchandising	25	Skilled
Administration	8	Highly-Skilled
Finance	10	Skilled
Marketing	10	Skilled
Purchasing	10	Skilled
Environment/Quality	15	Unskilled
IT	15	Skilled
Facilities & Maintenance	14	Unskilled
Loss Prevention	15	Semi-skilled
Total	337	

Below are the attributes to each of the skill-levels of the workers.

Unskilled

- Workers have little to no experience.
- They are very replaceable.
- Worker should be able to learn job in less than 30 days.
- Job functions are not complex.

Semi-Skilled

- Workers have more experience than unskilled workers.
- Worker could take more than 30 days to learn their job.

Semi-Skilled Continued

- Their Job requires more judgment and variables.
- The content of work activities may be little more than unskilled.

Skilled

- Workers have even more experience; achieved higher education.
- Their jobs are more complex and have a higher variability.
- Workers may have to think in abstract terms.

Highly-Skilled

- Workers have at least 5 years-plus experience in the field; achieved higher education.
- Jobs require decision making skills; abstract and future thinking; very complex.

Infrastructure-Transportation/Shipping

In North America, IKEA has 27 distribution centers that ship products to the IKEA stores. The closest center to the Albuquerque location would be Tejon, California distribution center (Inter IKEA Systems B.V., 2011). This distribution center is located in the southern part of California perfect for serving the southwestern U.S. The flat-packed boxes will be shipped via truck to the locations.

Location Costs-Land/Real Estate/Building

Albuquerque has many options for open land space. One comparable property to the preferable location at the Coronado Center is available for lease for \$1,450 per month (Johnson Commercial Real Estate, 2012). This would not include anything else beside the land. IKEA would need to pay for building construction costs as well as fixed operational costs once open.

Competitive Environment

In the Coronado Center, IKEA would have to directly compete with Pottery Barn which is an American-style furniture and home furnishing company. However, the customers who shop at Pottery Barn have different needs and values than IKEA customers especially in terms of price and user labor. It is unlikely that Pottery Barn has the market saturated because IKEA could come in and take customers who have lower budgets away from Pottery Barn. JCPenney and Kohl's will also compete with IKEA but they lack the certain style and options that IKEA can provide.

Government-Business Attitude

The city government in Albuquerque is looking to expand and help Albuquerque thrive. They have plans such as Metropolitan Redevelopment plan, Business Recruitment, Retention and Expansion Plan as well as International Trade Division (City of Albuquerque, 2012). Albuquerque seems to be open for business to come into their city.

III. Evaluation of the Potential New Locations

Factor	Weight	Scores (Out of 100)			Weighted Scores		
		Abq.	Santa Fe	Las Cruces	Abq.	Santa Fe	Las Cruces
Retail Market within the City	.60	80	20	10	48	12	6
Proximity to Other Shopping Sites	.70	100	20	50	70	14	35
Number of Households within the City	.50	70	11	16	35	5.5	8
Neighborhood	.40	100	20	50	40	8	20
Disposable Income of City Residents	.30	46	49	38	13.8	14.7	11.4
Distance from Distribution Center in Tejon, CA	.10	50	25	100	5	2.5	10
Competition	.20	10	50	10	2	10	2
Total	2.8	456	195	274	213.8	66.7	92.4

Best three high potential locations

Albuquerque, NM

Albuquerque is New Mexico's most populous city with an estimated 545,852 people living there (U.S. Census Bureau, 2012). Making it the 34th most populated city in the U.S. (Thomas, 2010). This is an excellent location for IKEA to put in a new location because of its growing population (grew 21.7 percent between 2000 and 2010) and number of households (217,256 in 2006-2010) (U.S. Census Bureau, 2012). Albuquerque also has a favorable business environment for retail businesses with \$8,951,696 in retail sales in 2007 (U.S. Census Bureau, 2012). The location that would be best for this

IKEA would be in the Uptown neighborhood next to the Coronado Center which is the largest shopping mall in New Mexico and sees more than 11 million people per year (Albuquerque Convention and Visitors Bureau, 2012). The mall houses several stores that attract the same customers as an IKEA would such as JCPenney and Kohls. It is also located near University of New Mexico meaning even more target customers for the store. This location will have a direct competitor, Pottery Barn, very close which is something to consider making sure the home furnishings market is not saturated.

Santa Fe, NM

Santa Fe is the capital city of New Mexico as well as the most historically preserved. When researching the city, it was evident that the city is not highly commercialized. The city does see many tourists during the year due to its rich history which is a perk for a new IKEA store. Santa Fe also offers more residents with a greater disposable income than the other two locations with a median household income of \$49,947 (U.S. Census Bureau, 2012). The location that would be best for a new IKEA store would be in the outskirts of the city near the Fashion Outlets of Santa Fe. This location was chosen because it has stores that IKEA customers like to shop at. If the IKEA was built within city limits, it would have to change its recognizable look to match the scheme of the city also, it could not compete with the numerous handcrafted furniture stores located in town.

Las Cruces, NM

Las Cruces is the second largest city in New Mexico with a population of 97,618 (U.S. Census Bureau, 2012). Las Cruces boasts 350 days of sunshine a year with plenty of touristy locations such as farms and Spaceport America which will be a hub for space tourism when it is launched (Las Cruces Convention & Visitors Bureau, 2012). It also possesses the largest shopping mall in Southern New Mexico. The Mesilla Valley Mall also has stores that IKEA customers like to visit and it is located in city limit which is a perk for IKEA.

Explanation of factor analysis weights

The factors that were chosen for this analysis were based on the actual market potential, profitability potential, and feasibility. My analysis is limited to of the market side of the location. Physical location decisions will need to be made after seeing the site in person. This is true for most IKEA locations because they range in size depending on location.

Market Potential Factors		
Factors	Weight Ranking	Reasoning behind Weights
Proximity to Other Shopping Sites	1	Most IKEAs are not built in an isolated location. They are mainly located in shopping complexes that have the stores that also attract IKEA customers. Making it priority number one.
Number of Households in the City	3	Households are good indicator of market potential in an area but IKEA should also consider surrounding areas especially since this the only IKEA in the entire state. Though the households within the city will be the leading customers at the store.
Neighborhood	4	Needs to be attractive for customers to visit; it also needs to meet IKEA's requirements.
Incomes	5	Since furniture can be a luxury item for customers it is important for them to have a disposable income.
Competition	6	Important to make sure the market is not already saturated in location.

Profitability Potential Factors		
Factors	Weight Ranking	Reasoning behind Weights
Retail Market within the City	2	Knowing the retail market within a city is very important and effect the decision whether to enter the market in the location. If the market is not there these number would show it. It would even more telling if this was separated into the home furnishings market.

Feasibility Potential Factors		
Factors	Weight Ranking	Reasoning behind Weights
Distance from Distribution Center in Tejon, CA	7	It will be important for IKEA to be able to distribute products to this new store but with IKEA Tempe already being farther west, it isn't as important as other factors.

Explanation of factor analysis scores

In the table below are the exact facts and figures used to determine the scores in my factor analysis as well as how I arrived what score they received.

	Abq.	Santa Fe	Las Cruces	Reasoning Behind Score
Retail Market within the City (\$1000)	8,951,696	2,183,881	1,723,760	Since Abq. was four-times higher than the other cities I gave it an 80; the numbers also coordinate to the millions of retail sales times 10..
Proximity to Other Shopping Sites	Within Shopping Complex <i>Ideal</i>	Outlet Center 20 minutes outside of town <i>Not Ideal</i>	Near small mall <i>Could work</i>	Ideal =100 Could Work=50 Not Ideal=20
Number of Households within the City	217,256	31,651	36,477	Abq. is 7 times larger than the smallest, Santa Fe giving it a score of 70; Since 30 multiplied by 7 is 210 Santa Fe scored 11 because it 1,000 higher than 30,000
Neighborhood	Major Place within City <i>Ideal</i>	Outskirts of town <i>Not Ideal</i>	Within City Limit <i>Could work</i>	Ideal=100 Could Work= 50 Not Ideal=20
Incomes	\$46,662	\$49,947	\$38,391	Used ten-thousand to calculate score

Distance from Distribution Center in Tejon, CA	790 miles	850 miles	752 miles	Las Cruces is the closet to distribution center. 100=Closest 50=Middle 25=Farthest
Competition	Direct Competition- Pottery Barn	Local Vendors	Direct Competition –Pier 1, Target, Bed Bath and Beyond	Lower score for direct competition because it could mean the market is saturated.

IV. Purpose of the New Location: New Delhi, India

The purpose of this new location in New Delhi, India is to help this country grow from poverty with a retail location. The location will first start out as a humanitarian gesture that IKEA is known for in the South Asia area but then will become a foot in the door for IKEA when India becomes a dominant economy in the world.

“Despite pressing problems such as significant overpopulation, environmental degradation, extensive poverty, and widespread corruption, rapid economic development is fueling India's rise on the world stage,” (Central Intelligence Agency, 2012). In fact, the whole South Asia region is growing economically. “South Asia has seen an accelerated job growth and a substantial decrease in poverty over the past three decades, second only to East Asia. The region will be the largest contributor to the global workforce over the next two decades,” (The World Bank, 2012). Isabel Guerrero, World Bank Vice President for South Asia said “The key asset to South Asia is its people. Creating jobs for them will contribute to growth, equity, and peace in the region,” (The World Bank, 2012). IKEA could help with job creation by opening their first IKEA store in India. Though profits would not start coming in immediately, IKEA could use this store as a home base to strengthen their humanitarian efforts in India and the whole South Asia area. They currently run efforts for women and children that address such issues as education, wellness and empowerment (Inter IKEA Systems B.V., 2011).

In 2012, the India government abandoned a rule against foreign single-brand retailers operating stores without a local partner, paving the way for global companies including IKEA and Starbucks (Sharma, 2012). India's retail market is reportedly worth \$400 billion so; IKEA will be making profits much sooner than previously thought (Sharma, 2012). This is an important step for IKEA to get its foot in the door of the Indian retail market. More and more companies will make the push to get into the markets in country especially with the 2050 prediction from Goldman Sachs of Brazil, Russia, India and China becoming the dominant and most wealthy economies in the world. India with China will be dominant in manufactured goods and services like IKEA (Investopedia, 2012).

The IKEA retail location in New Delhi would be modeled after the IKEA Bangkok in Bangkok, Thailand because it is a closely located store with the most co-workers need to run the store (see statistics below). This would allow IKEA to hire the most people possible to help the economy.

IKEA Bangkok <i>Bangkok, Thailand</i>	
Square Meters	26, 868
Room Settings	43
Real-Life Homes	2
Cash Lanes	32
Restaurant Seats	1,258
Co-Workers	337
Parking Spaces	1,258
(Inter IKEA Systems B.V., 2011)	

V. Resource Needs of the Firm in the New Location

People-Labor Cost

The minimum wage in India is determined by the state and the sector of the industry (U.S. Department of State, 2009). In my research I was unable to find the wage rate for the retail or sales

industry. The closest sector I could find was the all Shops and other establishments since the other sectors involved hard labor. A person working in this other industry wages are as follows:

Unskilled (per month)	Semi-Skilled (per month)	Skilled (per month)	Highly-Skilled (per month)
Rs.5,120.00	Rs.5,660.00	Rs.6240.00	TBD

(Indian Institute of Management, Ahmedabad , 2011)

India's currency is the Rupee. The Rupee in relation to \$1 U.S. dollar is Rs. 51.22 as of March 23, 2012 (Yahoo! Finance, 2012). The positions in IKEA have a wide range of skills (see more in People-Skills section) so; the labor cost will be subject to the skills needed. However, as seen in IKEA Bangkok at least 337 co-workers are needed to run a store at that size thus IKEA will need to budget at least the following for its New Delhi store:

Unskilled Rs. 61,440	Semi-Skilled Rs.67,920	Skilled Rs.74,880	Highly-Skilled*	Yearly Total Budget
190	59	70	18	>Rs.20,922,480 (U.S. \$408,483)

*Highly-skilled pay information was not given but it is to be determined by the company.

Union Environment

The law allows workers to form and join unions of their choice without previous authorization or excessive requirements. An estimated 13 million-15 million workers are in unions and they work in the formal sector (U.S. Department of State, 2009). The union environment in India is in a state of unrest. In February of this year, all of the unions in India held a one-day strike concerning rising prices and what they say are the government's anti-labor policies (Shah Singh, 2012). As mentioned before, India is beginning new trade agreements and allowing foreign companies to come in to their country. As these changes progress, the Indian people will need to adapt to the changes which could cause more unrest within the public sector especially if the new agreements aren't seen as fair to Indian people.

People- Skills

As mentioned above, the current IKEA store in Bangkok that this new IKEA New Delhi will be modeled after has 337 positions. The following are positions that are needed at each IKEA store as well as the skill-level needed at each position (Inter IKEA Systems B.V., 2012).

Position	Number needed	Skill-Level
Sales (each section of the store has at least one including: Bath, Bed, Children's, Cooking, Decoration, Dining, Eating, Hallway, Kitchen, Laundry, Lighting, Living Room, Sec. Storage, Small storage, Textiles, Workspaces, and Youth)	44	Semi-skilled
Customer Service (cashiers, greeter, children's play area, In-home delivery, furniture pick-up, Returns)	77	Unskilled
Logistics (Replenishment, goods flow)	54	Unskilled
Restaurant (cashier, cold-prep, team leader, cook)	30	Unskilled
Human Resources	10	Highly-Skilled
Interior Design/ Visual Merchandising	25	Skilled
Administration	8	Highly-Skilled
Finance	10	Skilled
Marketing	10	Skilled
Purchasing	10	Skilled
Environment/Quality	15	Unskilled
IT	15	Skilled
Facilities & Maintenance	14	Unskilled
Loss Prevention	15	Semi-skilled
Total	337	

Below are the attributes to each of the skill types of the workers.

Unskilled

- Workers have little to no experience.
- They are very replaceable.
- Worker should be able to learn job in less than 30 days.

- Job functions are not complex.

Semi-Skilled

- Workers have more experience than unskilled workers.
- Worker could take more than 30 days to learn their job.
- Their Job requires more judgment and variables.
- The content of work activities may be little more than unskilled.

Skilled

- Workers have even more experience; achieved higher education.
- Their jobs are more complex and have a higher variability.
- Workers may have to think in abstract terms.

Highly-Skilled

- Workers have at least 5 years-plus experience in the field; achieved higher education.
- Jobs require decision making skills; abstract and future thinking; very complex.

Infrastructure-Transportation/Shipping

IKEA has 27 distribution centers in 16 countries around the world. In my research, I could not find the exact location of the distribution center that will supply the new IKEA New Delhi but the shipping lines do exist that will support this new store. Depending on the location of the distribution center, IKEA has three choices to distribute to New Delhi. The first shipping line to New Delhi is via Dubai, United Arab Emirates. The products will need to be shipped via truck to the central location of New Delhi. The second option for distribution is via Bangkok, Thailand. This shipping would also be by truck. Depending on the cost of cargo plane, it could work as a shipping method between the countries. The final shipping line that would be possible would be from China to India. This shipping line would have to be created since no IKEA stores exist between the two locations. IKEA could also open a distribution center that would be centrally located to fulfill all of stores in the South Asia area if the India store is a success.

Location Costs-Land/Real Estate/Building

The price of land is very expensive in New Delhi with a comparable piece of land that hasn't been touched for Rs.1, 000,000,000 or \$19,523,623.58 (Property Wala, 2012). This piece of land will yield 174,241.06 sq. feet of usable space. Locating in New Delhi will be expensive but worth it tap into the \$400 Billion retail industry.

Competitive Environment

Due to the recent change government policy, IKEA will be one of the few foreign companies allowed to compete in India. This will change once more and more companies get approved to compete in the country. Presently, IKEA's only completion will be local Indian vendors of home furnishings. Also, IKEA will need to build a relationship with the Indian people since they are not accustomed to the IKEA brand.

Government-Business Attitude

IKEA is a pioneer, along with Starbucks Coffee Company, in India's new law to allow foreign single-brand retailers operating stores without a local partner. One contingency to this new law is that 30 percent of procurement comes from smaller Indian companies. It will be important for IKEA to hold up their end of the bargain so the government doesn't revoke IKEA right to in the country.

VI. Evaluation of the Potential New Locations

Factor	Weight	Scores (Out of 100)			Weighted Scores		
		Mumbai	New Delhi	Bangalore	Mumbai	New Delhi	Bangalore
Population	.40	19	21	7	7.6	8.4	2.8
Future Building Plans	.50	75	25	50	37.5	12.5	25
Travel time to other IKEA locations	.20	10.41	9.05	11.33	2.08	1.81	2.26

(by car)							
Urbanization	.30	50	70	50	15	21	15
Wage System	.10	50	75	25	5	7.5	2.5
Total	1.5	204.41	200.05	143.33	67.18	51.21	47.56

Best three high potential locations

As shown by the factor analysis above, the three locations in India, Mumbai, New Delhi, and Bangalore, are really close in their rankings and IKEA could potentially enter all three with success but the safest and most secure first store opening should be in New Delhi, India despite the findings in the factor analysis. It would be too risky and slow to make profits to enter in Mumbai and Bangalore.

New Delhi, India

New Delhi is the capital of India making it the most urbanized and stable location IKEA could enter. Besides being the most urbanized, New Delhi boasts the largest population, tourism and best infrastructure including shopping centers. The drawback to these shopping centers is that they are established meaning that IKEA might have budget a little on its design plans. Because of its northern location, New Delhi is in a prime location for distribution to be easy for IKEA. It has the least distance between it and the other established IKEA stores.

Mumbai, India

Mumbai is the commercial and financial center of India and one of the most densely populated cities in the world (The World Bank, 2011). Since it is the commercial and financial center of India, Mumbai is only going to expand especially with the passage of the law to allow foreign companies to enter the Indian market. With expansion comes with new plans to change the cityscape with new buildings and infrastructure including shopping malls. This is where all this growth will be a benefit to

IKEA. Because of their special building specifications, IKEA needs to meet with builders and land developers to get their specifications meet and since they are going to pioneer foreign markets in India the will be able to shape the foreign retail landscape.

Mumbai does have a few humanitarian issues such as half of its population lives in slums (The World Bank, 2011). IKEA could become a part of the change in Mumbai to its people with its social initiatives mentioned above.

Bangalore, India

Bangalore is the third largest city in India and is the IT hub of the country and because of this has a fast growing economy. It has great shopping with many malls already established and many more being added. The new shopping malls will be best for IKEA since it needs certain building specifications. From research, Bangalore seems to be arranged in way familiar to IKEA. The wage system though, will not be familiar to IKEA. It is very hard to understand and determine the wage for certain jobs. It is also in awkward place for IKEA's distribution lanes to reach.

Explanation of factor analysis weights

Factors		
Factors	Weight Ranking	Reasoning behind Weights
Population	.40	Population is a significant criterion when choosing a location since it will affect your market potential.
Future Building Plans	.50	Because of the passage of the law to allow foreign companies to enter the market, future building plans become important to be able accommodate the new business. Also this a very crucial criterion to IKEA because of their specific building needs.
Distance to other IKEA locations	.20	This will become important once the new IKEA is established

		because it will cause IKEA to incur more costs if the new location is not efficiently placed in the distribution lanes.
Urbanization	.30	Because of the nature of India's recent economic growth, the city may not be able to maintain that many people and businesses. It will be important to have a good infrastructure to be able to accommodate all of the growth. Modernization will also be important.
Wage System	.10	This effect the ease of transition of IKEA into India. This wasn't ranked high because it is something that can be learned/ taught.

Explanation of factor analysis scores

Factor	Mumbai	New Delhi	Bangalore	
Population	19,695,000	21,720,000	7,079,000	Weight is related to millions of people in the city (ex. Mumbai's score is 19 for 19 million)
Future Building Plans	Mumbai is newly developing malls in the city.	New Delhi has numerous malls already in place.	Bangalore has established shopping malls but new are springing up.	Because Mumbai's malls are still developing they receive the high score because of the specific design needs of an IKEA store which could be met with malls still in development. Otherwise, IKEA may have to conform to already built space which is not favorable.
Distance to other IKEA locations (by car)	Dubai: 3 days, 6 hours Bangkok: 3 days, 4 hours Kuala Lumpur: 4 days 10.41 days	Dubai: 2 days, 22 hours Bangkok: 2 days, 16 hours Kuala Lumpur: 3 days, 11 hours 9.05 days	Dubai: 4 days, 4 hours Bangkok: 3 days, 8 hours Kuala Lumpur: 3 days, 20 hours 11.33 days	New Delhi wins because of its north-central location. The scores were determined by total number of days a round trip would take. The hours were used as percentage of 24 hours.

<p>Urbanization</p>	<p>Mumbai is India's commercial and financial center; desperate need of transportation infrastructure. Sixth Largest Urban Area in the world; second most densely populated city in the world; Growth is expected</p>	<p>Second Largest Urban Area in the world; Capital of India; Good Transportation Systems</p>	<p>Third largest Metropolitan Area in India; India's largest IT exporter; With an economic growth of 10.3%, Bangalore is the fastest growing major metropolis in India; Infrastructure needs improved; Growth is expected</p>	<p>They are all very close in terms of Urbanization. New Delhi is more established since it is the capital but both Mumbai and Bangalore are growing and revamping to be more modernized. New Delhi received a score of 70 because its established transportation systems. Mumbai and Bangalore received 50 because of their need for infrastructure.</p>
<p>Wage System</p>	<p>Easy to Understand; self-explanatory</p>	<p>Divided in days which is easy and very clear job sections</p>	<p>Very unclear; hard to place jobs in system</p>	<p>For ease of payment of workers, IKEA will need to be able to use the wage systems put in place by the states easily. New Delhi won with its daily system and received 75 points; Mumbai was second with 50 points; and Bangalore was last with 25 points</p>

Appendix A

*2011 Yearly Summary Inter IKEA Systems B.V.**

Total Revenue	€25,173,000
Total Operating Cost	€7,808,000
Net Profit	€3,592,000
Number of Employees*	131,000
Revenue per Employee	€192.16
Cost per Employee	€59.60
Profit per Employee	€27.42

(Inter IKEA Systems B.V., 2011)

*This includes purchasing, distribution, wholesale, range and other; retail (IKEA stores); Swedwood (manufacturing group); Swedspan (industrial supplier).

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33/32

Major Research Project Requirements

There will be one Major Research Project paper assigned for this course which will require students to collaborate, research, analyze, and write. **Each team member's** research paper is to be no more than 10-pages, single-spaced in length. This research project is your Final Exam for this course and will be worth 200 points. Each team will consist of **2-4 members** with common topics of interest. After the Teams have been approved by the instructor, each Team will discuss, collaborate, and determine sub-research topics for each team member on which to do research.

Each student will submit his/her favorite, self-initiated topic to the instructor for approval. Then **Asn 4a**, the **Major Research Project Outline DRAFT**, is to be submitted by each student to the instructor.

OUTLINE OF YOUR MAJOR RESEARCH PROJECT PAPER

1. Cover Page (including project title, team member names, and date the paper was submitted to the instructor)
2. **Final** Major Project Outline (not the draft, but outline of your Major Research Project paper)
3. Table of Contents
4. Abstract of your research paper (consisting of 1-2 pages single-spaced)
5. Conclusions
6. Recommendations
7. Content of your research
8. Bibliography

MAJOR RESEARCH PROJECT DEADLINE

Your individual Major Research Project paper is to be submitted to the instructor any time between **December 10 through December 13**. Your **FINAL Major Research Project Outline** (is not the draft, it is the final outline of your Research paper) is to be submitted as part of your Major Research Project paper (see item #2 above.)

2012

10/10

MSBA 5800

Gina Stalnaker

Team members:

Gina Stalnaker, Mitch Barnes & Jonathan Stevens

December 10, 2012

Gina – Excellent research, analysis, conclusions, and recommendations. See my additional comments below.
Your Final Exam Grade is 200/200. ~Dr Wilson, 12/10/12.

[**CLOUD**
COMPUTING]

Major Research Project Outline

Your Name: Gina Stalnaker

Date this Outline Draft Submitted to Professor: 9-20-12

**Up to Three Other Team Member
Names:**

Mitch Barnes Jonathan Stevens

Major Project Team Topic: **Knowledge Management, Information Technology and the Cloud**

Your Subtopic of the Team Topic: **Cloud Computing: Advantages, Disadvantages, Obstacles and Economics**

Outline of Your Subtopic

- I. Introduction
- II. Defining Cloud Computing
- III. Basic Service Models
- IV. Cloud Computing Economics
- V. Advantages and Disadvantages of the Cloud
- VI. Obstacles and Opportunities for Cloud Computing
- VII. Conclusion

Table of Contents

Major Research Project Outline.....	1
Abstract.....	3
Conclusion.....	4
Recommendations.....	4
Research Content.....	5
Introduction.....	5
Defining Cloud Computing.....	5
Basic Service Models.....	5
Cloud Computing Economics.....	5
Cloud Computing Advantages and Disadvantages.....	6
Conclusion.....	8
Bibliography.....	9

Abstract

In an uncertain economic climate, now more than ever, organizations need to make decisions based on the value those decisions add to the firm. Having the foreknowledge of costs and eliminating overprovisions as well as underprovisions are decisions with great implications. Equally important to organizations is the ability to stay current with technology and since technology is always changing, cloud computing can provide a way for these organizations to stay current without the continuous financial drain of IT infrastructure. Cloud computing is one way in which organizations may utilize “pay as you go” services to better prepare for an uncertain future. However, as with any new technology, uncertainties, concerns, and overly exuberant promises may arise. This research paper serves to underscore both and delineate viable solutions to those issues.

Cloud computing refers to both the applications delivered as services over the Internet and the hardware and systems software in the data centers that provide those services” (Armbrust, et al, 2010). Cloud computing is “a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources (such as networks, servers, storage, applications, and services) that can be quickly provisioned and released with minimal management effort or service provider interaction “(Garrison & Wakefield, 2012).

There are several advantages and disadvantages to cloud technology as well as obstacles which may impede the cloud’s ability to provide the benefits it promises. Most notably, the cloud provides organizations with “pay as you go” services which significantly offset the large capital costs of most IT infrastructures. This outsourcing also allows the organization to focus on core business functions which are central to the organization’s economic longevity.

Cloud computing has distinctive advantages and notable obstacles to overcome, however, with proper needs-based planning, organizations can benefit from these services. As mentioned in this research, not all companies are suited for cloud computing technology. Organizations’ employees who utilize the internet throughout their day are the best and most appropriate candidates for cloud computing. Many organizations can gain a competitive advantage with the use of cloud technology. With the current economic uncertainty and budget constraints looming over many organizations, the potential for gaining an advantage over the competition is worth investigating. It will be extremely important, however, for organizations to take into consideration those risks and benefits, and make necessary adjustments.

Conclusion

20/20

Cloud computing has distinctive advantages and notable obstacles to overcome, however, with proper needs-based planning, organizations can benefit from these services. As mentioned in this research, not all companies are suited for cloud computing technology. Organizations' employees who utilize the ~~internet~~ Internet throughout their day are the best and most appropriate candidates for cloud computing. Many organizations can gain a competitive advantage with the use of cloud technology. With the current economic uncertainty and budget constraints looming over many organizations, the potential for gaining an advantage over the competition is worth investigating. It will be extremely important, however, for organizations to weigh the cost and benefit as they consider cloud computing services.

Recommendations

20/20

Based on my research, I believe cloud computing can definitely give organizations a competitive advantage as a result of cost cutting measures relative to IT infrastructure. The "pay as you go" service is appealing to businesses as it allows them to manage costs and predict future expenditures for the service based on current usage. As with any new technology, the organization must anticipate the issues that will surface as a result of the newness of the technology. It is my belief that these concerns can be adequately addressed with proper planning and research. Finally, the organizational needs should take precedence over costs and the negotiated contract should reflect this prioritization. The quality of the cloud computing service is vital to the organization's ability to gain a competitive advantage.

Research Content

Introduction

In an uncertain economic climate, now more than ever, organizations need to make decisions based on the value those decisions add to the firm. Having the foreknowledge of costs and eliminating overprovisions as well as underprovisions are decisions with great implications. Equally important to organizations is the ability to stay current with technology and since technology is always changing, cloud computing can provide a way for these organizations to stay current without the continuous financial drain of IT infrastructure. Cloud computing is one way in which organizations may utilize “pay as you go” services to better prepare for an uncertain future. However, as with any new technology, uncertainties, concerns and overly exuberant promises come as well. This research paper serves to underscore both and delineate viable solutions to those issues.

Defining Cloud Computing

Cloud computing refers to both the applications delivered as services over the Internet and the hardware and systems software in the data centers that provide those services” (Armbrust, et al, 2010). Cloud computing is “a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources (such as networks, servers, storage, applications, and services) that can be quickly provisioned and released with minimal management effort or service provider interaction “(Garrison & Wakefield, 2012).

The construction and operation of large-scale computer data centers at low-cost locations, along with a decrease in the cost of electricity, bandwidth, operations, software, and hardware, gave cloud computing a competitive advantage. These factors, combined with statistical multiplexing to increase utilization compared to traditional data centers, gave cloud computing an advantage over traditional data centers, offering services at a lower cost while still producing a good profit (Armbrust, et al, 2010).

Basic Service Models

Cloud is divided into three basic service models. Each model addresses specific business needs. The most basic of the cloud service models is *Infrastructure as a Service (IaaS)*. “The end customer is purchasing raw compute, storage, and network transfer. Offerings of this type are delivered as an operating system on a server with some amount of storage and network transfer” (Durkee, D., 2010). *Platform as a Service (PaaS)*. In this layer the customer is purchasing an application environment in addition to the basic infrastructure. “The advantage of PaaS is that the developer can buy a fully functional development and/or production environment” (Durkee, D., 2010). *Software as a Service (SaaS)*. This is the highest layer in the cloud stack. The end user is purchasing the use of a working application (Durkee, D., 2010).

Cloud Computing Economics

Three cases exist for the use of cloud computing over conventional hosting. The first involves the demand for a service varies over time. For example, equipping a data center for peak loads it must sustain for only short periods per month leads to underutilization for the rest of the month. Instead, cloud computing, on the other hand, enables an organization to pay for the

services as they are needed. In turn, the organization will experience cost savings, both provisionally and ongoing as the organization is only paying for what services it actually uses rather than those it thinks it may or may not require. A second reason is when future demand is unknown. An example might be a Web startup which would need to support high demand if and when it becomes popular, and as visitors leave or turn away, causing demand to diminish. “Finally, organizations that perform batch analytics can use the “cost associativity” of cloud computing to finish computations faster: using 1,000 EC2 machines for one hour costs the same as using one machine for 1,000 hours” (Armbrust, et al, 2010)..

Traditional IT models are being transformed as a result of Cloud computing as corporations are reducing capital expenditures as a result of on-demand technology resources. Traditionally, corporations were required to assess and purchase all of their IT capabilities based on projected operational, storage and data needs, but the Cloud has changed that by offering immediate access to those needs when they are required. When the corporation transfers the IT platform needs to the Cloud, they can redirect their business activities to core functions – what they know best. This, in turn, gives the organization a strategy in which to gain a competitive advantage (Garrison & Wakefield, 2012).” In addition, the absence of up-front capital expense allows capital to be redirected to core business investment” (Armbrust, et al, 2010).

The Cloud provides remote access from a plethora of devices, including laptops, smartphones, tablets, and netbooks. Since your office is always available through a web browser, cloud computing is independent of device and location. Because data is stored in secure data centers rather than on a server in a storage room within the organization, severe weather conditions will not pose a risk to the accessibility of the information. Updates are available to all employees regardless of physical location and they can occur simultaneously. It provides a platform for format compatibility as it negates the concern of whether a document was created in Microsoft XP or Word 2010 (Coutinho, 2012).

Cloud Computing Advantages and Disadvantages

Cloud computing is used in many ways. Ranging from virtualized computer resources to the dynamic use of software fragments, there are different views of cloud computing. One of the biggest benefits is tangible in terms of cost. Cloud computing is marketed as a cost saving strategy for businesses, both tangibly and intangibly (Aljabre, A. 2012).

Generally, companies have considerable costs in IT infrastructure. The implementation of cloud computing is said to lower those infrastructure costs as a result of requiring less internal or in-house infrastructure. Utilizing cloud computing’s “pay as you go” structure affords the organization the ability to allocate resources where they are most needed, rather than attempting to predict what the organization’s needs might be in the future. As a result, up-front costs are reduced and the organization is free to focus on what it does best. Another benefit is that cloud computing structure lowers software costs. Since high software costs can be a major concern for organizations, cloud computing negates the necessity to purchase software for each computer. With the cloud, software can be accessed from the cloud by the organization’s employees (Aljabre, A. (2012). ” This type of technology provides a higher capacity of memory storage, so users do not have to worry about their PC” s memory storage” (Miller, 2009). The concern of compatibility is addressed in cloud computing as it maintains the

ability to improve compatibility between operating systems. Lastly, multiple users can collaborate on documents and projects in the cloud environment (Aljabre, A. (2012).

To address the argument that the cloud services “pay as you go” pricing is more expensive than investing in the actual server over the same period, the case can be made in favor of the extremely important cloud computing economic benefits of elasticity and transference of risk, especially the risks of overprovisioning (underutilization) and underprovisioning (saturation)”(Armbrust, et al, 2010). In terms of elasticity, the ability to add or remove resources at a fine grain and within a time frame of minutes rather than weeks, allows the organization’s resources to gain maximum workload. Overprovisioning is much easier to realize as the excessive costs of equipment relative to the amount of use is easily determined. Underprovisioning, however, is more difficult to measure as rejected users generate zero revenue and will most likely never return (Armbrust, et al, 2010).

Obstacles and Opportunities for Cloud Computing

Obstacles indeed exist for the growth of cloud computing. The first three described below impact adoption, the next five affect growth, and the last two are policy and business obstacles. An opportunity exists for each obstacle mentioned to overcome potential limitations, from product development to research projects (Armbrust, et al, 2010).

The first obstacle is **Business Continuity and Service Availability**. The availability and consistency of service are vital factors for businesses which rely primarily on utility computing services. Cloud providers could experience outages as a result of nontechnical issues, including going out of business or as a result of regulatory action. Just as large internet service providers use multiple network providers to ensure availability of service, cloud computing companies will need to utilize multiple cloud computing providers to safe guard against this potential risk (Armbrust, et al, 2010).

The second obstacle is **Data Lock-In**. The difficulty of users to extract their data from the cloud is another obstacle for cloud computing. The lack of standardization and uniformity are large contributors to these limitations. Although this is a kind of “job security” for the cloud computing companies, these limitations pose considerable risk to the users as they are threatened by increased costs, reliability problems and the cloud computing service provider going out of business. One solution is to provide standardization of data and services across multiple cloud computing service companies in order to protect the user from a company who may go out of business. This would enable the user to maintain access to services and information (Armbrust, et al, 2010).

Data Confidentiality/Auditability is the third obstacle to cloud computing as cloud users face security threats both inside and outside the cloud. Auditability is another factor as both HIPPA and the Sarbanes Oxley Act require that audits be available and routinely conducted. A viable solution could be to offer auditability as an additional layer “beyond the reach of the virtualized guest OS”(Armbrust, et al, 2010), providing more secure facilities and centralizing the software into a single layer. Implementation would change the current perspective of changing the focus from specific hardware to the virtualized capabilities (Armbrust, et al, 2010).

Data Transfer Bottlenecks occur as a result of transferring extremely large amounts of data from the user to the cloud computing company. An alternative which would eliminate long delays is for the users to ship disks and entire computers containing the data. This method

results in faster data transfer times and removes the potential for data bottlenecks (Armbrust, et al, 2010).

Performance Unpredictability as there is I/O interference between virtual machines. One alternative is to use flash memory to decrease I/O interference. Flash memory can sustain many more I/Os per second per gigabyte of storage than disks, so multiple virtual machines with conflicting random I/O workloads could coexist better on the same physical computer without the interference found utilizing mechanical disks (Armbrust, et al, 2010).

Scalable Storage: Persistent storage needs create another obstacle for cloud computing. A solution is to create a storage system that would not only meet existing programmer expectations in regard to durability, high availability, and the ability to manage and query data, but combine them with the cloud advantages of scaling arbitrarily up and down on demand” (Armbrust, et al, 2010).

Bugs in Large-Scale Distributed Systems: Removing errors in the large-scaled systems is difficult. Debugging cannot occur in smaller configurations, therefore, debugging must be done at scale in the data centers. The use of virtual machines may be a remedy to this obstacle (Armbrust, et al, 2010).

Scaling Quickly: Another obstacle lies in the area of the ability to quickly scale up or down in response to load increases and decreases. Utilizing statistical machine learning as studied by UC Berkeley Reliable Adaptive Distributed Systems Laboratory can be used to account for these load adjustments (Armbrust, et al, 2010).

Reputation Fate Sharing: One customer’s bad behavior can create reputation problems for the other customers who also use the same cloud. One solution is to provide reputation safeguard services to protect customers from such a threat (Armbrust, et al, 2010).

Software Licensing: Current licensing procedures can restrict the computers on which the software can run. The solution is to remain open sourcing for cloud computing or for the major software companies to change licensing procedures for cloud computing (Armbrust, et al, 2010).

Conclusion

Cloud computing has distinctive advantages and notable obstacles to overcome, however, with proper needs-based planning, organizations can benefit from these services. As mentioned in this research, not all companies are suited for cloud computing technology. Organizations’ employees who utilize the internet throughout their day, are the most appropriate candidates for cloud computing. Many organizations can gain a competitive advantage with the use of cloud technology. With the current economic uncertainty and budget constraints looming over many organizations, the potential for gaining an advantage over the competition is worth investigating. It will be extremely important, however, for organizations to take into consideration those risks and benefits mentioned, and make adjustments accordingly.

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Miller, M. (2008). *Cloud Computing: Web-Based Applications That Change the Way You Work and Collaborate Online*, Indianapolis: Que Publishing, 2008.

FINAL EXAM EVALUTION

GINA STALNAKER

- | | |
|--|-----------|
| 1. Cover Page (including project title, team member names, and date the paper was submitted to the instructor) (Points possible: 10) | 10 |
| 2. Final Major Project Outline (not the draft, but outline of your Major Research Project paper) (Points possible: 20) | 20 |
| 3. Table of Contents (Points possible: 10) | 10 |
| 4. Abstract of your research paper (consisting of 1-2 pages single-spaced) (Points possible: 20) | 20 |
| 5. Conclusions (Points possible: 20) | 20 |
| 6. Recommendations (Points possible: 20) | 20 |
| 7. Content/grammar of your research (Points possible: 90) | 90 |
| 8. Bibliography (Points possible: 10) | <u>10</u> |

Total: 200

YOUR GRADE: 200/200

Mitch – See your grade and my comments below. ~Dr Wilson, 12/12/12.

Knowledge Management in the Cloud

Mitchel Barnes

Gina Stalaker

Jonathan Stevens

December ~~13~~12, 2012

MAJOR RESEARCH PROJECT OUTLINE

Mitchel Barnes

Gina Stalnaker

Jonathan Stevens

Knowledge Management in the Cloud

I. Abstract

II. Conclusions

- a. KM Information Technology
- b. The Cloud
- c. Cloud KM Interface
- d. Knowledge in the Cloud

III. Recommendations

IV. Bibliography

TABLE OF CONTENTS

1.	<i>Abstract</i>	4
2.	<i>Conclusions</i>	<i>Error! Bookmark not defined.</i>5
2.1	KM Information Technology	<i>Error! Bookmark not defined.</i>5
2.2	The Cloud.....	<i>Error! Bookmark not defined.</i>5
2.3	Cloud KM Interface	<i>Error! Bookmark not defined.</i>6
2.4	Knowledge in the Cloud.....	7
3.	<i>Reccomendations</i>	7
	<i>Bibliography</i>	8

ABSTRACT

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Knowledge management (KM) is built on organizational strategies that aim to capture, store, and share extremely valuable information. Organizations build their competitive advantage on their ability to use knowledge efficiently. Many forms of information technology (IT) have been leveraged in the capturing, storing, and sharing of both explicit and tacit knowledge. Historically, the short fall has been in the lack of a knowledge management system and infrastructure to help bridge the gap and encourage workers to use KM system.

The cloud has become an extremely intriguing alternative to past KM IT models. It allows a new way to apply processing of knowledge within an organization which provides several benefits. Cloud computing allows the organizations to model their KM IT from a software, platform, or infrastructure position. The software model provides hosted software and services that are accessed on-demand via the internet and the cloud server. The platform model is used to provide applications to organizations and the infrastructure model is a complete computing infrastructure that generally includes servers, storage, and a network that is utilized through the cloud server. Overall, these models enable convenient and on-demand access to a network of resources that are provided and maintained with little cost or management.

CONCLUSIONS

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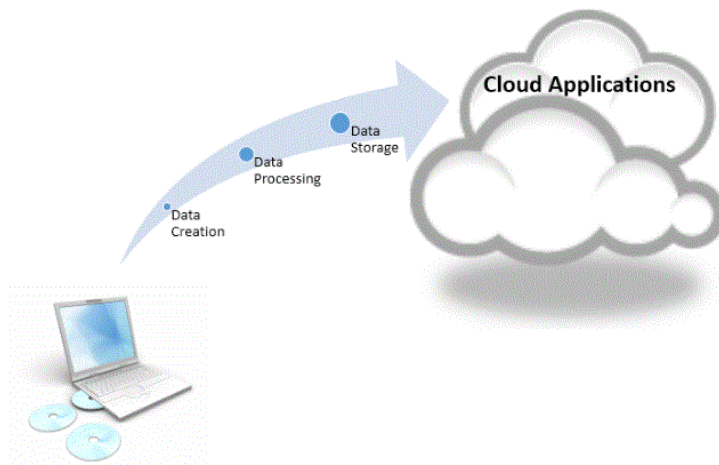
KM Information Technology

A broad range of information technology (IT) strategies and tools have been used since the inception of KM. The majority of them have been focused on supporting the creation, storage, sharing, and application of knowledge within organizations by using the following, “data mining and learning tools, knowledge repositories, databases, electronic bulletin boards, discussion forums, intranets, email, calendaring tools, collaborations tools, knowledge directories, decisions support tools, expert systems, workflow systems, social network analysis tools and knowledge codifications tools” (Butler & Murphy, 2007). It has been a common occurrence for KM IT to be used primarily to develop databases and repositories that contain searchable knowledge. In this application IT was a tool and not used as an interface with KM to develop a framework that allowed for the knowledge and technology of an organization to engage in a symbiotic relationship. In recent years the development of technologies such as the cloud have allowed for the human, computer, and knowledge interface to be less exclusionary in nature.

Research by Butler and Murphy (2007) states that the human computer interface must be designed so that it does not cause a breakdown in understanding itself in terms of its use. This is extremely important because it seems that far too often, the KM IT interface is limiting and disallows for the two to work together. For tools and applications to be useful and effective they must be used in conjunction with a KM IT system or infrastructure. This will help keep the KM IT focused on the people and the processes that the technology encompasses (Butler & Murphy).

The Cloud

What is the cloud and how does it work? In terms of KM the cloud is a powerful tool. In its simplest form the cloud is using computing resources over a network which is typically the ~~internet~~ Internet. The cloud infrastructure enables on-demand network access to computing resources. An individual will use a computer for a multitude of tasks. This might include: communication, calculations, problem solving, etc... From the perspective of the user these are forms of data creation, processing, and storage. The cloud can offer many benefits to an organization. In some instances it eliminates the need to buy, install, and upgrade software and applications. This is an extremely cost effective solution for an organization that cannot afford the typical information technology infrastructure. Users are able to access the data on-demand anywhere there is an ~~internet~~ Internet connection. The availability can help increase knowledge sharing amongst an organization by not limiting employees to their workstations in a brick and mortar setting.



Mohamed, N. (2012). *Cloud applications*

The figure above demonstrates the basic steps of how knowledge matriculates to the cloud. Data creation can be illustrated by the simple building of an Excel spreadsheet. This spreadsheet has rows and columns that contain data, calculations, and comments. The user saves this data on his hard drive or an organization's network folder. At this point, the spreadsheet is uploaded into the cloud application via the network's server. The cloud allows for another user on a separate server using a completely different service provider to access this document instantaneously via the cloud application. There are numerous types of cloud computing services, but the three main are, infrastructure as a service (IaaS), platform as a service (PaaS), and software as a service (SaaS).

Software as a Service (SaaS)

Using this service model the user has the ability to access a variety of applications and software using only the cloud server and the internet. “The applications are accessible from various client devices through a thin client interface such as a web browser” (Info.Apps.Gov, 2012). The user has no control or management ability of the applications. This model is best suited for the completion of business related tasks.

Platform as a Service (PaaS)

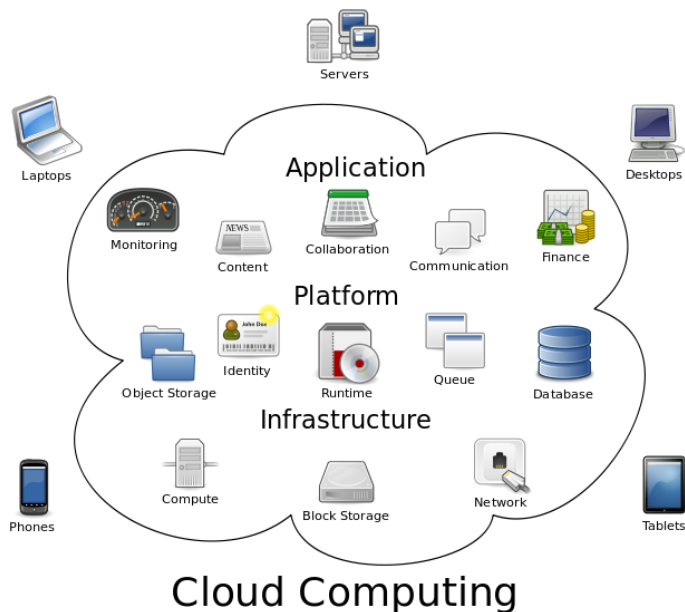
The PaaS model allows cloud providers to provide a computing platform that normally includes an operating system, database, web server, and even a programming language environment.

Infrastructure as a Service (IaaS)

The IaaS model allows the user to operate software and applications and give storage, networks, and the ability to process. “The consumer does not manage or control the underlying cloud infrastructure but has control over operating systems, storage, applications, and possibly limited control of select networking components” (Info.Apps.Gov).

Cloud – Knowledge Management Interface

The management of knowledge in the cloud is a relatively new concept that is based on extending the notion of data in the cloud. As previously outlined, the knowledge must be extracted and is then shared via the knowledge cloud. This cloud is easily accessible and helps to extend the infrastructure as cloud computing. Cloud computing is not meant to be a cafeteria style KM IT tool. To be fully effective an organization must utilize the entire cloud computing infrastructure and apply it across all levels. The diagram below represents the software, platform, and infrastructure models of the cloud and how they are used.



Johnston, S. (2009). *Cloud computing*

Knowledge in the Cloud

Knowledge is that which can be read and understood. Within an organization, it helps to capture important processes and data. The cloud can enhance how information is shared, stored, and accessed. The ability for an individual to access data from their own personal computer or smart phone via a cloud server allows for the flow of knowledge and data to be unhindered, and can lead to improved business decisions. In implementations of a KM cloud environment two types of applications are possible. The interactive architecture focuses on how tacit knowledge is exchanged and the integrations of individuals in the sharing of knowledge (Antonova & Nikolov, 2011). The integrative architecture deals primarily with explicit knowledge and how to use it effectively within an organization. The crosswalk of these two types of KM architecture is where the cloud becomes an effective and competitive system. It allows for improved storing and sharing of both explicit and tacit knowledge all the while creating a more user-oriented environment.

RECOMMENDATIONS

20/20

The cloud movement has been deemed as the next generation in computing. To the KM world this means that, if it's used as an infrastructure, all of the IT-related capabilities will be provided as a service. This provides specific benefits, but also comes with negatives. To apply cloud over a KM system an organization must look at a number of factors. They must first analyze their KM system as it stands now and determine if a transition to the cloud as an IaaS is feasible and if it will be cost effective. There must also be a security and risk analysis to ensure that the data is going to be safe. If a third party is controlling their data, there are measures that must be taken to ensure that it is safe and will not be compromised. Long term benefits must also be accounted for. The new infrastructure must be able to fit into the strategic plan of the organization. With all of this in mind, I feel that an organization must tread lightly when dealing with new a technology that will change the fundamental operations of their KM and IT. Focusing on one specific benefit, such as the on-demand software, may be a good first step and involved much less risk. Moving KM into a cloud environment must be treated as a business decision instead of an IT decision. KM is a process and a culture that cannot be enveloped by the IT of an organization.



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(SEE YOUR EVALUATION SUMMARY AND GRADE ON THE NEXT PAGE.)

**FINAL EXAM EVALUATION
MITCH BARNES**

Cover Page (including project title, team member names, and date the paper was submitted to the instructor) (Points possible: 10)	10
Final Major Project Outline (not the draft, but outline of your Major Research Project paper) (Points possible: 20)	20
Table of Contents (Points possible: 10)	10
Abstract of your research paper (consisting of 1-2 pages single-spaced) (Points possible: 20)	20
Conclusions (Points possible: 20)	20
Recommendations (Points possible: 20)	20
Content/grammar of your research (Points possible: 90)	90
Bibliography (Points possible: 10)	<u>10</u>
Total: 200	

**YOUR MAJOR RESEARCH
PROJECT GRADE: 200/200**

Jonathan – See my comments below and your Major Research Project Evaluation summary on the last page. ~Dr Wilson, 12/13/12.

Knowledge Management and the Cloud

The Evolution of KM
MSBA 5800-01 Final

Jonathan Stevens
Team Members: Mitch Barnes & Gina Stalnaker
12/13/2012

Major Research Project Final Outline

20/20

Jonathan Stevens

12/13/2012

Team Members: Mitch Barnes, Gina Stalnaker

Topic: Knowledge Management Information Technology and The Cloud

Subtopic: The Evolution of KM

- I. Introduction
- II. KM Definition
 - a. Knowledge Management
 - b. Tacit Knowledge
 - c. Explicit Knowledge
- III. Limitations of the Previous Ways of Passing on Knowledge
 - a. Tacit Knowledge Limitations
 - b. Explicit Knowledge Limitations
- IV. IT Technology Growth and Clouding Computing
 - a. KM and Technology Timeline
 - b. Cloud Computing
- V. Tacit knowledge Sharing Techniques
 - a. Techniques
 - b. IT's role
- VI. Explicit knowledge Sharing Techniques
 - a. Techniques
 - b. IT's role
- VII. Conclusions
- VIII. Recommendations

Contents **Table of Contents**

Abstract..... 3

Introduction 4

Knowledge Management Definition..... 4

 Knowledge Management 4

 Tacit Knowledge 4

 Explicit Knowledge 4

Limitations of the Previous Ways of Passing on Knowledge 5

 Tacit Knowledge Limitations 5

 Explicit Knowledge Limitations 5

IT Technology Growth and What Makes Cloud Computing Possible 6

 KM and Technology Time Line 6

 Cloud Computing..... 7

Tacit Knowledge Sharing Techniques 8

 Techniques 8

 IT’s Role 10

Explicit Knowledge Sharing Techniques..... 10

 Techniques 10

 IT’s Role 11

Conclusions 11

Recommendations 12

Bibliography 13

Abstract

This paper explores the evolution of Knowledge Management (KM) and some of the limitations faced by tacit and explicit knowledge transfer. It discusses some of the major events in the history of KM and explores part of the role information technology has had in addressing limitations. It also explores current tacit and explicit knowledge sharing techniques and the role IT plays in these processes. Cloud computing is then examined to try to determine the impact it can have on both tacit and explicit knowledge sharing. This analysis is followed by conclusion and recommendation sections.

Introduction

Knowledge Management (KM) is a deliberate and systematic coordination of an organization's people, technology, processes, and organizational structure in order to create value through reuse and innovation. (Dalkir, 2011) KM is a multiple disciplinary field and only in recent years has it been looked at from the stand point of its own field of study. (Dalkir, 2011) However many of the principals, knowledge transfer techniques, and goals have been ~~existed in~~ existence for centuries. The goal of creating value for a business however was not the primary focus of most of these techniques. However as our society ~~becomes~~become more ~~information~~ information-based, workers begin to retire, and the remaining workforce switches jobs more often; therefore the need for an organization to be able to retain its knowledge as people leave becomes more and more important. This paper examines tacit and explicit knowledge transfer and capture techniques and shows how organizations have used information technology (IT) to aid the KM process as they try to address these problems.

Knowledge Management Definition

Knowledge Management

Knowledge Management (KM) is a deliberate and systematic coordination of an organization's people, technology, processes, and organizational structure in order to create value through reuse and innovation. (Dalkir, 2011) In order to gain a better understanding of KM you must first break knowledge into two types – explicit and tacit. One of the goals is to try to convert tacit knowledge into explicit knowledge. It should also be noted KM is more than just capturing this information but revolves more around getting employees to use this captured knowledge or access experts in the case of tacit knowledge that was not able to be codified.

Tacit Knowledge

Tacit knowledge is often difficult to articulate. It is typically highly internalized knowledge that the knower accesses without even realizing such as relying past experiences to solve a current problem because situations are analogous. The knowledge typically only exists in the mind of knower. (Dalkir, 2011) Judgment and decision making processes are two examples of things that are very difficult to get out of someone's head and into another person's.

Explicit Knowledge

Explicit knowledge has been captured and codified and been transcribed into a document or audio/visual recording. (Dalkir, 2011) Frequently this information is included in training manuals, standard operating procedures (SOP's), or a frequently asked question (FAQ's) database. It is often associated with a specific process or task and lists the steps to accomplish

the task. The limitations of explicit knowledge are that some concepts are often too complex to be easily captured and stored. Explicit knowledge can often tell you “how” to do something but can fail to address the issue of “why” you are doing it.

Limitations of the Previous Ways of Passing on Knowledge

Tacit Knowledge Limitations

The US military looks at the most effective way for tacit knowledge transfer typically occurs through social interactions such as the opportunity to provide for the knower and the person trying to learn to interact. (United States Strategic Command Knowledge Transfer Office, 2009) Historically apprenticeships, college and university professors, philosophers, and even athletics have provided this sort of student and teacher or coach and player relationships where interaction between these people has resulted in not only explicit knowledge transfer but also tacit knowledge transfer. The limitation of these methods is that it often only a one to one relationship or one to few relationship where this information can be passed on. It is impractical for an entire organization to have access to one individual by traditional means. In some cases today technology can help increase that access.

The second issue is that for the apprenticeship or coaching model to work traditionally the individuals need to be in the same geographical location to facilitate communication. As organizations become more global employees are often scattered. Technology can help improve communications enabling tacit knowledge transfer to happen even though people may not be in the same physical place.

Explicit Knowledge Limitations

Limitations on transferring explicit knowledge typically revolve around making documents accessible and getting documents into an easily understood format and the language of the user. As will be discussed later many of the limitations of explicit knowledge that previously existed are no longer issues. At one time the cost of producing and distributing written manuals and documents was high. Today this cost is extremely low and documents can be produced and distributed electronically across the global for virtually no cost. Not only can documents be produced in this manner but audio and video capture can happen almost just as easily. In terms of obstacles explicit knowledge faces far fewer than tacit especially with the advent of modern word processing and communications technology.

IT Technology Growth and What Makes Cloud Computing Possible

KM and Technology Time Line

3500 BC	Cuneiform language is invented allowing information to be shared, stored, and preserved
2800 BC	Papyrus is developed and offers light-weight solution for transfer and preservation
200 BC	Parchment becomes available
100 AD	Introduction of paper reduces costs. Due to its fragile natures important documents are stored in libraries and monasteries
1450 AD	Johannes Gutenberg creates the printing press reducing cost of reproducing written documents
1854 AD	George Boole Pens “An Investigation of the Laws of Thought” which introduced binary variables and will later become becomes the foundation for computer design.
1858 AD	The development of the trans-Atlantic telegraph makes instantaneous long distance communication possible.
1950’s	Computers starting leaving research labs and start to appear in other areas of society
1959	Peter Drucker coins the term “Knowledge Management” in the Harvard Business Review, upon the notion managers should not only share knowledge but also track innovation that results from the sharing.
1960’s	Modern business begins the database age and networks become faster and more efficient.
1970’s	ARPNET makes great strides in the realm of networking technologies and lays groundwork for what will compromise global internet
1981	IBM enters the PC marketplace and encourages businesses that personal computers are an efficient and versatile asset.
1983	The Knowledge Management System (KMS), designed as a multi-user system, lets people collaborate in developing and sharing information within large, shared hypertext.
1989	Tim Berners-Lee first proposes and eventually develops the framework for the World Wide Web
1990’s	<ul style="list-style-type: none"> - Karl Wiig writes three-volume publication on the subject of modern knowledge management, and further spurs interest in the idea - Scandia hires Leif Edvinsson as world’s first Chief Knowledge Officer (CKO). - New technologies enter the scene such as knowledge databases, portals, document management and groupware solutions. - Consulting firms start investing in KM systems and its implementation into the workplace. - Software vendors develop KM solutions. Microsoft and IBM both try to position software to emphasize KM qualities
2005-2009	<ul style="list-style-type: none"> - Social Networking Analysis (SNA), the process of mapping a group’s contacts to identify members and their connections, becomes a key technique in modern KM. - Consumer social software enables sites like Facebook, Myspace and YouTube to enter into society and the enterprise world, creating “Enterprise 2.0” - Several case studies conducted on KM shows the importance of the individual and their culture as the most critical resources for successful knowledge creation, dissemination, and application.

(Horton, 2011)

You can note from the above timeline that some of the earliest innovations listed revolved around explicit knowledge transfer. The creation of a written language, the transitions from parchment to papyrus to paper all allowed knowledge to be written down and kept for future generations. Typically laws, traditions, customs, and religion writings were more common than capturing information about businesses for purposes of creating value after employees left. At the same time until the industrial age corporations who can exist independently of the individual owners of a business were not common. Typically the individual and his or her skills were the business and they passed these skills on to apprentices and who in many cases were their children. There was no organization that existed without the individual that we see today with corporations that exist despite ownership changes and employees leaving or retiring. In previous times if the owner left the business was gone and a new person with similar skills would start a business to replace them. In this regard the need for organizational KM is a relatively new need because organizations are now outliving their people so the knowledge of organization must be transferred.

The rise of documents coincided with the rise of libraries and other facilities to house the documents. The necessity to teach individuals how to read also became important. As the timeline progresses the introduction of the printing press allowed documents to be recreated easily and for much less cost than the previous method of copy documents by hand. This in turn allowed this knowledge to get into the hands of more and more people. The next advances looked are in long range communication when enable people on different continents to communicate quickly via the telegraph enabling the sharing of knowledge, though in limited means, to occur over great distances.

The timeline then begins to shift to theory and early stages of computers. As the personal computer was introduced in the 1980's and network technology grew with organization and externally (Internet) computers begin to replace pens, papers, and libraries as the source for storing and sharing knowledge based documents. With the rise of network technology communications also became less expensive and new mediums such as e-mail and video conferencing became available. This meant computers were not only making document creation, sharing, and organization easier but it they were making communication which is critical to tacit knowledge sharing easier.

Cloud Computing

One of the last IT trends involves cloud computing. However the technology and network communications processes involved in cloud computing ~~have~~has been for a long time. Cloud computing can be viewed as a very large server on which different services and data are stored and you access all those for your work. (Sourbah, 2012) The software and data are not on your system but instead these are stored "in the cloud". (Sourbah, 2012) The term was first used in

1997. (Sourbah, 2012) The current buzz surrounding cloud computing is not because of the new found ability to store data and programs on servers. Organizations have done that internally for years. The buzz is around that now third parties are offering these services as a pay as you use service. Previously the organization would have had to invest in software and servers and whether they were being used or not the cost had already been incurred. With cloud computing this initial cost and cost of excess capacity can be avoided by simply paying for what you use like you would a utility (water, electric, natural gas, etc.) Various models for housing this information are offered and priced accordingly. Effectively the models vary by the amount of security they provide. (Sourbah, 2012)

The flexibility cloud computing provides for expansion or contraction of services as well as not burdening internal IT with updating and replacing hardware is a breakthrough in the IT world. However from a KM standpoint very little has changed. Essentially the same information that would be available via the cloud is more than likely already available within the organization via traditional client server relationships. The one bright spot is that if a user is outside of the organizations system for some reason and cloud computing is being used they should be access knowledge stored on the system from virtually anywhere. There are systems that already make this possible (VPN's) but cloud technology should make this easier. Cloud computing is not likely to change knowledge capture or codification but it can help to improve access.

Tacit Knowledge Sharing Techniques

Techniques

The United States military provides an excellent example of an organization that faces many KM obstacles. The identifies the perpetually changing military workforce caused by military personnel rotating about every three years, the looming retirement of civilian workers, and the potential for contractors to change at the end of each contract cycle. (United States Strategic Command Knowledge Transfer Office, 2009) This turnover means individuals with knowledge are not staying in their positions but the work is being done by the person who comes after them who will not have the knowledge. The US Strategic Command Knowledge Transfer Offices has not identified having explicit knowledge available as the problem but rather making tacit knowledge available is the biggest threat to effective KM. In response to this concern they have created a list of techniques they try to incorporate to retain as much tacit knowledge as possible. This list can be used in any organization as methods they may want to consider to assist in tacit knowledge sharing.

Technique	Description
After action reviews	Capture and organize lessons learned after a major event. Can help in causing behavioral change in addition to identifying deficiencies and best practices.
Brown bag lunches	Brings people together around a topic of interest. Allows relationships to be established and talk with others with similar experience. Happens during what would otherwise being non-productive time creating create an efficiencyefficiency.
Communities of practice	Voluntary group of individuals who form a network based on shared interest or practices. Likely to share information because they are part of the group by choice and not because they have to be.
Conferences	Provides a forum for subject matter experts to present to interested participants. Allows individuals with similar interests to network.
Greybeard programs	Leverages key retired personnel to share organizational history and to transfer knowledge about how they dealt with past challenges. Can be done through seminars, conferences, panel discussions, or video recordings.
Knowledge trade fair	A learning environment where employees can learn about different parts of an organization outside their individual work area. Can be viewed as internal conference or exhibit fair that helps to broadcast different area's expertise to co-workers.
Listserve	Professional electronic mailing lists based on a specific topic. Mailing list is supported by mail server or website that automates user subscriptions and forwards e-mails to the group.
Mentoring	Help new employees learn from more experienced or provides experiences employees opportunity to learn in new areas. Can help reduce the learning curve, establish social connections, fill in the gaps that manuals or SOPs miss, and help in new idea creation by pairing an inexperienced employee with an experienced employee.
Narratives and storytelling	Ancient method for passing along wisdom and culture. Stories are powerful ways to exchange knowledge by grabbing the attention of the listener. A well told story builds trust, shares organizational norms, transfers tacit knowledge, and can create emotional connections.
Off-boarding	Capturing knowledge from employees as they leave an organization such as exit interviews or alumni associations.
On-boarding	Involves integrating new employees into the social networks of an organization. It identifies critical people in the network and management ensures new employees are connected to those individuals.
Scenario building	This technique helps participants envision the future in terms of people, processes, and technologies. The participant is required to look at what could be and helps develop innovative ideas and identify future requirements.
Social gatherings	Provides opportunities for employees to meet others and strengthen existing relationships. They range in size from a specific department to an entire organization and may be formal or informal.
Subject matter expert index	Provides the ability to search for people within the organization who possess skills or expertise related to specific issues. Requires users to be aware that this index exists and require experts to be willing to make sure their expertise is shared

(United States Strategic Command Knowledge Transfer Office, 2009)

IT's Role

In past generations tacit knowledge transfer might have occurred through apprenticeships or some other form of one on one training or congresses and committees of individuals working together to solve a problem. This basic need for human interaction and communication in tacit knowledge sharing has not changed. Instead the role of IT in tacit knowledge sharing is primarily one of providing for communication either in real-time or by allowing access to stored videos, or managing a listserv or CoP collaboration site where ideas can be exchanged. No longer are face to face meetings and close physical proximity necessary to share tacit knowledge with others but the need to communicate is still present. Cloud computing is unlikely to revolutionize tacit knowledge sharing with exception of perhaps collaboration sites that can be accessed anywhere in the world and who can give immediate feedback. In some instances having this information stored in the “cloud” could be more advantageous than having it stored on secured company servers and networks that can require special connects and networks to access remotely.

Explicit Knowledge Sharing Techniques

Techniques

The following is a list of knowledge sharing techniques/systems once information has been render into a form that can be put into a system it is often consider explicit. Some of these systems also assist in the tacit knowledge exchange around explicit knowledge documents. Therefore a system may address both explicit and tacit KM needs. They do not need to be mutually exclusive.

Groupware Systems	Groupware is a term that refers to technology designed to help people collaborate and includes a wide range of applications. Consists of communications tools, conference tools, and collaborative management tools. (Lotus Notes, SharePoint)
Intranet and Extranet (Portals)	Small-scale version of the internet, operating with similar functionality, but existing solely within the firm. It allows for the integration of multimedia communication and acts as a platform for groupware applications and publishing. Enhances collaboration, productivity, and socialization, but also to influence organizational culture and to act as a repository for embedded knowledge.
Data warehousing & data mining	First data extraction of operational production data takes place, and this data is passed on to the warehouse database. A server hosts the data warehouse and the DSS. This server then passes on the extracted data to the warehouse database, which is employed by users to extract data through some form of software. Data is then used to make decisions.
Decision Support Systems	These systems are used to access and manipulate data. They usually work with a data warehouse and employ data mining techniques. The goal is to enhance decision-making and solve problems by working with the manager rather than replacing him. Typically accomplished by user in response to various questions asked by the system.
Content management systems	They are responsible for the creation, management, and distribution of content on the intranet, extranet, or a website. Includes templates, content tagging, simplify editing, version control, allow for collaboration, integrate with DMS, workflow management, and allow for plug-ins.
Document management systems	Systems that aid in the publishing, storage, indexing, and retrieval of documents. Systems deal almost exclusively with explicit knowledge, the sheer volume of documents that an organization has to deal with makes them useful and in some cases even mandatory. Often they are a part of content management systems.

(Frost, 2010)

Other items exist such as paper manuals, SOP's and books but for the most part these have been incorporated into a document management system and so additional discussions would be redundant.

IT's Role

~~IT's~~ Its (it's is a contraction for it is) role in explicit knowledge sharing is critical. Word processing, knowledge capture systems, databases, document management systems, collaboration sites (SharePoint), FAQ's, and the indexing and searching abilities related to these systems are key in making information easily accessible to users and also putting the most relevant information into the user's hand. This is not the process that adds real value but efficient retrieval is the key to getting users to actually use KM systems as well as helps the system get and retain management support. Keeping information up to date, accessible, and making sure the right information is there are all critical for KM to be successful. Cultural barriers are significant enough to overcome with trying to implement a KM system so technical barriers need to be as few as possible. For the past two decades much of KM has focused on IT systems and how they can help. (United States Strategic Command Knowledge Transfer Office, 2009) We are now in a position for the most part that these systems have achieved many of their goals and the shift is moving towards users accessing these systems. IT will continue to play a role in maintenance of systems, tweaking systems and perhaps most importantly user interfaces with systems which can play a huge role in how often and to what extent the system is used.

Conclusions (out of order, should be after the Abstract)

20/20

The strides made in KM in the last several decades from the standpoint of the identification of the needs, to the introduction of multiple theories and models to describe how KM works, to the advances in technology for managing codified data has been staggering. (Dalkir, 2011) In fact one of the greatest issues facing KM is "information overload." The next phase of KM would seem to hinge upon addressing the information overload problem and putting people into contact with one another in order to share tacit knowledge. (United States Strategic Command Knowledge Transfer Office, 2009) It appears despite our ability to capture, codify, and make explicit knowledge available to users almost anywhere we cannot use technology alone to compensate for the need for personal social interactions. I believe one way to view this is that is necessary for somehow to show others how to use explicit knowledge to solve problems and build as oppose to just repeat the process from before.

Cloud computing appears to not be a magic bullet to solve this problem. The technology does make access to information possible from almost anywhere. However access to this same information has been available within an organization for the last several years. With the

exception of collaboration software I do not see any great benefit to be derived from cloud computing. The next area of KM that is going to add real value is going to be around social interactions between individuals. Database technology and other advances in computer storage have solved most of the explicit knowledge management puzzle. Getting that information ~~to~~ into the hands of users, ~~couple-coupled~~ with the guidance of how to use that knowledge is the next step. Cloud computing can be a tool in the process but it is not going to revolutionize KM.

20/20

Recommendations (out of order, should be after the Abstract and Conclusions))

Based on the information gathered I would recommend organizations begin stressing the important of social interaction. This interaction should be encouraged between peers and equals, between experts and learners, between people who participated in the project and those who may be able to learn from a successful project. Technology can leveraged when face to face meetings are not possible or when personnel have retired. It will be to an organizations detriment to ignore the value of social interaction and believe employees can learn all they need from manuals and explicit knowledge repositories. The exchange of ideas and thoughts are how innovation occurs not through repeated procedures from the pass. If organizations successfully use best KM practices to train the next generation of works it has already laid the groundwork for a cultural change to one that values KM as these employees mature. The time it takes to foster these social interactions should not be viewed as nonproductive time but instead viewed as necessary building step for future innovations. Organizations must guard against the thought that technology alone can solve all these problems even technologies as powerful as cloud computing.

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[See your Major Research Project Evaluation Summary on the next page.](#)

FINAL EXAM EVALUATION

JONATHAN STEVENS

Cover Page (including project title, team member names, and date the paper was submitted to the instructor) (Points possible: 10)	10
Final Major Project Outline (not the draft, but outline of your Major Research Project paper) (Points possible: 20)	20
Table of Contents (Points possible: 10)	10
Abstract of your research paper (consisting of 1-2 pages single-spaced) (Points possible: 20)	20
Conclusions (Points possible: 20)	20
Recommendations (Points possible: 20)	20
Content/grammar of your research (Points possible: 90)	90
Bibliography (Points possible: 10)	<u>10</u>
	Total: 200

**YOUR MAJOR RESEARCH
PROJECT GRADE: 200/200**

MBA Self-Study Documentation

Lawrence Jacowitz, Adjunct

Course: MSBA 5810. Project Management

Artifact: Homework Assignment to select a project for funding

Description

This is a quantitative problem-solving exercise. The student demonstrates the ability to formulate a rational way to select one project from many. The parameters are both financial and non-financial. This is a powerful technique which is consistent with the Project Management Institute's *Project Management Body of Knowledge*.

Grading

This is a typical homework component of the course and represents about 8% of the course grade.

Sample

The following is the Problem Statement and the solution.

Problem Set # 3

Dr. J's Team Tries an NPV & a Weighted-score

Due date: Monday, 10 Sep 2012

Points: 100 maximum

Format: 3 Excel spread sheets (Part 1, Part 2a, Part 2b). Put your name on each spreadsheet

Send solution to Dr. J: use Blackboard email only. Send as an attachment labeled < PS3 yourname > so Dr. J won't lose it

Background

The ability to perform NPV calculations and interpret them is critical for financial analysis of projects. The weighted-score spreadsheet is also critical for justifying projects on the basis of non-financial, as well as financial, factors (as in a Business Case).

So getting approval for your proposed project may depend on your ability to demonstrate the results and value of these analyses.

Problem Statement

Part 1. NPV analysis

- A four-year project is forecast to have net cash inflows of \$20K, \$25K, \$30K, \$50K in years 1 through 4
- It will cost \$75K to implement the project, payable at the beginning of the project (t=zero)
- Required discount factor = 20%
- Cost for year t-zero is not discounted
- Set up an Excel spreadsheet and show the project NPV. Would you recommend this project?

Part 2. Weighted score analysis

- (a) Choose between three locations (A, B, C) for setting up a factory
- A score of 1 = unfavorable, 2 = satisfactory, 3 = favorable
 - Set up an Excel spreadsheet and show the solution

			LOCATION	
<i>CATEGORY</i>	<i>WEIGHT</i>	A	B	C
Labor cost	20	1	2	3
Labor productivity	20	2	3	1
Labor supply	10	2	1	3
Union relations	10	3	3	2
Material supply	10	2	1	1
Transport costs	25	1	2	3
Infrastructure	5	2	2	2

(b) Show the weighted scores if the weight for transportation cost went down to 15 and weight for union relations went up to 20. What site do you recommend?

Student solution

The screenshot shows a Windows desktop with two applications open: Microsoft Word and Microsoft Excel. The Excel spreadsheet, titled "Problem Set_3 (Danielle Smith)", contains the following data:

Project	Year 0	Year 1	Year 2	Year 3	Year 4	Total
Cash Flow	\$ -	\$20,000	\$25,000	\$30,000	\$50,000	\$125,000
Cost	\$ 75,000	\$ -	\$ -	\$ -	\$ -	\$ 75,000
Present Value	\$(75,000)	\$20,000	\$25,000	\$30,000	\$50,000	\$ 50,000
		NPV				\$ 417.95

Below the spreadsheet, the following text is visible:

12 The amount is a positive number, therefore the project is a beneficial one.
 13 The positive NPV means the return from the project will exceed the opportunity cost of capital, the return available by investing the capital elsewhere.
 I would recommend this project.

