



# GLENVILLE STATE COLLEGE

## AGENDA

Glenville State College  
Board of Governors

June 13, 2018  
11:00 a.m.

Waco Center  
Hall of Fame Room

**Glennville State College**  
**Board of Governors Meeting**  
**Schedule**  
**2017-2018**

All Executive Committee meetings will be held at 11:00 a.m. in the President's Conference Room in the Administration Building. All Board of Governors meetings will be held in the Waco Center, Hall of Fame Room, unless otherwise noted. The Enrollment Management Committee meetings will begin at 10:00 a.m. and all other Committee meetings will begin at 11:00 am. Board meetings will begin at 12:30 p.m., with a noon luncheon prior to the meeting, unless otherwise noted as well.

Wednesday, August 9, 2017	Executive Committee
Wednesday, August 23, 2017 <i>* The only committee meeting that will meet is the Business and Finance Committee at 3:00 pm at 2888 US Hwy. 33 East, Glennville, WV</i>	Board of Governors– 1:30 p.m. @ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glennville, WV
Wednesday, September 27, 2017	Executive Committee
Wednesday, October 18, 2017	Board of Governors
Wednesday, November 15, 2017	Executive Committee
Wednesday, November 29, 2017	Board of Governors
Wednesday, January 24, 2018	Executive Committee
Wednesday, February 7, 2018	Board of Governors
Tuesday, April 3, 2018 <del>Wednesday, April 4, 2018</del>	Executive Committee
Wednesday, April 18, 2018	Board of Governors
Wednesday, May 30, 2018	Executive Committee
Wednesday, June 13, 2018 <i>*All Committee meetings will begin at 9:00 am</i> <i>*Joint Committee meeting will begin at 10:00 am @ Hall of Fame Room, Waco Center</i>	Board of Governors – 11:00 a.m.

Approved by the GSC Board of Governors June 14, 2017, however, subject to change.

Updated August 7, 2017

Updated February 27, 2018

Updated May 16, 2018

**GLENVILLE STATE COLLEGE  
BOARD OF GOVERNORS  
JUNE 13, 2018**

**AGENDA**

1. Call to Order
2. Establishment of a quorum
3. **Approval of Minutes for April 18, 2018 (Action Item)**
4. Public Comment Period
5. President's Report
6. Executive Committee
  - A. Report from Greg Smith, Chair
7. Business and Finance Committee
  - A. Report from Rich Heffelfinger, Chair
  - B. **Fees related to courses for FY2019 (Action Item)**
8. Enrollment Management Committee
  - A. Report from Steve Gandee, Chair
9. Student and Academic Affairs Committee
  - A. Report from Ralph Holder, Chair
  - B. **Program Reviews: Baccalaureate Degrees: Behavioral Science, Business Administration, History, and Music – (Action Item)**
10. Committee of the Whole
  - A. **Final Draft Policies 16, 17, 19, 22, 25C, 27, and 32 (Action Item)**
  - B. **Meeting Schedule for FY2019 (Action Item)**
  - C. **Election of New Officers for FY2019 (Action Item)**
  - D. **Employee Holiday Schedule FY2019 (Information Item)**
11. Announcements
  - A. Glenville State College Board of Governors Meeting/Retreat will be held on August 15, 2018 @ Ike and Sue Morris' residence.
  - B. GSC Night at Appalachia Power Park on Thursday, July 12, 2018 at 7:00 pm
  - C. Tour of upgraded facilities for Board directly following the meeting.
12. Adjournment

**Glennville State College  
Board of Governors Meeting  
April 18, 2018  
Waco Center, Hall of Fame Room  
Glennville, West Virginia**

Members Present: Mr. Greg Smith, Chairperson  
Mr. Tim Butcher, Vice Chair  
Dr. William Deel  
Mr. Mike Forbes  
Mr. Stephen Gandee  
Mr. Richard Heffelfinger  
Mr. Ralph Holder  
Ms. Sue Morris  
Mr. Mike Rust  
Mr. Larry Baker, Faculty Representative  
Mr. Dustin Crutchfield, Staff Representative  
Mr. J. Cameron Woods, Student Representative

Staff Present: Dr. Tracy L. Pellett, President  
Mr. John Beckvold, Vice President for Business & Finance  
Ms. Rachel Adams, Coordinator of Off Campus Programs  
Mr. Marty Carver, Vice President for Enrollment  
Ms. Sheri Goff, Financial Aid Assistant & ACS Representative  
Dr. Gary Morris, Vice President for Academic Affairs  
Mr. David Hutchison, Vice President for Advancement  
Mr. Jason Phares, Information Technology Manager  
Ms. Krystal Smith, Chief Human Resources Officer  
Ms. Kimberly Stephens, Head Women's Basketball Coach  
Ms. Teresa Sterns, Executive Assistant to the President  
Mr. Rusty Vineyard, Vice President for Student Life & Athletics  
Mr. Jared Wilson, Assistant Professor of Land Surveying and Faculty Senate President

Others Present: Mr. Justin Woods, Newly Elected Student Government President

**Call to Order**

Chairperson Greg Smith called the meeting to order at 12:43 pm.

A quorum was established.

**Approval of Minutes**

RICH HEFFELFINGER MOVED TO APPROVE THE MINUTES OF THE FEBRUARY 8, 2018 MEETING AS PRESENTED. CAMERON WOODS SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Public Comment**

N/A

Mr. Smith introduced Justin Woods as the new incoming Student Government President that will assume office as a Board member July 1, 2018.

President Pellett presented a certificate of recognition to Coach Kim Stephens for the outstanding accomplishments the coaches and women's basketball team achieved this academic year. A replica of the framed certificate will placed in the Hall of Fame room.

**Update on Staff Policies** – Krystal Smith, Chief Human Resources Officer, reported that she and administration are in the process of revising the current *Personnel Policy 16 – Classified Employees* due to changes made by the legislature that include moving all staff to a market base pay. She hopes to bring the draft policy to the Board at its next meeting for approval.

**Executive Committee**

Mr. Greg Smith, Chair, reported that the committee met on April 3, 2018, set the agenda for the upcoming meeting, and discussed the following:

- Online offerings
- Providing certificate safety programs
- Dual enrollment
- Athletic Director Search
- Planning and prioritization/suspension of programs
- Tuition and Fees Schedule for FY2019

**Business and Finance Committee**

Mr. Rich Heffelfinger, Chair, reported that the Committee discussed the College's state of finances and the proposed resolution. The Committee agreed to modify the tuition and fee schedule to reflect a minor correction of a \$102.00 decrease in the Equity (Mollohan Campus Center construction) fee per semester and a .5 percent decrease in the total tuition and fees for the FY2019 academic year.

RICH HEFFELFINGER MOVED TO APPROVE THE TUITION AND FEES SCHEDULE FOR THE FY2019 ACADEMIC YEAR AS CORRECTED. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Enrollment Management Committee**

Mr. Steve Gandee, Chair, reported that Mr. Carver's projection for fall incoming students and the projected summer enrollment is increasing. The Office of Admissions continues to host "Meet and Greet" and plan to attend sporting events at various schools next year. Mr. Gandee noted that as West Virginia (WV) demographics decrease, enrollment decreases. He suggested that the College seek students in other areas outside WV.

It was suggested to include pop-up ads within Blackboard using the Google Facebook Model. Jason Phares agreed to research how to include the pop-up ads in Blackboard.

Dr. Pellett announced the College will be entering an agreement with the Education Advisory Board (EAB), a consulting group to assist with recruiting students. Articulation agreements with Pierpont and New River Community and Technical Colleges are planned to be signed in the near future.

Mr. Smith requested Marty Carver provide a handout at the next meeting identifying career paths prospective students are requesting to major in that the College does not offer.

A discussion was held regarding the potential nursing program collaboration with WVU. President Pellett anticipates the nursing program agreement to be completed by fall.

### **Student and Academic Affairs Committee**

Ralph Holder, Chair, requested that Dr. Morris discuss the proposed resolution and other members to provide updates.

Dr. Morris reported that faculty teaching at the correctional facilities are currently being paid a stipend; however, a set amount was never determined. The faculty are paid extra due to many factors that include teaching to a unique group and location, extra travel incurred, and security checks. The stipend being proposed is \$600.00 per semester.

President Pellett mentioned that the stipends are funded through revenues derived from contracts and Pell monies.

RICH HEFFELFINGER MOVED TO APPROVE THE FACULTY STIPEND FOR INSTRUCTION AT CORRECTIONAL FACILITIES. MIKE RUST SECONDED THE MOTION.

Dr. Gary Morris discussed the planning and prioritization/suspension task force findings memo that was included in the book.

Chairman Smith suggested that the reason for suspension of programs be communicated to Alumni due to negative comments the College has recently been receiving.

Other members of the Committee briefly discussed their reports included in the book.

The Board discussed deficiencies that many incoming freshmen have and inquired if the College could offer a short-term summer class for those students needing assistance with deficiencies. Dr. Morris responded that the College may not offer developmental credit bearing courses and students are not permitted to receive financial aid for non-credit bearing courses. He suggested that the College may consider offering a boot camp but at a cost. Chairman Smith requested that Dr. Morris put a proposal for “boot camp” together and provide it at the next meeting to include costs. It was suggested to contact the owner of the Glenville McDonalds to seek his interest in sponsoring developmental course classes as he currently sponsors PSAT test fees for students.

### **Committee of the Whole**

President Pellett explained that Board members who donated to the Board scholarship last year donated \$200.00 each. A donor made up the difference for members who did not donate. The scholarship was awarded to two students at \$1,000.00 each. The Foundation office will send each lay member of the Board an invoice for their part to cover full tuition and fees for the FY2019. It was suggested to modify the resolution so the scholarship may be allocated to support multiple students.

RICH HEFFELFINGER MOVED TO APPROVE THAT THE BOARD OF GOVERNORS AGREES TO FUND JOINTLY AN EQUIVALENT OF ONE FULL TUITION AND FEES SCHOLARSHIP, WHICH THE PROCEEDS MAY BE ALLOCATED TO SUPPORT MULTIPLE STUDENTS FOR THE FY2019 ACADEMIC YEAR. THE NEED-BASED SCHOLARSHIP WILL BE AWARDED TO A WEST VIRGINIA RESIDENT(S) WHO MEET(S) THE REQUIREMENTS OF THE WEST VIRGINIA PROMISE SCHOLARSHIP CRITERIA. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Presentations to Greg Smith and Mike Rust**

President Pellett presented a citation from the WV House of Delegates to Chairperson Smith in appreciation to Glenville State College for demonstrating leadership across the state and beyond in making a more affordable college education possible for the citizens of West Virginia.

Dr. Pellett further presented Mike Rust with House Bill 4251, passed March 10, 2018. The bill amended WV Code §18B-2A-1 relating to certain higher education institution boards of governors membership; permitting officers, employees, or members of any other board of governors outside of this state and employees of any institution of higher education outside of this state to be appointed to a board of governor; and including, for institutions that have no classified employees, a member from the nonclassified employees.

### **President’s Report**

President Pellett reported the following:

- The new State Funding Model will take approximately twenty percent (\$1 million dollars) away from Glenville State College’s budget. It is not anticipated to be implemented until 2020.
- The institution examined course fees and 68 of 125 course fees will be decreased. Students will now pay twenty percent (\$1,100) less in fees.
- In an effort to gauge student parking flow and usage, anyone who has a parking permit may park anywhere on campus in the next two weeks without receiving a parking ticket with the exception of parking in visitor, reserved, or special needs spaces.
- The College expects to repeal the extra fees charged for the 18<sup>th</sup> credit hour students are enrolled.
- The College is redesigning its bookstore from a physical layout enterprise to being an online one. This change will save students approximately thirty percent on book fees.

- Off campus programming is working with Braxton County School Board to allow high school students the opportunity to enroll in Glenville State's dual enrollment program and potentially graduate with an Associate's degree at the same time they graduate with a high school diploma.
- President Pellett suggested the Board might want to consider changing the time of the June Board meeting to 9:00 am due to the number of items to be discussed.

Mr. Rust suggested starting the June meeting at the earlier time that President Pellett suggested.

### **Announcements**

Mr. Smith made the following announcements:

- Alumni Day is scheduled for Saturday, April 28, 2018. More information may be accessed on the College's website.
- Commencement is scheduled for May 5, 2018 at 10:00 am in the Waco Center.
- The next Executive Committee meeting is scheduled for May 30, 2018.
- The next full Board meeting will be held on June 13, 2018.
- Staff Council and Faculty Senate will meet with the Board directly following today's meeting in accordance with WV Codes §18B-6-3(g) and §18B-6-6(g).

### **Adjournment**

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 2:35 pm.

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Greg Smith  
Chairperson

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Teresa Sterns  
Executive Assistant to the President

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Submitted by: Gary Z. Morris, Interim Vice President for Academic Affairs

### Highlights

- **Grants** – The following grants are being requested or have been awarded:
  - *Second Chance Experiment*: We projected 260 students (124 continuing, 136 new) between Huttonsville Correctional Center and Federal Correctional Institution – Gilmer for the 2018 – 2019 academic year. The grant allows us to request a cap in Pell money to be disbursed for these students. We requested and were awarded a Pell cap of \$1,673,880. This is up from \$672,295 for the 2017 – 2018 academic year.
  - *Dual Enrollment Experiment*: We project 400 dual enrollment students (200 new, 200 returning) for the 2018 – 2019 academic year. The grant allows us to request a cap in Pell money to be disbursed for these students. We requested and were awarded a Pell cap of \$296,000, which is up from \$100,825 for the 2017 – 2018 academic year.
  - *USDA Distance Learning & Telemedicine Grant*: We are submitting a grant application for approximately \$100,000 to implement a distance learning smart room on campus. The deadline for this application is June 4, 2018.
  - *Gear UP* – There will be a call for applications for Gear Up soon. We are preparing a grant application to have ready once the RFP is released. This grant will help fund our Hidden Promise Scholars program.
- **Program review** – Four 5-year program reviews for HEPC have been prepared by the respective departments and are being submitted to the BOG for approval. Please find a resolution included in this package. The reviews are for the BA Music, BA History and Political Science, BS Behavioral Science, and BS Business Administration.
- **Articulation agreements** – Articulation agreements have been signed between Pierpont Community and Technical College and Glenville State College and New River Community and Technical College that facilitate the transfer of students from the community colleges to Glenville State College. Furthermore, a onetime \$500 scholarship for students transferring from these colleges to Glenville State College and register full time has been articulated with Pierpont.
- **Online degree programs Updates** – There are currently 31 students who have applied for an online degree program. There are 12 students for Business, 8 for Criminal Justice, 7 for Bluegrass and 4 for General Studies. To date, 9 students have registered for summer courses and 13 students have registered for fall courses. (There are seven degrees and one certificate being offered online beginning Fall 2018: AS Business, AS Criminal Justice, BA Bluegrass, BS Business Administration in Management, BS Criminal Justice – Administration of Justice, BS Criminal Justice – Field Forensics, AA General Studies, and Certificate of Completion: Bluegrass Music. There are 28 courses being offered online in Fall to support these programs.)

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Submitted by: *Marty Carver, Vice President of Enrollment Management*

### **Highlights**

- **EAB (Education Advisory Board):** We are in the final stages of setting up the data flow between the new EAB system and our enrollment system. When completed, we will send EAB all of our purchased names and non-responsive inquiries for fall 2019. EAB will then process these names through their extensive marketing system that encourages the students to apply and turn in key documents required for acceptance. Daily updates will automatically be imported and exported to and from our systems and the EAB system.
- **Fall 2019 Recruitment Cycle:** The fall 2019 Action Plan had been completed and will include more face to face recruitment events (Open Houses/Pioneer Meet & Greet/Pioneer Nights/Pioneer Pride Tailgates). In addition, an even greater focus will be placed on building relationships with the WV community and technical colleges and high schools that offer our dual enrollment program or that have a high number of Hidden Promise students.
- **Online Program Recruitment:** Currently, 23 applications, have been received, 16 accepted, and 9 registered for fall 2018.
- **Fall 2018 Enrollment Projection:** The numbers are holding strong at this point for traditional recruitment with a growth of 15.3% in Inquiries, 17.9% in Applicants, 15.8% in Admitted, and 10.8% in Registered students compared to the past three year averages.

### **The 2017-2018 Admission Event schedule (as of 5/29/2018)**

June 30, 2018 (Sat)	Summer Open House
June 30, 2018 (Sat)	Blue & White Visit Day (Summer Registration Day)
June 30, 2018 (Tue)	Transfer Tuesday (Visit Day)
July 18, 2018 (Wed)	PEEP Orientation
July 27, 2018 (Fri)	Fall 2018 Documentation Deadline
Daily Visits (Monday-Friday)	10:00 AM & 2:00 PM

\*Tentative

### **Challenges**

- **Event Scheduling:** Scheduling events continues to be an ongoing challenge for the Admissions staff. The lack of personnel needed to assist with event planning and scheduling does not allow the admissions counselors the time they need to accomplish everyday tasks and travel.

