FITCHBURG STATE UNIVERSITY

Self-Study for IACBE Accreditation

Volume 2

Self-Study Year: 2011 – 2012

Submitted:
May 2013

TABLE OF CONTENTS

Appendix 1A

Fitchburg State University Outcomes Assessment Plan

Please refer to **Volume 2A** – This document has a separate folder since this comprehensive document is cumbersome.

Appendix 1B

2009 – 2011 Undergraduate Exit Survey Results

Please refer to **Volume 2B** – This document has a separate folder since this comprehensive document is cumbersome.

Appendix 1C

2011 – 2012 MBA Exit Survey Results

Please refer to **Volume 2C** – This document has a separate folder since this comprehensive document is cumbersome.

Appendix 1D

Vision Grant Retention and Advising

April 12, 2012

To: Vision Grant Retention and Advising Collaboration Committee

From: Richard DesRoches, Fitchburg State University

Re: Experiences and Recommendations

Experience:

On February 07, 2012, I was assigned 12 students majoring in Business Administration and designated as “at-risk” in terms of retention based upon their responses to questions in a previously administered College Student inventory (CSI). Of the 12, two had withdrawn from the university and one was in the process of transferring elsewhere. Emails were sent out on February 12 to the remaining 9 and 4 responded quickly with appointments scheduled for that week; I met with them and a fifth student the following week. Second and third requests resulted in 2 of the remaining 4 responding but they failed to either make or keep an appointment. Some stats summarizing the meetings are as follows:

Number of students assigned	12
Number of students still at FSU	9
Number of students advised	5
Average GPA of those (5) advised	3.1
Average GPA of those (4) not advised	2.7 (the lowest is 2.36)
Average length of meeting	45 minutes

Although no formal referrals were made to programs and services offered by the FSU Academic Success Center, a number of services was discussed the more prominent being tutoring, financial aid, and counseling. All students (a) displayed a need to engage in more reading beyond what is required in the classroom, and (b) were advised to look into joining clubs related to their interests and careers – there are two clubs associated with the business major.

I found those with whom I met very receptive to having a conversation about a variety of topics and to having contact with someone who can help them get answers to their questions and concerns. Having been a commuter I recall how isolated I felt those first few weeks of college. I believe many students appreciate ready access to faculty who for some, especially first-generation college students, commuters, and international students, may be one or the only person with whom they feel comfortable speaking/confiding.

As a final step, I will attempt to meet once more with all 9 students following up briefly with the advisors of those who do not respond.

Recommendations:

I found the CSI report very helpful in highlighting areas related to advising, counseling, and/or mentoring students. However, the data above perhaps suggest using it earlier to preclude the loss of the two students in my group who withdrew; specific reasons unknown to me.

The choice may be to have either the staff at the Academic Advising Center or the student's faculty advisor in the department contact and meet with at-risk students identified by the CSI. For example, if the Business Administration department were to have 12 students per year on average meeting the CSI early intervention (at-risk) criteria, one faculty member (designated the department's *retention specialist advisor*) could have those 12 as part of his/her advising load. Assuming 4 years to graduate and just a bit of non-retention, this would give the *retention specialist advisor* 48 advisees on average; each of us in Business Administration has about 50 advisees per semester now. However, for those 12 or so "at-risk" student additions each year I would recommend a very early (mid-September) meeting designed to address issues identified in the student's CSI report. This session would precede their normal fall advisement. Such an approach would put in place the early (first-year), face-to-face advisement highlighted in the two articles Chris emailed to us.

Much of the CSI data, even for students not "at-risk", would be helpful to all faculty advisors.

Worcester State University: VISION Project Performance Incentive Grant

Final Report for the Worcester State University and Fitchburg State University Collaborative Retention/Advising Initiative

I. Description of Project

During the 2011-2012 academic year faculty and staff from Worcester State University (WSU) and Fitchburg State University (FSU) engaged in collaborative efforts aimed to strengthen each institution's educational goals and overall student success rates. Given that students served at both universities share similar socio-economic characteristics (predominantly first-generation college, low-income students who tend to work part-time), the collaborative partnership between these two institutions focused on issues related to identifying, advising, tracking, retaining, and ultimately graduating at-risk students. The team shared best practices and meetings were organized around shared retention concerns, the development of campus-based strategies to address retention and advising issues, and the crucial role and input of several student-support offices on each campus in this process.

Based on the analysis of student data, the core group of faculty members for this project was identified during the fall of 2011, and intense work on the project began at the beginning of the spring 2012 semester. Four faculty from each institution were identified through the data-driven decision that student attrition rates are particularly high at each university in the following four subject areas: Biology (Randall Tracy, WSU, and Aisling O'Connor, FSU), Business Administration (Renuka Jain, WSU, and Richard DesRoches, FSU), Communication (Donald Bullens, WSU, and George Bohrer, FSU), and Criminal Justice (Robert Brooks, WSU, and David Weiss, FSU). In addition, FSU recruited advisors from two other areas of retention concern, Exercise and Sports Science (Jason Talanian) and Pre-majors (Heather Beam and Donna Foley). Christopher Cratsley (FSU), Patricia Marshall (WSU), and Angela Quitadamo also formed part of the team, serving as meeting organizers and facilitators on their respective campuses.

Team members met to review and discuss current student-outreach efforts at each institution and two working groups were formed: 1). Advising Practices and Procedures and 2). Data Collection and Analysis. Participants from FSU shared the results of their pilot work as "Retention Specialists" conducting outreach to at-risk freshmen students to help inform these discussions. Participants also presented their findings to a retention consultant (Rebeccah Sonn from Sonn Educational Consultants) who provided input and recommendations on their work. Below is a summary of the activities and recommendations of each sub-group and the findings of the retention consultant. These sections are followed by a list of outcomes from the collaborative efforts, a summary of the team's recommendations, and proposed future plans.

II. Fitchburg State University Retention Specialists Pilot Project

All incoming freshman at FSU complete the College Student Inventory Survey (CSI) from Noel Levitz. This survey generates scores for each student that predicts their dropout proneness and predicted academic difficulty. FSU used these scores for the incoming freshmen class over the summer of 2011 to identify the majors with the largest numbers of at-risk students. These students had composite scores on the survey of 65 or higher and were distributed across majors as follows:

Major	Biology	Business	Comm. Media	Criminal Justice	Exercise Science	Pre-Major
# of students	6	14	21	12	12	13

During the fall semester 2012, faculty members from each department were recruited and oriented to the CSI data. Faculty and staff (the two pre-major advisors) were provided with detailed CSI reports on each of the at-risk students in their program. This data was supplemented by High School GPA, Accuplacer test and SAT scores for these students. Faculty and staff were provided with a series of forms (see advising practices and procedures sub-group below) to track student contact. Letters were sent out to each student from the Dean Student and Academic Life, Dr. Stanley Bucholc, advising them that they had been selected for additional advising support. Faculty and staff were then encouraged to reach out to these students and attempt to schedule face-to-face meetings to discuss their academic strengths and weaknesses and direct them to appropriate support services. Faculty experiences with this pilot program provided valuable insight that they brought to bear in the discussions of the advising practices and procedures and data collection and analysis sub-groups.

III. “Advising Practices and Procedures” Sub-Group

A. Description of Activities and Recommendations

The members of the “Advising Practices and Procedures” subcommittee reviewed and piloted potential policies and practices for advising at-risk students. The sub-group reviewed literature on advising practices that are termed “intrusive” and “proactive,” and recommends that these models of targeted interventions with at-risk students be adopted at FSU and WSU. These models are characterized by early, frequent and motivational interventions by faculty or staff advisors with at-risk students.

An important tool used to identify at-risk students at FSU is the Noel Levitz College Student Inventory Survey. This survey, administered upon admittance to the university, provides advisors with important information regarding academic motivation, general coping skills, and receptivity to support services. One of the first outcomes of the collaborative efforts between WSU and FSU was the decision on the part of WSU to adopt and implement this tool starting with the incoming first-year students for fall 2012.

The “Retention Specialists” pilot effort at FSU and the collaborative discussions between FSU WSU faculty and staff have also yielded some findings and recommendations for advising practices and procedures. By far the biggest barrier to effective interventions at FSU was found to be lack of student contact with an advisor. Advisors first had the opportunity to reach out to at-risk students early in the second semester of student's freshmen years. Only a small fraction of identified at-risk students responded to initial requests by faculty for meetings. Repeated follow-up e-mails by faculty eventually resulted in approximately 50% of identified students on average contacting their advisors. The challenge of making initial contact with advisees suggested to the group a need for a very proactive schedule of student engagement efforts. The following opportunities were identified for initial student engagement:

Pre-advising seminar – FSU is piloting a pre-advising seminar in early June for identified at-risk students. This seminar would represent a very early opportunity for retention specialists to interact with students. It would also bring retention specialists, students and academic support service staff together in one place so that students could be made aware of services. An overview of the proposed program can be found below. The format would allow some time for retention specialists to set up follow-up meetings with students.

Summer Orientation, Advising and Registration (SOAR) – FSU offers a series of SOAR sessions for all students enrolling for the first time at the university. While retention specialists agreed these sessions were not the appropriate time to provide individualized advising to students about support services, they represent a second opportunity for retention specialists to make initial contact with at-risk students and set up follow-up meetings. Because, unlike the Pre-advising seminar, there are multiple SOAR sessions, retention specialists would likely select one or two and at-risk students would be assigned to attend these. A brief overview of SOAR has been included below.

Fall Orientation: Both FSU and WSU offer fall orientation during the summer for all incoming students. Team members noted that this represented another opportunity to engage with at-risk students prior to the start of the school year. However, concerns were raised about the stigma of being separated out for special treatment as an "at-risk" student. Further consideration must be made of the options available during fall orientation.

New Student Advising: Both FSU and WSU offer new student advising time within departments and for pre-majors at the start of the semester. Assigning at-risk students to departmental "Retention Specialists" would allow this and future advising sessions to focus on meeting these students' needs without explicitly identifying them as "at-risk." However, faculty noted low attendance at these New Student Advising sessions and suggestions for improvement included holding them earlier in the semester and providing food.

Academic Advising Period: Both FSU and WSU identify academic advising periods in the fall and spring at which students register for the next semester. Both institutions have a policy whereby students cannot register without getting their advisor's approval to have their PINS released. Assigning at-risk students to departmental "Retention Specialists" would ensure that students have to engage with these advisors to register for the next semester.

Participants also discussed best advising practices when working with at-risk students. This discussion was informed by the advising experiences of faculty members from both institutions and by the experience of FSU retention specialists in pilot work with at-risk first-year students. FSU Assistant Dean of Student Support Services, Tom Rousseau, provided a framework for these discussions by presenting a PowerPoint on "Motivational Interviewing."

As part of the pilot project at FSU, Tom Rousseau created and distributed a packet of supporting materials for faculty to use with advisees. These materials reflect the principles of Motivational Interviewing, utilize the data available in the College Student Inventory (CSI), and were positively reviewed by faculty. It is the recommendation of the group that these forms continue to be used and refined, and WSU is considering the creation of a similar series of forms to promote the use of Motivational Interviewing with at-risk students.

The presentation on Motivational Interviewing used two acronyms, OARS and FRAMES to discuss the best advising practices when working with at-risk students. FRAMES provides some guiding principles for effective advising including Feedback, Responsibility, Advice, Menu, Empathy and Self-efficacy. While OARS also represent guiding principles, they are sequenced to take an advisor through the steps of an advising session from asking Open-ended Questions, to providing Affirmations, Reflective Listening, and finally a Summary Statement of what was discussed in the session.

As an advisor sits down with a student they use the guidelines provided by OARS. They are encouraged to begin the discussion with open-ended questions that cannot be answered in just a few words. The "My First Year Plan for Success" worksheet (attached) designed to be used with the College Student Inventory poses open-ended questions to the student about their strengths and areas needing improving. By focusing on student strengths first, the worksheet follows the OARS model of providing affirmations to the student in the form of opportunities for positive feedback about their strengths. As students discuss and note on the worksheet their areas that need improvement and the services they may seek out to make those improvements, advisors must help by serving as reflective listeners and providing feedback to the students on what they are hearing. The Advisor's Contact Report (attached) helps with this process by asking the advisor to reflect on what they are hearing from the student by categorizing student receptivity to adopting new habits for learning. It also helps faculty move into the final stage of OARS by working with the student to provide a summary statement of what has been discussed. The "My First Year Plan for Success" document provides the student with a place to summarize next steps and the Advisor's Contact Report provides the faculty member with a way to summarize where the student has been referred, plans for the next meeting, and areas of concern.

These forms, along with others, also help advisors follow the more general principles identified by FRAMES. The forms provide an opportunity for a discussion in which advisors provide Feedback about congruence or discrepancy between student behaviors and their desired goals. Students are asked to take Responsibility for their behavior by proposing strategies to meet their goals, and advisors provide advice about those strategies and other steps that can be taken to meet student goals. This advice includes referral to student support services. The Student Referral Request form (attached) provides a mechanism whereby that referral can be formally noted by advisor and student. The advisor and student choose from a Menu of possible support services listed on the “My First Year Plan for Success” and “Advisor’s Contact Report” sheets. FSU publishes a booklet about student support services that can be distributed to students as a way to begin the discussion of their menu of options. In addition, Tom Rousseau has developed a quick-reference guide that can be printed double-sided on a single sheet to provide summary information. WSU has provided similar materials through its “Succeed in 4” initiative. The final two elements of FRAMES are empathy and self-efficacy. Throughout the process, but particularly when they send the student out the door at the end of an advising session, the advisor should be conveying empathy to the challenges the student is facing paired with confidence that by following the plan laid out, the student can meet their goals. While no forms can insure these behaviors, they allow advisors to frame their discussions in the positive terms of students taking action to insure their own collegiate success.

Interactions between Academic Advisors and Academic Support Services should be a two-way process in which advisors direct students to support services and follow up with support services about their students, while support services staff members provide advisors with information about their advisees. However, in some cases there may be sensitive information that cannot normally be shared with advisors without a student’s consent.

Members of the collaborative team from WSU and FSU identified two areas in which this was the case: Disability Services and Financial Aid. Representatives from each of these offices made presentations at meetings on each campus. These meetings generated a series of recommendations about how these offices can work with advisors to support at-risk students:

Disability Services:

Fran Manocchio from WSU and Julie Maki from FSU provided retention specialists with an overview of disability services on each campus. They affirmed that student information about disability services could not be shared without a student’s consent. Advisors recommended that the types of open-ended discussions of student strengths and areas needing improvement encouraged in conjunction with the College Student Inventory could provide an opening for a student to self-identify as being in need or potentially in need of disability services. This contrasts with closed-ended questions such as “do you have a disability”, that are not recommended.

The group noted that students already being served by disability services are encouraged to let faculty know about their disability so that they can be afforded the necessary accommodations. Julie Maki noted that they provide students with a sheet that gives them guidance on addressing their disability with an instructor. The group recommended that a similar sheet be developed to help guide students who are willing to share with their advisors information about their disability. This may help facilitate the kind of motivational dialog between student and advisor that is recommended. In addition, it provides a vehicle whereby the disability services staff can recommend an at-risk student meet with their advisor even before the official advising period to address their academic needs. This supports the intrusive advising model that the retention specialists recommend and might increase student response rates when advisors try to set up appointments with at-risk students.

Financial Aid:

As with students served by disability services, financial aid offices cannot grant access to financial aid information for advisors. The group discussed the possibility that students could sign some kind of release allowing access to that information. If advisors have access to information about student financial issues, the group recommended certain priorities in advising. Firstly, participants felt it needed to be communicated to at-risk students who are well into their educational program, that they've already made a financial investment and the worst thing they can do is not complete their program. Participants also noted the importance of informing students that resources are available year- round, even if they did not apply for financial aid in March. Once classes start, students most likely could get a loan instead of a grant or scholarship, but it also needs to be communicated to students that student loans can be a great investment for the student. In some cases taking student loans may be far superior to students' working full- time, if their full- time work hinders their future earning potential by limiting the grades they receive.

Advisors can play an important role in educating students about financial aid opportunities. Students don't necessarily know what the FAFSA process is. In addition, students don't always pay attention to the notices or the letters they are receiving about financial aid. Advisors can make it clear that this is an important part of their life. At FSU, every student has a financial aid counselor, assigned based on alphabetical listing by last name. These counselors will fill out the FAFSA with students, but very few students actually take advantage of this opportunity. Participants suggested that financial aid counselors may be able to at least disclose if the student met with them. In the past, FSU financial aid has used CSI data to contact every student who was at risk, but they haven't done that in the last year or two. It was recommended that this process be reinstated and when financial aid contacts these students in August, they could share that information with the advisors. In addition, the retention specialists recommend that if there is a hold put on by student accounts, that the advisors be allowed to see the code "needs to see financial aid" in a student's records.

B. Supplementary Materials

1. FSU Pre-Advising Seminar Sample

Purpose:

1) To provide a Pre-Advising Seminar that will prepare selected students to maximize their understanding of how to best select courses for the fall semester.

2) To introduce students to programs and services (Expanding Horizons, Disability Services, “Focus on the Future” - Academic Advising) for which they may wish to participate in.

Who: Select new freshman for fall semester 2012 that may likely be “at-risk” of low academic performance or not returning to the University during freshman or sophomore year.

Criteria to determine students selected for invitation: Low income, first generation college student, disability, V-SAT below 490, below 78 ACCUPLACER Reading, below 72 ACCUPLACER Algebra, College Student Inventory above 65% on drop-out proneness and predicted academic difficulty.

When: Monday June 4 & Tuesday 5, 2012. Time: 3:30- 4:45 PM. (75 minutes).

Location: Hammond Main Lounge

Seminar Topics:

1. Welcome and overview of Pre-Advising Seminar (3 minutes)
2. Overview of Academic Advising Process during SOAR the week of June 11, 15 (3 minutes)
3. Academic Advising Guidelines – Intro. to the Liberal Arts & Sciences program (7 minutes)
4. Introduction to the Four Year Plan of Study (3 minutes)
5. Introduction to Course Descriptions and Course Syllabus (7 minutes)
6. How Placement Test results effect course selection (3 minutes)
7. How to read and use the “course seat availability” list (13 minutes)
8. Using the “schedule planning grid” form to create a schedule for the fall semester (7 minutes)
9. Advising Guidelines for selecting courses and creating a quality course schedule. (3 minutes)
10. Introduction to Registration forms and Use of Web4.fitchburgsate.edu at SOAR (7 minutes)
11. Informal Visit with Expanding Horizons Program staff; Disability Services staff; Academic Advising staff, faculty and students

(25 minutes)

What can I expect to gain from attending?

- Confidence that you are ready to select the right courses and a great first semester schedule when you attend Summer Orientation and Registration (SOAR) on June 11-15.

- Answers to your questions about how one or more academic support programs can partner with you to support your success.
- Receive a Free "Family Guide to Academic Advising" – Published by the National Academic Advising Association.
- Receive a Free "Pre-Advising Reference Guidebook" – a valuable reference guide when preparing to meet with your faculty Advisor and select courses for each semester.

Who will I meet at the Pre-Advising Seminar?

Students, Faculty and Staff representing Academic Advising Center, Disability Services, and Expanding Horizons Program

2. FSU Summer Orientation, Advising & Registration (SOAR) Sample (June 6-10)

You will be assigned a mandatory half day session during this week. Watch your mail!

WHAT TO EXPECT

Your SOAR session will take place in the Hammond Campus Center.

You must sign up for and take your placement test before you can attend your pre-assigned Summer SOAR Session. To do this, visit the Placement Center web site for more information.

You will be greeted by Fitchburg State University President Dr. Robert V. Antonucci.

You will meet with an academic advisor, who will assist you in choosing your classes.

You will register for your fall classes and receive a print out of your schedule.

We will take your picture, which will be used to create your One Card (student ID).

Your family members will participate in their own program, designed to help everyone successfully transition to Fitchburg State University.

You will have ample opportunity to ask questions of your orientation leaders.

Since you will be receiving your schedule, you can stop by the university bookstore to start looking up your books for the fall. You may also search for books by clicking here.

3. FSU "My First-year Plan for Success" Sample

My First Year Plan for Success

As a result of

College Student Inventory Advising

Student's Name: ____

Two strengths identified in my College Student Inventory report are:

____
____
____
____
____
____

Two areas that I would like to improve upon based on my College Student Report are:

____
____
____
____
____
____

Service(s) that I would like to obtain information and/or assistance.

□ Academic Advising
□ Career Center
□ Counseling Services
□ Disability Services
□ Expanding Horizons
□ Financial Aid
□ Health Services
□ Multicultural Student Services
□ Placement Testing
□ student and Academic Life
□ student Development
□ Tutor Center
□ Other: ____

Three strategies that I would implement that would contribute to my success during first year at Fitchburg State University are:

1.____
____
____

2.____

____

__________3.____

____

____

Student Signature: ____ Date ____ / ____ /____

4. FSU "Advisors Contact Report from College Student Inventory Advising" Sample

***Advisors Contact Report* From**

College Student Inventory Advising

Date: ____ / ____ /____

Student's Name: ____

1. **Please rate/select your perception of this students' receptivity to adopt new habits for learning.**

□ **Pre-Contemplative Stage**	□ **Contemplative Stage**
"I don't notice or need to Improve my habits for learning"	"I am uncertain if I want/need to do anything different that will improve my learning"

□ **Decision Stage**	□ **Action Stage**
I want to, I can and I will change my habits for learning." "I realize the reason(s) why and the benefits for changing." "I am confident to start and I believe I can overcome barriers."	" I want to improve my habits for learning." I have written three specific Learning Strategies as part of my Plan for Academic Success." "I have started to change my unproductive habits by using these learning strategies." "I am confident I can overcome the temptation to return to less effective study routines.

2. **Please rate this student's receptivity to support services:**
   □ 1. Very receptive □ 2. Somewhat receptive □ 3. Undecided □ 4. Not Receptive
3. **Please select the services that you referred the student to.**

□ Academic Advising
□ Career Center
□ Counseling Services
□ Disability Services
□ Expanding Horizons
□ Financial Aid
□ Health Services
□ Multicultural Student Services
□ Placement Testing
□ Student and Academic Life - Dean
□ Student Development
□ Tutor Center

5. The next meeting with this advisee is scheduled for: ________________ Follow-up topics:

____

____

____

6. If you are concerned that this student is "at-risk" for poor academic performance or is likely to leave the University please select/comment on the following areas of concern:

□ Academic Motivation:

____

□ General Coping:

____

□ Receptivity to Support Services:

____

□ Hours Working:

____

5. FSU "Student Referral Request" Sample.

Student Referral Request

As a result of

College Student Inventory Advising

Date: ____ / ____ /____

I agree to this confidential referral. I will be sure that this completed form is returned to my advisor.

Student Brings

Referral Request

To (Student Services staff):

____

Student Advisor:____

Student:

____

I would like to talk about :

____

____

____

____

___

____

___

***Student Signature:* ____________________________________**

Referral Follow-up (*not required for referrals to Counseling, Disability or Health Services.*)

To: (*Advisor*) ____

From: (*Referral Office*) ____

Re: *Student* :   ____

Has met with me on: (date) _____ / _____ /__ ___

□ With satisfactory results

□ May or Will continue to be served by this office

□ Also referred to: ____

□ Student Comments on Next Steps:

____
____
____
____
____
____

Staff Signature: **____** ***Date*** **____ / ____ /____**

Student Signature: **____** ***Date*** **____ / ____ /_____**

IV. Data Collection and Analysis Sub-Group

A. Description of Activities and Recommendations

The data collection sub-group compiled a list of student and program data for advising that will be key in improving advising and retention rates on both campuses. The data was divided into the following categories "Student Groups to Identify and Follow" and "Pivotal Points of Transition in Students' Careers." The following is a summary of the data collection recommendations of the sub-group.

Staff Complete With Student

1. Student Groups to Identify and Follow:
   - Undergraduate commuter students.
   - Undergraduate part-time students.
   - Students with dependents.
   - Students on academic probation/suspension.
   - Students in remedial courses.
   - First-time first-year students and transfers who did not attend orientation.
   - Students eligible for pre-registration but not enrolled once that ends.
   - Students with BHE exemptions.

- Students changing their majors (as they may potentially not be able to graduate within four years, depending on how the change impacts their progress).
- Students receiving Pell grants.
- Undeclared students.
- Students with holds on their accounts.
- All transfer students.
- Students who receive Early Warning Notices .
- Students who receive failure warnings
- Accuplacer Reading below 79.
- Accuplacer Algebra below 63.
- First-generation college student.
- Student planning to work more than 20 hours per week.
- Students considered "at-risk" through the use of the CSI.
- Students who have not taken their math course in the first year.

2. Pivotal Points of Transition in Students' Careers:

- The first time they register without the assistance of the ASC, be they first-year or transfer.
- First time they need to reapply for financial aid (deadline and process are different).
- Within the first few weeks of a course that is known to be especially difficult for students (courses with high numbers of D's, E's, F's and W's.
- The point in the semester when holds are placed on accounts.
- Students with majors that require assistance during the summer months.
- Seniors with unfulfilled graduation requirement or who have been denied graduation.
- Students requesting multiple transcripts.
- Intervene when a student fails a course required for progression within the major.
- Students that fail the first-year seminar.
- Monitor when GPA within the major drops below the required GPA for graduation.

- Monitor abrupt drops in GPA. For example, a change greater than .25 in any given semester.

V. Work with Retention Consultant

The WSU and FSU Collaborative team worked with Rebeccah Sonn from Sonn Educational Consultants in May. She provided a series of recommendations for future collaborative efforts between the two universities:

An overview of why the issue of retention is important to each campus, and the culture/ climate at each campus regarding this issue.

- Discuss *student-centric* culture on campus.
- Address any potential barriers on campus to proposed interventions.

A discussion of the role of the faculty advisor in college retention efforts.

- Discuss advising as the direct link between academics and Support Services.
- Define *intrusive intervention*, *proactive intervention*, *resource*, and *advocate* in relation to retention efforts.
- Address the need to define the role of advisor.
  - Is additional training needed?
  - Informal and formal mentoring of advisors
  - Strategic use of certain faculty as advisors for most at-risk students.

A discussion of effective communication and the role it plays in retention.

- Explain the lines of communication between Support Services and faculty advisors.
  - Does Support Services communicate all its available resources to faculty advisors?
  - How should advisors organize and disseminate this information?
- Explain the lines of communication between faculty advisors and students.
  - Need for students to receive consistent messages and visible services.
  - Recognition of difficulty in connecting with students with needs for services but do not respond to outreach.
  - Discuss approaches to connect students with peers, faculty and staff on campus, both academically and socially.

An organized plan of identification and intervention with the process clearly spelled out:

- WHO is being flagged/ tracked
- WHY are they being identified
- WHAT is the intervention they will receive
- HOW will the intervention retain them
- WHEN will the intervention take place

How you propose to make this a campus-wide, visible approach, with shared responsibility across campus.

VI. Outcomes

A. Adoption of the Noel Levitz CSI survey at WSU.
B. Continue the Retention Specialist Initiative at FSU.
C. Participants gained a stronger awareness of policies and procedures in academic support offices (DSO and Academic Advising) and Financial Aid.
D. Initial planning to identify students who need to be tracked has been completed by the Data Collection and Analysis Sub-Group.
E. Identification of tools (OARS & FRAMES) to assist advisors at WSU.
F. Identification of practices (workshops and timelines) to increase at-risk student support.

VI. Summary of Recommendations

A. Adopt intrusive and proactive advising practices for "at-risk" students at both universities.
B. Provide increased opportunities for advisor-student contact at both universities.
C. Adopt a proactive schedule of student engagement efforts.
D. Utilize the principles of "Motivational Interviewing" (OARS and FRAMES).
E. Provide incentives for advisors who go the extra mile.
F. Provide advising in other formats, such as online videos.

VII. Future Plans

A. Bring the initial findings of this collaborative back to each campus and work with the stakeholders to carry out the recommendations outlined above.
B. Assess the activities carried out during the 2011-2012 academic year and plan for 2012-2013 activities.

Appendix 1E

2010-2011 Specific Outcome Results and Data Collection Methods

MANAGEMENT LEARNING OUTCOMES

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data	Spring 2012 Assessment Data
1. To become familiar with the basic activities of managers in an organizational setting.	BSAD 3200: Strategic management project and presentation, and research paper BSAD 4200: Team presentation and written assignments BSAD 4300: Real world interview and research project	BSAD 3200: Average class score on strategic management project and presentations and research paper 75% or higher BSAD 4200: Average class score on team presentation and written assignments 80% or higher BSAD 4300: Average class score on real world interview and research project 80% or higher	BSAD 3200: Average class score on strategic management project and presentations and research paper 82% BSAD 4200: Average class score on team presentation 86% and written assignments 80% (combined average 83%) BSAD 4300: Average class score on real world interview and research 85%	BSAD 3200: Average class score on strategic management project and presentations and research paper 82% BSAD 4200: Average class score on team presentation 88% and written assignments 82% (combined average 85%)

	BSAD 4950: Final paper and performance evaluations	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher	BSAD 4950: Average class score on final paper 92% and performance evaluations 90% (combined average 91%)	BSAD 4950: Average class score on final paper 93% and performance evaluations 92% (combined average 92.5%)
2. To understand the influences the behavioral sciences on management activities and the day-to-day performance of major business activities and functions.	BSAD 3200: Research paper BSAD 4200: Case studies BSAD 4300: Real world interview and research project	BSAD 3200: Average class score on research paper 75% or higher BSAD 4200: Average class score on case studies 80% or higher BSAD 4300: Average class score on real world interview and research project 80% or higher	BSAD 3200: Average class score on research paper 82% BSAD 4300: Average class score on real world interview and research project 85%	BSAD 3200: Average class score on research paper 82%
3. To develop greater self-awareness and insight into personal strengths and challenges.	BSAD 4200: Comparison of pre self-assessment survey and post-self-assessment analysis	BSAD 4200: Average class increased score of 25% or higher	BSAD 4200: Average class score comparison of pre self-assessment survey (50%) and post-self-assessment	BSAD 4200: Average class score comparison of pre self-assessment survey (53%) and post-self-assessment

	paper BSAD 4950: Final paper	BSAD 4950: Average class score on final paper 80% or higher	analysis paper (85%) is 75% increase BSAD 4950: Average class score on final paper 92%	analysis paper (88%) is 66% increase BSAD 4950: Average class score on final paper 93%
4. To consider, explore, and demonstrate the personal skill set/inventory necessary for the effective/successful performance of various managerial roles and career options.	BSAD 1700: Microsoft Office literacy post-assessment results BSAD 3200: Assessment of communication skills during final semester presentation	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 75% or higher BSAD 3200: Average class score on assessment of communication skills during final semester presentation 75% or higher	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 86% (note: pre-self-assessment was 66% and post-self-assessment is N/A) BSAD 3200: Average class score on assessment of communication skills during final semester presentation 82%	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 89% (note: pre-self-assessment was 66% and post-self-assessment was 93%) BSAD 3200: Average class score on assessment of communication skills during final semester presentation 82%

	BSAD 4230: Three forecast development assignments that require the Naïve, Moving Average, and Multiple-Regression forecasting models BSAD 4950: Final paper and performance evaluations	BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and Multiple-Regression models 75% or higher. BSAD 4950: Average class score on final paper and performance evaluations 80% or higher	BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and Multiple-Regression models 91% (note: pre-self-assessment was 42%) BSAD 4950: Average class score on final paper 92% and performance evaluations 90% (combined average 91%)	BSAD 4230: Average class score on three forecast generation assignments that require Naïve, Moving Average, and Multiple-Regression models 89% (note: pre-self-assessment was 40% and post-self-assessment was 84%; Also results are average of two class sections) BSAD 4950: Average class score on final paper 93% and performance evaluations 92% (combined average 92.5%)
5. To develop a greater awareness/impact of the various social, legal, political, economic, competitive, global and technological influences on business organizations.	BSAD 1700: General information technology literacy post-assessment results	BSAD 1700: Average class score on general information technology post-assessment results 75% or higher	BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%)	BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%)

	BSAD 3200: Research paper and final exam question BSAD 4210: Case analysis BSAD 4300: Real world interview and research project and final exam question	BSAD 3200: Average class score on research paper and final exam 75% or higher BSAD 4210: Average class score on case analysis 80% or higher BSAD 4300: Average class score on research paper and final exam question 80% or higher	BSAD 3200: Average class score on research paper and final exam 84% BSAD 4300: Average class score on research paper and final exam question 85%	BSAD 3200: Average class score on research paper and final exam 81%

MARKETING LEARNING OUTCOMES

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data	Spring 2012 Assessment Data
1. To explore the role of marketing as a fundamental social process and as an organizational policy process.	BSAD3300: Situational analysis section within term project	BSAD 3300: Average class score on situational analysis section within term project 75% or higher	BSAD 3300: Average class score on situational analysis section within term project 85%	BSAD 3300: Average class score on situational analysis section within term project 82%

	BSAD 4310: Real world situational analysis section within term project BSAD 4330: Situational analysis section within term project BSAD 4340: Real world situational analysis section within term project and case study analysis homework assignment	BSAD 4310: Average class score on real world situational analysis section within term project 80% or higher BSAD 4330: Average class score on situational analysis section within term project 80% or higher BSAD 4340: Average class score on real world situational analysis section within term project and case study analysis homework 80% or higher	BSAD 4330: Average class score on situational analysis section within term project 85%	BSAD 4310: Average class score on real world situational analysis section within term project 81% BSAD 4340: Average class score on real world situational analysis section within term project and case study analysis homework 82%
2. To understand fundamental marketing concepts, theories and principles in areas of marketing policy; of market and consumer behavior; of product, distribution, promotion and pricing decisions.	BSAD 3300: Overall situational marketing plan within term project BSAD 4310: Overall real world marketing plan within term project	BSAD 3300: Average class score on overall situational marketing plan within term project 75% or higher BSAD 4310: Average class score on overall real world marketing plan within term 80% or	BSAD 3300: Average class score on overall situational marketing plan within term project 85%	BSAD 3300: Average class score on overall situational marketing plan within term project 82% BSAD 4310: Average class score on overall real world marketing plan within term 81%

	BSAD 4330: Overall situational marketing plan within term project BSAD 4340: Overall real world marketing plan within term project BSAD 4950: Final paper and performance evaluations (if applicable internship)	higher BSAD 4330: Average class score on overall situational marketing plan within term project 80% or higher BSAD 4340: Average class score on overall real world marketing plan within term 80% or higher BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	BSAD 4330: Average class score on overall situational marketing plan within term project 85%	BSAD 4340: Average class score on overall real world marketing plan within term 82%
3. To analyze the interaction of marketing and environmental forces - more specifically, understand the interaction of marketing decisions and practices with social, technological, economic, political and ecological forces; with competitive and consumer forces; and with organizational dynamics.	BSAD 1700: General information technology literacy post-assessment results	BSAD 1700: Average class score on General Information Technology post-assessment results 75% or higher	BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%)	BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%)

	BSAD 3300: Situational analysis section within term project	BSAD 3300: Average class score on situational analysis section within term project 75% or higher	BSAD 3300: Average class score on situational analysis section within term project 85%	BSAD 3300: Average class score on situational analysis section within term project 82%
	BSAD 4310: Real world situational analysis within term project	BSAD 4310: Average class score on real world situational analysis within term project 80% or higher		BSAD 4310: Average class score on real world situational analysis within term project 81%
	BSAD 4330: Situational analysis section within term project	BSAD 4330: Average class score on situational analysis section within term project 80% or higher	BSAD 4330: Average class score on situational analysis section within term project 85%	
	BSAD 4340: Real world situational analysis within term project and case study analysis assignment	BSAD 4340: Average class score on real world situational analysis within term project and case study analysis assignment 80% or higher		BSAD 4340: Average class score on real world situational analysis within term project and case study analysis assignment 82%

4. To investigate the relationship between the marketing management and the individual consumption processes.	BSAD 3310: Final exam question	BSAD 3310: Average class score on final exam question 75% or higher		
5. To demonstrate practical learning and intellectual growth.	BSAD 3300: Situational analysis and final exam question BSAD 4310: Real world situational analysis within term project and final exam BSAD 4330: Real world situational analysis within term project and final exam question	BSAD 3300:Average class score on situational analysis and final exam question 75% or higher BSAD 4310: Average class score on real world situational analysis within term project and final exam 80% or higher BSAD 4330: Real world situational analysis within term project and final exam question 80% or higher	BSAD 3300:Average class score on situational analysis and final exam question 76% BSAD 4330: Real world situational analysis within term project and final exam question 79%	BSAD 3300:Average class score on situational analysis and final exam question 78% BSAD 4310: Average class score on real world situational analysis within term project and final exam 80%

	BSAD 4340: Real world situational analysis within term project and final exam BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4340: Average class score on real world situational analysis within term project and final exam 80% or higher BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		BSAD 4340: Average class score on real world situational analysis within term project and final exam 80%

FINANCIAL REPORTING LEARNING OUTCOMES

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data	Spring 2012 Assessment Data
1. To understand the role of ethics in financial reporting.	BSAD 2010: Written ethics case or situations identifying and providing solutions to unethical behavior. First and Final Exam	BSAD 2010: Average class score on written ethics case or situations identifying and providing solutions to unethical behavior 75% or higher	Average class score on written ethics case or situations identifying and providing solutions to unethical behavior 80.75.	

	BSAD 4140**:** First and final **w**ritten analysis of ethical situations in auditing of financial statements.	BSAD 4140: Average class score on written ethics case questions on first and final exam 80% or higher.		BSAD 4140: Average class score on written ethics case questions on first and final exam 84%.
2. To be able to record business transactions using debits and credits.	BSAD 2010: First exam and first and final exam questions. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 2010: Average class score on first exam and first and final exam questions 75% or higher BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	BSAD 2010: Average class score on first exam 74% BSAD 2010: Average class score on first and final exam questions 78.5%	BSAD 2010: Average class score on first exam 74%
3. To understand GAAP - revenue recognition and the matching principle.	BSAD 2010: First exam and first and final exam questions.	BSAD 2010: Average class score on first exam and first and final exam questions 75% or higher	BSAD 2010: Average class score on first exam 74% BSAD 2010: Average class score on first and final exam questions 78.6%	BSAD 2010: Average class score on first exam 74%

	BSAD 3020: First and final exam questions. Prepare income statements converting from cash basis to accrual basis and accrual basis to cash basis. Final Exam; from given situations compute revenue by examining and applying learning and realization elements of revenue recognition methods. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 3020: Average class score on first and final exam questions 80% or higher. BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		BSAD 3020: Average class score on first and final exam questions 84.09%
4. To distinguish between Inventory costing methods.	BSAD 2010: Second and final exam questions.	BSAD 2010: Average class score on second exam questions 75% or higher.	BSAD 2010: Average class score on second exam questions 82% BSAD 2010: Average	BSAD 2010: Average class score on second exam questions 75%

	BSAD 3020: First and final exam questions. Evaluation of inventory using FIFO, LIFO, Average Cost, and Dollar Value LIFO methods. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 3020: Average class score on first and final exam questions 80% or higher. BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	class score on second and final exam questions 83.33%	BSAD 3020: Average class score on first and final exam questions 85.45%
5. To be able to perform bank reconciliation as an internal control function.	BSAD 2010: Second exam questions and first and final exam questions, prepare bank reconciliation with errors and journal entries. BSAD 3010: Third and final exam questions. Reconcile bank and book	BSAD 2010: Average class score on second exam questions 75% or higher. BSAD 3010: Average class score on third and final exam questions 80% or higher.	BSAD 2010: Average class score on second exam questions 82% BSAD 2010: Average class score on first and final exam questions 83.6% BSAD 3010: Average class score on third and final exam questions 90.31%	BSAD 2010: Average class score on second exam questions 75%

	balances with various bank and/or depositor errors, and journalizing reconciling entries to present corrected cash balance. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		
6. To perform valuation of accounts receivable.	BSAD 2010: Second and final exam questions BSAD 3010: First and final exam questions. Calculate valuation of accounts receivable using methods of accounting for	BSAD 2010: Average class score on second exam questions 75% or higher. BSAD 3010: Average class score on first and final exam questions 80% or higher.	BSAD 2010: Average class score on second exam questions 82% BSAD 2010: Average class score on second and final exam questions 82.33% BSAD 3010: Average class score on first and final exam questions 81.82%	BSAD 2010: Average class score on second exam questions 75%

	uncollectible accounts (1) Direct write-off method (2) Allowance method. Calculate transactions involving Sale of receivables (factoring) with or without recourse. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		
7. To differentiate between capital and revenue expenditures.	BSAD 3020: First exam question. Prepare analysis of changes in land and building accounts for inclusion in balance sheet. Classification of acquisition and other costs. Prepare journal entries for capitalized interest and interest expense. Analysis of	BSAD 3020: Average class score on first exam question 80% or higher.		BSAD 3020: Average class score on first exam question 87.88%

	subsequent expenditures and required journal entries. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		
8. To recognize contingent liabilities.	BSAD 3020: Third and final exam. Analysis of independent situations requiring written disclosures and journal entries of contingencies for financial statement purposes. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 3020: Average class score on third and final exam questions 80% or higher. BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)		BSAD 3020: Average class score on second exam question 81.82%

MANAGERIAL ACCOUNTING LEARNING OUTCOMES

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data	Spring 2012 Assessment Data
1. To recognize the role of ethics in accounting.	BSAD 4140: Question identifying and providing solutions to remedy unethical behavior.	BSAD 4140: Average class score on question identifying and providing solutions to remedy unethical behavior 75% or higher.		
2. To differentiate between job order cost systems and process cost systems.	BSAD2020: First Exam, analysis of manufacturing cost accounts and preparation of cost of production reports. BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 2020: Average class score on first exam 75% or higher. BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	BSAD 2020: Average class score on first exam 70%	BSAD 2020: Average class score on first exam 78%
3. To understand the relationship between cost behavior and cost volume profit.	BSAD: 2020: Second examination.	BSAD 2020: Average class score on second exam 75% or higher	BSAD 2020: Average class score on second exam 80%	BSAD 2020: Average class score on second exam 88%

4. To perform contribution margin analysis and prepare static and flexible budgets.	BSAD 2020: Excel project and final exam BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 2020: Average class score on excel project and final exam 75% or higher BSAD 4950: Average class score on final paper and performance evaluations 80% or higher (if applicable internship)	BSAD 2020: Average class score on excel project 77% and final exam 76% . (Combined average 76.5%)	BSAD 2020: Average class score on excel project 80% and final exam 76% . (Combined average 78%)
5. To recognize relationships in standard costs and variances.	BSAD: 3120: Exam questions BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 3120: Average class score on exam questions 75% or higher BSAD 4950: Final paper and performance evaluations (if applicable internship)		
6. To understand the relationships between costing methods and product pricing.	BSAD: 2020: Second examination.	BSAD 2020: Average class score on second exam 75% or higher.	BSAD 2020: Average class score on second exam 80%	BSAD 2020: Average class score on second exam 88%
7. To perform capital investment valuation analysis.	BSAD 3400: Exam questions	BSAD 3400: Exam questions		

COMPUTER INFORMATION SYSTEMS LEARNING OUTCOMES

Student learning outcome	Data that will tell us the extent to which this outcome is being met	Threshold at which we'll consider our students successful in meeting the outcome	Fall 2011 Assessment Data	Spring 2012 Assessment Data
1. To demonstrate fundamental software application skills in MS Word, Excel, PowerPoint and Access in support of basic business applications.	BSAD 1700: Microsoft Office literacy post-assessment results BSAD 4950: Final paper and performance evaluations (if applicable internship)	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 75% or higher BSAD 4950: Average class score on final exam question 75% or higher	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 86% (note: pre-self-assessment was 66% and post-self-assessment is N/A)	BSAD 1700: Average class score on Microsoft Office literacy post-assessment 89% (note: pre-self-assessment was 66% and post-self-assessment was 93%)
2. To define basic computer information technology hardware and software terminology.	BSAD 1700: Basic IT technology subset of questions within general information technology literacy post-assessment results	BSAD 1700: Average class score on basic IT technology subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on general information technology literacy post-assessment results 77% (note: pre-assessment was 8%)	BSAD 1700: Average class score on general information technology literacy post-assessment results 76% (note: pre-assessment was 5%)

3. To explain the components and implications of graphical user interfaces within information technology.	BSAD 1700: Graphical User Interfaces subset of questions within general information technology literacy post-Assessment results	BSAD 1700: Average class score on graphical user interfaces subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on graphical user interfaces subset of questions within general information technology literacy post-assessment 92% (note: pre-assessment was 6%)	BSAD 1700: Average class score on graphical user interfaces subset of questions within general information technology literacy post-assessment 95% (note: pre-assessment was 1%)
4. To describe the fundamental patterns on which all information technology is built.	BSAD 1700: Fundamental patterns of IT subset of questions within general information technology literacy post-assessment results	BSAD 1700: Average class score on fundamental patterns of IT subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on fundamental patterns of IT subset of questions within general information technology literacy post-assessment 90% (note: pre-assessment was 1%)	BSAD 1700: Average class score on fundamental patterns of IT subset of questions within general information technology literacy post-assessment 85% (not: pre-assessment was 0%)
5. To be demonstrate an understanding of Web site organization, how search engines work, and how to evaluate the accuracy of Web content.	BSAD 1700: Web site organization subset of questions within general information	BSAD 1700: Average class score on Web site organization subset of questions within general information technology	BSAD 1700: Average class score on Web site organization subset of questions within general information	BSAD 1700: Average class score on Web site organization subset of questions within general information

	technology literacy post-assessment results	literacy post-assessment results 75% or higher	technology literacy post-assessment 87 (note: pre-assessment was 6%)	technology literacy post-assessment 76 (note: pre-assessment was 1%)
6. To explain basic computer software and hardware debugging strategies and workarounds.	BSAD 1700: debugging Strategies subset of questions within general information technology literacy post-assessment results	BSAD 1700: Average class score on debugging strategies subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on debugging strategies subset of questions within general information technology literacy post-assessment 85% (note: pre-assessment was 5%)	BSAD 1700: Average class score on debugging strategies subset of questions within general information technology literacy post-assessment 83% (note: pre-assessment was 0%)
7. To describe basic privacy and digital security concepts and consider their implications.	BSAD 1700: Privacy and digital security subset of questions within general information technology literacy post-assessment results	BSAD 1700: Average class score on privacy and digital security subset on society subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on privacy and digital security subset on society subset of questions within general information technology literacy post-assessment 66% (note: pre-assessment was 0%)	BSAD 1700: Average class score on privacy and digital security subset on society subset of questions within general information technology literacy post-assessment 84% (note: pre-assessment was 0%)

8. To recognize and discuss ethical issues and the impact of computers on society.	BSAD 1700: Ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment results	BSAD 1700: Average class score on ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment results 75% or higher	BSAD 1700: Average class score on ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment 100% (note: pre-assessment was 21%)	BSAD 1700: Average class score on ethical issues and impact of computers on society subset of questions within general information technology literacy post-assessment 90% (note: pre-assessment was 9%)

Appendix 1F

2011 – 2012 Annual Assessment Report

Business Administration Department

2011 – 2012 Annual Assessment Report

5/29/2012

1. Narrative:
   Please summarize your department or program's assessment activities during the past academic year.

   During the Fall 2011 and Spring 2012 semesters, individual course faculty members assessed student learning for the majority of Business Administration Department (BSAD) learning outcomes based on identified thresholds for student performance. Embedded assignments, exam questions, projects, pre-assessment tests and surveys, and post-assessment surveys were used to assess student learning outcomes related to the departmental learning outcomes. Additionally, as we noted on last year's assessment report, we had not collected data related to the marketing and internship areas during the Fall 2010 and Spring 2011 semesters. Therefore, we made a focused effort this year to incorporate data from these areas in this year's assessment collection process. As a result, we have collected and incorporated assessment results for the marketing and internship areas within this year's assessment effort.

   The assessment data collected, this year, by individual faculty members were combined into one master assessment spreadsheet which provides a holistic view of the department's assessment efforts. We will post this year's master assessment spreadsheet to the BSAD public web site like we did last year (click on the following link to access last year's report http://www.fitchburgstate.edu/academics/undergraduate-day-programs/business-administration/accreditation/). Additionally, Appendix A is a copy of this year's master assessment spreadsheet which includes learning outcomes, the data used to determine the extent to which each outcome was met, the threshold at which students were considered successful in meeting each outcome, and Fall 2011 and Spring 2012 actual assessment results.)

   We also refined our learning outcome/course mappings this year. We undertook this task for two primary reasons. First, to add mapping references to courses and curricula previously not incorporated in the original mapping. Second, to modify a few mapping references to better reflect where learning outcome content is taught.

The major change to this document was the incorporation of links between learning program outcomes and our internship program (See Attachment A).

Additionally, we developed an overall Outcomes Assessment Plan. We developed this plan to conform to the assessment standards set by our accrediting organization, the International Assembly for Collegiate Business Education (IACBE). This plan describes our department's approach to outcomes assessment. Specifically, this plan addresses the following assessment areas: strategic assessment, student learning assessment, operational assessment, and linkage with strategic planning. Furthermore, we plan to post our Outcomes Assessment Plan to the BSAD public web site. (See Attachment B for a copy of our Outcomes Assessment Plan.)

In addition, the Business Administration Department (BSAD) Advisory Board met during the Spring 2012 semester. Our Advisory Board is comprised of business leaders with specializations that cover all key business areas. During this meeting, the Business Administration Department Advisory Board members were provided with an overview of the department's recent assessment activities as well as our preliminary assessment results for Fall 2011. (See Attachment F for the Spring 2012 Business Department Advisory Board meeting summary.) Furthermore, to aid us in our assessment efforts, we utilized student satisfaction surveys and graduating student surveys to assess perceptions of student competencies.

Business faculty representatives also attended a number of assessment conferences and workshops. These included the NEEAN Fall Forum 2011, NEEAN Dialogues in the Disciplines focused on Business, Math and Sciences 2012, FSU College Readiness in Mathematics Forum, and FSU College Readiness in English Language Arts/Literacy.

2. Annual Analysis of Data
   What is/are the most important thing(s) you learned from assessment in the past academic year, and how does knowing this benefit your program?

   Please specify the following using the table that follows:

   Outcomes:
   What are the formal learning outcomes that your program has assessed, for which you have looked at data (*including data collected in prior years*), and for which you have made or proposed program changes in the past academic year? Please include the full outcome statement your program uses.

   Data:

   Other than GPA, what data/evidence was used to determine that graduates have achieved the stated outcomes for the degree? This *can include data* *collected in prior years and analyzed this year* (e.g., capstone course, portfolio review, licensure examination)

Changes:

What changes have been made or proposed as a result of using the data/evidence? Please specify clearly which changes have been proposed based on this year's data and which have been enacted this year based on either this year's or prior year's data. *This can include changes to your program or changes to your assessment system.*

Using Data to Improve Student Learning Outcomes This Year.

Outcomes	Data	Changes
Computer Information Systems Learning Outcome 5 To be familiar with Web site organization, how search engines work, and how to evaluate the accuracy of Web content.	During Fall 2010 and Spring 2011 faculty assessed this outcome with data from test questions and research projects. Results of the assessment suggested that students did not demonstrate adequate information literacy proficiency. The assessment results were: Fall 2010 - 77% and Spring 2011 - 73%.	Two changes resulted from analysis of this learning outcome's Fall 2010 and Spring 2011 assessment results. First, beginning in Fall 2011 an advanced online library research session conducted by a Fitchburg State Reference & Special Collections Librarian was added to the BSAD 1700 traditional course curriculum. Second, information literacy related questions were added to the pre- and post-self-assignments. Although results of this learning outcome's Fall 2011 assessment showed a slight improvement over the prior year (Fall 2011 78%) an additional session was devoted to this learning outcome during the Spring 2012 traditional BSAD 1700 course. This session occurred after the session conducted by the librarian and was devoted to reinforcing and

		practicing the techniques she discussed. Results of the Spring 2012 assessment of this learning outcome suggested that two sessions devoted to research resulted in a significant improvement in this learning outcome (Spring 2012 83%). A planned change for Fall 2012 is to "imbed a librarian" in the online version of BSAD 1700. The faculty teaching that course has begun discussions, including defining specifications, with s Fitchburg State librarian.
Financial Reporting Learning Outcomes 1 – 8 To understand the role of ethics in financial reporting To be able to record business transactions using debits and credits To understand GAAP - revenue recognition and the matching principle To distinguish between inventory costing methods To be able to perform	During Fall 2010 and Spring 2011 faculty assessed these outcomes with data such as written cases and situations, projects, and exams. Results of the assessment suggested that students demonstrated adequate proficiency in meeting these outcomes. The average results for these outcomes were 77% in both the Fall 2010 and Spring 2011 semesters. (See http://www.fitchburgstate.edu/academics/undergraduate-day-programs/business-administration/accreditation/ for specific outcome results and data collection methods.)	Based on last year's assessment results, some faculty decided to increase the pace while covering material in BSAD 2010. This allowed the faculty to cover the material more in-depth and to incorporate additional material. Results of this year's assessment of these learning outcomes suggested that this approach was justified. This is because the assessment results are similar. The average results for these outcomes were 79% for Fall 2011 and 75% for Spring 2012.

bank reconciliation as an internal control function To perform valuation of accounts receivable To differentiate between capital and revenue expenditures To recognize contingent liabilities		
Managerial Accounting Learning Outcomes 1 – 7 To recognize the role of ethics in accounting. To differentiate between job order cost systems and process cost systems To understand the relationship between cost behavior and cost volume profit. To perform contribution margin analysis and prepare static flexible budgets. To recognize relationships	During Fall 2010 and Spring 2011 faculty assessed these outcomes with data such as written cases and situations, projects, and exams. Results of the assessment suggested that students demonstrated adequate proficiency in meeting these outcomes. The average results for these outcomes were 83% in Fall 2010 and 80% in Spring 2011. (See http://www.fitchburgstate.edu/academics/undergraduate-day-programs/business-administration/accreditation/ for specific outcome results and data collection methods.)	Based on last year's assessment results, some faculty decided to increase the pace while covering material in BSAD 2020. This allowed the faculty to cover the material more in-depth and to incorporate additional material. Results of this year's assessment of these learning outcomes suggested that this approach was justified. This is because the assessment results are similar. The average results for these outcomes were 77% for Fall 2011 and 83% for Spring 2012.

in standard costs and variances. To understand the relationships between costing methods and product pricing. To perform capital investment valuation analysis.		
Financial Reporting Learning Outcome 2 To be able to record business transactions using debits and credits	During Fall 2011 and Spring 2012 faculty assessed this learning outcome with data such as first and final exam questions. The average class score for this outcome was 76% in Fall 2011 and 74% in Spring 2012. (See Attachment A.) The outcome for this objective indicated that some students at the BSAD 2010 level who receive an introduction to the related concepts perform on an average below their counterparts at the BSAD 3010 level which is normal. This difference is mostly due to the student's prior association of the meaning of debits and credits in the business world such as what a debit in their bank account means, which is different from the application in	A suggested remedy for this conflict is that instructors teaching BSAD 2010 should use the worksheet early in their courses to build students' familiarity and mastery of this accounting tool, and should also reinforce at the BSAD 3010 level.

	Financial Accounting. Students sometimes have a difficult time switching the basic premise which hinders the learning process. This aspect of the course in BSAD 2010 is the foundation for all financial accounting courses. This conflict if not resolved at the BSAD 2010 level affects the student's ability to build a solid foundation in the basic concepts and their application of what is referred to as the accounting system which continues throughout financial accounting. Students that enter the BSAD 3010 course usually exhibit a similar deficiency in concepts and their application which is transferred from the prior course BSAD 2010. This deficiency must be corrected in this course or the student will not have the skills necessary to perform beyond the BSAD 3010 level and in some cases have to abandon their dream of becoming an accountant. The use of a worksheet that is typical in accounting is not familiar to some students entering BSAD 3010, without a prior experience in using the worksheet, so it is at this level where	

	they must first learn and apply the concepts which amounts to remedial work.	
Financial Reporting Learning Outcome 3 To understand GAAP - revenue recognition and the matching principle	During Fall 2011 and Spring 2012 faculty assessed this learning outcome with data such as first and final exam questions. The average class score for this outcome was 76% in Fall 2011 and 79% in Spring 2012. (See Attachment A.) An understanding of Generally Accepted Accounting Principles (GAAP) is a core concept and application that is introduced in BSAD 2010. It is reinforced in BSAD 3010, so students receive an additional opportunity to master this learning objective using advance concepts and application. Students' apply this concept throughout their financial accounting careers, and as such must comprehend this core concept. Although assessment data indicate that students meet the established criteria, their overall comprehension could reflect a higher score, which means that some instruction and reinforcement adjustment is needed to improve their performance	Although assessment data indicated that students meet the established criteria, their overall comprehension could reflect a higher score, which means that some instruction and reinforcement adjustment is needed to improve their performance
Financial Reporting Learning Outcome 8	During Fall 2011 and Spring 2012 faculty assessed this learning outcome with data such as first and final exam	To achieve an improvement in performance in this learning objective, more time can be devoted to presentation of concepts and

To recognize contingent liabilities	questions. The average class score for this outcome was 82% in Spring 2012. (See Attachment A.) Although students receive a minimal introduction in BSAD 2010 to this subject matter, it is in the BSAD 3010 course that a thorough discussion and practical application takes place. Students' exhibit a tendency to discount chapter concepts compared to other more familiar ones.	application and how students reinforce learning in homework assignments.

3. Future Assessment Plans:
   What are your top assessment priorities for next year and what will assure that next year's assessment priorities are accomplished?

   Please specify the following using the table that follows the outcomes to be assessed, data to be collected and who will collect and interpret the evidence? What is the process? (e.g. annually by the curriculum committee)

Plans for Collecting Data on Student Learning Outcomes Next Year

Outcomes	Data to be collected	Collection and interpretation
We plan to continue accessing the majority of our undergraduate learning outcomes, as we have the past two years.	The data we collect will include embedded assignments, exam questions, projects, and pre-assessment tests and surveys.	Individual course faculty members will assess and collect student learning outcomes. This data will then be collected and summarized in one overall master spreadsheet. Individual and faculty groups will interpret the collected data and use it to inform program and course changes as applicable.
We also plan to begin assessing our MBA courses in the areas of organizational behavior, management information systems, and accounting practices for managers.	The data we collect has not yet been specified, but will likely include embedded assignments, exam questions, and projects.	Our collection and interpretation process will be determined. However, this process will likely include data collection and assessment by individual faculty members. This data will be summarized within one document and shared within the department.
Computer Information Systems Learning Outcome 5	Although student learning has improved for this outcome over the past year, we	Data will be collected by individual faculty members and will be included in the

To be familiar with Web site organization, how search engines work, and how to evaluate the accuracy of Web content.	currently obtain assessment data for this outcome from one class. As such, we aim to collect information literacy data points from additional classes next year.	summarized master spreadsheet. Individual and faculty groups will interpret the collected data and use it to inform program and course changes as applicable.

In addition to the above plans for collecting student learning outcomes for next year, we will focus much of our energy on preparing for our IACBE re-accreditation site visit during Fall 2013. For example, next year we will develop our IACBE self-study document and supporting documentation.

Appendix 1G

Business Administration Department's Advisory Board Meeting Minutes

Fitchburg State University
Business Administration Department
2013 Advisory Board Meeting Summary

Meeting Date

- 03-05-2013

Meeting Time

- 8:00a.m. – 9:15a.m.

Advisory Board Members Present

- Diane Caggiano
- Joseph Caouette
- Jie Chen
- Robert Gohary
- Karen McCloskey
- Audrey Pereira
- Louis Pereira
- Veronica Zsolcsak

Advisory Board Members Absent

- Matthew Doucette
- Paulo DeOliveira
- Julie Furrier
- Tammy Lafreniere
- Andy Puga

Guest Attendees

- Richard DesRoches

Meeting Summary

New Business Department Chair Introduction

- Diane Caggiano, the new Business Administration Department Chair, introduced herself to the Advisory Board members.

IACBE Re-affirmation Process Status Report

- Diane Caggiano and Audrey Pereira provided a brief history and status report on the IACBE re-affirmation process.
- The MBA and BS business programs are accredited by IACBE (International Assembly for Collegiate Business Education), and the Business Administration Department obtained initial accreditation ten years ago.
- We are currently preparing for re-affirmation. As such, we are developing our Self-Study document. The self-study document is comprised of 9 principles:
    - Outcomes Assessment
    - Strategic Planning
    - Curriculum
    - Faculty
    - Scholarly and Professional Activities
    - Resources
    - Internal and External Relationships
    - International Business Education
    - Educational Innovation
    - We have completed approximately 75% of the rough-draft self-study document.
    - We plan to submit a draft copy of the self-study to IACBE by the end of May. We anticipate obtaining and incorporating IACBE's feedback this summer.
    - Our 2-day site visit is scheduled for September 23 – 24, 2013. After the site visit, the IACBE will generate and we will respond to a site visit report. After we respond, the IACBE Board of Commissioners will review the materials and determine the status of our programs.
    - We are also planning to join AACSB (Association to Advance Collegiate Schools of Business), and we are considering applying for their accreditation.

Strategic Plan Modifications Review

- Diane Caggiano asked the board to provide feedback regarding the current departmental vision statement.
- Members on the board indicated that the vision statement was too general and broad. In addition, they suggested that the current version would be too difficult to measure because it may have different meanings to different people.
- Veronica Zsolcsak volunteered to donate resources that will compare the Fitchburg State University vision statement and course offerings with other comparable universities in the Massachusetts state university system. Audrey Pereira will provide her with the information that she needs to conduct this project. The goal of the project will be to determine if there is a niche area that the Fitchburg State University Business Administration Department could fill.

Description of this niche could then be incorporated in the Business Administration Department vision statement.
- Members of the board suggested that a focus on small business/entrepreneurship, manufacturing, e-marketing, and social media may be beneficial.

Accounting Curriculum Changes

- Richard DesRoches reviewed proposed changes to the accounting curriculum.
- At present, the accounting concentration requires 24 credits and one advanced elective from a choice of three for a total of 27 credits. All three electives cover material important to passing the CPA exam. One elective is offered regularly, another often, and the third is rarely offered. The proposed changes aim to eliminate the three electives by (a) combining the content of one elective into an existing course; (b) renaming a second elective as a required course; and (c) combining the third with other content to create a new course. The revised curriculum will contain 27 required credits, no electives, and correlate better with the content of the CPA exam.
- Members of the board indicated that they supported the proposed changes.
- Members of the board also suggested that forensic and fraud accounting is up and coming areas.

AY 2011 – 2012 Outcomes Assessment Results

- Audrey Pereira explained that each semester, course faculty members assess student learning for the majority of the Business Administration learning outcomes. At the end of each spring semester, the data is collected and combined into one master assessment spreadsheet. The spreadsheet, along with an updated Outcomes Assessment Plan, is posted on the Business Department homepage within the Fitchburg State University web site.
- The academic year 2011 – 2012 outcomes assessment results (see attachment) were distributed and the changes and improvements identified based on the results (see attachment) were discussed.

Potential Use of Standardized Business Assessment Tests

- Audrey Pereira and Diane Caggiano reviewed recent activities related to the potential use of standardized business assessment tests.
- Over the summer, four business related program assessment tests were analyzed. These tests are offered by Ivy Software, Peregrine, ETS, and Live Test. From this analysis, each program was ranked and a comparison spreadsheet was developed.
- Results of the analysis suggested that Peregrine and Ivy provide solutions that best fit our requirements. For example, Ivy's and Peregrine's exam offerings are approved by ACBSP and are accepted by IACBE. ETS, however, is not explicitly accepted by IACBE.

- Diane Caggiano explained that the she has asked Peregrine to come on-site and provide a demo. She anticipates using Peregrine's accounting tests as a pilot for our accounting majors.

Required Internships

- Diane Caggiano asked the board to discuss the pros and cons of requiring students to take internships. She explained that it may be possible for the Business Administration Department to hire a non-tenure track clinical instructor to coordinate the program and that the program may incorporate a classroom component in addition to field work.
- Some board members expressed the importance of personalizing internships to fit individual student needs. For example, if they are already working at a company, it may be best to allow them to leverage this by taking an internship at the same company.
- Board members also stressed the importance of lining up the necessary internships in advance of requiring students to take them.
- A board member also suggested that rather than require all students to take internships, begin by only requiring one concentration and strongly recommending that the other concentrations also take internships.

Committee Membership

- Diane Caggiano thanked the committee members for their attendance and contributions.

Fitchburg State University
Business Administration Department
2012 Advisory Board Meeting Summary

Fitchburg State's Business Administration Department Advisory Board Members,

Thank you for attending this morning's Business Administration Advisory Board meeting. The following is a summary of our discussion.

Meeting Date

- 03-05-2012

Advisory Board Members Present

- Joseph Caouette
- Paulo DeOiverira
- Julie Furrier
- Tammy Lafreniere
- Joseph McAloon
- Audrey Pereira
- Louis Pereira
- Andy Puga

Advisory Board Members Absent

- Jie Chen
- Matthew Doucette
- Florence Lucci
- Veronica Zsolcsak

Additional Attendees

- Christopher Hendry

Meeting Summary

Alumni Update

- Christopher Hendry, Vice President of Institutional Advancement at Fitchburg State's Alumni and Development Office, provided an alumni update.
- Christopher explained that his main purpose is alumni relations and fundraising. To that end, he is meeting with various advisory boards and groups to obtain a better sense of who the Fitchburg State graduates are. Additionally, he indicated that the Fitchburg State graduates are the lifeline of the university. As such, the involvement of graduates is critical to the improvement and growth of the university.

- Fitchburg State has two main revenue sources, state appropriations and student tuition and fees. Christopher asserted that the university is receiving less state appropriations. Therefore, the burden has fallen on student fee increases to offset this loss. Moreover, this suggests the need to increase fundraising efforts to help students fund their educations.
- Christopher also described another challenge facing students. Specifically, 50% of students take longer than 6 years to complete their Fitchburg State degrees.
- Christopher also explained that, over the next 6-months, the Alumni and Development Office will be rolling out a poster program that highlights 100 alumni. One of the intentions of this project is to put a face on our graduates.

Outcomes Assessment Update

- Audrey explained that the Business Administration department has identified student learning outcomes for the following business areas: management, marketing, financial reporting, managerial accounting, and computer information systems.
- In addition, the department has mapped each of the learning outcomes to specific business courses and curriculum. Specific data/instruments have also been identified that measure each learning outcome as well as thresholds to determine the extent of student learning.
- Also, over the last academic year, individual course faculty assessed student learning outcomes for the majority of business outcomes. The exceptions were the marketing and internship areas. Marketing and internships are currently being assessed and will be included in this academic year's summary.
- Results of the assessment are provided to administration and the International Assembly for Collegiate Business Education (IACBE) on a yearly basis. The IACBE is the department's accreditation organization. In addition, the results are posted on the department's web site, and they are used to improve individual courses and the business program as a whole.
- A draft Outcomes Assessment Plan was recently developed. This plan describes broad-based Business Administration department goals/mission, specific student learning outcomes, specific operational outcomes, and linkages to the department's strategic plan.

New Website

- Audrey explained that the new university web site was launched the beginning of November. The major changes, from the prior web site, were the inclusion of (a) introductory videos which demonstrate the unlimited potential offered by a Fitchburg State education and global reach and (b) social networking features focused on admissions that include Facebook, Twitter, Chat, and You Tube.
- The marketing team spearheaded the new web site development process and incorporated contributions from academic departments and administration.
- Joe M. described an interactive catalog feature that will be added by the Fall 2012 semester.

Chair Election

- Joe M. explained that an election for a new Business Administration department chair will take place Thursday, March 8. Additionally, because he has reached his term limit, Joe M. is ineligible to run for re-election.

Status Report on Required Internships

- Joe M. thanked the board for their input, during the last Advisory Board meeting, regarding the issue of whether or not internships should be required and how they should be defined. He explained that the Advisory Board provided him with new insights into this issue and informed his recommendations.
- Joe M. also indicated that internships are still not required, but continue to be encouraged. He also explained that business lab has been reinstated and will be offered beginning the Fall 2012 semester.

Committee Membership

- Joe M. expressed that Advisory Board continuity is beneficial. Thus, he encouraged the members to remain on the board. However, he also indicated that there is value in bringing in new ideas. As such, a change in the board members every 2 to 3 years may also be beneficial.
- The attending Advisory Board members indicated they would like to remain on the board.

Next Meeting

- Audrey indicated that she will communicate with the Advisory Board once the next meeting date has been determined.

Again, thank you for participating in the Business Administration department's Advisory Board meeting. Today's meeting was productive, and we appreciate your valuable insights.

Appendix 1H

<u>Business Program Assessment Test Comparison Summary</u>

Hi Diane,

Attached is a spreadsheet that compares the business related program assessment tests offered by Ivy Software, Peregrine, ETS, and Live Test. I collected data for the spreadsheet by speaking to representatives at each organization and by reviewing their Websites.

The spreadsheet describes the following categories of data: my ranking, general description, areas covered, reports, customization, cost, IACBE, test question validation, data ownership, and customers.
I ranked each organization's offerings on a scale of 1 through 4. I also included a column, within the spreadsheet, that describes my ranking rational.

From analysis of the information that I collected, I ranked the offerings as follows: (1) Ivy Software, (2) Peregrine Finance/Accounting & Peregrine Business, (3) ETS, and (4) Live Test. I decided on these rankings for a variety of reasons. These reasons included:

- Ivy Software's and Peregrine's exam offerings are approved by the ACBSP for Standard #4 (Measurement and Analysis of Student Learning and Performance) and accepted by the IACBE for Principle #1 (Outcomes Assessment). ETS, however, is not explicitly accepted by IABCE.
- Ivy Software and Peregrine have specific Accounting tests which we could use as a pilot for our Accounting Majors.
- Only Ivy Software and ETS externally validate their test questions.
- Ivy Software is less expensive than Peregrine, and their price is comparable to ETS.
- Ivy Software has been in business for 25 years, and ETS for decades. Conversely, Peregrine has been in business for only 4 years.
- Ivy Software has a customer base of 300, and Framingham State is one of their customers. Although ETS has 600 customers, they do not have any MA state universities, and only one MA private college. Peregrine has only 100 customers and none are located in MA.
- Live Test is a data repository used for collecting assessment data and embedding learning outcomes in rubrics and ePortfolios. Therefore, their offering is not appropriate for standardized program testing.