The desktop background is blue and features a clock showing 11:12 PM on 3/1/2013, a taskbar with various icons, and a sidebar with a stock market ticker and a search bar.

MBA Self-Study Documentation
Lawrence Jacowitz, Adjunct

Course: MSBA 5820. Advanced Project Management

Artifact: Team Proposal for a plan to relocate the Great Pyramid

Description

This is a competitive team project. Competing teams prepare a significant proposal including all aspects of planning and executing the move. The project represents the students' application of the fundamental principles of project management, incorporating best industry practices and the Project Management Institute's *Project Management Body of Knowledge*. Thus it is a demonstration of competence in the initiation, planning, execution, monitoring and control, and close-out aspects of a major project. For example, students specifically address how to determine all of the activities necessary to complete the project, as well as the activity sequencing and resource allocation. In addition to a 40-page report, each team makes a 30-minute presentation of their proposal to the class. This is intended to promote student self-confidence in presenting their work to an audience.

Grading

This is a major component of the course and represents 20 % of the course grade.

Sample

The following are an outline view of the Table of Contents and Executive Summary for the winning team in 2011.

Move the Pyramid Project

MUMMYMOVERS

Matt Cavalier
Sharon Lemley
Mark Messenger
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Carmella Walter



project proposal

MOVE THE PYRAMID PROJECT

Table of Contents

Table of Contents

Executive Summary	5
Management Proposal	Error! Bookmark not defined.
Management Approach	Error! Bookmark not defined.
Organizational Chart	Error! Bookmark not defined.
Scope Statement:	Error! Bookmark not defined.
Project Justification:	Error! Bookmark not defined.
Requirements:	Error! Bookmark not defined.
Deliverables:	Error! Bookmark not defined.
Project Success Criteria:	Error! Bookmark not defined.
Project Team Members:	Error! Bookmark not defined.
Work Breakdown Structure (WBS)	Error! Bookmark not defined.
MSP Activities, Sequencing & Dependencies	Error! Bookmark not defined.
Initiation	Error! Bookmark not defined.
Planning	Error! Bookmark not defined.
Execution	Error! Bookmark not defined.
Monitoring & Controlling	Error! Bookmark not defined.
Closing	Error! Bookmark not defined.
MSP Schedule, Network & Critical Path	Error! Bookmark not defined.
Management Risk Analysis	Error! Bookmark not defined.
Potential threats identified:	Error! Bookmark not defined.
Risk analysis:	Error! Bookmark not defined.
Risk Strategies/Strategy Options:	Error! Bookmark not defined.
Managing risk:	Error! Bookmark not defined.
Reviewing risk/Monitor and control:	Error! Bookmark not defined.
Risk Management Plan	Error! Bookmark not defined.
Methodology	Error! Bookmark not defined.
Roles and Responsibilities	Error! Bookmark not defined.
Budget and Schedule Estimates	Error! Bookmark not defined.
Risk Categories	Error! Bookmark not defined.
Risk Communications and Impact	Error! Bookmark not defined.
Risk Documentation	Error! Bookmark not defined.
Risk Impact/Probability Chart Worksheet	Error! Bookmark not defined.
The "SSS" System	Error! Bookmark not defined.
Make-or-Buy Analysis	Error! Bookmark not defined.
Make or Buy Analysis Example	Error! Bookmark not defined.
Subcontractor RFP(s)	Error! Bookmark not defined.
RFP Example 1	Error! Bookmark not defined.
RFP Example 2	Error! Bookmark not defined.
Subcontractor Evaluation(s)	Error! Bookmark not defined.
Technical Proposal	Error! Bookmark not defined.

Surveys & site justification **Error! Bookmark not defined.**
Infrastructure **Error! Bookmark not defined.**
Mobilization **Error! Bookmark not defined.**
Technical challenges: **Error! Bookmark not defined.**
How the challenges will be met: **Error! Bookmark not defined.**
Technical risk analysis: **Error! Bookmark not defined.**
Risk management plan: **Error! Bookmark not defined.**
Reclamation **Error! Bookmark not defined.**
Cost Proposal **Error! Bookmark not defined.**
Approach **Error! Bookmark not defined.**
Estimate **Error! Bookmark not defined.**
Labor Rates **Error! Bookmark not defined.**
Total Labor Costs **Error! Bookmark not defined.**
Material Costs **Error! Bookmark not defined.**
Equipment & Maintenance **Error! Bookmark not defined.**
Other/Buffer **Error! Bookmark not defined.**
Total Cost Estimate **Error! Bookmark not defined.**
Marketing Program to Subsidize Project Costs **Error! Bookmark not defined.**
Move the Great Pyramid Foundation **Error! Bookmark not defined.**
Cost Benefit Analysis **Error! Bookmark not defined.**
Contract Type **Error! Bookmark not defined.**
Cost Sharing Formula **Error! Bookmark not defined.**
Earned Value Management **Error! Bookmark not defined.**

Executive Summary

As of September of this year MummyMovers has been involved in over 100 private and public sector construction projects in countries around the world. Our expertise in construction project management as well as relocation projects is much more conducive to relocating the important historical and archeological aspects of this project – that is the tombs of Khufu's Pyramid.

MummyMovers has a high level of expertise in project management and a strong track record of success. We have strategic alliances with US, Britain, and Egyptian chemical companies, quarries, cement companies, and industrial equipment leasing companies. We have been involved in several projects including moving the London Bridge, ElMarwa Resort in ElArish, El-Fayrouz Hall Renovation, Khofou Hall Renovation, Zahret Asyot Towers, and Zaghlol Antique Mosque. GOOD

We plan to dismantle the current Khufu Pyramid block by block from the top down and rebuild the Khufu Pyramid using new and existing materials at a site 15 miles to the southwest while reclaiming the original Khufu Pyramids site. We have enlisted experts in construction and archeology to assist us in this endeavor. Should any new artifacts be discovered during the dismantling we will have the archeological expertise available for retrieval and preservation. GOOD

We plan to create a commemorative park on the existing Pyramid site utilizing some of the original materials that cannot be reused at the new site. We will build a multi-purpose facility in the vicinity of the new Pyramid that we will turn over to the Egyptian government once the project is complete. This facility can be used as a conference center, tourist hub, visitor's center, etc. With the assistance of the Egyptian Government, we will construct a railway and roadway to the new site. We will work with the local cities and utility companies to provide utilities to the new Pyramid site. GOOD

Since this is such a large project we will sub-contract a large portion of the project including infrastructure development, construction, and manufacturing processes; however, MummyMovers will oversee all historical aspects ONLY? of this project to ensure the work is completed to the satisfaction of the GOE. Our plan shows we can meet the scope, budget, and time constraints as set forth by the sponsor; while maintaining and exceeding stakeholder satisfaction. MummyMovers will develop a marketing plan to engage the global and general public and include them in the process. Whenever possible we will recreate or reclaim original materials to maintain the integrity of the original Pyramid. GOOD

We will coat the new Great Pyramid with our patented MagicShell™ product. This product will seal the stones protecting Khufu's Pyramid from any further damages created by the environment. This product was invented by MummyMovers in 1990 and is a sealant that allows natural resource material to repel elements like smog, sand storms, or acid rain from their damaging effects while maintaining an undetectable appearance. The usual cost of the application is 10% plus cost, but we will apply it free of charge as part of our contribution to this historical endeavor. Our true passion is preserving history and we would like to help Egypt preserve this national treasure for everyone to enjoy for eternity. GOOD

We estimate this project will take just under 10 years to complete. The cost of the multi-purpose facility, roadway and railway, dismantling and rebuilding of Khufu's Pyramid, as well as other costs such as utilities, temporary housing, equipment, equipment storage facilities, and

salaries, less marketing subsidies is estimated at \$758 million USD (4,366,000,000 Egyptian Pounds). We are proposing a cost plus incentive fee contract with a target incentive fee of 12.1%. This brings the total GOE cost to \$850 million USD (4,895,000,000 Egyptian pounds). Please see the cost proposal for a detailed breakdown of the contract type, cost estimate, and incentive fee cost sharing model.

EXCELLENT. THIS IS AN OUTSTANDING EXEC SUMMARY. FULL PTS.

MSBA 5850 Project Management Capstone Final Project Binders

You will prepare a project notebook binder to present at the formal final project presentation. Each student will submit one **project notebook** that includes, but is not limited to, the following:

- Title page listing the project name, project sponsor, stakeholders, and date.
- Detailed Table of Contents.
 - Be sure to number all pages.
 - You should include tabs or dividers between major sections of the notebook.
 - Prepare and assemble the final report using a three-ring binder.
- A double-spaced 4-5-page **project summary report** and a **final presentation**. This report should briefly describe the whole project. Address questions such as the following: What did your team produce? Was the project a success or not? Include some type of quote or evaluation/assessment from your project sponsor. What project management tools/documents did you use, and did they help? What went right on the project? What went wrong? *What did your team learn by working on this project?* How did you select the project manager(s)? Did he/she do a good job leading your team? Did you work well as a team? How closely did you follow your plan? Compare your planned and actual information, and include a list of the total planned and actual hours worked on the project by each team member and in total. **Discuss this information in your final project presentation (20 minutes for formal presentation and 10 minutes for Q&A).**
- Project management documentation. Include print outs of your project charter, Gantt chart, status reports, project report, final presentation, etc. (*refer to PM Documentation list on following page*)
- Product deliverable documentation, as applicable. For example, if your project produced a software application, include the SW design documents and program code/screen shots in the binder and demonstrate the application during the presentation. If the team produced a website, include the design documents and screenshots in the binder and display the website during the presentation.
- All **final deliverables**, including the **project notebook deliverable and final presentation** should be of **high professional quality**.

MSBA 5850 - Project Management Documentation

Project Initiation

- Stakeholder Analysis Matrix
- Project Charter Document
- Team Contract
- Kick-off Meeting Agenda and Minutes

Project Planning

- Project Management Plan
- Project Scope Statement
- WBS and WBS Dictionary
- Milestone List
- Project Schedule (Gantt Chart using Microsoft Project)
- Network Diagram and Critical Path Analysis
- Quality Management Plan
- Responsibility Assignment Matrix
- Communications Management Plan
- Probability Impact Matrix and Risk Management Plan

Project Execution

- Updated scope statement and Scope Change Request, if applicable
- Meeting minutes and/or other documentation of communication
- Personality and Team Dynamics Assessments
 - Summary of personality assessment results for each team member (such as MBTI)
 - Summary of personality issues that were noted and a description of how these were proactively managed or reactively addressed

Project Monitoring and Controlling

- Documentation of Progress Reports (any team reports, e-mails, etc)
- Project Corrective Actions Issue Log
- Detailed Gantt chart to summarize the comparison of planned and actual information throughout the project
- Example of Earned Value calculations for the project
- Project Dashboards used to report project status
- Pareto Chart and Cause and Effect Diagram

Project Closing

- Customer Acceptance/Project Close Approval
- Post Project Survey Report
- Lessons Learned Report
- Project Close Public Announcement
- Final Project Report

Strategic Plan for
Milan Puskar Health Right Clinic
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Table of Contents

Abstract.....5

Introduction.....6

Mission Statement.....7

Vision Statement.....7

Core Values.....7

 Foundational7

 Quality.....8

 Service.....8

Goals8

Objectives8

 Objective #19

 Objective #210

 Objective #312

 Objective #413

SWOT Analysis17

Situation Analysis (internal and external).....18

 Inputs for Strategic Planning19

 Enterprise Profile19

 Geographic Orientation.....20

 Competitive Situation20

The External Environment.....20

 Economic Factors.....21

Social and Political Factors.....	21
Technology	21
Demographic Factors	22
Competition.....	22
Other Factors.....	22
The Internal Environment.....	23
Management and Organization.....	23
Operations.....	23
Finance.....	24
Other Factors.....	24
Strategy Alternatives.....	24
Evaluation and Choice of Strategy	24
Consistency Testing.....	25
Contingency Plans	26
An Operational Model for Analysis.....	26
The TOWS Matrix	26
Application of TOWS Matrix to Milan Puskar Health Right.....	28
The External and Internal Environment.....	28
Internal Strengths	28
Internal Weaknesses.....	28
External Opportunities	28
External Threats	28
Strategies and Tactics	30

Strengths and Opportunities.....31

Weaknesses and Threats31

Strengths and Threats.....31

Weaknesses and Opportunities31

Benchmarking32

References.....71

Footnotes.....73

Appendix

 Appendix #1 (Survey).....74

 Appendix #2 (Permission E-mail)75

Abstract

The inputs into any strategic planning system must be considered by an organization to be effective. Inputs include people, capital, managerial and technical knowledge and skills. In addition, various groups of people make demands on the organization and it is the responsibility of the organization's management team to integrate the legitimate objectives of the claimants into their strategic planning. This paper presents a dynamic and robust framework of strategy developed for Milan Puskar Health Right Clinic. It will assist in providing meaningful and sustainable strategic planning for their future growth and success. We have incorporated the organization's mission, vision, core values, goals and objectives into the plan. The clinic's internal and external environments have been identified and process formulation is provided surrounding a framework of the TOWS Matrix. This paper also includes benchmarking as a powerful process that Milan Puskar Health Right Clinic can use to assess and evaluate their organizations' practices, operations, and functions against a set of 'best-in-class' criteria.

Introduction to Milan Puskar Health Right Clinic

Milan Puskar Health Right is a free clinic that was founded in 1984 by a collection of concerned citizens that believed every individual has a right to healthcare regardless of their insurance status or capacity to pay. Today, Milan Puskar Health Right assists patients in nine counties in north central West Virginia by providing primary care, medications, individual and family counseling, referrals to specialty care if needed, HIV testing and community-based dental care, at no cost to eligible patients. The computer system recently installed, HEALTHeWV, does make it possible for Milan Puskar Health Right to see new patients at new locations and treat them in their local communities. An example of this would be the recently established satellite clinics in Kingwood and Fairmont.

The clinic, originally named Morgantown Health Right, was renamed in 2003 to honor the late Milan Puskar, co-founder of Mylan Pharmaceuticals. Mr. Puskar made generous donations to Milan Puskar Health since its inception. In response to an ever growing need, the clinic has moved several times, occupying larger accommodations each time. In 2003, they moved to their very own two-story building with ten exam rooms, two waiting rooms, a medication room, conference rooms, offices and storage areas.

Milan Puskar Health Right currently has a staff of twenty-one and a volunteer base of more than two hundred. The organization provides more than 28,000 patient encounters and dispenses millions of dollars' worth of free medications to qualified patients each and every year. For patients to qualify for free clinics services the following must stand:

- Patients between the ages of 19-64
- Not insured by any federal or state government, employer or private program
- Earn no more than 150%-200% of the Federal Poverty Level

Even though the organization still depends on donations and in-kind gifts from individuals, it is supported in part by United Way and various federal, state and local grants.

One of the recent recognitions for Milan Puskar Health Right occurred in March 2012. The National Committee for Quality Assurance put Milan Puskar Health Right in the highest level of patient-centered care. They stated that the staff and doctors have changed the way they approach and treat patients, making the whole process more efficient and effective for their clients.

Mission Statement

Health Right is a primary care clinic that provides health care at no cost to uninsured or underinsured low-income residents of North Central West Virginia. Health Right promotes health through direct service, education, and advocacy.

Vision Statement

Every person has a right to quality health care. The vision of Milan Puskar Health Right Clinic is to strive to make a difference in the lives of those less fortunate by providing free healthcare and prescriptions regardless of insurance status or ability to pay for the entire state of West Virginia.

Core Values

Foundational:

It is passion for our business and culture that inspires our beliefs in what we are doing and where we are going. We aim to provide healthcare and prescription services to those that cannot afford them.

Quality:

Providing quality care and focusing on people drives our long-term success. We are driven to provide professional assistance and quality product while assuring an environment of true personal healthcare for the friends we serve.

Service:

We show pride, enthusiasm, and dedication in expressing selfless acts of helping those in need. We have a commitment to our customers and customer satisfaction is a priority for everyone in the organization.

Goals

- To increase efficiency.
- To increase quality of client care.
- To actively seek additional funding.
- To improve employee/volunteer training.
- To develop organizational and management capacity, as measured by achievement of specific performance.

Objectives

- To increase the number of clients seen by 20% each year over a three year period.
- To increase the budget by 10%.
- To increase customer satisfaction by 10% annually for a total of 30% over the next three years.
- Develop an effective training manual, methods, and materials for paid staff and volunteers by the end of year 2013.

There's no denying that customers are very important to any business. Without an adequate number of clients buying the product or using the service, there wouldn't be any need for the business, and they would soon be out of business. By no means is Health Right seeing a potential issue of shutting down, but without a constant growth of clients the organization will not grow properly.

Objective 1

Increase the number of clients seen by 20% each year over a three year period.

Goals

1. Get more leads. Find ways to get in front of more prospects to tell your story. There are a number of lead generation devices that can do this very effectively, from direct mail or telemarketing campaigns, to paid advertising or free publicity, to joint ventures and host-beneficiary relationships.
2. Reduce Client Loss - Reduce your client defections. That is, close the back door – don't let existing clients slip away to do business with the competition. Statistically, for every 5% increase in customer retention, a business can generate a 30 to 40% increase in profitability over a 12 to 16 month period. Since most businesses lose around 19% of their customers each year, only 81% are left. But if that number were to increase to 86%, your business would enjoy a 30 to 40% increase in profitability.
3. Get Referrals - Increase the number of referrals. Getting new clients through referrals is one of the most cost effective methods there is for growing a business. Referrals from good clients are much easier to sell to because they're already somewhat 'pre-sold.' With conventional advertising it takes a certain amount of valuable time to create credibility and trustworthiness in

the minds of prospects. But when a prospect comes as a result of a referral, that credibility and trustworthiness has already been established by the one who referred them.

4. Contact Past Clients - Reactivate former clients. Every organization has former clients - those who used to do business with them but for one reason or another have stopped.

5. Establish Joint Ventures - Establish joint venture arrangements with centers of influence. Find people or companies who have already spent considerable time, effort and money establishing and building relationships with customers who are of the same profile as the clients we are targeting. Then work out reciprocal arrangements with those businesses to refer, endorse or suggest that their customers consider certain services offered by us.

A marketing supervisor will be an enormous player while implementing this objective. This person will work along side of the organizations operations manager so that each is staying within realistic terms so that implementation is successful. Each of the goals will be sought out and implemented. We believe that an organization will reach its objectives if done correctly.

Every three months (quarterly) an evaluation of clients are sent to the executives so that they are aware of the current statistics. The numbers reported will be on an exact number. These statistics will be documented into a company profile that will keep track of the progress.

Objective 2

In order to meet our first objective of increasing the number of clients served, Health Right will also have to increase the annual budget.

Objective: Increase Health Right's budget by 10% annually.

Goals

1. Set up a new Twitter Account to reach those who do not follow Facebook.
2. Actively increase our base and engage our members on social media, i.e., Facebook, Twitter.

3. Increase local fund raising events by expanding into surrounding counties.

Project Team Members: The project team for these goals will consist of members from the executive committee, communications, marketing, advertising, and IT.

Timeline: IT and communications members will be responsible for setting up the Twitter account and actively seeking out new members through on-line fund raising. IT will be responsible for the implementation of a fully functional Facebook and Twitter account before January 1, 2013.

Reporting: On a quarterly basis the team members will be responsible for monitoring the growth of our on-line membership and reporting our progress to the executive committee.

Timeline: Marketing and advertising members will evaluate the budget on a quarterly basis starting with a base line as of December 31, 2012, and each quarter thereafter.

Reporting: On a quarterly basis the team members will document the level of growth and report to the executive committee. Semi-annually the executive members will evaluate the progress made on the specific goal to determine whether they are remaining on target for reaching that goal. Communications members will also be responsible for increasing local fund raising efforts by 10% annually. It is our belief that Health Right in their support of other surrounding counties that members of those communities are also taking advantage of the benefits that Health Right provides. Fundraising efforts should be expanded into Harrison, Lewis, and other nearby counties in order to increase donations from those outlying areas. Communications will schedule and advertise these additional fundraisers in these counties.

Timeline: One new fund raising event should take place on a quarterly basis within one of the outlying communities. This would result in an additional four fund raising events within the fiscal year.

Reporting: The team members will be responsible for reporting the progress of additional fund raisers to the executive committee at the end of each quarter.

Objective 3

A lot of organizations are asking for customer feedback. Some organizations incorporate the status of how they are doing as a deep part of their organization culture. Start with a customer survey. Make calls to a certain percentage of the client base or hand out the survey during each visit. Make sure the survey will give actionable feedback. The most important element in asking for feedback is deciding on what to do with the feedback received. The reason for asking for feedback is so that implementation can happen. Be realistic about what can be accomplished and both short-term and long-term goals should be set around this feedback.

Objective: Increase customer satisfaction by 10% annually for a total of 30% over the next three years.

Goals:

1. Set up a website for survey entry.
2. Obtain a 60% customer satisfaction survey across all dimensions.
3. Increase customer satisfaction by 30% over the next three years.

Project Team Members: IT will be in charge of setting up the website, compiling the data and delivering it to the different section (or department) managers. The department managers are responsible for talking to the staff and finding ways to improve the survey results. The tasks for improving the customer satisfaction survey should be realistic.

Timeline: Each month the individual departments will receive the survey results. The department heads (or managers) will inform the staff. The department heads are in charge of finding ways to improve the survey results that are not up to the standard.

Reporting: Every three months (quarterly) the survey results are sent to the executives so that they are aware of the quality service the patients (customers) are receiving. The numbers reported will be on an average. Each question will be averaged separately. The survey as a whole will get an average score each month.

Survey:

All of the following questions are based on a 1-5 scale.

How clean was the facility?

1 2 3 4 5

In regards to the staff member that helped you, how friendly or courteous was the staff?

1 2 3 4 5

How satisfied were you with the price of your service or product?

1 2 3 4 5

How long did you have to wait to get service? (1-not long, 5-far too long)

1 2 3 4 5

In general, how satisfied were you with the customer service you received?

1 2 3 4 5

Please provide additional comments if there is anything else you would like us to know about the service you received or how we could improve our customer service.

Comments:

Objective 4

Milan Puskar Health Right's management should provide the right resources for its staff, both paid employees and volunteers, in addition to an environment that supports the growth and

development needs of each individual. Management should complete the following for employee/volunteer training and development to be successful:

- Provide employees and volunteers a thorough job description where roles and responsibilities are described.
- Provide training required for these employees and volunteers to meet the basic competencies for the job.
- Develop a thorough understanding of the knowledge, skills and abilities that Milan Puskar Health Right will need for future success.
- Look for learning opportunities each day.
- The development process should be explained to staff and each should be encouraged to develop individual development plans.
- Staff should be supported when they identify learning activities that could help them become a better asset to Milan Puskar Health Right now and in the future.

Currently, when questions or problems arise concerning Milan Puskar Health Right's policies or procedures, management handles them on an individual basis. The problem with this approach is that it takes too much of management's time and can lead to inconsistency in dealing with the organization's policy and procedures. The management of Milan Puskar Health Right stated that employees would more than likely respond better to an environment in which the organization's policies and procedures are well defined and consistency is enforced. Therefore, having a written training manual with both policies and procedures can assist Milan Puskar Health Right to become a better employer and service to the community.

A training manual will enhance performance and provide specific benefits to Milan Puskar Health Right's staff, the organization as a whole, the community and even the state of West Virginia.

A training manual should provide detailed instructions for all of Milan Puskar Health Right's standard work routines. It should be written in an easy to follow, detailed, step by step manner so that the entire staff will be able to use it for guidance. The manual must be detailed so that both new employees and existing employees can reference it. A set of standard procedures should be developed for every area of the organization. It would be best to develop the manual around the logical divisions of the organization, such as a patient being checked in at the front desk, being seen by the doctor and then getting a prescription filled at the pharmacy. Then each division will be further divided into specific job responsibilities.

Below are only a few of the benefits from creating a training manual for Milan Puskar Health Right:

- People know what to do and what is expected of them.
- The organization is no longer tied to an "indispensable" employee; the business can continue without them.
- Minimizes dislocation and loss of time and energy due to personnel turnover.
- Helps a new member of the staff quickly learn and achieve productive status.
- Reduces the time management spends training new employees.
- Facilitates growth of the organization.
- Standardizes the way identical tasks are performed by different employees, thereby increasing efficiency and reducing errors.

A well planned and maintained procedure manual will greatly facilitate the growth of Milan Puskar Health Right, for both the staff and the community. It should become the foundation for both new employees and existing employees.

Evaluation Plan

Training is a critical component in any organization's strategy for success, but organizations do not always evaluate the business impact of a training manual. Given the large expenditures for training, it is important to develop business intelligence tools that will help Milan Puskar Health Right improve the measurement of training effectiveness. These tools will need to provide a method to measure, evaluate, and continuously improve training.

The training manual is scheduled to be complete by the end of year 2013. It is important to evaluate the effectiveness of the training manual after the staff has participated in training and use of the manual. Donald Kirkpatrick's book, *Evaluating Training Programs*, defines it as arguably the most widely used model for evaluation of training and learning. His four level model is considered an industry standard across the training community (Kirkpatrick & Kirkpatrick, 2006).

First, an evaluation will be designed. The survey questionnaire in Appendix 1 has been created to assist in the evaluation process. This survey will be used to collect data through conducting the survey in focus group sessions, so that operational and business data can be collected. Management will analyze the data collected and make evaluative judgments. In the final step of the evaluation, results will be reported. Milan Puskar Health Right's management will write and distribute a report that will brief staff and other stakeholders. This four level model essentially measures the reaction of staff, learning, behavior and results. Reaction is how the staff felt about the training and training manual. Learning is the measurement of the increase

in knowledge, before and after the training manual is presented. Behavior is the extent of applied learning while performing daily activities, such as implementing what was learned. A result is the effect on the organization by staff members. Measures would typically be indicators such as volumes, values, percentages, return on investment, staff turnover, etc.

In order for a training manual to be effective, there has to be strong involvement and participation of management. Direct observation of training activities is a necessary input. Management should be aware of any passive feedback where staff voluntarily does not participate in training or reference their training manual.

In the past, the sole purpose of creating a training manual and individual development was to ensure that employees could effectively accomplish their jobs. Today, there is pressure on any organization to stay ahead of the competition through innovation and reinvention, even with a free clinic. Training addresses specific individual and organizational needs for the achievement of goals and encourages future success.

SWOT Analysis

Strengths:

- Very focused and dedicated staff
- Well-rounded managed business
- Initial products and services offered can evolve into a range of offerings

Weaknesses:

- Insufficient resources for growth
- Lack of awareness amongst prospective clients
- Need to locate to larger premises
- Absence of strong sales/marketing expertise

- Overdependence on few key staff
- Emerging new technologies may move market in new directions

Threats:

- New technology may make products obsolescent

Opportunities:

- Scope to diversify into related market segments
- State grant money for accreditation and program expansion available.

Situation Analysis – Internal and External

Our recommended strategy may vary dependent upon the strategic planning your organization might desire to focus on. However, we will always formulate the process surrounding the following framework:

- (1) Recognition of your various organizational inputs, especially your goal inputs.
- (2) Preparation of the enterprise profile.
- (3) Identification of the present external environment.
- (4) Preparation of a forecast with predictions of the future environment.
- (5) Preparation of a resource audit with emphasis on your organization's internal weaknesses and strengths.
- (6) Development of alternative strategies, tactics and other actions.
- (7) Evaluation and choice of strategies.
- (8) Consistency testing.
- (9) Preparation of contingency plans.

These steps are shown in Figure 1 and detailed clarification is provided in the discussion that follows (Weihrich, n.d.).

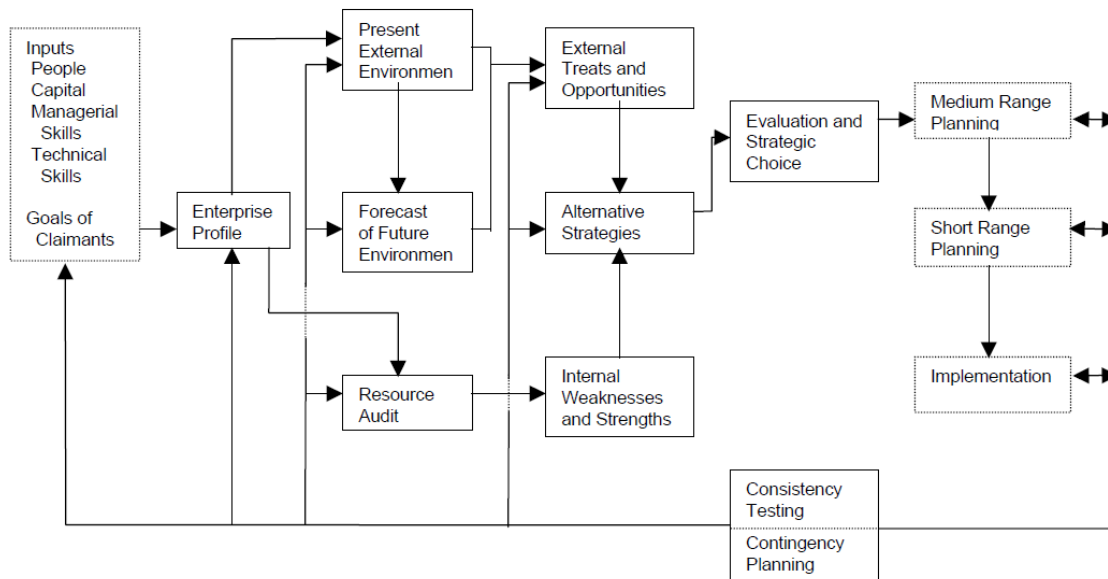


Figure 1. The TOWS Matrix - Strategic Planning Process

Inputs for Strategic Planning

We must carefully consider the inputs into this strategic planning system for your organization to be effective. These inputs are enclosed by broken lines in Figure 1. They include people, capital, managerial and technical knowledge and skills. In addition, various groups of people make demands on your organization and it will be the responsibility of the Milan Puskar Health Right clinic management team to integrate the legitimate objectives of the claimants (Makridakis, 1977).

The Enterprise Profile

The way Health Right has operated in the past is usually a good starting point to determine where you want to go and where you should go. Your top executives must ask fundamental questions as:

‘What is our business?’

‘Who are our clients?’

‘What do our clients want?’

‘What should our business be?’

These and similar questions will provide answers about the basic nature of your organization, services you provide, your geographic domain, the competitive position you hold in your operational geographical area (yes, you are in competition with other like organizations) and your management’s values.

Geographic Orientation

Your organization must also answer questions such as:

‘Where are our clients?’

‘Where are those who should be our clients, but are not utilizing our services?’

We will assist you in developing a profile of your geographic market in subsequent strategy plans. Health Right might consider future expansion into other parts of your immediate geographical area, the eastern United States and/or other regions of the country.

Competitive Situation

Your organization must also consider other factors and competitive items such as cost, services, facilities and location. Competitive situation assessment involves several steps. First, key success factors must be identified and their relative importance to the organization. Next, these key success factors must be evaluated and ranked. This analysis of the current competitive position will provide an indication of your organization’s future growth and success. In subsequent strategy plans, the competitive analysis will also focus and look into the more distant future (Koontz, O'Donnell & Weihrich, 1980).

The External Environment: Threats and Opportunities

We will consider many diverse factors in the analysis of your external environment. Threats include the problems of inflation, energy, technological change and government actions. These

diverse factors can be either threats or opportunities and grouped into the following categories: economic, social and political factors, technology, demographic factors, competition, and other factors (Wall, 1974).

Economic Factors

The general state of the economy will certainly affect our strategy formulation for your organization. For example, the level of employment would greatly affect client needs in your area. We also must realize that economic factors might create a threat on one hand and an opportunity on the other. We will detail this fact later in the TOWS Matrix for Milan Puskar Health Right.

Social and Political Factors

Social developments will also influence your business strategy for present and future operations. For instance, your managers are continuously confronted by a host of federal, state and local laws and regulations. To some extent, the political demand for the continued implementation of the national healthcare law by the present administration can be considered a threat to your organization and at the same time, become an opportunity.

Technology

The services Health Right provides must be adjusted to technological changes. However, these technological changes will only provide the temporary innovation needed to ensure a competitive advantage for your organization. It will need modified as your needs change and that type of change will be costly and even risky in some cases, but no innovation at all may cause the demise of your organization.

Demographic Factors

Demographic changes significantly affect your organization. Morgantown is a transient community due in part by West Virginia University. There are also geographic shifts such as the movement of people to the Morgantown area because of better access to medical facilities and services. Income levels are continuously changing and are unpredictable as to which sectors of the labor market it will occur. In addition, elderly people are making up an increasing proportion of the population in the Morgantown area. Health Right must take these and other factors into account in the strategic plan because they influence the preferences for the kinds of services demanded by prospective clients.

Competition

Coping with competition in your specific service market is just a way of life. The following questions and your answers to them will be crucial for formulating your strategy:

‘Who are our competitors?’

‘How does our organization compare with the competition?’

‘What are the strengths and weaknesses of our competitors?’

‘What are their strategies?’

‘How do we best compete?’

Other Factors

There are many other factors that might be particularly important to Health Right. The availability of suppliers and the transportation system are two examples. The everchanging environment demands continuous scanning for opportunities and threats. If Health Right can discover its clients’ needs and provide them the services they demand, certainly you will have a better chance for success than your competitor that ignores such changes.

Information Gathering and Forecast of the Future

Collecting data on the various factors can be a tedious task. The management of Health Right must be selective and concentrate on those factors that are critical for the success of your organization since there are many factors and data that will need to be analyzed. Furthermore, it will not be enough for us to only assess the present environment. Planning for the future and strategic planning is very much concerned with the more distant future. Therefore, the management of Health Right and our strategic planning team must anticipate the future and forecast changes in the environment that will crucially affect your organization.

The Internal Environment: Weaknesses and Strengths

The demands of the external environment on your organization must be matched with the resources of your organization. Internal strengths and weaknesses may be categorized into (1) management and organization, (2) operations, (3) finance and (4) other factors important for your organization.

Management and Organization

This category includes managerial talent and the paid and volunteer labor force of your organization. It will also include labor relations of all personnel, personnel policies of the organization, the training and development of personnel, and a reward system. Some in this category will be presented in this strategic plan and others in subsequent plans. The planning, control system, and the organization structure and climate are all equally important for the success of your organization.

Operations

The operations of Health Right must be carefully analyzed in terms of your development capabilities and the adequacy of the current facilities to ensure you are able to meet the expected

growth and other objectives of your organization. In addition, our plan will assess appropriate client identification, service to these clients, and the public image of Health Right.

Finance

A careful evaluation of Health Right's strengths and weaknesses must also be made in the areas of capital structure, financing, your tax situation, financial planning, and your accounting system. We will use several financial ratios for making these analyses in future strategic plans. Health Right's financial management will not only require focusing on the past and the present situation, but will demand short and long-term financial planning consistent with your organization's objectives and strategy.

Other Factors

Your strategic plan will obviously focus on strengths and weaknesses of your organization. However, other factors such as your organizations' image or volunteer donations may be prominent only during a particular time period.

Strategic Alternatives

This analysis of environmental opportunities and threats and your company's strengths and weaknesses will encourage the creative process of developing strategic alternatives. There are always alternative courses of action available. You may elect to utilize the organizations energy and strengths to pursue a single purpose as expanding your client base, increasing customer satisfaction or increasing donations by a certain percentage for the next two to three years. You may also decide to restrict your efforts to only one purpose over the course of one year.

Evaluation and Choice of Strategies

Health Right will need to evaluate a multiplicity of possible strategies in the next several years. You will need to consider both external realities and internal capabilities. Unfortunately,

environments are not static, but are dynamic and subject to constant change. Thus, your strategy has to make predictions of changes about the future.

Opportunities must be evaluated in the light of risks in making strategic choices. You may be successful in implementing a new service to your clients, but you may not be able to afford the risks involved in maintaining the new service. There will also be times when you cannot afford not taking a calculated risk.

Timing is another critical element that must be incorporated into your strategic decisions. Early action may at times be desirable, e.g., to be the first to provide a new service in your particular market, but you may not be able to take the risk associated with it. Likewise, you may have to enter into a new venture or service because the organization's survival depends upon it.

Milan Puskar Health Right does not operate in a vacuum. A new strategic action will be met with a reaction from one or more of your competitors and this will require counteractions. Strategic choices are made in a dynamic environment and to cope with the many uncertainties will demand the top executives of Health Right having a tolerance for uncertainty.

Consistency Testing

The steps to creating your strategic plan must be examined for consistency with your organization's profile, the present and projected environment, and the resources of your organization during all stages of strategy formulation. In addition, the goals of your clients must be considered since the choice of strategy is not only based on a rational analysis of the facts, but also on personal values and goals of the organization's paid staff and volunteers.

Alternative strategies are then tested for congruency with other medium and short-range plans and may then require adjustments of the master strategy. Similarly, the feasibility of implementing the plans also needs to be examined. For example, your organization's structure

as to the availability and suitability of human resources should be considered before strategic choices are made. Consistency testing is necessary at the various steps in the strategic planning process as shown in the model in Figure 1.

Contingency Plans

Contingency plans will have to be prepared as your strategic plan progresses into the future with subsequent strategic planning sessions. Strategic plans need to be made with different premises since the future cannot be predicted with great accuracy. Not all possible contingencies can be taken into account, but those crucial to the survival and success of your organization should provide premises for alternative plans.

An Operational Model for Analysis

It is common that organizations identify their strengths and weaknesses, and the opportunities and threats in the external environment. Combining these factors require distinct strategic choices. To systematize these choices, we propose the TOWS Matrix in which 'T' stands for threats, 'O' for opportunities, 'W' for weaknesses and 'S' for strengths (Wehrich, n.d.).

The TOWS Matrix has a wider scope and is proposed as a conceptual framework for a systematic analysis that facilitates matching the external threats and opportunities with the internal weaknesses and strengths of the Milan Puskar Health Right organization.

The TOWS Matrix

The process of strategy formulation, shown before in Figure 1, is now surrounding the TOWS Matrix in Figure 2*. Preparation of the enterprise profile, Step 1, deals with some basic questions pertaining to the internal and external environments. Steps 2 and 3 concern primarily the present and future situation in respect to the external environment. Step 4, the audit of strengths and weaknesses, focuses on the internal resources of your organization. Steps 5 and 6

are the activities necessary to develop strategies, tactics and more specific actions in order to achieve Health Right’s purpose and overall objectives. During this process attention must be given to consistency of these decisions with the other steps in the strategy formulation process. Finally, Step 7 deals with contingency plans that must be prepared since Health Right does not operate in a dynamic environment (Weihrich, 1999).

Step 1. Prepare an Enterprise Profile: (a) the Kind of Business; (b) Geographic Domain; (c) Competitive Situation; (d) Top Management Orientation			
		Step 4. Prepare a SW Audit in: (a) Management and Organization; (b) Operations; (c) Finance; (d) Marketing; (e) Other	
Internal Factors External Factors	Step 5. Develop Alternatives Step 6. Make Strategic Choices Consider Strategies, Tactics, Action Steps 1 to 6. Test for Consistency. Also Prepare Contingency Plans. (Step 7)	List Internal Strengths (S): (1)	List Internal Weaknesses (W): (1)
	Step 2. Identify and Evaluate the Following Factors: (a) Economic (b) Social (c) Political (d) Demographic (e) Products and Technology (f) Market and Competition Step 3. Prepare a Forecast, Make Predictions and Assessment of the Future	List External Opportunities (O): (Consider Risks Also) (1)	SO: Maxi-Maxi
	List External Threats (T): (1)	ST: Maxi-Mini	WT: Mini-Mini

* The steps illustrated in Figure 2 are suggestive and may vary with Milan Puskar Health Right
Figure 2. Process of organizational strategy and the TOWS analysis

Application of the TOWS Matrix to Milan Puskar Health Right Clinic

The External and Internal Environment

In a situational analysis as conceptualized above, one would first list and analyze the threats and opportunities in the external environment and the weaknesses and strengths of your organization before developing alternative strategies and tactics. However, we will present a more concise illustration by combining the situation and the related actions as shown in Figure 3.

Internal Strengths:

1. Strong experienced paid staff and volunteer health professionals.
2. Diverse specialty clinics, e.g., diabetes, cardiology, HIV testing.
3. Mental health and outreach counseling services, e.g., Shelters, soup kitchens.
4. Medication assistance for qualified patients.

Internal Weaknesses:

1. Partnerships with public & private health providers.
2. Participation of WVU medical students.
3. Rising operating costs in Morgantown, WV.

External Opportunities:

(Also consider risks)

1. Growing geriatric segment in Monongalia county.
2. Increased demand for health care services.
3. Attractive offer to expand operations by relocating to a larger facility.

External Threats:

1. Increased competition from 'free' clinics in tri-state area.

2. Higher gasoline prices.
3. Impending pharmaceutical regulations.

SO:

1. Develop a limited outreach program for confined geriatric patients (O1 S1 S4).
2. Increase demand through new and existing health provider partnerships (O2 W1 W2).
3. Expand operations by relocating (O3 S2).

WO:

1. Train staff in geriatrics and grow geriatric segment by partnering with area health providers (W1 W2 O1 O2)
2. To cope with rising costs, develop medical student participation and share services at partner facilities (W2 W3 O1 O3).

ST:

1. Reduce the effect of competition by publicly marketing Health Right services (T1 S1 S2 S3 S4).
2. Provide transportation for qualified clients (T2 S1).
3. Pro-active implementation of good health care practices in anticipation of impending pharmaceutical regulations (T3 S1 S4).

WT:

A. Overcome weaknesses by making them strengths (Move toward a SO strategy).

1. Reduce threat of competition by developing better client satisfaction (T1 W1).

B. Possible option not realized by Health Right:

1. Dissolve the organization (T1 T3 W1 W3).

<p style="text-align: center;">Internal Factors</p> <p style="text-align: center;">External Factors</p>	<p><u>Internal Strengths:</u></p> <ol style="list-style-type: none"> 1. Strong experienced paid staff and volunteer health professionals. 2. Diverse specialty clinics, e.g., diabetes, cardiology, HIV testing. 3. Mental health and outreach counseling services, e.g., Shelters, soup kitchens. 4. Medication assistance for qualified patients. 	<p><u>Internal Weaknesses:</u></p> <ol style="list-style-type: none"> 1. Partnerships with public & private health providers. 2. Participation of WVU medical students. 3. Rising operating costs in Morgantown, WV.
<p><u>External Opportunities:</u> (Also consider risks)</p> <ol style="list-style-type: none"> 1. Growing geriatric segment in Monongalia county. 2. Increased demand for health care services. 3. Attractive offer to expand operations by relocating to a larger facility. 	<p><u>SO:</u></p> <ol style="list-style-type: none"> 1. Develop a limited outreach program for confined geriatric patients (O₁ S₁ S₄). 2. Increase demand through new and existing health provider partnerships (O₂ W₁ W₂). 3. Expand operations by relocating (O₃ S₂). 	<p><u>WO:</u></p> <ol style="list-style-type: none"> 1. Train staff in geriatrics and grow geriatric segment by partnering with area health providers (W₁ W₂ O₁ O₂) 2. To cope with rising costs, develop medical student participation and share services at partner facilities (W₂ W₃ O₁ O₃).
<p><u>External Threats:</u></p> <ol style="list-style-type: none"> 1. Increased competition from ‘free’ clinics in tri-state area. 2. Higher gasoline prices. 3. Impending pharmaceutical regulations. 	<p><u>ST:</u></p> <ol style="list-style-type: none"> 1. Reduce the effect of competition by publicly marketing Health Right services (T₁ S₁ S₂ S₃ S₄). 2. Provide transportation for qualified clients (T₂ S₁). 3. Pro-active implementation of good health care practices in anticipation of impending pharmaceutical regulations (T₃ S₁ S₄). 	<p><u>WT:</u></p> <p>A. Overcome weaknesses by making them strengths (Move toward a SO strategy).</p> <ol style="list-style-type: none"> 1. Reduce threat of competition by developing better client satisfaction (T₁ W₁). <p>B. Possible option <i>not</i> realized by Health Right:</p> <ol style="list-style-type: none"> 1. Dissolve the organization (T₁ T₃ W₁ W₃).

Figure 3. TOWS Matrix - Milan Puskar Health Right Clinic

Strategies and Tactics

Several strategies and tactics are available to the Milan Puskar Health Right clinic based on the analysis of the situation.

Strengths and Opportunities (SO)

Health Right can build on its strengths to take advantage of opportunities. Your strengths of a strong, experienced staff and offerings of diverse specialty clinics are uniquely evident within the Morgantown area. These strengths under the leadership of your management staff will enable you to expand the demand for your services and grow your operations in a larger geographical area.

Weaknesses and Threats (WT)

The factors in the external environment and competition from ‘free’ health clinics in your local area constitute a serious threat to Health Right. An alternative probably not realized would be to dissolve your organization when these threats are viewed in relation to the weaknesses. However, this strategic choice would probably be unacceptable to the paid staff, volunteers, and donors of Health Right.

Strengths and Threats (ST)

To manage the threats in the external environment your organization must use its strengths. Specifically, Health Right can reduce the effect of competition by using the organization’s experienced paid staff and volunteers in marketing its services to business associates and partnerships. Also, pro-active implementation of good health care practices in anticipation of impending pharmaceutical regulations will hedge against legislative uncertainties.

Weaknesses and Opportunities (WO)

There is a growing geriatric segment in Monongalia County. The development and implementation of a limited outreach program for confined geriatric patients could offset the rising operating costs in the Morgantown area by promoting this need and receiving additional donations by effected clients, their families, and existing donors. Furthermore, the training of

staff in geriatrics the partnering with area health providers to implement this strategy will help reduce rising operational costs.

Benchmarking

Benchmarking is a powerful process that Milan Puskar Health Right Clinic can use to assess and evaluate their organizations' practices, operations, and functions against a set of 'best-in-class' criteria (NPOWER, 2011). This benchmark report contains 43 'best-in-class' benchmarks divided among two different sections. These sections provide insights about the most important behavior and trends that surround social networking as part of a nonprofits' marketing, communications, fundraising, program, and IT work. Section 1 tells us about an online community operating on a commercial social networking platform such as Facebook, Twitter or LinkedIn. The key identifying characteristic of a commercial network is the large, publicly shared base of users assembled by the platform provider from which a nonprofit like Health Right may recruit their unique social supporters by using features provided by the platform vendor. Section 2 tells us about a house social networking community that is built on a nonprofit's own website. The key identifying characteristic is the absence of a built-in prospect audience. Health Right must recruit external supporters through email, face-to-face events, or web (Blackbaud, Common Knowledge & NTEN, 2012)¹.

Methodology and Respondent Demographics

Respondents included nonprofit professionals representing organizations ranging from small volunteer lead groups to very large multi-nationals which were all based in North America.

They self-reported annual budgets in one of the following categories:

1) Less than \$1 million, 2) \$1 million to \$5 million, 3) \$6 million to \$50 million, 4) \$51 million to \$250 million, and 5) more than \$250 million.

Respondents also categorized themselves within one of the following vertical sectors within the nonprofit industry:

Arts & Culture, Education (Higher Ed and K-12), Environment & Animal Welfare, Health & Healthcare, Human Services, International, Professional & Trade Associations, Public Benefit, Religious & Spiritual, Media, Labor Unions, and Mutual Benefit.

The respondents were recruited via email to an online survey of 58 questions between January 24, 2012 and February 21, 2012 from a variety of industry email lists yielding 3,522 respondents.

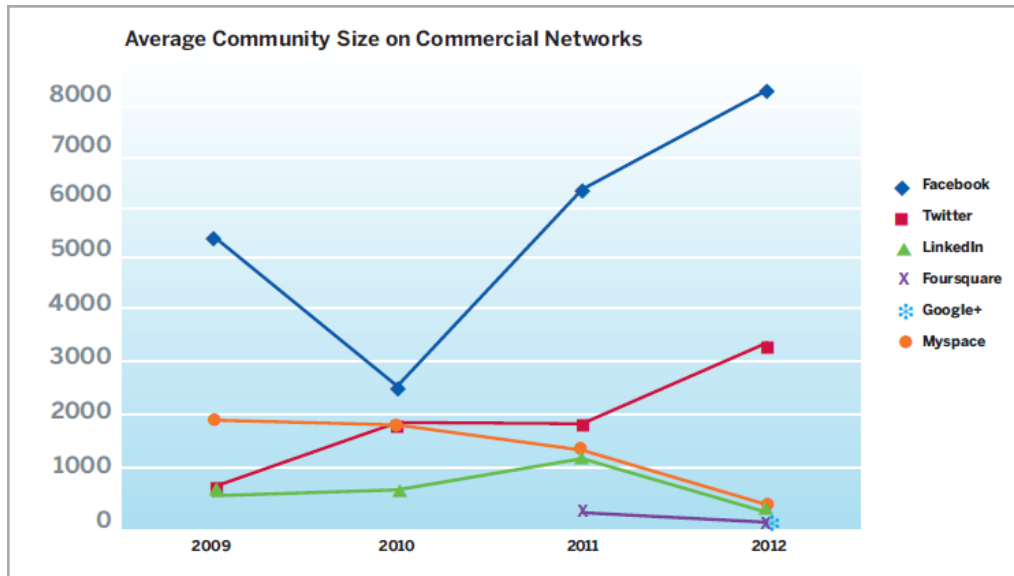
2012 Nonprofit Social Networking Benchmark Report

The 2012 nonprofit social networking survey confirmed that social networking continues to grow in importance for the nonprofit survey respondents, and the leading social outlets, e.g., Facebook, Twitter, are extending their dominance. A deep dive into how nonprofits are achieving success with social media uncovered insightful nuggets and a few surprises. The inquiry about Facebook financials (ex. Cost and value of a Facebook Like), Facebook advertising, and how charities are fundraising on Facebook provides new and valuable benchmarks for the industry. Below, Blackbaud et al. (2012) present the Top Twelve Insights from this 4th annual survey of 3,522 nonprofit respondents.

2012 Top Twelve Social Media Insights

1. The Average Respondent Facebook & Twitter Communities Grow by 30% and 81%, respectively.

In 2012, respondents accumulated an average of 8,317 members on Facebook, and 3,290 followers on Twitter. Compared to 2011's results – 6,376 members on Facebook, 1,822 followers on Twitter – that's a 30% and 81% increase in community size on Facebook and Twitter respectively.



Overall respondent presence on any top commercial social network was unchanged at 93% in 2012 compared to 92% in 2011, while Facebook leapt ahead with 98% of respondents reporting a presence on this network – a 10.1% increase over 2011 (89%).

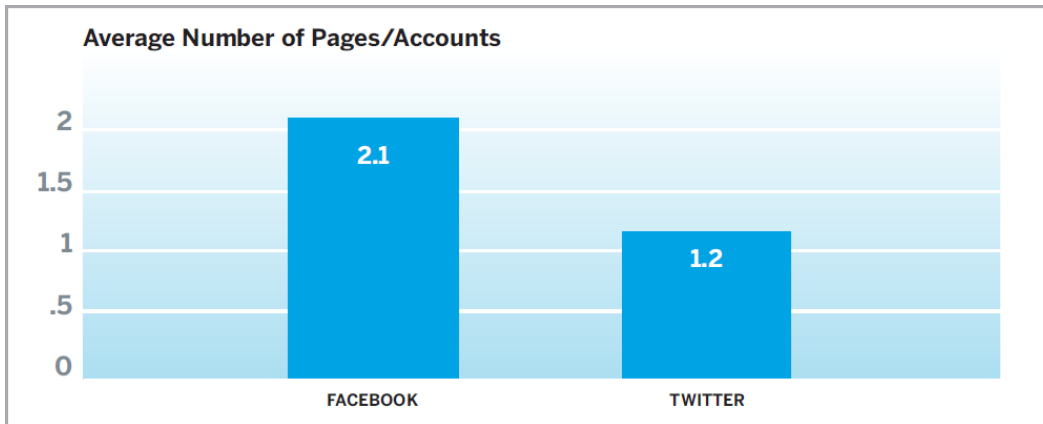
2. Respondents Own an Average of 2.1 Facebook Pages and 1.2 Twitter Accounts.

Blackbaud et al. (2012) investigated nonprofit social networking brand strategy by asking about the number of pages or accounts owned by each organization. Their respondents manage an average of 2.1 Facebook Pages and 1.2 Twitter accounts. The maximum number of Facebook Pages and Twitter accounts managed by an organization was 70 and 100 respectively (both by a very large consumer-focused member association).

A deeper dive reveals that the median for Facebook Pages and Twitter accounts is 1.0 and 1.0 respectively, and that just 3% of respondents host more than 5 Facebook Pages and 2% more than 5 Twitter accounts.

In short, the gross majority of organizations have one or just a few Pages or accounts and a very small number of groups are managing 10 or more. The consolidated brand strategy (focusing most or all of your branding and marketing around one Page or account) is the norm,

with just a very small number of charities opting for the federated approach of using individual Pages or accounts for each department, campaign, or initiative.



3. The Average Cost of a Facebook Like is \$3.50 and a Twitter Follower costs \$2.05.

A recurring request in 2011 from the nonprofit industry was for financial benchmarks for supporter base-building in Facebook and Twitter. These self-reported figures provide the first real glimpse into benchmarks for the industry. To be conservative, Blackbaud et al. (2012) recommends that you treat these benchmarks as a minimum investment level for acquisition of new supporters on Facebook and Twitter.

4. The Average Value of a Facebook Like is \$214.81 over the 12 months following acquisition.

With the goal of valuing nonprofit Facebook communities, Blackbaud et al. (2012) asked survey respondents about the average value of a supporter acquired via Facebook over the 12 months following acquisition. They requested responses across two categories:

AVERAGE 12-MONTH VALUE OF FACEBOOK SUPPORTER*	
Online Only	\$161.30
All Channels	\$214.81

Clearly the average value of a supporter acquired through any channel varies across organizations and nonprofit sectors (ex. Arts & Culture vs. AnimalWelfare). Blackbaud et al. (2012) present for the first time a benchmark of their nonprofit survey respondents for side-by-side comparison for Facebook versus other channels, e.g., Email, Direct Mail, Telemarketing, DRTV, and for year-over-year trending.

** Average 12-Month Value of a Facebook Supporter: The total revenue received from the supporter over the 12 months following acquisition. Revenue categories vary by organization type, but typically include the sum of all revenue from individual donations, membership, events, merchandise, etc.*

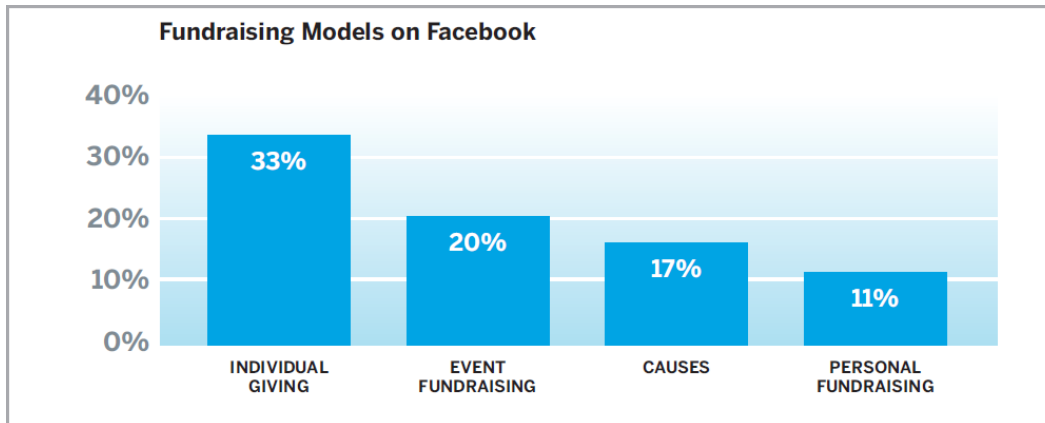
5. The Most Common Fundraising Tactic on Facebook is an Ask for an Individual Gift.

Blackbaud et al. (2012) asked respondents what type of fundraising program they were using to raise money on Facebook. Respondents chose all that applied from the following list: Individual Giving, Event Fundraising, Causes, Personal Fundraising and ‘other.’

While 54% of respondents said they were not fundraising on Facebook, 46% indicated they were fundraising, with the top category (33% of all responders) were prioritizing Individual Giving – soliciting Facebook supporters for individual donations, e.g., one-time gifts, memberships, monthly gifts.

Event fundraising was the second highest category with 20% of all responders. Causes was third with 17%, and Personal Fundraising, e.g., peer-to-peer fundraising linked to a mission-focused theme rather than a face-to-face event, was fourth with 11%.

Other forms of revenue-generation on Facebook contributed by respondents include winning the \$50K Pepsi Challenge by promoting the charity on Facebook, soliciting in-kind gifts and selling products.



6. Respondent Budgets and Staffing for Commercial Social Networks Continue to Climb.

Respondent staffing budgets for commercial social networks continue to creep up with the number of respondents dedicating any resources (>0) to their commercial social networking efforts rising by a small, but consistent margin, to 89% in 2012, from 86% and 85% in 2011 and 2010 respectively.

The ‘getting-started’ staffing level category – ¼ Full-time Equivalent (FTE) – has been decreasing over the last three years as respondents step beyond this initial commitment and add more staff to their social networking team. The percent of groups who report dedicating ¼ FTE went down from 67% (2010) to 61% (2011) to 56% (2012).

In parallel, the next four higher categories each grew slightly:

	2011	2012	DELTA
½ FTE	11%	12%	+1%
¾ to 1 FTE	8%	10%	+2%
1 ¼ to 2 FTE's	5%	8%	+3%
More than 2 FTE's	2%	3%	+1%

None of these individual changes are large, but the overall trend is for a small but consistent increase in respondent staffing for commercial social networks. When asked about staffing increases for the future, 42% of respondents indicate that they will increase their staffing for

commercial social networks in 2012, 55% say they will keep staffing the same, and just 3% indicate they will reduce staffing. Note the nearly identical results from 2011 when 43% said they would increase staff budgets, 54% would keep staff budgets the same, and 3% planned to decrease them.

Slow, but consistent growth, is also the story for total budget (all internal and external expenses) allocated to commercial social networks. The number of respondents allocating some budget (>\$0) grew from 47% (2010) to 52% (2011) to 54% (2012) over 3 years.

7. The Top 3 Factors for Success on Social Networks: Strategy, Prioritization, and Dedicated Staff.

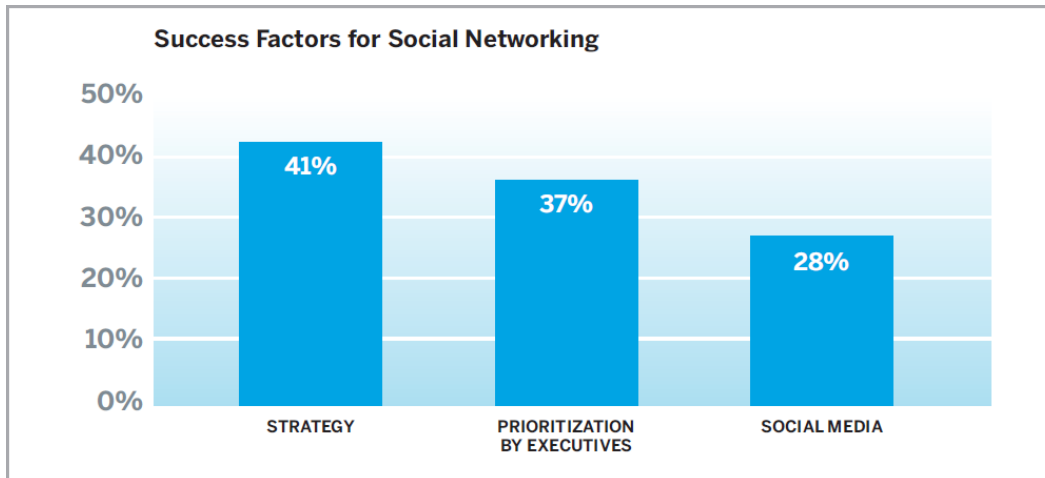
Blackbaud et al. (2012) asked nonprofits with a presence on commercial social networks about the underlying reasons for their success and they received unambiguous, broad agreement on three factors:

#1 (41%) Developed a Strategy. The nonprofit took the time to develop a vision and strategy for their commercial social networking program.

#2 (37%) Prioritization by Executive Management. The nonprofit's executive team prioritized social networking for the organization.

#3 (28%) Dedicated Social Media Staff. The nonprofit created a new position or added staff specifically focused on their commercial social networking program.

This formula seems to work for the nonprofit's – get a plan, get buy-in, and get an experienced team member to lead the new initiative.



For corroboration and separately, Blackbaud et al. (2012) asked survey respondents who did not have a presence on commercial social networks, “Why not?” The top two reasons: no strategy and no staff or budget.

8. Facebook Advertising is Used Primarily to Meet Non-Fundraising Goals.

With Facebook’s advertising revenue going through the roof (\$3.1 Billion in 2011), Blackbaud et al. (2012) were anxious to find out if respondents were leveraging it, and if so, for what purpose. They found that the top 3 uses for Facebook advertising for respondents were Awareness, Base-Building, and Non-Financial Asks such as recruiting volunteers, signing a petition, etc. The following present the detailed results:

Not Using Facebook Advertising: 12%

Awareness: 66% - Advertise with the primary goal of building awareness about your organization or program.

Base Building: 54% - Advertise with the primary goal of getting new Likes for your Facebook Page.

Other Calls to Action: 33% - Advertise with the primary goal of having supporter’s complete non-financial calls-to-action (ex. sign a petition, volunteer, attend a free event, etc.).

Fundraising: 24% - Advertise with the primary goal of getting donations or recruiting new peer-to-peer fundraisers.

9. Google+ Struggling to Gain Momentum and Pinterest Pops as Top Newcomer.

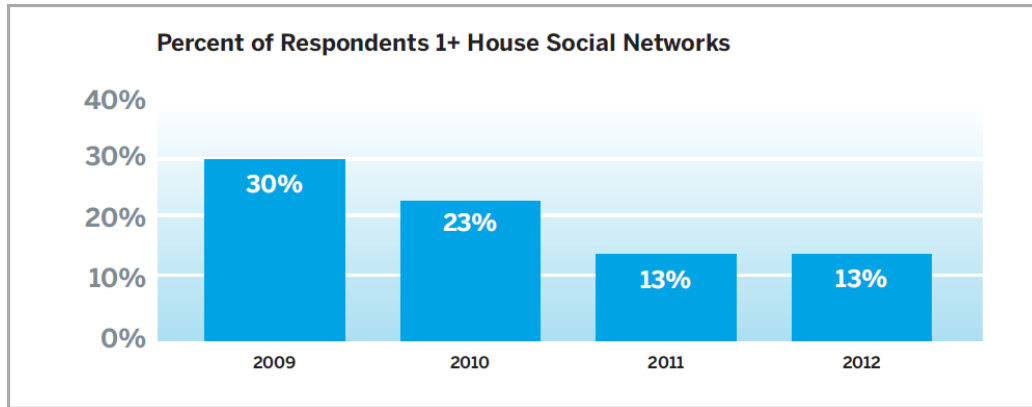
As of January 2012, Google's CEO Larry Page told the world that Google+ had reached 90 million registered users. He said, "Over 60 percent of Google+ users use Google products on a daily basis." As a fact, Facebook reports active users, while Google+ specifies registered users, and Google obviously has many other products beyond Google+.

When Blackbaud et al. (2012) nonprofit survey takers were asked about Google+, 23% said they had a presence with an average of 47 members in their Google+ community. Compare this with 98% who had a presence on Facebook with an average Facebook community of 8,317, and 72% who are on Twitter, with an average base of 3,290 followers.

When asked about other commercial social networking communities where they had a presence, the only new-comer mentioned by respondents was Pinterest. The curated content aggregation site, Pinterest, said they had 11.3 million unique visitors in January 2012 or 1.36 million visitors every day, and average time spent on site of 15.8 minutes compared to YouTube's 16.4 minutes, Facebook's 12.1 minutes, and Twitter's 3.3 minutes. You might want to keep your eye on this one.

10. House Social Network Use by Respondents Holds Steady at 13%.

After an initial spike in 2009, 30% of respondents said they had a house network or social community on their own site. 2010 saw this figure drop to 22%, and 2011 a further drop to 13% of charities. 2012 looks to be holding steady with 13% of respondents indicating they have 1 or more house networks.



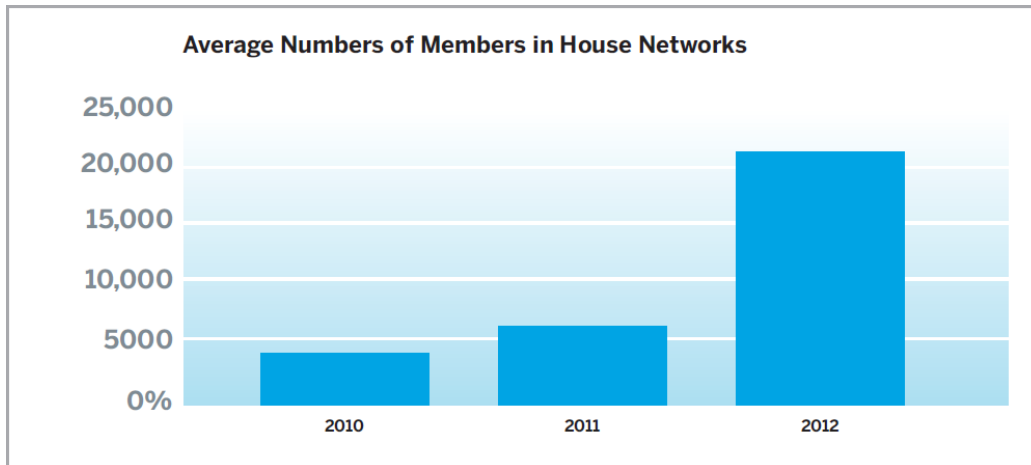
The primary role of these house networks is for program delivery (56% of nonprofits with a house network), with marketing second at 46% of respondents with a house network.

The marketing and communication departments are most frequently responsible for the management of the house social networks. Twenty-nine percent (29%) of respondents with house networks report allocating no budget to the effort, but 7% of respondents indicate they allocated a total budget of \$50,000 or more in the past 12 months for their house networks, and 1.2% committed more than \$200,000 over the last year.

11. The Average Number of Members in House Networks Grows Year-over-Year by 265%.

If the percentage of respondents operating a house network remains static, the community size of these house networks has seen a steady climb over the last three years, and in 2012, a significant leap forward to 21,790 members compared to 5,967 in 2011, and 3,520 in 2010. That's a 265% increase year-over-year from 2011 to 2012, and a 519% climb from 2010 to 2012, with negligible increases in staffing.*

** Note: Year-to-year changes in the selection of nonprofits responding may introduce some variability in the reported average community size.*



How are the nonprofit organization's doing it? Program longevity is part of the answer. In 2012, 42% of respondents have been operating their house social network for greater than 2 years compared to 34%, 31% and 27% in 2011, 2010 and 2009 respectively. By comparison, the number of new house networks that were started in the last 12 months is going down – 58% (2009), 45% (2010), 42% (2011), and 37% (2012).

12. Open Source Software Takes Over #1 Spot for House Social Networks.

Over the past four years Blackbaud et al. (2012) consistently reported on the fragmented market for social networking software, with many vendors present, and no one vendor used by more than 20% of the nonprofit market. In 2012, we get a glimpse at an emerging leader, open source, e.g., DrupalSocial (for Drupal), JomSocial (for Joomla), BuddyPress (for WordPress), Loved by Less (for Ruby on Rails), and others.

In 2012, open source social networking software (24% of responses) overtook second-place custom software (18%), with both of these categories significantly out-reaching the nearest commercial solutions – Google Sites (13%), Ning (7%), and Blackbaud (8%).

Just as Blackbaud et al. (2012) have seen a rise in the use of open source solutions in other software categories, including operating systems (Linux), web servers (Apache), and content

management systems (Drupal, Joomla, WordPress), it looks like open source solutions are gaining momentum here as well.

2012 Key Trends At-a-Glance

With four years of survey data spanning the 2009 to 2012 Nonprofit Social Networking Surveys, some interesting trends emerge about nonprofits and their use of social networking. Below is Blackbaud et al. (2012) rapid-fire presentation of trend highlights. Each trend is coded with a number that is referenced in their Trend Chart below.

1. Commercial social network use by Blackbaud et al. (2012) respondents has passed well into mainstream adoption and leaving a small percentage of late mainstream and laggards to join in.
2. Facebook popularity among their respondents is at saturation levels, while average community size continues to grow.
3. Twitter adoption still growing along with average follower base size.
4. LinkedIn popularity is relatively low (compared to Facebook and Twitter) but 2011 saw a sizeable jump in adoption of this channel.
5. FourSquare still a small, niche player.
6. MySpace continues to shed users, is used very little by their respondents, and last year's reinvention as a social music sharing site has yet to exert any positive influence to reverse this death spiral.
7. Nonprofit commercial social network investments are still largely justified on programmatic impact (soft ROI), with just a small number of respondents justifying resource allocation based on revenue returned (hard ROI).
8. Facebook fundraising success is still enjoyed by just a select few.

- 9. Nonprofit respondents are still optimistic about commercial social networks.
- 10. Commercial social network related staffing and budgets are slowly inching up.
- 11. Communications and marketing departments own commercial networks for the majority of respondents, not fundraising nor IT.
- 12. Many mature (2+ years old) commercial social networking communities continue to grow, while an increasingly smaller number of respondents are just getting started.

TREND	2009	2010	2011	2012	
	% on Any "Top" CSN*	86%	90%	92%	93%
(1)	% on Facebook	74%	86%	89%	98%
(2)	Average Members on Facebook	5,391	2,440 (-55%)	6,376 (+161%)	8,317 (+30%)
(3)	% on Twitter	43%	60%	57%	72%
(3)	Average Members on Twitter	287	1,792 (+524%)	1,822 (+2%)	3,290 (+81%)
(4)	% on LinkedIn	33%	33%	30%	44%
(4)	Average Members on LinkedIn	291	450 (+54%)	1,196 (+165%)	314 (-74%)
	% on Google+	N/A	N/A	N/A	23%
	Average Members on Google+	N/A	N/A	N/A	47
(5)	% on FourSquare	N/A	N/A	4%	8%
(5)	Average Members of FourSquare	N/A	N/A	123	44 (-64%)
(6)	% on MySpace	26%	14%	7%	6%
(6)	Average Members on MySpace	1,905	1,792 (-5%)	1,189 (-34%)	160 (-87%)
(7)	Measuring Hard ROI	N/A	5%	9%	5%
(8)	Fundraising on Facebook (>\$10K)	1%	2%	2%	3%
(9)	Value of CSN Communities (Very or Somewhat)	79%	81%	82%	80%
(10)	Staffing (FTE)	None: 19% ¼ to ½: 65%	None: 15% ¼ to ½: 67%	None: 14% ¼ to ½: 72%	None: 11% ¼ to ½: 69%
(11)	Department with Primary Responsibility	Communications	Communications	Communications	Marketing
(10)	Overall Budget	None: 56% <\$25K: 33%	None: 53% <\$25K: 36%	None: 48% <\$25K: 44%	None: 46% <\$25K: 34%*
(12)	Length of Presence on Facebook	<12 Months: 67% >2 Years: 6%	<12 Months: 50% >2 Years: 13%	(Not comparable)	<12 Months: 20% >2 Years: 49%
(12)	Length of Presence on Twitter	<12 Months: 64% >2 Years: 1%	<12 Months: 56% >2 Years: 3%	(Not comparable)	<12 Months: 23% >2 Years: 27%
(12)	Length of Presence on LinkedIn	<12 Months: 45% >2 Years: 4%	<12 Months: 28% >2 Years: 7%	(Not comparable)	<12 Months: 19% >2 Years: 15%
	Length of Presence on Google+	N/A	N/A	N/A	<12 Months: 21% >2 Years: 3%
	Length of Presence on FourSquare	N/A	N/A	(Not comparable)	<12 Months: 44% >2 Years: 2%

Future Trends to Watch

Blackbaud et al. (2012) will be watching anxiously in 2013 and beyond to see how the following trends unfold:

1. Monetization of Facebook

Fundraising success and revenue-generation by nonprofits on Facebook is a success enjoyed by very few organizations. Nonprofit social networking staffing and resource budgets are commensurately low and rising slowly.

Will the industry crack this problem and see widespread success in monetizing Facebook? Will this translate into continued optimism about the Facebook's value? How will the cost of acquisition and value of a new supporter on Facebook compare with other channels? Will nonprofit investment in Facebook take off at that point? Conversely, how long will nonprofits continue to invest in Facebook without a scalable revenue stream from this channel? And importantly, when will fundraising departments take over the management of Facebook communities? That will be a sure sign that fundraising's getting real on Facebook.

2. Success of Google+

Google says they are pursuing a social networking product direction that is different than Facebook or Twitter by integrating their social platform into their existing products such as Google Search, Mail, Documents, etc. Your social profile, relationships and network will assist in your use of the products in some circumstances and determine what you see in others, and influence how you use Google features in still other products.