### **Attachments/Enclosures:**

- Admissions Summary Report- Fall 2018

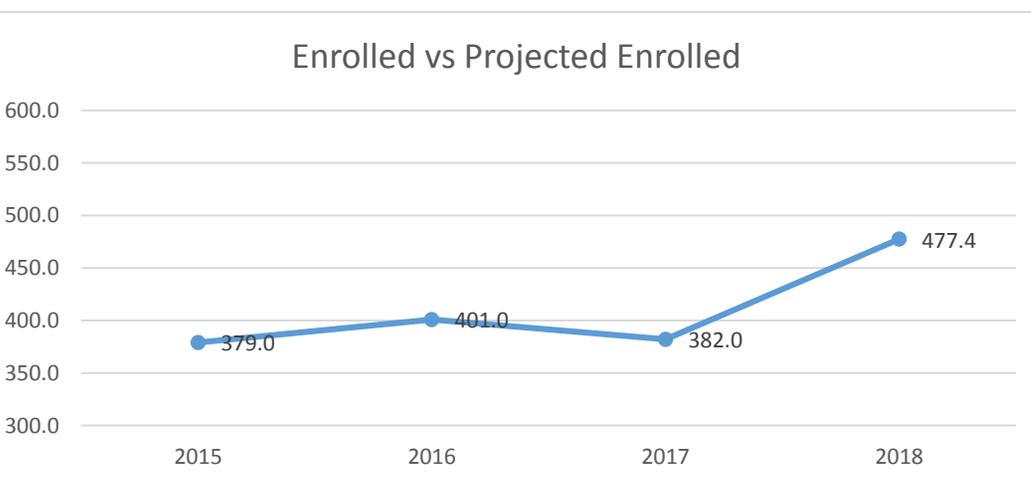
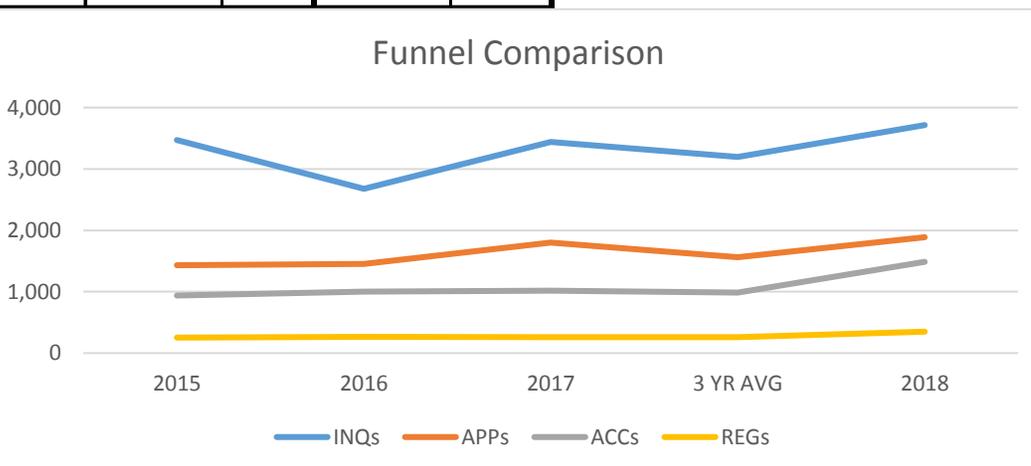
**NEW STUDENTS**

	INQs	INQs (+/- %)	APPs	APPs (+/- %)	ACCs	ACCs (+/- %)	Non-Quick ACCs	ACCs (+/- %)	REGs	REGs (+/- %)
<b>2018</b>	3,715		1,888		1,487		1,167		349	
<b>2017</b>	3,440	7.4%	1,803	4.5%	1,015	31.7%	1,015	13.0%	258	26.1%
<b>2016</b>	2,677	27.9%	1,452	23.1%	1,003	32.5%	1,003	14.1%	266	23.8%
<b>2015</b>	3,473	6.5%	1,432	24.2%	938	36.9%	938	19.6%	253	27.5%
<b>3 YR AVG</b>	3,197	14.0%	1,562	17.2%	985	33.7%	985	15.6%	259	25.8%

**CONVERSION RATIOS**

	2018	2017	2016	2015	3 YR AVG
<b>INQ:</b>	3,715	3,440	2,677	3,473	3,197
<b>APP:</b>	1,888	1,803	1,452	1,432	1,562
<b>ACC:</b>	1,167	1,015	1,003	938	985
<b>REG:</b>	349	258	266	253	259
<b>INQ-APP%:</b>	50.8%	52.4%	54.2%	41.2%	48.9%
<b>APP-ACC%:</b>	61.8%	56.3%	69.1%	65.5%	63.1%
<b>ACC-REG%:</b>	29.9%	25.4%	26.5%	27.0%	26.3%

PROJECTIONS	2018	3YA*	(+/-)	This Week	Last Week
<b>1st-time Fr:</b>	379.5	329.3	50.2		
<b>Transfer/RA:</b>	97.9	100.3	-2.4	477.0	450.0
<b>TOTAL</b>	477.4	429.7	47.8		



\*Census

(+/-) Notes:

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Submitted by: *John B. Beckvold, Vice President of Business and Finance*

### **Highlights**

- Non-payroll is running over \$500K below budget and payroll is slightly above budget but should be very close to budget by year end. Net student revenue is about equal to budget. Due in part to Aramark settlement, which affects FY 2018 operating results, College will be showing a \$500K positive operating result for the fiscal year.
- Budget process for FY 2019 is nearly complete. As enrollment is such an important piece of the budget, and because we expect a significant increase in new enrollment, the final budget will await a better assessment of enrollment after we get through some critical enrollment/registration deadlines. **Balanced budget** will be available for Finance Committee meeting on June 13, 2018.
- Modernization of Conrad (now known as Riverfront Residence) underway. General contractor making excellent progress.
- Third floor of library vacated in preparation of work to be done to create new Academic Success Center. Books and shelves being relocated to lounge area in Williams Wing at Pickens.
- Traditional bookstore managed by Follett closed May 31, being replaced with on-line, integrated alternative for students to purchase course materials (increased options to purchase new, used, E-options, or rent). GSC branded merchandise may be purchased on-line or in our “spirit shop” on campus.
- Working on achieving compliance with State mandated Fleet vehicle regulations.
- Submitted first request for draw down of \$2M of excess Bond proceeds. Work continues on selected projects designated for use of bond proceeds. Draw down of remainder should be complete before summer 2018. Also, received notice of another \$900,000 of funds made available to GSC through HEPC from their bond refinance in December.
- Refurbishing of Pickens Hall complete. First class of cadets housed there June 4. Full relocation of all furniture and cadets from LBH done by end of June. Contract renewal discussions will begin after July 1 when new Commissioner of Corrections is named.

### **Challenges**

- Navigating the complexity of the WV state accounting system in order to provide meaningful, timely financial reporting for management and the Board.
- Completing a bottom-up budgeting process for FY 2019 beginning in February 2019.
- Providing student residence facilities for fall 2018 in response to actual enrollment.
- Successful completion of several renovation/construction projects around campus. Managing facilities/maintenance department while searching for new director.

Submitted by: *David Hutchison, Interim Vice President for Advancement & Executive Director Foundation*

### College Advancement

#### *Current Initiatives:*

#### Living and Learning Mini Campaign

- Riverside Residence Student Housing – former Conrad Motel
- Academic Success Center – 3<sup>rd</sup> floor of Robert K. Library
- Student Activities Lounge – MCCC Bookstore Space
- Pioneer Village Renovation
- Scholarships

#### Everyday Hero Crowdfunding Campaign

- Crowdfunding is the fastest growing form of online giving, which is the fastest growing form of individual giving, and is increasing – 35% on the year.
- First Athletic end of the year campaign brought in over 200 donations and \$17,000.
- Future campaigns include Fine Arts and Academic Programs

#### Silver Coin Project – with Mark Downey's \$35,000 Donation

- Launched 150<sup>th</sup> Year Commemorative Coin Project

#### Alumni Relations:

- Returning Track and XC Championship Teams were brought back and recognized on April 6<sup>th</sup>.
- Our Teays Valley Alumni Meeting on April 23<sup>rd</sup> had several new alumni participants at the event.
- Our Alumni Banquet on April 28<sup>th</sup> honored thirteen.
- 50 year Grads were back during Commencement Weekend.

#### Scholarships

- Awarded 179 students Foundation Scholarships totaling \$363,375.
- Working on a self-audit analyzing all endowed scholarships.
- 94% of students that received a Foundation award are set to return or have graduated (90% last year).
- \$156,497 donated towards endowed scholarships this fiscal year.

#### Athletic Fundraising

- PAC Totals: May 15, 2018: \$400,518, May 15, 2017: \$151,320 = \$249,198 increase.
- In process of revamping the Pioneer Athletic Club.
- Implementing sponsorship program.
- Enhancing Club 1872.

#### Donated Estates in progress

- The Darrell Woofter Estate Scholarship Fund – should receive final payment this spring.
- The Bill Bennett Estate – in progress with Butcher and Butcher.
- Paul Graves Darnall – Brother of Dr. Joe Barton Darnall – former professor at GSC - should start receiving some payments in early summer.
- Vesta A. Hrnciar – established in 2009, updated May 2018.

The tables below recap the activities for the period 09/12/2017 through 4/2/2018:

Donor Level	Fiscal Year Through 4/2/2018		Fiscal Year Through 6/1/2018	
	# Deposits	Total \$	# Deposits	Total \$
< \$100	446	\$15,816.65	468	\$16,770.05
\$100 – 499	604	\$63,332.10	691	\$72,812.38
\$500 – 999	104	\$29,785.51	154	\$42,989.43
\$1,000 – 2,499	77	\$52,475.72	105	\$59,173.65
\$2,500 – 4,999	30	\$42,593.00	31	\$42,841.40
\$5,000 – 9999	47	\$108,858.47	71	\$143,815.47
\$10,000 – 24,999	38	\$135,837.42	40	\$142,175.00
\$25,000 – 99,999	386	\$304,602.60	454	\$411,340.23
100,000 – 999,999	59	\$271,802.21	73	\$329,771.58
1,000,000 +	13	\$1,008,416.00	19	\$1,338,741.00
<b>Totals</b>	<b>1804</b>	<b>\$2,033,519.68</b>	<b>2106</b>	<b>\$2,600,430.19</b>

The following table denotes deposits by category for the fiscal year:

	Deposits	Total Amount
Annual Fund	437	\$74,439.52
Athletics	1022	\$1,123,756.73
For the good of the College	419	\$889,266.65
Royalties	63	\$174,304.95
Scholarships	155	\$183,195.71
MHHS	10	\$155,466.63
<b>TOTALS</b>	<b>2106</b>	<b>\$2,600,430.19</b>

	# Deposits	Total \$
Repeat at same level	122	\$68,470.21
Increased giving	177	\$2,215,540.59
New donors	434	\$82,602.15
Recovered > 2 years	279	\$207,854.32
Decreased	53	\$25,962.92
<b>Totals</b>	<b>1065</b>	<b>\$2,600,430.19</b>

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Submitted by: *Larry R. Baker, Faculty Representative*

### **Highlights - ACF (Advisory Council of Faculty)**

The Advisory Council of Faculty (ACF) met on Thursday, April 19, 2018 in Fairmont, WV, at the Advanced Technology Center of Pierpont CTC. Below are the highlights of the meeting.

- There was a discussion on HB 2542. Senator Mann and Delegate Evans, among other supportive lawmakers, will be invited to the ACF's July 2018 retreat.
- There was a brief discussion of whether the ACF should openly endorse pro-education candidates who are running for office. The consensus was that the ACF should not take political stances, consistent with its longstanding commitment to non-partisan engagement with various state actors.
- Mike Ditchen of Bridge Valley CTC attended the meeting of the WV Council for Community and Technical Education, which took place earlier the same day. He reported that Council Chairman Bob Brown would like to organize a one- or two-day retreat this summer to iron out the details of the state funding model for CTC. Chairman Brown noted that a funding model different from the one presented at the March HEPC meeting (for institutions like GSC) should be used for CTCs because they serve a different student population than their four-year counterparts.
- Two ACF members reported that instructors at their institutions are encouraged to move away from print textbooks and adopt e-books instead to save students money. We have already done this at GSC.
- The information on the ACF website is not up-to-date. ACF members agreed to take down the website and post an "Under Construction" notice until the update is complete.
- The next ACF meeting will be held on Thursday, June 22, 2018 in Charleston, WV.

### **Highlights - Faculty Senate (Mtgs: April 10, \*April 24)**

- Dr. Pellett addressed specific questions from Faculty Senate.
  - Goal is 500 new students. We had 380-385 last year. +100 more would be excellent.
  - Financially right now we are under budget.
  - Looks like about 3% raise based on what we receive from the legislators.
  - We have excessively many class overloads. This will take two or three years to correct.
  - PAT is not part of the governance and we will be dealing with the college governance structure to ensure HLC criterion is met. PAT is about communication.
  - Campus campaign is doing very well.
  - Bond start payback in 2020.
  - Dr. Morris will be taking some of the duties as grant writer for the college.
  - We have to pass both HLC and CAEP. Whatever it takes to do it right lets work together and move forward.
- Ann Reed presented information on Attendance policy progress.
- \*Discussion of new funding formula. Consensus-President Pellett did an excellent job of addressing concerns and sending information to HEPC.

- \*New Senate Voted In:
  - President – Tim Henline
  - Vice President – Kevin Evans
  - Secretary – Matt Thiele
  - Treasurer – Wenwen Du
  - Parliamentarian – David O’Dell
- \*Short discussion on Academic Withdrawal Policy – Sent to academic review.
- \*Short discussion on salary compression.

**Challenges- Faculty Senate**

- Overloads and inadequate funding for scholarship activities/research.
- HLC, CAEP, and other committee/reporting demands.
- Assessments for HLC along with program reviews.
- College Governance needs reviewed/updated – including definition of PAC in handbook..
- Summer classes and end of term.

**Classified Staff Council Report to the Board of Governors**June 2018

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Submitted by: *Dustin Crutchfield****Highlights***

- Classified Staff Council held a meeting on April 17, 2018. Items discussed:
  - New personnel policy that is being drafted.
  - Update from ACCE Representative.
  - Report from Facilities Committee Representative.
  - Nominations were made for Staff Council members with expiring terms.
- Another Classified Staff Council meeting was held on May 15, 2018. Items discussed:
  - Update on the personnel policy; initial revisions to the policy should be nearly done. Intent to Revise and comment period should be forthcoming.
  - Discussion about future outlook of Staff Council, incorporating all classified and non-classified staff under our representation, and the importance of staff to our campus.
- An appreciation luncheon was held on May 8, 2018 to recognize faculty and staff. Several staff members were honored including those celebrating milestone anniversaries with the institution, one person in each EEO category, and the Classified Staff Employee of the Year (Lisa Eagle who works in GSC's Print Shop).

***Challenges/Concerns***

- Changes to PEIA based on feedback from the task force.

***Attachments/Enclosures:***

- Summary Letter to Board Chair

Submitted by: *Jason M. Phares Information Systems Manager*

### **Highlights**

- An additional fifty computers have been purchased to replace professors' office computers. This will occur during the summer months.
- An "ad" or note can be placed advertising our online degree programs under the announcement section of Blackboard. All online students see the announcement page when they first log into Blackboard. We will work with Dustin Crutchfield to display a message that is consistent with the College's branding.
- ImageX (website redesign vendor) migration has been completed. The new more dynamic and user-friendly website should be online by July 1, 2018.
- Thirty-three students have applied for our online degree programs. The goal set for this program this fall is twenty.
- We are planning to replace the core switch, firewall, and internet shaper (slows down Facebook and speeds up administrative internet needs) is to be installed. The current equipment is end of life/support. The end user should see better speeds to shared drives, Office 365 applications, and the internet in general.

### **Challenges**

- We encountered some compatibility issues connecting the new fiber switch with our DNS server. We have acquired a stand-alone machine to test DNS within a test network. Once this is rectified, we will be able to replace the core switch and internet shaper/firewall. This issue is still in progress as we work to allocate time to complete this testing and project.
- The amount of internet bandwidth for students is becoming saturated. As we have deployed more wireless coverage, we are seeing more devices attached and slowing of the students' internet. We have contacted Shentel about upgrading our services. They will be conducting saturation tests of network usage by the students to verify what we might need.

**Student Government Association Report to the Board of Governors** June 2018

No report submitted.

Submitted by: *Rusty Vineyard, Vice President of Student Life & Athletics*

**Highlights:**

- The pool is now fully operational. It passed health inspection (first inspection in the last 4 years. The College was praised for the pool's clarity and chemistry.
- Kathy Gilbert recently received her CPO (Certified Pool Operators) license.
- The installation of the WACO fitness center expansion has been completed. The room features multiple cardio, strength, and functional training pieces. Additionally, there is a 50 ft. inlay turn strip that will allow folks to work on speed and agility training. Lastly, all of the cardio equipment is self-powered and requires no electricity, helping make this one of the greenest rooms on campus.
- GSC student, Francois Scarboro, Jr., qualified for the National Golden Gloves Championships in the 141 pound weight class. Scarboro finished the tournament with a Bronze medal.

**Challenges:**

- Currently, the search for a new head coach of Acrobatics and Tumbling. Sarah Moreno resigned on May 15<sup>th</sup> to pursue opportunities back in Oregon.

**Glenville State College Board of Governors  
Meeting of June 13, 2018**

**ACTION ITEM:** Course Fees for FY2019

**COMMITTEE:** Business and Finance

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the course fees schedule for the FY2019 academic year as proposed.

**STAFF MEMBER:** Mr. John Beckvold

**BACKGROUND:**

Course fees are related to the incremental costs for a particular course, paid by the students taking that course. This year, the administration performed an exhaustive review of all course fees. With the assistance of all department chairs, the fees were lowered for 34% (32) courses, kept level for 59% (55) and raised 7% (7) where the cost of the materials for the course was greater than the fee being charged.

