SPECIAL MEETING OF THE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

9th Floor Conference Room*
Boulevard Tower
1018 Kanawha Boulevard, East
Charleston, West Virginia

October 4, 2013
10:00 a.m.

AGENDA

I. Call to Order

II. Oath of Office

III. Approval of Proposed Series 54, Campus Safety Procedures *(Pages 2-5)*

IV. Final Approval of Series 40, Equal Opportunity and Affirmative Action *(Pages 6-9)*

V. Approval to Increase Investment Authority *(Page 10)*

VI. Approval of Master of Professional Studies in Organizational Leadership Program *(Pages 11-44)*

VII. Approval of Amendments to TIAA-CREF Retirement Plan Documents *(Pages 45-48)*

VIII. Approval of Presidential Search Procedure for Concord University *(Pages 49-55)*

IX. Possible Executive Session under the Authority of West Virginia Code §6-9A-4 to Discuss Personnel Issues

    a. Approval of Presidential Contract for Fairmont State University

    b. Approval of West Virginia Regional Technology Park Executive Director

X. Additional Board Action and Comment

XI. Adjournment

*To join the meeting by conference call, dial the following numbers: 1-866-453-5550, participant code: 5245480#.

ITEM:	Approval of Proposed Series 54, Campus Safety Procedures
INSTITUTION:	All
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves Series 54, Campus Safety Procedures, Procedural Rule, for submission to the Secretary of State for a thirty-day public comment period.
	Further Resolved, That staff is instructed to file the procedural rule with the Legislative Oversight Commission on Education Accountability and final filing with the Secretary of State if no comments are received at the conclusion of the comment period.
STAFF MEMBER:	Neal Holly

BACKGROUND:

Series 54, Campus Safety Procedures, is a new procedural rule that establishes procedures to direct institutional planning and response to on-campus emergencies. The Commission has actively been engaged in promoting best practices regarding campus safety and emergency response, holding a campus Safety Summit in March and working to strengthen partnerships between campuses and organizations, such as the Red Cross, utility companies and local response agencies. Recent weather related emergencies have demonstrated the need for improved communication and coordination between the Commission and individual institutions. In addition, violent acts on college campuses across the nation have underscored the necessity for campuses, no matter their size, to prepare for a range of unthinkable circumstances.

It is recommended that the Commission approve the proposed procedural rule, Series 54, Campus Safety Procedures, for submission to the Secretary of State for a thirty-day public comment period. The rule strengthens support mechanisms, improves coordinated response and ensures communications between institutional responders, administrators and the Chancellor's Office. If no comments are received at the conclusion of the comment period, staff will file the procedural rule with the Legislative Oversight Commission on Education Accountability and with the Secretary of State for final filing.

TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 54
CAMPUS SAFETY PROCEDURES

§133-54-1.   General.

    1.1.   Scope. This rule establishes guidelines and procedures that will direct institutional planning and response to on-campus emergencies at public four-year higher education institutions in West Virginia.

    1.2.   Authority. West Virginia Code §18B-1-6(c)(3).

    1.3.   Filing Date.

    1.4.   Effective Date.

§133-54-2.   Purpose.

    2.1.   The primary purposes of this rule are to:

        2.1.a.   Ensure communication between individual campuses, the West Virginia Higher Education Policy Commission (Commission), and state leadership and emergency management personnel;

        2.1.b.   Ensure that institutions have up-to-date emergency procedures and teams in place;

        2.1.c.   Ensure that institutions make available to the campus community members information on how to respond to emergency situations and provide campus safety education and training programs on an on-going basis;

        2.1.d.   Provide coordination of resources in times of a campus or statewide emergency; and

        2.1.e.   Provide emergency best practices, training, and resources for institutions.

§133-54-3.   Guidelines.

3.1.   The following will guide the further development and coordination of emergency preparedness and response to natural and violent incidents on-campus:

3.1.a.   All institutions are required to report any major emergency to the Chancellor or the Executive Vice Chancellor for Administration within a reasonable time from the initiation of the incident, and/or when it is safe and practicable to do so.

3.1.b.   All institutions are required to have an emergency plan in place that addresses, but it is not limited to, the following: natural disasters, such as earthquakes, flooding, or tornados; violent acts, such as active shooters and hostage situations; and health related emergencies, such as the outbreak of an infectious disease. A public version of the emergency plan is to be made available on the institution's website; this version would not contain sensitive information that could be used to cause harm.

3.1.c.   All institutions are required to annually review their emergency plans and the president of each institution shall submit a copy of the emergency plan to the Chancellor annually by June 30. A written summary of any revisions to the emergency plan are to accompany the document submitted to the Chancellor.

3.1.d.   Faculty, staff, and students should be offered training concerning emergency procedures, especially how to react to violent acts on-campus.

3.1.e.   All institutions are required to hold at least one campus-wide emergency drill each year. The simulation should be inclusive of faculty, staff, students, and members of the state and local emergency response community.

3.1.f.   All institutions are required to develop and maintain a threat assessment committee/team. The purpose of this committee is to meet on a regular basis to discuss potential human and physical threats to the campus community. A threat assessment committee should consist of, but is not limited to, campus leadership who direct academic affairs, campus safety and security, student conduct, student health, and facilities.

3.1.g.   The Commission will actively provide training and resources associated with emergency planning and response best practices.

§133-54-4.   Emergency Situations.

    4.1.   The president, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close the institution. Such a declaration will be transmitted to the Chancellor or to the Executive Vice Chancellor for Administration.   The president, working with public safety officials, will determine when the emergency condition no longer exists.

West Virginia Higher Education Policy Commission
Meeting of October 4, 2013

ITEM: Final Approval of Series 40, Equal Opportunity
                                         and Affirmative Action

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved,* That the West Virginia Higher
                                         Education Policy Commission approves Series
                                         40, Equal Opportunity and Affirmative Action
                                         for final filing with the Secretary of State.

STAFF MEMBER: Mark Toor

BACKGROUND:

Series 40, Equal Opportunity and Affirmative Action, is the procedural rule that establishes policy relating to equal opportunity and affirmative action.   At the August 9, 2013 Commission meeting, the updated procedural rule was approved for filing with the Secretary of State for a thirty-day public comment period.   Summarized below is the comment received and staff response.   No additional changes have been made to the procedural rule and it is recommended that the rule be approved for final filing with the Secretary of State.

Comment: A comment was received seeking to have the language of Series 40 expanded to add the phrases "gender expression" and "whether actual or perceived" to the list of protected characteristics so as to achieve a degree of consistency between the procedural rule and what has been proposed as unsuccessful amendments to expand the scope of protected classes under the West Virginia Human Rights Act.

> Response: It has been concluded the newly-protected characteristic defined as "gender identity" is sufficiently broad to encompass and to protect the apparent sub-category of "gender expression." No change has been made to address this comment.

Comment: A comment was received regarding independent contractors, citing a possible issue stemming from when employees are inappropriately classified as independent contractors.

> Response: Language has been changed in section 2.2. to clarify that the principles of non-discrimination and anti-harassment also apply to business relationships such as the selection and treatment of independent contractors.

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TITLE 133
PROCEDURAL RULE
WEST VIRGINIA HIGHER EDUCATION POLICY COMMISSION

SERIES 40
EQUAL OPPORTUNITY and AFFIRMATIVE ACTION

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§133-40-1.   General.
~~SECTION 1. GENERAL~~

    1.1.   Scope. This rule establishes equal opportunity and affirmative action policy.

    1.2.   Authority. West Virginia Code ' 18B-1-6 and §18B-1B-5.

    1.3.   Filing Date. ~~April 3, 1992~~

    1.4.   Effective Date. ~~April 3, 1992~~

§133-40-2.   General Policy.
~~SECTION 2. GENERAL POLICY~~

    2.1.   It shall be the ~~general~~ policy of the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) to provide equal employment ~~opportunity~~ opportunities ~~for~~ to all qualified ~~persons,~~ employees and applicants and to prohibit discrimination ~~in employment because of race, sex, age, color, religion, national origin, veterans status or handicap, and to take affirmative action to recruit and employ qualified faculty and staff.~~ or harassment against any such individuals on the basis of protected characteristics. The Commission and Council consider race, color, religion, sex, national origin, age, disability, genetic information, sexual orientation, gender identity and veteran status as protected characteristics and will not permit discrimination or harassment against any employee or applicant for employment on the basis of any such characteristic. The Commission and Council will conform both to the letter and the spirit of the law and regulations with respect to prohibiting any such discrimination or harassment and will engage in affirmative action to employ, advance in employment and treat all qualified persons without discrimination in any employment practices.

    2.2.   The scope of this policy prohibiting discrimination and harassment extends, but is not limited to, the following: recruitment, employment, promotion, transfer, training, working conditions, wage and salary administration, benefits and the application of all other employment-related policies. These principles of non-discrimination and anti-

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harassment also apply to business relationships of the Commission and Council, such as the selection and treatment of independent contractors and personnel working on Commission and/or Council premises.

2.3.   Under the ~~e~~Commission's and Council's additional authority to allocate specified functions and responsibilities among the institutions ~~under the Higher Education Policy~~ within the jurisdiction of the Commission and Council, each institution shall accept primary and long-term responsibility for the development and implementation of equal employment opportunity~~/~~ and affirmative action policies consistent with ~~all~~ the ~~e~~Commission~~,~~'s and Council's guidance ~~state and federal~~ and all applicable laws and regulations.

2.~~3~~4.   Each institution and the ~~Higher Education Policy~~ Commission and Council ~~Office~~ shall take the initiative in developing or modifying its own plans to achieve compliance with the equal employment opportunity and affirmative action ~~and equal opportunity~~ policies of the ~~e~~Commission and Council as well as those of the ~~,~~ state~~,~~ and federal governments. The president of each institution shall, through appropriate means, establish and maintain a positive program of equal employment opportunity and affirmative action within her/his jurisdiction in accordance with ~~specific~~ all laws and regulations applicable to ~~her/his particular~~ the institution. The equal employment opportunity~~/~~ and affirmative action goals of the institution must be integrated into and consistent with ~~the~~ other performance goals of the institution. The realistic goals and timetables of each institution shall be vigorously pursued to achieve a proportional ~~representative~~ representation of minorities and women in the ~~faculty and non-faculty ranks~~ ~~in the~~ workforce based on ~~their~~ availability within the relevant workforce recruitment markets. The effective pursuit of affirmative action requires not only the adoption of an adequate plan, but also result~~s~~-oriented procedures ~~which~~ designed to ensure the involvement of managers at all levels of each institution. Institutional affirmative action plans ~~are to~~ shall be submitted to the ~~e~~Chancellor~~s~~ by July 1 of each year.

2.4.5.   The ~~e~~Chancellor~~s~~ shall appoint a~~n~~ equal employment opportunity/affirmative action advisory council, to be known as the Chancellors' Equal Employment Opportunity Council, ~~consisting~~ composed of at least one representative from each of the campuses or institutions. The ~~e~~Council will help to facilitate the achievement of equal employment opportunity/affirmative action goals and compliance across the institutions under the ~~Higher Education Policy~~ Commission's and Council's jurisdiction. Under the general direction of the ~~e~~Chancellors, the ~~advisory~~ ~~e~~Council shall be responsible for, but not necessarily limited to, the following ~~specific~~ duties and responsibilities:

2.**4**.5.1.Conducting periodic reviews of institutional equal employment

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opportunity/affirmative action plans and programs, while providing any assistance that may be required to improve programs and realize objectives.