Will this amount to a viable, competitive social networking platform or does it just become an extension of Google's efforts to tie all of the products together around a digital persona that is used to personalize services and facilitate more accurate targeted ads?

3. Twitter Evolution

Twitter now has a reliable, scalable advertising revenue model. It is free to post, but advertisers pay extra to make their messages more prominent, e.g., blurring the lines between earned and paid media. They have carved out a unique position as a micro-blog service that hosts the planet-wide dialogue about everything from the Arab Spring to the best Super Bowl commercials in the social networking landscape co-owned by peers Facebook and LinkedIn. LinkedIn has expanded slowly and carefully while Facebook continues to morph at a mind-boggling pace. Not many nonprofits are monetizing their Twitter presence, even those with a large base of followers.

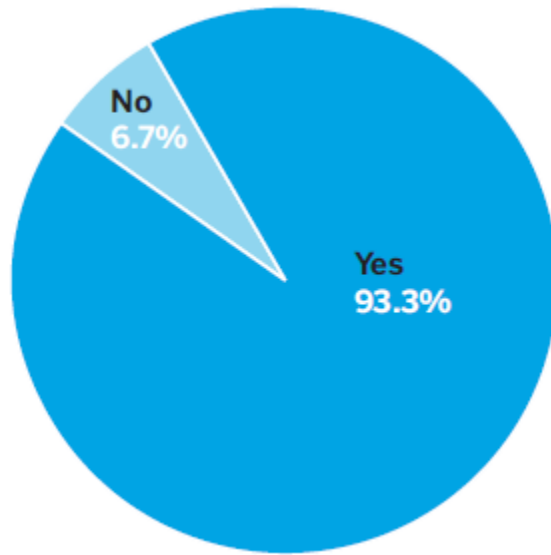
Where does Twitter go from here? How will nonprofits morph their use of Twitter? Will tweets lead to donations? Will nonprofits spin up their use of Twitter advertising for branding, acquisition, and giving?

Appendix 1 – Detailed Charts

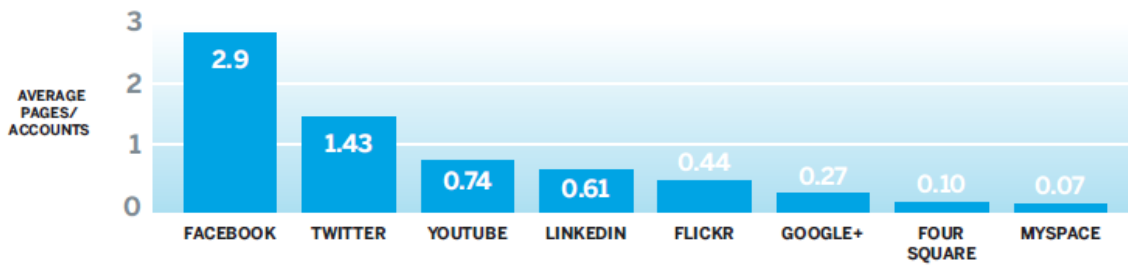
In this appendix Blackbaud et al. (2012) present the topline results for the key questions posed to survey respondents.

Section 1 – Commercial Social Networks (CSNS)

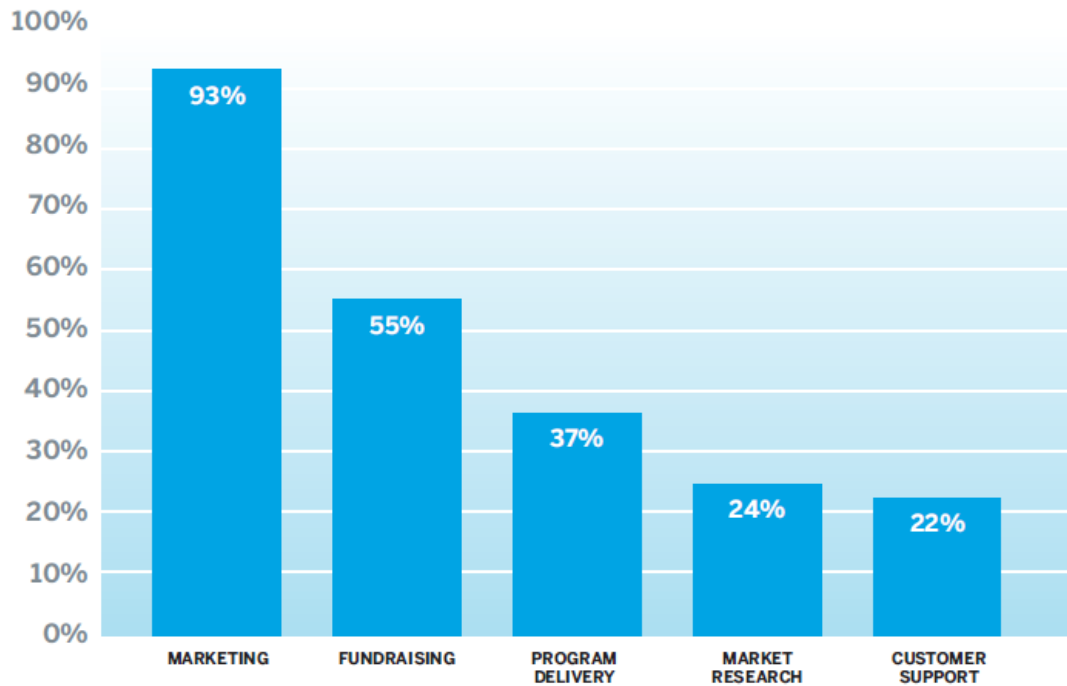
1. Does your organization have any presence (like a Page or account) on one of the following commercial social networks: Facebook, Flickr, FourSquare, LinkedIn, MySpace, Twitter, YouTube, or Google+?



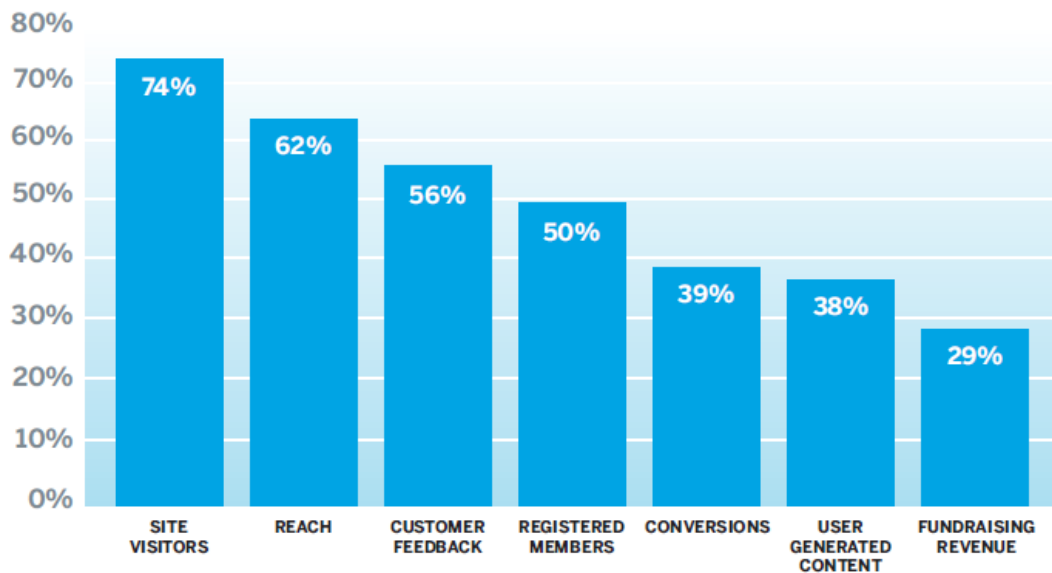
2. Enter the number (quantity) of accounts, pages, profiles, groups or other presence your organization manages on each of these commercial social networks.



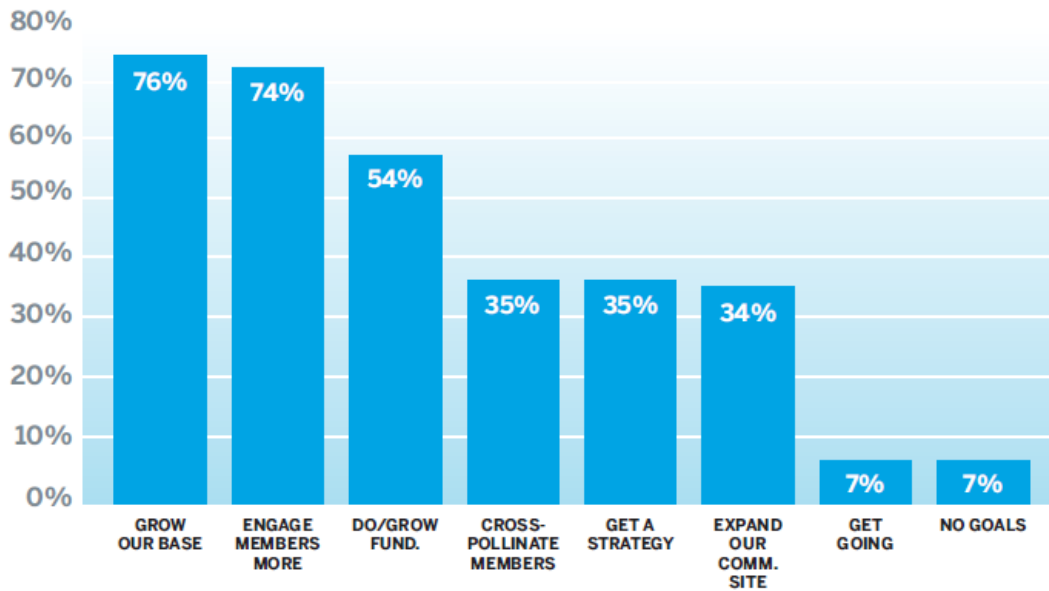
3. Which of the following best describes the role or purpose of your commercial social networking community/ies? *Select all that apply.*



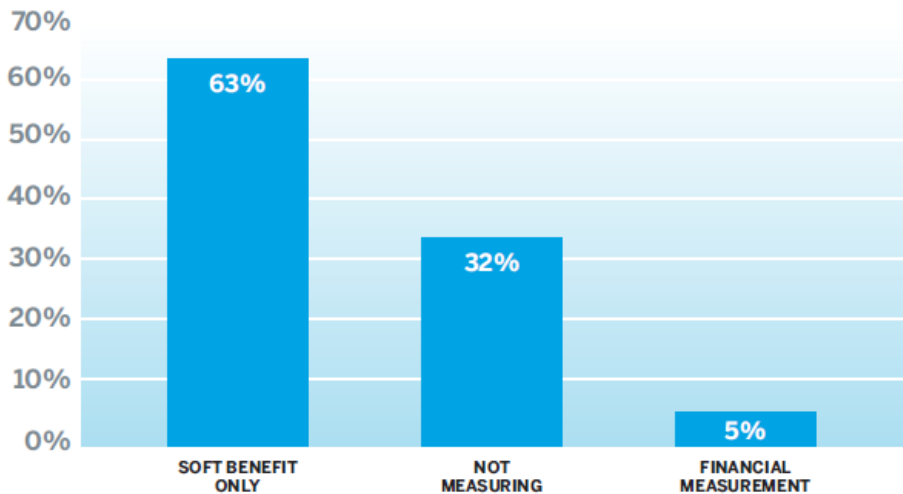
4. Which of the following metrics do you use to gauge the success of your social networking communities? *Select all that apply.*



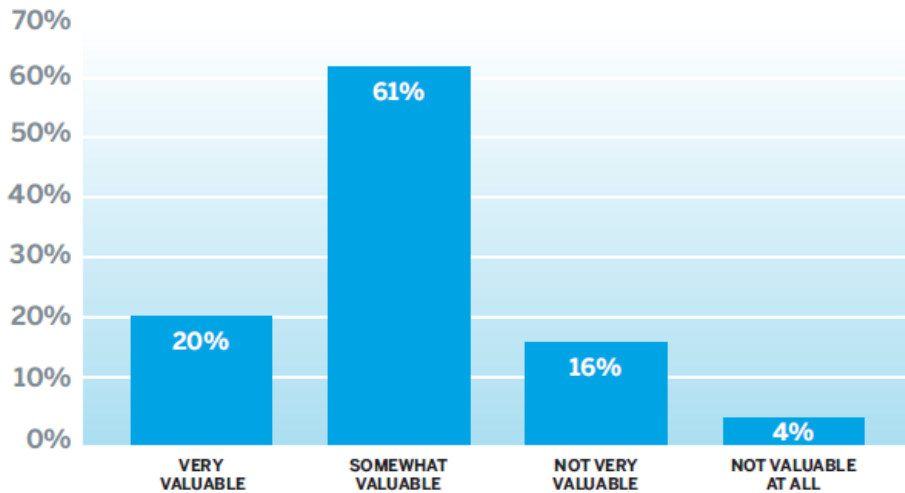
5. What is the goal of your commercial social networking program for 2012? *Select all that apply.*



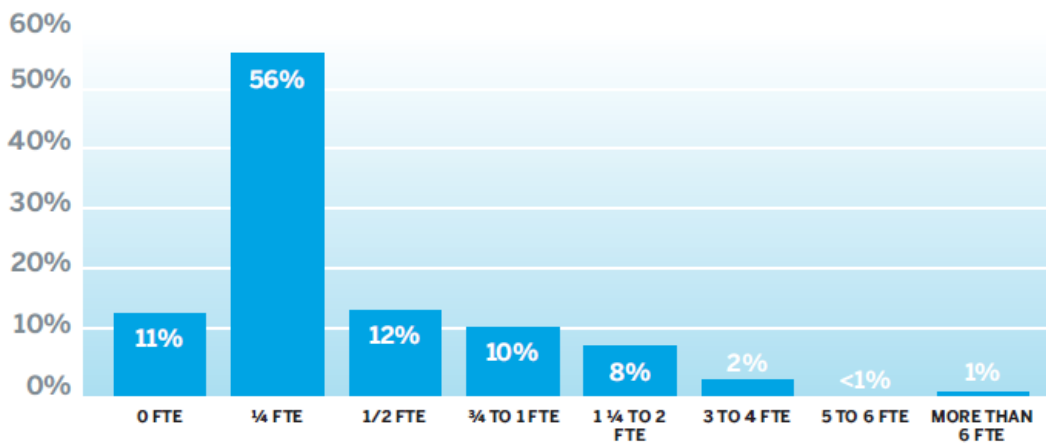
6. How are you measuring the return on investment (ROI) for your commercial social networks?



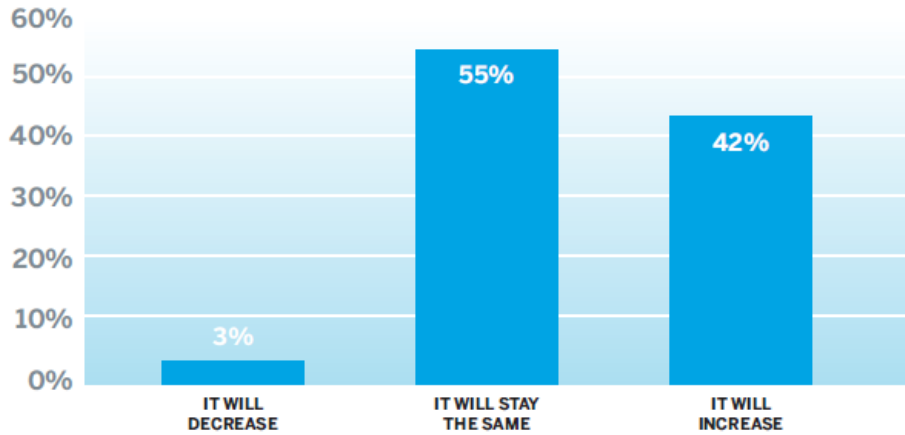
7. How are you doing so far? How valuable overall are your commercial social network communities to your organization? *Select one.*



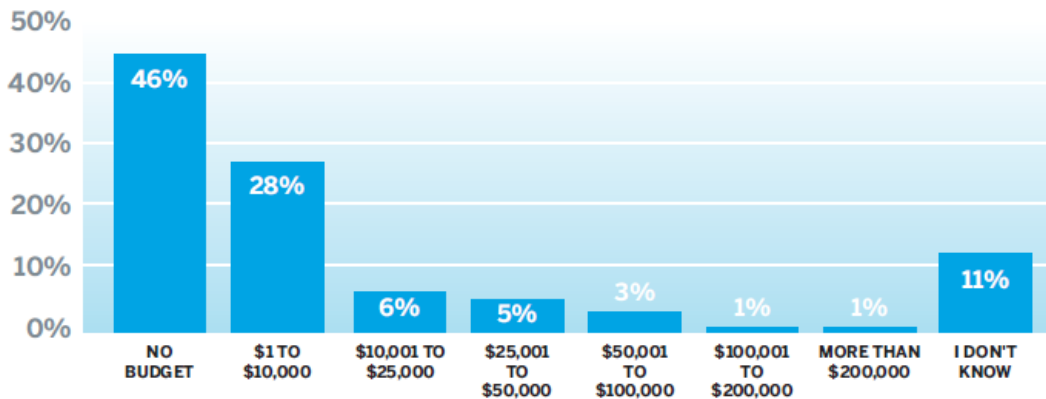
8. Thinking about internal resources, how much staK time (on average) did you allocate over the last 12 months to maintaining, marketing, managing, and cultivating, your organization’s presence on these commercial social networking sites?



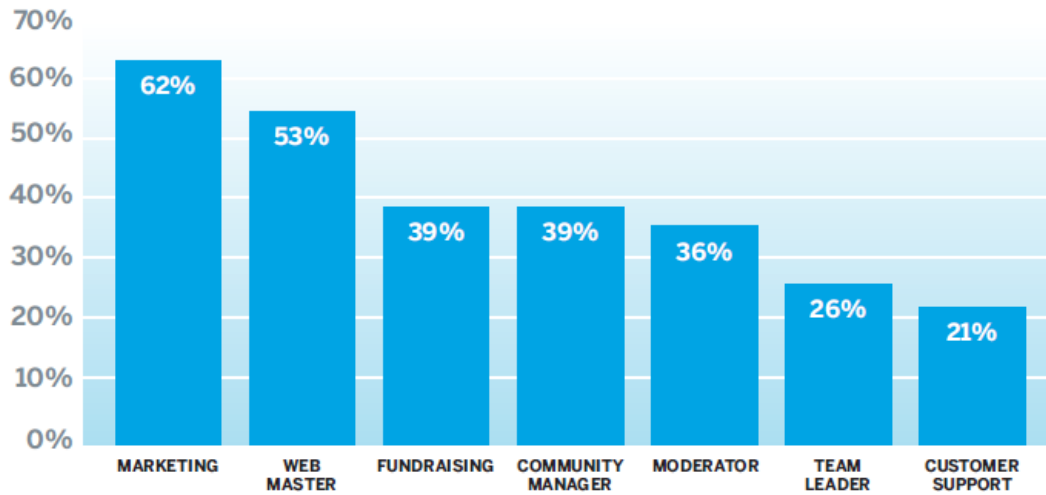
9. How will the staK time you allocate to maintaining your organization's communities change over the next 12 months? *Select one.*



10. What was the total budget (internal staJng and external resources) allocated to maintaining your organization’s presence on these community sites over the last 12 months? *Select one.*



11. Which of the following job functions do you staK (internally or externally) on your commercial social networking community? *Select all that apply.*



12. How many members do you have on each online community?

RESPONSE AVERAGE	
Facebook	8,314
Twitter	3,289
YouTube	2,367
LinkedIn	315
Flickr	279
Google+	47
FourSquare	45
MySpace	160

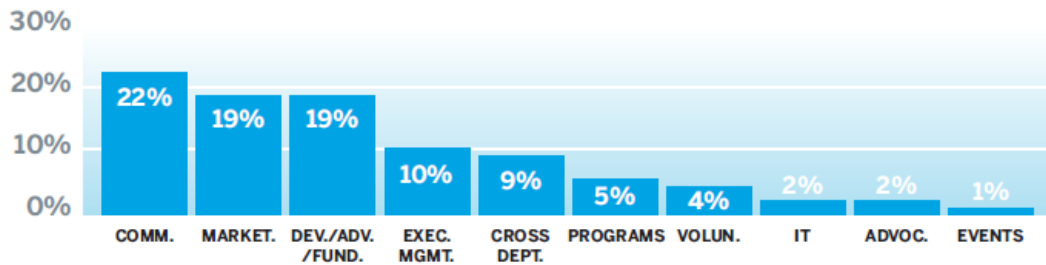
13. What is the average cost for your organization to acquire a new member Facebook Like/Fan or Twitter Follower?

RESPONSE AVERAGE	
Facebook	3.47
Twitter	2.12

14. Indicate which of the following outreach and marketing methods you use to promote your commercial social networking site(s)? *Select all that apply.*

PERCENT	MARKETING METHOD
82%	Placement on Our Website
65%	Emailing Our List
53%	Promotion at Our Events
34%	Placement in Our Print Materials
34%	Offline PR
31%	Writing on Our Blog(s)
26%	Sponsoring or Underwriting a 3rd Party Event
24%	Promotion on Our Other Social Networks
23%	Advertising in Direct Mail
16%	Search Engine Optimization
14%	Buying Online Ads
10%	Buying Ads in Print Media
9%	Reaching Out to 3rd Party Bloggers
8%	Search Engine Marketing
7%	Buying Ads on Radio/TV
12%	No Promotion

15. Which department in your organization has primary responsibility for your commercial social networking community? *Select one.*



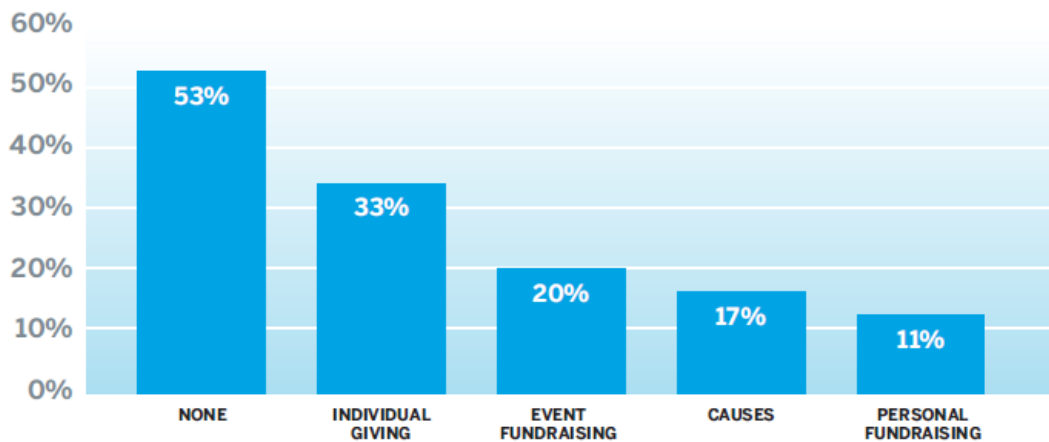
16. How long has your organization had a presence on each of these social networking sites? If you are not sure, estimate.

	WE HAVE NO PRESENCE	1-6 MONTHS	7-12 MONTHS	13-23 MONTHS	2-3 YEARS	3-4 YEARS	MORE THAN 4 YEARS
Facebook	2%	7%	14%	29%	33%	11%	5%
Twitter	26%	9%	14%	24%	20%	6%	1%
YouTube	34%	10%	10%	17%	18%	7%	4%
LinkedIn	52%	8%	11%	14%	10%	3%	1%
Flickr	68%	5%	4%	8%	10%	4%	2%
Google+	74%	18%	3%	2%	1%	1%	1%
FourSquare	91%	3%	3%	2%	1%	0%	0%
MySpace	92%	0%	0%	10%	2%	2%	3%

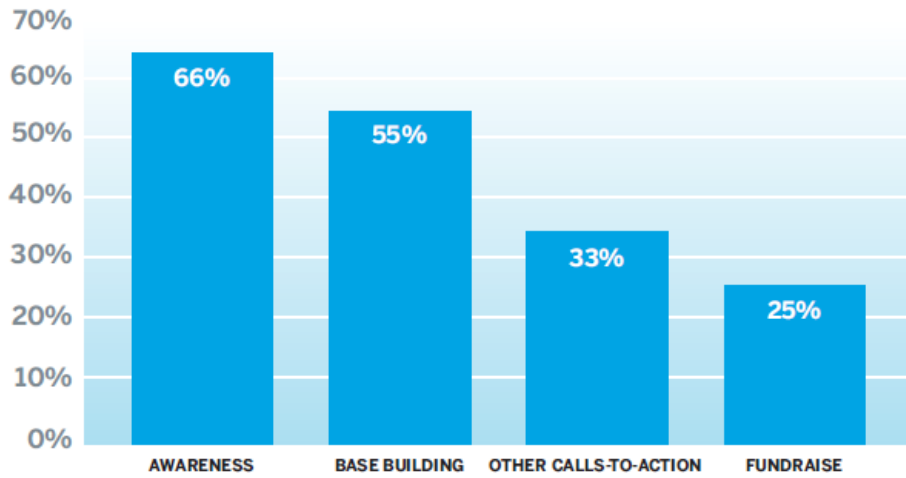
17. Are you fundraising - directly soliciting donations or memberships - on each commercial social network? If yes, indicate the approximate revenue produced from this fundraising over the last 12 months. *Select one for each site.*

	NOT FUNDRAISING	\$0-\$1,000	\$1,001-\$10,000	\$10,001-\$25,000	\$25,001-\$100,000	\$100,001-\$250,000	MORE THAN \$250,000
Facebook	58%	30%	9%	2%	1%	<1%	<1%
Twitter	83%	14%	2%	1%	0%	0%	0%
YouTube	94%	5%	1%	0%	0%	0%	0%
LinkedIn	97%	3%	0%	0%	0%	0%	0%
Flickr	99%	1%	0%	0%	0%	0%	0%
Google+	98%	2%	0%	0%	0%	0%	0%
FourSquare	100%	0%	0%	0%	0%	0%	0%
MySpace	99%	1%	0%	0%	0%	0%	0%

18. If you are fundraising on Facebook, how are you doing it? Specifically, what fundraising model or program are you utilizing? *Select all that apply.*



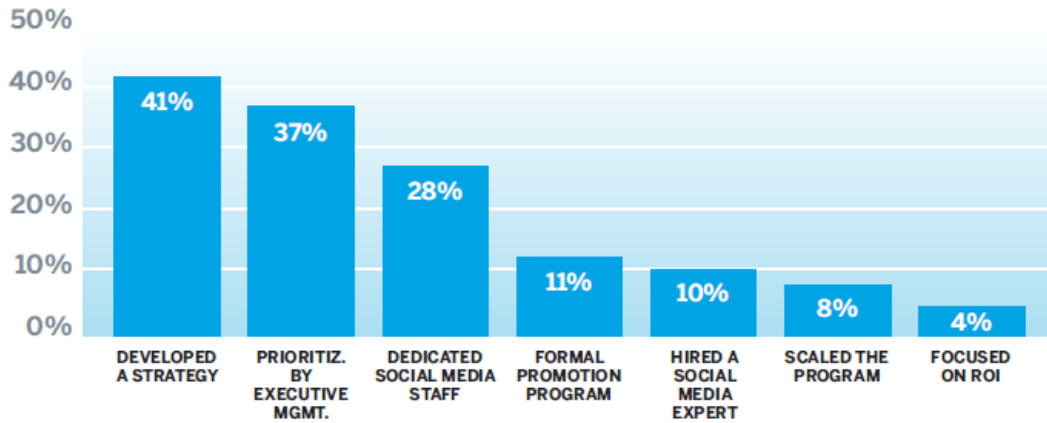
19. If you are using Facebook advertising, indicate the primary role of Facebook advertising for your program. *Select all that apply.*



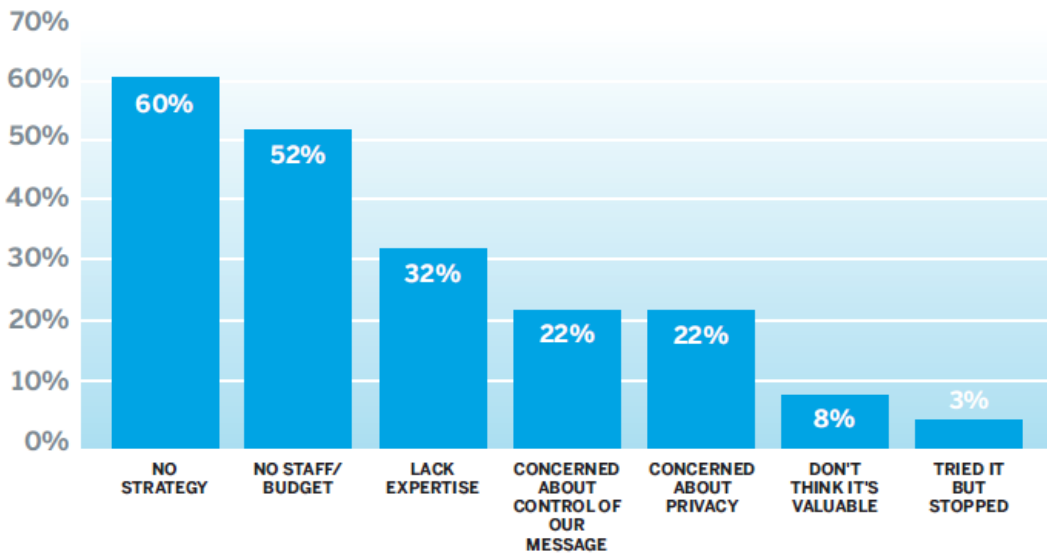
20. For new supporters acquired via Facebook, what is the average value of the supporter to your organization over the 12 months following acquisition?

RESPONSE AVERAGE	
Average Value of Facebook Supporter (online only)	\$161
Average Value of Facebook Supporter (all channels)	\$214

21. Overall, thinking about what you achieved with your commercial social networks over the last 12 months, what were the most important factors in your success? *Select all that apply.*



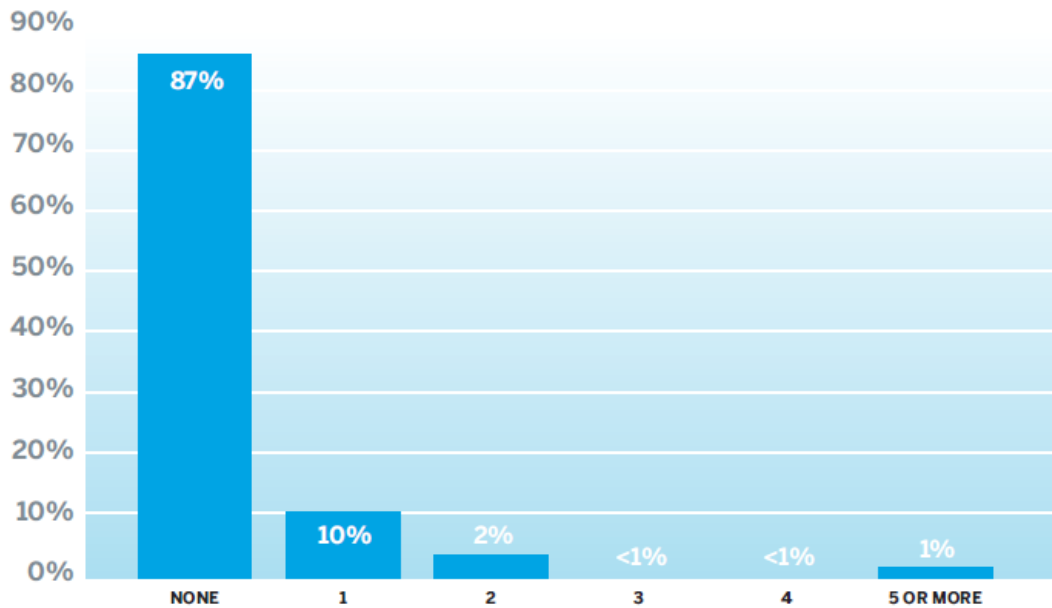
22. Which of the following best describe the reason(s) that your organization is not present on commercial community sites? *Select all that apply.*



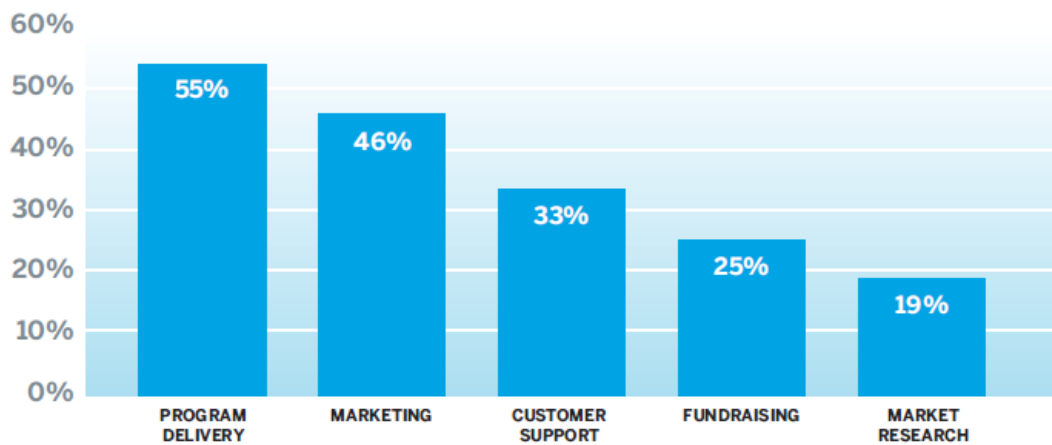
Section 2 – House Social Networks (HSNS)

23. Some nonprofits are building their own house networks - also called private label or private social networks. How many of these house social networks does your organization operate?

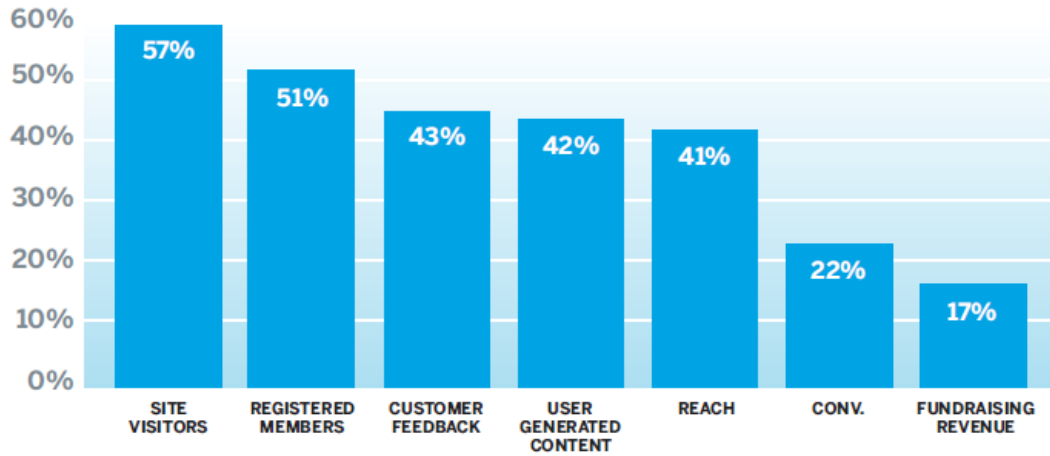
Select one.



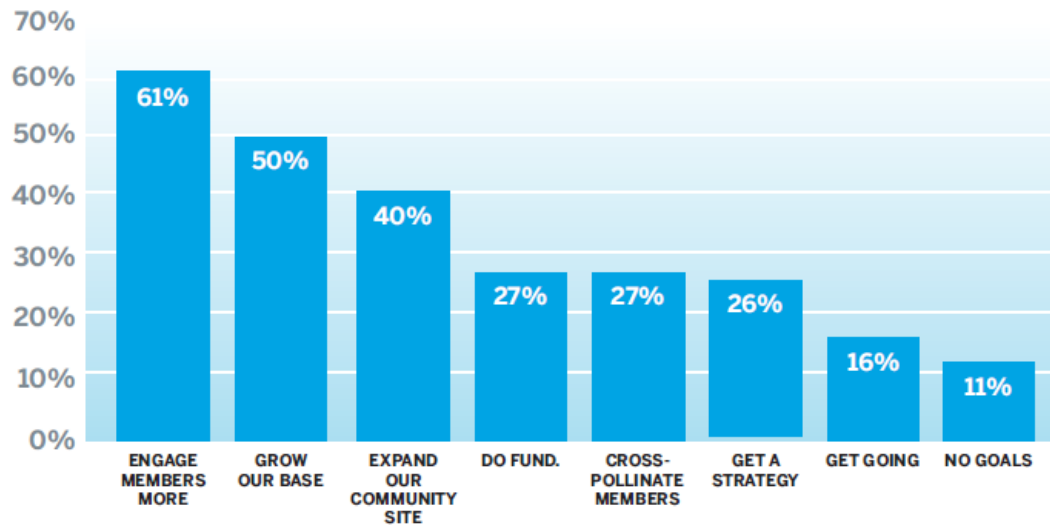
24. Which of the following best describes the role of your house social network(s)? *Select all that apply.*



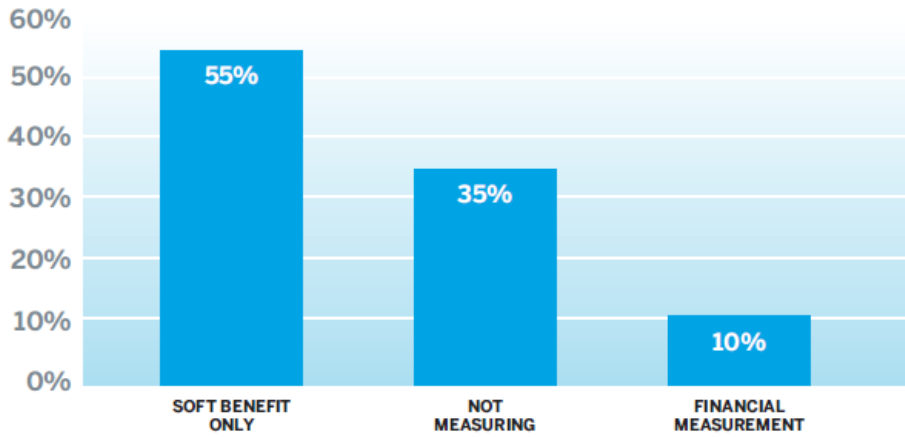
25. Which of the following metrics do you use to gauge the success of your house social networks? *Select all that apply.*



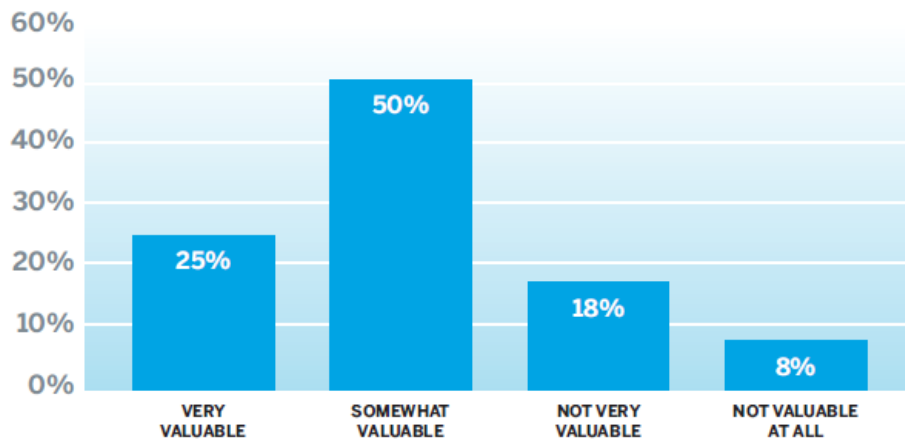
26. What are the goals for your house network(s) in 2012? *Select all that apply.*



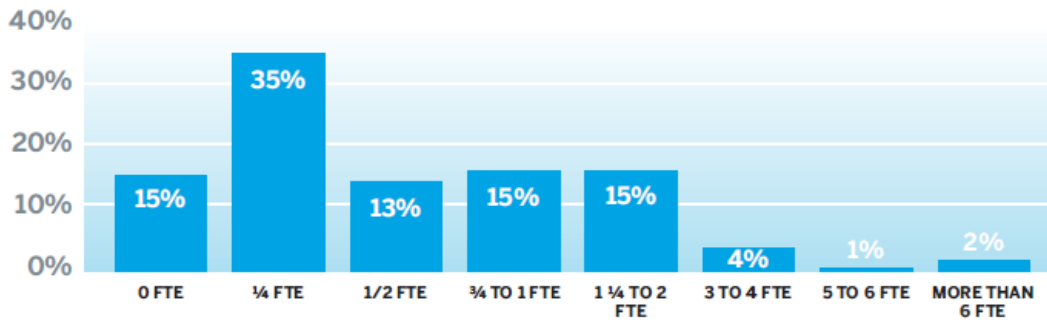
27. How are you measuring the return on investment (ROI) of your house social network(s)?



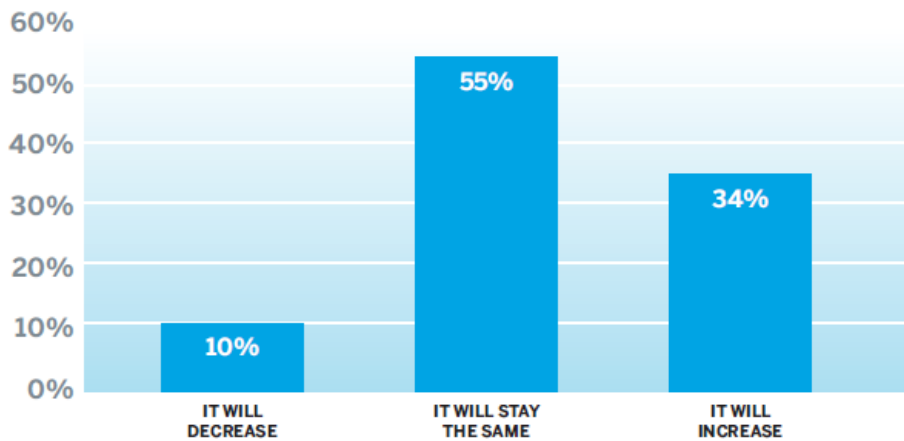
28. How are you doing so far? How valuable overall are the house networks to your organization? *Select one.*



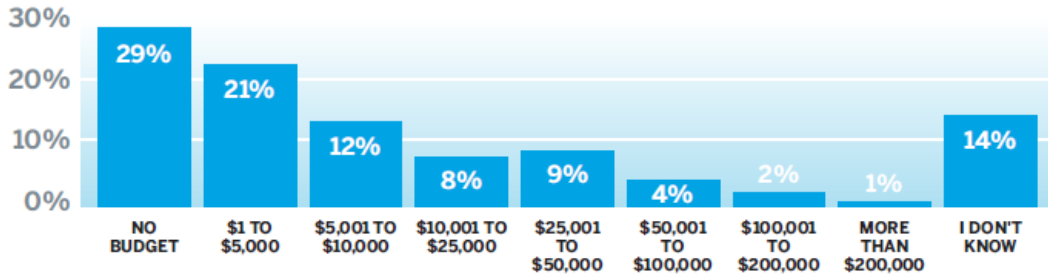
29. Thinking about internal resources, approximately how much staK time did you allocate in the last 12 months to maintaining, marketing, managing, and cultivating, your house social network(s)?



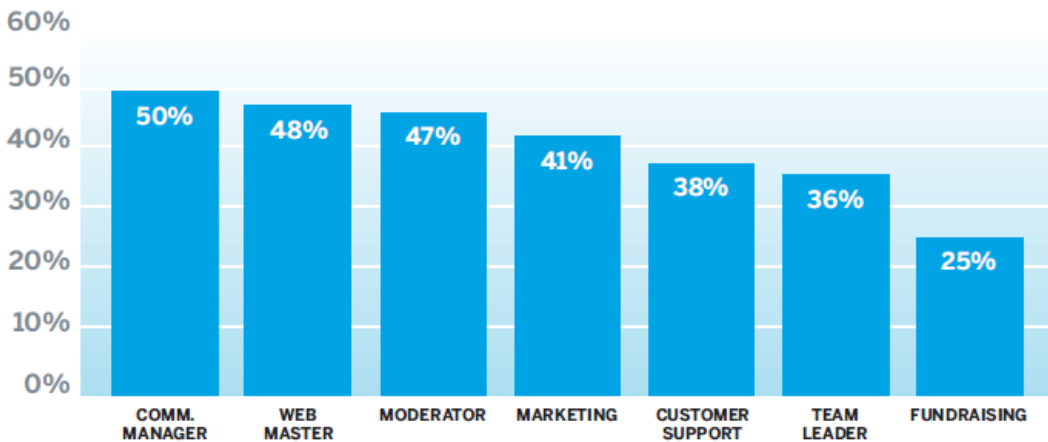
30. How will the staK time you allocate to maintaining your house networks change over the next 12 months? *Select one.*



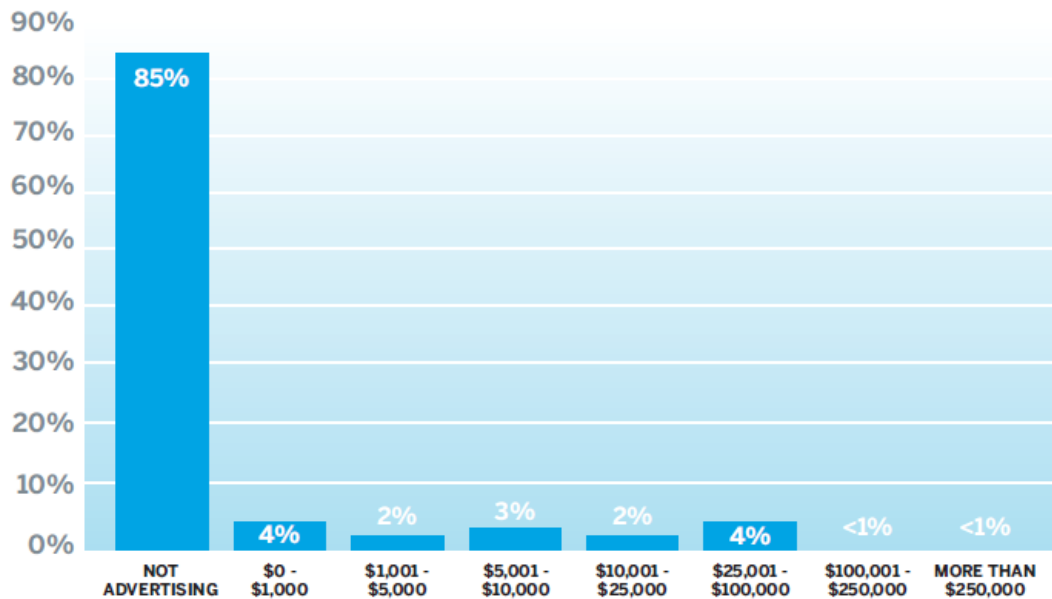
31. What was the total budget (internal staff and external resources) allocated to maintaining your house social networks over the last 12 months? *Select one.*



32. Which of the following job functions do you staff (internally or externally) on your house social networks? *Select all that apply.*



33. Are you advertising – displaying advertisements or promoting sponsors or underwriters – on your house network(s)? If yes, indicate the total revenue produced from advertising over the last 12 months. If you have more than one house network, indicate the sum of all advertising revenue from all community sites. *Select one.*



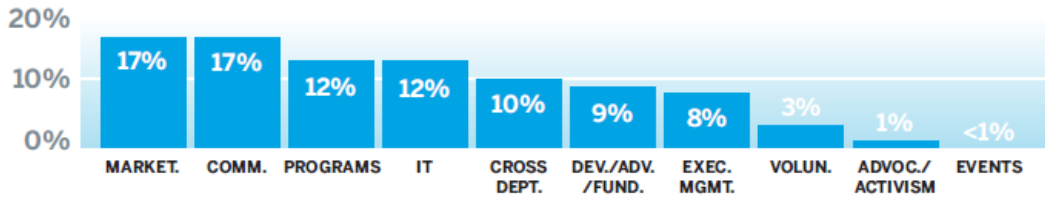
34. Approximately how many members do you have on your largest house social network?

RESPONSE AVERAGE	
Number of members	21,791

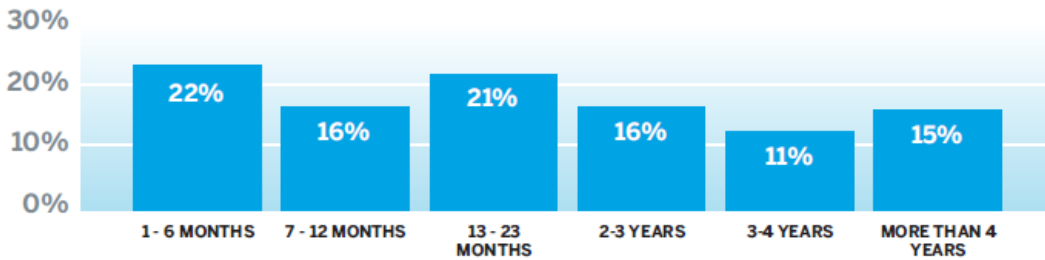
35. Indicate which of the following outreach and marketing methods you use to promote your house social network(s). *Select all that apply.*

MARKETING TACTIC	
55%	Placement on Our Website
47%	Facebook
45%	Emailing Our List
36%	Promotion at Our Events
32%	Twitter
30%	Writing on Our Blog(s)
23%	Placement in Our Print Materials
19%	Sponsoring or Underwriting a 3rd Party Event
18%	Offline PR
18%	Promotion on Other Social Networks
16%	Advertising in Direct Mail
14%	Search Engine Optimization
13%	Reaching Out to 3rd Party Bloggers
11%	Buying Online Ads
9%	Buying Ads in Print Media
8%	Search Engine Marketing
7%	Buying Ads on Radio/TV
20%	No Promotion

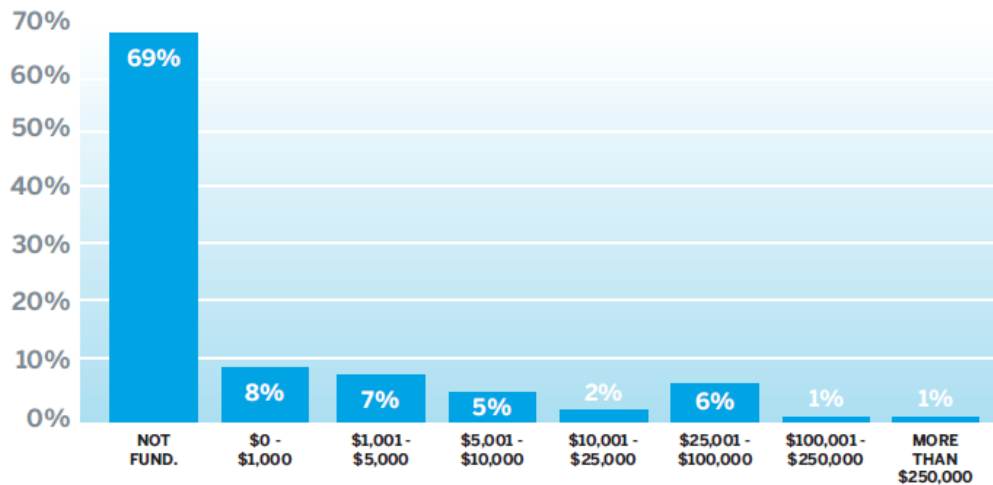
36. Which department in your organization has primary responsibility for your house social network(s)? *Select one.*



37. How long ago did you launch your first house social network? *Select one.*

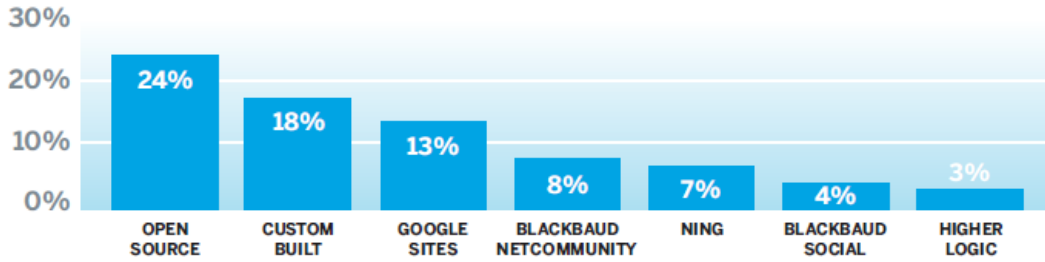


38. Are you fundraising – directly soliciting donations or memberships from the members of your house social network(s)? If yes, indicate the total revenue produced from fundraising over the last 12 months. If you have more than one house network, indicate the sum of all fundraising revenue across all community sites. *Select one.*

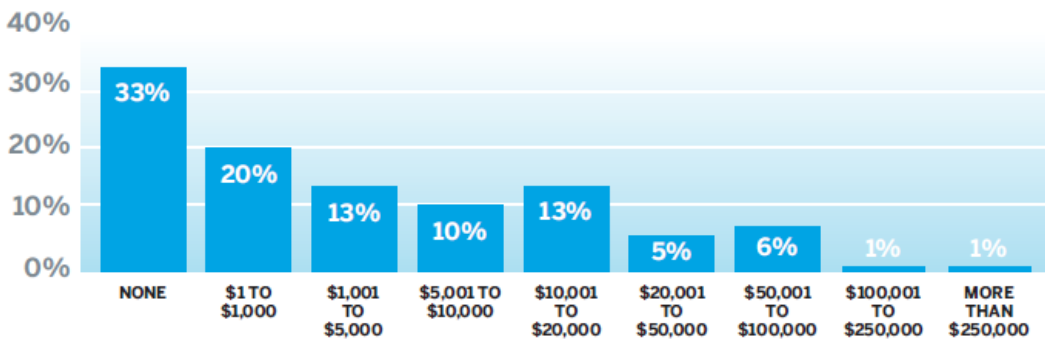


39. Which social networking software did you use to construct your house social network(s)?

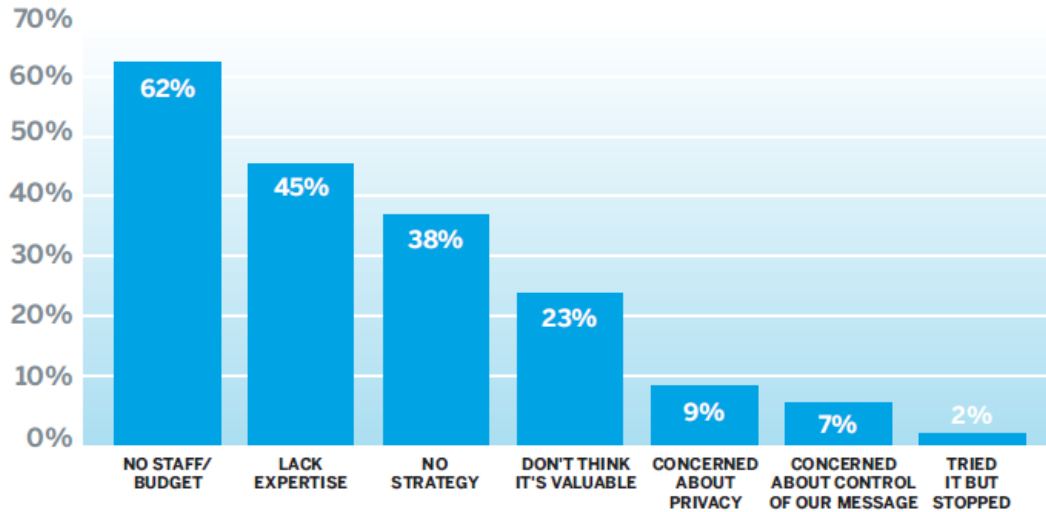
Select all that apply (top 7 only).



40. What is your annual budget for house social networking software? *Select one.*

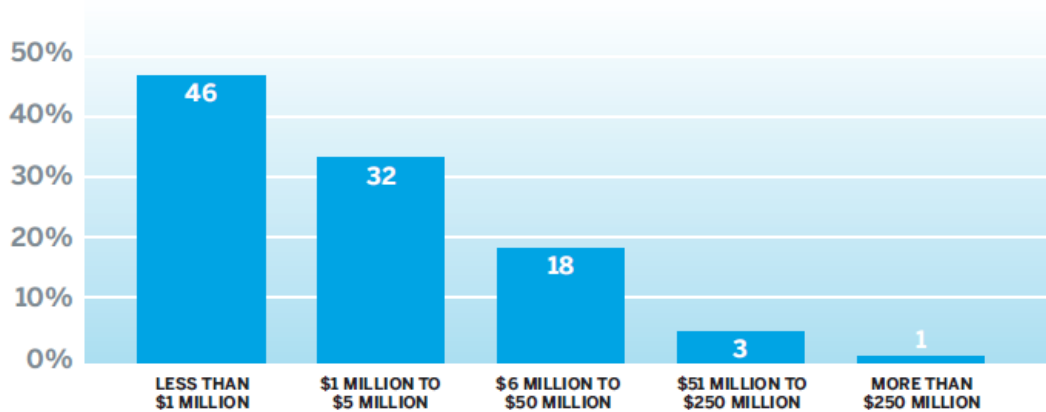


41. Which of the following best describe the reason(s) that your organization has not built its own house social network?



Respondent Demographics

42. What is your organization's annual budget?



43. How would you categorize your organization's mission and services?

RESPONSE PERCENT	
Association - Professional	2%
Association - Trade	1%
Human Services (including crime & legal, employment, agriculture & nutrition, housing, public safety, youth, recreation, etc.)	29%
Public & Societal Benefit (including civil rights & advocacy, community organizing, philanthropy, science & technology, social sciences, government, etc.)	17%
Health & Healthcare	14%
Environment & Animals	7%
Arts & Culture	9%
Higher Education	5%
Education K – 12	9%
(International (including foreign affairs, international human rights, national security & diplomacy, etc.)	3%
Religious & Spiritual Development	5%
Media	1%
Labor Union	<1%
Mutual Benefit (including insurance & retirement services, fraternal societies, burial services, etc.)	<1%
For Profit Business	1%

About

Blackbaud

Serving the nonprofit and education sectors for 30 years, Blackbaud (NASDAQ: BLKB) combines technology and expertise to help organizations achieve their missions. Blackbaud works with more than 25,000 customers in over 60 countries that support higher education, healthcare, human services, arts and culture, faith, the environment, independent K-12 education, animal welfare, and other charitable causes. The company offers a full spectrum of cloud-based and on-premise software solutions and related services for organizations of all sizes including: fundraising, eMarketing, social media, advocacy, constituent relationship management (CRM), analytics, financial management, and vertical-specific solutions. These organizations raise more than \$100 billion each year using Blackbaud technology. Blackbaud has been recognized as a top company by Forbes, InformationWeek, and Software Magazine and honored by Best Places to Work. Blackbaud is headquartered in Charleston, South Carolina, and has employees throughout the US, Australia, Canada, Hong Kong, Mexico, the Netherlands, and the United Kingdom. You may visit www.blackbaud.com for more information.

Common Knowledge

Common Knowledge, founded in 2002, is a consulting agency that provides online marketing and fundraising services to nonprofits. They assist their clients with strategy, program management and digital asset development. An integral part of their work is the strategic planning, development, deployment, and promotion of social networking programs for marketing and fundraising with their clients.

Working with more than 100 nonprofits over the last ten years, their recent clients include: ASPCA, National 4-H, Save the Children, UNICEF U.S. & Canada, Operation Smile, Dana-Farber Cancer Institute, New York Public Radio, and others.

NTEN

NTEN is the membership organization of nonprofit professionals who put technology to use for their causes. NTEN helps you do your job better, so you can make the world a better place.

They believe that technology allows nonprofits to work with greater social impact. They enable their members to strategically use technology to make the world a better, just, and equitable place.

NTEN facilitates the exchange of knowledge and information within their community. They connect their members to each other, provide professional development opportunities, educate their constituency on issues of technology use in nonprofits, and spearhead groundbreaking research, advocacy, and education on technology issues affecting their entire community. Find more research about the nonprofit technology community at <http://nten.org/research>.

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Footnotes

¹ This 2012 Nonprofit Social Networking Benchmark Report is the sole work of Blackbaud et al. (2012) and in no way represents the research findings of any of the authors listed on the Title Page of this Strategic Plan for Milan Puskar Health Right Clinic. All credit is given to the aforementioned. A copy of the permission email may be reviewed in Appendix 2.

Appendix 1

Survey on Training Manuals

1. Did you enjoy the training?
2. Did you consider the training relevant?
3. Was the training a good use of your time?
4. Will you utilize the training manual in the future?
5. Did the training manual answer questions you may have had?
6. Do you feel more comfortable performing your daily activities knowing you have a training manual to reference?
7. Do you have any ideas to improve the training manual?
8. Did you put what was learned in the training manual into effective when back on the job?
9. Was there noticeable changes in the activity and performance when back in your role?
10. What would you do, if anything, to improve the training manual?

Appendix 2

Permission Email

Jeff,

Thank you so much for your permission to use your extensive research and analysis published in the 4th Annual Nonprofit Social Network Benchmark Report as part of our strategic plan project for the Milan Puskar Health Right Clinic. Again, your formal written permission will be noted in our submitted strategic plan project and also listed in the plans copyright notes.

We wish you continued success in your business and your persistent contribution you make to the nonprofits of the country.

Regards,

Michael L. Clelland

Business Systems Analyst
Financial Business Systems
Mylan
781 Chestnut Ridge Road
Morgantown, WV 26505-4310

<mailto:Michael.Clelland@mylan.com> Michael.Clelland@mylan.com

Direct: 304.554.4948

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Mobile: 304.816.6727



From: "Jeff Patrick, Common Knowledge" <jpatrick@commonknow.com>
To: Michael.Clelland@mylan.com
Cc: kmock@students.fairmontstate.edu, anthony.gilberti@fairmontstate.edu
Date: 07/22/2012 12:38 PM
Subject: Re: Benchmarking Nonprofits

Michael - yes you may use the results contained in our 2012 Social Network Benchmark Report for your study.

jeff

On Sat, Jul 21, 2012 at 9:08 AM, <Michael.Clelland@mylan.com> wrote:



Jeff,

Your 4th Annual Nonprofit Social Network Benchmark Report is excellent. I am one of a team of five that are compiling a benchmark analysis as part of a strategic plan for a local nonprofit healthcare clinic as a capstone project for a Strategic Management course in the MSBA program at Fairmont State University in Fairmont, WV. We are asking formal written permission via email to use your extensive research and analysis published in this report as part of our strategic plan for Milan Puskar Health Right Clinic. Your formal written permission will be noted in our submitted strategic plan and also listed in the plans copyright notes.

This request would be greatly appreciated. I must admit that we are under time constraints for submission of this document to the university. We would ask that we receive via email your formal written permission, if granted, by end-of-business, Monday, July 24, 2012.

Again, thank you very much for your time and consideration to our request.

Regards,

Michael L. Clelland
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--

Jeff Patrick
President, Founder

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Appendix K – School of Business Advisory Board

Fairmont State University
 School of Business
2012-2013 Advisory Board

Bennett, Gary K.	CPA	Bennett & Dobbins, PLLC	Fairmont, WV
Bowman, Nicole	Publisher/Editor	WV Living Magazine	Morgantown, WV
Brooks, Frances			
Capriotti, John	Account Executive	WBOY	Clarksburg, WV
Cheuvront, Kim	Vice President, Business & Operations Development	Fairmont General Hospital	Fairmont, WV
Gamble, M.E. Yancosek	Chair, Department of Communication	Bethany College	Bethany, WV
Henderson, Scott		Stuart-McMunn Company	Clarksburg, WV
Jones, David A.	Senior Vice President	MVB Bank, Inc.	Bridgeport, WV
Klepfel, Andrea	Banking Center Manager & AVP	WesBanco/Fairmont Main	Fairmont, WV
Kliethermes, Thomas	Financial Advisor	Edward Jones	Fairmont, WV
Martin, Kenny	CPA		Midlothian, VA
Oxley, Nicholas J.	Senior Advisor	A&F Financial Advisors LLC	Charleston, WV
Peduto, Guy A.	Director, INNOVA Commercialization Group	WVHTC Foundation	Fairmont, WV
Reynolds, Don	Senior Executive Director	ManTech International Corporation	Fairmont, WV
Rucker, Tina	Financial Center Leader II	BB&T	White Hall, WV
Skidmore, C. Brent	Senior Vice President, Chief Lending Officer	First Exchange Bank	Fairmont, WV
VanAlsburg, Warren "Chip"	General Manager - North Central WV	Frontier Communications	Bridgeport, WV
Wadsworth, Cannon	Director, State Government Programs	Global Science & Technology, Inc.	Fairmont, WV

Appendix L – The Higher Learning Commission Graduate Studies Progress Report

**Progress Report to the
Higher Learning Commission**

Graduate Studies

January 15, 2010



Table of Contents

Section	Page
Introduction	2
Discussion of Issues Identified in the 2006 Report	
A. Clarification of faculty workload	7
B. Expectations of program faculty in teaching and research/scholarly activity	
C. Assessment of learning outcomes by program and administrative data collection support for programs	12
D. Completion and implementation of a strategic plan linked to financial/budgetary support for professional development of graduate faculty and programs	16
E. Budget support of programs and monitoring of revenue and expenditure streams	
F. Addition of faculty to support graduate programs	20
Challenges and Opportunities	20
Appendices	23
A. Program Admissions, Enrollment, Graduation: Accepted Students	23
B. Program Admissions, Enrollment, Graduation: Total Enrolled by Semester (Accepted Students who Enrolled)	24
C. Program Admissions, Enrollment, Graduation: Total Enrollment by Semester (Census -- Total Enrollment of Fall New and Returning Students)	25
D. Program Admissions, Enrollment, Graduation: Number of Graduates by Year	26
E. Template for Budget Analysis for Graduate Instruction and Programming Part I: Costs A. Instructional Cost: calculated using the following information and cost elements B. Administrative Costs Part II: Revenue Components	27
F. Graduate Cost/Revenue Realized (Fall 2009 Example) Part I: Graduate Revenue - Fall 2009 Part II: Cost to Generate Fall 2009 Revenue	29

**Progress Report to the
Higher Learning Commission**

DRAFT 1/28/10

INSTITUTION: Fairmont State University

DATE: January 15, 2010

REPORT FOCUS: Graduate Studies Infrastructure

LOCATION: Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554

INTRODUCTION

The purpose of this report is to provide evidence of progress in the implementation of Graduate Studies at Fairmont State University, and progress in the development of infrastructure to support graduate programs. Fairmont State University offers graduate programs to meet the following component of the broader university mission:

Graduate Studies Mission Statement

The Graduate Studies programs support the mission and goals of Fairmont State University through graduate education. Based on experiential learning and interdisciplinary study, FSU offers select, yet comprehensive, high quality graduate programs. These programs strive to foster core competencies, cutting-edge technologies, and critical thinking. Committed and competent faculty prepare eager and reflective individuals for life and work in an increasingly complex, diverse, and global society. FSU graduate students receive personal attention as they work closely with faculty in small classes. Graduate programs at Fairmont State University are responsive to the needs of the external community, and in turn provide the most innovative and highest caliber graduate education in the region.

A student undertakes graduate study in order to gain a deeper knowledge in a particular academic discipline, and to become able to demonstrate to the faculty and practitioners in the field the attained mastery of knowledge. Consequently, graduate study cannot be

defined primarily in terms of semester hours of coursework beyond the baccalaureate, even though minimum coursework requirements set the lower limit for an integrated plan of study.

Graduate students are expected to become participating members of the university community and are encouraged to attend the lectures presented by visiting scholars, to listen to academic discussions of their faculty, and to study with their fellow graduate students.

This report provides a follow-up to the HLC review submitted to the University in January 2006, and accepted in March 2006. That report related specifically to the following programmatic areas and issues: Master of Arts in Teaching (MAT); Master of Science in Criminal Justice (MSCJ); and, institutional infrastructure and resources to support graduate study. The 2006 HLC report highlighted the following general areas for focus in the progress report: strategic planning; faculty workload and scholarship; and, assessment. The 2006 report further recommended the following outline for this progress report:

- A. Clarification of faculty workload;
- B. Expectations of program faculty in teaching and research/scholarly activity;
- C. Assessment of learning outcomes by program and administrative data collection support for programs;
- D. Completion and implementation of a strategic plan linked to financial/budgetary support for professional development of graduate faculty and programs;
- E. Budget support of programs and monitoring of revenue and expenditure streams; and,
- F. Addition of faculty to support graduate programs.

(In the information provided below, items “A” and “B” are presented together, as well as items “D” and “E” due to the overlap in issues and elements of these report components.)

For the purposes of this report information on progress in each of the themes “A”-“F” above will be presented below at the school or college level (with relevant graduate programs noted), and at the University level. The information will be organized around each theme as appropriate. In addition, general comments and comments addressing challenges are also presented. The report also includes information relative to broader University infrastructure that encompasses all University graduate programs. Following the narrative components, the report provides in appendices program data offered to give context and backdrop to the narrative presented.

As a general strategy for framing the discussion of progress in Fairmont State University’s graduate programs, the information is organized primarily around specific colleges and schools, and programs within those. Over the nearly four year span since the 2006 report, deans and program coordinators have provided critical leadership and strategic decision-making to advance program integrity and success. Deans and program coordinators have exercised creative and strategic decisions within their base budgets and standing faculty resources to implement, expand, and improve programs. Most of the critical decisions described in this report that have either initiated or sustained graduate programs have been at the program and college/school

level. In that time period, the University has supported this effort with institution-wide resources on which to build an expanding graduate studies component. Through this collaborative effort University leadership, deans, program coordinators and faculty have redirected, reconfigured, and reorganized resources in ways that have supported program implementation and expansion.

As noted in the 2006 report, the University originally created a structure in the form of an office of Vice-President for Research and Graduate Studies. The report noted that this structure presented “an anomaly in the academy.” This anomaly was resolved in May 2009 with the resignation of the Vice President to take a position at another university, and the President’s decision to not refill or continue with the position. Under the previous structure, the University and programs experienced important successes and progress in building the institution’s capacity to support graduate study. The Vice President’s office – and under it the Dean of Graduate Studies – made significant progress in creating governance structures and policies including progress in areas such as:

- A standing Graduate Council to provide faculty leadership to graduate study to complement that leadership provided administratively;
- Newly drafted and regularly revised graduate study policies in areas of admission, matriculation, transcript and graduation policy;
- The first program review (of the MAT and M.Ed. in Education);
- Efforts at marketing and recruiting, and building graduate enrollments;
- Definition of faculty characteristics for appointment to graduate status;
- Review and approval of faculty members and adjunct faculty for graduate status; and,
- Review and approval of new programs, courses, and professional development graduate offerings.

Various documents, forms and guides that reflect this progress may be accessed online through the University’s website for Graduate Studies. To review the following list of program information sources, go to <http://www.fairmontstate.edu/graduatestudies/default.asp>.

- | | |
|---------------------------|---------------------------------------|
| • Forms and Resources | • Registration |
| • Graduate Assistants | • Graduate Admissions |
| • Graduate Bulletin | • Graduate Studies Plan of Governance |
| • Graduate Faculty | • Graduate Student Handbook (PDF) |
| • Graduate Programs | • Graduate Financial Aid |
| • Programs in Development | |

The University has restructured the administration of graduate programs to align them with the broader Academic Affairs structure with the University. Progress will continue as academic support for graduate programs becomes firmly embedded under the structure of the Provost’s office. The Provost, as in all academic affairs, provides central leadership and administrative support to graduate programs. This includes organizational administration, academic support and accountability, and fiscal support and responsibility. The Provost works directly with the Dean of

Graduate Studies (Interim) and the college/school deans as part of the broader academic work of the University (and consistent with undergraduate programs). Academic leaders in this new structure continue to work with program coordinators and faculty to support, sustain and advance programming. The Graduate Council continues to provide broader faculty, student, and program constituent input into the governance of graduate studies. This new structure has created a more coherent strategy for supporting graduate programs, and has eliminated the organizational bifurcation that existed before. The new structure allows the Provost and deans to plan, organize and administer the total academic work of the University in a more holistic way, and in a way that is leading to better balance across undergraduate and graduate programming, and short and long range planning. (This change in structure is discussed further beginning on page 17.)

The following bullets highlight key successes and areas of progress in graduate programming at Fairmont State University since the 2006 report. The sections that follow explain in greater detail the broader contexts in which this progress has been achieved.