**Glenville State College**  
**Fee Planning Schedule - Per Semester**  
**Academic Year 2018-19**

Special Fees and Charges	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19
ACT Residual Test - institutional charge	50	50	50	50
Application Fee	20	20	20	20
Application Fee - International	100	100	100	100
Applied Music Fee (per course)	160	160	160	250
Art - Digital Media (selected art courses)	100	100	100	75
Art - Kiln Fee	70	70	70	60
Art Studio Fee	50	50	50	40
Art 330	30	30	30	25
Baccalureate Degree in Criminal Justice - Correction Officer	175	175	175	175
Bad Check Fee	25	25	25	25
Business Program Assessment Fee (BUSN 100)	35	35	35	30
Certificate Program	20	20	20	20
Credit by Examination (per credit hour)	40	40	40	40
Computer Science - CSCI 101,201, 286, 304, 305, 335, 352 & 386	30	30	30	25
Computer Science - CSCI 202, 360, 381, 405 & 435	30	30	30	25
Computer Science - Mkt 203 & 379	30	30	30	25
American Humanities / Nonprofit Cert. Entrance Fee	40	40	40	40
American Humanities / Nonprofit Final Portfolio Assmt Fee	100	100	100	100
Behavioral Science Research Fee (SOCS 293) - per course	-	25	25	20

Special Fees and Charges	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19
Behavioral Science Senior Seminar Fee -PSYC 493/SOCL 493	-	25	25	20
Criminal Justice Fee - CRJU 111	-	-	-	30
Criminal Justice Fee - CRJU 215, 315, 445	150	150	150	125
Criminal Justice Fee - CRJU 314	150	150	150	100
Criminal Justice Fee - CRJU240	100	100	100	100
Criminal Justice Fee - CRJU 335	30	30	30	30
Criminal Justice Fee - CRJU 493	30	30	30	25
Diploma Replacement Fee	25	25	25	25
Education Fee - EDUC 343, 345	50	50	50	50
Educational Foundations Fee (per course)	100	100	100	-
English Lab Fee (ENGL 101L)	-	50	50	40
Exercise Science Lab Fee (EXSC 465)	-	25	25	25
Facsimile Fee (per page)	1	1	1	1
Fingerprint Fee (EDUC 203)	25	25	25	25
First Year Experience Fee	100	100	100	100
Graduation Fee (exclusive of cap and gown)	40	40	40	60
Graduate Verification Letter	5	5	5	5
Health Course Fee (HLTH 331)	40	50	50	50
Health Research Fee (HLTH 435)	-	20	20	10
Journalism Software Fee (JOUR 205)	-	20	20	20
Journalism Software Fee (JOUR, 322)	-	20	20	15
Internet Fee (per semester)	65	65	65	65
ITQ Profession Development Course Fee	25	25	25	25
Land Resources Lab Fee (ENVR 101)	40	40	40	30
Land Resources Lab Fee (FRST 293, LAND 121, 232)	40	40	40	25

Special Fees and Charges	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19
Land Resources Lab Fee (ENVR 193, 351, FRST 203, 206, 214, NRMT 234, 334, LAND 193, 230)	40	40	40	30
Land Resources Lab Fee (FRST 212, LAND 244, 335)	40	40	40	35
Land Resources Lab Fee (ENVR 352, FRST 103, 193, 205, 209, LAMN 193, Land 123, 240, 241,	40	40	40	40
Land Resources Lab Fee (FRST 202, 216, NRMT 125, 201)	40	40	40	50
Land Resources Individual Research Course	40	40	40	-
Late Graduation Fee	100	100	100	100
Marketing Software Fee (MRKT 203, 303, 398)	-	20	20	-
Mathematics Fee (MTHF 094)	-	235	235	-
Mathematics Fee (MATH 106, 106L)	-	135	135	150
Mathematics Fee - MATH 230, 327	50	50	50	50
Mathematics Fee - MATH 356	50	50	50	25
Mathematics Fee - MATH 256	50	50	50	40
Music Instrument Rental Fee	50	50	50	50
Non-resident Food Service Fee	50	50	50	50
NTE Scores (copy)	5	5	5	5
Nursing Program Fee (per semester)	400	400	400	-
On-Line Course Fee (per credit hour)	50	50	50	50
Parking Permit - Commuter	60	60	60	50
Parking Permit - Resident	100	100	100	50
Parking Permit - Reserved (non-student)	200	200	200	300
Photocopy Charges (per page)	2	2	2	2
Physical Education Fee (PE 230, 231)	20	20	20	-
Physical Education Fee (PE 201, 421)	20	25	25	20
Physical Education Fee (PE 224)	20	20	20	15
Physical Educ. Fee (PED 119, 219, 301, 319, 326, 419)	10	10	10	-

Special Fees and Charges	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19
Physical Educ. Fee (PED 132, 136)	10	20	20	20
Physical Educ. Fee (PED 326)	-	-	10	10
Prior Learning Credit Exam Fee (per credit hour)	-	40	40	40
Prior Learning Portfolio Assessment	-	300	300	300
Prior Learning Posting Fee (per credit hour)	-	10	10	10
Regent's BA Degree Evaluation	300	300	300	300
Regent's BA Degree Posting Fee (per credit hour)	10	10	10	10
Replacement ID Card	10	10	10	10
Replacement - Room Key (Pioneer Village)	75	75	75	75
Replacement - Room Key Cylinder	75	75	75	75
Replacement Room Access Card (Goodwin)	20	20	20	20
Residence Hall Cable Fee	60	60	60	60
Room Reservation Fee	100	100	100	100
Late Registration Fee	100	100	100	100
SAFE 333	100	100	100	100
Science Department Individual Research Courses	50	100	100	100
Science Laboratory Fee (per course)	50	50	50	50
Science Course Fee - SCNC 105, 204, 205, 302, 305, 405	70	70	70	60
Teacher Education Admission Fee	200	200	200	265
Teacher Endorsement Evaluation	25	25	25	25
TOEFL Test - institutional charge	5	5	5	5
Transcript	7	7	7	7
Transcript - National Student Clearinghouse	5	5	5	5
Transcript - Express	35	35	35	35
Transcript - FAX	5	5	5	5

**Glenville State College Board of Governors  
Meeting of June 13, 2018**

**ACTION ITEM:** Program Reviews

**COMMITTEE:** Student and Academic Affairs

**RECOMMENDED RSOLUTION:** Be it RESOLVED that the Board of Governors approves the Program Reviews for the following programs: Bachelor of Arts in Music, Bachelor of Science in Business Administration, Bachelor of Science in Behavioral Science, and Bachelor of Arts in History/Political Science.

**STAFF MEMBER:** Dr. Gary Morris

**BACKGROUND:**

Each institutional governing board has the responsibility to review at least every five years all programs offered at the institution of higher education under its jurisdiction and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional master plan, the institutional compact, and the education and workforce needs of the responsibility district.

Glennville State College Bachelor of Science in Behavioral Science  
Executive Summary of HEPC 2018 Five Year Program Review

## **HEPC Series 10 §133-10-5. Program Review Procedures and Levels of Review**

### **5.2.1. Name and degree level of the program**

Bachelor of Science in Behavioral Science

### **5.2.2 Synopses of significant findings, including findings of external reviewers**

The Behavioral Science program has been undergoing changes during the past 14 years of the tenure of the present Program Director. Initially students were granted a degree in Psychology/Sociology. HEPC did not recognize Psychology/Sociology as a viable degree so GSC changed the name of the program to Behavioral Sciences. Then we moved to propose a B.S. degree in Social Work (BSW) and we did create a minor in Social Work. Besides having two tenure-tracked psychologists we also had two tenure-tracked Social Workers teaching the courses for the Behavioral Science degree. The application for a BSW program was reportedly rejected by HEPC. When the two Social Work professors left their positions were not filled. During the summer of 2017 the experimental psychologist left GSC.

Presently we have only one tenure-track professor for an average of 87 students majoring in Behavioral Science. We have one visiting professor of psychology and eight adjuncts teaching one or more classes.

The Behavioral Science program, based on a variety of assessments, continues to be weak in the area of students learning the fundamentals of research design.

The external reviewer recommended the Behavioral Science program be changed to a Psychology program. She also recommended to increase the number of tenured-track psychology professors to meet the demands of the program. Overall, the reviewer believed the program is a needed viable service for our community.

### **5.2.3 Plans for program improvement, including timeline**

One key for the development of the present Behavioral Science program is to return to having four tenure-tracked faculty in the Behavioral Science program. Students need professors who are invested in the education of our students and who appreciate the history of Glennville State College as providing a consistent compassionate environment for learning.

GSC did hire a new experimental psychologist to begin in the fall of 2018. Based on the number of students declaring Behavioral Science as a major we will be gaining a third professor in the future.

The Behavioral Science program needs to be changed to a pure Psychology program. Glennville State College is the only four year institution in West Virginia that does not offer a degree in psychology. Following months of presentations at the Curriculum Committee the committee

Glenville State College Bachelor of Science in Behavioral Science  
Executive Summary of HEPC 2018 Five Year Program Review

decided it was not their decision and it needed to go to HEPC. We will begin in the fall of 2018 to apply with HEPC to change the name of the program.

Assessments conducted on the Behavioral Science program found the program to be weak in the area of research design. Besides teaching research design in the Research Methods class we will include the teaching of research in two other psychology classes and redesign the pedagogy of research methods in the general psychology courses. These changes will also be implemented during the fall of 2018.

#### **5.2.4. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

A primary recommendation from the previous review was to develop a stand-alone Social Work. Reportedly the B.S. degree in Social Work did not materialize because HEPC declared there were enough colleges and universities already providing this degree and because of financial constraints of GSC.

During this process it was discovered that admission to a graduate program in Social Work only required a bachelor's degree and the content of the degree did not matter. Therefore, when the two social workers left GSC it did not seem prudent to continue with the minor in social work and instead focus on developing a robust psychology program.

In a survey one alumnus commented, "I've found several employment opportunities require a degree in Psychology. I know the department was trying to change the title of the program last year. It would be beneficial to take a look at that again."

We will pursue to change the name of the program from Behavioral Science to Psychology.

#### **5.2.5 Five year trend data on graduates and majors enrolled**

The average number of students majoring Behavioral Science is 87. This is seven students above the previous review when the average number was 80. The average number of students who graduate every year tends to fluctuate between a low of 11 to a high of 21.

School Year	Number of Majors	Graduates
2012-13	97	16
2013-14	106	21
2014-15	85	14
2015-16	68	11
2016-17	80	15

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

Glennville State College Bachelor of Science in Behavioral Science  
Executive Summary of HEPC 2018 Five Year Program Review

The following are the major areas of the current systematic Student Assessment Plan for the Behavioral Science program.

1. General Education (Gen Ed) Assessment: The General Psychology class is one of the most popular Gen Ed classes. Because psychology has a long-standing history of being founded on research the application of applying scientific concepts and methods is the Learning Outcome Assessed
2. Comparison of pretests given in General Psychology (PSYC 201) and post-tests given in Senior Seminar (PSYC/SOCL 493): The previous test was determined to be too fact driven by the present Program Director (fall, 2017). He sought the input of the professors teaching the various areas of psychology and sociology and created a more comprehensive measure of learning. The test is given during the first week of Psych 201 classes and is compared to the scores of Psych /Socl 493 (mainly composed of senior students)
3. Alumnus Survey

The results of each of these assessment tools are discussed by the faculty each year so that adjustments and improvements in individual courses, the program, and the assessment tool are be made.

### **5.2.7 Data on student placement**

An electronic survey was successfully delivered to 167 alumni emails in spring 2018. Twenty-six students responded for a 16% response rate. Data from the graduate survey indicate that over 34.6% have attended graduate school. This is slightly higher than the previous five-year study-- 30% attended graduate school. Noteworthy is the increase from 37% of alumni are currently working in a human service or social service position to 53.8%. In the previous five-year study 37% were employed in a non-human service related field. In the present review only 26.9% were employed in a non-human service related field. We are doing better as far as getting our students employed in the professions they seek.

### **5.2.8 Final recommendations approved by governing board.**

Glenville State College Bachelor of Science in Business Administration  
Executive Summary of HEPC 2018 Five Year Program Review

## **HEPC Series 10 §133-10-5. Program Review Procedures and Levels of Review**

### **5.2.1. Name and degree level of the program**

Bachelor of Science in Business Administration (BSBA)

Students pursuing the BSBA degree must select at least one of the following majors:

- Accounting
- Computer and Information Systems; students must also select a concentration in Architecture & Security and/or Programming
- Management
- Marketing
- Sport Management

### **5.2.2. Synopses of significant findings, including findings of external reviewers**

The BSBA degree is comprised of four component parts: General Education Requirements (39-40 credit hours), Business Administration Core (33 hours) which is required for all six majors, Major Field Area (36-42 hours) and 6-12 hours of general or restricted Electives, depending upon the major, to reach the 120-121 minimum credit hours required for the degree. This degree program is the primary one offered by the Department of Business and some students choose to double or even triple major under the BSBA umbrella.

Data projections from the U.S. Department of Labor for 2016-2026 continue to show that the job outlook nationwide for Business-related occupations is projected to grow faster than the average demand for all occupations, and the median annual Business wage to far exceed that for all occupations. Demand on campus for the BSBA degree remains robust, as the Department of Business continues to regularly have high student headcount. All Department faculty bring real-world business and professional experience to the classroom, in addition to academic preparation, and are true and diverse assets for the program. There is also a strong, interpersonal advising and mentoring process that includes ongoing career counseling and frequent opportunities for pre-professional experiences.

Curriculum modifications to all six majors were made in 2013 to bring them into compliance with the 120-hour degree requirement. After the General Education requirements were adjusted campus-wide, all of the BSBA majors were able to reduce the number of elective or internship hours, rather than eliminate a specific Business core or Major content area course.

### **5.2.3. Plans for program improvement, including timeline**

Beginning in the fall of 2016, the BSBA degree with a Management major was introduced into Huttonsville (WV) Correctional Center (HCC), and the Federal Correctional Institution in Gilmer County (FCI-Gilmer) through the "Second Chance Pell Pilot Program," which was instituted to reduce the recidivism rate for inmates. Enrollment is strong and expected to increase.

Glenville State College Bachelor of Science in Business Administration  
Executive Summary of HEPC 2018 Five Year Program Review

Plans are underway to also begin online delivery of the BSBA degree with a Management major in the fall of 2018, expanding the recruitment base of potential students.

The faculty anticipate engaging in a targeted review and revision of the BSBA core curriculum to be completed by 2020. Additionally, an increasing number of students are transitioning to the BSBA degree from the Associate of Science (AS) in Business degree also offered by the Department of Business, and the faculty plan to review and evaluate the curriculum of both programs to further streamline the pathway from AS to BSBA.

#### **5.2.4. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

As noted in the previous review, one area of weakness in the program was a lack in the number of program area faculty, and a recommendation that “more resources need to be allocated for searching, hiring, and retaining faculty who are qualified, diverse, and will stay more than two-three years.” This is still an issue and the last five years have been eventful for the Department as three senior members of the faculty retired and seven junior faculty left GSC for other positions, three of those in 2016. Three faculty remain from the last program review cycle serving the campus respectively since 2011, 1988 and 1983, so there is some valuable continuity. Our new faculty members bring significant real-world business experience to the classroom in the areas of Management, Accounting and/or Computer & Information Systems, and have been wonderful additions to the Department, but the total number of full-time on-campus Business faculty is at an all-time low of seven, down from ten just since 2014. All seven taught one or more classes in an overload capacity during the 2016-17 academic year and the Department has been very fortunate to have several well-qualified Adjunct faculty, but we are still struggling to optimally deliver all the curriculum and meet campus committee, advising, and administrative responsibilities with specifically qualified full-time program area faculty. One popular major, Sport Management, has not had a full-time faculty member whose primary expertise is in this area since 2012. The content area faculty member for Resort Area Management left in 2015 and was not replaced. However, in 2017, an additional full-time Business faculty was added at HCC to teach and coordinate the Pell Pilot Program at that location and one of the on-campus faculty has additional teaching and administrative responsibilities at FCI-Gilmer.

#### **5.2.5. Five-year trend data on graduates and majors enrolled**

During the 5-year review cycle, the total number of majors enrolled in the BSBA program on campus ranged from a high of 226 in the Fall 2016 semester to a low of 187 in the Fall 2015 semester. During the 2016-2017 year, the Department of Business led the campus in student headcount. The annual number of BSBA graduates has ranged from a low of 21 in the 2014-15 academic year to a high of 31 in the 2012-13 academic year. There were 25 graduates in the 2016-17 academic year.

Total graduates during the 2012-2017 review period were 126 as compared with 132 for the previous 5-year review cycle, a change of less than 5%, showing a fairly constant demand and completion rate for this degree. The distribution of the 126 total BSBA degrees awarded per

Glennville State College Bachelor of Science in Business Administration  
Executive Summary of HEPC 2018 Five Year Program Review

major are: Accounting (27), Computer & Information Systems (15), Management (45), Marketing (8), Resort Area Management (3), Sport Management (28). As mentioned previously, some students complete requirements for multiple majors.

In addition to the above data for on-campus delivery of this program, the Second Chance Pell Pilot Program added more than 100 majors in Fall of 2016 at HCC and FCI-Gilmer. The number of students has increased each semester and additional growth is expected. The future of the BSBA Program at Huttonsville Correctional Center and FCI-Gilmer is promising as we anticipate the first graduates during the next 5-year review cycle.

### **5.2.6. Summary of assessment model and how results are used for program improvement**

Working collaboratively with the campus-wide Assessment Committee, the Department of Business has modified, aligned and strengthened its Assessment Plan for the BSBA degree program during this 5-year review cycle. Dialogue about “Assessment” is now part of almost every Department meeting, and targeted Departmental Assessment Retreats continue to be part of the annual process, where Business faculty review selected artifacts and data, formulate action plans to address weaknesses and gaps, and subsequently evaluate the results. The Department of Business also annually convenes an external Advisory Board comprised of local and state-wide business leaders to provide input on curriculum, job trends and graduate preparedness.

Changes to the BSBA Assessment Plan over the last five years have included:

- Aligning our Assessment Reports with the campus Assessment Committee’s required reporting template
- Separating the six BSBA majors into discrete reports per the Assessment Committee’s request (that request has been rescinded for the 2017-2018 year and only one BSBA report will be prepared)
- Removing the Department’s “Assessment Portals” from the formal BSBA Assessment Report per the recommendation of the Assessment Committee; they are still maintained in the Department for faculty reference
- Updating the Mission and Vision statements for each Major
- Updating the Learning Outcomes for each Major
- Reviewing selected course outlines to improve alignment with Learning Outcomes and Course Objectives

The BSBA Program Assessment Report currently includes the following components:

- Program Learning Outcomes
- Gateway and Capstone Courses
  - BUSN 193, Applied Business Communications - Gateway Course
  - BUSN 493, Strategic Management and Planning - Capstone Course
- Advisory Board Recommendations
- Major Fields Test (MFT) – given in:
  - BUSN 100 Introduction to Business (pretest) and
  - BUSN 493 Strategic Management and Planning (posttest)

Glenville State College Bachelor of Science in Business Administration  
Executive Summary of HEPC 2018 Five Year Program Review

- Two senior students placed in the top 10% nationally during this review period

As a result of the Assessment process, additional curriculum changes have been made to the BSBA program over the past five years in the Computer & Information Systems, Management and Resort Area Management majors. A proposal to modify the Marketing curriculum is planned for 2018.

The Assessment process continues to show that many students have challenges with Math and quantitative methods. In 2017, the Department of Business initiated a collegial dialogue with the Mathematics faculty to explore augmenting the pathway to MATH 115 (College Algebra) which is a requirement for all BSBA majors. Our joint recommendation, approved by the Curriculum Committee, was to allow BUSN 230 (Quantitative Business Analysis I), also a required BSBA course taught within the Department of Business, to serve as a direct portal to College Algebra, rather than another general Mathematics course. This has worked quite well in its first year of implementation, permitting BSBA students to learn the desired prerequisite quantitative and analytic skills through specific business applications, while reducing the number of overall required courses for many.

As a result of the Assessment process, current faculty shortage, and low student enrollment over the last five years, a recommendation to suspend the Resort Area Management major of the BSBA degree has come out of the campus wide Planning & Prioritization efforts in the spring of 2018. It is not anticipated that this will negatively impact the remaining five BSBA majors, but, hopefully, will permit the College and Department to focus resources more efficiently and effectively on students in Accounting, Computer & Information Systems, Management, Marketing and Sport Management.

#### **5.2.7. Data on student placement**

Most BSBA students are able to find employment immediately following graduation, or, in some cases, before completing their degrees, in a Business-related field, most prominently: banking, insurance & financial services, public accounting (CPA Firms), retail sales & management, non-profit entities, resorts, professional sports teams, marketing & public relations, and computer technology (IT) services. Several of our Accounting majors have actually had as many as five concurrent offers from CPA firms six months prior to graduation. Internships have also led directly to permanent positions with that employer as our students have performed very well. A relatively small number of BSBA graduates choose to pursue a Master's degree directly after completing their undergraduate studies. However, the entrepreneurial spirit is alive and well in the BSBA program as a number of graduates own and operate their own businesses.