2.**4**.5.2. Consulting from time to time with the ~~c~~Chancellor~~s,~~ and presidents of institutions~~,~~ and/or their ~~assistants~~ designees on equal employment opportunity/affirmative action matters.

2.**4**.5.3. Reviewing copies of equal employment opportunity reports of all institutions ~~(EEO-6 and others)~~ submitted to federal ~~agencies~~ authorities responsible for enforcement of laws and regulations and providing consultation to the ~~c~~Chancellor~~s~~ where appropriate or as requested.

2.**4**.5.4. Helping to assure that current information affecting equal employment opportunity/affirmative action is disseminated to institutions and their employees. ~~The equal opportunity/affirmative action advisory council has the opportunity and authority to consult and cooperate with the equal opportunity/affirmative action council of the West Virginia Higher Education Policy Commission to share information and develop a statewide educational conference on related issues.~~

2.**4**.5.5. Conducting other advisory assignments as directed by the Chancellor~~s~~.

West Virginia Higher Education Policy Commission
Meeting of October 4, 2013

ITEM: Approval to Increase Investment Authority

INSTITUTIONS: Marshall University and West Virginia University

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher Education Policy Commission approves the requested increase in Marshall University's investment authority with the Marshall University Foundation, Inc. and in West Virginia University's investment authority with the West Virginia University Foundation, Inc.

STAFF MEMBER: Ed Magee

BACKGROUND:

With the passage of Senate Bill 603 in 2005, Marshall University and West Virginia University were granted the authority to invest state funds with their respective foundations. Both institutions have taken advantage of this authority and have invested the maximum amount currently authorized.

During the 2013 regular legislative session, Senate Bill 444 increased Marshall University's authority to invest with the Marshall University Foundation, Inc. to $60 million or 65 percent of unrestricted net assets, whichever is greater; and West Virginia University's authority to invest with the West Virginia University Foundation, Inc. to $70 million or 65 percent of unrestricted net assets, whichever is greater.

It is important to note that this expanded investment authority will be largely utilized to improve returns on operating funds. The institutions anticipate purchase of an investment after the beginning of each Fall and Spring semester. That investment will mature and/or be liquidated in concert with projected cash needs. In this manner, the institutions will prudently invest funds until they are required to meet operating requirements while earning a return that is higher than the return available through the investment products offered by the West Virginia State Treasurer's Office.

Staff recommends approval of the institutional requests for increased investment authority. Pending the Commission's approval, the institutions will review their respective policies relating to these investments in light of the expansion of the investment authority. It is anticipated that revisions and or modifications to these policies will be necessary.

West Virginia Higher Education Policy Commission
Meeting of October 4, 2013

ITEM:	Approval of Master of Professional Studies in Organizational Leadership Program
INSTITUTION:	West Liberty University
RECOMMENDED RESOLUTION:	*Resolved*, That the West Virginia Higher Education Policy Commission approves the Master of Professional Studies in Organizational Leadership Program at West Liberty University, effective Fall 2014. This approval expires in two years from the date of Commission approval if the program is not fully implemented at that time.
STAFF MEMBER:	Kathy Butler

BACKGROUND:

West Liberty University proposes a Fall 2014 implementation of a new graduate program, Master of Professional Studies in Organizational Leadership. The program places an emphasis on the development of leadership skills that can be applied in business, government, non-profit, for-profit, and education settings. The program highlights instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication, and other management skills.

The 30 credit hour accelerated master's degree program has been designed to meet the needs of students who choose to secure employment at a leadership level, career advancement or personal and professional enrichment. Though additional areas of emphasis may be planned for this degree program in the future, this proposed emphasis has a general leadership orientation, focusing on developing skills for successful leadership in a variety of organizations. This 30 credit hour program can be completed within an 18 to 20 month period with each planned course to be delivered through a combination of lectures, readings and assignments, and online discussion boards and other web-based assignments.

The Master of Professional Studies program has been designed to serve the employment and career needs and interests of baccalaureate degree prepared professionals. More specifically, the program is tailored to serve the needs of the non-traditional student who seeks a program that will enable them to advance their current employment or seek alternative employment. The program will provide the geographical area with a high quality, affordable graduate degree that is relevant and can be applicable in a wide variety of professional employment. It will be delivered at the

Highlands Center which serves as a highly accessible location for many students in the area.

While there are many Master of Professional Studies programs throughout the country, currently, there are no other accessible and financially affordable similar programs within West Virginia. The most closely aligned program available is a Master of Science in Organizational Leadership offered at Wheeling Jesuit University.

Evaluation and assessment of the Master of Professional Studies in Organizational Leadership program will be both comprehensive and specific. The program will undergo comprehensive evaluations on a regular basis as part of the institutional assessment review (every 2.5 years) conducted by the Assessment and Accreditation Committee and as part of the Board of Governors Program Review every five years that not only evaluates program assessment, but also program productivity, etc. Additionally, ongoing evaluation data will be collected on student attainment and demonstration of the program objectives through the use of specific course-level identified indirect and direct assessment measures.

Initially, operating resources will be derived from existing budget allocations. However, it is anticipated that enrollment tuition will provide funding for any necessary resources. The institution forecasts that twelve (12) students will enroll in the program during the first year. With a projected increase of an additional twelve students a year and a program completion rate of 18 to 20 months, it is anticipated that the program will be maintained with a steady student enrollment of approximately twenty-four (24) students annually.

If the Master of Professional Studies in Organizational Leadership program is not fully implemented within two years of the date of Commission approval, the program will no longer be considered approved by the Commission and must be resubmitted for review and approval. Additionally, this program will require additional approval by the Higher Learning Commission prior to implementation.

In the 2016-2017 academic year, the Commission will conduct a post-approval audit review of the new program to assess progress toward successful implementation.

Proposal to Add New Degree Program

Master of Professional Studies
Area of Emphasis: Organizational Leadership
(MPS – OL)

West Liberty University

Brief Summary Statement: This document supports our request for approval to offer a Master of Professional Studies - Organizational Leadership as outlined in Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission, Series 11. Approval of our Intent to Plan was documented in a letter from Chancellor Paul Hill, June 25, 2012. The MPS is an accelerated 30 credit hour master's program that provides a high quality, affordable and accessible graduate program for qualified students, whose opportunities for appropriate level employment, career advancement, and personal and professional enrichment will be enhanced by a master's degree.

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6.2. Program Description

The MPS - OL Degree Program is a 30 credit hour accelerated master's program which serves qualified students who aim to secure appropriate level employment, career advancement, and personal and professional enrichment. The Program emphasizes learning advanced skills and refined competencies that are practically relevant to various fields of professional employment. The MPS will, accordingly, include Areas of Emphasis (AOE) that will focus on various for-profit and non-profit professional fields. The initial AOE is Organizational Leadership, which will have a general leadership orientation, focusing on developing the skills and competencies that will enable successful leadership and supervision within various for-profit and non-profit organizations. Successive AOEs will have area-specific leadership orientations and will be developed and offered as student needs and interests are determined. Future possible AOEs include: "Justice Administration Leadership," "Health Care Administration Leadership," "Project Leadership," and "Human Resources Leadership."

6.2.a. Program Objectives:

The following eight Program Objectives are arranged so that Objectives 1 – 4 pertain to the MPS Core Courses and 5 – 8 pertain to the Organizational Leadership AOE. All of these Objectives, however, are integrated into various courses throughout the MPS – OL program.

Graduates of the MPS – OL program, will be able to…

1. Employ advanced oral and written communications skills based on critical reasoning, principles of rhetoric and refined written composition.
2. Apply an ethical decision-making model to complex professional situations.
3. Competently provide personnel motivation, conflict resolution and facilitation of team building.
4. Engage in ethical applied research in order to organize and interpret data for the sake of evidence-based decision making, problem solving and planning.
5. Apply background knowledge of the history of leadership in order to adapt effective leadership styles to various situations.
6. Execute essential leadership operations with knowledgeable competence.
7. Develop and lead high-impact, results-focused change initiatives
8. Apply various legal parameters which are relevant to for-profit and non-profit organizations.

Please see *6.5.a.* for the table that identifies where an Objective is taught and assessed within the program.

6.2.b. Program Identification

CIP 52.0213 Organizational Leadership: A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.

6.2.c. Program Features

As an accelerated program, MPS–OL requires 30 academic credits, which can be completed within an 18 – 20 month period. The MPS curriculum has a Core Course component (12 credit hours), an Area of Emphasis (12 hours), and Electives (6 hours). Every course in the MPS program is a blended course with lecture notes, readings, relevant web links, student guides, assignments, tests and discussion boards delivered through WLU's online course management system, Sakai.

One 3 credit course in every AOE requires an Applied Research Project (ARP) to be developed according to the content of the specific AOE and the designs and methods of applied research. The student's ARPs research topics that are practically relevant to a student's professional work and career aims.

6.2.c.1. Admissions and Performance Standards

Admissions to the MPS Program require: 1) Official transcripts from all undergraduate and graduate courses; 2) A baccalaureate degree with a minimum of 2.50 GPA from a regionally accredited institution; 3) A combined score of 800 (Verbal and Quantitative) on the GRE prior to November 2011, a combined score of 300 (Verbal and Quantitative) on the GRE after November 2011, OR a scaled score of 378 on the Miller Analogies Test (MAT); 4) International students must also have proof of English Proficiency with a test result completed within the past three years: TOEFL minimum score of 80 for IBT or 550 for PBT. (NB: Admissions requirements for graduate programs are standardized for WLU.)

6.2.c.2. Program Requirements

Courses, Descriptions and Learning Outcomes: All of the MPS-OL courses are new and have been approved by the West Liberty University Deans' Council, Curriculum Committee, Faculty Senate, and Board of Governors. A list of the MPS-OL curriculum with all of the course titles and numbers immediately follows. After that, a detailed presentation of each of the courses is offered. The "Assessments" section in each of the course "boxes" enumerates assessments which students will complete and submit to the professor for graded evaluation. Those specific course Assessments are related to a course's indicated Learning Outcomes, and the assessments indicated will be included in the course's assessments, but they are not exhaustive of all of the assessments that a course might require.

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Assessments of MPS-OL Program Objectives in regard to the overall program and curriculum are explained below in **Section 6.5.a.**

MPS CURRICULUM

CORE COURSES

MPS 500 – Rhetoric, Reasoning and Communication	3 hours
MPS 501 – Professionalism in Applied Ethics and the Digital Age	3 hours
MPS 502 – Organizational Dynamics and Change	3 hours
MPS 503 – Methods of Applied Research	3 hours

MPS-OL AREA OF EMPHASIS COURSES

MPS 504 – History of Modern Leadership	3 hours
MPS 505 – Essentials of Leadership Operations	3 hours
MPS 506 – Legal Environments of Organizational Leadership	3 hours
MPS 507 – Applied Research Project (ARP)	3 hours

MPS-OL ELECTIVES

MPS 508 – Leading Creativity and Diversity in a Global Economy	3 hours
MPS 509 – Organizational Risk Assessment and Decision-Making	3 hours
MPS 510 – Understanding Leadership through Biography	3 hours
MPS 511 – Current Issues in Leadership	3 hours
MPS 578 – Special Topics in Professional Studies	3 hours

MPS COURSE DESCRIPTIONS AND DETAILS

MPS REQUIRED CORE CLASSES (12 credit hours)

MPS 500 – Rhetoric, Reasoning and Communication   3 hours

This course will treat areas of rhetoric, reasoning and communication with the specific aim of cultivating high-level competencies, which are explicitly applicable to professional work situations. Students will be exposed to principles of classical rhetoric, techniques of critical reasoning in terms of formal and informal logic, and essential criteria for effective professional written and oral communication. With exercises, written assignments and class presentations, the emphasis on applications to work situations will be developed.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Employ rhetorical principles to compose effective work-related written and oral communications, wherein the style of expression does not detract from but enhances the substance of content.
2. Formulate and critique arguments so that their professional reasoning is logical, and they are not misled by fallacious argumentation.
3. Analyze and use language in professional contexts with logical structure and rhetorically effective composition.