- All graduate academic functions and responsibilities have been brought under the Office of the Provost and are part of Academic Affairs. The Provost, Interim Dean of Graduate Studies, college/school deans and program coordinators, and graduate faculty share responsibility for the operation and support of graduate programs within the structure of Academic Affairs.
- The University has developed a plan of action for continued progress on graduate program growth and support, including a model for analyzing and projecting revenue and cost implications for current and new programs in development or that may be developed. The revenue/cost analysis is built on a planning template that includes the following general components:
 - Analysis of net revenue generated by graduate programming (total revenue minus non-operational revenue generated through fees -- see Appendix F);
 - Analysis of instructional costs;
 - Analysis of estimated overhead costs (using 42% of instructional costs as the planning estimate); and,
 - Potential net distributions back to programs.
- The Provost, Deans, and the Graduate Council are currently engaged in a process to design strategies and support mechanisms to build a more intensive focus on faculty scholarship. Participants are using the Boyer (1997) model of scholarship – with an emphasis on multiple forms of scholarly efforts -- as the core planning constructs, and are examining the impact on other campuses that have chosen to implement the Boyer model. This discussion also includes an examination of the Carnegie “Community Engagement” classification as a potential framework to help support faculty scholarship (hyperlink: [Carnegie Foundation for the Advancement of Teaching](#)).
- Budgeted resources at the University level include: a full time staff member; graduate assistantships; a line item for current expenses to support graduate studies; tuition waivers; student recruitment and marketing funds; and, graduate faculty and student travel to professional conferences and workshops.

- Graduate study leaders and faculty continue to implement and refine faculty governance, graduate program policies, and ongoing policy implementation through the Graduate Council and the Office of Graduate Studies.
- Graduate programs have made significant progress and continue to refine course level learning outcomes, assessment systems for graduate programs, outcome data bases, and strategies for use of assessment data.
- The University has completed the first internal review of graduate programs (2008-09) with the five-year review of graduate programs in the School of Education, Health and Human Performance(SoEHHP).
- The University has incorporated three new faculty lines into the 2011 budget to support graduate programming; this follows strategic decisions in the last two years at the program level to restructure existing lines to provide more instructional support for graduate programming. The funding from new lines will be generated and or redirected from the following sources:
 - Dedication of revenue from graduate programs;
 - Redirection of revenue currently allocated to a different purpose;
 - Revenues generated from increased enrollment growth; and,
 - Reallocation of existing vacant lines.
- All programs have redesigned the use of space (office space, administrative support, and classrooms) to support graduate program needs.
- All graduate programs have made significant progress in stabilizing graduate teaching within general load expectations for teaching (12 credit hours per semester). This includes a reduced reliance on both adjuncts and overloads.
- Academic units have expanded the number of faculty who hold graduate status and teach in graduate programs.
 - The faculty of the College of Liberal Arts currently includes four members who have expertise and teach in Criminal Justice; all courses are taught by full time faculty.
 - The School of Business has been able to increase the number of business faculty holding graduate status. All core required courses in the MBA program are taught by full-time faculty members with graduate faculty status in the School.
 - In the School of Education, Health and Human Performance everyone appointed to the faculty in an academic area with a graduate program holds graduate faculty status. In the spring semester 2007 the SoEHHP moved from an “overload” plan for additional faculty course sections to a supplemental pay plan based on enrollment. The use of this model over the last two years has reduced the reliance on adjuncts and overloads, and has reduced the cost of graduate instruction.
- During the 2009-10 fiscal year the College of Liberal Arts has set aside travel funding for each faculty member for one conference per year (maximum of \$1000).
- Each college and school has created a stable structure to provide leadership and administrative support for graduate programs in a way that fits the needs of the unit. The

Dean of Business has been able to create and maintain a full-time director of the MBA program. The College of Liberal Arts administers its two programs through coordinators for each. Graduate programs in the SoEHHP are administered through the Dean's office.

- The three academic units that house graduate programs have created and enhanced library resources to support faculty and program candidate academic work.
- Over the last three years thirteen of the fourteen faculty members in the SoEHHP who hold graduate status have participated in and/or presented at regional, national and international conferences.
- In addition to graduate assistantships provided by the University, the individual college and schools provide additional positions through their budgets. (The College of Liberal Arts provides one, the School of Business provides two, and the SoEHHP provides one.)

Faculty members have been critical in Fairmont State's transition to university status and the subsequent design and implementation of graduate programming. Their time, energy and persistence deserve special recognition, and these professionals have worked diligently to answer to the various calls for action that led to the University's implementation of graduate programs. In the context of expectations placed on the University in the last decade to offer graduate studies, to expand these opportunities within the region, and to meet the increasing demands of enrollment-driven revenue streams, faculty have successfully taken up the opportunities and demands that graduate study has presented.

DISCUSSION OF ISSUES IDENTIFIED IN THE 2006 REPORT

A. Clarification of faculty workload

B. Expectations of program faculty in teaching and research/scholarly activity

Faculty load at Fairmont State includes a nominal teaching load of 12 credit hours per semester. School and college deans and other administrators may alter load for assignments, including designation as graduate faculty and to adjust for graduate teaching loads. University administration allocates budgets through the Office of the Provost (Academic Affairs) to the individual colleges and schools. Deans, chairs and program coordinators work with the Provost in strategic use of those budgets to support graduate programs. This decision making process includes reassignment of faculty load and restructuring of load related to graduate faculty status and graduate program teaching.

College of Liberal Arts/Masters in Criminal Justice

The Criminal Justice program and the College of Liberal Arts have made progress in stabilizing load across the faculty. The faculty of the College currently includes four members who have expertise in and teach in Criminal Justice. The College uses adjuncts on a limited basis, building the program within the loads of those four faculty members. The Criminal Justice program has

been granted the flexibility to redirect the use of an existing faculty line to focus more intensively on graduate programming. At the initiation of the Criminal Justice program, faculty who taught graduate courses routinely did so as an overload, and in some cases taught two. Program faculty now consistently teach loads of 12 credit hours per semester, with graduate courses integrated within load rather than as additional overload sections. Program faculty members continue to create flexibility in their workloads to incorporate academic support for comprehensive exams and theses. (Please refer to appendices “A” through “D” for data on admissions, enrollment and graduation.)

The College of Liberal Arts does not make distinctions in faculty appointment between graduate and undergraduate assignment as a contractual matter, instead working toward a balanced set of expectations for faculty across the programmatic needs. A faculty member is assigned a 12 credit-hour load under normal contractual circumstances, and that may include a combination of graduate and undergraduate teaching assignments. Graduate courses may be added as overload assignments, but as noted above, administrative leadership avoids that strategy in most if not all cases.

The addition of a new line for the College in the 2011 budget will serve to create greater flexibility in graduate faculty assignments. The additional position will give administrative leadership more options in terms of reduced faculty load for emphasis on graduate programming. This position should also provide greater flexibility to support faculty in areas related to professional development to support graduate responsibilities and faculty scholarship and corollary professional dissemination activities.

The Criminal Justice program, the College and University have been successful in creating a small financial base for library-based resources. The College has also been successful in creating space for use by graduate assistants and adjunct instructors. During the 2009-10 fiscal year the College has set aside travel funding for each faculty member for one conference per year (maximum of \$1000).

Faculty members mentor and encourage graduate students to participate in state and national conferences. During the last three years, four graduate students have attended and participated in the West Virginia Criminal Justice Educators’ Association Conference and the Academy of Criminal Justice Sciences Conference each year. They have placed first or second in paper competitions each year. Four have also served as panelists and presented papers at the annual meeting of Alpha Phi Sigma (National Criminal Justice Honor Society) Annual Meeting. One student placed first in the Graduate Paper competition in 2008, and another placed second in 2009. One was elected National Vice President of Alpha Phi Sigma; and three have had papers accepted for presentation at the Academy of Criminal Justice Sciences Annual Meeting.

Given current strategic plans for enhancing resources allocated to graduate programs based on revenue analysis (see plan of action at the end of this report) the College will be able to supplement resources needed to provide opportunities for graduate faculty development. This new funding structure, and the addition of a faculty line cited above, will provide critical new resources as the College and University pursue increased faculty participation in professional associations relevant to graduate programming.

School of Business/MBA

In the period since the inception of the Masters in Business Administration program, the School of Business has been able to increase the number of business faculty holding graduate faculty status and therefore approved to teach graduate courses. All core required courses are taught by full-time faculty members with graduate faculty status in the School.

The School has also been successful in reducing the reliance on adjunct¹ faculty in the MBA program. Currently only two adjuncts teach a total of three elective courses in the MBA project management track. The Dean and Program Coordinator successfully implemented these reductions in adjuncts without additional faculty lines allocated to the School. The School assigns teaching responsibilities in such a way that faculty members who teach in the MBA program also teach undergraduate courses. The School does rely on the use of faculty overloads to deliver the program sequence with all courses taught by full-time faculty as overloads. (Please refer to appendices “A” through “D” for data on admissions, enrollment and graduation.)

The Dean of Business has been able to create and maintain a full-time director of the MBA program. This role is solely focused on MBA responsibilities. The School of Business and the University have been successful in creating enhanced library resources to support the MBA program. Databases and reference materials available to faculty, adjuncts and students are consistent with those at competing institutions, including the state’s land grant research institution.

The development and implementation of the MBA program occurred over a short time frame with immediate demand for sizeable student cohorts. Initial enrollments and program growth early in the program’s history required an intensive focus on the part of full time faculty to deliver the program as noted above. (Please refer to appendices “A” through “D” for data on admissions, enrollment and graduation.) The University’s budget plan for fiscal year 2011 includes a new faculty line for the School of Business to help provide greater flexibility in the delivery of academic programs. As the School has chosen to use standing faculty to support graduate coursework, this new line will help to stabilize assignment of faculty load, increase the availability of full time faculty at the undergraduate level, reduce the use of adjuncts in those programs, and provide more flexibility in building opportunities for scholarly activities and graduate faculty professional development efforts. Steps relative to budget in the plan of action discussed at the end of this report will also help to supplement School-level resources to provide development opportunities to enhance graduate faculty work.

School of Education, Health and Human Performance/M.A.T and M.Ed.

¹ Adjuncts for any program must have credentials necessary to teach in the program, and must be approved by the academic unit, its Dean, and the Graduate Council.

In the School of Education, Health and Human Performance every faculty member in an academic area with graduate programming has graduate faculty status. Since 2006 credentials supporting graduate status identification are part of the process for all faculty searches. Currently fourteen faculty members with full time status hold status as graduate faculty. Faculty are generally required to teach graduate and undergraduate coursework. Two full-time faculty members teach graduate courses only, and one teaches undergraduate only. All full time faculty teaching in graduate programs have a doctorate except one, and that person is currently completing a doctoral degree (in Special Education). Faculty load is nominally set at 12 credit hours per semester in the SoEHHP and has not been realigned given greater emphasis on graduate programs. Size of the faculty, alignment of faculty expertise with program needs, and program specializations (i.e. Special Education) at the graduate level limit the ability to reduce loads for graduate status and graduate teaching requirements. (Please refer to appendices “A” through “D” for data on admissions, enrollment and graduation.) With the addition of a new line in the 2011 budget, more flexibility will be created in the assignment of faculty load to reflect graduate status (see the plan below on a pilot plan to alter load for graduate instruction).

Over the last three years the School has significantly reduced its reliance on adjuncts and overloads in its graduate programs. Currently only two courses are regularly taught by an adjunct. Those courses, in the area of Autism, are difficult to staff given the small number of educators who hold a degree or expertise in that area. A key strategy for eliminating adjuncts and overloads has been to raise the course section cap from 20 to 25 at the graduate level, and 20 to 25 at the undergraduate level. (Note: Graduate faculty members in the School do receive additional compensation under an entrepreneurial formula when enrollment exceeds 25 per section. (This is explained in detail in the section “E” below.)

Special Education continues to require the use of adjuncts and overloads more regularly than other specializations. Searches in this area tend to be difficult given the shortage of new doctorates in the field and the high demand to fill open positions nationally. A local educator with expertise in Autism teaches two Autism courses as an adjunct, but she does so regularly and works regularly with the full-time faculty on the Special Education program. The reliance on adjuncts in the Special Education masters specialization has been greatly reduced since 2006; in the spring 2010 only one course (other than Autism) will be taught by an adjunct, and this course will be team-taught by an adjunct and regular faculty member.

Faculty members are expected to engage in some form of scholarship based in professional development (both for themselves and that offered to other professionals). In 2006 the SoE changed its annual faculty review structure for professional development to adopt a “less is more” strategy in scholarship and professional development. The intent of this change has been to encourage, recognize and reward moving faculty work toward more forms of scholarship within professional development activities. Faculty members in the SoE regularly participate in regional, national and international professional conferences and institutes. In the 2008-09 academic year, eleven faculty members with graduate status participated in conference activities, nine as presenters of refereed papers; most of those nine were multiple presenters. Over the last three years thirteen of the fourteen faculty members who hold graduate status have participated in and/or presented at regional, national and international conferences. Faculty also regularly attended national conferences and meetings of their affiliated fields and disciplines.

Beginning in January 2009, as part of the work of the FSU Professional Development School (PDS) Partnership, faculty may accrue funds for professional support by serving as a liaison to a PDS. Faculty who serve as a liaison (currently there are 22), accrue at a minimum \$1100 in funds for professional support for working with one PDS in an academic year. These funds may be used for professional travel, professional resources, summer stipends, and any other way that supports the professional pursuits of the faculty member.

The shift to the liaison model cited above is in part due to the impact that graduate programs in the School have had on the traditional model of “in-load” student teacher supervision. As a result of the additional teaching needs created by the M.A.T. and M.Ed. programs, all credit hours previously assigned to support undergraduate supervision of student-teachers shifted to graduate teaching assignments. This was done in part to reduce the use of overloads, and also reflected the growth in graduate program enrollment in the School (and a parallel reduction in undergraduate teacher education programs). The implementation of the liaison model (which may include mentoring/supervision responsibilities) allows for direct faculty involvement in support and mentoring undergraduate and graduate teacher certification candidates as a professional service component (rather than teaching load) and in a way where faculty have multiple ways to be rewarded and supported. The model also includes faculty mentoring of action research projects, which involves more faculty members more directly in PDS-based classroom research, and maps well to scholarship as defined in the Boyer model.

As part of a five-year review of the M.A.T. and M.Ed. programs in the School, faculty discussed the possibility of arranging faculty teaching load to reflect the varying weights graduate teaching may play in load. The scenario does lay out a potential model for differentiated load for graduate teaching.

Graduate Teaching Load Scenario

# Graduate Courses per Year	Course Credit Hour Load Configuration	Total Credit Hours To Be Assigned
6	18 Graduate	18
5	15 Graduate and 3 Undergraduate	18
4	12 Graduate and 9 Undergraduate	21
3	9 Graduate and 12 Undergraduate	21
2	6 Graduate and 18 Undergraduate	24
1	3 Graduate and 21 Undergraduate	24
0	0 Graduate and 24 Undergraduate	24

Note: Under any circumstances (not including contractual course releases) a faculty member would be expected to teach at least 18 combined credit hours in the fall/spring semesters.

Note: There would have to be restrictions related to section enrollment. A low enrollment course (e.g. less than 12) would not count as a “graduate” course” for load purposes.

As noted above the University budget plan for fiscal year 2011 includes a new faculty line for the School. This additional line will create greater flexibility to implement a restructured load expectation for faculty members who teach predominately in graduate programs. The line will also provide more flexibility to balance the needs of high enrollment specializations such as Special Education with broader graduate study needs. With the additional support through the new faculty line, the School will move forward in the spring 2010 semester to implement this structure for the 2010-11 academic year.

C. Assessment of learning outcomes by program and administrative data collection support for programs

All graduate programs at Fairmont State University are reviewed every five years as required by the West Virginia Higher Education Policy Commission. The process includes both the Graduate Council at the University and the FSU Board of Governors. The Office of Graduate Studies completed the first five-year review of graduate programs – the M.Ed. and M.A.T. in Education – in 2008-09. In addition, all graduate programs leading to professional certification in Education are reviewed by the WV Department of Education and the WV Board of Education through a process referred to as “refiling.” Refiling refers to the process used in the state to ensure that all educator certification programs are mapped to state standards at the course and programmatic levels. The analysis, required by the West Virginia Board of Education, is done every five years.

Fairmont State uses Taskstream as the primary tool for archiving program and course level outcomes, and for managing outcome-related data. Since the 2006 HLC report, all graduate programs on campus have been engaged in a process to develop and implement program standards, outcomes and assessments, as well as those at the course level. Each college or school cited in this report has made considerable progress in developing assessment systems for their graduate programs, and each is well into the process of creating short and long term data bases and strategies for use of assessment data. The information below provides descriptions of levels of progress for graduate programs for each college/school.

College of Liberal Arts/Masters in Criminal Justice

The Criminal Justice program assessment plan includes the following components:

- A program mission statement;
- Program outcomes;
- Course outcomes and assessments with successful completion standards; and,
- A program advisory board comprised of representatives from 10 different constituencies, including the following:

- Warden from Federal Bureau of Prisons (changes from year to year);
- Federal Bureau of Investigation Special Agent - Randall Kocsis (former student, now a unit chief in Clarksburg);
- West Virginia State Police Captain - Gary Gaskins (former student);
- Deputy U.S. Marshals David Smith and Alex Neville (Alex is a former student);
- West Virginia Parole Services Regional Director- Robert Arnold (former student, current graduate student);
- National White Collar Crime Center Research Manager – John Kane;
- Prosecuting Attorney of Marion County – Patrick Wilson;
- Local Chief of Police (changes from year to year);
- An adjunct faculty member (changes from year to year);
- Two graduate students.

Students who complete the Master of Science in Criminal Justice degree meet the following learning outcomes:

1. Demonstrate an advanced understanding of criminal justice principles, practices and issues of diversity and ethical decision making
2. Exhibit an in-depth knowledge of and ability to apply criminological theories in explaining social policy and crime
3. Plan and evaluate criminal justice programs and policies and develop solutions to problems
4. Evaluate research designs and appropriate quantitative and/or qualitative strategies
5. Apply knowledge of the legal system and the various legal philosophies
6. Demonstrate competency in the above-listed outcomes, utilizing communication skills, both written and oral

Students who complete the program are assessed through course based assessments, and a choice of either oral and written comprehensive examinations or the production of a thesis. For individual courses, rubrics have been developed for scoring discussions, book reviews/critiques, research papers, oral presentations, and internships.

Students who choose the comprehensive examination track must successfully complete 36 credit hours of coursework, and generally take the exam during the last semester of coursework. The comprehensive exam (written & oral required) is graded Pass/Fail. The five-hour exam consists of five questions which assess student knowledge in the core courses and a student's area of concentration (as related to the formal program outcomes). The oral portion of the examination focuses on weak, incomplete or inconsistent portions of the written exam. The oral examination is given approximately one week after the written examination. Currently all graduate faculty in the program participate in writing the questions for the exam, reading and scoring the exams, and questioning of students during orals. They then meet directly after orals to identify and discuss

areas of weakness. For example, faculty have identified a noticeable pattern of weakness in student ability to clearly explain the importance of the literature review in the research process and, in addition, the importance of utilization of peer-reviewed journals. We are now looking at the Research Methods course in both the undergraduate and graduate programs to determine how best to address this deficiency.

Students selecting the thesis option must successfully complete 30 hours of coursework and 6 hours of thesis credits (Thesis I and II are in consecutive semesters) and must, in consultation with a major professor, work with that professor to frame a thesis topic and develop a research plan. Students are required to consult with the major professor to identify two additional members of the graduate faculty to serve on the thesis committee. The major professor chairs the committee, and at least one of the two other members must be from the department's graduate faculty. The committee is formed as soon as possible after a topic has been selected. Research and writing on theses progress in a manner directed by the committee chair, in consultation with the other members and the student. Project proposals must be approved by the Fairmont State University Institutional Review Board. The committee meets as needed to the point of the oral thesis defense. Upon approval of the thesis by the committee chair and committee, the oral defense is scheduled with the Graduate Program Coordinator and Dean of Graduate Studies. Subsequent to the defense, students are responsible for making revisions as indicated by members of the committee to the satisfaction of the committee chair and for submitting the thesis to the Graduate School according to established procedures and timelines.

The criteria faculty employ in grading the comprehensive written/ oral exam and thesis/defense include demonstrated proficiency in the following areas:

- Written and oral communication;
- The application of problem solving to evaluating and synthesizing information;
- Organizational skills and professional leadership;
- Research methods and data analysis;
- Theoretical and legal principles implicit in criminal justice;
- Knowledge of the essential research contributions in the discipline; and,
- Policymaking, evaluation and planning in criminal justice.

Program faculty meet during Faculty Development Week for program evaluation and modification. Specific information gleaned from previous semesters' courses, comprehensive examinations and thesis defenses is discussed. Program Advisory Board recommendations are also considered. A specific recommendation of the advisory board last year, for example, was to focus on oral presentation skills, so several courses have adopted presentations as a requirement.

Three faculty members who have attended HLC assessment workshops provide key intellectual resources to support this structure. Faculty members and program leadership use follow-up surveys with graduates to supplement information on program assessment. Post-graduate options reported in this data include, for example: leadership in the regional justice/incarceration system;

positions in the National White Collar Crime Center; law school; a graduate employed by the CIA; three graduates employed by the FBI; and two graduates admitted to doctoral programs.

School of Business/MBA

Faculty and leadership in the School of Business have established and implemented program outcomes for the MBA program. The School is in the process of assessing course level outcomes that are mapped to program outcomes. The program-level outcomes include the following:

1. Graduates of the Fairmont State MBA program will have the ability to use various business and managerial tools to logically and consistently address organizational issues.
2. Graduates of the Fairmont State MBA program will be able to utilize business knowledge and skills to solve organizational problems, overcome threats, and take advantage of opportunities to assure business success.
3. Graduates of the Fairmont State MBA program will be able to utilize business tools and information systems to gather and analyze internal and external organizational information.
4. Students will also have the ability to use various research tools to keep current in the business field and to analyze internal operations and external environmental factors.
5. Graduates of the Fairmont State MBA program will be able to communicate in various business settings in a clear, consistent and logical manner. Students will also be able to utilize technology to assist in these communications.
6. Graduates of the Fairmont State MBA program will understand the role of business and business education in the broader societal context, will understand the environmental impacts on business practices, and will be able to make organizational decisions accordingly.
7. Graduates of the Fairmont State MBA program will be able to apply general business tools, knowledge, theories and best practices, as well as sub-discipline tools, knowledge, theories and best practices to organizational situations.
8. Graduates of the Fairmont State MBA program will demonstrate an ability to lead organization in a dynamic and turbulent business environment.
9. Graduates of the Fairmont State MBA program will be able to effectively work in a team environment.

The MBA program uses assessment tools and measures such as the following to track student and program progress: case studies; internal and external practicum experiences; post-graduate and employer surveys; business case presentations; research papers and presentations; and team projects.

Since the MBA program's inception, a number of new faculty members and a new program director have joined the School of Business. As a result, the School has begun a process of engagement with the MBA faculty in an effort to reevaluate the current MBA program outcomes, realign course outcomes to the revised program outcomes, adjust course rotations and review the current composition of the MBA curriculum. This process is being initiated in

advance of seeking accreditation from the Association of Collegiate Business Schools and Programs (ACBSP) and an institutional five-year program review. The assessment efforts of the MBA program will be implemented in tandem with the institutional initiative. All data will be entered and maintained in *Taskstream*.

School of Education, Health and Human Performance/M.A.T and M.Ed.

The WV Professional Teaching Standards provide the basis for program outcomes in the M.A.T. program and certification programs based programs in the M.Ed. (i.e. Special Education). Prior to April 2009 the Interstate New Teacher Assessment Support Consortium (INTASC) standards served as the program outcomes. In April 2009, the WV Board of Education adopted a new set of professional standards to guide programs. Those new standards with abbreviated descriptors include:

Standard 1 -- Curriculum and Planning: The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy.

Standard 2 -- The Learner and the Learning Environment: The teacher demonstrates knowledge of the underlying principles of how students develop and learn and creates an environment that supports the learning of all students.

Standard 3 -- Teaching: The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching and knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn.

Standard 4 -- Professional Responsibilities for Self-Renewal: Teachers persistently critically examine their practice through a continuous cycle of self-improvement focused on how they learn, teach and work in a global and digital society.

Standard 5 -- Professional Responsibilities for School and Community: The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility for the improvement of the school in which they work.

The graduate programs within the School are assessed in the following ways:

- All programs that lead to certification are included in national accreditation through NCATE. The State of West Virginia conducts a parallel review as part of this process, to ensure program quality for and compliance with standards as set by the West Virginia Board of Education. These standards include, where applicable, mastery of content knowledge for M.A.T content area and Special Education candidates.
- Pass rates on national certification exams for graduate students enrolled in the M.A.T and graduate Special Education certification programs are monitored by the School of Education every semester.

- Individual instructors are provided feedback each semester regarding course quality from the view point of the graduate students. The expectation in the School of Education is that improvements in the delivery of courses are made each semester and documented annually in the merit process.

All candidates in the M.A.T and M.Ed. certification programs must provide evidence of successful completion of three program level academic outcomes (in addition to any certification-related requirements). Those include:

- An action research project as the culminating activity in EDUC 6395 (in lieu of a traditional thesis);
- A program portfolio that includes artifacts that speak to mastery of clinical practice as defined by the WV Teaching Standards cited above; and,
- Successful performance as determined by a performance-based rubric for the student-teaching experience.

(Note: Given that the new state standards were approved in April 2009, the program faculty are in the process of revising these three program outcomes to reflect the new standards.)

The School uses data from assessment and outcomes measures to engage in course and program revision. This occurs at the course level with individual faculty, and where applicable, collaboratively if more than one person teaches a course. Program level data for program outcomes is aggregated in *Taskstream*. The faculty have piloted new program outcomes for two semesters thus far. These results are being used to revise assessment instruments, the processes for how learning experiences lead to those outcomes, and program of study sequencing.

D. Completion and implementation of a strategic plan linked to financial/budgetary support for professional development of graduate faculty and programs

E. Budget support of programs and monitoring of revenue and expenditure streams

University Level Progress

The “anomaly in the academy” that existed in the creation of the office of Vice-President for Research and Graduate Studies” (noted in the 2006 report) created a bifurcated line of academic and fiscal authority and budget allocation for resources to support graduate programs. While academic and fiscal decision making and administration for graduate programs ran through this VP office, those for undergraduate programs followed a path through the Office of the Provost (i.e. “Academic Affairs”). Deans and program coordinators therefore reported to and received decisions from two different VP offices.

Budgets for undergraduate academic programs under the Provost were disaggregated to Deans and their colleges/schools; the budget for graduate studies remained centralized under the VP for

Research and Graduate Studies. In that structure, resources were not designated for the purpose of supporting graduate programs within colleges/schools and were for graduate studies at the central University level. Deans could, at their discretion, use base budget resources within their college or schools to support graduate programs (most likely and often with adjunct budgets), and could work with faculty to configure load and graduate status agreements. In this structure, any fiscal resources specifically targeted to support graduate studies were allocated to the VP for Research and Graduate Studies, and could only be expended at the approval, discretion, and determination of that office. In many cases the VP consulted with deans and program coordinators, but did not relinquish control of these funds. In that structure, the only resources deans and program coordinators had to support the implementation, delivery, and structure of academic graduate programming were those within their base budgets.

As noted in the introduction, the structure described above no longer exists. Graduate Studies as an academic emphasis at Fairmont State University is now administratively located within Academic Affairs under the academic and fiscal authority of the Provost. During the current academic year, the University appointed an Interim Dean of Graduate Studies who reports to the Provost. The Provost, Interim Dean, college/school deans and program coordinators share responsibility for the operation and support of graduate programs. College and school deans now work directly with the Provost to administer graduate programs as part of the University's broader academic structure. The new structure has created greater coherency in short term planning and strategy for supporting graduate (and undergraduate) programs, and for long term, academic and fiscal strategic planning. This includes support for faculty development related to teaching, scholarship, and sustaining graduate faculty status.

As noted in section "C" above, Deans and the Provost have and continue to allocate funds to support professional development activities for graduate faculty. This includes activities such as travel to conferences and workshops, organizational affiliations, webinars, and professional travel for presentations of scholarly work. The Provost works directly with deans to allocate funds at her discretion based on requests and recommendations from the deans. The Provost's Office also allocates block funding for travel that can be used at the deans' discretion to support faculty travel and faculty professional development.

The University currently supports a full-time staff position to oversee activities of the Office of Graduate Studies. This person provides assistance to the Interim Dean and Provost on the following matters and procedures:

- Admissions process (receiving, processing; admissions decisions are made by the individual programs and college/schools);
- Official correspondence with students on admissions, matriculation, graduation, status;
- Communications with the Graduate Council, Deans and Program Coordinators, Provost;
- Budget (routine processing of budget activity);
- Recruiting, marketing, and advertising activities and development of materials; and,
- Assisting the Interim Dean in convening the Graduate Council, meeting preparation, minutes and archiving official documentation.

The Office of Graduate Studies budget supports four graduate assistantships that are dispersed to the individual college/schools and programs. These assistantships include full tuition waivers. The Office also includes in its budget stipends for graduate program coordinators (these have in the current fiscal year been moved to the individual college or school budgets and are now managed by the deans in consultation with the Provost). The Office of Graduate Studies budget also includes a limited allocation to support student recruitment and marketing and participation in regional graduate studies recruiting events. The Office may also, and has in the past, supported graduate faculty travel to professional conferences and workshops, including assessment workshops. These travel funds may also be used to support graduate student travel for presentation of research and professional papers.

The Provost, Interim Dean, budget office and Graduate Council have developed a fiscal strategic planning process that will provide critical information for short and long term success of graduate programming. This includes analysis of all cost elements associated with the delivery of graduate programs, and all revenue sources. (A template with the cost elements and revenue streams, along with a sample analysis for the fall 2009 semester are included in Appendix E. An example of application of the model is included in Appendix F.) This analysis will allow for short term and long term planning for support of graduate programs, as well as inform decisions relative to growth and the addition of new programs in a fiscally and academically responsible way. The process will also inform strategies to target financial resources for professional development of graduate faculty, greater support for instructional needs, and restructuring of faculty load to reflect graduate faculty status. The process will also provide a valuable tool to the Provost and Deans in making broader decisions about the use of unit budgets to support general academic programming.

Discussions involving the President, the Provost, Interim Dean, College/School Deans, and Program Coordinators have highlighted likely benefits from the implementation of this plan in 2010. This level of strategic direction and information from revenue-cost-benefit analysis will serve to provide enhanced program planning, support and delivery. These benefits include:

- Linking graduate program revenue and program support;
- Linking “graduate study” as a whole and graduate revenue as a whole;
- Establishing “entrepreneurial” or revenue sharing models (at the University, School/College, or Program level);
- Tracking direct return from specific fees to the program generating the fees (e.g. MBA, graduate enhancement, technology, etc.);
- Analysis for planning purposes of revenue per FTE, per credit hour load, per adjunct, overload, etc. tied to costs;
- Budget resources targeted at faculty load alteration or support of course reduction for scholarship tied to graduate status; and,
- Revenue-based resources to support faculty development, faculty travel, participation in professional associations and accreditation bodies.

Further details of the impact of this plan are highlighted in plan of action presented in Appendix G.

College/School and Program Level Progress

The School of Business has been able to make several strategic decisions relative to its base budget to support the MBA program. In addition to the graduate assistantship supported through the Office of Graduate Studies, the School provides two additional assistantships. The School and program have allocated funds to enhance library resources, including program-specific data bases and materials. These provide important resources to both program candidates and faculty. The School has renovated a classroom for the MBA program with improved audio visual capability and furniture designed for flexible room arrangements and greater comfort of older students. The School also renovated office space for the MBA Program Director. This space also serves as an office for the graduate assistants and includes a small seminar room.

The School of Business is proceeding with plans to maintain accreditation status for the MBA program from the Association of Collegiate Business Schools and Programs (ACBSP) and International Assembly of Collegiate Business Education (IACBE). These affiliations will provide key affiliations for the program's ability to benefit important disciplinary connections, to link to key professional development resources, and to support and promote the academic integrity of the MBA program. The addition of a new faculty line to support the program, and strategic fiscal resource decisions given the budget analysis process should help to secure and sustain these accreditations.

The College of Liberal Arts is engaged in a planning process that will culminate in application for institutional membership in the Academy of Criminal Justice Sciences. This professional affiliation will further enhance the College's ability to provide faculty with access to a number of faculty development opportunities. In addition, in 2010 the Criminal Justice program will undergo a five-year review process for the Graduate Council and Board of Governors at Fairmont State University. The addition of a new faculty line, and budget support through the new budget analysis process should serve to provide critical resources to support the success of this application and professional support for subsequent professional activities for faculty, for accreditation, and for the internal review process.

The School of Education, Health and Human Performance filled its first graduate assistantship in the fall of 2008. (Positions were offered in 2008-09 but the pool did not include qualified applicants in that year.) The School also supported an additional position in the current academic year from its budget. Both graduate assistants currently provide administrative and logistical support in areas cited as needing support in the 2008 five-year review for the M.Ed. and M.A.T. (in the areas of student advising and certification, and clinical coordination).

In the spring semester 2007 the School of Education, Health and Human Performance moved from an "overload" plan for additional faculty course sections to a supplemental pay plan based on section enrollment. Prior to the spring of 2006, all Education graduate coursework was delivered either by overload courses for standing faculty, or through adjuncts. Courses were typically split when enrollment hit 30 students, and in most cases the faculty member or adjunct

instructor received a second section (with the original enrollment split into two sections.) This created a cost problem in that additional sections (and therefore additional salary) were not a function of a larger revenue base. The goal of the new plan implemented has been to reduce the number of sections, but to compensate faculty for teaching larger numbers of students in an original section. Faculty may under this new plan still have overload sections, but each overload is funded on an enrollment basis, rather than on a “number of sections” basis. The formula for additional pay includes the following:

<u>Enrollment</u>	<u>Supplement</u>
Up to 25 students (for both in load and overload sections)	Faculty receives base pay (as part of salary or as overload contract)
Each additional student between 26 – 30	Additional \$200 per student
Each additional student between 31 – 35	Additional \$175 per student
Each additional student between 36 – 40	Additional \$150 per student
Each additional student between 41-44	Additional \$125 per student

The use of this model over the last two years has reduced the reliance on both adjuncts and overloads. Based on cost analysis, the plan reduces cost relative to the previous model. Faculty members have total discretion to limit enrollment in a section to 25 students. Enrollment may exceed 25 only if the faculty member chooses to allow additional students into the course. At that point, the supplemental salary plan cited above is used to calculate the supplement. (The Dean reserves the right to open an additional section if a faculty member chooses to not raise the enrollment cap. The Dean also reserves the right to stop enrollment at 44 in a course, though no course has ever reached that level.)

In March 2008 Fairmont State University announced the expansion of the FSU/Professional Development School Partnership to 40 schools in six counties. These 40 schools serve as the primary sites for clinical placements in certification programs. They also are partners with FSU on professional development initiatives and activities for both P-12 and FSU professional educators. The Partnership serves a critical role in supporting faculty involvement in program candidate support and mentoring in field and clinical placements, including graduate program candidates. This includes candidate performance on program outcomes and assessments. Since the 2006-07 academic year the Partnership has secured over \$500,000 in local, state and foundation funding to support professional activities.

In the fall semester 2008 the Partnership work led to the creation of a pilot program to work with Marion County mathematics teachers who are certified but do not hold an advanced degree. Eleven teachers are working with faculty in the SoEHHP, the FSU/PDS Partnership Office, and Marion County math/science specialist to deliver a school-based, clinically intensive model for completion of a master’s degree in Professional Studies. This initiative is now in its second year.

Also in the fall 2008, and as a result of the Partnership, the School began piloting a program to create more seamlessness between the undergraduate certification program and the master’s option in the School. Highly successful undergraduate Teacher Education majors are now able to decide as seniors to opt for a track that will transition them into master’s level study at the end of

their undergraduate program. These students participate in a PDS-based, clinically intensive program that culminates in a master's degree, and provides them with one-half time teaching roles as part of their graduate study. These candidates will have two options for graduate study: 1) completion of an advanced degree while engaged in clinical experiences in their base certification area; or 2) adding certification in Special Education to their undergraduate certification.

F. Addition of faculty to support graduate programs.

Current fiscal planning for the 2011 budget includes the addition of three new faculty lines to support graduate programming and faculty professional efforts in those programs. One line each will be added to the budgets of the College of Liberal Arts, the School of Business, and the School of Education, Health and Human Performance. Deans will collaborate with the Interim Dean of Graduate Studies and the Provost to determine the best way to incorporate these resources and use the lines to support graduate programs.

In 2006 the University approved a request from the College of Liberal Arts to support the Criminal Justice program by redirecting an existing faculty line to support the graduate program. The School of Education, Health and Human Performance has restructured an existing line to provide greater support to the Special Education specialization, and has piloted an initiative to target "ABD" candidates who come to the University and complete their doctoral study in the first two years under contract at Fairmont State. The School of Business has been able to exercise flexibility in salary offers to successfully recruit faculty in high demand, high salary fields such as Accounting.

The fiscal planning strategy included in this report (Appendices E and F) being implemented by the University will serve to identify long term revenue trends that may support new faculty lines tied to graduate programming. (See appendices E and F for details of this plan.) This fiscal analysis, coupled with analysis of enrollment patterns, will help program and University leadership target long-term resources (i.e. tenure-track positions) to sustain enrollment growth in current programs and integrate new faculty to support future programs. This fiscal planning and enrollment analysis will also help to provide better planning and strategic balance between undergraduate and graduate program needs in ways that support both.

The Provost and Deans are examining a strategy to use fixed term lines to support start up and phase in of new graduate programs. In this plan, requests for new program approval may include a request for a three-year appointment of a new faculty member to support the program. After a three-year phase in period, analysis of enrollment, program student markets, and potential for sustainability will determine whether the program and the faculty position would be continued. In situations where sustainability is evident, the faculty line would be converted to tenure-track with a stipulation that the fixed-term period would count as years of service toward tenure and promotion. This model should allow for a more entrepreneurial approach to the design and

implementation of new graduate programs, and for more strategic decision making in the commitment to program sustainability.

Challenges to and Opportunities for Continued Progress

Fairmont State University moved quickly from a small regional four-year college to a university offering multiple graduate programs across multiple fields. (Please refer to appendices “A” through “D” for data on admissions, enrollment and graduation.) External demands on the campus to play a greater role as a regional education resource, and internal decisions to capitalize on opportunities presented by university status fueled this growth and its pace. Fairmont State University quickly became, and continues to be a primary destination for many in the region seeking graduate education opportunities.

Along with the successes described above, programs have made other improvements that have served to enhance the experiences of program students and the quality of their graduate education. Further examples of positive program revisions and successes include:

- The Criminal Justice program outlined duties and expectations for graduate assistants and a parallel performance evaluation form. This work led to a process used university-wide including the “Graduate Assistant Performance Evaluation” form.
- The Criminal Justice program has established a course rotation so that all required courses are offered in any two-year period, regardless of semester of entrance.
- To create better planning and efficiencies for students, the MBA program established a course rotation for all MBA courses. The faculty members have also increased the number of courses offered fully online.
- The School of Business is proceeding with accreditation status for the MBA program from the Association of Collegiate Business Schools and Programs (ACBSP) and International Assembly of Collegiate Business Education (IACBE).
- The MBA program raised the rigor for admission to the program (GPA pre-requisite score and a GPA beyond the University requirement).
- The SoE established and posted matriculation guides and field/clinical placement guides for program candidates. These guides can be used to plan programs of study for full-time and part-time candidates.
- The SoE redirected base budget resources to provide more support to the FSU PDS Office and the Certification Office to support the growth in graduate certification programs.

As noted throughout this report, faculty, program and college/school leadership, and university leadership have found creative ways to initiate, build, and grow graduate studies through the effective use of resources, and preliminary planning, and in the face of persistent expectations from internal and external stakeholders to be an aggressive provider of graduate program opportunities. During the remainder of the 2010 calendar year the University will refine and

implement over the next three years the following plan of action to better support faculty, programs and colleges/schools in the delivery of graduate studies. These action steps will provide a framework for preserving and protecting and the integrity of graduate programming at Fairmont State, and will help to ensure responsible and sustainable growth in response to future opportunities. The University is excited about this next phase of growth, sustainability and success in graduate programming given the following broad assumptions:

- The new structure for graduate programming, within the academic framework including the Provost, deans, program coordinators and faculty in an organizationally coherent way, will serve to make this strategic work more effective.
- The articulation of a plan with short and long term strategy will provide clear steps for action by programs, college/schools, and the University.
- The integration of a fiscal plan that includes budget analysis and projections will provide more integrity to resource decisions in the short and long term.

Appendix G of this report includes detailed plans for action for each action item below. The page number for each detailed plan in the appendix is referenced with each action item.

1. Finalize a long-term structure for administration of graduate programs at the University level, including further formalization of Graduate Studies within the Academic Affairs, and under the leadership of the Provost. (See page 35)
2. Develop a fiscal strategic plan to help programs balance the needs of graduate programs with those of undergraduate programs, including the implementation of strategies cited on page 14 above. (See page 36)
3. Establish an appropriate compensation rate for graduate courses with a base amount University-wide, and flexibility and resources to meet market-driven demands for additional compensation based on program needs. (See page 37)
4. Develop and implement an entrepreneurial model for revenue sharing of fees among graduate programs, including the return to the program of origin of program-specific fees. (See page 38)
5. Develop and implement an entrepreneurial model for revenue sharing of general tuition revenue (see pages 39-40). This will include the creation of:
 - b. A base revenue pool shared across all programs;
 - c. A “venture capital” fund to support start ups and development of new programs;
 - d. A formula for return of tuition revenue to the program and college/school generating the revenue;
 - e. A fund to support campus-wide professional development for graduate faculty;
 - f. A fund allocated to the University Library to support holdings necessary to support graduate programs, students, and faculty.
 - g. A fund to support graduate assistantships at the University level and to incentivize use of funds at the program/college/school level to create additional positions.

6. Develop and implement a base plan for the determination of graduate faculty load (see page 41). This should include:
 - a. Analysis of strategies employed successfully thus far at the program level;
 - b. Strategies successfully implemented at comparable institutions;
 - c. Budget analysis to ensure adequate resources to support reductions in load without irresponsible use of adjuncts and countervailing use of faculty overload assignments, or negative impacts on undergraduate programs.
7. Complete final revisions and implement policy on University expectations for graduate faculty status, including a framework for definitions of scholarship, support for faculty professional development, and how graduate faculty status and activities interface with annual faculty review and promotion/tenure. (See page 42)
8. Develop a new hiring policy to use fixed term lines as a strategy for start-up programs. Such lines would allow for the strategic implementation of new programs, with a phase-in period to build enrollments. Programs that successfully build an enrollment base would be able to convert fixed term lines to tenure track lines with provisions for including years of service as fixed term in tenure/promotion decisions. (See page 43)

To support the final design and early implementation of this plan, the University will solicit an external analysis from one or more external reviewers to provide feedback on the actions steps and evidence of progress for each item. This review will be conducted by March 31, 2010, and presented to the Provost, Deans, Program Coordinators, and Graduate Council for review, discussion and appropriate revisions by June 30, 2010. Subsequent to that review and revision, the plan will be updated annually, and subsequent revisions discussed and approved by the Graduate Council. This process for annual review and revision will also incorporate analysis and recommendations from each of the “people responsible” for each action item.

References

Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.

APPENDIX A**Program Admissions, Enrollment, Graduation:
Accepted Students**

	M.Ed.	MAT	CJ	HS	MBA	Non-Degree	Grand Total
Spring 04	24	0	0	0	0	14	38
Summer 04	13	0	0	0	0	7	20
Fall 04	36	15	0	0	0	28	79
Spring 05	56	3	0	0	0	58	117
Summer 05	24	7	0	0	0	8	39
Fall 05	39	11	10	0	0	45	105
Spring 06	44	13	4	0	0	18	79
Summer 06	44	4	0	0	0	41	89
Fall 06	54	22	8	0	28	33	145
Spring 07	62	12	11	0	9	36	130
Summer 07	31	7	2	0	39	24	103
Fall 07	65	10	9	15	4	23	126
Spring 08	44	7	11	2	3	22	89
Summer 08	33	3	0	0	36	14	86
Fall 08	64	20	8	2	0	39	133
Spring 09	31	6	2	1	2	15	57
Summer 09	22	4	1	0	33	21	81
Fall 09	41	7	8	6	0	8	70
Total	727	151	74	26	154	454	1586

Note: HS – Human Services Specialization with the College of Liberal Arts

APPENDIX B**Program Admissions, Enrollment, and Graduation:
Total Enrolled by Semester (Accepted Students who Enrolled)**

	M.Ed.	MAT	CJ	HS	MBA	Non-Degree	Total
Fall 03	15	0	0	0	0	41	56
Spring 04	18	0	0	0	0	11	29
Summer 04	5	0	0	0	0	4	9
Fall 04	25	9	0	0	0	20	54
Spring 05	36	2	0	0	0	49	87
Summer 05	17	5	0	0	0	7	29
Fall 05	22	9	7	0	0	39	77
Spring 06	36	11	4	0	0	13	64
Summer 06	36	2	0	0	0	20	58
Fall 06	45	15	8	0	25	32	125
Spring 07	49	11	9	0	9	33	111
Summer 07	20	5	0	0	29	20	74
Fall 07	53	6	5	7	3	21	95
Spring 08	37	5	10	2	3	21	78
Summer 08	25	3	0	0	24	14	66
Fall 08	55	18	8	2	0	33	116
Spring 09	27	5	1	1	0	11	45
Summer 09	13	4	0	0	24	20	61
Fall 09	33	7	7	4	0	8	59
Total	567	117	59	16	117	417	1293

APPENDIX C

**Program Admissions, Enrollment, Graduation:
Total Enrollment by Semester (Census -- Total Enrollment of Fall New and Returning Students)**

	M.Ed.	MAT	CJ	HS	MBA	Non-Degree	Total
Fall 03	17	0	0	0	0	45	62
Spring 04	41	0	0	0	0	50	91
Summer 04	28	0	0	0	0	35	63
Fall 04	90	8	0	0	0	50	148
Spring 05	124	10	0	0	0	79	213
Summer 05	89	10	0	0	0	37	136
Fall 05	114	22	15	0	0	87	238
Spring 06	134	33	15	0	0	63	245
Summer 06	123	17	0	0	0	60	200
Fall 06	168	40	12	0	22	105	347
Spring 07	207	43	22	0	30	58	360
Summer 07	123	23	0	0	55	31	232
Fall 07	220	40	19	7	55	57	398
Spring 08	218	40	30	7	53	51	399
Summer 08	136	16	2	1	56	19	230
Fall 08	240	50	30	7	54	53	434
Spring 09	224	44	27	8	37	51	391
Summer 09	100	16	3	1	57	21	198
Fall 09	211	43	27	5	46	17	349
Total	2608	455	202	36	465	969	4734

APPENDIX D**Program Admissions, Enrollment, Graduation:
Number of Graduates by Year**

	M.Ed.	MAT	CJ	HS	MBA	Non-Degree	Total
02-03	0	0	0	0	0	0	0
03-04	0	0	0	0	0	0	0
04-05	3	0	0	0	0	0	3
05-06	16	2	10	0	0	0	28
06-07	38	8	2	0	0	0	48
07-08	41	10	4	0	11	0	66
08-09	24	5	5	0	22	0	56
09-10*	10	0	2	0	11	0	23
Total	132	25	23	0	44	0	224

* *Current Academic Year (Not Complete)*

APPENDIX E**Template for Budget Analysis for Graduate Instruction and Programming****Part I: Costs****A. Instructional Cost: calculated using the following information and cost elements**

1. Course title and section
2. Name of instructor
3. Type of instruction (note sources of funds if grant or external contract)
 - a. In load
 - b. Overload
 - c. Adjunct
 - d. Supplemental
4. Cost of Instruction (based on "3" above)
 - a. Direct cost of course/section (if in load cost is figured at 10% of base contract for each course; overload, adjunct and supplemental pay costs are based on college/school and program policies)
 - b. Fringe/Benefits based on the following: 25% for full time faculty in load; 15% for adjunct, overload and supplemental pay)

B. Office of Graduate Studies Costs

1. Administrative Stipends (direct costs and fringe/benefits) for Program Coordinators, Dean of Graduate Studies
2. Graduate Office Staff Salary (direct cost and fringe/benefits)
3. Graduate Office funded assistantships
4. Graduate Office current expense budget

C. Overhead Costs (calculated at 42% of total instructional costs)

Part II: Revenue Components

E-Learning Fee (proportionate)

Facilities Fee

Masters in Bus Administration

Graduate Enhancement Fee - Res

Graduate Application Fee

Graduate Graduation Fee

Resident Tuition

Education & General

Student Programs

Instruction Fee

Student Activities Center

Education & General

Resident Tuition Graduate

Non-Resident Tuition - Grad

Resident Tuition

Non-Resident Tuition

Auxiliary Fees

Auxiliary Fees

Student Programs Fee

Student Programs Fee

Aux Fees - Activities Center

Aux Fees - Athletics

Grad - Infrastructure Fee

Graduate Infrastructure Fee

GR Non-Res Virtual Campus

GR Resident Virtual Campus

Graduate Special Topics

Special Equity Fee - Grad

APPENDIX F

Graduate Cost/Revenue Realized (Fall 2009 Example)

Part I: Graduate Revenue - Fall 2009

<u>Category</u>	<u>Detail Code</u>	<u>Name</u>	<u>Fall 2009 Revenue</u>		<u>Not Operating Funding</u>	<u>Graduate Operating Funding</u>
FEE	ELEN	E-Learning Fee (proportionate)	102,585.03	*	102,585.03	0.00
	G107	Facilities Fee	6,017.00	*	6,017.00	0.00
	MSBA	Masters & Bus Administration	6,825.00	CS	6,825.00	0.00
	UGGF	Graduate Enhancement Fee - Res	1,128.00	*	1,128.00	0.00
MIS	GRAP	Graduate Application Fee	1,640.00	*	1,640.00	0.00
	GRGE	Graduate Graduation Fee				
TUI	G101	Resident Tuition				
	G102	Education & General	70,632.00		0.00	70,632.00
	G103	Student Programs				
	G105	Instruction Fee	300.00		0.00	300.00
	G108	Student Activities Center	7,805.00	*	7,805.00	0.00
	G110	Education & General	10,194.00		0.00	10,194.00
	G111	Resident Tuition Graduate				
	G114	Non-Resident Tuition - Grad				
	G121	Resident Tuition	84,035.00	Δ	16,762.46	67,272.54
	G124	Non-Resident Tuition	9,000.00	Δ	3,022.01	5,977.99
	G126	Auxiliary Fees				
	G136	Auxiliary Fees				
	G140	Student Programs Fee				
	G141	Student Programs Fee	4,109.00	*	4,109.00	0.00
	G146	Aux Fees - Activities Center	7,931.00	*	7,931.00	0.00
	G156	Aux Fees - Athletics	9,842.00	*	9,842.00	0.00
	GIFA	Grad - Infrastructure Fee	681.00	*	681.00	0.00
	GNFA	Graduate Infrastructure Fee	6,275.00	*	6,275.00	0.00
	GRNV	GR Non-Res Virtual Campus	5,688.00		0.00	5,688.00
	GRRV	GR Resident Virtual Campus	202,041.00		0.00	202,041.00
	GRST	Graduate Special Topics				
	GSEQ	Special Equity Fee - Grad	2,064.00	*	2,064.00	0.00
	Total		538,792.03		176,686.50	362,105.53

* - Fees are assessed for specific purpose and not available for E&G operating dollars for graduate program funding.

CS - Fee is assessed for specific purpose and not available for E&G operating dollars for graduate program funding.

Δ - Only a portion of these dollars go to E&G operating fund.

Part II: Cost to Generate Fall 2009 Revenue**A. Instructional Costs****School of Education, Health and Human Performance**

Course	Type of Instruction	Cost	Fringe/Benefits
EDUC 5099	In Load	\$0.00	\$0.00
EDUC 5099	Overload (Grant)	\$2,800.00	\$420.00
EDUC 6195	In Load	\$0.00	\$0.00
EDUC 6295	In Load	\$0.00	\$0.00
EDUC 6300	Supplement to In Load	\$1,175.00	\$177.00
EDUC 6301	Supplement to In Load	\$1,000.00	\$150.00
EDUC 6303	Supplement to In Load	\$1,525.00	\$229.00
EDUC 6305	Overload	\$2,800.00	\$420.00
EDUC 6305	In Load	\$4,970.00	\$1,243.00
EDUC 6306	In Load	\$8,088.00	\$2,022.00
EDUC 6395	In Load	\$5,150.00	\$1,288.00
EDUC 6490	Overload	\$933.00	\$140.00
EDUC 6495	Overload	\$1,760.00	\$264.00
ONLR 6800	In Load	\$0.00	\$0.00
ONLR 6802	Overload	\$400.00	\$60.00
ONLR 6806	In Load	\$2,800.00	\$700.00
READ 6300	In Load	\$4,778.00	\$1,195.00
READ 6310	In Load	\$6,545.00	\$1,636.00
READ 6315	Overload and Supplement	\$3,200.00	\$480.00
READ 6320	In Load	\$4,778.00	\$1,195.00
READ 6370	Overload	\$2,800.00	\$420.00
READ 6390	In Load	\$4,778.00	\$1,195.00
SPED 5323	Supplement to In Load	\$600.00	\$90.00
SPED 6320	In Load	\$3,801.00	\$950.00
SPED 6321	Adjunct	\$2,800.00	\$420.00
SPED 6322	In Load	\$5,566.00	\$1,392.00
SPED 6323	Adjunct	\$2,800.00	\$420.00
SPED 6324	In Load	\$5,566.00	\$1,392.00
SPED 6330	Adjunct	\$2,800.00	\$420.00
SPED 6331	Adjunct	\$2,800.00	\$420.00
SPED 6390	In Load	\$3,801.00	\$950.00

Totals \$90,814.00 \$19,688.00

\$110,502.00

College of Liberal Arts

Course	Type of Instruction	Cost	Fringe/Benefits
CRJU 5504	In Load	\$6,024.00	\$1,506.00
CRJU 5599	Overload	\$3,000.00	\$450.00
CRJU 6640	In Load	\$5,000.00	\$1,250.00
CRJU 6645	In Load	\$5,165.00	\$1,291.25

College of Liberal Arts (con't)			
CRJU 6650	In Load	\$5,009.00	\$1,252.00
CRJU 6696	In Load	\$0.00	\$0.00
CRJU 6697	In Load	\$0.00	\$0.00
HSMS 6615	In Load	\$6,939.00	\$1,735.00
HSMS 6640	Overload	\$3,000.00	\$450.00
HSMS 6671	Overload	\$3,000.00	\$450.00
HSMS 7798	Overload	\$0.00	\$0.00
Totals		\$37,137.00	\$8,384.25

\$45,521.25

School of Business

Course	Type of Instruction	Cost	Fringe/Benefits
MSBA 5120	Overload	\$3,500.00	\$525.00
MSBA 5200	Overload	\$3,500.00	\$525.00
MSBA 5600	Overload	\$3,500.00	\$525.00
MSBA 5700	Overload	\$3,500.00	\$525.00
MSBA 5810	Adjunct	\$3,500.00	\$525.00
MSBA 6020	Overload	\$3,500.00	\$525.00
Total		\$21,000.00	\$3,150.00

\$24,150.00

Total Instructional Costs \$180,173.25

Note: "Type of Instruction" refers to "In load," "Adjunct," "Overload" or "Supplemental" (SoE plan)
 Note: Fringe/benefits are created at: In load - 25%; Adjunct and Overload - 15%.
 Note: In Load cost for a single course is configured at 10% of base contract

B. Office of Graduate Studies

<u>Position Cost/Expense</u>	<u>Cost</u>	<u>Fringe</u>
Administrative Stipends	\$30,000.00	\$4,500.00
Staff Salary	\$23,640.00	\$7,782.00
GA Positions	\$21,000.00	\$244.00
GS Office Expenses	\$9,739.00	
Total	\$84,379.00	12,526.00
Fall semester costs figured at 37.5% of fiscal year		\$96,905.00
		\$36,339.00

C. Institutional Overhead Costs (calculated at 42% of total instructional costs above) **\$75,673.00**

TOTAL COST (INSTRUCTION, OFFICE OF GRADUATE STUDIES, OVERHEAD) \$292,185.25

**APPENDIX G: Plan of Action for Continued Progress
Graduate Studies, Fairmont State University**

Action Item 1: Finalize a long-term structure for administration of graduate programs at the University level, including further formalization of Graduate Studies within the Academic Affairs, and under the leadership of the Provost.

<u>Lead Role:</u>	<u>People Responsible</u>	<u>Resource Needs</u>
Interim Dean of Graduate Studies	Provost Deans Program Coordinators	Possible external consulting No additional resources beyond those currently allocated to Academic Affairs necessary
<p><u>Evidence of Progress by June 30, 2010</u></p> <p>Continued regular governance structure through Graduate Council</p> <p>Formalization of information flow between Provost and Deans through Deans Council (consistent with undergraduate programs and other academic affairs)</p> <p>Plan in place to either appoint or search for a Dean of Graduate Studies to serve beginning July 1, 2010</p> <p>Budget information for graduate programming embedded in regular budget process for Academic Affairs</p> <p>Any necessary budget supports for Office of Graduate Studies reviewed and annual budget plan implemented</p> <p>Formal adoption and endorsement of plan by the Graduate Council</p>		
<p><u>Evidence of Progress by January 1, 2011</u></p> <p>Review of evidence of positive impact of new structure</p> <p>Process for performance review of the position of Dean of Graduate Studies; feedback sources to include Provost, deans, program coordinators, faculty, students, external constituents</p>		
<p><u>Evidence of Progress by January 1, 2012</u></p> <p>Continued progress on items listed above</p>		

Action Item 2: Develop and implement a fiscal strategic plan to help programs balance the needs of graduate programs with those of undergraduate programs, including the implementation of strategies cited on page 19-20 above.

<p><u>Lead Role:</u> <u>Interim Dean of Graduate Studies</u></p>	<p><u>People Responsible</u> Provost Deans VP for Administration & Fiscal Affairs Director of Budget</p>	<p><u>Resource Needs</u> Budget data since inception of graduate studies, including costs, revenue and enrollment IT support to set up fiscal planning and analysis tools</p>
<p><u>Evidence of Progress by June 30, 2010</u></p> <p>Final revisions, adoption and implementation of the fiscal planning tool elements cited in this report</p> <p>Completion of retroactive budget analysis since the inception of Graduate Studies, including the creation of trend lines and annual differentiation</p> <p>Analysis and budget projection for fiscal year 2011 (including targeted enrollment increases); corollary projection of faculty assignments for graduate instruction</p> <p>Presentation of plan to the FSU Faculty Senate for review of implications for undergraduate programs</p> <p>Development of a budget plan specific to graduate program allocations (revenue and costs)</p> <p>Adoption of plan by Graduate Council</p>		
<p><u>Evidence of Progress by January 1, 2011</u></p> <p>Completion of a three year plan for projection of revenue and costs through 6/30/13 using elements implemented in 2010 above</p>		
<p><u>Evidence of Progress by January 1, 2012</u></p> <p>Established process for fiscal strategic planning in three year projections, updated each fiscal year</p>		

Action Item 3: Establish an appropriate compensation rate for graduate courses with a base amount University-wide, and flexibility and resources to meet market-driven demands for additional compensation based on program needs.

<u>Lead Role:</u>	<u>People Responsible</u>	<u>Resource Needs</u>
Interim Dean of Graduate Studies	Provost Deans VP for Administration & Fiscal Affairs Director of Budget	Market-based assessments of adjunct rates for each program Analysis of previous compensation for adjuncts by program
<p><u>Evidence of Progress by June 30, 2010</u></p> <ul style="list-style-type: none"> Analysis of market rates for adjunct instructors based on regional institutional competition and compensation Survey of potential adjunct hires to field test salary structure in each program area Completion of a salary plan Adoption of plan by Graduate Council 		
<p><u>Evidence of Progress by January 1, 2011</u></p> <ul style="list-style-type: none"> Application of compensation plan in Fall 2010 semester 		
<p><u>Evidence of Progress by January 1, 2012</u></p> <ul style="list-style-type: none"> Analysis of impact of new compensation plan in terms of recruiting and securing adjunct instructors Cost-benefit analysis to review impact of compensation plan on total cost of graduate instruction at program, college/school and institutional levels Continued adjustment of compensation rates as necessary given market changes 		

Action Item 4: Develop and implement an entrepreneurial model for revenue sharing of fees among graduate programs, including the return to the program of origin of program-specific fees.

<p><u>Lead Role:</u> Interim Dean of Graduate Studies</p>	<p><u>People Responsible</u> Provost Deans VP for Administration & Fiscal Affairs Director of Budget</p>	<p><u>Resource Needs</u> Institutional data on fees application and revenue generation</p>
<p><u>Evidence of Progress by June 30, 2010</u> Aggregation and analysis of existing data on prior fees rates, assessments, and revenue accrued (pre 2009-10 fiscal years) Analysis of program-specific totals for each year</p>		
<p><u>Evidence of Progress by January 1, 2011</u> Action plans for use of fees returned to each program to support program activities Annual aggregation and reporting of fees collected, results of action plans, and impact of fees use within programs Analysis of existing fees and fee rates to confirm necessity of each fee and responsible fee amounts Projection of fees to be accrued over a three year cycle (given fee rates, potential fee increases, and projected enrollment increases)</p>		
<p><u>Evidence of Progress by January 1, 2012</u> Continuation of action steps outlined above Annual aggregation and reporting of fees collected, results of action plans, and impact of fees use within programs</p>		

Note for planning: E & G fees should be maintained under one fund with expense budgets set at the college/school level. Special fees can be returned directly to colleges/schools.

Action Item 5: Develop and implement an entrepreneurial model for revenue sharing of general tuition revenue. This will include the creation of:

- a. A base revenue pool shared across all programs
- b. A “venture capital” fund to support start ups and development of new programs
- c. A formula for return of tuition revenue to the program and college/school generating the revenue
- d. A fund to support campus-wide professional development for graduate faculty
- e. A fund allocated to the University Library to support holdings necessary to support graduate programs, students, and faculty
- f. A fund to support graduate assistantships at the University level and to incentivize use of funds at the program/college/school level to create additional positions

<u>Lead Role:</u>	<u>People Responsible</u>	<u>Resource Needs</u>
Interim Dean of Graduate Studies	Provost Deans VP for Administration & Fiscal Affairs Director of Budget	Institutional data on tuition rates in years graduate study has been in place and subsequent revenue generation
<u>Evidence of Progress by June 30, 2010</u>		
<p>Analysis of existing budget information on funds allocated in the current and previous years to support graduate faculty development (at program, college/school and university levels)</p> <p>Analysis of existing budget information on funds allocated to support library resources for graduate programming (at program, college/school and university levels)</p> <p>Analysis of identifiable direct allocations to support graduate programming to programs and colleges/schools (e.g. adjunct budgets)</p> <p>Analysis of direct allocations to support graduate assistantships in the current and previous of graduate programming</p> <p>Design of a budget tool to allocate a budget supplement (based on revenue minus costs at the university level) to each college and school housing graduate programming (based on the number of programs)</p> <p>Design of a budget tool to allocate a budget supplement (based on revenue minus costs at the university level) to each college and school apportioned by enrollment generated by programs in each college and school.</p>		

Action Item 5 (con't)

Creation of a fund to support start up costs (planning, consultation, program design and development) for new graduate programs.

Creation and implementation of a fund to support graduate faculty professional development (set at to-be determined specific percentage of the difference between revenue generated and total costs in the previous year)

Creation and implementation of a fund to support library resources for graduate programming (set at to-be determined specific percentage of the difference between revenue generated and total costs in the previous year)

Expansion of the current funds to support graduate assistantships such that at least 10 graduate assistantships are assigned to academic programs each academic year.

Evidence of Progress by January 1, 2011

Continued budget analysis and implementation of action items above

Annual report on use of professional development funding and library resource funding

Increases in each fund allocation based on enrollment growth and subsequent revenue growth

Evidence of Progress by January 1, 2012

Continued budget analysis and implementation of action items above

Annual report on use of professional development funding and library resource funding

Increases in each fund allocation based on enrollment growth and subsequent revenue growth

Action Step 6: Develop and implement a base plan for the determination of graduate faculty load. This will include:

- a. Analysis of strategies employed successfully thus far at the program level
- b. Strategies successfully implemented at comparable institutions
- c. Budget analysis to ensure adequate resources to support reductions in load without irresponsible use of adjuncts and countervailing use of faculty overload assignments, or negative impacts on undergraduate programs

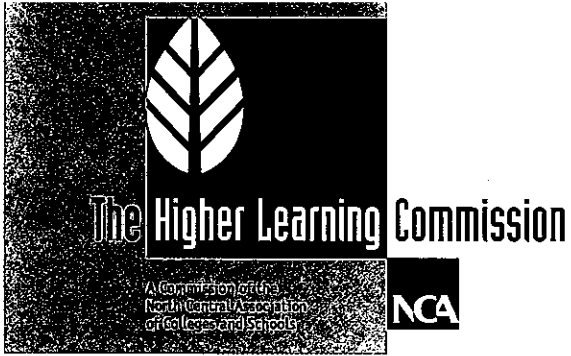
<p><u>Lead Role:</u> Interim Dean of Graduate Studies</p>	<p><u>People Responsible</u> Provost Deans Program Coordinators</p>	<p><u>Resource Needs</u> Analysis of current and previous years of instructional loads (in load, overload, adjuncts)</p>
<p><u>Evidence of Progress by June 30, 2010</u></p> <p>Documentation and summary of all policies, procedures, and strategies with existing graduate programs to determine faculty load</p> <p>Review of comparable institutions to identify evidence-based working models for determination of faculty load to support graduate programs</p> <p>Preliminary budget analysis to determine fiscal implications for multi-scaled reductions of faculty load for graduate teaching (i.e. one-course/ two courses reduction in base load of 4 courses per semester)</p> <p>Preliminary analysis of impact on overloading and adjunct requirements for scaled course reductions for graduate faculty</p> <p>Preliminary analysis of impact of scaled course reductions on undergraduate programs</p> <p>Preliminary analysis of impact of scaled course reductions in terms of need for new faculty positions to offset load reductions</p>		
<p><u>Evidence of Progress by January 1, 2011</u></p> <p>Approval and adoption of plan by Graduate Council; endorsement of plan by the Fairmont State Faculty Senate</p> <p>Development in each college/ school to phase in the graduate faculty load teaching expectations by the spring semester 2011</p> <p>Implementation of a fiscal plan and appropriate resources to support any necessary budget adjustments</p>		
<p><u>Evidence of Progress by January 1, 2012</u></p> <p>Load determination for all faculty, and plan implemented for three year cycles of course rotations to ensure graduate load expectations are met</p> <p>Implementation of a fiscal plan and appropriate resources to support any necessary budget adjustments</p>		

Action Item 7: Complete final revisions and implement policy on University expectations for graduate faculty status, including a framework for definitions of scholarship, support for faculty professional development, and how graduate faculty status and activities interface with annual faculty review and promotion/tenure.

<u>Lead Role:</u>	<u>People Responsible</u>	<u>Resource Needs</u>
Interim Dean of Graduate Studies	Provost Deans Program Coordinators Graduate Council	Professional resources related to the Boyer Model of scholarship Professional resources related to the Carnegie “Community Engagement” classification Consulting resources Analysis of costs for program specific professional development activities (conference travel, workshop participation, etc.)
<p><u>Evidence of Progress by June 30, 2010</u></p> <p>Draft of policy defining faculty scholarship, and subsequent implications for graduate faculty status, faculty annual review, and faculty promotion and tenure.</p> <p>Review by the Graduate Council of implications and opportunities in framing faculty scholarship through the Boyer model</p> <p>Review by the Faculty Senate, Deans Council, and other key stakeholders of the policy on faculty scholarship</p>		
<p><u>Evidence of Progress by January 1, 2011</u></p> <p>Adoption of a University definition of scholarship</p> <p>Adoption of a policy outlining scholarship expectations for holding graduate faculty status</p> <p>Analysis and needs assessment for moving campus-wide to a scholarly expectations based on Boyer model (for both graduate and undergraduate faculty status)</p> <p>Endorsement by the Fairmont State Faculty Senate of plan for scholarly expectations for faculty holding graduate status</p> <p>Approval and adoption of plan for scholarship expectations by Graduate Council</p>		
<p><u>Evidence of Progress by January 1, 2012</u></p>		

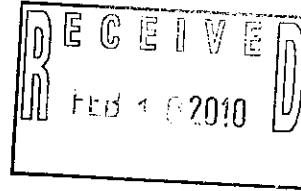
Action Item 8: Develop a new hiring policy to use fixed term lines as a strategy for start-up programs. Such lines would allow for the strategic implementation of new programs, with a phase-in period to build enrollments. Programs that successfully build an enrollment base would be able to convert fixed term lines to tenure track lines with provisions for including years of service as fixed term in tenure/promotion decisions.

<u>Lead Role:</u>	<u>People Responsible</u>	<u>Resource Needs</u>
Interim Dean of Graduate Studies	Provost Deans Asst. VP for Human Resources	Development of a new program proposal for piloting the fixed term process Revenue/cost projection for program sustainability over a three year period
<p><u>Evidence of Progress by June 30, 2010</u></p> <p>Preliminary projection of new program proposals to be drafted and submitted for review over a three-year period through 2012</p> <p>Draft of faculty expectations for fixed term contracts, including</p> <ul style="list-style-type: none"> Length of contract Teaching, service and scholarship expectations Salary structure Negotiable components for transition to tenure-track status (including pursuit of tenure/promotion and inclusion of fixed-term years of service) <p>Creation of a cost analysis template for program start up costs with enrollment projections to meet costs</p>		
<p><u>Evidence of Progress by January 1, 2011</u></p> <p>Contractual elements for fixed term hire drafted, approved by the Graduate Council and implemented in a search initiated by 12/31/10</p> <p>Hiring process piloted in at least one program through a search initiated by 12/31/10</p>		
<p><u>Evidence of Progress by January 1, 2012</u></p> <p>Program marketing, inquiry, admission and enrollment data gathered and analyzed in pilot program with 2010/2011 as the initial pilot year</p> <p>Program sustainability plan drafted and implemented for pilot program through 2012/2013, including an annual cost/revenue analysis</p>		



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Serving the common good by assuring and advancing the quality of higher learning



February 10, 2010

Dr. Thomas L. Krepel
President
Fairmont State University
1201 Locust Avenue
Fairmont, WV 26554

Dear President Krepel:

The progress report you submitted to our office has now been reviewed. A staff analysis of the report is enclosed.

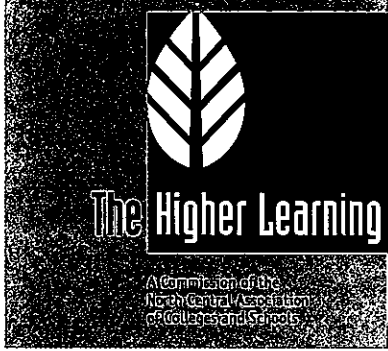
On behalf of the Commission, I accept the report on the implementation of graduate education infrastructure. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2012.

I am also enclosing a copy of the institution's Statement of Affiliation Status, which reflects the actions I have taken on behalf of the Commission. If you have any questions about this analysis or any other evaluation matters, please let me know. I can be reached via email at alootenswhite@hlcommission.org or by voice at (800) 621-7440 x 105.

Sincerely,

Andrew C. Lootens-White, Ph.D.
Vice President for Accreditation Relations

Enclosures



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

STAFF ANALYSIS OF INSTITUTIONAL REPORT

DATE: February 9, 2010

STAFF: Andrew C. Lootens-White

REVIEWED BY: Katherine C. Delaney

INSTITUTION: Fairmont State University, Fairmont, WV

EXECUTIVE OFFICER: Thomas L. Krepel, President

PREVIOUS COMMISSION ACTION RE: REPORT: A progress report due on 1/15/10 focused on the implementation of graduate education infrastructure.

ITEMS ADDRESSED IN REPORT: The office of the Commission received Fairmont State University's report on the above topic on 1/*19/10.

STAFF ANALYSIS: Fairmont State University hosted a focused visit in December 2007 to consider the institution's request for approval to offer an M.S. in Human Service: Human and Community Service Administration (HCSA) degree. The visiting team recommended approval of the request, but also called for this progress report on the development of a strong graduate education infrastructure.

The progress report was originally due on 6/1/09, but the institution was granted an extension to 1/15/10. As the progress report clarified, the University has had several transitions of leadership. In addition to an interim president during the 2008-2009 academic year, the VP for Research and Graduate Studies left the University in May 2009.

With respect to the governance structures and policies, the progress report notes the following progress:

- A standing Graduate Council has been appointed.
- Graduate study policies in areas of admission, matriculation, transcript and graduation have been developed.
- All graduate academic functions and responsibilities have been brought under the Office of the Provost and are part of Academic Affairs.

The focused visit team recommended that the progress report address faculty workload, research/scholarly activity, assessment, professional development of graduate faculty and programs, budget support and addition of faculty to support graduate programs. The progress report addressed each of these issues in turn.



Faculty Workload and Research/Scholarship Expectations

- Definitions of faculty characteristics for appointment to graduate status have been approved.
- The Provost, Deans, and the Graduate Council are currently engaged in a process to design strategies and support mechanisms to build a more intensive focus on faculty scholarship using the Boyer model of scholarship.
- Graduate teaching loads within general load expectations for teaching 12 credit hours per semester have been settled.
- Funds for professional travel for graduate faculty have been established.
- Over the last three years, thirteen of the fourteen faculty members in the School of Education who hold graduate status have participated in and/or presented at regional, national and international conferences.