#### **5.2.8. Final recommendations approved by the governing board**

Glennville State College Bachelor of Arts in History and Political Science  
Executive Summary of HEPC 2018 Five Year Program Review

## **HEPC Series 10 §133-10-5. Program Review Procedures and Levels of Review**

### **5.2.1. Name and degree level of the program**

Bachelor of Arts in History and Political Science

### **5.2.2. Synopses of significant findings, including findings of external reviewer**

Enrollment in the program has remained stable, with an average of 14-15 majors per year over the past five years. Individual course enrollments have also remained very strong, with our general education courses generally filling to capacity or close to capacity. The program has averaged 4-5 graduates per year.

Student performance on the senior assessment exam has improved markedly, due in large part to changes in the curriculum which now require all majors to take upper-division courses in European and non-Western history. Likewise, student performance in the senior thesis, which is a requirement of the capstone course, have improved. This is attributable to an increased emphasis on writing assignments in both the survey-level and upper-level courses.

History and Political Science is a vital “service” program, responsible for large sections of general education classes and producing a fair number of majors, as well as secondary Social Studies Education majors. Although it would be desirable to add a second political scientist, and also to replace the geographer we lost a few years ago, the College’s current financial situation precludes making these hires, and there is at present no pressing need for an increase in the number of faculty. Discussions during the “Planning and Prioritization” process of early 2018 identified the program as “low need” or “no need.” The current number of full-time faculty (4), as well as the curriculum, are satisfactory and should remain unchanged. There are sufficient resources for the continued operation of the program as it presently exists.

The program enlisted Dr. Akim Reinhardt, Ph.D., Professor of History at Towson State University, to serve as its external reviewer. Dr. Reinhardt commended the History and Political Science Program for its consistency with the College’s mission and for its service to the students and citizens of West Virginia. He also noted the department’s “marked gains in assessment over the past five years.” Dr. Reinhardt found no need for any major revisions.

Professor Reinhardt made a number of helpful suggestions, including the use of peer reviews in the Faculty Accomplishment Report process, as well as the development of a more effective means of evaluating the proficiency of its adjunct instructors.

### **5.2.3. Plans for program improvement, including timeline**

In keeping with the suggestions of the outside reviewer, the faculty arrived at a consensus that peer reviews, mainly in the form of classroom observations, would be initiated in the fall 2018 semester. Likewise, it was agreed that there should be more oversight of adjuncts, including

Glenville State College Bachelor of Arts in History and Political Science  
Executive Summary of HEPC 2018 Five Year Program Review

classroom observations and more attention being paid to the student course evaluations of these instructors.

Although all course outlines were revised in 2016, new assessment standards, as well as the need to align our course objectives with the College mission statement, require that these outlines be revised once again. This process will commence in the fall 2018 semester.

The history curriculum was revised slightly during the “catalog cleanup” process of 2016, with an altered plan of study and the elimination of some classes which had not been taught for a long time. However, the need for such changes was even greater in the political science curriculum, due in large part to the hiring of a new political scientist with different teaching interests and skills. Yet, for various reasons, the process has been delayed. Starting in fall 2018, a revised political science curriculum will be presented to the College’s curriculum committee. In addition, the elimination of GSC 100 as a credit-bearing course necessitates the revision of both the history and political science plans of study. This will be done during the week of June 11-15, 2018, when the department chair, who is also one of the history professors, will be on campus to work with the Office of Academic Affairs in “catalog cleanup” activities.

Regarding assessment, a new, more streamlined, program assessment exam has been devised, and will be administered to students in the gateway and capstone courses starting in fall 2018. There has begun an increased emphasis on improvements in our overall assessment process, both in terms of program assessment and general education assessment. The department will continue to work closely with the assessment committee and the general education assessment task force. At present, the department has a very active member serving on each of these committees.

The Program’s faculty have considered establishing an advisory board and fully intend to implement one before the end of 2018.

#### **5.2.4. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

The previous review, conducted in 2012-2013, produced a number of recommendations by the outside reviewer. One of the suggestions was to cross-list the gateway course, HIST 293, “Fields and Careers in History and Political Science,” as a political science course. The reviewer noted, accurately, that only historians taught the course, and that perhaps the political science aspects were being ignored or given a “back seat” to history. The difficult course load of our lone political science instructor has made this suggestion impossible to implement. However, with the hiring of a new political scientist, Dr. Marisha Lecea, in 2016, greater emphasis has been placed on political science, and she has been enlisted to give guest presentations and lectures to the HIST 293 course.

One criticism made by the reviewer was that the program is overstocked with Americanists, and he suggested that the hiring of a comparativist or theorist who could broaden the program’s

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curriculum; this, he suggested, would also help expand the program's global coverage. Unfortunately, budgetary constraints have made any such endeavors unrealistic.

In a similar vein, the outside reviewer suggested the addition of a sociologist or anthropologist, in order to augment fundamental changes in the program. However, under the current structure of the program and of the Social Science Department, a sociologist would be part of the Behavioral Science program, and the hiring of an anthropologist would also likely not fall under the purview of the History and Political Science program. And, in any case, budgetary constraints have made it unrealistic to hire instructors in these fields.

#### 5.2.5. Five-year trend on majors and graduates enrolled

Enrollment in the program has remained stable, with an average of 14-15 majors per year over the past five years. The program has averaged 4-5 graduates per year:

School Year	Number of Majors	Graduates
2012-13	14	1
2013-14	12	5
2014-15	18	7
2015-16	13	3
2016-17	16	4

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

The program uses a variety of assessment instruments. Majors are required to take a comprehensive pre-test (in the gateway course, HIST/POSC 293), and a post-test (in the capstone course, HIST/POSC 493), consisting of 120 multiple-choice questions covering American history, world history, and political science. (This test has been revised and shortened to 100 questions, and will be implemented starting in fall 2018). There is also a senior thesis, assessment of individual course grades, and a survey of graduates. Over the past few years, some instructors have administered a pre- and post-test in their general education classes to assess learning outcomes, and beginning with the spring 2018 semester all four instructors have adopted this practice. In cooperation with the general education assessment task force, the History and Political Science Department have also begun conducting pre- and post-tests assessing the College's general education learning outcomes.

At the time of our previous program review in 2012-2013, the faculty agreed that the performance of many graduating seniors was sub-standard on portions of the assessment exam. The most striking of these poor scores were in the world history portion of the exam. In response, faculty proposed requiring that all majors complete at least one European history course and one non-western history course. The proposal was approved by the curriculum committee and was implemented starting with the fall 2013 semester. This change has resulted in markedly-improved scores in the world history portion of the exam.

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In addition, disappointment with the performance of some graduates on the senior thesis led faculty to increase or revise writing assignments in their courses. This has resulted in notable improvements in the quality of the senior theses over the past few years. The pre- and post-tests which are now administered in all general education classes have served to identify areas where student learning is deficient, and where learning objectives have not been met. Individual instructors have then made necessary adjustments in their teaching delivery in order to alleviate these problems. In addition, it should be noted that the pre- and post-tests have shown, without variance, a strong improvement across the board for nearly all students, indicating that course learning objectives are being met.

#### **5.2.7. Data on student placement**

Twenty students have graduated from the department over the past five years. A recent survey of our graduates, together with reports and communications received by members of the department from our graduates during the past five years, reveal that no fewer than three of our former students are now attending graduate school; at least three are employed as teachers in nearby counties; one is a police officer in Oklahoma; two are practicing attorneys; one graduate works in retail sales; one young man works as a copy editor for the local newspaper; we have a graduate who is the IT manager for a regional convenience store chain; another grad currently works in the GSC Office of Admissions; one is an assistant store manager for a regional grocery chain; one is a youth services worker; one young lady works at an assisted care facility; and at least one of our graduates is currently unemployed.

#### **5.2.8. Final recommendations approved by the governing board**

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## **HEPC Series 10 §133-10-5. Program Review Procedures and Levels of Review**

### **5.2.1. Name and degree level of the program**

Bachelor of Arts in Music

### **5.2.2. Synopses of significant findings, including findings of external reviewers**

The Bachelor of Arts in Music program is housed in the Department of Fine Arts in the GSC Department of Fine Arts Center. At the start of this review cycle we had six full-time faculty. We currently have five full-time faculty who meet nearly all of the program requirements. This past fall our vocal professor resigned. Thusly, we have four adjuncts assisting, two of them to cover the vocal program requirements. Three of our full-time faculty have doctorates and one nearly completed doctorate. The program contains the World's First Four Year Bluegrass Degree and the World's First Online Degree in Bluegrass Music!

All of the faculty have been recognized nationally and internationally for their excellence in musicianship and/or for contributions in their respective areas of music. Four of the five full-time faculty members devote a good portion of their teaching loads to courses in the music education program and to the College's general education program. One faculty member (Dr. Megan Darby) devotes nearly all of her teaching load to this program thus making this a cost effective program.

During this review cycle the Music BA featured five concentration areas: Bluegrass Music, Instrumental Music, Music Performance, Music Technology and Vocal Music. The Bluegrass Concentration of the program received a very prestigious Legislative Citation from the West Virginia House of Delegates for its dedication to the advancement and preservation of Bluegrass music and for being a major ambassador for the State of West Virginia. The Instrumental and Vocal Concentrations of the program have recently garnered national and international performance invitations and major student achievements. For example, the tuba and euphonium ensemble performed by invitation at the last five international tuba and euphonium conferences and the chamber singers performed by invitation at the prestigious St. Patrick's Cathedral in New York City (the cathedral used in many movie scenes filmed in NYC).

This is our second program review as this program was instituted nearly ten years ago. As part of the review process we have extensively looked at our current curriculum, assessment mechanisms, recruiting strategies and retention efforts. In response to the request from the West Virginia Higher Education Policy Commission that all majors be reduced to 120 hours the program made a curriculum proposal to address that request. Also, in response to the GSC Planning and Prioritization Task Force and Assessment Committee the curriculum proposal also addresses much needed curriculum changes to address, faculty loads, class enrollment numbers overall program enrollment numbers better educate and equip our students. This curriculum proposal was approved by the GSC Curriculum Committee on Wednesday, May 9<sup>th</sup>. The new curriculum features an updated common core, a large list of flexible music electives and general

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electives and four suggested career paths of study in bluegrass music, jazz performance, music performance and music technology.

As part of the review process, the request of the Higher Learning Commission, the GSC Planning and Prioritization Task Force and the GSC Assessment Committee we have updated and improved our assessment mechanisms. Our efforts were mainly focused on streamlining our assessment across the program and to better align assessment mechanisms with our goals and objectives. We implemented a new assessment format that adheres to the recent adjustments and recommendations from the GSC Assessment Committee. While preparing for the review process we had extensive discussions involving recruiting and retention for the program. We have made great strides in the past couple of years in recruiting and some improvements towards retention. We also discovered that many of our much needed curriculum changes should also be of great benefit in both recruiting and retention.

After the first review cycle of the program it was discovered that a considerable amount of improvement was still needed in many areas of the program could be accomplished via curriculum improvements. A substantial amount of time recently has been spent working to further update and improve the program curriculum with changes recently approved.

We discovered that we needed to garner feedback in order to improve our curriculum and recruiting. So, the program is working to develop two separate advisory boards, one for the bluegrass music and one for the other areas of the program. Many of our current curriculum suggestions came from extensive department meetings, but also from our alumni and the GSC Planning and Prioritization Task Force and Assessment Committee. We also noticed the need to begin collecting feedback from our alumni in the field. This feedback greatly influenced the current curriculum and curriculum changes in progress.

The bluegrass music area discovered much needed curriculum changes. The current curriculum is a much better fit for the other concentration areas of the program. Our new curriculum proposal addresses the needs of the bluegrass music in terms of specific bluegrass courses and needed internships. We have partnered with Hospice Care and are in the developmental stages with other organizations to begin offering a myriad of internship opportunities for our bluegrass students. We are also in the launch stages of our online bluegrass degree. We feel this will help greatly attract more students.

A survey of five question sent to our graduates revealed that 100% of responding graduates rated the program's quality of instruction as Excellent (this was up from 64% last evaluation period). Significantly, graduates rated department advising as follows: 80% Excellent and 20% Very Good. This is significantly improved as the last evaluation period resulted 45% Excellent, 45% Very Good, and 10% Good for the same question. Questions three and four both had 100% Excellent. Question five resulted in 60% Excellent and 40% Very Good. This once again was significantly improved as 36% percent of the respondents in the previous evaluation answered in the Poor category. The survey data clearly suggests that the graduates of the program are very pleased with their overall education and that the instruction, advising, individual attention, opportunities

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and assistance for professional positions and graduate school as well as changes throughout the program.

As this was our second review cycle this was the first time we needed an external reviewer. Our reviewer was Dr. Valerie Huffman, Assistant Professor of Music at Alderson Broaddus University. Dr. Huffman cited numerous positive aspects of our program including faculty, assessment, course offerings, degree design, actions taken to strengthen the program and technology. Her main area of suggested improvement was in regards to retention of students in the program as this needs some additional work. She made very helpful suggestions to help with retention that we plan to implement.

### **5.2.3. Plans for program improvement, including timeline**

One of the major areas for improvement is currently in the area of recruiting. Our faculty and staff have placed greater efforts to promote the program through school visits updated printed and website materials, more off campus performances and more contact with recruits via the phone, email and Facebook. We have also worked with the GSC Admissions Department towards this goal. In the past couple of years we have worked better with our alumni to help us target students interested in this program. Results can already be seen as our current program enrollment is higher than in any previous years.

We are currently working to improve our number of graduates. One of the causes of our low graduation numbers is academically related. We are taking greater efforts to help with academic retention by adjusting course rotations and course offerings for our freshmen via suggestions from the GSC Collaborative Project. Another cause was due to our reputation as a Music Education department. We have found that recruiting efforts for our Music Education program is generally easier as we have had that program for decades and have a long-standing reputation of excellence in Music Education. It has taken us a great deal of time and renewed effort to “get the word out” concerning our B.A. of Music program and that we have much more to offer than Music Education. We are starting to see results. We plan to also utilize the significantly improved organization and capabilities of the Academic Success Center as well as encourage more students to look into the Student Support Services program to help improve retention.

As stated previously in the document we are also undergoing curriculum changes. We proposed and passed streamlining the degree in a way where all of the enrollment numbers will be under one large degree instead of broken out by concentration. We proposed to suspend the general music concentration and combine the instrumental and vocal concentrations into a performance path. Our proposal would keep a bluegrass music path and a music technology path and add a jazz performance path. We expect these curriculum changes to help with recruiting and retention as the new program allows for much more flexibility and more successful options towards graduation.

### **5.2.4. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished**

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In 2013 the program was placed on probation by the West Virginia Higher Education Policy Commission (HEPC) for failure to meet enrollment and graduation standards. On April 26, 2017 we received a letter from WVHEPC stating that we now met the appropriate standard and that the degree was no longer on probation.

### **5.2.5. Five year trend data on graduates and majors enrolled**

Enrollment in the program has increased over the past few years as we are seeing results. The average number of majors during the First Program Review Period was eighteen (18) and the average number of majors during the current Program Review Period was twenty-eight (28). Thirty-eight (38) majors are currently enrolled in or pursuing the program and is our highest to date. As our numbers are their highest levels to date we anticipate the graduation numbers to proportionately increase.

### **5.2.6. Summary of assessment model and how results are used for program improvement**

The Fine Arts – Music Department assesses the music student each semester. However, the department has developed several significant points of assessment. Initially all students entering the music program are assessed at their audition for acceptance into the program and then again each semester until graduation. The main outcomes that are assessed include the following:

1. Students will demonstrate and understanding of upper level music theory.
  - a. Assessment tool: Final examination in MUSC 271.
2. Students will demonstrate music skills on an applied instrument.
  - a. Assessment tool: Juried performance examinations
3. Students will demonstrate an understanding of music history.
  - a. Assessment tool: Final examination in MUSC 301 & 302
4. Students will complete a capstone project (senior recital or research presentation)
  - a. Assessment tool: Juried hearing MUSC 493

Assessment of outcome #1 above is given generally mid-point in the degree at the end of the 2<sup>nd</sup> year. Assessment of outcome #2 is completed at the end of each semester. Assessment of outcome #3 generally happens in the fall and spring semesters of the 3<sup>rd</sup> year and finally, the assessment of outcome #4 takes place as the capstone in the 4<sup>th</sup> or final year. These allow for constant monitoring of our students progress and interventions can occur as soon as a problem is detected.

In addition to the outcomes listed above, students are expected to complete a gateway and capstone assessment. The gateway is not tied to one course but rather several courses. This takes place during the 4<sup>th</sup> semester jury. To pass the gateway, the student must have completed MUSC 170-172 (Music Theory I & II), MUSC 114 (Voice Class Pedagogy), MUSC 180-182 (Piano I & II), MUSC 111-112 (Marching and Concert Band), MUSC 168 (Concert Choir) and

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made sufficient progress in their respective major applied instrument. If this is passed, they continue on in the program. If not, they are put on probation for a semester until the deficiencies are completed. At the end of the program the student completes a capstone project/recital (MUSC 493). Before the public presentation, the student is assessed during the jury previous to the semester of presentation or at least one month prior to the presentation. The jury consists of the music department faculty members or staff related to the particular area of study. The student presents the plan for the senior recital, plays portions of the recital and presents the desired date of performance/presentation. This is discussed by the jury and the jury recommends passing, passing with reservations or failing. In the case of the latter two, the student must reappear before the jury. Generally, the student passes or is not allowed to face the jury if the material is not adequately prepared.

#### *Results*

The faculty discusses the results of outcomes 2 & 4 above at the end of each semester. Individual professors teaching the courses in outcomes 1 & 3 report their results in discussions with the department.

#### *Actions Taken*

Based on faculty discussions the following actions have been taken for improvement:

- theory peer tutoring/review sessions held
- increased number of master classes/opportunities to perform outside of juries
- more stringent audition process for acceptance into the BA degree
- significant new curricular changes to enhance the validity and clarify the goals of the BA
- utilizing the resources of the new Academic Success Center and encourage students to utilize the services of the Student Support Services program to aid with retention

#### **5.2.7. Data on student placement**

We stay in very close contact with our alumni and how their careers are progressing. Here are how some of these graduates are using their B.A. of Music Degree:

- one is a recording engineer, studio musician and bluegrass band member in Nashville, TN and was awarded by GSC as a Young Alumnus of the Year; she produced a series of recordings for Country Music Legend Tom T. Hall
- one was a Sergeant and Principal Player in the 113<sup>th</sup> United States Army Band
- one is a Bluegrass musician who often performs with the top Bluegrass artists
- one works for a music store in the Charleston, West Virginia area
- one completed their Master of Music and is now a highly sought after percussion instructor and drum line/marching band instructor and arranger across the region
- several have been accepted to graduate schools for performance with scholarships and/or teaching assistantships
- one attended graduate school for music recording and engineering

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- one plans to pursue graduate school for music composition and already had one of their original works premiered this summer at a major national music conference
- one is a freelance musician and music instructor around the region

**5.2.8. Final recommendations approved by the governing board**

**Glennville State College Board of Governors  
Meeting of June 13, 2018**

**ACTION ITEM:** Final Draft Board Policies

**COMMITTEE:** Committee of the Whole

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approve the proposed Board final draft policies for final filing with the Higher Education Policy Commission if no comments are received after the thirty-day comment period.