Let me know if you have any questions and/or you want to talk before school starts. I am at a residency this week, but I'll be home on Monday.

Regards,
Audrey

NOTE: This was an email originally sent to Department Chair. D. Caggiano on August 17, 2012.

Appendix 1I

Business Program Assessment Test Comparison Spreadsheet

Comparison of Program Assessment Tests Offered by Ivy Software, Peregrine, ETS, and Live Test

August 17, 2012

	Ivy Software	Peregrine - Accounting/ Finance	Peregrine - Business Programs	ETS Major Field Test	Live Test
My Rank	1	2	2	4	5
General Description	They provide online direct assessment services for program-level accountability based on the Common Professional Component (CPC) in business higher education They are a small, family owned company based outside Richmond, Virginia. Since 1986, we have been providing software products for both undergraduate and graduate business programs and corporate training.	Same as Peregrine - Business and Business Related Programs, and this additional information. The test bank includes 100-300 questions per topic. Each exam is a random selection of questions from the test bank and includes 5-10 topic questions Select exam topics by mapping the topics to the core curriculum requirements for Accounting/Finance programs. Typically, most program assessment exams will include 10-15 topics, corresponding to program-level outcomes. A specific university can have more than one assessment exam, each exam customized to align with the core curriculum of the programs.	They provide online assessment services for program-level accountability based on the Common Professional Component (CPC) in business higher education. Students take the exam early in their academic program, usually within their first major course (Inbound Exam). Students take the same exam at the end of their program, usually just before graduation within their last course (Outbound Exam).	The Major Field Test in Business contains 120 multiple-choice items, some of which are grouped in sets and based materials such as diagrams, charts, and tables of data. The test attempts to cover both depth and breadth in assessing students' achievement levels. They were first in business doing this type of testing. Very large organization. They develops, administers and scores more than 50 million tests annually in more than 180 countries, at 9,000+ locations worldwide. However, they do not have any of the MA state universities using their Business Field Test.	This product is a data repository used for collecting assessment data and embedding learning outcomes in rubrics and ePortforlios.

Business Topics Covered	The exam is based on the CPC requirements as defined by ACBSP and IACBE. The CPCs include: 1. Marketing 2. Business Finance 3. Accounting 4. Management 5. Legal Environment of Business 6. Economics 7. Business Ethics 8. Global Dimensions of Business 9. Information Management Systems 10. Quantitative Techniques/Statistics 11. Business Leadership 12. Business Integration and Strategic Management They have the following tests: **Accounting Major test** 100 questions from the 12 CPCs plus intermediate accounting I, II, III, tax accounting and auditing. **Marketing Major test** 120 questions from the 12 CPCs plus consumer behavior and marketing research. **Management Major test** 120 questions from the 12 CPCs plus organizational behavior and managing the human resources function. **Finance Major test** 120 questions from the 12 CPCs plus financial institutions and capital markets.	The Common Professional Component (CPC) topics for Accounting majors includes both management-related and accounting/finance-related topics. 1. Marketing 2. Business Finance 3. Accounting 4. Management 5.Economics (Macro and Micro) 6.Business Ethics in Accounting 7.Global Dimensions of Business Accounting 8.Information Systems 9.Quantitative Techniques, Statistics, and Research Analysis 10.Business Policies 11.Legal Environment of Business 12.Business Communications 13.Leadership in Accounting	Like Ivy, their test is based on CPC. Bachelors programs generally include all 12 CPC topics. The exam includes 10 questions per CPC topic. Test banks include 300-400 questions per CPC topic. Every test is unique based upon a random selection from the test bank.	Accounting (Financial, Managerial, & International) - 15% Economics (Basic, Micro, Macro, & International) - 13% Management (Principles, Organizational Behavior, Operations Management, Strategy & Policy, International, Entrepreneurship) - 15% Quantitative Business Analysis (Probability & Statistics, Quantitative Operations Management - 11%) Information Systems (Society, Information Tech Concepts, Business Info Sys, Systems Dev - 10%) Finance (Corporate, Investment, International) - 13% Marketing (Identifying Markets, Servicing Markets, International) - 13% Legal and Social Environment (Legal Environment, Regulatory Env, Business Relationships, Ethics) - 10% International	NA

Reports	The Basic Reports are complimentary they include: raw student scores, frequency distribution, student average by subject, class average by subject, class average by topic.	At the conclusion of the exam period, institutions receive two reports. The first is an Excel spreadsheet with all the data for each student. The second report is a comprehensive analysis divided into two sections: internal benchmarking and external benchmarking. Internal benchmarking includes a comparison of the inbound and outbound exam results. We also include a frequency analysis of missed questions for each subject (4-8 subjects/topic). The external benchmarking analysis includes a comparison of student results with results from other similar universities, differentiated into several aggregate pools.	Same as Peregrine Accounting/Finance.	External: Comparable reports -The CDG contains tables of scaled scores and percentiles for individual student scores and institutional means drawn directly from senior test takers across the nation. Internal: Departmental Roster Departmental Summary: Total Scores and Subscores Departmental Summary: Assessment Indicators Departmental Demographic Summary Report Individual Student Report	NA

Customization	The test can be customized in two ways: 1. Ivy has 23 functional areas: each with 60 questions. The school may select 12 CPC's plus more or focus simply on the 12 CPC's. 2. Ivy can accommodate additional questions from the faculty; however, these questions may not be statistically valid.	The supplemental topics for Accounting/Finance assessment can be used to create a customized exam whereby the topics are aligned with the specific program and courses. Either both these supplemental topics and the ACPC topics can be included: 1. Accounting and the Business Environment 2.Activity-Based Costing and Other Cost Management Tools 3.Capital Budgeting Cash Flows 4.Capital Budgeting Techniques 5.Capital Investment Decisions and the Time Value of Money 6.Cash Flow and Financial Planning 7.Completing the Accounting Cycle 8. Corporations: Effects on Retained Earnings and the Income Statement 9. Corporations: Paid-in Capital and the Balance Sheet 10.Cost Accounting 11.Cost-Volume-Profit Analysis 12.Current Liabilities and Payroll 13.Current Liabilities Management 14.Financial Market Environment 15.Financial Statement Analysis 16.Financial Statements and Ratio Analysis 17.Flexible Budgets and Standard Costs	They can customize the CPC-based COMP exam to address specific direct measurement requirements, both business and business-related degrees They can create new topics with the institutes assistance.	Institutions can add up to 50 locally authored questions. These questions are reported as frequencies of students answering each of the options for each question. Since optional questions are written by your institution for your institution and are not comparable to other schools, they are not included in your students' overall scores. No additional charge for adding up to 50 questions.	NA

		18.Governmental and Nonprofit Accounting 19.Hybrid and Derivative Securities 20.Interest Rates and Bond Valuation 21.Internal Control and Cash 22.International Managerial Finance 23.Job Order and Process Costing 24.Leverage and Capital Structure 25.Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet 26.Merchandising Inventory 27.Merchandising Operations 28.Mergers, LBOs, Divestitures, and Business Failure 29.Overview of Management Accounting 30.Payout Policy 31.Performance Evaluation and the Balanced Scorecard 32.Plant Assets and Intangibles 33.Receivables 34.Recording Business Transactions			

Cost	Accounting, Marketing, Management & Finance Major Test Prices 1 to 50: $24 51 to 100: $22 101 to 250: $20 251 to 500: $18 501 or more: $16 All volumes are based on tests given in an academic year. They charge for $100 for comparison reports.	Same as Peregrine - Business and Business Related Programs (ranked 3rd), and this additional information.	A CPC comprehensive exam can be purchased individually ($40 US) by a student or in quantity by the university. Quantity discount purchases (based on an estimate of the annual testing requirement) of the CPC Comprehensive Exam include: <50, unit price ($40/exam); 50-100, 5% discount ($38/exam); 101-250, 10% discount ($36/exam); 251-500, 15% discount ($34/exam); >500, 20% discount ($32/exam). Cost-Neutral Approaches Universities typically include the exam cost as a course fee or have the student purchase the exams from us. No charge for customization or reports.	Prices per Each Subject Test online 1-99: $25 online 100 or more (single orders): $24 paper-based 1-99: $27 paper-based 100 or more (single orders): $26 Special Reports One Year Subscriptions a la carte Item Info: $350 Design Your Own analysis: $150 Subgroup $200 Customer Comparative Data: $300 +Q2 No charge for standard reports and comparative benchmarks posted on their web site.	NA
IACBE	Their exam services are approved by the ACBSP for Standard #4 (Measurement and Analysis of Student Learning and Performance) and accepted by the IACBE for Principle #1 (Outcomes Assessment). They were first to be approved by IACBE.	Their exam services are approved by the ACBSP for Standard #4 (Measurement and Analysis of Student Learning and Performance) and accepted by the IACBE for Principle #1 (Outcomes Assessment).	Same as Peregrine Accounting/Finance.	Not endorsed by IACBE. But, I was told the meet accreditation requirements for AACSB.	NA
External Test Question Validation	Yes	No	No	**Yes**	NA
Data	Data provided in Excel	Provided in Excel	Same as Peregrine Accounting/Finance.	All the reports can be exported to Excel.	NA

Customers	They have over 300 customers. Below are a few schools in the Northeast: Framingham State University Felician College Champlain College Keystone College Marlboro College	Approximately 100, including: Casenovia College Cardinal Stritch U SW Oklahoma Stat U Northwood U Alabama State University Bluefield State College Delta State University Florida State College at Jacksonville Elms College (in MA, just signed up)	Same as Peregrine Accounting/Finance.	About 600, including Boston College, MA (only one on list in MA) They verified that they do not have any of the 9 MA state colleges/universities	NA
Years in Business	25 years (1986)	4 years	Same as Peregrine Accounting/Finance.	Decades	NA
Contact	Ferebee Smith ferebee@ivysoftware.com 800-342-5489	Miranda Irby Director of Operations Peregrine Academic Services, LLC Phone: 307-685-1555 Fax: 307-685-0141 Toll Free: 1-877-260-1555	Same as Peregrine Accounting/Finance.	Karen Costentigo 609-683-2336	NA
Reason for my Ranking	They have a specific Accounting test which we could use as a pilot. Their test questions have been externally validated. Less expensive than Pellegrine and comparable to ETS. Framingham State is one of their customers, and their customer base is 300. Approved by ACBSP and IACBE. Been in business 25 years.	Approved by ACBSP and IACBE, but most expensive.	Same as Peregrine Accounting/Finance.	Not officially endorsed by ACBSP and IACBE. Only used by one MA college for business program testing.	NA

Appendix 2A

Strategic Plan 2013-2018 Business Administration Department

STRATEGIC PLAN 2013-2018

Revised: January 22, 2013

BUSINESS ADMINISTRATION DEPARTMENT

FITCHBURG STATE UNIVERSITY

EXECUTIVE SUMMARY

The Business Administration Department has maintained an important position in the overall offering of education programs at Fitchburg State University for over 36 years. The department's overall contributions to the university have been in the areas of service to the local business community, community involvement and the education and training of a well-qualified local work force. This record of contribution and achievement has continued since the earliest days of the department's history.

The FSC Business Administration Program is currently accredited through the year 2013 by the IACBE organization. Details about the IACBE accreditation can be found on the department's website at www.fitchburgstate.edu/busadmin. IACBE accreditation is of even greater significance because IACBE received CHEA accreditation in January 2010. The Business Administration department also recently made a decision to pursue an additional national accreditation through the AACSB organization as have several other sister institutions in the Commonwealth of Massachusetts.

Since its inception, the Business Administration department has educated thousands of students who have graduated and gone on to exceptional jobs and careers in many areas of business. These successful students have made great contributions the state of Massachusetts as well as the surrounding region. Over the next decade the Business Administration department is positioned to continue to build upon its past successes in providing the training in business education that will help business students to adapt to the many changes in the 21st century and go on to become important members and leaders in the community.

With proposed new programs, the use of the latest technology, increased faculty and staff and a focus on scholarship as the foundation of teaching, Fitchburg State Universities' Business Administration program will create a strong competitive position in the academic market throughout the region and beyond.

Future growth will be achieved by focusing on our core competencies of teaching as well as enhancing the level of education with new business techniques and training brought to the university via newly hired terminally qualified faculty and the promotion of scholarship and outreach to the community.

The department has many strengths. These strengths include a faculty dedicated to teaching and advising students and students who are satisfied with their academic experience. The faculty is well versed in the use of technology including Blackboard. The department has a fairly large student population with gradually increasing numbers of applications making admission more competitive.

The department also has weaknesses. These weaknesses include a small faculty given the number of students, lack of visibility within the university, and a physical location apart from the main campus which, at times, may prevent students and faculty from fully engaging in campus life.

INTENT AND RATIONALE

The purpose of this document is to present a five year strategic plan that will lay out the focus of actions to be taken by the Business Administration Department to achieve new growth and development over the next five years. The plan will serve as a reference tool for faculty and staff to turn to for guidance as the department moves forward with new initiatives and changes.

DEPARTMENT MISSION

The Business Administration Department prepares each student to take a responsible position within the world of business; well equipped with an essential knowledge of business theories, policies, practices and procedures.

The curriculum has a strong base in the liberal arts, coupled with a variety of professional courses and the opportunity for practical business experiences including experiential learning through internships, structured to give the participant an opportunity to apply the theory of the classroom to a specific work environment.

DEPARTMENTAL VISION STATEMENT

The Fitchburg State University Business Administration Department will strive to be recognized as the pre-eminent business administration degree program within the Massachusetts state college system.

OVERALL OBJECTIVES OF THIS STRATEGIC PLAN

1. To lay out a plan and detail potential operational and curriculum issues for improvement and implementation.

2. To make sure that the Business Administration department designs and implements new strategies that provide a greater competitive market position through the use of the latest technology and methods for teaching business practices and procedures. Further, this plan represents an opportunity to evaluate the current curriculum, existing programs and concentrations, courses and teaching techniques utilized and to make recommendations for improvement and possible elimination of programs and courses which are no longer needed.

3. To explore new types of business education programs, goals, course components and methodologies that will enhance the present offerings and ensure that students

receive training in areas currently demanded by prospective employers. This plan will address both the undergraduate and graduate business offerings.

4. To focus on the best practices in today's environment, to consider new teaching models and to instill ethical behaviors and professional practices as part of the overall curriculum and learning process.

5. To review all department procedures, scheduling, course coverage, curriculum and to evaluate their impact on student's choices and enrollment. Additionally, to make sure that all programs and course content are both rigorous and have sufficient content to insure the highest standards are achieved.

6. To review the levels of staffing within each major and devise a hiring plan and timeline to pursue additionally terminally qualified individuals for faculty positions in the department.

REVIEW OF INITIATIVES AND ISSUES TO BE ADVANCED

CURRICULUM & PROGRAM UPDATES

A. <u>Finance Concentration</u> – Due to lack of support, the Finance Concentration, offered only through Graduate and Continuing Education (GCE) has been earmarked by the department for removal from the program's evening division catalog. This phase out will take place effective 2013-2014.
B. <u>International Business and Economics</u> – This concentration has been removed from the program and is no longer housed within the Business Administration department. The Social Sciences department has now assumed full responsibility for this concentration as part of its Economics major.
C. <u>Marketing Concentration</u> – A review of the course requirements for this concentration is necessary and is underway. An update from one to two courses in Advertising is needed to meet student needs and professional preparation.
D. <u>Management Concentration</u> – It is proposed that a new General Business Management degree be offered as an alternative to this concentration. This degree could be general in scope but tailored to meet individual students' interests and needs and is presently under serious consideration by the department's curriculum committee.
E. <u>Accounting Concentration</u> – The departmental curriculum committee is also considering some significant changes to the basic accounting curriculum. The changes under consideration are designed to better prepare students for material covered on the CPA exam.

F. Ethical Perspectives – In response to growing demand, coverage of ethical perspectives is presently woven into existing courses to suit current market needs and societal expectations. A conscious decision has been made to integrate ethical issues into existing classes rather than offering a specific class on the topic of ethics. This coverage is closely linked to course outcomes assessment.

G. International Perspectives – Current elements of international perspective and issues have been integrated into most departmental courses to address the global marketplace. Additionally, students concentrating in Management take a dedicated course in International Management and students concentrating in Marketing take a dedicated course in International Marketing. International accounting issues are also part of the Accounting curriculum.

H. Mandatory Internship – It has been proposed for some time now, as a new opportunity for curriculum advancement, that an internship be required in the program. This plan, at the present time, is largely aspirational in nature due to a lack of the resources that would be necessary to implement such an ambitious undertaking.

I. Clinical Courses – A plan to offer "clinical" type courses is also under consideration by the department. Essentially, this approach would integrate course work with experiential learning similar in scope to an internship. The Vice President of Academic affairs is interested in this possibility, supportive of it and has attended meetings regarding how such a plan would work contractually.

J. Online MBA Program – A completely online MBA program was launched in the fall 2008 semester. The department has been obtaining evaluations of the program from both students and faculty to assist in identifying any issues and/or problems in the program.to-date the feedback has been extremely positive. This continuing feedback helps to maintain a high level of quality and insure the program's market share in this booming division of higher education. This feedback is utilized on an ongoing basic to make sure the program maintains its quality and rigor.

K. Alternative Course Scheduling – The success of the all-day Saturday courses and the early morning (6 AM) courses indicates a student need for alternative scheduling. Further thought should be given to other possible opportunities in scheduling innovations such as seven (7) week intensive courses that will allow students to progress through the program more quickly while not compromising quality. Review of various scheduling options is ongoing.

L. New MBA Tracks – A new MBA Entrepreneurship track has been proposed and is under active consideration by the department. Again, this would be an ambitious undertaking and require significant additional resources in terms of faculty. A new Healthcare Management track has been partially implemented at this point and also requires additional resources to become fully functioning as an established track within the program.

M. A Certificate in Not-For profit Management – A certificated in Not-for-Profit Management was developed and initially offered beginning with the spring 2010 semester. This program has attracted few students but is still an option for students.

DEPARTMENTAL UPDATES

A. New assessment models have been created in regards to course and learning objectives by faculty in specific areas. For example, assessment rubrics have been generated for:
    a. Written communication (essays, case studies, papers, online discussions)
    b. Oral presentations (PowerPoint presentations)
    c. Information Literacy
    d. Quantitative areas
    e. New, alternative ways for internship assessment in TK20

B. New course objectives and assessments have been created for individual departmental required core courses, and more will be forthcoming. This is truly a work in progress. Pre-testing and post-testing of the course assessments has been recommended and has been undertaken in some cases. Learning outcomes for these courses have been developed. Data is being collected on an ongoing basis to determine the extent to which a given outcome is being met. Thresholds at which we will consider our students successful in meeting outcomes have been identified.
    a. BSAD 3400 Basic Finance
    b. BSAD 1700 Intro. To Computer Information Systems
    c. BASD 3200 Princ of Management
    d. BSAD 3300 Funds of Marketing
    e. BSAD 2010 Intro Financial Reporting
    f. BSAD 2020 Intro to MG Acc
    g. BSAD 4210 Organizational Behavior & Theory
    h. BSAD 4230 Business Fluctuations and Forecasting
    i. BSAD 4950 Internship

C. New market possibilities through community outreach programs with assistance from the on-campus Professional Development Center are being researched as well as a professional grant for speakers. The Regional Economic Development Institute (REDI) and Crocker Center for Civic Engagement Center (ICE) have been formed, business faculty are actively participating in both of these organizations. The Chair is a BOD member on the REDI and is a member of the ICE Advisory Board. A Business Department faculty member is a REDI editorial board member.

D. The Department will be moving forward with its design to utilize the TK20 assessment software in a 3+ year timetable. This use of the automation software will be preceded by the above continued efforts to create manual assessments and objectives.

HIRING PLAN

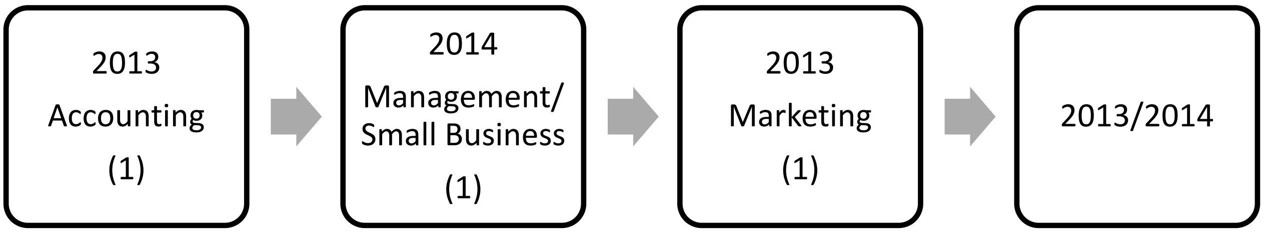
In order to ensure future success of new programs, courses and majors that will be developed by the Business Administration Department, the Department must pursue the hiring of new terminally qualified faculty. These new hires will bring to the Department the latest training in the needed disciplines for the overall curriculum. The Department Hiring Committee must evaluate our needs over the next three to four years and make choices about how they can prudently hire personnel each year for the next three years. The areas for hiring that would be in priority are:

A. ACCOUNTING – With the potential for a number of faculty leaving through retirement this is an important issue. There is a potential for the loss of at least one important Accounting faculty member within the next year, 2012-2013, and he will have to be replaced by a new faculty member who possesses a doctoral degree and CPA designation.

B. MANAGEMENT/SMALL BUSINESS AND ENTREPRENEURIAL STUDIES – The Department is proposing to establish a Small Business/Entrepreneurial studies curriculum. We believe this will be an important concentration for students in the future. We would hire a faculty member with direct experience and research in that field. Before doing so current students should be formally surveyed to determine whether there is a need. A very small survey, conducted by the reviewer, indicates this would be popular. Prospective students and parents should be surveyed at open houses and recruiting events. Input from the community should also be sought. A concentration in entrepreneurship should not be undertaken until it can be offered with quality, possibly as soon as the spring of 2014.

C. MARKETING – Over the next several months, the department expects to hire an additional marketing professor with a terminal degree. A search committee has been formed and there are presently twenty two (22) qualified applicants in the pool. Of that group, three (3) will be brought to campus to interview during the spring semester.

TIMELINE FOR HIRING:



OVERALL STRATEGIES TO PURSUE

As part of meeting the vision statement's goal, it must be noted that faculty must consider their commitment to the program as paramount to its success. Proper advising and student assistance as well as engaged learning opportunities support the overall goals of the department.

A Though not an actual part of the curriculum, the professional and scholarly demeanor of faculty members helps to promote overall proper business etiquette in students.
B It must also be a focus of the department to fully utilize all available technologies to present a dynamic learning environment.
C Faculty need to be flexible in scheduling their classes and not restrict their courses to only a few specific days. By opening up the schedule, students will have an easier time fulfilling all of their requirements.
D When hiring new faculty, a focus must be put on proper qualifications. A well-organized business school should have a large percentage of Ph.D.'s in their faculty pool to lend a different perspective.
E To maintain high standards, faculty should be actively researching, writing, and publishing in their respective fields. This affords a better grasp of their knowledge.
F Experience in an academic setting with a record of intellectual and other contributions valued by the college.
G An interest in participating in the governance of the college in terms of serving on committees and representing the Department in the campus community.
H A sense of collegiality and willingness to agree to disagree when appropriate.
I An interest in taking a leading role in the administration and development of the department.
J An interest in working with the business community by bringing guest speakers to class, finding and helping to supervising internships, speaking at business events, etc.

K A desire to create a Department of Business Administration at FSU that will be the premier business program in the Massachusetts State University System.

Board of Advisors

The Department has established a Board of Advisors comprised of the highest level of business leaders possible. Membership is rotated on an annual basis with 20% of the membership added as new members each year. Advice on all aspects of the business curriculum is solicited, members hear presentations from students and faculty and members are consulted on hiring new faculty. BOA members are also selected on their ability to leverage the proposals of the department faculty and serve as advocates for the department with FSU administration. The BOA is an ongoing group and will meet next in early March.

Program Consolidation

The faculty and administration should evaluate the feasibility and desirability of combining one or more business related departments into one in order to create a critical mass of faculty to more effectively deliver business education. For example, a natural combination would be to merge business and economics. A careful analysis of both the pros and the cons of a consolidation of this nature needs to be undertaken and the results of the review not acted on until 2014-2015.

Performance Review

When evaluating faculty members for tenure, promotion, merit increases and other personnel actions, teaching effectiveness is considered to be the most important criterion. However, continuing scholarship and other professional activities are also an important part of the calculus. Recognizing that drivers of business programs may be different from other programs on campus and that intellectual contributions and opportunities may differ from those of other university faculty, the Department of Business Administration has agreed to develop an mutually agreed upon set of activities that should be counted in awarding tenure, promotion and merit increases. Possible such activities might include chairing a university committee, serving as a board member, presenting a paper at a conference, publishing a book or book chapter, writing a teaching case, or even serving as an expert witness. This is an ongoing project in conjunction with the Vice President of Academic Affairs (VPAA) and will hopefully be formally in place by the 2014-2015 academic year.

FUNDING ISSUES

The Department of Business Administration is very excited about moving forward with its various planned initiatives and programs. A major concern of departmental faculty is that without proper funding and adequate resources to undertake these initiatives, future department growth will be restricted. Faculty are hoping that adequate funding will be made available to help enhance and position the department for long term growth.

Funding is clearly needed for upgrading the department's facilities and classrooms. While significant progress has been made, several classrooms are still in need of major renovation. It is hoped that the needed improvements to the physical facilities convey to students, parents and the general public a professional, business-like atmosphere.

Further, it is most important to have the needed funding to purchase new technologies necessary for proper instruction in current business topics and fields. Again, a great deal of progress has been made in this area but there is still room for improvement.

A physical facility plant should be developed that includes office space and special purpose needs. For example, a trading room and/or class rooms designed for case discussion and group work would enhance the learning experience of students.

If these recommendations are to be accomplished, additional administrative support will be needed.

Appendix 2B

Strategic Plan 2010-2015 Business Administration Department

STRATEGIC PLAN 2010-2015

Revised: January 1, 2010

BUSINESS ADMINISTRATION DEPARTMENT

FITCHBURG STATE UNIVERSITY

EXECUTIVE SUMMARY

The Business Administration Department has maintained an important position in the overall offering of education programs at Fitchburg State College for over 33 years. The department's overall contributions to the university have been in the areas of service to the local business community, community involvement and the education and training of a well-qualified local work force. This record of contribution and achievement has continued since the earliest days of the department's history.

The FSC Business Administration Program is currently accredited through the year 2013 by the IACBE organization. Details about the IACBE accreditation can be found on the department's website at www.fsc.edu/busadmin. The department is waiting to hear if the IACBE organization receives CHEA accreditation in January 2010. A decision to pursue an additional national accreditation through the AACSB organization will be made in late January 2010. The department has sent a member to the ACBSP regional meeting on a fact finding mission.

The Business Administration department has educated thousands of students who have graduated and gone on to exceptional jobs and careers in many areas of business. These many successful students have made great contributions the State of Massachusetts as well as the surrounding region. Over the next decade the Business Administration department is positioned to continue to build upon its past successes in providing the training in business education that will help business students to adapt to the many changes in the 21st century and go on to become important members in the community.

With proposed new programs, the use of the latest technology, increased faculty and staff and a focus on scholarship as the foundation of teaching, Fitchburg State College's Business Administration program will create a strong competitive position in the academic market throughout the region and beyond.

Future growth will be achieved by focusing on our core competencies of teaching as well as enhancing the level of education with new business techniques and training brought to the college via newly hired terminally qualified faculty and the promotion of scholarship and outreach to the community.

The department has many strengths. These strengths include a faculty dedicated to teaching and advising students and students who are satisfied with their academic experience. The faculty is well versed in the use of technology including Blackboard. The department has a large student population with increasing numbers of applications.

The department also has many weaknesses. These weaknesses include a small size of faculty, lack of visibility within the college, and a physical location apart from the main campus which may prevent students and faculty from fully engaging in campus life.

INTENT AND RATIONALE

The purpose of this document is to present a five year strategic plan that will lay out the focus of actions to be taken by the Business Administration Department to achieve new growth and development over the next five years. The plan will serve as a reference tool for faculty and staff to turn to for guidance as the department moves forward with new initiatives and changes.

DEPARTMENT MISSION

The Business Administration Department prepares each student to take a responsible position within the world of business; equipped with an essential knowledge of business theories, policies, practices and procedures.

The curriculum has a strong base in the liberal arts, coupled with professional courses and a variety of practical business experiences including experiential learning through internships, structured to give the participant an opportunity to apply the theory of the classroom to a specific work experience.

NEW DEPARTMENTAL VISION STATEMENT

The Fitchburg State College Business Administration Department will strive to be recognized as the pre-eminent business administration degree program within the Massachusetts state college system.

OVERALL OBJECTIVES OF THIS STRATEGIC PLAN

1. To lay out a plan and detail potential operational and curriculum issues for improvement and implementation.

2. To ensure that the Business Administration department designs and implements strategies that provide a greater competitive market position with the use of new technology and the latest methods for teaching business practices and procedures. Further, to evaluate the curriculum, its programs, courses and teaching techniques and to make recommendations for improvement and possible elimination of programs and courses no longer needed.

3. To explore new types of business education programs, goals, course components and methodologies that will enhance the overall business offerings and appeal to future students. Both the undergraduate and graduate business offerings would be reviewed.

4. To focus on the best practices in today's environment, to consider new teaching models and to instill ethical behaviors and professional practices as part of the overall curriculum and learning process.
5. To review all department procedures, scheduling, course coverage, curriculum and to evaluate their impact on student's choices and enrollment. Additionally, to make sure that all programs and course content are both rigorous and have sufficient content to insure the highest standards are achieved.
6. To review the levels of staffing within each major and devise a hiring plan and timeline to pursue additionally terminally qualified individuals for faculty positions in the department.

REVIEW OF INITIATIVES AND ISSUES TO BE ADVANCED

CURRICULUM & PROGRAM UPDATES

A. Finance Concentration – Due to lack of support, the Finance Concentration has been recommended for removal from the program's evening division. Phase out beginning academic year 2010-2011.

B. International Business and Economics – This concentration has been recommended for removal from the program. It has been expressed that the Social Sciences department is willing to take full responsibility for this concentration as part of its Economics major. This has been implemented for the academic year 2009-2010.

C. Marketing Concentration – A review of the course requirements for this concentration is necessary. An update from one to two courses in Advertising is needed to meet student needs.

D. Marketing Communication Concentration – A joint program between the Communications and Business Administration departments has been proposed to meet student and market needs.

E. Management Concentration – It is proposed that a new General Business Management degree be offered as an alternative to this concentration. This degree could be general in scope but tailored to meet individual students' interests and needs. Presently under consideration.

F. Ethical Perspectives – It is proposed to add a new element of ethical perspectives departmental courses to suit current market needs. Ongoing and closely tied into course outcomes.

G. International Perspectives – It is proposed to add new elements of international perspective into departmental courses to address the global marketplace. A new relationship with a Chinese medical school is being explored with a start date of June 2011.

H. Mandatory Internship – It is proposed that as a new opportunity for curriculum advancement, that an internship be required in the program. Proposed start date of September 2012.

I. Online MBA Program – A new, completely online MBA program was launched in the fall 2008 semester. The department should seek evaluations of the program from both students and faculty to assist in finding any issues and/or problems in the program. This will help to maintain a high level of quality in order to insure the program's market share in this booming division of higher education. This program has had two cohorts and is now going through an assessment of its first cohort.

J. Alternative Course Scheduling – The success of the all-day Saturday courses and the early morning (6 AM) courses indicates a student need for alternative scheduling. Further thought should be given to other possible opportunities in scheduling innovations. Ongoing.

K. Proposed New MBA Tracks – It has been proposed to offer, with additional resources, a new Entrepreneurship track and a new Healthcare Management track to suit market needs. Developed but not implemented

L. A Certificate in Not-For profit Management – Developed and offered spring 2010.

DEPARTMENTAL UPDATES

A. New assessment models have been created in regards to course and learning objectives by faculty in specific areas. General assessment rubrics have been generated for:
   a. Written communication (essays, case studies, papers)
   b. Alternative assessment rubrics for oral presentations
   c. Software usage
   d. Quantitative areas
   e. New, alternative ways for internship assessment in TK20

B. New course objectives and assessments have been created for individual departmental required core courses and more will be forthcoming. Pre-testing and post-testing of the course assessments has been recommended. Learning outcomes for these courses have been developed. Data is being collected on an ongoing basis to determine the extent to which a given outcome is being met. Thresholds to tell at what level the student is at are identified. Recent assessment additions are:

a. BSAD 3400 Basic Finance
b. BSAD 1700 Intro To Computer Information Systems
c. BSAD 3200 Princ of Management
d. BSAD 3300 Funds of Marketing
e. BSAD 2010 Intro Financial Reporting
f. BSAD 2020 Intro to Mgr'l Acct

C. New market possibilities through community outreach programs with assistance from the on-campus Professional Development Center are being researched as well as a professional grant for speakers. A new REDI Center and ICE Center have been formed, business faculty are actively participating. The Chair is a BOD member on the REDI

D. The Department will be moving forward with its design to utilize the TK20 assessment software in a 3+ year timetable. This use of the automation software will be preceded by the above efforts to create manual assessments and objectives.

HIRING PLAN

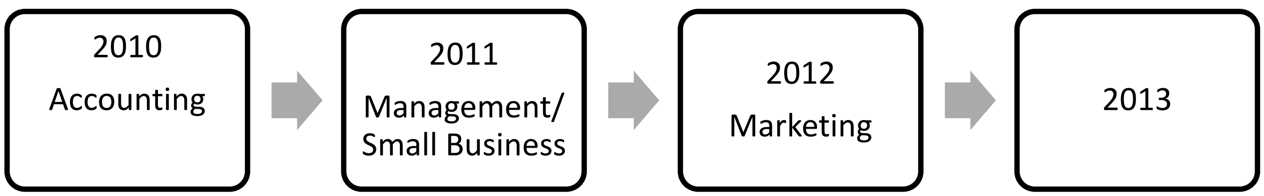
In order to ensure future success of new programs, courses and majors that will be developed by the Business Administration Department, the Department must pursue the hiring of new terminally qualified faculty. These new hires will bring to the Department the latest training in the needed disciplines for the overall curriculum. The Department Hiring Committee must evaluate our needs over the next three to four years and make choices about how they can prudently hire personnel each year for the next three years. The areas for hiring that would be in priority are:

A. ACCOUNTING – With the potential for a number of faculty leaving through retirement this is an important issue. There is a potential for the loss of at least one important Accounting faculty member within the next year, 2010-2011.

B. MANAGEMENT/SMALL BUSINESS AND ENTREPRENEURIAL STUDIES – The Department is proposing to establish a Small Business curriculum, which is believed to be an important major for students in the future. We would hire a faculty member with direct experience and research in that field. Before doing so, current students should be formally surveyed to determine whether there is a need. A very small survey, conducted by the reviewer, indicates this would be popular. Prospective students and parents should be surveyed at open houses and recruiting events. Input from the community should also be sought. A concentration in entrepreneurship should not be undertaken until it can be offered with quality. Spring of 2012

C. MARKETING AND COMMUNICATIONS – There is the potential to partner with the Communications department for the offering of a Marketing Communications concentration. Over the next several years the need for a Marketing professor will surface. This would be our third choice. Fall 2012

TIMELINE FOR HIRING:



OVERALL STRATEGIES TO PURSUE

As part of meeting the vision statement's goal, it must be noted that faculty must consider their commitment to the program as paramount to its success. Proper advising and student assistance as well as engaged learning opportunities support the overall goals of the department.

A. Though not an actual part of the curriculum, the professional and scholarly demeanor of faculty members helps to promote overall proper business etiquette in students.

B. It must also be a focus of the department to fully utilize all available technologies to present a dynamic learning environment.

C. Faculty need to be flexible in scheduling their classes and not restrict their courses to only a few specific days. By opening up the schedule, students will have an easier time fulfilling all of their requirements.

D. When hiring new faculty, a focus must be put on proper qualifications. A well-organized business school should have a large percentage of Ph.D.'s in their faculty pool to lend a different perspective.

E. To maintain high standards, faculty should be actively researching, writing, and publishing in their respective fields. This affords a better grasp of their knowledge.

F. Experience in an academic setting with a record of intellectual and other contributions valued by the college.

G. An interest in participating in the governance of the college in terms of serving on committees and representing the Department in the campus community.

H. A sense of collegiality and willingness to agree to disagree when appropriate.

I. An interest in taking a leading role in the administration and development of the department.

J. An interest in working with the business community by bringing guest speakers to class, finding and helping to supervising internships, speaking at business events, etc.

K. A desire to create a Department of Business Administration at FSC that will be the premier business program in the Massachusetts State College System.

<u>Board of Advisors</u>

The Department will establish a Board of Advisors comprised of the highest level of business leaders possible. Membership will be rotated with 20% new members selected each year. Advice on all aspects of the business curriculum is solicited, members will hear presentations from students and faculty and members should be consulted on hiring new faculty. BOA members should be selected on their ability to leverage the proposals of the department faculty and serve as advocates for the department with the administration. Timeline Year 2010-2011

<u>Program Consolidation</u>

The faculty and administration should evaluate the feasibility and desirability of combining one or more business related departments into one in order to create a critical mass of faculty to more effectively deliver business education. For example, a natural combination would be to be business and economics. Timeline Year 2011-2012

<u>Performance Review</u>

When evaluating faculty members for tenure, promotion, and merit increases, teaching effectiveness is considered is one important criterion. However, continuing scholarship and other professional activities are also important. Recognizing that drivers of business programs may be different from other programs on campus and that intellectual contributions and opportunities may be different from other faculty, the Department of Business Administration has agreed to develop an agreed upon set of activities that should be counted toward the tenure, promotion and merit process. Possible such activities might include chairing a college committee, serving as a board member, presenting a paper at a conference, publishing a book or book chapter, writing a teaching case, or even serving as an expert witness. Timeline 2010 Spring

FUNDING ISSUES

The Department of Business Administration is very excited about moving forward with its various planned initiatives and programs. The major concern by faculty in the department is that without proper funding these initiatives, future department growth will be restricted. Faculty are hoping that there will be enough funds allocated to help enhance and position the department for long term growth.

Funding is clearly needed for upgrading the department's facilities and classroom settings, which are presently in disrepair. It is hoped that the needed improvements in the Business program can convey to students and the public a professional, business-like atmosphere.

Further, it is most important to have the needed funding to purchase new technologies necessary for proper instruction in current business topics and fields.

A physical facility plant should be developed that includes office space and special purpose needs. A trading room and case rooms would enhance the learning experience of students.

If these recommendations are to be accomplished, additional administrative support may be needed.

Appendix 3A

Fitchburg State University Faculty & Academic Handbook

FITCHBURG STATE UNIVERSITY

FACULTY AND ACADEMIC HANDBOOK

2012 - 2013

A MESSAGE FOR FACULTY

Dear Colleagues,

Fitchburg State University's continued excellence is dependent upon the quality of its departments and programs and on the outstanding contributions of its faculty. The goal of the Office of Academic Affairs is to enable faculty to focus on their teaching, advising, scholarship and service activities.

The purpose of the Faculty Handbook is to provide new and current faculty a quick guide to useful information about the University and a brief description of policies, procedures, resources and services. While efforts were made to ensure the accuracy of the information in the Handbook, Fitchburg State University is a dynamic institution. As such, this document is subject to change. Please know we welcome your corrections, comments and suggestions regarding the Handbook.

I hope you find the Handbook to be a useful resource.

Sincerely,

Robin E. Bowen

Robin E. Bowen
Vice President for Academic Affairs

TABLE OF CONTENTS

OVERVIEW

HISTORICAL OVERVIEW

Fitchburg State University was founded as a Normal School in 1894 and had its first graduation ceremony in 1896. In 1930, it was authorized to offer a bachelor's degree in practical arts. In 1915, the first continuing education summer courses were offered under the auspices of the State Division of University Extension summer courses. In 1932, the name of the school was changed to the State Teachers College at Fitchburg and the school offered degrees in all areas of education. In 1935, the authorization was given to establish graduate degree programs in education. In 1954, the first evening courses were offered. In 1965, the name of the school was officially changed to Fitchburg State College and the school expanded its degree offerings to other disciplines such as the liberal arts and sciences majors and business administration. In July 2010, the Governor signed legislation making Fitchburg State College a University. Currently, Fitchburg State University offers both undergraduate and graduate programs including the Certificate of Advanced Graduate Studies. Graduate programs are offered both on campus and at extended campus sites. In fall, 2008, Fitchburg State University launched its first on-line degree programs in business administration and forensic nursing. Through extended campus programs and The Center for Professional Studies, Fitchburg State University provides professional development workshops and courses for professionals throughout the Commonwealth.

Fitchburg State University occupies more than 45 buildings consisting of over 1.5 million square feet on over 278 acres of which 113 make up the main campus. Anthony Student Service Center is now a one stop service center for students, housing Admissions, Financial Aid, Student Accounts, the Registrar's office, and the office of Graduate and Continuing Education. New faculty offices for the Economic, History and Political Science Department and the English Department have been created in Miller Hall. Upon installation of an elevator later this academic year in Miller Hall the building will have been completely renovated. The Hammond Campus Center and Library has undergone a major renovation with the addition of a new main entrance tower at North and Pearl Street along with improved accessible circulation. The renovation also included new offices for Student Academic Support Services along with Student Development and student organizations. Construction on the new science wing is progressing well and on schedule to move into the new wing in June 2013.

ORGANIZATIONAL STRUCTURE

Fitchburg State University has a fairly simple organizational structure. The President, Robert V. Antonucci is the chief officer. Robin Bowen is the Vice President for Academic Affairs, Jay Bry is the Interim Vice President of Finance and Administration, and Chris Hendry is the Vice President of Institutional Advancement. The administrative offices of Fitchburg State University report to one of the Vice Presidents or to the President. All administrators hold open office hours which can be obtained by calling their offices.

The higher level administrative structure in Academic Affairs consists of the Associate Vice President for Academic Affairs, Paul Weizer, and four deans. Pamela Hill is the Dean of Education, Cathy Canney is the Dean of Graduate and Continuing Education, Stanley Bucholc is the Dean of Student and Academic Life, and Pam McCafferty is the Dean of Enrollment Management.

Fitchburg State University is primarily organized by departments. Currently there are fifteen departments: Behavioral Sciences; Biology/Chemistry; Business Administration; Communications Media; Computer Science; Economics, History and Political Science; Education; English Studies; Exercise and Sports Science; Geophysical Sciences; Humanities; Industrial Technology; the Library; Mathematics; and

Nursing. The Behavioral Sciences department includes Criminal Justice, Human Services, Psychological Sciences, and Sociology faculty. The Humanities department includes Art, Language, Music, and

Philosophy faculty. The Economics, History and Political Science department was re-named in 2008. You may find some people mistakenly referring to it as the Social Sciences department.

GOVERNANCE STRUCTURE

The Department of Higher Education has responsibility for all of the state university system. Fitchburg is one of the nine state universities which also include Bridgewater, Framingham, Salem, Westfield, Worcester, Massachusetts College of Liberal Arts, Massachusetts College of Art and Massachusetts Maritime Academy.

Each state university has a Board of Trustees which assists the President with the running of the school. Trustees are appointed by the Governor of Massachusetts for five year terms, renewable once. No member may serve for more than two consecutive terms. One trustee slot is reserved for an alumni member of the school and one slot is elected annually by the students at the local school site.

The Massachusetts State University Association/NEA Collective Bargaining Agreement for faculty and librarians (MSCA) contract specifies the duties and responsibilities of the All College Committee (ACC) and its standing sub-committees, the Curriculum Committee, Academic Policies, and Student Affairs. The ACC maintains a website which identifies the procedures and forms for consideration such as policy changes, new courses, etc. Any member of Fitchburg State University may initiate a proposal. An archive of ACC proposals that have been approved is maintained by the library and can be searched online at http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/all-college-committee/.

The ACC faculty members are elected for one year terms each spring semester. Faculty members on the standing sub-committees are appointed for one year terms by the Executive Committee of the MSCA. Faculty may self-nominate for committee appointments by presenting their name and interest to the MSCA office.

The Graduate Council is also outlined in the MSCA contract and carries governing responsibilities in relation to curriculum and policy of graduate programs. Faculty members are selected using the same process as membership for ACC.

GRADUATION

Fitchburg State University currently has graduation ceremonies twice a year, one in January for both graduate and undergraduate students and two in May, one for graduate and one for undergraduate students. Faculty members are expected to attend the graduation ceremonies to celebrate the accomplishments of the students. Faculty members are part of the academic processional. Academic regalia may be purchased through the Fitchburg State University bookstore.

HONORS CONVOCATION

In April each year, Fitchburg State University celebrates student achievements with an Honors Convocation. All faculty members are urged to attend and to participate in the academic processional.

UNDERGRADUATE RESEARCH CONFERENCE

For the last three years, an Undergraduate Research Conference has been held on the morning of the April Honors Convocation. Student research and creative work is sponsored by faculty members and presented in a number of venues.

ACADEMIC CALENDAR

(Faculty Grant and scholarship deadlines are highlighted in yellow.)

			FALL 2012
July	20		CTL Mentor Application Deadline
August			Submission for REDI Research Proposals deadline
Sept	3	Monday	Labor Day , Residence halls open for first-year students
	4	Tuesday	Residence halls open for all students; President's address
	5	Wednesday	Classes begin at 8:00 a.m.
	11	Tuesday	Advising for new students at 3:30 p.m.
	12	Wednesday	Final day to add or drop a course
	19	Wednesday	Final day to add a course with Red Card
	25	Tuesday	New Faculty Advising Workshop 3:30-5:00 p.m.
	3	Wednesday	Final day for making up Incomplete grades
			from previous semester
	8	Monday	Columbus Day - NO CLASSES
	9-30		Advising for Spring classes
	17		Amelia V. Gallucci-Cirio Endowment Proposals deadline
Nov	5-9		Registration for Spring classes
	12	Monday	Veteran's Day Celebration- NO CLASSES
	20	Tuesday	Thanksgiving recess begins at 4:30 p.m.
	25	Sunday	Thanksgiving recess ends
	26	Monday	Final day for withdrawal from courses without penalty
Dec	7		Center for Teaching & Learning Innovation Grants
	13	Thursday	Final day of classes
	14, 17-20		Final Examinations
	21	Friday	Snow day for Final Examinations
Jan	14	Monday	Assessment Day; Department meetings;
			Residence halls open for all students
	15	Tuesday	Classes begin at 8:00 a.m.
	21	Monday	Martin Luther King Day - NO CLASSES
	23	Wednesday	Monday class schedule (no Wednesday day classes);
			Final day to add or drop a course
	25	Friday	Winter Commencement at 6:30 p.m.
	26	Saturday	Snow Day for Commencement - 2:00 p.m.
	30	Wednesday	Final day to add a course with Red Card

Feb	4		Vincent J. Mara Excellence in Teaching Award Nomination deadline
	8		Leadership Conference Call for Programs deadline
	12	Tuesday	Final day for making up Incomplete grades
	18	Monday	U.S. Presidents' Day - NO CLASSES
	19		Center for Italian Culture Academic Programming Proposal Deadline
	22	Friday	Monday class schedule (no Friday day classes)
Mar	1		Harrod Lecture Proposals due to Academic Affairs
	1st week of March		Ruth Butler Grant application deadline
	8	Friday	Spring vacation begins at 4:30 p.m.
	17	Sunday	Spring vacation ends
	18-Apr 5		Advising for Fall classes
	8-12		Registration for Fall classes
	15	Monday	Patriots' Day - NO CLASSES
	23	Tuesday	Undergraduate Research Conference;
			Honors Convocation (NO DAY CLASSES)
	4		Special Projects Grants Proposal Application deadline
	9		Final day of classes
	10, 13-16		Final Examinations
	16		Graduate Commencement at 6:30 p.m.
	17	Friday	Residence halls close
	18	Saturday	Undergraduate Commencement at 10:00 a.m.
	18	Saturday	Residence halls close for Graduating Seniors at 4:00 p.m.
	20	Monday	Development Day
	25		Assessment Scholars Quality Collaborative Dyad Deadline to apply
June	1		Special Projects Grants Announced
request during the year			Engagement Stipend award.

TEACHING

PREPARING FOR THE CLASSROOM: FITCHBURG STATE UNIVERSITY SYLLABUS GUIDELINES/COURSE INFORMATION

Prior to the end of the first week of the semester, the instructor will distribute to each student and to the Associate Vice President of Academic Affairs in each course and section a written and dated course syllabus, which must contain at least the following information:

- The instructor's name, department/program, course number and title, semester/days/time of class, office location, office hours, email address and telephone number.
- Official course description.
- Course goals and learning objectives, as defined by the instructor.
- The instructor's attendance and/or participation policies for the course (e.g. no attendance taken, number of absences allowed, any penalty for extensive absence, etc.).
- A list of texts and/or additional resources such as software for the course, indicating which are required and which are optional.
- The course requirements for assessment, such as papers, projects, and examinations (with due dates if possible).
- A statement regarding whether the instructor will include a final exam and the form that final will take (e.g. exam, project report, presentation, etc.) Please note, faculty members must receive permission from the Vice president for Academic Affairs if they are not holding a final exam.
- A list of topics to be covered and the activities expected from the students.
- The method by which a student's final grade in the course will be determined.
- The instructor's policy on work handed in late and makeup examinations.
- Any special rules, regulations, or procedures of the course.
- A statement indicating each student is responsible for completing all course requirements and for keeping up with all activities of the course (whether a student is present or not).
- A statement regarding the Fitchburg State University Academic Integrity policy. (*Sample statement: The University "Academic Integrity" policy can be found online at http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/ . Students are expected to do their own work. Plagiarism and cheating are inexcusable. Any instance of plagiarism or cheating will result in [name consequence]*)
- An informational statement about disability services available to students.
  (Sample statement: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with the instructor of if you need special arrangements in case the building must be evacuated, please inform the faculty member as soon as possible.)

GRADUATE AND CONTINUING EDUCATION FACULTY

Not later than the first class meeting, each faculty member shall provide a syllabus for each course every semester to the Graduate Program Chair/Undergraduate Program Manager and to the Office of Graduate and Continuing Education. The syllabus guidelines for Graduate and Continuing Education syllabi are the same as those for the undergraduate day division. Additional guidelines for Extended Campus offerings are in Appendix B. Both sets of guidelines have been approved through governance.

GRADUATE COURSE SYLLABUS GUIDELINES/COURSE INFORMATION

No later than the first class meeting, the instructor will distribute to each student in each course and section a written and dated course syllabus, which must contain at least the following information:

- The instructor's name, department/program, course number and title, credit hours, semester/days/time of class, office location, office hours, email address and telephone number.
- Official course description.
- Course goals and learning objectives.
- The instructor's attendance policy for the course (e.g. no attendance taken, number of absences allowed, any penalty for extensive absence, etc.).
- A list of texts and/or additional resources such as software for the course, indicating which are required and which are optional.
- The course requirements for assessment, such as papers, projects, and examinations (with due dates if possible).
- A statement on the nature of the final exam (e.g. exam, project report)
- A list of topics to be covered and the activities expected from the students.
- The method by which student's final grade in the course will be determined.
- The instructor's policy on work handed in late, makeup examinations, and the like.
- Any special rules, regulations, or procedures of the course.
- A statement indicating each student is responsible for completing all course requirements and for keeping up with all activities of the course (whether a student is present or not).
- A statement regarding the Fitchburg State University Academic Integrity policy.
- A statement regarding the Fitchburg State University Disability policy.

RATIONALE FOR SYLLABUS GUIDELINES

The New England Association of Schools and Colleges (NEASC), the college wide accrediting agency for Fitchburg, and secondary accrediting bodies (e.g., International Assembly for Collegiate Business Education, Commission on Collegiate Nursing Education, National Council for Accreditation of Teacher Education, Accreditation Board for Engineering and Technology, Council for Standards in Human Service Education), are focusing on and requiring significant commitment to assessment of all aspects of university academic programming. Fitchburg State University has identified academic program planning and assessment as priorities of the Strategic Plan and has devoted resources at the academic department and administrative level to develop academic plans that include comprehensive assessment systems. Assessment of academic programs and courses at all levels cannot proceed without first identifying suitable goals, defined as broad statements of program and course purposes, as well as measurable objectives/outcomes. The guidelines will also serve as another attempt on the part of the Fitchburg State University community to improve academic quality.

TEXTBOOKS

Faculty members can order textbooks via the Internet. Visit the Fitchburg State University Bookstore web site at http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=10496 and click on Online Adoptions under Faculty Services at the bottom of the page. Type in your password, which is available from the bookstore, then complete the information requested to submit your order. You will immediately receive an e-mail acknowledgement and summary of your order submission. Orders can be placed 24 hours a day, and faculty can also designate their texts as available for rental. Although there is no specific deadline for ordering books, the sooner you order the better chance your text books will be available to students the first day of class. Ordering text books after mid-August for the fall semester will not guarantee availability the first day of class. For more information on how to access this new option, or to speak with the bookstore directly, please contact the bookstore at (978) 665-4026 or bookstore@fitchburgstate.edu

CLASS ROSTERS

Your class rosters are always available and up-to-date on Banner Web4 which is accessible from your office or your home. There are two rosters available to choose. One gives more detail which includes the student's major while the other is a list of all the names. You will also use Web 4 to post midterm and final grades as well as to get information about the advisees who are assigned to you.

LOGGING IN TO ONLINE CLASS/GRADE ROSTERS

- Launch Internet Explorer on your personal computer.
- **Firefox is not supported by Self Service Banner (Web4)**
- Enter the following URL into the address bar: https://web4.fitchburgstate.edu and press the enter key on your keyboard.
- Click on Enter Secure Area.
- **All faculty who have accessed Faculty Services at least once** (to obtain class rosters, enter grades, etc.) **should use their existing User ID** – Student ID/Employee ID preceded by the @ sign (ex.@00010000), or Social Security number (ex. 000010000) and enter their **existing PIN** (Personal Identification Number).
- **If you are using Web4 for the first time**:
    - In the User ID space, enter your Student ID/Employee ID number (your ID number is located on your OneCard ID) or your SSN. If neither of these options work and you do not yet have your OneCard ID, please contact IT Services at 978-665-4500 to obtain your secure PIN. Click on Login.
    - Enter your secure PIN (if you have not accessed your online records before this will be your birth date – mmddyy). If neither of these options work, please contact IT Services at 978-665-4500 to obtain your secure PIN. Click on Login.
    - You will immediately be told that your old PIN has expired. You must choose a new pin. Your PIN must be exactly 6 characters (numbers or letters or both).
    - Once you have entered the new PIN twice, you will then be asked to create a question and response to help you remember your PIN if you forget what it is. The new PIN will be the one you will use to access your online records in the future.
- Click the Faculty Services tab or Faculty & Advisors link.
- Click on Term Selection – (ex. Fall 2012). Click on Submit.
- Click on Final Grades.
- Select each course, enter students' final grades and click on Submit. **For courses with more than 25 students, be sure to look at the Record Sets just above the Submit button near the bottom of the screen. For these courses, you will need to click on the second record set (26-33, for example) to enter and submit grades for the other students in the course whose names are not displayed on the first page of the class/grade roster.**
- **To print your class/grade roster**: click on the print icon in the toolbar at the top of the screen. To exit, click on the exit button at the top of the screen.
- **To enter your grades**: select the appropriate grade for each student listed in the grade column. When finished, click on Submit. Your grades will be immediately submitted.

NOTE: You will only be able to enter grades in the Grade column if you are listed as the primary instructor for the course. If you are not able to enter grades, contact the Registrar's office at 978-665-4196 so that we may list you as the primary instructor. Any grade changes can be made **online** until grades are rolled (i.e. moved to students' permanent record). If they have been rolled changes must be made in writing to the Office of the Registrar.

- If a student is not listed on your grade roster, it means that the student is not officially registered. The student will need to receive the Dean's approval to register late for the course. The grades for these students must be submitted in writing.
- Rolled grades will immediately be viewable to students online.
- If your PIN does not work, or you have forgotten it, please contact IT at 978-665-4500.
- If you have problems finding your course, please contact Sheila Casey at 978-665-3139 Monday – Friday 8:00 a.m. to 4:30 p.m.

ENTERING GRADES ONLINE

Online grade are entered at https://web4.fitchburgstate.edu

- Final grades are due within 48 hours of the completion of the course.
- The registrar will send detailed instructions each semester.
- Click on the Faculty Services tab at the top of the page.
- Click on Term Selection – (ex. Fall 2012). Click on Submit.
- Click on Final Grades.
- Select course from drop-down list and submit.

This brings you to the Final Grades Page for the selected course:

- Go to Grade column.
- Select Grade from drop-down list.
- Enter Grade for each student on that page.
- Click Submit (bottom of roster) on each page.
- For courses with more than 25 students: be sure to look at the Record Sets near the bottom of the screen, above the submit button. For these courses, you will need to click on the second record set (26 – 33, for example) to enter and submit grades for the other students in the course whose names are not displayed on the first page of the class/grade roster.
- This same process can be used for **Midterm grades**, but you would click on midterm grades instead of final grades and follow the same instructions.

Notes:

- If you are team teaching a course but are not the primary instructor, then the course will not appear on your drop-down list.
- If your course is cross-listed, you must enter grades for each course separately.
- Only grades that are valid for that particular student's level will appear in the drop-down list.
- Please do not make any entries in the "Last Attend Date" and "Attend Hours" columns.
- You must click Submit at the bottom of the roster after you have entered EACH PAGE of your grades, otherwise, the grades will disappear.
- Once you have entered and submitted your grades, they will pop into your class roster. We suggest printing a copy of your class roster with the final grades for personal record-keeping purposes.
- Students will NOT see their final grades as you enter them. However, after grade processing all grades that you have submitted will be visible, so students may be contacting you shortly thereafter.
- For security purposes, you will be logged off the Final Grades page after 60 minutes of inactivity. You must then exit Web4 for Faculty and log in again using the instructions above.

MIDTERM GRADES

Fitchburg State University has a system of “mid-semester” grade reporting for undergraduate students. Faculty members are asked to submit grades for those who may be at a grade of 1.7 or lower at the mid-point of the semester. The purpose of this system is to provide formal feedback to students at a point in the semester where meaningful intervention by the professor, academic success areas and others can be accomplished. It also coincides with the current advising period prior to registration. Student and advisor access to mid-semester grades is through Web4. Faculty and students are reminded of the following:

While voluntary, all faculty members are encouraged to submit mid-semester grades.

The grades listed are only progress estimates for this point in the semester.

The grades are not part of the student’s official record. Only final course grades are recorded.

The mid-semester grade is meant to inform students of their progress to date so that, if necessary, they can seek assistance.

GRADE CHANGES

Any grade change must be submitted in writing by the professor to the Registrar's Office with appropriate approval on the standard form. Contact the Registrar's Office at (978) 665-3139. Each change made for a student requires the signature of the instructor and other academic faculty or administrators as indicated on the form. Correspondence regarding a grade change may also be emailed from your Fitchburg State email account to the Registrar: ldupell@fitchburgstate.edu.

GRADING POLICY

The grading policy for undergraduate students and graduate students can be found in the Fitchburg State University catalog and in **Appendix E.** The policy for undergraduate grades was substantially revised in spring 2007 and the policy for graduate grades was revised in spring 2008. These changes provide greater clarity and more options than previously existed. They also establish equivalencies for grades when moving from one hundred point scales to letter grades to the Fitchburg State University numerical scale.

STUDENT ATTENDANCE POLICY/ REGISTRAR REQUESTS FOR ATTENDANCE CHECKS

There is no school-wide attendance policy at Fitchburg State University. Faculty may establish reasonable attendance policies for their own classes and explain that policy in their syllabi.

Whatever an instructor’s attendance policy, there are two occasions when the Registrar asks the instructor for an attendance check. The first occurs right after the add/drop period to determine whether a student has ever attended each of his/her classes. This first check is required and is used to determine that the Registrar’s record of class rosters is correct. You will receive an email with instructions on how to submit your attendance through Web4.

The second check occurs at week nine to determine whether a student is still participating in each of his/her classes. Financial Aid reporting regulations requires that this mid-term attendance is documented to validate student financial aid eligibility. The information is also used to identify potentially at-risk students so that early intervention and outreach may occur. Faculty members are encouraged to participate in this second attendance check but it is not mandatory that they do so.

CLASSROOM LOCATION

In order to assure maximum utilization of the space currently available at Fitchburg State University, classrooms are assigned by the Registrar's Office for all classes. Instructors may not move their classes or switch rooms with a colleague without the consent of the Registrar's Office. Requests for change of rooms will be considered, and are based upon the availability of classroom space. The registrar may change room assignments after the beginning of a semester to accommodate a student with a documented disability. The instructor will be notified in writing of such changes.

It is vitally important for both security and legal purposes that faculty do not make room changes without prior approval. We must be able to locate students and faculty in the event of an emergency. If your class is moved and you are unable to reach either the Registrar's Office or the Office of Graduate and Continuing Education, notify the Campus Police at (978) 665-3111 as to your whereabouts.

FIELD TRIPS/GUEST LECTURERS

Faculty who wish to arrange field trips or lecturers for classes should consult with the department chair and department secretaries ahead of time. Guest lecturers can be invited to class gratis or for payment. If payment is required, the department must issue a contract to the guest lecturer **prior** to their being on campus. Forms to request guest speakers for Graduate and Continuing Education classes can be found at http://www.fitchburgstate.edu/uploads/files/GCE/GuestSpeaker.pdf. For field trips, departmental funds may also be needed for transportation. The Office of Student and Academic Life has a release form that needs to be completed by each student prior to the trip.

LABORATORY INSTRUCTION SAFETY TRAINING

Fitchburg State University has adopted a handbook that provides guidelines and regulations needed for the use of chemicals on campus. It defines the responsibilities of the members of all Fitchburg State University communities, defines safe handling practices and outlines the procedures that the school uses in the management of chemicals and their disposal. The plan requires that students and faculty be given mandatory safety training in courses using hazardous materials and chemicals. This student training provides an overview of Section 1A of the Chemical Hygiene Plan. Fitchburg State University also maintains an Office of Environmental Safety to assist faculty with this process.

LIABILITY INSURANCE

Fitchburg State University maintains liability insurance for students and faculty supervisors participating in internships in many disciplines. The liability insurance is based on course numbers and every student taking the course or faculty supervisor are covered. Agencies sometimes request copies of the insurance binder which may be requested from the Office of Academic Affairs.

USING TECHNOLOGY IN THE CLASSROOM

Fitchburg State University provides a wide range of educational technological tools and encourages faculty to use technology in a fashion that is engaging and appropriate for the student and the subject (these tools range from the basic, such as DVD players and monitors built into many classrooms and available on cart otherwise, through Smart-boards and Internet connections integrated into a media podium, to the ability to provide students online video, Podcast and tiered discussion). When faculty members submit schedules to the department chair, they should include requests for mediated classrooms if they need them for the entire semester. Information about classrooms that are mediated can be found at the Information Technology website (http://www.fitchburgstate.edu/offices/technology/).

BLACKBOARD

Blackboard is the learning management system provided by the university. It may be used to provide supplementary materials to a traditional brick and mortar classroom, or in place of some classroom time in a hybrid class or as the basic platform for an online course. A Blackboard site is created every time a course is scheduled with the Registrar. Technical training on the use of Blackboard is provided by Information Technology, and pedagogical support is provided by the Distance Education Coordinator (https://blackboard.FitchburgState.edu/webapps/portal/frameset.jsp).

FACULTY INSTRUCTIONAL VIDEOS
A number of self-help training videos are available to assist Fitchburg State faculty in implementing instructional technology in their courses. These include overviews and specific tips and how-to's for: Blackboard, our course management system; Elluminate, a program designed primarily for distance education; and clickers, aka "classroom response systems," a tool that enables instructors to gather from and share with students responses to questions during class, helping each to monitor the progress of student learning. http://www.fitchburgstate.edu/videotraining

TK20
Fitchburg State University has purchased a data collection system, TK20, for assessment purposes which is linked directly to Banner. The Center for Teaching and Learning offers workshops to faculty on the use of TK20. Tutorials and handouts are also available to assist faculty as they use the different components. Some departments use TK20 extensively and others use it occasionally. Department chairs can identify its importance to assessment in your discipline. (http://www.fitchburgstate.edu/offices/technology/tk20/)

ONLINE/HYBRID COURSES
Online courses are those in which 100% of the course's instructions are conducted in distance mode. Another course delivery option is hybrid (blended) courses; hybrid courses are those that combine classroom and online methods, and deliver at least 15% of the course's content online. Both online and hybrid courses must go through the university's approval process. Course developers must create their online course materials in accordance with requirements and guidelines which satisfy or exceed the various accreditation criteria of the New England Association of Schools and Colleges for Distance Learning Programs. These guidelines as well as the approval process may be found at the Fitchburg State University website http://www.fitchburgstate.edu/academics/online-learning/distance-education-faculty-resources/

The Distance Education Office provides training sessions for online course development, and throughout the development process course developers have access to training and support in the areas of design and building content within the Blackboard learning management system. Once a course is developed, the designer will maintain intellectual ownership of the course materials while Fitchburg State University will maintain and host the course offering in a Blackboard shell. Note that all course material must be delivered using the Blackboard learning management system unless otherwise authorized by the Distance Education Office at Fitchburg State University. More information about online teaching may be found at the Distance Education Coordinator's website (http://www.fitchburgstate.edu/academics/online-learning/).

INDEPENDENT STUDY/DIRECTED STUDY/LECAP
Fitchburg State University provides students with the opportunity to earn credits through independent study, directed study and LECAP (Life Experience Credit Award Program). Independent study work allows a student to do in-depth work in an area of specialization they wish to pursue. They work directly with a faculty member who has expertise or interest in the specialization area. Directed study is similar but is typically used for non-research projects or activities and may be used in exceptional circumstances to offer an existing course. A Special Studies Form for independent and directed studies is available on the Registrar's website http://www.fitchburgstate.edu/offices/student-services/registrar/student-records/forms/ or from departmental secretaries. LECAP can be used by undergraduate students, except for criminal justice majors, who have already acquired knowledge and skills and want to demonstrate this for credit. Students need to contact the Academic Advising Center for information on how to begin this process. See

the catalog for additional information on these alternative ways for students to earn credit and the faculty contracts for the Day division and for GCE for how faculty members are compensated for independent studies and directed studies.

FINAL EXAM POLICY AND FINAL GRADES

Fitchburg State University has a final exam week scheduled in each semester during which all finals must be held. Faculty members who have final projects in lieu of final exams are expected to meet with their students during the regularly scheduled final exam time. No finals may be given during the last week of classes.

Per university policy and the MSCA contract, final exam days are part of the official 155 instructional-day calendar. As such, faculty are to meet their classes during the time scheduled for the final exams regardless of whether an exam is administered. If a final exam is included in your syllabus, it must be administered as scheduled. However, all classes must make use of this instructional day even if it is not to take an exam.
Furthermore, final exams are considered a "peak period" and faculty are asked to maintain at least the minimum of regular office hours in order to assist students.

An exam week is not held for Graduate and Continuing Education courses. For those courses, exams are administered during the final class meeting.

Final grades are due within 48 hours of the completion of a course. Grade should be submitted electronically by the faculty member via Web4. Grades are posted immediately to students.

MAKEUP EXAMINATION POLICY

With the consent of the faculty member, a makeup examination may be administered to a student who has missed a scheduled examination for valid cause. The faculty member sets the time and place of the makeup examination after discussion with the student. If a faculty member does not allow make-up exams, it should be stated in the syllabus.

Both faculty members and students should remember that all work in a course must be made up in time for the instructor to submit a change of grade within four weeks from the beginning of the following semester. **Incomplete grades (I) are changed to 0.0 unless the instructor submits a properly completed grade change form to the registrar's office within the appropriate time frame.**

COURSE ENROLLMENT CAPS AND INSTRUCTOR PERMISSION

Course enrollment caps are determined by a combination of factors including laboratory safety, machine limits, pedagogy and need. During registration, all students register for classes on Web 4 if the course is open. When classes are closed, instructors **may** add students to their courses if they are comfortable doing so. This process is often referred to as giving a red card. For Graduate and Continuing Education courses, priority is given to students on the waiting list.

ACADEMIC INTEGRITY POLICY

Fitchburg State University addresses plagiarism and academic dishonesty through a variety of methods. First, the school has an Academic Integrity Policy found at the following link: http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-conduct-mediation-education/academic-integrity/. Second, the school maintains Safe Assign which allows faculty members to evaluate whether plagiarism has occurred. Safe Assign can be accessed through Blackboard by faculty or students. The Center for Teaching and Learning sponsors faculty workshops on this software. See Appendix D for a copy of the Academic Integrity Policy.

FACULTY ABSENCE

Day Faculty

All faculty members who are forced to be absent from their on-campus classes because of unforeseen circumstances or illness must immediately contact their department's secretary who in turn will notify the Hammond Campus Center Information Desk. Faculty absences are available on a recorded telephone message system which students can access at extension 3580.

Faculty members who need to be out of work for an extended period of time (more than 3 days), for any reason, must contact Academic Affairs **and** the Office of Human Resources to make arrangements for their leave. Notice to both departments should be provided in advance of said leave, as practicably as possible. Academic Affairs and Human Resources will then work together to coordinate the requested leave, and apply all applicable policies under the MSCA Collective Bargaining Agreement as well as relevant federal and state regulations.