Assessment of Graduate Programs/Students

- Faculty members and adjunct faculty for graduate status have been reviewed and approved.
- The first program reviews of graduate programs have been accomplished.
- Graduate programs continue to refine course level learning outcomes, assessment systems for graduate programs, outcome databases and strategies for use of assessment data.
- All graduate programs at Fairmont State University are reviewed every five years as required by the West Virginia Higher Education Policy Commission. The process includes both the Graduate Council at the University and the FSU Board of Directors.
- Fairmont State uses Taskstream as the primary tool for archiving program and course level outcomes and for managing outcome-related data. Since 2006, all graduate programs on campus have been engaged in a process to develop and implement program standards, outcomes and assessments, as well as those at the course level.

Budget Support of Programs and Professional Development of Graduate Faculty

- A template for analyzing and projecting revenue and cost implications for graduate programs has been developed.
- All programs have redesigned the use of space to support graduate program needs (office space, administrative support and classrooms).
- The three academic units that house graduate programs have created and enhanced library resources to support faculty and program candidate academic work.
- A fiscal planning strategy for graduate programs was included in the progress report and will serve to identify long-term revenue trends that may support new faculty lines tied to graduate programming.



Addition of Faculty to Support Graduate Programs

- Budgeted resources at the University level include a full time staff member, graduate assistantships, tuition waivers, student recruitment and marketing funds, and fund for travel to professional conferences and workshops.
- Three new faculty lines have been incorporated into the 2011 budget to support graduate programming.
- Academic units have expended the number of faculty who hold graduate status and teach in graduate programs.

In addition to the general accomplishments at the University, the progress report articulated the measures taken by each of the academic units/schools to strengthen the graduate infrastructure of the institution.

The progress report concluded with the plans the University will follow to continue the strengthening of the graduate infrastructure. To support the implementation of the graduate infrastructure plan, the University will solicit an external analysis to provide feedback on progress in developing a strong graduate program infrastructure in March 2010.

Fairmont State University has clearly focused energy and resources on its graduate infrastructure. As the graduate enrollment and culture of the University continue to evolve, the infrastructure will also continue to build on the early and continuing efforts the University has dedicated to its graduate mission and students.

STAFF ACTION: Accept the report focused on the implementation of graduate education infrastructure. No further reports are required. The institution's next comprehensive evaluation is scheduled for 2012-2013.



The Higher Learning Commission

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STATEMENT OF AFFILIATION STATUS

~~FAIRMONT STATE UNIVERSITY~~

1201 Locust Ave.

Fairmont, WV 26554-2470

Affiliation Status: Candidate: Not Applicable
Accreditation: (1928-34; 1947- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public
Degrees Awarded: A, B, M

Conditions of Affiliation:

Stipulations on Affiliation Status: Accreditation at the Master's level is limited to the Master of Business Administration, Master of Education, Master of Arts in Teaching, Master of Science in Criminal Justice and the Master of Science in Human Service: Human and Community Service Administration.

Approval of New Degree Sites: Prior Commission approval required.

Approval of Distance Education Degrees: No prior Commission approval required to offer the Master of Business Administration.

Reports Required: None.

Other Visits Scheduled: None.

Summary of Commission Review

Year of Last Comprehensive Evaluation: 2002 - 2003

Year for Next Comprehensive Evaluation: 2012 - 2013

Date of Last Action: 12/01/2008

Name Change:

Fairmont State Teachers College to Fairmont State College to Fairmont State University (4/7/04)

Appendix M – Curriculum Vitae for Graduate Faculty

CURRICULUM VITAE

Joseph C. Blankenship
School of Business
Fairmont State University
Locust Avenue
Fairmont, WV 26554
joe.blankenship@fairmontstate.edu
Office telephone number: (304) 367-4954

EDUCATION

ROBERT MORRIS UNIVERSITY, Pittsburgh, Pennsylvania

D.Sc. in Information Systems and Communications

Major Research Areas: Business Intelligence, Competitive Intelligence, Information Security

B. S. B.A. with a major concentration in Information Systems

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE, Wheeling, West Virginia

Studies in Business Administration

PROFESSIONAL EXPERIENCE

Fairmont State University, Locus Avenue, Fairmont, WV

Responsible for the preparation and delivery of courses such as:

UNDERGRADUATE:

- ♦ Systems Analysis and Design
- ♦ Management Information Systems
- ♦ Database Design and Implementation
- ♦ Operating Systems
- ♦ Network Administration
- ♦ Global, Economics, Ethics, and Social IS
- ♦ Fundamentals of Information Systems
- ♦ Advanced Spreadsheets
- ♦ Business Applications
- ♦ Student Internships

GRADUATE:

- ♦ Management Information Systems

University, College, and Department Functions

- ◆ IS Curriculum Development and Refinement Committee
- ◆ IS Assessment Committee
- ◆ Information System Curriculum Committee
- ◆ School of Business Core Curriculum Committee
- ◆ School of Business Assessment Committee
- ◆ Bookstore Advisory Committee
- ◆ Bookstore Affordability Sub-Committee
- ◆ Faculty Senate Presidential Survey Committee
- ◆ Internal Review Board Committee
- ◆ Faculty Senate – School of Business Senator
- ◆ Faculty Senate Executive Committee
- ◆ Faculty Senate Secretary
- ◆ FSU Laptop Project Committee
- ◆ Faculty Senate Constitution and By-Laws Committee
- ◆ Student organization coordinator – 2009
- ◆ Faculty Senate-Committee-on-Committee
- ◆ School of Business Faculty Search Committee Chair-Finance
- ◆ Co-coordinator Information Systems Management Department
- ◆ Coordinator International Studies- School of Business
- ◆ Faculty Senate-Academic Appeals Committee

University of Findlay, 1000 N. Main St., Findlay, OH

2007 - 2008 – Assistant Professor, College of Business

Responsible for the preparation and delivery of courses such as:

UNDERGRADUATE:

- ◆ Systems Analysis
- ◆ Management Information Systems
- ◆ Operations Management
- ◆ Fundamentals of Finance

UNDERGRADUATE ONLINE:

- ◆ Fundamentals of Finance

GRADUATE:

- ◆ Management Information Systems

GRADUATE ONLINE:

- ◆ Management Information Systems

University, College, and Department Functions

- ◆ Advised Graduate Student in the preparation of her first submission to a professional conference and journal. She will present her work in October at the International Association of Computer System Professionals Annual Conference. Her work will then be published in Issues in Information Systems
- ◆ Founding Faculty Advisor for the first Student Run Business-based on the experiential Learning Directive

- ◆ Established a Student Chapter of the Association of Information Technology Professionals (AITP)
- ◆ Curriculum Development and Refinement(undergraduate and graduate)
- ◆ Faculty Search Committee
- ◆ Website Advisory Committee
- ◆ Technology Oversight Committee
- ◆ Graduate Program Curriculum Committee
- ◆ University Business Reporting Committee
- ◆ Governance Committee
- ◆ Online Standards Committee

Youngstown State University, One University Plaza, Youngstown, OH

2004 - 2007 – Assistant Professor, Computer Science and Information Systems

Responsible for the preparation and delivery of courses such as:

UNDERGRADUATE:

- ◆ Database Design
- ◆ Systems Analysis
- ◆ Strategic Project Planning
- ◆ Network Design
- ◆ Managerial System Design
- ◆ Introduction to Information Technology
- ◆ Information Assurance and Security
- ◆ Employee Training and Development

GRADUATE:

Theory and Practice of Information
Systems Strategic Project and Change Planning
Advanced Network Design and Administration

University, College, and Department Functions

- ◆ Chaired a Faculty Search Committee(two faculty Members were sought and hired)-Computer Science and Information Systems Department
- ◆ Member Faculty Search Committees-Computer Science and Information Systems Department
- ◆ Member of the Universities Information Technology Search Group(Director of Network and Communications Technology sought and hired)
- ◆ Member of the Universities Information Technology Search Group(Senior Database Administrator and Junior Database Administrator sought and hired)
- ◆ Curriculum Development and Refinement(undergraduate and graduate)
- ◆ Governance Committee
- ◆ Scholars Committee
- ◆ University Business and Data Standards Committee
- ◆ University Business Reporting Committee
- ◆ Student Advisement
- ◆ Coordinator of the Information Technology Program
- ◆ Deans research grants committee
- ◆ School of Business Task Stream Mentor
- ◆ Monitor and mentor Adjuncts teaching INFO 2200
- ◆ ISSO student organization advisement-2008-2009

Robert Morris University, Moon Township, PA

2003 - 2004 – Adjunct Professor, Information Systems and Communications

Responsible for the preparation and delivery of courses such as:

- ◆ Information Systems
- ◆ Decision Support Systems
- ◆ Networking and Computer Systems Communication
- ◆ Introduction to Information Systems
- ◆ Java Programming
- ◆ Management Information Systems
- ◆ Executive Information Systems
- ◆ Business Intelligence
- ◆ Database Design
- ◆ Network Design
- ◆ Computer System Design
- ◆ Fundamentals of Information Systems and Applications
- ◆ Systems Analysis and Design

DANET, INC., Wexford, Pennsylvania

1997 - 2003 -DIRECTOR OF INTEGRATED SYSTEMS

Responsible for the achievement of revenue of (\$6 million), profit (12% of revenues), and cost goals for three business segments. Mentoring and management a series of project teams comprised of business analysis, system architects, developers, project managers, program managers, client employees (managers and staff), and Danet's alliance business partnerships.

- ◆ Direct management responsibility of staff covering three business segments. This consisted of leadership and professional development of 32 staff members including performance reviews, compensation analysis, hiring, training, and mentoring as well as development of new business unit
- ◆ Deployed and monitored multiple implementation teams to deliver complex international and domestic projects.
- ◆ Developed requirements, methods and procedures, security processes, backup and recovery strategies, change management, service level agreements, risk assessment, and client service reviews.
- ◆ Development of enterprise markets within the Fortune 500 & 1000 markets.
- ◆ Developed and managed new vendor Alliance Partnerships.
- ◆ Provided oversight and direction for all project plans and implementation schedules.
- ◆ Directed deployment and management of external and enterprise-wide networks and hosting operations.
- ◆ Oversaw and approved client-approach documents including proposals and statements of work as well as maintenance, support, and partnership agreements.
- ◆ Managed development of all IT road maps, requirement definitions, system specifications, workflow analysis, and training plans for new and existing client systems.

- ◆ Provided leadership for all project teams and managers involved in the development and deployment of enterprise systems and software solutions ranging from \$50,000.00 to \$7,000,000.00.
- ◆ Negotiated consensus and cooperation across Danet and the client's business enterprise.
- ◆ Development of a set of security and change management processes for the control and development of a \$100,000,000.00 business enterprise.
- ◆ Directed and provided leadership for project, program, and account managers engaged in the fulfillment of multiple contracts. This required the ability to manage as many as 14 simultaneous projects throughout their complete life cycle.
- ◆ Developed a comprehensive set of templates for business requirements, test, training and project plans, daily issues, error reports and tracking, daily service reviews, meeting agendas, change request, project completion reports, etc.
- ◆ Interacted directly with client representatives to collect requirements, solve technical problems, review documentation as a client advocate, and acted as a liaison between client representatives and Danet development and management teams.

MK CONSULTING SERVICES, Pittsburgh, Pennsylvania

1996 - 1997 - PROJECT MANAGER

Led projects, supervised staff members, and managed client relations during the development and deployment of a hazardous material management and tracking system.

- ◆ Developed a system to collect client requirements for the tracking and compatibility matching of a hazardous materials system.
- ◆ Developed program-level and user documentation for all control and tracking systems.
- ◆ Provided QA testing for all systems designed and implemented by MK Consulting Services.

GEORGE S. MAY INTERNATIONAL CO., Chicago, Illinois

1995 - 1996 - PROJECT DIRECTOR

Led a team of business consultants to implement and develop business and information control systems throughout the US.

- ◆ Developed an Accounts Receivable control and collection system.
- ◆ Created an estimating system that included fully burdened labor, overhead, materials, revenues, profit, all other direct, indirect, fixed, and opportunity cost.
- ◆ Designed, developed, and implemented an enterprise wide inventory-tracking system.
- ◆ Developed a quality assurance system that insured accuracy and the timely delivery of customer invoices.
- ◆ Implemented a series of business control systems that saved my clients over \$8,000,000.00 due to cost avoidance and recovery.

SMITH OIL CO. INC., New Cumberland, West Virginia

1993 - 1995 - GENERAL OPERATIONS AND IT MANAGER

Managed and maintained all communications equipment, protocols, and managed the daily operations of retail outlets and trucking lines. Designed the enterprise architecture and

implemented a complete hardware, front back-office system (inventory levels, accounting, reporting, communications, and asset control).

- ◆ Developed enterprise architecture for the information management system, implemented hardware and software systems, and created data migration, quality-assurance, and implementation plans to facilitate the control and operation of \$20,000,000.00 in annual revenues.
- ◆ Interviewed and managed resources from across the enterprise in the development of SLAs, methods & procedures, requirements, change management business affect and best practices. Programmed and maintained technical monitoring systems.
- ◆ Monitored all daily and monthly implementation, maintenance, and operational activities.

SYSTEM RESEARCH AND APPLICATIONS, INC., Arlington, Virginia

1992 -1993 - MEMBER OF THE PROFESSIONAL STAFF

Managed a team that migrated a computerized financial model from a VAX/VMS to SUN Systems Servers.

- ◆ Developed comprehensive documentation for a SQL-based financial system
- ◆ Designed, developed, and implemented a system of methods and procedures operate and perform quality assurance on financial models.
- ◆ Implemented a system to train clients in the use of financial systems data.
- ◆ Developed an enterprise system that insured accuracy and the timely delivery of all health care system architecture reports.

FREELANCE CONSULTANCY, Pittsburgh, Pennsylvania

1990 - 1992 - IT CONSULTANT

Designed training programs, methods and procedures, quality assurance processes, report and inventory templates, and developed decision-support applications for a variety of clients.

Sample Projects:

- ◆ Database Design – Relational
- ◆ Report Definition and Design
- ◆ Decision Support System Design
- ◆ Inventory System Design
- ◆ Accounting System reverse engineering

ADDITIONAL TRAINING & TECHNICAL PROFICIENCY

Additional Training:

- ◆ FSU Classroom and course structure training-2010
- ◆ FSU Leadership and manager training-2010
- ◆ FSU Task Stream student portfolio training-2010
- ◆ ABET Accreditation Training and Summt-2009
- ◆ ACBSP Conference International Education Training-2009-2010

- ◆ AACSB Accreditation Training-2009
- ◆ AACSB Teaching Summit-2009
- ◆ Monongalia Economic Summit-2008, 2009
- ◆ Turning Point Technology Course Response Systems-2008
- ◆ Boot Camp Blackboard-2008
- ◆ SCT Banner-2004-2007
- ◆ Sarbanes Oxley – 2005
- ◆ Network Security - 2004
- ◆ Enterprise provisioning – 2003
- ◆ Identity management – 2003
- ◆ Federal acquisition regulations – 2002
- ◆ Management and leadership – 2001
- ◆ Operational support systems – 2001
- ◆ Billing Systems – 2000
- ◆ Project Management - 1999
- ◆ Life Safety Codes – 1985

COMMUNITY SERVICE ACTIVITIES

- ◆ Represent the School of Business at Leadership West Virginia - 2010
- ◆ Represent the School of Business at the MCCC meeting and events- 2008, 2009, 2010
- ◆ Represent the School of Business at the HCCC meeting and events- 2008, 2009, 2010
- ◆ 2007-2008 – Hancock County (Findlay, OH) Technology Committee
- ◆ 2004-2007 – Boardman Chapter of the Rotary Club
- ◆ 1982 – 1983 - Past Co-Chair of the Hancock County Fair Board
- ◆ 1981 - Past President of the Hancock County Protection Committee
- ◆ 1981 – 1983 - Past Member of the Hancock County Fair Board
- ◆ 1980 - Past Member of the Hancock County Protection Committee
- ◆ 1978 – 1983 - Past Member of the West Virginia Chief’s Association
- ◆ 1978 – 1982 - Past Fire Chief of the New Manchester Volunteer Fire Department
- ◆ 1976 - Past President of the New Manchester Volunteer Fire Department
- ◆ 1973 – 1982 - Past Member of the Hancock County Fire Men’s Association
- ◆ 1973 - Past Member of the New Manchester Volunteer Fire Department

PUBLICATIONS AND SCHOLARY ACTIVITIES

2010- Accepted- International Association of Computer Information Systems

- ◆ *The Impact of Social Networking Sites Experiences on Academic Performance in General MIS Classes*

- Social Networking sites have gained rapid popularity and have a profound impact on the way people communicate and connect with each other. The purpose of this paper is to investigate the impact of social networking site experiences on performance in general Management Systems Classes.

2010-Accepted- International Association of Computer Information Systems

- ◆ *Revitalizing the Information Systems Curriculum through Multi-disciplinary Experiences-A Focus on Collaboration among Undergraduate Computing Disciplines and Industry*
 - The paper presents the experiences and findings from research conducted within the IS department at Fairmont State University.

2009- Accepted- Americas Conference on Information Systems

- ◆ *Fostering Independent Learners of Information System in the 21st Century Through Integrated Educational Technologies-Educating Students with the Perception that Technology is Too Complex to Learn*
 - The panel discussion will explore the management and delivery of course content through the integration of new instructional technologies.

2009-Accepted- International Association of Computer Information Systems

- ◆ *Bridging the Gap from Education to Business with Experiential Learning Opportunities and Information Systems Student Organization Case Study*
 - The presentation reports experiences and lessons learned from the current ISSO student organization at FSU.

2008– Accepted – International Conference on Knowledge, Culture, and Change in Organizations

- ◆ *Getting Serious About Experiential Learning*
 - The proposal and paper outline and discuss the changes business organizations are currently undergoing and their need for college graduates to step directly into business as a productive professional. To do this the proposal and paper examine what can be done at the college level to provide students with practical experience in their field study.

2010– Referee for the Joint Conference - Academic Business World International Conference and International Conference on Learning and Administration in Higher Education.

2010– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2009– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2008– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2007– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2006– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2005– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2004– Referee for the International Association Computer Information Systems (IACIS) Conference and journal.

2004– Referee for the Information Resource Management Association (IRMA) Conference

2004 – Accepted – International Conference on Knowledge, Culture, and Change in Organizations

- ◆ *Realizing Business and Competitive IQ through Business Performance Management*
 - The paper outlines and discusses the changes business organizations are currently undergoing and their perceptions of how business and competitive intelligence and business performance management can be used in conjunction with a strategic plan to achieve a competitive advantage.

2004 – Presented and Published – International Association for Computer Information Systems (IACIS)

- ◆ *Realizing Business and Competitive IQ through Business Performance Management*
 - Today's competitive business environments require business organizations to employ every method at their disposal in order to understand their internal and external business environments. Business organizations no longer can sustain a competitive advantage for a prolonged period without proactively collecting and analyzing business intelligence (BI) and competitive intelligence (CI) to manage their businesses performance (BPM) in real-time. A linear quantitative approach will support the qualitative portion of the study. Many leading business research firms have stated that numerous business organizations do not understand the current need for them to incorporate real-time (BI), (CI), and BPM in conjunction with their strategic business plan to gain or maintain a competitive advantage.

2003 - Pittsburgh Hospital News

- ◆ *E-Provisioning Cuts Administrative Costs, Improves Asset Control*
 - This article demonstrated how healthcare environments within the Pittsburgh, PA region and throughout the United States could control assets and address the reporting and information security requirements mandate by the HIPPA.

2003 - Data Center Management

- ◆ *E-Provisioning Cuts Administrative Costs, Improves Asset Control*
 - This article provided data center managers nationally and internationally with a guide to asset control, data security, system and user access, enterprise integration, and reporting requirements.

2003 - International Engineering Annual Report

- ◆ *E-Provisioning Cuts Administrative Costs, Improves Asset Control*

- In the world of communications the association of users with the provisioning of hardware, software, access rights, and security consumes a large portion of IT budgets each year. In this article information was provided that could potentially allow enterprise IT organizations to reclaim some of their cost for redistribution to other areas of concern.

2002 - ITtool Box

- ◆ *E-Provisioning Cuts Administrative Costs, Improves Asset Control*
 - This article was prepared for an international audience to demonstrate how secure asset provisioning will improve asset control and budget constraints throughout the enterprise.

2001 - Danet Global Report

- ◆ *Project Management*
 - This publication is a monthly international publication which is distributed to customers and business divisions throughout the world. The subject of the article argued that project management must be part and parcel of a corporation's culture and not just something that is turned on based on a customer's needs.

DR. EDWARD D. GAILEY, DBA

231 Stevens Street
Ravenna, OH 44266
330-839-8312 (Home)
330-690-5434 (Cell)
egailey@hotmail.com

EDUCATION

D.B.A., Cleveland State University, 2009

Major in Marketing - Dissertation Topic: *Strategic Price Competition and Price Dispersion in the Airline Industry: A Conceptual Framework and Empirical Analysis*

M.B.A., Case Western Reserve University, 1984

Majors in Marketing and Business Policy

B.S. Engineering, ClevelandStateUniversity, 1976

Major in Mechanical Engineering

ACADEMIC EXPERIENCE

Assistant Professor of Business Administration, Fairmont State University, 2007 to Present

Courses Taught

Marketing for Managers (Graduate)

Marketing Management

Marketing Research

Consumer Behavior

New Product Decisions (Developed)

Operations Management (Graduate and Undergraduate)

Organizational Change & Development

Organizational Behavior

Principles of Management

Adjunct Professor, California University of Pennsylvania, 2010 (Fall)

Course Taught

Principles of Marketing

Lecturer, Cleveland State University, 2003 to 2007

Courses Taught

Principles of Marketing

Introduction to Business

Facilitator, Indiana Wesleyan University, 2003, 2007

Management and Leadership (Graduate and Undergraduate)

Managerial Economics (Graduate)

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Page two

Instructor, Cuyahoga Community College, 1998 to 2007

Courses Taught

Macroeconomics

Microeconomics

Instructor, Lakeland Community College, 2001 to 2002

Courses Taught

Macroeconomics

Microeconomics

Instructor, Monroe County Community College, 1998

Course Taught

Communications in Sales

RESEARCH INTERESTS

Pricing, New Product Development, Forecasting Demand, Marketing Channels, Entertainment (including Sports) Marketing, Sustainability Marketing, and Global Marketing

JOURNAL ARTICLES

An Examination of Marketing Channel Conflict and Cooperation in the Motorsports Industry (co-author Joyce Young), *Journal of Marketing Channels*, 2012.

A Taxonomy of Information Technology-Enhanced Pricing Strategies (co-authors Ashutosh Dixit, Thomas W. Whipple and George M. Zinkhan), *Journal of Business Research*, 2008.

Reviewer of two articles for the Journal of the Academy of Marketing Science in 2012

CONFERENCE PRESENTATIONS

Price Dispersion in the Airline Industry: A Conceptual Framework and Empirical Analysis (co-authors; Ashutosh Dixit, Thomas W. Whipple and Rajshekhar Javalgi), *Academy of Marketing Science*, Coral Gables, Florida, May 2011

Price Dispersion in the Airline Industry: A Conceptual Framework and Empirical Analysis (co-authors; Ashutosh Dixit, Thomas W. Whipple and Rajshekhar Javalgi), *Association of Marketing Theory and Practice*, Panama City, Florida, March 2011

Edward D. Gailey

Page three

An Assessment of E-Business Pricing Models in Emerging Economies: a Case for India,
(co-authors; Ashutosh Dixit and Rajshekhar Javalgi), Academy of International Business,
Southeast USA Conference, Clearwater, Florida, October 2006

Dynamic Pricing and Revenue Management's Impact on CRM (co-author William J.Lundstrom),
Fordham Pricing Conference, Fordham University, November 2005

Internet Pricing's Impact on Firm Profitability, (co-authors Ashutosh Dixit and Rajshekhar
Javalgi), Academy of International Business, Northeast USA Conference, Cleveland
State University, October 2005

WORK-IN-PROGRESS

*Journal Article on "Market power, multi-market contact, and price dispersion: An exploratory
examination of the airline industry"*

BOOKS REVIEWED

Applied Multivariate Research, 2nd Edition by Meyers, Gamst and Guarino, Sage Publications,
2011

SERVICE

Faculty Senate, Vice President, 2012-2013

Faculty Senate, Secretary, 2011-2012

Faculty Senator, 2011-2012

Strategic Enrollment Recruiting and Marketing Committee, 2011-2012

SIFE (Students in Free Enterprise), Advisor and Sam Walton Fellow, 2011-2013

Faculty Development Committee, Secretary, 2010-2011

Faculty Development Committee, 2009-2011

Finance Faculty Selection Committee, Chair, 2011-2012

Finance Faculty Selection Committee, 2010-2011

Mentor New Adjunct Faculty, 2010-2011

Advisor to Fairmont State University's Management Students, 2008-2013

Developed a Marketing Communications Plan for Goodrich-Gannett (a Non-Profit Public
Service Organization) in cooperation with Cleveland State University, 2005

Developed an Integrated Marketing Plan for Cleveland State University's Office of Minority
Affairs and Community Relations, 2004

Edward D. Gailey

Page four

BUSINESS EXPERIENCE

Swagelok Company, Solon, Ohio, 1998 to 2002

Producer and marketer of valves and fittings with global distribution

Commercial Manager / Manager of Products, 1999 to 2002

- Developed and implemented pricing strategies and policies.
- Led pricing group in establishing prices and discount schedules for new products and updating prices of current products.
- Managed annual price list updates and foreign currency exchange rate activities.
- Led product managers in coordinating product introductions and product management globally.
- Increased sales revenue and profitability through improved pricing strategy and management.

Engineering & Quality Assurance Manager, 1998

- Directed employees in product engineering, quality assurance, and testing.
- Led the team in successfully reintroducing an important product line that was applied in multinational, high technology electronics firms.

Forward Industries, Dearborn, Michigan, 1996 to 1998

Producer and marketer of gas springs for metal forming applications

General Manager

- Managed operations in U.S. and Canada leading to increased global presence.
- Supervised 80 employees in marketing, sales, manufacturing, engineering and purchasing.
- Turned this business from losing money to generating significant profit while maintaining revenue growth.

Sticker/Correct-Air Corporation, Willoughby, Ohio, 1992 to 1996

Producer and marketer of air conditioners and furnace components for primary metal producers

Vice President of Operations & Engineering

- Directed 40 employees in marketing, sales, manufacturing, design engineering, and purchasing.
- Made major improvements in new product development and process technology.
- Upgraded sales force by adding new and improved sales representation.
- Led this organization to improved sales and profitability.

Edward D. Gailey

Page five

Hansen Coupling Division, Tuthill Corporation, Berea, Ohio, 1986 to 1991

Producer and marketer of hydraulic and pneumatic quick connect couplings and fittings

Vice President of Engineering/Chief Engineer, 1986 to 1991

- Directed product engineering, manufacturing engineering, testing and tool room.
- Led new product development for global markets.
- Received four patents.
- Coordinated patent and product liability activities.
- Planned new facility and managed transfer of people and equipment.

S-P Manufacturing Corporation, Solon, Ohio, 1978 to 1986

Producer and marketer of hydraulic and pneumatic cylinder products

Product Manager

- Managed sales, marketing and engineering group for hydraulic and pneumatic cylinder product lines representing 50% of company's sales revenue.
- Developed and executed marketing plans.
- Led new product development.
- Received three patents.
- Negotiated license agreements with European firms.
- Received numerous promotions.

PROFESSIONAL DEVELOPMENT

Strategic Pricing Course, California Institute of Technology Center for Technology and Management Education, 2000

The Strategic View, Case Western Reserve University, 1999

Marketing on the Internet, Cleveland State University, 1999

Industrial Marketing Strategy Program, Northwestern University, 1989

PROFESSIONAL ORGANIZATIONS

American Marketing Association, Member

Academy of Marketing Science, Fellow

SIFE (Students in Free Enterprise), Sam Walton Fellow

American Society of Mechanical Engineers, Member

Tau Beta Pi (Engineering Honor Society)

Aug 2012

Anthony F. Gilberti

P.O. Box 26
Lost Creek, WV 26385
(304) 745-5792

EDUCATION

September, 1983 - February, 1989

University of Maryland, College Park, Maryland

Doctor of Philosophy in Industrial Arts Education. Degree awarded February, 1989.

August, 1982 - August, 1983

Eastern Illinois University, Charleston, Illinois

Master of Science in Technology Education. Degree awarded August, 1983.

January, 1979 - May, 1982

Fitchburg State College, Fitchburg, Massachusetts

Bachelor of Science in Industrial Arts Education. Degree awarded May, 1982.

September, 1978 - January, 1979

Springfield Technical Community College, Springfield, Massachusetts

General education requirements.

CERTIFICATION

Primary and Secondary Teaching Certificate in Industrial Education, Commonwealth of Massachusetts, 1982.

EMPLOYMENT

July, 2007 – Present

Fairmont State University

Dean of the College of Science and Technology. Responsibilities include the management of budgets and foundation accounts, course scheduling, advising, and the supervision of faculty and support staff. Additional responsibilities include the writing of grants, recruitment of students, fundraising, evaluation and professional development of faculty and staff, serving on numerous institutional committees, and providing a link from the college to central administration.

July, 2006 – July, 2007

Professor in the Department of Industrial Technology Education. Responsibilities include teaching courses in the Ph.D. Technology Management Program within the College of Technology. Teaching Human Resource Development and Technology Education courses, Program Coordinator for Technology Education and the Ph.D. Specialization in Human Resource Development, writing grants, academic advising, and serving on numerous institutional and professional development committees.

August, 1996 – July, 2006

Indiana State University, Terre Haute, Indiana

Chairperson and Professor in the Department of Industrial Technology Education. Responsibilities include the management of departmental budgets and foundation accounts, course scheduling, advising, ordering supplies and equipment, the supervision of faculty and support staff, and developing articulation agreements. Additional responsibilities include the writing of grants, recruitment of students, evaluation and professional development of faculty and staff, serving on numerous institutional committees, development of distance education programs, Ph.D. and Graduate Coordinator, and providing a link from the department to central administration.

August, 1987 - August, 1996

St. Cloud State University, St. Cloud, Minnesota

Professor in the Department of Industrial Studies. Primary responsibilities include being the Coordinator for the Communication Technology emphasis area. Other responsibilities include: teaching at the undergraduate and graduate level, graduate coordinator, advising students, ordering of supplies and equipment, and being an active member of various college and university committees.

May, 1989 - December, 1989; September 1990 - December 1990

St. Cloud State University, St. Cloud, Minnesota

Interim Chairperson for the Department of Industrial Studies. Responsibilities included the management of departmental budgets and foundation accounts, course scheduling, advising of new majors, ordering supplies and equipment, and the supervision of faculty and clerical staff. Additional responsibilities included the writing of grants and the development of a new Master of Science Degree Program within the Department of Industrial Studies via distance education.

September, 1983 - January, 1985

American Speedy Printing Centers, College Park, Maryland

Performed the duties of an estimator/salesperson, printing and helping in all phases of production. This employee was also responsible for the supervision, maintenance, and teaching of proper use of equipment and cost efficiency to other area American Speedy Printing Centers.

September, 1982 - August, 1983

Copy-X-Fastprint, Charleston, Illinois

While at Copy-X-Fastprint the duties of production manager were performed. Duties as production manager included: The supervision and scheduling of daily operations in two printing facilities, supervision of employees, estimator/salesperson for government contracts and bid proposals, ordering equipment/supplies, and the management of financial receipts.

January, 1982 - June, 1982

Lunenburg High School, Lunenburg, Massachusetts

Educator at Lunenburg High School. Duties consisted of the teaching and supervision of students in the curriculum areas of Graphic Communication and Production Technology.

June, 1980 - September, 1982

Fitchburg State College Press, Fitchburg, Massachusetts

Performed the duties of a printer in this in-plant production facility. Assisted in every phase of production including: the supervision of college level work study students and part-time employees.

RELATED EMPLOYMENT

September 2012 – Present

Principal Investigator/Project Director for College of Science and Technology Strengthening Institutions Program – Title III Grant, U.S. Department of Education
Grant recipient from the U.S. Department of Education to serve low-income students by strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. This grant provides funds for curriculum redesign, peer mentoring, faculty development, and the implementation of new technologies to support technologically rich learning in and beyond the classroom.

Grant Award: \$2,105,816.00

April 2011- Present

Project Director

Thrasher Engineering Technology Support Grant

Recipient of a foundation grant from Thrasher Engineering, Inc. to support technology programs in the College of Science and Technology. The funds support equipment purchases, curriculum development, staffing, and student associations
Grant Award: \$100,000.00

July 2010 – June 2011

Principal Investigator/Project Director

West Virginia Department of Transportation, Division of Highways. The purpose of this grant is to provide consulting services, curriculum development, course delivery, and certification to technicians and technologist employed by the West Virginia Department of Transportation.

Grant Award: \$103,838.75

January 2010

Project Director

Consol Energy, Inc. Technology Support Grant

Recipient of a foundation grant from Consol Energy, Inc. to support technology programs in the College of Science and Technology. The funds support equipment purchases and student scholarships.

Grant Award: \$22,000.00

September 2009 – November 2011

Principal Investigator/Project Director

NASA STEM Innovation Center. The purpose of this grant is to develop and implement a Science, Technology, Engineering, and Mathematics Innovation Center in the College of Science and Technology at Fairmont State University. This grant provided funding for teacher enhancement workshops, development of curriculum, and providing residential summer camps to high school juniors. The focus of the curriculum developed was related to NASA Missions.

Grant Award: \$701,817.99

January 2009

Project Director

Consol Energy, Inc. Technology Support Grant

Recipient of a foundation grant from Consol Energy, Inc. to support technology programs in the College of Science and Technology. The funds support equipment purchases and student scholarships.

Grant Award: \$22,000.00

July 1 2009 – June 30 2010

Principal Investigator/Project Director

West Virginia Department of Transportation, Division of Highways. The purpose of this grant is to provide consulting services, curriculum development, course delivery, and certification to technicians and technologist employed by the West Virginia Department of Transportation.

Grant Award: \$103,838.75

June 2007 – 2010

Principal Investigator/Project Director

Dominion Foundation Oil, Gas, and Coal Technician Certification Program. The purpose of this grant is to provide online course development and faculty enhancement for oil, gas, and coal technicians in West Virginia.

Grant award: \$100,000.00

June 2007 – 2010

Principal Investigator/Project Director

NASA Education Grant, Grant Number NNL06AA15G. The purpose of this grant is to provide professional development opportunities to faculty and students in science,

technology, engineering, and mathematics. In addition, the grant provides for the development of an online physics education program for certification in West Virginia. Grant award: \$1,176,879.00

August, 2006 – May, 2007

Principal Investigator/Project Director

Indiana Department of Education, Professional Development for Beginning Career and Technical Teachers with the Workplace Specialist I License, Grant Number 547937. The purpose of this grant was to deliver training services to educators in the state. Grant award: \$125,640.00

August, 2005 – May, 2006

Principal Investigator/Project Director

Indiana Department of Education, Professional Development for Beginning Career and Technical Teachers with the Workplace Specialist I License, Grant Number 547937. The purpose of this grant was to deliver training services to educators in the state. Grant award: \$94,000.00

August, 2004 – May, 2005

Principal Investigator/Project Director

Indiana Department of Education, Professional Development for Beginning Career and Technical Teachers with the Occupational Specialist I License, Grant Number 547937. The purpose of this grant was to deliver training services to educators in the state. Grant award: \$133,616.00

August, 2003 – May, 2004

Principal Investigator/Project Director

Indiana Department of Education, Indiana First Year Teacher Training Project for Non-Standard Licensed Teachers, Contract Number CGO 5-46396. The purpose of this grant was to deliver teacher training services to educators in the state. Grant award: \$104,981.00

August, 2002 – May, 2003

Principal Investigator/Project Director

Indiana Department of Education, Professional Development for Beginning Career and Technical Teachers with the Occupational Specialist I License, Contract Number A58-1-4209-003. The purpose of this grant was to deliver teacher training services to educators in the state. Grant award: \$85,000

August, 2001 – May, 2002

Principal Investigator/Project Director

Indiana Department of Education, Personnel Development for Occupational Specialist I Certification of Vocational Teachers, Contract Number A58-1-4209-002. The purpose of this grant was to deliver teacher training services to educators in the state. Grant award: \$85,000

August, 2000 – May, 2001

Principal Investigator/Project Director

Indiana Department of Education, Personnel Development for Occupational Specialist I Certification of Vocational Teachers, Contract Number A58-1-4209-001. The purpose of this grant was to deliver teacher training services to educators in the state. Grant award: \$85,000

August, 1999 – May, 2000

Principal Investigator/Project Director

Indiana Department of Education, Personnel Development for Occupational Specialist I Certification of Vocational Teachers, RFP #2000-1351. The purpose of this grant was to deliver teacher training services to educators in the state. Grant award: \$85,000

September, 1998 – May, 1999

Principal Investigator/Project Director

Indiana Department of Education, Personnel Development for Occupational Specialist I Certification of Vocational Teachers, RFP #99-1351. The purpose of this grant was to deliver teacher training services to educators in the state.

Grant award: \$80,000

March, 1998 - August, 1998

Principal Investigator/Project Director

Indiana Department of Workforce Development, Jury Process Model Development, Contact Number 59-97-130. The purpose of this grant was to develop and implement an Essential Skills and Technical Proficiencies Initiative Jury Process Model with postsecondary institutions across the state of Indiana. The Jury Process Model was a method where individuals can obtain an occupational position or placement in a postsecondary institution by presenting a portfolio as evidence of what they know and can do with schooling or on-the-job experience.

Grant award: \$50,000

October, 1997 - 2007

Curriculum Consultant

Curriculum Consultant for Technology Education for the State of Indiana, Department of Education. Member of the Indiana Technology Education Curriculum Committee. Appointed by Dr. Suellen Reed, Superintendent of Public Instruction, Indiana Department of Education.

September, 1993

Grant Reviewer for the United States Department of Education, Washington, DC

Reviewer of grant applications submitted for the Demonstration Projects for the Integration of Vocational and Academic Learning Program.

June, 1991 – June 1992

Test Writer for the Educational Testing Service, Princeton, NJ

Test writer for the Educational Testing Service in Princeton, New Jersey. Test items were written for the NTE Technology Education test.

September, 1987 - 1996

Curriculum Consultant

Curriculum Consultant for Technology Education for the Minnesota Department of Education and Minnesota Curriculum Services Center. Responsibilities include reviewing and developing Technology Education Curriculum, In-Service Education Programs and providing a distribution service for videotapes.

September, 1990 - 1993

Researcher for Bioregional Diversification, St. Cloud Township

The Bioregional Diversification Project was a study, assessment, design, and implementation of appropriate technology systems into a specific region for the purpose of sustainable community development. Systems were designed in cooperation with local cultural and community needs, and with respect for the natural resources and ecology of the region. The project was supported through development funds of the St. Cloud Township, St. Cloud, Minnesota.

September, 1988 - 1993

Researcher for Bioregional Diversification, Avon Township

The Bioregional Diversification Project was an assessment, design, and implementation of appropriate technology systems into a specific region for the purpose of sustainable community development. Systems were designed in cooperation with local cultural and community needs, and with respect for the natural resources and ecology of the region.

The project was supported through a \$44,000.00 grant by the: Central Minnesota Initiative Fund.

July, 1987 - August, 1987

Curriculum Consultant

Curriculum Consultant for the development of a Technological Literacy Curriculum for the Stuart-Hobson Middle School, District of Columbia.

June, 1987 - August, 1987

Curriculum Consultant

Curriculum Consultant for the Integration of Math/Science in Industrial Arts/Technology Education, Maryland State Department of Education-Division of Vocational Technical Education.

January, 1986 - August, 1986

Curriculum Consultant

Curriculum Consultant for the Integration of Math/Science in Industrial Arts/Technology Education, Maryland State Department of Education-Division of Vocational Technical Education.

September, 1984 - January, 1986

Teachers Aid

Teachers Aid and Technology Education teacher at Cockeysville Jr. High School, Cockeysville, Maryland. Work was performed without financial reward.

November, 1986

Graphic Communication/Photography Consultant

Consultant for AT&T Communications, Vertical Issues Team, Silver Spring, Maryland.

October, 1986 - June, 1986

Graphic Communication/Photography Consultant

Consultant for Stuart-Hobson Middle School, District of Columbia.

January, 1985

Curriculum Consultant

Curriculum Consultant for the Washington School of Photography and Maryland State Board of Higher Education, Baltimore, Maryland.

PUBLICATIONS

Gilberti, A. F. (2010). Higher education funding issues: A technology dean's perspective. Proceedings of the 97th Mississippi Valley Technology Teacher Education Conference. Illinois: MVTTE.

Maxwell, J. & Gilberti, A. F. (2006). The importance of diversity in the workplace. Proceedings of the Academy of Human Resource Development International Conference. Ohio: Academy of Human Resource Development.

Maxwell, J. & Gilberti, A. F. (2006). Work system design to improve the economic performance of the firm. Proceedings of the Academy of Human Resource Development International Conference. Ohio: Academy of Human Resource Development.

Maxwell, J. & Gilberti, A. F. (2006). The legal aspect of OSHA and workplace violence. Proceedings of the Academy of Human Resource Development International Conference. Ohio: Academy of Human Resource Development.

Maxwell, J., Gilberti, A. F. & Mupinga, D. (2006). Use of case study methods in human resource management development and training courses – strategies and techniques.

Proceedings of the Academy of Human Resource Development International Conference. Ohio: Academy of Human Resource Development.

- Maxwell, J., Gilberti, A. F. & Maughan, G. (2006). Measuring marketing training programs return on investment. Proceedings of the Academy of Human Resource Development International Conference. Ohio: Academy of Human Resource Development.
- Maxwell, J. & Gilberti, A. F. (2005). Technology management: A strategic perspective. Lehigh, Pennsylvania: Lehigh University Press.
- Maxwell, J. & Gilberti, A. F. (Fall 2005). The effects of innovation technology on management. Journal of Managerial and Organizational Learning.
- Gilberti, A. F. (2005). Distributed learning environments and implications for technology education: A state-of-the-art approach. In W. L. Havice, & P. A. Havice (Eds.). Distance and distributed learning environments: Perspectives and strategies. New York: Glencoe, McGraw-Hill.
- Gilberti, A. F. (2004). Fostering technological literacy as a necessary component in education. Proceedings of the Taiwan National Curriculum & Instruction in Technology Education, National Kaohsiung Normal University: Kaohsiung, Taiwan.
- Gilberti, A. F. (2003). Utilizing technology assessment, technology forecasting, and environmental scanning to foster technological literacy. Reston: International Technology Education Association.
- Gilberti, A. F., & Martin, E. (2002). The future technology teacher education program based on the content standards. In J. M. Ritz, E. N. Israel, & W. E. Dugger (Eds.). Technology education standards: The role of teacher education. New York: Glencoe, McGraw-Hill.
- Gilberti, A. F. (2001). Teaching technology as a core subject. Hellenic Pedagogical Institute: Athens, Greece.
- Gilberti, A. F. (2001). Future Directions for Appropriate Technology in the Technology Education Curriculum. In R. C. Wicklein (Ed.). Appropriate technology for sustainable living. New York: Glencoe, McGraw-Hill.
- Gilberti, A. F. (2000). Developing Technological Literacy with Technology Education. Republic of Trinidad and Tobago: National Institute of Higher Education Research Science and Technology.
- Gilberti, A. F. (Ed.). (2000). Curriculum brief: Technology cookbook for kids: Transportation technologies. Reston, VA: International Technology Education Association.
- Gilberti, A. F. (Ed.). (2000). Curriculum brief: Technology cookbook for kids: Manufacturing technologies. Reston, VA: International Technology Education Association.
- Gilberti, A. F. (Ed.). (2000). Curriculum brief: Understanding materials, design experiments for examining material attributes. Reston, VA: International Technology Education Association.
- Gilberti, A. F., & Rouch, D. L. (Eds.). (1999). Advancing professionalism in technology education 48th yearbook of the council on technology teacher education. New York: Glencoe, McGraw-Hill.

- Gilberti, A. F. (1999). The need for professionalism in technology education: Challenges for the future. In A. F. Gilberti, & D. L. Rouch (Eds). Advancing professionalism in technology education 48th yearbook of the council on technology teacher education. New York: Glencoe, McGraw-Hill.
- Gilberti, A. F. (1999). Why technology should be integrated into the curriculum as a core subject. NASSP Bulletin, 83 (608), 1-15.
- Gilberti, A. F. (1999). Society in the 90s. In K. N. Starkweather & K. Sheehan (Eds.). ITEA 60th anniversary celebration 1939 – 1999: Commitment to excellence. Reston, VA: International Technology Education Association.
- Gilberti, A. F. (1998). Developing a yearbook proposal and generating a yearbook: A preparation manual for yearbook proposals, editing a yearbook, and preparing a yearbook for publishing. Council on Technology Teacher Education.
- Schwaller, A. E., & Gilberti, A. F. (1996). Energy technology: Sources of power. Cincinnati, OH: Thompson Learning Tools.
- Schwaller, A. E., & Gilberti, A. F. (1996). Energy technology: Sources of power: Instructors Guide. Cincinnati, OH: Thompson Learning Tools.
- Gilberti, A. F. (1994). Technology education: An action plan for Minnesota. St. Cloud, MN: Minnesota Technology Education Association.
- Custer, R. L., Gilberti, A. F., Hayden, M. A., Pytlik, E. C., Smalley, L. H., & Wiens, A. E. (1994). Technology as liberal education: A model course. Reston, VA: International Technology Education Association.
- Gilberti, A. F. (1994). The meaning and purpose of technology education. NASSP Bulletin, 78 (563), 10-20.
- Gilberti, A. F. (1993). [Review of the book Architectural working drawings: Residential & commercial buildings]. The Technology Teacher, 52 (8), 35.
- Gilberti, A. F. (1992). Technology as liberal arts: Impacts. Bulletin of Science Technology & Society, 12 (4&5), 221-215.
- Gilberti, A. F. (1992). Providing assessment for transportation technology curricula. In J. R. Wright & S. A. Komacek (Eds.). Transportation in technology education 41st yearbook of the council on technology teacher education (pp. 241-263). Lake Forest, IL: Glencoe.
- Gilberti, A. F. (1992). The science/technology/society approach. In A. F. Gilberti (Ed.). Integrating technology, people and the environment (pp. 43-49). Reston, VA: International Technology Education Association.
- Gilberti, A. F. (1992). Teaching technology education with a science, technology, and society approach. In G. A. Edminson (Ed.). Approaches: Teaching strategies for technology education (pp. 8-13). Reston, VA: International Technology Education Association.
- Gilberti, A. F., Hayden, M. A., Smalley, L., Wiens, A. E., & Pytlik, E. C. (1991). The development of a model course on technology as liberal art. In P. H. Wright (Ed.). Technology education symposium XIII: Technological impacts (pp. 97-116). Terre Haute, IN: Indiana State University.
- Gilberti, A. F. (1991). Technology education quotes. In D. Maley (Ed.). Value in technology education: A compendium of positive outcomes that may be attributed to

- an effective program in the area of technology education (pp. 22, 34, 53). College Park, MD: Industrial, Technological and Occupational Education Department and Maryland Vocational Curriculum Research and Development Center.
- Gilberti, A. F. (1990). The Minnesota Technology Education Association Recycling Competition. The Journal of the Minnesota Technology Education Association, Winter 1990, 24.
- Gilberti, A. F. (1989). Teaching teletext and videotext technology in technology education. The Journal of the Minnesota Technology Education Association, Fall 1989, 24-28.
- Gilberti, A. F. (Ed.). (1989) Technology education symposium X proceedings: Technology: An international perspective. St. Cloud, MN: Department of Industrial Studies.
- Gilberti, A. F. (1989). Education for good citizenship. In A. F. Gilberti (Ed.), Technology education symposium X proceedings: Technology: An international perspective (pp. 1-2). St. Cloud, MN: Department of Industrial Studies.
- Gilberti, A. F. (1989). A response to: Technological literacy in the information age. In A. F. Gilberti (Ed.), Technology education symposium X proceedings: Technology: An international perspective (pp. 37-38). St. Cloud, MN: Department of Industrial Studies.
- Gilberti, A. F., Horton, A. C., & Thompson, B. W. (Eds.). (1989). Fieldstones: The Journal of Sustainable Rural Community Development. St. Cloud, MN: Department of Industrial Studies.
- Gilberti, A. F. (1989). Cost effective home insulation techniques. Fieldstones: The Journal of Sustainable Rural Community Development, 1 (1), 42-48.
- Gilberti, A. F. (1989). Teaching mathematics and science in technology education. The Journal of the Minnesota Industrial Technology Education Association, Spring 1989, 6-9.
- Gilberti, A. F. (1988). Teaching science, technology, and society issues in technology education. The Journal of the Minnesota Industrial Technology Education Association, Spring 1988, 14-15.
- Gilberti, A. F. (1988). Teaching societal and ethical consequences in technology education. The Journal of the Minnesota Industrial Technology Education Association, Winter 1988, 12.
- Horton, A. C., & Gilberti, A. F. (1989). Fieldstones. Fieldstones: The Journal of Sustainable Rural Community Development, 1 (1), 1-2.
- Horton, A., & Gilberti, A. F. (1988, February). Cycles of change will lead to new habits [Coming Clean, St. Cloud Area Environmental Council]. St. Cloud Daily Times, p. 4A.
- Gilberti, A. F. (1986). Technological and civic literacy: A symbiotic relationship. In M. Sanders (Ed.). Technology education symposium VIII: Technological literacy an educational mandate (pp. 20-23). Virginia: Virginia Polytechnic Institute & State University.
- Gilberti, A. F. (1985). The space shuttle. In D. Maley (Ed.) Math/Science/Technology Projects [Monograph] (pp. 47-48). Virginia: American Industrial Arts Association.

Gilberti, A. F., & Hatch, L. O. (Producers/Directors). (1985). Technology education for the gifted and talented [Videocassette]. College Park, Maryland: Department of Industrial, Technological & Occupational Education.

PROFESSIONAL PRESENTATIONS

Gilberti, A. F. (2011). **Issues in Leadership and Administration in Mentoring Technology Faculty**. Mississippi Valley Technology Teacher Education Conference, St. Louis, Missouri, November 3-4, 2011.

Gilberti, A. F. (2010). **Higher Education Funding Issues: A Technology Dean's Perspective**. Mississippi Valley Technology Teacher Education Conference, Rosemont, Illinois, November 3-4, 2010

Gilberti, A. F. (2006). **To What Extent is Technology, Innovation, Design, and Engineering (TIDE) Education an Accurate Descriptor for the Curriculum Area of Technology Education?** Mississippi Valley Technology Teacher Education Conference, St. Louis, November 1-4, 2006

Maxwell, J. & Gilberti, A. F. (2006). **Work System Design to Improve the Economic Performance of the Firm**. Academy of Human Resource Development International Conference, Columbus, Ohio, February 22-26, 2006.

Maxwell, J. & Gilberti, A. F. (2006). **The Legal Aspect of OSHA & Workplace Violence**. Academy of Human Resource Development International Conference, Columbus, Ohio, February 22-26, 2006.

Maxwell, J., Gilberti, A. F., & Mupinga, D.. (2006). **Use of Case Study Methods in Human Resource Management Development and Training Courses – Strategies and Techniques**. Academy of Human Resource Development International Conference in Columbus, Ohio, February 22-26, 2006.

Maxwell, J., Gilberti, A. & Maughan, G. (2006). **Measuring Marketing Training Programs Return on Investment**. Academy of Human Resource Development International Conference in Columbus, Ohio, February 22-26, 2006.

Gilberti, A. F. (2004). **Fostering Technological Literacy as a Necessary Component in Education** (Keynote Presenter). Taiwan National Curriculum & Instruction in Technology Education, Kaohsiung, Taiwan.

Gilberti, A. F. (2004). **Using Distributed Technologies as an Effective Method to Meet Curricula and Program Needs** (Keynote Presenter). Indiana Higher Education Television System Tech Summit, Indianapolis, Indiana.

Gilberti, A. F. (2003). **Utilizing Technology Assessment, Technology Forecasting, and Environmental Scanning Activities to Foster Technological Literacy**. Presentation made at the 64th Annual conference of the International Technology Education Association, Nashville, Tennessee.

Gilberti, A.F. (2003). **Technology Assessment and Forecasting**. Presentation made at the Industrial Technology Education Leadership Conference, Indiana State University, Terre Haute, Indiana.

Gilberti, A. F. (2001). **NCATE Folio Preparation Workshop**. Presentation made at the 63rd Annual Conference of the International Technology Education Association, Atlanta, Georgia.

- Gilberti, A. F. (2001). **Professional Development and Education via Distance Education**. ITEA/Council of Supervisors Special Interest Session, 63rd Annual Conference of the International Technology Education Association, Atlanta, Georgia.
- Gilberti, A. F. (2000). **Developing Technological Literacy with Technology Education**. Keynote presentation made at the Information Technology in Education Conference, Republic of Trinidad and Tobago.
- Gilberti, A. F. (2000). **Technology Education: The State of the Nation**. Presentation made at the Industrial Technology Education Leadership Conference, Indiana State University, Terre Haute, Indiana.
- Gilberti, A. F. (2000). **Special Interest Session: NCATE Accreditation and Folio Reviews**. Presentation made at the 62nd Annual Conference of the International Technology Education Association, Salt Lake City, Utah.
- Gilberti, A. F. (1999). **Teaching Technology as a Core Subject**. Presentation made to the Greek Minister of Education and the Hellenic Pedagogical Institute, Athens, Greece.
- Gilberti, A. F. (1999). **Technology Education as a Core Subject**. Presentation made to the Technology Education Advisory Board of the International Technology Education Association, Kansas City, Missouri.
- Gilberti, A. F. (1999). Gilberti, A. F. (1999). **Implementing Indiana's Technology Education Curriculum**. Presentation made at the Industrial Technology Education Leadership Conference, Indiana State University, Terre Haute, Indiana.
- Gilberti, A. F. (1999). **Special Interest Session: NCATE Accreditation and Folio Reviews**. Presentation made at the 61st Annual Conference of the International Technology Education Association, Indianapolis, Indiana.
- Gilberti, A. F. (1998). **International Space Station Uses and Benefits**. Presentation made as a validator for the International Space Station, STS-88 Shuttle Launch, National Aeronautics and Space Administration, John F. Kennedy Space Station, Florida.
- Gilberti, A. F. (1998). **Planning for the Future, Moving Technology Teacher Education into the 21st Century**. Presentation made at the 60th Annual Conference of the International Technology Education Association, Fort Worth, Texas.
- Gilberti, A. F. (1998). **Special Interest Session: NCATE Accreditation and Folio Reviews**. Presentation made at the 60th Annual Conference of the International Technology Education Association, Fort Worth, Texas.
- Gilberti, A. F. (1998). **Keynote Panel: Technology Education for a New Century**. Presentation made at the Industrial Technology Education Leadership Conference, Indiana State University, Terre Haute, Indiana.
- Gilberti, A. F. (1997). **Revised ITEA/CTTE/NCATE Guidelines**. Presentation made at the National Council for Accreditation of Teacher Education Specialty Board, Washington, DC.
- Gilberti, A. F. (1997). **Host/Presenter/Organizer: Maley 'Spirit of Excellence' Breakfast**. Presentation made at the 59th Annual Conference of the International Technology Education Association, Tampa, Florida.
- Gilberti, A. F. (1997). **Special Interest Session: Developing and Preparing an ITEA/CTTE/NCATE Folio for NCATE Accreditation**. Presentation made at the

- 59th Annual Conference of the International Technology Education Association, Tampa, Florida.
- Gilberti, A. F. (1997). **New Directions for Technology Education.** Keynote Address for the Industrial Technology Education Leadership Conference, Indiana State University, Terre Haute, Indiana.
- Gilberti, A. F. (1997). **Teaching with a Science/Technology/Society Approach.** Presentation made at the Department of Energy Workshop sponsored by the State of Indiana, Department of Education, Nashville, Indiana.
- Gilberti, A. F. (1996). **A Technology Education Curriculum for the Future.** Presentation made at the Technology Education Issues Symposium, Maui, Hawaii. Sponsored by the Technical Foundation of America.
- Gilberti, A. F. (1996). **Using Program Assessment for Success.** Presentation made at the 58th Annual Conference of the International Technology Education Association, Phoenix, Arizona.
- Gilberti, A. F. (1995). **Grant Writing for Success.** Presentation made at Minnesota Technology Education Association State Conference, St. Cloud, Minnesota.
- Gilberti, A. F. (1995). **Effecting Change in Technology Education.** Presentation made at the 57th Annual Conference of the International Technology Education Association, Nashville, Tennessee.
- Gilberti, A. F. (1995). **Technology Education for a Changing Society.** Presentation made at the Winter Conference of the Technology Education Association of Massachusetts, Holy Cross College, Worcester, Massachusetts.
- Gilberti, A. F. (1994). **Characteristics of a Role Model Technology Education Teacher Educator.** Presentation made at the 56th Annual Conference of the International Technology Education Association, Kansas City, Missouri.
- Gilberti, A. F. (1992, March). **Learning Strategies for Technology Education.** Presentation made at the 54th Annual Conference of the International Technology Education Association, Minneapolis, Minnesota.
- Gilberti, A. F. (1992, March). **A Proposed Model Course for Teaching Technology as Liberal Art.** Presentation made at the 54th Annual Conference of the International Technology Education Association, Minneapolis, Minnesota.
- Gilberti, A. F. (1991, September). **Mathematics/Science Interface in Technology Education.** Presentation made at the Minnesota Technology Education Association State Conference, St. Cloud, Minnesota.
- Gilberti, A. F. (1990, January). **Technology Education - The New Basic.** Presentation made at the Minnesota School Boards Association 69th Annual Convention, Minneapolis, Minnesota.
- Gilberti, A. F. (1989, November). **Research and Experimentation and the Use of the Anthropological Approach in Technology Education.** Presentation made at the Minnesota Technology Education Association and Minnesota Department of Education In-Service Day, Plymouth, Minnesota.
- Gilberti, A. F. (1989, October). **A Response to: Technological Literacy in the Information Age.** Paper presented at the International Technology Education Symposium X, St. Cloud State University, St. Cloud, Minnesota.

- Gilberti, A. F. (1989, January). **Technological Literacy: Cultural Understanding Verses Vocational Training.** Presentation made at Professional Exchange Day, College of Science and Technology, St. Cloud State University, St. Cloud, Minnesota.
- Gilberti, A. F. (1988, January). **Using Desktop Publishing and Video Editing Equipment in Technology Education.** Presentation made to the Central Minnesota Industrial Arts Association Winter In-Service. St. Cloud State University, St. Cloud, Minnesota.
- Gilberti A. F. (1989, January). **Emerging Technological Developments in Communication Technology.** Presentation made to the Central Minnesota Industrial Arts Association Winter In-Service. St. Cloud State University, St. Cloud, Minnesota.
- Gilberti, A. F. (1988, February). **Technological literacy: Issues for educational reform.** Paper presented at the National Science, Technology, Society Conference: Technological Literacy, Arlington, Virginia.
- Gilberti, A. F. (1986, October). **Technological and civic literacy: A symbiotic relationship.** Paper presented at the International Technology Education Symposium VIII, Roanoke, Virginia.
- Gilberti, A. F. (1985, March). **Technology education for the gifted and talented.** Paper presented at the International American Industrial Arts Association Conference, San Diego, California.
- Gilberti, A. F. (1984, March). **Technological literacy: A hopeful outlook for future education.** Paper presented at the International American Industrial Arts Association Conference, Columbus, Ohio.
- Gilberti, A. F. (1983, April). **Microcomputer applications in the communication technology program.** Paper presented at the International American Industrial Arts Association Conference, Columbus, Ohio.
- Gilberti, A. F. (1983, April). **Technological literacy: An education for tomorrow.** Paper presented at the International American Industrial Arts Association Conference, Milwaukee, Wisconsin.
- Gilberti, A. F. (1983, March). **Measuring technological literacy and its implications for curriculum development.** Paper presented at Illinois Student Teacher Seminar, Oregon, Illinois.
- Gilberti, A. F. (1979, May). **The history of barber tools: Past, present, and future.** Paper presented at the Epsilon Pi Tau, Epsilon Chapter, Initiation Banquet, Fitchburg, Massachusetts.

PROFESSIONAL SERVICE

Member of the School of Graduate Studies Advisory Committee for Eastern Illinois University, 2005 – Present. Responsibilities include assisting in setting the direction of the School of Graduate Studies, reviewing and developing policies and procedures, fostering advanced scholarship and expanding the curriculum, establishing philanthropic goals, and providing leadership for awards created to recognize graduates of Eastern Illinois University.

Task force Leader for the International Technology Education Association to promote Technology, Innovation, Design, and Engineering (TIDE) into the curriculum of Technology Education, 2006 – 2010. Responsibilities include networking with institutional partners, developing coalitions within business and industry, dissemination of philosophical models and curricula, and the implementation of an awards program for institutions practicing progressive work and research in TIDE.

Executive committee member of the Technology Educators of Indiana 2005 – 2007. Responsibilities include providing professional development opportunities for technology educators and developing strategies for the inclusion of technology education as a basic form of education for K-12 students.

Review Board Member of the Academy of Technology Management Journal 2004 – 2007. Reviewer of articles submitted for publication to the journal.

Committee member of the Accreditation Committee of the Council of Technology Teacher Educators 2003 - 2012. Responsibilities include performing NCATE reviews, providing training to post-secondary institutions, and providing resource materials to the Council of Technology Teacher Educators.

Review Board Member of the Academy of Human Resource Development 2004 – 2007. Reviewer of articles submitted for publication in to the Human Resource Development Quarterly.

Past-President of the International Technology Education Association 2000 - 2001. Responsibilities include being a board member to this international organization, serving on the ITEA Executive Board, representing 45,000 technology educators worldwide, promoting technology education, management of the financial accounts in excess of one million dollars, developing future directions and curriculum efforts, and recruitment of new members. Served as president during 1999 – 2000 and president-elect during 1998 – 1999.

NASA Validator for the International Space Station 1998 – 2003. Serving as a contact for the media and educators worldwide regarding the benefits of the International Space Station.

Member of the Board of Directors for the International Technology Education Association Foundation 1998 - 2001. Responsibilities include developing future direction, management of the financial accounts, and promotion of the Foundation.

Folio Coordinator/Summarizer for the International Technology Education Association, the Council of Technology Teacher Education, and the National Council for Accreditation of Teacher Education 1996 - 2001. As the Folio Coordinator, duties consist of working with a team of educators to review the submission of curriculum folios to meet NCATE guidelines. The Coordinator additionally prepares a number of reports addressing institutional concerns, program reviews, and plans for continuous curriculum development.

Reviewer/Recorder for Technology for All Americans. International Technology Education Association and the Technology for All Americans Project Staff 1995 - Present. As one of the leaders of the Standards Team, responsibilities include the development, review, and writing of standard for technological literacy.

Chairperson of the International Technology Education TTT Editorial Review Board 1997 - 1998. Responsibilities include the review of manuscripts for publication by the ITEA and publications for The Technology Teacher.

Member of the ITEA Electronic Communication Committee Task Force, 1995 - 1997. The purpose of this task force is to review and propose communication technologies for the International Technology Education Association.

Member of the Task Force for Teacher Recruitment, Technology Educators of Indiana, 1996 - Present. The purpose of the task force is to promote technology education as a career option and to develop methods and programs to attract future teachers into the discipline.

Member of the Technology Education Curriculum Committee, State of Indiana, Department of Education, 1996 - Present. The purpose of this committee is to review current curricula guides and to develop new materials for teachers.

Member of the Council of Technology Teacher Education Yearbook Committee 1995 - 1999. The purpose of this committee is to identify possible yearbooks for the discipline and help editors to develop proposals for adoption.

Member of the Westwood Elementary School Site Council, 1995 - 1996. The purpose of this council is to implement the school budget, initiate curriculum and staff development programs, and review new teacher hires.

Chairperson, International Technology Education Association, Project Management Team "Promote the Study of Technology as a Core Subject" 1994 - 1998. The purpose of this management team is to establish a conceptual base for promoting technology education as a core subject, and to produce a variety of curriculum models and teaching strategies that can be used to implement the teaching of technology as a core subject.

Member of the Council of Technology Teacher Educators Elections Committee 1994 - 1999. The purpose of this committee is to identify national leaders for various offices within the organization.

Chairperson, Council on Technology Teacher Education, Professional Development Committee 1992 - 1996. The purpose of this committee is to conduct research that contributes to the discipline of Technology Education. The charge was to provide in-service education for the membership and write a yearbook entitled: Professionalism and Leadership in Technology Education.

Chairperson, International Technology Education Association, Communications Committee 1993 - 1996. The purpose of this committee was to conduct research on telecommunication services applicable to the membership of the association.

Region III Director for the International Technology Education Association 1993 - 1995. Responsibilities include being a board member to this international organization, promoting technology education within thirteen Midwest states, management of the financial accounts, developing future direction and curriculum efforts, and recruitment of new members.

Member of the Board of Directors for the International Technology Education Association Foundation 1993 - 1995. Responsibilities include developing future direction, management of the financial accounts, and promotion of the Foundation.

Member of the International Technology Education TTT Editorial Review Board 1993 - 1999. Responsibilities include the review of manuscripts for publication by the ITEA and publications for The Technology Teacher.

Member of the House of Delegates for the International Technology Education Association, 1993. Representing the State of Minnesota at the 55th Annual International Conference, Charlotte, North Carolina.

Council on Technology Teacher Education, Professional Development Committee 1992 - Present. The purpose of this committee is to conduct research that contributes to the discipline of Technology Education. The committee is currently developing standards for the model technology educator and recruitment strategies for future technology educators.

Reviewer of SIGI PLUS materials (comprehensive career information materials) for the Educational Testing Service, Princeton, New Jersey, November, 1993, 1994, 1995.

Reviewer of Assessment Standards for School Mathematics for the National Council of Teachers of Mathematics, Reston, Virginia, December, 1993.

Reviewer of the curriculum materials for the American Association for the Advancement of Science, Washington, DC, 1993 - 1995. These materials included various drafts and working copies of: Benchmarks for Science Literacy: Project 2061.

Program Chairperson for the 1992 International Technology Education Association Minneapolis Conference, March 1990 - March 1992 Responsibilities include implementing, and directing the program at the annual international conference, developing a conference theme, selection of special session speakers, coordinate the final program, and the coordination of facilities, housing, and transportation needs.

International Technology Education Association Professional Development Committee, 1991 - 1993. Provide evaluation of the international conference and suggest improvements. Promote regional and/or mini-conference/workshops.

International Technology Education Association Task Force Member to Teaching and Learning in Technology Education, April, 1990 - March 1992. The purpose of this task force is to make various materials available to the profession to enhance teaching and learning styles.

International Technology Education Association Task Force Member to Technology as Liberal Education, August, 1989 - 1993. The task force has as its mission to determine how the ITEA can support and facilitate technology education as part of the liberal arts curriculum at the post-secondary level.

Regional Coordinator for the Technology Education Collegiate Association Upper Midwest Regional Conference. Held at St. Cloud State University, August, 1989 - September, 1989, St. Cloud Minnesota.

Member of the House of Delegates for the International Technology Education Association, 1989. Representing the State of Minnesota at the 51st Annual International Conference, Dallas, Texas.

Member of the House of Delegates for the International Technology Education Association, 1988. Representing the State of Minnesota at the 50th Annual International Conference, Norfolk, Virginia.

Member of the Minnesota Technology Education Association Executive Council and Board of Directors, September 1987 - 1996. As Chairperson of the Professional Growth Committee responsibilities are to promote curriculum development and improve technology education programs throughout the State of Minnesota.

Program Co-Chairperson and Host of Technology Education Symposium X, October 20-22, 1988. Sponsored by the Department of Industrial Studies and St. Cloud State University.

Instructor and Curriculum Consultant for the development of a Technological Literacy Curriculum for the Stuart-Hobson Middle School, District of Columbia, July, 1987 - August, 1987. Sponsored by the University of Maryland and the Department of Education/District of Columbia.

Instructor and Curriculum Consultant for the "Industrial Arts/Technology Education Math/Science Interface Workshop" June, 1987 - August, 1987. Sponsored by the Department of Industrial, Technological and Occupational Education, University of Maryland, College Park, and The Division of Vocational-Technical Education, Maryland State Department of Education.

Instructor and Curriculum Consultant for the “Industrial Arts/Technology Education Math/Science Interface Workshop” June, 1986-August 1986. Sponsored by the Department of Industrial, Technological and Occupational Education, University of Maryland, College Park, and The Division of Vocational-Technical Education, Maryland State Department of Education.

Program Co-Chairperson and Host of the University of Maryland World of Technology/Professional Awareness Day, April, 1986. Sponsored by the Department of Industrial, Technological and Occupational Education, Council for Economic Education, and Division of Vocational-Technical Education of the Maryland State Department of Education.

Instructor for the “Demonstration Project for Gifted and Talented in Industrial Arts” July, 1984. Sponsored by the Department of Industrial, Technological and Occupational Education, University of Maryland, College Park, and the Technical Foundation of America.

Program Chairperson of the Epsilon Pi Tau, Iota Chapter Initiation Team, April, 1983.

Member of the Epsilon Pi Tau, Iota Chapter Initiation Team, December, 1982.

Program Co-Chairperson and Host of Fitchburg State College Industrial Arts Professional Awareness Day, May, 1982. Sponsored by Fitchburg Industrial Technology Association and Epsilon Pi Tau, Epsilon Chapter.

Presiding Member and Program Chairperson of the Epsilon Pi Tau, Epsilon Chapter Initiation Team, April and November, 1982.

Program Chairperson and Host of the Epsilon Pi Tau, Epsilon Chapter Semi-Annual Initiation Banquet, April and November, 1982.

Presiding Member and Program Chairperson of the International Epsilon Pi Tau Exemplary Initiation Team. Sponsored by Epsilon Pi Tau, March, 1982. Initiation held at the International American Industrial Arts Association Conference, Hartford, Connecticut.

Program Chairperson and Host of the Epsilon Pi Tau International Breakfast sponsored by Epsilon Pi Tau, March, 1982. Breakfast held at the International American Industrial Arts Association Conference, Hartford, Connecticut.

President of Epsilon Pi Tau, Epsilon Chapter, 1982.

Treasurer of Fitchburg Industrial Technology Association, 1982.

Program Co-Chairperson and Host of Fitchburg State College Industrial Arts Professional Awareness Day, May, 1981. Sponsored by Fitchburg Industrial Technology Association and Epsilon Pi Tau, Epsilon Chapter.

Presiding Member and Program Chairperson of the Epsilon Pi Tau, Epsilon Chapter Initiation Team, April and November, 1981.

Program Chairperson and Host of the Epsilon Pi Tau, Epsilon Chapter Semi-Annual Initiation Banquet, April and November, 1981.

President of Epsilon Pi Tau, Epsilon Chapter, 1981.

Vice President of Fitchburg Industrial Technology Association, 1981.

Vice President of Epsilon Pi Tau, Epsilon Chapter, 1980.

Vice President of Fitchburg Industrial Technology Association, 1980.

UNIVERSITY SERVICE

President of Phi Kappa Phi, Indiana State University, 2006 -- 2007

Member of the Executive Committee

Vice-President for Phi Kappa Phi, Indiana State University, 2005 – 2006.

Member of the Executive Committee.

Chairs' Council Chairperson, Indiana State University, 2005 – 2006.

Chairperson of the Chairs' Council to provide advice and assistance to the President, Provost, and Vice Presidents in Academic Affairs.

Promising Scholar's Task force, Indiana State University, 2005 – 2006.

Committee member to develop guidelines and funding opportunities to promote research via an Eli Lilly Grant to Indiana State University.

General Education Council, Indiana State University, 2004 – 2007.

Committee member to the Council.

School of Graduate Studies Graduate Council, Indiana State University, 2004 – 2007.

Committee member to the Graduate Council.

College of Technology Graduate Council, Indiana State University, 2003 – 2007.

Committee member to the Graduate Council.

Member of the Chair's Council, Indiana State University, 2002 – 2006

Member of the Council to provide advice and assistance to the President, Provost, and Vice Presidents in Academic Affairs.

College of Technology Faculty Council Secretary, Indiana State University, 2003 – 2004.

Secretary and Executive Committee Member of the Faculty Council.

University Engagement and Outreach Council, Indiana State University, 2004 – 2006

Committee member for developing outreach initiatives for the university.

Degree Link Enhancement Committee, Indiana State University, 2003 – 2004

Committee member for developing distance education learning opportunities.

Representative to the University Chairperson's Council, Indiana State University, 2003 – 2007

Elected School of Technology position.

Public Relations Officer for Phi Kappa Phi, Indiana State University, 2003 – 2004

Elected campus position to Phi Kappa Phi.