**STAFF MEMBER:** Dr. Tracy L. Pellett, President

**BACKGROUND:**

Higher Education Policy Commission Series 4 requires that Glennville State College Board of Governors follow a series of steps for the adoption, amendment, or repeal of any rule, guideline or policy statement with institution-wide effect.

All of the attached final draft policies were submitted to the constituent groups (Faculty Senate, Staff Council, and Student Government Association) for review and suggested revisions. The draft policies were also posted on the College's website for public comment. A list of any suggested revisions/comments received will be presented at the June Board meeting. In the event the suggested revisions are not implemented, an explanation will be provided. An explanation regarding why each policy is being revised, repealed, or newly drafted is also attached.

In compliance with Series 4, the Board must approve final draft policies/rules and submit these for comment for a period of thirty (30) days. The current final draft policies will be submitted for the thirty day public comment period and brought back to the Board with any revisions made after public comment for final approval. In the event no comments are received during the thirty (30) day comment period, the policies will be forwarded to the Higher Education Policy Commission for final approval.



## 2017 WV Legislative Changes Impacting Human Resources

The 2017 Legislature repealed or adopted changes to Chapter 18B Higher Education that had implications for Glenville State College employees, including staff (classified and nonclassified) and faculty. The most sweeping changes impact the Classified Staff, including but not limited to hiring (recruitment, selection, and placement), layoff or reduction in force, and salary and wages. This briefing will introduce and describe the major changes.

### Hiring

The requirement for internal preference on Classified, non-exempt positions was eliminated. Policy allowed the minimally qualified Classified, non-exempt employee rights to other classified, non-exempt vacancies. The hiring process is changing to permit a universal approach to hiring based upon best qualified. All fulltime jobs, exempt and non-exempt, will be posted internally and externally at the same time. The best qualified candidate, based upon established criteria established via policy, will be selected to fill available positions. Staff hiring manuals have been developed to assist the processes previously identified in Policy 25C. The hiring manuals encourage the hiring of well qualified internal employees for morale, incentive, and retention.

### Layoff or Reduction in Force

The bumping and recall provisions of the code have now been eliminated. There will be no bumping of employees in the event of a reduction in force, furlough, etc. In the event a RIF is needed, the new Policy 16 provides for a committee to be formed to oversee the process and selection. The decision will be based upon a variety of factors including length of service, qualifications, and performance for example.

### Salary and Wages

The Classification and Compensation system for classified staff employees, including the Mercer Scale, has been eliminated and a new classification and compensation system will be implemented. The Step increases that have been part of the compensation plan since 1995 have been eliminated. The HEPC has rolled out a new compensation program that will replace the classified staff system and which will be used for all staff (classified and nonclassified) positions. The new system is a performance or merit based system. A series of documents has been published to guide salary administration and position classification decisions. The Chief Human Resources office has worked closely with the HEPC to ensure that all employees are properly slotted into the appropriate salary range.

### Definition of Nonclassified Employee

HB 2542 provided a detailed definition of nonclassified employees. Part of the definition states that a position is nonclassified if it is critical to the institution. Upon approval of new Policy 16, all staff at Glenville State College will become nonclassified, as we deem all positions to be critical to the institution. Further, the new policy provides most staff the right to progressive discipline in lieu of termination without cause. This excludes executive level staff, athletic coaches, athletic department appointments, academic administrator appointments and temporary staff.

**Revise & Replace:**

## 16 Classified Employees

- Classified staff is being converted to nonclassified staff.

## 22 Personnel Administration

- Aligning policy with updates described above
- Eliminating the former step salary schedule and moving to the market based pay structure

## 25C Recruitment and Hiring

- Eliminating internal preference (recruiting and selection) for classified, non-exempt positions
- Development of Staff Hiring Manual and Faculty Hiring Manual, as remainder of this policy was procedural in nature (i.e. interviews and selection process).

**Modify:**

## 17 Annual Leave, Sick Leave, Military Leave and Other Leaves

- Removing reference to classified employees
- Changing annual leave accrual rate in accordance with nonclassified employees who accrue two day per month.

## 19 Staff Development

- Removing language of “classified” employee.
- Now universal to all staff.

## Summary of HB 2542

- Eight sections of present code are completely repealed
  - 18B-7-9(Repeals requirement that HEPC and CTC to conduct human services reviews every five years)
  - 18B-7-11(Repeals restrictions on non-classified employees)
  - 18B-7-12(Repeals requirement that classified employees must agree to additional duties)
  - 18B-9-1(Repeals present legislative intent for old classified salary schedule)
  - 18B-9-2(Repeals old definitions for salary schedule)
  - 18B-9-3(Repeals old salary schedule and full funding definition)
  - 18B-9-4( Repeals language allowing payment beyond salary schedule if rule in place)
  - 18B-9A-3(Removes full funding requirement)
  - 18B-9A-8(Removes language implementing SB 330 pieces)
- 18B-1B-5( Removes requirement for employ of VC of HR and HR generalist.)
- 18B-4-1(Removes requirement that offices be supplied for HR)
- 18B-4-2a( Removes duties and employment for VC HR)
  - (Takes away VC HR supervisory duties)
  - Chancellor to take over some duties of VCHR but does designate which Chancellor)
  - (Removes HEPC requirement to coordinate class and comp programs)
  - (Removes requirement for hiring of HR generalist and class and comp expert)
  - (Removes requirement to maintain current job descriptions and determine that BOGs have )
  - (Removes requirement to do performance reviews of HR)
  - (Removes requirement of market comparison studies.)
  - (Makes Chancellor or designee chair of Class and Comp committees but does not specify which chancellor)
- 18B-7-1(Eliminates state-wide, integrated human resources requirement. Removes requirement for implementing statewide best practices. Removes “systemic” requirement. Intent for full funding of salary schedule---but that is not defined. Eliminates present salary schedule. Removes intent that portion of tuition and fee increases go to funding of classified salary schedule).
- 18B-7-2(Definition section. Only adds “regular” to definition of full-time employee.)
- 18B-7-3(Reductions in force to be accomplished pursuant to rules adopted by BOGs. Layoffs not determined solely by years of service but by other criteria established by BOGs. May offer severance packages of up to one year salary if laying off most senior. Does away with recall rights. Does away with requirement to hire most qualified internal candidate for job opening over external candidates.)
- 18B-7-6(Removes mandatory HR training and continuing educational and professional development requirement for employees determined by HEPC and CTC)
- 18B-7-8(Requires only “fair” compensation and not fully funded salary schedule. Reduces HR report card to once every five years instead of annually. Reduces data in HR report card.
- 18B-8-7(BOGs may adopt any faculty rules that will preempt any HEPC or CTC rule)
- 18B-9A-2(Does away with classified employee status set systemwide and makes classified employees only by FLSA status—hourly basis employees only classified. Classified employees employed January 1, 2017 grandfathered as classified unless changed to nonclassified under the definitions in place . Defines nonclassified employee same as now as well as IT persons, reports

## Summary of HB 2542

directly to President, hold policy-making position, is critical to institution and FLSA exempt hired after January 1, 2017. All non-classified are will and pleasure)

- 18B-9A-5(Removes power of Comp Committee to oversee 5 year market study. Says statewide Committees may meet with chancellor or their designee to make adjustments to comp and class plan. Does not state which Chancellor is involved.)
- 18B-9A-6(Still has HEPC and CTC developing a salary schedule using workforce compensation data and national sources. Salary schedule subject to available funds.
- 18B-9A-7(Removes mandatory sanctions for violation of rules---voluntary only now. Removes authority of Chancellors to disapprove institutional class and comp rules.)
- 18B-9B-1(New section. MU, WVU, WVSOM and any other school that sends notice to HEPC or CTC may adopt their own personnel rules replacing statewide rules. Same may develop own class and comp rule. )

**Rational for changes to BOG Policy 27:**

There are two proposed changes to **BOG Policy 27** in order to align it with changes being made by the State of West Virginia to **HEPC Series 22**. The first change is to the academic forgiveness requirement, from four years instead of five years as previously stated. This will better serve Glenville State College students since the total number of allowed repeat hours has been reduced and will enable students to return sooner to finish their degree. The second change is to the language for the number of times a course can be repeated by a student. Previously students could repeat any course they failed as long as it was within their first 60 hours (sophomore) of their degree. Now students will only be able to repeat a total of 21 credit hours by their senior year. Of these 21, eight can be in upper level courses where they earned a C. The grade of any course repeated and successfully passed would replace the grade of the failed course in their GPA.

**Rational for changes to BOG Policy 32:**

There are four proposed changes to **BOG Policy 32**. The first proposed change is the incorporation of definitions for the different types of delivery using the web. This is important to have as Glenville State College moves toward delivering more courses using digital technology. These definitions are in alignment with the definitions utilized by HEPC, which surveys WV higher education institutions for the number of web based courses they offer. Thus, it is important to use the same definitions as HEPC does. The second change modifies the course fee structure language from specific monetary amounts for fees students taking online courses have to pay to more general language. This change gives the College more flexibility in adjusting fees in response to market demand and College needs. The third change is the removal of language that stipulates the compensation of faculty for developing online courses. The fourth change removes the language that states faculty will receive monetary compensation for each student enrolled in an online course. These last two changes are intended to create equity between faculty teaching traditional courses and faculty teaching online courses. Teaching online should not be considered to be different from teaching on campus traditional lectures. There are also general changes to the document that result from the changes outlined above.

## Glennville State College Policies

### Personnel Policy 16

#### Human Resources Administration

##### 16.1. General

1.1. Scope – This Policy established procedures related to West Virginia Code §6C and §18B.

1.2. Authority – The Fair Labor Standards Act of 1938, as amended 29 U.S.C. 201, et seq.; W. Va. Code §6C-2-1, et seq., §18B-1-6, §18B-2A-4, §18B-7-10; and §18B-9A-2.

1.3. Effective Date –

1.4. Revision of Former Policy – Revises and replaces Title 131, Series 31 of the Board of Directors of the State College System, Glennville State College Board of Governors Policy 16 Classified Employees [2005], Glennville State College Board of Governors Policy 22 Personnel Administration [2005], Glennville State College Board of Governors Policy 25C Recruitment and Hiring [2010]. Modifies Sections 4.1 and 5.1.1 of Glennville State College Board of Governors Policy 19 Staff Development [2004] and section 3.2 of Glennville State College Board of Governors Policy 17 Annual Leave, Sick Leave, Military Leave and Other Leaves [2003].

##### 16.2. Purpose and Applicability

2.1. Glennville State College (sometimes “GSC” or “College”) seeks to administer a fair and flexible compensation program for employees that allows the College to attract, retain, and motivate high performing employees.

2.2. The purpose of this policy is to set forth the guiding principles for establishing human resource practices for all GSC faculty and staff as defined herein and covers other employment practices required by state law. This policy applies to all GSC employees unless stated otherwise. Specific application to various job types may be limited by each section below.

##### 16.3. Definitions

3.1. “Academic Administrator” means an exempt employee who performs administrative duties that typically support the academic mission of the institution. An academic administrator may assume the responsibilities of an academic administrator position in partial or in whole replacement of his or her teaching responsibilities. Academic administrators may also be outside hires. Academic administrator appointments include but are not limited to Academic Department Chairs, Deans and/or Directors of an academic program of study. Academic administrator appointments are nonclassified, at-will appointments. Academic administrator compensation is not governed by the West Virginia Higher Education Compensation Management Program; compensation is determined at the discretion of the President or designee.

3.2. “Athletic Appointment Employee” means an exempt employee whose primary duties are instructing student athletes in the rules and fundamentals of their respective sports and/or strength and conditioning. Athletic appointments are nonclassified, at will positions and include Head Coaches,

Assistant Coaches, and/or any other title as determined by the President or designee. Compensation for athletic appointments is not governed by the West Virginia Higher Education Compensation Management Program; compensation is determined at the discretion of the President or designee.

3.3. “Essential Employee” means an employee in a position who may be required to remain at their work location or to report to work to protect, recover and continue operations when the college is faced with an institutional emergency.

3.4. “Executive Level Employee” typically means exempt employees employed in Vice-President and/or the Athletic Director positions, or above, but may include any position designated as executive level by the President or designee and not otherwise covered by the West Virginia Higher Education Compensation Management Program. Job titles, job duties, and compensation for executive level employees/positions are determined at the discretion of the President or designee. Employees holding executive level positions are nonclassified, at-will employees. Executive level employees are expected to report to work during regular business hours Monday through Friday.

3.5. “Faculty Members.” Faculty members are appointed at the discretion of the President or designee to support the academic mission of the institution, via teaching, research, public service, and or academic administration. Faculty positions excepting academic administrator positions, are typically all classifications as defined by Glenville State College Board of Governors Policy 18 (“BOG Policy 18”) and West Virginia Higher Education Policy Commission Series 9 (“Series 9”).

3.6. “Faculty Senate” means an elected council of faculty employees that advises the President on matters pertaining to faculty employee concerns and is comprised of the officers and the elected constituency representatives.

3.7. “Full Time Equivalency” (FTE) means the percentage of time for which a position is established, with a full-time position working 1,950 hours per year being 1.00 FTE.

3.8. “Information Technology Related Employee” means an employee whose primary responsibility is supporting information technology functions, as determined by the President or his/her designee. Information Technology related employees are non-classified, at-will employees.

3.9. “Nonclassified Employee.” West Virginia Code § 18B-9A-2(11) defines “non-classified employee” as an employee of an organization who meets one or more of the following criteria:

- 3.9.1. Holds a direct policy-making position at the department or organization level;
- 3.9.2. Reports directly to the president or chief executive officer of the organization;
- 3.9.3. Is in a position considered by the president or designee to be critical to the institution pursuant to policies or decisions adopted by the governing board;
- 3.9.4. Is in an information technology-related position;
- 3.9.5. Is hired after July 1, 2017, and meets the duties test for exempt status under the provisions of the Fair Labor Standards Act at the time of hire or anytime thereafter; or
- 3.9.6. Was in a nonclassified position as of January 1, 2017.

GSC considers all employee positions to be critical to the institution. Therefore, all staff positions are nonclassified. While critical to daily operations, a nonclassified employee may or may not be deemed essential to report for duty in emergencies or other special situations as identified by the President or his/her designee.

3.10. "Student Employee". An employee enrolled at the institution as a student and whose primary purpose for being at the institution is to obtain an education. The employee category of "student employee" is for students who work at the institution in jobs or positions that are solely available to students enrolled at the institution, as opposed to the general public. When the student worker is no longer enrolled he/she is no longer eligible to work in the student worker position. A student employee is not eligible for benefits.

3.11. "Staff, Staff Member or Staff Employee" mean any employee not employed in a faculty, academic administrator, executive level, or athletic appointment position. Staff are not eligible for salary increases until after six months of employment.

3.12. "Staff Council" means an elected council of staff employees that advises the President on matters pertaining to staff concerns, and is comprised of the officers of the staff, the staff Board of governors elected representative, the state advisory representative, and the elected constituency representatives.

This list is not exhaustive. Other relevant terms are defined in other sections of this policy.

#### **16.4. Delegation of General Administration of Human Resources Practices to President**

4.1. To enable GSC to function in a proper and expeditious manner and to advance GSC's mission and objectives, the GSC Board of Governors delegates to the President the following authority:

4.1.1. To administer a system for all personnel matters, including but not limited to, hiring, promotions, demotions, transfers, compensation and benefits administration, discipline, performance management, alternative dispute resolution, and dismissal.

4.1.2. To contract for supplemental health and welfare benefit and retirement plans for any or all employees in addition to the benefits the employees otherwise receive. Provided that if the supplemental employee benefit program incurs expense to GSC, the President shall first obtain approval from the GSC Board of Governors.

4.1.3. To adopt additional human resources internal procedures to effectuate the implementation of this policy or in the furtherance of any other authority that the Board of Governors has specifically delegated to the President pursuant to this policy. Any actions taken pursuant to this delegation must be consistent with the guidelines provided by the policy. Procedures implemented in accordance with this section will be made available to employees in the Human Resources Office and online.

4.2. All human resources practices and procedures shall be consistent with federal and state law and any policy adopted by the GSC Board of Governors.

4.3. The President may delegate the authority granted in this or any other section of this policy as appropriate.

#### **16.5. Meetings On Human Resources Policies**

5.1. The President or his/her designee shall meet at least quarterly with representatives of Staff Council and Faculty Senate to discuss the implementation and effectiveness of any human resources policies.

5.2. Where appropriate, the President or his/her designee shall make recommendations to the Board of Governors to address concerns or issues identified by Staff Council or Faculty Senate regarding the implementation and effectiveness of the human resources policies.

5.3. Where appropriate, the Chief Human Resources Officer is encouraged to seek input from all employees regarding the development and implementation of internal human resource procedures.

#### **16.6. Part time and Temporary Employees.**

6.1. Institutions are discouraged from hiring part-time employees solely to avoid the payment of benefits or in lieu of full-time employees

#### **16.7. Staff Job Classification and Compensation System**

7.1. Attracting, retaining, and motivating a highly talented and committed workforce is vital to supporting GSC's unique missions and goals. Competitive pay is a key element in attracting, retaining, motivating and rewarding the type of employees needed to fulfill GSC's mission. The goal of GSC is to pay competitive salaries by using systems clearly communicated to employees and readily administered by managers. To further this goal, job classification and employee compensation for all staff employees/positions at Glenville State College will be determined using the West Virginia Higher Education Compensation Management Program ("WVHEPC Compensation Program") as approved and/or modified and/or amended by the West Virginia Higher Education Policy Commission ("WVHEPC"), its supporting component documents and any procedural or legislative rules promulgated by the Commission to implement the Compensation Program. The Compensation Program supporting component documents as created by the WVHEPC include the following:

7.1.1. The "West Virginia Higher Education Compensation Philosophy" which outlines the goals, objectives, and strategies of the compensation management system;

7.1.2. The "West Virginia Higher Education Job Classification Guidelines" which assist human resources officers with determining the appropriate classification for jobs;

7.1.3. The "West Virginia Higher Education Employee Salary Schedule" consists of pay grades with pay range spreads and indicates the minimum, midpoint and maximum salary levels for each pay grade; and

7.1.4. The "West Virginia Higher Education Salary Administration Guidelines" which assist human resources officers and institutional administrators in making appropriate pay decisions in a variety of employment situations.