ASSESSMENTS:
1. Compose four one page professional memos to a "superior" addressing: a) a departmental budget increase request for the coming year; b) a request to hire a new full-time staff member; c) a performance review of an under-performing subordinate; d) a self-evaluation for an annual performance review.
2. Compose two one-page critiques of two of a class peer's memos from 1. above.
3. Two objective tests devoted to argument evaluation and identification of use of rhetorical principles.
4. *Summative Assessment*: Develop and present to the class a prospectus for a work-related policy change. Class will have input in evaluating peer's performance through anonymous use of a specially designed rubric.

MPS 501 – Professionalism in Applied Ethics and the Digital Age   3 hours

Foundational principles of ethics will establish an ethics decision-making model to evaluate concrete issues and topics relevant to typical for-profit and non-profit organizations. Emphases will be placed on: 1) practically establishing the relationship between ethics and authentic professionalism, and 2) evaluating technology-related ethics issues that emerge in our digital age.

LEARNING OUTCOMES:
As a result of this course, students will be able to . . .
1. Articulate why and how ethics are integral to genuine professional development within any type of organization.
2. Explain key foundational principles of ethics and their relevance to professional work.
3. Evaluate the ethics of typical professional work-related scenarios.
4. Identify and evaluate typical technology-related ethics challenges that are common to contemporary organizations.

ASSESSMENTS:
1. Practice exercises evaluating the ethics of work-related "mini-case" scenarios, many related to technology-use issues.
2. Develop an original, challenging extended ethics case scenario that is unresolved.
3. Evaluate and discuss a class-peer's original ethics case.
4. Two objective and open-ended question tests regarding terminology and concepts essential to professional ethics
5. *Summative Assessment*: Conduct and present to the class an ethics audit of an organization using an ethics audit instrument which will be provided. Class will have input in evaluating peer's presentation with anonymous use of a specially designed rubric.

MPS 502 – Organizational Dynamics and Change   **3 hours**

This course examines four topics which are relevant to any type of professional organization. They are: 1) organizational theory and structures; 2) leading and managing organizational change; 3) group dynamics, including motivation and team building; and, 4) negotiation and conflict resolution.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Explain types of organizational structures.
2. Evaluate the appropriateness of types of organizational structures to various kinds of organizations.
3. Distinguish between leading and managing organizational change and the relevance of each in effecting needed and successful change.
4. Formulate strategies for effective employee motivation and team building.
5. Employ skills in negotiation and conflict resolution.

ASSESSMENTS:
1. Two objective and open-ended question tests regarding essential terminology and concepts for the course.
2. Develop an instrument for an organization that has metrics and criteria for measuring the motivation of the organization's personnel.
3. Roll-playing exercise with teams negotiating contracts for the coming year.
4. *Summative Assessment*: Conduct and present to the class a "Change" audit of an organization with instrument provided. Presentation will be anonymously evaluated by peers using a specially designed rubric.

MPS 503 – Methods of Applied Research   **3 hours**

Through six topics, this course engages students in understanding and conducting applied research: 1) defining applied research and distinguishing it from other types of research; 2) the uses of quantitative-based decision-making; 3) various applied research techniques for addressing on-the-job issues; 4) conducting a literature review of applied sources; 5) the ethics of applied research; and 6) development of an applied research project proposal.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Distinguish applied research and its techniques from other types of research.
2. Employ techniques for collecting and interpreting organizational data for the sake of evidence-based decision making, problem solving and planning.
3. Evaluate the ethics of applied research topics, methods and relevant instruments.
4. Develop an applied research project proposal which includes a literature review.

ASSESSMENTS:
1. Two objective and open-ended question tests.
2. Compose two case analyses of actual situations in which data-driven decision-making, problem-solving and planning were or were not effectively employed.
3. Analysis of a peer's penultimate draft of an applied research project proposal, with attention to ethics issues, using a special rubric designed for the purpose.
4. *Summative Assessment*: Develop and present to class an applied research project proposal. Class will have input evaluating the presentation through anonymous submission of special rubrics.

MPS ORGANIZATIONAL LEADERSHIP AOE REQUIRED CLASSES (12 credit hours)

MPS 504 – History of Modern Leadership   3 hours

This course reviews the roots of leadership studies beginning in the late nineteenth century and then moves to examine the skills and competencies needed for outstanding future leaders. Contrary to what early modern leadership theories maintained, leaders are not born but instead master skills and develop competencies for effective leadership. Emphasis will be placed upon guiding students to explore and challenge what makes a great leader and what individual improvements are needed so that they can become more effective leaders in their fields.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Compare and contrast various historical approaches to leadership with current and future possible approaches.
2. Assess various past and current leadership "case studies" to ascertain differences between effective and ineffective leadership.
3. Evaluate past and present leadership approaches for the purposes of identifying some "best leadership practices" which can be applied to students' own fields of work.

ASSESSMENTS:
1. Compose an original list of leadership best practices and then compose an evaluation of a peer's list.
2. Compose three case studies of historical and contemporary leaders, particularly assessing whether their actions conform to best practices.
3. *Summative Assessment*: Compose a self-assessment of one's own leadership practices as based on best practices in one's present or future-desired field of work.

MPS 505 – Essentials of Leadership Operations   3 hours

This course focuses on five essential operational skills and competencies that are necessary for developing the ability to lead effectively in complex environments. The skills and competencies are: 1) budgeting; 2) financial accounting; 3) project marketing; 4) performance assessment; and 5) department, program or project review.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Differentiate between a leadership "skill" and a leadership "competency".
2. Apply evidence-based decision making, problem solving and planning to essential leadership operations.
3. Execute the essential leadership operations (as identified in the course description) within the contexts of various situations in leadership case studies.

ASSESSMENTS:

1. Compose analyses of at least three leadership case studies which will require evaluation of the merit in which essential operations were executed, and projections of ways in which the operations could have and should have been executed.

2. *Summative Assessment*: Compose and present to the class an audit review of an organization's department, program, or project to evaluate the merit of the execution of essential operations (1-4 as identified in the above course description).

MPS 506 – Legal Environments of Organizational Leadership   **3 hours**

This course will engage students in the study of the various legal environments of organizational leadership by emphasizing cases which highlight and illustrate the practical and ethical relevance of civil and criminal law to actual leadership situations. This emphasis will be developed though four course topics: 1) important legal concepts and terminology; 2) relevant business and tax law; 3) relevant non-profit tax law; and 4) relevant human resources and Equal Employment Opportunity (EEO) law. With all of these topics, students will be engaged in the practice of interpreting cases and applying relevant law to evaluate their legality.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Apply a knowledgeable competence in regard to important legal concepts and terminology.
2. Interpret relevant tax law for for-profit and non-profit organizations.
3. Determine applications of relevant human resource and EEO law to typical situations and cases which arise in organizations.

ASSESSMENTS:
1. Two objective and open-ended question tests on important legal concepts and terminology.
2. Assigned case studies presented to class which analyze and judge the application of 1) relevant business and tax law to the operations of a for-profit organization, 2) non-profit tax law to the situations of a non-profit organization, and 3) human resources and EEO law to all organizations. These analyses will also include the evaluation of any relevant ethics issues, covered or not covered by the law.
3. *Summative Assessment*: Presentation of analysis of the important legal parameters specifically relevant to an organization (for- or non-profit) with which the student is quite familiar.

MPS 507 – Applied Research Project (ARP)   **3 hours**

Students will be guided in their development of an applied research project which will employ methods and techniques learned in *MPS 503 – Methods of Applied Research*. The projects will also include an ethics impact assessment section based on learning from *MPS 501 – Professionalism in Applied Ethics and the Digital Age*. Students will offer a public presentation and defense of their ARPs before a graduate faculty panel and audience.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Produce an ARP which conforms to the MPS Internal Review Board standards.
2. Prepare and deliver a timed presentation of their ARP.
3. Develop an ethics impact assessment as part of their ARP.

ASSESSMENT:
 Summative Assessment: Students will present and defend their ARPs to a panel of MPS faculty. Each panel member will assess the written project and the oral presentation using specially designed rubrics.

MPS 508 – Leading Creativity and Diversity in a Global Economy   **3 hours**

The global economy demands creative and diversity-cognizant leadership. Whether one is a leader in a publicly-held business, family business or non-profit organization, leading people to embrace and not resist creative action, and to appreciate cultural diversity are musts. This course will guide participants to examine from a systems approach the challenges and requirements for 21st century organizational leadership.

LEARNING OUTCOMES:
As a result of this course, students will be able to …
1. Judge the situational relevance of strategic agility vs. strategic planning within different kinds of organizations..
2. Determine why most people resist creativity and how that resistance can be overcome.
3. Assess the impact of global economic demands and cultural diversity on specific organizational situations.
4. Appraise the role of social intelligence in various kinds of organizational situations.

ASSESSMENT:
1. Multiple case studies using an instrument designed to focus students on the cases' creativity aspects and depth of diversity-cognizance. Case situations will include for- and non-profit organizations, international organizations, and entrepreneurial family businesses.
2. *Summative Assessment*: Development and presentation of a "Creativity" audit of a chosen organization. Class members will have input into evaluation through anonymous submission of a specially designed rubric.

MPS 509 – Organizational Risk Assessment and Decision-Making   **3 hours**

This course explores the principles of assessing and managing risk throughout the organizational enterprise. Emphasis will be placed upon evaluating the foundations, applications and selections of various insurance and risk management products, and alternatives including property and liability. The development of objectives and strategies designed to identify, manage and mitigate enterprise risk will also be emphasized.

LEARNING OUTCOMES:
As a result of this course, students will be able to…
1. Employ risk –assessment processes that can be applied to varieties of risk-related decisions.
2. Analyze what comprises a risk, how it can be measured, how it can be transferred or mitigated and why organizations should care about risks.
3. Determine organizational risks in two major areas: liability risk, financial risk and continuity.
4. Conduct ongoing analyses of risks and integrate the findings into an organization's decision-making processes.

ASSESSMENT:
Summative Assessment: Development and presentation of risk-management audit of an organization that aims to determine the "risk index" of the organization. Students will employ a specially designed instrument for this audit that will integrate each of the four Learning Outcomes indicated above.

MPS 510 – Understanding Leadership through Biography   **3 hours**

One of the best ways to become an effective leader is to learn about the leadership of great leaders through selections of literary and film biographies. This course will familiarize students with the successes and failures of some great leaders from areas such as business, sports, military, politics, social services and health care. Emphasis will be placed on including leaders who represent gender and cultural diversity.

LEARNING OUTCOMES:

As a result of this course, students will be able to…

1. Appraise the careers of leaders in order to ascertain what conduct and circumstances contributed to successes and to failures.
2. Model the ways of successful leaders within their own professional situations and organizations.
3. Determine whether a "leader" acts as a leader or as a manager.
4. Assess the ethics of successful and unsuccessful leadership.