Chairperson, School of Technology Graduate Council, Indiana State University, 2003 – 2005.

Elected position, Member of the Council since 2001.

Professional Development Planning Committee, Indiana State University, 2002 – 2003

Committee member helping to draft procedures for tenure and post-tenure review materials at Indiana State University.

Indiana State University Faculty Senate Grievance Committee, Indiana State University, 2001 - 2004

Member of the Grievance Committee.

Blue Ribbon Study Group for Distance Education, Indiana State University, 2000 - 2004

Member of the Committee to address issues and develop policies for the delivery of distance education courses at Indiana State University. The committee has a charge to address copyright, funding priorities, services needed to promote distance education, curriculum enhancement, and organizational structure of the university.

Indiana State University McNair Scholars Program, Indiana State University, 1999 - 2006

Served as a faculty mentor for McNair scholars.

Senior Trustee, Epsilon Pi Tau, Mu Chapter, Indiana State University, 1999 – 2007

Served as a Trustee to Epsilon Pi Tau, Mu Chapter since 1997.

Senior Trustee, Technology Education Student Club and Technology Education Collegiate Association Advisor, Indiana State University, 1999 - 2007.

Served as both senior trustee and club advisor for students at Indiana State University.

Dean's Fellowship Program, Indiana State University, 1997 - 2003

Mentor for Gifted High School Students attending a special 6-week summer research program at Indiana State University.

Academic Leadership Enhancement Committee, Indiana State University, 1996 – 2003

Member of the Committee, Committee plans leadership enhancement activities specifically designed for Chairpersons or future Chairperson at Indiana State University.

Eli Lilly First-Year Faculty Fellow, Indiana State University, 1997 - 1999

Lilly Fellow for Transforming the First-Year Experience of students at Indiana State University.

New Student Advisement Registration Program, 1996 - 2007

Student Advisor to First-Year Students, Indiana State University.

General Education Council, 1996 - 2002

Member of the General Education Council, Indiana State University.

General Education Assessment Committee, 1996 - 2002

Member of the General Education Assessment Committee, Indiana State University.

Teacher Education Committee, 1996 - Present

Member of the Teacher Education Committee, Indiana State University.

College Curriculum Committee, 1989 - 1993

Chairperson for the College of Science and Technology, St. Cloud State University.

College Curriculum Committee, 1987 - 1996

Representative for the College of Science and Technology, St. Cloud State University.

University Curriculum Council 1991 - 1994

Chairperson for the University Curriculum Council, St. Cloud State University.

University Curriculum Council 1987 - 1996

Representative for the College of Science and Technology, St. Cloud State University.

Graduate Student Government Association, 1986

Representative for the Department of Industrial, Technological and Occupational Education, University of Maryland.

Graduate Student Government Association, 1985

Representative of the Department of Industrial, Technological and Occupational Education, University of Maryland.

Fitchburg State College Curriculum Committee, 1982

Served in an advisory capacity for the evaluation of existing curriculum and the development of future curricula.

Thomas A. Cardamone Scholarship Committee, 1982

Chairperson and Founder of the Thomas A. Cardamone Scholarship Fund, Fitchburg State College. Sponsored by Epsilon Pi Tau, Epsilon Chapter.

ACHIEVEMENTS

- 2010 Recipient of the Distinguished Technology and Engineering Educator Award from the International Technology and Engineering Education Association
- 2006 Selected as one of the 50 Outstanding Graduate Alumni in the last 50 years from the Graduate School of Eastern Illinois University, Graduate Alumni Award.
- 2001 Recipient of the International Technology Education Association President's Award for Outstanding Leadership and Service to the International Technology Education Association.
- 1997 Recipient of the Epsilon Pi Tau Laureate Award. Presented by the Mu Chapter and National Office of Epsilon Pi Tau for exemplary service to the discipline of Technology Education.
- 1996 Technology Teacher Educator of the Year Award. Presented by the Council of Technology Teacher Education.
- 1996 Recipient of \$1,000.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1995 Outstanding Service Award. Presented by the Minnesota Technology Education Association.
- 1995 Recipient of \$1,000.00 Assessment Grant, St. Cloud State University Assessment Office for the implementation of portfolio based assessment.
- 1995 Recipient of \$1,000.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1995 Recipient of \$3,500.00 Q-7 New Ventures Grant, State of Minnesota and St. Cloud State University. Course Development of Multimedia Authoring for Women's Studies to develop higher order thinking skills, readiness for work and career, and responsible citizenship in a democracy.
- 1995 Recipient of \$2,600.00 Assessment Grant, St. Cloud State University Assessment Office for the investigation of portfolio based assessment.
- 1994 Recipient of \$1,000.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1993 International Technology Education Association Region III Director
- 1993 Serving on the Board of Directors to the International Technology Education Association
- 1993 Serving on the Board of Directors to the International Technology Education Association Foundation
- 1993 Serving on the Board of Directors to the Avon Township Development Foundation
- 1993 Recipient of \$1,000.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1992 Served on the Board of Directors to the Avon Township Development Foundation
- 1992 Recipient of \$1,200.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1991 Recipient of \$1,200.00 Educational Support Grant from the 3M

- Corporation, Minneapolis, Minnesota.
- 1991 Outstanding Young Technology Educator, Awarded by the International Technology Education Association.
- 1990 St. Cloud State University Outstanding Contribution Award for effective and creative classroom teaching and scholarly contributions to technology education.
- 1990 Recipient of \$13,000.00 Educational Support Grant (equipment) from Eastman Kodak Company and the Graphic Arts Technical Foundation.
- 1990 Recipient of \$1,200.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1989 Recipient of \$1,000.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1988 Recipient of \$10,600 in Grant Awards (Cray Research Inc., SCSU College of Science and Technology, SCSU Foundation, and The Technical Foundation of America).
- 1988 Recipient of \$1,200.00 Educational Support Grant from the 3M Corporation, Minneapolis, Minnesota.
- 1987 Member of the Minnesota Technology Education Association Executive Council and Board of Directors, September 1987 - 1996.
- 1987 College Curriculum Committee, College of Science and Technology, St. Cloud State University.
- 1987 University Curriculum Committee, College of Science and Technology, St. Cloud State University.
- 1985 Research Scholarship Awarded by the University of Maryland for research work with talented and gifted students.
- 1985 Iota Lambda Sigma
- 1984 Phi Delta Kappa
- 1982 Who's Who in American College's and Universities, Fitchburg State College.
- 1982 Cutler Award, Most Outstanding Graduating Industrial Arts Student, Fitchburg State College.
- 1982 Magna cum laude graduate of Fitchburg State College
- 1982 Dean's List Fitchburg State College, 1979-1982
- 1981 Parking Scholarship Awarded by Fitchburg State College for Academic Achievement
- 1981 Edward T. Donnelly Outstanding Service Award, Epsilon Pi Tau, Epsilon Chapter
- 1979 Dean's List Springfield Technical Community College
- 1972 Honorary Member of the International Brotherhood of Eagles
- 1971 Eagle Scout, Boy Scouts of America
- 1971 Member of the International Order of the Arrows

AFFILIATIONS

Academy of Human Resource Development, 1999 – 2007
 Phi Kappa Phi 1996 – 2007
 Association for Supervision and Curriculum Development 1991 - 2007
 Council on Technology Teacher Education 1982 - Present
 Epsilon Pi Tau 1979 – Present, Senior Trustee, for Mu Chapter 1999 - Present
 International Technology Education Association 1980 - Present
 Iota Lambda Sigma 1985 - Present

REFERENCES Available upon request.

References for Dr. Anthony F. Gilberti

Dr. Anthony E. Schwaller
 Professor Emeritus - St. Cloud State University

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ACADEMIC EXPERIENCE

ASSOCIATE PROFESSOR

05/11 – present

ASSISTANT PROFESSOR

08/05 – 05/11

Fairmont State University, School of Business, Information Systems Management Department

Teaching

Graduate Instructor:

- MBA Program - Project Management (MSBA 5810)
- MBA Program – Project Management Capstone (MSBA 5850)

Undergraduate Instructor:

- Introduction to Computing (BISM 1200)
- Business Programming Logic (BISM 3000)
- Current Topics in Information Systems (BISM 4400)
- Information Systems Project Management Capstone (BISM 4800)
- Quantitative Applications in IS (INFO 1199)
- Microcomputer Applications in Business (INFO 2235)
- Programs, Files and Structures - Visual Basic .NET Programming (INFO 3339)
- Advanced Application Development - ADO.NET and ASP.NET (INFO 3340)
- Special Topics in Information Systems (INFO 4430)
- Student Projects with Applications in Concept Engineering – S.P.A.C.E. (INTR 1199) multidisciplinary course developed and piloted for a NASA Space Grant during Spring and Fall Semesters 2007

Research

- Principal Investigator, *Advancing Computing Curricula and Expanding Learning Experiences through Re-engineered and Accelerated Technology Education (ACCELERATE) Project* (National Science Foundation funding – Fall 2009 - Summer 2011)
- Principal Investigator, *A Study of Large Datasets using Mobile Devices*, NASA Space Grant Scholars Faculty Award, Fall 2010 - Spring 2011
- Co-Principal Investigator, *Expanding Pathways for Educational Development and Information Technology Experiences (ExpEDITE) Project* (subcontract to ISR, Inc. – Spring 2006 – September 2009)
- Principal Investigator, *A Web-based Collaborative Virtual Environment for NASA IV&V* (NASA West Virginia Space Grant Consortium – Research Initiation Grant, May 2007 – May 2009)

- Project Director, *Learning Formative Assessment Systems & Technologies II Program* (Learning FAST II - WVHEPC Title II grant, June 2007 – May 2008)
- Project Director, *Learning Formative Assessment Systems & Technologies Program* (Learning FAST - WVHEPC Title II grant, June 2006 – May 2007)
- Co-Principal Investigator, *Requirements ROI NASA IV&V Project*, subcontract to NASA IV&V, 2005 Fall – 2006 Spring semesters)
- Principal Investigator, *Team Dynamics in the Information Technology Industry* - Center for Technical Leadership (CTL) Project (*subcontract to CESD, Inc.-2005 Fall semester*)

Advising

- **Faculty Advisor:** advise ISM undergraduate students each semester
- **Delta Mu Delta Chapter Faculty Advisor:** Business Administration International Honor Society (Fall 2005 – present)
- **Faculty Mentor:** Undergraduate Student Research Projects
 - *A Study of Hardware and Software Requirements for Developing an Undergraduate Research Mobile Computing Lab*, Eric Hickman and Matt Anslie, Spring 2012
 - *Testing and Validating the Usability of Apps for Space Weather Reporting*, Bill Strauss, Spring 2012
 - *A Study of Large Dataset Accessibility Using Mobile Devices*, Spring 2010 -Jay Cooke
 - *Careers in the Corridor*, Spring 2010 -Derek Grubb
 - *Software Visualization: Uncovering Dependencies and Patterns in Your Data*, Spring 2010 -Daniel Bollinger
 - Educational PODcast Sharing among Teachers (e-POST), Spring 2009 - Eric Wolfe
 - *Autonomous Grasping and Haptic Feedback for the Talon Robot Platform*, I. Madolev, Summer 2008
 - *An Investigation of a Web-based Collaborative Environment for Supporting Fairmont State University Information Systems Alumni Networking*, S. Carr, Spring 2008
 - *A Study of Software Complexity Assessment Models for NASA Independent Verification & Validation (IV&V)*, A. Ladhani, 2007 - 2008
 - *A Research Study of New Computing Algorithms for a Public Grid Infrastructure*, J. Boyd & J. Posey, Summer 2007
 - *Development of a Web-Based Information Management System for Kappa Omicron (local chapter of Delta Mu Delta, International Honor Society in Business Administration)*, J. Jacobs, S. Cook, E. Bee, J. Mou, Fall 2006
 - *Development of an On-line Information Management System to Support Application Processing and Data Management*, S. Cook, Spring 2006

Institutional Service

- Curriculum Committee - Chair (2011-present); Member (2010 – 2011)
- Council on Undergraduate Research (2006-present)

- Student Financial Aid Committee (2009-2010)
- Faculty Development Committee (2008 – 2009)
- Search Committee, School of Business Dean (2007 – 2008)
- Committee on Promotion and Tenure Evaluation (2007)
- Improving New Faculty Orientation Work Session & Luncheon with Nancy McClure – 01/11/07
- Liberal Studies Matrix Review – 08/15/07
- FSU Graduate Studies Programs Review - 08/16/07
- Breakfast with the President to review needs of institution, 04/24/07
- Committee on Annual Faculty Evaluation (2006)

School of Business Service

Leadership Positions

- Information Systems Management Program Coordinator (Fall 2008 - present)
 - Coordinate department meetings and provide results to Dean
 - Coordinate and lead the IS Student/Faculty Orientation Meetings
 - Chair the committee for the new IS curriculum proposal
 - Proposed and approved for implementation in Fall 2010
 - Coordinate IS department activities for the Graduate Assistant
 - Coordinate accreditation preparation activities
 - Review potential candidates for IS adjunct instructor positions
 - Coordinate semester schedules
 - Coordinate textbooks orders for the department
- School of Business (SOB) Leadership Team Member (Fall 2008 – present)
 - Participated in meeting to develop SOB internship criteria
 - Participated in meetings each year to select SOB student awardees
 - Participated in meetings to set new pre-requisites for SOB core classes
 - Participated in ad hoc meetings to address SOB issues and then communicated with the IS department faculty as necessary

Committee Chair, IS Faculty Search Committee (Fall 2008)

- Received and reviewed over 30 applications
- Provided feedback and led committee meetings to narrow the candidate pool
- Participated in phone interviews for the top four candidates
- Participated in campus interviews with the top two candidates
- Led committee discussions to review and propose a candidate for the final selection

Committee Member, SOB Search Committees

- Business Administration Search Committee for Information Systems Position - Fall 2007
- Business Administration Search Committee for Management/Marketing Position - Spring 2007

Committee Member, Faculty Evaluation Committee (Chair, Scholarship subcommittee)

- Worked with the committee members to modify the School of Business faculty evaluation instrument to align with the CAFE committee recommendations in Fall 2006
- Chaired the committee to develop the Scholarship rubric within the School of Business

Assisted with Preparations for ABET Accreditation Site Visit for IS Program Review (Fall 2007)

- Participated in meetings to prepare for ABET accreditation application process
- Presented class materials for ABET site visit in November 2007
- Created new INFO quantitative applications class in response to ABET site visit results

Committee Member, MBA Graduate Studies Committee

- Participated in discussions related to MBA program development
- Attended Graduate Student Marketing and Recruitment Strategies Workshop, October 27, 2006
- Developed the MBA Fundamentals of Project Management Course
- Interviewed potential candidates for instructing project management courses

Committee Member, Business Intelligence Curriculum Committee (Spring 2006)

- participated in meetings to review the needs of the National Security and Intelligence program and develop the learning outcomes for BUSN 3330 Business Intelligence course

Student Recruitment Activities

- Creating a marketing DVD for the Information Systems department, Summer 2009 - present
- Creating the “Computing Across the Professions” Module to provide to high school counselors, educators and students to raise awareness of the computing disciplines at FSU, Summer 2009 - present
- Participated in School of Business Summer Orientation Activities – 06/24/09
- Participated in Campus Visitation Day for School of Business Booth – 11/08/08; 3/29/08
- Manned the SOB booth for the IS Department at Gear-Up Family Day - 02/24/07; 2/25/06
- Presented marketing session at East Fairmont High School to Junior/Senior Classes regarding the Information Systems Program, 11/08/06
- Presented two marketing sessions at Fairmont Senior High School to Freshman/Sophomore classes and to Junior/Senior classes regarding the Information Systems Program, 10/04/06
- Scheduled/participated in tour at ISR Facility for Information Systems Student Organization, Fall 2005
- Presented FSU research proposals to NASA at the Undergraduate Research Initiative Seminar, 09/15/2005

Program Development

The new Information Systems Management Program was implemented in Fall 2010. I developed and instructed the following new courses in support of this initiative:

- BISM 1200 Introduction to Computing - first offering in Fall 2010 with additional sections offered in the Spring 2011
 - BISM 3000 Business Programming Logic - first offering Fall 2010
 - BISM 4800 Information Systems Project Management - first offering Spring 2011
 - I have actively participated in meetings with Mr. John Thompson, President/Owner of Mobile Collaborative Education Consulting (MCEC) to investigate potential curricula development within the ISM department as related to the IBM Enterprise System Program and to ultimately establish a formal partnership between Fairmont State University and the IBM Academic Initiative.
 - As part of the work for the NSF-funded ACCELERATE planning grant, I worked to establish collaborative initiatives among courses within the Computer Science and Information Systems Management programs at FSU as well as the Information Systems Technology program at Pierpont for sharing resources and providing multidisciplinary experiences for the students.
 - I authored the new Information Systems Management Minor Curriculum Proposal which was approved in Spring 2011 for implementation in the Fall 2011 semester.
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- Authored the Information Systems Management Curriculum Proposal which was submitted in order to revise and update the Information Systems program. The new program was approved for implementation in Fall 2010.
 - Developed and instructed the new Quantitative Applications in Information Systems (INFO 1199) course, Spring 2008
 - Participated in ABET Accreditation Site Visit preparation for Information Systems Department, Fall 2007
 - Participated in Program Objectives and Degree Definitions Working Sessions, 08/17/07
 - Developed and instructed the new Special Topics course in Technical Project Management (INFO 4430), Spring 2007
 - Developed and instructed the new MBA Fundamentals of Project Management Course (MSBA 5810), Fall 2007
 - Completed Faculty Fellowship at Innovative Management and Technology Services (IMTS) to gain insights regarding skills needed in the field from graduating Information Systems students, elicit recommendations related to MBA program development, and gain hands-on experience with programming languages for the classroom, Summer 2006
 - Developed and instructed the new online section for the Microcomputer Applications for Business (INFO 2235) course for the Spring 2006 semester (Learning Technologies Center Online Course Development Grant)

Program Recruitment:

- Worked with Computer Science, ISSO, and Marketing students to develop and conduct a campus-wide survey to assess current knowledge regarding the various computing disciplines at Fairmont State University (FSU) 2010 - 2011
- Created and implemented the new BISM 1200 Introduction to Computing course which promotes the importance of computer literacy and provides exposure to the various computing disciplines and courses at FSU, Fall 2011

- Participated in School of Business Student Orientation Events, Fall 2010, Spring 2011 and Summer Orientation Activities on 06/16/11
- Participated in the Summer Orientation for the School of Business, 07/20/10, 06/24/09 and 03/29/08
- Worked the School of Business booth at Campus Visitation Day, 11/08/08
- Creating marketing materials, multi-media resources, and promotional websites for Information Systems Program through ExPEDITE project (Spring 2006 – present)
- Worked the School of Business booth at Gear-Up Family Day – 02/24/07 & 2/25/06
- Presented marketing session at East Fairmont High School to Junior/Senior Classes regarding the Information Systems Program, 11/08/06
- Presented two marketing sessions at Fairmont Senior High School to Freshman/Sophomore classes and to Junior/Senior classes regarding the Information Systems Program, 10/04/06

ADDITIONAL ACADEMIC EXPERIENCE

- ADJUNCT PROFESSOR** **1/01 - 5/01**
Fairmont State University, School of Business, Information Systems Department
 Instructor: Information Systems Special Topics (IS 4430) - Managing the Human Dynamic within Technical Teams.
- ADJUNCT PROFESSOR** **1/01 - 5/01**
West Virginia University, College of Engineering & Mineral Resources
Department of Industrial & Management Systems Engineering
 Instructor: Engineering Design & Analysis (ENGR 102), which includes ANSI C and MATLAB programming languages.
- ADJUNCT PROFESSOR** **11/99 - 12/99**
West Virginia University, School of Medicine
Department of Human Performance & Applied Exercise Science
 Presented a 6-hour Occupational Biomechanics Lecture Series for Kinesiology (OTH 106) in the Division of Occupational Therapy.
- VISITING LECTURER/ASSISTANT PROFESSOR** **8/95 - 12/95**
West Virginia University, College of Business & Economics
Department of Management & Industrial Relations
 Part-time appointment in the Department of Management and Industrial Relations.
 Instructor: Production/Quantitative Methods (MANG 111)
 Management Science I (MANG 212)
- INDUSTRIAL ENGINEERING TEACHING ASSISTANT** **5/90 - 6/95**
West Virginia University, College of Engineering
 Instructor: Freshman Engineering Design Analysis (E2)
 Engineering Economy (IE 277)
 Motion & Time Study Laboratory (IE 140)
 EIT Engineering Economy preparatory course

ADDITIONAL PROFESSIONAL EXPERIENCE

**OPERATIONS RESEARCH BRANCH SUPERVISOR
SENIOR SCIENTIST**

**02/03 – 08/05
06/01 – 08/05**

Institute for Scientific Research, Inc. (ISR)

Co-Principal Investigator, “Comprehensive Information Technology Education in Rural Appalachia (CITERA) Project”, (National Science Foundation, 01/05-12/07, \$877,937)

Responsibilities include guiding the integration of Information Technology (IT) into national and state STEM curriculum standards. This involves working with 7th to 9th grade educators and students to provide professional development in IT concepts, exposure to IT projects and professionals, guidance in IT-STEM module development, strategies to student investigation and inquiry, and opportunities to work collaboratively in summer laboratory experiences.

Principal Investigator, “Team Dynamics in the Information Technology Industry - Center for Technical Leadership (CTL) Project”, (Defense Acquisition University through subcontracts to Booz Allen Hamilton, 06/01–10/05, total funding to date \$2.912M)

Responsibilities include conducting research to develop a qualitative and quantitative understanding of IT teams in terms of personnel composition, structure, and operating procedures as the basis for the CTL management curriculum. The long-term goal is to measure and assess the effect of this management training offered through the CTL against attrition and overall productivity of IT teams. The end-goal is to formally establish a Software Management Best Practices based upon the record of success.

Research Investigator, “Development of Methodologies for Independent Verification and Validation of Neural Networks”, (Goddard Space Flight Center, NASA, 02/05–09/05, \$1,210,725)

Responsibilities include leading the development of the Hazard and Risk Analysis Methodology for the IV&V of neural networks guidance document to supplement the IEEE 1012-1998.

Program Evaluator, “Project ISAAC – Improving Student Achievement - Advancing Communities”, (Regional Education Service Agency (RESA) VII, 12/04–07/07, \$38,000)

Responsibilities include completing annual evaluations of the work performed for the RESA VII Project ISAAC educational grants conducted in each of the five phases of the program within nine counties of northern West Virginia.

Co-Principal Investigator, “Simulation Research Laboratory Project”, (Air Force Research Laboratory, USAF, 02/05–09/05, \$1.061M)

Responsibilities include developing and evaluating distributed control algorithms to enable autonomous heterogeneous unmanned aerial vehicle teams to accomplish strongly coupled tasks.

Co-Principal Investigator, “Space Elevator Project”, (Marshall Space Flight Center, NASA, 03/04–01/05, \$2M)

Responsibilities include conducting systems engineering management tasks for the research and development of the Space Elevator and leading the requirements elicitation and management process using Quality Function Deployment and the DOORS requirements management database application.

Task Lead, “Collaborative Engineering Environment”, Goddard Institute for Systems, Software, and Technology Research (Goddard Space Flight Center, NASA, 08/01–01/04, total funding to date \$7.55M)

Responsibilities include leading the development of DEVISE (Design Environment using Virtual Interfaces for Smart Engineering) and the integration of this system into a state-of-the-art mission design research node to be linked with NASA’s Goddard Space Flight Center and Jet Propulsion Laboratory.

GENERAL (RESEARCH) ENGINEER

11/95 – 06/01

National Institute for Occupational Safety and Health (NIOSH)

Division of Safety Research, Protective Technology Branch

Project Officer, “Improved Protective Equipment Design through Applied Anthropometry”, National Occupational Research Agenda, Injury Program (funding approved FY01)

In charge of developing an anthropometry research program. Proposing to use three-dimensional imaging technology (whole-body and hand laser scanners) to capture anthropometric data for the purpose of improving the fit and design of safety eyewear and protective gloves, and developing a sizing system for the protective volume provided by tractor roll-over protective structures (ROPS). Responsible for project planning, budgeting, and managing activities for three separate research teams.

Research Investigator, “Development and Evaluation of Internal Traffic Control Plans”, National Occupational Research Agenda, Injury Program (funding approved FY01)

Lead investigator for the “Internal Traffic Control Plan Optimization” study. Proposing to develop, implement, and evaluate the cost and effectiveness of internal traffic control plans (ITCPs) as an intervention strategy for various operations in highway construction.

Research Investigator, “A Study of Ergonomic Interventions in the Drywall Industry” (FY00-01)

Lead investigator for the “Job Performance and Productivity Evaluation of Drywall Handling Methods” study. Proposed to incorporate field work sampling studies and laboratory time and motion studies to investigate the effects of drywall assistive devices and team-work techniques on productivity and cost.

Research Investigator, “Design and Sizing of Fall Protection Harnesses: A Pilot Study” (FY00)

Completed literature review of anthropometry research applications and assisted in protocol development. Responsible for debriefing 100 subjects, locating traditional anthropometric landmarks and collecting relevant anthropometric measurements for female subjects, and using the whole-body laser scanner to capture data of the subject with and without the fall protection harness worn, and suspended with the harness.

Research Investigator, “Postural Stability Evaluation of Drywall Lifting and Hanging Tasks” (FY00)

Responsible for project management, subject recruitment and scheduling, debriefing subjects, administering questionnaires, and collecting preliminary physical exam data (height, weight, blood pressure). Sixty-six subjects with drywall experience were recruited and tested.

Research Investigator, “Postural Stability and Stepping Response Times During Scaffold End-frame Carrying” (FY99-00)

Responsible for subject recruitment and scheduling. Twenty-four subjects were recruited from the local construction industry. Collected data using a customized LabVIEW

software package in conjunction with force plates to collect ground reaction force data for determining standing balance (center of pressure movements before and after a stepping action) and stepping response time (duration between onset of first change and final change).

Project Officer, "Laboratory Evaluation of Back Support Belts" (1/96 - 9/99)

Developed the research protocol for the biomechanical study which investigated the effects of back support belts on spine kinematics during asymmetric lifting of large and small boxes. Presented at the peer review meeting on 11/4/96. Responsible for project planning, management, and budgeting. Developed a customized software package using MATLAB for the quantification of spine kinematics from three-dimensional coordinates of reflective markers collected using the ProReflex Motion Measurement System. Designed an accuracy validation frame and developed methods to perform an accuracy assessment of the motion measurement system. Twenty-eight subjects with manual material handling experience were recruited. Responsible for debriefing subjects, locating traditional anthropometric landmarks and collecting relevant anthropometric measurements for female subjects, and collecting and analyzing data using the ProReflex system in conjunction with a LabVIEW software package developed for collecting force plate data. Prepared abstract and results for presentation at the American Public Health Association conference on November 9, 1999.

UNDERGRADUATE EXPERIENCES

ENGINEERING CONSULTANT	11/89 - 4/90
<i>North American Philips Lighting Company</i>	
Redesigned the packaging process and assisted with reorganizing the financial records.	
INDUSTRIAL ENGINEERING INTERN	9/89 - 4/90
<i>G.A. Brown & Sons, Inc.</i>	
Implemented a UNIX-based accounting software program and integrated with LOTUS Developed an employee training manual.	
DISTRIBUTION ENGINEER	5/89 - 8/89
<i>Monongahela Power Company</i>	
Programmed an RBASE application file to produce the Engineering and Construction audits, statistics, and reports.	
RESEARCH ASSISTANT	10/88 - 5/89
<i>West Virginia University, Department of Forestry</i>	
Performed research in advanced technological methods of furniture production.	
MANAGEMENT ENGINEERING INTERN	9/88 - 12/88
<i>West Virginia University Hospital</i>	
Assisted in the implementation of an OR scheduling software package.	
JUNIOR PRODUCTION PLANNER	5/88 - 8/88
<i>EIMCO Coal Machinery Division</i>	
Performed job scheduling, inventory control, and production order release tasks.	
INDUSTRIAL ENGINEERING INTERN	11/87 - 6/88
<i>Center for Entrepreneurial Studies and Development, Inc.</i>	

Provided managerial and technical assistance in a project-oriented environment, including: West Virginia Grass Roots Economic Development Project; and, Morgantown CB&T Banking Project.

ADDITIONAL COMMITTEE AND ADMINISTRATIVE SERVICE

Marion County Board of Education Technology Planning Committee (11/02 – 03/04)

Assist with revising and updating the Technology Plan for the Marion County Board of Education.

NIOSH Human Subject Review Board (HSRB) Committee Member (05/99 – 06/01)

Represent Division of Safety Research at monthly HSRB meetings.
Review for approval all human subject research protocols proposed within the Institute.
Present seminars on HSRB guidelines and procedures within the Institute.
Developing NIOSH HSRB website for project officer reference.
Assist project investigators regarding HSRB issues.

Team Leader, Division of Safety Research Ergonomics Team (1/96 - 4/97)

Coordinate and direct a multi-disciplinary team consisting of 8 members.
Establish division research objectives of an ergonomics program for the prevention of acute traumatic injuries.
Develop and present research proposals to Division management.

Team Leader, Protective Technology Branch Re-engineering Team (8/96 - 11/96)

Coordinate and direct a team consisting of 11 engineers and scientists.
Develop a team-based organizational structure for the Branch.
Implement the new Branch structure.
Presented with 1996 NIOSH On-the-Spot Award for team efforts.

Technical Reviewer for Centers for Disease Control and Prevention (CDC)

2000 - Root-cause analysis issues, National Occupational Research Agenda
1999 - Shepard Award of the National Institute for Occupational Safety and Health
1999 - Occupational Safety Checklists for Vocational and Technical Schools
1997 - "Risk Assessment and System Safety - An Instructional Module", Project SHAPE, NIOSH publication

Search Committees:

Research Candidate Selection Committee, ISR, 2002 – present
Protective Technology Branch Engineers, Division of Safety Research, NIOSH, 1996

EDUCATION

DEPARTMENT OF INDUSTRIAL ENGINEERING, WEST VIRGINIA UNIVERSITY

Ph.D., May 1995

MSIE, December 1992

BSIE, May 1990

Honors and Achievements

Summa Cum Laude Graduate

Dean's Honor List

Successful completion of Engineer-in-Training Exam, May 1990

Phi Kappa Phi National Honor Society, 1990
Golden Key National Honor Society, 1988
Tau Beta Pi National Honor Society, 1988
Alpha Pi Mu National Industrial Engineering Honor Society, 1988

Awards and Scholarships

American Association of Cost Engineers Scholarship 1991, 1992, 1993, 1994
Material Handling Scholarship 1989, 1990, 1992, 1993, 1994
West Virginia Space Grant Consortium NASA Scholarship 1992
Tau Beta Pi Fellowship 1990
Rufus K. West Undergraduate Engineering Scholarship 1990
Outstanding IE Senior Award 1990
WVU Achievement Scholarship 1988, 1989, 1990
Keyser Aluminum Engineering Scholarship 1988, 1989, 1990
Outstanding College Students of America 1989
ALCOA Outstanding Sophomore 1988
Alpha Pi Mu Outstanding Pledge 1988

Professional Societies

2007 – Project Management Institute
2004 – Association for Psychological Type
2003 – IEEE Engineering Management Society
2003 – Human Factors & Ergonomics Society
1991- American Association of Cost Engineers
1990- Tau Beta Pi
1987- Institute of Industrial Engineers
1986- National Society of Professional Engineers

ADDITIONAL TRAINING

Sponsored through the Institute for Scientific Research, Inc.

- Coaching Perspective: Management & Organizational Development Symposium, 2004
- VRCO CAVELib Training, 2003
- Ghost Programming for Virtual Environments: PHANToM Haptic Device, 2002
- Myers-Briggs Type Indicator Qualifying Workshop – OKA, 2001

Sponsored through Centers for Disease Control and Prevention

Team development ~

- Building High Performing Teams (February 1999)
- Total Quality Management Team Leader Training (February 1996)
- Total Quality Management Facilitator Training (April 1996)

Scientific Research Development ~

- Preparing Requests for Contracts (RFCs) (February 2001)
- Science Survival Skills: Conducting Science at CDC (April 2000)
- Anthropometric Landmarks & Measurements (March 2000)
- Human Subject Assurances and Procedures (July 1999)
- Human Subjects Testing Training (July 1999)
- Assessing the Effectiveness of Public Health Prevention Interventions (July 1998)
- Ethics Training (March 1998)
- Anthropology Research (1997)

- Basic Project Officer Training (February 1996)

Computer skills development ~

- Internet Searches (May 1998)
- Labview (May 1998)
- Introduction to HTML (October 1996)
- Advanced UNIX Systems (May 1996)
- UNIX System for Users (April 1996)
- Introduction to the UNIX world (March 1996)

PUBLICATIONS AND PAPERS

Lee, C., **Giorcelli, R.**, Hossain, M., Factors Influencing the Virtual Group Participation, *ISOneWorld Conference Proceedings 2011*.

Giorcelli, R., Lee, C., and Blankenship, J., “Revitalizing the Information Systems Curriculum through Multi-disciplinary Experiences: A Focus on Collaboration among Undergraduate Computing Disciplines and Industry”, *IACIS 2010 Proceedings*.

Lee, C., **Giorcelli, R.** and Blankenship, J., "The Impact of Social Networking Sites Experiences on Academic Performance in General MIS Classes", *International Association for Computer Information Systems 2010 Annual Conference Proceedings*.

Giorcelli, R., Lee, C., and Darrah, M., "Finding an Answer to the Enrollment Crisis in Computing: An EXPEDITE Project Case Study", *Decision Sciences Institute 41st Annual Meeting Conference Proceedings*.

Giorcelli, R. and Blankenship, J., “Bridging the Gap from Education to Business with Experiential Learning Opportunities: An Information Systems Student Organization Case Study”, *IACIS 2009 Proceedings*. Page 52. http://www.iacis.org/pdf/2009_Program.pdf

Giorcelli, R. and Blankenship, J., “Fostering Independent Learners of IS in the 21st Century through Integrated Educational Technologies”, (2009). *AMCIS 2009 Proceedings*. Paper 793. <http://aisel.aisnet.org/amcis2009/793>

Giorcelli, R. and Dodson, T., “Synchronizing with Industry to Revitalize the Information Systems Curriculum”, accepted for publication in the *Proceedings for the 48th Annual International Association for Computer Information Systems (IACIS) Conference*, Savannah, Georgia, USA, October 1 – 4, 2008.

Dodson, T., and **Giorcelli, R.**, Curriculum Decisions: Assessing and Updating IS Curriculum”, accepted for publication in the *Proceedings for the 14th Americas Conference on Information Systems (AMCIS)*, Toronto, Canada, August 14 – 17, 2008.

Giorcelli, R. and Dodson, T., “Promoting Information Technology Disciplines: Students, Educators and Industry Professionals Working Together Toward a Common Goal”, *Proceedings of the 8th Annual Hawaii International Conference on Business* (Honolulu, Hawaii, USA, May 22 – 25, 2008).

Darrah, M., **Giorcelli, R.**, and Dodson, T., “A comprehensive program for expanding pathways to IT careers”, *Proceedings of the 8th ACM SIGITE Conference on Information Technology Education* (Destin, Florida, USA, October 18 - 20, 2007). SIGITE '07. ACM, New York, NY, pp. 195-200. <http://doi.acm.org/10.1145/1324302.1324344>

Giorcelli, RJ and Pullum, LL, "Handling the Effects of Complexity in Space Elevator Requirements", *Journal of the British Interplanetary Society (JBIS)*, 59(9), September 2006, pp. 319 – 323.

Harris, DE, **Giorcelli, RJ**, Jacquez, AM, "A Review of Applied Statistical Tests for Interpreting Myers-Briggs Type Data" *Association for Psychological Type XV International Conference Proceedings*, Toronto, CA, July 2004.

Giorcelli, RJ and Pullum, LL, "Resolving Cognitive Conflict during the Technology Development Process for the Space Elevator", *Third Annual Space Elevator Conference Proceedings*, Washington, DC, June 2004.

Giorcelli, RJ, and Hughes, RE, "Technical note: Accuracy of a System for Measuring Three-dimensional Torso Kinematics during Manual Materials Handling", *Journal of Applied Biomechanics*, 20(2), May 2004, pp. 185-194.

Witt, K, **Giorcelli, R**, Darrah, M, Ives, B, and Peak, R, "DEVISE: A Collaborative Virtual Environment for Integrated Concurrent Engineering." *International Symposium on Collaborative Technologies and Systems Proceedings*, San Diego, CA, January 2004.

"Concept of Operations: Design Environment Using Virtual Interfaces for Smart Engineering (DEVISE) for the demonstration of Augmented Distributed Virtual Integrated Concurrent Engineering (ADVISE)" GISSTR-CONOPS-D001-UNCLASS-033103, 2003.

Harris, DE and **Giorcelli, RJ** "Personality Type and Workers' Perceptions of Their Environment and Stress" *American Psychological Association – Work, Stress, and Health Conference Proceedings*, Toronto, Canada, March 2003.

Giorcelli, RJ, Hughes, RE, Wassell, JT and Hsiao, H, "The effect of wearing a back belt on spine kinematics during asymmetric lifting of large and small boxes", *Spine*, 26(16), August 2001, pp. 1794-1798.

Hsiao, H., **Giorcelli, RJ**, Bobick, TR., "A laboratory study on the effect of back support belts", *American Public Health Association Conference*, Chicago, Illinois, November 4, 1999.

Componation PJ, Farrington PA, **Giorcelli RJ**, Byrd J., "Using risk reduction as a team performance metric", *Seventh Annual Industrial Engineering Research Conference*, Banff, Canada, May 9-10, 1998.

Jaraiedi, M. and **Giorcelli, R.**, "A Study of the Effects of Respirator Use in a Mentally Stressing Task," *Proceedings of the International Industrial Ergonomics & Safety Conference*, 1994, pp. 339-346.

Jaraiedi, M., Iskander, W., Myers, W. and **Giorcelli, R.**, "The Effects of Respirator Use on Workers' Productivity in a Mentally Stressing Task," *American Industrial Hygiene Association Journal*, 55(5), May 1994, pp. 418-424.

Theses

Giorcelli, R., "A Risk-Based Project Management System", Dissertation, West Virginia University, Industrial Engineering Department, 1995

Martin, R., "The Effects of Wearing a Respirator on the Productivity and Efficiency of a Worker", Master's thesis, West Virginia University, Industrial Engineering Department, 1992

PRESENTATIONS

Revitalizing the Information Systems Curriculum through Multi-disciplinary Experiences: A Focus on Collaboration among Undergraduate Computing Disciplines and Industry, International Association for Computer Information Systems 2010 Annual Conference, Las Vegas, NV, October 5 - 9, 2010. (Lead Author: Giorcelli; Co-authors: Frank Lee and Joe Blankenship)

The Impact of Social Networking Sites Experiences on Academic Performance in General MIS Classes, International Association for Computer Information Systems 2010 Annual Conference, Las Vegas, NV, October 5 - 9, 2010. (Lead Author: Frank Lee; Co-authors: Rebecca Giorcelli and Joe Blankenship)

Finding an Answer to the Enrollment Crisis in Computing: An ExPEDITe Project Case Study, invited presentation, Decision Sciences Institute 41st Annual Meeting in San Diego, Nov 2010 (Lead Author: Giorcelli; Co-authors: Frank Lee and Marjorie Darrah)

Factors Influencing the Virtual Group Participation, invited presentation, ISOneWorld Conference 2011, Las Vegas, NV, April 2011. (Lead Author: Frank Lee; Co-authors: Rebecca Giorcelli and Mahmood Hossain)

Cloud Utilization: Academia and Industry Collaboration in the Cloud, invited presentation, WV 2010 Statewide Technology Conference, Charleston, WV, USA, August 3 - 5, 2010.

Bridging the Gap from Education to Business with Experiential Learning Opportunities: An Information Systems Student Organization Case Study, invited presentation, 49th Annual International Association for Computer Information Systems (IACIS) Conference, Pittsburgh, PA, USA, September 30 - October 3, 2009.

Fostering Independent Learners of IS in the 21st Century through Integrated Educational Technologies, invited presentation, 15th Americas Conference on Information Systems (AMCIS), San Francisco, CA, August 5 - 9, 2009.

Synchronizing with Industry to Revitalize the Information Systems Curriculum, invited presentation, 48th Annual International Association for Computer Information Systems Conference, Savannah, Georgia, October 1-4, 2008.

Middle School Math Teacher Professional Development and Online Learning Communities via Blackboard Vista, invited presentation, WV Higher Education Technology Conference, Morgantown, WV, September 29 - October 1, 2008

Curriculum Decisions: Assessing and Updating IS Curriculum, invited paper presentation, 14th Americas Conference on Information Systems (AMCIS), Toronto, Canada, August 14 - 17, 2008.

Promoting Information Technology Disciplines: Students, Educators and Industry Professionals Working Together toward a Common Goal, poster presentation at the 8th Annual Hawaii International Conference on Business (Honolulu, Hawaii, USA - May 2008).

Algorithms for a Public Grid Infrastructure, Posters on the Hill Event sponsored by Council for Undergraduate Research (Washington, D.C., USA - April 2008).

A Comprehensive Program for Expanding Pathways to IT Careers, paper presentation at the 8th ACM SIGITE Conference on Information Technology Education (Destin,

Florida, USA - October 2007).

A Research Study of New Computing Algorithms for a Public Grid Infrastructure, Star Symposium sponsored by West Virginia EPSCoR program (Morgantown, WV, USA - September 2007).

Development of a Web-Based Information Management System for Kappa Omicron (local chapter of Delta Mu Delta, International Honor Society in Business Administration), FSU Celebration of Student Scholarship with advisees Steve Cook, Eric Bee, James Mou, and Jeff Jacobs (Fairmont, WV, USA - April 2007).

Development of an On-line Information Management System to Support Application Processing and Data Management, Celebration of Student Scholarship with advisee Steve Cook (Fairmont, WV, USA - April 2007).

A Web-Based Information Management System for Kappa Omicron (local chapter of Delta Mu Delta, International Honor Society in Business Administration), Undergraduate Research Day at the Capitol (Charleston, WV, USA - February 2007).

ExPEDITe Faculty Fellowship Program Round Table Discussion, NSF Advanced Technological Education Conference (Washington, D.C., USA - October 2006).

Microsoft Outlook Training - Using Outlook to Improve Efficiency-Simple Tools That Save Time, FSU Faculty Development (Fairmont, WV, USA - August 2006).

Mapping Information Technology/21st-Century Skills from K-12 through Higher Education, FSU Faculty Development (Fairmont, WV, USA - August 2006).

Haptics: Adding the Sense of Touch to Virtual Environments, Institute for Scientific Research, Inc. (Fairmont, WV, USA - January 28, 2003).

Team Dynamics in the Workplace, Institute for Scientific Research, Inc. (Fairmont, WV, USA - April 16, 2002).

Improved Equipment Design through Applied Anthropometry, FY01 National Occupational Research Agenda Research Proposal Defense, NIOSH OD (Washington, D.C., USA - January 10, 2001).

An Investigation of Methods for Assessing Protective Glove Fit Using 3-D Hand Measurements, Division of Safety Research, NIOSH (Morgantown, WV, USA - March 14, 2000).

Developing Collaborations Internal to NIOSH, Construction, Agriculture, and Manufacturing Partnership Meeting (Pittsburgh, PA, USA - November 10, 1999).

Hazard Surveillance, Meeting with representatives of the Construction Safety Association of Ontario (Morgantown, WV, USA - May 6, 1999).

Research Applications for the Head Scanner, Mon General Health Fair, Morgantown Mall (Morgantown, WV, USA - February 26, 1999).

Applying PERT-CPM Analysis to NIOSH Research Projects, Human Factors Team, Protective Technology Branch, Division of Safety Research, NIOSH (Morgantown, WV, USA - August 26, 1997).

Laboratory Evaluation of Back Support Belts, Meeting with NIOSH Office of the Director and Chase Ergonomics (Washington, D.C., USA - August 13, 1996).

RICHARD C. HARVEY

J.D., M.B.A.

DEAN OF THE SCHOOL OF BUSINESS
PROFESSOR OF FINANCE AND BUSINESS LAW
FAIRMONT STATE UNIVERSITY

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During my nearly **thirty years** in higher education, I have devoted my time and creative energy to developing the necessary experience, knowledge and skills to serve effectively in an administrative leadership position. I am currently serving in a position which utilizes the **comprehensive knowledge base** I gained while serving as a dean, professor, academic program coordinator, business consultant, academic affairs intern, lawyer, and program director. I strive to create a dynamic, creative and innovative environment that is squarely focused on building **quality academic programs** to help students prepare not only for the world of work, but also to become effective and productive contributors to society. I encourage an **entrepreneurial environment** that is focused on empowering teams of talented individuals to work together in applying effective practices to new initiatives in order to achieve mission-critical goals and objectives. During the past ten years I have devoted a great deal of time to the **effective integration of technology** into the teaching, learning, assessment, and administrative environment. What follows details my experience in such diverse areas as: academic leadership; strategic planning; faculty and staff recruitment and evaluation; educational innovation; student-centered learning; technological integration; institutional effectiveness and assessment; respect for diversity; linking theory to practice; and the scholarship of teaching.

ACADEMIC EXPERIENCE

Dean of the School of Business, FAIRMONT STATE UNIVERSITY, Fairmont, West Virginia (2008 – Present).

Interim Dean of the School of Business, FAIRMONT STATE UNIVERSITY, Fairmont, West Virginia (2007 – 2008).

- ◆ Provide leadership, advocacy, collaboration, and empowerment for the faculty, staff and students of the School of Business.
- ◆ Actively participate in the overall strategic direction of all undergraduate and graduate business programs within the School of Business at Fairmont State University.
- ◆ Facilitate the recruitment and retention of high quality faculty for the School of Business.

- ◆ Manage the fiscal responsibilities of the School of Business programs and provide the administration with yearly strategic goals and budget projections.
- ◆ Maintain educational achievements appropriate to the Association of Collegiate Business Schools and Programs (ACBSP) accreditation standards.
- ◆ Develop strategies and policies to meet the University's student enrollment goals, including recruitment and retention strategies.
- ◆ Regularly review faculty performance relative to course goals, and create an atmosphere conducive to scholarly pursuits.
- ◆ Direct the development of an outcomes assessment program for the School of Business, providing timely reports of assessment information, and facilitating reviews of this information.
- ◆ Facilitate the further development of distance education for all business programs.
- ◆ Maintain a working knowledge of trends and national priorities for higher education especially as they pertain to business education.
- ◆ Represent the University's School of Business in public appearances and at national professional organizations.
- ◆ Actively meet with major north-central West Virginia organizations to develop and sustain the relationship/support of the School of Business.
- ◆ Take an active role in the region, working with local organizations to promote the School of Business.

Dean of Graduate Studies, FAIRMONT STATE UNIVERSITY, Fairmont, West Virginia (2005 – 2007).

- ◆ Actively participated in the overall strategic direction of all the graduate degree programs at Fairmont State University.
- ◆ Developed strategies and policies to meet the University's graduate enrollment goals, including financial aid and retention strategies.
- ◆ Supervised the development and maintenance of a staff structure which implemented institutional goals for the Graduate Studies program and provided a top quality service team that continually strived to improve the Graduate Studies program.
- ◆ Managed the fiscal responsibilities of the Graduate Studies program and provided the administration with yearly strategic goals and budget projections.
- ◆ Facilitated the development of distance education for graduate programs.
- ◆ Collaborated with colleagues throughout campus to identify, develop and implement new graduate programs for students and staff.
- ◆ Conducted research to provide requested data for state agencies as well as for the improvement of the functions of the Graduate Studies program.
- ◆ Coordinated the University's outcome assessment program and responses for graduate programs providing timely reports of assessment information, and facilitating reviews of this information.
- ◆ Established and administered a Graduate Catalog Policies and Procedures Manual.
- ◆ Served as the representative of Graduate Programs on University committees and functions.
- ◆ Developed and supported a process to periodically evaluate student satisfaction with the Graduate Studies programs and with program staff support.

- ◆ Facilitated productive relationships among Graduate Studies program alumni, students and staff.
- ◆ Coordinated all marketing and advertising efforts, including coordinating and supporting publications and web pages, interfacing with graphic designers and printers, managing the relationships with the vendors of web-based marketing and recruiting products, and advising the Provost and Vice President of Research and Graduate Studies with regard to the content of those products.
- ◆ Represented the University's Graduate Studies program in public appearances and at national professional organizations.

Administrative Intern in Academic Affairs, FAIRMONT STATE COLLEGE, Fairmont, West Virginia (2000 – 2002).

- ◆ Designed and implemented productivity studies for each academic school which compared student credit hours to FTE faculty.
- ◆ Designed and implemented a cost per credit hour analysis which compared total student credit hours generated with the total cost of an academic school.
- ◆ Redesigned the applications for Promotion and Tenure, incorporating a portfolio approach for faculty evaluation.
- ◆ Assisted with a significant reorganization of the Faculty Handbook to increase functionality.
- ◆ Assisted with annual Course Catalog revisions to incorporate curricular changes and other modifications.
- ◆ Reviewed and provided editorial comment to various Program Reviews.
- ◆ Assisted with the Institutional Assessment effort by administering CAAP tests in writing, mathematics, and critical thinking.
- ◆ Attended and participated in meetings of the Academic Affairs council.
- ◆ Prepared a study of Adjunct faculty which reviewed utilization by academic school and analyzed the growth rate.
- ◆ Prepared an extensive analysis of Faculty Summer School salaries to support a planned reduction in the rate of faculty pay for summer school.

Professor of Finance and Business Law, FAIRMONT STATE UNIVERSITY SCHOOL OF BUSINESS, Fairmont, West Virginia (1988 – present). Tenured in 1994.

- ◆ Nominated by fellow faculty members and selected by Fairmont State University Center for Teaching Excellence to present sessions during the annual faculty development Showcase on Teaching.
- ◆ Created, maintained, and monitored WebCT sites for all classes. The enhanced WebCT courses provide students with course materials, assignments, assessments, chat rooms, discussion groups, and class-wide email capability.
- ◆ Developed and presented several courses completely online utilizing WebCT.
- ◆ Selected as a WebCT mentor to consult with faculty seeking assistance with WebCT tools.
- ◆ Prior to the campus adoption of the WebCT course management system, designed and published, at my own expense, a website that included course-related materials such as syllabus, class schedule, announcements, class exercises, and lecture outlines for all courses taught. The website contained numerous links to finance-related Internet resources for student reference.

- ◆ Served as initial webmaster for the School of Business website. Designed a website that contained areas including: degrees or programs, departments, faculty, alumni, frequently asked questions, course descriptions, model schedules, course rotations, and student groups.
- ◆ 2007 Online Course Development Grant Recipient; developed online course structure for MBA Essentials course.
- ◆ 2006 Online Course Development Grant Recipient; developed fully online graduate course entitled Copyright Issues for Online Educators.
- ◆ 2003 Online Course Development Grant Recipient; developed fully online Finance 2201 Introduction to Financial Management course.
- ◆ 2002 Online Course Development Grant Recipient; developed fully online Finance 2260 Real Estate Principles course.
- ◆ Participated in textbook reviews for various publishing companies to analyze content and accuracy.
- ◆ Taught traditional and nontraditional students in day, evening, and weekend formats (including accelerated adult programs).
- ◆ Consistently received outstanding student evaluations.
- ◆ Supervised multiple independent study courses.
- ◆ Integrated computer applications into all courses.
- ◆ Developed and presented the first “writing-intensive” business course, Analyzing Financial Statements, in which the students had to complete an in-depth corporate financial analysis.
- ◆ Continually revised and updated individual course syllabi to reflect an outcome based learning approach focusing on competencies of critical reasoning, communication, collaboration, reflectivity, and technology management.
- ◆ Continually supplemented and updated courses with material and information from current business periodicals.
- ◆ Continually updated, revised and implemented multiple case studies in most courses. Case studies provide students the opportunity to analyze and measure the effect of policy decisions in realistic business situations.
- ◆ Continually supplemented and updated courses with material from continuing legal education training and experience gained from the private practice of law.
- ◆ Cooperated with the admissions staff in meeting prospective students and parents.
- ◆ Maintained a professional classroom manner, yet approachable attitude particularly regarding student contact for assistance outside of the classroom. Maintained high standards and expectations for student performance.
- ◆ Encouraged computer usage through references to course-related websites and email communication.
- ◆ Required analytical thinking and writing skills in all courses through the use of case studies, term paper assignments, and/or short-answer examination questions.
- ◆ Sensitive to other demands (i.e. family obligations, job obligations) on students, particularly non-traditional students.

Coordinator of the Finance and Business Law Department, FAIRMONT STATE COLLEGE SCHOOL OF BUSINESS, Fairmont, West Virginia (1990 – 2002).

- ◆ Designed and published a departmental website that included program-related materials such as course

descriptions, model schedules, announcements, and preregistration checklists. The website contained links to finance-related Internet resources and the student finance organization, *Falcon Financial Group*.

- ◆ Developed and worked for passage of a new finance curriculum proposal which re-organized and updated the finance program. Certain obsolete finance courses were eliminated and new electives were added.
- ◆ Initiated and founded the Entrepreneurial Studies program at Fairmont State University. Developed the curriculum and worked for passage through the Curriculum Committee and Faculty Senate.
- ◆ Supervised numerous Finance and/or Business Internships with local financial institutions and businesses.
- ◆ Founded the *Falcon Financial Group*, a student finance organization that operates as a model investment club.
- ◆ Advised students minoring in Finance, Banking, Insurance, and Real Estate.
- ◆ Assisted with course scheduling and textbook selection for all finance and business law courses, both on- and off-campus.
- ◆ Assisted with the selection, orientation, and evaluation of all part-time finance and business law faculty.
- ◆ Reviewed and evaluated Board of Regents degree portfolios requesting credit for finance and business law courses.
- ◆ Collaborated with colleagues, alumni, and business executives in continuously monitoring and revising curricula.
- ◆ Participated in College Visitation Day.

Director, FAIRMONT STATE COLLEGE SMALL BUSINESS DEVELOPMENT CENTER, Fairmont, West Virginia (1986-1988). Responsible for the comprehensive management of the Center including program development, fiscal management, public relations, and reports management.

- ◆ Provided management counseling and training seminars to businesses throughout West Virginia.
- ◆ Managed the Center's budget which was a combination of funding from the U.S. Small Business Administration, the State of West Virginia, and Fairmont State College.
- ◆ Hired, trained, supervised, and managed the Center's staff of business analysts and clerical staff.
- ◆ Assisted with the initial drafting and passage of the *West Virginia Capital Company Act*. This legislation created tax incentives, which resulted in numerous venture capital firms organizing and investing in West Virginia businesses.

Business Analyst, WEST VIRGINIA UNIVERSITY SMALL BUSINESS DEVELOPMENT CENTER, Morgantown, West Virginia (1984 – 1986). Responsible for consulting with small business clients to provide management and research assistance regarding all aspects of business planning and operation.

School Teacher, MONONGALIA COUNTY SCHOOLS, Morgantown, West Virginia (1977 – 1980). Various positions, substitute and permanent, within the Monongalia County School system

PROFESSIONAL EXPERIENCE

President, VENTURE MANAGEMENT, Morgantown, West Virginia (1988 – present). Firm provides business counseling for financial management and legal issues including business organization, feasibility studies, capital formation, strategic business planning, intellectual property, and financial proposals.

- ◆ Secured funding, both debt and equity, for numerous projects ranging from several thousand to several million dollars of capital investment.
- ◆ Served as an expert witness for cases involving stockbroker fraud on issues such as Lack of Suitability, Churning, Unauthorized Trading, Over-concentration, and Breach of Fiduciary Duty.

Attorney, GREER LAW OFFICES, P.L.L.C., Bridgeport, West Virginia (2002 - 2005). Specialized in the practice areas of Elder Law and Commercial Law.

- ◆ The *Elder Law* practice includes estate planning and administration, Wills, Trusts, and Medicaid planning.
- ◆ The *Commercial Law* practice involves the representation of individuals and businesses in a broad range of areas from business formation through dissolution.
- ◆ Designed and published an initial website for the firm that included a firm profile, practice areas, and links to other legal websites.

Banker, various management positions within the commercial banking industry (1980 – 1984).

EDUCATIONAL AND PROFESSIONAL ACHIEVEMENTS

Juris Doctorate, J.D., WEST VIRGINIA UNIVERSITY COLLEGE OF LAW (1996). Specialization in corporate law. Received the Excellence for the Future Award in International Trade.

Attorney-at-Law, Passed the multi-state bar exam and admitted to practice in West Virginia, and the U. S. District Court for the Northern and Southern Districts of West Virginia (1996).

Master of Business Administration, M.B.A., WEST VIRGINIA UNIVERSITY (1984). Concentration in corporate finance and banking. Graduate Assistant in the Bureau of Business Research.

Bachelor of Music, B.M., WEST VIRGINIA UNIVERSITY (1977). Music Education major. Certification for secondary education.

COMMITTEE SERVICE AND PROFESSIONAL AFFILIATIONS

University/College Committees or Positions:

- *Deans Council* – serve on this team led by the Provost and Vice President for Academic Affairs.
- *Assessment Committee* – serve on the University committee tasked with the oversight of outcomes and assessment development campus-wide. Also served on the sub-committee which evaluated and selected TaskStream software for assessment management.
- *Graduate Studies Council* – serve on the council which is charged with graduate studies governance in conjunction with the Director of Graduate Studies.
- *Criterion One HLC Accreditation Self-Study Committee* – selected by the President to Chair the committee which prepared for a site visit and regional accreditation evaluation by the Higher Learning Commission of the North Central Association of Colleges and Schools.
- *Criterion Four HLC Accreditation Self-Study Committee* – selected by the President to serve as a member of the committee which prepared for a site visit and regional accreditation evaluation by the Higher Learning Commission of the North Central Association of Colleges and Schools.
- *Strategic Plan Update* – selected by the President to Chair the committee charged with updating and revising the Strategic Plan.
- *Strategic Plan Goal IV Implementation Committee* – selected by the President to serve on this committee which is charged with implementing the strategies and action steps contained in Goal IV of Fairmont State’s Strategic Plan.
- *Strategic Planning Strategic Task Force on Graduate Studies* – chaired this task force which devised the timeline and associated action steps for that portion of the institution’s strategic plan related to graduate studies.
- *Strategic Planning Environmental Scan Foundational Task Force* – selected to serve as a member of this task force which developed an extensive environmental scan in preparation for the institution’s strategic planning process.
- *Copyright Policy Committee* – selected to serve on this committee to draft an institutional copyright policy for adoption by the Fairmont State University Board of Governors.
- *Café Committee* – selected by the Provost to serve on this committee which reviewed the connections between annual merit evaluation of faculty and promotion and tenure considerations.
- *Implementation Committee* – selected by the President and Provost to serve on the committee to implement the Campus Compact and Master Plan.
- *Sub-committee chairperson for Goal IV of the Campus Compact and Master Plan* – coordinated and presented a campus-wide focus group meeting regarding the subcommittee’s findings/recommendations.
- *General Studies Committee* – twice selected by the President and Provost to serve on ad hoc committees to review and revise the general studies (now Liberal Studies) curriculum.
- *Student Advocate* – selected by President and Provost to serve in the College Student Advocate program.
- *Writing Intensive Course Committee* – served on the initial committee which developed the requirements for writing intensive designation.
- *Faculty Senate* – elected to serve as Vice-President of the Senate 2004-05. Currently serve as the Senator representing Academic Affairs.

- *Faculty Senate Ad Hoc Committee* - volunteered to study shared governance and serve as the primary editor for recommendations regarding revisions to the Faculty Senate Constitution and Bylaws.
- *Search Committee* for Assistant Vice President, Human Resources and Campus/Community Relations.
- *Search Committee* for Provost and Vice President for Academic Affairs.
- *Search Committee* for Director of Career Services.
- *Search Committee* for Small Business Development Center Director.

School of Business Committees or Positions:

- *B&E Core Committee Chair*, collaborated with business faculty to develop a “common” core curriculum for all business majors
- *Capstone Committee Chair*, collaborated with business faculty to develop an integrated capstone experience for all graduating business majors which would allow for the effective assessment of departmental learning outcomes
- *Cornerstone Committee Chair*, collaborated with business faculty to develop a creative and innovative cornerstone experience for all new business majors
- *Coordinators Council* worked closely with the School Chair to attain specialized accreditation for the School of Business.
- *Curriculum Committee* reviews all curricular changes for programs within the School of Business.
- *Assessment Committee* established student learning outcomes for the School of Business and designed assessment and evaluation processes to monitor results.
- *Search Committees* for Marketing/Entrepreneurship faculty position.
- *Search Committees* for Accounting faculty positions.
- *Search Committee* for Finance faculty position.
- *Search Committees* for Information Systems faculty positions.

Professional Organizations:

- American Bar Association (ABA)
- ABA Section on *Business Law*
- ABA Section on *Real Property, Probate, and Trust Law*
- West Virginia State Bar Association
- West Virginia State Bar Association’s *Committee on Corporations, Banking, and Business Law*
- West Virginia State Bar Association’s *Elder Law Committee*
- National Association of Elder Law Attorneys
- Financial Management Association
- West Virginia Entrepreneurs’ Forum

LIST OF COURSES TAUGHT

Graduate:

- MBA Essentials
- Business Environments
- Financial Reporting and Analysis
- Copyright Issues for Online Educators

Undergraduate:

- Business Law I and II
- Advanced Business Law for Managers
- Introduction to Financial Management
- Managerial Finance
- Venture Finance
- Analyzing Financial Statements
- PC Applications for Managerial Finance
- Principles of Banking
- Commercial Bank Management
- Computerized Bank Simulator
- Commercial Lending
- Bank Investments and Funds Management
- Principles of Accounting
- Small Business Management

SELECTED PROFESSIONAL DEVELOPMENT

- ◆ (2010) Participant in a webinar entitled *Engaging Faculty in Departmental Strategic Planning* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2010) Participant in a webinar entitled *Managing the Adjunct Pool for Consistent Learning Outcomes* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2010) Participant in a webinar entitled *Redesigning Learning Spaces to Improve Teaching and Learning* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2009) Participant in a three day workshop, *Chairing the Academic Department*, sponsored by the American Council on Education.
- ◆ (2009) Participant in the *International Conference and Annual Meeting* sponsored by the Association to Advance Collegiate Schools of Business (AACSB).
- ◆ (2009) Participant in a webinar entitled *How Good is Enough? Setting Benchmarks or Standards* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2009) Participant in the *Annual Conference* sponsored by the Association of Collegiate Business Schools and Programs (ACBSP).
- ◆ (2009) Participant in a webinar entitled *Understanding and Using Assessment Results* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2008) Participant in a webinar entitled *Using Clickers to Assess and Engage Student Learning* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2008) Participant in the *Academic Leader Conference* series of webinars including: Supporting College and University Faculty, Creating a Campus Climate for Successful Outcomes Assessment, Capital Campaigns from the ground up, Budgeting and Financial Management for Academic Administrators, and Managing Conflict in Higher Education, sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2008) Participant in a webinar on *Faculty Collegiality* sponsored by the Office of Academic Affairs at Fairmont State University.

- ◆ (2008) Participant in a two day *Business Accreditation Seminar* sponsored by Association to Advance Collegiate Schools of Business (AACSB).
- ◆ (2008) Participant in a webinar on *Advisory Boards* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2007) Participant in a *Fundraising Seminar* sponsored by the Foundation of Fairmont State University.
- ◆ (2007) Participant in the seminar *Estate, Financial, and Health Care Planning for Elderly Clients* sponsored by the National Business Institute.
- ◆ (2007) Participant in the webinar entitled *Managing to Thrive in the Online Classroom* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2006) Participant in the seminar *Estate Planning* sponsored by the West Virginia University College of Law.
- ◆ (2006) Participant in a webinar regarding the establishment of *Academic Alliances* sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2006) Participant in a multiple session *Issues in Academic Leadership* webcast sponsored by the Office of Academic Affairs at Fairmont State University.
- ◆ (2006) Participant in a *Grant Writing Workshop* sponsored by the Office of Research and Graduate Studies at Fairmont State University.
- ◆ (2006) Participant in the seminar *Financial and Estate Planning* sponsored by the West Virginia State Bar.
- ◆ (2005) Participant in the *New Deans Institute* sponsored by the Council of Graduate Schools.
- ◆ (2005) Participant in the *Fundamentals of Grant Writing Workshop* sponsored by the Office of Research and Graduate Studies at Fairmont State University.
- ◆ (2004) Participant in the *Commercial Law Institute* sponsored by the West Virginia University College of Law.
- ◆ (2004) Participant in the seminar *Elder Care in West Virginia: Legal and Financial Issues* sponsored by National Business Institute.
- ◆ (2003) Participant in the seminar *Medicaid Planning in West Virginia* sponsored by Professional Education Systems, Inc.
- ◆ (2003) Participant in the seminar *Sophisticated Estate Planning for the Advanced Practitioner* sponsored by Professional Education Systems, Inc.
- ◆ (2002) Completed the online course entitled *Online Instructional Strategies for Teaching with WebCT* and completed several hours of “hands-on” WebCT training.
- ◆ (2002) Participant in the seminar *Planning the Modest Estate* sponsored by the West Virginia University College of Law.
- ◆ (2002) Participant in the seminar *Distance Learning and Copyright: Legal Issues* sponsored by Lorman Education Services.
- ◆ (2002) Participant in the seminar *Estate Planning* sponsored by Professional Education Systems, Inc.
- ◆ (2002, 2001, 2000, 1999, 1998) Participant in the *Commercial Law Institute* sponsored by the West Virginia University College of Law.

- ◆ (2001) Participant in the seminar *Practicing Law in the 21st Century* sponsored by the West Virginia University College of Law.
- ◆ (2000) Participant in the seminar *Update on the Law* sponsored by the West Virginia University College of Law.
- ◆ (2000) Participant in *IPSI Training* sponsored by Fairmont State College.
- ◆ (2000) Participant in the teleconference *Articulation of Two and Four-year Programs* sponsored by Fairmont State College.
- ◆ (1999) Participant in the seminar *Update on the Law* sponsored by the West Virginia University College of Law.
- ◆ (1999) Participant in the seminar *Web page Design and Development* sponsored by Fairmont State College.
- ◆ (1999) Participant in the teleconference *Use of Technology in Higher Education* sponsored by Fairmont State College.
- ◆ (1999) Participant in the teleconference *Using the Internet to Enhance the Classroom* sponsored by Fairmont State College.
- ◆ (1999) Participant in the seminar *Technology in Business Education Conference* sponsored by the University of Virginia.
- ◆ (1998) Participant in an *Assessment Conference* sponsored by the West Virginia State College.
- ◆ (1998) Participant in the teleconference *Using the Web to Enhance the Classroom* sponsored by Fairmont State College.
- ◆ (1998) Participant in the seminar *Copyright Issues on the Internet* sponsored by Fairmont State College.
- ◆ (1998) Participant in the teleconference *Incorporating Instructional Technology into the Classroom* sponsored by Fairmont State College.

- ◆ (1998) Participant in the seminar *The Learning Revolution - Creating a Learning College* sponsored by Fairmont State College.

SELECTED PUBLIC SERVICE ACTIVITIES

- ◆ (1995 – Present) Serve on the Monongalia County Development Authority.
- ◆ (2002 – 2004) Served on the graphics design team that developed worship slides for services at Chestnut Ridge Church, Morgantown, West Virginia.
- ◆ (2000) Served as the instructor for a twelve-hour *Excel* training seminar sponsored by Fairmont State College for Pratt & Whitney.
- ◆ (1998) Served as the instructor for a three-hour *Copyright Issues on the Internet* seminar sponsored by the Fairmont State College School of Business and Economics.
- ◆ (1995) Served as the instructor for a six-hour *Fundamentals of Financial Management for Business Professionals and Entrepreneurs* seminar sponsored by the Fairmont State College Division of Business and Economics, the Fairmont State College Small Business Development Center, the Marion County Chamber of Commerce, and Main Street Fairmont.

- ◆ (1995) Served as the instructor for a three-hour *Financing Smaller Enterprises* seminar sponsored by the Fairmont State College School of Business and Economics, the Fairmont State College Small Business Development Center, the Marion County Chamber of Commerce, and Main Street Fairmont.
- ◆ (1993) Served as the facilitator for a twenty-hour *Computerized Bank Management Simulation* continuing education course attended by local bank representatives at Fairmont State College.
- ◆ (1992) Chosen to serve as the instructor for a plenary session on *Successful Business Planning* during the Appalachian regional session of the National Innovation Workshop held in Charleston, West Virginia. Selected national sponsors included: the American Intellectual Property Law Association, the National Association of Small Business Development Centers, the National Society of Professional Engineers, the U.S. Department of Commerce, the National Institute of Standards and Technology, and the U.S. Department of Energy. Selected regional sponsors included: West Virginia Institute of Technology, Appalachian Power Company, Ashland Oil Company, and C&P Telephone.
- ◆ (1991) Served as the instructor for a two-hour statewide teleconference on *Business Planning* originated in Charleston, West Virginia, and sponsored by the West Virginia Small Business Development Center Network.
- ◆ (1990) Provided six hours of *Business Planning* training for state veterans participating in the Veteran's Entrepreneurial Training Project at Concord College, Athens, West Virginia.

Dr. Jacowitz has more than 40 years of experience in project management and the integration of aerospace and commercial computer systems, as an entrepreneur in the design of solar energy systems, and as a university professor of energy studies, project management and computer applications. He has a proven track record for new business acquisition and the management of all system life-cycle phases for the development, implementation and operation of complex systems. Dr. Jacowitz is currently teaching as Lecturer at West Virginia University and adjunct professor at Fairmont State University. He is also an independent consultant in project management.

Consultant

Support in the areas of new business acquisition, strategic planning, earned value analysis, and "best practices" of project management. E.g.: White papers and analyses of requirements to extend current NOAA systems. Concept for a test bed and environmental data processing and analysis center. Implementation of Earned Value for ongoing government contracts. Assessment of Homeland Security and related IT business opportunities. Biometric project planning. Ontology development for biometric databases. Proposal for a continuous biometric monitoring system.

West Virginia University and Fairmont State University

WVU Lane Dept. of Computer Science & Electrical Engineering. Currently teaching sequence of three graduate courses in software project management, complex systems and strategies for software development in the MS degree program for Software Engineering. Faculty member since 2001.

FSU School of Business. As Visiting Fellow of Information Systems: developed curriculum for BS in Business Administration with concentration in information systems. Currently teaching a two-semester series in project management in the MBA program. Faculty member since 1996.

IBM/Loral/Lockheed-Martin

Asset Source for Software Engineering Technology. Established and managed operation of the ASSET facility in Morgantown, WV, to provide an online digital library to promote software reuse for the Dept. of Defense and American industry. ASSET became operational in 1991, handling 10,000 service requests per month. This project included R&D for electronic commerce and business applications of internet. Cooperative efforts with WVU, Software Valley, and WV High Tech Consortium member companies. Initiated annual software reuse workshop.
Contract value: over \$10M

IBM Corp.

Federal and Civil Programs. First- and second-level management of bids and contracts

- *Dept. of Commerce.* Mainframe-based Advanced Weather Info. Processing System
- *Dept. of Agriculture.* Midrange/PC-based Soil Conservation Office Automation Project at 2000 offices nationwide
- *Immigration & Naturalization Service.* Midrange/PC-based Office Automation
- *Dept. of Energy.* PC-based Office Automation, including support and training
- *Federal Energy Regulatory Commission.* PC-based Office Automation.
- *New York City Board of Education.* Midrange/PC-based Distributed Administrative Sys.
- *Resolution Trust Corp.* Asset tracking and management system
- *Government of Brazil.* Proposal manager for IBM Brazil for advanced weather computation center

Combined contracts value: approx. \$150M

IBM Corp.

Strategic Planning. Federal Systems Division headquarters chair assignment resulting in a five-year technology forecast and long-range plan for new business acquisition. Applied early version of Porter's competitive forces model for analyzing industry trends.

IBM Corp.

Space Shuttle Program. First- and second-line management positions. Initiated IBM's portion of the Shuttle program in Huntsville AL and Owego NY. Teamed with Rockwell for a series of successful joint bids to NASA. Proposal Manager for all conceptual and feasibility studies and the development contract. For the implementation contract, was the senior IBM resident manager at Rockwell's plant in Downey CA. Responsible for the general-purpose flight computers and systems engineering. Managed the computer development lab at Downey, flight testing at Edwards AFB, and test and checkout at the Palmdale assembly plant. Responsible for coordination of flight software.

Combined contract value: over \$100M

IBM Corp.

Satellite Programs. Principal investigator for ground-based displays for the classified Defense Satellite Program. Cooperative effort with IBM-UK Hursley Labs to develop non-interlaced display scan. Resulted in upgrade to operations rooms.

IBM Corp.

Space Station Programs. Manager of space station studies, Skylab stabilization and control system, and advanced Apollo studies for NASA's Marshall Space Flight Center and the Manned Spacecraft Center. Bid and study manager for launch checkout system at Kennedy Space Center. Skylab control system successfully allowed vehicle reorientation to maximize solar power generation; performed extensive parametric analyses for optimization of the panels. Managed separate joint efforts with Grumman and McDonnell-Douglas for space station data system designs. These were precursor concepts for the eventual international space station.
Combined contract value: approx. \$10M

Martin-Marietta Corp.