#### **16.8. Compensation Adjustments and Performance Based Merit Increases**

8.1. Higher education organizations may grant merit increases or implement pay for performance programs which are in accordance with state law and the West Virginia Higher Education Compensation Management Program Salary Administration Guidelines.

8.2. The Chief Human Resources Officer in consultation with the Provost/Vice President for Academic Affairs and the Vice-President for Business and Finance is authorized to develop objective administrative procedures for making adjustments to all employee compensation and for performance-based merit increases that are consistent with the WVHEPC Compensation Program.

#### **16.9. Job Descriptions**

9.1. The Chief Human Resources Officer is responsible for developing and maintaining job titles, minimum base compensation per position, and alignment of job titles to respective pay for all staff in accordance with the WVHEPC Compensation Program; provided that supervisors most familiar with work performed in their respective units and the abilities of the employees who do the work may recommend pay to the Chief Human Resources Officer. Final approval of an employee's pay rests with the President.

9.2. In conjunction with supervisors, the Office of Human Resources shall develop and maintain a job description for all faculty and staff positions using the Position Description Form/Job Description Form (PDF/JDF) developed by the Commission.

9.3. Individual job descriptions must include a summary of the essential duties and the level of the work performed.

9.4. To maintain accurate job descriptions, supervisors shall review individual job descriptions at least every three years and will notify the Office of Human Resources if the content of a position undergoes a fundamental change.

9.5. For all new positions or vacated positions, the Office of Human Resources shall review a position's submitted duties, responsibilities, functions, skills, education, and experience required for the position, as provided by the respective supervisor, and then compare those factors to internal and external jobs to determine the job title and the corresponding minimum base compensation for the position using the Compensation Program.

#### **16.10. Staff Reduction in Force**

10.1. GSC seeks to provide a positive and stable work environment. However, conditions may arise that necessitate the elimination of filled staff positions, otherwise known as a Reduction in Force ("RIF"). This policy outlines the guiding principles for, and is applicable to, Reductions in Force for Staff employees of GSC unless otherwise exempted in this policy.

##### **10.1.1. RIF Process and Review Committee**

10.1.1.1. Reasons to implement a RIF may include, but are not limited to, budget reductions, loss of funding, reorganization, material changes to the duties or responsibilities of a position, program change/elimination, or an emergency that curtails operations.

10.1.1.2. The President shall establish and appoint a review committee to review, propose and implement any RIF Plan upon the President's approval. The members of the review committee shall include but are not limited to the following individuals or his/her designee: Vice President for Business and Finance, Vice President for Academic Affairs/Provost, Faculty Senate Chair, Staff Council Chair, Chief Human Resources Officer, Vice President of Student Life and the Athletic Director.

10.1.1.3. Prior to undertaking any RIF the Chief Resources Officer shall at a minimum:

10.1.1.3.1. Identify the reasons for the RIF

10.1.1.3.2. List reasonable alternative solutions to a RIF that were considered (e.g., where applicable, reductions of operating expenses other than payroll, moratorium on further hiring, or voluntary separation);

10.1.1.3.3. Identify the positions recommended for elimination and the reasons for the elimination;

10.1.1.3.4. Describe any reorganization of the department or other changes that will occur as a result of the RIF;

10.1.1.3.5. Any other matters required by the review committee or the Chief Human Resources Officer.

10.1.1.4. A RIF is not intended to be a performance management tool.

10.1.1.5. In situations where some, but not all of the positions within the same department may be eliminated, the Chief Human Resources Officer shall evaluate the performance, skills and qualifications of the individual employees potentially subject to the RIF. The Chief Human Resources Officer will oversee the review process in consultation with appropriate supervisors and will evaluate performance criteria, and provide seniority validations. Consideration shall be given to the following:

10.1.1.5.1. Performance: each employee's documented quality of work performance over the previous twenty-four months as demonstrated in performance evaluations of record including, but not limited to, performance evaluations and disciplinary history;

10.1.1.5.2. Skills and qualifications: specific duties and responsibilities of each positions, the employee's knowledge and skills; and

10.1.1.5.3. Seniority, the length of service in the position as a GSC employee

10.1.1.6. If the employee did not receive a written performance evaluation for any year within the last twenty-four months, for any such year that employee shall be deemed to have received a "valued performer" or an equivalent rating.

### **10.1.2. Equal Employment Opportunity and Affirmative Action**

10.1.2.1. All decisions under this Policy shall be made without regard to race, ethnicity, color, religion, sex (including pregnancy), gender identity, sexual orientation, national origin, age, marital status, veteran or military status, disability, genetic information, or other category that is protected under federal, state, or local anti-discrimination laws.

10.1.2.2. The Chief Human Resources Officer shall undertake an adverse impact analysis to determine that all RIF Plans under this Policy comply with this section.

10.1.2.3. GSC shall provide an employee at least ninety days written notice ("Notice Period") that his or her position will be eliminated as part of a RIF, unless the financial circumstances of GSC dictate a shorter notice period, as determined by the President.

### **10.1.3. Severance Agreement**

10.1.3.1. GSC may but is not required to offer a severance package to an employee who is impacted by a RIF, if financially feasible.

10.1.3.2. All severance package agreements shall provide the employee forty-five days from the date of receipt to consider the terms and conditions of the agreement and to accept the severance package agreement. Additionally, after an employee executes

(signs) a severance package agreement, the employee may revoke acceptance of the agreement within seven working days after execution.

10.1.3.3. GSC is not required to pay any severance benefits until after the expiration of the seven-day revocation time period. No severance benefits will be paid to any employee who revokes execution of a severance package agreement.

10.1.3.4. Generally, the value of any severance package will not exceed the employee's annual base pay. Any severance shall be paid in installments.

10.1.3.5. GSC may also subsidize health insurance premiums for a predetermined period of time as appropriate.

10.1.3.6. Severance package agreements shall include a statement indicating the employee waives all claims against GSC, except for those claims that cannot be waived by law, and including any claims that could be raised in accordance with the West Virginia Public Employees Grievance Procedure set forth in W. Va. Code Section 6C-2-1, et seq.

10.1.3.7. Nothing in this section shall prevent GSC from implementing a RIF Plan if an employee declines to accept a severance package agreement.

#### **10.1.4. Exclusions.**

10.1.4.1. The rights, duties and responsibilities of the Reduction in Force section apply to staff positions held by Full-Time Regular employees. The Reduction in Force section does not apply to any position that is not a staff position and also does not apply to the following types of employees:

10.1.4.1.1. Temporary positions;

10.1.4.1.2. Part-Time positions;

10.1.4.1.3. Casual employees;

10.1.4.1.4. Grant funded positions hired on or after July 1, 2017;

10.1.4.1.5. A reduction of a position FTE by 20% or less that does not result in a loss of benefits eligibility;

10.1.4.1.6. Transfers from one position to another;

10.1.4.1.7. Student employees;

#### **16.11. Recruitment and Hiring**

11.1. The posting of all staff and faculty vacant or new positions will be conducted in accordance with the procedures set forth in the Glenville State College Staff Search Manual and the Glenville State College Faculty Search Manual, subject to the terms of this section.

11.2. The President will approve in writing the individuals to chair and serve on the Search Committee. The Search Committee will evaluate and interview applicants in accordance with the search manuals. The committee will narrow down the applicant pool and submit a summary of strengths and weaknesses of their finalists for review by applicable area Vice President and President. Once a hiring decision is made a conditional offer may be extended by the appropriate College official contingent upon the applicable results of the completed background check.

11.3. The Office of Human Resources will execute the applicable employment forms and initiate the background check process. The official offer will be made in writing by the President.

11.4. Academic Department Chair positions are at-will administrative appointments not subject to the posting provisions outlined in the Staff or Faculty Search Manuals.

### **16.12. Staff Employee Probationary Period**

12.1. Full-time regular staff employees shall serve a six-month probationary period beginning at the original date of employment.

12.2. At the end the six-month probationary period, the employee shall receive a written six-month evaluation of her/his performance and shall be informed as to whether her/his employment will continue beyond the probationary period. Supervisors are encouraged to provide frequent feedback to new employees during this initial phase of employment.

12.3. During or at the close of the probationary period, a probationary employee may be dismissed for any reason that is not arbitrary and capricious; progressive discipline is not required prior to the dismissal of a probationary employee.

12.4. As with all positions, continued employment of a probationary employee is based on adequate funding, satisfactory performance and adherence to institution rules and regulations.

12.5. Any probationary employee whose employment continues beyond the probationary period will receive an annual written performance review in accordance with the performance management section of this policy.

### **16.13. Performance Management**

13.1. Strategic alignment of GSC's workforce with its mission, vision, and values is critical to the continued growth and success of GSC. Performance management will be used to ensure strategic alignment and also support employees as they work to achieve their fullest potential.

13.2. The Chief Human Resources Officer will develop a performance management plan for all non-classified employees that accomplishes the following objectives:

13.2.1. Provide a fair assessment of job performance;

13.2.2. Provide counseling regarding development opportunities or areas of needed improvement;

13.2.3. Provide a basis for compensation decisions;

13.2.4. Serve as a factor for reduction in force decisions; and

13.2.5. Support and provide documentation for personnel actions.

13.3. All faculty members, including but not limited to tenured faculty members, and executive administrators will be evaluated annually by the Chairs of each department in accordance with GSC BOG Policy 18, Series 9 and/or any applicable promotion and/or tenure procedures. The Vice-President of Academic Affairs will develop an annual evaluation form for faculty members and academic administrators.

13.4. Supervisors shall undertake performance management in a manner that is consistent and objective, and should not reflect personal prejudice, bias, or favoritism. Any employee who supervises

one or more employees shall complete a training on performance management policies, procedures, and processes, as required by the Chief Human Resources Officer.

13.5. Each year the Chief Human Resources Officer shall offer training on performance management policies, procedures, and processes for newly appointed supervisors prior to completion of the performance evaluation process.

13.6. All supervisors shall be provided with refresher materials on performance management policies, procedures, and processes, minimally, every three years.

13.7. All non-classified employees shall receive an annual written performance review based on the performance standards or annual goals established by the supervisor for the position, during the time period determined by the department, and approved by the Chief Human Resources Officer. Supervisors should also provide regular, informal feedback throughout the year. Before a performance review is completed, a supervisor shall solicit feedback from the employee's prior GSC supervisor if the employee has changed supervisors within the current performance review period.

13.7.1. Rights of Employees - Once the annual written performance review is completed, the supervisor/Department Chair shall meet with the employee and explain the contents of the review. An employee who receives an evaluation or review of "development needed" or its equivalent designation shall be placed on a written performance improvement plan with defined objectives and timelines for improvement, as determined by the employee's supervisor. An employee who does not meet the objectives for improvement in accordance with the timeline specified in the improvement plan may be considered for additional personnel action, including termination of employment.

13.7.2. If an employee has a concern that does not involve protected class status, he/she is encouraged to first talk to his/her supervisor, next-level supervisor, or the Chief Human Resources Officer. However, GSC considers a performance review finalized 15 business days after the employee receives the evaluation. Protected class status concerns should be addressed using the procedure set forth in GSC BOG Policy 6A.

13.7.2.1. Option One: Within five days of receipt of the written performance review, employees may submit a written request for review to the supervisor's supervisor. The written request must include a copy of the evaluation, and must outline the specific areas of disagreement and set forth the reasons the employee disagrees with the supervisor's evaluation. The supervisor's supervisor will issue a written decision five days after receipt of the employee's request. The decision of the supervisor's supervisor will be the final decision on the evaluation. The employee's appeal, the written decision and the final evaluation will be placed in the employee's personnel file. The original evaluation, if different than the final evaluation, will also be kept in the personnel file for recordkeeping purposes but will not be relied upon to make any personnel decisions.

13.7.2.2. Option Two: Within ten days of receipt, an employee who disagrees with the evaluation of his or her supervisor may submit a written rebuttal to the Chief Human Resources Officer. The employee will send a copy of the rebuttal to his/her supervisor. The employee's written rebuttal and performance evaluation will be placed in the employee's personnel file.

13.7.2.3. Option Three (leave as is): An employee shall be given 5 business days to respond in writing regarding the results of his/her performance review, if the employee would like to do so. The response shall be delivered to the employee's supervisor.

Upon receipt, the supervisor will review the employee's written response and determine if any changes should be made to the performance review.

13.8. Supervisors, including academic administrators, who fail to conduct evaluations of employees who report to them may be subject to disciplinary action.

13.9. Faculty employee performance management and merit salary increases will be conducted in accordance with established objective faculty employee performance management and merit increase BOG policies and administrative procedures as developed by the President or designee. Faculty members have the same annual evaluation/performance appraisal rebuttal/review request rights as non-classified employees.

#### **16.14. Faculty**

14.1. Faculty member compensation will be determined in accordance with Glenville State College Board of Governors Policy 24 and any other policies and procedures applicable to faculty members.

14.2. Academic rank, dismissal and promotion and tenure of faculty members will be determined in accordance with BOG Policy 18, Series 9 and any procedures enacted by the President and/or designee. Faculty employees are expected to maintain acceptable job performance and may be disciplined for unacceptable work performance. Faculty employees are also expected not to engage in acts of gross misconduct and/or any other conduct proscribed by BOG Policy 18 or Series 9.

14.3. Unacceptable conduct as set forth in this policy, any other Board of Governors policy or administrative procedure may serve as grounds for dismissal of a faculty member for cause in accordance with BOG Policy 18 and Series 9. This policy in no way supersedes BOG Policy 18 or Series 9 and does not impose upon the College an obligation to use progressive discipline when addressing faculty employee performance issues and/or misconduct of a faculty member unless otherwise required to do so by law.

#### **16.15. Discipline and Misconduct**

15.1. This section establishes a progressive disciplinary system which allows opportunities for correction of unacceptable workplace conduct and/or job performance.

15.2. All employees are required to adhere to certain standards of conduct designed to create a friendly, cooperative, safe and effective work atmosphere. Collegiality, as well as professional and ethical conduct, enhances teaching, learning and the general reputation of the College.

15.3. All employees are expected to serve in a collegial fashion and in accordance with professional and ethical principles when dealing with other faculty members, students, administrators, and members of the public. All employees are expected to adhere to the general provisions of any standards of conduct established by this policy or any administrative procedures established by the President or designee.

15.4. All employees are expected to be present and working during normal office hours.

15.5. All employees are required to respect the rights and feelings of others as well as to ensure that each employee's personal conduct is not harmful to others or to the College. All employees are expected to act professionally during working hours, (including but not limited to lunch hours), when conducting College business, when performing their job duties, when conducting College business and/or when representing the College in their official capacity as a College employee. All employees are expected to perform their job duties effectively and to maintain satisfactory levels of job performance.

15.6. Off duty conduct may also be the source of disciplinary action if the conduct adversely affects the employee's ability to perform his/her job duties and/or bears a rational nexus to the employee's job and the reputation of the College.

15.7. All employees may be disciplined for unacceptable conduct and/or poor job performance and the discipline may include, but is not be limited to, verbal counseling, letters of warning, suspension with or without pay, performance improvement plans and/or termination of employment.

15.8. Employees subject to progressive discipline who are found responsible for gross misconduct as defined by policy or administrative procedures may be terminated immediately. Gross misconduct may include but is not limited to:

15.8.1. Stealing property of the College or of another person;

15.8.2. Threat of violence or physical harm to any individual;

15.8.3. Harassment or discrimination in any form;

15.8.4. Insubordination;

15.8.5. Intentionally damaging the property of the College or of another person;

15.8.6. Reporting to work while under the influence of alcohol or drugs or consuming, selling or distributing alcohol and/or drugs on College property or during College activities in violation of College policy;

15.8.7. Falsification of time records, including not reporting time off or using leave for purposes not covered under the leave definition used;

15.8.8. Falsification of timecard and/or leave time, including reporting hours worked that were not;

15.8.9. Dishonesty and/or lying;

15.8.10. Failure to report to work for three (3) consecutive scheduled work days without notice and/or without following proper calling off procedures

15.8.11. Gambling on College property or with College equipment or technology, either during or after work hours;

15.8.12. Unauthorized possession or use of a firearm and/or deadly weapon and/or destructive device on College property;

15.8.13. Falsification of employment application or official record;

15.8.14. Sexual harassment including but not limited to acts of sexual violence, discrimination or domestic violence, whether on or outside of work time;

15.8.15. Unauthorized and/or excessive absence from work, tardiness and/or excessive failure to hold classes;

15.8.16. Conviction of a crime (state of West Virginia, any other state and/or the federal government law);

15.8.17. Loss of driver's license where driving on public roads is an essential part of the duties of the position;

15.8.18. Failure to comply with the College's consensual relationship policy;

15.8.19. Substantial and manifest neglect of duty;

15.8.20. Failure to effectively secure hazardous, medical, drug or other materials/supplies;

15.8.21. Requesting that a College authority provide false information or testimony on one's behalf;

15.8.22. Conduct that could constitute a violation of state, local or federal law; and

15.8.23. Other serious infractions that may constitute gross misconduct will be handled on a case-by-case basis at the discretion of the College.

15.9. All disciplinary actions will be determined on a case-by-case basis. Factors that may be considered when determining the type of discipline include but are not limited to the seriousness of the performance/conduct issue(s), prior disciplinary/work performance history and/or the impact of the offense on the College's operations, credibility and reputation.

15.10. All executive level employees, employees who directly report to the President, athletic coaching positions, athletic department appointments, academic administrator appointments, temporary employees and student employees are at-will employees and serve at the will and pleasure of the President. At-will employees may be terminated for any reason in accordance with state at-will law and are not subject to progressive discipline. The College may but is not required to implement progressive discipline to remediate the misconduct and/or poor work performance of an at-will employee but GSC does not waive the employee's will and pleasure status by doing so. All other staff employees not mentioned above are subject to progressive discipline procedures as outlined in the employee handbook.

#### **16.16. Grievance Procedure**

16.1. The statutory grievance procedure set forth in W. Va. Code § 6C-2-1, et seq., is available to eligible employees for resolution of most work-related concerns. Exceptions include pension or other retirement system issues, insurance issues, or matters not within the vested authority of the employer.

#### **16.17. Essential Employees**

17.1. While critical to daily operations, an employee may or may not be deemed an essential employee for the purposes of reporting to work during institutional emergencies. Absent extraordinary circumstances, supervisors are required to notify an employee they have been identified as an essential employee in advance of institutional emergencies.