Graduate and Continuing Education Faculty

All Graduate and Continuing Education faculty members who are forced to be absent from their on--campus classes because of unforeseen circumstances or illness must immediately contact the Office of Graduate and Continuing Education. If an on-campus class is to be canceled, notice is posted in the classroom and on the bulletin board in the lobby of McKay. Given sufficient advance notice, GCE staff will make every effort to contact the students in the class. Notice of cancellations may require approval of the Office of Graduate and Continuing Education. Any class that the instructor misses must be made up at a convenient time for the students. When making up a class, be sure to check with the Registrar's Office for classroom availability.

PERSONAL DAYS

Based on collective bargaining, full-time faculty members currently receive one personal day during the fall and the spring semester of each year. Faculty members are encouraged to give chairs as much notice of their intention to take a personal day as possible. While a faculty member may carry the spring day (if unused) over into the fall semester, the days must be used during the calendar year or unused days are forfeited. No unused personal days can be carried beyond December 31st.

ETHICAL STANDARDS AND GUIDELINES

All faculty members are governed by the State Ethics Commission Guideline and the Collective Bargaining Agreement between the Department of Higher Education and the Massachusetts State College Association and must adhere to the professional standards set forth. Faculty who adopt instructional materials which they have written must disclose this use to the Ethics Commission and must complete the forms found on the following pages.

Fitchburg State University
Faculty Disclosure to the State Ethics Commission
Checklist for Completing the Disclosure Form

_____ Provide the information requested.

_____ Sign and date the form.

_____ Forward the form to the Office of the Academic Vice President, Sanders Building.

_____ The form will be returned to you with the President's determination and signature.

_____ Make a copy for your files.

Send the original to the
Commonwealth of Massachusetts
State Ethics Commission
One Ashburton Place, Room 619
Boston, MA 02108

State Ethics Commission Form
FITCHBURG STATE UNIVERSITY MEMORANDUM

Date:
To: Robert V. Antonucci, President Fitchburg State University
From:
Department:

Re: Disclosure of Decision to Adopt Instructional Materials in Whose Sale I Have a Financial Interest
In compliance with the Massachusetts G.L.c.268A, §6, I disclose my intent to adopt the following:

Semester: Year: ( ) Day ( ) DCGE ( ) Non-Credit *check all that apply*
Title:
Course Number/Name
Full Description of materials (e.g., published text, course-pack, CD, etc.) (use reverse side of form if necessary)
If this is a published work sold to students through a 3rd party such as a bookstore: **Check all that apply** ( ) I am the author ( ) I am the editor ( ) Other (indicate) ( ) I am the co-author ( ) I am the co-editor From sales of this title to Fitchburg State University students I anticipate that I will receive royalties in the amount of $_____________.
If you are the publisher of this work and are selling it directly to students: From direct sale of this title to Fitchburg State University students I anticipate that I will receive income of $__________of which $_________is profit.

In the event you determine that my financial interest is sufficiently substantial to warrant assigning to someone else the decision whether the instructional materials described above should be adopted for use in the course identified above, I agree to allow the Department Chair/Graduate Program Coordinator or designee to make that decision in my stead.

______________________________ _________
Signature of Faculty Member Date

Determination of Fitchburg State University Appointing Authority
( ) I have reviewed this matter and determine that the faculty member's financial interest as disclosed above is not sufficiently substantial to warrant my assigning to someone else the decision whether the instructional materials described above should be adopted for use in the course identified above.

( ) I have reviewed this matter and determine that the faculty member's financial interest is sufficiently substantial to warrant my assigning the decision in question to someone else. Therefore, in accordance with M.G.L.c.268A, §6, I assign that decision to the appropriate administrative office.

______________________________ ____________
Robert V. Antonucci, President Date

GRADUATE AND CONTINUING EDUCATION ETHICAL STANDARDS

In each of his or her capacities as a professional – teaching, research, human services, and public policies the conscientious faculty member is repeatedly required to make delicate ethical decisions. Academicians must weigh the various interests involved, including the general welfare of their students and advisees, the psychological and physical well being of the participants in their research, and the integrity of their involvement within the neighboring campus community. Considerations involving the relationship between ethics, values, and academics present difficult questions throughout the ethical decision-making process, and it is likely they exert a strong influence on the approach taken by individual faculty members to their work.

The complete code is set forth in Appendix A. The recommendations will not in and of themselves provide answers for resolving all of the many questions that are confronted by members of the Graduate and Continuing Education program. When an ethical issue arises, one always must first consult and adhere to the professional standards of one's discipline and current federal and local guidelines. In addition, consultation with one's colleagues, school administrators, and appropriate committees within Fitchburg State University or sponsored by professional associations is often necessary, because even the most concerned professional can be blinded by personal involvement. The guidelines are presented in large part so that individual faculty members will be better able to anticipate ethical problems before they occur, to avoid them entirely or to become more skillful in coping with them. Often, individuals do not fully appreciate the complexities of ethical issues and dilemmas until they are caught up in them. By that time, it may be too late to cope effectively with the problems in a reasoned and objective manner, and less than satisfactory compromises are likely to result.

ACADEMIC ADVISING

Academic advisors are the coordinators of student's educational experience. Advisors meet with advisees throughout their Fitchburg State University career; there relationship is critical to the advisee's success.

ROLES AND RESPONSIBILITIES OF THE ADVISOR:

- Understand the unique nature of the university experience.
- Define values and goals for advisee.
- Explore advisee's educational/career options, and life goals.
- Plan advisee's educational program.
- Monitor and evaluate advisee's educational progress.
- Locate resources to meet advisee's individual needs.
- Reach out and be available, receptive, and supportive to advisee.
- Maintain an advising file for each advisee.
- Advise course selection during pre-registration and add/drop periods.
- Interpret school and academic policies/regulations to advisee.
- Assist advisee with any change of major.
- Warn of possible low mid-semester grades.
- Assist advisee with potential Academic Appeals.
- Make advisee aware of Graduation requirements and assist with Graduation application.
- Provide information on advisee's program requirements and course expectations.
- Provide advisee information on support services and resources.

NEW FACULTY ADVISING WORKSHOP

All new faculty members are invited to attend a workshop on advising during their first semester prior to the first registration session. At that workshop, the Director of the Academic Advising Center, the Dean of Student and Academic Life, and the Registrar will present information and resources that will enable academic advisors to work effectively with their student advisees. These resources include the four year plans of study, the advising handbook, and the student handbook that are distributed annually, the Fitchburg State University catalog which is available on-line and the Web 4 resources which include on- line access to advisee transcripts and current schedules. Fitchburg State University also provides a number of academic support services for students which are identified in the tables that follow.

FOUR YEAR PLAN OF STUDY

The Four-Year Plan of Study is maintained on the Academic Advising Center web site for all majors. This plan identifies the recommended courses for each major. These are updated annually.

REQUEST FOR CURRICULUM MODIFICATION OR WAIVER OF ACADEMIC REGULATION FORM

This form is to be used by any student for modification or waiver of a Fitchburg State University academic policy. Such changes are made only in ***exceptional*** cases. Each request is considered on its own merits, and approval of a request does not create a precedent. Requests should be initiated by the student, be filled out completely and include all the necessary documentation and recommendations before being submitted to the appropriate Dean. An unofficial transcript should be attached, and signatures should be obtained in the necessary order. These forms are available from the Deans' offices or from the Registrar's Office.

STUDY ABROAD OPPORTUNITIES

Fitchburg State University students have both short-term and long-term study abroad opportunities. Each semester, some Fitchburg State University students study abroad in a variety of countries. Others will take advantage of the summer study abroad programs. In summer, the school anticipates offering programs in Verona, Ireland, Morocco and Costa Rica. Please contact the office of International Education (ext. 3089) for additional information on Study Abroad or to talk about being a faculty leader in a study abroad program.

ACADEMIC SUPPORT SERVICES

Support Service and Contacts:	**Provides services for:**	**Types of service provided:**
ACADEMIC ADVISING CENTER http://www.fitchburgstate.edu/academics/academic-support/academic-advising-center/ Hammond Building, 3rd floor, Rm. 322 Donna Foley, Director Heather Beam , Academic Advisor Phone: 978-665-3319	• Pre-Major students • Students on Academic Probation, Dean's Readmit on Probation, or Suspension. • Students Seeking credit for life experience (LECAP). Dual Enrollment students.	• Advice for incoming Pre-Majors. • Advising for Dual Enrollment students, and students seeking LECAP. • Counseling for Students on academic probation. • Information on academic policies and procedures. • "Hot Line" for all faculty/student academic questions.
ADMISSIONS OFFICE http://www.FitchburgState.edu/admissions/ Anthony Building, Rm. 102 Kay Reynolds, Director of Admissions Phone: 978-665-3144 Fax: 978-665-4540	• Students, and their families, who are prospective Freshmen, Transfer or Graduate students.	• Admissions information, support, advice and guidance. • Explanation of admissions process and review of all applications for admission. • Awards merit scholarships to entering students.
ATHLETICS http://www.fitchburgfalcons.com/landing/index Recreation Center Sue Lauder, Director, Rm. 211A Keith Brouillard, Associate Director, Sports Information, Head Baseball Coach, Rm. 209C Patrick Haverty, Head Football Coach, Rm. 209D Meredith MacDonald, Compliance Officer/Head Softball Coach, Rm. 209B Rick Terrio, Equipment Manager, Head Women's Lacrosse Coach, Rm. 209E Todd Souliere, Head Trainer, Rm. 108C Rebecca Shersnow, Assistant Trainer, Rm. 108C Phone: 978-665-3314 Fax: 978-665-9710	Student participants in sports, in accordance with NCAA guidelines.	• Men's varsity: football, soccer, cross-country, hockey, basketball, indoor track, track & field, baseball. • Women's varsity: soccer, field hockey, cross-country, basketball, indoor track, track & field, softball, lacrosse.

Support Service and Contacts:	Provides services for:	Types of service provided:
CAMPUS POLICE http://www.fitchburgstate.edu/offices/campus-safety/campus-police/ 32 Clinton Street James Hamel, Chief Phone: 978-665-3111 Fax: 978-665-4599	The Fitchburg State University campus Community.	• 24/7 safety and security for the campus • Emergency Response • Student involvement programs such as Safety Escorts and First Responders. • Rape Aggressiveness Defense (RAD) training. • Lends equipment including jumper cables, shovels. • Liaison to Fitchburg Police Department and other city Departments.
CAREER SERVICES http://www.fitchburgstate.edu/offices/student-services/career-services/ Hammond Building, 3rd Floor Rm. 318 Erin Kelleher, Director Diane Maynard, Support Staff Phone: 978-665-3151 Fax: 978-665-3021	Free of charge to: • Degree seeking Fitchburg State University undergraduate and graduate students • Fitchburg State University Alumni	• Career counseling, assessment, planning, strategies, outreach services, and resource library. • Workshops/job fairs. • Resume /interviewing critiques. • Sigi Plus, a comput-erized career exploration system. • Resume posting on nation-wide databases via Career Services website. • Listings of f/t, p/t, and summer jobs and internships; • Standardized tests for the MAT
CENTER FOR DIVERSITY AND INCLUSIVENESS (CDI) http://www.fitchburgstate.edu/campus-life/get-involved/center_diversity_inclusiveness/ Jamie Cochran, Coordinator, Conlon, Rm. 220 Phone: 978-665-3701 jcochran@fitchburgstate.edu	Any Fitchburg State University student is welcomed at the Center for Diversity and Inclusiveness, at any stage of their collegiate career. Faculty and Staff are highly encouraged to become involved in the realization of the vision and achievement of the goals for CDI.	Fitchburg State University students who wants to: • Be exposed to cultural diversity. • Learn to be accepting of people and ideas not their own. • Learn to be sensitive of cultural differences. • Acquire the skills on how to best deal with diversity issues. • Develop personal skills and demonstrate competencies in understanding diversity.

Support Service and Contacts:	Provides services for:	Types of service provided:
COUNSELING SERVICES http://www.fitchburgstate.edu/campus-life/student-services/counseling-services/ Hammond Building 3rd floor, Rm. 317 Robert Hynes, Ph.D. Director, Counseling Services Assistant Dean for Student Support Services rhynes@fitchburgstate.edu Rose Marshall, Office Manager rmmarshall@fitchburgstate.edu 978-665-3152	Eligibility for services: Currently enrolled FSU students.	• Confidential short-term counseling • Assessment and referral, as indicated. • Psychoeducational and prevention-oriented programming.
DISABILITY SERVICES http://www.fitchburgstate.edu/campus-life/student-services/disability-services/ Hammond Building, Rm. 308 Julie Maki, Coordinator Cristy Guy, Support Staff Katrina Durham, Staff Assistant Fran Menendez-Aponte, Deaf Services 978-665-4020 Fax: 978-665-4786	Students with a documented disability (documentation must be current).	• Accommodations based on the needs of the student. • Interpreter. • Assistive technology. • Mentoring program. • Academic Advising. • Referral to Academic Support Programs. • Scribe/Note taker. • Extended time testing.
EXPANDING HORIZONS http://www.fitchburgstate.edu/campus-life/student-services/expanding-horizons/ Hammond Building 3rd floor, Rm. 315 Ammad Sheikh, Director Ashley Tetreault, Career & Peer Mentor Coord. Sarah Sadowski, Academic Advisor Beth Swartz, Program Assistant 978-665-3064 Fax: 978-665-4835	Full time undergraduate students who meets one of the following criteria: • Is low-income according to federal guidelines. • Is a first generation college student (neither parent has completed a four year college degree). • Is a student with a disability.	• Academic Counseling. • Group & Individual Tutoring/Study skills. • Career Counseling/Career Decision making. • Social and cultural events. • Personal Problem Solving.

Support Service and Contacts:	Provides services for:	Types of service provided:
FINANCIAL AID OFFICE http://www.fitchburgstate.edu/offices/student-services/financial-aid-office/ Anthony Building, Rm. 108 Pam McCafferty, Director of Financial Aid and Dean of Enrollment Management Marie Abboud, Support Staff Heidi Berndt, Support Staff Andrea Johnston, Counselor Alcira Zadroga, Associate Director Daniel Labrecque, Assistant Director Rachel Whitney, Assistant Director Phone: 978-665-3156 Fax: 978-665-3559	Any student who has questions about financing their education. To be considered for Federal or State Financial Aid programs, students must: • Be matriculated in a degree program. • Meet the eligibility requirements set by the federal government. • Have a completed Financial Aid Application.	• Need-based grants, scholarships, loans and work programs. • Non-need based loans, work programs, and financing options. • Assists students with the application process. • Provide Financial Aid counseling to students and their families.
GCE ADVISING http://www.fitchburgstate.edu/offices/academic-offices/gce/evening-student-resource-center/find-your-advisor/ Graduate and Continuing Education Office, Anthony Building, Rm. 112 Lisa Moison, GCE Advisor/Retention Specialist Phone: 978-665-3660	Prospective undergraduate evening students and graduate students.	• On-line advising center which answers many advising questions. • Day and evening advising hours.
HOUSING AND RESIDENTIAL SERVICES http://www.fitchburgstate.edu/campus-life/things-you-should-know/housing-and-residential-services/ Aubuchon Hall, First Floor, right side Kristin Murphy, Director of Housing and Residential Services Tom Clark, Associate Director of Operations Melissa Bois, Support Staff Natalie Piermarini, Support Staff Phone: 978-665-3219 Fax: 978-665-3573	• Fitchburg State University students • Students enrolled in Fitchburg State University/Mt. Wachusett Institute. • Residence Hall guests.	• All residence hall rooms. • Specialty housing options including summer age 23+ and first year student housing. • Social and educational programs on a wide variety of topics. • Student leadership opportunities as resident assistants (RAs).
INTERNATIONAL EDUCATION http://www.fitchburgstate.edu/academics/international-education/ Hammond Building, 3rd Floor, Rm. Carrie Baldassari, Director Rachel Pianta, Administrative Assistant Tracey Sarefield, Study Abroad Advisor	• All international students studying at Fitchburg State University. • Fitchburg State University students interested in the Study Abroad Program, providing they are in Good Academic Standing	

Support Service and Contacts:	Provides services for:	Types of service provided:
INTERNATIONAL EDUCATION (continued) Phone: 978-665-3089 Fax: 978-665-4040	and show evidence of maturity, stability and motivation.	• Opportunities to study abroad for a summer, semester or academic year, in the U.K., Ireland, Australia, Canada or a variety of other countries. • Opportunities for Student Exchange in Italy and China. • Helping international students transition to college and the U.S. • Cultural awareness programs. • Guidance and counseling for all immigration issues.
LIBRARY http://www.fitchburgstate.edu/academics/library/ Amelia V. Gallucci-Cirio Library Hammond Building Robert Foley, Director Additional staff listing at http://www.fitchburgstate.edu/academics/library/about-us/departments-and-staff/ Phone: 978 -665-4478	Undergraduate, graduate, and distance learning students as well as all faculty members.	http://fitchburgstate.libguides.com/facultyservices • Online Public Access Catalog, for access to 209,000 books as well as A/V materials and periodicals. • Access to 48,751 unique full text online periodical titles. • Access to approximately 130 electronic online databases (encyclopedias, indexes/abstracts, directories, etc., representing all disciplines on campus). • Online access to Education Resources Information Center (ERIC). • A distance learning link for library services on the library Web site. • Six month borrowing periods for faculty. • Interlibrary loans for students and faculty.

Support Service and Contacts:	**Provides services for:**	**Types of service provided:**
LIBRARY (Continued)		• Free borrowing privileges with the other 28 Massachusetts public higher education libraries and the academic libraries of Worcester County. • The library Instruction Program, housed in a state of the art classroom which can host classes or they can be held in your classroom as appropriate. • Electronic Reserves. • Archives and Special Collections. • Access to the Library's services from any computer on and off-campus via the library Web site. • A library liaison program to allow librarians to assist with instruction, collection development and research.
MATHEMATICS CENTER http://www.fitchburgstate.edu/academics/academic-support/math-center/ Library, 3rd Floor, Rm. 310 Walk-in Hours Mon. – Tues. 11:00 AM – 8:00 PM Wed.-Thur. 11:00 AM – 7:00 PM Fri. 11:00 AM – 3:00 PM Thomas Rousseau, M.Ed. Assistant Dean of Academic Support Services trousseau@fitchburgstate.edu	All Fitchburg State University Students – free unlimited walk-in math tutoring.	**Mathematics Tutoring** The Math Center offers peer tutors who specialize in one-on-one tutoring on a walk-in basis for most mathematics courses. Students affiliated with Disability Services and Expanding Horizons can request an individual mathematics tutor as well as use the Math Center.

Support Service and Contacts:	Provides services for:	Types of service provided:
MATHEMATICS CENTER (Continued) Thomas Driscoll, M.Ed Academic Counselor (part-time) tdrisco1@fitchburgstate.edu Denise Hampson, Secretary dhampson@fitchburgstate.edu Phone: 978-665-3499		Algebra Placement test preparation services include: diagnostic assessment, individualized learning plans, online resources and small group tutoring. MTEL general curriculum mathematics subtest preparation services include: diagnostic assessment, individualized learning plans, small group seminars and tutoring.
RECREATION SERVICES http://www.fitchburgfalcons.com/recservices/index Recreation Center Brad Cohrs, Director Ellen Hughes, Support Staff Phone: 978-665-3683 Fax: 978-665-3710	Participation is open to Fitchburg State University students, faculty, staff, and alumni.	• Intramural sport activities include: basketball, flag football, volleyball, soccer, dodge ball and many more. • Open swimming available at particular hours throughout each week. Refer to: http://www.fitchburgfalcons.com/recservices/hours/index for more details. • Group exercise classes offered throughout the fall and spring semesters in the dance studio. • Fitness Center including a full line of cardio equipment, machine-assist weight equipment and a separate free weight room. • Equipment available for checkout for a variety of activities including: basketballs, racquetball racquets and balls, volleyballs, goggles and more. • Indoor running/walking track of 11 laps per mile.

Support Service and Contacts:	Provides services for:	Types of service provided:
REGISTRAR'S OFFICE http://www.fitchburgstate.edu/offices/student-services/registrar/ Anthony Building, Rm. 110 Linda Dupell, Registrar Mark LeBlanc, Assistant Registrar Phone: 978-665- 4196 Fax: 978-665-4151	Maintaining the official records of all Fitchburg State University students and alumni.	Registration guidance and support. • Adding/dropping classes. • Individual class withdrawal. • Degree evaluations, insuring that students meet their major LA&S requirements, once they apply to graduate. • Enrollment verifications. • Veteran's benefits. • Transcripts • Re-admission to Fitchburg State University after withdrawal. • Graduation services/planning. • Grades. • Transfer credit evaluation.
STUDENT DEVELOPMENT & HAMMOND CAMPUS CENTER http://www.fitchburgstate.edu/campus-life/places-to-go/the-hammond-campus-center/ Hammond Building, G-Lobby, Rm. G13 Henry Parkinson, Assistant Dean Christina McCormack, Support Staff Phone: 978-665-3163 Fax: 978-665-9650	Services are provided free of charge to current Fitchburg State University students.	• Annual Leadership Conference. • Family Weekend. • Fitchburg Leadership Program. • Student involvement in organizations and employment. • Commuter Affairs. • Info Desk. • Center for Leadership and Volunteerism. • Greek Life. • Orientation. • Campus Center Operations. • Art Gallery. • Game room. • Meeting rooms/club offices.

Support Service and Contacts:	Provides services for:	Types of service provided:
STUDENT AND ACADEMIC LIFE http://www.fitchburgstate.edu/campus-life/student-services/office-of-student-academic-life/ Sanders Administration Building, Rm. 204 Dr. Stanley Bucholc, Dean of Student and Academic Life William Cummings, Director of Student Conduct, Mediation and Education Rita Jeffries, Administrative Assistant Phone: 978-665-3130 Fax: 978-665-3132	Fitchburg State University students	• Summer Bridge Program • Academic Policy Waiver requests • Extended student absence notifications • General advice and referrals • Student discipline • Withdrawals from Fitchburg State University • New student and family orientation • Student involvement opportunities on the Conduct Board and as Orientation Leaders • Student health insurance issues • Emergency student loans available to full-time day students only • Student academic standing • Satisfactory Academic Progress (SAP) requests • Sexual assault protocol
TUTOR CENTER http://www.fitchburgstate.edu/academics/academic-support/tutor-center/ http://www.fitchburgstate.edu/academics/academic-support/writing-tutoring/ Library, 3rd Floor, Rm. 310 Office Hours Mon. – Fri. 8:00 AM – 5:00 PM Thomas Rousseau, M.Ed. Assistant Dean of Academic Support Services trousseau@fitchburgstate.edu Thomas Driscoll, M.Ed. Academic Counselor (part-time) tdrisco1@fitchburgstate.edu Denise Hampson, Secretary dhampson@fitchburgstate.edu	All Fitchburg State University students free two subjects each semester plus individual writing tutoring for any course! Request a tutor 978-665-3499	**Individual Tutoring** Tutoring sessions focus on reviewing and explaining concepts and specific topics. Tutors also introduce study and learning methods that assist students to develop new habits for learning. **Group Tutoring** Group tutoring occurs weekly lead by a tutor trained in effective study group processes. **Writing Tutoring** With a focus on clear communication, the peer tutors work together with writers at all levels, in all stages of the writing process from planning, drafting, revising, editing and proofreading.

Support Service and Contacts:	Provides services for:	Types of service provided:
TUTOR CENTER (continued) **Tutorial Service Overview** Sixty peer tutors offer free individual peer tutoring, in 90 subjects, representing 19 majors serving freshmen to seniors. On average, 850 students each year use one or more of the 20 tutoring services that assist them to develop their study habits and improve their understanding of topics and concepts. **Tutors are Qualified** The Tutor Center earned the prestigious College Reading and Learning Association International Tutor Program Certification status. Phone: 978-665-3499		**Learning Strategy Sessions** Professional individual Study and learning Strategies Sessions. Students are introduced to and practice new study methods that will improve comprehension, long-term memory, note-taking, test preparation and even save time studying. **Academic Success Seminars** Learning research based college study methods save students time studying and maximize their learning. These one-hour seminars provide students with specific step-by-step actions and initial practice with the study method. **MTEL Test Preparation** The Tutor Center offers a six session, twelve hour, preparation seminar facilitated by professional instructors to assist students to prepare for this test. Students can also request individual peer tutors further assistance to prepare for the CLST Writing sub-test. Individualized professional tutoring is also available to assist students with preparing for the CLST Reading sub-test.

STUDENTS WITH DISABILITIES IN THE CLASSROOM

As a public institution, Fitchburg State University is committed to the principles of equity and access. Meeting the needs of a diverse student body often requires flexibility in how we address learners. This does not mean that faculty is asked to limit the goals or standards of a course, rather that all qualified learners have a reasonable opportunity to learn.

It is the responsibility of the student to provide the instructor with an Accommodation Agreement early in the semester. This form indicates that the office of Disability Services has determined that the student does, in fact, have one or more disabilities and that the student is eligible for reasonable academic accommodations.

Once the student has presented an instructor with a copy of their Accommodation Agreement, it is the instructor's responsibility to work with the student and the office of Disability Services to insure that accommodations are provided in a reasonable and timely manner. Disability Services is available to support faculty in providing any necessary accommodations that a student might require.

TESTING ACCOMMODATIONS

Many students who register with the office of Disability Services seek and receive approval for one or more types of *testing* accommodations (such as extended time on exams, out of classroom testing in the Hammond adaptive technology lab, etc.). To maintain college academic standards and insure a fair and just testing process, all testing accommodations must also receive final faculty approval.

At the beginning of each semester, students who are deemed eligible for testing accommodations will present instructors with forms which require faculty endorsement. Faculty is requested to complete this form and return it to Disability Services with instructions related to their testing preferences (for example, how tests are to be returned to them for grading, what materials are allowed to be used with the exam, etc).

All tests proctored in the Hammond Adaptive Lab are held to academic integrity policy as outlined in the student handbook and the catalog. A copy of this is also in Appendix D.

SYLLABUS STATEMENT

One element of Fitchburg State University's syllabus guidelines, approved through governance, is that faculty provides a statement concerning accommodations for students with disabilities. The Disability Services office recommends the following statement as a model for syllabi:

"Fitchburg State University encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, Fitchburg State University offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services."

For additional information contact the Disability Services office at x 4020 or check the office's website at http://www.fitchburgstate.edu/campus-life/student-services/disability-services/.

RESOURCES FOR TEACHING, LEARNING, RESEARCH, SCHOLARSHIP AND COMMUNITY SERVICE

HUMAN SUBJECTS RESEARCH (INSTITUTIONAL REVIEW BOARD (IRB))

Fitchburg State University has established a Human Studies Policy and a Human Studies Committee which reviews and approves the adequacy of protection provided for human subjects serving as research subjects. The school is cognizant of the responsibility to protect the privacy, safety, health and welfare of its subjects. A copy of the policy is in Appendix C or can be found at http://www.fitchburgstate.edu/offices/grants-research/human-subjects-committee/

THE GRANT CENTER

The Grant Center maintains a website that helps faculty to identify grant opportunities in their field. The Grant Center also offers grant workshops annually and is available to work with faculty on grants writing and procurement (http://www.fitchburgstate.edu/offices/grants-research/grant-center/). All external funding requests must be reviewed by the Grant Center and circulated for institutional approval prior to submission.

SPECIAL PROJECTS GRANTS 2012-2013

A special fund has been established to support faculty/librarian scholarship as well as several key university initiatives. Individuals interested in applying for funding must provide a 1-2 page proposal describing the purpose of the project, the objectives, and the methods to be used in achieving the outlined objectives.

CONTINUING SCHOLARSHIP FUNDS

The exact amount of funding in the faculty agreement is determined annually. Once the funding amount is determined, all faculty/librarians receive notification of the funds and the procedures for applying for them.

PURCHASES

A Request for Purchase form (http://www.FitchburgState.edu/financialservices/documents/RequisitionForm_000.xls) is required for all purchases such as books, software, teaching materials, etc (the department secretary is a very helpful resource for assistance, questions, etc., regarding completion of the "Request for Purchase" form. This form will be converted to a purchase order and sent to the vendor. Fitchburg State University cannot reimburse any purchases made out-of-pocket.

TRAVEL AY2012-2013

Travel requests (**Travel Leave Requisition out-of-state travel**) shall be submitted at least **three weeks prior** to travel. This timeframe provides the Department Chair (or Vice President of Academic Affairs for department chair travel requests) with enough time to review the request and provide approval information to the requestor. It also provides time to request additional information if needed. Once approved the requestor may begin to make travel plans, take advantage of early registration rates, inexpensive airfares, etc.

All travel forms are available on the **Financial Services website** under the forms page. Please type your information on the forms, save under a unique name, print and obtain original signatures.

IN-STATE/OUT-OF STATE TRAVEL AND SUPERVISION

In-state travel requests and supervision

- Traveler makes travel request to Department Chair and provides conference/workshop/meeting information.
  If the Department Chair is traveling, their request is made to the VPAA.

- Items to be identified include: purpose of travel, estimated costs and provisions for class coverage.

- *In-state* travel requests are approved or disapproved by the Department Chair. A Travel Leave Requisition is not required.
  (If a Travel Leave Requisition is completed for in-state travel, it is filed in the department.)

- If approved, the traveler makes travel arrangements and attends the conference/workshop/meeting.

Out-of-state travel requests and supervision

When requesting out-of-state travel, the following information is necessary regardless of the funding source.

- A completed **Travel Leave Requisition**

- Attach conference/workshop/meeting materials. The materials must include the name of the conference/workshop/meeting, the dates and the location. If there is a registration fee, include a copy of the registration form that indicates the cost and what is included in that fee.

- Class coverage provisions.

- FOAPAL (account number) and amount approved.

- Traveler signature and date on the Travel Leave Requisition.

- The Department Chair is the final signature for *out-of-state* travel requests.
  If the Department Chair is traveling, the VPAA's signature is required on their Travel Leave Requisition.

- Travel Leave Requisitions are entered in Banner at the department level. Once entered in Banner, Travel Leave Requisitions are kept on file in the department.

Travel Expense Report

- When travel has concluded, a **Travel Expense Report** is completed in order to receive reimbursement.

  Travel Expense Reimbursement used for conference travel expenses.

  Travel Expense Reimbursement-Mileage Only typically used for supervision or in-state travel where the only expenses are mileage/tolls.

- Itemize all travel expenses by day. Include cities/towns visited and beginning/ending location.

- Attach original receipts and conference materials. (If the traveler would like the receipts returned, please indicate that on the Travel Expense Report.)

- FOAPAL (account number) and amount approved.

- All Travel Expense Reports shall be submitted within 30 days of travel.

Signatures

- Traveler signature and date on the Travel Expense Report.

- Department Chair signature and date on the Travel Expense Report.

- The Department Chair is the **final signature** for in-state and out-of state Travel Expense Reports. (Unless the Department Chair is the traveler. Then the VPAA signature is required.)

- Forward the Travel Expense Report directly to Financial Services for processing.

Travel Expense Reports must be submitted for reimbursement prior to the end of the fiscal year, June 30, 2013.

Refer to the flow chart below regarding in-state and out-of-state travel:

In State Travel

Traveler submits Travel Expense Report to supervisor for approval

Department submits Travel Expense Report to Procurement for processing

Procurement reviews and schedules payment

Out of State Travel

Traveler submits Travel Leave Requisition to Dept. Chair/Head for authorization to travel.

OR

If traveler is a Dept. Chair then VPAA authorizes. If traveler is an Administrative Department head then Director of Procurement will authorize

Travel Leave requisition is entered by department. All TLR's remain in the department.

Traveler submits Travel Expense Report to Dept. Chair/Head (or VPAA/Director of Procurement when appropriate) for approval within 30 days of travel

Travel Expense Report submitted to Procurement for payment.

FACULTY AWARDS/GRANTS: Web Sources for Faculty Professional Development Announcements are sent out for each Faculty Award below:

Grant Award	Deadlines	Description of Award	Who is eligible	Department	Contact Name	Contact Email	Contact number	URL
CTL Mentor Program	July 20			Center for Teaching and Learning (CTL)	Laura Garofoli	lgarofoli@fitchburgstate.edu	Ext. 3757	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/center-for-teaching-learning/
REDI Research Proposals	August			Regional Economic Development Institute (REDI)	Josh Spero	redi@fitchburgstate.edu	Ext. 3678	http://www.fitchburgstate.edu/offices/community-outreach/redi/
Harrod Lecture	October 1	Submissions from all disciplines are eligible. The abstract should describe an original work, expository or experimental in nature, which has not been accepted for publication elsewhere and is (1) of interest to the scholarly discipline, or (2) of relevance to the teaching/learning experience. Submissions may outline a presentation by one person only, which combines a lecture with a performing or visual artistic creation of the presenter.	Full-time faculty - once every three years.	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	
Amelia V. Gallucci-Cirio Endowment Proposals	October 12	Projects will be evaluated for the following general categories: Primary Purpose - to sponsor faculty teaching and student learning to perpetuate and further Italian language and culture. Secondary Purpose - To sponsor lectures, symposia and foreign travel by faculty and students. To sponsor cultural affairs and other activities that can help faculty, students and the general public to achieve a better understanding of the Italian language and culture through the history, literature, art and philosophy of Western Civilization.	Faculty	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	

Grant Award	Deadlines	Description of Award	Who is eligible	Department	Contact Name	Contact Email	Contact number	URL
Five Special Projects Grants Proposals	May	A special fund has been established to support faculty/librarian scholarship, as well as several key university initiatives. Individuals interested in applying for funding must provide a 1-2 page proposal describing the purpose of the project, the objectives, and the methods to be used in achieving the outlined objectives. Below are the five Special Projects Grants available:	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/
1. Faculty Scholarship	May	Up to eight grants of up to $1500 each to provide funds for materials, equipment, student work-study, etc. to support the research/creative activity of a faculty member/librarian in his/her discipline. In addition to the aforementioned criteria, the proposal should include an estimated timeline for completion.	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	
2. Assessment of Student Learning Outcomes	May	Four grants of up to $1,500 each to provide funds for materials, equipment, student work-study, meetings, travel or stipends for consultants to support ongoing program or LA&S assessment efforts. Priority will be given to proposals that address at least one of the following initiatives: • Proposals that explore opportunities to collect data for both program level assessment and LA&S assessment of learning outcomes related to Aesthetic Appreciation, Citizenship, Communication, Ethical Reasoning, or Problem Solving. • Proposals that integrate and/or expand on the use of TK20 to collect, analyze and report on assessment data. • Proposals that draw on assessment expertise from outside of a program, either within the institution or at another Massachusetts institution of public higher education. • Proposals that support efforts to develop distinct graduate level and undergraduate level assessments of student learning. Proposals must include a commitment to disseminate the results of the proposed work at an appropriate conference or development day.	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	

Grant Award	Deadlines	Description of Award	Who is eligible	Department	Contact Name	Contact Email	Contact number	URL
3. Academic Programming to Enhance a Diverse/Global Perspective	May	Five grants of up to $500 each intended to enhance a diverse and/or global perspective in the faculty member/librarian's discipline.	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	
4. Travel	May	Fund balance with grants of up to $700 each. These funds will support faculty/librarian travel to professional conferences. Priority will be given to tenure-track faculty/librarians presenting at peer reviewed conferences.	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	
5. One Course Release	May	Two awards will be given (one each semester) providing a faculty member one course release for the semester to allow additional focus on his/her research/creative activity.	Faculty and Librarians	Office of Academic Affairs	Joanne Rivard	jrivard@fitchburgstate.edu	Ext. 3421	
CTL Innovation Grants	December 7	Proposals, to be no more than two pages, single-spaced, should outline new teaching methods and/or the use of new instructional technologies.	Faculty	Center for Teaching and Learning (CTL)	Laura Garofoli	lgarofoli@fitchburgstate.edu	Ext. 3757	http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/center-for-teaching-learning/innovation-grants/
Vincent J. Mara Excellence in Teaching Award	February 4	This award, established in 1989 to honor former President Vincent J. Mara, recognizes excellence in university teaching.	Full-time tenured faculty	Office of Alumni & Development	Michael Kushmerek	Alumni@fitchburgstate.edu	Ext. 3441	
Center for Italian Culture (CIC) Academic Programming Proposal	February 19	The Center for Italian Culture invites Fitchburg State Faculty to submit proposals for projects that 1) enhance, augment or extend their curriculum. 2) include a programming component (such as a performance, lecture, film) that is open to the internal and external community.	Faculty	Office of Alumni & Development	Carolyn Garrahan	cgarrahan@fitchburgstate.edu	Ext. 3376	http://www.fitchburgstate.edu/offices/community-outreach/center-for-italian-culture/scholarships/

Grant Award	Deadlines	Description of Award	Who is eligible	Department	Contact Name	Contact Email	Contact number	URL
Ruth Butler Grant	First week of March	This award is given in honor of late Professor Ruth Butler of the Mathematics Department. Grants are awarded to promote professional or artistic development, or activities that are appropriate to furthering the goals of Fitchburg State University.	Full-time faculty, Administration and students are given first consideration. If funding is still available, part-time faculty, administration and students will be considered.	Office of Alumni & Development	Carolyn Garrahan	cgarrahan@fitchburgstate.edu	Ext. 3376	http://www.fitchburgstate.edu/offices/grants-research/grant-center/ruth-butler-grants/
FAVE Faculty Grants	May 4	Grants will be awarded to faculty for proposals that integrate information about interpersonal and relationship violence and/or sexual assault into the content of an undergraduate day course. Potential topics include: an overview of dating violence, domestic violence, sexual assault, and stalking; the dynamics underlying interpersonal and relationship violence and/or sexual assault; resources and services available for victims/survivors at the community and national levels; and the prevention of these types of violence.	Full and part-time faculty	Grant Center	Brenda Coleman	bcoleman@fitchburgstate.edu	Ext. 3218	http://www.fitchburgstate.edu/campus-life/student-services/fitchburg-anti-violence-education/faculty-grants/
Assessment Scholars	May 25	Engage faculty and staff leadership from Fitchburg State University and Mount Wachusett Community College in an effort to foster, align, and assess learning outcomes in written communication, problem solving, information literacy and citizenship. Experience assessing student work using rubrics is the criteria used for award stipends of up to $1500.	Faculty and Staff	Assessment Office	Christopher Cratsley	ccratsley@fitchburgstate.edu	Ext. 4716	http://www.fitchburgstate.edu/offices/academic-offices/office-of-assessment/
Crocker Center Stipends	Offered upon request throughout the year	Faculty may receive support from the Center to develop community-based projects where students and the faculty member work with a community partner to address a need in the community. Small stipends, ranging from $200 to $200 are available to the faculty to support their work such as purchasing necessary supplies for the program.	Faculty and Students	The Douglas and Isabelle Crocker Center for Civic Engagement	John Chetro-Szivos	jchetro@fitchburgstate.edu		http://www.fitchburgstate.edu/offices/community-outreach/crocker-center/

In addition to those opportunities listed above, you may also apply for the following:

- Graduate Research (Guest Speaker Honorarium Request Form) http://www.fitchburgstate.edu/offices/academic-offices/gce/faculty-resources/forms-and-reference-documents
- Dean's Fund to Support Undergraduate Research/Creative Activity and Dean's Fund to Support Undergraduate Student Travel http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/forms/

OTHER RESOURCES

FACULTY COLLECTIVE BARGAINING AGREEMENTS

There are two faculty collective bargaining agreements for Fitchburg State University. One is for day full-time and part-time faculty. A complete on-line copy of this is available at MSCA (http://www.mscaunion.org/).
There is a separate collective bargaining agreement for Graduate and Continuing Education. This contract manual is available in the Association Office in the Condike Science Building, second floor, Room 206, 978-665-3303 or at (http://www.mscaunion.org/).

FACULTY CENTER FOR TEACHING AND LEARNING

The Center for Teaching and Learning is located on the first floor of the Amelia V. Gallucci-Cirio Library, just beyond the circulation desk. The Center hosts a wide variety of professional development opportunities for full-time, tenure-track faculty and librarians and part-time adjuncts. Faculty peers assist faculty in their efforts to develop a positive teaching and learning environment. The Center sponsors a faculty speakers' series, innovative teaching grants to encourage the use of new technologies or teaching methods in the classroom, demonstrations of the latest technologies, book signings and artists' presentations, as well as a host of instructional technology workshops.

Faculty mentors are available to work one-on-one or in small groups with new, junior and more experienced faculty. The mentors are full-time faculty members who are matched with incoming full-time faculty members.

FAVE

Fitchburg Anti-Violence Education (FAVE) is a campus-wide effort to prevent interpersonal and relationship violence, and sexual assault, and support to those affected by violence. In collaboration with all University departments and offices, FAVE seeks to create a safe and respectful community for all members by providing educational programming and training opportunities, promoting victim services, and reviewing policy. FAVE is funded by the U.S. Department of Justice Office on Violence Against Women, through the Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program. The project is directed by Dr. Jannette McMenamy and Erin Travia, LMHC; for more information, contact Program Coordinator, Brenda Coleman at bcoleman@fitchburgstate.edu.

DAY FACULTY

All new faculty hired are issued a contract in accordance with the MSCA Collective Bargaining Agreement and are required to submit a complete application form, 3 letters of recommendation, and official transcripts for all degrees earned.

PART-TIME DAY FACULTY

Faculty members are issued a contract for each course taught prior to the semester in which the course is offered sent via their current email address. Signed contracts must be returned within five (5) working days of receipt to the Office of Human Resources. The contract package includes forms for benefits and health insurance.

GRADUATE AND CONTINUING EDUCATION FACULTY

Faculty members are issued a contract for each course taught prior to the semester in which the course is offered sent via their Fitchburg State University email address. Signed contracts must be returned within five (5) working days of receipt to the Office of Human Resources. All faculty members who teach in Graduate and Continuing Education must be members of the GCE Faculty pool.

EMPLOYEE HANDBOOK

The office of Human Resources provides a handbook for all employees that address issues of benefits as well as university policies.

UNIVERSITY WIDE POLICIES

See Fitchburg State University's online Undergraduate & Graduate Course Catalogs 2012-2013 for:

- Affirmative Action Policy
- Sexual Harassment Policy
- Privacy and Confidentiality Regulations
- Human Subjects Policy
- Drug-Free Environment
- Alcohol Policy
- Substance Abuse Policy
- Prohibited Conduct
- No Smoking Policy
- Inclement Weather Policy
- Notice of Catalog Changes
- Undergraduate Day Academic Policies and Procedures
- Undergraduate Evening Academic Policies and Procedures
- Graduate Academic Policies and Procedures

Fitchburg State University Mission
http://www.fitchburgstate.edu/about-us/university-mission-vision-and-values/

Academic Affairs Administration
http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/staff/

Academic Programs
http://www.fitchburgstate.edu/academics/

Undergraduate Day Programs
http://www.fitchburgstate.edu/academics/undergraduate-day-programs/

Undergraduate Evening Programs
http://www.fitchburgstate.edu/offices/academic-offices/gce/

Graduate Programs
http://www.fitchburgstate.edu/offices/academic-offices/gce/

Honors Program (formerly the Leadership Academy Honors Program)
http://www.fitchburgstate.edu/academics/leadership-academy/

FITCHBURG STATE UNIVERSITY SERVICES AND GENERAL INFORMATION

Center for Teaching and Learning - ***http://www.fitchburgstate.edu/offices/academic-offices/academic-affairs/center-for-teaching-learning/***

Distance Learning Center - ***http://www.fitchburgstate.edu/academics/online-learning/***

Extended Campus Center - http://www.fitchburgstate.edu/academics/extendedcampus-profdevctr/extended-campus/

Center for Professional Studies - http://www.fitchburgstate.edu/academics/extendedcampus-profdevctr/center-for-professional-studies/

Amelia V. Gallucci-Cirio Library - http://www.fitchburgstate.edu/academics/library/

Print Services - http://www.fitchburgstate.edu/offices/technology/printservices/

One Card – http://www.fitchburgstate.edu/offices/technology/onecard/

Safety Escorts – http://www.fitchburgstate.edu/offices/campus-safety/campus-police/campus-police-student-security/

Parking Regulations – http://www.fitchburgstate.edu/offices/campus-safety/parking-services/

Computer Facilities/Resources -
http://www.fitchburgstate.edu/offices/technology/mediatedclassrooms/

Mailroom - http://www.fitchburgstate.edu/offices/campus-safety/mail-center/

Student Development- http://www.fitchburgstate.edu/campus-life/get-involved/osd/

Hammond Campus Center - http://www.fitchburgstate.edu/campus-life/places-to-go/the-hammond-campus-center/

Athletic/Recreation Facilities – http://www.fitchburgfalcons.com/recservices/index

FREQUENTLY ASKED QUESTIONS

BASICS

What is the official web site for the city of Fitchburg?
http://www.ci.fitchburg.ma.us

What is the university's address?
The Fitchburg State University address is 160 Pearl Street, Fitchburg, MA 01420.

Where is Academic Affairs located?
Academic Affairs is located in room 203 in the Sanders Administration Building. The Vice President of Academic Affairs office is located in Sanders Administration Building Room 212.

Where is the faculty association (MSCA) office?
The Association Office can be found in the Condike Science Building Room 206, and can be reached by phone at (978) 665-3303.

What is the one card?
The one card is the combination of Fitchburg State University ID – it includes your photo identification as well as your banner identification number – and also allows you to enter money on it and use it as a swipe card for making copies in your department, purchasing items from the bookstore, vending machines and the campus dining areas. In some locations, it also opens doors. To obtain your one card go to http://www.fitchburgstate.edu/offices/technology/onecard/#ObtainOneCard.

How do I find out what events are going on the campus?
Contact Student Development & Hammond Campus Center located in the Hammond building to get a calendar of student events. Events are also sponsored through CenterStage:
http://www.fitchburgstate.edu/campus-life/things-to-do/centerstage/

How do I get my mail?
The Mail Center delivers mail daily to department secretaries. University related outgoing mail may be left with the department secretary. Call ext. 3204 with questions.

Where is the Mail Room?
The mail room is located at Klondike Ave, Fitchburg and mail is delivered to campus twice daily. The student's mail room is located in Mara Commons Building. The post office hours are Monday – Friday 8:00 – 5:00. Call x 3204 or x4481 with any questions.

How do I get my business cards?
Business cards request forms are available on IT Service web-site.
http://web.fitchburgstate.edu/technology/printservices/businesscards.cfm

Where can I make photocopies?
Each Department has a multifunctional device with an option to copy, email or scan. Copying orders larger than 35 images are sent to Print Services for copying.

Use Print Services located at 167 Klondike Avenue for your copying/printing jobs. Print Services' hours of operation are from 7:30 a.m. to 5:00 p.m., (978) 665-3394. Completed orders will be delivered to your office daily. You can submit jobs in the following ways:

Visit: Please feel free to visit our Service Center at 167 Klondike Avenue.
Send using Ricoh Device: Choose 'Other Function' button and 'Scanning' to view the 'Print Services' button. All multifunctional devices can send jobs directly to Print Services.
Online Form: Fill out our interactive PDF *Copy Request Form* link on the Print Services' website and attach your file to be copies to the email created when you hit email button.
Email: Email your file to printservices@fitchburgstate.edu along with production instructions.
Campus Mail: Send jobs via campus mail using Print Services' blue bags. You may use the on-campus mailbag or envelope as well to submit your jobs.

The copyright law of the United States (title 17 U.S. code) governs the making of photocopies of copyrighted material. (See appendix G for complete information.)

How do I get in contact with fellow faculty and administrators?
You can contact fellow faculty and administrators by phone or email. The Campus Directory is located at the top of each Fitchburg State University web page: http://directory.fitchburgstate.edu/campusdirectory/. The Global Directory on the campus email also lists all faculty, administrators and staff email addresses.

ADVISING

What is the Registrar's web-site?
http://www.fitchburgstate.edu/offices/student-services/registrar/

If, when advising a student, I have questions about reading the CAPP degree audit, whom do I call?
Call the registrar's office (978) 665-4196. For additional academic advising questions contact the Academic Advising Center at x3119 or x3321.

Where can I get information about the Liberal Arts and Sciences core curriculum?
The Liberal Arts and Sciences web site (http://www.fitchburgstate.edu/academics/liberal-arts-sciences-program/) has information about new core curriculum.

LIBRARY SERVICES

How do I place a book/article on reserve at the library for my students to use?
Bring your personal copies and/or request for library books to the Circulation Desk. There is also an electronic reserve system for articles. Please allow several days for processing before the items will be available for your students. Call ext. 3063 for more details.

How do I access the library catalogue from my office?
Go to the library's home page (**http://www.fitchburgstate.edu/academics/library/**), search the Library Catalogue and follow the onscreen instructions.

How do I get a library card?
Your one card serves as your library card.

Can I use other Libraries?
All students and faculty have borrowing privileges at all the other State University libraries within Massachusetts; you simply have to show your Fitchburg State University ID at their circulation desk. Faculty have borrowing privileges at the Worcester Area Libraries upon presentation of the WACL borrowing card. Contact Director Robert Foley (978) 665-3194 or E-mail at rfoley@FitchburgState.edu

How do I suggest book and periodical/database purchases?
A liaison from the library has been assigned to each academic department and all requests should go to her/him. Contact Robert Foley if the liaison is not known (978) 665-3194 or E-mail rfoley@FitchburgState.edu.

PARKING

Where do I get a parking permit?
Permits are available Monday – Friday, 8:30 a.m. to 5:00 p.m. in the Office of Campus Living. There are different types of parking permits. **Staff Permit, Commuter Day/Evening Student Permit, Resident Student Permit, Vendor Permit, Visitor Permit, Overnight Guest Parking, Temporary Permits.**

Where should I park if campus lots are filled?
Daytime parking is available to the Fitchburg State University Community at the Wallace Civic Center serviced by the shuttle bus transportation, 7:00 AM to 6:30 PM **when school is in session only**. The shuttle runs continuous 15-minute loops from the Civic Center through campus. Shuttle signs can be found around campus. It is free of charge to all.

If I'm holding an event on campus where does my guest park?
Ask your department secretary to make the reservations and they will contact the appropriate party to make a parking reservation for you. Temporary parking permits are available through the office of Housing and Residential Services in Aubuchon Hall, first floor/right. Visitor parking spots are available in the Ross Street parking lot and other lots that are convenient to many locations. A temporary parking permit is required to park in a visitor parking spot. If you have a number of guests coming on campus you should direct them to park in the Civic Center parking area where the shuttle will be available to transport your guests. Temporary parking permits are not required in the Civic Center parking area.

CAMPUS DINING

Where can I get meals on campus?
There are two main dining areas here on campus, Holmes Dinning Commons and the North Street Bistro located in the Hammond Building. A more limited menu is provided at the McKay Barista Café in the McKay building.

Holmes Dining Hall

Holmes Dining Hall is located between Russell Tower and Herlihy Hall. We are open for breakfast, lunch, and dinner weekly and brunch and dinner on weekends. Our hours of operation are:

Monday through Friday:
- Breakfast: 7:30am-9:30am
- Continental Breakfast: 9:30am-10:30am
- Lunch: 11:15am-1:30pm
- Light lunch: 1:30am-4:00pm
- Dinner: 4:00pm-7:00pm (Please note that dinner ends at 6:30pm on Friday)

Saturday and Sunday:
- Brunch: 11:00am-1:00pm
- Dinner: 4:00pm-6:30pm

*Holmes will follow a brunch schedule when classes are cancelled and during Holidays

North Street Bistro

The newly renovated North Street Bistro has a wide variety of food and menu concepts. Stop by and enjoy a delicious burger or sub followed by a fresh cup of hot coffee or cold soda. Located in the lower level of the Hammond Building.

Monday – Thursday	7:00 AM – 10:00 PM
Friday	7:00 AM – 2:30 PM
Saturday	Closed
Sunday	3:00 PM – 9:00 PM

McKay Barista Cafe

Stop by the McKay Cafe for a quick hot or iced coffee and a delicious pastry

McKay School Barista Café

Monday – Thursday	7:30 AM – 2:00 PM; 4:00 PM – 7:30 PM
Friday	7:30 AM – 1:00 PM
Saturday/Sunday	Closed

EMERGENCY INFORMATION

Where is the Office of Campus Police?
It is located at 32 Clinton Street and is open 24 hours a day, 7 days a week.

If I have an emergency who should I contact?
Emergency call boxes are located in strategic spots on campus. Look for the blue light on top of the call box. Push the button and you will be in contact with Campus Police, or dial ext. 3111, 24 hours per day.

If I lose or find an item, where do I go? Contact the Campus Police at ext. 3111.

What is Connect-Ed? Connect-ED allows you to add your home or mobile phone numbers into campus call groups so that you will be notified of important campus announcements such as campus and regional emergencies or snow closures/delays of classes. You can sign up for this service by logging into your Blackboard account.

APPENDICES

Appendix A	***Graduate and Continuing Education Faculty Ethical Standards and Guidelines***
Appendix B	***Fitchburg State University Graduate and Continuing Education Extended Campus Course Syllabus Guidelines***
Appendix C	***Human Subject Policy***
Appendix D	***Academic Integrity Policy***
Appendix E	***Undergraduate and Graduate Grading Scales***
Appendix F	***Inclement Weather Policy***
Appendix G	***Copyright Policy***

APPENDIX A - Graduate and Continuing Education Faculty Ethical Standards and Guidelines

Faculty members in their professional roles – teaching, research, human services, and public service – are required to make delicate ethical decisions. Academicians must weigh the various interests involved, including the general welfare of their students and advisees, the psychological and physical well-being of the participants in their research, and the integrity of their involvement within the campus community. Considerations involving the relationship between ethics, values, and academics present difficult questions throughout the ethical decision-making process, and it is likely they exert a strong influence on the approach taken by individual faculty members to their work.

The recommendations that follow will not in and of themselves provide the answers for resolving all of the many questions that are confronted by members of the Graduate and Continuing Education program. When an ethical issue arises, one must consult and adhere to the professional standards of one's discipline and current federal and local guidelines. In addition, consultation with one's colleagues, school administrators, and appropriate committees within Fitchburg State University or sponsored by professional associations is often necessary, since even the most concerned professional can be blinded by personal involvement. The following guidelines are stipulated so that individual faculty members will be able to anticipate ethical problems before they occur in order to avoid them entirely, or to be able to cope with them.

STANDARDS AND GUIDELINES

Teaching Practices

Ethical issues may arise in the context of teaching. The guidelines listed are summarized recommendations for areas that give rise to sensitive issues, including: (1) basic competence in teaching; (2) minimization of risk factors in course content and delivery; (3) advising responsibilities; (4) supervising practices and internships; (5) professional relationships; (6) accuracy of course and program descriptions; and (7) ethical education of students.

The guidelines are based, in part, on the *Ethical Principles of Psychologists* (APA, 1981).

Basic Competence in Teaching

Graduate and Continuing Education faculty have a responsibility to promote the development of student skills and knowledge. Thus, faculty members seek to attain and maintain a high standard of teaching effectiveness.

Teaching Skills and Course Preparation

Fitchburg State University teachers should "perform duties on the basis of careful preparation so that the instruction is accurate, current, and scholarly" and "maintain high standards of scholarship by presenting...information objectively, fully, and accurately." (*Ethical Principles*: 1.e) Course materials should be carefully prepared and include recent, important work on the topic being taught.

Objectivity of the Material Presented

Teachers should be aware that their personal values may sometimes affect the selection and presentation of the instructional material and must thereby closely examine their values and biases. An attempt should be made to avoid androcentric bias (i.e., the study of males as the prototype of humans) in classroom teaching. Core course materials should accurately reflect the scholarly contributions and experiences of women and underrepresented groups. Textbooks and other required readings should be carefully selected on the basis of merit. Faculty should be sensitive to the cost of textbooks and require only those that offer the student the greatest potential return for their investment.

Presenting Non-Factual Material

When teachers express their own opinions or interpretations they should identify them as such. Where possible, the presentation of other points of view, in as objective a fashion as possible, is encouraged.

Dealing with Sensitive or Controversial Topics

The instructor should attempt to adhere as closely as possible to a scientific database, if one exists, when discussing sensitive or controversial topics. If the information base is rooted only in opinion, the instructor should attempt to present the full range rather than a single opinion.

Principle 3.a of *Ethical Principles* states that "when dealing with the topics that may give offense, [faculty members] recognize and respect the diverse attitudes that students may have toward such materials." Keith-Spiegel and Koocher (1985) recommend the following guidelines when classes involve controversial lectures and topics:

- Inform students at the outset of the course if considerable sensitive material will be covered. This will allow the student to make a voluntary, informed decision about whether to remain in the course. If exceptionally sensitive material will be covered in a particular class, the instructor might inform the students of that fact during a prior meeting, so that they have the option to skip that class. The student's right not to attend should be respected.
- When expressing one's own opinion or interpretations identify them as such. Offering other points of view objectively is encouraged.
- Allow students an opportunity to express their views without penalty, censure, or ridicule.
- Ensure that students are offered opportunities to discuss in private material presented in class.
- Ensure that presentation of sensitive and controversial material is justified on pedagogical grounds directly related to the course. The American Association of University Professors (AAUP) warns against the persistent interjection of controversial material in the classroom that has no relation to the subject at hand.

Choice of Techniques, Assignments, and Evaluation Criteria

The instructor should be able to justify teaching techniques on pedagogical grounds and should be held accountable for performance evaluations. To assess students using invalid or biased criteria constitutes infliction of harm and is, therefore, unethical.

Minimization of Risk Factors in Course Content and Delivery
Some techniques or materials adopted for teaching purposes may pose an increased risk of harm to the student. While accepting that effective teaching may involve some increase in risk, every effort should be taken to ensure that risk factors are kept to a minimum.

SUPPORT OF STUDENT SELF-ESTEEM

Instructors should seek to interact with students in ways that enhance their self-esteem. Attempts to humiliate, denigrate, or intimidate students are not acceptable teaching behaviors. Faculty members should avoid discriminatory remarks (i.e., sexist, racist, and religious) in the classroom and in their interactions with students. Instructors should seek to protect individual students from inappropriate behaviors by other students or groups.

In addition, instructors should try to present negative feedback in a supportive and constructive manner, and to balance negative comments with positive ones where possible.

Student Workload
Instructors should attempt to make reasonable demands of the students in course assignments. Instructors will consider the quantity and quality of the work they require, and the amount of time needed to complete assignments. Designing assignments so that students are likely to experience failure is unethical.

Exposure to Anxiety Arousing Materials or Methods
Instructors shoulder an increased responsibility to protect students from harm whenever potentially Anxiety-arousing materials or methods are adopted. Such responsibilities are clarified in the following:

- **Informed Consent-** The instructor should provide any and all relevant information pertaining to learning materials and experiences the student will encounter. This would be done more generally at the beginning of the course, and more completely immediately prior to the activity or experience.

- **Voluntary Participation-** Once informed of the nature of the learning experience, the student should be helped to feel free to refuse to participate in the learning experience. The student should not be coerced into participation. Further, the instructor should protect the student's autonomy by counteracting pressures to participate from fellow students and others. Should the instructor suspect the student of raising spurious ethical concerns to escape work, the instructor could assign alternative work. Where that is not a reasonable option, the instructor should consult with colleagues to decide on a solution to the problem.

- **Right to Privacy-** When students are presented with an opportunity to publicly discuss personal experiences, the instructor should fully protect the right of any student's refusal to reveal information. Self-disclosure should not be required in order to achieve a performance standard for grading purposes. While it may be appropriate to reward such behavior (when it is relevant to coursework) in the "participation" component of grading, there should be alternative means of achieving that performance standard.

- **Professional Competence-** Instructors should possess the necessary skills and knowledge to ensure that their methods do not cause harm to learners. Instructors should minimize possible risk factors and monitor students during and after the learning experience. (For example, the teacher might educate students about appropriate levels of self-disclosure for various social contexts.)

Students experiencing distress should be referred to appropriate help agents. Instructors should consult with colleagues prior to initiating potentially risky learning activities.

- **Protecting Captive Populations-** Some courses are required of the students. The pressure to complete such courses can impinge on their right to voluntary participation. Special efforts should be made to inform students of the nature of these requirements prior to enrolling in the program of study. Instructors should not take advantage of the required nature of such courses to make unreasonable demands of students.

- **Confidential Material in the Classroom-** Materials presented for teaching (e.g., videotapes, audio tapes, detailed summaries of case material, or the accounts of material not otherwise in the public domain) that use sensitive or confidential material should involve the full informed consent of the clients or subjects, especially when the nature of the material might make it possible to identify those involved. Formal consent may not be necessary if the material is sufficiently disguised to make recognition of those involved impossible.

Advising Responsibilities of Faculty Members

It is not unusual for students to initiate discussions of personal as well as academic issues with teachers. In both types of advising, faculty members will act in a manner that supports the best interests of the student.

- **Academic Advising-** Faculty members will make a good faith effort to be available for advising students in their courses and assigned advisees. Faculty should attempt to give advice that accord with the educational needs of the students. Faculty members should respect the student's right to self-determination by providing advice and not direction.

- **Responsibilities in Dealing with Students with Personal Problems-** Faculty members should not ignore or turn away any student who appears distressed or troubled. Faculty should be educated in a reasonable range of referral sources so that students will get the kind of help they need, and should use good judgment in deciding when referral is appropriate. Instructors will not undertake extended counseling of their students. (This constitutes a dual relationship with the student, as described in *Ethical Principles*.) Conflicts of interest can easily emerge when faculty members occupy other roles, such as counselor, in their interactions with the students and advisees, and could threaten the objectivity of their academic responsibilities such as assigning grades, writing letters of recommendation, and the like.

Practicum and Internship Supervision

Professional ethical principles allude to supervisory relationships at various points, although they rarely explicitly refer to student supervision. It is clear that supervisors are as responsible for the behavior of their supervisees as they are for themselves. A wide range of ethical principles could apply to the fieldwork situation, and these could not usefully be summarized here. However, the following specific principles appear to be particularly relevant:

Supervision of Students- Fieldwork supervisors should closely monitor the activities of the student supervisee to ensure that ethical principles are being adhered to. Recognizing the high level of investment in completing internship requirements successfully, the supervisor should also ensure that accurate performance feedback is provided on a frequent basis.

Student Readiness and Faculty Competence- Faculty associated with fieldwork programs should ensure that students are able to carry out fieldwork assignments without harming clients. Faculty must also ensure that on-site supervisors who oversee student practical training are competent to act in that capacity.

Fieldwork Agencies and Organizations- Faculty involved with the fieldwork programs should ensure that those agencies or organizations providing placements encourage and support ethical behavior of their members. Specifically, they should refrain from putting pressure on students to behave in ways that would violate ethical principles.

Professional Relationships

Faculty members should not engage in exploitative relationships with students, supervisees, colleagues, or research participants.

- **Harassment-** Faculty members are not to exploit their professional relationship with students and others, nor condone or engage in sexual harassment. Fitchburg State University policy defines sexual harassment as "unsolicited verbal, non-verbal and/or physical conduct which has the effect of interfering with student or employment status or creating an intimidating, hostile, or offensive environment."

- **Credit for Student Research-** When supervising student research, care should be taken to give proper credit for research. Principle 7.f of *Ethical Principles* states: "Acknowledgement through specific citations is made for unpublished material that has directly influenced the research or writing. All contributions are acknowledged and named." This should include work done by students. In collaborative research projects, early discussions of authorship credit expectations and assignments are encouraged.

Description of Department Programs and Courses

Written or verbal descriptions should accurately represent the courses and programs to which they pertain. This information should include, minimally, the nature of course experiences and basis for evaluation.

Education of Students in Ethical Principles

- Faculty members should educate students in ethical principles and encourage the application of those principles wherever appropriate.

- Instructors should expose students to ethical considerations throughout their programs.

- Faculty should encourage student participation in the departmental discussions of ethical issues.

- Students should receive a summary of the ethical guidelines described in this code, and should have access to copies of the code. This information should be attached to each course syllabus.

- When a student becomes aware of possible unethical conduct by a faculty member, it is advised that he or she discuss the matter with the faculty member. If this is difficult, the student might instead discuss the matter with the department chairperson, his or her advisor, or appropriate school administrator(s).

RESEARCH WITH HUMAN PARTICIPANTS

Please see Appendix C for the full text of the Human Subjects policy.

APPENDIX B - Fitchburg State University Graduate and Continuing Education - Extended Campus Program Course Syllabus Guidelines

- **Course Syllabus heading must include:** department:/program; course number & title; credit hours; semester /days/ time of class (e.g. Fall/Spring - Tues/Thurs 5-7:30 PM); instructor's name & contact information (phone/email/office hours & location).
- **Course Description:** A paragraph overview of the content of the course. The description should include highlights of what will be covered in the class. Anything different about this course should be noted, (e.g., interdisciplinary, site visits, pre-practicum requirements, etc.) Include a brief statement of the expected learning goals for the student.
- **Course Objectives:** State precisely what the students will learn by taking this course. The syllabus should clearly indicate how course assignments and your assessment of them are linked to course goals. See additional handout on course objectives for more information.
- **Course Requirements:** List the student assignments in as much detail as possible. If students are required to complete a research paper, how many resources must be used, what kinds of sources are appropriate, etc. Be sure to include any attendance requirements.
- **Evaluation:** Describe in detail how students are to be graded (e.g., research paper – 30%, four reports – 15% each, journal entries – 10%). (It is not appropriate to count attendance as part of the student's grade. If you do list class attendance/participation as part of grade, it should count for no more than 10%.)
- **Methodology:** Lecture, small group discussion, video analysis, group/individual presentations, etc.
- **Topical Outline:** In chronological order, list the topics to be covered and the activities expected from the students. The course outline should clearly describe how current research and theoretical issues will be incorporated into the content of the course.
- **Course Format:** Indicate how many class meetings and the number of contact hours per session, for example, 13 three-hour class meetings, once per week. Minimum instructional hours are defined as 37 ½ hours for 3 semester hours credit, 25 hours for 2 semester hours credit and 12 ½ hours for 1 semester hour credit and do not include time set aside for breaks, meals, etc. Keep in mind that students are expected to perform 2 hours of work outside class for every hour spent in class to meet the Carnegie Unit requirements.
- **Reading /Resources list:** List all required texts and additional resources such as supplemental readings, software, videos, etc. Resources should be current (i.e. less than five years old in most cases). **It is strongly suggested that at least two assignments require use of Fitchburg State University Library on-line library resources.** Faculty must include information about links to the Fitchburg State University Library and other student services in their syllabi.
- **Extended Campus Services on line:** at http://www.fitchburgstate.edu/academics/extendedcampus-profdevctr/extended-campus/. There are many links from this page that will be of help to our Extended Campus students and faculty.

Note: The concern of any department in approving a course for graduate credit is that the course be research based, rooted in adequate theory and require of the students a level of critical thinking, analysis and synthesis appropriate to the graduate level. Although hands-on experiences may be included as a significant component, the course must include study at an advanced level. It should involve a review of relevant empirical research and philosophical issues which, in accordance with the objectives of the course, should be synthesized by the student in a paper, report or product demonstrating the student's ability to critically analyze a topic or theory.

APPENDIX C – **HUMAN SUBJECTS RESEARCH (INSTITUTIONAL REVIEW BOARD (IRB))**

Human Subjects Research Policy Activities Exempt from Review by the Human Studies Committee

Research activities in which, the only involvement of human subjects will be in one or more of the following categories are exempt from review. A judgment that a particular activity falls within one of the categories exempted from review should be made with care, especially when children are involved. Categories 3 and 4 do not apply when individuals under the age of 18 are subjects of the activity. Questions of interpretation may be directed to the chairperson of the Human Studies Committee.

Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:

- Research on regular and special education instructional strategies.

- Research on the effectiveness of, or the comparison among instructional techniques, curricula, or classroom management methods.

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Research involving survey or interview procedures, except where any responses are recorded in such manner that subjects can be identified, directly or through identifiers linked to the subjects, and either:

- The subject's responses, if they become known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.

- The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior or use of alcohol.

- All research involving survey or interview procedures is exempt, without exception, when the respondents are elected or appointed public officials or candidates for public office.

Research involving the observation (including the observation by participants) of public behavior, except where observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects, and either:

- The subject's responses, if they become known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability.

- The research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior or use of alcohol.

Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Exempting an activity from review does not absolve the investigator(s) of the activity from ensuring that the welfare of subjects in the activity is protected and that methods used, and information provided, to gain subject consent are appropriate to the activity. Where uncertainty exists over the possible exempt status of a particular research project, the chairperson of the Human Studies Committee should be consulted.

HUMAN SUBJECT POLICY

The primary goal of the Institutional Review Board (IRB) is to protect the rights and welfare of those individuals who agree to participate in research. All research involving the use of human subjects conducted by Fitchburg State University faculty, staff, or students, or sponsored, in part or in whole, by Fitchburg State University must be reviewed and approved prior to the start of the project and then conducted in full compliance with IRB policies and procedures.

Prior to Submitting an IRB Application - Prior to completing an application, please review the *Fitchburg State University Institutional Review Board Policies and Procedures Involving the Use of Human Subjects in Research* (3/03). Please click on the link below to obtain a copy of the PDF version.
Human Subjects Policies (PDF)

Prior to submitting an IRB proposal, the members of the Human Subjects Committee recommend that each researcher complete the National Institutes of Health's (NIH) *Human Participant Protections Education for Research Teams* available at
Human Participant Protections Education for Research Teams (web page will open in new window)

This free, web-based course presents information about the rights and welfare of human participants in research. You will need to register to take the tutorial however there is no charge for it. The two-hour tutorial is designed for those involved in conducting research involving human participants. It satisfies the NIH human subjects training requirement for obtaining federal funds. You will have the option of printing a certificate of completion from your computer after completing the course.

The Application Process - Download a copy of the *Fitchburg State University Application for the Conduct of Research Involving Human Subjects* by clicking the following link: IRB Application in MS Word **This application is a Microsoft Word Form that should be saved to your computer, completed as an electronic form, and sent via email to humansubjects@FitchburgState.edu**
The *Signature Page* of the application must be printed, signed, and forwarded with any supporting materials to the Human Subjects Committee Chair - Dr. Jason Talanian, (ext 3396), Exercise and Sports Science.