ASSESSMENT:

Summative Assessment: Students will develop and offer a class presentation (as well as a written submission) on a biography of a leader which will include 1) an appraisal of the successes and failures of the leader, 2) an evaluation of if and when the leader acted as a manager or a leader, 3) an evaluation of the ethics of the leader, and 4) an account of ways in which the best practices of the leader could be integrated into the student's own leadership.

MPS 511 – Current Issues in Leadership   **3 hours**

An in-depth analysis of selected topics which are of current significance to contemporary leaders in for-profit and non-profit organizations. Such topics can include: "Varieties of International Philosophies and Practices of Leadership," "Leading Green: Organizations and Environmental Practices," "Leadership and Media Relations," "Leadership and Government Relations," "Leading Beyond Politics for Non-Profits," and "The Structure and Roles of Boards in Non-profit and For-profit Organizations."

LEARNING OUTCOMES:

Learning outcomes will be relative to the specific contents of the various "Current Issues" courses, but will integrate the overall educational objectives and learning outcomes of the MPS – OL program.

ASSESSMENT:

The assessments for this course, including the *Summative Assessment*, will vary with the chosen "current issue," but whatever the topic may be, assessments will target fulfilling the learning outcomes specified for the course as well as align with various Program Objectives, always including Objective #1.

MPS 578 – Special Topics in Professional Studies   **3 hours**

A course category for selected advanced topics in the fields of Professional Studies

LEARNING OUTCOMES:

Learning outcomes will be relative to the specific contents of the various "Special Topics" courses, but will integrate the overall educational objectives and learning outcomes of the MPS – OL program. Courses will address relevant special topics in various MPS Areas of Emphasis.

ASSESSMENT:

The assessments, including the Summative Assessment, will vary with the chosen "special topic," and they will target fulfilling the course's learning outcomes as well as align with various Program Objectives, always including Objective #1.

6.2.d. Program Outcomes/Results

The MPS is designed to best serve the employment/career needs and interests of baccalaureate degree professionals. The Program's expected results which will benefit WLU and our service area include:

1. Offering a needed option for a high quality, affordable master's that is practically relevant to a wide variety of fields of professional employment.

2. Increasing the population of graduate degreed professionals employed within WLU's service area.

3. Expanding WLU's identity and service as a Master's II public institution.

4. Enhancing the utilization of the WLU Highlands Center as an accessible location for our service area. (The MPS courses will all be offered at the Highlands Center under the administration of the School of Professional Studies.)

6.2.e. Program Content and Institutional Mission

The Program Outcomes above align completely with the Mission of WLU, which aims to "provide our students the opportunity for a high quality undergraduate, graduate, and professional education." These Outcomes also conform to WLU's Master Plan, particularly Strategic Goal 4.5.1, "Increase off-campus educational activity" by providing an easily accessible location (Highlands Center) and class schedule (accelerated weekday evening and Saturday classes) for a program that will appeal to professionals seeking graduate education. Finally, the WLU Strategic Plan indicates the goal to "Extend WLU [WLSC] into the community to meet continuously changing needs of our customers." The 30 credit hour MPS with its Organizational Leadership AOE and other future possible AOEs can and will be prudently responsive to the changing graduate educational needs of WLU's service area population.

6.3 Program Need and Justification

6.3.a. Relationship to Institutional Goals/Objectives

The MPS - OL Program relates extremely well to the goals and objectives of West Liberty University. Four of the goals listed in the Institutional Master Plan for West Liberty University 2008-2012 are especially well aligned with this Program. These goals state that West Liberty will:

"Produce students prepared to participate in a knowledge-intensive global economy."

Organizational Leadership is a knowledge-intensive profession which demands comprehensive familiarity with a variety of areas. The curriculum of the MPS-OL Program will cultivate a graduate who is holistically prepared to lead and supervise successfully within organizations. Among many other

topics, the curriculum exposes the learner to: 1) use of leadership-relevant research techniques and data; 2) best practices for leadership and supervisory operations; and, 3) use of ethical principles, critical reasoning and reliable principles of rhetoric to interact and communicate successfully with superiors, co-workers and subordinates.   The MPS - OL Program is indeed knowledge-intensive in this comprehensive, holistic fashion.

"Produce students qualified in high demand fields."

Over the past 20 years leadership studies in many areas, such as business, education, and political science have been emerging strongly. A leadership graduate degree has become a highly respected academic credential recognized for its versatility and the professional competence it denotes. The MPS, moreover, with the AOEs it can develop for the future, can focus on fields which emerge as ones in high demand for graduate degreed professionals.

"Produce adults and other non-traditional students prepared for professional advancement in current or alternative vocations."

The target population for the MPS - OL Program is the non-traditional student. Within West Liberty's service area non-traditional professional students are an underserved population, and the MPS – OL will provide an option for a Master's degree program that will enable them to advance their current employment or seek alternative employment.

"Increase the number of degrees awarded by West Liberty by 10% by 2012."

This aim was cited as a measurable objective in West Liberty's institutional 2008-2012 planning goals. This goal was reached by 2012, and the MPS - OL Program will contribute to sustaining and increasing number of degrees awarded.

6.3.b. Existing Programs

The MPS – Organizational Leadership requires 30 credit hours (10 academic courses). The MPS is a well-recognized graduate degree option for professionals.   There are literally dozens of MPS programs throughout the country at major public and private universities, and many, if not most, of them are 30 credit hour programs that have specific areas of emphasis or concentrations. Some of the universities that offer MPS programs include: State University of New York at Stony Brook and New Paltz, University of Connecticut, University of Memphis, Cornell University, George Washington University, Georgetown University, University of Maryland, Tulane University, New York University, St. John's University, Gonzaga University, St. Louis University, Northeastern University and Penn State.

Within West Virginia, no other institution offers a MPS degree with an Area of Emphasis. One university offers a specific Master's level "leadership" program, namely Wheeling Jesuit University's Master of Science in Organizational Leadership. Mountain State University did offer a master's program in leadership but that program is no longer available. The Wheeling Jesuit Program, however, is not as accelerated and financially affordable/accessible as the proposed MPS – Organizational Leadership program.

Within a 100 mile radius of WLU there are no MPS degree programs, though there are various graduate leadership Masters' programs, such as at Geneva College, Kent State, Malone University, Chatham University, and Robert Morris University. Once again, however, not one of these programs is as accelerated and financially affordable/accessible as the MPS – Organizational Leadership program.

WLU will be providing a needed and important service to our area with the MPS – Organizational Leadership program - a program that will be unparalleled in its convenient accessibility, accelerated completion, high quality and affordability.

6.3.c. Program Planning and Development

Planning for the MPS – OL began in Fall of 2011. A survey of non-traditional students regarding their interests in such a program was conducted in Spring and early Fall 2012. The MPS – OL and its courses were approved in Fall 2012 by the WLU Deans' Council and Curriculum Committee, and in Spring 2013 by the WLU Faculty Senate and Board of Governors.

Resources already invested in the MPS-OL are: 1) The Dean of Professional Studies has invested approximately .10 of his time in the development of the Program, which in regard to annual salary is approximately $9,700. 2) The Senior Program Assistant to the Dean of Professional Studies has devoted approximately .05 of her time to the MPS – OL Program, which translates on an annual basis to about $1750. 3) The School of Professional Studies' part-time Program Assistant has spent approximately .20 of his time on the MPS – OL development, which annually is about $1720. Faculty contributions to the program for the sake of course development were not compensated and faculty were enthusiastic about contributing due to the potential they could see for the program.   The total amount for this personnel investment in the MPS – OL is about $13,170.

At this time there have been no other resources invested in the development of the MPS – OL Program.

6.3.d. Clientele and Need

The intended MPS – Organizational Leadership Program will meet a number of educational, occupational and societal needs. Some of the most pressing of those needs include the following expectations of need fulfillments.

1) Improved Graduate Degree Production: Throughout West Virginia, public colleges and universities have been striving to improve undergraduate and graduate degree production. In regard to graduate degrees, a calculated estimate of WV Northern Panhandle residents (Ohio, Brooke, Marshall, Wetzel and Tyler counties) shows that only 17.3% of the population have graduate degrees. This contrasts with WLU's Metro Service Areas in Pennsylvania (Washington, Beaver, Allegheny and Greene counties) where 26.4% of the population have graduate degrees, and in Ohio (Belmont, Jefferson, Monroe, Harrison, Carroll, Guernsey and Noble counties) where it is 24.1% (based on estimates of U.S. Census Bureau data). The State of West Virginia, in fact, ranks 44th nationally regarding its population percentage with graduate degrees (7.3% state-wide according to Lumina Foundation data).

   As part of its strategic plan, each public institution of higher education in WV is required to address the degree production issue and include specific plans for improvement. A Measurable Objective in WLU's institutional planning goals states: "The number of students awarded degrees from West Liberty will increase by 10% by 2011-2012." The intended MPS – Organizational Leadership program will positively impact WLU's degree attainment rate and contribute to maintaining and even augmenting the 10% increase in future years beyond the 2011-2012 target. The MPS program will also beneficially impact the Northern Panhandle's rate and WV's very low rate for residents with graduate degrees.

2) Improved Service to Area's Professional Population: The WLU School of Professional Studies distributed a survey to a sample of 85 current undergraduate non-traditional students to assess their interests in a MPS program. There was a 100% response rate. Seventy-four percent were over 30 years of age and all of the students were due to complete their Bachelors' degrees within .5 to 1.5 years; 87.5% indicated they were interested in attaining a MPS degree. The survey also asked them to indicate any of their preferences for an Area of Emphasis. Five possibilities were offered and the students could select as many as they preferred; 63% selected Organizational Leadership (31% selected "Project Leadership," 29% selected "Human Resource Administration Leadership," 14% selected "Justice Administration Leadership," and 8% "Hospitality Leadership").

The survey revealed some additional important responses:

- 78% preferred a program that could be completed within 20 months
- 93% preferred a hybrid (or blended class) program while only 7% preferred a totally online program.
- 64% preferred a cohort-based program as compared to 36% for a self-scheduled program.
- 53% preferred Saturday only classes, and 17% preferred classes on Saturdays and Monday - Thursday evenings. 26% preferred M-R evening classes only, and 8% preferred Friday evening and Saturday classes only.

The survey results do indicate that there is a need for and interest in a cohort-based, accelerated MPS – Organizational Leadership degree among present non-traditional students. These results have been integrated into designing the structure, scheduling, and curriculum of the intended MPS – Organizational Leadership Program.

3) Improved Economic Development: The relationship between educational attainment and economic development is compelling. According to 2005 U.S. Census Bureau data, the lifetime earning of people with a Bachelor's degree is $900,000 greater than those with only a high school diploma. People with a Master's degree have a lifetime earning that is $400,000 greater than those with a Bachelor's degree. Given the difficult and challenging economic conditions in WLU's service area, the MPS program should, to some extent, positively advance the area's economic development.

4) Improved Graduate Degree Options in the Area: Over the past three to four years, anecdotal feedback from students (undergraduate and graduate), the general public, business owners/managers, and professors who have extensive experience in teaching in graduate programs in our area has been strongly positive regarding the need for such a financially affordable, accelerated/accessible graduate program. Many of the comments have emphasized that: 1) a MPS degree is a flexible one which can enable one to advance in a variety of positions, 2) Organizational Leadership is an area that is relevant to for-profit and non-profit organizations, and 3) we need more "local" graduate options to best serve our population's educational aims.