Market Analysis. Manager of Military Requirements Analysis department. Projected aerospace technology trends to determine USAF's need for satellite and re-entry vehicle systems. Emphasis on business and technical aspects of lifting-bodies. Also, analysis of related markets.

Rockwell International

Aircraft Projects. Sr. Engineer for aero-thermodynamics studies. Naval aircraft development, including heat transfer analysis, ejection seat design, airflow studies. Solved duct rumble problems in bifurcated inlets (ask for details). Also, new product investigations for advanced planning.

Energy Systems Entrepreneur

While in California Dr. Jacowitz established Jacowitz & Associates to provide analytical and design services for energy-producing systems. J&A completed projects in solar heating, solar assisted heat pumps, and solar cooling. Completed a variety of energy studies for Southern California Edison, including coal slurry combustion, photovoltaics and wind energy. Editor-in-chief of the *Solar Energy Business & Marketing Report* (Van Nostrand Reinhold Publishers). Director of the Southern California Solar Energy Association.

Other Academics

Adjunct Professor at Northrop University (Inglewood, CA). Established BS in Energy Science and MS in Energy Systems Engineering. Developed curricula and taught core courses in systems design and analysis, renewable and non-renewable energy concepts, energy conservation and solar energy laboratory projects.

Visiting Professor of Energy Studies at California State University-Dominguez Hills (Carson, CA). Sponsored by IBM's Faculty Loan Program (one-year, full-time appointment). Established Energy Studies program. Developed curriculum and taught core courses in energy conservation, solar technology, energy and society, and renewable energy sources.

EDUCATION

Bachelor of Science in Chemical Engineering
Massachusetts Institute of Technology (1956)

Master of Science in Chemical Engineering
Ohio State University (1958)

Doctor of Philosophy in Chemical Engineering
Ohio State University (1962)

DR. MOHAMAD A. KHALIL

Assistance Professor of Business & Economics, 1988-1991
Associate Professor of Business & Economics, 1991-1996
Professor of Business and Economics, 1996-2010
Senior professor of Business and Economics, 2010- Present
As of 15th May, 2012

School of Business
Fairmont State University
Fairmont, WV 26554
Office: (304) 367-4727
Fax: (304) 367-4613

917 Price Street
Morgantown, WV 26505
Home: (304) 296-0324

EDUCATION

- Ph.D. West Virginia University, May 1988
 Major in Mineral Resource Economics
- M.S. West Virginia University, May 1983
 Major in Economics
- M.B.A. Bridgeport University, December 1979
 Major in Marketing
- B.S. University of Baghdad, Iraq, June 1972

HONORS

Faculty Achievement Award-1993
Nominated for the Boram Teaching Award-1995
Nominated for the Boram Teaching Award-1996
Nominated for the Boram Teaching Award-2010
Cyrus R. Vance Award-2006
Cyrus R. Vance Award-2008

Current Responsibility

Coordinator of Business and Economics
Advising about 80 General Business students every year
Advising all foreign students at the School of Business

AREAS OF CURRENT INTEREST

Research Interests

International Trade and Development
OPEC
North Africa Development
Middle East Development
Islamic History
Iraq history and Politics

Teaching Interests

Statistics
Business Math
International Economics
Quantitative Management
Applied Business Research
Economics: Macroeconomics and Microeconomics
International Marketing
Marketing Research
Operations Management
Quantitative Analysis/ Master Degree Level
Managerial Economics/ Master Degree Level

ACADEMIC WORK EXPERIENCE

Teaching Experience

Morgantown Vocational Center.
Morgantown, WV
1986-present

Courses taught:
Business Math, Macroeconomics, Principle of Economics, Microeconomic, and
Business Statistics.

Fairmont State College
Fairmont, WV
1988-present

Courses taught: Undergraduate
Principles of Economics, Macroeconomics, Microeconomic, Business Statistics, Applied
Business Research, Quantitative Management, International Economics, Operations
Management.

Graduate Level

Quantitative Analysis
Managerial Economics

**Clarksburg Center
Clarksburg, WV.
1996 to 2002**

Courses taught:
Business Statistics

Visiting professor, West Virginia University, Operations Management, fall 1998, 1999
and 2000.

WORK EXPERIENCE

**Ministry of Agriculture,
Baghdad, Iraq
June 1972-May 1976**

Worked as a Financial Analyst on the Agricultural Enterprises Committee.

ACADEMIC RESPONSIBILITIES

University Level

Strategic Planning Committee 1993-1994
Equity and Human Relations Council/Multicultural Affairs/ October 31, 1994
Fairmont State College Mission, Fall 1994
Faculty Senate 1994-1996, 1996-1999, 1999-2002
Environmental Scanning Task Force Committee 1994, 1995

International Education Committee 1995-2005, 2006, 2007, 2008
Faculty Harassment Complaint 1994-, 1995, 1996, 1997/1998, 1998/1999
Senate Executive Committee 1995-1996
Faculty Grievance 1997/1998, 1998/1999
Institutional Assessment Committee 1997/1998, 1998/1999
Nominating Committee for the Committee on Committee 1998
Nominating Committee for Senate Officers 1998
Faculty Hearing 1995-1996, 1996-1997, 1997-1998
Multicultural Advisory Council 1998-
Institutional Testing/research committee 2003-2005
Fairmont State University Instruction Subcommittee of the 2005 Budget Committee
Academic Budget Committee/ University Budget Subcommittee, 2006
Institutional Review Board 2006-2008
Provost Selection Committee 2006/7
Library Committee 2008-2010
Student Hearing Board 2011-2013

School of Business

Screening Committee/Management, Markets, Business Math
Advising about 30 students in General Business
Commerce Division Strategic Planning Committee
Committee on Business Math
International Business Course Committee
Copier Committee
Assessment Committee 1994, 1995, 1996
Chair of International Business Program Committee, 1995
Program Review Committee, June 22, 1995
Division Research and Graduate Follow-Up Committee, 1995
Updating Marketing Major Committee, spring 1996
Proposed Marketing Program/ chaired by Carter Grocott 1996-1998
International Business Minor/ Curriculum Course Proposals/ chaired by Dr. Sunil Surendran 1996
Business Math and Statistics Committee/ chaired by Sally Tarley and Dr. M. Khalil 1996-1999
Business and Economics Ad Hoc Committee/chaired by Richard Harvey 1997
Capstone Ad Hoc Committee/chaired by Richard Harvey 1997/1998
Cornerstone Ad Hoc Committee 1997/1998
Graduate Program Articulation 1996-98
Strategic Planning Committee 1996-1999
Plan of Governance Committee 1997-1998
Manufacturing Engineering Technology Program 1997-1998
Personal and Policy Advisory committee 1998/1999
Student Development Committee 1998- 2005

Business and Economic Curriculum Committee 2000
Budget 2003-2005
Curriculum 2003-2005
Student Development
MBA Development ad. Hoc Committee, 2004
Develop the MBA proposal Committee 2005
Student Development/ Recruitment and Retention, and Graduate Development 2005-2008

University wide Responsibilities

Editorial Board of A Tracts A student journal

Coordinator of the Annual Central West Virginia Undergraduate Scholarly and Creative Activity Symposium and Conference, Davis and Elkins College, April 1998.

Coordinator of Fairmont State College Students Essay Project, fall 1997, spring 1998.

Economics Major Coordinator, Spring 1999
Coordinator of Business and Economics 2000-2008

New Course Development

International Economics: This course was proposed in conjunction with Mr. Mohamed Alshallah.

Updating Marketing Research, 1999
Operations Management 1999
Updating Economics Major 1999
Updating Statistics Class 2000
Updating Quantitative Management 2000
Statistics Analysis 2006
Managerial Economics 2006

WORKSHOPS AND SEMINAR

"The Summer Seminars on Teaching International Business,"
July 17-21, 1995 held in Morgantown, West Virginia and sponsored by the West Virginia

Consortium for Faculty and Course Development in International Studies (FACDIS).

Middle East Scholar-Diplomat program, sponsored by FACDIS, March 20-22, 1996.

Great Teacher Seminar, sponsored by the West Virginia Faculty Development Network and the State College and University System, North Bend State Park, WV, June 30-July 3, 1996.

T3-GSC-FSC Technology Workshop, A Distance Education: Tools and Techniques@ Glensville State College, Glensville, WV, April 25-26, 1997

Distance Education: Tools and Techniques, Glensville State College, Spring Workshop, April 25-26, 1997.

Computer/Technology Workshops, Introduction to Computer, 129 Colebank Bldg. Fairmont State College, May 9, 1997.

The First Step, a Beginners Introduction to the Internet, 129 Colebank Bldg. Fairmont State College, May 16 1997.

The Second Annual Community College Symposium, India Center, Charleston, WV . April 18, 1997.

Intellectual Property Seminar, LRS, Multi-media Room B, Fairmont State College, October 8, 1997.

Computer Workshop, sponsored by TOC, University High School, Morgantown, WV. Nov. 17-Jan. 12, 1998.

Advisor Orientation, Fireside Room, Fairmont State College, March 11, 1998.

Campus Town Hall Meeting, strength of Racial Diversity, Turley Center Ballroom, Fairmont State College, April 8, 1998.

Planning for your Future, Erickson Alumni, Morgantown, WV. November 5, 1997.

Midwest Conference on Student Learning In Economics, Innovation, Assessment and Classroom research, November 7, 2003, University of Akron, Akron, Ohio

Federal Bureau of Investigation Citizens' Academy, Tuesday September 12, 2006 to November 2 at 1000 Custer Hollow Road, Clarksburg, WV. 26306.

Internationalizing Higher Education in West Virginia Conference , Charleston Marriot Hotel, April 24-25, 2006.

Workshop on the importance and selection of IDEA Objectives, Friday, April 21, 2006, Education Building, Fairmont State University.

Planning and Presenting Effective Lessons, MMB, Fairmont State University, December 5, 2006.

Showcase on Teaching and Learning, August 14-18, 2006 Fairmont State University.

General Harassment Training Session, Thursday, August 3rd, 2006, Hardway Hall, Fairmont State University.

Graduate Student Marketing Workshop, Friday, October 27, 2006. Education Building, Fairmont State University.

Teaching Economics: Instruction and classroom Based Research, Robert Morris University, Feb 10, 2004.

The Future of Iraq, Sunday, April 25, 2004, Regency Hotel, Crystal City, Virginia

Iraq and Beyond, MMA, Wednesday April 14, 2004. Fairmont State University

LECTURES

Oil, Politics, and the Arabian Gulf, Donald F. Hepburn, LRC, Multi-media Room A, April 8, 1997.

U.S. Policy Toward East Asia: Approaching the Twenty Century, Dr. Yu San Wang, LRC, Multi-media Room A, Oct. 30, 1997.

War of Words: The Battle Over the New Realism, Tenth Annual Presidential Lecture, Sandra Woods, Wallman Hall Theatre, April 28, 1998.

Presentation of "Turtles can Fly" April 10, 2006. International awareness week, Fairmont State University.

Book Review

Carbaugh, Robert, International Economics, South-Western College Publishing, 3rd Edition, Chapter 7 through 12, spring 1996.

Publications

Journals

Spurgeon, P. and Khalil, M., "The Role of the Natural Gas Industry in the Economic Development of West Virginia - Part I: The competitive advantage of West Virginia location for energy intensive industry." Department of Mineral Resource Economics, College of Mineral and Energy Resources, West Virginia University, January 15, 1985.

Khalil, M. A. and Mansour, A. H., "The Prewar Economic Structure of Iraq." Energy and Development Journal, Summer, 1989.

Khalil, M. A., "Economic Structure of the Middle East Oil Exporting Countries." SPES Quarterly, Summer, 1990.

Khalil, M. A. and Camp, R. C., "Iraq: Economic Potential and the Development Experience." SPES Quarterly, Winter, 1991.

Khalil, M. A., "Trade and Development: The Case of Petroleum." SPES Quarterly, Spring/Summer, 1991.

Khalil, M. A. and Mansour, A. H., "Development Patterns of Oil Exporting Countries." Journal of Economics and Finance, Volume 17, Number 2, Summer, 1993.

Khalil, M. A. and Mansour, A. H., "Post-war Iraq: Economic Recovery and Development." The journal of Energy and Development, Fall, 1991.

Marashdeh, Omar and Khalil, M. A., "Currency Substitution and the Demand for Money in the Arab Maghrib." Applied Business Research, Volume 9, Number 43, Summer, 1993.

Marashdeh, Omar and Khalil, M. A., "Anticipated and Unanticipated Money Demand in Jordan." Kentucky Journal of Economics and Business.

Khalil, M. A. and Marashdeh, Omar, "Regional Impact on the Jordanian Economic

Development." SPES Quarterly, Fall, 1991.

Khalil, M. and Potter, W., "Energy prices and The Economy of West Virginia." Perspectives, Vol. 3, No. 1, Spring, 1993.

Khalil, M. and Mason, B., "Dollar Exchange Value and Its Effects on the Financial Position of the Gulf-States." SPEC Quarterly, Vol. 2, No. 3, Summer-Fall, 1992

Khalil, M. and Schaupp, D., "Rebuilding the Iraqi Economy." The Gulf War: Implications, ed. by Siddiqui and Alkhafaji, Closson Press, Apollo, Pennsylvania, 1992.

Khalil, M. and Marashdenh, Omar External Debt of OPEC, Middle East Business Review, Vol. 1 No.1, University of London, United Kingdom, 1996.

Khalil, M. Islam and the Rise of the Islamic Movements in the Middle East. Perspectives, forthcoming.

Khalil, M. Economic Sanctions against Iraq: Human and Economic Costs@ The International Journal of Human Rights, winter 2000

Khalil, Toward More Humane and Effective Economic Sanctions: with Special Reference to Iraq, Southwestern Economic Proceedings/ Selected papers of the 2003 conference/ Houston, Texas.

Khalil, Globalization: The Fifth Instance of Confrontation between the West and the People of the De-colonized Middle East, Global Competitiveness, Vol. 10(2), 2002, pp.154-165.

Khalil, Globalization and the Middle East: The Problems and Promises, In International Management, edited by Thomas R. Hummel, Rainer Hampp Verlag, Munchen und Mering, 2004.

Khalil, Economic Sanctions against a Dictatorship Regime, with emphasis on Iraq, Southwestern Economic Review, under review.

Khalil, Islam and Islamic Movement in the Middle East and North Africa, unfinished

Khalil, Iraq: A Historical Perspective of the Shiite Struggle for Justices, Middle East Journal, under review.

Khalil, Can Globalization be the Next Victim in the Middle East? Under review.

Khalil, Globalization Challenges in the Middle East: Religious Fundamentalism, American Society for Competitiveness, Annual Publication, Vol.4, No. 2, 2006.

Khalil, A plan to Rebuild Iraq Economy, Northeast Business & Economics Association, 37th Annual Meeting, Morristown, New Jersey, September 30 to October 2, 2010

Khalil, A Federation that can work for Iraq, Under review

Khalil, Oil Revenues to the Rescue of the Iraqi Economy, under review

Newspapers

Khalil, M., "The West Must Clean Up Saddam Corruption." Times-West Virginian, Thursday, September 12, 1991.

Khalil, M., "Large Scale Relief Program Needed by Iraq." Times-West Virginian, Thursday, September 12, 1991.

Khalil, M., "The Economic Costs of the Gulf War." Daily Athenaeum, Monday, January 13, 1992.

Khalil, M., "No Economy Can Escape Problems of Others." Times-West Virginian, Tuesday, October 6, 1992.

Khalil, M., "Fair Trade Agreement Raises Some Economic Concerns." Times-West Virginian, Sunday, November 15, 1992.

Khalil, M., "Someone Has to Reduce Budget Deficit." Times-West Virginian, Monday, February 1, 1993.

Khalil, M., "State Needs Strategy for Foreign Investment." The Charleston Gazette, July 16, 1993.

Khalil, M., "More Trade with Mexico Will Create More American Jobs." The Charleston Gazette, Friday, September 17, 1993.

Khalil, M., "Problems with Opposing NAFTA." The Daily Athenaeum, September 28, 1993.

Khalil, M., "International Students Open Vital Window." The Columns, Vol. 85, No. 16, March 28, 1994.

Khalil, M., "Falling Dollar: Cheaper by the Dozen." The Columns, Vol. 86, No. 1, September 12, 1994.

Khalil, M., "High Growth and Low Inflation = Willingness to Invest." Vol. 86, No. 3, September 26, 1994.

Khalil, M., "NAFTA Opponents Miscalculated Productivity of America." The Columns, Vol. 86, No. 5, October 10, 1994.

Khalil, M., "FSC Continues Commitment to Community Service." The Columns, Vol. 86, No. 11, January 30, 1995.

Khalil, M., FSC Facing Exciting New Challenges. Times-West Virginian, Tuesday, January 31, 1995.

Khalil, M., "Let Us Go International" The Columns, Vol. 86 No. 17, April 3, 1995.

Khalil, M. Islam is not a Terrorist Religion and, Therefore, Doesn't Promote Terrorism, The Columns, Vol. 90, No. 10, April 13, 1998.

Khalil, M., Please, Do not beg for Grades: Just do the Work, the Columns, April 17, 2006.

Khalil, M., About Prophet Mohammed Cartoon., the Columns, April 3, 2006.

Khalil, M., What Students of Business need to know about Global Warming, the Columns, September 15, 2007.

Khalil, M., Global Warming: More than Temp Change, the Columns, October 1, 2007.

Khalil, M., Can Iraq Work? The Charleston Gazette, Sunday, December 9, 2007.

Khalil, M. For Best Grades, Sleep on it, the Columns, Volume 106, Issue 4, May 5th 2008.

Khalil, M. Think the Falling Dollar is all bad? Think Again. The Charleston Gazette, March 23, 2008.

Khalil, M. A plan to save Iraq from itself, The Dominion Post, Sunday, April 13, 2008

Khalil, M. Higher Oil Prices and Energy Demand make Brighter Future for Coal, the

Charleston Gazette, June 15, 2008.
Khali, M. The Credit Crunch Felt Round the World, Charleston Gazette, Sunday
October 26, 2008.
Khalil, M. W.Va. needs to act quickly for Stimulus Funds, Columns, December 7, 2009.
Khalil, M., A plan to rebuild Iraq Economy, the Northeast Business and Economics
Association, Morristown, NJ., Fall 2010

TV and Radio Interviews

Several interviews by local radio, TVs, and Newspapers about topics such as
unemployment in West Virginia, economic sanctions, work ethics, and the war in Iraq.
Hurricane Irene's Effect on our Economy, WDTV Thursdays, 01 September 2011.

Conferences

The West Virginia Consortium for Faculty and Course Development in
International Studies. Tenth conference. "Agenda for the 21st Century: Global
Cooperation." November 8-10, 1990. Lakeview Resort and Conference Center,
Morgantown, WV.

Indiana University of Pennsylvania. "U.S. Competitiveness in the World Markets,
1990 Conference." October 26-27, 1990. Pittsburgh, PA. (discussant on two
subjects: Foreign Sourcing as a competitive weapon in Today's Global
Environment and Opportunity Knocks. Will Small Business Answer?")

The West Virginia Consortium for Faculty and Course Development in
International Studies. The Twelfth Annual Workshops in International Studies.
"Intercultural Contact: Conflict and/or Conference Center, Morgantown, WV.

Fairmont State University, Innovation Regional Public Forum, Falcon Center,
Conference Rooms, September 2, 2011

Memphis State University "U.S. Competitiveness in the Global Marketplace; A
special Focus on the Service Sector." October 4-5, 1991. Memphis, Tennessee.
Two papers were presented.

- a. Service Activities in the Middle East and North Africa.

- b. The Role of Infrastructure Sector in the Pre-war Development in Iraq.

The West Virginia Consortium for Faculty and Course Development in International Studies. The Thirteenth Annual Workshops in International Studies, "The New Europe." November 1992. Lakeview Resort and Conference Center, Morgantown, WV.

Arizona State University West "U.S. Competitiveness in the Global Marketplace: Building Partnerships for American Resurgence." November 4-6, 1992, Phoenix, Arizona. Topic presented: "Measuring the demand for Domestic and Foreign Service Activities in the Middle East and North Africa."

American Society for competitiveness "1993 U.S. Competitiveness in the Global Marketplace: Managing globally in an Era of Changing Strategic Alliances: 10 Hyatt Regency Crystal City, Arlington, VA. October 7-10, 1993. Two papers were presented:

- a. The Import Structure of Jordan: 1969-1989.
- b. North Africa Market.

The West Virginia Consortium for Faculty and Course Development in International Studies. The Fourteenth Annual Workshops in International Studies, "The Impact of Religion and Ethnicity in a Changing World." November 11-12, 1993. Lakeview Resort and Conference Center, Morgantown, WV. International Academy of Business Disciplines "Global Business Perspectives" Pittsburgh, April 8-10, 1994. Topics presented:

- a. The Status of the Foreign Direct Investment in the Arab Mideast.
- b. The Impact of Oil Export Revenues on the Economic Growth of OPEC During 1970-1990.

The West Virginia Consortium for Faculty and Course Development in International Studies. The Fifteenth Annual Workshops in International Studies, "After the Cold War: Search for a New World Order." November 10-11, 1994. Lakeview Resort and Conference Center, Morgantown, WV.

International Academy of Business Disciplines 1995. Topic presented "Measuring the Impact of Oil Export Revenues On The Economic Development of OPEC". Co-authored Dr. Omar Marashdeh, International Islamic University, Malaysia.

The West Virginia Consortium for Faculty and Course Development in International studies. The Fifteenth Anniversary Conference/Workshops, "Teaching Human Rights and Ethical issues in World Affairs", November 9-11, 1995. Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and Course Development in international studies. The sixteenth Annual workshops and conference international studies, "Globalization and Fragmentation", November 7-8, 1996 Lakeview Resort and Conference Center, Morgantown, West Virginia.

"Future Harvest for West Virginia/Economic Growth and Jobs through Exporting" September 9, 1996. Charleston Marriott Town Center, Charleston, West Virginia. Sponsored by the West Virginia Export Council.

"West Virginia Economic outlook conference" Friday, November 15, 1996, Westchester Village. Sponsored by West Virginia University, Fairmont State College, and Marion County Chamber of Commerce.

Distance Learning Conference, Instructional Technology Center, Center for Extended learning, Bluefield State College, May 15-16, 1997.

The West Virginia Consortium for faculty and Course Development in International Studies. The Seventeenth annual Workshops and Conference on "Teaching World Cultures Through Literature and Film", November 17-18, 1997. Lakeview Resort and Conference Center, Morgantown, West Virginia.

1997 North Central Regional Economic Outlook Conference, West Virginia High Technology Consortium Building, 1000 Technology Drive, Fairmont WV, Nov.19,1997.

The West Virginia Consortium for Faculty and Course Development in International Studies. The Eighteenth Annual Conference and Workshops, Interdisciplinary Approaches to Global Trade" Nov.16 - 17 , 1998.Lakeview Resort and Conference Center, Morgantown, West Virginia.

The West Virginia Consortium for Faculty and Course Development in International Studies. The Nineteenth Annual Conference and Workshops "Global Migration, Nov.15 - 16, 1999. Lakeview Resort and Conference Center, Morgantown, West Virginia.

FACDIS 21st Annual Workshops, Cultural Resistance to Imperial Legacies, November 8-9, 2001,Lakeview Resort and Conference Center, Morgantown, West Virginia

FACDIS 23rd Annual Workshops, the Global Challenge: Four Perspectives for America, November 13-14, 2003, Lakeview Resort and Conference Center, West Virginia

FACDIS 24th Annual Workshops, How the Media View the World, November 11-12, 2004, Lakeview Resort and Conference Center, Morgantown, West Virginia

FACDIS 25th Anniversary Conference and Workshops, World Regions and the Glob, November 2-4, 2005, Lakeview Resort and Conference Center, Morgantown, West Virginia

The West Virginia Consortium for Faculty and Courses Development in International Studies, The 26th Annual FACDIS Workshops, Globalization and Education: Challenges for the 21st Century Citizen, November 2-3, 2006, Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and Course Development in International Studies, The 27th Annual Conference and workshops , Learning From the Developing World, November 1-2, 2007, Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and Course Development In International Studies, The 28th Annual Conference and workshops, The Impact of Global Movement, November 13-14, 2008, Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and course Development in International Studies, The 29th annual Workshop, Emerging Economies: The Post-American Century, November 5-6, 2009, Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and Course Development in International Studies, The 30th annual workshop, Half the sky: Turning Oppression into Opportunity for Women Worldwide, November 11-12, 2010, Lakeview Resort and Conference Center, Morgantown, WV.

The West Virginia Consortium for Faculty and course Development in International Studies, the 31st Annual Workshops: Technology: Its Impact on Global Politics, Economics, Education & Culture, November 3-4, 2011.

West Virginia University, 2011 Morgantown (MSA) Economic Outlook Conference, Erickson Alumni Center, Morgantown, WV. Wednesday, March 2, 2011.

The Central Chapter of the WV Society of CPAs, North Central WV Business Summit, Waterfront Place Hotel, October 10 2011

Fairmont State University, Innovation Regional Public Forum, Falcon Center, Conference Rooms, September 2, 2011

West Virginia University, Morgantown MSA, Economic Outlook Conference, Waterfront Place Hotel, Morgantown, WV. March 20, 2012.

The West Virginia Consortium for Faculty Course Development in International studies, the 32 Annual Workshops: Global Crises, 2012, Lakeview Resort and conference Center, Morgantown WV, November 1-2, 2012.

Community Services

Participating and contributing in most local and regional activities

What do you want to know about Iraq? A lecture presented to our Army students at West Virginia University. March 23, 2005, at 6 o'clock.

Speaking to the men's Meeting at First Presbyterian Church, Monday, May 23, 2005

A member of Global Gathering Sponsored by the First Presbyterian Church, Fairmont

FBI Citizen' Academy Alumni Association

Muslim-Jewish Committee, Morgantown

Video Conferences

J. M. Juran on Quality: Yesterday, Today, and Tomorrow. A 2 2 hour live, interactive satellite broadcast, produced and presented by International Institute for learning, Inc. and PBS/ The Business channel, October 10, 1996, LRC-MM-B, Fairmont State College.

The World Wide Web: Gateway to Effective learning, LRC, Multi-media A, Fairmont State College, April 17, 1997.

Am I a Crook? Copyright Issues on the Internet, LRC, Multi-media A, Fairmont State College, April 2, 1998.

Using the Web to Enhance the Classroom, LRC, Multi-media Room B, Fairmont State College, April 16, 1998.

The Art of Investing: Tips from Americans Experts, LRC, Multi- media Room A, Fairmont State College, October 28, 1997.

Putting your Course Online, LRC, Multi-media Room A, Fairmont State College, November 13, 1997.

The Learning Revolution in Higher Education, LRC, Multi-media Room A, Fairmont State College, January 29, 1998.

Papers in Progress

- * Arab Economic Integration.
- *Establishing Business in West Virginia.
- *Some Observances on Statistics Learning at Fairmont State College.
- *Demand for Education in West Virginia.
- *Income and Education in West Virginia.
- *The Federation of Iraq
- *The Iraqi Shiites

Books Donation

1. 120 books of Business Administration to Sudan, 1995
2. 150 books of Business Administration to Yemen, 1996
3. 120 books of Business Administration to Yemen, 1998
4. 100 books of Business Administration to Tunisia, 1999
5. 200 books to life for relief and development, March, 2000

DISSERTATION INFORMATION

Dissertation: Economic Development of the Petroleum-Exporting Countries: The Case of Iraq.

Dissertation Summary:

The primary objective of this study is to measure the response of the Iraqi development to the influx of oil export revenues. The study employs several econometric techniques using data from 1960 to 1980. The data are derived from Iraqi government sources, the World Bank, the United Nations, and other published sources.

The central argument of this study is that, although Iraq has achieved rapid economic growth from 1960 to 1980, the economic structure has changed more slowly. This is so for many reasons, among them:

- (a) The oil export sector is not properly linked with the rest of the economy.
- (b) Economic development plans were never completely implemented.
- (c) A fundamental change in the economic structure takes time. Recommendations include the development of regional cooperatives capable of competing with foreign manufactured goods; implementation of broad policies designed to encourage productivity and technological development in oil, industry, and agricultural sectors, and expansion of the nation's capacity to absorb oil sector earnings.

CONSULTATION

Khalil, M. and Alshallah, M. "Measuring the Impact of Fairmont State College on Local and State Economies", a report prepared for Dr. Frederick Schaupp, Vice president for Administration and Finance at Fairmont State College, Spring, 1994.

I served as consult to North Central Regional Education Service Agency for the Tech Prep Program for the period 07/01/95 through 10/01/95 for developing curriculum and student assessment materials for statistics.

Investigated "The Impact of the Grant Tower Power Plant on the Economic Development of West Virginia" report prepared for Mr. Raul M. Ramirez, Accounting Office.

Economic Evaluation in Estate of Frances J. Mauro, Civil Action No. 94-c-131. Neil J. Hamilton, attorney at Law, Fairmont, WV. 1997.

Team member at the Regional Institute for Global Affairs and Entrepreneurship/Frostburg-Maryland, 1999-2000. (Develop plan to provide expertise and assistance to businesses exploring international opportunities).

The Economics of Global Warming, Two lectures at "Global Climate Change. SCIE 1199" HHH 410 MW 8-10. April 14 and 18, 2008

REFERENCES

Walter C. Labys, Professor of Statistics
214 White Hall
COMER/West Virginia University
Morgantown, WV 26506-6070
(304) 293-5695

Adam Rose, Professor of Economics
214 White Hall
COMER/West Virginia University
Morgantown, WV 26506-6070
(304) 293-5695

Tom Torries, Associate Professor of Economics
214 White Hall
COMER/West Virginia University
Morgantown, WV 26506-6070
(304) 293-5695

Ali Mansour, Associate Professor of Management
351 Armstrong Hall
West Virginia University
Morgantown, WV 26506
(304) 293-4495

Dieter Schaupp, Professor of Management
343 Armstrong Hall
West Virginia University
Morgantown, WV 26506
(304) 293-4495

VITA

Jack R. Kirby

EDUCATIONAL PROFILE

West Virginia University	Educational Leadership Studies, Higher Education Administration	Ed.D. 2005
West Virginia University	Industrial Relations	M.S. 1976
West Virginia University	Psychology	A.B. 1975

Other Educational Programs Completed:

Title IX Investigator Training School
Association of Titles IX Administrators
West Virginia Northern Community College

Certificate, February, 2013

Ewing Kauffman Foundation
Facilitator Certification Training:
FastTrac New Venture Program
FastTrac Growth Venture Program

Certificate, July 2008

Spring 2007 Vista Academy

Certificate, May 2007

Institute for Communication Improvement - The Grant Institute
Howard University School of Law
Grants 101: Professional Grant Proposal Writing

- Program Development and Evaluation
- Professional Grant Writing
- Grant Research

Certificate of Achievement, May 2005

NxLevel Training Network, Colorado Center for Community Development
University of Colorado at Denver
NxLevel Business Start-Up Program Instructor Training

Certified Instructor, June 1999

NxLevel Training Network, Colorado Center for Community Development
University of Colorado at Denver
NxLevel Entrepreneur Program Instructor Training

Certified Instructor, June 1999

Center for Entrepreneurial Studies and Development, Inc.
Morgantown, WV
Industry Training Modules - Discovery-Learning Approach

Certified Trainer, 1997-1998.

EMPLOYMENT PROFILE

Full-Time Employment:

- Sept. 2012
To Present
- Fairmont State University
Fairmont, WV
- Associate Provost for Academic Affairs and Director of Graduate Studies
Review curriculum proposals and serve as ex-officio member of Curriculum Committee. Oversee preparation of FSU catalog and Faculty Handbook. Notify students who are placed on academic probation and suspension. Mediate faculty/student complaints. Place ads nationally and locally for faculty recruitment. Oversee Academic Common Market correspondence. Coordinate Presidential Lecture and Faculty Recognition Awards. Serve as ex-officio member to Admissions and Credits and General Studies Committees. Serve as Director of Graduate Studies Council.
- 2008
To Present
- Fairmont State University, School of Business
Fairmont, WV
- Associate Professor of Business Administration and Associate Dean, School of Business
Responsible for teaching in the areas of human resources management at both the undergraduate and graduate level, as well as advising students, service to the school of business, the university, and the community. Continue as a Sam M. Walton Free Enterprise Fellow to lead “Students in Free Enterprise” Team at Fairmont State University. **Accepted position of Associate Dean, School of Business, May, 2008.**
- 2007 to
2008
- Fairmont State University, School of Business
Fairmont, WV
- Associate Professor of Business Administration and Interim Associate Dean, School of Business
Responsible for teaching in the areas of entrepreneurial studies and human resources management at both the undergraduate and graduate level, as well as advising students, service to the school of business, the university, and the community. Continue as a Sam M. Walton Free Enterprise Fellow to lead “Students in Free Enterprise” Team at Fairmont State University. **Accepted position of Interim Associate Dean, School of Business, May, 2007.**
- 2001 to
2007
- Fairmont State University, School of Business and Economics
Fairmont, WV
- Assistant Professor of Business Administration
Responsible for teaching in the areas of general business, entrepreneurial studies and human resources management. Further responsibilities include advising students, service to the school of business, the university, and the community. Received a Sam M. Walton Free Enterprise Fellowship to lead “Students in Free Enterprise” Team at Fairmont State University.

EMPLOYMENT PROFILE

Full-Time Employment: (Continued)

- 1997 to
2001
- Fairmont State Regional Small Business Development Center
Fairmont, WV
Program Director
Responsible for leadership, programming, management, administration, fiscal budget and policy for three Small Business Development Center locations (Fairmont, Morgantown & Elkins), supervising four full-time salaried employees, one part-time secretary, plus student interns and work study students. Provide comprehensive services to entrepreneurs, new venture initiatives, and the small business community with confidential one-to-one counseling, workshops and seminars, marketing research, loan packaging, and many other services. Serve as a one-stop shop for small business resources. Develop strong working relationships with resource partners, education, business and community leaders, and government offices and agencies.
- 1995 to
1996
- Community Association Reinforcing Education, Philippi, WV
Executive Vice President
Responsible for strategic planning, fiscal budgeting, chapter development, marketing plans and collateral materials, fundraising plan, grant writing, curriculum development, class and program development, instruction, facilities management, and general office administration.
- 1987 to
1994
- Alderson-Broaddus College, Philippi, WV
Assistant Professor of Business/Chairperson, Business Department
Instructed students in numerous business & computer courses, such as Introduction to Business, Principles of Management, Human Resource Management, Labor Relations, Business Law, Strategic Management, Problems in Business, Managerial Economics, Business Ethics, Principles of Marketing, Money and Banking, Business Statistics, Management Science, Computers in Business, Database Management, and Management Information Systems. Advised from 20 to 40 students per semester. Provided leadership to the Business Department as Chairperson from 1988 to 1993.
- 1983 to
1987
- Kitt Energy Corporation, Philippi, WV
Supervisor Personnel & Labor Relations
Supervised all aspects of employee and labor relations, including human resources needs analysis, organizational development, interviewing & employment, orientation & supervisory training, EEO/AAP planning & compliance, wage & benefits administration, wage agreement & grievance administration, counselor for management in arbitration, and formulating & implementing employee & labor policies & procedures. Supported accounting functions payroll, benefits calculations, shipping, accounts receivable, and voucher authorizations

EMPLOYMENT PROFILE

Full-Time Employment: Continued)

- 1981 to 1983 Kitt Energy Corporation, Philippi, WV
Labor Relations Counselor
Handled all labor relations functions including interpreting wage agreement provisions, administering all procedures & programs related to the wage agreement, establishing & implementing policies to improve labor/management relations, assuring compliance with all grievance settlements & arbitration awards, handling daily labor relations problems, investigating & counseling management in the grievance procedure, and representing management in steps 3 & 4 (arbitration) of the grievance procedure.
- 1977 to 1981 Kitt Energy Corporation, Philippi, WV
Personnel Supervisor
Supervised all aspects of the employee relations function including needs analysis, interviewing, selecting & employing all hourly, exempt & non-exempt salaried employees, orienting new employees, administering wage & benefits programs and assuring compliance with all policies & procedures, such as EEO/AAP.
- 1977 Kitt Energy Corporation, Philippi, WV
Employment Clerk
Assisted Personnel Supervisor in interviewing & selecting candidates for employment, maintaining all employee records, coordinating benefits entitlements, and employee orientation.

Part-Time Employment:

- 1994 to 2001 Fairmont State University, Fairmont, WV
Instructor
Responsible for teaching introductory computer courses and numerous business courses as available and assigned. Courses include computer classes (CS-1100, IS-1100, & IS-2235), Small Business Fundamentals, Introduction to Business, Investments, Human Resource Management, Business Statistics, and Principles of Marketing.
- 1992 to 1995 Community Association Reinforcing Education, Philippi, WV
Adult Education Instructor and Consultant
Instruct adult learners on basic computers applications, including DOS, WordPerfect 5.1, Quattro-Pro 4, and dBASE IV, and on basic office management skills. Counsel and advise staff and Executive Director on basic office policies and procedures. Implement and train staff on computer applications to track financial transactions, maintain grants and other funds, maintain updated records on memberships, contributors and student enrollments.

PROFESSIONAL PERFORMANCE:

Undergraduate Courses:

- BUSN 1102 Introduction to Business
- BUSN 2205 Small Business Fundamentals
- MGMT 3308 Human Resource Management
- BUSN 3300 Entrepreneurship
- BUSN 4405 Entrepreneurial Leadership
- MGMT 3370 Compensation and Benefits
- MGMT 3371 Employee Relations
- MGMT 3372 HR Selection and Evaluation
- BUSN 3315 Venture Finance
- BUSN 4410 Enterprise Development
- BUSN 3399 Special Topics In Business
- BUSN 4450 Business and Economics Internship

Graduate Courses:

- MSBA 5120 Tactical Human Resource Practices for Managers
- MSBA 5130 Labor Relations & Alternative Dispute Resolution
- MSBA 5140 Strategic Human Resource Management & Employee Advocacy

Student Advising:

Average number of advisees for 2001-02, 2002-03, & 2003-04: 55-65 advisees

Average number of advisees for 2004-05, 2005-06, 2006-07 & 2007-08: 90-100 advisees

Average number of advisees for 2008-09, 2009-10, 2010-11, & 2011-12: 15-20 plus advisees

Professional Memberships:

Council of Graduate Schools, 2012 to present.

Conference of Southern Graduate Schools, 2012 to present.

West Virginia Association of Graduate Schools, 2012 to present.

West Virginia Higher Education Assessment Council, 2012 to present.

West Virginia Association of Academic Administrators, 2012 to present.

Academic Affairs Advisory Council, 2012 to present.

Society for Human Resource Management, 2012 to present.

Association of Collegiate Business Schools and Programs, 2007 to present.

International Assembly for Collegiate Business Education, 2007 to 2011.

Advisory Board of the West Virginia Small Business Development Centers, 2007 to 2009.

West Virginia Entrepreneurship Initiative, 2006 to present.

Business Section Focus Group, Times-West Virginian Newspaper, Fairmont , WV, 2006.

FastTrac Coalition of North Central West Virginia, West Virginia High Technology Consortium Foundation, 2004 to 2009.

Member of the POCLink Advisory Board, West Virginia High Technology Consortium Foundation, 2005.

Chairperson, Planning Committee for Marion County High School Business Symposium, 2000.

Economic Restructuring Committee, Fairmont Main Street Program, 1999-2000.

Philippi/Barbour County Chamber of Commerce, 1996.

World Servants Steering Committee, Flemington, WV, 1996.

Board of Directors, Vice President Administration, Community Association Reinforcing Education (C.A.R.E.), 1994-95.

Economic Restructuring Committee, Philippi Main Street Program, 1991.

Advisory Committee for the Barbour County Vocational Department, 1980-81.

Professional Meetings Attended:

West Virginia Association of Academic Administrators Spring Meeting, Stonewall Resort, WV, March 17-18, 2013.

Conference of Southern Graduate Schools Annual Meeting, Greenville, SC, February 21-24, 2013.

Academic Affairs Advisory Council Meeting, South Charleston Marshall University Campus, February 14, 2013.

West Virginia Higher Education Assessment Council Meeting, HEPC, Charleston, WV, February 7, 2013.

Harrison County Chamber of Commerce Groundhog Day Breakfast, Bridgeport, WV, February 1, 2013.

Marion County Legislative Breakfast, Fairmont, WV, January 11, 2013.

Fairmont State University Architecture Competition Judge, Fairmont, WV, December 7 & 10, 2012.

Academic Affairs Advisory Council Meeting, HEPC, Charleston, WV, November 29, 2012.

West Virginia Higher Education Assessment Council Meeting, HEPC, Charleston, WV, November 8, 2012.

Labor Law Symposium Panelist, Fairmont, WV, October 25, 2012.

West Virginia Higher Education Assessment Council Meeting, Flatwoods, WV, September 7, 2012.

Academic Affairs Advisory Council Meeting, HEPC, Charleston, WV, September 6, 2012.

Workforce & Economic Development Roundtable hosted by Vision Shared, Tamarack Conference Center, Beckley, WV, June 20, 2012.

ACBSP Annual Conference: "Sustaining Excellence Through Quality Business Education", Baltimore Marriott Waterfront, June 15-18, 2012.

ACBSP Leadership Institute: "Setting the Table for Success", Baltimore Marriott Waterfront, June 14-15, 2012.

Entrepreneurship Education Summit II hosted by the Office of Career and Technical Innovation, West Virginia Department of Education, Charleston Marriott, June 7, 2012.

Professional Meetings Attended: (Continued)

Meeting with the Fairmont Community Development Partnership regarding the development of a business incubator in Fairmont, WV, May 24, 2012.

K-12 Entrepreneurship Meeting (Post-Secondary Educators), hosted by the Office of Career and Technical Innovation, West Virginia Department of Education, Embassy Suites, Charleston, WV, May 9, 2012.

Retention Seminar, presenter John Gardner, President, John N. Gardner Institute for Excellence in Undergraduate Education, sponsored by West Virginia Higher Education Policy Commission and West Virginia Community and Technical College System, April 12, 2012.

Morgantown Economic Outlook Conference, March 20, 2012.

AACSB Associate Dean's Conference, St. Petersburg, FL, November 14-16, 2011.
Census Bureau Training on Economic Census: Resources for Economic Development, June 2010.

Morgantown Economic Outlook Conference, March 2010.

Marion County Summit Invite - Create WV, March 2010.

AACSB Accreditation Webinar Series—Guidance on Strategic Management Standards (1–5), March 2010.

West Virginia Entrepreneurship Initiative Fall Meeting, November 2009.

AACSB Associate Dean's Conference, Scottsdale, AZ, November 2-4, 2009

Higher Education and the Workforce Pipeline: WVU President James Clements, FSU President Thomas Krepel, WVHEPC Chancellor Brian Noland, October 2009.

Morgantown Area Entrepreneurs Forum, October 2009.

Higher Ed Entrepreneurship Roundtable, August 2009

IACBE Accreditation Workshop, Preparation for Self Study and 2013 Site Visit, June 2009.

AACSB Assessment Conference, Dallas, TX, December 2008.

West Virginia Entrepreneurship Initiative Annual Meeting, November 2008.

Higher Learning Commission Conference on Assessment, Chicago, IL, October 2008

West Virginia Business Plan Competition, Business Coach, February 2008.

Professional Meetings Attended: (Continued)

West Virginia Entrepreneurship Initiative Fall Conference and Business Plan Competition, November 2007

Student In Free Enterprise Leadership Conference, October 2007. FSU SIFE Team hosted this event.

Meeting of the Advisory Board of the West Virginia Small Business Development Center, March 2008.

Meeting of the Advisory Board of the West Virginia Small Business Development Center, November 2007.

Meeting of Vision Shared, October 2007.

Meeting of the Advisory Board of the West Virginia Small Business Development Center, May 2007.

VC Expo, West Virginia High Technology Consortium Foundation, INNOVA Commercialization Group, 2007.

ABET, Inc. BEST Assessment Processes Symposium, Rose-Hulman Institute of Technology, Terre Haute, IN, 2007.

West Virginia Entrepreneurship Initiative Fall Conference and West Virginia Business Plan Competition Judge and Coach, 2006 to present.

Collegiate Entrepreneurs' Organization Annual Conference in Washington, D.C. The conference focused on "Keys to Entrepreneurial Success", 2002.

2002 West Virginia Conference on Entrepreneurship: Strategies for Growth, held in Charleston, WV, 2002.

"Seed Investing As A Team Sport", a professional development forum sponsored by the National Association of State Venture Funds, March 2000.

Teaming To Win Conferences, 1997, 1998, 1999.

Zenith Economic Development Conferences, 1998 & 1999.

Association of Small Business Development Centers National Conference, 1997 & 2000.

Papers Presented:

A Layman's Guide to Understanding Labor Arbitration, Elderhostel, 1988.

Publications:

Business Administration Program Review, 2009.

Business Administration Outcomes Assessment Plan, 2008.

Fairmont State University Environmental Scan Research Report for Strategic Planning Council, 2005.

Entrepreneurial Initiatives at Public Liberal Arts and General Baccalaureate Colleges, Dissertation, College of Human Resources and Education, West Virginia University, 2005.

Small Business Marketing: Networking for Success, Times-West Virginian, Marion County Chamber of Commerce Expo Supplement and West Virginia Small Business Development Centers Newsletter, 2000.

Research/Scholarly Activities:

Business Administration Program Review, 2008-2009.

Chapter Review (Chapters 13 -15) and Book Overview, *Entrepreneurial Small Business*, Katz & Green, McGraw-Hill/Irwin, 2006.

Environmental Scan Foundational Task Force (Chair), Environmental Scan Research Report for Strategic Planning Council, Fairmont State University, 2005 – 2006.

Dissertation Survey, Research, and Statistical Analysis, Entrepreneurial Initiatives at Public Liberal Arts and General Baccalaureate Colleges, West Virginia University, 2004-2005.

Marketing Survey and Research Report for proposed “Higsinger Cross-Country Ski Resort”, funded by the Center for Education and Research with Industry (CERI), 1987-88.

Marketing Survey and Research Report for Food Service Management degree program, Alderson-Broaddus College, 1988.

Consulting:

Rac-A-Bat, Inc., Advisory Board Member and Consultant, 2001 – present.

Business Counselor, FastTrac New Venture and Growth Ventures Programs, West Virginia High Technology Consortium Foundation, 2004 to 2009.

Professional Presentations & Speeches:

Labor Law Symposium Panelist, Fairmont, WV, October 25, 2012.

Guest Speaker, “So You Want to be an Entrepreneur!,” Marion County 4-H, June 2006.

Presenter for the Marion County High School Business Symposium, Marion County

Chamber of Commerce and Fairmont State College, 2004.

Guest Speaker and Presenter for the Harrison County Leadership Program for High School Students. Presentation topic was Starting a Small Business, 2002.

Speaker/Presenter, Taylor County Chamber of Commerce, March 2000.

Speaker/Presenter, Clarksburg Lion's Club, January 2000.

Speaker/Presenter, Service Corp of Retired Executives, February 2000.

Speaker/Presenter, National Association of Social Workers, Morgantown, 1999.

Speaker/Presenter, Economic Development Conference sponsored by the Pocahontas County Division of Tourism, Snowshoe Resort, 1999.

Institutional Services:

Curriculum Committee, Ex Officio, 2012 to present.

General Studies Committee, Ex Officio, 2012 to present.

Admission and Credits Committee, Ex Officio, 2012 to present.

Fairmont State University Self-Study Committee – Criterion 2 (Higher Learning Commission) 2011 to present.

Evaluation Committee, 2010 to present.

School of Business Assessment and Accreditation Committee, 2010 to present.

School of Business Leadership Team, 2008 to present.

Assessment Committee, 2007 to present.

Summer School Advisory Committee, 2006 to present.

Fairmont State University Admissions and Credits Committee, 2002 to present.

Summer Orientation, May, June, & July 2010 - 2012.

Campus Visitation Day, Fall Semesters, 2009 - 2011.

New Faculty Mentor, 2008-2009.

Faculty Welfare Committee, 2007 - 2009.

School of Business Student Development Committee, 2007-2008.

School of Business Information Systems Faculty Search Committee, 2007-2008.

School of Business Dean Search Committee, 2007-2008.

Graduate Student Profile Committee, 2007-2008.

Faculty Senate (Executive Committee), 2007-2008.

Strategic Plan Goal 7 Audit Committee (Chair), 2007-2009.

Marketing Committee, Carnegie Communications FS Image Assessment, 2007.

Review of Image Assessment Proposals, 2006.

Faculty Senate, 2005-2008.

Fairmont State Planning Steering Council, 2005-2006.

Chairperson, Strategic Plan Environmental Scan Foundational Task Force, 2005-2006.

Chairperson, Fairmont State University Admissions and Credit Committee, 2003-2005.

Fairmont State University Faculty Development Committee, 2003-2004.

School of Business Specialized Accreditation Committee, FSU, 2003-2004.

School of Business Student Development (Assessment) Committee, FSU, 2003-2004, 2006-2007.

School of Business Four Year Advisory Committee, FSU, 2003-2004.

Fairmont State University Action Plan Coordinator, Retention Recovery Program, 2003.

School of Business Core Curriculum Committee, FSU, 2001-2003.

Institutional Master Plan Implementation Sub-Committee for Objective III, 2001-2002.

Institutional Master Plan Implementation Sub-Committee for Objective IV, 2001-2002.

Search Committee for School of Business Faculty, 2005.

Search Committee for Registrar, 2004.

Search Committee for Director of the FS SBDC, 2001.

School of Business Ad Hoc Subcommittee to review Internship procedures, FSC, 2001-2002.

Awards, Honors, & Recognitions:

Nominated for the William A. Boram Award for Teaching Excellence, 2008.

Awarded a \$2,500 grant from the Coleman Foundation to host The Extreme Entrepreneurship Tour, February 2008.

Awarded three \$5,000 grants (\$15,000 total), sponsored by Students in Free Enterprise and the Marcus Foundation, to support working with “at-risk” high school students in Marion County teaching free enterprise, success skills, and entrepreneurship. Grants were awarded for the academics years of 2005-2006, 2006-2007, & 2007-2008.

Faculty Recognition Award, Fairmont State University, 2004.

Sam M. Walton Free Enterprise Fellowship to lead a SIFE Team at Fairmont State, 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, & 2011-12.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to SIFE Regional Competition, Cincinnati, OH, March, 2008. Finalist for Entrepreneurship and Success Skills Individual Topic Competitions. SIFE Team received Third Place National Award for Entrepreneurship Individual Topic Competition at the SIFE National Exposition, Chicago, IL, May 2008.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to SIFE Regional Competition, Cleveland, OH, 2007, Second Runner-Up Award.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to Regional Competition, Cincinnati, OH, 2006, First Runner-Up Award.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to Regional Competition, Cleveland, OH, 2005, First Runner-Up Award.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to Regional Competition, Cleveland, OH, 2004, First Runner-Up Award.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to Regional Competition, Cleveland, OH, 2003.

As Sam M. Walton Free Enterprise Fellow, led Fairmont State SIFE Team to Regional Competition, Charlotte, NC, 2002, Rookie of the Year & First Runner-Up Awards.

Philippi/Barbour County Chamber of Commerce Member of the Month, May 1996.

Community Educator of the Year, Community Association Reinforcing Education, 1994.

Cheon (Frank) Lee, Ph.D.

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Fairmont State University
Fairmont, WV 26554

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Fax: 1.304.367.4613
Email: frank.lee@fairmontstate.edu
Web: www2.fairmontstate.edu/users/clee1

EDUCATION

Mississippi State University Starkville, MS, 2006
Ph.D. in Business Administration
Major in Management Information Systems

Georgia State University Atlanta, GA
Master of Science in Computer Information Systems (MS/CIS)
Specialization in E-commerce

Morehead State University Morehead, KY
Master of Business Administration (MBA)

In-Ha University South Korea
Bachelor of Science in Law Science

ACADEMIC APPOINTMENTS

Fairmont State University, School of Business, Fairmont, WV 2009 - Present
Tenure-Track Assistant Professor

Carson-Newman University, School of Business, Jefferson City, TN 2006 - 2009
Tenure-Track Assistant Professor

Mississippi State University, College of Business, Starkville, MS 2003 - 2006
Instructor & Teaching Assistant

Georgia State University, Robinson College of Business, Atlanta, GA 2002 - 2003
Research Assistant

Morehead State University, College of Business, Morehead, KY 2000 - 2002
Graduate Assistant

PROFESSIONAL APPOINTMENTS

Hankil Law Co., Inchon, South Korea, 1998 - 1999
Management Consultant

Military Intelligence Agency, Seoul, South Korea 1994 - 1996
Computer Security Agent

JOURNAL PUBLICATIONS

1. Luo, Xin, Cheon-Pyo Lee, and Minna Mattila, "An Exploratory Study of Mobile Banking Services Resistance," *International Journal of Mobile Communications*, Vol. 10, No. 4, 2012
2. Lee, Cheon-Pyo and HK Eun, "Finding the Rolf of Time Lags in Radio Frequency Identification Investment," *International Journal of Strategic Information Technology and Applications (IJSITA)*, Vol. 2, No. 3, pp. 27-35.
3. Lee, Cheon-Pyo, "The Impact of Technology Anxiety on the Use of Mobile Financial Applications," *International Journal of Technology Diffusion (IJTD)*, Vol. 1, No. 4, pp. 1-12.
4. Lee, Cheon-Pyo and J. P. Shim, "An Exploratory Study of Radio Frequency Identification (RFID) Adoption in the Healthcare Industry," *European Journal of Information Systems (EJIS)*. Vol. 16, pp. 712-724.
5. Lee, Cheon-Pyo and J. P. Shim, "An Empirical Study on User Satisfaction with Mobile Business Applications Use and Hedonism," *Journal of Information Technology Theory and Application (JITTA)*. Vol. 8, No. 3, pp. 57-74.
6. Templeton, G.F. and Cheon-Pyo Lee, "Tutorial of an Ontological Support System," *Communications of the Association for Information Systems (CAIS)*. Vol. 17, No. 25, pp. 562-568.
7. Templeton, G.F, Cheon-Pyo Lee, and Charles A. Snyder, "Validation of a Content Analysis System Using an Iterative Prototyping Approach to Action Research," *Communications of the Association for Information Systems (CAIS)*. Vol. 17, No. 24, pp. 539-561.
8. Luo, Xin and Cheon-Pyo Lee, "Micropayments in Wireless M-Commerce: Issues, Security, and Trend," *Journal of Internet Banking and Commerce (JIBC)*, July 2004, Vol. 9, No. 2.

MANUSCRIPTS UNDER REVIEW AND DEVELOPMENT

1. Eun, HK, JH Lee, and Cheon-Pyo Lee, "The Impact of Service Quality on Citizens' Satisfaction, Image, and Word-of-mouth Intention: The Case of Public Sports Facilities," Under the 1st Round Review at *Managing Leisure*.
2. Lee, Cheon-Pyo, "The Impact of National Culture on the Success of Smartphones Application Software (Apps)," To be submitted to *Journal of Organizational and End User Computing*.

BOOK CHAPTERS

1. Lee, Cheon-Pyo and J. P. Shim, "Ubiquitous Healthcare: RFID in Hospitals," in *Handbook of Research on Distributed Medical Informatics and E-health*, Athina Lazakidou (Ed.), IGI Global. (ISBN 978-1-60566-002-8. pp. 273-280)
2. Lee, Cheon-Pyo, "Mobile Business Applications" in *Encyclopedia of Mobile Computing and Commerce*, David Taniar (Ed.), IGI Global. (ISBN 978-1-59904-002-8. pp. 442-445)

3. Lee, Cheon-Pyo, "Organizational Time Culture and Electronic Media" in *Information Resource Management: Global Challenges*, Wai K. Law (Ed.), Idea Group Publishing. (ISBN 1-59904-102-2. pp. 364-372)
4. Lee, Cheon-Pyo and Merrill Warkentin, "Mobile Banking Systems and Technologies," in *Encyclopedia of E-Commerce, E-Government and Mobile Commerce*, Mehdi Khosrow-Pour (Ed.), Idea Group Publishing. (ISBN 1-59140-799-0. pp.754-759).

BOOK REVIEWS

1. Lee, Cheon-Pyo, "Book Review of Information Resource Management Global Challenges," W. Law (ED), *Journal of Global Information Technology Management*, Vol. 14, No. 1, pp. 88-90.
2. Lee, Cheon-Pyo, Book Review of Public Sector Information in the Digital Age: Between Markets, Public Management and Citizens' Rights, G. Aichholzer and H. Burkert (Eds.), *Information Technology & People*, Vol. 18, No. 4.

CONFERENCE PROCEEDINGS AND PRESENTATIONS

1. Lee, Cheon-Pyo, "Sharing Information Technology Resources among Higher Education Institutions," Presented at *West Virginia Higher Education Technology Conference (WVHETC 2012)*, Morgantown, WV, November, 2012
2. Lee, Cheon-Pyo and Richard Harvey, "Facilitators and Inhibitors of University-Industry Engagement," Selected and Presented in *Best of the Regions Competition at Eastern Council of Business Schools and Programs*, Glenside, PA, November 2012
3. Lee, Cheon-Pyo, "The Role of Perception of Organizational Climate on Decision to Adopt Information," *Proceedings of 8th American Institute of Higher Education International Conference*, Niagara Falls, NY, October 2012.
4. Lee, Cheon-Pyo, "The Impact of Organizational Characteristics and Vendor Activities on the Decision to Integrate Smartphones into Clinical Workflow," *Proceedings of 2012 Academic and Business Research Institute International Conference*, Orlando, FL, January 2012
5. Lee, Cheon-Pyo and Richard Harvey, "Facilitating the Assessment Process for Accreditation using Qualitative Data Analysis Software," Selected and Presented in *Best of the Regions Competition at Eastern Council of Business Schools and Programs*, Latrobe, PA, November 2011
6. Lee, Cheon-Pyo, Rebecca Giorcelli, and Mahmood Hossain, "Factors influencing the Virtual Group Participation," *Proceedings of 2011 ISOneWorld Conference*, Las Vegas, NV, May 2011.
7. Giorcelli, R., Cheon-Pyo Lee, and Majorie Darrah, "Finding an Answer to the Enrollment Crisis in Computing," *Proceedings of 2010 Decision Science Institute Conference*, San Diego, CA, November 2010

8. Saas, A, Mahmood Hossain, and Cheon-Pyo Lee, "Development of a Software Tool for Healthcare Data Interchange," *Proceedings of 1st ACM International Health Informatics Symposium*, Arlington, VA, November 2010
9. Lee, Cheon-Pyo, Joe Blankenship, and Rebecca Giorcelli, "The Impact of Social Networking Sites Experiences on Academic Performance in General MIS Classes," *Proceedings of 50th Annual International Association for Computer Information Systems International Conference*, Las Vegas, NV, October, 2010
10. Giorcelli, R., Joe Blankenship, and Cheon-Pyo Lee, "Revitalizing the Information Systems Curriculum through Multi-disciplinary Experiences; A Focus on Collaboration among Undergraduate Computing Disciplines and Industry," *Proceedings of 50th Annual International Association for Computer Information Systems International Conference*, Las Vegas, NV, October, 2010
11. Giorcelli, R., Cheon-Pyo Lee, Jeff Tucker, and Clarence Pearson, "Cloud Utilization: Academia and Industry Collaboration in the Cloud," Presented at *2010 WV Statewide Technology Conference*, Charleston, WV, August 2010.
12. Lee, Cheon-Pyo, "Examining Driving Forces behind Organizational Mobile Information Technology Adoption," *Proceedings of 4th American Institute of Higher Education International Conference*, Williamsburg, VA, April, 2010
13. Lee, Cheon-Pyo, "Current Status and Issues in Societal Learning and Knowledge Sharing," *2009 Decision Science Institute Conference*, New Orleans, LA, November, 2009 (with 4 panelists)
14. Lee, Cheon-Pyo, "An Empirical Study of the Relationship between Organizational Characteristics and Presence of Champions," *Proceedings of the 2008 Decision Sciences Institute (DSI) Conference*, Baltimore, MD, November 2008.
15. Lee, Cheon-Pyo, Xin Luo, and Merrill Warkentin, "Perceptions of Security and Privacy When Using Mobile Communication Systems," *Proceedings of the 2008 Decision Sciences Institute (DSI) Conference*, Baltimore, MD, November 2008.
16. Park, Yumi and Cheon-Pyo Lee, "The Impact of RFID-based Traceability System on Perceived Competitive Advantage in the Food Industry," *Proceedings of the 2008 Decision Sciences Institute (DSI) Conference*, Baltimore, MD, November 2008.
17. Lee, Cheon-Pyo, Minna Mattila, and J.P. Shim " An Exploratory Study of Information Systems Resistance: the Case of Mobile Banking Systems in Korea and Finland," *Proceedings of the 2007 Americas Conference on Information Systems (AMCIS)*, Keystone, Colorado, August 2007.
18. Lee, Cheon-Pyo and J. P. Shim, " The Impact of Individual and Organizational Time Culture on Mobile Communication Systems Use and Performance," *Proceedings of the 2006 National Decision Sciences Institute (DSI) Conference*, San Antonio, TX, November 2006.

19. Lee, Cheon-Pyo, "An Exploratory Study of Mobile Business Applications Discontinuance," *Proceedings of the 2005 Pre-ICIS IT/IS Issues in Asia-Pacific Region (ISAP)*, Las Vegas, Nevada, December 2005.
20. Lee, Cheon-Pyo and Merrill Warkentin, "A Conceptual Framework for Diffusion of Emerging Electronic Media within Organizations," *Proceedings of the 2005 National Decision Sciences Institute (DSI) Conference*, San Francisco, CA, November 2005.
21. Lee, Cheon-Pyo and Merrill Warkentin, "The Role of Technology Anxiety and Self-efficacy in Information Technology Training," *Proceedings of the 2005 Americas Conference on Information Systems (AMCIS)*, Omaha, Nebraska, August 2005.
22. Lee, Cheon-Pyo and David A. Vance, "Information technology payoff and time lags," *Proceedings of the 2005 International Resource Management Association (IRMA) International Conference*, San Diego, CA, May 2005.
23. Luo, Xin, Cheon-Pyo Lee, and Merrill Warkentin, "Adoption of Instant Messaging in an Information Security Supervision and Management Environment: An Empirical Study in workplace adoption," *Proceedings of the 2005 International Resource Management Association (IRMA) International Conference*, San Diego, CA, May 2005
24. Lee, Cheon-Pyo, Merrill Warkentin, and Haiwook Choi, "The Role of Technological and Social Factors on the Adoption of Mobile Payment Technologies," *Proceedings of the 2004 Americas Conference on Information Systems (AMCIS)*, New York, NY, August 2004.

GRANTS

1. PI, Instructional Improvement Grant, Fairmont State University, \$2000, 2011-2012
2. CO-PI, Advancing Computing Curricula and Expanding Learning Experiences through Re-engineered and Accelerated Technology Education (ACCELERATE), National Science Foundation (NSF), \$149,915, 2010
3. Center for Teaching Excellence Travel Grant, Fall 2010
4. PI, Improving Student Learning Efforts (ISLE) Grant, Fairmont State University, \$1,500, 2010-2011.
5. PI, Recruiting Small-to-Medium-Sized Enterprises in North Central West Virginia for Google Student Online Marketing Challenge, Fairmont State University Foundation Grant, \$1,500, 2010 - 2011
6. Center for Teaching Excellence Travel Grant, Spring 2010
7. Faculty Associate, Expanding Pathways for Educational Development and Information Technology Experiences (ExPEDITE), National Science Foundation (NSF), \$750,000, 2009

INVITED PRESENTATIONS AND LECTURES

1. "Business Trends in the US," National Andong University, Andong, South Korea, June, 2012
2. "Learning the US Systems through the Case of Student Athletes," Namseoul University, Chun-An, South Korea, June 2012
3. "Medical Job Trends in the US," Woosong University, Daejeon, South Korea, May 2012
4. "A Career in the Healthcare Industry," Namseoul University, Chun-An, South Korea, May 2012
5. "Health Informatics and Wellness," Faculty Workshop at Ansan University, Ansan, South Korea, May, 2011
6. "The Future of the Healthcare Industry," Ansan University, Ansan, South Korea, May, 2011
7. "Business and College Varsity Sports", Hanyang University, Seoul, South Korea, May 2010
8. "Business Intelligence in Sports," Namseoul University, Chun-An, South Korea, May 2010
9. "Future of Organizational Information Technology Adoption Research," University of New Mexico Anderson School of Management Research Seminar, Albuquerque, NM, April 2010
10. "Information Technology in Accounting Firms," *The Institute of Management Accounts 27th Annual Seminar*, Knoxville, TN, December 2006.

TEACHING EXPERIENCE

Fairmont State University

Graduate

- M(S)BA 5200 Management Information Systems
- M(S)BA 5599 Thesis Research

Undergraduate

- BISM 3200 – Management Information Systems
- BISM 3400 – Database Design and Development
- BISM 3600 – E-commerce and Web Strategy
- BISM 2200 – Business Information Tools
- INFO 4420 – Database Design and Implementation
- INFO 3340 – Advanced Application Development
- INFO 2235 – Microcomputer Applications in Business

Carson-Newman University

- CIS 350 - Principles of Electronic Commerce
- CIS 302 - Management Information Systems

- CIS 215 - Business Information Tools
- CIS 220 - Web Design and Programming

Mississippi State University

- BIS 3233- Management Information Systems
- BIS 1012 - Business Computer Systems

COURSE DEVELOPMENT

Fairmont State University

- Executed a Major Revision of Curriculum for Information Systems Management
 - Thirty-eight (38) required credit hours were deleted and added
 - The content of two (2) required courses was revised
 - The new curriculum started in the Fall 2010 semester
- Health Information Systems Management (BISM 4400), Undergraduate
- E-commerce and Web Strategy (BISM 3600), Undergraduate

Carson-Newman University

- Managing Information Technology and Systems (MIS 620), Graduate
- Accounting Information Systems (ACCT/CIS 309), Undergraduate

HONORS & AWARDS

- Faculty Recognition, Fairmont State University Annual Faculty Awards Ceremony, 2011
- Faculty Recognition, Fairmont State University Annual Faculty Awards Ceremony , 2010
- Nominee for Carson-Newman College Teaching Excellence and Leadership Award, 2008
- Carson-Newman University Outstanding Faculty Research Award, 2008
- School of Business Outstanding Faculty Research Award, Carson-Newman University, 2007
- Mississippi State University Doctoral Research Assistant of the Year, 2006
- Outstanding Doctoral Student Research Award, College of Business Industry, MSU, 2006
- International Business Strategic Program Scholarship, Mississippi State University, 2006
- International Business Strategic Program Scholarship, Mississippi State University, 2005
- Korean American Scholarship, Korea-American Scholarship Foundation, 2002
- Outstanding Graduate Student Award, Morehead State University, 2002
- Phi Kappa Phi National Honor Society, Morehead State University, 2002
- University Library Check-Out challenge Reader Award, Morehead State University, 2000

- The Best Agent Award of the year, Military Intelligence Agency, South Korea, 1995
- Outstanding Academic Achievement Scholarship, In-Ha University, 1991 – 1993

ACADEMIC SERVICE

- Advisor, Information Systems Student Association
- Chair, Faculty Development Committee, 2012 - Present
- Instrumental in establishing Dual Degree program between FSU and Woosong University in South Korea, 2012
- Graduate Thesis Advisor, Spring 2012
 - Franciscantonio Salerno, *Cloud Computing in Academia*
- Member, Finance Faculty Search Committee, 2012
- Organizer, Cultural Experience Program for Namseoul University Students at FSU, 2012
- Organizer and Lead Faculty, Global Exchange Program (visiting Namseoul Univ.), May 2011
- Faculty Advisor, FSU Google Online Marketing Challenge, 2011 - Present
- Member, Academic Transportation Committee, 2011
- Member, TaskStream Student Portfolios Committee, 2011
- Instrumental in establishing “3+1” program between FSU and Ansan University, 2010
- Panelist, International Roundtable, November, 2010
- Member, Faculty Development Committee, 2010 - Present
- Faculty Advisor, Global Information Technology Internship Program, 2010 - Present
- Instrumental in establishing the relationship between FSU and Hanyang University, 2010
- Instrumental in establishing the relationship between FSU and Namseoul University, 2010
- Lead Faculty, Global Exchange Program (visiting Ansan College, South Korea), May, 2010
- Faculty Mentor, Celebration of Student Scholarship, 2010
 - Clarence Pearson, *A Research Study into the use of Cloud Computing in Data Analysis*
- Faculty Advisor, Global Nursing Exchange Program, 2009 – Present
- Instrumental in establishing the relationship between FSU and Ansan College, 2009
- Member, Information Systems Curriculum Development Committee, 2009
- Member, Business Core Review Committee, 2009
- Co-Chair, Korea Exchange Program Committee, 2009 - Present
- Member, Global Education Committee, 2007

- Member, Information Technology Committee, 2007 - 2009
- Member, Dean Search Committee, 2007
- Member, Honor's Project Committee, 2008

CONSULTING

- Auntie Belham's Realty and Rental on Search Engine Optimization, 2007 - 2008
- NogginSwap.com on E-Commerce Strategy, 2008 - 2009

PROFESSIONAL ACTIVITIES

- Editorial Review Board, Journal of Computer Information Systems, 2012 - Present
- Program Committee, The 3rd Symposium on Financial Intelligence and Risk Management (FIRM) and the 4th International Workshop of Electronic Payment and Electronic Commerce (EPECC), June 3–5, 2011, Chengdu, China
- Academic Program External Reviewer, Bachelor of Science in Allied Health Administration, February, 2011
- Invited Educational Researcher, Computing Education for the 21st Century Community Meeting by National Science Foundation (NSF), New Orleans, LA, January 2011
- Reviewer, International Association for Computer Information Systems International Conference
- Reviewer, Journal of Information Technology Theory and Application
- Reviewer, Issues in Information Systems
- Program Committee, Joint Conference on eServices and BI, June 4-6, 2010, Chengdu, China
- Manuscript Reviewer, Journal of Global Information Technology Management
- Mini-Track Chair, 2009 Americas Conference on Information Systems (AMCIS)
- Manuscript Reviewer, European Journal Information Systems (EJIS)
- Textbook Reviewer, C. Ou, Computer Applications in Business with Microsoft EXCEL and ACCESS, McGraw-Hill/Irwin, 2008.
- Session Chair, 2007 Decision Science Institute (DSI) Annual Meeting
- Invited Scholar, 2007 Free Market Forum, Hillsdale college, Michigan
- Reviewer, Encyclopedia of Information Resource Management: Global Challenges
- Reviewer, Encyclopedia of E-Commerce, E-Government and Mobile Commerce
- Manuscript Reviewer, International Journal of Technology Management
- Reviewer, *Decision Science Institute Conference*, 2005- Present

- Reviewer, *Americas Conference on Information Systems (AMCIS)*, 2004 – Present

CONTINUED PROFESSIONAL EDUCATION AND DEVELOPMENT

- Certificate of Completion of Applying the QM Rubric, January 9, Fairmont, WV
- IBM Information on Demand Global Conference, October 21-25, 2012, Las Vegas, NV
- SHARE Technology Conference, August 5-10, 2012, Anaheim, CA
- Enterprise Systems Technical Training, July 9-13, 2012, Fairmont, WV
- IBM Academic Initiative Educator Summer Seminar, June 13-15, 2012, Poughkeepsie, NY
- Teaching Excellence, 2012 ACBSP Annual Conference, June 15-18, 2012, Baltimore, MD
- NVivo Software Training, August, 8-9, 2011, Columbus, OH
- Computing Education for the 21st Century Community Meeting by National Science Foundation (NSF), New Orleans, LA, January 2011
- Technology Professional Development Seminar, April 13, 2010, WVHTC

PROFESSIONAL AFFILIATIONS

- IBM Academic Initiative
- Association of Information Systems (AIS)
- Decision Science Institute (DSI)
- Special Interest Group on Health Informatics
- Special Interest Group on Adoption and Diffusion of Information Technology (SIGADIT)
- Special Interest Group on Cross Cultural Research in Information Systems (CCRIS)

COMMUNITY INVOLVEMENTS AND ACTIVITIES

- WVHTC Foundation Technology Exchange Luncheon, February, 2011
- West Virginia Entrepreneurship Initiative Conference, November, 2010
- Create West Virginia Marion County Summit, March 2010

Timothy R. Oxley, Ed.D.
Associate Dean
Associate Professor of Business
School of Business
Fairmont State University

<i>University Office:</i> Fairmont State University Room 109-B Jaynes Hall Fairmont, WV 26554 (304) 367-4832 - office Timothy.Oxley@fairmontstate.edu	<i>Home:</i> 242 Coventry Drive Bridgeport, WV 26330 (304) 842-4148 – home (304) 573-0698 – cell
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Over twenty years of employment in higher education has provided me with a breadth of experiences including teaching, academic administration and student advising, community outreach, personnel supervision and leadership, fiscal and programmatic management. Throughout my career I have built upon my formal education to gain knowledge and skills in public and private administrative and managerial systems and processes. I am effective in setting and accomplishing goals, problem solving and decision-making. I have achieved success in coalition building through collaboration with diverse groups, experienced in grant procurement and financial management, project development and implementation. In a capacity that required broad application of these skills in a branch campus context, I supervised professional, administrative, and physical plant staff performing a vast array of student services and academic program delivery. My classroom teaching strengths are augmented with an equivalent of 23 terms of full-time teaching experience and over 35 years of professional and administrative experiences with which to enrich lectures and discussions.