The electronic application and the printed and signed *Signature Page* must be received prior to any review by the Human Subjects Committee. Please contact the Human Subjects Committee with any questions at humansubjects@FitchburgState.edu

APPENDIX D - Academic Integrity Policy

Every member of the Fitchburg State University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

A student's name on any written or creative exercise (e.g., examination, report, thesis, theme, laboratory report, computer program, artistic production, etc.), or in association with an oral presentation, declares that the work is the result of that student's own thought and study. Any work that the student declares as his or her own shall be stated in the student's own words and produced without the assistance of others. Students must make clear through accurate citations when they make use of other sources. Talking during an examination, or possession or use of unauthorized materials or equipment during an examination constitutes an infringement of the academic integrity policy. Aiding and abetting academic dishonesty also constitutes a violation of the academic integrity policy.

Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Fitchburg State University or any other institution. A student who perceives the possibility of overlapping assignments in courses should consult with the appropriate faculty members before presuming that a single effort will fulfill requirements of both courses. Students should consult course syllabi for additional guidance on matters of academic integrity.

When an alleged offense of the Academic Integrity Policy has occurred, the following process will apply:

- *If the accuser is a faculty member*, and s/he decides to make a formal accusation of a violation of the academic integrity policy, the faculty member will provide the student with a letter describing the case for academic dishonesty within **fourteen days** of discovering the alleged infringement. This letter may be presented to the student in person or delivered to the student’s home, local or campus address or mailbox, or Fitchburg State University email account. The student will either **a)** agree with the accusation of academic dishonesty and the sanction as imposed by the faculty member or **b)** disagree with the accusation of academic dishonesty. (A student cannot agree with the accusation of academic dishonesty but disagree with the sanction. Disagreement with a sanction, in other words, is not grounds for an appeal.)

- If the student has agreed with the accusation and signed the letter accordingly, the sanction identified by the faculty member will be imposed, and the matter will be considered closed. If the student disagrees with the accusation and again signs the letter accordingly, the student may appeal the matter to the Fitchburg State University conduct board. With all formal accusations of a violation of the academic integrity policy, the faculty member will forward the letter with the student’s signature and other relevant information to the Director of Student Conduct. (Proceed to No. 3 below.)

- *If the accuser is not a faculty member*, and s/he decides to initiate the formal process, the accuser must submit a report and/or relevant information to the Office of Student Conduct within **fourteen days** of discovering the alleged infringement of the academic integrity policy.

- Once a case is forwarded by a student or as an appeal (in the form of a report, signed letter and/or other relevant information), the Director of Student Conduct, or designee, will review all relevant information and either **a)** dismiss the incident due to lack of merit or timeliness or **b)** contact the accused student to schedule a conduct board hearing.

- If the case goes to the conduct board, the board will determine whether the student is responsible or not responsible for violating the academic integrity policy. If the student is found responsible, the board will recommend sanctions to the Dean of Student and Academic Life, or designee, or, in the case of graduate students, the Dean of Graduate Studies. These sanctions will include those identified by the faculty member and, in the event a student has a prior disciplinary record, may also include the additional sanctions of:

    - a grade of zero on the assignment;
    - a failing grade in the course;
    - suspension from Fitchburg State University;
    - dismissal from Fitchburg State University;
    - or other sanctions.

- In cases of undergraduate student violations of the academic integrity policy, the Dean of Student and Academic Life (or designee) will either impose the sanction recommended by the conduct board or determine that the sanction is excessive or inadequate and alter it accordingly. In cases of graduate student violations of the academic integrity policy, the Dean of Graduate Studies (or designee) will take the above action.

- The student may make a final appeal to the president of Fitchburg State University only for a sanction of suspension or dismissal.

Note:
If the student agrees with the academic dishonesty finding by the faculty member, the case will not go before the conduct board; however, if s/he has a prior disciplinary record, the Director of Student Conduct may pursue other charges and sanctions once the academic integrity issue has been resolved.

APPENDIX E - Grading System

UNDERGRADUATE GRADING SYSTEM

Grades are awarded on a numerical scale as follows:

4.0	**A**	95 –100
3.7	A-	92 – 94
3.5	A-/B+	89 - 91
3.3	B+	86 – 88
3.0	B	83 – 85
2.7	B-	80 – 82
2.5	B-/C+	77 – 79
2.3	C+	74 – 76
2.0	C	71 – 73
1.7	C-	69 – 70
1.5	C-/D+	67 – 68
1.3	D+	64 – 66
1.0	D	60 – 63
0.0	F	0 – 59
IN	Incomplete	
IP	In Progress	
W	Withdrawn	
AU	Audit	
S	Satisfactory	
U	Unsatisfactory	

Professors who assign grades to students using the percentage scale may choose to adjust their scale to accommodate for variations in difficulty of the exam, assignment, or task. In these cases the professor will inform the students of the initial score, the adjusted score, and the reason for the adjustment.

All grades except 0.0, U, IN, IP, W, and AU are passing grades and earn credit toward the degree.

GRADUATE GRADING SYSTEM

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C
0.0	0-70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Grades that fall between intervals will be rounded to the higher number.

GRADE IMPLICATIONS

*The grade of 4.0 implies excellence in thinking and distinguished performance within the domain of a subject and course, along with extensive development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is consistently clear, precise, well-reasoned and displays depth of insight.

*The grade of 3.0 implies sound thinking and performance within the domain of a subject and course, along with the development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is generally clear, precise, well-reasoned and displays some depth of insight.

*The grade of 2.0 implies mixed thinking and performance within the domain of a subject and course, along with some development of a range of knowledge acquired through the exercise of critical thinking skills and abilities. This level work is inconsistently clear, precise, well-reasoned and does not typically display depth of insight.

*The grade of 1.0 implies limited thinking and performance within the domain of a subject and course, and the student displays limited critical thinking skills and abilities requisite to understanding course content. The student attempts to acquire knowledge by memorization rather than through comprehension and understanding. This level work represents thinking that is typically unclear, imprecise, and poorly reasoned, and does not display depth of insight.

*The grade of 0.0 implies poor thinking and performance within the domain of a subject and course, and the student does not display critical thinking skills and abilities requisite to understanding course content. The student relies on acquiring knowledge by memorization rather than through comprehension and understanding. This level work represents thinking that is regularly unclear, imprecise, and poorly reasoned, and is lacking depth of insight.

APPENDIX F - Inclement Weather Policy

WEATHER CANCELLATIONS ARE ANNOUNCED THROUGH THE FOLLOWING:

***Phone via Connect-ED, http://www.fitchburgstate.edu/offices/technology/connected/**
***Fitchburg State University Email, http://www.fitchburgstate.edu/offices/technology/email/**
***Fitchburg State University homepage, http://www.fitchburgstate.edu/**
***The following radio and television stations on weekdays:**

WBZ (1030 AM Boston)
WPKZ (1280 AM Fitchburg)
WXLO (104.5 FM Fitchburg/Worcester)

WBZ (TV 4 Boston)
WCVB (TV 5 Boston)
WRKO (TV 7 Boston)

We strongly encourage you to listen to the radio if driving to campus in bad weather. Please listen for announcements for *Fitchburg State University*- do not confuse this with *Fitchburg Public Schools*.
***= after 6 A.M.**

When classes are cancelled at the start of the working day, classes are also cancelled for all on-campus evening programs during that same day. Evening classes taught off campus are cancelled when the specific facility where the class is held is closed.

WEEKEND AND SPECIAL SCHEDULING COURSES

The decision to cancel any weekend or holiday class is made by the instructor, who is responsible for arranging a makeup schedule with the students. Students are to consult their instructor for his/her cancellation procedure.

For courses scheduled on weekends, the decision to cancel a course due to inclement weather is made by the faculty member teaching the course. In case of inclement weather, the following steps should be taken:

- Instructor of the weekend course determines whether or not to hold class by 6:30 AM.
- Instructor calls GCE Dean Cathy Canney and informs her of the decision.
- Instructor is responsible for notifying students in the course if course is cancelled. A 'phone tree" or other method can be determined the first day of the course.
- GCE Dean Canney is responsible for calling Public Safety at (978) 665-3111 and the Director of the Library, Robert Foley at (978) 537-4332.

Note: GCE Dean Canney will be provided a list of weekend classes prior to the start of the semester. The staff member in the Registrar's Office responsible for scheduling will provide the list.

APPENDIX G - Copyright Policy

PHOTOCOPYING GUIDELINES

Based on Federal Copyright laws,
Section 107 Fair Use

Single copying (for personal use by instructors) is limited to:

- A chapter from a book;
- A chart, cartoon, diagram, drawing, graph, or picture from a book, newspaper, or periodical;
- A short essay, short poem, or short story;
- An article from a periodical or newspaper.

Multiple copying (for classroom use by instructors) is limited to:

- A complete poem of no more than 250 words (if printed on no more than two pages), or an excerpt from longer poem (not to exceed 250 words);
- A complete prose work of no more than 2,500 words, or an excerpt from a longer prose work (not to exceed 10% of the entire work);
- A single illustration (i.e., cartoon, chart, diagram, drawing, or picture) per book or periodical issue;
- An excerpt from special mixed media works in which text is combined with picture (e.g., a comic book) which is not comprised of more than two published pages of the work, nor more than 10% of its total text.

Multiple copying is furthermore subject to the following restrictions:

- No original will be accepted for photocopying unless the legend "This material may be protected by the Copyright Laws, Title 17 U.S. Code" appears on it. (The Press has a rubber stamp available for your convenience.)
- No copied material may be used for more than one course at the school in which the photocopying is done;
- No more than one article, essay, short poem, short story, or two excerpts of longer pieces may be copied from the works of the same author, nor more than three works from the same collection or periodical volume during any one semester;
- No more than nine instances of multiple copying will be allowed per course per semester;
- No consumables-answer sheets, booklets, standardized tests, and workbooks-may be copied;
- No charge exceeding the cost of photocopying shall be exacted of the students receiving the materials;
- No instructor may photocopy the same item from semester to semester; nor may photocopies be used as a substitute for books and other materials which would normally be purchased;
- No higher authority may intervene to direct that the above restrictions be circumvented.

The above restrictions do not apply to the photocopying of the current news periodicals, newspapers, and the current news sections of other periodicals.

Individuals using the above guidelines in the photocopying of copyrighted materials without publisher's written permission will do so only if effective presentation of said material would be hindered by the delay required in obtaining such authorization.

Adapted from the College Store Journal, Feb./Mar. 1977 and Mount Wachusett Community College's Copying Regulations.

To view the entire copyright booklet, go to:

http://www.fitchburgstate.edu/uploads/files/Technology/PrintServices/copyrightbooklet.pdf

TEACH act: http://www.copyright.gov/docs/regstat031301.html

Appendix 3B

Abbreviated Course Syllabi

Course Number: BSAD 1700

Course Name: Introduction to Computer Information System

Instructor: Pereira

Required Text: Synder: Fluency with information technology: Skills, Concepts, & Capabilities, Addison Wesley

Scollard: Pearson Custom Computer Science: Fitchburg State University Computer Skills Workbook BSAD 1700, Addison Wesley

Course Description: This course introduces the student to computer information science and its applications. The student develops literacy in the computer and its uses. The laboratory work includes an introduction to word processing, spreadsheets, presentation and database software. No previous knowledge of computers is required or presumed. *Prerequisite: Basic Math II.*

Topic Outline		Estimated Contact Hours
I.	Fundamental Software Application Skills A. Microsoft Word B. Microsoft Excel C. Microsoft PowerPoint D. Microsoft Access	15
II.	Basic Computer Information Technology Terminology A. Hardware B. Software	3
III.	Components and Implications of Graphical User Interfaces	3
IV.	Fundamental Patterns on which all Information Technology is Built	4
V.	Web Site A. Organization B. How Search Engines Work C. Evaluation of Accuracy of Web Content	6

D. Search Strategies (locate, evaluate, and select references)
E. Proper Citation

VI.	Basic Computer Software and Hardware Debugging Strategies and Workarounds	2
VII.	Basic Privacy and Digital Security Concepts and their Implications (US and Global)	3
VIII.	Ethical Issues and the Impact of Computers on Society	4
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC-Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	4
Finance	0
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	7
Economic/Social/Legal Environment	
Legal Environment of Business	
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	40
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	2
Integrative Experiences	0
Total (estimate of contact hours)	58

Course Number: BSAD 2010

Course Name: Introduction to Financial Reporting

Instructors: DesRoches, Hollingsworth and Vostok

Required Text: Williams, Haka, Bettner, Carcello: Financial Accounting, McGraw-Hill

Course Description: This course provides an overview of financial accounting/reporting in its role as an information system within the socioeconomic environment of business. Financial reporting concepts and practices are presented from a decision perspective in which the content of financial statements and the analysis, interpretation and application of this information in making rational business decisions are examined. Relationships between business events and elements of the financial statements are analyzed. Coverage of accounting procedures is presented to the extent that they are necessary to understand the substance of financial statement information. Internal control of accounting systems will be considered. A base of analytical tools will be provided for interpretation of financial information. Specific financial accounting issues related to current and long-term operational assets, current liabilities, debt instruments and equity are discussed. *Prerequisites: sophomore status, BSAD 1700 or CSC 1400, MATH 0200.*

Topic Outline	Estimated Contact Hours
I. Accounting Information	6
A. Financial vs. Managerial Accounting	
B. Role of the Accounting Information System	
C. Internal and External Users of Accounting Information	
D. Professional Accounting Organizations	
E. Career Opportunities in Accounting	
F. Professional Ethics and Responsibilities	
II. Overview of Basic Financial Statements	3
A. Balance Sheet, Income Statement, Statement of Cash Flows	
B. Accounting Equation and Transactions Analysis	
C. Forms of Business Organizations	
D. Ethics, Fraud, and Corporate Governance	
III. Accounting Cycle	15
A. Analyzing, Journalizing, and Posting Transactions	
B. Debits and Credits	
C. Unadjusted, Adjusted, and Post-closing Trial Balances	
D. Accrual and Deferral Adjusting Entries	

E. Preparing Financial Statements
F. Closing Entries

IV.	Merchandising Activates	6
	A. Recording Merchandising Transactions	
	B. Periodic and Perpetual Inventory Systems	
	C. Inventory Cost Flow Assumptions; LIFO, FIFO, Weighted Average	
	D. Costing Ending Inventories	
	E. Calculating Cost of Goods Sold	
V.	Financial Assets and Plant and Intangible Assets	5
	A. Cash Management, Internal Controls, Bank Reconciliations	
	B. Bad Debts Expense and Recording Allowance for Doubtful Accounts	
	C. Notes Receivable	
	D. Accounting for Tangible and Intangible Fixed Assets	
	E. Depreciation and Amortization Methods	
VI.	Liabilities & Stockholders' Equity	5
	A. Current and Payroll-related Liabilities	
	B. Recording Bonds at Par and Interest Expense	
	C. Recording Issuances of Common and Preferred Stock	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	0
Finance	1
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	
Information Systems	1

Quantitative Methods/Statistics	0
International/Global Dimensions of Business	1
Integrative Experience	2
Total (estimate of contact hours)	53

Course Number: BSAD 2020

Course Name: Introduction to Managerial Accounting

Instructors: DesRoches and Vostok

Required Text: Brewer, Garrison, Noreen: Introduction to Managerial Accounting McGraw-Hill

Course Description: This course stresses the usefulness of accounting data as it relates to the managerial decision making process relative to planning, control and analysis. Among the multifaceted areas of study are cost volume, profit analysis, budgeting, performance analysis and organizational planning and control. *Prerequisites: BSAD 2010, ECON 1200, MATH 1250 or MATH 2200.*

Topic Outline		Estimated Contact Hours
I.	Managerial Accounting and Cost Concepts	5
	A. Financial vs. Managerial Accounting	
	B. Management Skills	
	C. Ethics in Business	
	D. Cost Classifications and Decision-making	
	E. Cost Behavior	
	F. Cost Analysis Using Hi-Lo and Regression	
II.	Job Order Costing/Process Costing	7
	A. Direct and Indirect Costs	
	B. Applying Manufacturing Overhead	
	C. Flow of Manufacturing Costs	
	D. Cost of Goods Manufactured/Sold	
	E. Under/Over-Applied Overhead	
	F. Equivalent Units of Production	
	G. Calculating Cost Per Unit	
III.	Activity-Based Costing	3
	A. Assigning Overhead Costs to Products	
	B. Using Activity-Based Costing	
	C. Comparing/Contrasting Activity-Based and Conventional Costing	

IV.	Cost-Volume-Profit Relationships (CVP)	8
	A. Using a CVP Template to Solve for Unknowns	
	B. Breakeven and Target Profit Analysis	
	C. Effect of Cost Structures on the CVP Model	
	D. Using CVP in a Multiproduct Environment	
V.	Profit Planning and Budgeting	5
	A. Human Factors in Budgeting	
	B. Preparing a Master Budget	
	C. Master Budget Project Using Excel	
VI.	Differential Analysis in Decision-Making	6
	A. Cost Concepts for Decision-Making	
	B. Adding/Dropping Product Lines	
	C. Make or Buy Decisions	
	D. Pricing Special Orders	
	E. Constrained Resources	
	F. Joint Product Costs	
VII.	Statement of Cash Flows (SCF)	6
	A. Sources/Uses of Cash	
	B. Direct and Indirect Methods	
	C. Operating, Investing, and Financing Activities	
	D. Preparing/Interpreting the SCF	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	4
Finance	2
Management	
Management Principles	2
Organizational Behavior	1
Human Resource Management	1
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	0

Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	2
Total (estimate of contact hours)	59

Course Number: BSAD 3200

Course Name: Principles of Management

Instructors: Scapparone and Zivic

Required Text: Williams: MGMT5, South-Western/Cengage Learning

Course Description: The purpose of this course is to introduce the study of basic management concepts and practices. This course covers principles and techniques as they relate to planning, organizing, leading and controlling business enterprises.

Topic Outline		**Estimated Contact Hours**
I.	Introduction to Management	20
	A. Overview	
	B. History	
	C. Organizational Environments & Culture	
	D. Ethics & Social Responsibility	
II.	Planning	3
	A. Planning	
	B. Decision Making	
III.	Global Management	3
	A. Cultural Differences	
IV.	Organizing	3
	A. Departmentalization	
V.	Leading	3
	A. Motivation	
	B. Leadership	
	C. Managing Communications	
VI.	Controlling	3
	A. Control Processes & Methods	
VII.	Term Project	5
	A. In Class Research & Work	
	B. Progress Reports	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	40
Organizational Behavior	7
Human Resource Management	6
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	3
Business Ethics	4
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	73

Course Number: BSAD 3300

Course Name: Fundamentals of Marketing

Instructors: McAloon, Noonan, Scapparone, Wellens and Zivic

Required Text: Lamb, Hair, McDaniel: MKTG6, South-Western/Cengage Learning

Course Description: The purpose of this course is to introduce the student to the study of marketing and its role in our economic and social structure. Also included in the study are the planning, distribution, pricing, and promotion of goods and services to both consumer and industrial markets in the context of internal activities of the organization and the environmental forces.

Topic Outline	Estimated Contact Hours
I. World of Marketing	15
A. Overview	
B. Strategic Planning (for competitive advantage)	
C. Ethics & Social Responsibility	
D. Marketing Environments	
E. Developing Global Visions	
II. Analyzing Marketing Opportunities	3
A. Consumer Decision Making	
B. Segmenting & Target Marketing	
III. Product Decisions	3
A. Product Concepts	
IV. Distribution Decisions	3
A. Marketing Channels	
V. Promotion and Communication Strategies	3
A. Integrated Marketing Concept	
VI. Pricing Decisions	3
A. Pricing Concepts	
VII. Technology Driven Marketing	3
A. Customer Relationship Management	

VIII.	Term Project A. Research & Developing Marketing Plan B. Progress Reports	7
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	3
Organizational Behavior	1
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	3
Business Ethics	3
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	5
Integrative Experience	7
Total (estimate of contact hours)	71

Course Number: BSAD 3400

Course Name: Basic Finance

Instructor: Wellens

Required Text: Gitman: Principles of Managerial Finance, Addison Wesley

Course Description: This course studies the forms and sources of financing business firms, large and small, corporate and non-corporate. The emphasis is on financial planning judgment in formulating decisions on financial problems. *Prerequisite: BSAD 2020.*

Topic Outline	**Estimated Contact Hours**
I. Introduction and the Financial Environment	5
A. Reading Stock Quotations	
B. Investments	
C. Risk and Return	
II. Future Value and Present Value	5
A. Computation of Both Future and Present Values	
B. Financial Leases Computations	
III. Capital Budgeting	6
A. Investment Projects	
B. Payback Period	
C. Net Present Value	
D. Internal Rate of Return	
IV. Mergers and Acquisitions	6
A. Net Present Value	
B. Cash Acquisitions	
C. Stock Swap Acquisitions	
V. International Finance	6
A. Currency consideration	
B. International Laws	
VI. Financial Analysis	6
A. Ratios Computations	
B. Industry Comparisons	

	C. Evaluations	
VII.	Current Liabilities Management	6
	A. Computation of Required Cash Flows	
	B. Pledging of Receivables and Inventory	
	C. Sales of Receivables	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	8
Marketing	2
Finance	20
Management	
Management Principles	4
Organizational Behavior	1
Human Resource Management	1
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	6
Economics	2
Business Ethics	1
Decision-Support Tools	
Information Systems	4
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	2
Integrative Experience	3
Total (estimate of contact hours)	58

Course Number: BSAD 3500

Course Name: Business Law I

Instructor: Morrison

Required Text: Morrison: Legal Papers: Cases and Materials for Business Law, Morrison

Course Description: This course is an introduction to the study of business law, its nature and classification, the court systems and their procedures. Contract law, the law of sales and personal property are considered comprehensively.

	Topic Outline	Estimated Contact Hours
I.	History of U.S. Law	5
II.	Civil Rights in Employment	5
III.	Courts	5
IV.	Contracts	5
V.	Antitrust	5
VI.	Crimes	5
VII.	Torts A. Strict Liability B. Negligence C. No-Fault	5
VIII.	Intentional Torts	5
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	1
Marketing	5
Finance	0
Management	
Management Principles	5
Organizational Behavior	0
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	40
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	56

Course Number: BSAD 4890

Course Name: Business Policy and Strategy

Instructors: Kim and McAloon

Required Text: McKeown**,** Strategy Book, Pearson Education

Course Description: This course integrates all organic management functions. Cases are used as subjects for analysis and systematic decision making practice. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Topic Outline		Estimated Contact Hours
I.	Introduction to Basic Concepts A. Origins of Strategy B. Strategic Management C. Mission and Vision Statements	5
II.	External Business Environment Analysis A. Industry Analysis B. Competitive Analysis C. Market Analysis D. Environment Analysis E. Macro Environment Analysis F. S.W.O.T	10
III.	Internal Business Environment Analysis A. Capabilities B. Capacity C. Resources Allocation	5
IV.	Business Strategy A. Cost Leadership B. Differentiation C. Focus	10
V.	Corporate Strategy A. Vertical Integration B. Diversification C. Mergers & Acquisitions, Strategic Alliances D. Global Strategy, Governance, Ethics, and Corporate Social Responsibility	10
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	3
Marketing	4
Finance	4
Management	
Management Principles	3
Organizational Behavior	3
Human Resource Management	3
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	2
Business Ethics	4
Decision-Support Tools	
Information Systems	1.5
Quantitative Methods/Statistics	3
International/Global Dimensions of Business	4
Integrative Experience	3
Total (estimate of contact hours)	43.5

Course Number: ECON 1100

Course Name: Principles of Macroeconomics

Instructor: Rosero

Required Text: Krugman, Wells: Macroeconomics, Worth

Course Description: This course is a study of the theory of employment, income and growth. Stabilization policy and current problems in American capitalism are emphasized. *Prerequisite: satisfactory completion of the University Mathematical Readiness requirement.*

Topic Outline	Estimated Contact Hours
I. Principles of Economics: Background A. Individual Choice Principles B. Interaction Principles C. Economy-wide Interaction Principles	2.5
II. Math Review and Economic Models: An Overview A. Production Possibilities Frontier B. Comparative Advantage and Gains from Trade C. Circular-Flow Diagram D. Positive versus Normative Economics	3.75
III. Demand and Supply as a Model A. The Demand Curve B. The Supply Curve C. Supply, Demand, and Equilibrium D. Changes in Supply and Demand	3.75
IV. Macroeconomics: The Big Picture A. The Nature of Macroeconomics B. The Business Cycle C. Long-Run Economic Growth D. National Accounts	2.5
V. Unemployment and Inflation A. The Unemployment Rate B. The Natural Rate of Unemployment C. Inflation and Deflation	3.75

VI.	Long-Run Economic Growth	3.75
	A. Comparing Economies Across Time and Space	
	B. Sources of Long-Run Growth	
	C. Differences in Growth Rates: Case Studies	
	D. Economic Growth Sustainability	
VII.	Savings and the Financial System	2.5
	A. Matching up Savings and Investment Spending	
	B. The Financial System	
	C. Financial Fluctuations	
VIII.	Income and Expenditure Model	3.75
	A. An Introduction to the Multiplier	
	B. Consumer Spending	
	C. Investment Spending	
	D. The Income-Expenditure Model and The Keynesian Cross	
IX.	AD-AS Model: Aggregate Demand and Aggregate Supply	3.75
	A. Aggregate Demand	
	B. Aggregate Supply	
	C. The AD-AS Model	
	D. Implications for Macroeconomic Policy	
X.	Fiscal Policy	3.75
	A. Fiscal Policy: The Basics	
	B. Fiscal Policy and the Multiplier	
	C. The Budget Balance	
	D. Long-Run Implications of Fiscal Policy	
XI.	Money and Banking	2.5
	A. Meaning of Money	
	B. The Monetary Role of Commercial Banks	
	C. Money Supply Determination	
	D. The Federal Reserve System	
XII.	Monetary Policy	3.75
	A. The Demand for Money	
	B. Money and Interest Rate Determination	
	C. Monetary Policy and Aggregate Demand	
	D. Money, Output, and Prices in the Long Run	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	6
Marketing	0
Finance	9
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	40
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	59

Course Number: ECON 1200

Course Name: Principles of Microeconomics

Instructor: Turk

Required Text: Krugman. Wells: <u>Microeconomics</u>, Worth

Course Description: Students examine the theory of the consumer and the business firm in this course. Efficiency in the allocation of resources is examined in four different market structures: pure competition, pure monopoly, monopolistic competition, and oligopoly. *Prerequisite: satisfactory completion of the University Mathematical Readiness requirement.*

Topic Outline	Estimated Contact Hours
I. Introduction:	2
A. Nature of Microeconomics	
II. Operation of Individual Markets	7
A. Supply and Demand	
B. Elasticities	
C. Interrelated Markets	
D. Market Failure	
III. Production and Factors of Production	6
A. Production Process	
B. Wage-Setting	
C. Market for Land and Economic Rents	
D. Returns to Scale	
IV. Theory of the Firm	7
A. Firm's Goals and Profit Motive	
B. Average and Marginal Costs	
C. Average and Marginal Revenue	
D. Model of Firm under Pure Competition	
V. Non-Competitive Market Structures	7
A. Monopoly as Market Structure	
B. Monopoly Behavior	
C. Oligopolies	
D. Monopolistic Competition	

VI.	Social Impact of Production A. Production and the Environment B. Internal and External Costs C. Antitrust Activity	5
VII.	Theory of Consumer Behavior A. Consumer Demand: Utility Theory B. Indifference Curve Analysis C. Consumer and Producer Sovereignty	5
VIII.	Final Topics: A. Public Goods, Risk, and Uncertainty	1
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	6
Marketing	0
Finance	9
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	40
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	64

Course Number: MATH 1800

Course Name: Business Statistics

Instructor: Zekeria

Required Text: Browerman, O'Connell, Orris, Murphree: Esseentials of Business Statistics , McGraw-Hill/Irwin

.

TECHNOLOGY SUPPLEMENTS: Should have at least one of the following:
a) MINITAB b) EXCEL- MegaStat c) TI-83 plus.

Course Description: Topics covered in this course include descriptive methods, probability distributions, estimation, testing, analysis of variance and regression analysis. (Credit is not awarded for both MATH 1700 and MATH 1800) *Prerequisite: MATH 1250 or MATH 1300*

Topic Outline		Estimated Contact Hours
I.	Introduction to Statistics A. Basic Terms B. Data C. Data Sources	6
II.	Descriptive Statistics A. Tabular and Graphical Methods 1. Bar charts, dot Plots, Stem-and-leaf, Scattered plot, Cross-tabulation B. Numerical Methods 1. Central tendency, variation, fractiles, covariance, correlation, linear regression	10
III.	Probability and Probability Distributions A. Probability of an Event B. Basic Rules of Probability C. Discrete Probability Distribution D. Continuous Probability Distribution	10
IV.	Sampling and Sampling Distributions A. Random, Systematic, Stratified, Cluster Samples B. The Central Limit Theorem	3
V.	Inferential Statistics A. Estimation B. Hypothesis Testing C. Inferences from Two Samples	11

D. ANOVA Analysis of Variance
E. Multiple Regressions

Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	1
Marketing	3
Finance	3
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	3
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	3
Business Ethics	0
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	40
International/Global Dimensions of Business	1
Integrative Experience	2
Total (estimate of contact hours)	57

Course Number: MATH 2200

Course Name: Calculus for Business

Instructor: Higdon and Romano

Required Text: Stewart, Clegg: Brief Applied Calculus, Brooks/Cole Cengage Learning

Course Description: This course surveys methods and applications of the calculus for functions of one variable, which are useful in business and economics. Topics include differentiation with applications to rates and maximum and minimum values, integration techniques with applications to areas, cost and rates. (Credit is awarded for only one of MATH 2100, MATH 2200, or MATH 2300. *Prerequisite: MATH 1250 or MATH 1300*

Topic Outline	**Estimated Contact Hours**
I. Functions and Algebra Review	5
A. Functions in general, Domain, Range, Graphs	
B. Properties and Combinations of Functions	
C. Linear, Quadratic, Polynomial, Rational, Algebraic Functions	
D. Exponential and Logarithm Functions	
II. Limits, Continuity, and the Derivative	6
A. Properties of Limits	
B. Properties of Continuous Functions, Relationship of Limit and Continuity	
C. Definition of Derivative as a Limit	
III. Rules of Differentiation	5
A. Sum, Difference, Constant Multiple Rules	
B. Basic Power Rule	
C. Derivatives of Algebraic Functions	
IV. Marginal Analysis, Applications	3
A. Slopes of Tangent Lines, Linear Approximations	
B. Derivatives in Marginal Analysis	
C. Minimum Average Cost	
V. More Rules of Differentiation	5
A. General Power Rule	
B. Exponential Derivatives and the General Exponential Rule	
C. Logarithm Derivatives and the General Logarithm Rule	

	D. General Chain Rule	
VI.	More Applications	6
	A. Absolute Maximum and Absolute Minimum Values on an Interval	
	B. Derivatives and Increasing and Decreasing Functions	
	C. Derivatives and Relative Extremes	
	D. Higher Order Derivatives, Concavity, and Points of Inflection	
	E. Curve Sketching	
VII.	Optimization Analysis in Business and Economics	5
	A. Minimum Average Cost Revisited	
	B. Maximum Profit	
	C. Elasticity of Demand	
	D. Elasticity of Demand as Related to Revenue	
VIII.	Integration	5
	A. Antiderivatives and Simple Techniques	
	B. Definite Integrals	
	C. Fundamental Theorem of Calculus	
	D. Applications of Integration to Business and Economics	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	2
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0
Economics	2
Business Ethics	0
Decision-Support Tools	
Information Systems	0

Quantitative Methods/Statistics	40
International/Global Dimensions of Business	0
Integrative Experience	
Total (estimate of contact hours)	46

ACCOUNTING CONCENTRATION CORE CURRICULUM

Course Number: BSAD 3010

Course Name: Financial Reporting Theory and Practice I

Instructor: Hollingsworth

Required Text: Kieso, Weygandt, Warfield: Intermediate Accounting, Wiley

Course Description: This course is designed to provide a strong conceptual, analytical and procedural foundation for the study of financial reporting and practice. The historical development of accounting thought and the role of financial accounting in today's economy are investigated. Socioeconomic, political, legal and ethical influences on financial reporting are considered. Discussions include procedures to record, summarize, and report results of business events; content and presentation of financial statements and specific reporting issues related to cash and receivable. An overview of financial statement analysis is also presented. International issues are addressed as appropriate. (This course covers the first 8 of 24 chapters in the text). *Prerequisite: BSAD 2020.*

Topic Outline	Estimated Contact Hours
I. Financial Accounting Standards and Concepts	7
A. Parties Involved in Standard-Setting	
B. GAAP and the Codification	
C. Ethics in Financial Accounting	
D. Conceptual Framework Overview	
E. Basic Objective and Fundamental Concepts	
F. Recognition and Measurement Concepts	
II. Accounting Information System	8
A. Review of Terminology, Debits and Credits, Accounting Cycle	
B. Financial Statements and Ownership Structure	
C. Recording Transactions and Processes Through the Preparation of Financial Statements	
D. Review of Financials for a Merchandising Company	
E. Cash-Basis vs. Accrual Accounting	
F. Reversing Entries	
III. Income Statement (IS) and Related Information	5

A. Usefulness and Limitations of the IS
B. Format, Elements, Single- and Multiple-Step
C. Irregular Items Reporting and Presentation
D. Intraperiod Tax Allocation and EPS
E. Comprehensive Income

IV.	Balance Sheet (BS) and Statement of Cash Flows (SCF)	5
	A. Usefulness and Limitations of the BS and SCF	
	B. BS Classifications and Format	
	C. Content and Format of the SCF	
	D. Supplemental Disclosures	
	E. Calculation of Financial Ratios	
V.	Accounting and the Time Value of Money (TVM)	5
	A. Simple and Compound Interest	
	B. Future/Present Value of Single Sums and Annuities	
	C. Complex Applications of TVM Concepts	
VI.	Cash and Receivables	5
	A. Items Comprising Cash and Cash Equivalents	
	B. Recognition and Valuation of Accounts Receivable	
	C. Recognition and Valuation of Notes Receivable	
	D. Fair Value Option	
	E. Petty Cash and Bank Reconciliations	
VII.	Valuation of Inventories	5
	A. Inventory Issues and What Costs to Include in Inventory	
	B. Cost Flow Assumptions, LIFO, FIFO, Specific ID, Average	
	C. Special Issues Related to LIFO	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	1
Finance	3
Management	
Management Principles	1
Organizational Behavior	0

Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	4
Integrative Experience	2
Total (estimate of contact hours)	60

Course Number: BSAD 3020

Course Name: Financial Reporting Theory and Practice II

Instructor: Hollingsworth

Required Text: Kieso, Weygandt, Warfield: Intermediate Accounting, Wiley

Course Description: In this course, in-depth discussion of financial reporting theory and practice is continued with respect to inventories, concurrent operational assets, current and contingent liabilities, long-term debt and owners' equity. Financial statement analysis of these financial statement elements is also continued. Ethical and international issues are addressed throughout the semester. (**NOTE:** This course covers the second 8 of 24 chapters in the text). *Prerequisite: BSAD 3010.*

Topic Outline		**Estimated Contact Hours**
I.	Inventories, Additional Valuation Issues A. Lower- of-Cost-or-Market B. Purchase Commitments C. Gross Profit and Retail Inventory Methods D. Dollar-Value LIFO	5
II.	Acquisition and Disposition of Property, Plant, and Equipment (PP&E) A. Cost of Acquired PP&E B. Valuation of PP&E C. Nonmonetary Exchanges D. Costs Subsequent to Acquisition E. Disposition of PP&E	5
III.	Depreciation, Impairments, and Depletion A. Depreciation Methods and Factors Involved B. Recognizing and Measuring Impairments C. Depletion D. Presentation and Analysis	5
IV.	Intangible Assets A. Costs Associated with and Types of Intangibles B. Impairments C. Research and Development Costs	5

V.	Current Liabilities and Contingencies A. Recognition and Valuation of Current Liabilities B. Gain and Loss Contingencies	4
VI.	Long-Term Liabilities A. Recognition and Valuation of Bonds Payable B. Effective-Interest Method C. Premium and Discount D. Extinguishment of Debt E. Long-Term Notes and Mortgages Payable F. Fair Value Option and Off-Balance Sheet Financing	6
VII.	Stockholders' Equity A. Corporate Form and Capital B. Recording Issuances and Reacquisition of Stock C. Various Types of Dividends	5
VIII.	Dilutive Securities and Earnings Per Share (EPS) A. Convertible Debt and Stock B. Stock Warrants and Compensation C. Computing EPS in Simple and Complex Capital Structures	5
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	1
Finance	3
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	1

Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	4
Integrative Experience	2
Total (estimate of contact hours)	60

Course Number: BSAD 3120

Course Name: Cost Accounting

Instructor: Vostok

Required Text: Lanen, Anderson, Maher: Fundamentals of Cost Accounting, McGraw-Hill

Course Description: This course discusses job and process costing, managerial decision making using cost estimation and cost-volume-profit analysis, flexible budgeting, transfer pricing and capital investment decisions. *Prerequisite: BSAD 2020*

Topic Outline		**Estimated Contact Hours**
I.	Cost Accounting Information for Decision-Making A. Value Creation and Accounting Systems B. Cost Data for Managerial Decisions C. Cost Accounting in the Value Chain D. Ethical Issues	4
II.	Cost Concepts and Behavior A. Presentation of Costs in the Financial Statements B. Cost Flows and Behavior C. Providing Useful Information To Management	5
III.	Fundamentals of Cost-Volume-Profit (CVP) Analysis A. Conducting CVP Analysis B. Using Spreadsheets in CVP Analysis C. Extension of the CVP Model	5
IV.	Cost Analysis for Decision Making A. Differential Analysis B. Legal Issues Relating to Costs and Sales Prices C. Theory of Constraints	4
V.	Cost Estimation A. Cost Behavior Patterns B. Methods Used to Estimate Cost Behavior C. Choosing an Estimation Method	5
VI.	Product and Service Costing	6

A. Cost Management Systems
B. Costing in Single Product, Continuous Process Industry
C. Costing in Multiple Product, Discrete Process Industry
D. Multiple Allocation Bases and Two-Stage Systems

VII.	Job and Process Costing	6
	A. Computing the Cost of a Job	
	B. Using Job Costing in Service Organizations	
	C. Ethical Issues and Job Costing	
	D. Process Industry Costing	
	E. Computing Product Costs	
VIII.	Variance Analysis	5
	A. Flexible Budgeting	
	B. Profit Variance Analysis	
	C. Variable Cost Variance analysis	
	D. Fixed Cost Variances	
	E. Overhead Variances	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	2
Finance	2
Management	
Management Principles	1
Organizational Behavior	0
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	2
Total (estimate of contact hours)	57

Course Number: BSAD 4010

Course Name: Financial Reporting Theory and Practice III

Instructors: Desroches, Hollingsworth, and Vostok

Required Text: Keiso**:** Intermediate Accounting, Wiley

Course Description: In this course, in-depth discussion of financial reporting theory and practices are continued with respect to inventories, concurrent operational assets, current and contingent liabilities, long-term debt and owners' equity. Financial statement analysis of these financial statement elements is also continued. Ethical and International Issues are addressed throughout the semester. *Prerequisites: BSAD 3020, MATH 1800*

Topic Outline	**Estimated Contact Hours**
I. Investment Accounting Approaches	5
A. Investment in Debt Securities	
B. Investment in Equity Securities	
C. Other Reporting Issues	
II. Cost Concepts and Behavior	5
A. Fundamentals of Accounting for Income Taxes	
B. Accounting for Net Operating Losses	
C. Financial Statement Presentation	
D. Review of the Asset Liability-Method	
III. Accounting for Pensions and Post-Retirement Benefits	10
A. Nature of Benefits	
B. Accounting for Pensions	
C. Using a Pension Worksheet	
D. Reporting Pension Plans in Financial Statements	
IV. Accounting for Leases	5
A. The Leasing Environment	
B. Accounting by the Lessee	
C. Accounting by the Lessor	
D. Special Accounting Problems	
V. Accounting Changes and Errors Analysis	5

	A. Accounting Changes	
	B. Error Analysis	
VI.	Statement of Cash Flows	5
	A. Preparation of the Statement of Cash Flows	
	B. Special Problems in a Statement Preparation	
VII.	Full Disclosure in Financial Reporting	5
	A. Full Disclosure Principle	
	B. Notes to the Financial Statements	
	C. Auditors and Management Reports	
	D. Current Reporting Issues	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	4
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	4
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	4
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	62

Course Number: BSAD 4110

Course Name: International Accounting and Taxation

Instructor: DesRoches

Required Text: Doupnic, Perera: International Accounting**,** McGraw Hill

Course Description: This course will provide an understanding of the international accounting standards and the international taxation rules within the accounting profession. U.S. accounting practices and foreign accounting practices in selected countries will be discussed. Taxation issues will center on U.S. taxes, both corporate and individual, for outbound and inbound transactions. (**NOTE:** This course's content will be incorporated in a new course under the accounting curriculum changes proposed in the spring, 2013). *Prerequisite: BSAD 3020.*

Topic Outline	**Estimated Contact Hours**
I. International Accounting and Diversity	6
A. Challenges of the Multinational Corporation in a Global Economy	
B. International Trade and Foreign Direct Investment	
C. Reasons Contributing to Worldwide Accounting Diversity	
D. Problems Caused by Accounting Diversity	
II. International Convergence of Financial Reporting	4
A. Major Harmonization Efforts	
B. Global Professional Organizations Promoting Convergence	
C. International Financial Reporting Standards (IFRSs) and Financial Statements	
D. IFRSs in the European Union and the U.S.	
III. International Financial Reporting Standards: An Overview	4
A. Inventories, PP&E, Asset Impairments	
B. Intangible Assets and Goodwill	
C. Borrowing Costs	
D. Leases	
E. Disclosure and Presentation Standards	
IV. Comparative Accounting	8
A. A Comparison of China, Germany, Japan, Mexico, and the UK	
B. Accounting Principles, Profession, and Regulation	
C. Group Projects and Presentations Comparing a U.S. Company With Its Foreign Counterpart	

V.	Foreign Currency Transactions and Hedging	4
	A. Foreign Exchange Markets and Transactions	
	B. Hedging Strategies	
	C. Accounting for Derivatives	
VI.	Foreign Currency Translation	5
	A. Translation Methods	
	B. U.S. GAAP and IFRSs Compared	
	C. Remeasurement of Financial Statements	
VII.	Additional Financial Reporting Issues	5
	A. Accounting for Inflation	
	B. Current Cost Accounting	
	C. Segment Reporting	
VIII.	International Taxation and Transfer Pricing	4
	A. Types of Taxes and Tax Rates	
	B. Foreign Tax Credits and Tax Jurisdictions	
	C. Tax Treaties	
	D. Transfer Pricing Methods and Objectives	
	E. U.S. Transfer Pricing Rules	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	1
Finance	2
Management	
Management Principles	0
Organizational Behavior	1
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	2
Decision-Support Tools	

Information Systems	1
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	15
Integrative Experience	2
Total (estimate of contact hours)	69

Course Number: BSAD 4120

Course Name: Individual Taxation

Instructor: Vostok

Required Text: Spilker: Taxation of Individuals, McGraw-Hill

Course Description: This course will introduce Federal tax laws and regulations in the taxation of individuals. *Prerequisites: BSAD 3020. Financial Reporting Theory and Practice II (including all related prerequisites).*

Topic Outline		Estimated Contact Hours
I.	Introduction to Tax and Individual Overview A. Types of Taxes B. Proportional, Regressive, and Progressive Structures C. Individual Income Tax Formula D. Dependents and Exemptions E. Filing Status	6
II.	Gross Income, Exclusions, & Deductions A. What to Include in Gross Income B. Types of Income C. Types of Exclusions	7
III.	Income Tax Computation and Credits A. Regular Federal Income Tax Computation B. Alternative Minimum Tax C. Self-Employment Tax D. Tax Credits E. Prepayments and Filing Requirements	7
IV.	Business Income, Deductions, and Accounting Methods A. Business Income, Deductions, and Accounting Methods B. Accounting Periods and Methods C. Advance Payments D. Inventories and Accruals	4

V.	Property Acquisition and Recovery	4
	A. Depreciation Methods and Conventions	
	B. Real and Personal Property	
	C. Amortization and Depletion	
	D. MACRS	
VI.	Investments	4
	A. Capital Gains and Losses	
	B. Dividends	
	C. Tax-exempt Income	
	D. Passive Activity Income and Losses	
VII.	Tax Consequences of Home Ownership	4
	A. Interest Expense and Real Property Taxes	
	B. Rental Use	
	C. Business Use	
VIII.	Retirement Savings and Deferred Compensation	4
	A. Defined Benefit Plans	
	B. Defined Contribution Plans	
	C. Contributions and Distributions	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	1

Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	49

Course Number: BSAD 4140

Course Name: Auditing

Instructor: Hollingsworth

Required Text: Arens: Auditing and Assurance Services: An Integrated Approach, Prentice Hall

Course Description: The basic concepts of auditing and control are examined in this course. It emphasizes internal control, audit problems, and professional responsibilities of the Certified Public Accountant regarding auditing requirements. *Prerequisite: BSAD 4010.*

Topic Outline	Estimated Contact Hours
I. The Auditing Profession	3
A. The Demand for Audit and Other Assurance Services	
B. Nature of Auditing	
C. Distinction Between Auditing and Accounting	
D. Economic Demand for Auditing	
E. Assurance Services	
II. The CPA Profession	3
A. Certified Public Accounting Firms	
B. Activities of CPA Firms	
C. Structure of CPA Firms	
D. Sarbanes Oxley Act and Public Accounting Oversight Board	
E. Generally Accepted Auditing Standards & Statements on Auditing Standards	
III. Audit Reports	4
A. Standard Unqualified Report	
B. Report on Internal Control Over-Financial Reporting Under Section 404 of the Sarbanes-Oxley Act	
C. Unqualified Audit Report with Explanatory Paragraph or Modified Wording	
D. Departures from an Unqualified Audit Report	
E. International Accounting and Auditing Standards	

IV.	Professional Ethics A. Ethics and Ethical Dilemmas B. Need for Ethical Conduct in Professions C. Code of Professional Conduct D. Independence Rule of Conduct and Interpretations E. Other Rules of Conduct	3
V.	Legal Liability A. Legal Environment B. Business Failure, Audit Failure, and Audit Risk C. Legal Concepts Affecting Liability D. Liability to Clients, Third Parties E. Liability under Common Law, Civil Liability, and Criminal Liability	5
VI.	Audit Responsibilities and Objectives A. Management Responsibilities B. Auditor's Responsibilities C. Financial Statement Cycles D. Setting Audit Objectives/Balance-Related Audit Objectives E. Management Assertions	4
VII.	Audit Evidence A. Nature of Audit Evidence B. Evidence Decisions C. Persuasiveness of Evidence D. Types of Audit Evidence E. Audit Documentation	5
VIII.	Audit Planning and Analytical Procedures A. Planning B. Client Acceptance and Initial Audit Planning C. Understanding and Assessment of Client Business and Industry D. Summarizing Parts of Auditing Planning E. Performance of Analytical Procedures	4
IX.	Materiality and Risks A. Set Preliminary Judgment About Materiality B. Tolerable Misstatement C. Audit Risk D. Assessing Acceptable Audit Risk E. Assessing Inherent Risk & Relationship of Risks to Evidence and Factors Influencing Risks	2

X.	Section 404 Audits of Internal Control and Control Risk	4
	A. Management and Auditor Responsibilities	
	B. COSO Components of Internal Control	
	C. Documenting and Understanding Internal Control	
	D. Assess Control Risks and Tests of Control	
	E. Section 404 Reporting on Internal Control	
XI.	Fraud Auditing	3
	A. Types of Fraud and Conditions for Fraud	
	B. Corporate Governance Oversight to Reduce Fraud Risks	
	C. Responding to the Risk of Fraud	
	D. Specific Fraud Risk	
	E. Responsibilities When Fraud is Suspected	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	4
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	2
Business Ethics	10
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	66

Course Number: BSAD 4500

Course Name: Business Law II

Instructor: Morrison

Required Text: Morrision, Legal Papers: Cases and Materials for Business Law, Morrison

Course Description: This course is a continuation of Introduction to Business Law and deals with the law of agency, commercial paper, credit and the various forms of business.
Prerequisite: BSAD 3500.

Topic Outline		Estimated Contact Hours
I.	Negotiable Instruments A. Negotiability B. Endorsements	4
II.	Agency and Employment	3
III.	Trusts and Employment	3
IV.	Trusts and Estates	3
V.	Negotiable Instruments A. Absconders B. Liabilities	4
VI.	Labor Laws	3
VII.	Federal Regulation of Invest Securities	3
VIII.	Accountants' Liability	3
IX.	Business Associations A. Partnerships B. Corporations	4
X.	Secured Transactions A. Creditors' Rights/Debtors Remedies	4

XI.	Bankruptcy	3
XII.	Intellectual Property	3
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	1
Marketing	5
Finance	0
Management	
Management Principles	5
Organizational Behavior	0
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	40
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	56

ACCOUNTING CONCENTRATION ELECTIVES

Course Number: BSAD 4100

Course Name: Consolidations and Mergers

Instructor: Hollingsworth

Required Text: Fisher, Taylor, Cheng**:** Advanced Accounting, Southwestern

Course Description: This course includes accounting problems involved in the preparation of consolidated financial statements and in home and branch office relationships. The accounting concepts of purchasing and pooling of interests are stressed. *Prerequisite: BSAD 3020, including all related prerequisites.*

Topic Outline		Estimated Contact Hours
I.	Combined Corporate Business Combinations: New Rules for Long Standing Business Practice	7
	A. Economic Advantages of Business Combinations	
	B. Acquisition of Control	
	C. Evolution of Accounting Methods	
	D. Valuation of Identifiable Assets and Liabilities	
	E. Goodwill Impairment	
II.	Consolidated Statements: Dates of Acquisition	7
	A. Levels of Investments	
	B. Function of Consolidated Statements	
	C. Techniques of Consolidations	
	D. Adjustment of Subsidiary Accounts	
	E. Determination and Distribution Schedule	
III.	Consolidated Statements: Accounting for the Investment in a Subsidiary	7
	A. Elimination Procedures	
	B. Goodwill Impairment Losses	
	C. Simple Equity Method	
IV.	Intercompany Transactions: Merchandise Plant Assets and Notes	7
	A. Intercompany Merchandise Sales	
	B. Intercompany Plant Asses Sales	

	C. Intercompany Debt	
	D. Intercompany Profit Eliminations	
V.	Intercompany Transactions: Bonds and Leases	7
	A. Intercompany Investment in Bonds	
	B. Intercompany Leases	
	C. Intercompany Leases with Unguaranteed Residual	
VI.	Cash Flow, EPS, and Taxation	5
	A. Consolidated Statement of Cash Flows	
	B. Consolidated Earnings per Share	
	C. Taxation of Consolidated Entities	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	40
Marketing	2
Finance	4
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	4
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	4
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	64

Course Number: BSAD 4130

Course Name: Corporate, Estate, and Gift Taxation

Instructor: Vostok

Required Text: Spilker: Taxation of Business Entities, McGraw-Hill

Course Description: This course studies the federal income tax laws and regulations in both compliance and tax planning opportunities applicable to partnerships, corporations, fiduciaries and gift and estate taxes. *Prerequisite: BSAD 4120*

Topic Outline	**Estimated Contact Hours**
I. Property Dispositions A. Recognized vs. Realized Gains and Losses B. Character of Gain or Loss C. Depreciation Recapture D. Nonrecognition Transactions	6
II. Entities Overview A. Legal Classifications and Nontax Characteristics B. Entity Tax Classification C. Entity Tax Characteristics	6
III. Corporate Operations Corporate Taxable Income formula A. Consolidated Tax Returns B. Corporate AMT C. Preference Items	6
IV. Accounting for Income Taxes A. Objectives and Complexity B. Current and Deferred Income Tax C. Temporary Differences D. Deferred Tax Assets and Liabilities E. Uncertain Tax Positions	6
V. Forming and Operating Partnerships A. Flow-Through Entity Concept B. Partnership Formation, Acquisition, and Accounting	4

C. Partners' Tax Basis
D. Loss Limitations

VI.	S-Corporations A. Election and Termination B. Tax Filing and Schedules C. Articulation with Personal Tax Return	6
VII.	Transfer Taxes and Wealth Planning A. Federal Estate Tax B. Federal Gift Tax C. Wealth Planning Concepts	6
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	**Estimated Contact Hours**
Accounting	40
Marketing	0
Finance	2
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	1
Integrative Experience	2
Total (estimate of contact hours)	54

Course Number: BSAD 4160

Course Name: Not-For-Profit Accounting

Instructors:

Required Text:

Course Description: This course examines the accounting and reporting principles, standards, and procedures as they apply to governmental and not-for-profit entities, such as governmental organizations, hospitals, colleges and universities. *Prerequisites: BSAD 3020, including all related prerequisites.*

NOTE: This course has not been taught for at least 3 years and is currently being recommended for removal from the accounting electives. Only one accounting elective is required, students have two courses to choose from to meet this requirement.

MARKETING CONCENTRATION CORE CURRICULUM

Course Number: BSAD 3310

Course Name: Consumer Behavior

Instructors: Scapparone and Wellens

Required Text: Babin, Harris: CB2, South-Western/Cengage Learning.

Course Description: This course is to familiarize the student with consumer decision making process. It utilizes the concepts of the social and behavioral sciences in order to provide an understanding of consumer buying behavior. *Prerequisites: BSAD 3300.*

Topic Outline		**Estimated Contact Hours**
I.	Introduction to Consumer Behavior A. Overview B. Consumer Consumption C. Consumer Behavior Role in Business and Society D. Approaches to Understanding Consumer Behavior	15
II.	Value and the Consumer Behavior Value Framework A. Framework Components B. Types of Values C. Marketing Strategy and Consumer Value	3
III.	Internal Influences A. Perception B. Motivation & Emotion	3
IV.	External Influences A. Consumer Culture B. Group and Interpersonal Influences	3
V.	Situations and Decision Making A. Consumers in Situations B. Decision Making	3
VI.	Consumption and Beyond A. Consumption to Satisfaction	3

	B. Consumer Relationships	
VII.	Term Project	10
	A. Research & Developing Marketing Plan	
	B. Progress Reports	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	0
Organizational Behavior	6
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	1
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	53

Course Number: BSAD 3320

Course Name: Market Research

Instructor: Noonan

Required Text: Burns, Bush: Marketing Research, Prentice Hall/Pearson Education

Noonan: The Marketing Research Planner, Prentice Hall/Pearson Education (Custom Business Resources Course pack)

Course Description: This course emphasizes the importance of research in marketing planning and decision making. Instruction includes the basics of scientific investigation, the search for information, sampling, data collection, data analysis, interpretation and reporting. *Prerequisite: BSAD 3300.*

Topic Outline		**Estimated Contact Hours**
I.	A. An Introduction to Marketing Research	3
II.	A. The Marketing Research Process B. The Marketing Research Industry	3
III.	A. Defining the Problem and Determining Research Objectives B. Research Design	3
IV.	A. Secondary Data and Online Information Databases B. Standardized Information Sources	3
V.	A. Observation, Focus Groups and Other Qualitative Methods B. Survey Data Collections Methods	3
VI.	A. Measurement in Marketing Research B. Designing Data Collection Forms	3
VII.	A. Determining the Sample Plan B. Determining the Size of a Sample	3
VIII.	A. Data Collection in the Field, Nonresponse Error and Questionnaire Screening B. Basic Data analysis: Descriptive Statistics	3

IX.	A. Generalizing a Sample's Findings to Its Population and Testing B. Hypotheses About Percent's and Means		3
X.	A. Testing for Differences Between Two Groups or Among More Than Two Groups		3
XI.	A. Determining and Interpreting Associations Among Variables		3
XII.	A. Predictive Analysis in Marketing Research B. Preparing and Presenting the Research Results		2
XIII.	A. Presentation		5
	Total Sessions Expressed as Contact Hours		40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	12
Finance	0
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	22
Total (estimate of contact hours)	43

Course Number: BSAD 3330

Course Name: Advertising

Instructor: Noonan

Required Text: Arens, F., Arens, C., Weigold: Contemporary Advertising, McGraw-Hill

Noonan: Advertising Elements and Planning, McGraw-Hill (Custom Publishing)

Course Description: In this course students become knowledgeable about the preparation and use of advertising. Topics include the functions of advertising, planning an advertising campaign, copy, artwork and media selection. *Prerequisites: BSAD 2020, 3200, 3300, 3500.*

Topic Outline		Estimated Contact Hours
I.	A. Advertising Today B. The Big Picture: Evolution of Advertising	3
II.	A. The Big Picture: Economic and Regulatory Aspects B. The Scope of Advertising: From Local to Global	3
III.	A. Marketing and Consumer Behavior: The Foundations of Advertising B. Market Segmentation and the Marketing Mix: Determinants of Advertising Strategy	3
IV.	A. Research: Gathering Information for Advertising Planning B. Marketing and Advertising Planning C. Planning Media Strategy: Disseminating the Message	6
V.	A. Creative Strategy and the Creative Process B. Creative Execution: Art and Copy	3
VI.	A. Producing Ads for Print, Electronic and Digital Media	3
VII.	A. Using Print Media	3
VIII.	A. Using Electronic Media: Television and Radio B. Using Digital Interactive Media	3

IX.	A. Using Out-of-Home, Exhibitive and Supplementary Media		3
X.	A. Relationship Building: Direct Marketing, Personal Selling and Sales Promotion B. Relationship Building: Public Relations, Sponsorship and Corporate Advertising		3
XI.	Presentation		7
		Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	20
Finance	.5
Management	0
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	20
Total (estimate of contact hours)	47

Course Number: BSAD 4880

Course Name: International Business Management

Instructor: Noonan

Required Text: Hill: International Business: Competing in the Global Marketplace, Irwin/McGraw-Hill

Freedman: The Next 100 Years, Anchor Books

Course Description: The course provides an analysis of the complexities of doing business overseas. Emphasis is on commerce, trade and investments. Topics include cultural differences, market barriers, business practices, product/market strategies, distribution and organization for small firms and multinational corporations. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Topic Outline		Estimated Contact Hours
I.	A. National Differences in Political Economy	4
II.	A. Differences in Culture	4
III.	A. Ethics in International Business	4
IV.	A. International Trade Theory	4
V.	A. The Political Economy of International Trade	4
VI.	A. Foreign Direct Investment	4
VII.	A. Regional Economic Integration	4
VIII.	A. The Foreign Exchange Market	4
IX.	A. The International Monetary System	4
X.	A. Global Capital Market	4
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	.5
Marketing	7
Finance	0
Management	
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	23
Integrative Experience	0
Total (estimate of contact hours)	40

MARKETING CONCENTRATION ELECTIVES

Course Number: BSAD 3340

Course Name: Small Business Management

Instructors:

Required Text:

Course Description: This course provides students with an understanding of the unique characteristics required of the successful small business entrepreneur and the specifics relative to the start-up, financing and management of a small business. Emphasis is on a full spectrum of business functions as applied to small firms, including proprietorships, partnerships, corporations and franchised outlets. *Prerequisites: BSAD 3200, 3300.*

NOTE: This course has not been taught for at least 3 years.

Course Number: BSAD 3350

Course Name: Total Quality Management

Instructors:

Required Text:

Course Description: This course studies the concepts, practices and methods of contemporary quality management in both manufacturing and service-related industries. Topics may include quality management, customer service, leadership, measuring quality, statistical process and teamwork. *Prerequisite: BSAD 3200*

NOTE: This course has not been taught for at least 3 years.

Course Number: BSAD 4300

Course Name: Sales Management

Instructor: Scapparone

Required Text: Hair, Anderson, Mehta, Babin: Sales Management: Building Customer Relationships and Partnerships, Houghton Mifflin Company

Course Description: This course enhances the students' understanding of and skills for managing the selling function. The emphasis of the coursework is on personal selling as an element in the marketing mix. *Prerequisite: BSAD 3300.*

Topic Outline		**Estimated Contact Hours**
I.	21st Century Sales Force Management	12
	A. Introduction to Sales Management and Its Evolving Roles	
	B. Managing Ethics in a Sales Environment	
	C. Customer Relationship Management and Building Partnerships	
	D. The Selling Process	
II.	Organizing an Developing	9
	A. Sales Forecasting and Budgeting	
	B. Sales Force Planning and Organizing	
	C. Recruiting and Selecting the Sales Force	
III.	Managing and Directing Sales Force Efforts	9
	A. Training the Sales Force	
	B. Sales Force Leadership	
	C. Sales Force Motivation	
IV.	Controlling and Evaluating Sales Force Performance	3
	A. Sales Force Performance Evaluation	
V.	Term Project	7
	A. Research & Developing Sales Plan	
	B. Progress Reports	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	15
Finance	2
Management	
Management Principles	12
Organizational Behavior	9
Human Resource Management	6
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	0
Business Ethics	3
Decision-Support Tools	
Information Systems	4
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	1
Integrative Experience	7
Total (estimate of contact hours)	61

Course Number: BSAD 4310

Course Name: Retail Marketing

Instructor: Scapparone

Required Text: Dunne, Lusch, Carver: Retailing, South-Western/Cengage Learning

Course Description: This course introduces the student to the nature and scope of retail marketing and management. This course includes the structure of retailing, merchandising, buying, pricing, promotion and organization, as well as management of the retail firm. *Prerequisite: BSAD 3300.*

Topic Outline		**Estimated Contact Hours**
I.	Introduction to Retailing	11
	A. Perspectives on Retailing	
	B. Retail Strategic Planning and Operations Management	
II.	The Retail Environment	4
	A. Retail Customers	
	B. Managing the Supply Chain	
III.	Market Selection and Location Analysis	8
	A. Market Selection – Target Markets	
	B. Geographic Information Systems	
	C. Location Analysis – Determining Most Attractive Site	
IV.	Managing Retail Operations	10
	A. Merchandise Buying and Handling	
	B. Retail Pricing	
	C. Advertising and Promotion	
	D. Customer Services and Retail Selling	
	E. Store Layout and Design	
V.	Term Project	7
	A. Research and Development of Retail Marketing Plan	
	B. Progress Reports	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	40
Finance	2
Management	
Management Principles	6
Organizational Behavior	1
Human Resource Management	1
Operations Management	12
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	1
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	2
International/Global Dimensions of Business	0
Integrative Experience	7
Total (estimate of contact hours)	76

Course Number: BSAD 4320

Course Name: Industrial Marketing

Instructor: Wellens

Required Text: Dwyer, Tanner: Business Marketing, McGraw-Hill/Irwin

Course Description: This course centers on the marketing of goods to industrial firms, government agencies and other organizations included within the industrial market. The areas covered in the course include distribution channels, pricing policies, product planning and marketing strategy. *Prerequisite: BSAD 3200*

Topic Outline		Estimated Contact Hours
I.	Introduction to Business Marketing A. Importance of Business Marketing B. Business Markets C. The Entire System D. The Character of Business Marketing	6
II.	Organizational Buyer Behavior A. Buying Determinants Theory B. Role Buying C. Market Segmentation	6
III.	Marketing Strategy A. Elements of Business Strategy B. Understanding Competitive Pressures C. Organizational Context for Competing	5
IV.	Developing Products A. Managing Products and Services B. New Product Development C. Success or Failure	6
V.	Pricing Products A. Principles of Price B. Nature of Competitive Markets C. Issues of Price Management D. Economic Theory	5

VI.	Advertising and Promotion A. Advertising to Business B. Public Relations C. Trade Show Marketing	6
VII.	Global Marketing A. Handouts on Competitive Markets B. Various Cultures	6
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	5
Marketing	20
Finance	5
Management	
Management Principles	5
Organizational Behavior	2
Human Resource Management	2
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	1
Business Ethics	2
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	5
Integrative Experience	5
Total (estimate of contact hours)	66

Course Number: BSAD 4330

Course Name: International Marketing

Instructor: Scapparone

Required Text: Cateora, Gill, Graham: International Marketing, McGraw-Hill/Irwin

Course Description: This course centers on the marketing of goods to industrial firms, government agencies and other organizations included within the industrial market. The areas covered in the course include distribution channels, pricing policies, product planning and marketing strategy. *Prerequisite: BSAD 3200*

Topic Outline		Estimated Contact Hours
I.	Overview	7
	A. The Scope and Challenge of International Marketing	
	B. The Dynamic Environment of International Trade	
II.	The Cultural Environment of Global Markets	9
	A. History and Geography: The Foundation of Culture	
	B. Cultural Dynamics in Assessing Global Markets	
	C. The Political Environment: A Critical Concern	
III.	Assessing Global Market Opportunities	3
	A. Developing a Global Vision through Marketing Research	
IV.	Developing Global Marketing Strategies	12
	A. Global Marketing Management: Planning and Organizing	
	B. Products and Services for Consumers	
	C. International Marketing Channels	
	D. Integrated Marketing Communications and International Advertising	
	E. Personal Selling and Sales Management	
	F. Pricing for International	
V.	Implementing Global Marketing Strategies	9
	A. Term Project	
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	20
Finance	0
Management	
Management Principles	3
Organizational Behavior	1
Human Resource Management	1
Operations Management	1
Economic/Social/Legal Environment	
Legal Environment of Business	3
Economics	1
Business Ethics	2
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	30
Integrative Experience	0
Total (estimate of contact hours)	62

Course Number: BSAD 4340

Course Name: Developing Marketing Strategies

Instructor: Scapparone

Required Text: Ferrell, Hartline: Marketing Strategy, South-Western/Cengage Learning

Course Description: Through the use of case studies and, where possible, cooperating businesses and nonprofit organizations, students identify pertinent marketing problems and opportunities, assess the organization's resources and develop viable marketing programs. The course includes new product development and management strategies for effective marketing policies over the course of the entire product life cycle. *Prerequisite: BSAD 3200*

Topic Outline		Estimated Contact Hours
I.	Setting the Stage for Marketing Strategy A. Marketing in Today's Economy B. Strategic Marketing Planning C. Marketing Ethics and Social Responsibility in Strategic Planning	5
II.	Discovering Market Opportunities A. Collecting and Analyzing Marketing Information B. Developing Competitive Advantage and Strategic Focus	4
III.	Developing Market Strategies A. Customer, Segmentation, and Target Marketing B. Product Strategy C. Pricing Strategy D. Distribution and Supply Chain Management E. Integrated Marketing Communications	15
IV.	Putting Strategy into Action A. Marketing Implementation and Control B. Developing and Maintaining Long-Term Customer Relationships	6
V.	Developing Marketing Strategies A. Term Project	10
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	40
Finance	0
Management	
Management Principles	3
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	1
Business Ethics	3
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	10
Total (estimate of contact hours)	58

FINANCE CONCENTRATION CORE CURRICULUM

Course Number: BSAD 3410

Course Name: Investments

Instructor: Gohary

Required Text: Frey: A Beginner's Guide to Investing: How to Grow Your Money the Smart and Easy Way, Ivy Bytes

Course Description: The course analyzes stocks, corporate and governmental bonds and other investment media, and studies the secondary stock market mechanism. Students review various investment vehicles and security evolution. Research of individual companies and industries is required. The course is primarily facilitated by lectures and problem solving. *Prerequisites: BSAD 2020, 3200, 3300.*

Topic Outline		Estimated Contact Hours
I.	How to Double Your Money Every 7 Years	3
II.	Making Sense of the Investment World	3
III.	A Practical Guide to Choosing an Investment Account	3
IV.	How to Use Tax-advantaged Accounts to Avoid Investing Solely for Benefit of Uncle Sam	3
V.	Interest Rates	3
VI.	Forming an Investing Plan	2
VII.	Knowing Your Alphas and Betas	2
VIII.	Leasing	3
IX.	Beyond the Stock Market – An Introduction to Asset Classes	3
X.	Putting Intelligent Diversification into Practice – It's More than S&P 500	3
XI.	The Time Value of Money	3
XII.	Implementing Your Target Asset Allocation	2
XIII.	Managing for the Long-Term with the Lockbox (and a Sandbox)	2

XIV.	Debt and Taxes	3
XV.	Working Capital Management	2
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	2
Marketing	2
Finance	4
Management	
Management Principles	40
Organizational Behavior	2
Human Resource Management	0
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	1
Business Ethics	1
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	0
Integrative Experience	1
Total (estimate of contact hours)	58

Course Number: BSAD 3460

Course Name: Real Estate Investment and Management

Instructor: Gohary

Required Text: Brueggeman, Fisher: Real Estate Finance & Investments, McGraw Hill

Course Description: The course looks at the business decisions involved in the investment, financing, and management of real estate. This course focuses on real estate as a popular investment vehicle because of the number of income-producing characteristics it possesses. Students learn the principles of cash flow, changing property values, equity investor, decision-making, risk and return and market research in light of current real estate trends. *Prerequisites: BSAD 2020, 3200, 3300, 3400.*

	Topic Outline	**Estimated Contact Hours**
I.	Basic Legal Concepts - Introduction to the Course	4
II.	Real Estate Financing: Notes & Mortgages	2
III.	Single Family Housing: Pricing, Investment & Tax Considerations	3
IV.	UW & Finance Residential Properties, Final Project Discussion	2
V.	Valuation of Income Properties: Appraisal & the Market for Capital	4
VI.	Asset Protection, Flipping Properties	3
VII.	Risk Analysis	2
VIII.	Disposition & Renovation of Income Properties.	3
IX.	Financing Corporate Real Estate	3
X.	Commercial Properties	2
XI.	Structuring Real Estate Investments	2
XII.	The Secondary Mortgage Market	3
XIII.	Corporate Governance	2
XIV.	Fair Housing	2
XV.	Risk Management	4
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	2
Marketing	3
Finance	2
Management	
Management Principles	40
Organizational Behavior	2
Human Resource Management	0
Operations Management	1
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	1
Business Ethics	1
Decision-Support Tools	
Information Systems	1
Quantitative Methods/Statistics	
International/Global Dimensions of Business	0
Integrative Experience	1
Total (estimate of contact hours)	57

Course Number: BSAD 4230

Course Name: Business Fluctuations and Forecasting

Instructor: Pereira

Required Text: Wilson, Keating: Business Forecasting, McGraw Hill
Business Forecasting with ForecastX^{TM} CD (packaged with text book)

Course Description: The analysis of public and business policies, which are necessary as a result of business fluctuations within our capitalist free enterprise system, often require technical forecasting. This course will emphasize this technical forecasting aspect.
Prerequisites: ECON 1200, MATH 1800.