6.3.e. Employment Opportunities

The MPS Degree with the Organizational Leadership AOE is designed for professionals who aim to advance their employment status with their current employers, seek appropriate level employment with an alternative employer, or having been outside of the workforce for some time, decide to re-

enter it with the higher credential of an advanced degree.   The Organizational Leadership AOE will enhance a professional's qualifications for supervision in securing employment or advancing to higher level supervisory positions.

Please see **Appendix #1** for letters from area employers regarding their views on an MPS degree.

6.3.f. Program Impact

The MPS – OL is not designed to support or to be supported by any existing programs at WLU. The MPS – OL will, however, beneficially impact other graduate programs at WLU, specifically the present M.A.Ed. program and future possible International M.B.A. program. The MPS – OL curriculum includes six credit hours of Elective credit. Given student interests regarding course content and schedule, MPS – OL students will be able to take, with appropriate approvals, relevant courses in the existing M.A.Ed. or future possible International M.B.A. programs for elective credits in the MPS program. This collaboration with other WLU graduate programs will positively impact those programs and be an asset to the MPS since it will offer interested students a variety of elective options. In addition, incoming MPS students will be able to transfer in a maximum of six graduate elective credits, if those credits were earned at accredited institutions and if the content of the courses taken for those credits are relevant to their MPS Area of Emphasis.

6.3.g. Cooperative Arrangements

No formal cooperative arrangements between the School of Professional Studies' MPS – OL and another program or institution have been established at this time.

6.3.h. Alternatives to Program Development

The MPS degree and its initial AOE, Organizational Leadership, are unique at WLU, consequently no alternatives were considered. Based on the non-traditional student survey, however, there are future possible alternative/additional AOEs to be considered if student interest and need justify them. These possible additional AOEs include, "Project Leadership," "Human Resource Administration Leadership," and "Justice Administration Leadership".

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6.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration

The MPS – OL will be administered by the School of Professional Studies (SPS), which also administers the Regents' Bachelor of Arts Program, the Bachelor of Organizational Leadership and Administration Program, and the Bachelor of Applied Science Program. The (SPS) is located at the WLU Highlands Center. The SPS Senior Program Assistant and the part-time Program Assistant both report to the Dean of Professional Studies. The Highlands Center Office Assistant's job description (PIQ) includes part-time responsibilities for the SPS. No changes in the institutional administrative organization will be required.

6.4.b. Program Projections

The planned enrollment growth for the MPS - OL over the initial 5 year period is for a minimum of 12 students per year.   It is expected that students will be able to complete the program, on the average, within 18-20 months.   This entails that for any given year, students will complete at least 18 credit hours over an academic year's Fall, Spring and Summer terms, and then during the following academic year's Fall and Spring (1st half) terms complete at least 12 hours. FORM #1 (next page) indicates this conservative enrollment projection. The FTE numbers are calculated on a Fall/Spring basis, which is the standard formula for such a calculation. The standard of nine hours per conventional semester, moreover, is employed as the basis of full-time graduate enrollment. The First Year FTE is calculated as: 12 students x 18 credit hours taken in the year = 216 credit hours; then 216/18 hours as the full-time standard for two semesters (9 hrs. + 9 hrs. = 18 hrs.) = 12 FTE. The Second Year FTE is calculated as: 12 students taking 12 hours to complete the program = 144 hrs.; 12 new students taking 18 hrs. = 216 hrs.; 144 + 216 = 360 hrs./18 hrs. = 20 FTE students.

SEE FORM 1 NEXT PAGE

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FIVE-YEAR PROJECTION OF PROGRAM SIZE

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
Number of Students Served through Course Offerings of the Program:					
Headcount:	12	24	24	24	24
FTE:	12	20	20	20	20
Number of student credit hours generated by courses within the program (entire academic year):	216	360	360	360	360
Number of Majors:					
Headcount:	12	24	24	24	24
FTE majors:	12	24	24	24	24
Number of student credit hours Generated by majors in the program (entire academic year):	216	360	360	360	360
Number of degrees to be granted (annual total):	0	12	12	12	12

6.4.c. Faculty Instructional Requirements

All of the MPS – OL faculty will have graduate teaching level qualifications with significant teaching experience and at least a doctoral degree, two masters' degrees, or a master's degree with additional graduate certification and professional experience. All of the faculty, moreover, will be adjunct faculty or full-time WLU faculty and employees, who will teach for the MPS-OL program on an overload basis. The Dean of the School of Professional Studies will also teach at least one course per academic year in the program without compensation as part of the 12 hours of teaching responsibilities specified in his contract.

Since the MPS – OL 's overall aim is to educate students in graduate-level skills and competencies that are practically relevant to leadership in professional careers, the professors should have a rather special combination of high academic achievement and substantial leadership experience in business, non-profit or educational organizations. That combination enables them to translate and apply their practical experience to the academic design and delivery of their courses. While the use of primarily adjuncts for the program is unusual, the curriculum requires a breadth of experience and knowledge that would be difficult to find in one or two full-time hires. Additionally by providing a broad range of faculty through the use of the seven principal MPS – OL faculty, the students will gain a broader perspective in organizational leadership and feedback from multiple professionals that will provide an enhanced basis for student growth and success. The seven principal MPS – OL faculty listed in **Appendix #2** have these special qualifications and will be successful MPS – OL professors. Some additional points regarding the MPS faculty are worthwhile to indicate:

- Of the seven principal faculty, four are full-time WLU faculty or employees.

- With the exception of Dr. McCullough, all of the principal MPS – OL faculty have been regularly teaching undergraduate courses for the School of Professional Studies (SPS). They are familiar with and dedicated to the aims of Professional Studies, and have been performing excellently in their classes. Their academic standards, willingness to attend personally to and consult with students, and very positive morale have been nothing but exceptional. They have also given valuable input into the development of the MPS program and are enthusiastic about contributing further to actualizing the MPS. Dr. McCullough has been an invaluable advisor to the SPS, especially in regard to the development of the MPS.

- Besides their solid academic credentials, all of the faculty have substantial leadership experience. Professor White and Dr. Donnelly have extensive entrepreneurial background with the businesses they have initiated and led. Professor Riesbeck and Dr. Wallace have executive level leadership experience in business (Riesbeck) and healthcare (Wallace). Drs. Phillips and McCullough have significant "executive" leadership experience in the field of education.

- Since there will be regular MPS faculty meetings to address topics and discuss issues such as program assessment and evaluation, the faculty will come to know each other even better than they do now. This interaction will further enhance their already positive morale and their positive sense of "ownership" of the program.

- The principal MPS – OL faculty are not and will not be "adjuncts" in the sense that they arrive to teach a class and simply depart when it finishes. With their special qualifications and dedication, they are and will be integral contributors to the SPS and the MPS – OL.

- Finally, it is important to indicate that as MPS AOEs emerge, full-time WLU faculty will be recruited to contribute to the design and implementation of the AOE. For instance, if a "Justice Administration Leadership" AOE were initiated, full-time WLU professors in Criminal Justice will be involved in developing the curriculum and teaching the courses.

Please see [Appendix #2](#) for a list of the principal MPS-OL faculty and more complete descriptions of their qualifications.

6.4.d. Library Resources and Instructional Materials

The West Liberty Elbin Library presently has adequate resources, books, journals, and online data bases for the MPS-OL Program. In addition, The School of Professional Studies has collected many resources, books, journal articles, and videos in the areas of Professional Studies and Leadership Studies which will be available for faculty and student use at the Highlands Center. Both the Elbin Library and Highlands Center resources will grow as the semesters pass.

6.4.e. Support Service Requirements

No additional support services will be necessary to initiate the MPS Program. Computer facilities for the MPS students are already adequate at the Elbin Library and the Highlands Center.

6.4.f. Facilities Requirements

The MPS Program will not require any additional space or the remodeling or renovation of existing space.

6.4.g. Operating Resource Requirements

Form 2 follows on the next 2 pages. An explanatory narrative follows Form 2.

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
A. FTE POSITIONS					
1. Administrators	.20	.20	.20	.20	.20
2. Full-time Faculty	0	0	0	0	0
3. Adjunct Faculty	2.0	3.3	3.3	3.3	3.3
4. Graduate Assistants	.5	.5	.5	.5	.5
4. Other Personnel:					
a. Clerical Workers	.20	.20	.20	.20	.20
b. Professionals	0	0	0	0	0

Note: Include percentage of time of current personnel

B. OPERATING COSTS (Appropriated Funds Only)

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
1. Personal Services:					
a. Administrators	$19,000	$19,200	$19,400	$19,600	$19,800
b. Full-time Faculty	0	0	0	0	0
c. Adjunct Faculty	$17,500	$26,200	$29,000	$29,000	$32,000
d. Graduate Assistants	$13,000	$13,000	$13,000	$13,000	$13,000
e. Non-Academic Personnel:					
Clerical Workers	$7,000	$7,200	$7,400	$7,600	$7,800
Professionals	0	0	0	0	0
Total Salaries	$56,500	$65,600	$68,800	$69,200	$72,600

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FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS*

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
2. Current Expenses					
a. Marketing	$5,000	$4,000	$4,000	$4,000	$4,000
b. Instructional Supplies	$1000	$1000	$1000	$1000	$1000
c. Miscellaneous	$1000	$1000	$1000	$1000	$1000
3. Repairs and Alterations	0	0	0	0	0
4. Equipment:					
Educational Equipment	0	0	0	0	0
Library Books	$1000	$1000	$1000	$1000	$1000
5. Nonrecurring Expense	0	0	0	0	0
Total Costs	$64,500	$72,600	$75,800	$76,200	$79,600

C. SOURCES

	First Year (2014)	Second Year (2015)	Third Year (2016)	Fourth Year (2017)	Fifth Year (2018)
1. General Fund Appropriations (Appropriated Funds Only) __ Reallocation __ New funds (check one)	0	0	0	0	0
2. Federal Government (Non-appropriated Funds Only)	0	0	0	0	0
3. Private and Other Tuition	$68,040	$113,400	$118,800	$118,800	$126,800
Total All Sources	$68,040	$113,400	$118,800	$118,800	$126,800

FORM 2 Explanatory Narrative:

The FTE for Adjuncts on Page 1, Form 2 is based on a calculation with 9 graduate teaching hours per Fall and Spring terms as full-time teaching. In year 1, for instance, student will complete 18 hrs. over Fall/Spring/Summer terms which yields 9 hrs. each term (equivalent full-time for the Fall/Spring).

For the purpose of these operating costs projections, all salary percentages include benefits. Social Security and Medicare costs are included for Adjuncts. Appropriate raises are also included for all categories of "Personal Services".

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The amounts for tuition on Page 2, Form 2 are calculated on the basis of the Headcount numbers from Form 1 multiplied by the expected in-state per-credit-hour graduate tuition and its projected increases for the indicated year

6.4.h. Source of Operating Resources

West Liberty is not seeking any new financial support for the MPS Program. The Program will be supported mainly by tuition revenues and General Fund appropriations when necessary, such as for unanticipated additional Marketing expenses. There are no expectations for supplementary resource needs beyond the usual or expected institutional allocations derived through the regular budget process.

PLEASE SEE FOLLOWING PAGES 26 – 32 FOR SECTIONS 6.5.a. & b.