#### **16.18. Board of Governors Membership**

18.1. The membership of the Glenville State College Board of Governors is governed by W. Va. Code §18B-2A-1(c). In accordance with state law, in addition to the other members stated in the code section, the Glenville State College Board of Governors shall include a full-time member of the faculty with the rank of instructor or above duly elected by the faculty of the respective institution and a member from the non-classified employees duly elected by the nonclassified employees.

#### **16.19. Equal Employment Opportunity and Affirmative Action**

19.1. All decisions under this Policy shall be made without regard to race, ethnicity, color, religion, sex (including pregnancy), gender identity, sexual orientation, national origin, age, marital status, veteran or

military status, disability, genetic information, or other category that is protected under federal, state, or local anti-discrimination laws.

Approvals:

\_\_\_\_\_  
 President Date

\_\_\_\_\_  
 Chair of the Board Date

## **~~GLENVILLE STATE COLLEGE POLICIES~~**

### **~~PERSONNEL POLICY 16~~**

#### **~~CLASSIFIED EMPLOYEES~~**

##### **~~16.1. General.~~**

~~1.1. Scope — This rule establishes procedures related to West Virginia Code 18B.~~

~~1.2. Authority — West Virginia Code §18B 1 6, §18B 7 1(d), §18B 7 6(b), and §18B 9 4.~~

~~1.3. Effective Date — April 20, 2005.~~

~~1.4. Repeal of Former Rule — Revises and replaces Title 131, Series 31 of the Board of Directors of the State College System.~~

##### **~~16.2. Definitions~~**

~~2.1. Part-Time Regular Employee (PTR). An employee in a position created to last less than 1,040 hours during a twelve-month period. An employee in a PTR position is not eligible for benefits, but is covered under the classification program as set out in Series 8 of the Higher Education Policy Commission.~~

~~2.2. Temporary Employee. An employee hired into a position expected to last fewer than nine months of a twelve-month period regardless of hours worked per week. A temporary employee is not eligible for benefits, but is covered by the classification program as set out in Series 8 of the Higher Education Policy Commission.~~

~~2.3. Casual Employee. A casual employee position is a position created to meet specific operational needs at an institution for no more than 225 hours in a 12-month period. Individuals~~

~~in a casual employee position are not eligible for benefits and are not covered by the classification program as set out in Series 8 of the Higher Education Policy Commission.~~

~~2.4. Student Employee. An employee enrolled at the College as a student and whose primary purpose for being at the College is to obtain an education. A student employee is not eligible for benefits and is not covered by the classification program as set out in Series 8 of the Higher Education Policy Commission.~~

~~2.5. Classified Employee. An employee who is covered by the provisions of the classification program outlined in this rule as set out in Series 8 of the Higher Education Policy Commission.~~

~~2.6. Exempt. Employees not covered by the Fair Labor Standards Act (FLSA) for overtime purposes as set out in Series 8 of the Higher Education Policy Commission.~~

### ~~16.3. Part-Time and Temporary Employees~~

~~3.1. Pursuant to W.Va. Code §18B-7-6(b), the College shall not hire part-time employees solely to avoid the payment of benefits or in lieu of full-time employees and shall provide all qualified classified employees with nine-month or ten-month contracts with the opportunity to accept part-time or full-time summer employment before new persons are hired for the part-time or full-time employment. Consequently, the College may only employ individuals into temporary positions when the function of the position is expected to require less than nine (9) consecutive months of employment (regardless of hours worked per week) to equal the full-time equivalency of the position.~~

~~3.2. Classified employees who are employed in less than twelve-month positions and who meet the minimum qualifications of a position shall be provided with an opportunity to accept part-time or full-time summer employment before new persons shall be hired for those positions.~~

### ~~16.4. Work Schedules~~

~~4.1. Pursuant to W.Va. Code §18B-7-9, the College will establish a policy, with the advice and assistance of the staff council, which shall: address any college-specific procedures concerning the use of flexible work schedules, job sharing, and four-day work weeks; discourage temporary, non-emergency changes in an employee's work schedule; and provide a mechanism for changes in, and notification of, changes in work schedules. This policy shall also provide that, where possible, the College shall provide the employee with a fifteen (15) day notice of such changes.~~

### ~~16.5. Appointment or Promotion~~

~~5.1. Pursuant to W.Va. Code §18B-7-1(d), non-exempt classified employees who apply for and meet the minimum qualifications as determined by the College human resources director or other designee of the president for a posted non-exempt position within the College and are currently employed at the College shall be hired into the posted position prior to hiring someone from outside the College.~~

~~5.2. If more than one qualified, non-exempt classified employee applies, the best qualified non-exempt classified employee shall be awarded the position. In such cases, if the employees are equally qualified, the employee with the greatest amount of continuous seniority at the College shall be awarded the position. A random selection method such as drawing of lots, rolling dice, or selection of playing cards shall be utilized if two or more employees have equal qualifications and seniority. Such method shall be mutually agreed upon by the affected employees and approved by the President or her/his designee. If the employees cannot agree on a random selection method, the President of the College shall use the drawing of lots to determine rankings.~~

~~5.3. Provisions of this section shall not apply to casual, temporary and student employees, nor shall they apply to exempt positions.~~

~~5.4. Pursuant to W. Va. Code §18B-7-1(d), the provisions of this section shall not take precedence over the mandates in the College's affirmative action plan adopted pursuant to the provisions of Executive Order 11246 or pursuant to any other federal or state requirement. In no event shall the College's affirmative action plan require the use of quotas to meet its affirmative action goals or require the hiring of an unqualified person for any non-exempt position.~~

#### **16.6. Probationary Period**

~~6.1. Full-time regular classified employees shall serve a six-month probationary period beginning at the original date of employment.~~

~~6.2. At the end of three months and the end of the six-month probationary period, the employee shall receive a written evaluation of her/his performance and shall be informed as to whether her/his employment will continue beyond the probationary period. As with all positions, continued employment is based on adequate funding, satisfactory performance and adherence to system and institution rules and regulations.~~

#### **16.7. Compensatory/Overtime Provisions**

~~7.1. Non-exempt employees may receive compensatory time off in lieu of overtime pay. All hours worked beyond 37½ and up to and including 40 hours are calculated at the employee's regular hourly rate. Time worked beyond 40 hours in a work week is to be calculated at a rate of one and one-half times the regular hourly rate.~~

~~7.2. A written agreement between the employee and the College shall exist when the employee chooses compensatory time off in lieu of overtime pay. The written agreement may be modified at the request of either the employee or the College at any time but under no circumstances shall a change in the agreement deny the employee compensatory time heretofore acquired.~~

~~7.3. Within 60 days of passage of this rule, the College shall develop an agreement form for compensatory time accumulation in lieu of overtime payment and shall specify the required~~

**GLENVILLE STATE COLLEGE POLICIES**

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**PERSONNEL POLICY 17**

**ANNUAL LEAVE, SICK LEAVE, MILITARY LEAVE AND OTHER LEAVES**

**17.1. General.**

1.1. Scope - Policy regarding annual leave, military leave, leave of absence without pay, sick leave, special emergency leave, catastrophic leave, parental leave, and witness and jury leave for employees of Glenville State College.

1.2. Authority - W. Va. Code §18B-1-6

1.3. Effective Date – ~~May 14, 2003~~

1.4. ~~Repeal/Revision~~ of Former ~~Rule/Policy~~ -Revises and replaces Series 35 of the Board of Directors of the State College System, Glenville State College Board of Governors Policy 17 Annual Leave, Sick Leave, Military Leave and Other Leaves [2003];

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**17.2. General Leave Coverage.**

2.1. Eligibility for annual and sick leave shall be based on the following:

2.1.1. Employees working on a regular and continuing basis for no less than 1950 hours within a twelve (12) consecutive month period are considered to be full-time employees and are eligible for leave as specified in this document.

2.1.2. Employees working between 1,040 hours and less than 1,950 on a regular and continuing basis during a twelve (12) consecutive month period shall accumulate leave on a pro rata basis.

2.1.3. Employees working less than 1,040 hours are not eligible for leave benefits.

2.2. Faculty members on twelve-month appointments are defined as full-time employees and accrue leave according to the appropriate sections of this rule. The provisions of this rule related to annual leave, sick leave, catastrophic leave, special emergency leave, and managing work time in areas affected by interruption to utility or similar situations do not apply to faculty members on annual appointments of less than twelve months.

2.3. Annual and sick leave may not be taken before it is accrued. If an employee works less than a full month, annual and sick leave shall be accumulated on a pro rata basis.

2.4. During a terminal leave period, no type of leave may be accrued. Terminal leave is the period following the last day of scheduled work from employment such as resignation, retirement, etc.

2.5. Length of service shall be total years of service which includes experience with state institutions of higher education and other state agencies. Continuous service is not required to complete the required term. Annual appointment periods of nine (9) months or more shall be credited for one (1) year of service for annual leave calculation purposes.

2.6. A recognized institutional holiday occurring during an employee's leave period shall not be considered as a day of leave, provided the employee is not in a terminal leave period.

2.7. Up to fifteen (15) days of annual leave may be transferred from other agencies of state government and state higher education institutions to Glenville State College. Certification of the balance which existed in the agency or institution from which the employee is transferring must accompany the request for transfer and bear the signature of an officer of that agency. A request for transfer must be made within one (1) year from the last day of employment with the other agency or institution.

2.8. When an employee transfers from other agencies of state government or from other state institutions of higher education to Glenville State College, the employee's accumulated sick leave may be transferred. Written verification of the accumulated amount of sick leave to be transferred must be provided by the state agency or institution of higher education wherein the employee accumulated the sick leave within one (1) year of the date of employment with Glenville State College.

2.9. An employee is required to notify his/her supervisor immediately if ill or unable to work for any reason and to follow Glenville State College's established procedures for absences from work. The notification shall be given to the immediate supervisor or designee, as determined by established procedures of the institution.

2.10. Employees on leave of absence without pay shall not accrue annual or sick leave or years of service credit for any and all full months in which they are off the payroll.

2.11. Glenville State College shall keep on file a record showing current leave status of each employee.

### **17.3. Annual Leave.**

3.1. Full-time non-classified employees and faculty with twelve-month appointments shall be eligible for up to twenty-four (24) days leave per year calculated at the rate of 2.00 days per month from the date of employment. However, upon leaving a non-classified position, the accumulation rates outlined in Section 3.2 shall apply.

~~3.2. Employees occupying full-time classified positions shall be eligible for annual leave on the following basis:~~

~~3.2.1. Less than 5 years' service: 1.25 days per month;~~

~~3.2.2. Five (5) but less than 10 years' service: 1.50 days per month;~~

~~3.2.3. Ten (10) but less than 15 years' service: 1.75 days per month;~~

~~3.2.4. Fifteen (15) or more years' service: 2.00 days per month.~~

3.3. Employees working at least 1,040 hours per twelve (12) consecutive months on a regular and continuing basis, but less than 1,950 hours shall accumulate annual leave on a pro rata basis.

3.4. Accumulated annual leave for continuing employees may be extended beyond that earned during a period of one (1) year by written approval of the president or his/her designee, but in no case shall it exceed twice the amount earned in any twelve-month period.

3.5. An employee is entitled to accumulated leave at termination of service, but in no case may this exceed the limits set in 3.4. above.

#### **17.4. Other Conditions for Annual Leave.**

4.1. At the request of the employee through established procedures, annual leave may be granted because of illness.

4.2. The work requirements of Glenville State College shall take priority over the scheduling of annual leave or other leave for an employee. When operationally possible, the supervisor shall grant earned annual leave at the convenience of the employee. However, departmental needs must be met, and annual leave may not be taken without prior request and approval of the employee's supervisor.

4.3. In the event of an employee's death, the value of accumulated annual leave will be paid to the employee's estate.

#### **17.5. Sick and Emergency Leave.**

5.1. Full-time employees shall accumulate sick leave at the rate of 1.5 days per month. All other employees shall accumulate sick leave in accordance with Section 2.1 of this rule.

5.2. Sick leave may be accumulated without limit.

5.3. Sick leave may be used by the employee when ill or injured or when in need of medical attention or when death occurs in the immediate family.

5.4. An employee may use sick leave for a member of the immediate family who is ill, injured, or in need of medical attention. Immediate family is defined as: father, mother, son, daughter, brother, sister, husband, wife, mother-in-law, father-in-law, son-in-law, daughter-in-law, grandmother, grandfather, granddaughter, grandson, stepmother, stepfather, step children, or others considered to be members of the household and living under the same roof.

5.5. Sick leave for more than five (5) consecutive days shall not be granted to an employee for illness without satisfactory proof of illness or injury, as evidenced by a statement of the attending physician or by other proof satisfactory to Glenville State College. An employee having an extended illness or serious injury shall, before returning to duty, obtain satisfactory medical clearance to help ensure adequate protection and shall indicate the employee's ability to perform his/her duties. Such medical clearance shall be presented in writing.

5.6. Glenville State College may require evidence from an employee for verification of an illness or other causes for which leave may be granted under this rule, regardless of the duration of the leave.

5.7. In cases, except those involving catastrophic sick leave as defined in Section 8.1, where all accumulated sick leave has been used and annual leave is available, it shall be the option of an employee either to use any accumulated annual leave until it has also expired, rather than being removed from the payroll, or to retain the accumulated annual leave for use after return to work, but be taken off the payroll immediately after the accumulated sick leave has expired.

5.8. On-the-job injuries or occupational illnesses which involve no more than three (3) days of disability leave or absence from work shall not be charged against the employee's accumulated sick leave as long as they are the next three (3) consecutive working days after injury or illness occurred. If on-the-job injuries or illnesses require a leave beyond the three-day period, it shall be the option of the employee either to use earned and accumulated sick and annual leave until both may be exhausted or to reserve for future use any earned and accumulated sick and annual leave and receive only Workers' Compensation benefits for which adjudged eligible.

5.9. Disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery therefrom shall be, for all job-related purposes, temporary disabilities and shall be treated the same as any other illness or disability would be treated for sick leave entitlement. For this reason, employees shall be entitled to sick leave for their disabilities related to pregnancy and childbirth on the same terms and conditions as they or other employees would be entitled for other illnesses and disabilities. In determining whether an employee is unable to work because of a disability related to pregnancy or childbirth, the same criteria shall be used as would be used in the case of another type of illness or disability.

5.10. Sick leave provisions are contingent upon continued employment. When the services of an employee have terminated, all sick leave credited to the employee shall be considered cancelled as of the last working day with the institution, and no reimbursement shall be provided for unused sick leave except in the event of retirement, in which case sick leave may be converted to insurance coverage or for provisions lawfully provided for at that time. Employees who resign in good standing and are later reemployed may have their total accumulated sick leave reinstated, provided the date of termination is one (1) year or less from the date of reemployment. However, if the employee returns to work after more than one (1) year from the date of termination, no more than 30 days of accumulated sick leave may be reinstated.

#### **17.6. Medical Leave of Absence Without Pay.**

6.1. Any employee requesting a medical leave of absence without pay must provide the president or the president's designee, through established procedures, with satisfactory medical evidence (such as a statement from the attending physician) that he/she is unable to work. The medical statement shall include a diagnosis, prognosis, and expected date that the employee can return to work. If the evidence is satisfactory, the president or his/her designee may authorize a medical leave of absence without pay only for the period of disability specified by the attending physician.

6.2. The employee shall be expected to report to work on the first workday following expiration of the disability period. Failure of the employee to report promptly at the expiration of a medical leave of absence without pay, except for satisfactory reasons submitted in advance, shall be cause for termination of employment by Glenville State College. An employee, prior to return to duty, shall obtain satisfactory medical clearance to help ensure adequate protection and which shall indicate the employee's ability to perform his/her duties. Such medical clearance shall be presented in writing.

6.3. A medical leave of absence without pay may be granted for no more than a twelve (12) consecutive month period. Employees who may need an extended medical leave beyond twelve (12) consecutive months may apply for an extension through Glenville State College procedures or may consider other options, such as disability.

6.4. After an employee has taken a twelve-month medical leave, Glenville State College shall continue group health insurance coverage provided that the employee pays the College the full premium cost of such group health plan.

6.5. Any employee who is separated from employment following a medical leave of absence of twelve (12) consecutive months and who had chosen to maintain his/her accumulated annual leave will receive payment for such accumulated annual leave in a lump sum payment.

#### **17.7. Parental Leave.**

7.1. A full-time employee who has worked at least twelve (12) consecutive weeks for the state may request up to twelve (12) weeks unpaid parental leave.

7.2. The request must be due to birth or adoption by the employee or because of a planned medical treatment or care for the employee's spouse, son, daughter, parent, or dependent who has a serious health condition.

7.3. The employee must provide his/her supervisor with written notice two (2) weeks prior to the expected birth or adoption; or for the medical treatment; or for the supervision of a dependent. Failure to submit a written request may be cause for denial.

7.4. The employee must provide the employer with certification by the treating physician and/or documentation regarding dependency status.

7.5. All annual leave must be exhausted before the parental leave begins. No more than a total of twelve (12) weeks of parental leave may be taken in any twelve (12) consecutive month period.

7.6. During the parental leave by an employee, Glenville State College shall continue group health insurance coverage provided that the employee pays the employer the full premium cost of such group health plan.

7.7. The position held by the employee immediately before the leave is commenced shall be held for a period not to exceed the twelve-week period of the parental leave and the employee shall be returned to that position. However, Glenville State College may employ a temporary employee to fill the position for the period of the parental leave.

#### **17.8. Catastrophic Leave.**

8.1. Catastrophic leave is provided for employees and a catastrophic illness is defined as: a medically verified illness or injury which is expected to incapacitate the employee and which creates a financial hardship because the employee has exhausted all leave and other paid time off. Catastrophic illness or injury shall also include an incapacitated immediate family member if this results in the employee being required to take time off from work to care for the family member and the employee has exhausted all leave and other paid time off.

8.2. The president will have the option to establish a leave bank and/or a procedure for direct transfer of sick or annual leave to an employee who has requested and been approved to receive leave donations due to a catastrophic illness or injury. Glenville State College may develop procedures which limit the amount of deposits an employee may make in any twelve (12) continuous month period.

8.3. A catastrophic leave bank provides for the deposit of sick and annual leave into a "bank" from which employees approved for catastrophic leave may withdraw leave.

8.4. A direct transfer provides for sick and annual leave to be donated at the request of the employee upon appropriate medical verification that the individual is unable to work due to the catastrophic illness or injury as determined by the president.

8.4.1. Upon approval for an employee to receive direct transfer of catastrophic leave, any employee may, upon written notice to the human resources department, donate sick and/or annual leave in one-day increments. No employee shall be compelled to donate sick leave. Any leave donated by an employee, but not used by the employee to whom it was donated, shall be returned to the donating employee and reflected in his/her leave balance.