	Topic Outline	Estimated Contact Hours
I.	Framework for Implementing a Forecasting Systems and Guidelines for Generating Forecasts	3
II.	Qualitative Forecasting Techniques A. Sales Force Composites B. Customer and General Surveys C. Jury of Executive Opinion D. Advantages and Disadvantages	4
III.	New-Product Forecasting Techniques A. Marketing Research B. Test Markets C. Product Life Cycle D. Diffusion Models	5
IV.	Quantitative Forecasting Techniques A. Naïve Models B. Moving Averages C. Exponential Smoothing D. Bivariate Regression E. Linear Trend Regression F. Causal Regression G. Multiple Regression H. Time Series Decomposition I. Advantages and Disadvantages	21
V.	Business and Economic Real World Uses of Forecasting	4
VI.	Forecasting Software Applications	3
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	2
Marketing	2
Finance	0
Management	
Management Principles	5
Organizational Behavior	2
Human Resource Management	1
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	6
Business Ethics	3
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	25
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	58

Course Number: BSAD 4400

Course Name: Financial Management of Corporations

Instructor:

Required Text:

Course Description: This course covers the analysis and management of the flow of funds through an enterprise. Cash management, source, and application of funds, as well as term loans and types and sources of long term capital, are examined. As an introduction to capital markets, the class explores capital budgeting, cost of capital and financial structure.
Prerequisite: BSAD 3400.

NOTE: This course has not been taught for at least 3 years and is currently being recommended for removal along with the entire Finance concentration.

Course Number: BSAD 4500

Course Name: Business Law II

Instructor: Morrison

Required Text: Morrision, Legal Papers: Cases and Materials for Business Law, Morrison

Course Description: This course is a continuation of Introduction to Business Law and deals with the law of agency, commercial paper, credit and the various forms of business. *Prerequisite: BSAD 3500.*

Topic Outline		Estimated Contact Hours
I.	Negotiable Instruments A. Negotiability B. Endorsements	4
II.	Agency and Employment	3
III.	Trusts and Employment	3
IV.	Trusts and Estates	3
V.	Negotiable Instruments A. Absconders B. Liabilities	4
VI.	Labor Laws	3
VII.	Federal Regulation of Invest Securities	3
VIII.	Accountants' Liability	3
IX.	Business Associations A. Partnerships B. Corporations	4
X.	Secured Transactions A. Creditors' Rights/Debtors Remedies	4
XI.	Bankruptcy	3
XIII.	Intellectual Property	3
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in This Course	Estimated Contact Hours
Accounting	1
Marketing	5
Finance	0
Management	
Management Principles	5
Organizational Behavior	0
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	40
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	56

Course Number: BSAD 4880

Course Name: International Business Management

Instructor: Noonan

Required Text: Hill: International Business: Competing in the Global Marketplace, Irwin/McGraw-Hill

Freedman: The Next 100 Years, Anchor Books

Course Description: The course provides an analysis of the complexities of doing business overseas. Emphasis is on commerce, trade and investments. Topics include cultural differences, market barriers, business practices, product/market strategies, distribution and organization for small firms and multinational corporations. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Topic Outline		**Estimated Contact Hours**
I.	A. National Differences in Political Economy	4
II.	A. Differences in Culture	4
III.	A. Ethics in International Business	4
IV.	A. International Trade Theory	4
V.	A. The Political Economy of International Trade	4
VI.	A. Foreign Direct Investment	4
VII.	A. Regional Economic Integration	4
VIII.	A. The Foreign Exchange Market	4
IX.	A. The International Monetary System	4
X.	A. Global Capital Market	4
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	.5
Marketing	7
Finance	0
Management	
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	23
Integrative Experience	0
Total (estimate of contact hours)	40

Course Number: BSAD 5000

Course Name: Topics in Business

Instructors:

Required Text:

NOTE: This course has not been taught for at least 3 years.

Course Number: ECON 2400

Course Name: Money and Banking

Instructor: Lwamugira

Required Reading: Ritter, Silber, Udell: Principles of Money, Banking, and Financial Markets, Addison-Wesley

Course Description: The course focuses on the role of money, credit and banking in the American economy. Special emphasis is placed on the applicability of monetary policy to the problems of economic stability. *Prerequisite: ECON 1100.*

Topic Outline		**Estimated Contact Hours**
I.	The Concept of Money & its Influence on Economic Activity	6
II.	The Structure of U.S. Financial Markets & Securities	7
III.	Valuation of Financial Instruments	4
IV.	How Interest Rates are Determined and their Influence on Economic Activity	9
V.	The Structure of the Federal Reserve System and the Use of Central Banking Instruments in Monetary Policy	7
VI.	How Money Supply Affects Economic Activity: The Keynesians/Monetarists Controversy	7
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	6
Marketing	0
Finance	9
Management	
Management Principles	0
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	0

Economics	40
Business Ethics	0
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	0
Integrative Experience	0
Total (estimate of contact hours)	59

MANAGEMENT CONCENTRATION CORE CURRICULUM

Course Number: BSAD 3210

Course Name: Human Resource Management

Instructor: Hollingsworth

Required Text: Dessler: Human Resource Management, Southwestern

Course Description: This is an introductory course that surveys human resources practices and procedures involved with recruiting, employment, training and development, job evaluation, compensation, health and safety, labor relations, and workplace law. Special topics of student interest are also covered. *Prerequisite: BSAD 3200.*

Topic Outline		Estimated Contact Hours
I.	Introduction to Human Resource Management	4
	A. What is Human Resource Management	
	B. Line and Staff Aspects of Human Resource Management	
	C. Human Resource Manager's Duties	
	D. New Approaches to Organizing Human Resource Management	
II.	Equal Employment Opportunity and the Law	4
	A. Equal Employment Opportunity 1964-1991	
	B. Equal Employment Opportunity 1990-91-Present	
	C. Defenses Against Discrimination Allegations	
	D. The EEOC Process	
	E. HR as a Profit Center	
III.	Human Resource Management and Strategy Analysis	4
	A. The Strategic Management Process	
	B. HR as a Profit Center	
	C. HR Metrics and Benchmarking	
	D. High Performance Work Systems	
IV.	Job Analysis and Talent Management	4
	A. The Talent management Process	
	B. HR As a Profit Center	
	C. The Basics of Job Analysis	
	D. Methods for Collecting Job Analysis Information	
	E. Writing Jobs Description	
V.	Personnel Planning and Recruiting	4
	A. Need for Effective Recruiting	
	B. Internal Sources of Candidates	

C. Outside Sources of Candidates
D. Recruiting a More Diverse Workforce

VI.	Employee Testing and Selection	4
	A. Why Careful Selection is Important	
	B. Types of Tests	
	C. Work Samples and Simulations	
	D. Background Investigations and Other Selections Methods	
VII.	Interviewing Candidates	4
	A. How to Design and Conduct an Effective Interview	
	B. Basic Types of Interviews	
	C. The Errors That Undermine an Interview's Usefulness	
	D. How to Design and Conduct an Effective Interview	
VIII.	Training and Developing Employees	4
	A. Orienting and On Boarding New Employees	
	B. Implementing Training Programs	
	C. Implementing Management Development Programs	
	D. Managing Organizational Change Programs	
	E. Evaluating the Training Effort	
IX.	Performance Management and Appraisal	4
	A. Techniques for Appraising Performance	
	B. Dealing with Appraisal Problems and Interviews	
	C. Performance Management	
	D. Talent Management Practices and Employee Appraisal	
X.	Benefits and Services	4
	A. The Benefit Picture Today	
	B. Insurance Benefits	
	C. Retirement Benefits	
	D. Personal Services and Family-Friendly Benefits	
	E. Flexible Benefits and Programs	
	Total Sessions Expresses as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	0
Marketing	2
Finance	1

Management	
Management Principles	2
Organizational Behavior	4
Human Resource Management	40
Operations Management	2
Economic/Social/Legal Environment	
Legal Environment of Business	4
Economics	2
Business Ethics	4
Decision-Support Tools	
Information Systems	0
Quantitative Methods/Statistics	1
International/Global Dimensions of Business	4
Integrative Experience	0
Total (estimate of contact hours)	66

Course Number: BSAD 3220

Course Name: Production Management

Instructor: Kim

Required Text: Collier, Evans: Operations Management, South-Western

Course Description: This course provides an overview of business operations. In light of selected production improvement techniques (automation, incentive wage system, etc.), students review the role of selected staff departments (purchasing, production planning, etc.) that support the line organization. In the process, students become familiar with a variety of control systems (quality control, inventory control, etc.), which are fundamental in any business—whether product or service oriented. *Prerequisite: BSAD 3200.*

Topic Outline		**Estimated Contact Hours**
I.	Introduction to Basic Concepts: A. Production/Operations Management B. Value Chains, Outsourcing and Offshoring C. Measuring Performance D. Productivity and Business Models	10
II.	Process Management A. Product Design B. Service Design C. Analysis Design D. Facility Design E. Project Design	12.5
III.	Supply Chain Management A. Supply Chain Relations B. Logistics C. Distribution Channel D. Inventory Control E. Capacity Control	12.5
IV.	Total Quality Management A. Quality and Deployment B. Quality Control and SPC	3
V.	Green Management A. Waste Management B. Energy Management	2
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	1
Marketing	0
Finance	1
Management	
Management Principles	2
Organizational Behavior	0
Human Resource Management	0
Operations Management	40
Economic/Social/Legal Environment	
Legal Environment of Business	1
Economics	2
Business Ethics	1
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	4
International/Global Dimensions of Business	3
Integrative Experience	0
Total (estimate of contact hours)	57

Course Number: BSAD 4200

Course Name: Organizational Behavior and Theory

Instructor: Caggiano

Required Texts: Robbins, Judge: Organizational Behavior, Pearson Prentice-Hall
Robbins: Self-Assessment Library: Insights into Your Skills, Interests and Abilities, Pearson Prentice-Hall

Course Description: The purpose of this course is to acquaint students with the fundamental elements of behavioral management theory. A survey of basic concepts, studies, and literature and research findings pertinent to the field of organizational behavior will be selected from the areas of psychology, sociology and social psychology. Special emphasis will be placed on the relationship between research findings and practical application to organizational problems. *Prerequisite: BSAD 3200.*

Topic Outline:		**Estimated Contact Hours**
I.	What is O.B.?	2
II.	Research Methods in O B	1
III.	Diversity in Organizations	3
IV.	Attitudes and Job Satisfaction	3
V.	Personality and Values	3
VI.	Perception and Individual Decision Making	4
VII.	Motivation Concepts	4
VIII.	Motivation: From Concepts to Applications	3
IX.	Foundations of Group Behavior	4
X.	Understanding Work Teams	3
XI.	Communication	3
XII.	Leadership	4
XIII.	Foundations of Organizational Structure	3
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC-Topics Covered in this Course	Estimated Contact Hours
Accounting	0
Marketing	0
Finance	0
Management	
Management Principles	5
Organizational Behavior	35
Human Resource Management	5
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	5
Economics	0
Business Ethics	5
Decision Support Tools	
Information Systems	0
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	8
Integrative Experiences	5
Total (estimate of contact hours)	68

Course Number: BSAD 4210

Course Name: Social and Political Environment of Business

Instructor: McAloon

Required Text: Bucholtz: Business Environment and Public Policy, Prentice Hall

Course Description: This course is a study of the evolution of American business in the context of its changing political and social environment. Analysis of the origins of the American business creed, the concept of social responsibility of business and the expanding role of the corporation are included. *Prerequisite: BSAD 3200.*

Topic Outline		**Estimated Contact Hours**
I.	The Corporation in Society	5
II.	Business and the Social Environment	6
III.	Business and the Ethical Environment	6
IV.	Public Policy and Strategic Management	6
V.	The Corporation and the Natural Environment	7
VI.	Business and Technological Change	5
VII.	Building Relationships with Stakeholders	5
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	**Estimated Contact Hours**
Accounting	3
Marketing	3
Finance	3
Management	
Management Principles	3
Organizational Behavior	3
Human Resource Management	3
Operations Management	3

Economic/Social/Legal Environment	
Legal Environment of Business	6
Economics	3
Business Ethics	6
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	3
International/Global Dimensions of Business	6
Integrative Experience	6
Total (estimate of contact hours)	54

Course Number: BSAD 4230

Course Name: Business Fluctuations and Forecasting

Instructor: Pereira

Required Text: Wilson, Keating: Business Forecasting, McGraw Hill
Business Forecasting with ForecastX^{TM} CD (packaged with text book)

Course Description: The analysis of public and business policies, which are necessary as a result of business fluctuations within our capitalist free enterprise system, often require technical forecasting. This course will emphasize this technical forecasting aspect.
Prerequisites: ECON 1200, MATH 1800.

Topic Outline		**Estimated Contact Hours**
I.	Framework for Implementing a Forecasting Systems and Guidelines for Generating Forecasts	3
II.	Qualitative Forecasting Techniques A. Sales Force Composites B. Customer and General Surveys C. Jury of Executive Opinion D. Advantages and Disadvantages	4
III.	New-Product Forecasting Techniques A. Marketing Research B. Test Markets C. Product Life Cycle D. Diffusion Models	5
IV.	Quantitative Forecasting Techniques A. Naïve Models B. Moving Averages C. Exponential Smoothing D. Bivariate Regression E. Linear Trend Regression F. Causal Regression G. Multiple Regression H. Time Series Decomposition I. Advantages and Disadvantages	21
V.	Business and Economic Real World Uses of Forecasting	4
VI.	Forecasting Software Applications	3
	Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	2
Marketing	2
Finance	0
Management	
Management Principles	5
Organizational Behavior	2
Human Resource Management	1
Operations Management	5
Economic/Social/Legal Environment	
Legal Environment of Business	2
Economics	6
Business Ethics	3
Decision-Support Tools	
Information Systems	3
Quantitative Methods/Statistics	25
International/Global Dimensions of Business	2
Integrative Experience	0
Total (estimate of contact hours)	58

Course Number: BSAD 4880

Course Name: International Business Management

Instructor: Noonan

Required Text: Hill: International Business: Competing in the Global Marketplace, Irwin/McGraw-Hill

Freedman: The Next 100 Years, Anchor Books

Course Description: The course provides an analysis of the complexities of doing business overseas. Emphasis is on commerce, trade and investments. Topics include cultural differences, market barriers, business practices, product/market strategies, distribution and organization for small firms and multinational corporations. *Prerequisite: senior status in Business Administration or permission of Department Chairperson.*

Topic Outline			**Estimated Contact Hours**
I.	A.	National Differences in Political Economy	4
II.	A.	Differences in Culture	4
III.	A.	Ethics in International Business	4
IV.	A.	International Trade Theory	4
V.	A.	The Political Economy of International Trade	4
VI.	A.	Foreign Direct Investment	4
VII.	A.	Regional Economic Integration	4
VIII.	A.	The Foreign Exchange Market	4
IX.	A.	The International Monetary System	4
X.	A.	Global Capital Market	4
		Total Sessions Expressed as Contact Hours	40

Recap

Identification of CPC Topics Covered in this Course	Estimated Contact Hours
Accounting	.5
Marketing	7
Finance	0
Management	
Management Principles	.5
Organizational Behavior	0
Human Resource Management	0
Operations Management	0
Economic/Social/Legal Environment	
Legal Environment of Business	7
Economics	0
Business Ethics	0
Decision-Support Tools	
Information Systems	2
Quantitative Methods/Statistics	0
International/Global Dimensions of Business	23
Integrative Experience	0
Total (estimate of contact hours)	40

Appendix 4A

Business Administration Department Current Vitas (Full- and Part-Time Faculty)

DIANE P. CAGGIANO

Associate Professor of Management
Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420
Office: (978) 665-3372 Home: (508) 771-7174
e-mail: dcaggiano@fsc.edu

TEACHING EXPERIENCE	**1983-Present**	**Fitchburg State College** **Fitchburg, MA** **Professor of Management** Full-time, tenured. Specializing in General Management; Organizational Behavior; Legal/Ethical Issues in Business. Courses taught: *Undergraduate*: Principles of Management, Human Resource Management, Accounting, Organizational Behavior & Theory, Social & Political Environment of Business, Business Law I, Business Policy & Strategy. *Graduate (MBA)*: Management Theory & Process, Organizational Behavior & Development, Legal Environment of Business, Employment Law, Organizational Development & Change, Internship Director Current Committee Assignments: Chair, MBA Curriculum Committee; Strategic Planning Committee; Equity and Diversity Committee; and Statewide Business Program Review Committee
	1975-81	**Cape Cod Community College** **West Barnstable, MA** **Assistant Professor** (part-time; day and evening programs) Courses taught: Management, Personnel Management, Finance, Marketing, Macroeconomics
MANAGEMENT EXPERIENCE	**1981-83**	**American International Group, Inc** **New York, NY** *Senior Staff Auditor* Designed and implemented operating and financial audit programs.
	1979-81	**Vestal Laboratories Peabody, MA** *Sales Representative* Marketed chemical products to industrial and institutional clients.
	1977-79	**Prudential Insurance Company** **Boston, MA** *Staff Auditor* Conducted and implemented operating and financial audit programs.
LEGAL EXPERIENCE	**2001-2007**	**Law Offices of Diane P. Caggiano** **Hyannis, MA** General practice of law concentrating in Family and Domestic Matters
	1998-99	**Legal Assistance Corp. for Central Massachusetts** **Worcester, MA** Clinical affiliation for academic year, Family and Elder Law Units.
	1997, 1998 Summers	**Legal Services for Cape Cod & Islands, Inc**. Summer Associate representing economically disadvantaged clients in a broad range of housing matters.
	1996 Summer	**Office of D.A. Philip A. Rollins** **Barnstable, MA** Intern/Law Clerk, Domestic Violence Unit.
PROFESSIONAL CERTIFICATIONS & LICENSES	**Certificate in Corporate Training and Development.** New York University, 1982. **Certification in Business Education, Commonwealth of Massachusetts** Southeast Massachusetts University, 1980. **Massachusetts Bar, Admitted 1999** **Florida Bar, Admitted 2000**	
ACADEMIC AWARDS & RECOGNITION	**2004**	Pro Bono Publico Service Award, Presented by the Barnstable County Bar Assoc.
	1999	New England Scholar Designation, Top 10% of Law School Class, 1998-99.
	1998-99	Case & Comment Editor, *N.E. Journal of International and Comparative Law*
	1998	Award, National Association for Public Interest Law (NAPIL).
	1998	CALI Award, Administrative Law.
	1997-98	Staff Editor, *N.E. Journal of International and Comparative Law*
	1997	Grant Recipient, Massachusetts Bar Foundation.

PROFESSIONAL AFFILIATIONS	Massachusetts Bar Association Florida Bar Association Massachusetts Women's Bar Association Academy of Management Cardinal Key National Honor Sorority American Association of Trial Lawyers
PUBLICATIONS & CONFERENCE PRESENTATIONS	"The Foreign Corrupt Practices Act: The Case for Multilateral Cooperation," Vol. V*, N.E. Journal of International and Comparative Law*, 1999. "Uses and Abuses of Management Best Sellers", Eastern Academy of Management Conference
EDUCATION	**Juris Doctorate, May 1999** New England School of Law, Boston, MA (Admitted to Practice MA, FL) **Doctoral Candidate** Admitted 1993, (ABD 1995) Northeastern University, Boston Law, Policy & Society Program **M.B.A., Finance, 1975** (*cum laude)* Babson College, Wellesley, MA **B.S., Finance and Economics, 1974** (*cum laude)* Babson College, Wellesley, MA **A.A., Business Administration, 1973** (*cum laude)* Cape Cod Community College, West Barnstable, MA
REFERENCES	Letters of reference provided upon request

Richard J. DesRoches, CPA

421 North Windham Road
North Windham, CT 06256

Em: dickdesroches@hotmail.com
rdesroc2@fitchburgstate.edu
Home: 860.423.8159
Cell: 860.964.0394 (preferred)

Current Status

Upon completing a second annual, full-time, temporary contract, commencing in the fall of 2012 was hired as a tenure-track, assistant professor at Fitchburg State University teaching courses in undergraduate and graduate accounting. Tenure is contingent upon attaining a terminal degree and I am currently working toward a DBA in advanced accounting at Northcentral University, an online and regionally accredited institution.

Accomplishments at Fitchburg State University:

- Attended New England Educational Assessment Network conference 11/05/2010
- Assisted students in the formation of the Accounting Society, a club open to all students but catering to the needs of students concentrating in accounting; am faculty advisor to the club.
    - Awarded *Faculty Advisor of the Year* 2011-2012 as faculty advisor to the Accounting Society.
- Attended Massachusetts Association of Accounting Professors conference 10/28/2011.
- Function as the Business Administration Department's *Retention Specialist* advising students identified as exhibiting characteristics and behaviors indicating they may be in need of additional advisement and counseling. This is an experimental program for which grant monies have been secured for the current academic year and it is anticipated it will be formally incorporated in all academic departments.
- Participated in Fitchburg Anti-Violence Education (FAVE) training and continue to assist in student training sessions; the training is required of all incoming students.
- Developed and currently implementing a Volunteer Income Tax Assistance (VITA) program at Fitchburg State which will operate as a VITA site serving eligible taxpayers. Created an internship opportunity for those students who may want to receive credit for their VITA-related efforts but students may opt to simply participate as volunteers. About 12 students are involved in the first year of this program.
- During AY 2012/2013 will submit proposal to modify the accounting concentration curriculum.

Teaching Experience

- Fitchburg State University, 2010 to present.
- Eastern Connecticut State University, from 2007 to 2009 and from 2001 to 2003 received full-time, two-year contracts as Assistant Professor and from 2003 to 2007 as an adjunct teaching courses in business finance, entrepreneurship, personal finance, accounting, and management.
- CCSU, Fall 2005 and Spring 2006 teaching introductory financial accounting

- Middlesex Community College, since 1999, financial, managerial, and intermediate accounting
- University of Hartford, advanced accounting (graduate level)
- Western New England College, cost accounting
- UMASS at Amherst, introductory financial accounting
- Becker CPA Review Course, Instructor and managed Hartford, CT area

Qualified to teach most courses in accounting and finance, QuickBooks Pro, and other business management courses.

Professional Experience

Senior Accountant ***July 2003-Jan 2004***
Mohegan Sun Casino

- Supervised the accounting for fixed assets and the capital projects budget. Duties included determining the proper allocation of project expenditures, ensuring compliance with prescribed capitalization/expense and depreciation policies, and originating appropriate month-end and yearend journal entries.

Self-employed

- January 1987 to July 2000 having owned and operated a number of small businesses.

Manager Marketing Services, Division Controller, Internal Audit Manager
Ensign-Bickford Industries, Inc. Simsbury, CT

- ***Manager Marketing Services -*** Managed the functions of Customer Service, Production Scheduling, Warehousing and distribution, Domestic and International Transportation. Initiated, developed, and implemented JIT methodologies and a logistics strategy that ultimately streamlined operations and achieved a 20% increase in operating income.
- ***Division Controller –*** Conducted numerous capital-budgeting analyses in the areas of make vs. buy, plant expansion and relocation, and business acquisitions. Significant responsibility in developing the annual strategic plan and operating budget.
- ***Internal Audit Manager –*** Established a viable and responsive internal audit function to assist external auditors with the company's annual audit and conducted a host of operational audits designed to improve operations and achieve cost savings.

Supervising Senior Auditor
KPMG Peat Marwick LLP

- "Big eight" (at the time) public accounting firm, my clients were predominantly small to medium-sized manufacturing companies.

Education

DBA Northcentral University, in progress, coursework nearly completed.
MBA University of Massachusetts, Amherst, MA (concentration in finance/accounting)
BSBA University of New Hampshire, Durham, NH
CPA State of Connecticut, #4091

References

Ms. Nancy L. Kelly, Professor, Middlesex Community College 860.343.5761
Mr. John St.Onge, Professor Emeritus, ECSU, 860.455.2126 (Home)
Mr. Edmund Young, Entrepreneur, 860.749.3066 (Home)
Mr. Jeffrey Schaller, Professor and Chair of the Department of Business Administration, ECSU, 860.465.5226

COMPREHENSIVE RESUME

Beverley Hollingsworth
65 Olde Colonial Drive # 2
Gardner, MA 01440
978-632-1566
bholling@fitchburgstate.edu

EDUCATION

2000 Ph.D. Walden University, Department of Applied Management and Decision Sciences. Dissertation: Validating Auditors Assumptions: The Role of Experience, Formal Training and the Source of Accounting Error. Major advisors: Lilburn Hoehn, Reza Hamzaee, Barry Persky.

1995 M.B.A. St. Johns University, Graduate School of Business. Major Field: International Finance.

1992 B.S. City University of New York, Department of Business and Accounting. Major Field: Accounting.

ACADEMIC HONORS & AWARDS

Clute Institute for Academic Research- Best Paper Award, January 2008
Atlantic Union College, Student Association Appreciation Award, 2005
Atlantic Union College, Student Association Academic Leadership Award, 2003

TEACHING EXPERIENCE

Associate Professor of Business, Business Administration Department, Fitchburg State College, Fitchburg, MA, Fall 2005–present.
Visiting Assistant Professor of Business, Graduate and Continuing Education, Fitchburg State College, Fitchburg, MA, Spring 2001- Spring 2005.
Associate Professor of Business, Department of Business, Atlantic Union College, Lancaster, MA, Summer 2000-Spring 2005.
Lecturer, Department of Business Studies, Graduate School, Assumption College, Worcester, MA, Spring 2001- Fall 2004.
Lecturer, Tobin School of Business Administration, Department of Finance & Economics, St Johns University, Queens, NY, Fall 1999.
Lecturer, Department of Accounting and Managerial Studies, City University of New York, NY, Fall 1995- Spring 2000.

V. Courses Taught:

Courses taught in accounting, finance, economics, and management; including principles of accounting, intermediate accounting, consolidations and mergers, selected topics in advanced managerial accounting, corporate financial reporting, auditing, corporate and individual taxation, accounting theory, accounting information systems, advanced financial issues, international accounting and taxation, basic finance, managerial finance, international finance and business mathematics, macroeconomics, microeconomics, management decision making, strategic management, entrepreneurial planning, management theory, business management research writing, organizational behavior, operations management and human resource management.

Semester	Course Taught	UG/Grad
Spring 2013	BSAD 4010- Auditing	UG
	BSAD 3210- Human Resources Management	UG
	BSAD 2010- Introduction to financial Reporting	UG
	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
Winter 2012	BSAD 3210- Human Resources Management- Online	UG
Fall 2012	BSAD 4010- Financial Reporting Theory & Practice III	UG
	BSAD 4100- Consolidations and Mergers	UG
	BSAD 3210- Human Resources Management	UG
	MGMT 9036- Accounting Information Systems	Grad
Summer 2012	BSAD 3400- Basic Finance –Online	
Spring 2012	BSAD 4140- Auditing	UG
	BSAD 3210- Human Resources Management	UG
	BSAD 3020- Financial Reporting Theory & Practice II	UG
Fall 2011	MGMT 9036- Accounting Information Systems	Grad
	BSAD 3010 Financial Reporting Theory & Practice I	UG
	BSAD 2020- Introduction to Financial Reporting	UG
	BSAD 3210- Human Resources Management	UG
		UG
Summer 1, 2011	BSAD 3400- Basic Finance- Online	UG
Spring 2011	BSAD 4140- Auditing	UG
	BSAD 3210- Human Resource Management	UG
	BSAD 2010- Introduction to Financial Reporting	UG

	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
Fall 2010	BSAD 4100- Consolidations and Mergers	UG
	BSAD 4010- Financial Reporting Theory & Practice III	UG
	BSAD 3210- Human Resource Management	UG
	MGMT 9036- Accounting Information Systems	Grad
Spring 2010	BSAD 3020- Financial Reporting Theory & Practice II	UG
	BSAD 3210- Human Resource Management	UG
	BSAD 4140- Auditing	UG
	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
Winter 2009	BSAD 3210- Human Resource Management	UG
Fall 2009	BSAD 3010- Financial Reporting Theory & Practice I	UG
	BSAD 3210- Human Resource Management	UG
	BSAD 2010- Introduction to Financial Reporting	UG
	MGMT 9036- Accounting Information Systems	Grad
Summer I 2009	BSAD 3400- Basic Finance –Online	UG
Spring 2009	BSAD 2020- Introduction to Managerial Accounting	UG
	BSAD 3210- Human Resource Management	UG
	BSAD 4140- Auditing	UG
	MGMT 9030- Accounting Theory	Grad
	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
Fall 2008		
	BSAD 2010- Introduction to Financial Reporting	UG
	BSAD 2020- Introduction to Managerial Accounting	UG
	BSAD 3210- Human Resource Management	UG
	BSAD 4200 – Organizational Behavior	UG
	MGMT 9180- Accounting Practices for Managers	Grad
	MGMT 9036- Accounting Information Systems	Grad
Summer II 2008	Principles of Management	UG
Summer I 2008	BSAD 3210- Human Resources Management –Online	UG
Spring 2008	BSAD 4140- Auditing	UG

	BSAD 3210- Human Resources Management	UG
	BSAD 3120- Cost Accounting	UG
	BSAD 2010- Introduction to Financial Reporting	UG
Fall 2007	BSAD 4010- Financial Reporting Theory & Practice III.	UG
	BSAD 3210- Human Resources Management	UG
	BSAD 2010- Introduction to Financial Reporting	UG
	MGMT 9032- Advanced Financial Reporting Issues.	Grad
	MGMT 9036- Accounting Information Systems –Online	Grad
Summer 2007	BSAD 3400, Basic Finance	UG
Spring 2007	BSAD 4140 Auditing	UG
	BSAD 3210 Human Resource Management	UG
	BSAD 3120, Cost Accounting	UG
	BSAD 3020, Financial Reporting Theory & Practice II	UG
	MGMT 9034, Selected Topics in Managerial Accounting	Grad
	MGMT 9030, Accounting Theory	Grad
Fall 2006	BSAD, 4100, Consolidations & Mergers.	UG
	BSAD 3210, Human Resource Management	UG
	BSAD, 3010, Financial Reporting Theory & Practice I.	UG
	BSAD 2010, Introduction to Financial Accounting.	UG
	MGMT 9036, Accounting Information Systems.	Grad
	MGMT 9032, Advanced Financial Accounting Issues.	Grad
Summer I 2006	BSAD 3200, Principles of Management.	UG
Summer II 2006	BSAD 2020, Introduction to Managerial Accounting	UG
Spring 2006	BSAD 4110, International Accounting & Taxation	UG
	BSAD 2020, Introduction to Managerial Accounting	UG
	MGMT 9032, Advanced Financial Accounting Issues	Grad
	MGMT 9030, Accounting Theory.	Grad
Fall 2005	BSAD 3210, Human Resource Management	UG
	BSAD 2020 Introduction to Managerial Accounting.	UG
	BSAD 2010, Introduction to Financial Accounting.	UG
	MGMT 9036, Accounting Information Systems.	Grad

Directed/Independent Studies

	Semester	Course	U/Grad
	Spring 2012	MGMT 9036- Accounting Information Systems	Grad
	Fall 2011	MGMT 9450- Taxation for Managers	Grad
	Spring 2011	BSAD 4130- Corporate, Gifts and Estate Taxation	UG
	Spring 2011	BSAD 3210- Human Resource Management	UG
	Spring 2011	IDIS 4803 Capstone Study_ Math Science	UG
	Spring 2009	IDIS4809-01: SP09_IDIS Capstone (9 Credits)-01	
	Spring 2009	BSAD 4120- Individual Taxation	UG
	Summer II 2008	BSAD 4110- International Accounting & Taxation	UG
	Summer II 2008	MGMT 9034-Selected Topics in Advanced Managerial Accounting	Grad
	Summer I 2008	BSAD 3120- Cost Accounting	UG
	Summer I 2008	BSAD 4120- Individual Taxation	UG
	Spring 2008	BSAD 3410- Investment	UG
	Spring 2008	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
	Fall 2007	MGMT 9034- Selected Topics in Advanced Managerial Accounting	Grad
	Fall 2007		
	Spring 2007	BSAD 4120, Individual Taxation	UG
	Spring 2007	BSAD 4440, Financial Management of Corporations.	UG
	Fall 2006	MGMT 9034, Selected Topics in Managerial Accounting.	Grad
	Spring 2006	Pamella Culkins- Internship	UG
	Spring 2006	Michael Gammael- Internship	UG
	Fall 2005	BSAD 3120 Cost Accounting	UG
	Fall 2005	BSAD International Accounting & Taxation	UG
	Fall 2005	BSAD 4160, Not-for-Profit Accounting	UG

VI. Contributions to the College Curriculum

Curriculum Planning/Development

Traditional Course Development
Spring 2010
MGMT 9450- Selected Topics in Taxation for Managers

Course Development Online Courses
Undergraduate Course
Summer 2008
BSAD 3210- Human Resource Management- Undergraduate Course

Graduate Courses
Spring – Summer 2009
MGMT 9032- Advanced Financial Issues
MGMT 9034- Selected Topics in Advanced Managerial Accounting
Summer 2008
MGMT 9030- Accounting Theory
Spring 2007
MGMT 9036- Accounting Information Systems

Implementation of Accounting System Software in Accounting Courses
In the Fall of 2005.

Implementation of QuickBooks Accounting Software in Introduction to Financial Accounting- Course -BSAD 2010 -Fitchburg State University.

In the fall of 2006, I introduced QuickBooks to students registered for BSAD 2010-Introduction to Financial Accounting. After teaching accounting for some years and reflecting on my own learning experience in undergraduate accounting courses, I felt compelled to give my accounting students the real-world experience beginning with their first exposure to accounting.

Implementation of Aplia Homework Program
Aplia is an online homework program that is significantly transforms the way technology is used in education. The program makes the process of completing assignments more relevant while at the same time offers quality real-time.

VII. STUDENT EVALUATIONS
My student evaluations are very positive and for some semesters my overall mean for specific sections and the overall mean are higher than the mean for four-year institutions. For all four

academic years I have provided my students with a high quality instruction and timely feedback on their assignments and examinations. Feedback from my students indicate that they are they satisfied with the level of instruction. Extremely important in the delivery of instruction is the interaction between my students and I. My evaluations document for all academic years that my students approve of the level of personal interaction, which contributes to their learning and success in my courses. My accessibility to my students continues through the summer months also.

VIII. ACADEMIC ADVISING

I have advised the following 112 students during the past four academic years from Fall 2005 to Spring 2011. I currently have 46 advisees.

1	Amero, Russell	28	Donah, Steven	55	Kelly, Matthew	82	Pendergrass, Kristen
2	Arrington, Jihana	29	Donald, Richard	56	Kelly, Rebecca	83	Phelps, Joslyn
3	Arzu, Adreena	30	Dooley, Rebecca	57	Kenyon, Daniel	84	Ashley Provonsil
4	Bailey, Troy	31	Dumont, Shayna	58	Kibbe, Mark	85	Quinn, Patrick
5	Ballard, Katarina	32	Durkin, Darlene,	59	LeBlanc, Mark	86	Richard, Ashley
6	Beaulieu, Nicole	33	Escabi, Jean	60	Le Blanc, Misty	87	Rivera, Hiaura
7	Bean, John	34	Fallon, Matthew	61	Leahy, Stepen	88	Robichaud, Nathan
8	Bertulli, Timothy	35	Ferguson Ashley	62	Ledger, Miriam	89	Schmitd, Savannah
9	Bonapane, Ricky	36	Ferrara, Marco	63	Long, James	90	Sears, Mindy
10	Bonneau, Keith	37	Foltz, James	64	McDonald, Erin	91	Serrantino, Elizabeth
11	Borgeson, John	38	Fortin, Zachary	65	McWilliams, Meagan	92	Sheridan, Michael
12	Bouley, Michael	39	Franchi, Ryan	66	Mangano, John	93	Smith,Gregory
13	Brooks, Roger	40	Gallati, Katherine	67	Martin, Matthew	94	Soroka, John
14	Burak, Patrick	41	Gelinas, Janet	68	Mason, David	95	Spinney, Kaitlin
15	Cahill, Amanda	42	Girthnji, Kevin	69	Mele, Brandon	96	Squires, Julia
16	Cappella, Kristene	43	Gougen, Brainne	70	Meleen, Melissal	97	Stevenson- Mays, Kinisha
17	Carey	44	Gonzalez,	71	Melville, Kayla	98	Suprenant,

	Matthew		Sabrina				Lyndsay
18	Carlson, Amanda	45	Goodman, Nicole	72	Miaza, Michael	99	Sweeney, Paul
19	Casey, Meaghan	46	Gumienny, Beata	73	Miller, Richard	100	Teves, Jordan
20	Cirino, Marcio	47	Haley, Clayto	74	Morris, Kayla	101	Teves, Ivy
21	Casey, Rebecca	48	Harrington Ashley	75	Mukunda, Paniel	103	Tigs, Ivy
22	Conner, Ashley	49	Harrington, Robin	76	Nicholson, Rachel	103	Thibault, Justin
23	Cox, David	50	Hauptman, Brenda	77	Ortiz, Karina	104	Trank, Janet
124	Dao, Bich Loan	51	Jimenez, Amalia	78	Murray, Nicole	105	Turner, Dustin
25	Diagaetano, Melissa	52	Jones, Jessica	79	Nogueira, Kelly	106	Vickers, Mark
26	Derner, Jason	53	Kamuelu, Christelle	80	Payette, Stephanie	107	Von Mechow, Bonnie
27	Deschamps, Zachry	54	Kasuba, Joshua	81	Pelletier Justin	108	Warila, Lyndsay
						109	Washington, Taniel
						110	Webb, Justina
						111	Williams, Ryan
						112	Wilson, Darren

Advising Documents Used.

Quality advisement is one of the most important keys to academic success. Very significant to the advising process is the maintenance of updated student records. To foster effective advising, I maintain a log of student advising sessions each semester. Limited sample of advising materials are included in the academic advising folder of this portfolio, and includes (1) advisee lists, (2) sign-up sheets, and (3) advisee contact information sheets, with a narrative of minimum communication that takes place during advising sessions Although I have a significant number of advisees, I make time to ensure that they receive sound advisement so that they can focus on their program of study more effectively. Advising my current students is of a high priority. It is this priority that I approach students that are in the process of becoming admitted and registered students at Fitchburg State College.

Open Houses & Summer Orientation Advising & Registration (SOAR)

Graduate & Continuing Education Open House, January 2013
Graduate & Continuing Education Open House, January 2013
Graduate and Continuing Education Open House August 2012

Accepted Students Open House April 18th 2012
Graduate & Continuing Education Open House August 2011
Graduate & Continuing Education Open House, May 2011
Students Visitation Day Open House April 2011
SGA Campus Wide Advising Day March 2011
SGA Campus Wide Advising Day March 2010
Graduate & Continuing Education Open House, 2010
Graduate & Continuing Education Open House, 2010
Graduate & Continuing Education Open House, July 30, 2009
Students Visitation Day Open House April 22, 2009
Graduate & Continuing Education Open House, April/May 2009
Summer Orientation Advising & Registration August 20, 2008
College Advising Day March 26, 2008
Campus Wide Advising Day March 2007
College Majors Fair November 2, 2006
Campus Wide Advising Day October 31, 2006
Summer Orientation Advising & Registration July 25, 2006
Summer Orientation Advising & Registration June 29, 2006
Summer Orientation Advising & Registration June 15, 2006
SGA Advising Day March 2006

Program Evaluation Recommendation
Accreditation Visit- Computer Science Department Program Review, October 15, 2007

IX. CONTINUING SCHOLARSHIP:
Contributions to the Content of the Discipline

Publications
Hollingsworth, B, and Zhang, J. (July, 2012) Broadband Availability and Usage in North Central Massachusetts. Regional Economic Development Institute, Fitchburg State University.

Hollingsworth, B, and Wang, W. (October, 2010). Factors in the Growth of Defined Contributions, Journal of Business and Economic Research, Vol 8, Number 10.

Hollingsworth, B. (October, 2008). Validating Auditors' Assumptions: A Measure of the Quality of Performance, Journal of Business and Economic Research, Vol 6, Number 10.

Research in Progress
1. Failed Audits : The Case of Issuing Standard Audit Opinions.
2. Unethical Behavior: Differences between Executive and other Employee Discipline

Conference Presentations and Papers Reviewed

Risk and Rewards : The State of Pensions, paper presented at the International Conference in New York City, February 2011.

Portability Rewards and Avoidance of Longevity Risk: Factors in the Growth of Defined Contribution Plans, paper presented at the Clute Institute for Academic Research in Dublin, Ireland June 2010.

Validation Auditors' Assumptions: A Measure of the Quality of Performance, paper presented at the Clute Institute for Academic Research in Orlando, Florida, January 2008.

Papers Reviewed- American Accounting Association

2011 **International Diversification and Financial Reporting Quality: The Impact of Audit Quality**
2010 Auditing: Audit Failures in Taiwan

Papers Reviewed- Academy of Management

2006 1. Thirty-Five Years of Strategic Planning and Firm Performance Research: A Meta-Analysis.
2. A Signalling Theory of Strategy.
3. TMT Knowledge Structure and Turnarounds: Decision Making and Outcomes.
Copies of Reviews Submitted
Paper # 13265
Paper # 2

2005 1. The Underlying Values of Power Distance, Uncertainty
2. Avoidance, Individualism, and Masculinity.
3. The Role of Ethics and Values in Diverse Cultural Environments.

<u>Other Professional Presentations</u>

Hollingsworth, B, and Zhang, J. (November 05, 2012) Broadband Availability and Usage in North Central Massachusetts, Fitchburg State University. Regional Economic Development Institute, Public Research Forum at Fitchburg State University.

The State of Pensions: Presentation to Business Department at Walla Walla University, WA, May 2010.

The State of Pensions: Choice Matters. Presentation for Faculty Series; Center for Teaching and Learning Fitchburg State University, April 2011.

Conferences Attended

June 2012	MA CPA South Shore Breakfast Meetings
June 2011	MA CPA South Shore Breakfast Meetings
May 2011	Mass Society of Certified Accountants

February 2011	Eastern Economic Association, New York City, NY
June 2010	Clute Institute for Academic Research, Dublin, Ireland
April 2010	Federal Reserve Bank of Boston, MA
May 2010	Mass Society of Certified Accountants, Boston, MA
June & July 2009	MA CPA South Shore Breakfast Meetings
May 2009	Mass Society of Certified Accountants
April 2008	Eastern Economic Conference, Boston, MA
January 2008	Clute Institute for Academic Research, Orlando, FL
November 2007	Assessment Conference, College of the Holy Cross, Worcester
March 2007	63rd International Atlantic Economic Conference, Madrid, Spain
August 2004	Annual Academy of Management Conference
June 2003	Annual Adventist Business Teachers Conference, Berren Springs, MI
April 2002	Levy Economic Institute Economic Conference, New York, NY
June 2001	Annual Adventist Business Teachers Conference, Berren Springs, MI
September 2001	Massachusetts Association of Accounting Professors , Fitchburg, MA

Professional Associations
Mass Society of Certified Public Accountants 2007- present
The Academy of Management 2004- present
Massachusetts Association of Accounting Professors 2006 - present

X. PROFESSIONAL ACTIVITIES

1. Campus Committees:
Student Conduct Board, Fall 2012- Present.
NEASC Subcommittee - Public Disclosure and Integrity NEASC Sub-Committee, Spring 2011.
Academic Policies Committee, Fall 2009- Spring 2012
Emeritus Committee Fall 08-Spring 09
Graduate Council, Fall 2007- Spring 2008
All College Curriculum Sub Committee Fall 2005 Spring 2008:

Graduate and Continuing Education Department
Online Chair and Advisor, Spring 2009- Present.

2. Business Department Committees:
IACBE Self Study Sub-Committee, Fall 2012- Present.
Search Committee Fall 12- Present
Curriculum Committee Fall 12 to Present.
Facilities Committee Spring 2009
MBA Curriculum Committee Fall 208 to Present
Online MBA Development Program, Fall 2008-Spring 2008

Undergraduate Conference Fitchburg State University
Sponsor: Student Presentation: After Sarbanes Oxley: How are the CPAs Doing?
Spring 2012.

3.Regional Economic Development Institute – Fitchburg State College.
Participated in the organization and formation of Fitchburg State College's Institute for Regional Development Economic Institute. - an academic research center that has as its mission the collection, analysis, and dissemination of core economic data and the development and publication of a wide range of research projects focused on North Central Massachusetts.

REDI Researcher, Mass Broadband Institute- Availability and Usage of Broadband in North Central Massachuetts- Research Project, Spring 2011- Fall 12.

4. Workshops Attended- General College

Assessment Day Jan, 14, 2013
Assessment Day, May 21, 2012
Assessment Day, May 23, 2011
Tenure and Promotion Workshop, May 2011
Assessment Workshops Center for Teaching and Learning, Spring 2011
Blackboard 9.1 Training, May 2011
Graduate and Continuing Education Faculty, September 2010
Graduate and Continuing Education Faculty, May 2010
Elluminate Technology August , 2009
An Alternative Reading Day May 04 2009
Futures Committee Focus Group, February 13, 2009
Futures Committee Focus Groups, April 9th 2009
Tenure & Promotion Workshop, April 28, 2008
LAS Program Advising Workshops for Faculty, March 31, 2008
Elluminate Technology Demonstration, December 05, 2007
Assessment Conference- College of the Holy Cross, November 2, 2007
Vodcasting Workshop, April 18, 2007
Quality Matters: Quality Assurance in Online Courses, March 20, 2007
Second Assessment Day, January 14, 2007
Instruction Technology Workshops Fall 2006 & Spring 2007
Teach Online: Distance Education

5.Workshops Organized
Becker CPA Review Workshop, March 07, 2006 and Spring 2008.
Classes participating: Advanced Financial Accounting Issues, International Accounting & Taxation, and Introduction to Managerial Accounting.

Workshops Conducted
Spring 2009
Conducting Research Using the Computer, Spring 2006

Conducting Research Using the Computer, Fall 2006
Conducting Research Using the Computer, Fall 2005

7. Recommendations for Scholarships, Internships, through Fall 2013.

	Wesley Moeckel		Ashlee Mason		
	David Bloomfield		Justin Hubbard		
	Wei Wang		Tom Foote		
	Joseph Venditto		Christopher Coeur		
	Lauren Adduci		Paniel Mukunda		
	Stephanie Aguilar		Kevin Newton		
	Samuel Amoah		Than Nguyen		
	Lauren Basma		Casey Pellinger		
	Meaghan Casey		Chris Puko		
	Shawn Cheesborogh		Mindy Sears		
	Anna Cody		Dustin Turner		
	Milessa DiGaentano		Steven Valotta		
	Keri Ellis		Wei Wang		
	Edward Gachuna		Jonathan Webb		
	Michelle Johnson		Jamie Williams		
	Ashlee Mason		Sue Yang		
	Matthew Mc Carty		Wesley Moeckel		

Miscellaneous Activities

Faculty Advisor: Accounting Club Fall 2007- Spring 2008
Submission of Graduating Senior Biography for Publication – Public Relations

Research Paper Reviewer- Student Seminar, Spring 2007, Department of Economics, Political and Social Science

Board of Higher Education -Review of Business Department

8. Employers Contacted for Student Job Opportunities
PriceWaterhouseCoopers
Aaronson, Finning & Co., P.C.
Thayer Symphony Orchestra
Robert Alario

Students Assisted With Employment

1. Ryan Baller

2. John Ngari
3. Joseph Ngalle
4. Issac Kwolfe
5. Moni Sudip

Contact with Big 4 CPA Firms
Fall 2006- Spring 2008
In the Fall 2006 semester I made direct contact with a CPA firm with intent to establishing a long-term relationship for internship and permanent work opportunities for accounting students of Fitchburg State College. Because of my relationship with these firms, several of our MBA students have used the information and have gained full-time employment with these CPA firms.

9. Public/Volunteer Activities—Service to the City of Fitchburg
Fall 2009 – Fall 2011. School Board Member- Wachuetts Hills Christian School,

Spring 2009- Fall 2011- City of Fitchburg- Fitchburg Federal Credit Union- Member Supervisory Committee.

Spring 2007- 2009, **City of Fitchburg- MOC Community Services – Volunteer Teacher-**Montachusett Opportunity Council, Inc Literacy Program- English as a Second Language.

Fall 2005- Summer 2008 City of Fitchburg- Food for Hunger Program.

XI. Other Institutional Service

Contributions to Professional Growth and Development of Atlantic Union College

Department Chair- Business Department : Atlantic Union College, Fall 2001- Spring 2005
Atlantic Union College, Adult Degree Program: Seminar Director Winter 2003
Atlantic Union College, Adult Degree Program: Assistant Director Summer 2002

Fall 2000-Spring 2001	Advisor to Senior Class
Fall 2003- Spring 2004:	Advisor to Atlantic Union College Student Government Organization
Fall 2000-Spring 2001	Advisor to Atlantic Union College Senior Class

Committee Work- Atlantic Union College
Academic Affairs Fall 2001- Spring 2005
Academic Policies Fall 2001- Spring 2005
Adult Degree Program Fall 2001- Spring 2005

Curriculum Development:
Atlantic Union College
Restructured department curriculum by creating a new Bachelor of Science Degree with three concentrations; Finance, International Business, and Marketing. An Associate Degree in Accounting was also added to the new curriculum. The goal of the new concentrations was to offer business students more choices with a degree of flexibility and provide the college with a more competitive strategy.

QuickBooks Implementation
During the Fall semester of 2003, QuickBooks was integrated in two introductory level accounting courses.

Workshops Conducted

April 2005	Tax Preparation- Atlantic Union College
April 2004	Tax Preparation- Atlantic Union College
April 2003	Tax Preparation- Atlantic Union College
April 2002	Tax Preparation- Atlantic Union College
November 2001	Personal Financial Management- Atlantic Union College

Other
Worked on NEASC Compilation and Report 2004.

Reorganized and served as President for Sigma Beta Delta Club for four years.

Worked on several temporary committees

	Courses Taught at Atlantic Union College	UG	
Spring 2005	ACCT 104, Principles of Accounting	UG	
	BUAD 434, Business Policy and Strategy	UG	
	BUAD 424, Business Management Research Writing	UG	
	ACCT 312, Federal Income Tax	UG	
Fall 2004	ECON 201, Principles of Microeconomics	UG	
	BUAD 316, Managerial Finance	UG	
	BUAD 476, Operations Management	UG	
Spring 2004	ACCT 312, Federal Income Tax	UG	
	BUAD 424, Business Management Research Writing.	UG	
	BUAD 325, International Corporate Finance	UG	
	BUAD 434, Business Policy and Strategy	UG	
Fall 2003	ECON 201, Principles of Microeconomics	UG	
	BUAD 316, Banking and Finance	UG	
	ACCT 305, Advanced Accounting	UG	
Spring 2003	ACCT 312, Federal Income Tax	UG	
	BUAD 424, Business Management Research Writing.	UG	
	BUAD 434, Business Policy and Strategy	UG	
Fall 2002	ECON 201, Principles of Microeconomics	UG	
	BUAD 316, Banking and Finance	UG	
	ACCT 305, Advanced Accounting	UG	
Spring 2002	ACCT 312, Federal Income Tax	UG	
	BUAD 424, Business Management Research Writing.	UG	
	BUAD 343, Business Policy and Strategy	UG	
Fall 2001	ECON 201, Principles of Microeconomics	UG	
	BUAD 316, Banking and Finance	UG	
	ACCT 305, Advanced Accounting	UG	
	ACCT 203 Intermediate Accounting I	UG	
Spring 2001	ECON 202 Principles of Macroeconomics	UG	
	MATH 210, Business Math	UG	
	BUAD 325, International Corporate Finance	UG	
	ACCT 312, Federal Income Tax	UG	
Fall 2000	BUAD 316, Banking and Finance	UG	
	ACCT 311, Auditing	UG	

	ECON 201, Principles of Microeconomics	UG	
	ECON Global Economy	UG	

OTHER PROFESSIONAL EXPERIENCE

Summer 2005	**Temporary Employment Agency, Tax Accountant, Framingham, MA** Prepared General Corporation State Tax returns for subsidiary corporations of a major corporation. Compiled various depreciation supporting schedules, performed other accounting tasks as assigned.
1994- July 2000	**General Corporation Tax Auditor, City of New York, Department of Finance** Conducted field audits on business income, business and investment capital, and subsidiary capital, allocation of property, receipts, and wage factors. Identified issues in tax compliance. Managed audit case inventory. Preserved taxing jurisdiction's rights under applicable statutes of limitations. Responded to management requests for timely information on audit cases. Provided training to less experienced auditors, lectured on special issues and tax law changes. Conducted research assignments, and provided instruction in utilization of in-house tax system.
1992-1994	**Staff Accountant** **Integrated Resources, New York** Researched and analyzed partnership accounting transactions. Prepared partnership advance analyses. Reconciled partnership accounts, and assisted in preparation of financial statements.
1988-1991	**Asst. Manager/Tax Accountant,** **Citibank NA, New York** Prepared subsidiary federal, state, and city general corporation returns. Planned and projected quarterly tax payment in conformity with Internal Revenue Service regulatory compliance rules.
1973-1984	**Revenue Officer, Ministry of Finance and Planning. Jamaica, West Indies.** Conducted field investigation of unincorporated businesses. Enforced tax laws in accordance with established guidelines. Identified tax evaders, increased tax base, through intelligence work. Provided advice to taxpayers under tax laws. Prepared audit reports and applicable work papers.

KWAHNG S. KIM

ADDRESS

(WORK)

Fitchburg State College
Department of Business Administration
160 Pearl Street
Fitchburg, MA 01420
978-665-3533(Work)
kkim@fsc.edu

(HOME)

351 Clark Street
Gardner, MA 01440
978-632-1753 (Home)

EDUCATION

Doctor of Management, ***University of New Haven*** **Major in Management**	***2000***	***West Haven CT***
Master of Science, ***University of New Haven*** **Major in Industrial Relations**	***1994***	***West Haven CT***
Master of Business Administration, ***University of Bridgeport*** **Concentration: Business Administration**	***1992***	***Bridgeport CT***
Master of Business Administration, *Chung-Ang University* ***Concentration: Business Administration***	***1985***	***Seoul Korea***
Bachelor of Science, ***Chung-Ang University Seoul Korea*** **Major in Political Science**	***1982***	***Seoul Korea***

ACADEMIC EXPERIENCE

2006- ***Associate Professor, 09/01/2006*** — ***Fitchburg State College MA***

***2000-2006*: Assistant Professor, Tenured: 02/09/2005**
Business Administration — **Fitchburg State College MA**
Course Taught
- International Business and Management
- Production Management
- Total Quality Management
- Management, Business Policy and Strategy
- Management Information System

***1999-2000:* Adjunct Professor**
Business Administration — **University of Hartford CT**
Course Taught
. Advanced Statistics (Under)

***1997-2000:* Adjunct Professor**
School of Business — **University of New Haven CT**
Course Taught
. Business Math and Statistics
. Computer applications

1986-1989: **Adjunct Professor**

Business Administration **Chung-Ang University Seoul Korea**

Course Taught

. Management, Organizational Behavior (Undergraduate)

WORK EXPERIENCE

1987-1989: **General Manager**

Division of Exporting and Importing, Jin-Hung Optical Inc. Korea

- Launched and managed the long, and short-term exporting and importing strategic planning programs- German, Spain, and EU nations

1985- 1987: **Manager**

Dept. of Purchase and Public Relations, Jin-Hung Optical Inc. Korea

. Managed and controlled the company's public relations program and inventory materials systems

PUBLICATIONS (Refereed Journal)

. An Empirical Model Specification for Global Corporate Relations Program: Korean MNCS in the U.S., ***TSU Business and Economic Review,*** **Winter, 2007 (under consideration)**

. Internet Security for E-Business in Banking Industry: Can Internet Security Meet Citibank's Standards? ***Journal of Global Business,*** Harrisonburg, Virginia, Fall, ***2007(under consideration)***

. Korean Community Relations and Strategic Management, ***Journal of Business and Society,*** Winter, *2002*, Cyprus

. Comparisons on Theory of Constraint/Opt to Traditional Ways of Managing Operations From the Systems Point of Views, ***North Central Business Journal***, *Summer-Fall* ***2002***

. A Pilot Study on An Empirical Comparison in Zero Defect Quality Strategy and Their Relationship Management Control Systems Among the with Management Control Systems Among the U.S. Japan, and Korean Auto Manufacturing Industry, ***North Central Business Journal***, *July, 2003*

Grants

. Lecture, Grant Center(Fitchburg State College), Kyrgyzstan Business Group, July 12-July 31, 2005.

. Graduate Research Grant, Graduate and Continuing Education, Fitchburg State College, July 1 2003, "A pilot research on Corporate Community Relations and Strategic Management between the U.S. and Chinese Students in the U.S.

SELECTED PAPER PROCEEDINGS

. **A Study of Model Construction on Global Corporate Relations as Strategic Management: The Differences and Similarities between the Chinese and US MBA Students in the United States, NBEA Conference, New York, NY, *September* 26, 2004**

. A Study on Global Corporate and Society Relations, A Paper Presentation of **NBEA Conference**, Windsor Locks, CT, September 27-28, ***2001***

. The Corporate Social Responsibility and Strategic Management, A Paper Presentation of ***IBAM Conference***, San Diego, CA. November 8-10, ***2000***

. Corporate Social Responsibility Practice, Cultural Convergence, or Divergence? A Paper Presentation of **NBEA Conference**, New York, NY. *October 6-7*, ***2000***

. A Corporate Social Responsibility Model Specification of Korean MNCs in the US, A Paper Presentation of ***NEIBA Conference***, *Southern Connecticut State University*, New Haven, CT. *April 28-29*, ***2000***

. Corporate Social Responsibility: An Empirical Study of the practice by the Managers of Korean Multinational Corporations in the United States, *A Paper Presentation of* ***NBEA Conference***, New Haven, CT, *October 14*, ***1999***

SELECTED ARTICLE REVIEWS

. The Euro and its Effect on European Trade, Waleck Delpour et al., IBAM Annual *Conference of 2000*, San Diego, CA. November 8-10, ***2000.***

. On-Line Surveys May be Hazardous to Your Corporate Health: A Framework for Assessing and Improving Market Research Survey Quality, Carolan McLarney et al., IBAM Annual Conference Of *2000*, San Diego, CA. November 8-10, ***2000.***

ACADEMIC HONOR SOCIETY

. **Member, 58th edition, 2004 of Who's Who in America, November, 2003, Marquis Who's Who, New Providence, NJ 2003-**

. **Member, Honor Society in Business, Management, and Administration (SIGMA BETA DELTA) *1997-***

PROFESSIONAL AFFILIATIONS

. **Member, Academy of Management *1996-***

. **Member, Eastern Academy of Management *1996-***

. **Member, Northeastern Business and Economic Association *1999-***

. **Member, New England International Business Academic Association *2000-***

Continuing Scholarship:

. Member of FSC College Curriculum Committee (2000-)
. Member of International Business and Economic Concentration Curriculum Committee(2000-)
. Member of Graduate MBA Curriculum Committee (2000-)
. Member of Faculty Hiring Committee(2000-)
. Member of Academic School Accreditation Committee (NEASC and IACBE)
. Research Papers for publications and Participation of article discussants (NBEA, JIBS, NCBJ, IBAM)
. Member of Academy of Management (AOM)

Professional Activities

-Public/College Service
. Works with Business students (Management & Marketing major) in Business Economic Center advises on their research project (every Thursday 3:30-4:45 PM and by Fitchburg State College.

. Works/publishes as Assistant Editor of North Central Business Journal Published by Fitchburg State College
. Paper for the MA MADD Drunken Driving National Standards: Paper Critics (Worcester Telegram)

. Lecture, The Community Connections Program, July12-July 31, Kyrgyzstan-Business Development, Fitchburg State College

. S.O.A.R and Open House

JOSEPH E. McALOON

CURRICULUM VITAE

Mr. Joseph E. McAloon an Associate Professor in the Business Administration Department. Mr. McAloon also serves as Chair of the Graduate MBA program.

Academic Preparation –

BA University of New Hampshire 1980 – Major: Political Science, Minor: Philosophy

MBA University of South Dakota 1984

MSPA University of Massachusetts, Boston 1987

Over 75 Graduate Credit Hours/ considered Terminal Degree Status

Professional Experience –

2002-Present	MBA Chair
1985-2000	Undergraduate Program Manager Business GCE
1989-Present	Evening Advisor GCE
1995-1999	Program Chair, Advisor MS in Management
1999-2001	Editor North Central Business Journal
1998	Bargaining Representative
1999	Evening GCE Bargaining Representative, Distance Learning Sub Committee Chair
1980-1984	Officer USAF – Combat Crew Commander, Deputy Combat Crew Commander, MWR Officer in charge of Officer Club, Recreation Center, Bowling Alley
1983	Agent John Hancock Insurance
1984	Manager Quick Pick Foods
1984	Substitute School Teacher – Fitchburg, MA/ Norwell, MA

Research in Progress:

TQM in Higher Education
Intellectual Property Rights
Online Learning
Online MBA Program

College Committee/ Curriculum Development:

Served on ACC numerous years
2 terms Graduate Council
Student Affairs Committee
Judiciary Committee

Executive Committee Union
Curriculum Committee
Search Committee VPAA, VP Student Affairs
Athletic Council
Ruth Butler Committee
MBA Curriculum Committee
International Education Committee
Summer Study Group – Lap-Top Initiative under President Mara
Worked with Grant Center, Russian Exchange Program – Provided lectures, orientation

Professional Memberships:

Member IACBE
New England International Business Association
Former member Marketing Research Association
Former member YMCA Board
Member John McCormack Institute

Other Experience:

Taught Supervision for local business at the Fitchburg Chamber of Commerce
Taught at NYPRO for Fitchburg State College
Developed undergraduate Certificate Programs in Business for GCE
Developed curriculum for MBA program
Provided leadership with the College's Association for Mind Edge
Developed and researched new MBA online start-up
Editor North Central Business Journal
SMART Grant
Worked with SBI-case Management
Supervised Business Laboratory Program
Filled in as Chair for Professor James Noonan while on sabbatical and medical leave
Worked with Fitchburg Down Town Initiative, unemployment office
Community Connections Project participant
Conducts LECAP Seminar
Summer Study Group Grading and Assessment
Tekixam Certificate Review Committee

Courses taught – Graduate:

Management Theory and Process
Business and Society
Legal Issues in Human Resources
Quality Management Theory
Strategic Management

Courses Taught – Undergraduate:

Fundamentals of Marketing
Social and Political Environment of Business

Business Policy and Strategy
Retail Marketing
Sales Management
Total Quality Management
Organizational Behavior and Theory
Consumer Behavior
Introduction to Business
Principles of Management

Resume

Francis D. Morrison
26 Arlington Street
Fitchburg, Massachusetts

Birth Date: September 23, 1943

Veteran: United States Army, serving in Germany, 1966-1968.

Education.

A. B., University of Massachusetts, 1965, with a major in European History.
J. D., Boston College Law School, 1972.

Member of the Bar of The Supreme Judicial Court of Massachusetts.

Employment.

Federal Legal-Services staff attorney, Cambridge and Somerville Legal Services, Central Massachusetts Legal Services1970–1977.
Private practice of law, 1977–1990.
Public Defender (Bar Advocate), 1979–1988.
Instructor/Assistant Professor, Department of Business Administration, Fitchburg State College, 1978–Present.

Listing of texts submitted.

1. *Legal Papers: Cases and Materials for Business Law*.

2. *Machinists: A Directory of Machine-Tool Builders, Machinists, and Founders from Fitchburg, Massachusetts in the Nineteenth Century*.

3. *Nineteenth-Century Worcester, Massachusetts, Machine-Tool Builders.*

4. Brochures and Outlines used in conjunction with lectures/talks:

"Amateur Thoughts on Early North American Machine-Tool History" (1997)
"Background Research regarding the former Fitchburg Steam Engine Company building, Cleghorn Street" (1999)

"Genealogy and Sites of Some Fitchburg Machine-Tool Companies" (1997)

"Mechanical Inventions in Fitchburg, Massachusetts, in the Nineteenth Century" (1999)

"Patent Grants in Fitchburg in the Nineteenth Century" (September, 2006)

RESUME

JAMES T. NOONAN
129 MacIntosh Lane
Fitchburg, MA 01420
(978-345-8319)

CURRICULUM VITAE

OVERALL OBJECTIVES

Marketing and Management specialist, teacher, consultant and trainer, available for appointment to academic institution or business organization. Qualifications include recognition as both a strategic planner in business and an innovator in competency based training programs.

ACADEMIC EXPERIENCE

PRESENT POSITION:
January 1981 – Present

FULL PROFESSOR
Fitchburg State College
Business Administration
McKay Campus
160 Pearl Street
Fitchburg, MA 01420
(978) 665-3203

TEACHING:

Full-time faculty member, teaching marketing and management courses in the day division. Teach in the Graduate and Continuing Education Division instructing both graduate and undergraduate courses. Achieved numerous contributions to Fitchburg State College and the state college system, as well as conducting hundreds of community assistance projects.

TEACHING IN DAY SCHOOL –

Taught a wide range of courses while chair from 1994-2002. Taught overloads every semester for 9 years. Administered Business Department Outreach, i.e. Montachusett Economic Center, North Central Consulting Group (Student run consulting firm) – provided technical and strategic aid to region's small businesses. Advised both during advising period and am available at all times throughout the semester. Provided innovation in teaching – Business Lab and wrote articles to support program for day school in local press.

ACTIVITIES IN ADDITION TO TEACHING:

JANUARY 2005-PRESENT

Off campus MBA Program Manager (work done in 2003-2004)

SEPTEMBER 2004-PRESENT

Program manager for undergraduate evening program in Business Administration

2001-2002

INTERNSHIP DIRECTOR

Administered formal external internships

1994-2004

Operated Learning Laboratory. Administer student run consulting firm (North Central Consulting Group).

April 1994 – December 2002

CHAIRPERSON: Business Administration Department (Serving 9 years)

Appointed Chairperson to supervise full-time day school, evening and graduate (MBA) faculty with approximately 1000 graduate and undergraduate majors concentrating in Accounting, Marketing, Management, Finance, Fitness Management, Computer Information Systems and International Business and Economics. Coordinator of both graduate and undergraduate Curriculum Committees. Overall duties include faculty scheduling, scheduling undergraduate course selections, advising, budgeting, recruiting of students, serving on college enrollment committee, and serving on campus-wide committees. Co-Chairperson of Computer Information Systems/Business Administration Program and Fitness Management Program.

CHAIR DUTIES (1994-2002)

1. Administer Business Administration Department
2. Schedule faculty courses
3. Insure schedule meets students' needs
4. Monitor faculty performance
5. Advise students
6. Conduct open houses
7. Recruit students
8. Summer advising
9. Handle student problems
10. Supervise support staff
11. Prepare department budget
12. Maintain accreditation standards *AACSB, *ASCBP, *IACBE
13. Conduct performance evaluations (surveys)
14. Chair department curriculum committee
15. Chair graduate curriculum committee
15. Chair graduate curriculum committee
16. Work with administration on effective administration
17. Meet with other chairs: Serve on Chairs/ Chairs group
18. Chairs subgroup committees
19. Up-grade overall curriculum

OUTCOME ASSESSMENT:

Developed Outcome Assessment Program for Business program for both graduate and undergraduate.

ACCREDITATION:

Lead efforts on national business Accreditation organizations and actively participating in (AACSB) American Assembly of Collegiate Schools of Business and (ACBSP) Association of Collegiate Business Schools and Programs. Member of *Board of Directors*, Northeast Region (ACBSP) (1996-98); Chair of membership. Active on (ACBSP) Global Committees and Global Alliance of Business Educators. Secured (IACBE) *International Assembly of College Business Education Accreditation* for Business Programs. Board of Commissioners (IACBE) (1999-2002).

INTERNATIONAL PROGRAMS AND ACTIVITIES:

1997-Present

INTERNATIONAL ADVISORY COMMITTEE
(Chairman 2001-2003)

Active member. Worked with International Education Office.

1998-2000

INTERNATIONAL MBA

Coordinated activities for all International MBA Programs.

1994-Present

CURRICULUM DEVELOPMENT/INTERNATIONALIZATION

Developed initiatives in upgrading curriculum. Introduced career focus tracks, new courses in International Business; Total Quality Management and Small Business/Entrepreneurship. Designed international curriculum models for regional and national colleges and presented at conference. Implemented International Business Concentration.

1996-December 2002

CENTER FOR INTERNATIONAL INITIATIVES

Establish and direct the Business Administration Department's Center for International Business Research, the "International Initiatives." Faculty and students conduct research on international issues, trade and commerce. Research on trade and teaching international issues was conducted at Cambridge University and the American College of London, England; the University of Mexico, as well as research in France and at Ireland's Trinity University; the University of San Francisco and Brown University, Providence, R.I. Numerous colleges on the West Coast including UCLA, USC, SCU, University of San Francisco.

1997-2000

MBA PROGRAM -- BERMUDA

Recruited students and marketed program to Business Community.

1997-2000

BUSINESS FOR RUSSIAN EXCHANGE

Director of Community Connections Exchange Program under (USIA) U.S. Information Agency.

1998-2000

MBA PROGRAM – HYDERBAD, INDIA

Evaluated MBA Program. Hired faculty, reviewed curriculum, presented workshops on teaching practices. Met with India Business Trade groups. Directed MBA in India and taught graduate courses. Developed South Central Indian Development Center in Hyderbad, India, Economic Center for region in India.