6.5 – PROGRAM EVALUATION

6.5.a. Evaluation Procedures

N.B.: PLEASE SEE PAGE 5 (ABOVE) or APPENDIX #3 FOR A LIST OF MPS-OL COURSES, NUMBERS AND TITLES

PROGRAM OBJECTIVES	MPS COURSES – 500 - 578												
	MPS 500	MPS 501	MPS 502	MPS 503	MPS 504	MPS 505	MPS 506	MPS 507	MPS 508	MPS 509	MPS 510	MPS 511	MPS 578
1. Employ advanced oral and written communication skills based on critical reasoning, principles of rhetoric and refined written composition.	I, R			R		R, A		A				A	A
2. Apply an ethical decision-making model to complex professional situations.		I, R	R	R, A			A	A					
3. Competently provide personnel motivation, conflict resolution and facilitation of team building.			I		R				R, A				
4. Engage in ethical applied research in order to organize and interpret data for the sake of evidence-based decision making, problem solving and planning.				I, R		R, A		R, A		A			
5. Apply background knowledge of the history of leadership in order to adapt effective leadership styles to various situations.					I				R, A		R, A		
6. Execute essential leadership operations with knowledgeable competence.						I				R, A			
7. Develop and lead high-impact, results-focused change initiatives.			I						R, A				
8. Apply various legal parameters which are relevant to for-profit and non-profit organizations.							I			R, A			

I = Objective Introduced   **R = Objective Reinforced**   **A = Objective Applied**

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EVALUATION PLAN: Evaluation of the MPS-OL Program will be both comprehensive and specific. It will be comprehensively evaluated regularly as part of the institutional assessment review (every 2.5 years) conducted by the Assessment and Accreditation Committee and as part of the BOG Program Review every 5 years that not only evaluates program assessment, but also program productivity, etc.

It will also be comprehensively evaluated in that both Indirect and Direct evaluation measures will be employed. It will be specifically evaluated in that each of the eight Program Objectives will be evaluated within the specific contexts of the 13 MPS-OL courses.

The following Evaluation Plan will be divided into two general categories: Indirect and Direct Evaluations.

Indirect Evaluations:

1.   **Pre-and Post-Program Professionalism and Leadership Self-Assessment**: Students will complete a self-assessment of their professionalism and leadership. The data from these "pre"-and "post"-self-assessments will enable comparisons of the effects of the Program on individual student's development and on the generalized MPS student population.

The questions for the self-assessment instrument are developed to include students' assessments of their competencies in regard to the Program Objectives for the MPS Core Courses, and the Objectives for the specific AOE a student is pursuing, which initially will be the Organizational Leadership AOE.

2.   **Course Learning Outcomes Student Evaluation**: Upon conclusion of each MPS Core Course and AOE course, students will complete a course Learning Outcomes evaluation. This is in addition to a conventional "student evaluation" for the course. The purpose of this "Learning Outcomes" evaluation is to collect data regarding students' views on whether the course material and the course assessments successfully fulfilled the learning outcomes established for the course.

3.   **Post-Graduation Survey**: Within eight months after students' completion of the MPS program, they will be receive a Program Survey. Items on this survey will address the students' evaluation of: a) the impact of their MPS degree on their employment (e.g., securing new employment or career advancement), and b) the degrees to which competencies that the Program aimed to develop (as articulated in the Program Objectives) have been mastered and are applicable in their employment.

All of these indirect evaluations will yield data that will contribute to evaluating the Program in general and even in very specific ways in regard to details of course contents. These data will be discussed and analyzed at the regular meetings of MPS administrators and faculty. Data from the following direct

measures will, moreover, augment and enhance ongoing Program evaluation to ensure continuous improvement and fulfillment of the Program Objectives.

Direct Evaluations:

1. **Standard Rubrics in select courses for evaluating some key competencies**: In order to ensure consistent quality throughout the MPS program in regard to certain key competencies, evaluation Program rubrics will be embedded in certain courses. These rubrics will not serve the purpose of grading for course assessments, but will be completed by the professor and their data will be used for ongoing Program Review. One rubric will be used to evaluate the key areas of written composition and critical reasoning. Another standard rubric will target oral presentation and critical reasoning. At the conclusion of the course, the professor will complete the rubrics for each student in the class and calculate the averages for the class as a whole.

These standard rubrics will be used in MPS 500 and MPS 503 in order to obtain data for evaluating the first and last Core course. These rubrics will also be used in the AOE Organizational Leadership required course, MPS 505 and, by request of the Dean when appropriate, in the OL Electives MPS 508 and 509. They will also be employed in MPS 511 or 578 when appropriate.

This use of these standard rubrics will provide comprehensive data for ascertaining students' development regarding their mastery of the key competencies of writing composition, critical reasoning and oral presentation.

2. **Inter-Rater Evaluation of Students' ARP Presentations**: A special rubric will be utilized for students' presentations of their ARPs for MPS 507. This rubric will be used by a faculty panel (at least three) to establish an inter-rater assessment of the students' competencies in their applications of oral presentation, rhetorical mastery, critical reasoning, use of presentation technology, use of research methods, ethical research, and professional content development. Since MPS 507 will be the final MPS course for the Program, for the OL AOE and for students in any future AOE, data from the inter-rater means of evaluation will offer valuable information for the continuous improvement of the MPS Program and its AOEs.

3. **Program Objectives and Course Assessments**: As indicated above, all Course Assessments are related to the Course Learning Outcomes, and those Outcomes are, in turn, related to the Program Objectives. The **6.5.a.** table specifies ways in which the Program Objectives are Introduced, Reinforced or Applied within various courses. For grading assignments in their courses, professors will employ rubrics that will integrate criteria from the course's Learning Outcomes and from the related Program Objective(s). Not all data from the assignment-specific rubrics will be collected by the Dean's office for

the sake of overall Program Assessment and Program Review; underline only the data from all of the courses' Summative Assessments will be collected by the Dean's office. These Summative Assessments' data will contribute to evaluating whether a specific course is effectively Introducing, Reinforcing and Applying the indicated Program Objective(s). Data from the other assignment-specific rubrics will enable the professor, over time, to ascertain whether a certain course assessment is indeed fulfilling effectively the course's related Learning Outcome(s) and Program Objective(s).

The following explanation of the **6.5.a.** table above specifies ways in which each of the Program Objectives will be **I**, **R**, or **A** in the designated courses.

Program Objective #1, **Employ advanced oral and written communications skills based on critical reasoning, principles of rhetoric, and refined written composition**: The MPS 500 Course Assessments are all designed to Introduce students to the aspects of Objective #1. Reinforcement of those aspects is especially accomplished by the *Summative Assessment*. Critical Reasoning, moreover, is Reinforced by students critiquing peers' memos and evaluating peers' *Summative Assessment* presentations.

MPS 503's Course Assessments Reinforce Objective #1, especially its *Summative Assessment* which integrates all aspects of Objective #1 and Reinforces students' critical reasoning in critiquing peers' written research proposal and its presentation.

MPS 505 will Reinforce aspects of Objective #1 (namely, writing and critical reasoning) with its leadership case studies. The course's *Summative Assessment* will necessitate Application of oral communication skills, critical reasoning and rhetorical principles, which will be evaluated by a specially designed rubric. Data from the evaluative use of the rubrics will be maintained and assessed by the Dean's office.

The ARP done for MPS 507 is a capstone project and presentation for the Program. The ARP and its presentation require the Application of all aspects of Objective #1. The inter-rater ARP evaluation rubric will yield useful in-depth evaluation data for the MPS Program.

The *Summative Assessments* for MPS 511 and 578 will be evaluated with rubrics that incorporate aspects of Objective #1. As indicated, data from these and all courses' *Summative Assessment* rubrics will be kept by the Dean's office.

Program Objective #2, **Apply an ethical decision-making model to complex professional situations**: MPS 501's Course Assessments 2 and 3 will be evaluated by assignment-specific rubrics that emphasize Introductory use and practiced Reinforcement of foundational ethics principles integrated within true-to-professional work scenarios. The *Summative Assessment*, the ethics audit and its presentation, will

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strongly Reinforce professional ethics judgments in that students will be auditing an actual organization with which they are familiar. This audit will furthermore require ethics recommendations which will Reinforce critical reasoning about ethics. As with all courses' *Summative Assessments*, data collected by the evaluative rubric designed for the *Summative Assessment* will be kept by the Dean's office.

MPS 502 reinforces Objective #2 since the "Change" audit instrument for the *Summative Assessment* will require students to make ethically sound recommendations for improving an organization's openness to necessary change. MPS 503 both Reinforces and Applies Objective #2 since its *Summative Assessment*, the ARP proposal developed and presented, will identify and assure that any possible ethics issues emerging from the proposed applied research must be soundly evaluated so that they conform to ethics standards.

MPS 506's *Summative Assessment* will be evaluated with a rubric that includes a category for evaluating whether any potential ethics issues covered or not covered by the legal parameters relevant to an organization are accurately identified and meet sound ethical standards. This aspect of the *Summative Assessment* is designed to ensure the Application of ethics standards.

The ARP completed for MPS 507 includes an "ethics impact section" that will be evaluated as part of the rubric for the inter-rater evaluation of the ARP.

Program Objective #3, Competently provide personnel motivation, conflict resolution, and facilitation of team building: This Objective will be Introduced in MPS 502, particularly with course assessments 2 and 3. The *Summative Assessment* for the course will require students to make <u>feasible</u> recommendations for the organization's approaches to change, and the rubric designed for evaluating this *Assessment* will evaluate the proposed feasibility of those recommendations in regard to their impact on motivation, conflict resolution and team building.

MPS 504's *Summative Assessment* will Reinforce Objective #2 because the rubric for the Assessment will include "best practices" categories dealing with motivation, conflict resolution and team building.

MPS 508 will Reinforce and Apply Objective #3 insofar as the "Creativity" audit *Summative Assessment* will include recommendations for encouraging relevant creativity in an organization, which will take into account the aspects of Objective #3, such as creative motivation and conflict resolution. These aspects will be included in the rubric for evaluating this *Summative Assessment*.

Program Objective #4, Engage in ethical applied research in order to organize and interpret data for the sake of evidence-based decision making, problem solving, and planning: MPS 503 will Introduce

and Reinforce methods and standards for ethical applied research that are useful for evidence-based decision making, problem solving and planning. The *Summative Assessment* for 503 will employ a rubric that specifically includes evaluative categories regarding the aspects of Objective #4.

MPS 505 will Reinforce and Apply Objective #4 in its *Summative Assessment* in that the audit review of an organization's execution of essential operations will include the aspects of Objective #4. This audit will be evaluated by a rubric whose categories will also include determining if the student effectively Applied and ascertained whether evidence-based decision making, problem solving and planning are being executed in the organization.

MPS 507's ARP will be developed partially by using evidence-based means, especially in employing the research data to support the Project's applied hypothesis, whatever topic it may be. The students' success in doing so with their ARPs will be evaluated by the rubric used in the inter-rater means of assessment.

MPS 509 will Apply Objective #4 in its *Summative Assessment* because the instrument for the risk-management credit must take into account evidence-based decisions regarding the details of determining a "risk index" for an organization. The rubric for this *Summative Assessment* will include categories for evaluating the merit of the student's evidence-based decisions in gauging the risk-index.

Program Objective #5, **Apply background knowledge of the history of leadership in order to adapt effective leadership styles to various situations**: This Objective will be Introduced in MPS 504. The course's *Summative Assessment* will lead students to reason critically about their own best leadership practices, as they have learned about such best practices through studies of historical and contemporary leaders. The rubric for this *Assessment* will, among other items, evaluate whether and how students' work displays insight into and adapts well the best practices learned from their studies.