Faculty and Professional Experience

Fairmont State University, 1201 Locust Avenue, Fairmont, West Virginia, 26554.

Associate Dean, October 2012 to present. Provide administrative support to the Dean of the School of Business, specifically coordinating assessment and specialized accreditation data analysis and reporting. Serve as a member of the School's Leadership Team providing general support and direction for the School, Program Coordinators and faculty on issues related to recruitment, retention, assessment, curricula, course scheduling, load assignments, and program reviews. The Associate Dean coordinates revisions and updates to School catalog pages, program sheets, and model schedules; represents the School through committees, meetings, conferences, and recruitment events; and, researches individual student complaints or disciplinary issues and recommends appropriate action to the Dean. The Associate Dean supports the Dean in all administrative functions and manages projects, duties and/or responsibilities assigned.

Associate Professor of Business/MBA Program Director, August 2008 to September 2012. Report to the Dean of the School of Business and direct, coordinate, and manage academic activities involving the Masters of Business Administration (MBA) program. Serve as liaison with various institutional offices implementing academic policies and procedures of graduate education relative to the MBA program, and serve as a member of the Graduate Studies Council. Specific duties and responsibilities include: program growth; marketing and recruitment efforts; coordination of admission; probation and dismissal of students; graduate student academic advising; program planning, curriculum development and

evaluation; maintenance of student records; course scheduling and rotation coordination; recruitment of adjunct faculty; review and assessment efforts. This position receives a one-quarter release for administrative duties.

Teaching responsibilities include undergraduate and graduate courses in management, general business, and leadership. Undergraduate teaching assignments include Organizational Behavior, Business Ethics and Corporate Accountability, Principles of Management, Small Business Fundamentals, and Entrepreneurship. Graduate teaching assignments include Leadership Workshop, Personal Development Workshop, Managerial Practicum, and instructor of record for the MBA Essentials course. Other duties and responsibilities include serving as a member of the School of Business Leadership Team and member of the School of Business Assessment and Accreditation Committee. Institutional service includes Chairing the General Studies Committee, Member of the Graduate Studies Council, Chair of the Committee on Marketing; Member of the University's Steering Committee for 2011-2012 Reaccreditation Self-Study, Chair of the Sub-committee on Self-Study Criterion 4: *Acquisition, Discovery, and Application of Knowledge*.

Assistant Vice President for Academic Services, April 2003 to August 2008. Reported to the Provost/Vice President for Academic Affairs, Fairmont State University, and served as chief administrative and academic officer of the Gaston Caperton Center, a branch campus of Fairmont State University located in Clarksburg, West Virginia, serving students enrolled in Fairmont State University and Pierpont Community & Technical College. Additional responsibilities included administrative oversight for physical plant maintenance and operations of the Robert C. Byrd National Aerospace Education Center in Bridgeport. Duties related to the Gaston Caperton Center:

- Coordinate closely with Fairmont State University and Pierpont Community & Technical College deans, chairs, and program coordinators in the delivery of programs and curricula, including course rotations, semester scheduling, faculty assignments, and adjunct personnel.
- Facilitate compliance with academic regulations and policies, and standards of personal and group conduct for the Center's student body.
- Facilitate the recruitment, admission, matriculation, registration and retention of students, working closely with Enrollment Services – Admissions, Recruitment, and Registrar.
- Coordinate and facilitate the delivery of services such as academic program advising, tutoring, financial aid counseling, career services, bookstore, disability assistance, and other services available to students.
- Facilitate library instructional and learning technology services.
- Facilitate the provision of instructional support services including adjunct faculty development and support efforts.
- Recommend and manage all fiscal policies and expenditures of the Center including procurement, budget reconciliation, contract and personnel management for physical plant and programmatic operations.
- Develop and coordinate short and long range plans of the Center in concert with the institutional strategic plan.
- Coordinate with Pierpont Community & Technical College's Workforce Education staff to schedule continuing education training programs.
- Maintain physical plant including supervision and evaluation of the maintenance support staff, related contracts and service procurement from outside vendors.
- Coordinate physical plant repairs, alterations, and recommendations for capital improvements with the Physical Plant Department.
- Supervise and evaluate all professional and administrative staff assigned to the center recommending appropriate staffing levels and job descriptions.

- Facilitate community relations in the area representing the institution as needed
- Coordinate marketing and maintain public relations for the Center.

Duties related to the responsibilities of the Robert C. Byrd National Aerospace Education Center:

- Maintain physical plant including supervision and evaluation of the maintenance support staff, related contract and service procurement from outside vendors.
- Coordinate physical plant repairs, alterations, and maintenance with Physical Plant Department.
- Manage the fiscal operations of the facility including budget reconciliation.
- Coordinate with the administrative staff of the NAEC as it relates to the budget reconciliation and matters pertaining to the physical plant.

Served on the University's Academic Affairs Committee; Institutional Academic Advising Council; Adjunct Expectations Committee, Chair of the Subcommittee on Recruitment and Contracting; Chair of the Strategic Planning Goal 4 Audit Committee; Steering Committee for Leadership Fairmont State - Advisory Board, 2007. Participated in Dean's Council of Pierpont Community & Technical College. Served as Fairmont State's liaison with Harrison County's governmental, civic and community organizations.

Director of the Gaston Caperton Center, January 2002 to April 2003. Served as the chief administrative and academic officer for the Gaston Caperton Center of Fairmont State University as identified above. In April, 2003, duties were expanded to include additional oversight responsibilities for the Robert C. Byrd National Aerospace Education Center in Bridgeport, West Virginia. This expansion of responsibilities resulted in a change in position title.

Concord University, Vermillion Street, PO Box 1000, Athens, West Virginia 24712

Director of Sponsored Programs/Executive Director, Research and Development Corporation, September 1999 to December 2001. Reported to the Vice President and Academic Dean providing for the administration and management of programs and services funded through external sources, and for initiatives, special projects and programs as assigned. Served as senior administrator of Federal TRIO programs including Student Support Services, Classic Upward Bound, Upward Bound Math and Science, Ronald E. McNair Scholars Program, Summers County Head Start Program, and contracted daycare program. Duties and responsibilities included:

- Provide for the actuation of grant programs through program directors and staff, maintain fiscal accountability.
- Insure appropriate program evaluation mechanisms, and negotiate and manage contracts for services.
- Responsible for the planning, creation, and actuation of the Concord University Research and Development Corporation. A major responsibility of this position included serving as the Corporation's first Executive Director acting as executive officer of the corporation in accordance with the by-laws and operating policies, including personnel and fiscal affairs management of programs sponsored by the Corporation.
- Negotiate and coordinate the shift of the Summers County Head Start Program from oversight by the VP for Academic Affairs to the auspices of the Corporation.
- Developed and received approval for a Child Care Access Means Parents In School (CCAMPIS) grant to enhance and expand Concord's daycare program.

Director, Center for Economic Action, November 1992 to August 1999. Major responsibilities included program management, operation, and policy development with senior management officials for community, economic, entrepreneurial development assistance, and educational outreach. From 1992 until 1995, served simultaneously as the director of the Small Business Development Center under the auspices of the West Virginia Development Office's Small Business Development Center. From 1995 until 1999, duties included:

- Management responsibilities for the Job Training Partnership Act grant program, Tourism Research and Development Center, Regional Hospitality Training Center program, and the Elderhostel program.
- Provided other community and economic development initiative coordination including serving as managing director of the Downtown Princeton Partnership, Inc., a main street redevelopment organization.
- Conducted consultative and training services to individuals and groups on topics related to small business operation and development.
- Provided administrative and programmatic coordination of the West Virginia REAL (Rural Entrepreneurism through Action Learning) Program on a state-wide basis.
- Served as the College's economic development and community liaison with various economic development organizations, including the Center for Education and Research with Industry, a statewide organization.

Other responsibilities included supervision of support and student staff, contract administration in concert with the institution's business office, reporting and monitoring on Center's activities, and maintaining functional relationships with various agencies and organizations.

**Region 4 Planning and Development Council, 425 Main Street, Suite A,
Summersville, West Virginia 26651**

Executive Director, September 1987 to October 1992. Responsible for full oversight and management of the Council's program, planning, development, and research activities for community and economic planning and development programs on behalf of member units of local government in a five county region consisting of Fayette, Greenbrier, Nicholas, Pocahontas, and Webster Counties. Duties and responsibilities included:

- Provided direct management activities on behalf of the Council, including full responsibility for fiscal management, operations, personnel, and actuation of federal, state, and local programs and services conducted by the Council.
- Maintained active involvement of Council members and advised of status and progress of programs and development efforts.
- Supervised fiscal accounting functions to assure proper allocation and accountability for expenditure of funds.
- Served as liaison with various organizations, agencies, and public officials involved in programs and funding of the Council, either personally or in consonance with staff.
- Served as executive officer responsible for the management oversight of a five-county rural public transit system and the operation of a five-county Area Agency on Aging program, including direct service provision in two counties.

Deputy Director, September 1979 to August 1987. Assisted the Executive Director in providing staff administration and in directing and performing activities for programs operated and sponsored by the Council.

- Acted for the Executive Director in his absence, and assisted in keeping abreast of policy and program developments of federal and state domestic assistance programs and initiatives.
- Served as planning supervisor in coordinating regional planning activities, writing, processing, monitoring and reporting progress on grant awards for the administrative funding of the Council.
- Maintained the Council's project review function, serving as Affirmative Action/Equal Opportunity Officer, and performing grant writing and administrative functions for funding programs on capital improvement projects throughout the Region.

Governor's Office of Community and Industrial Development, (now known as West Virginia Development Office), Community Development Division, State Capitol Complex, Charleston, West Virginia

State Clearinghouse Coordinator, October 1977 to August 1979. Responsible for the administration and operation of the West Virginia State Clearinghouse, facilitating provisions of the U.S. Office of Management and Budget Circular No. A-95, and provisions of the West Virginia Regional Planning and Development Act (§ 8-25-1) requiring a review and comment process on federally and state assisted projects. Duties included supervision of the Clearinghouse personnel, maintaining contact with numerous Federal, State, and local agencies, commissions, authorities, and units of government, and management of the State Central Information Reception Agency within the State Clearinghouse.

Governor's Office of Federal-State Relations, Appalachian Development Office, State Capitol Complex, Charleston, West Virginia

Program Evaluation Specialist, August 1976 – September 1977. Aided the Program Evaluation Coordinator in the design and implementation of an evaluation and monitoring system and development of criteria to be applied in measuring the effectiveness of economic and community development programs. During a reorganization post a gubernatorial election, was offered a promotion assuming responsibilities as State Clearinghouse Coordinator.

Education

Marshall University, South Charleston, West Virginia. Doctor of Education (EdD), conferred December 2007. Emphasis on Leadership Studies, Higher Education Administration, and Public Administration.

Dissertation: *The Influence of Organizational and Governance Structures on the Frequency of Management Skill Utilization of Community College Chief Executive Officers in the United States.*

Chair: Dr. Dennis M. Anderson

Marshall University, South Charleston, West Virginia. Education Specialist Degree (EdS), conferred August 2002. Education Specialist with emphasis on Leadership Studies, Higher Education Administration.

West Virginia College of Graduate Studies [Marshall University], South Charleston, West Virginia. Master of Science in Management/Public Administration (MS), conferred May 1985. Emphasis on managerial and administrative systems and processes in public and private organizations.

Concord University, Athens, West Virginia. Bachelor of Science in Community Development and Regional Planning (BS), conferred August 1976. Emphasis on community and regional development theory and practice through an interdisciplinary approach combining business, social science, and planning curricula.

Other Teaching Experience

Adjunct Faculty, Fairmont State University, Fairmont, West Virginia, 2002 to 2008.

Instructor of undergraduate college courses for Fairmont State University and Pierpont Community and Technical College at the Gaston Caperton Center in Clarksburg, West Virginia. Courses taught include Principles of Management, Introduction to Business, Small Business Fundamentals, Human Relations in Business, Office Management, Special Topics in Business – “Leadership and Management through Great Films”, Introduction to Public Administration, State and Local Government.

Instructor of graduate courses for Fairmont State University, School of Business MBA program. Courses taught include Personal Development Workshop, Leadership Workshop.

Adjunct Faculty, Concord University, Athens, West Virginia, 1993 to 2001

Instructor of undergraduate college courses at main campus and off-campus locations. Courses taught include Introduction to Management, Small Business Management, Introduction to Business, Entrepreneurship I, Principles of Marketing, Introduction to Public Administration, Introduction to Political Science, and State & Local Government.

Adjunct Faculty, Glenville State College, Glenville, West Virginia, 1990 to 1992

Instructor of undergraduate college courses at the Nicholas County Center in Summersville, West Virginia including Introduction of Business, Principles of Management, and Administrative Office Management.

Professional/Scholarly Activities

Professional Organizations:

Member, Accreditation Council for Business Schools and Programs, 2012-2013

Member, Organizational Behavior Teaching Society, 2009 - 2013

Member, Society for Business Ethics, 2009 – 2013

National Association of Branch Campus Administrators, 2006 - 2008

Education/Professional Development:

West Virginia Remote Online Campus Knowledge System (WVROCKS) Blackboard 9 Quality Matters Template Training, Morgantown, WV, September 8, 2012

Quality Matters Program – Peer Reviewer Course (PRC) Completion, July 18 – August 1, 2012, and subsequent approval as a Quality Matters Peer Reviewer

Accreditation Council for Business Schools & Program (ACBSP) Leadership Institute for New and Prospective Deans – “Setting the Table for Success,” Baltimore, MD, June 14-15, 2012

West Virginia Remote Online Campus Knowledge System (WVROCKS) Faculty Retreat and Blackboard 9.1 Training – May 16 and 17, 2012, West Virginia University,

Quality Matters – Applying the Quality Matters Rubric Workshop for Quality Matters Peer Reviewers, Higher Education e-Learning, Higher Education Policy Commission, January 27 – 28, 2012

“RBA Today” Course Development Workshop, West Virginia University, November 19, 2009
 Introduction to Online Learning, Online Learning Course, Fairmont State University Learning and Technology Center, Spring 2009
 Vista Academy, Fairmont State University Learning and Technology Center, Spring 2009
 Leadership Harrison, 2003
 Principles of Accounting II, Concord University (3 credit hours), Spring 1998
 Principles of Accounting I, Concord University (3 credit hours), Spring 1997
 Rural Entrepreneurship through Action Learning (REAL) Institute, Morgantown, WV, 1995;
 REAL Institute, Hilton Head, SC, 1996
 Train-the-Trainer Course, Center for Entrepreneurial Studies and Development, Inc., WVU, 1996
 Leadership Mercer Tazewell, 1993
 Leadership West Virginia - Charter Class, 1991
 National Association of Regional Councils Executive Development Program:
 Course #1 "The Regional Community," January 1990
 Course #2 "Media Relations," January 1991
 Course #3 "Grants/Financial Management," January 1992
 Course #4 "Fringe Benefits," January 1992
 National Development Council Economic Development Finance Course - ED 101, January 1984

Scholarly Activities:

“Chapter Four: Acquisition, Discovery, and Application of Knowledge,” Institutional Self-Study for Reaccreditation of Fairmont State University, The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, Spring 2011 – Summer 2012
 “Business Ethics and Corporate Accountability” Course Development (BUSN 4420) Proposal. Approved by School of Business and University Curriculum Committee, Faculty Senate, Spring 2011.
 “Self-Leadership and Personal Growth” – Eight week online upper level undergraduate course developed for the “RBA Today” initiative of the Higher Education Policy Commission, including development of Instructor’s Guide. Course completed June, 2010.
 Entrepreneurial Emphasis Curriculum Proposal – Proposal recommended elimination of the Entrepreneurial Studies emphasis and moved select courses to Management concentration electives, Approved Fall 2011.
 Oxley, T. R. (2010). *Entrepreneurial and General Studies Emphases of the General Business Concentration, Bachelor of Science in Business Administration at Fairmont State University*. Unpublished manuscript used to foster curriculum changes to the Entrepreneurial Studies Emphases of the General Business Concentration, B. S. in Business Administration.
 Reviewer for *Organizational Behavior: Improving Performance and Commitment in the Workplace*, (Colquitt, LePine, Wesson, 2009). Published by McGraw-Hill Irwin. Spring term, 2009
 Online Graduate Course Development, “Self-Leadership and Personal Growth” MSBA 5100 – Personal Development Workshop. Spring term, 2009.
 Cassell, M. & Oxley, T. (2008, May). *Bringing SMILES to the classroom: Strategies to create a stimulating learning environment for both teacher and student*. Paper presented at the International Conference of Academic Business World, Nashville, TN.

Conferences/Workshops:

Accreditation Council for Business Schools & Programs (ACBSP) 2012 Annual Conference “Sustaining Excellence through Quality Business Education,” Baltimore, MD, June 15-18, 2012
 Higher Learning Commission’s 117th Annual Conference – Conference on Quality in Higher Education & PEAQ Accreditation Workshop, Chicago, IL, March 30 – April 3, 2012.

Morgantown Economic Outlook Conference sponsored by the WVU Bureau of Business Research, Morgantown, WV, March 20, 2012

Association of American Colleges & Universities (AAC&U) General Education and Assessment: New Contexts, New Cultures. New Orleans, LA, February 23 -25, 2012

Accreditation Council for Business Schools & Programs (ACBSP) Accreditation Seminar Series 2011-2012: Maintaining ACBSP Accreditation, St. Vincent College, Latrobe, PA, November 10-11, 2011.

Eastern Council of Business Schools & Programs (Region 2) 20th Annual Meeting, St. Vincent College, Latrobe, PA, November 12, 2011.

“Teaming to Win” Conference, Stonewall Jackson Resort, May 31 – June 1, 2011.

Higher Learning Commission’s 116th Annual Conference – Conference on Quality in Higher Education & PEAQ Accreditation Workshop, Chicago, IL, April 8 – 12, 2011.

Association of American Colleges & Universities (AAC&U) General Education and Assessment 3.0: Next-Level Practices Now, Chicago, IL, March 3 – 5, 2011

Association to Advance Collegiate Schools of Business (AACSB) International Conference and Annual Meeting, Anaheim, CA, April 18 -20, 2010,

Morgantown Economic Outlook Conference sponsored by the WVU Bureau of Business Research, Morgantown, WV, March 17, 2010

“Building Creative Communities for the New Economy,” Marion County Summit. Marion Regional Development Corporation (MDRC), March 16, 2010

2nd Annual West Virginia Higher Education Roundtable, Bridgeport, WV, August, 19, 2009

Association to Advance Collegiate Schools of Business (AACSB) International Faculty Conference on Learning and Research, Fort Lauderdale Beach, FL, June 25 – 26, 2009

Association to Advance Collegiate Schools of Business (AACSB) International Teaching Business Ethics Seminar, Fort Lauderdale Beach, FL, June 23 – 24, 2009

“CLA in the Classroom” Academy, Charleston Town Center Marriott, December 4 – 5, 2008

WV Entrepreneurial Initiative Conference, WVU Center for Entrepreneurship Studies, Bridgeport, WV, November 19, 2008

Higher Learning Commission Assessment Workshop, “Making a Difference in Student Learning: Assessment as a Core Strategy,” Chicago, IL, October 21-24, 2008.

West Virginia University Entrepreneurship Center Higher Education Roundtable, Stonewall Jackson State Park, August, 2008

National Association of Branch Campus Administrators Annual Conference, Columbus, OH, April 23-25, 2008.

“Branch Campus Finances: Resources, Reallocations, Realities,” Regional and Branch Campus Administrators Leadership Conference, Long Boat Key, Florida, June 17 – 20, 2007

“Leadership for the 21st Century – Coping with Change,” Regional and Branch Campus Administrators Leadership Conference, Long Boat Key, Florida, June 18 – 21, 2006

Presentations:

Co-Presenter: “General Studies: Mapping Outcomes” with Dr. Christina Lavorata, Interim Provost and Vice President for Academic Affairs; West Virginia Association of Academic Administrators Spring Meeting, Berkley Springs, WV, April 16-17, 2012.

Co-Presenter: “Developing an Academically Rigorous, Outcomes-based General Studies Program” with Dr. Erica Harvey, Professor of Chemistry and MAP-Works/TaskStream Coordinator; Dr. Angela Schwer, Professor of English and Chair, General Studies Committee, and, Dr. Dara Wexler, Education Solutions Specialist – TaskStream; Association of American Colleges & Universities (AAC&U) General Education and Assessment 3.0: Next-Level Practices Now, Chicago, IL, March 3 – 5, 2011

- Presenter, "Dealing with Difficult Clients." A one-hour training/presentation conducted for the 2010 West Virginia State Meeting of Representative Payee Service Providers, Morgantown, WV, June 9, 2010
- Presenter, RBA Today Course "Self-Leadership and Personal Growth," Adult Learner Summit, Waterfront Place Hotel, Morgantown, WV, April 9, 2010
- Presenter, "Leadership Development and Great Leaders," Leadership Marion XXVII, October, 2009
- Presenter, "Leadership Development and Great Leaders," Leadership Marion XXVI, October, 2008
- Designed and facilitated training session for CRISS-CROSS, Inc. (local social service non-profit) on "Teamwork and Group Problem Solving," 2006; Caperton Center, Clarksburg; 16 participants.
- Designed and facilitated a training session for CRISS-CROSS, Inc. on "Active Listening and Non-verbal Communications," 2007; Caperton Center, Clarksburg; 15 participants.
- "Effective Training;" Facilitator, In-service professional development, Mercer County Board of Education, 2000
- Hospitality Training – Development of 30-hour classroom workshop, Wyoming County (WV) Opportunity Workshop, 1998
- "Building for the Future – Youth Development," Conference Coordinator, Center for International Understanding, Bluefield State College on contract with the U.S. Agency for International Development, 1998; 22 youths from the Republic of Georgia and Abkhazia.
- "Getting Started," Presenter, West Virginia Direct Marketing Association Annual Meeting, Oak Hill, WV, 1997
- "Up and Running," Presenter, West Virginia Direct Marketing Association Annual Meeting, Oak Hill, WV, 1997
- Rural Entrepreneurship through Action Learning (REAL) Summer Institute, Faculty Member. Tacoma, Washington, 1997.
- Center for International Understanding, Bluefield State College. Various presentations on topics relating to management consulting, small business consulting, and retraining of the workforce:
- "Government and Business Cooperation and Strengthening Social Services," Presentation to Russian delegation, 1997;
 - "Business Development," Presentation to Hungarian delegation, 1997;
 - "Appalachian Community Connections Program," Russian entrepreneur delegation, 1997;
- Host and presenter of various business and entrepreneurship topics to participants from Eastern European countries and Russia through initiatives sponsored by the Agency for International Development. 1995 - 1998
- Co-presenter, Grant Writing Seminar, Nicholas County Board of Education, Staff Development Workshop, 1991

Awards, Grants, Fellowships:

- Fairmont State University School of Business Professor of the Year, 2011-2012
- Recipient of the Regional Service and Engagement/Economic Development (RSEED) Grant with co-principle investigator, Dr. Joseph Blankenship, Assistant Professor of Information Systems. April, 2010
- "Regents Bachelor of Arts Today" Course Development Grant from the Higher Education Policy Commission. Development of an upper level online undergraduate course in self-leadership and personal development. November, 2009. Course completed June 15, 2010

Other:

Faculty sponsor, Business and Economics Internship – Business 4450 for senior general business major, Summer 2012.

West Virginia Intercollegiate Business Plan Completion, First Round Judge, Fall 2011

Faculty sponsor, Independent Study for senior entrepreneurship student for BUSN 4410 – Enterprise Development, Spring 2011

RBA Portfolio Evaluation for Concord University student requesting credit from Fairmont State University. Portfolio evaluated for BUSN 2205 – Small Business Fundamentals, Spring 2011

West Virginia Intercollegiate Business Plan Competition, First Round Judge, Fall 2010

Faculty sponsor, Business and Economics Internship – BUSN 4450 for senior management major, Fall 2010.

Peer Evaluator, Shepherd University, Master of Business Administration Program. Site Visit and Self-Assessment Review, December, 2009. Final Assessment Report submitted, January 2010

Faculty sponsor, Independent Study for senior student in entrepreneurship capstone course, BUSN 4410 – Enterprise Development, Fall 2009

Faculty sponsor, Independent Study for two senior students in Allied Health Administration for MGMT 3390 – Organizational Behavior, Fall 2009

Institutional and Community Service

Fairmont State University – Steering Committee Member and Chair of the Sub-committee for Criterion 4: “Acquisition, Discovery and Application of Knowledge,” Fall 2010 – Spring 2012.

Fairmont State University General Studies Committee Chair, 2012-2013; School Of Business elected representative since 2009

Fairmont State University Graduate Council, Fall 2008 – Spring 2012, Chair, Committee on Marketing

Fairmont State University School of Business Accreditation and Assessment Committee

Fairmont State University Representative, Region VI Planning and Development Council, 2011 – 2012. Member of the Region VI Broadband Planning Committee, 2012.

Board Member, PACE (Program Advancing Community Employment), Inc., 2011 – 2012; Treasurer, 2012

Coordinating Committee Member, PACE (Program Advancing Community Employment) initiative. A pilot project of faculty within the School of Social Sciences, College of Liberal Arts, Fairmont State University, 2009-2012

Fairmont State University Strategic Plan Revision Committee, Spring 2010.

President, Board of Directors, CRISS-CROSS, Inc., (a non-profit social service agency); Class of 2014; Board Member Class of 2010, President, 2010; Board Member Class of 2007

Board of Directors, Dovetail Property Owners Association, Inc., Board Member at Large 2006 – 2012; Secretary 2008 – 2012

Member Harrison County Visioning Steering Committee, 2005 – 2006

Member of the Community Collaborative of Harrison County, 2004 – 2005

Member City of Clarksburg Ad Hoc Economic Development Committee, 2003 – 2004

Member Harrison County Chamber of Commerce, 2002 – present

Member Advisory Committee, Division of Business and Economics, Concord University, 1999 – 2001

Concord University Students In Free Enterprise Advisory Board, 1996 – 2000

Concord University Community Research Center Advisory Board, 1998 – 2000

REAL Enterprises, Inc. (national organization) Board of Directors, 1997 – 2000; Treasurer, 1998 – 1999

Concord University representative to Center for Education and Research with Industry (CERI), 1992 – 2001

Member Princeton-Mercer County Chamber of Commerce Board of Directors, 1993 – 1997;

Co-chair Annual Dinner Committee, 1995 – 1998
 Downtown Princeton Partnership, Inc. Board of Directors, 1998; Secretary
 Member West Virginia Training Network Team: Region 7; 1996
 Member Committee on Regional Economic Development and Global Economy; Higher Education Consortium, 1995 - 1996
 Member of International City/County Management Association, 1985 - 1994
 Member of Nicholas County Parks and Recreation Commission; President, 1992
 Member Summersville Area Chamber of Commerce Board Member Class of 1993; President, 1990; Vice-President 1989; Secretary-Treasurer 1988; Co-Chair Special Programs Committee, 1991-1992; Government Relations Committee, 1991; Economic Development Committee, 1991; Restructuring Committee, 1989-1990; Ambassador Committee, 1985.
 Board Member Deer Creek Homeowner's Association; Secretary, 1992; President, 1990-1991; Secretary-Treasurer, 1986-1989.
 Member Canvas Elementary School Improvement Council, 1992.
 Member Areas 3 & 5 Governor's Partnership for Progress Council, 1988 - 1993.
 Business Development & Capital Resource Committee (Area 5); Infrastructure and Industrial Development Committees (Area 3).
 Member Development District Association of Appalachia - West Virginia Board Member Representative, 1989; Training Committee Member - GIS Subcommittee, 1990-1991.
 Member 4-County Economic Development Authority Certified Development Corp., 1991 - 92.
 Member Advisory Committee - West Virginia Institute of Technology Community Economic Development Degree Program, 1987 - 1992.
 Board Member - Kanawha Valley & West Virginia Homes, 1991 - 1993.
 Member, Executive Directors Standing Committee, West Virginia Association of Regional Planning and Development Councils, Inc.; Chairman, 1990-1991.
 Advisory Council Member, Nicholas County Literacy Project, 1991.
 Member Nicholas County Board of Education Superintendent's Advisory Committee, 1988 - 1989.
 Member Mountain Resource Conservation & Development Area, USDA, 1987 - 1989; Tourism & Economic Development Committee.

Curriculum Vitae

(Pages 16)

Sunil Surendran

Work:
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Fairmont State University
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ssurendran@fairmontstate.edu

Residence:
7 Brookside Place
Morgantown, WV 26505
(304) 903-4277
sunil_surendran@hotmail.com

Professional Work Experience

As of 2012, I have 28 years of professional work experience directly related to the courses I teach at Fairmont State University. They include:

- 1) Executive work experience in Marketing at Ricoh-Murphy Ltd., a global, multi-national Fortune 500 corporation.
- 2) Teaching in Business programs at universities for over 28 years since 1985 at graduate and undergraduate levels. Of these years, I have taught for over 11 years in the rank of a Professor at Fairmont State University.

Teaching and Research Interests

Strategic Management
International Business
Marketing
Supply Chain Management

Education

B.S. in Chemistry and Physics, M.B.A.

Ph.D. in Business Administration

Graduate School of Management (accredited by AACSB International)
Kent State University, Kent, Ohio
Major: Strategic Management and Macro Policy, Minor: Marketing Management
Course Work in Strategic Management and Policy
Readings Seminar in Corporate Strategy
Corporate Strategy Models
Corporate Strategy Simulation
Corporate Strategy Implementation
Macro Organization Theory
Research Methods in Corporate Strategy

Course Work in Marketing
Marketing Strategy
Marketing Theory
Marketing Research

Dissertation: "Stock Market Reaction to Initial Public Offer in Reverse LBOs: An Empirical Investigation of the Role of Some Firm Specific Variables."
Key words: Corporate takeovers, Capital Markets, Strategic Investments

Professional Development

2010. The John A. Maxwell Scholar-Diplomat Program in International Trade. Washington D.C. April.
2000. Faculty Development Program in International Management. At the Daniel Management Center of the College of Business Administration, University of South Carolina, Columbia, South Carolina. June 24-28.
1998. The John A. Maxwell Scholar-Diplomat Program in International Trade. Washington D.C. April.
1995. Faculty Development Program on Teaching International Business. The Darla Moore School of Business, The University of South Carolina and FACDIS Morgantown, West Virginia. July 17-21.
1995. Faculty Development Program on Teaching International Management. The Darla Moore School of Business, The University of South Carolina and FACDIS Morgantown, West Virginia. July 24-28.

Appointments

Academic Appointments in Business Programs. 1985-current.

I have **twenty-eight years of multi-disciplinary teaching experience** in business schools.

I have taught business courses in 6 universities on 2 continents. The courses I have taught range from undergraduate, graduate to management development seminars.

I have taught following courses:

Business Policy, Strategic Management, Organizational Theory & Design,
Supply Chain Management, Principles of Management

International Business, International Marketing, International Management, Managing Business in Europe, Global Business Strategy

Marketing Management, Marketing Research, Retailing, Brand Management, Industrial Marketing, Advertising Management, Sales Management, Distribution and Logistics Management, and Salesmanship

Finance, Production Management, and Organizational Behavior

Professor of Marketing and Management. August 2001-current

Associate Professor. 1998-2001

Assistant Professor. 1994-1998

Tenured since August-2000

Graduate Faculty

School of Business

Fairmont State University, Fairmont, West Virginia

Courses taught include:

Strategic Management and Policy

Principles of Management

Small Business Management

Retailing

Principles of Marketing

International Business

International Marketing

Distribution and Logistics Management

Supply Chain Management

Managing Business in Europe

Global Business Strategy

Fall 2004 Nationally Benchmarked IDEA Center Teaching Evaluations:

BUSN 4415 Strategic Management and Policy 4.4/5.0

MKTG 3305 Distribution and Logistics Management 4.6/5.0

Visiting Associate Professor of Business Policy. January-August 2002

Indian Institute of Management (IIMA)

Ahmedabad, India

IIMA's MBA program is consistently ranked as the top MBA program in India, among the top 3 in Asia, and among the top 20 MBA programs in the world.

I taught the second-year MBA course of Strategy Formulation and Implementation.

Teaching evaluation 8.66 points on a scale of 10.00 points (10 points are the highest).

Visiting Associate Professor of Marketing. 1998-99

College of Business
West Virginia University
Morgantown, West Virginia

Visiting Assistant Professor of Management. 1993-94

Kent State University, Stark Campus
Kent, Ohio

Visiting Instructor of Management. 1990-94

College of Business
John Carol University
Cleveland, Ohio

I taught the capstone Strategic Management course, and Marketing Management.

Research & Teaching Fellow. 1988-94

Graduate School of Management
Kent State University
Kent, Ohio

I independently taught the business capstone course of Strategy and Policy Management. Also independently taught Organization Theory and Design, Principles of Management, and Production Systems.

Research Associate in Marketing (faculty appointment). 1985-87

Post-graduate and Senior Management Development programs
The Indian Institute of Management Ahmedabad (IIMA), India
IIMA's MBA is consistently ranked as the top MBA program in India, among the top 3 programs in Asia, and among the top 20 MBA programs in the world.

I was assigned with the teaching, research, and consulting projects undertaken by the institute in Product Policy, Marketing Research, Advertising and Sales Promotion, Distribution Management, International Marketing and Industrial Marketing.

I authored marketing cases studies with CEOs of major multi-national companies such as with Mr. C. Ramchander, CEO of Ponds Inc. Ltd.; Mr. Bharat Mehta, CEO of Intermediate Chemicals Ltd.; Mr. Ashok Bijapurkar, CEO of Rediffusion Advertising Ltd., and others. These cases were used in the Senior Management Development and M.B.A. programs.

Visiting Professor of Marketing. 1985-87

Bharatiya Vidya Bhavan
Ahmedabad, India

I taught Management Development programs in Marketing, Sales and Distribution Management, and Advertising Management.

Marketing Executive. 1984-85

Ricoh-Murphy Ltd. is a subsidiary of Ricoh a Fortune Global 500 multinational company. Responsibilities included marketing of office automation products to institutional clients.

International Experience

I have managerial work experience having worked for Ricoh-Murphy Ltd., a subsidiary of Ricoh Inc., Japan, which is a Fortune Global 100 company. I had marketing and technical service responsibilities on Office Automation Systems to large institutional clients.

Besides having traveled widely in the U.S. and in India, I have visited Canada, Ireland, the United Arab Emirates, Singapore, South Korea, Thailand, the United Kingdom, France, Germany, Italy, Belgium, Holland, Spain, Nepal, Northern Ireland, Switzerland and Kuwait.

I created and led course-related trips for Fairmont State students to Canada, India, Ireland, the United Kingdom, France, Germany, Italy, Belgium, the Netherlands, Northern Ireland and Switzerland.

Service

I have served on a wide range of committees at the university, school and department levels. Among them are the Quality Steering Committee and the Faculty Evaluation Committee. I have also served on university-wide curriculum committees dealing with initiatives such as the liberal studies, the writing intensive curriculum, international studies programs, and international student recruiting, among others.

Within the School of Business, I started the Strategic Planning initiative in 1994 which led to the development of a core curriculum and program accreditations.

In 2005, I drafted the curriculum for the MBA program. I have also created new programs in international business and several new courses in Management and Marketing. In 2006 I created a new program for taking business students on a study abroad trip.

I advise over 90 management major students every year.

University Committees:

Faculty Senate, 2001-2004; 2007-2009
Business Dean Search Committee, 2008

Student Travel Policy Committee, 2007-2009
International Student Recruitment Committee, 2007-2009
Undergraduate Research Committee, 2006-07
Liberal Studies Committee, 2004-08
Library Committee, 2004-06
Writing Intensive Curriculum Committee, 2004-07
Faculty Development Committee, 2000-03
The Foundations Fellow Program Committee, 2000-02
Salary Committee, 1998-01
Total Quality Steering Committee, 1994-00
International Studies Committee, 1998-99, 2006-current
International Student Recruitment Committee, 2007-09
PACE Group, 2010-current

School Committees:

Chair of the MBA Program Development, 2005-06
Member (Past First Chair), Strategic Planning Committee, 1994-1998
Chair, International Business Curriculum Committee, 1994-00
Entrepreneurial Studies Curriculum Committee, 1994-00
Personnel Committee, 1997-2007
Marketing Curriculum Committee, 1994-current
Management Curriculum Committee, 1994-current
Capstone Course Committee, 1996-00
Marketing Faculty Recruitment Committee, 1998-00
Management Faculty Recruitment Committee, 1999-00
Assessment Committee, 1996-97
Travel Committee, 1996-2007
Finance Faculty Recruitment Committee, 2011

Program and Curriculum Development

Graduate Program:

At the request of Provost Dr. Anne Patterson, I wrote the MBA proposal and led the development of the graduate program in 2005-06. I successfully structured the program to satisfy the West Virginia State Higher Education Policy Commission (HEPC) requirements. I designed the innovative MBA curriculum with a focus on Managing Projects targeted at the potential local employers and student population.

Strategic Planning:

I have made substantive contribution to the School of Business in restructuring curriculum. As the First Chair of the Strategic Planning Committee, I provided leadership in establishing the practice of strategic planning at the School of Business, and started the initiative to restructure curriculum and seek accreditation. These efforts resulted in a comprehensive revision of the School Curriculum adopted into effect in 1999 including the establishment of core curriculum for business majors.

Internationalizing Curriculum:

I have provided leadership to the School of Business and Economics in internationalizing its curriculum. I proposed and created a new minor in International Business. As a part of this effort, I have created and offered new courses in International Business, International Marketing and International Management. International Business is now a core requirement for all business majors. I created a program to expose business students to foreign markets, and in the spring terms I take my students on study tours to Europe.

I am playing an active role in exploring international exchange programs for the university. I have taken the initiative to establish contacts with the following foreign universities:

- The American University in Dubai, UAE
- The American University in Paris, France
- University of Fulda, Germany
- Nirma University, India
- Rajagiri University, India
- Osmania University, India
- GITAM University, India.

New Courses, Technology and Course Material:

I created the new courses of Supply Chain Management, and Distribution and Logistics Management offering upper level electives for Management and Marketing majors. I restructured the business capstone BUSN 4415 Strategic Management and Policy to satisfy the requirements needed to make it a writing intensive course.

I have taken the initiative and provided leadership to the School of Business and Economics in bringing technology to the classroom. I require students of my 300 and 400 level courses to make intensive and extensive use of the internet for research, case studies, and group oriented exercises. I require all my senior level students to make electronic presentations in the classroom. I have worked with the university library staff to create course specific electronic web reference material for courses such as the capstone BUSN 4415 Strategic Management and Policy and BUSN 3320 International Business.

The New Programs that I developed at Fairmont State include:

- MBA curriculum and the Proposal submitted to and approved by the HEPC
- Minor in International Business
- Short-term trip abroad to expose students to international markets.
- HEPC funded Freshman program on Global Perspectives with trip to Canada

The New Courses that I designed and have offered at Fairmont State include:

- International Business
- Distribution and Logistics Management
- International Marketing
- International Management
- Supply Chain Management
- Managing Business in Europe
- Global Business Strategy (MBA program)
- Introduction to Global Perspectives

I created and led student(s) on course-related trips to the following countries:

- the Northern Ireland
- the United Kingdom
- Ireland
- France
- Belgium
- the Netherlands
- Germany
- Switzerland
- Italy and
- India

Student Recruiting

I organized and led an international student recruiting trip to India, the UAE and Nepal in 2008 and 2009. The trip was funded by a \$10,000 grant from the Higher Education Policy Commission (HEPC) of West Virginia State. The trip was successful in establishing contacts in India and Nepal and, consequently, the university can expect an increase in student applications and enrollment from those countries.

Grants, Funds and Awards

- 2012. Grant from the Faculty Development Committee, Fairmont State University, for leading a 18-member group on a course-related trip to Canada in March.
- 2011. Funding of \$5000 from President Dr. Maria Rose for the 2012 spring course on Introduction to Global Perspectives.

2011. Grant of \$10,000 from the West Virginia Higher Education Policy Commission (HEPC), West Virginia State Government. The competitive grant was awarded to develop an innovative inter-disciplinary course on Global Perspectives. March.
2010. Funding from the Office of Student Affairs for the screening of the movie Wall Street 2: Money Never Sleeps, October 5.
2010. Grant of \$250 from the Law firm of Samuel I. White, L.L.C., Morgantown, West Virginia.
2010. Funding of \$4000 from the Office of Student Services. Fairmont State University. For leading a student trip to Europe visiting Italy.
2009. Leadership Award. International Cultural Education Center. Newark. New Jersey.
2009. Funding from the Provost, Fairmont State University. For leading the student recruiting trip to India and the UAE.
2008. Funding of \$1000 from the Provost, Fairmont State University. For leading the BUSN 3399 Managing Business in Europe course related student trip to Europe visiting Italy, France and the United Kingdom.
- 2007-08. Grant of \$10,000 from the West Virginia Higher Education Policy Commission (HEPC), West Virginia State Government. Member of a team awarded grant to develop a university program for increasing international student enrollment.
- 2006-07. Funding of \$4000 from the Office of Student Services. Fairmont State University. For leading the BUSN 3399 Managing Business in Europe course related student trip to Europe visiting Holland, Belgium, Germany, France and the United Kingdom.
2002. Sabbatical Leave. Fairmont State University. The leave was utilized for a Visiting Scholar invitation at the Post-graduate School of the Indian Institute of Management Ahmedabad, India. Also visited and held workshops at the National Institute of Design, Nirma Institute of Management, the Ahmedabad Management Association, Som-Lalit Education and Research Foundation, and the Mudra Institute for Communications all in India.
- 2000-01. CIBER Scholarship (Center for International Business Education and Research). CIBER is a U.S. Department of Education initiative. The scholarship partially funded my expenses for attending the FDBI program at the University of South Carolina in 2000.
- 2000-01. Fellowship Grant of \$2000. Fairmont State University Foundation. Awarded for program development in International Business.

- 1999-00. Appalachian Regional Development Grant.
For developing training program in International Business.
- 1992-93. Outstanding Student Researcher of the Year Award. Kent State University.
- 1988-94. Research and Teaching Fellowship. Department of Administrative Sciences.
Graduate School of Management, Kent State University.

Scholarship

Books

2010. Surendran, Sunil. STRATEGIC MANAGEMENT AND POLICY. McGraw-Hill/Irwin, New York.
ISBN-13: 9780390320629.
ISBN-10: 0390320625
2009. Surendran, Sunil. INTERNATIONAL BUSINESS. Pearson Custom Publishing, New York.
ISBN 10: 055825093
ISBN 13: 9780558235093.
2004. "Restructuring Conglomerates for Global Competition: An Agency Theoretic Perspective," With William Acar, Book chapter in *International Management: Text and Cases*. Hummel, T. R. (ed). Schriften zum Internationalen Management, Rainer Hampp Verlag, Munchen and Mering, pages 131-149. (Book Chapter)
ISBN 3-87988-867-1
ISBN 1612-2690
EURO 27.80

Research, Publications, Presentations, Conferences and Workshops

I have presented and published peer-reviewed papers in topics with the following key words:

Strategic Management, Business Policy, Corporate Finance, Stock Markets, Private Equity, LBO takeovers, Agency Theory, Corporate Restructuring, Corporate Governance, International Management, Foreign Direct Investments, Knowledge Management, Information Systems, Marketing, Organizational Theory, and Organizational Structure and Design.

1985. Pricing Strategy for Plain Paper Copiers. Marketing Course Case. Department of Marketing. Indian Institute of Management. Ahmedabad, India.
1986. Intermediate Chemicals Pvt. Ltd. Industrial Marketing Course Case. Department of Marketing. Indian Institute of Management. Ahmedabad, India.
1987. Decision Support System for Marketing Managers. Marketing Course Material. Department of Marketing. Indian Institute of Management. Ahmedabad, India.
1988. Converging Thrusts in Strategic Management. With P. Dumont and W. Acar. The Proceedings of the National Meeting of ORSA/TIMS of the Decision Sciences Institute. Denver, Colorado.
1991. Conglomerate Restructuring: A Framework for Adapting to the Globalization of the Markets. With W. Acar. The Proceedings of the Conference on Global Competitiveness. Memphis, Tennessee.
1992. Deconglomeration in the Eighties: A Process Model. With W. Acar. The Proceedings of the National Meeting of the Decision Sciences Institute. San Francisco, California.
1993. Success Determinants in Reverse LBOs. With W. Acar. The Proceedings of the Annual Conference of the Strategic Management Society. September 4-6. Chicago, Illinois.
1993. Corporate Restructuring: A Process Perspective. With W. Acar. The Proceedings of the Annual Conference of the Strategic Management Society. September 4-6. Chicago, IL.
1993. Restructuring Conglomerates for Global Competition. With W. Acar. International Journal of Commerce & Management, Volume 3, pages 56-76.
1994. The Debate on Capital Investment Intensity in LBOs: A Market Test. With W. Acar. Presented at the Meeting of the International Federation of Scholarly Associations of Management at the Academy of Management Meetings. August 17-19. Dallas, Texas.
1994. Teaching International Business. Faculty and Course Development in International Studies Workshop. October. Morgantown, West Virginia.
1994. Stock Market Reaction to Initial Public Offer in Reverse LBOs: An Empirical Investigation of the Role of Some Firm Specific Variables. Dissertation Abstracts. University of Michigan. Ann Arbor, Michigan.

1995. Teaching Human Rights and Ethical Issues in World Affairs. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
1996. Organization Knowledge Management and the Information Superhighway: Framework and Analyses. With M. Mazumdar. The Annual Conference of the Strategic Management Society. November 10-13. Phoenix, Arizona.
1996. World Religions. Workshop on the Role of World Religions and Culture in International Trade. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
1997. Future Research Thrust in Strategic Management. The Proceedings of the Annual Conference of the Mid-West Decision Sciences Institute. March. Indianapolis, Indiana.
1997. Publishing to the Web. Fourth Annual T3 Conference. Fairmont State University. October. Fairmont, West Virginia.
1997. Culture: Workshop on Teaching World Culture through Literature and Film. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
1998. Interdisciplinary Approaches to Global Trade. Workshop on Contending Approaches to the Political Economy of International Trade. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
1998. The John A. Maxwell Scholar-Diplomat Program on International Trade. The U.S. Departments of State, Commerce, and Trade. March, Washington D.C.
1999. Global Migration. Workshop on The Role of Geography and International Trade. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
2000. FDIB in International Management. Workshop on International Management. The Darla Moore School of International Business, the University of South Carolina. June 24-29. Columbia, South Carolina.
2000. Is Sustainable Development Feasible? Workshop on the Role of Multinational Corporations in Sustainable Development. Faculty and Course Development in International Studies Workshop. November. Morgantown, West Virginia.
2001. Horizons 2001: Seminar on Sunrise Industries in India. Som-Lalit Education and Research Foundation. January 3-5. Ahmedabad, India. Invited workshop.

- 2001. India as a Source of Innovations. Millennium Convention. Ahmedabad Management Association. January 6. Ahmedabad, India. Invited workshop.
- 2001. Cultural Resistance to Imperial Legacies. Faculty and Course Development in International Studies Workshop. November 8-9. Morgantown, West Virginia.
- 2002. Strategic Product Design. Conducted a workshop for faculty and post-graduates on Product Design at the National Institute of Design. February. Ahmedabad, India.
- 2003. Vision and Blindness: The U.S. Relates to the World. Faculty and Course Development in International Studies Workshop. November 7-8. Morgantown, West Virginia.
- 2004. How the Media Views the World. Faculty and Course Development in International Studies Workshop. November 11-12. Morgantown, West Virginia.
- 2005. World Regions and the Globe. Faculty and Course Development in International Studies Workshop. November 2-4. Morgantown, West Virginia.
- 2005. Globalization Challenges in the Middle East. A refereed paper presented at the Conference of the American Society for Competitiveness. November 10-12. Washington D.C. With Mohamad A. Khalil.
- 2006. Articulating the Value and Managing the Culture of Liberal Education. The Ninety-Second Annual Meeting of the Association of American Colleges and Universities. January 25-28. Washington D.C.
- 2006. Internationalizing Higher Education in West Virginia Conference, the Higher Education Policy Commission of the Department of Education, State of West Virginia, April 24-25. Charleston, West Virginia. Invited participant.
- 2006. Foreign Direct Investment and Terrorism. A refereed paper in the Competition Forum. With Mohamad A. Khalil.
- 2006. A General Competitive Framework for Small Businesses, A paper presented at the small business workshop, FOKANO. June 29-July 4. Orlando, Florida.
- 2006. International Business Education. IACBE International Conference. September 22-23. Paris, France.
- 2006. Globalization & Education: Challenges for the 21st Century Citizen. FACDIS Annual Workshop. November 2-3. Morgantown, West Virginia.

- 2007. Creating a Short-term Study Abroad Program, Presented at the 2007 Fall Faculty Development Workshop. Fairmont State University. August. Fairmont, WV.
- 2007. Doing Well by Doing Good. The Annual International Conference of the Academy of Management. August 6-9. Philadelphia, PA.
- 2007. Learning from the Developing World. The Annual Meeting of FACDIS, November 1-2, Morgantown, WV.
- 2008. Invited Workshop on Short-term Study Abroad Program, at the EF Convention, February 14-18, Paris, France.
- 2008. Managing a Short-term Study Abroad Program, the Proceedings of the Annual Conference of IACBE. April 2-4. Newport Beach, California.
- 2008. Strategies for Increasing International Student Enrollment. Presentation made to Presidents of Fairmont State University and Pierpont Community and Technical College, January 22.
- 2008. IACBE International Conference. September 26-27. Barcelona, Spain.
- 2008. The Impact of Global Movement, FACDIS Annual Workshop. November 13-14, Morgantown, West Virginia.
- 2009. International Student Enrollment. Presentation made to Dr. Thomas Krepel, President of Fairmont State University and Pierpont Community and Technical College, September.
- 2009. Emerging Economies: The Post-American Century. FACDIS Annual Workshop. November 5-6, Morgantown, West Virginia.
- 2010. The John A. Maxwell Scholar-Diplomat Program on International Trade. The U.S., India and China: New Roles for a New Century. April, Washington, D.C.
- 2010. Half the Sky: Turning Oppression into Opportunity for Women Worldwide. FACDIS Annual Workshop. November 11-12, Morgantown, West Virginia.
- 2010. Invited Participant to the HEPC Consortium for Internationalizing Higher Education (CIHE) Statewide Meeting, Morgantown, November, 12.
- 2010. Panel discussion on Internationalization in Fairmont—International Exchange and Study Abroad Programs. Invited Panelist. Sponsored by the Office of the Provost, Fairmont State University, WV. November 18.

- 2011. Panel on Unemployment. Invited panelist. Fairmont State University Faculty Senate, Fairmont, WV, February 17.
- 2011. West Virginia Economic Outlook Conference, West Virginia University, Morgantown, WV. March 2.
- 2011. The PACE Project Needs Assessment Field Study. Hyderabad and New Delhi, India. March 8-18. The study focused on the Dalit population in Andhra Pradesh, India.
- 2011. FSU in the World: Turkey and India. Invited panelist. Fairmont State University, WV, April 21.
- 2011. WBOY Channel 12 Television News segment comment on, "The HEPC Grant for Internationalizing curriculum at Fairmont State University through the Global Perspectives course." Evening News show, March 3.
- 2011. Technology: Its Impact on Global Politics, Economics, Education & Culture. FACDIS Annual Workshop. November 3-4, Morgantown, West Virginia.
- 2012. Global Forum: Presentation and Discussion on the Global Perspectives course trip to Canada in March 2012. Fairmont State University, WV, April 12.

Student Scholarship:

I have mentored students to undertake original research. I have encouraged them to present their work at academic forums.

- 2007. Managing Business in Europe. Faculty mentor for a Poster Presentation at the 2007 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
- 2008. European Markets: Challenges and Opportunities for the U.S. Firms, Faculty mentor for a Poster Presentation at the 2008 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
- 2009. The Food and Beverage Industry in Europe. D. Burdoff, A. Butcher and A. Helmstelter, Faculty mentor for a Poster Presentation at the 2009 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
- 2009. The Growth of RFID. R. Issenberg, Faculty mentor for a paper presented at the 2009 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
- 2009. Education in Europe. R. Marra and G. Michalec, Faculty mentor for a paper presented at

- the 2009 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
2009. Tourism and Travel in Europe. D. Moye and J. Utt, Faculty mentor for a paper presented at the 2009 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
2009. Stonehenge and its Impact on People. R. Pinguelo and C. Young, Faculty mentor for a paper presented at the 2009 Undergraduate Student Research Colloquium. April. Fairmont State University. Fairmont, West Virginia.
2011. Faculty Mentor to Alicia Nieman. Paper presentation on, 'Marketing to the Shifting Pyramid,' Celebration of Student Scholarship. Fairmont State University, April 26.
2012. Faculty Mentor to Taylor Butts. Paper presentation on, 'Outsourcing.' Celebration of Student Scholarship. Fairmont State University. April 18.
2012. Faculty Mentor to Chaylee Cole-Coakley, Sydney Lough, Lough Leighton, Taylor Hughes, and Shana Clark. Poster presentation on, 'Global Perspectives: Toronto.' Celebration of Student Scholarship. Fairmont State University. April 18.

Memberships in Academic Associations

I have held memberships in the following academic associations:

- The Academy of Management
- Faculty and Course Development in International Studies
- The Strategic Management Society
- The American Society for Competitiveness
- The Decision Sciences Institute
- The Association of American Colleges and Universities
- The Mid-West Decision Sciences Institute

References

Will be provided upon request.

Roger W. Wilson's Curriculum Vitae

Office: (810) 660-8000 (voice/fax)

rwilson2@fairmontstate.edu

DEGREES EARNED

Ph.D.	The Union Institute, 1994. Major: Educational Technology
M.Ed.	Wright State University, 1991. Major: Curriculum and Supervision
B.A.	Cedarville College, 1976. Major: Secondary Math Education. Minor: Physics, Music
B.S.	General Motors Institute, 1968. Major: Mechanical Engineering. Minor: Electrical Engineering

PROFESSIONAL POSITIONS HELD

August 2011 - present	Adjunct Professor of Information Systems Management
July 2011	Retired
August 2002 - July 2011	Fairmont State University Assistant Professor of Information Systems Management
July 2004 - July 2008	Fairmont State University NASA Space Grant Scholar Advisor
July 2004 - July 2007	Fairmont State University Director of FSU/NASA Space Grant Programs
September 1998 - August 2002	National White Collar Crime Center Senior Curriculum Developer
September 1996 - August 1998	MICAH Systems, Inc. Program Manager
June 1995 - April 1996	CARS Information Systems Director of Corporate MIS
August 1984 - June 1995 August 1976 - June 1982	Dayton Christian Schools, Inc. Director of Technology/Teacher Computer Dept. Chair/Teacher Math/Computer Dept. Chair/Teacher Math Dept. Chair/Teacher
July 1982 - June 1984	Roanoke Valley Christian Schools Secondary Assistant Principal/Math Teacher
September 1988 - December 1992	Cedarville College Adjunct Faculty, Math
January 1991 - March 1991	Sinclair Community College Adjunct Faculty, CIS

CUMULATIVE EXPERIENCE

	Years
University FSU/NASA Space Grant Programs Director	2*
University Information Systems Professor	10*
Traditional & Internet Curriculum Development/Instructor Involving White Collar Crime Analysis and Investigation	4
Automated Fingerprint Identification System (AFIS/FBI) Curriculum and CBT Development	2
7-12 Technology Curriculum Design & Development	10*
9-12 Education/Technology Instruction	19*

7-12 Education Administration	2
Adjunct College Instruction	6*
Automotive Research & Development	7

*Simultaneously

WORK EXPERIENCE

August/2011 - present: Adjunct Professor of Information Systems Management, Fairmont State University.

Part-time undergraduate and graduate faculty member teaching Online Knowledge Management one class composed of 25% undergraduate students and 75% MBA students.

August/2002 - July 2011: Assistant Professor of Information Systems, Fairmont State University.

Full time undergraduate and graduate faculty member teaching (1) Computer Concepts and Applications, Microcomputer Applications in Business, Fundamentals of Information Systems, Cisco IT Essentials I and II Preparation for the Cisco A+ Certification, Systems Analysis & Design, Special Topics/Project Management in Information Systems, Database Design & Implementation, Business Intelligence, and Graduate Online Knowledge Management; (2) participating in curriculum, assessment, and search committees, and a Senator on the FSU Faculty Senate .

July/2004 - July 2007: Director of FSU/NASA Space Grant Programs, Fairmont State University.

As Programs Director at FSU, he oversees the new NASA W.Va. Space Grant Scholars Program, the W.Va. NASA EPSCoR (Expanded Program to Stimulate Competitive Research) Research Program and the FSU/NASA Undergraduate Research Initiative, in which students help faculty conduct research.

The latest program, funded by NASA W.Va. EPSCoR, provides seed grants to promote research of interest to NASA in West Virginia. The program is designed to support faculty in their research activities, conduct pilot experiments or demonstrate new concepts that might lead to larger projects in the future.

The NASA Space Grants Scholars program provides 15 students this year and last year with research opportunities across the country and abroad. Funded by the NASA West Virginia Space Grant Consortium, this program involves students from a wide variety of disciplines including computer science and information systems and English.

This program allows NASA IV&V, one of Fairmont State's business partners, to penetrate the community. When the students return, they share with the community the information they've collected and the experience they have gained.

Summer/2003: Faculty Research Intern, NASA IV&V. Involved in the development of the High Speed Optical Network (HSON) for NASA IV&V, the distributor of OC-12 from the Pittsburgh Super Computer Center. My part of the development was in documenting, organizing data, coordinating and participating in weekly teleconferences, and getting contracts finalized with WVU, FSU, ISR, and other organizations.

September/1998 - August/2002: Senior Curriculum Developer, National White Collar Crime Center. Involved in the hardcopy and Web development of student and instructor manuals and presentations involving computer crime, financial fraud, Internet fraud analysis, and Internet criminal investigations for federal, state, and local law enforcement. Participated in and conducted curriculum subject matter expert meetings for the design and development of new Internet courses and conducted Internet Complaint Coordinator and Internet Fraud Analyst instruction.

September/1996 - September/1998: Principal Member Technical Staff, MICAH Systems, Inc. Managed the MICAH team that developed the Automated Fingerprint Identification System (AFIS) training curriculum for Lockheed Martin/FBI at the FBI facility in Clarksburg, WV. This included full life cycle instructional systems support (training requirements analysis, training plan, design, development, and implementation) for curriculum, paper-based materials, and computer-based multimedia training.

June 1995 - April 1996: Director of Corporate MIS, CARS Information Systems (an educational software development corporation). Managed LAN's, modem bank, telephone/voice mail systems, capital software/hardware corporate budget, and hardware maintenance contracts. Organized, documented, analyzed, developed, and supervised LANs, communications, phone/voice mail systems; selected, coordinated, and maintained the installation of a corporate voice mail system; researched technical issues. Made preliminary diagnosis, and referred repairs to appropriate vendors. Developed, presented, coordinated the corporate hardware/software capital budget; significantly reduced the hardware maintenance contract costs; and maintained software licenses.

August/1976 - June/1982, August/1984 - June/1995: Director of Technology, Computer Department Chair; Math/Computer Department Chair; Math Department Chair, Dayton Christian Schools, Inc. Expanded the high school math program, designed and developed the 7-12th grade computer program hardware, software, and curriculum; trained the administration, faculty, staff, and students. Designed, developed, and implemented new high school math and computer curricula; designed and developed Jr. High computer curricula; designed, developed, and taught network technology; designed, directed, and supervised student-built computer labs and LANs (k-12); and designed, developed, and supervised the training of the administration and faculty.

July 1982 - June 1984: Secondary Assistant Principal, Roanoke Valley Christian Schools. Duties included: expansion of the high school math program; supervision of the secondary faculty lesson planning; and development and implementation of the high school computer program.

September 1988 - December 1992: Adjunct Faculty, Math Teaching, Cedarville College. Instructed student teachers in their senior year of college. The course, "Math Teaching," was taught from a technology perspective by integrating technology into the teaching and learning aspects of K-12 mathematics.

January 1991 - March 1991: Adjunct Faculty Computer Information Systems, Sinclair Community College. Instructed Introduction to Computer Concepts course during spring quarter to adults changing careers and desiring job advancement.

July/1962 - May 1974: Senior Research & Development Project Engineer, Buick Product Engineering. Participated in the design, development, and troubleshooting of the Opel automobile in the US. Participated in Buick carburetion, emissions, and fuel economy task force design and development work. Solved customer complaints at the request of Buick dealerships across the country; demonstrated US carburetion problems to Opel design engineers in Germany and Belgium; designed and developed devices and systems to reduce the 1975 Buick emissions.

PUBLICATIONS

Authored 21 publications and presented 15 workshops on technology issues related to educational instruction and numerous Internet Fraud Analysis and Fraud Complaint Coordinator professional courses for the FBI, IRS, Postal Security, and NW3C personnel. Completed a doctoral dissertation: Organizational Structure for Developing an Educational Computer Network: An Educator's Model-Vol. I, A Case Study of the Dayton Christian

Computer Program–Vol. II, and a Bachelor of Science dissertation, The Effect of Vehicle Parameters on Characteristic Speed.

GRANTS/CONTRACTS

FSU/NASA Undergraduate Research Initiative	NASA IV&V (\$50,000)	9/15/05 – 8/31/06
Research Concepts Transfer to Higher Education	NASA IV&V \$10,000 (included in above)	11/15/05 – 8/31/06
WV NASA Space Grant Scholarship Program	WV NASA Space Consortium \$10,000	10/05 – 5/06
WV NASA Space Grant Scholarship Program	WV NASA Space Consortium \$10,000	10/04 – 5/05

PROFESSIONAL AFFILIATIONS

FSU ISSO	Co-Advisor	Fall 2002 – Spring 2010
Faculty Senate	Senator	Spring 2004 – Fall 2009
Business Intelligence Committee	Chair	Fall 2005
IS Search Committee	Member	Spring 2004
CS Search Committee	Member	Fall 2004
Faculty Development Committee	Member	Fall 2005 – Spring 2006

PRIMARY FUNCTIONAL AREAS

- Instruction/Training
- Curriculum Development
- Program Design/Development
- Troubleshooting
- Technology Transfer
- Systems Analysis & Design

HARDWARE EXPERIENCE

PC and Macintosh computer/printer/telecommunication networked and remote systems.

OPERATING SYSTEM EXPERIENCE

MS-DOS, NetWare 3.1x, UNIX, Linux, Windows 3.1x/9x/NT/2000/XP/Vista.

SOFTWARE EXPERIENCE

Microsoft Office Pro for Windows 3.1x/9x/2000/XP/Vista, PageMaker, CorelDraw, Microsoft Visio Pro, HTML Programming, Microsoft Publisher, Microsoft Project, Microsoft FrontPage, Microsoft Outlook, Microsoft Outlook Express, IconAuthor Multimedia Publishing, LView Pro, Paint Shop Pro, Word Perfect, Netscape Communicator/Calendar, Microsoft Internet Explorer, Ascend, Ecco Pro, Commence, Visual Basic, Pascal, SQL, and Palm Desktop.

Professional classes and seminars

Completed over 18 seminars, workshops, and professional courses within the past five years on a variety of Internet, NetWare, Microsoft Office, Microsoft Project, Windows Operating Systems, LAN management topics, CorelDraw, FrontPage, HTML, and CISCO A+ Certification.

SECURITY CLEARANCES

Retained an Authorized and Unrestricted clearance status while working at the FBI Complex in Clarksburg, WV and currently have security clearance to work at the National White Collar Crime Center in Morgantown, WV.

Dr. Roger W. Wilson
February 27, 2013

Appendix N – Course Enrollments per Faculty Member: Fall 2010 – Spring 2012

Instructor Name	Term	Subject	Course	Title	Percent Responsible	Enrollment
Abbott, Melissa W	Fall 2011	SFTY	5510	Busn Impacts of Regulatory App	100	2
Abbott, Melissa W	Spring 2012	SFTY	5550	Empl Train & Comm in Saf/HLth	100	0
Blankenship, Joseph	Fall 2010	MSBA	5200	Management Information Systems	100	27
Gailey, Edward D	Fall 2010	MSBA	5600	Marketing for Managers	100	19
Gailey, Edward D	Spring 2011	MSBA	5710	Operations Management	100	5
Gailey, Edward D	Fall 2011	MSBA	5600	Marketing for Managers	100	36
Gailey, Edward D	Spring 2012	MSBA	5710	Operations Management	100	15
Gilberti, Anthony F	Summer 2011	MSBA	6000	Strategic Management	100	20
Gilberti, Anthony F	Summer 2012	MSBA	6000	Strategic Management	100	28
Giorcelli, Rebecca J	Summer 2012	MSBA	5850	Project Management Capstone	100	4
Harvey, Richard C	Spring 2011	MSBA	5400	Business Environments	100	24
Harvey, Richard C	Summer 2011	MSBA	5550	Finan Reporting & Analysis-Onl	100	30
Harvey, Richard C	Spring 2012	MSBA	5400	Business Environments	100	32
Harvey, Richard C	Summer 2012	MSBA	5550	Financial Reporting & Analysis	100	27
Jacowitz, Lawrence A	Fall 2010	MSBA	5810	Project Management	100	16
Jacowitz, Lawrence A	Spring 2011	MSBA	5820	Advanced Project Management	100	11
Jacowitz, Lawrence A	Fall 2011	MSBA	5810	Project Management	100	18
Jacowitz, Lawrence A	Spring 2012	MSBA	5820	Advanced Project Management	100	14
Khalil, Mohamad A	Fall 2010	MSBA	5700	Quantitative Analysis	100	29
Khalil, Mohamad A	Spring 2011	MSBA	5300	Managerial Economics	100	22
Khalil, Mohamad A	Fall 2011	MSBA	5700	Quantitative Analysis	100	32
Khalil, Mohamad A	Spring 2012	MSBA	5300	Managerial Economics	100	31
Kirby, Jack R	Fall 2010	MSBA	5120	Tactical HR Practices	100	10
Kirby, Jack R	Spring 2011	MSBA	5130	Labor Relations & Dispute Res	100	10
Kirby, Jack R	Summer 2011	MSBA	5140	Strategic HRM & Emp Advocacy	100	6
Kirby, Jack R	Fall 2011	MSBA	5120	Tactical HR Practices	100	10
Kirby, Jack R	Spring 2012	MSBA	5130	Labor Relations & Dispute Res	100	15
Kirby, Jack R	Summer 2012	MSBA	5140	Strategic HRM & Emp Advocacy	100	18

Instructor Name	Term	Subject	Course	Title	Percent Responsible	Enrollment
Lee, Cheon-Pyo	Fall 2011	MSBA	5200	Management Information Systems	100	32
Lee, Cheon-Pyo	Spring 2012	MSBA	5599	Thesis Research	100	1
Oxley, Timothy R	Spring 2011	MSBA	5110	Leadership Workshop	100	24
Oxley, Timothy R	Summer 2011	MSBA	5000	MSBA Essentials-Online	100	38
Oxley, Timothy R	Summer 2011	MSBA	5100	Personal Dvlpmnt Workshop-Onl	100	12
Oxley, Timothy R	Summer 2011	MSBA	6010	Managerial Practicum	100	6
Oxley, Timothy R	Spring 2012	MSBA	5110	Leadership Workshop	100	32
Oxley, Timothy R	Summer 2012	MSBA	5000	MSBA Essentials	100	27
Oxley, Timothy R	Summer 2012	MSBA	5100	Personal Dvlpmnt Workshop-Onl	100	20
Oxley, Timothy R	Summer 2012	MSBA	6010	Managerial Practicum	100	10
Wilkins, Peter C	Summer 2011	MSBA	5850	Project Management Capstone	100	8
Wilson, Roger W	Fall 2010	MSBA	5800	Knowledge Management-Onl	100	8
Wilson, Roger W	Fall 2011	MSBA	5800	Knowledge Management-Onl	100	16

Appendix O – Graduate Faculty Data Reported to ACBSP for 2010-2011 and 2011-2012

Faculty Contribution Tables – ACBSP¹
Full-Time Faculty
2010-11

Full-Time Faculty Members	Total Semester Hours Taught		Number of Preps Academic Year	Number New Preps Academic Year	Number of Advisees	Scholarly Activities	Professional Activities	Community Service	Committee Assignments	Administrative Duties
	Fall	Spring								
Blankenship, Joseph	15	9	6	5	57	Yes	Yes	Yes	7	No
Cassell, Macgorine	18	18	6	0	62+	Yes	Yes	Yes	2	No
Gailey, Edward	12	15	7	1	80	Yes	Yes	Yes	3	No
Giorcelli, Rebecca	12	12	8	4	45	Yes	Yes	Yes	2	Yes
Harvey, Richard	3	6	3	0	0	No	Yes	Yes	6	Yes
Khalil, Mohamad	12	12	5	0	94	Yes	Yes	Yes	1	Yes
Kirby, Jack	6	6	4	0	15	Yes	Yes	Yes	8	Yes
Lee, Cheon-Pyo	12	15	4	1	25	Yes	Yes	Yes	3	No
Oxley, Timothy	18	9	7	2	50	Yes	Yes	Yes	5	Yes
Surendran, Sunil	15	15	6	1	42	Yes	Yes	Yes	2	No

¹ – Non-graduate faculty members in the School of Business have been redacted from this table.

Faculty Contribution Tables – ACBSP¹
Full-Time Faculty
2011-12

Full-Time Faculty Members	Total Semester Hours Taught		Number of Preps Academic Year	Number New Preps Academic Year	Number of Advisees	Scholarly Activities	Professional Activities	Community Service	Committee Assignments	Administrative Duties
	Fall	Spring								
Blankenship, Joseph	9	12	7	3	53	Yes	Yes	Yes	7	No
Cassell, Macgorine	18	18	7	0	30+	Yes	Yes	Yes	2	No
Gailey, Edward	12	15	7	0	75	Yes	Yes	Yes	4	No
Giorcelli, Rebecca	12	12	8	0	33	Yes	Yes	Yes	2	Yes
Harvey, Richard	3	6	3	0	0	No	Yes	Yes	6	Yes
Khalil, Mohamad	12	12	5	0	94	Yes	Yes	Yes	1	Yes
Kirby, Jack	6	6	4	0	15	Yes	Yes	Yes	7	Yes
Lee, Cheon-Pyo	12	12	4	1	30	Yes	Yes	Yes	2	No
Oxley, Timothy	9	9	6	1	60	Yes	Yes	Yes	5	Yes
Surendran, Sunil	15	12	5	0	58	Yes	Yes	Yes	2	No

¹ – Non-graduate faculty members in the School of Business have been redacted from this table.

Appendix P – Scholarship and Professional Activities for Graduate Faculty

**ACBSP
Scholarly and Professional Activities¹**

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities					
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other	
Blankenship, Joseph	Doctor of Science											3
2010-11					1							4
2011-12			C=1			1	1	2				
Cassell, Macgorine	Ph.D.											
2010-11						2	9	2	2	1		
2011-12		1	C=1	B=2 C=1		2	8	2	2	1		
Gailey, Edward	Ph.D.											
2010-11				D=2	0	D=2		0	1	1	3	0
2011-12			0	D=1	D=2		D=1	1	2	3	3	
Giorcelli, Rebecca	Ph.D.											
2010-11												
2011-12												
Harvey, Richard	J.D.											
2010-11						D=2	D=2	8	2	2		
2011-12						D=2	D=2	0	2	2		
Kirby, Jack	Ed.D.											
2010-11						D=1		2		2		10
2011-12						D=1	1	4		2		10

Khalil, Mohamad	Ph.D.										
2010-11			B=1		C=1	2	2	1	1		
2011-12					C=1	1	1	2	1		
Lee, Cheon-Pyo	Ph.D.			A=4 B=1 C=1 D=1					1	2	
2010-11											
2011-12				A=1 B=3	B=1		A=3 C=4 A=1 C=5	4		2	
Oxley, Timothy	Ed.D.										
2010-11					A=1	D=2	D=2	7		2	8
2011-12						D=1	D=3	5		2	7
Surendran, Sunil	Ph.D.										
2010-11				A=1	A=1	1	4	5	3	2	3
2011-12					A=2		2	2	3	2	2

Codes to Use for Scholarly Activities:

A = Scholarship of Teaching

C = Scholarship of Integration

B = Scholarship of Discovery

D = Scholarship of Application

¹ – Non-graduate faculty members in the School of Business have been redacted from this table.