1994-2003

ADMISSIONS – RECRUITMENT - ARTICULATION

Involved in recruiting and admission activities. Travel throughout the Commonwealth of Massachusetts to recruit students at open house and community college events. Member of college's Enrollment Management Committee. Worked on College Publications Committee. Coordinate Articulation Agreements for Business Administration Department with regional community colleges (1993). Participated in and negotiated Articulation Agreements with various regional colleges and universities.

1994-December 2002

BUSINESS/ECONOMIC RESEARCH INSTITUTE

Establish and direct regional and national economic research. The Institute collects regional economic data, consumer price indexes, and regional bank rates. The monthly findings are published in the North Central Economic Report. I am also the publisher of the *North Central Business Journal.*

1994-December 2002

DIRECTOR OF NORTH CENTRAL ECONOMIC DEVELOPMENT CENTER

Provide outreach and assistance to regional businesses.

1981-December 2002

CONSULTANT (Economic Center)

Directed and operated the College's North Central Economic Development Center (formerly Montachusett Economic Center) providing strategic and technical assistance to the region's business and public community. Students participate in actual field projects and gain valuable work experience. The Center also provides seminars, conferences and training programs. Developed nationally recognized Business Laboratories (Learning Laboratory) along with student run consulting firm. Also developed marketing and business plans for businesses, local governments and community organizations. During the last 18 years, The Center has have helped to provide millions of dollars in technical and strategic assistance.

1993-1995

INTERNSHIP DIRECTOR

Directed the undergraduate Business Administration Department's Internship Program. Also recruited and advised students for internship sites in businesses and organizations throughout the region. Visited site (company) locations and evaluated student performance. (Volunteered to work on program in 1993 and in January 1994, became Assistant Director and in Spring 1994, was appointed the Director).

1992-Present

ACCREDITATION

Participated in Regional and Nationwide Accreditation meetings, worked on upgrading of curriculum on International levels. Developed accreditation materials. Evaluated colleges across the country as IACBE Commissioner.

1989-1992

PRESIDENT: DGCE Faculty Union (Statewide)

Elected President of the Division of Graduate and Continuing Education Division Union. Administered Collective Bargaining Contract, negotiated contract for statewide union (Commonwealth of Massachusetts) for approximately 2000 members. Directed 18-member Board of Directors and administered dues collections and oversaw budgets totaling over $100,000 per year. In 1992, I served as the Treasurer of the Union for 6 months.

1988-2002

CHAIRMAN: BUSINESS ADMIN. DEPT. MARKETING CURRICULUM GROUP

Coordinated review and upgrade of marketing curriculum. Oversaw faculty evaluation of course prerequisites.

1987-1989

VICE PRESIDENT: MSCA FACULTY UNION, FITCHBURG CHAPTER

Served on statewide MSCA (Massachusetts State College Association) Board of Directors.

1982-1985

ASSISTANCE/TRAINING

Developed and directed several regional small business assistance and training programs, including competency program—Business Laboratories.

1982-1988 and 1994-1996

DIRECTOR - SMALL BUSINESS INSTITUTE

Developed and directed the college's Small Business Institute, which is sponsored by the U.S. Small Business Administration. Also, I directed the activities of students and faculty on case consulting, as well as providing assistance to regional small businesses.

1986

POLYMER ASSISTANCE PROGRAM

Developed an assistance program for plastic companies in the region.

1983

TRAINING PROGRAM

Administered the Worcester Telegram & Gazette newspaper training for students.

FITCHBURG STATE COLLEGE COMMITTEES

1984	Mature Industry's Advisory Panel
1984	All-College Student Affairs Committee
1985	President's Marketing Council
1985-1986	All-College Curriculum Committee
1986	Enrollment Commission-Graduate & Continuing Education
1986-1988	Long Range Planning Committee
1989	All-College Development Day Committee Chairman
1994	Pride and Performance Committee
1995	President's Regional Economic Summit
1996	Sub-Committee Chair, Academic Review
1997-Present	International Advisory Committee

UNDERGRADUATE COURSES TAUGHT

Fundamentals of Marketing	Business Management
Business Fluctuation/Forecasting	Consumer Behavior
Advertising	International Marketing
Retail Marketing	Industrial Marketing
Market Research	Sales Management
Business Lab (Independent Study)	International Business Management
Small Business Management	Introduction to Business

Organizational Behavior	Supervision
Business Communications	Marketing Strategies

GRADUATE COURSES TAUGHT (EVENING PROGRAM

Advertising Management	Marketing Communications
Marketing Management (India/USA)	Human Resources Management
Strategic Management	Management Theory and Process

PROFESSIONAL ASSOCIATIONS

Advertising Club of Greater Boston
New England Direct Mail Marketing Association
American Marketing Association
South Shore Advertising Club
Massachusetts State College Associations (MTA/NEA)
Association of Collegiate Business Schools and Programs
American Assembly of Collegiate Schools of Business
Northeast Business and Economic Association
Association for Global Business
Association for Private Enterprise Education

AWARDS

1992	Nominee: Vincent J. Mara Teaching Award
1983-1984	Distinguished Service Award received at Fitchburg State College
1981-1983	Student Awards from college's American Marketing Association
1996	Faculty Award for Business Laboratory Students

PREVIOUS COLLEGE TEACHING EXPERIENCE

	Adjunct Instructor:	**QUINCY COLLEGE** **QUINCY, MA**
1973-1985	***Courses Taught***:	
	Fundamentals of Marketing	Introduction to Business
	Small Business Advertising	Business Management
	Retail Principles	Personal/Human Resource Management
	Personal Management	

Special Project
Management Training, U.S. Naval Training Command, N.A.S., South Weymouth, MA

1977	***Courses Taught:*** Media/Advertising	**GRAHAM JUNIOR COLLEGE** **BOSTON, MA**
1980-1981	***Courses Taught:*** Fundamentals of Marketing Advertising	**FISHER JUNIOR COLLEGE** **BOSTON, MA**
1982	***Courses Taught:*** Accounting I	**HARVARD UNIVERSITY** **CAMBRIDGE, MA** **Occupational Training Division**
1986	***Courses Taught:*** Fundamentals of Marketing	**NORTHEASTERN UNIVERSITY** **BOSTON, MA**

1984-1985 ***Courses Taught:*** **ANNA MARIA COLLEGE**
Selling/Sales Management **PAXTON, MA**
Marketing Communications **MBA Graduate Program**

PROFESSIONAL BUSINESS POSITIONS HELD

1984-Present ***CONSULTANT:*** President
Monroe Adams Associates Consulting Firm
Fitchburg, MA
Marketing and Advertising
Management Training Programs

1979-1981 ***VICE-PRESIDENT OF MARKETING:***
S.G.M. & Co., Inc.
Norwell, MA
Advertising, Marketing, Public Relations

1976-1979 ***SALES REPRESENTATIVE:***
National Business Lists, Inc.
Madison Avenue, New York
(Direct Mail-Direct Mail Lists)
Direct Marketing Research
Operated Boston Office

1969-1976 ***SALES MANAGER:***
S. Gunner Myrbeck & Co.
S. Quincy, MA
Advertising, Publishing, Technical Documentation

1969-1970 ***DISTRIBUTION MANAGER:***
S. Gunner Myrbeck/Industrial Education Institute
Cahner Publishing
Quincy/Boston, MA
Seminar Distribution

1969 ***PRODUCTION PLANNING CLERK:***
General Dynamics Shipyard
Quincy, MA
(Engineering-Blueprint Issuance)

1968-1969 ***DISTRIBUTION/RECEIVING:***
Sears Roebuck & Co., Inc.
Quincy, MA
(Shipping, Receiving)—Warehouse Manager, Quincy Point Warehouse

CONSULTANT POSITIONS

1978 Whooley Advertising
Media Representative (Part-time)

1976-1979 Compilers Plus
New York, NY (Direct Mail List Brokers)

EDUCATION

2002	Ph.D. (Business Administration/International Business) Southern California University for Professional Studies Santa Ana, California
1984	Masters of Science in Business Education Suffolk University, Boston, MA
1981	Masters of Business Administration Suffolk University, Boston, MA
1973	B.S. Journalism/Public Relations Suffolk University, Boston, MA
1971	Associate of Science Quincy College, Quincy, MA

PERSONAL

SERVICE RECORD: Disabled Vietnam Veteran, U.S. Navy

SELECTED RESEARCH, APPLIED RESEARCH AND PUBLISHING
(Projects Specifically Worked On)

2004	Published research on City of Fitchburg
2001	Sept. 11 Regional Economic Impact Survey/North Central Region
1994-1998	Consumer Price Index, Local Bank Rates, Local Economic Data
1995-1998	Research and Market Surveys
1995-1997	Develop advertising and market surveys for local businesses and Special Olympics
1981-1987	Published creative advertisements in local and statewide papers, developed special marketing campaigns for regional groups and institutions
1981	Tourism, minority studies, overall product and retail studies
1981-1985	Extensive academic research into training methods and models

ORGANIZATIONS ASSOCIATED WITH

A.B.C. Tool Co.
Alcatel, Inc.: General
American Biltrite, Inc.
American Fences, Inc.
American Type Founders (Davidsen Div.)
Babson College
Bank of New England
Big L. Discount Stores (Mall Drugs)
Leominster Savings Bank
Lifetime Comb Co.
Liquidmetronics
Mac/Ready Banks
National Products Corp.
New England Carbide Tool
New England Office Furniture
Bell Atlantic/NYNEX

C & K Components
Carlton House Hotel Corp.
City of Fitchburg
Colonial Village Malls
Dennison Manufacturing
Digital Equipment Corp.
Dymo Business Systems, Inc.
Electronics Corp. of America
E.S.B./Exide Safety System
First Service Bank
Gardner Chamber of Commerce
Gillette Corp.
G.T.E. Sylvania
Geststner Corporation
Hancock Bank & Trust Co. (New World Bank)
Harvard Apparatus
Hendrix Wire & Cable
Hibernia Savings Bank
Hitehner Manufacturing
International Business Machine Distributors
I.T.T. Suprenant Division
Jouberts Clothing Shops
Lazy Boy Furniture Dealers
Patriot Ledger Newspaper
Polaroid Corporation
Ramada Inns
Reece Corporations
Sears, Roebuck & Company
S.C.A. Corp. (Service Corp. of America)
Sentinel Enterprise Newspaper
Simon & Sons, Inc.
Special Olympics
Stop & Shop Companies
Suffolk University
Teledyne (Crystalonics Division)
Towns of Ayer/Shirley
Tufts University
United Electric Controls
United Way of Massachusetts
U.S. Trust Corp.
U.S. Defense Department
U.S. Olympic Luge Association
Wang Laboratories
Westinghouse Corp.
Workers Credit Union
W.R. Grace & Co.

JAMES T. NOONAN

Bibliography of Scholarly Published Works

Publications and Proceedings:

"Restating Stance on Outsourcing", Sentinel-Enterprise Newspaper, July 25, 2004

"Outsourcing: Changing the Way We Do Business in America", Sentinel-Enterprise Newspaper, July 11, 2004

"Defining Asian Trade Agreements: Northern Asia's Increasing Influence" North Central Business Journal, Fitchburg State College, Fitchburg, MA (July 2003)

"Northeast-Southeast Asian Trade Initiatives Create Threats to U.S. Export Manufacturing Markets", Journal of Business and Society, Nicosia, Cyprus (Spring Edition 2003).

"A Blueprint for an Academic Journal", Program for International Assembly of Collegiate Education, San Diego, California (April 2002).

Excerpts used. (September 11th Economic Impact Study)
"In A Recession? Depends Who You Ask", Sentinel & Enterprise Newspaper, Fitchburg, MA (December 2001).

"Latin America's New Economic Reality – Expansion and Global Outreach is the Key to Success". Proceedings for Northeast Business and Economic Association; Hartford, Conn. (September 2001).

"Europe and the European Union: More Opportunities than Roadblocks for the U.S." *The Journal of Current Research in Global Business*, Orlando, Florida (November 2000)

"North Central Business Region Expects Exciting Future in 2000 and Beyond." *The North Central Business Journal*, The "Business School" at Fitchburg State College (January 2000).

"Europe and the Atlantic Rim: Expanding a Partnership of Economies and Trade for the 21st Century." Proceedings, New England Business Administration Association, South Connecticut State University, New Haven, CT (April 2000).

"Asia Pacific Rim Nations Face Long Recovery: Evidence to date indicates the Economic Crisis Widening;" Association of Global Business Proceedings; Las Vegas, Nevada (November 1999).

"Research and Scholarship: Essential Components for Improving Business Curriculum," ACBSP Proceedings, Northeast Region; University of Bridgeport, CT (October 1999).

"The Asian Economy and its Financial Problems. How Long Could the Crisis Last;" Manage-it-Chaps and Chips Journal; Fitchburg State College, Hyderabad, India (September 1999).

"Marketing Planning and the Market-Planning Model;" Proceedings: The Massachusetts State College Graduate Symposium; Worcester State College, Worcester, MA (April 1999).

"The Effects of Chinese Trade on the Balance -of-Payments Account and its Growing Impact on the U.S. Economy;" the Proceedings for Association of Private Enterprise Education; Orlando, FL (April 1999).

"China Trade and Most-Favored-Nation Status: A Case for Continuation of This Important Trade Legislation;" Proceedings for Association of Global Business; New Orleans, LA (November 1998).

"Understanding the Importance of Most-Favored-Nation Status and Why the (PRC) The People's Republic of China Receive this Status Regularly;" Proceedings for Northeast Business and Economic Association; Newport, RI (October 1998).

"Applied Research: An Integral component of Business Curriculum." Proceedings for Mass State Colleges Graduate Symposium, Salem State College, Salem, MA (April 1998).

"Enrollment Management: A Case for Involving Faculty More in the Admissions and Recruitment Process," Proceedings and Paper for the American Association of Higher Education Conference, Orlando, FL (February 1998).

"Welcome to The Central New England Business Corridor," North Central Business Journal, Fitchburg State College, Fitchburg, MA (January 1998).

"International Competition Impacts U.S. Small Business Many of the Same Businesses Ignore the Warning Signs," Proceedings for the Association for Global Business Conference, Washington, DC (November 1997).

"International Trade Policies: It is Still Unclear How Small Business Will Benefit From Free Trade: A Survey," Proceedings for Northeast Business Administration Association Conference, Southern Connecticut State University (November 1997).

"Developing the Right Global Business Education Training Strategy: Is Case Analysis the Best Method?" Proceedings for Association of Collegiate Business Schools and Programs Regional Conference, Fitchburg State College, Fitchburg, MA (October 1997).

"Culture and Diversity Revisited: A Second Look at Globalization of the Curriculum and the Preparation of the Global Citizen," Presentation and Paper—Massachusetts Teacher's Association, Summer Conference, Williamstown, MA (August 1997).

"Global Forces and Small Business: Doing Business in the 21st Century," North Central Business Journal, Fitchburg State College, Fitchburg, MA (May 1997).

"Business Laboratories: An Important Tool in Business Education;" Proceedings of the Association for Private Enterprise Education, Washington, DC (April 1997).

"Facing the Economic Alternatives: Inflation, Labor Shortages and Accelerated Growth or Low Inflation, Low Wages and Modest Growth," North Central Economic Report; (March 1997).

"North Central Region Benefits form the Strength of the National, State and Regional Economic Factors: Area Economic Indicators Offer signs of Continued Strength to Local Economy," North Central Economic Report, Fitchburg State College, Fitchburg, MA (February 1997).

"Strategies for Service Sector Marketing: Understanding How to Do It," Working Paper, Social, Human and Medical Service Marketing Conference, Montachusett Economic Center, Fitchburg State College, Fitchburg, MA (February 1997).

"An Assessment of the Proposed Consumer Price Index Adjustments and the Impact on the Regional Economy," North Central Economic Report, Fitchburg State College, Fitchburg, MA (January 1997).

"The Relevance and Use of Area Economic Indicators: Their Role in Achieving Regional Economic Growth and Strategic Direction," North Central Economic Report, Fitchburg State College, Fitchburg, MA (December 1996).

"Internationalization of Business School Curriculum: A Suggested Plan," Proceedings for the Association for Global Business Conference, Dallas, TX (November 1996).

"College and Universities Business Assistance Program: An Important Ingredient in the Economic and Business Health of the Northeast," Proceedings of the Northeast Business and Economic Association Conference, New York, NY (September 1996).

"Approaches to Internationalizing Your Business School Curriculum," Working Paper, ACBSP Regional Meeting, Camden County College, New Jersey (April 1994).

"Career Education—Business and Industry Working Together," "Advertising—A Piece of the Pie," Marketing—A Multi Service to All: Business Students—Politics Awaits You," "business Lab—A Blueprint for Experience," "How to Consult—What is a Consultant," Fitchburg State College Press (1981-1985).

"Training Undergraduate Business Students to Consult," S.B.I. Review, U.S. Small Business Administration, Washington, DC (June 1984).

MONOGRAPHS AND TEXTS

2005 *Marketing Research Planner*, Prentice-Hall Publishing, New York, NY, 2005

2003 (Collaboration) Primus Edition, *Contemporary Advertising* (Arens) and *Advertising Element* (Noonan) 2003.

1999 *Advertising Elements and Planning*, Irwin-McGraw Hill Publishing (September 1999).

1997 *Market Planning and The Market Planning Guide*, Irwin-McGraw Hill Publishing (June 1997).

1997 *The Global Primer: A Primer for Understanding International Business*, Montachusett Economic Center, Fitchburg State College, Fitchburg, MA (March 1997)

1997 *The Idea Book—Career Preparation, Career Training Guide,* Business Administration Department, Fitchburg State College, Fitchburg, MA (February 1997).

1990-1994 *Workbook for Marketing Research*, Beeline Press, Abington, MA (1990, 1994).

1994, 1997 Business Administration—*The All Purpose Degree:* Student Guide for Business Administration Department, Fitchburg State College, Fitchburg, MA (1994, 1997 Second Edition).

CASE BOOKS

1996 *International Marketing*, Irwin McGraw Hill Publishing Co., New York (1997).

1997 *Advertising Case Book*, Irwin-McGraw Hill Publishing Co., New York (1996).

1998 *International Business Management*, Irwin-McGraw Hill Publishing Co., New York (1996).

PUBLISHER

1997-2003 *North Central Business Journal(International Journal)*

1997 *ACBSP Proceedings* — Fall 1997

1994-2003 *North Central Economic Report (Regional Report)*

1992-1993 *Business Administration Department Newsletter*

Audrey Pereira
Comprehensive Resume
29 Farmer Rd, Windham, NH 03087
603-475-2052

EDUCATION

In process: Doctor of Philosophy in Management with a specialization in Information Systems Management
Walden University, Baltimore, MD, expected date of graduation: 2014

Master of Science in Computer Information Systems
Bentley University, Waltham, MA, May 1990, with Distinction

Bachelor of Science in Business Administration
Fitchburg State College, Fitchburg, MA, May 1984, concentration in Marketing, cum laude

Business Process Management Professional Certification
Boston University, Boston University Corporate Education Center, June 2006

ACADEMIC HONORS AND AWARDS

Recipient of Assessment Scholar for the Quality Collaborate Grant with Mount Wachusett Community College, Summer, 2012

TEACHING EXPERIENCE AND EFFECTIVENESS

Fitchburg State University, Fitchburg, MA
Assistant Professor, Business Administration, 2009 – present

COURSES TAUGHT

Course Number and Title	Semester Taught
BSAD 1700 Introduction to Computer Information Systems (traditional)	Fall 2009
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2009
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2009
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Fall 2009
BSAD 3200 Principles of Management (online, GCE)	Fall 2009
BSAD 4880 International Management (traditional, GCE)	Fall 2009
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2010
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2010
BSAD 1700 Introduction to Computer Information Systems (online)	Spring 2010
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Spring 2010
BSAD 1700L Introduction to Computer Information Systems LECAP (Eugene Halbrooks) (Life Experience Credit Award Program)	Spring 2010
BSAD 3300 Fundamentals of Marketing (online, GCE)	Spring 2010
BSAD 1700 Introduction to Computer Information Systems (traditional)	Fall 2010
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2010
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2010
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Fall 2010

BSAD 4230 Business Fluctuations and Forecasting (online)	Fall 2010
IDIS-700 Interdisciplinary Capstone Advisor (Margaret Tata)	Fall 2010
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2011
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2011
BSAD 1700 Introduction to Computer Information Systems (online)	Spring 2011
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Spring 2011
BSAD 1700 Introduction to Computer Information Systems (online)	Spring 2011
IDIS-4803 Interdisciplinary Capstone Advisor (Joe Micala)	Spring 2011
BSAD 1700 Introduction to Computer Information Systems (online, GCE)	Summer 2011
BSAD 1700 Introduction to Computer Information Systems (traditional)	Fall 2011
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2011
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2011
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Fall 2011
BSAD 4230 Business Fluctuations and Forecasting (online, GCE)	Fall 2011
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2012
BSAD 1700 Introduction to Computer Information Systems (traditional	Spring 2012
BSAD 1700 Introduction to Computer Information Systems (online)	Spring 2012
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Spring 2012
BSAD 1700 Introduction to Computer Information Systems (online)	Spring 2012
BSAD 4230-800 Business Fluctuations and Forecasting Independent Study (online, GCE) (Mark Vaden)	Summer 2012
BSAD 1700 Introduction to Computer Information Systems (online)	Summer 2012
BSAD 1700 Introduction to Computer Information Systems (traditional)	Fall 2012
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2012
BSAD 1700 Introduction to Computer Information Systems (online)	Fall 2012
BSAD 4230 Business Fluctuations and Forecasting (traditional)	Fall 2012
BSAD 4230 Business Fluctuations and Forecasting (online, GCE)	Fall 2012

CONFERENCES AND USER GROUPS ATTENDED (pertaining to Teaching Effectiveness)

- Program Review Workshop, November 19, 2012, Fitchburg State University
- Massachusetts Colleges Online Conference on eLearning, June 6, 2012, Bridgewater State University, Bridgewater, MA
- Member of Fitchburg State University's Center for Teaching and Learning Blackboard User Group, 2011-2012
- Summer Institute Elluminate Live! Training, August 23, 2010, Fitchburg State University
- Effectively using Discussion Boards on Blackboard, October 27, 2010, Fitchburg State University
- Student Mingle, November 1, 2011, hosted by Fitchburg State University Student Government
- New Faculty Mentoring Meeting, September 15, 2009, Fitchburg State University
- New Faculty Mentoring Meeting, October 6, 2009, Fitchburg State University

SPEAKERS INCORPORATED INTO CLASSES

- Mark Melchior, Fitchburg State Reference & Instructions Librarian, conducted two information literacy sessions for BSAD 1700, November 1 & November 6, 2012
- Kate Wells, Fitchburg State Reference & Special Collections Librarian, embedded librarian in two Fall 2012 BSAD 1700 online courses
- Kate Wells, Fitchburg State Reference & Special Collections Librarian, conducted information literacy session for BSAD 1700, March 20, 2012
- Kate Wells, Fitchburg State Reference & Special Collections Librarian, conducted

information literacy session for BSAD 1700, November 18, 2011
- Ethan Becker, Class of 1993, spoke to BSAD 4230 on business speaking and presentation strategies, March 23, 2011

CONTRIBUTIONS TO COLLEGE CURRICULUM DEVELOPMENT

- Developed BSAD 3220 Production Management Distance Learning course, Summer, 2010
- Developed BSAD 4230 Business Fluctuations and Forecasting Distance Learning course, Summer, 2010

ACADEMIC ADVISING

ADVISEES

Semester	**Number of Students Advised**
Fall 2009	42
Spring 2010	39
Fall 2010	40
Spring 2011	46
Fall 2011	45
Spring 2012	43
Fall 2012	48

REPRESENTION OF BUSINESS ADMINISTRATION DEPARTMENT

- Open House, October 27, 2012
- Open House, October 13, 2012
- Accepted Students Day, April 18, 2012
- President's Reception for Accepted Students, March 24, 2012
- Open House, November 19, 2011
- Open House, October 29, 2011
- Accepted Student Visit Day, April 20, 2011
- Open House, April 9, 2011
- Open House, November 13, 2010

RECOMMENDATIONS FOR SCHOLARSHIPS, GRADUATE SCHOOL, AND WORK

- David Oliveira, graduate school recommendation, Fall, 2012
- Sarah Breen, graduate school recommendation, Fall, 2012
- Sarah Breen, graduate school recommendation, Spring, 2012
- Ong Thao, employment recommendation, Summer, 2011
- Lauren Adduci, graduate school recommendation, Spring, 2011
- Joseph Micali, graduate school recommendation, Spring, 2011
- Robert Murray, scholarship, Spring, 2011
- Jennifer Glover, graduate school recommendation, Spring, 2010
- Brian Skiffington, graduate school recommendation, Spring, 2010
- Jessica Roux, graduate school recommendation, Spring, 2010
- Ashley Jewett, graduate school recommendations (2), Fall, 2009

CONTINUING SCHOLARSHIP

CONTRIBUTIONS TO THE CONTENT OF THE DISCIPLINE

- Assessment Activities

    - BSAD Assessment Coordinator, Fall 2010 – present
        - Incorporated assessment date into IACBE Annual Reports, Fall 2010, 2011, & 2012
        - Collected and analyzed data to compare four business related program assessment testing programs. Prepared summarized spreadsheet and made recommendation to BSAD Chair, Summer, 2012
        - Developed End of Year Assessment Reports, tracked, and incorporated feedback from other faculty members, Spring 2010, 2011, & 2012
        - Developed Outcomes Assessment Plan, Winter, 2012
        - Reviewed business department learning outcomes and reformatted in consistent fashion, added learning outcomes for computer information systems, Spring, 2010

    - Participation and Attendance at Assessment Conferences, Seminars, and Workshops
        - Information Literacy Assessment Scholar team meeting, November 5, 2012 at Mount Wachusett Community College, Gardner, MA
        - New England Educational Assessment Network Fall Forum, November 2, 2012 at Holy Cross College, Worcester, MA
        - Assessment Scholar whole team meeting, October 18, 2012, Fitchburg State University
        - Info Literacy Assessment Scholar team meeting, September 24, 2012 at Mount Wachusett Community College, Gardner, MA
        - Summer Institute, June 21 - 22, 2012 at Fitchburg State University
        - Spring Assessment Development Conference, May 21, 2012 at Fitchburg State University
        - Mathematics College Readiness Forum, April 23, 2012 at Fitchburg State University
        - New England Dialogues in the Disciplines focused on Business, Math, and Science, March 30, 21012 at University of Massachusetts, Amherst, MA
        - Assessment Day, January 17, 2012, Fitchburg State University
        - New England Educational Assessment Network Fall Forum, November 4, 2011 at Holy Cross College, Worcester, MA
        - Assessment Afternoon, April 14, 2011 at Fitchburg State University
        - Assessment Afternoon, March 30, 2011, at Fitchburg State University
        - New England Educational Assessment Network Fall Forum, November 5, 2010 at Holy Cross College, Worcester, MA
        - New England Educational Assessment Network Fall Forum, November 6, 2009 at Holy Cross College, Worcester, MA

- Participation and Attendance at Other Conference, Seminars, and Workshops

    - IACBE Regional Conference, October 12, 2012 at Fisher College, Boston, MA

- Center for Teaching and Learning (CTL) Researcher's Forum Series, September 19, 2012 at Fitchburg State University
- Undergraduate Conference on Research and Creative Practice, April 26, 2012 at Fitchburg State University
- Undergraduate Conference on Research and Creative Practice, April 21, 2011 at Fitchburg State University
- Greater Northern Central Massachusetts Regional Economic Summit, January 29, 2010, Leominster, MA
- Eastern Council of Business Schools and Programs 18th Annual Meeting, November 13 and 14, 2009 at Marymount University, Arlington, Virginia

- Business Administration Department Advisory Board

  - Member and secretary 2010 – present
    - Recommended business leaders for board. All four of my recommendations were accepted by the Chair and joined and participated on the board.
    - Work with chair to schedule, coordinate, summarize and document Advisory Board suggestions, and run meetings. Board feedback used as input toward BSAD's strategic direction, including curriculum decisions.
    - Participated at meetings
      - BSAD Advisory Board, March 5, 2012
      - BSAD Advisory Board, March 28, 2011
      - BSAD Advisory Board, October 18, 2010

- Presentations Conducted

  - *Effective Use of Blackboard for any Course Format*, Fitchburg State University, GCE Faculty Conference, August 28, 2012
  - *NEASC Standards 7,8, & 9,* Fitchburg State University, All College Development Day, May 23, 2011
  - *Setting Student Expectations*, Fitchburg State University, GCE webinar, November 17, 2010.
  - *Outcomes in Business Administration*, Fitchburg State University, Third Annual Spring Assessment Day, May 25, 2010
  - *Classroom-Based Pre-/Post Testing,* Fitchburg State University, Third Annual Winter Assessment Day, January 19, 2010
  - *Technology Tools for Communicating with Students,* Fitchburg State University, GCE Faculty Conference, September 1, 2010

WORK TOWARD TERMINAL DEGREE

- Courses and residencies completed towards Doctor of Philosophy in Management with a specialization in Information Systems Management

Course Name	Quarter Taken	Grade Earned
Advanced Quantitative Reasoning and Analysis	Winter, 2012	In process
Dissertation Mentoring	Winter, 2012	In process
Quantitative Reasoning and Analysis	Fall, 2012	A
Residency 3	Summer, 2012	S

Developing a Prospectus	Summer, 2012	A
Systems Analysis, Design, and Implementation	Summer, 2012	A
Management Projects in Complex Environments	Summer, 2012	A
Qualitative Reasoning and Analysis	Spring, 2012	A
Manage eCommerce Management Information Systems	Winter, 2011/2012	A
Management of Decision Making	Fall, 2011	A
Residency 2	Summer, 2011	S
Management Organizational Systems and Complexity	Summer, 2011	A
Research Theory	Spring, 2011	A
Management in Human and Social Development	Winter, 2010/2011	A
Residency 1	Fall, 2010	S
Foundations for Ph.D.	Fall, 2010	A

PROFESSIONAL ACTIVITIES

PROFESSIONAL GROWTH AND DEVELOPMENT OF COLLEGE COMMUNITY CONTRIBUTIONS

COMMITTEE WORK

- Vice-Chairperson 2012–2013 All University Curriculum Committee
- Rotating Secretary 2011-2012 All College Curriculum Committee
- Co-Chair 2011-2012 NEASC Subcommittee on Library & Resources for Other Info/Physical & Tech & Financial (standards 7, 8, & 9)
- Co-Chair 2010-2011 NEASC Subcommittee on Library & Resources for Other Info/Physical & Tech & Financial (standards 7, 8, & 9)
- NEASC Visiting Team meetings
    - Subcommittee co-Chair and Steering Committee meeting with NEASC representatives, March 6, 2012
    - NEASC Assessment meeting, March 5, 2012
    - NEASC Distance Learning meeting, March 5, 2012
    - Dinner, March 4, 2012

BOARD WORK

- Regional Economic Development Institute (REDI) Editorial Board Member
    - REDI Editorial Board meeting, October 3, 2012
    - REDI Editorial Board meeting, April 27, 2011
    - REDI Editorial Board meeting, November 15, 2010
    - REDI Editorial Board meeting, April 5, 2010
    - REDI Editorial Board meeting, March 11, 2010

- Represented BSAD Chair at REDI Advisory Board meetings

    - REDI Advisory Board meeting, September 17, 2012
    - REDI Advisory Board meeting, April 2, 2012
    - REDI Advisory Board meeting, January 9, 2012
    - REDI Advisory Board meeting, January 13, 2011
    - REDI Advisory Board meeting, June 8, 2010

FITCHBURG ANTI VIOLENCE EDUCATION (FAVE)

- Attended train-the-trainer session
    - Refresher FAVE Train-the-Trainer and Review Modified Materials Session, August 29, 2012
    - Refresher FAVE Train-the-Trainer Session, August 24, 2011
    - FAVE Train-the-Trainer Workshop for Bystander Training, August 9-10, 2010 conducted by the University of NH at Fitchburg State University

- Conducted training sessions
    - FAVE Training, September 4, 2012 for incoming freshman
    - FAVE Training, March, 28, 2012 for new students who did not receive August training
    - FAVE Training, November 6, 2011 for new students who did not receive August training
    - FAVE Training, August 31, 2011 for incoming freshman
    - FAVE Training, January 13, 2011 for new RAs and Building Directors

OTHER CONTRIBUTIONS TO PROFESSIONAL GROWTH AND DEVELOPMENT OF COLLEGE COMMUNITY

- New Fitchburg State University Web Site: Attended Express Engine training sessions and helped BSAD secretary update the BSAD Department Web page, Fall, 2011 – present as needed

- Conducted an Excel Workshop for the Accounting Society, May 1, 2012

- Panel member at New Faculty Orientation meeting August 24, 2010

BUSINESS EXPERIENCE

The Schawbel Corporation, Bedford, MA
Principal IT Consultant, 2008 – 2009

- Responsible for technology components as they related to consulting engagements and also acted as lead IT consultant.
- For a multi-national company, developed high-level technical strategy and managed design and development process for a Web-based personalized nutrition application to promote wellness and health in selected consumer communities.

HealthGate Data Corp, Burlington, MA
Vice President of Operations, 2006 - 2008

- Continued responsibilities required in previous position as Director of Operations. In addition to managing all operational departments within the company, responsible for managing Inside Sales, Marketing, and Graphics personnel.
- Analyzed, refined, and implemented process improvement measures and flows throughout organization.
- Responsible for operational strategic short and long-range planning and execution to enhance profitability, productivity, and efficiency.
- Managed operating budget, including product development costs, capital expenditures, resource requirements, and expense budgets.
- Interacted regularly with other members of executive team to ensure that company's operational priorities were aligned with total company direction.
- Hired, re-allocated, and fired operational staff.
- Participated in partner and vendor negotiations to ensure product relevance and cost-efficiency.
- Member of company's auditing disclosure committee and company's Chief Security Officer.

<u>Director of Operations</u>, 2003 – 2006

- Direct report to company's CEO. Managed all operational departments within the company, including: Software Development, Information Technology, Quality Assurance and Release Engineering, Account Management, and Content Development and Editorial.
- Developed and oversaw management of all long-term operational plans, including: software development and maintenance plans, information technology plans, quality assurance testing plans, and editorial calendar.
- Ensured smooth operation of day-to-day work and deliverables within all operational departments. Included: fine tuning and overhaul of existing processes to gain efficiencies within each department; assignment and tracking of individual and departmental goals and objectives to ensure alignment with company objectives.
- Developed project plans and oversaw management, maintenance, and deployment of plans for major company projects and objectives including: sale of substantially all assets of HealthGate's patient content repository business to EBSCO Publishing, development of two new major products for company's new line of business (technology and content development); migration of company content from older platform to new company platform, and upgrades to hardware and software (including .NET, firewall, exchange server, and company corporate Web site)

<u>Director of Process and Project Management</u>, 2001 – 2003

- Developed and maintained master plan of all major company multi-functional projects.
- Managed all major company projects, including: development and maintenance of detail project plans, created and sustained focused work teams, ensured objectives and milestones accomplished within time targets, monitored performance against plans and resolved issues that arose, kept team members and management informed and committed.
- Projects included: implementation of contact management application for sales force, implementation and migration of company acquired assets, development of company customer database and accounting application, development of new company content assets.
- Created and conducted comprehensive project management training class required for all company employees.
- Responsible for auditing and streamlining company policies and procedures to adhere to section 508 compliance.

Windham Tea & Coffee, Windham, NH
Principal and General Manager, 1997 – 2001

- Developed Windham Tea & Coffee into a nationally recognized direct marketing firm with nationwide distribution through selected retail outlets, direct mail catalogs and on-line web catalog.
- Managed all marketing functions (including print ads, Web site, catalog, and sales literature design and development). Oversaw customer service, order entry, and fulfillment. Managed inventory and purchasing, technical requirements and accounting functions.

Town & Country Fine Jewelry Group, Chelsea, MA
Senior Project Manager, 1994 - 1997

- Managed a project to convert EDI customers from Dallas based system to Chelsea based VAX system. EDI transactions required by customers included: purchase order (850s), invoices (810s), quick response systems (various), sales data (852s), shipping notices (856s), purchase order changes (860s)
- Managed a project to capture, store, and roll-up material, labor, and overhead costs. This required the re-engineering of manufacturing and cost accounting processes and procedures as well as the modification of IBM BPCS modules and the creation of table driven Client Server modules using Power Builder. For the first time, this system allowed for full costing capabilities within the company. Phase two of project involved the design and development of a PC Laptop Windows based price quote system to be used by salespeople at customer sites.
- Extensively analyzed and documented collections activities, made, documented, and presented detail recommendations to upper management. Recommendations were used to re-engineer department.
- General responsibilities included: Gather and analyze information requirements to develop and modify business systems; design, develop, and implement information systems, maintain project plans for key project; develop conversion and test plans when implementing new information systems; and provide user training on new systems.

DRI/McGraw-Hill, Lexington, MA
Senior Business Systems Analyst, 1992 – 1994

- Managed a two-year project to develop a multi-country order entry, invoicing, billing, and fulfillment system. Project included all phases of the systems development life cycle, project definition, analysis, design, development, testing, implementation, and on-going maintenance. Project involved both business and system re-engineering: the business changed from timesharing to client retainer relationships and the systems were transferred form Unisys A16 to VAX/VMS 4000/300 and from internally developed ALGOL programs to an extensively customized outside vendor package supported by a 4-GL. Directed team of DRI personnel and supervised three outside technical consultants. All major milestones were achieved and system was put into production on time.
- Developed single DRI/McGraw-Hill worldwide employee database using 4-GL application generator. Developed extensive security measures due to confidentiality of data.

- General responsibilities included: define projects by analyzing user needs; develop system specifications: collaborate with programming function to develop design specifications and applications; develop technical and user documentation; develop and conduct user training classes; analyze work flows and modify procedures to increase efficiency and effectiveness of systems.

Programmer/Analyst, 1989 – 1992

- Team Leader of a group responsible for developing an on-line time reporting system serving 350 external clients using Oracle and SQL*Plus on a Digital VAX/VMS 4000/300.
- Responsible for developing, enhancing and maintaining Paradox database applications on a PC based 3Com local area network. Provided PC support to Finance & Administration personnel.
- Responsible for designing, programming, testing, debugging and maintaining software used for administrative systems.

BUSINESS PROCESS CONSULTING, 2006 – Current

Work with various clients on a consulting basis to design, refine, re-design, and/or re-engineer new or existing processes, including:

- Designed customer service and billing process flows for a start up alternative therapy/pain management company
- Designed process flows for a newly added consulting services division to an established manufacturing company
- Worked for a client in the Chicago area to re-engineer their supply chain management process to allow for the establishment of new distribution centers in China
- Developed requirements and user interface documents for manufacturing client to manage sample and production materials with a Web-based database application
- Developed detail project plan for an Midwestern university to conduct a federally funded health risk intervention project

ADDITONALTEACHING EXPERIENCE

Southern New Hampshire University, Manchester, NH
Adjunct Faculty, 1997 – 2000 & 2008 - Current

- Teach graduate and undergraduate information technology traditional and hybrid classes in the day and evening programs.
- Teach the following classes: Introduction to Information Technology, Computer Information Systems, Business Systems Analysis and Design.

HealthGate Data Corp, Burlington, MA
Enterprise-Wide Project Management Training, 2001 - 2008

- Developed and conduct 2-day Enterprise Wide Project Management training class. Class required for all new hires.

Endicott College, Beverly, MA
Instructor, Continuing Education, 1988

- Designed and conducted 12-hour workshop providing an introduction to spreadsheet applications.

Bentley University, Waltham, MA
Computer Lab Instructor/Supervisor, 1987 – 1989

- Coordinated, trained, and supervised staff of six Computer Lab Instructors.
- Instructed undergraduate and graduate students in the use of microcomputers in a classroom environment. Designed and taught programs in operating systems, word processing, spreadsheet applications, graphics, and database management.

DR. RENÉE M. SCAPPARONE, DBA

87 Caspian Way
Fitchburg, MA 01420
Telephone: (978) 874-2220
E-mail: scaphak@verizon.net

PROFESSIONAL SUMMARY

Creative, hands-on **Educator, Entrepreneur, Executive Director, Project Manager, Sales Consultant, Auditor** within the fields of Education, Small Business, Human Services, Economic Development, Customer Services, Sales, and Contract Compliance.

Expertise in the areas of:

Higher Education	Marketing	Small Business Development
Finance – Profitability/Budgeting	Fundraising	Grants Administration
Accounting	Auditing	Contract Negotiations

PROFESSIONAL EXPERIENCE

FITCHBURG STATE UNIVERSITY **Sept 1989 – present**
Assistant Professor (MBA, Undergraduate Day & GCE, Saturday Program & Distance Learning)
Fitchburg, MA

- Courses taught: Strategic Management, Marketing Management, Fundamentals of Marketing, International Marketing, Retail Marketing, Marketing Strategies, Market Research, Consumer Behavior, Sales Management, Strategic Operations, Finance, Principles of Management, Human Resource Management, Basic Finance, Introduction to Computers
- MBA Program Manager for Extended Campus Partner – Jenmarc. Responsible for approval of both MBA candidates and course instructors as well as overseeing course offerings and schedule
- Healthcare Management Curriculum Development – actively involved in the developing of a dual Masters program including course development; instrumental in coordinating efforts with local external agencies to identify market needs
- Mentor for IDIS capstone: Business, Nursing, and Biology. In current contact with graduate who is now considering FSU Healthcare Management program
- Business Society Advisor: Assist campus-wide Student Government Association(SGA) organization in achieving group goals in networking, seminars, and involvement with the business community
- Active committee member: Graduate Council (2012-2013), All University Curriculum Committee (2011-2012)

ASSUMPTION COLLEGE **Sept 2010 - 2011**
Adjunct Professor – Business Studies (Undergraduate Day)
Worcester, MA

- Courses taught: International Business (juniors & seniors only), Management and Organizational Behavior

VINO, INC. dba WINE & ROSES
Proprietor – Westminster, MA **July 1998 – Dec 2007**

- Responsible for operations of a full-service liquor store
- Recruit, train and develop staff: of 1 full-time manager and 10 part-time sales associates
- Establish operating budget, manage efficient inventory levels and profit/margin line
- Marketing of business and products

ARC OF NORTH CENTRAL, INC.
Director of Business Operations – Fitchburg, MA **July 1997 – July 1998**

- Direct financial management and supervision of three business divisions, assisted with the management of 60 staff members and a $2.2M operating budget
- Ensure compliance for State certification to provide 160 physically and mentally challenged adults with a safe work environment and negotiated outside contracts for outplacement of ARC janitorial division

GREATER GARDNER COMMUNITY DEVELOPMENT CORPORATION (GGCDC)
Executive Director – Gardner, MA **Oct 1994 – July 1997**

- Direct all project activities for GGCDC's programs, worked with stakeholders to meet the needs, goals, and mission, conducted ongoing assessment of the community and economic needs of the participating communities
- Grants writer and administrator

DIGITAL EQUIPMENT CORPORATION
Project Manager – Marlboro, MA **Feb 1992 – July 1994**
Sales Consultant **1990 – 1992**
Contracts Compliance Auditor/Consultant **1986 – 1990**
Accounts Specialist/Supervisor **1982 – 1986**
Accounting Clerk III/Legal Accounts Coordinator **1981 – 1982**

- Redefined and implemented a new Multivendor Service program to generate $5M in revenue in one year and negotiated contract terms and conditions with service providers and manufacturers
- Managed $75M sales budget, achieved 100+% of sales budget of $68M through successful management of National Distribution account
- Audited contract terms and conditions of volume purchasing and added value partners

EDUCATION

University of Phoenix – Online 2007
Doctorate of Business Administration with Honors; GPA: 3.88 (A)

Anna Maria College – Paxton, MA 1989
Master of Science Degree in Business Administration (M.B.A.) with Honors; QPA: 3.65 (A)

Fitchburg State College – Fitchburg, MA 1987
Bachelor of Science Degree in Business Administration with concentration in Management/Marketing

Mount Wachusett Community College – Gardner, MA 1985
Associate of Science Degree in Business Administration

VOLUNTEER SERVICES and INTERESTS

Greater Gardner Community Development Corporation - Board of Director/Past Treasurer
Montachusett Area Rotary Club Memorial Golf Tournament – Chairperson
St. Edward the Confessor Parish of Westminster – Committee Chairperson
Westminster Town Benefit – Committee Member
Other volunteer services: American Cancer Society's Relay for Life, American Red Cross, Center for Brain Injured Children, Jimmy Fund
Enjoy golfing, skiing, traveling

GARY J. VOSTOK
61 Laurel Wood Rd.
Holden, Ma 01520
Home: 508-829-2873
Work: 978-665-3307

PROFESSIONAL EXPERIENCE - CURRENT

FITCHBURG STATE COLLEGE — Fitchburg, Massachusetts

Assistant Professor — September 1979 to present
Primary teaching responsibilities include financial, managerial and tax accounting courses.

SCHONBECK & VOSTOK, LLP

Partner — 1981 to present
Consultant to corporate and non-corporate entities in the area of income and estate tax planning and compliance, and financial, managerial accounting and advisory services.

PROFESSIONAL CERTIFICATIONS

Certified Public Accountant — December 1979
Licensed to practice in the Commonwealth of Massachusetts and have complied with all license renewal requirements.

Certified Management Accountant — April 1982
Certification by the Institute of Management Accountants upon successfully passing three days of exams on managerial accounting topics and the fulfillment of related two year work experience. Have complied with all certificate and membership renewal requirements.

Certified Financial management — October 1998
Issued by the Institute of Management Accountants upon successfully passing a comprehensive examination on financial management topics and the fulfillment of related two year work experience. Have complied with all certificate and membership renewal requirements.

PROFESSIONAL MEMBERSHIPS

American Institute of Certified Public Accounts
Massachusetts Society for Certified Public Accountants
Institute of Management Accountants
Beta Gamma and Alpha Sigma Lambda Scholarship Societies

EDUCATION

BABSON COLLEGE — Babson Park, Massachusetts

Master of Business Administration, — September 1975
Area of study concentration – Accounting and Management. Graduating "With High Distinction" and received the Beta Gamma Scholarship Certificate for graduating In the top 20 percent of the graduating class.

Clark University — Worcester, Massachusetts

Bachelor of Science in Business Administration, May 1974
Major field of study – Economics and Management. Graduated "Magna Cum Laude" and admitted membership to Alpha Sigma Lambda, national evening college honor society.

NEW ENGLAND SCHOOL OF ACCOUNTING — Worcester, Massachusetts

Diploma — Worcester, Massachusetts
Awarded diploma for completing 60 semester credit hours. Area of study – Accounting and Business Administration. Graduated as valedictorian.

MILLBURY HIGH SCHOOL — Millbury, Massachusetts

Diploma in general studies — May 1968

COLLEGE ACTIVITIES AND CONTRIBUTIONS:

Past advisor and founder of The Accounting Society at Fitchburg State College.

Helped organize and participated in several tax business seminars held at the college.

Member in several college communities such as the Graduate Business School Committee, Undergraduate Advisory Committee, Promotion/Tenure Committee and Accounting Department Committee.

COMMUNITY ACTIVITIES AND CONTRIBUTIONS:

Past Treasurer of The Performing Art School of Worcester, Inc. for the three years and seven years as their auditor.

Accountant for the " First Friday" Club, a not for profit Catholic Organization, for the past ten years.

Corporate for Bay State Savings Bank for past ten years.

Member on the Accounting Advisory Board of Quinsigamond Community College for nine years.

Volunteer speaker at several schools from middle schools to high school on careers in Accounting and participant at various high schools career days programs.

PERSONAL AND ACTIVITIES

Married 3 children 175 lbs. Excellent Health

Grew up in Millbury, Massachusetts and received an honorable discharge from the United States Army. Interested in music, reading, food and Cape Cod.

Periodicals – Wall Street Journal, various Accounting and Tax Journals, and Business Week.

CHARLES H. WELLENS
435 South Ashburnham Road
Westminster, MA 01473
Home: 978-87402098
Work: 978-665-3415

TEACHING EXPERIENCE:

Aug. 1983 – Present	FITCHBURG STATE UNIVERSITY, Fitchburg, MA Associate Professor – Business Administration Department Classes Taught: Principles of Accounting I & II, Intermediate Accounting I & II, Cost Accounting I & II, Basic Finance, Intro to Financial Reporting, Intro to Managerial Accounting, Industrial Marketing, Consumer Behavior, Small Business Management
Sept. 2004 – Present	FITCHBURG STATE UNIVERSITY, Fitchburg, MA Graduate MBA Program Classes Taught: Accounting Practices for Managers, Accounting Theory, Advanced Financial Accounting Issues
Sept. 1982 – July 1983	DEAN COLLEGE, Franklin, MA Full Time Instructor Classes Taught: Basic Finance, Accounting I & II, Statistics

BUSINESS EXPERIENCE:

Aug. 1990 – Present	SELF-EMPLOYED Own and manage rental real estate Income Tax preparation during tax season
Feb. 1984 – Feb 1990	SMALL BUSINESS ADMINISTRATION, Boston, MA Part-Time Consultant – Assisting small business in central Massachusetts in the areas of Finance and Accounting
July 1983 – July 1984	DIGITAL TECHNIQUES, INC., Burlington, MA Accountant (Part-Time) Responsible for the preparation of all financial statements for this small start-up company.

June 1982 – Sept. 1982 — CONTROL TECHNOLOGY CORPORATION, Westboro, MA
Transitional Accountant

Served as Transitional Accountant until new accountant was able to assume the position

Feb. 1976 – Mar 1982 — FREEDOM FEDERAL SAVINGS and LOAN ASSOCIATION, Worcester, MA
Manager of Shrewsbury and Westboro branches

Responsible for business development and management of the Branches

Dec. 1972 – Dec. 1975 — BURROUGHS CORPORATION, Boston, MA & Providence, RI
Banking Financial Account Representative

Responsible for the sales of on-line teller terminals and small Computers

Jan. 1972 – Dec. 1972 — OLD STONE BANK, Providence, RI
Assistant Branch Manager

Completed Management Training Program and worked as Assistant Branch Manager with Loan Authority

MILITARY EXPERIENCE:

Jan. 1970 – Jan. 1972 — U.S. NAVAL OFFICER CANDIDATE SCHOOL, Newport, RI
Full Time Instructor

Taught Tactics and Theory

Apr. 1968 – Dec. 1969 — U.S. NAVY

Commissioned as Ensign through the U.S. naval Officer Candidate School, Newport, RI

Served as ASW Officer aboard the USS Hanson (DD-832), a destroyer class ship, with responsibility for 25 men

EDUCATION:

Graduate Courses – Have completed thirty (30) Graduate credits beyond the Master's Degree

May 1977 — BRYANT COLLEGE, Smithfield, RI
Master's Degree in Business Administration

Jan. 1968	SAN DIEGO STATE UNIVERSITY San Diego, CA	
	B.S. Degree Major: Accounting	Minor: Mathematics

PROFESSIONAL CERTIFICATION:

Partial completion of the Certificate of Management Accounting Examination
CMA Examination

PROFESSIONAL CONFERENCES ATTENDED:

April 2006	Annual IACBE Conference, Orlando, FL
July 2005	Annual NEA Conference, Los Angeles, CA
April 2005	Annual IACBE Conference, San Antonio, TX
July 2004	Annual NEA Conference, Washington, DC
July 2003	Annual NEA Conference, New Orleans, LA
April 2003	Annual IACBE Conference, Baltimore, MD
July 2002	Annual NEA Conference, Dallas, TX
April 2002	Annual IACBE Conference, San Diego, CA
March 2002	National Council for Higher Education (NCHE), Austin, TX
July 2001	Annual NEA Conference, Los Angeles, CA
April 2001	Annual IACBE Conference, Kansas City, KS
July 2000	Annual NEA Conference, Chicago, IL
April 2000	Annual IACBE Conference, Kansas City, KS
April 1999	Annual IACBE Conference, Atlanta, GA
June 1998	Annual ACBSP Conference
October 1997	Quarterly ACBSP Regional Meeting – Presented Paper
June 1997	Annual ACBSP Conference
June 1996	Annual ACBSP Conference

Curriculum Vitae - Louis J. Zivic

Dr. Louis J. Zivic is currently a Professor of Business Administration at Fitchburg State University (State College System of Massachusetts), Fitchburg, Massachusetts 01420 USA. Telephone: 603/465-7035 (Residence),

ACADEMIC PREPARATION

B.S. Michigan State University, East Lansing, Michigan
Marketing/Social Science, 1963

M.S. Cornell University, Ithaca, New York
Marketing, 1970

Ed.D. Vanderbilt University, Nashville, Tennessee
George Peabody College, Higher Education Administration, 1989

PROFESSIONAL EXPERIENCE

1993 2012: Professor of Business Administration

1989 - 1993: Associate Professor of Business Administration and Director of the Montachusett Economic Center, Fitchburg State College, Business Administration Department. Granted Tenure 1992.

1983 - 1989: Assistant Professor of Business Administration and Director of Business Programs, Rivier College. Graduate School and Undergraduate Business Administration appointment.

1965 - 1983: Corporate professional experience in leading multinational corporations. Executive management positions in marketing, training, and strategic planning.

1963 – 1965 Officer, United States Army, Signal Corps

TEACHING AWARD

2004 recipient of the Vincent J. Mara Excellence in Teaching award

FULBRIGHT SCHOLARSHIP ASSIGNMENT

Granted verbal approval to teach course in Strategic Management at the University of West Indies, Tobago and Trinidad. The application process to be completed during the 2007-2008 academic year.

DISTANCE LEARNING CONFERENCE – JUNE 13, 14, 2006

Mass. Colleges On-line, 3rd Conference on E-Learning, Middlesex Community College, Lowell, Massachusetts

DISTANCE LEARNING COURSE DEVELOPED

Developed graduate level Management Theory and Process course to be offered during the Summer 2007, Session I term.

PUBLICATIONS

** Completed manuscript of a textbook, "Analyzing Business Cases in the 21st Century: From Critical Thinking to Methodology". Final version completed and used in selected colleges.

** Author, "Does the Hype Exceed Reality for ERP Applications and Small Manufacturing Companies: A Case Study". Research paper presented at annual meeting of International Business and Research Conference, October 2003. Best Paper Award

** Co-Author, "Online Grocery Business: Is Market Segmentation the Key to Success?" Research paper presented at the International Business and Research Conference, October 2002, Las Vegas, Nevada. Best Paper Award.

** Co-Author, "Impact of Electronic Commerce on Globalization of the On Line Grocery Business". Paper has been accepted for publication in the International Business & Economics Journal, Littleton, Colorado. Journal will be published in March 2002.

** Co-Author, "Impact of Electronic Commerce on Globalization of the On Line Grocery Business", Reno, Nevada, October 8-12, 2001. The paper was presented at the 2001 International Business & Economics Research Conference. Received recognition by being selected as Best Paper Award.

** Author, “Click and Mortar vs. Dot.Com: Who Will Win the On Line Grocery Business?” Published in Applied Business Research Journal, Annual Conference, March, 2001, Cancun, Mexico

** Co-author, "Electronic Commerce in the Retail Food Industry: Price of Being A Late Adopter." Published in Applied Business Research Journal, Annual Conference, March, 2000, Purto Vallarta, Mexico

** Author, "Electronic Commerce in Business: An Inter-disciplinary Course for MBA Programs." Published in Academy of Business Education, Annual Conference, September, 2000, Hamilton, Bermuda

** Author, McGraw-Hill Primis Textbook, Business Policy and Strategy, 1995 McGraw-Hill.

** Author, "Mission Possible: Learning to Listen." Published in Marketing News, 1995, Vol. 29, No.10.

** Author, "Is your company Customer Driven?" Published in Bottled Water Reporter, 1993, Alexandria, Virginia

** Author, "Elmtown Water Works A," Case Study, 1990. Published in Cases in Marketing Management, Dalrymple and Parsons, 1992, John Wiley & Sons.

** Author, "Developing Strategic Potential With Focus Groups." Published in Bottled Water Reporter, 1992, Alexandria, Virginia

** Co-author, "Teaching Focus Groups With Multimedia." Presented at American Marketing Meeting on Microcomputers in Marketing, 1991, San Diego, California.

* Co-author, "A Comparison of Health Care Offerings as Perceived by Employers." Published in Journal of Ambulatory Care Marketing, Volume 4, No 2, 1991, The Hawthorne Press, Inc., Binghamton, N.Y.

Editor, The Book Review. Published in Applied Marketing Research, A Journal for Practitioners. Volume 31, No. 1, Spring, 1991, Marketing Research Association.

** Author, "Elmtown Water Works," Case Study, 1989. Published in Marketing Management, Fifth Edition, Dalrymple and Parsons, 1990, John Wiley & Sons

* Co-author, "Salient Issues Utilized by Health Maintenance Organizations." Presented at Advances in Health Care Research, American Association for Health Care Research, 7th Annual Meeting, 1988, Snow Bird, Utah.

** Author, "Elmtown Water Works," 1988, Presented at North American Case Research Association Allied Southern Business Association, Annual Meeting, 1988, Atlanta, Georgia

Editor, Computers in Business, Annual Editions, 1986, The Dushkin Publishing Group, Guilford, Connecticut.

Advisory Board Member, Business and Management, Annual Editions, 1988/2000, The Dushkin Publishing Group, Guilford, Connecticut.

* Selected as one of the Outstanding Conference Articles of 1988.

** Original Research.

RESEARCH IN PROGRESS

Electronic Commerce in the college curriculum

Marketing strategy in the bottled water industry

Qualitative Research in a consumer driven economy

Enhancing marketing instruction effectiveness in Business Administration curriculum

Developing strategic potential with Qualitative Research

RESEARCH GRANT

Awarded Graduate Faculty Research Associate for 1992-93, Fitchburg State College, Fitchburg, MA. Research topic: "Is Your Company Customer Driven?" Published by the International Bottled Water Association, April/May, 1993.

SEMINAR

Developed Emerging Business Liabilities of the 90's: Recognition and Protection, seminar sponsored by the Montachusett Economic Center, Fitchburg, State College, Fitchburg, MA, December, 1991.

SPEAKING / LECTURES

Speaker and Moderator, "Business Consulting and Employee Training Programs." North Central Massachusetts Economic Conference, Leominster, MA, June, 1992.

Speaker, "Return to Basics: A Business Dilemma." Fitchburg Rotary Club, May, 1991.

Moderator, "Respondent Accessibility." Marketing Research Association, New England Chapter, Waltham, MA, January 29, 1991.

Speaker, "Basics of Marketing Research". Marketing Research Association of America Annual Meeting, May, 1990, New York, New York.

COLLEGE COMMITTEES/ CURRICULUM DEVELOPMENT

Developed from concept stage to final syllabus MBA course in E-commerce / Business for 2001 academic year

Graduate Higher Education Administration Curriculum Committee, 1998, 1999, 2000

Authored and helped developed Higher Education Administration CAGS degree program, 1999

Major contributor in developing MBA degree, 1995

Developed and taught distance learning course in Management, 1999

All College Tenure Committee, 1998

All College Tenure Committee, 2000, Chairman

Ad Hoc Committee on Evaluation of Chairperson, Business Administration Department, 1998-2000

All College Academic Policies Committee, 1991-93

Departmental Graduate and Continuing Education Curriculum Committee, 1991-98

New England Association of Schools Committee on Faculty, 1991-92

Departmental Recruiting search committee, 1991, 1994, 1998

Departmental Committee for the Development of MBA Degree, 1995

CONFERENCES / SEMINARS

Stew Leonard's University Customer Service Seminar, Norwalk, Connecticut, April 20, 1993.

Small Business Institute Seminar for Directors, Brandeis University, Waltham, MA September 11, 1992.

The Burke Institute, Customer Satisfaction Research Seminar, February 14-15, 1991, Toronto, Canada

Marketing Research Association of America, 32nd Annual Conference, May 30-June 1, 1990, New York, N.Y.

Qualitative Research Association of America, Annual Conference and Seminar, October 9-12, 1990, New York, N.Y.

PROFESSIONAL MEMBERSHIPS

Director at Large, Marketing Research Association of America, New England Chapter, 1991.

Marketing Research Association of America, Chicago, Illinois, 1990 - 2000

Marketing Research Association of America, New England Chapter, 1990

Qualitative Research Association of America, New York, N.Y., 1990.

AWARDS / DIRECTORSHIPS

Recipient of the Vincent J. Mara Excellence in Teaching Award, 2004

Nominated for Vincent J. Mara Excellence in Teaching Award, 2002

Nominated for Vincent J. Mara Excellence in Teaching Award, 1992

Certified Manager (CM) granted by the Institute of Certified Professional Managers, James Madison University, Harrisonburg, Virginia, 1987

White House Small Business Advocate, 1987

Rivier College Faculty Award, 1987

Matthew Thornton Health Plan, Board of Directors, 1987

Marblecraft Corporation, Board of Directors, 1987

Direct Marketing Association Professor's Seminar Award, New York, New York, 1985

Cornell University Graduate Research and Teaching Assistantship, 1968-69

2011 – 2012 BUSINESS ADMINISTRATION PART- TIME FACULTY

CURRICULUM VITAE
(RESUME)

JIE CHEN
129 MacIntosh Lane,
Fitchburg, MA 01420
978-345-8319
jchen1@fsc.edu

TEACHING EXPERIENCE:

2006 – Present: Fitchburg State College

Courses have taught: Introduction to Financial Reporting, Managerial Accounting, Principle of Management, Auditing, International Accounting, Taxation, Introduction to Computer Information System.

2006 Summer: American College, MA - College Algebra on-line

WORK EXPERIENCES:

2006 – Present: Release Manager - Principle Release Engineer
Dassault System, Lowell, MA
Responsible for managing current release which includes more than 50 products. Setup machines for each release and setup iner-site workspaces for different products, monitor daily builds, debug build problem and provide engineers qualified build. Manage all current release test machines and manage 5 development groups build/test machines and setup their current release build. Manage SCM administration tool which is the communication between France, Lowell and India. Provide support for off-shore teams anything related to building our products. Also responsible for managing all the necessary software (needed to build our products) distributed from our Head Quarter to Lowell and distribute products we build to Head Quarter and partners. Develop new method for our build environment and provide support for different development groups.

2002-2006: ***Senior Software Release Engineer***
MatrixOne, Inc, Westford, MA
Responsible for setting up new machines (Windows/Unix). Install all necessary software in new machines. Install Oracle Client/Server in all build machines. Update the latest patches of operating systems and the C++ compiler/Java compiler. Re-build Third Party Software and re-distribute them in

our software. Change the java source build procedure with the latest technology. Debug and fix bugs in the software. Convert Resource Revision Control from using RCS to CVS. Testing all changes and testing all the builds in different platforms. Maintain/update the Release Engineering Web page. Convert Resource Revision Control from CVS to DesignSync. Performing daily build and implement of building any new Application software. Document the producers of how to use DesignSync. Update all necessary documents which related to build environment, procedures, build tools usage.

1999- 2002: ***Software Release Engineer***
MatrixOne, Inc, Chelmsford, MA
Responsible for performing daily database software building. Define the problem in compiling the source code, fix the compile problem and distribute the software to Quality Engineer for testing. Install the software in different platforms that we supported (such as Windows, Solaris, HP) and testing the install scripts. Implement the batch files to automatic do the build. Maintain Makefiles and other shell scripts up to date to associate building the software. Write documents of building procedures, engineers setup environment and Third Party Software building procedures. Manage the Resource Revision Control.

2006-2007: AmeriChinaB2B, Boston, MA/Palo Alto, CA/Beijing
Partner in online marketing and trade consultants to Asia. Involved in Marketing, accounting and Web testing for internet platforms.

1998: ***Internship – Testing Engineer***
Simplex Fire Alarm Systems, Tyco Corp. Westminster, MA
Testing the latest Firm Alarm Software which was developed by Simplex In Windows and Unix operating systems.

1997-1999: ***Graduate/Teaching Assistance***
Fitchburg State College, Fitchburg, MA
Maintaining the enrollment database. Assist in teaching Computer Information courses.

1994-1995: ***Accountant/Marketing Planner***
Beijing Xua Du Trading Company, Beijing, China
Develop new marketing strategic to promote our new products (frozen Food). Forecast the budget and sales, also responsible for all accountant work (payroll, bookkeeping/financial statement/tax).

1993-1994: ***Accountant***
Beijing ShiJingShan District Hua Xing Company, Beijing, China
Conducted all accounting practices (payroll, bookkeeping, taxes which Included import/export tax) and internal auditing. Also manage the office daily work.

1987-1993: ***Purchasing Planner/Inventory Control/Accounting***
Beijing Internal Engine Manufactory Company, Beijing, China
Inventory control for daily usage and report the usage on weekly basis.
Make purchase plan on monthly/quarter/yearly basis. Forecast for the budget and manage purchasing the materials on schedule. Check the quality, quantity and price of the materials when they arrived. Practice on
Inventory accounting (payroll/bookkeeping/inventory statement) and internal auditing.

1986-1987: ***Internship – Management***
Ji Nan Railroad Materials Company, Ji Nan, Shan Dong Province, China
Wu Han Railroad Materials Company, Wu Han, Hu Bei Province, China
Training on marketing strategic, marketing plan, materials supply and
Distribution, accounting practice and inventory control for railroad industry. How computer systems contribute to make this field more efficiency. Write detailed report on analyzing how railroad industry conducts their business, define advantages/disadvantages in this field and how to improve and innovate.

BUSINESS AND TECHNICAL SKILLS:

- Familiar with different software. (MS Office, Accounting, Marketing, HR, etc)
- Familiar with different computer languages (C, C++, Java, JavaScript, Perl, HTML, Tcl/TK, SQL, etc)
- Familiar with different Operating Systems (Windows and Unix)
- Accounting acknowledge
- Accounting practices in different fields.
- Marketing Planning, Purchasing Planning and Budget forecast.
- Marketing research.
- Assist developing on-line Business courses

ACADEMIC ACHIEVEMENTS:

- Candidate for University/College Scholarship, 1985 Beijing, China
- Certified Senior Economic Specialist, 1990 Beijing, China
- Certified Accountant for Practice, 1994 Beijing, China
- President Award, 2001, MatrixOne Inc, Chelmsford, MA
- Five Years Achievement Award, 2003, MatrixOne, Inc, Westford, MA

EDUCATION:

1983-1987: B.S in Management, The Northern Jiao Tong University. Beijing, China
1990: Senior Economic Specialist, Beijing, China
1994: Certificated Accountant for Practice, Beijing, China

1997-1999: M.S. in Computer Science, Fitchburg State College, Fitchburg, MA
2002-2006: MBA, Fitchburg State College, Fitchburg, MA

ACADEMIC/SCHOLER PROJECTS:

- Editing on Academic Report on Asian Trade Research, 2002
- Assistant editing Asian Triad Manuscript (unfinished), 2003
- Research/Editing Articles published on Outsourcing (Published by Regional Press), 2004
- Editing/Research support for Marketing Research Planner, Published by Prentice Hall, 2005

PAULO N. DEOLIVEIRA, JR.

Paulo456@comcast.net / Cell (978) 844-0847

EDUCATION

MBA - Management

Fitchburg State University - 2007

Bachelor of Business Administration (Finance/Management)

Fitchburg State University - 2003

Diverse background in banking and private mortgage companies through self-motivation, and self-discipline. Expert organizational, leadership, teambuilding and communication skills, proven management ability to direct 15 employees on a daily basis. (Multi-lingual, Portuguese/Spanish)

PROFESSIONAL EXPERIENCE

Workers' Credit Union – Leominster, Massachusetts - July 2007- Present

AVP, Branch Manager

Leading a sales oriented team to reach individual and branch goals
Analyzing and making decisions on consumer loans such as vehicles and personal
Growing branch and developing additional business through direct solicitation
Managing branch personnel – Making routine employment decisions
Reviewing performance and salary recommendations
Preparing annual budget and operating within its limitations

Fitchburg State College – Fitchburg, Massachusetts - Dec 28 2009- Present

Adjunct Faculty – Business Department

Teaching Undergraduate – Business courses

Sovereign Bank - Marlborough, Massachusetts July 2005 – July 2007

Community Banking Assistant Manager

Managed and retention of a $ 45 million branch
Ran daily operations
Coached tellers and Platform Personal on sales techniques to achieve productivities goals
Ability to make fast sound decisions or knows where to find the answer

Sovereign Bank - Framingham, Massachusetts May 2004- July 2005

Financial Relationship Specialist

Identified key market opportunities for the branch and developed plan to executed
Analyzed and suggested the financial needs of each customer
Met and exceeded personal sales goals and actively participated in all
branch sales marketing activities
Opened new accounts, processed loans applications and closes loans according to guidelines

Paulo Deoliveira - Page II

First Southern Bank, Boynton Beach, Florida July 2003 –Dec 2003
Loan Officer
• Originated residential mortgages

Commonwealth Mortgage Services, Shrewsbury, Massachusetts June 2002 – June 2003
Loan Officer
• Originated residential mortgages

Decourcey Mortgage Services, Framingham, Massachusetts April 2002- Dec 2003

Loan Officer

Originated residential mortgages

Miscellaneous:

BANKING COURSES AND TRAINING PROGRAMS

Effective Personal Productivity – Leadership Management International, Inc. – 2011

Developing Business Lending Fundaments – Omega Performance – WCU – 2009

Developing Great Managers – Massachusetts Credit Union League, Inc – 2009

Stellar Services – Achieve Global Corporation – 2008

Lending to Small Business – Spence Britt & Browne, LLP -2008

Proactive Relationship Banking – Cohen Brown – 2006

Workplace Diversity – NVJ Management Consulting Firm - 2006

Extraordinary Sales Leadership – Cohen Brown Management Group, Inc – 2005

Supervisory Development Program- Dering Consulting Group - Sovereign Bank – 2005

Matthew Doucette

13 Rockcroft Road
Weymouth, MA 02188
781-771-2477
mattyang@comcast.net

Professional Profile

Senior leadership professional offering operational excellence and extraordinary guest services.