MPS 508 will Reinforce and Apply learning in regard to best practices in order to conduct the "Creativity" audit as the course's *Summative Assessment*. That audit will make recommendations for nurturing creativity in an organization and such recommendations should align with adapted best leadership practices. The rubric for evaluating this *Assessment* will include fulfillment of this expectation as an evaluative category.

The four topics for MPS 510's *Summative Assessment* will also Reinforce and Apply Objective #5. The basic criterion for each topic would be leadership best practices, and topic 4) explicitly calls for the Application of biographically presented best practices through students' accounts of ways in which they would integrate such practices into their own leadership. Once again, aspects of Objective #5 will be included within the rubric for evaluating the *Summative Assessment*.

Program Objective #6, Execute essential leadership operations with knowledgeable competence: MPS 505 will Introduce this Objective and the *Summative Assessment* will integrate the course's emphasis on essential skills and competencies to ensure a robust Introduction. The evaluation of the *Summative Assessment* will focus on assessing the students' audit of an aspect of an organization in respect to their demonstrated abilities to evaluate the merit of key essential leadership operations.

MPS 509 will Reinforce and Apply Objective #6 in that knowledge of how to execute successfully key leadership operations must be applied in conducting a risk-management audit and determining a risk index for an organization. The course's *Summative Assessment* will provide a worthwhile evaluation of the students' ability to effectively apply knowledge of operations in ascertaining a very important ingredient of leadership, namely formulating a risk index.

Program Objective #7, Develop and lead high-impact, results-focused change initiatives: MPS 502 Introduces students to this Objective, and the course's *Summative Assessment* "Change" audit amplifies that Introduction. Students will be evaluated on whether they have identified effectively key aspects of an organization's openness to needed change, and whether the students' recommendations derived from their audits are reasonably feasible for the organization.

MPS 508 will Reinforce and Apply Objective #7 with its "Creativity" audit *Summative Assessment*. Whether creativity is a vital presence in an organization depends on the organization's openness to needed change: a static organization stifles the *kinesis* of creativity. The change (MPS 502) and creativity audits will establish the Introduction, Reinforcement and Application of Objective #7.

Program Objective #8, Apply various legal parameters which are relevant to for-profit and non-profit organizations: MPS 506's Introduction to Objective #8 will be comprehensive and the course's *Summative Assessment* will enable students to grasp practically the ways in which civil and criminal law are relevant to organizations. The rubric for evaluating this Assessment will specifically focus on whether and how students were able to articulate legal parameters for a certain organization and explain their impact.

MPS 509 will Reinforce and Apply Objective #8. In order to conduct a risk-management audit and formulate a risk index, as required by the *Summative Assessment,* students will have to show that they do grasp and can Apply legal parameters to an organization's liability risk and financial risk.

6.5.b. Accreditation Status

There is no accrediting agency for this proposed MPS program.

West Virginia Higher Education Policy Commission
Meeting of October 4, 2013

ITEM: Approval of Amendments to TIAA-CREF
                                   Retirement Plan Documents

INSTITUTIONS: All

RECOMMENDED RESOLUTION: *Resolved*, That the West Virginia Higher
                                   Education Policy Commission approves the
                                   amendments to the TIAA-CREF Retirement
                                   Plan Documents to incorporate language
                                   related to the Heroes Earning Assistance and
                                   Relief Tax Act of 2008 and the Worker Retiree
                                   and Employer Recovery Act of 2008.

STAFF MEMBER: Mark Toor

BACKGROUND:

In order to be in compliance with two federal acts of 2008, the Commission's current
403(b) and 457(b) retirement plan documents for TIAA-CREF must be amended. The
Heroes Earnings Assistance and Relief Tax Act of 2008 (HEART Act) requires certain
retirement plan favorable treatment to assist military personnel and their beneficiaries.
The Worker Retiree and Employer Recovery Act of 2008 (WRERA) was enacted to
provide participants with relief from minimum distribution requirements as well as to
issue a number of technical corrections to the Pension Protection Act of 2006.
Amendments to reflect the terms of these federal acts are to be included in the current
retirement plans and the attached documents represent TIAA-CREF's proposed
amendments to the plans to incorporate these terms.

It is recommended that the Commission approve the amendments to the TIAA-CREF
Retirement Plan Documents.

Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART)
Basic Plan Document Amendment

This amendment of the Plan (hereinafter referred to as "the Amendment") is comprised of this Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART) Basic Plan Document Amendment (the "Basic Plan Document Amendment") and the corresponding Adoption Agreement Amendment. The Amendment is adopted to reflect the provisions of the Heroes Earnings and Assistance Relief Tax Act of 2008 (HEART). The Amendment is intended to provide good faith compliance with HEART and related guidance until the Plan is formally restated to incorporate such guidance. The Amendment is effective as specified in this Basic Plan Document Amendment except as otherwise provided in the Adoption Agreement Amendment. The Amendment supersedes the existing provisions of the Plan to the extent that those provisions are inconsistent with the provisions of the Amendment.

DEFINITIONS

DIFFERENTIAL WAGE PAYMENT
Differential Wage Payment is added to the Plan as a new defined term with the following definition:
Means a payment defined in Code Section 3401(h)(2) that is made by the Employer to an individual performing service in the uniformed services.

COMPENSATION
The Plan's definition of Compensation is modified by adding the following, as the next alphabetically ordered paragraph, to the end:
Differential Wage Payments
Notwithstanding anything in this Plan to the contrary, for years beginning on or after January 1, 2009, (or, if later, the Effective Date of the Plan) if the Employer chooses to provide Differential Wage Payments to individuals who are active duty members of the uniformed services, such individuals will be treated as Employees of the Employer making the Differential Wage Payment, the Differential Wage Payment will be treated as Compensation for purposes of applying the Code. Accordingly, Differential Wage Payments must be treated as Compensation under Code Section 415(c)(3) and Treasury Regulation 1.415-2(d). Differential Wage Payments will also be treated as Compensation for contribution, allocation and other general Plan purposes unless excluded from the Plan's definition of Compensation on the Adoption Agreement Amendment. In addition, the Plan will not be treated as failing to meet the requirements of any provision described in Code Section 414(u)(1)(C) by reason of any contribution or benefit that is based on Differential Wage Payments only if all Employees of the Employer (as determined under Code Sections 414(b), (c), (m), and (o)) performing service in the uniformed services described in Code Section 3401(h)(2)(A) are entitled to receive Differential Wage Payments on reasonably equivalent terms and, if eligible to participate in the Plan, to make contributions based on the payments on reasonably equivalent terms.

DEEMED SEVERANCE FROM EMPLOYMENT
Deemed Severance from Employment is added to the Plan as a new defined term with the following definition:
Means, effective for years beginning on or after January 1, 2009, (or, if later, the Effective Date of the Plan) and notwithstanding the definition of Differential Wage Payment, an individual is deemed to cease to be an Employee for purposes of Code Section 414(u)(12)(B) during any period the individual is performing service in the uniformed services as defined in Code Section 3401(h)(2)(A).

EMPLOYEE
The Plan's definition of Employee is modified by adding the following to the end:
The term Employee will also include individuals providing qualified military service who are treated as reemployed for purposes of applying the rules under Code Sections 403(b)(14) and 414(u).

DISTRIBUTIONS

The Basic Plan Document section titled Miscellaneous Distribution Issues is modified by adding as the next numbered paragraph, to the end:
Distribution Due to a Deemed Severance from Employment – Except as otherwise elected in the Adoption Agreement Amendment, effective for years beginning on or after January 1, 2009, (or such later date as specified in the Adoption Agreement Amendment), individuals who have a Deemed Severance from Employment under Code Section 414(u)(12)(B) during a period of uniformed services as defined in Code Section 3401(h)(2)(A) may elect to receive a distribution of Elective Deferrals and income allocable. If an individual receives a distribution due to a Deemed Severance from Employment, the individual may not make an Elective Deferral or Nondeductible Employee Contribution during the six-month period beginning on the date of the distribution.

MISCELLANEOUS

The Basic Plan Document section MISCELLANEOUS is modified by adding as the next numbered section to the end:

MILITARY SERVICE
Notwithstanding any provision of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service will be provided in accordance with Code Section 414(u), including, but not limited to the following:

Part A. Benefit Accrual in the Case of Death or Disability Resulting From Active Military Service.

1. Benefit Accrual – If elected in the Adoption Agreement Amendment, for benefit accrual purposes, an individual who dies or becomes disabled on or after January 1, 2007, (or such later date as specified in the Adoption Agreement Amendment), while performing qualified military service (as defined in Code Section 414(u)) will be treated as if the individual resumed employment in accordance with the individual's reemployment rights under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), on the day preceding death or Disability (as applicable) and terminated employment on the actual date of death or Disability. If the Employer elects to treat an individual as having resumed employment as described above, subject to items (2) and (3) below, any full or partial compliance by the Plan with respect to the benefit accrual requirements will be treated for purposes of Code Section 414(u)(1) as if such compliance were required under USERRA.

2. Determination of Benefits – The amount of Nondeductible Employee Contributions and the amount of Elective Deferrals of an Employee treated as reemployed under Part A, item (1) for purposes of applying Code Section 414(u)(8)(C) will be determined on the basis of the individual's average actual Nondeductible Employee Contributions or Elective Deferrals for the lesser of:

    a. the 12-month period of service with the Employer immediately prior to qualified military service (as defined in Code Section 414(u)), or

    b. if service with the Employer is less than such 12 month period, the actual length of continuous service with the Employer.

Part B. Vesting in the Case of Disability Resulting From Active Military Service

Years of Vesting Service – If elected in the Adoption Agreement Amendment, for vesting purposes, an individual who becomes disabled on or after January 1, 2007, (or such later date as specified in the Adoption Agreement Amendment), while performing qualified military service (as defined in Code Section 414(u)) will be treated as if the individual resumed employment in accordance with the individual's reemployment rights under the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), on the day preceding Disability and terminated employment on the actual date of Disability. If the Employer elects to treat an individual as having resumed employment as described above, subject to item (2) below, compliance by the Plan with respect to the vesting requirements will be treated for purposes of Code Section 414(u)(1) as if such compliance were required under USERRA.

Part C. Death Benefits

In the case of an individual Participant who dies on or after January 1, 2007, while performing qualified military service (as defined in Code Section 414(u)), the Participant's survivors are entitled to any additional benefits (other than benefit accruals relating to the period of qualified military service) provided under the Plan had the Participant resumed employment with the Employer and then terminated employment on account of death.

Worker, Retiree and Employer Recovery Act of 2008 (WRERA)
Basic Plan Document Amendment

The amendment of the Plan (hereinafter referred to as "the Amendment") is comprised of this Worker, Retiree and Employer Recovery Act of 2008 (WRERA) Basic Plan Document Amendment (the "Basic Plan Document Amendment") and the corresponding Adoption Agreement Amendment. The Amendment is intended to provide good faith compliance with WRERA and related guidance until the Plan is formally restated to incorporate such guidance. The Amendment is effective January 1, 2009, and such provisions apply to Plan operations during the period beginning on December 1, 2009, and ending on December 31, 2009. The IRS will not consider the Plan to have failed to operate in accordance with its terms merely because during the period beginning on January 1, 2009, and ending on November 30, 2009, the Plan's operation conflicted with the provisions of the Amendment pertaining to required minimum distributions (RMDs) for 2009.