Experience:

Marriott Courtyard and Coco Key Water Resort, Fitchburg, MA
8/09-Current

- 245 Room Property, CoCo Water Resort – 48,000 sq ft, and 10,000 Meeting space
- Re-Branded 60,000 sq ft Trade Center to CMEC – Central Massachusetts Expo Center
- Improved Key Measurable: Employee, Guest, RevPar, and Profit

Marriott Courtyard and Coco Key Water Resort, Fitchburg, MA
Ferncroft Sheraton and Coco Key Water Resort, Danvers MA
Holiday Inn Waterbury and Coco Key Water Resort, Waterbury, CT
Area, Food and Beverage Director
4/09 – 8/09

- Four consecutive months of food and beverage profit, prior year negative profit
- Four consecutive months of Guest Satisfaction growth
- Member Sage Profit Swat team

Independent Consultant – Area Food and Beverage Director
1/09 – 4-09

- Operational consultant for Multi-use facilities
- Re-positioned Brand from Best Western to Marriott Courtyard
- Re-concepted and implemented healthy concession options in Coco Key Water parks

SLS Hotel at Beverly Hills, Los Angeles, CA
Task Force Director
10/08 – 1/09

- 397 room Property
- New Brand of Starwood Luxury Collection
- Provided leadership/support to Director of Food and Beverage
- Pre-opening coordination of Food and Beverage equipment par levels
- Responsible for Food and Beverage Post opening OS&E purchases
- Trained management and line associates on Starwood operating standards
- Developed, implemented, and maintained operating standards in Food and Beverage

Sheraton Boston Hotel, Boston, MA
Director of Food and Beverage
6/05 – 9/08

- 1216 room Property
- Responsible for Budget and Forecasting food and beverage revenue $27M
- Successfully managed 70,000 sq Banquet Space
- GSI/MSPI y/y improvement
- ROI /Capital Projects to include 1M redesign of Banquet equipment

- Implemented Wireless H S I system
- Responsible for Capton – beverage cost reduction and control system
- Spearheaded Starbucks conversion for property
- Reporting/communication to Asset management – HOS
- Lead for Corporate Pilot projects:
  Optimizing Labor, Craving Cart, Sheraton Club
  Project, Sheraton Breaks Menus, and eMenus
- Managed renovation of Lobby Restaurant and Bar
- Responsible for marketing Food and Beverage outlets
- Negotiated Collective Bargaining Labor Contract
- Successfully managed union and non-union employees
- Starvoice – employee satisfaction increased 5-10% y/y

ARAMARK - Convention and Exhibition Center, Boston,
MA General Manager
4/04 – 6/05
- Exclusive Food and Beverage provider for Massachusetts Convention Center Authority
- $20M Food and Beverage sales open year
- Managed Exhibition Hall 526,000 sq ft, 82 meeting rooms, 40,000 sq ft Ballroom, and 20,000 sq ft lobby
- Marketing Food Service venues
- Commissioned all food service equipment and Capital OS&E
- Overall responsibility for management, interview & hiring of staff
- Trained entire Grand Opening Management Team

Seaport Hotel & World Trade Center, Boston,
MA Director of Guest Services
4/01 – 4/04
- 426 room Property
- Responsible for acquiring and maintaining Four Diamond AAA Service Award.
- Developed, executed and maintained Rewards/Repeat Guest Program
- Developed rotational service inclusive (non gratuity) service culture

Sheraton Boston Hotel, Boston,
MA Director of Guest Services
9/00 -4/01
- 1216 room Property
- Responsible for Front Office Operations including; Management, Supervisors, Guest Service Agents, Concierge, Bell and Door Staff, Night Audit, Rapid Response Agents, and PBX employees
- Consistently maintained JD Power and Associates Guest Service index over 9.00 of possible
  10 by streamlining daily communication, re-implementation of service standards on all area of responsibility and empowering employees to exceed guest expectations through positive recognition and reward while reducing operational and payroll expenses by 10% y/y

Sheraton Boston Hotel & Towers, Boston,
MA Sales Manager
9/98 – 9/00

- 1214 room Property

Responsible for SMERF (social, military, education, religion, and fraternal), Tour and Travel, and Sports markets

- Worked closely with GBCVB, Starwood Global Sales offices, and local Boston Hotels to contact citywide groups
- Exceeded 2000 sales goal by 20%, goal of $3.7M, - year end contracted $4.4M
- Exceeded 1999 sales goal by 30%, goal of $2.7M - year end contracted $3.5M

Sheraton Boston Hotel & Towers, Boston,
MA Director of Banquets
6/96- 9/98

Sheraton Boston Hotel & Towers, Boston,
MA Banquet Manager
6/93- 5/96

- 1214 room Property
- Responsible for banquet budget and executing operations
- Directed managers/managed union staff to include; Banquet Servers, Coffee Attendants, Bartenders, and Convention Service Staff
- Development and implanted Banquet Service Manual to standardize all service procedures to improve Meeting Planner Survey Index
- Managed to all union guidelines and achieved improvement in Meeting Planner satisfaction and profitability

Johnson & Wales University, Providence
RI Admissions Representative
3/91- 5/93

- Responsible for recruiting members of FHA/HERO, FBLA, and VICA by conducting presentations and attend National conferences
- Conducted over 200 presentations in Northeast, New York, and New Jersey annually

Johnson & Wales University, Providence
RI Fellow/Teacher Assistant
3/89 -3/90

- Trained sophomore Culinary Arts and Hospitality interns in both banquet and a la carte environments
- Responsible for practical training and evaluating students on J WU managed properties

Sheraton Braintree Hotel, Braintree,
MA Rounds/Banquet Cook
9/86 -3/90

- Roles included Banquet Cook, Garde Manger, Line Cook, and Sauté, Broiler and Fry
- Responsible for Sunday Brunch (averaged 300 covers) prep and execution to include; buffet layout, menu selections, preparation of cold and hot foods, sauté and caving stations

Education

Johnson & Wales University, Providence, RI
5/93 Master of Science Degree – Hospitality Administration
5/91 Bachelor of Science Degree – Food Service Management
3/89 Associate in Occupational Science Degree – Culinary Arts

Training/Certificates
Fundamentals Courtyard by Marriott, Marriott Strategic Alignment, AW Certified, TIPS Certified, Leading Starwood, Starwood Brand Trainer, Building Leadership skills, Sales University, Controls Training, CPR/First Aid, and Serve Safe

Computer Skills
MS Office, Word, PowerPoint, Excel, Outlook, Geac, Delphi, SAP, Kronos, Catermate, TimeSaver, H S I, Micros, and Info genesis

Personal References for Matthew Doucette

Debra Foster – Director of Operations Sheraton Boston Hotel 617-799-6021

Jay Davis – Controller Sage Hospitality 978-408-1459

Bill Croke – Operations Vice President and Area General Manager Sage Hospitality 301-452-2563

Bill Dabb – Fitchburg State College Professor 626-423-4741

Denis P. Fiorentino
101 Shawna Street · Fitchburg, MA. 01420 · (978)342-6153

OBJECTIVE

To use my 30 years of extensive experience in Distribution and Operations Management for a corporation seeking effective and cost-efficient systems and solutions.

SUMMARY OF QUALIFICATIONS

- Thorough knowledge of all facets of WMS and SAP as related to receiving, shipping, reserve storage, inventory, and warehouse management.
- Proven ability to manage retail operations in addition to distribution operations involving multiple departments and multiple warehouses within a fast paced pick and pack distribution environment.
- Adept in all aspects of warehouse operations including receiving, shipping, MRP, Q.C., scheduling, distribution, inventory control, writing and policy implementation, and complex problem solving.
- Extensive experience monitoring distribution and warehouse operation profitability, budget preparation, long-term distribution requirements, and company goals and objectives.
- Proficient in all major software applications and in adapting those applications to meet departmental needs in order to facilitate effective distribution solutions.
- Extensive experience developing and implementing engineered standards employee incentive program.
- 20+ years of advanced managerial experience including employee evaluation and development.

PROFESSIONAL EXPERIENCE

Operations Manager – Receiving, Inventory, & Bulk Storage 8/1995 - Present

The Rockport Company, Lancaster, MA.

- Solely responsible for managing warehouse staff and supervisors for a two-shift operation for this $500 million company.
- Solely responsible for receiving and bulk storage operations for all products in the Lancaster facility and 3rd party warehouses.
- Developed and implemented procedures for these departments for the start-up of the Lancaster facility including the implementation of the WMS.
- Implemented procedures that increased inventory accuracy to essentially 100% for incoming product in Receiving and to 99.95% in Bulk Storage.
- Implemented an employee incentive program which produced productivity improvements of 97% in Receiving and 27% in Bulk Storage.
- Responsible for maintaining the Power Truck training program within the facility including the use of power jacks, lift trucks, and order pickers.

Adjunct Instructor – Department of Business Administration 9/2005 - Present

Fitchburg State College, Fitchburg, MA.

- Engaged in teaching undergraduate and Graduate Business Administration courses for the Department of Graduate and Continuing Education, in both the traditional classroom setting and on-line distance education courses.
- Courses taught include the following: Marketing, Retailing, Business Forecasting, and Operations & Supply Chain Management, Human Resource Management.

Distribution Center Manager – Receiving, Order Processing & Returns Processing
7/1988 - 8/1995

Filene's Inc., Natick, MA.

- Responsible for the direct supervision of up to 60 associates and 3 supervisors.
- Developed, implemented and managed a vendor pre-ticketing program, while acting as liaison to buyers and merchandise vendors. Also developed and maintained a PC data base, monitored movement of orders through the DC and provided timely reporting to DC upper management.
- Solely responsible for the Purchase Return and Corporate Damage department servicing 55 stores.
- Developed an in-house landscaping, housekeeping, and corrugation recycling program for the both the DC and 21 stores resulting in savings and revenue of $50K per year.
- Responsible for an offsite fixture storage facility of 70k square feet in Westborough, Ma.
- Key member of the Early Morning Recovery program for store operations that provided 25% increases in delivering product from the DC to store selling floors.

Operations Manager – Store Operations 3/1986 – 7/1988

Filene's Inc., South Portland, ME.

- Coordinated, directed, and managed all store support staff (cash office, receiving/shipping, facilities maintenance, staffing, & security) and responsible for all payroll and operating budgets totaling $1.8 million.
- Implemented a computer based employee scheduling system resulting in increased customer contact and decreased payroll.
- Solely responsible for maintaining an average inventory level of $75 million and a shrinkage rate of less than 3%.

Distribution Center Supervisor 9/1984 – 3/1986

Filene's Inc., Natick, MA

- Supervised executive and associate staff in merchandise processing for 21 department stores.
- Implemented an engineered standards employee incentive program for 120 associates in 3 departments.

Distribution Center Area Manager – Packing, Receiving & Highbay Storage 11/1982 – 9/1984

Marshall's Inc., Woburn, MA.

- Supervised 30 employees in the central packing department of a 1 million sq. ft. distribution facility servicing 130 stores.
- Later assigned to and solely responsible for all receiving activity engaged in supplying all processing areas and the supervision and inventory accuracy of the highbay storage racks with an average inventory of $150 million.

EDUCATION

M.B.A – Management	Fitchburg State College, 2004, 4.0 GPA
Master of Arts – Climatology	University of Rhode Island, 1977, 3.7 GPA
Bachelor of Science - Geography	Fitchburg State College, 1975, graduated Cum Laude

Robert A. Gohary
Worcester, MA
(774) 823-0818
ragohary@yahoo.com

CollateralOne Risk Management Group, LLC **12/2008 -Present**
Worcester, MA

National Collateral Risk Consultant
Working with Fannie Mae, Freddie Mac and Goldman Sachs to reduce their Toxic Assets

- Respond to lender's rebuttals on a timely manner
- Handle escalated member and appraisal dispute issues
- Participate in calls and on-site meetings to negotiate valuation issues for loans on lender impasse lists
- Train new employees in Dallas, Chicago, and Philadelphia
- Conduct research and analysis on Goldman Sachs collateral utilizing expertise, internal/external property valuation tools and resources
- Perform valuation reviews of loan files, and lender appeals. Rescind or affirm valuation related issues in Fannie Mae, and Freddie Mac repurchase requests
- Developed an efficient and highly productive team of Centralized Repurchase Team appraisers for Fannie Mae
- Compose a letter used to communicate inadequacies to the lender that were identified through the review process
- Manage and prioritize caseload of pending and active appraisal reviews
- Maintain review productivity in line with the department's benchmarks
- Respond to valuation questions and disseminate valuation guidelines and requirements with internal/external customers
- Maintain thorough and up-to-date knowledge of all guidelines, products and systems that are pertinent to the loan review process, as well as USPAP
- Document conclusions in the QAS system with an accurate assessment of the valuation review

Fitchburg State University **7/2010 - Present**
Fitchburg, MA

Part-Time Instructor
- Conducted various adequate Online MBA classes on the Business Management, Corporate Finance and Real Estate Marketing
- Developed several courses for the University's online MBA program such as Real Estate in 21st Century and Real Estate Management and Finance
- Currently conducting a UG day Business Law I

World Savings/Wachovia **9/2003 – 11/2008**
Newton, MA

District Loan Appraisal Manager

- Hire, train, and manage performance of employees
- Provided advanced training and education elevating all appraisal teams to review appraiser status resulting 100% plus increase in productivity
- Staffed and trained an assistant manager and 19 staff appraiser's covering MA, NH, and RI
- Plan work, and delegate, or direct and distribute work to appropriate team members
- Instituted customer service standards reducing customer wait times by 55% in Massachusetts and 65% in Rhode Island and New Hampshire. Consistently ranked in top 5% in customer service nationally
- Provide strong leadership and direction to team members in the support of production environments
- Function as an advisor on projects and tasks
- Evaluate productivity and efficiency
- Write formal performance appraisals and recommend salary, grade, and status changes

- Make recommendations for changes in Departmental programs and policies after consideration of effect on organizational goals
- Make decisions that have a significant effect on the functional area managed and may have a moderate effect on the organization
- Performed Regional Desk and Field reviews on staff appraisal reports Implemented quality control measures ensuring full compliance with USPAP

Metro Boston Partners, LLC **5/1998 – 8/2003**
Cambridge, MA

Sr. Review Appraiser

- Perform appraisal reviews on residential and Multi-unit homes, Condominiums, Townhomes and vacant land in MA, CT, NH and RI
- Mentor and train new appraisal staff
- Recruited and trained over 35 staff appraisers
- Planned successful marketing and advertising strategies targeting and developing new accounts
- Performed real estate appraisal reviews in MA, NH and RI
- Reviewed appraisal reports of staff and clients. Assigned territories and appraisal work to staff appraisers
- Created a challenging and motivating environment for staff

Silver Stream Software **1/1994 – 2/1998**
Billerica, MA

Technical Field Engineer

- Responsible for providing high-quality technical support for the Silver Stream software program across the US
- Work with all personnel and outside contacts to satisfy clients and achieve company goals
- Identify areas of improvement in the company and assist in creating and implementing solutions
- Perform hardware and software installations
- Travel to and from customer locations, documenting work activity and maintaining administrative paperwork.

ITT Grinnell Inc. **8/1982 – 10/1993**
Providence, RI

Sales Engineer

- Reviewed customer requirements and existing design configuration in order to recommend targeted solutions that included all relevant technical documentation for the pre-sale (Request for Information, Proposal and Quote) as well as Disaster Recovery recommendations.
- Assign responsibilities of preparing document and sales guide materials
- Initiated and implemented a system code that streamlined the ordering, billing and provisioning process which reduced equipment expense and work hours for provisioning, order entry and billing.
- Handle the tasks of providing support in the entire phase of sales starting from initiation to closure
- Stationed in London office covering Middle East, India and Hong Kong

Education

Master Business Administration – Management **9/07 – 1/10**
Fitchburg State University, Fitchburg, MA

Bachelor of Science **9/78 – 1/82**
Central New England College, Worcester, MA

Advanced Level Degree – Science **9/75 – 5/78**
Mid-Herts College, London – UK

Currently enrolled in Doctorate of Business Administration (Global Business and Leadership) Program, California Intercontinental University – Class of 2014

Certifications
Massachusetts State Certified Residential RE Appraiser
Rhode Island State Certified Residential RE Appraiser
New Hampshire State Certified Residential RE Appraiser
Connecticut State Certified Residential RE Appraiser
Maine State Certified Residential RE Appraiser
Texas State Certified Residential RE Appraiser
Nevada State Certified Residential RE Appraiser
Member of Appraisal Institute

MICHAEL T. GREENWOOD, Ph.D.

Residence: 38 Woodland Drive, PO Box 455
Westminster, MA 01473
CELL 978-660-5647 HOME 978-874-0292
Personal email: michaeltgreenwood@yahoo.com

- Marketing Professor, Mount Wachusett Community College (Full-time, Tenured)
- Demonstrated public service activities within the community, speaking at businesses, events etc.
- Strong international business management experience
- Undergraduate and graduate online course development and teaching experience
- Completed business department program reviews as chair
- Core competency in building and directing high-performing teams that achieved breakthrough thinking and solutions while holding several key high-visibility management roles including sales and integration; strategic and tactical consulting; education and support services
- Experience building and motivating teams to deliver on business plans, while controlling costs
- Executive marketing experience includes collaborating in the growth and transformation of two venture-backed consulting companies, one of which was sold to Yahoo in 1998
- Staffed and managed start-up and national teams with sales accountability ranging from $4 million to over $800 million
- Involved in Start-Ups, Mergers and Acquisitions as well as national and international business teams while playing an integral role in delivering breakthrough thinking

COLLEGE AND UNIVERSITY TEACHING EXPERIENCE:
Mount Wachusett Community College; Full-time, Professor, Tenured
Fitchburg State University, Fitchburg, MA, Business Department; Adjunct, Graduate and Continuing Education
Suffolk University, Sawyer School of Management, Boston, MA; Adjunct, Graduate School
Nichols College, Dudley, MA; Adjunct, Graduate and Continuing Education

Classes taught include the following:
Advertising Business
Statistics Customer Service
Economics
Entrepreneurship
International Management
International Marketing
Leadership
Management
Market Research
Marketing
Operations Management
Retail Marketing
Sales Management
Salesmanship
Small Business Management
Strategic Management
Strategic Marketing

EDUCATION:

Ph.D.	Organization and Management, Capella University, School of Business and Technology, Minneapolis, MN	2008
MBA	Management, Suffolk University, Sawyer School of Management, Boston, MA	1985
BS	Marketing, Northeastern University, School of Management, Boston, MA	1982
AS	Business Administration, Mount Wachusett Community College, Gardner, MA	1980
AS	Mount Wachusett Community College, Gardner, MA	1974

WORK HISTORY:

Mount Wachusett Community College
444 Green Street
Gardner, MA 01473

PROFESSOR MARKETING (Tenured): (August 2004 – Present)

- MWCC Business Department Chair: (2012- current), (2005-2010)
- Designed and established a business capstone course that used local firms each year as learning laboratories.
- Initiated a new design for faculty advising called "Advising 360" where advising is making a difference every day for our students; advising and mentoring students with 360 degrees of awareness for opportunities to advise, always seeking opportunities to meet with students, engaging them on a daily basis in the halls, in the cafe or on service learning projects.
- Proposed a plan for improving student retention. Recommended the following: Stay and graduate transfer paradigm; Reestablish a freshman and sophomore class cohort model; Create an online virtual advising tool; Make retention a campus-wide shared accountability; Improve communications with students, through mailings, internet and "push" telephone announcements, all linked to academic success milestones for students.
- Authored and introduced the *Predictive Degree Model: A Plan for Developing and Leading a Community College Accelerated Degree Cohort Model.*
- Designed and created a comprehensive business department Internet site designed to address students' ongoing needs. Worked with our business advisory board linking our formal "workplace focused" academic outcomes.
- Committed to outreach activities with community businesses. Volunteered in service to community and advisor with the North Central Chamber of Commerce, North Central Charter School, Ashburnham-Westminster School Committee, Town of Westminster zoning board of appeals, SimplexGrinnell, Bemis Industries, WCU Federal Credit Union, Nypro Inc., Velcro North America, GFA Federal Credit Union, Concordant, Inc., Simonds, Rollstone Bank and Trust.
- Established a new business degree marketing campaign.
- Initiated the annual MWCC School of Business and Chamber of Commerce Survey of Executive Trends in 2012. Will establish forward looking trends of changes to business hiring plans, growth perspectives and market optimism. Includes the cooperation of four regional Chambers of Commerce.
- Co-chair for the MWCC Provost search committee.
- Member of the MWCC CIO search committee.
- Member MWCC Long Range Planning Committee.
- Board member MWCC Foundation, Inc.
- Member Mass Bay Community College Board of Trustees Presidential Review Commission.
- Member MWCC President's Systemic Change Committee.

IBM Corporation
1 New Orchard Road
Armonk, New York 10504-1722

IBM Senior Worldwide Marketing Manager: (March 2003 – August 2004)

Worldwide marketing team for $9.6 billion in software and consulting sales and delivery. Included channel strategy, market research, partner marketing, program management, new offering development and launch on a worldwide basis.

IBM Business Consulting Services, Associate Partner: (January 2002 – March 2003)
Heavy client consulting role with Fortune 500 clients. CRM, CIS, ECR, SCM, BI, WEB, eCommerce.

Executive Manager, IBM Nordic Region, Europe, Stockholm, Sweden: (September 2000 – January 2002)
Expatriate assignment in the IBM Stockholm, Sweden office. Led and managed international IBM consulting services on a country-by-country basis tailored to regional needs, as appropriate. As practice leader for 216 IBM consultants and sales professionals, realigned each country practice and built credibility for IBM BI-CRM consulting. Practice included: Business Intelligence, Customer Relationship Management, and Web Selling. (Sweden, Finland, Norway, Denmark).

- Rebuilt high performance sales and consulting team that can scale revenue to over $125 million level for Northern European, Nordic, operations.
- Executive leader for GEO managers; 8 Regional Practice Managers, 15 Local Offering Managers, +200 delivery Consultants (consisting of Project Managers, Business consultants, SME, IT infrastructure specialists, sales units consultants).
- Built a full offering and service practice within IBM. Developed marketing material. Trained personally all GEO and Regional Managers and top sales unit leaders.
- Conducted marketing events, training and mobilization including internal workshops to mitigate change factors and help IBM team understand and accept innovative changes in key areas. Removed roadblocks, resolved issues, and engaged the US and EMEA GEO business managers in the development of processes, practices and mobilization.
- Created linkages from process roles to training curriculum packages. Developed and executed sales and SME training. Forecasted, built and gathered business plans and budgeting, managed marketing funds, travel cost, purchasing/assets/payables.

Principal IBM Global Services, North America Practice: (1998 - 2000)

Refined the CRM foundation strategy design and assessment. Supported NA cross sector sales pursuits with focus on distribution sector clients, for example; Kodak, SONY, A&P, SC Johnson, P&G Internet Division, Ahold Group NA, Radio Shack, Kroger, Ace Hardware, ICI Paints, Danone, Pathmark, US Govt. Mint, Service Master, Kraft General Foods, Sears, JCPenny, Wal-Mart Stores, General Motors, Mobil Chemical Company, United Airlines, Hasbro Toys. Have IBM patent pending.

***HyperParallel, Inc*.**

CRM, data mining, direct marketing company - WPP Group
282 Second Street, San Francisco, CA 94105

VICE PRESIDENT, WORLDWIDE PROFESSIONAL SERVICES: (1997 - 1998)
Part of former NCR management team that took this early-stage data mining software technology and direct marketing startup from a non-profitable R&D venture to a commercial enterprise recognized by the Aberdeen Group (Boston) as the leader in the industry. Startup Silicon Valley firm was funded in part by the WPP group (J/Walter Direct, Ogilvy Mather) and the founders of Teradata Corporation. **Sold to Yahoo in 1998**.

- Built a highly effective and consistently profitable worldwide CRM data mining consulting organization from ground zero to over $10 million over a 12-month period. Clients included BofA, Lloyds London, Telstra Australia, P&G, A&P, Regional Bell Operating Companies, Ogilvy.

- Pioneered a customer relationship marketing system and process between CPG client and a number of retail chains that leveraged targeted direct marketing, in-store promotion, co-marketing, and loyalty programs to increase brand-chain profit.

- Through crafting a vision and promoting that vision internally and externally, led the design and operationalizing of capabilities that included ad item selection, frequent shopper-RFM, new product introduction, segment-of-one-marketing, local store assortment planning, seasonal forecasting, in-store traffic flow, direct mail targeted marketing, and customer segmentation.

AT&T Global Information Solutions

NCR Division
Enterprise-Wide Retail Data Warehouse Computer Systems Group
1700 S. Patterson Blvd., Dayton, OH 45479

DIRECTOR, PROFESSIONAL SERVICES, ECR, CRM: (1996 - 1997)
Shared in this data warehouse manufacturer's rebirth as a services-led technology solutions company. Directed nationwide team supporting NCR national account sales teams with over $86 million in revenue. Consulted with data warehouse clients to help them quickly operationalize data warehouse information. Required a keen understanding of ECR, CRM and marketing issues and the drivers that influence the successful implementation of fact-based DSS tools.

- Directed internal marketing planning and goal setting with regional Vice Presidents resulting in a sales force that was more focused on pragmatic achievable results driven data warehouse solutions and applications. Achieved 109% of first year sales objective.

- Developed a suite of business best practices models that leveraged enterprise data warehouses, which fostered NCR's migration from a server vendor to that of an industry CRM solutions provider.

- Developed an offering suite of business best practices models which leveraged enterprise data warehouses and which fostered NCR's migration from a server vendor to that of an industry solutions provider.

- Created retail vertical market consulting and client servicing offering that focused on merchandising, marketing, and supply chain consulting. Resulted in driving over $23 million in new systems sales and consulting.

Marketing Resources

Retail Merchandising & Marketing Company
499 Mountain Road, Princeton, MA 01541

EXECUTIVE VICE PRESIDENT MARKETING: (1994 - 1996)
Directed all retail marketing, merchandising and manufacturer driven sales, advertising and promotion programs on behalf of packaged goods manufacturer, retailer and sports marketing clients throughout New England. Responsibilities included media planning, new item introduction, direct mail, special events, sports marketing, merchandising and TV and Web promotions.

- Directed and managed carbonated beverage merchandising and marketing programs that resulted in attainment of 145% of objective.

- Directed the development of ECR studies targeted to enhance profits by reducing costs. Resulted in successful new item launch in five markets.

- Developed streamlined media placement process that resulted in a 30% savings in media spending with a 57% increase in reach and frequency achieved through heavy promotion partnering with media.

- Conducted sales force category management and promotion effectiveness training across New England and New York. Resulted in sales forces exceeding their 1995 sales objectives by 6%.

ACNielsen Marketing Research

Division of the Dun & Bradstreet Corporation
Northbrook, IL

VICE PRESIDENT, ECR-CATEGORY MANAGEMENT: (1993 - 1994)
Directed a national consulting and sales group serving retailers and manufacturers providing fundamental through advanced retail pricing, merchandising, advertising and promotion event planning and evaluation procedures that achieve measurable business results. Created consulting programs focused on Category Management and CRM consulting process. Presented at national trade association meetings, manufacturers, and retailers.

VICE PRESIDENT, SOFTWARE SALES STRATEGY: (1992 - 1993)
Aligned client services with a practical understanding of client customer information needs and goals. Directed design and execution of sales programs to support key DSS tools. Sales initiative resulted in DSS sales and services that increased from 27% to 32%.

VICE PRESIDENT, DIRECTOR NIELSEN UNIVERSITY: (1991 - 1992)
Directed the delivery and design of corporate education for the northeast region. As an active in-class corporate instructor was consistently recognized as a top contributor. Designed “extension” training for our Fortune 50 clients. Received national ACNielsen MVP award for my corporate education initiatives.

ACCOUNT DIRECTOR: (1989 - 1991)
Responsible for consulting sales and implementation that grew DSS revenues from zero to over $3 million. Recognized as region MVP in 1989.

Unidyne Marketing and Promotions
9 A Street
San Diego, CA

VICE PRESIDENT, MARKETING AND STRATEGY: (1987 - 1989)
Led the integration team for DSS capabilities and consumer behavior analytics in client engagements.

- Developed broadcaster – manufacturer – retailer joint promotions throughout major markets in the US.

- Promotion with Dallas retailer resulted in $1.2 million in gross revenue and achieved 112% sales lift for retailer and 135% lift for broadcaster. Heavy use of syndicated data sources (IRI and ACNielsen) to report sales success.

- Created sales process tracking and quarterly results measurement that resulted in company exceeding 1998 sales goal by 11%.

- Developed marketing materials and client training program that streamlined post-sales delivery and improved client satisfaction.

Supermarkets General Corporation
New England Division
101 Boston Road, North Billerica, MA ***(1987 Sales $5.3 billion) 1987 Fortune Retail 20.***

CORPORATE MARKETING, SALES, AND MERCHANDISING EXECUTIVE: (1981 - 1987)
Managed $14 million media advertising and sales program budget. Directed the execution and development of major market advertising and promotion activities including direct mail.

- Approved and developed media plans, new store opening ad campaigns, and vendor relations. Managed internal ad production department, communications, Video/TV Network, Sales planning, and repositioned entire private label line.

- Heavy integration with store operations. Reported to Senior Vice president. Member of SLT.

- Performed marketing program development and 87 zone pricing management.

- Directed vendor driven merchandising and promotion projects.

- Successfully managed divisional marketing and merchandising services for $800 million in grocery, dairy, frozen, HBA, GM supermarket sales and $34 million in convenience store sales.

- Re-engineered the merchandising and buying functions that included installing Scan*Fact PC, Space*Man, and IBM's INFOREM inventory management software.

- Managed staff of 7 direct reports and a team of 45 with a span of control for 383 chain-wide employees.

<u>Other positions held at Supermarkets General</u>
Corporate chain director of sales (1979-1981)
Region Manager (1977-1979)
Corporate Training Director (1976-1977)
Store Manager (1974 –1976)

Michael B. Leamy
173 Tibbett Circle
Fitchburg, MA 01420
Mleamy1@fitchburgstate.edu
978-906-3512

Education

Nichols College, Dudley, MA
M.B.A., 2001

Bentley College, Waltham, MA
Bachelor of Science, Management, 1998
Honors degree in Management

Professional Certifications

Certificate in design and development from Langevin Institue for Trainers

Certified as a designer and instructor through E-college, Blackboard and Web-CT

Work Experience

DISTANCE EDUCATION COORDINATOR 03/06 – present
Fitchburg State University
*Manage the development of online classes
*Instruct and assist faculty with course development, management, audio/visual tools, and additional courseware systems
*Evaluate and oversee new technologies for online learning and traditional classrooms
*Monitor courses and assist distance education students
*Manage distance education web pages and marketing

VISITING PROFESSOR 6/04 – present
Fitchburg State University
* Develop and deliver both day and evening departments
*Build syllabus and curriculum
*Facilitate classes in the traditional classroom as well as an on-line setting

ADJUNCT FACULTY 12/01 – 06/04
Nichols College, New England College of Finance
*Develop and deliver evening courses
*Course Designer of online courses

INDEPENDENT CONSULTANT/TRAINER 12/01 - present
* Assess, design, deliver and evaluate training programs for clients
*Design and facilitate courses and workshops: online and in-class

*Maintain online division of distance educational courses for a client
*Monitored and managed growth of a secondary distance education program

SENIOR TRAINING & DEVELOPMENT SPECIALIST 11/99 – 5/04
PFPC Global
*Research, design, and develop training programs
*Provide classroom, on the job support, and tutorial training
*Develop curriculum on request for specialized training

SENIOR PORTFOLIO ADMINISTRATOR 9/98 – 11/99
PFPC Golbal
*Corresponded and worked with client
*Supervised over level one accountants
*Performed daily accounting activities and monthly/quarterly audits on funds

Publications

DISTANCE LEARNING ADMINISTRATION 2008
Leamy, Michael B. "Managing Student Interaction from a Distance" OJDLA, 2008

Presentations

"Engaging Students Online"
NERCOMP Annual Conference 2011, March 2011

"Managing Student Interaction from a Distance"
Distance Learning Administration Conference June 26,2008

"Using Technology to Engage Students"
Massachusetts College Online Conference 2007, June 13. 2007

"Managing Online Before Class Starts"
Massachusetts College Online Conference 2007, June 12. 2007

Courses Taught

Using Technology to Enhance Student Achievement (2009 – present)

Organizational Behavior and Development (2008 – present)

Marketing Management (2007 – present)

Entrepreneurship (2006 – 2007)

Managerial Accounting (2002 – 2006)

Financial Accounting (2002 – 2006) Fundamentals of

Marketing (2002 – 2004) Fundamentals of

Management (2002 – 2004)

Grants (Involvement)

Education Grant with Moodle
Nursing Grants

Awards and Honors

Commonwealth of Massachusetts Citation for Outstanding Performance (2008)
Awarded for leadership is taking the first two programs at the college completely online.

Service Contributions
Technology Advisory Committee, Fitchburg State University (2009 – present)

NEASC Committee, Fitchburg State University (2011 – present) Curriculum

Committee, Fitchburg State University (2008 – 2009) Supervisory Committee,

Fitchburg Federal ME Credit Union (2008 – 2009)

Professional Memberships

University Professional & Continuing Education Association

52 Streeter Road, Paxton, MA 01612•(508) 831-2314•james.lemire@jud.state.ma.us

JAMES R. LEMIRE

Work Experience

1979-1989
2001-2006 Worcester County District Attorney's Office Worcester, MA

Assistant District Attorney

- Chief of Sexual Assault Unit
- Chief of Dmg Unit
- Chief of Financial Crime Unit

1989-2001 Private Practice Law Holden, MA

Attorney at Law

- Criminal and Civil Litigation

2006-present Massachusetts Superior Court Boston, MA

Justice of the Superior Court

- Preside over civil and criminal cases

Education

1971-1975 Assumption College Worcester, MA

B.A. Political Science

1975-1978 New England Law Boston, MA

Juris Doctor

Teaching Experience

1981-present Assumption College Worcester, MA

Adjunct Professor Continuing Education

- Classroom lecturer (Business Law, Criminal Law, Litigation, Real Estate Law)
- Online facilitator (Business Law, Litigation)
- Advisory Board (Paralegal Program, Criminal Justice Program)

Curriculum Vitae
Louis J. Pereira, MBA, CBI, CBA, ASA
As of September 1, 2011

Professional Designations

American Society of Appraisers: ASA, Accredited Senior Appraiser
Institute of Business Appraisers: CBA, Certified Business Appraiser
International Business Brokers Association: CBI, Certified Business Intermediary
American Institute of Certified Public Accountants: Faculty Member
Realtor Commercial Alliance of Massachusetts: Member

Professional Experience

Twenty years of full-time experience in mergers and acquisitions, and business appraisal, including:

Merrimack Business Appraisers, LLC., 2007 – Present. Principal in a business appraisal firm specializing in valuation of privately-held business entities for ownership transitions, shareholder dispute resolution, divorce settlement, ESOP and tax matters.

Herold-Lambert Group, Inc., 2003-Present. President of a merger and acquisition advisory firm. Consult with buyers and sellers of small and mid-sized companies to value, package, market and sell the companies. Develop comprehensive business offering prospectuses including economic, market and financial analysis and value justifications; completed over 120 business valuations of small and mid-size companies, LOIs and Purchase & Sales Agreements across multiple industries; present, defend and negotiate analysis and conclusions with principals, accountants, attorneys, and other stakeholders.

Hands On Technology, Inc. Vice-president. Primary marketing and business development executive for a national software skills training company. Developed and implemented business plan, and managed all strategic alliances, acquisitions and marketing channels to drive customer acquisition and revenue growth.

Ad Pepper Media International, Chief Operating Officer. Launched American division of international marketing services company. Developed and implemented the company's operating and financial plans for entry into the American Internet market. Managed company-wide analysis, planning and implementation initiatives; developed acquisitions and alliances; built and managed a nationwide sales, marketing and production force of 48 professionals across offices in New York, Los Angeles, San Francisco and Miami. Managed $10.2M operating budget; achieved 200% performance against objective. Key executive in executing an Initial Public Offering (IPO) which raised $48 million. Member, Board of Directors, Ad Pepper Media USA.

Bell Atlantic Information Solutions Group, Director-International Business Development. Held key roles in building new division/holding company from $0 to $68M; investment monetized for 567% ROI. Managed project teams in identifying, negotiating and closing startup ventures and acquisitions in Asia and Europe. Held leadership roles in over a dozen deals ranging from $500K to over $200M; handled all aspects of deals including: overall project management, target identification, partner engagement, financial modeling and analysis, valuation, due diligence, deal structuring, contract negotiations, financing, business plan preparation, executive team recruitment, launch and integration. Member, Board of Directors, Shanghai Advertising Sales Company.

Veteran: US Army and Massachusetts Army National Guard
NH Real Estate Commission: Real Estate Agent
Commonwealth of Massachusetts, Division of Professional Licensure: Real Estate Agent

Education/Academics

Master of Business Administration, Babson College, Wellesley, MA

Bachelor of Science, Business Administration, *summa cum laude*, Fitchburg State University, Fitch., MA

Adjunct Faculty Member, Franklin Pierce College, Salem, NH
- Taught degree credited business courses in International Business and Market Research

Visiting Instructor, Graduate & Continuing Education, Fitchburg State University, Fitchburg, MA
- Teach degree credited business courses in Accounting and Finance

Adjunct Instructor, Continuing Education, Southern New Hampshire University, Manchester, NH
- Teach degree credited business courses in Finance.

Other Credentials/Memberships

Certified Business Intermediary, IBBA University, Chicago, IL
- Sixty credit hour education program including M&A Transaction Analysis and Business Valuation with comprehensive exam for certification

Certified Business Appraiser, Institute of Business Appraisers, Plantation, FL
- Accreditation program requiring demonstration of a high level of professional competence and conduct, including 90 classroom hours of upper level course work, 6-hour proctored exam covering theory and practice of business appraisal, and peer review of two comprehensive Business Appraisal Reports

Accredited Senior Appraiser, American Society of Appraisers, Herndon, VA
- The Society's highest level of accreditation requiring education, testing, five years (10,000 hours) of full-time experience as a business appraiser, and peer review of two comprehensive Business Appraisal Reports

Chair, Education Board, Institute of Business Appraisers, Plantation, FL.
- Develop and review business valuation education courses for appraisers

Faculty Member, American Institute of Certified Public Accountants, New York, NY.

First Vice President, Merrimack Valley Estate Planning Council, Andover, MA.

Articles/Publications/Presentations

<u>Beauty is in the Eye of the Buyer: What is a business appraisal and why should you care?</u>, *Focus Capital: Financial Topics Newsletter*, May 2009.

<u>Gifting ownership shares of private companies: How to reduce your client's risk?</u>, Presentation delivered to the Merrimack Valley Estate Planning Council, December 1, 2009.

<u>How changes in the capital gains tax rates can help you make deals now.</u> Presentation delivered to the New England Business Brokers Association, March 3, 2010.

<u>Basics of Business Valuation.</u> Workshop delivered at the New England Business Brokers Association Regional Conference for Professional Development, April 10, 2010.

<u>Business Valuation In A Recovering Economy</u>. Workshop delivered at the IBBA National Conference, Orlando, Fla., June 18, 2010.

<u>What Drives Business Value?</u> Presentation/workshop delivered to Bay State Consulting Group, Executive

Forum, June 30, 2010.

Personal vs. Enterprise Goodwill: Proper Allocation Can Close More Deals. Workshop delivered to IBBA National Conference, New Orleans, La., May 13, 2011.
Business Valuation for Estate Planning: Building and Measuring Business Value. Course delivered to N.H. Society of Accountants, Concord, N.H., June 29, 2011

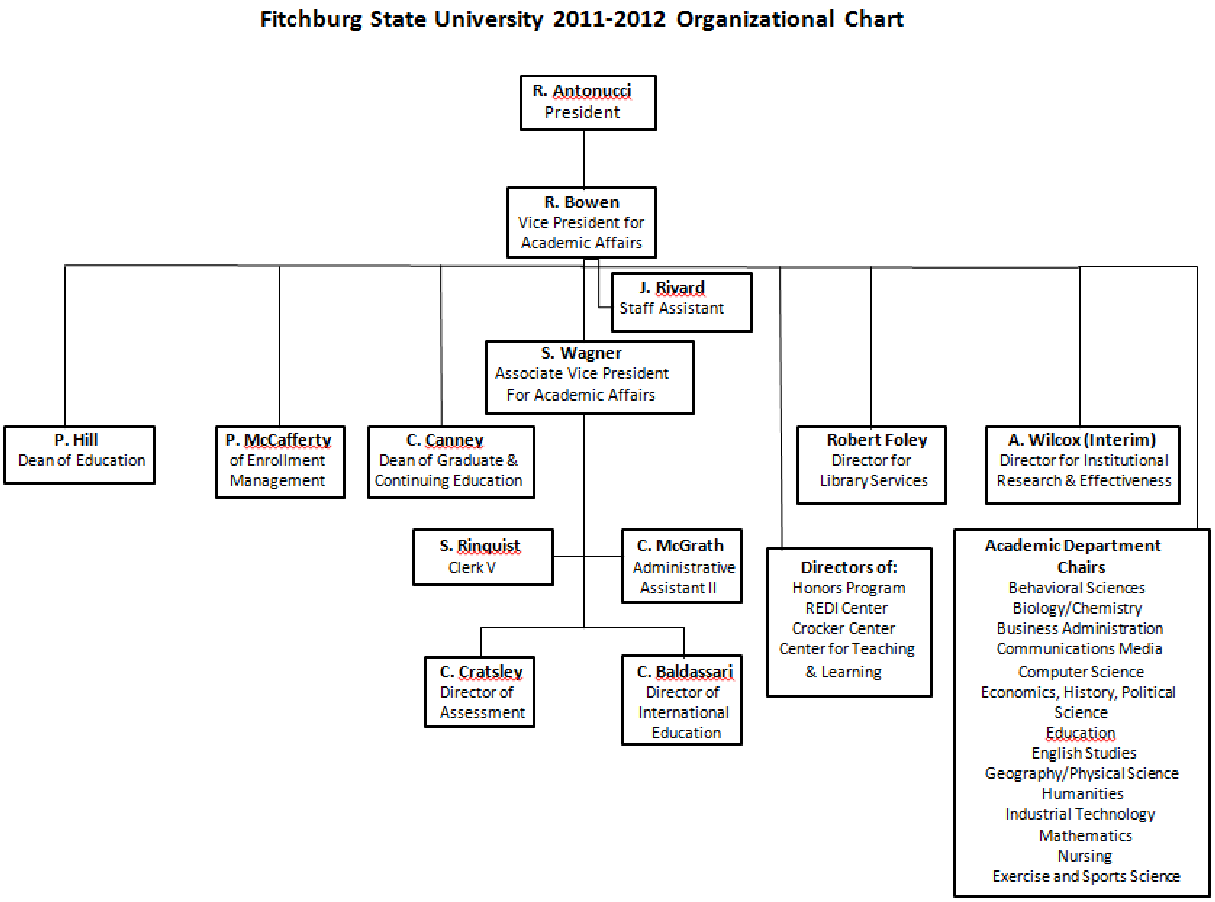
Appendix 4B

Massachusetts Teachers Association (MTA)/NEA and the Massachusetts State College Association (MSCA) Collective Bargaining Agreement

Please refer to **Volume 2D** – This document has a separate folder since this comprehensive document is cumbersome.

Appendix 7A

Fitchburg State University Organizational Chart



Appendix 7B

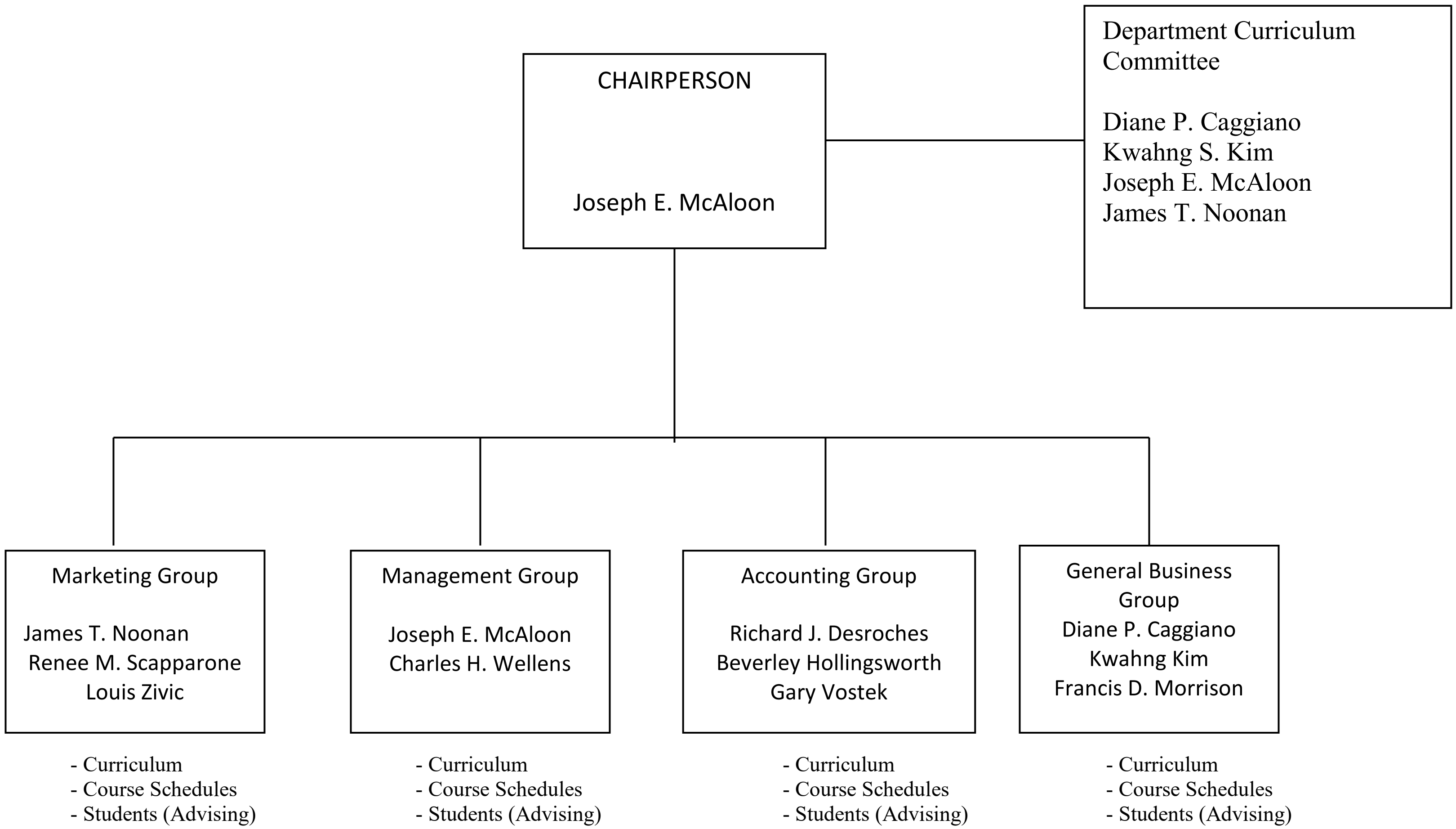
<u>Fitchburg State University Board of Trustees</u>

2011-2012 Fitchburg State University Board of Trustees

Appendix 7C

<u>Business Administration Department Organizational Chart</u>

2011-2012
DAY DIVISION



BUSINESS ADMINISTRATION DEPARTMENT

2011-2012 ORGANIZATIONAL CHART OF BUSINESS ADMINISTRATION DEPARTMENT

Business Administration Department

Chair of Business

Joseph E. McAloon

Undergraduate Day School Division

Concentrations:
*Marketing
*Management
*Accounting
*Finance

Undergraduate Curriculum Committee

Diane P. Caggiano
Kwahng S. Kim
Joseph E. McAloon
James T. Noonan

Graduate Curriculum Committee

Joseph E. McAloon, Chair
Diane P. Caggiano
Kwahng S. Kim
James T. Noonan
Louis J. Zivic

GCE Program Manager

Diane P. Caggiano, Chair

*Marketing
*Management
*Accounting
*Finance

Graduate Program - Masters of Business

Program Chair
Joseph E. McAloon

*Accounting
*Management
*Human Resources Management

Appendix 7D

Fitchburg State University Department Chair Handbook

HANDBOOK for Massachusetts State University Department Chairs

Prepared by the Massachusetts State College Association and the State University Council of Presidents

Fall 2012

A Message to State University Department Chairs

This is the second edition of the Chair's *Handbook*. Although every attempt has been made to be comprehensive, you may find that certain sections can be improved with further clarification or explanation. We would appreciate your contacting us to let us know where you feel such additions should be made.

If you find any items you believe are incorrect or not in concert with the collective bargaining agreement, please contact the MSCA so we can discuss them with the State University Council of Presidents (COP)

We hope that you will find this *Handbook* to be helpful in meeting the challenges of your role as department chair.

With our best wishes for your success,

The Employee Relations Committee

MSCA

Christopher J. O'Donnell
President

Amy Everitt
Vice President

Glenn Pavlicek
Treasurer

Council of Presidents

Kristin Esterberg
Provost/Vice President, Salem

Charles Cullum
Provost/Vice President, Worcester

We wish to acknowledge the following for their part in making this *Handbook* a reality.

Margaret Vaughan
Patricia Markunas
Susan Dargan
Donna Sirutis

Amie Marks Goodwin
Bradley Lima
Robert Martin
Michael Fiorentino
Stephen Green
James Cox, Esq.
Mark Peters, Esq

TABLE OF CONTENTS

INTRODUCTION

It has been said that chairs are responsible for keeping all of the moving parts of an academic department running smoothly and efficiently. Chairs do more than that; within the institution as a whole they represent their departments and advocate for the department's faculty. These activities require more than skill – they require leadership. Chairs set the tone of a department and serve as role models, particularly for junior faculty. Nowhere is this more important than when conflicts arise.

It is, therefore, important that chairs have a good understanding of their rights, their duties and the procedures in place to provide direction to department members and address conflict. Despite good efforts, problems do present themselves and it is one responsibility of a chair to help resolve them in a judicious and consistent manner. It is to everyone's benefit that chairs succeed. The goal of this *Handbook* is to provide chairs with clear explanations of their responsibilities along with suggestions that are specific to the working conditions of the state universities in Massachusetts.

The concept of this *Handbook* was first discussed at meetings of the Employee Relations Committee (ERC), a joint union-management committee established by Article II of the collective bargaining agreement. The ERC meets regularly to resolve problems that arise on campuses and to make plain aspects of the collective bargaining agreement that need clarification. Frequent requests from chairs for help in finding and interpreting information were the impetus for assembling these pages.

Numbers in brackets that you see throughout the *Handbook* are page numbers in the 2012-2014 collective bargaining agreement for the day bargaining unit.[1] The agreement is posted on the MSCA website at **www.mscaunion.org**. Questions can be directed to your chapter president, MTA Consultant Donna Sirutis or the MSCA President's Office.

In almost all respects this *Handbook* is a guide to and a summary of those provisions of the collective bargaining agreement that concern department chairs. This *Handbook* does not replace or modify the agreement. A working knowledge of the relevant provisions of the agreement will therefore be of particular importance to any chair's success.

Other documents relevant to chairs are referenced where applicable and are contained in the appendices of this *Handbook*.

Please note that throughout this *Handbook* references to "Vice President" are references to the Provost/Vice President for Academic Affairs.

Also, the term "department member" has a different meaning in different contexts. If you have a question about a particular situation, consult the collective bargaining agreement, your chapter president or the Office of Academic Affairs.

[1] This *Handbook* does not address the role of a chair in the Division of Graduate and Continuing Education (DGCE). DGCE chairs are not in the day or DGCE bargaining unit.

Special Note for Chairs at Mass Art and in Nursing Departments

"Salaried part-time faculty" is a special category of faculty. These are part-time faculty at the Massachusetts College of Art and Design and Clinical Nursing Instructors in Nursing Departments at some of the universities who receive a prorated full-time salary (rather than being paid the per-credit rate). These faculty have additional responsibilities that part-time faculty paid on a per-credit basis do not have.

Salaried part-time faculty are mentioned throughout this *Handbook*. It is important that you be aware if any such members are in your department and the special conditions that will affect your dealings with them. We touch on some of these issues but it will be important for you to refer to the collective bargaining agreement in many instances.

Sometimes, for example in the evaluation process, they are treated as full-time faculty are; at other times, for example, in the case of evaluation for tenure, they are not. Sometimes, for example in the number of credits they may teach, they are treated as non-salaried part-time faculty are; at other times, for example in departmental voting rights, they are not.

There is even a difference within this category. Salaried part-time faculty at the Massachusetts College of Art and Design are eligible for promotion; Clinical Nursing Instructors are not.

If you have questions about whether such faculty are in your department please contact your chapter president or the Office of Academic Affairs.

Some Advice on Maintaining Departmental Cohesion

We begin with some general advice. Since the department chair is central in establishing the culture of a department, a chair should model the behaviors that are desirable among members of a department. If a chair is inclusive, respectful, candid and consistent in his or her dealings with other members, then departmental cohesion and cooperation are more likely and fewer problems will arise. To this end, we recommend that you:

1. Have a clear understanding of what the members of the department expect of you and make sure that they have a clear understanding of what you expect of them. Ensure that everyone has a part in establishing what those expectations are.

2. Ask members what they believe they need from you to succeed and do your best to work with them to meet their needs. Everyone should feel valued as a member of the department.

3. Follow all contractual and departmental procedures in both their letter and spirit, even if it feels as though it is not important. Doing this consistently will prevent problems when it *is* important.

4. Ensure that all departmental elections are conducted by written, secret ballot and not by a show of hands or voice vote. Follow this practice even if there is only one candidate.

5. Have regular department meetings with a published agenda to which everyone can contribute items in advance. Listen to what everyone has to say and refrain from interrupting others. Use a speaking list to avoid free-for-alls. Do not allow displays of disrespect at meetings. Allow everyone to have his or her say (once) and then move to a vote or the next item on the agenda. Pick your battles carefully; the fewer, the better.

6. Avoid leading or joining factions within the department. Listen to members' complaints about colleagues but do not reinforce quibbling. Whenever possible suggest that the members deal with problems directly with each other first, but be willing to mediate when appropriate. When conflicts occur be constructive and act to defuse the conflict. At all costs, resist the temptation to retaliate against members who did not support your positions on issues.

7. Involve everyone in the decision-making process even if you think you can predict the outcome. Inform all members of the department at the same time and in the same manner after decisions have been made.

8. Remember to treat all staff members as you do your department colleagues and make clear your expectation that your department colleagues do the same. Staff members are no less important to the smooth operation of the department than the members themselves. All employees should be respected and treated with dignity.

Communication is very important, but we offer a few words of caution.

It is important to keep the members of your department informed and engaged in the business of the department. Doing so helps to assure members that they are a part of the department and neither excluded nor marginalized. However, it is your responsibility, ultimately, to make certain decisions and to keep the department functioning smoothly.

While email is a fast and efficient way to communicate, it should not replace face-to-face meetings when such meetings are called for. An innocent sounding email or reply to someone who is upset about an issue may be misinterpreted and make the problem worse.

Sending a pointed email to an individual, copied to a broader audience, is usually intended to embarrass the individual. This is a recipe for disaster. Do not participate in such emails and ask members of the department to refrain from doing so. An appropriate way of dealing with these situations is for the individuals to speak with each other in person. **It is wise to obtain permission from the sender of an email before forwarding it to anyone else**.

It is best to limit the use of email to items that are informational in nature or to electronically transfer documents that other members may want to edit or comment on while still in draft form. We recommend that department members do not use email to deliberate on key departmental issues. Deliberations should always take place in person.

Professional discussions that should remain confidential (*e.g*., search committee deliberations, discussion of personnel actions, problems with students, grievance issues, *etc*.) should never be transmitted on campus-based email or via personal email accounts from a university-based computer. These communications should be conducted in face-to-face meetings, in writing or between personal email accounts from non-campus-based computers.

It is important to remember that because you are public employees, your emails, or a majority thereof, are considered public records.

OVERVIEW OF RESPONSIBILITIES

The responsibilities of chairs appear throughout the collective bargaining agreement. A core list is found in Article VI, Section A [59-60]. Below is an abbreviated version of that core list. Consult Article VI, Section A, for a complete description of these responsibilities.

1. Provide for the scheduling of courses and other departmental functions
2. Make recommendations regarding the curriculum
3. Assist in program reviews
4. Assist in the recruitment of faculty
5. Request supplies, equipment, library holdings, and other departmental necessities
6. Maintain communication with students and faculty regarding departmental matters
7. Oversee advising; assign student advisees on fair and equitable basis; evaluate faculty with respect to the quality of advising
8. Conduct faculty evaluations
9. Advise faculty of the receipt of a substantial complaint
10. Seek to resolve student/faculty complaints and other intra-departmental disputes informally
11. Prepare annual and long-range academic and budgetary plans
12. Maintain an inventory of departmental equipment and develop long-range plans for its replacement
13. Meet with the Vice President, any appropriate dean or deans, department members, and departmental committees to coordinate activities
14. Make recommendations regarding class sizes
15. Supervise clerical and non-unit staff (If you have questions about any supervisory responsibilities, please consult Human Resources concerning relevant provisions of the AFSCME Agreement.)
16. Carry out other duties assigned by the Vice President

Note: the chair is *not* responsible for determining if a faculty member may, consistent with the requirements of the State Ethics Statute, use his/her own textbook in a class. That decision lies with the president of the university or other managerial employee designated by the president. A copy of the form for faculty to disclose the use of instructional materials in which the faculty member has a financial interest is posted on the MSCA website at:

http://mscaunion.org/contract/DisclosureForm_Summer2012.pdf

EVALUATIONS

Department chairs play a central role in the evaluation of faculty. Chairs both conduct evaluations and manage the evaluation process within the department.

Some general principles apply to the conduct of all evaluations:

1. No member of the bargaining unit shall serve on an evaluation committee or otherwise participate in the conduct of an evaluation if to do so would constitute a conflict of interest or the appearance of a conflict of interest [88].

2. All evaluators are bound to keep confidential all aspects of an evaluation [88]. Evaluations are not to be the subject of gossip, casual conversations, or disclosure to persons other than the candidate and subsequent evaluators. This includes what you observe during a classroom observation.

3. Evaluations shall not include incidental observations [88].

The forms you will need to fill out during the evaluation process are appendices to the collective bargaining agreement. Most of these forms are posted in electronic form on the Bridgewater State University website at:

http://www.bridgew.edu/Depts/AcAffairs/mscabhe_agreement.htm

Personnel Calendar

The deadlines for steps in the evaluation process are set forth in a Personnel Calendar [Appendix M] which is published annually. The Personnel Calendar for academic year 2012-2013 is included as Appendix 1 to this *Handbook*.

Peer Evaluation Committee

For details of the Peer Evaluation Committee see the section below on departmental committees that appears on page 17 of this *Handbook*.

Terminology

Review Period

The review period is the period during which the work that is being evaluated was actually performed [92-93]. It may be as short as a single academic year or encompass many. The standard review periods are these:

1. Evaluation for annual tenure-track reappointments: the one-year period preceding the year in which the evaluation is conducted, except that after academic year 2012-2013 the evaluation done during the fourth year addresses the preceding *two* years. These

evaluations begin in the second year of a faculty member's service and so the first review period encompasses the first year of the faculty member's service.

2. Evaluation for tenure: in general, the entire period of the faculty member's service at the University while on tenure track. For faculty who transferred or accepted a new appointment at a state university pursuant to Article XX, Section C(9) of the collective bargaining agreement, see pages 246-247 of the 2012-2014 collective bargaining agreement.

3. Evaluation for promotion:

   a. If there has been a prior promotion, the entire period since the last promotion, including the "evaluation period" (described below) for that last promotion. For example, if a faculty member was last evaluated for promotion during academic year 2005-2006, was promoted with effect on September 1, 2006 and is now being evaluated for another promotion in 2012-2013, then the review period for this latest promotion *includes* academic year 2005-2006 and all ensuing academic years up to the point in the fall semester of academic year 2012-2013 at which he or she submits his or her materials.

   b. If there has been no prior promotion, the period since the faculty member's initial appointment to a tenure-track position.

   c. Salaried part-time faculty at the Massachusetts College of Art and Design are eligible for promotion. Their time in rank is prorated based on the number of credits they teach each year. Clinical Nursing Instructors are *not* eligible for promotion.

4. Full-time temporary faculty: the review period for a full-time temporary faculty member is the same as that of a tenure-track faculty member. That is, if at the beginning of a fall semester a full-time temporary faculty member is in his/her third or fourth consecutive semester of employment as a full-time temporary faculty member, then the review period is the period of consecutive semesters of employment as a full-time temporary faculty member up until that fall semester. Such an evaluation does not constitute an evaluation for reappointment.

During the conduct of any evaluation, it is permissible to consider a faculty member's performance during any prior review period. For example, when evaluating a tenure-track faculty member for reappointment during his or her fifth year of service it is permissible to consider his or her performance, not just during the immediately preceding year, but during prior years as well.

In general, the review period ends when the evaluation itself begins, *i.e.*, when the candidate (for reappointment, promotion, tenure or post-tenure review) submits materials for the evaluation.

Evaluation Period

The evaluation period follows the review period; it is the period during which the evaluation itself takes place [93-94]. An evaluation period also begins (and falls within) the review period for the next evaluation.

Generally speaking, the documentary materials used in the conduct of an evaluation are materials that have been generated during the review period and must be submitted at the commencement of the evaluation period. A few materials that may not be available until the evaluation period has begun are nonetheless treated as falling within the review period.

Classroom observations conducted during the fall semester of an evaluation period are the most important of these. The Student Instructional Report II (SIR II) reports for the previous spring may not arrive before the candidate submits materials. However, when they become available, the chair must include them in the materials for the evaluation already in progress, along with any written comments the candidate cares to include relative to them.

Review Year

One term in Article VIII-C, which deals with post-tenure review, may cause confusion. In Article VIII-C the term "review year" means the same thing as evaluation period in Article VIII [128].

Materials Used in Evaluations

Except as explained below, a dossier of materials is the basis for every evaluation [94-103]. Certain of the materials the faculty member must submit; others the chair must assemble [105-106]. Among the materials for which the chair is responsible, two – student evaluations and classroom observations – are described below.

Note that beginning with the 2012-2013 academic year candidates being evaluated for reappointment during their third and fifth years of employment submit only a narrative [99]. However, department chairs are still required to include with the candidate's narrative student evaluations administered during the previous academic year and classroom observations conducted during the previous academic year [99].

Although a faculty member may include some student evaluations and classroom observations, it is your responsibility, under the contract, to ensure that all such materials are included.

When a faculty member is teaching a DGCE course (graduate or undergraduate) as part of his/her day teaching load that course is treated as if it were a day course for evaluation purposes, e.g., course materials for that course should be included in the dossier, student evaluations (see below regarding the correct form) shall be conducted and the course can be subject to classroom observations.

Student Evaluations

In this section and the next (Classroom Observations), the term "faculty member" refers to both faculty and librarians who teach courses within your department.

Student evaluations shall be used when evaluating the teaching effectiveness of faculty members. They are to be used to the extent possible "to discern the pattern or patterns evidenced with reference to teaching effectiveness" [94, 100] and "shall be used giving due consideration to the number of courses and sections that were taught" by the faculty member being evaluated [94, 100].

The chair must arrange for the administration of student evaluations.

A. Evaluation Instruments

1. Student evaluations of lecture and laboratory courses are administered using the SIR II instrument [Appendix C-3]; and in all such courses the faculty member must prepare the Instructor's Cover Sheet [Appendix C-2].

2. In all other instructional settings student evaluations are administered using the Student Instructional Rating Form for Non-lecture and Non-laboratory Courses [Appendix C-4].

3. The university is responsible for administering the web-based version of SIR II to students enrolled in distance education courses.

4. When a faculty member is teaching a DGCE course (graduate or undergraduate) as part of his/her day teaching load, the student evaluation form that is to be used in such a course is either the SIR II [Appendix C-3] or the Student Instructional Rating Form for Non-lecture and Non-laboratory Courses [Appendix C-4], as appropriate. The form appearing in the DGCE contract is *not* the correct form.

B. Procedures for Administering Student Evaluations

1. Frequency

   The department chair is responsible for obtaining student evaluations. When required to be obtained, student evaluations must be administered before the end of the academic semester. Student evaluations are required to be administered for:

   a. Full-time temporary and tenure-track faculty: in all sections of all courses each semester.

   b. Tenured faculty: in one section of each type of course annually, unless the unit member, the chair or the Vice President has requested that student evaluations be given in additional sections or courses.

c. Part-time faculty: in all sections of all courses each semester.

2. Procedures

a. The chair or his/her designee from the bargaining unit must administer student evaluation forms at a time arranged in advance with the faculty member.

b. No faculty member shall administer student evaluations in his/her own classes.

c. Pursuant to the directions in Appendix C-1, the person administering the forms shall:

- Explain the use of the forms
- Distribute forms to the students
- Indicate that written comments are prohibited
- Collect the completed forms
- Record on the Instructor's Cover Sheet the number of completed forms returned
- "The person administering the [student] evaluation forms shall deliver them to the Department Chair, who shall transmit them to the Vice President."
- The chair should assure that no forms are altered or discarded – for any reason – after students have filled them out.

d. The faculty member whose class is being evaluated shall not be present nor shall a summary of the results be made available to the faculty member until final grades for his/her classes have been submitted.

3. Miscellaneous Provisions

"No faculty member shall be given a negative evaluation by sole reason of the fact that his/her student evaluations… are less favorable than those of some other member of his/her department" [95].

Moreover, no such comparison of faculty members in one department with those in another is allowed [95].

"No student evaluation… shall be published or conveyed to any person save in accordance with the provisions of [Article VIII], of Article II and of Article XVI." [94, 100]

Because no student evaluations were administered at the time, the absence of student evaluations from the record for the following semesters shall not be considered either positively or negatively when evaluating a faculty member's teaching effectiveness [96, 101]:

- Fall 1999
- Spring 2000
- Fall 2000
- Fall 2003
- Spring 2004
- Fall 2004
- Spring 2005
- Fall 2005

Because student evaluations of distance education courses may not have been administered prior to the spring semester of 2008, the absence of student evaluations from the record for such courses prior to the spring semester of 2008 shall not be considered either positively or negatively when evaluating a faculty member's teaching effectiveness [96, 102].

Due to technical difficulties student evaluations were not administered for distance education courses during the spring semester of 2008 at Fitchburg and Salem State Universities. Therefore, the absence of student evaluations from the record for such courses prior to the fall semester of 2008 at these two universities shall not be considered either positively or negatively when evaluating a faculty member's teaching effectiveness [96, 102].

A faculty member may choose to include student evaluations for DGCE courses that he/she taught under the DGCE contract (not as part of his/her day teaching load). Such evaluations may carry little or no weight in the eye of the evaluator. Faculty cannot be required to include such student evaluations and no such evaluations shall be considered if the faculty member does not include them.

Classroom Observations

Classroom observations must be conducted and incorporated into the evaluation record when evaluating the teaching effectiveness of faculty members.

The chair must conduct classroom observations in connection with each evaluation of a faculty member for reappointment, promotion, tenure or post-tenure review. Chairs also conduct classroom observations of full-time temporary faculty and part-time faculty. A record of each classroom observation must be recorded on Appendix D-1(a) (classroom observation) or D-1(b) (an electronic observation) of the Agreement, as may be appropriate.

Frequency:

The frequency of the conduct of classroom observations and the courses/sections to be observed are given in the table below; see the Agreement for the specific language [96-98, full-time; 101-102, part-time].

Faculty Status and Personnel Action	Courses/Sections Observed[2]	Which Semester(s)?
First-year for reappointment	One section of each course.	Fall and Spring semesters.
Second-year for reappointment	One section of each type of course; no more than two observations.	Fall and Spring semesters.
Third-year for reappointment	One section of each type of course; no more than two observations.	Fall and Spring semesters.
Fourth-year for reappointment	One section of each type of course; no more than two observations.	Fall and Spring semesters.
Fourth-year for promotion from Instructor to Assistant Professor	One section of each type of course; no more than two observations.	Fall and Spring semesters of fourth year (none in Spring if promotion denied prior to being conducted).
Fifth-year for reappointment (hired on or after 1-1-2006)	One section of each type of course; no more than two observations.	Fall and Spring semesters.
Fifth-year for tenure (hired before 1-1-2006)	One section of each type of course; no more than two observations.	Fall semester of fifth year if none conducted previous spring, unless candidate for promotion evaluation the following year.
Sixth-year for tenure (hired on or after 1-1-2006)	One section of each type of course; no more than two observations.	Fall semester of sixth year if none conducted previous spring, unless candidate for promotion evaluation the following year.
During any terminal year	None.	None.
Any other faculty member for promotion	One section of each type of course; no more than two observations.	Last Spring semester of review period (Fall semester of evaluation period if not done in the Spring).
Full-time temporary	One section of each type of course; no more than two observations.	First and third semesters.
Part-time	One section of each course.	The semester of an evaluation.
Post-tenure review	One observation only.	Fall semester of the evaluation.

[2] If no more than two observations are required and the faculty member is teaching both distance education and in-class courses, one observation in each. This does not apply to post-tenure review in which only one observation is conducted.

Meetings with the Faculty Member:

The chair **must** meet with a full-time member of the faculty both before and after each classroom observation [97]. The chair need meet with a part-time member of the faculty only before each classroom observation [102], but a chair may meet after the classroom observation at the request of the either the faculty member or the chair.

It is recommended that the post-observation meeting include a review and discussion of the chair's draft D-1(a) or D-1(b) form. That way, the faculty member may provide clarifications or explanations before the final form is completed.

Frequency of Evaluation

It should be noted that faculty hired at the rank of Instructor may not remain at the rank of Instructor for more than five years. The instructor must apply for and be evaluated for promotion in the fourth year of tenure-track employment. Prior to the beginning of his/her fifth year, an Instructor will be given written notice that he/she is to be promoted to the rank of Assistant Professor at the beginning of next year or that he/she is beginning a one-year terminal appointment [243-244].