DEFINITIONS

2009 RMD
2009 RMD *is added to the Plan as a new defined term with the following definition:*
Means a required minimum distribution that would have been distributed to a Participant or Beneficiary for 2009 but for the enactment of Code Section 401(a)(9)(H).

EXTENDED 2009 RMD
Extended 2009 RMD *is added to the Plan as a new defined term with the following definition:*
Means one or more payments in a series of substantially equal distributions (that include the 2009 RMD) made at least annually and expected to last for the life (or life expectancy) of the Participant and the Participant's designated Beneficiary, or for a period of at least 10 years.

ELIGIBLE ROLLOVER DISTRIBUTION
The Plan's definition of **Eligible Rollover Distribution** *is modified by adding the following as a new paragraph to the end.*
Notwithstanding the foregoing, solely for purposes of applying the Direct Rollover distribution provisions of the Plan, 2009 RMDs and Extended 2009 RMDs distributed for 2009 will be treated as Eligible Rollover Distributions, unless otherwise elected in the Adoption Agreement Amendment.

CONTRIBUTIONS

The Basic Plan Document Section titled **Rollover** *is modified by adding the following to the end:*
If the Plan allows rollover contributions, 2009 RMDs and Extended 2009 RMDs distributed for 2009 will be considered Eligible Rollover Distributions and may be rolled over to the Plan in accordance with this section and the Plan's existing rollover contribution elections.

DISTRIBUTIONS

The Basic Plan Document Section titled **Required Minimum Distribution Requirements** *is modified by adding the following, as the next alphabetically ordered paragraph, to the end.*
Temporary Waiver of Required Minimum Distribution Requirements
Notwithstanding anything in the Plan or the definition of Distribution Calendar Year to the contrary, Participants and Beneficiaries who would have been required to receive a 2009 RMD or Extended 2009 RMD but for the enactment of Code Section 401(a)(9)(H) will be given the choice to receive such distributions for 2009 unless otherwise indicated in the Adoption Agreement Amendment.

If a Participant or Beneficiary described above is allowed to remove their 2009 RMD or Extended 2009 RMD but does not elect to receive such amount, the 2009 RMD or Extended 2009 RMD will be retained in the Plan unless otherwise indicated in the Adoption Agreement Amendment.

In addition, notwithstanding anything in the Plan to the contrary, if a Beneficiary's balance is required to be distributed under Code Section 401(a)(9)(B)(ii), the five-year period described in such section shall be determined without regard to calendar year 2009.

ITEM:	Approval of Presidential Search Procedure for Concord University
INSTITUTION:	Concord University
RECOMMENDED RESOLUTION:	*Resolved,* That the West Virginia Higher Education Policy Commission approves the Presidential Search Procedure adopted by the Concord University Board of Governors.
STAFF MEMBER:	Paul Hill

BACKGROUND:

Pursuant to Series 5 of the Commission's rules, an institutional governing board must adopt a search procedure when it undertakes a search for a new President. The Commission must approve the procedure before the search begins.

During the meeting, an overview will be provided of the presidential search procedure as adopted by the Concord University Board of Governors on September 10, 2013 and for which it seeks Commission approval.

CONCORD UNIVERSITY BOARD OF GOVERNORS
SEARCH COMMITTEE PROCEDURE

1. The Board of Governors hereby establishes a **Presidential Search Committee** to make recommendations to the Concord University Board of Governors regarding selection of a President. The Board of Governors will serve as the **Presidential Selection Committee** to evaluate the candidate finalists and choose the next president of Concord University.

   SEARCH COMMITTEE

2. The Presidential Search Committee will consist of:
   a. A member of classified employees
   b. A member of the faculty
   c. A member of the student body
   d. Three lay members of the Board of Governors
   e. A member of the Concord University Alumni Association
   f. A member of the Concord University Foundation
   g. The Chancellor of the Higher Education Policy Commission.
   (The Committee Chair will coordinate with the Chancellor to formalize the involvement of the Policy Commission in this search process, as required by HEPC Series 5.)

3. The Board shall appoint the members of the search committee. Members from various constituent groups will be nominated by their respective constituent group. No person shall be appointed to the Search Committee who will not be eligible and available to serve until the conclusion of the work of the Committee. The work of the Committee will begin when directed by the Board of Governors to do so. If a member of the Search Committee becomes a candidate for the presidency, that member shall resign immediately from the Search Committee.

4. The Search Committee shall designate a chairperson, to coordinate the activities of the search committee.

5. Staff support for the Search Committee, should it be necessary, shall be provided by the Office of the University President.

6. The meetings and duties of the Search Committee will include but not be limited to the following:

   A. Meetings of the Search Committee shall be called by the Chair of the Committee and all members must be notified at least seven days in advance, except that less than seven days notice may be given if an emergency meeting is necessary. Meetings may take place via any medium agreed to and/or at a location agreed to by the majority of the committee members.

   B. The Search Committee may meet in executive session for the purpose of discussing candidates for the position or any other purpose authorized by law. Presentations to the Committee in open session or in executive session are restricted to members of the Committee and any individuals specifically invited by the Chair of the Committee to address the Committee.

   C. Each member will participate fully in all committee activities including, but not limited to, the recruitment, interviewing, screening and evaluation of applicants;

   D. Each member will protect applicant confidentiality including names of applicants and any identifying information relative to the applicant, the applicant's background, or current or former employers. All committee discussions and deliberations are confidential. All applicant information, including vita, writing samples, etc., is confidential. The search committee is required to conduct its meetings and deliberations consistent with this commitment, unless specified otherwise under law. Each member of the Search Committee must agree to sign a confidentiality agreement prior to any meetings or formal discussions regarding the search. Such agreements will be the responsibility of the Chief Human Resource Officer.

   E. The committee will take appropriate steps necessary to generate a strong pool of semi-finalists and advise the Board of Governors of those candidates who are best qualified to meet the needs of the University.

   F. Before the first meeting of the Committee at which candidates shall be considered, the applications will be made available for review. No further duplication of information may occur, without written authorization of the Committee Chair. Any distributed information about a candidate must be

returned to the Committee chair once the candidate has been eliminated from further consideration by the Committee.

G. All correspondence, telephone contacts, and other direct contacts with the nominees and candidates prior to interviews shall be handled by the Committee Chair or the Committee staff at the Chair's direction.

H. The search committee, through its chairperson, will work closely with the Board of Governors chairperson to provide updates throughout the process as requested.

I. A report from the Search Committee regarding candidates will be provided at least five days prior to the Board of Governors' on February 11, 2014. The committee will recommend a group of no more than ten (10) highly qualified semi-finalists to the Board of Governors who will make a final decision as to the selection of the next president.

SELECTION COMMITTEE

The Concord University Board of Governors shall serve as the Presidential Selection Committee. In making the selection of a President, the Board will consider any and all recommendations brought forward from the Presidential Search Committee.

1. The duties of the Presidential Selection Committee will include but not be limited to:

A) Collecting information and soliciting the view of faculty, staff, students, administrators, alumni, community leaders, and other individuals who are familiar with the institution regarding characteristics and qualities that should be possessed by the next president. Based on this input, a statement of leadership criteria shall be prepared by the Selection Committee. This information shall be used for the purpose of developing a "Characteristics and Qualities Statement" to be presented to potential candidates as an instrument depicting the type of candidates the Board of Governors is seeking.

B) Developing a position announcement prepared by the Selection Committee (BOG) and then transmitted to appropriate individuals and organizations.

C) The Chair of the Selection Committee, or the Chair's designee, shall be the spokesperson for the Selection Committee.

D) No member may appoint a proxy for purposes of attending meetings, deliberating, or voting. At least a majority of the Committee must be present to constitute a quorum for the purpose of conducting any business.

E) Before the first meeting of the Committee at which candidates shall be considered, the applications will be made available for review. No further duplication of information may occur, without written authorization of the Committee Chair. Any distributed information about a candidate must be returned to the Committee staff once the candidate has been eliminated from further consideration by the Committee. Eliminated candidates shall be notified by the Chairperson, with reasonable promptness, that they are no longer being considered.

F) Members of the Committee shall not provide information about the names or backgrounds of any candidates to anyone outside the Committee or in any other way undermine the commitment of the Committee to confidentiality. Each member of the Selection Committee must agree to sign a confidentiality agreement prior to any meetings or formal discussions regarding the search. Such agreements will be the responsibility of the Chief Human Resource Officer. Any member who breaks this commitment of confidentiality shall immediately resign from the Committee. Failure to do so will result in immediate removal by the Chair.

G) All correspondence, telephone contacts, and other direct contacts with the nominees and candidates prior to interviews shall be handled by the Committee Chair or the Committee staff at the Chair's direction.

H) Expenses associated with travel and other expenses of Committee members, travel of each candidate and her/his spouse/significant other for preliminary interviews or campus interviews, and all other expenses associated with the search shall be reimbursed through the Office of the President.

I) Following the receipt of written authorizations from the candidates, and under the direction of the Selection Committee Chair, reference checks may be conducted by the Committee Chair, Committee members, and/or the

Committee staff, after the candidates have accepted the invitation to participate in the preliminary interviews. No person may undertake reference checks of a candidate except as authorized by the Chair.

J) Prior to the Search Committee providing a list of semi-finalists to the Selection Committee for consideration the Board of Governors may, at its discretion, submit additional candidate nominees for consideration by the Search Committee.

K) The Selection Committee shall conduct interviews of semi-finalists. The interviews shall be conducted at a confidential location within as short a period of time as is practical and may include the spouse/significant other of the semi-finalists.

L) As soon as possible following the interviews with the semi-finalists, the Committee shall select at least three (3) but no more than six (6) finalists for campus visits.

M) Up to the point of the campus interviews of the finalists, the Committee's pledge of confidentiality shall be strictly observed. When the finalists accept the invitation to participate in the campus interviews, they shall be informed by the Committee Chair or Committee staff that confidentiality can no longer be assured. However, there shall be no official release or confirmation of the names of the finalists to the news media except at the discretion of the Chair of the Committee. After public confirmation of the finalists, Committee members are still obligated to keep information about the discussions and opinions of all Committee members confidential, permanently.

N) Each finalist's campus visit shall include meetings with students, classified staff, faculty members, campus administrators, community leaders, alumni, foundation, and other individuals invited by the Search Committee. The Committee Chair shall provide a mechanism to solicit comments from representatives of these groups after the campus visits by the finalists.

O) If the Search Committee decides at any point in the process that the pool of applicants does not include a sufficient number of qualified candidates, the Committee may reopen the search. During campus visits, if a decision to offer the presidency cannot be made from among up to six finalists,

additional finalists may only be selected after the first group of finalists is eliminated from consideration.

P) Based upon the interviews, the reference checks, input from various groups and individuals who met the candidates during the campus visits, and the Committee's assessment of the experience and qualifications of the finalists, the Committee shall choose finalists by majority vote in rank order and shall establish the salary and emoluments, and shall authorize the Chair of the Board to extend an oral offer on behalf of the Board to the individual selected with the understanding the offer is pending approval of the Higher Education Policy Commission (HEPC). The Board may also authorize the Board Chair to make an oral offer to the other finalists in rank order if the preferred candidate does not accept the offer. Once the oral offer is accepted, the Board Chair shall provide a written offer that has been reviewed by the full Board and the HEPC, and that includes terms and conditions of employment.