A. Tenure-track faculty **hired on or before December 31, 2005** (five-year probation):

- For reappointment: annually by the chair and the Peer Evaluation Committee, starting in the second year of employment [91, 92-93].
- For tenure: by the chair and, at the candidate's request [111] or as required for faculty in social work [122-123], by the Peer Evaluation Committee in the fifth year of employment [106-107, 138]. The chair also serves as a consultant to the Committee on Tenure [118].

B. Tenure-track faculty **hired on or after January 1, 2006** (six-year probation):

- For reappointment: annually by the chair starting in the second year of employment [91, 92-93], and by the Peer Evaluation Committee only in the second and fourth years of employment [138-139]. Although there is no formal evaluation in the first year, department chairs are still required to conduct classroom observations and administer student evaluations [92].
- For tenure: by the chair and, at the request of the candidate [111] or as required for faculty in social work [122-123], by the Peer Evaluation Committee in the sixth year of employment [106-107, 138-139]. The chair also serves as a consultant to the Committee on Tenure [118].

C. Tenure-track faculty **hired without tenure at the rank of Associate Professor or Professor** (three-year probation):

- For reappointment: by the chair and the Peer Evaluation Committee in the second year of employment [91].

- For tenure: by the chair and, at the request of the candidate [111] or as required for faculty in social work [122-123], by the Peer Evaluation Committee in the third year of employment [139]. The chair also serves as a consultant to the Committee on Tenure [118].

D. Full-time temporary faculty: due to the limitation of at most four consecutive semesters of employment as a full-time temporary faculty member, full-time temporary faculty are evaluated at most once during any period of consecutive semesters of employment as such. The evaluation is required if a full-time temporary faculty member begins a fall semester which is his/her third or fourth consecutive semester of employment as a full-time temporary faculty member.

E. Part-time faculty [92]:

- First semester of employment (even if the faculty member is not yet a unit member)
- Every sixth semester thereafter, or in the semester he/she teaches his/her 32nd credit (11th course at Framingham State), whichever is sooner
- Not more than once per academic year, unless required by the Vice President
- Vice President can require more frequent evaluations

F. Post-tenure review [126-129]:

- First eligible during the seventh year after tenure or the last post-tenure review, but post-tenure review is not compulsory
- Faculty member must give notice of candidacy to the Vice President by April 1st of the preceding academic year
- Faculty member may not rescind decision after April 1st except in the case of medical emergency
- One classroom observation by the chair in the fall semester of the year of review
- No evaluation by the chair or Peer Evaluation Committee; the Vice President is the only evaluator

Criteria for Evaluations

Full-time Faculty and Salaried Part-time Faculty [88-89]

- Teaching effectiveness
- Academic advising
- Continuing scholarship
- Other professional activities, *e.g.*, public service or university service
- Alternative professional responsibilities (Article XII, Section D), if any
- Additional criteria at the Maritime Academy (see Article VIII-A)

Part-time Faculty [90]

- Teaching effectiveness
- Academic advising of students they are assigned to teach
- Article XII obligations [184-185]

Application of Criteria

"In applying these criteria, regard shall be had to the fact that the State Universities are primarily teaching institutions." [90]

"The basis for every evaluation shall be professional quality demonstrated with reference to each of the applicable criteria." [91]

"[I]n the case of a promotion, meritorious performance as demonstrated by the candidate's evaluations…." [242, 243]

Where the faculty member selects an activity or activities on Appendix A-1 under "continuing scholarship" or "professional activities," only the activity or activities selected can be evaluated. For example, if the faculty member only selects "public service," do not negatively judge the faculty member if there is no evidence of "contributions to the professional growth and development of the University community." Recall that beginning with the 2012-2013 academic year candidates being evaluated for reappointment during their third and fifth years of employment submit only a narrative [99]. Supporting materials are not included.

Promotion and Tenure

Certain supplementary criteria apply when a faculty member is evaluated for promotion or tenure.

Promotion:
Whenever a faculty member is a candidate for promotion, he or she must, by September 1st of the evaluation period, either have fulfilled the requirements that pertain to the rank to which the promotion is sought [243] or be eligible to have those requirements waived under the so called "waiver clause" [241 (first paragraph of Section B)]. In the case of every promotion, the candidate's overall performance must be judged "meritorious… as demonstrated by the candidate's evaluations conducted in accordance with the provisions of Article VIII of the Agreement…." [242-243]

Tenure:
Whenever a faculty member is a candidate for tenure, "the President, before making recommendations to the Board, [must] have substantial evidence, determined through professional evaluation, that the candidate will be a constructive and significant contributor to the continuous development of high quality education in the institution. It is the responsibility of

the candidate for tenure to produce such substantial evidence based on his/her prior academic and professional work." [138]

DEPARTMENTAL ADMINISTRATION

Assignment of Faculty Work

Scheduling/Course Assignments

- The assignment of courses and schedules to each faculty member must take account of a series of considerations that are detailed at Section A(4)(a) of Article XII of the agreement [188-189].
- Preliminary schedules must be distributed, in writing, after consultation with faculty members [188].
- A final written schedule, which is subject to approval by the Vice President, must be provided to each faculty member [189].
- Only the Vice President can change a teaching schedule or cancel a class within thirty (30) days prior to the first day of classes in any semester [189].
- The department chair shall notify the chapter president of any changes in teaching schedules or course cancellations that occur within thirty (30) days of the beginning of an academic semester [190].

Faculty Workweek, Work Year, Workload

- No involuntary assignment is to be made after 4:30 p.m. or on Saturday or Sunday [186].
- The academic year runs from September 1 through May 31 (except when otherwise provided at the Maritime Academy) [186].
- Faculty may request special schedules for academic reasons [186].
- Assignments may be made on fewer than five days a week [185].
- "[F]aculty members shall maintain at least three (3) posted office hours per week, on at least two (2) separate days and during such hours shall be available in their offices to advise students on academic matters by appointment or otherwise" [187]
- A faculty member may not teach more than forty-eight (48) semester hours of credit of instruction during the two academic years 2012-2013 and 2013-2014 (twelve (12) courses at Framingham State); where that number is exceeded, adjustments must be made as promptly as practicable so that the contractual average is maintained over time [185].
- Compensatory adjustments for extraordinary workloads should be made as promptly as is practicable [199-200].
- A faculty member may request to perform some or all of his/her duties and responsibilities at a location other than his/her regular campus location. The president, at his/her sole discretion, may grant such requests. [200]

The Conduct of Departmental Business

Departmental Procedures

Each department must have in place certain written departmental procedures which should be reviewed and updated periodically. These procedures must be published and made available to all department members (see Appendices 4 and 5 of this *Handbook* for suggestions) and copies should be provided to the Office of Academic Affairs. The procedures must address the following matters:

- The selection process for department chair nominees [62]
- The membership and selection process for the Departmental Undergraduate Curriculum Committee [67]
- The membership and selection process for all departmental *ad hoc* committees [68]
- The membership and selection process for establishing search committees and conducting searches [68-69]

Attendance and Voting

- Part-time faculty have no obligation or entitlement to attend meetings, but may be permitted to attend when invited as a guest, if their input in a particular issue would be helpful; part-time faculty may not vote on any departmental matter [59].
- Full-time temporary faculty may not vote in any departmental election [59] but are otherwise entitled to participate in departmental affairs.
- Faculty on a leave of absence on a full-time basis relinquish the right to take part in campus activities, including voting privileges and participation in or attendance at departmental meetings [51].
- Only the following members may vote in department chair elections and only when not on a leave of absence on a full-time basis: full-time tenured and tenure-track faculty [60] and salaried part-time faculty [14, 59]. However, salaried part-time faculty who teach less than one-half time are entitled to one-quarter vote [14].

Departmental Committees

- Undergraduate Curriculum Committee: Every department must have constituted an Undergraduate Curriculum Committee. The number and selection of faculty members is determined by written departmental procedures; membership includes the department chair and two students [67].
- Graduate Committee: Each department that sponsors a graduate program must constitute a Graduate Committee. Its membership consists of graduate faculty (as determined by the University President) within the department selected by the department chair; the chair of the committee is selected by majority vote of the committee members [68].

- Departmental *ad hoc* committees: *Ad hoc* committees may be established by the chair when needed; membership is determined by written departmental procedures [68].
- Search committees: "Whenever a vacancy is to be filled within a department, members of the department shall assist in the recruitment and interviewing of candidates, provided that the filling of such vacancy shall have been duly authorized by the President. Such assistance shall be rendered upon the request of the Vice President or the Department Chair and shall be rendered pursuant to such procedures as may be established from time to time by the department…." [68-69]
- Peer Evaluation Committee: Every department must constitute a Peer Evaluation Committee [122]. If the department has twelve or more full-time members and the Peer Evaluation Committee must conduct eight or more evaluations, then the department may, at its discretion, establish a second Peer Evaluation Committee (see third page of Appendix 2).

    - The chair is responsible for ensuring that the Peer Evaluation Committee is annually established no later than September 30th.
    - Composition: two tenured members must be elected by the department from the department; a third member may be selected in each case by the candidate from the department or from a cognate department (the selected member can serve on more than one Peer Evaluation Committee) [122].
    - Department chair plays no role in the candidate's selection of the third member of the Peer evaluation Committee.
    - Peer Evaluation Committee selects its own chair.
    - Elected members may be drawn from cognate department(s) when it is not possible to elect either or both of the two members required to be elected from within the department [122].
    - Cognate departments are designated as such by the Vice President [4].
    - No Department Chair shall serve on any Peer Evaluation Committee, regardless of whether the Chair is from the department or a cognate department [122].
    - A candidate for post-tenure review can serve on a Peer Evaluation Committee as long as that Peer Evaluation Committee is not evaluating the Department Chair who is conducting the classroom observation of the post-tenure review candidate.

Department Meetings

The chair should establish a schedule of department meetings each semester or year. It is important for members of the department to meet in person and engage in conversations about department, school or college, and university issues.

The chair (or his/her designee) serves as the presiding officer at department meetings. It is typically not necessary to adhere strictly to *Robert's Rules*; however, the presiding officer must maintain order and see to it that meetings are conducted efficiently and that the agenda is covered. To that end:

1. Ensure that everyone has the opportunity to be heard *on the subject under discussion*. You are not required to allow participants to repeat the same points or address themselves to extraneous matters. You should prevent meetings from becoming unfocused or repetitious.

2. Consistent with the item above, bring matters to a vote so that business can be accomplished and the meeting can proceed. Everyone benefits from an efficiently run meeting.

3. When bringing a matter to a vote, present a clear statement of the resolution or motion on which the members of the department are being asked to vote.

Summary of Departmental Meeting Attendance, Committee Service and Voting Rights

Type of appointment	May attend meetings?	May serve on committees?	May vote in elections?	May vote on non-election matters?
Tenured/tenure-track	Yes	Yes	Yes[3]	Yes
Full-time temporary	Yes	Yes	No	Yes
Salaried part-time faculty	Yes	Yes	Yes[4]	Yes[5]
Other part-time faculty	At dept's discretion	No	No	No

Recruitment of Faculty

<u>Full-time faculty</u>[5]

1. When requested by the Vice President or department chair, the recruitment of full-time faculty will involve the use of a search committee, which is to be constituted in accordance with written departmental procedures [68-69].
2. The department chair remains separate from the search committee but can – and should – participate in the interviewing of candidates. The chair has access to all application materials submitted by candidates [68-69].
3. The committee's recommendations are made to the department chair [68].
4. The department chair has the right to make independent recommendations [68].
5. The selection process must conform to Equal Employment Opportunity guidelines [69].
6. Applicants from within the bargaining unit who are full-time faculty or librarians have the right to have their names submitted to the university president if they have the

[3] For the election of the departmental member of the Committee on Tenure, only tenured members of the department may vote.
[4] Salaried part-time faculty who teach less than one-half time are entitled to one-quarter vote.
[5] This includes full-time temporary faculty and salaried part-time faculty.

minimum advertised qualifications for the position. If they are not less qualified than the most qualified outside applicant, they are to be ranked as the top candidate (*i.e.*, given added consideration) [245].

7. The "Conflict of Interest Law," M.G.L. Ch. 268A, §6, prohibits a person from participating in a search if he or she or any family member or domestic partner intends to apply for the position since such a person would have a financial interest in the outcome of the search.

8. Full-time temporary faculty may hold their appointments as such for a maximum of four consecutive semesters. After four consecutive semesters they may be appointed to a tenure-track position or, before being eligible for an appointment to a new full-time temporary position, hold no more than a part-time position for at least one semester [244-245].

<u>Part-time faculty</u>

1. Part-time faculty recruitment is conducted or supervised by the chair [69].

2. In departments of six or more full-time faculty, no more than 15% of three-credit courses (20% at the Massachusetts College of Art and Design) may be taught by part-time faculty. Certain sections are exempted in the computation [247].

3. Persons not in the bargaining unit (other than non-unit part-time faculty) may not teach more than one credit-bearing course per academic year; the total number of courses that can be taught at a university by non-unit individuals is limited [200].

CONDITIONS OF CHAIR’S APPOINTMENT

Selection of a Chair

- Election of a nominee takes place between February 1 and April 30 in the year the term of the current chair expires [62].
- Chair terms begin on July 1 and are three years in duration [61].
- Chairs of departments with five or more full-time members are limited to three consecutive three-year terms (nine consecutive years). They must then sit out one term (three years) before being eligible to be nominated for another term [61].
- For the purpose of determining if a term limit exists (see the preceding bullet), the number of full-time members in the department (excluding those on unpaid leave on a full-time basis) is determined “on the date when the procedures for selecting a Chair are to be conducted.” [61]

Chair’s Workload and Compensation

- The chair stipend for AY 2012-2013 is $1810 per semester [66].
- A chair’s work year includes ten days outside the academic year as determined by the President. Those ten days must fall within fifteen days after the end of an academic year or fifteen days prior to the start of an academic year or both. Notice of their scheduling must be given by April 15th of each academic year [66].
- A chair’s minimum teaching workload reduction is based on the full-time equivalent (FTE) faculty count in the department as of the previous October 1st [65].
- A chair’s responsibilities may be discharged by the Vice President if the chair is not available [60].

A Non-tenured Chair

- A non-tenured chair may not evaluate a candidate for tenure or serve as a consultant to a Committee on Tenure [108].
- When the chair is not tenured the tenured members of the department must elect one from among themselves to serve in the capacity of chair for all of the tenure evaluations in the department [108].

Evaluation of Chair

As Chair

The chair's performance as chair is evaluated periodically.

Frequency:

- First term as chair – during the second and third years [114]
- Each subsequent consecutive term – during the third year [114]

Peer Evaluation Committee:

- In conducting its evaluation, the committee solicits comments from all members of the department [114-115].
- The committee records its evaluation on Appendix D-4 [114].

As a Post-tenure Review Candidate

- When being evaluated under post-tenure review, the chair may not conduct classroom observations of any other post-tenure review candidate or serve as a consultant to the Vice President about any other post-tenure review candidate [128].
- In that circumstance, the tenured members of the department must elect one from among themselves to serve in the capacity of chair for all of the post-tenure reviews in the department [128].

For Reappointment, Promotion or Tenure

The evaluation procedure follows those for faculty being evaluated for the same personnel action except that there is no evaluation by a chair. The first evaluation in the evaluation process is therefore conducted by the Peer Evaluation Committee. Evaluations of the chair as chair (see above) are a part of the record used in any evaluation of the chair for reappointment, promotion or tenure.

CONFLICT RESOLUTION

Complaints against Faculty Members

Chairs are usually the first recipients of complaints against faculty members in their department.

The first thing to ascertain about a complaint is whether the complainant wishes to remain anonymous to the faculty member.

If so, no action can be taken regarding the faculty member based on the complaint (see Appendix 3). This would include changing a grade, removing a student from the faculty member's class, or referencing the complaint in an evaluation of the faculty member.

However, if the chair believes that the complaint is substantial and may affect the faculty member's employment status, the chair must advise the faculty member of the receipt of the complaint [60]. This is required even if the complainant is to remain anonymous. In the latter case, the faculty member should be informed about the complaint in such a way as to protect the complainant's anonymity and the faculty member should be assured that no action will be taken as long as the complainant remains anonymous. Sometimes, just knowing of a complaint can resolve a problem before it becomes compounded by repetition.

The chair is expected to seek, "where appropriate," to resolve complaints informally. While this is a matter for the chair's discretion, the decision about what is appropriate should favor attempts to resolve complaints.

"Resolving informally" means that it needs to be made clear to both the complainant and the faculty member that the process is "off the record" and confidential. Statements made by the complainant, the faculty member, the chair or any other participant cannot be used outside the resolution process, whether in casual conversations, evaluations or in forums for adjudication. The purpose of an informal resolution process is to encourage cooperation and conciliation. This purpose is defeated if the "informal resolution" process is actually an investigation that could lead to negative consequences for either the faculty member or the complainant.

Complaint Letters in the Official Personnel File

The chair is not permitted to place documents in a faculty member's Official Personnel File [7, 236]. Only the University administration is authorized to do so.

Union Representation

The Massachusetts collective bargaining law, M.G.L. Chapter 150E, as interpreted by the Massachusetts Labor Relations Commission (now known as the Massachusetts Department of Labor Relations), grants public sector unionized employees what are called *Weingarten* rights. *Weingarten* permits an employee to have a union representative in a meeting at which the employee is being investigated if the employee reasonably believes that the investigation could lead to discipline. In such situations, the union representative may participate in the meeting, but cannot interfere with the conduct of the meeting or speak in the faculty member's stead.

If the chair is engaged in an informal resolution discussion with a faculty member, this is – as indicated above – not an investigation that could lead to discipline. It is outside the investigation process. Therefore the faculty member does not have *Weingarten* rights to a union representative during informal resolution discussions with a chair.

Even though the faculty member does not have a right to a union representative in such situations, the following considerations may be reason to permit the presence of a union representative when discussing an informal resolution with a faculty member.

- The faculty member may be traumatized by the idea of a complaint and the presence of a union representative is reassuring.
- The union representative has had some experience or training in dealing with complaints against faculty and can bring an outside perspective to the problem.
- The union representative can help maintain calm and knows when to ask for a brief break if emotions are getting too intense.

Whether you do or do not permit a union representative to participate in an informal resolution discussion is entirely within your discretion. In no event, however, is the faculty member to be penalized in any way for requesting union representation.

Privacy Rights

Certain information that Department Chairs may be privy to is confidential. Examples are:

- Student educational records, pursuant to the Family Education Rights and Privacy Act ("FERPA").
- Personnel information, such as evaluations or employee disciplinary matters.
- The names of unit members bringing grievances under the collective bargaining agreement.

Check with Academic Affairs about whether and to whom information can be disclosed.

GRIEVANCES

You may find that a faculty member files a grievance challenging something you have done as department chair, such as an evaluation, a scheduling decision or how you have handled a complaint. When this happens, the faculty member may be represented by the MSCA. You would be represented by the University's administration.

Occasionally, a chair files a grievance when there is a question of the chair's contractual rights. For example, if you believe you did not receive the correct instructional release time or chair stipend, you would have the right to file a grievance. In such a situation you would have the right to be represented by the MSCA.

The most frequent grievances involving department chairs concern evaluations. These may concern your exercise of academic judgment. It is important that the statements you make in evaluating faculty not be arbitrary, capricious or in bad faith. Evaluations have been the subject of grievances by faculty and arbitrators have issued decisions addressing what is meant by "arbitrary or capricious" and "bad faith." Appendix 6 of this *Handbook* contains excerpts from arbitrators' decisions on this subject.

The best way to avoid grievances concerning evaluations is to follow the contractual procedures with care and to base the academic judgments that are called for on the relevant contractual criteria only.

APPENDIX 1 – 2012-2013 Personnel Calendar

APPENDIX M-I

Evaluation of Full-Time Unit Members[1]

All actions must be taken no later than the dates indicated. Deadlines falling on a Saturday, Sunday or holiday are moved to the next business day.▽

Evaluation of Alternative Professional Responsibilities (APR) done pursuant to Article XII, §D, shall be completed no later than thirty (30) days after the end of the semester in which the APR is undertaken.

REAPPOINTMENT

Action Required	During 1st Year*	During 2nd Year	During 3rd & 5th Years	During 4th Year
Candidate submits materials (include Appendix A-1 or A-2 in 2nd & 4th years)	N.A.	9/27	9/27	9/27
Candidate selects third member of Peer Evaluation Committee[2]	N.A.	9/30	N.A.	9/30
Classroom observations by Peer Evaluation Committee	N.A.	10/8	N.A.	10/12
Evaluation by Peer Evaluation Committee (Transmit to candidate who has 10 calendar days from receipt to respond.)	N.A.	10/16	N.A.	10/26
Classroom/direct observations by Chair/Library Director/LPAC[3]	12/12[4]	10/12[5]	11/7[5]	11/7[5]
Peer Evaluation Committee transmits to Chair/Library Director/LPAC (Transmit to candidate.)	N.A.	10/26	N.A.	11/5
Evaluation by Chair/Library Director/LPAC (Transmit to candidate who has 10 calendar days from receipt to respond.)	N.A.	11/2	11/21	11/21
Chair/Library Director/LPAC transmits to Vice President[4]	N.A.	11/13	12/3	12/3
Evaluation by Vice President (Transmit to candidate who has 7 calendar days from receipt to respond.)	N.A.	12/3	1/4	1/4
Vice President transmits to President	2/13	12/13	1/17	1/17
Non-renewal notification deadlines	3/15	1/15	9/1▽ of final year	9/1▽ of final year
Members who expect to be candidates[5] for reappointment, promotion and/or tenure in 2013-2014 should give notice to Chair/Library Director/LPAC	4/1[5]	4/1[5]	4/1[5]	4/1[5]

***Including unit members hired after December 1, 2011 but on or before December 1, 2012.**

PROMOTION

Action Required[5]	
Candidate submits materials (including Appendix A-1 or A-2)	9/27
Candidate selects 3rd member of Peer Evaluation Committee[2]	9/30∇
Classroom observations by Peer Evaluation Committee	10/19
Evaluation by Peer Evaluation Committee (Transmit to candidate who has 10 calendar days from receipt to respond.)	10/26
Peer Evaluation Committee transmits to Chair/Library Director/LPAC	11/8
Classroom/direct observations by Chair/ Library Director/LPAC[3]	11/13[5]
Evaluation by Chair/Library Director/LPAC (Transmit to candidate who has 10 calendar days from receipt to respond.)	11/26
Chair/Library Director/LPAC transmits to Committee on Promotions[6] via Vice President	12/7
Committee on Promotions transmits to VP (initial) (Transmit to candidate.)	1/25
Committee on Promotions transmits to VP (final) (Transmit to candidate.)	2/8
Evaluation/recommendation of Vice President (Transmit to candidate who has 7 calendar days from receipt to respond.)	2/22
Vice President transmits to President	3/8
President recommends to Trustees	3/22

TENURE

Action Required[5]	
Candidate submits materials (including Appendix A-1 or A-2)	9/27
Classroom/direct observations by Chair/ Library Director/LPAC[3]	9/17[5]
Evaluation by Chair/Library Director/LPAC (Transmit to candidate who has 10 calendar days from receipt to respond and request[7] to be evaluated for tenure by PEC[2]; if requested, candidate selects third member.)	10/12
Chair/Library Director/LPAC transmits to next step	10/22
Classroom Observations by Peer Evaluation Committee (if candidate requested[7] evaluation by PEC)	11/5
Evaluation by Peer Evaluation Committee (if requested[7]) (Transmit to candidate who has 7 calendar days from receipt to respond.)	11/13
Peer Evaluation Committee transmits to Committee on Tenure via Vice President	11/21
Evaluation/recommendation by Committee on Tenure[8] (Transmit to candidate who has 7 calendar days from receipt to respond.)	1/25
Committee on Tenure transmits to Vice President	2/4
Evaluation/recommendation of Vice President (Transmit to candidate who has 7 calendar days from receipt to respond.)	2/19
Vice President transmits to President	3/1
President recommends to Trustees	3/15

SABBATICAL LEAVE

Action Required	
Candidate submits proposal to Chair/ Library Director/LPAC	10/1
Chair/Library Director/LPAC recommends To Vice President	10/9
Vice President recommends to President	10/30
President recommends to Trustees	11/13

DEPARTMENT CHAIR EVALUATION AS CHAIR

Action Required	
Chair selects third member of Peer Evaluation Committee[2]	9/30$^{\nabla}$
Receipt of comments from department by Peer Evaluation Committee	11/13
Evaluation by Peer Evaluation Committee (Transmit to Chair who has 10 calendar days from receipt to respond.)	12/3
Peer Evaluation Committee transmits to Vice President	12/14

NOTES:

1. Including salaried part-time faculty at Massachusetts College of Art and Design (reappointment and promotion only) and Clinical Nursing Instructors (reappointment only).
2. Peer Evaluation Committees must be formed no later than 9/30/12$^{\nabla}$. Candidate selects the third member of the committee. Given the early deadlines for classroom observations for reappointments, it is recommended that PECs be formed as early as possible.
3. For librarians, Library Director or Library Program Area Chair (LPAC) conducts direct observation; if librarian is teaching a credit-bearing course, Chair also conducts classroom observations.
4. During first year, direct observations of librarians and classroom observations for faculty/librarian will be completed and transmitted to Vice President.
5. Faculty should give notice to Chair by 4/1/13 so that classroom observations can be conducted during the Spring 2013 semester. If classroom observations cannot be conducted in the spring, they should be conducted in the Fall 2013 semester, no later than two (2) weeks before the Chair's evaluation is due. Librarians should give notice to Library Director/LPAC by 4/1/13 so that direct observations can be conducted prior to 9/16/13. If direct observations cannot be conducted prior to 9/16/13, they should be conducted no later than two (2) weeks before the Library Director's/LPAC's evaluation is due.
6. The Committee on Promotions must be formed no later than 9/30/12$^{\nabla}$.
7. For faculty in the Salem School of Social Work, Westfield Program in Social Work and Bridgewater Master of Social Work Program, evaluation by the Peer Evaluation Committee is mandatory (see note 2).
8. The Committee on Tenure should be formed no later than 10/31/12.

APPENDIX M-II Evaluation of

Part-Time Faculty

(Exclusive of salaried part-time faculty at Massachusetts College of Art and Design and Clinical Nursing Instructors)

All actions must be taken no later than the dates indicated.
Deadlines falling on a Saturday, Sunday or holiday are moved to the next business day.▽

Fall Semester, 2012		Spring Semester, 2013	
Candidate submits material	9/27	Candidate submits material	1/25*
Evaluation by Chair, including classroom observations (Transmit to candidate who has 10 calendar days from receipt to respond.)	11/16	Evaluation by Chair, including classroom observations (Transmit to candidate who has 10 calendar days from receipt to respond.)	4/5
Chair transmits to Vice President	11/30	Chair transmits to Vice President	4/19

*** At Massachusetts Maritime Academy, the second Friday of the Spring Semester.**

APPENDIX M-III

Post-Tenure Review

All actions must be taken no later than the dates indicated.
Deadlines falling on a Saturday, Sunday or holiday are moved to the next business day.[∇]

Candidate submits materials to Vice President	9/30[∇]
Classroom Visit by Chair	11/29
Vice President completes review and transmits Assessment to Candidate, with copy to Chapter President	4/1
Members who are eligible (see pages 137-8 of the 2009-2012 collective bargaining agreement) and wish to be reviewed under post-tenure review during the 2013-2014 academic year <u>must give notice to the Vice President</u>.	4/1
Upon receipt of Vice President's assessment	10 calendar days to submit a response in writing and request a meeting
Meeting held	10 calendar days after submitting the response to the Vice President (Candidate may bring union representative.)
Vice President's final assessment	5 calendar days after the meeting
Upon receipt of Vice President's final assessment	5 calendar days to appeal to the President in writing and request a meeting in writing
If no meeting is requested	5 calendar days for the President to make a final decision
If meeting is requested, it must be held	10 calendar days after the appeal (Candidate may bring union representative.)
President's final decision	5 calendar days after the meeting

SUPPLEMENT TO APPENDIX M-I (AY 2012-2013)
CANDIDATES APPLYING FOR BOTH PROMOTION AND TENURE

All actions must be taken no later than the dates indicated.
Deadlines falling on a Saturday, Sunday or holiday are moved to the next business day.▽

- **Given the complicated calendar below, the promotion-tenure portfolio is to be maintained in the Office of Academic Affairs as of October 1, 2012.**
- **Promotion evaluations and responses are transmitted separately from tenure evaluations and responses.**

<u>Action Required</u>[3,5]	
Candidate submits materials for promotion and tenure (including Appendix A-1 or A-2)	9/27
Classroom observations by Chair[3]	9/17[5]
Candidate selects third member of Peer Evaluation Committee[2] (for promotion)	9/30▽
Chair/Library Director/LPAC evaluation for tenure (Transmit to candidate who has 10 calendar days from receipt to respond and/or request PEC; if candidate requests a Peer Evaluation Committee for tenure, candidate selects third member.)	10/9
Chair transmits tenure evaluation and response to next step	10/19
Classroom observations by Peer Evaluation Committee[2] (regarding promotion)	10/26
Promotion evaluation by Peer Evaluation Committee (Transmit to candidate who has 10 calendar days from receipt to respond.)	11/2
Tenure evaluation by Peer Evaluation Committee (Only if requested[7]; if requested, candidate selects third member. Committee transmits to candidate who has 7 calendar days from receipt to respond.)	11/9
Peer Evaluation Committee transmits promotion evaluation to Chair/Library Director/LPAC	11/13
Peer Evaluation Committee transmits tenure evaluation to Committee on Tenure via Vice President	11/19
Promotion evaluation by Chair/Library Director/LPAC (Transmit to candidate who has 10 calendar days from receipt to respond.)	11/26
Chair/Library Director/LPAC transmits promotion evaluation to Committee on Promotions[6] via Vice President	12/7
Evaluation by Committee on Tenure[8] (Transmit to candidate who has 7 calendar days from receipt to respond.)	1/25
Committee on Promotions transmits to Vice President, initial (transmit copy to candidate)	2/1
Committee on Tenure transmits to Vice President	2/6
Committee on Promotions transmits to Vice President, final (transmit copy to candidate)	2/8
Tenure evaluation and promotion evaluation by Vice President (Transmit to candidate who has 7 calendar days from receipt to respond.)	2/22
Vice President transmits to President (promotion and tenure)	3/6
President recommends to Trustees	3/20

APPENDIX 2 – September 1, 2012 "Eligibility" Memorandum

MEMORANDUM OF UNDERSTANDING
Concerning
ELIGIBILITY FOR MEMBERSHIP ON EVALUATION COMMITTEES
Under the
BHE/MSCA COLLECTIVE BARGAINING AGREEMENT

A. **General Rules**

1. Tenure

Only persons who hold tenure are eligible to serve on evaluation committees.

A non-tenured Department Chair is not eligible to serve as consultant to a Committee on Tenure.

2. Leaves of Absence; Partial Year of Employment

Except as described in paragraphs (a), (b) and (c), (i) any person who is or will be on a scheduled leave of absence on a full-time basis (e.g., for a sabbatical) or an anticipated leave on a full-time basis (e.g., for a long-term illness) for an academic semester or longer, and (ii) any person who will, or is expected to, be employed for no more than a single academic semester is, in any such case, disqualified from serving on any evaluation committee during the academic year (or years) in which the full-time leave or the partial year of employment occurs.

a. A person who will be on a leave of absence on a full-time basis during the spring semester of an academic year is not disqualified from serving on an evaluation committee if the work of the committee will have been completed prior to the end of the preceding fall semester.

b. A person who is on a leave of absence on a part-time basis (e.g., someone whose full-time employment consists of part-time sick leave in conjunction with part-time employment) is not thereby disqualified from serving on any evaluation committee.

c. A person whose partial year of employment will encompass the whole of the fall semester of an academic year is not disqualified from serving on an evaluation committee if the work of the committee will have been completed prior to the end of that fall semester.

3. Conflicts

No one is permitted to evaluate someone who is or will be evaluating him or her in the same academic year (this rule informs many of the particular rules that are set out below).

No unit member may serve on his/her own evaluation committee. No member of the bargaining unit shall serve on an evaluation committee or otherwise participate in the conduct of an evaluation if to do so would constitute a conflict of interest or the appearance of a conflict of interest. No unit member, for example, shall participate in the evaluation of his or her spouse or domestic partner.

4. Dual Roles

No member of the bargaining unit who is a candidate for a particular personnel action shall be twice evaluated for that personnel action by another individual member of the bargaining unit; this rule does not prohibit Department Chairs from both evaluating candidates for tenure in the manner required by the Agreement and serving as consultants to the Committee on Tenure.

B. **Peer Evaluation Committee (PEC)**

1. General Rules of Eligibility

Subject to the rules of disqualification that are set out below, only the following members of the bargaining unit are eligible to serve as members of a PEC:

a. only persons who hold tenure (at any rank); and

b. i. in the case of the two members elected by the department/library, only persons who are members of the department/library or (but only absent a sufficient number of eligible members from within the department/library) persons who are members of a cognate department; and

ii. in the case of the single member selected by the person to be evaluated, only someone who is a member either of the department/library or of a cognate department.

2. Rules of Disqualification

Even if otherwise eligible to serve on PEC, the following members of the bargaining unit are disqualified from doing so:

a. the Chair of any department or a Library Program Area Chair;

b. a candidate for promotion;

c. a member of the Committee on Promotions, but only as a standing member of a PEC that will evaluate any candidate for promotion; he or she can serve as the third member selected by a candidate if that candidate is not being evaluated for promotion;

d. a member of the Committee on Tenure, but only as a standing member of a PEC that will evaluate any candidate for tenure; he or she can serve as the third member selected by a candidate if that candidate is not being evaluated for tenure; and

e. a person undergoing post-tenure review, but only for evaluations of a Department Chair who will be conducting a classroom observation of that person that year.

3. Conduct of Classroom Observations

Whether members of the PEC conduct classroom observations in the fall or spring semester, the members of the PEC must be eligible to serve on the PEC during the semester in which the observations take place. When PEC classroom observations must be conducted during a spring semester the PEC that conducts such observations shall consist of the two members elected as of the preceding September 30th along with a member selected by the candidate, if the candidate so selects.

4. Number of Committees

If in a department/library with twelve or more full-time members, eight or more evaluations are required to be conducted by the PEC (for reappointments, promotions, tenure or evaluation of a chair as a chair) in any academic year, the department/library may, at its discretion, establish two peer evaluation committees (but not more), and in that event the persons to be evaluated by each committee should be assigned by lot.

C. **Committee on Promotions**

1. General Rules of Eligibility

Subject to the rules of disqualification that are set out below, only the following members of the bargaining unit are eligible to serve as members of the Committee on Promotions:

a. only persons who hold tenure; and

b. only persons who hold one of the following ranks:

i. Professor;
ii. Associate Professor;

iii. Senior Librarian;
iv. Librarian, or
v. Associate Librarian.

2. Rules of Disqualification

Even if otherwise eligible to serve on the Committee on Promotions, the following members of the bargaining unit are disqualified from doing so:

a. the Chair of any department;

b. a candidate for promotion;

c. the standing members of the Committee on Tenure; and

d. a person undergoing post-tenure review whenever his or her Department Chair is a candidate for promotion.

3. Departmental/Library Limits

No more than one person from any one department or from the library can serve on the Committee on Promotions.

D. **Committee on Tenure**

1. General Rules of Eligibility

Subject to the rules of disqualification that are set out below, only members of the bargaining unit who hold tenure are eligible to serve as members of the Committee on Tenure. A non-tenured Department Chair is, therefore, disqualified from serving as a consultant to a Committee on Tenure.

2. Rules of Disqualification

Even if otherwise eligible to serve on the Committee on Tenure, the Chair of any department is disqualified from doing so except as a consultant to the Committee. Nor can any member of the Committee on Promotions serve as the departmentally elected member of the Committee if the candidate for tenure is also a candidate for promotion.

3. Departmental/Library Limits

No more than one person from any one department or from the library can serve as a standing member of the Committee on Tenure.

APPENDIX 3 – Handling of Anonymous Complaints

Policy on Handling Anonymous Complaints

The Board of Higher Education, acting by the Council of State College Presidents ("the Board"), and the Massachusetts Teachers Association, acting by the Massachusetts State College Association ("the Association"), agrees as follows:

1. The administration of each College shall not take adverse action against any unit member on the basis of anonymous complaints, including complaints where the complaining individual is known but does not want his or her identity disclosed, whether such complaints are made orally or in writing, unless the unit member agrees to the action; no record of any action so taken shall be placed in the unit member's personnel file or used in connection with the making of any decision under Article VIII, VIII-A, VIII-B, VIII-C, IX, XII, XII-A, XII-B, XIII, XX or XX-A of the parties' collective bargaining agreement.

2. Adverse action means any administrative action based on a suspicion, belief or conclusion of inappropriate conduct or wrongdoing by a unit member.

3. This agreement does not prohibit the administration from orally informing the unit member of the fact that such a complaint has been made and disclosing the nature and substance of the complaint; nor does it prohibit the administration from informing any member of the bargaining unit concerning his or her legal obligations.

4. This policy is consistent with and not limited by the attached Memorandum of Agreement made the 3rd day of December 1996.

5. Nothing in this Policy governs the manner in which complaints that are not anonymous may be used or dealt with.

6. Annually, during the month of September, each College shall distribute this Policy and the attached Memorandum of Agreement to each of the following persons: the Vice President for Academic Affairs, all Deans who hold academic positions, including all School Deans and/or Directors, the Library Director, and all Department Chairs.

COUNCIL OF PRESIDENTS	MASSACHUSETTS STATE COLLEGE ASSOCIATION
By: /s/ Mark Peters	By: /s/ Donna Sirutis

Attachment: 12/3/96 Memorandum of Agreement

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement is made this 3rd day of December, 1996, by and between the Board of Higher Education, acting by the Council of State College Presidents (the "Board"), and the Massachusetts Teachers Association, acting by the Massachusetts State College Association (the "Association").

WHEREAS the Board and the Association are parties to a collective bargaining agreement (the "Agreement") that was made between them as of July 1, 1995; and

WHEREAS the Board and the Association wish to clarify certain matters pertaining to complaints should students make them about one or another member of the bargaining unit to which the Agreement is of application;

NOW, THEREFORE, in consideration of the foregoing and of the mutual covenants set forth below, the Board and the Association hereby agree as follows:

1. The parties recognize and agree that the chair of an academic department has the discretion to make known to a member of the faculty the nature and substance of a complaint that a student, whose identity is known to the chair, has made about such member of the faculty, and the chair may do so without disclosing the identity of the student making such complaint whenever the student has not authorized the disclosure of his or her identity.

2. Only if a student, by a signed writing, authorizes the disclosure of his or her identity to a member of the faculty about whom he or she has made a complaint, may such complaint be used in connection with the evaluation of such faculty member pursuant to Articles VIII, IX and XX of the Agreement or, pursuant to Article XVI of the Agreement, be recorded in such faculty member's personnel file as a part of or in connection with any statement of concern or discipline that is contained in official personnel correspondence.

WHEREFORE the parties hereto hereunder set their signs and seals on the dates inscribed below.

COUNCIL OF PRESIDENTS	MASSACHUSETTS STATE COLLEGE ASSOCIATION
By: /s/ Thomas Aceto Chair	By: /s/ Frederick M. Doherty

APPENDIX 4 – Procedures for Department Committees

Department: ____________________________ University: ______________________

I. <u>Departmental Undergraduate Curriculum Committee</u>
   A. Describe the membership
      1. Indicate the number of members
         a. Department chair must serve as member
         b. Committee must contain at least two students
      2. Describe procedure for selecting faculty members (include length of term)
      3. Describe procedure for selecting student members (include length of term)
   B. Describe process for identifying a committee chair
   C. Duties and responsibilities per Article VI, Section H(1)
   D. Committee recommends to appropriate governance body via department chair

II. <u>Departmental Graduate Committee</u> (if applicable)
   A. Description of membership
      1. Graduate faculty only
      2. Number of members determined by department chair
      3. Members appointed by department chair
   B. Committee chair (selected by majority vote of the committee)
   C. Duties and responsibilities per Article VI, Section H(1)
   D. Committee recommends to the graduate dean via department chair

III. <u>Other Standing Committees</u>
   A. Describe the membership (faculty and students)
   B. Describe procedure for selecting members (include length of term)
   C. Describe duties and responsibilities
   D. Describe procedure for identifying committee chair

IV. <u>Departmental *Ad Hoc* Committees</u>
   A. Established by department chair
   B. Describe the membership (faculty and students)
   C. Describe procedure for selecting members
   D. Describe procedure for identifying committee chair

V. <u>Search Committees</u>
   A. Established at request of Vice President or department chair
   B. Describe the membership (include length of term)
   C. Describe procedure for selecting members
   D. Describe procedure for identifying committee chair
   E. Search committee reports through the department chair

APPENDIX 5 – Sample Departmental Procedures

Conduct of Department Meetings

1. The department chair is the presiding officer. If the chair is unavailable and the meeting must be held, the members present should elect a chair *pro tem*. It is the responsibility of the presiding officer to maintain order at the meeting, including adherence to the agenda, use of proper motions and establishment of a speaker's order for all discussions.

2. A schedule of departmental meetings for the semester should be established by the chair at the beginning of each semester and distributed to all department members. Meetings should take place between the hours of 8:00 a.m. and 4:30 p.m., Monday through Friday. Meetings should be scheduled to maximize participation (*i.e.*, avoid days and times when a large number of members have a scheduled class). If there is insufficient business or the chair knows a quorum cannot be attained, the meeting may be canceled at the discretion of the chair.

3. At the chair's discretion, special meetings of the department may be called in order to make decisions which cannot be postponed until a regularly scheduled department meeting. The specific agenda and the reason for the special meeting must be given to all members of the department. Notification must be given at least two (2) working days in advance of the special meeting. Department members should be contacted via their home telephone number; additional notification via e-mail, office telephone numbers and written memoranda may also occur.

4. A written agenda, with all items and proposals to be considered, shall be distributed to all members of department at least three (3) working days in advance of the meeting. The members present at the meeting may vote to change the order of agenda items. Members of the department may submit items for the agenda to the chair at least five (5) working days prior to the meeting or from the floor at the meeting.

5. A quorum is a majority of the eligible voting members of the department. Part-time faculty and faculty on any leave of absence on a full-time basis are not eligible to attend department meetings. If a quorum is not present, discussion may occur but no votes may be taken.

6. Voting is by a show of hands or a voice vote. Secret ballots shall be used when individuals are being elected to a position (chair, committee appointments, *etc*.) Votes by mail or email may be allowed when proposals have been submitted to all department members ahead of time. Proxy voting is not permitted under any circumstances.

   In accordance with Robert’s Rules, a majority vote is a majority of the votes cast when a quorum is present; abstentions are not votes.

7. Minutes shall be taken by a secretary *pro tem* appointed by the chair for the term of the meeting; such appointments should rotate among department members. Minutes will include the names of members present, motions adopted or not adopted, reports and announcements. Unless points are made in discussion which clarify the motion or actions

to be taken, discussion of motions are not summarized in the minutes. Minutes shall be signed by the secretary *pro tem* and distributed to all department members within ten (10) working days after the meeting. Minutes must be approved at subsequent department meeting.

8. If the chair deems it necessary, and no member of the department objects, voting on a specific issue that would otherwise need to be handled via a special department meeting may be conducted via email or telephone so long the issue is not one in respect of which confidentially is a concern.

9. The chair is authorized to make decisions on an emergency basis. The chair should notify the department members of any such emergency decisions as soon as practicable. Such notice might appropriately be given via home telephone.

10. Non-voting guests (including part-time and full-time faculty and faculty on a leave of absence on a full-time basis, such as a sabbatical leave) may attend meetings at the invitation of the chair or by majority vote of the members present at any meeting.

Recruitment of Full-time Faculty

I. General Provisions

The procedures for the recruitment of all faculty in the department shall conform to applicable Affirmative Action/Equal Employment Opportunity guidelines of the University, state and federal law and the BHE/MTA collective bargaining agreement.

These procedures shall only apply to the recruitment of full-time faculty, whether tenure-track or temporary, when either the Vice President for Academic Affairs or the department chair has requested that the department assistance in the recruitment for the position. The hiring of part-time faculty is conducted under the auspices of the department chair. The chair may request assistance in the hiring of part-time faculty.

These procedures may be amended by a majority vote at a department meeting.

II. Job Descriptions

The department chair shall call a meeting of the department to discuss the job description. The department chair shall then submit a written proposed job description for the approval of the department members at least ten (10) working days prior to the deadline for submission to the administration.

If the department fails to approve a job description at the end of the meeting the chair may call further meetings for the purpose of discussing the job description or submit his/her own job description to the administration. Copies of any such submission shall be provided to the members of the department.

III. Search Committees

Once the job description has been approved for advertisement by the administration, a search committee shall be formed, the size of which shall be determined by the department chair. Members of the department may submit their names for nomination to search committees. If more members are nominated than are required on the committee, then an election shall take place. Members of the department shall vote by secret ballot and the department chair shall tally the votes.

Once constituted, the search committee shall elect its own chair. The search committee chair shall be responsible for communication with the members of the department, the department chair and the administration. The search committee chair shall ensure that the committee adheres to all procedures.

In compliance with appropriate university and collective bargaining requirements, the search committee shall devise its own method of reviewing job applicants, identifying those applicants to be interviewed, and gathering feedback regarding interviewed candidates from members of the department.

Only full-time[6] members of the MSCA bargaining unit are entitled to the "added consideration" provisions contained in Article XX of the BHE/MTA agreement.

IV. Interviewing Candidates

All members of the department, including the department chair, shall be invited to participate in on-campus interviews with all candidates to be interviewed. Copies of applicant materials shall be made available to members of the department prior to interviews, if possible.

V. The Role of the Department Chair

The search committee shall recommend, simultaneously and in writing, the names of finalists to the department chair and the Affirmative Action/Equal Employment Opportunity Officer, in accordance with college procedures. The department chair shall then meet with the search committee to discuss the relative strengths and weaknesses of each finalist.

When the department chair has prepared his/her recommendation regarding which candidate(s) should be offered the position, the department chair shall communicate that recommendation, in writing, to all members of the search committee at least five (5) working days prior to submitting the chair's and committee's recommendation(s) to the administration.

At the request of either the search committee or the department chair, another meeting shall be held to discuss the chair's and/or committee's recommendation(s).

VI. Notification Procedures

[6] This includes salaried part-time.

After the administration has informed the department chair that an applicant has accepted an offer of employment, then, within ten (10) working days thereafter, he/she shall inform the members of the department in writing of the name of the successful candidate.

Upon the conclusion of the search, the search committee chair or designee shall notify all other candidates that the search has concluded. If for any reason a search fails, then the department chair shall notify the members of the department in writing as soon as practicable.

Departmental Committees

I. Eligibility

Unless precluded from serving by contractual or statutory provisions, all full-time members of the department who are not on a leave of absence on a full-time basis are eligible to serve on departmental committees.

II. Nominations

Unless otherwise specified by contractual or statutory provisions, the department chair shall determine the number of members to serve on a committee and, if applicable, the number of student members.

<u>Departmental Membership</u>

The department chair shall request nominations for all committees in writing at least five (5) working days before nominations are to close. Members may nominate themselves; members shall not nominate others without the express consent of the other person.

<u>Student Membership</u>

Whenever appropriate or required contractually, students shall be appointed to serve on departmental committees. Unless otherwise specified, student nominees shall be full-time, matriculated students majoring in a major offered by the department. In all cases student members must be in good academic standing.

The chair shall solicit from members of the department the names of student nominees. Members may submit names of student nominees after obtaining permission from the student to be nominated; such nominations shall be in writing. The chair shall then appoint the requisite number of students to the appropriate committee and inform all members of the department of these appointments in writing.

III. Election

The tenured and tenure-track members of the department eligible to vote in a departmental election shall elect the members of committees.

The department chair shall distribute to eligible voting members a ballot listing the names of all nominees. This ballot shall be clearly labeled as such and shall not include any other departmental communications. Ballots shall include the specific date, time and place for their return. At least five (5) working days shall be given for return of ballots. A receipt shall be given to voters when the ballot is returned.

Election shall be by plurality. Tie votes will require a run-off election. The ballot shall list only the names of the tied nominees.

IV. Voting

All members of a committee are eligible to vote on business items. Only tenured and tenure-track members of the department are eligible to vote in any "election" (*e.g.*, the election of a chair, vice chair or secretary).

V. Recommendations

With the exception of the Departmental Graduate Committee and any search committee, all recommendations from departmental committees shall be distributed to the members of the department at least three (3) working days after submission to the department chair and at least three (3) working days prior to discussion or action at a departmental meeting called for that purpose.

APPENDIX 6 – Arbitrary, Capricious, Bad Faith

The arbitrator determined that a negative recommendation by the Committee on Tenure was in part based on the Chair's and some Committee members' adverse reaction to the candidate's having filed discrimination complaints and grievances. The arbitrator wrote, "Inclusion of such matters barred by the Agreement violated the Agreement's express terms, tainted the process and resulted in a decision that was less than fair, and that can be and is deemed arbitrary and made in bad faith, although not necessarily purposefully so by all members of the committee."

Arbitrator Marcia L. Greenbaum

Decision of February 14, 1994 in *Massachusetts Higher Education Coordinating Council and Massachusetts State College Association*

In assessing whether a recommendation to deny promotion was arbitrary and capricious, the arbitrator asked how the Vice President reached her decision. "Did she reach judgment in complete disregard of the facts? Were her conclusions grounded on whim or caprice?" The arbitrator concluded that the Vice President had established a factual basis for her judgment and so had not acted arbitrarily or capriciously.

Arbitrator Paul J. Dorr

Decision of January 10, 1996 in *Massachusetts Higher Education Coordinating Council and Massachusetts State College Association*

Citing various judicial opinions, the arbitrator said, "So long as there is a rational basis for the decision, and it is supported by substantial evidence, it will not be found to have been arbitrary and capricious…. Just because an administrator exercises poor judgment does not mean that he or she was arbitrary or capricious…. Bad faith is not simply bad judgment or merely negligence. 'It imports a dishonest purpose or some moral obliquity. It implies a conscious doing of wrong. It means a breach of a known duty through some motive of interest or ill will….'" (Citations omitted.)

Arbitrator James S. Cooper

Decision of October 12, 1994 in *Massachusetts Higher Education Coordinating Council and Massachusetts State College Association*

APPENDIX 7 – Sample Chair Calendar

Below is a sample calendar that we hope chairs will find useful. We realize that each university has different time-frames for scheduling (Bridgewater and Salem scheduling a year in advance, while most of the other universities schedule the following semester during the current semester), hiring, and such, however, most of the universities have a common timeframe for most of the tasks that chairs are required to perform in a year.

Month	Task
September	Send opening memo to department with information about new personnel, department meeting dates (if known) for the semester (or year), and reminder to consult personnel calendar
	Ask faculty to provide course syllabi and office hours for posting
	Remind candidates for personnel actions of pending deadlines
	Oversee election of Peer Evaluation Committee by September 30 and inform PEC members of pending personnel actions
	Convene departmental curriculum committee, graduate committee (for departments with graduate programs), search committees (if necessary), and ad hoc committees
	Assign new advisees to department advisors
	Consult with faculty to begin scheduling process for spring semester
	Begin conducting classroom observations
October	Finalize spring semester teaching schedule with Vice President and Registrar
	Provide department members with draft spring teaching schedules in writing
	Continue conducting classroom observations
	Check personnel calendar for deadlines
November	Finish conducting classroom observations
	Hire part-time faculty for spring semester
	Complete formal personnel evaluations (see personnel calendar)
December	Oversee administration of student evaluations
January	Send opening memo to department with information about new personnel, department meeting schedule (if known) for the semester, and reminder to consult personnel calendar
	Welcome and orient new faculty
	Assign new advisees to department advisors
	Ask faculty members to provide course syllabi and office hours for posting
	Consult with faculty to begin scheduling process for fall semester
February	Finalize fall semester teaching schedule with Vice President and Registrar
	Provide department members with draft fall teaching schedules in writing
	Begin conducting classroom observations
March	Continue conducting classroom observations
	Develop budget and full-time faculty requests for the upcoming academic year
	Remind faculty members of deadlines regarding personnel actions for upcoming academic year
April	Finish conducting classroom observations

	Hire part-time faculty for fall semester
	Oversee administration of student evaluations
	Collect end-of-year assessment data
	Monitor department budget
May	Hold end-of-year department meeting, discuss assessment results, develop strategic plan for the upcoming academic year, and discuss department budget allocation
	Prepare end-of-year report and assessment plan for Academic Affairs
	Review department brochures, handbooks, and website, and work with clerical support staff to update all materials
	Prepare job descriptions for tenure-track searches that will begin in the fall
	Hire additional part-time faculty as needed
	Identify office space and equipment needs for upcoming year

Appendix 7E

Accounting Society Constitution

Accounting Society
Fitchburg State University
Constitution and Bylaws

Article I **Name and Purpose**

Section I The name of this organization will be the Fitchburg State University Accounting Society. It may be referred to in this document as such or as the Accounting Society or the organization.

Section II The purpose of this organization will be to advance the skills and career development of those who wish to pursue careers in the Accounting field.

Article II **Membership**

Section I The Accounting Society will be open to all Fitchburg State University undergraduate students.

Section II Members will be responsible to:

- Attend all organization meetings
- Assist in the planning, organizing, and execution of organization events
- Actively contribute in all Accounting Society activities. An active member is defined as an officer or individual who has attended at least 50% of the scheduled meetings during an academic year.

Article III **Officers**

Section I The Accounting Society Executive Board will consist of the following positions: President, Vice President, Treasurer, Secretary, and Public Relations Officer

Section II All officers must be a full time undergraduate student and must maintain an overall **2.5** GPA . All officers will need to have achieved a 2.0 GPA the semester previous to holding office.

Section III Each respective officer will have the following responsibilities:

President

- Preside over all meetings
- Preside over Executive Board meetings
- Be the contact personnel for the faculty advisor
- Be the contact personnel to the Student Development Office

- Sign all organizational documents

Vice President
- Attend Club Senate meetings
- Co-sign all non financial documents
- Assume the responsibilities of President in his/her absence
- Assign all committees.
- Oversee all committee activities

Treasurer
- Establish a budget to be approved by members
- Handling cash flow
- Keep accurate records of all financial transactions
- Co-sign all financial documents
- Work with the student development offices in regards to university policy in the organization account. This includes applying for a budget at end of fall semester and attending budget hearings at the beginning of the spring semester.

Secretary
- Take minutes at all meetings
- Keep blank copies of necessary organization forms
- Work with PR officer in coordinating PR events
- Count votes for elections except those which included the incumbent secretary; the president would votes involving the incumbent secretary.

Public Relations Officer
- Head of all organization events
- Promote all organization events
- In charge of publicity to promote awareness of the Accounting Society

Article IV **Elections**

Section I Any active member may run for an officer position provided they meet all of the officer `requirements outlined in Article III Section II. Candidates will be expected to prepare a speech.

Section II Elections will be held in the spring around mid to late April. Candidates will be decided the prior meeting.

Section III A nomination is not necessary for a member to run for an officer position. All interested members who wish to hold office may run provided they meet all officer requirements.

Section IV Voting will take place immediately following speeches for the position at hand. A candidate must receive majority (one half plus one) of the present members' votes to claim office

Section V A vacancy of an officer position due to resignation or impeachment will result in an immediate election process. An impeachment process may be initiated by a majority vote of the Executive Board and sustained by a 2/3 vote of the active membership

Section VI The term of office for all officer positions will be one (1) academic year.

Article V Advisors

Section I An advisor must be an employed professor of Fitchburg State University in the Business Department. Preferably the advisor would possess experience in the field of Accounting.

Section II An advisor will be selected at the beginning of each school year with majority (one half plus one) votes of the present active members.

Section III The term of service for an advisor will be one (1) year. Advisors may be reselected for as many terms as the organization and advisor deems necessary. In the event the advisor does not adequately fulfill his/her duties in the opinion of the Executive Board, an impeachment process may be initiated by a majority vote of the Executive Board and sustained by a 2/3 vote of the active membership.

Article VI Rules and Procedures

Section I Quorum

1. Quorum is established when 2/3 of the active organization is present at a meeting or function of the organization.
2. Quorum is needed for all elections and formal voting procedures

Section II All members are expected to attend all organization meetings and events unless otherwise excused by the President and Vice President. Proper notice should be given twenty four (24) hours before the meeting or event. Not doing so may result in expulsion from the organization.

Section III Order of Business for a Standard Meeting

I. *Officer Reports*
II. *Advisor Reports*
III. *Old Business*
IV. *New Business*
V. *Discussion*

Article VII Finances

Section I The Accounting Society will be a funded organization of Fitchburg State University.

Section II There will be no dues charged to any member at any time.

Section III The organization may hold fundraisers as it sees fit so long as it complies with all Fitchburg State University policies.

Section IV *1.* No part of the net earnings of this organization shall insure the benefit of, or be distributed to, its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set in Article I Section II hereof.

2. Financial Services must be used exclusively for all club and organization finances.

Article VIII Amendments and Bylaws

Section I Quorum is required for any amendment to the organization's constitution and/or bylaws to pass. In order for an amendment to pass two thirds (2/3) of the present members must vote in its favor.

Appendix 7F

Business Society Constitution

FITCHBURG STATE UNIVERSITY BUSINESS SOCIETY *Constitution*

Mission statement: Our goal is to provide the students of Fitchburg State University with a student based organization that shall offer real business experience and a social atmosphere. Through a variety of meetings, special events, guest speakers, projects and fellowships our members shall gain hands on experience in the world of business. Members shall deal with deadlines, managing people, coordinating with third parties and managing funds. We believe that education begins in the classroom but is fortified by experience.

Article I – Society Officers:
It shall be the responsibility of the Society Officers to govern the organization's needs and to ensure the organization's continuance. The officers will meet once a week along with the regular members to talk about the current situations of the society. The term of service for each officer will begin as soon as elections are complete in April. The Society Officers will reserve the right to remove any regular member that is shown to be working against the interests of the organization.

- **Society President**- It shall be the responsibility of the Society President to lead the Society Officers and regular members as head of the organization. This person shall be responsible for organizing meetings, preparing all forms that require the president's signature or overview and helping to find new events and opportunities for the organization. The Society President will be responsible for updating the Faculty Advisor of the current status of the organization and future planning. The Society President will also send out written meeting minutes via e-mail so that all members, including the Faculty Advisor be kept informed.

- **Vice President**- This person shall be responsible for organizing and leading meetings in the absence of the Society President. This person will also be responsible for attending Club Senate meetings every other week or as stated by the Club Senate. This person will also be responsible for keeping very regular communication with the Society President.

- **Treasury Officer**- It shall be the responsibility of the Treasury Officer to manage any and all funds that come into the organization. This person shall be responsible for properly accounting and documenting all funds within the rules and regulations set forth by Fitchburg State University in regards to club funds. This person shall also be responsible for setting up the budget for the following academic year and to attend any training or official treasurer meetings as set forth by Fitchburg State University. The Treasury Officer shall also reserve the right to lead a meeting in the absence of the Society President and Vice President.

- **Communications Officer**- It shall be the responsibility of the Communications Officer to take the written minutes of each official meeting. The written minutes will be given to the Society President to send them via email. Also the Communications Officer will check the club mailbox located in the SGA office once a week. The Communications Officer shall also reserve the right to lead a meeting in absence of the Society President, Vice President and Treasury Officer. The Communications Officer will also be responsible for managing the college electronic database management system for clubs. As well as the official FSU Business Society website.

- **Membership Officer**- It shall be the responsibility of the Membership Officer to create and search for as many opportunities as possible for new members to join. This individual will also be responsible for dealing with any internal complaints about the organization. This person shall act as a representative for the regular members to the society officers. The Membership Officer shall also reserve the right to lead a meeting in the absence of the Society President, Vice President, Treasury Officer and Communications Officer.

Article II- Election of Society Officers:
Once per academic year the Business Society will hold elections to decide the officers for the following year. The elections will occur on the third meeting during the month of April. Elections will consist of each active member of the organization having one vote per officer category. The Transitional Officers will be

required to attend meetings as officers until the end of the academic year and will also make decisions for the organization during the summer.

Article III – Removal of Society Officers:
The Business Society reserves the right to remove any officer that is proven to not be performing to the expectations of their position or if that person is proven to be working against the interests of the organization. A 2/3rds vote of the membership is required for the removal of the officer in question. If the officer believes that that the process of removal or the reason for removal was incorrect than that person has the right to submit their grievance to the Student Development Office.

Article IV – Removal of a regular member:
The Business Society reserves the right to remove any regular member if that member is shown to be working against the interests of the organization or if this person does not attend meetings or communicate with the organization. The 2/3rd vote of the Society membership will be required to remove the regular member. If the regular member believes that the process of removal or the reason for removal was incorrect than that person has the right to submit their grievance to the Student Development Office. Once per semester the Society President will issue a request for all regular members to reconfirm their status. This action is done to have the most accurate membership lists in consideration of graduations, transfers and drop outs. If a regular member does not respond to this communication they will be removed from the organization's membership list.

Article V- The Faculty Advisor:
The Faculty Advisor for the organization must be a professor of the Business Administration Department at Fitchburg State University. This person shall be responsible for advising the organization and reserves the right to attend any meeting. This person also reserves the right to review all meeting minutes, formal documents and financial records of the organization. If the Faculty Advisor leaves the organization or is removed it will be the responsibility of the Society Officers to make a recommendation to the membership and to accept nominations from the membership for a replacement. There will then need to be a 2/3rds vote to approve the new Faculty Advisor.

Article VI – Removal of the Faculty Advisor:
The FSU Business Society reserves the right to have the Faculty Advisor removed if that person has shown poor leadership and or lack of interest in the organization. The removal process will involve a 2/3rds vote by all members of the FSU Business Society. The removal of the Faculty Advisor is to be considered a very serious process that should be discussed in detail by the Society Officers and general members. There should be an initial attempt to approach the current Faculty Advisor to discuss the issues of concern that caused the move towards removal.

Article VII- Meeting Procedures:
The Business Society will hold meetings once a week for the duration of the academic year, excluding holidays and breaks. Each meeting will be attended by

all Society Officers and regular members. Meeting minutes will be taken during this meeting by the Communications Officer. The Vice President will convey any information that they were encouraged to by the Club Senate during the meeting. The Society President reserves the right to cancel any meeting but must give at least 24 hours notice to the officers and members. The Society President will also be responsible for informing the officers and members of any change in location for the meeting at least 24 hours in advance, unless an unexpected situation arises. The Society Officers will also be required to meet once a week to discuss issues relating to the organization.

Article VIII – Statement of actions not taken by Business Society:
The Business Society will not engage in any action with a corporation, limited liability company, partnership or sole proprietorship to become accountable for the success or failure of said entities. The Business Society will not engage in actions that will promote personal profit from above stated entities for any member of the organization. The Business Society will not assist in the creation of entities including musical artists, record labels, entertainers or other artistic creators.

Article IX - Ratification and amendments of the constitution:
Ratification of the organization's constitution can only be achieved by a 2/3rds vote of the entire organization and the approval of the Student Organization Committee, Student Government Association and the Dean of Student and Academic Life. If the membership should see fit to add additional policies for the Business Society they may do so by creating bylaws through a 2/3rds vote of the membership.

Article X- Statement of intolerance against hazing and statement of non-discrimination:
The Fitchburg State University Business Society shall under no circumstances participate in or promote the use of hazing in any form. There shall be no cruel or unusual rituals or rights that must be performed by any member for any reason. The Fitchburg State University Business Society does not discriminate based on race, religion, creed, ethnic background, sexual orientation, political affiliation, disability, age, gender, martial status or pregnancy.

Article XI- Not for profit statement:
The Fitchburg State University Business Society is a not for profit organization. All funds and donations must be recorded by the Treasurer according to the rules and regulations of Fitchburg State University. No officer or regular member may accept any personal monetary compensation or gratuities.

Article XII- Fitchburg State University S.O.C. enabling clause:
The Fitchburg State University Business Society agrees to abide by all the policies and regulations set forth by Fitchburg State University. The Fitchburg State University Business Society also agrees to follow all laws set forth by the United States Federal government, The Commonwealth of Massachusetts and the City of Fitchburg.

Article XIII – Financial support and monetary acquisition:
The Fitchburg State University Business Society will receive its yearly budget from the Fitchburg State University Student Government Association. The Business Society will be funded by the submission of a budget request every year to the SGA during the appropriate time. As a result of being financially supported by the SGA, the Business Society must have membership open to all full time undergraduate students of any major. The Business Society may also acquire additional funds that exceed its budget through a special request to the Student Government Association.

Article XIV – Legal Disclaimer and Notice of Personal Responsibility:
The Fitchburg State University Business Society needs all members to be aware that during gatherings and events of the organization every person will be responsible for their own actions. The Fitchburg State University Business Society, Fitchburg State University, The City of Fitchburg and the Commonwealth of Massachusetts are not to be held responsible for incidents involving members of the organization during gatherings and events. Some examples of incidents would be motor vehicle collisions, damage to private or public property, personal injury, incidents with law enforcement, violations of civil or human rights, incidents of independent hazing and allegations of sexual harassment or misconduct.

Appendix 7G

NEACS Letter of Accreditation

Founded In 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

November 19, 2012

Dr. Robert V. Antonucci
President
Fitchburg State
University
160 Pearl Street
Fitchburg, MA 01420

Dear President Antonucci:

I am pleased to inform you that at its meeting on September 21, 2012, the Commission on Institutions of Higher Education took the following action with respect to Fitchburg State University:

that Fitchburg State University be continued in accreditation;

that the University submit a report for consideration in Spring, 2014 that gives emphasis to the institution's progress in:

1) implementing and assessing its strategic plan and assuring the effective integration of strategic planning, operational planning, and budgeting;

2) developing arid implementing .a process to assess the effectiveness of the Board of Trustees;

that the University submit a fifth year interim report for consideration in Spring, 2017;

that, in addition to the information included in all interim reports, the Spring 2017 report include an update on the two matters specified for attention in the Spring 2014 report;

that the next comprehensive evaluation be scheduled for Spring, 2022.

The Commission gives the following reasons for its actions.

Fitchburg State University (FSU) is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation. We* commend FSU for the participatory process that resulted in a candid, well-written self-study. We note with approval that widespread discussions among the among the campus con-urn.rally campus community became the basis for the University's mission statement, vision statement, core values, and the goals and objectives of FSU's strategic plan. We are gratified to learn that the leadership of the president and his team has !ed to a renewed pride in and excitement about the institution arid that a. committed and qualified board of trustees and alumni firmly and enthusiastically support the University. We share the judgment of the team that FSU faculty and staff are devoted to students' needs and success and committed to the vision of the institution as a university. The self-study and team report provided evidence of the University's effective oversight of programs offered off-campus and through distance education. We are pleased to learn of the progress FSU has made in the renovation of facilities on campus and congratulate the Universit3, on the construction of its first academic building since 1975, a $57 million science complex, which is clue to open in June 2014. With an experienced leadership team, dedicated faculty and staff, and a supportive Board of Trustees, the University is positioned for future success. ,,

The items the institution is asked to report on in Spring, 2014, are related to our Standards on *Planning and Evaluation, Financial Resources,* and *Organization and Governance.*

We concur with the visiting team that FSU has made substantial improvements in its planning and evaluation efforts since the last comprehensive review, as evidenced by a five-year strategic plan in place since 2009 and a systematic review of progress reports that is conducted annually by the Vice President of Academic Affairs and the Vice President of Financial Affairs. However, we also share the concerns of the visiting team regarding a lack of alignment across planning initiatives; strategic goals, implementation processes, and budgeting and agree that assessment data are not yet used effectively to guide planning and resource allocation. The report prepared in Spring 2014 will provide FSU with an opportunity to demonstrate its progress in assessing its strategic plan on a regular, systematic basis and aligning its planning and budgeting processes. Our Standards on *Planning and Evaluation* and *Financial Resources* are relevant here:

> Planning and evaluation are systematic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups • responsible for the achievement of institutional purposes. Results of planning and evaluation 'are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning mad evaluation efforts. (2.1)
> The institution plans beyond a short-term horizon, including strategic planning that involves realistic analysis of internal and external opportunities and constraints, it plans for mad responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course .of action to achieve identified objectives. Institutional decision-making, particularly allocation of resources, is consistent with planning priorities. (2 3)
>
> The institution establishes mad implements its budget after appropriate consultation With relevant constituencies in accord with realistic overall planning that provides for the appropriate integration of academic, student service, fiscal, development, information and technology and physical resource priorities to advance its educational objectives. (9.8)
>
> The institution's financial planning, including Contingency planning, is integrated with overall planning and evaluation processes... (9.9)

The commission appreciates the University's candid acknowledgment that it has not recently assessed the effectiveness of its governing board. We are pleased to learn that an assessment process will be presented to the Board thin Fall and we anticipate being apprized, through the Spring 2014 report, of the University's success in ;assuring that [t]he board systematically

develops and ensures its own effectiveness", and "enhances its effectiveness through periodic evaluation" (3.4).

Commission policy requires a fifth year interim report of all institutions on a decennial evaluation cycle.˙ Its purpose is to provide tile Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all fifth-year reports the University is asked,-in Spring, 2017, to report on its continued progress on the two matters addressed in the Spring, 2014 report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the institution's sustained attention over time; hence, we ask for an update in the report submitted for consideration in Spring 2017.

The scheduling of a comprehensive evaluation in Spring 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term Of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.-:

The Commission expressed appreciation for the self-study prepared by Fitchburg State University and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Dr. Robin Bowen, Vice President of Academic Affairs, Dr. Paul Weizer, Associate Vice President of Academic Affairs, and Dr. Nancy E. Carriuolo, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Ms. Carol Vittorioso. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with Commission policy.

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, Director of the Commission.

Sincerely,

Richard L. Pattenaude

RLP/sjp

Enclosure

cc: Ms. Carol Vittorioso, Visiting Team