8.5. An employee receiving the transfer of leave shall have any time which is donated credited to such employee's leave record in one-day increments and reflected as a day-for-day addition to the leave balance of the receiving employee. The leave record of the donating employee shall have the donated leave reflected as a day-for-day reduction of the leave balance.

8.6. Use of donated credits may not exceed a maximum of twelve (12) continuous calendar months for any one catastrophic illness or injury. The total amount of leave received by transfer or withdrawn from a bank may not exceed an amount sufficient to ensure the continuance of regular compensation and shall not be used to extend insurance coverage pursuant to Section 13, Article 16, Chapter 5 of the Code, which relates to insurance coverage for state employees. The employee receiving donations of leave shall use any leave personally accrued on a monthly basis prior to receiving additional donated leave.

8.7. Direct transfer of leave or deposits into a leave bank may be inter-institutional. The president or his/her designee shall notify in writing other institutional presidents requesting that the institution consider the transfer of leave by either the direct transfer method or from the institution's leave bank. Upon approval of the receiving president, transfer leave will be made through appropriate institutional procedures.

8.8. Glenville State College shall be responsible for the administration of catastrophic leave and shall develop and disseminate procedures for the administration of this policy.

#### **17.9. Personal Leave of Absence Without Pay.**

9.1. An employee, upon application in writing and upon written approval by the president or his/her designee, may be granted a continuous leave of absence without pay for a period of time not to exceed twelve (12) consecutive months provided all accrued annual leave has been exhausted.

9.2. The president or the president's designee, at his/her discretion, may require the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay.

9.3. The president or the president's designee, at his/her discretion, shall determine if the purpose for which such a leave is requested is proper and within sound administrative policy.

9.4. At the expiration of leave of absence without pay, the employee shall be reinstated without loss of any rights, unless the position is no longer available due to a reduction in staff caused by curtailment of funds or a reduced workload. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, shall be cause for termination of employment.

9.5. During a personal leave, Glenville State College shall continue group health insurance coverage provided that the employee pays the employer the full premium costs of such group health plan.

#### **17.10. Military Leave.**

10.1. An employee who is a member of the National Guard or any reserve component of the armed forces of the United States shall be entitled to and shall receive a leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades

ordered by proper authority, or for field training or active service for a maximum period of thirty (30) working days ordered or authorized under provisions of state law in any one (1) calendar year. The term "without loss of pay" shall mean that the employee shall continue to receive normal salary or compensation, notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence shall be considered as time worked in computing seniority, eligibility for salary increased, and experience with Glenville State College. An employee shall be required to submit an order or statement in writing from the appropriate military officer in support of the request for such military leave.

10.2. Benefits of this section shall accrue to individuals ordered or called to active duty by the President of the United States for thirty (30) working days after they report for active service.

#### **17.11. Special Emergency Leave With Pay.**

11.1. Special emergency leave with pay may be granted by the president or his/her designee to full-time employees in the event of extreme misfortune to the employee or the immediate family. The leave should be the minimum necessary, and in no case may it exceed five (5) days within any twelve (12) consecutive month period. Typical events which may qualify an employee for such leave are fire, flood, or other events (other than personal illness or injury or serious illness or death in the immediate family) of a nature requiring emergency attention by the employee.

#### **17.12. Witness and Jury Leave.**

12.1. Upon application in writing, an employee of Glenville State College may be granted leave as indicated hereinafter in this section provided the employee is not a party to the action. Annual leave will not be charged under the provisions of this section.

12.2. When, in obedience to a subpoena or direction by proper authority, an employee appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, the employee shall be entitled to leave with pay for such duty and for such period of required absence.

12.3. When attendance in a court is in connection with an employee's usual official duties, time required in going and returning shall not be considered as absence from duty.

12.4. When an employee serves upon a jury, or is subpoenaed in litigation, the employee shall be entitled to leave with pay for such duty and for such period of required absence.

12.5. The employee shall report to work if he/she is excused by the court before the end of his/her regular work day. Provisions for employees who work a shift other than day shift shall be made according to Glenville State College policy.

**17.13. Managing Work Time in Areas Affected by Interruption to Utility Service or Similar Situations.**

13.1. Utility Service Interruptions - When extended power and utility service interruptions occur, administrators should make arrangements for employees' usual work routine to be accomplished at alternate work locations, or make affected employees available to other administrators for work in other areas. Also, if an administrator deems it advisable and the employee agrees, time off during the utility service interruption may be granted and charged against an employee's accumulated annual leave. Combinations of the above alternatives may be necessary, but in all cases interruptions of work schedules must be dealt with in accordance with applicable laws, including West Virginia Code 12-3-13. This law is interpreted to mean that if pay is associated with the absence from work, the absence must be charged to accumulated annual leave.

13.2. Emergency Situations - In the event that an emergency exists, the president, in conjunction with local or state public safety officials, has the authority to comply with the emergency situation and close Glenville State College. Such a declaration will be transmitted to the chancellor of the Higher Education Policy Commission. The president, working with public safety officials, will determine when the emergency condition no longer exists. Should an employee be required to work by the president or his/her designee during a declared emergency, the time worked shall be compensated according to the provisions of Series 62. Work time lost by any employee during a declared emergency will be considered regular work time for pay purposes and will not require that the time be charged to annual leave nor will there be a requirement that the time be made up.

13.3. Absences from work due to weather conditions other than during a declared emergency must be charged against accumulated annual leave, accumulated compensatory time, or the employee must be removed from the payroll for the time in question. In recognition of the employment of "floating holiday" concept, the holiday record may be charged. Sick leave may not be charged for absence due to weather. Time lost from work may be made up in the same work week at the discretion of the employee's supervisor.

Approvals:

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President

Chair of the Board

**GLENVILLE STATE COLLEGE POLICIES**

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**PERSONNEL POLICY 19**

**STAFF DEVELOPMENT**

**19.1. General.**

1.1. Scope - This policy establishes guidelines relating to staff training and development programs.

1.2. Authority - West Virginia Code § 18B-1-6, 18B-7-5.

1.3. Effective Date - ~~February 18, 2004~~

1.4. ~~Repeal~~ Revision of former Former Policy rule - Repeals and replaces Series 41 of Title 131 Interpretive Rule of the Board of Directors of the State College System of West Virginia effective July 2, 1990, Glenville State College Board of Governors Policy 19 Staff Development [2004].

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**19.2. Purposes of Staff Training and Development**

2.1. Understanding that the scope of campus training and development programs may be different in terms of the types of programs and activities offered and supported, there should be some consistency among institutions. A basis for Glenville State College's development program should be that each is designed to enhance the professional level and effectiveness of the staff member in his/her assigned duties and to broaden the individual's knowledge and skills for future job assignments, where appropriate. While there are many by-products of training (e.g., increased knowledge and personal satisfaction), the real measure of success must be improved job performance.

**19.3. Definition of Staff Training and Development**

3.1. Training and development activities will differ in breadth in relation to the needs and resources of Glenville State College. The purpose of training and development is to increase professionalism, productivity, and individual and organizational effectiveness. Examples of such activities include, but are not limited to: skills acquisition, job-related skill enhancement, personal and career development, instructional development, and research and scholarship, where appropriate.

**19.4. Staff Eligibility and Participation**

4.1. Any person who is an ~~unclassified~~ employee of Glenville State College is eligible for staff training and development at the College in accordance with this rule. Participation of eligible personnel is assumed as an inherent part of staff responsibility.

#### **19.5. Board of Governors of Glenville State College: Roles and Responsibilities**

5.1. The board shall:

- 5.1.1. Require Glenville State College to develop and operate a ~~classified~~ staff training and development program appropriate to the needs and resources of the institution.
- 5.1.2. Require that Glenville State College support such activities by designating a portion of the funds each year for staff training and development, and report annually to the Board the status of their staff training and development programs.
- 5.1.3. Establish direction, priorities and plans for staff development.
- 5.1.4. Serve as a clearinghouse of information on programs, conferences, training, materials, research and other matters relevant to staff development.
- 5.1.5. Sponsor and support statewide and regional conferences and workshops on staff development on a regular basis.
- 5.1.6. Assist Glenville State College in establishing, upgrading, evaluating or refining staff development programs and in developing techniques and procedures for assessing the effectiveness of staff development programs.

#### **19.6. College: Roles and Responsibilities**

6.1. The president or his/her designee shall establish a functioning staff training and development program. The College may have a separate program for staff training and development, or a professional development program combining staff development with other professional development according to the College's needs and resources. If the college provides a combined professional development program, the respective groups representing the participants shall be consulted and involved in creating that program. An advisory committee at the College, which is representative of affected employees, may be used to assist in the initial development of the program and with its on-going administration. Through these programs, the College shall conduct in-house professional development activities.

6.1.1. The College program shall include the following:

- 6.1.1.1. A method for identifying training and development needs.
- 6.1.1.2. A scheduled set of training and development activities, seminars,

teleconferences, apprenticeships, on-the-job training, supervisory skill development programs, etc.

6.1.1.3. An annual written report on training and development activities, including a summary of financial resources dedicated to the program, that is distributed on the campus and to the Board of Governors.

6.2. The president or his/her designee shall establish appropriate organizational structures, procedures, standards and criteria for the on-going operating and assessment of the staff training and development program.

6.3. The president and administrators at Glenville State College have the responsibility to support staff training and development since such administrative support is instrumental to achieving the personal and institutional benefits of such a program.

6.4. Glenville State College has the responsibility for providing financial and logistical support to operate its staff training and development program.

Approvals:

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President

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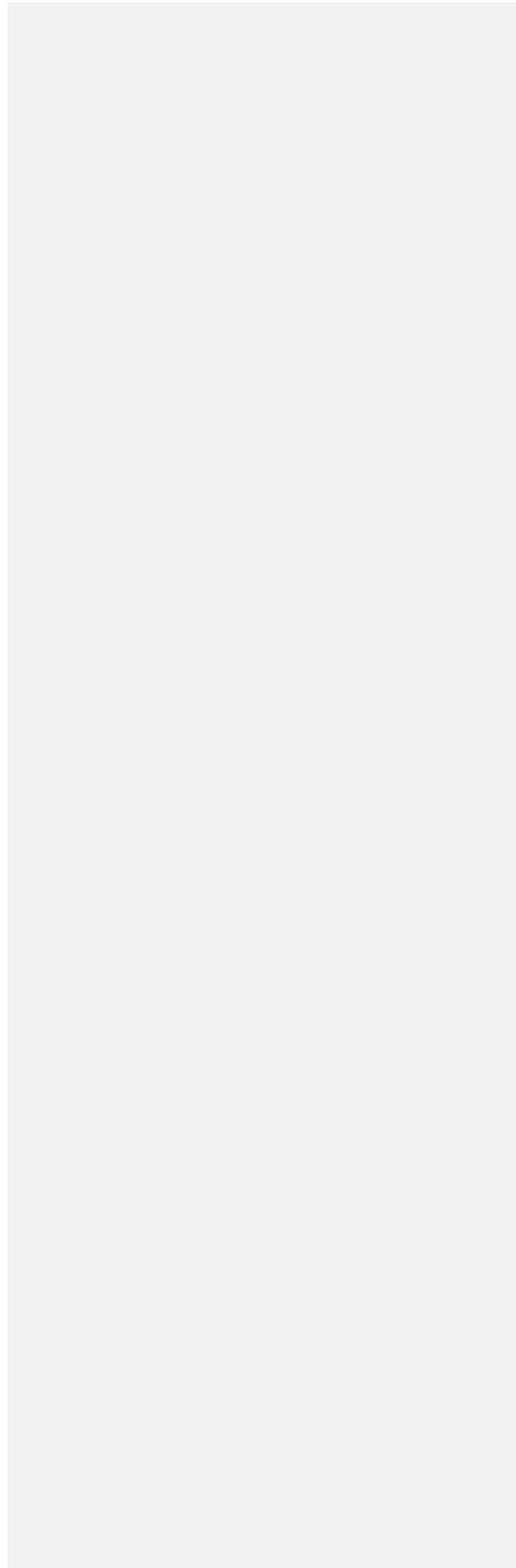
Date

\_\_\_\_\_

Chair of the Board

\_\_\_\_\_

Date



## GLENVILLE STATE COLLEGE POLICIES

### PERSONNEL POLICY 22

#### PERSONNEL ADMINISTRATION

##### 22.1. General

1.1. Scope - This rule establishes policy in a number of areas regarding personnel administration for Glenville State College employees.

1.2. Authority - West Virginia Code §18B-1-6, §18B-1-8, §18B-9-4, §18B-9-4(b), §18B-9-5(a)

1.3. Effective Date – April 20, 2005

1.4. Repeal of former rule - Repeals and replaces Series 62 of Title 131 Legislative Rule of the Board of Directors of the State College System of West Virginia effective March 28, 1994.

##### 22.2. Definitions

2.1. This subsection defines the different types of employment that institutions may use and the status under the classification program and for benefits.

2.1.1. Full-Time Regular Employee (FTR). Any employee in a classified position created to last a minimum of nine months of a twelve month period and in which such employee is expected to work no less than 1,040 hours during said period. The full-time equivalent (FTE) of such a position must be reported at no less than .53 FTE. Such an employee is covered under the classification program set out by Series 8 of the Higher Education Policy Commission rules and is eligible for all applicable benefits of a full-time regular classified employee, subject to the qualifying conditions of each benefit. Such benefits shall be prorated in relation to a 1.00 FTE. Length of service as a full-time regular employee with the State of West Virginia shall be credited toward initial placement on the salary schedule.

2.1.2. Part-Time Regular Employee (PTR). An employee in a position created to last less than 1,040 hours during a twelve-month period. An employee in a PTR position is not eligible for benefits, but is covered under the classification program.

2.1.3. Temporary Employee. An employee hired into a position expected to last fewer than nine months of a twelve month period regardless of hours worked per week. A temporary employee is not eligible for benefits, but is covered by the classification program.

- 2.1.4. Casual Employee. A casual employee position is a position created to meet specific operational needs at an institution for no more than 225 hours in a 12-month period. Individuals in a casual employee position are not eligible for benefits and are not covered by the classification program.
- 2.1.5. Student Employee. An employee enrolled at the institution as a student and whose primary purpose for being at the institution is to obtain an education. A student employee is not eligible for benefits and is not covered by the classification program.
- 2.1.6. Full-Time Faculty - Employment as a faculty member for a full academic year (at least a nine-month contract basis) for at least six (6) semester credit hours teaching per semester or the equivalent in teaching, research, public service, and/or administrative responsibilities. Faculty are not considered classified employees or subject to the classification program.
- 2.1.7. Non-Classified Employee. An employee, designated by the president, who is responsible for policy formation at the department or institutional level or reports directly to the president of the institution, or is in a position considered critical to the institution by the president. Non-classified employees are not subject to the classification program but are eligible for benefits. Non-classified shall not exceed ten percent of the total number of employees at the institution who are eligible for membership in any state retirement system and shall serve at the will and pleasure of the president. An additional ten percent of the total number of employees of that institution may be placed in this category if they are in a position considered critical to the institution by the president.
- 2.1.8. Change In Status. The president or his/her designee will review and make a final determination as to the status or change in status of any employee under this subsection. When the president or his/her designee determines that a part-time regular employee becomes a full-time regular employee, he/she shall credit that employee's previous service toward any calculation of length of service for purposes of this rule and benefit eligibility based upon a prorated comparison against a 1.00 FTE. Previous length of service as temporary, casual, and student employees shall not be credited toward seniority calculations under other sections of this rule or statute.
- 2.2. Position. A set of duties and responsibilities performed by a specific employee at a particular institution.
- 2.3. Job. A collection of duties and responsibilities performed by one or more employees at one or more institutions whose work is substantially of the same nature and which requires the same skill and responsibility level. For jobs occupied by only one employee, the terms "position" and "job" shall be considered the same.

2.4. Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of institutional location, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.

2.5. Position description form. The document which describes the set of essential and non-essential functions of a position at a particular institution.

2.6. Generic Job description. A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work. Generic job descriptions shall be prepared for systems-wide and institution-specific titles occupied by more than one employee. For a job occupied by only one employee, the position description becomes the job description.

2.7. Pay Grade. A range of compensation values for a job defined by a series of step values. Positions which occupy the same job title shall be assigned to the same pay grade. Job titles having similar factor levels, shall be classified within the same pay grade.

2.8. Promotion. Movement from a position requiring a certain level of skill, effort and authority to a vacant or newly created position assigned to a different job title and higher pay grade requiring a greater degree of skill, effort, and authority.

2.9. Interim Responsibilities. A significant change in duties and responsibilities of an employee on a temporary basis justifying an interim promotion or upgrade for salary purposes. Such a temporary reassignment shall normally be for no less than four (4) consecutive weeks and no more than twelve (12) consecutive months and shall only occur when the responsibilities being undertaken by the employee are those of another position that is vacant because of the incumbent's illness or resignation or because of temporary sufficient change in the duties and responsibilities of a filled position. If the temporary reassignment of responsibilities meets the test for a temporary upgrade or promotion under Sections 13 and 14 of this rule, the affected employee shall have his/her base salary adjusted upwards consistent with a promotion or upgrade under this rule. At the end of the temporary reassignment, the affected employee shall have his/her salary reduced to its original level including any salary increase which the employee would have received in his/her regular position.

2.10. Upgrade. An advancement of the employee's current position to a higher pay grade as a result of a significant change in the position's existing duties and responsibilities. When a position is upgraded, the employee does not move to a different position in a higher pay grade, rather it is the employee's position that is moved to a higher pay grade because of a significant increase in the position's existing responsibilities, as determined by job evaluation. When an upgrade occurs to an employee occupying a title held by more than one individual, the position's current title shall be changed to a different title in the higher pay grade. When an upgrade occurs to an employee occupying a title exclusively assigned to that position, the current title may or may not be revised depending upon how relevantly the current title describes the position.

2.11. Demotion. Movement from a position requiring a certain level of skill, effort and responsibility to a vacant or newly created position assigned to a different job title and lower pay grade requiring a significantly lesser degree of skill, effort and responsibility.

2.12. Downgrade. A reassignment of the employee's current position to a job title assigned to a lower pay grade as a result of a significant reduction in the existing position's duties and responsibilities. When a position is downgraded, the employee does not move to a different position in a lower pay grade, rather it is the employee's position that is moved to a lower pay grade because of a significant decrease in the position's existing responsibilities as determined by job evaluation. When a downgrade occurs to an employee occupying a title held by more than one individual, the position's current title will be changed to a different title in the lower pay grade. When a downgrade occurs to an employee occupying a title exclusively assigned to that position, the current title may or may not be revised depending upon how relevantly the current title describes the position.

2.13. Transfer. Movement from one position or job title to another position or job title requiring the same degree of skill, effort and authority. Both positions are in the same pay grade.

2.14. Base salary. The amount of salary paid annually to an employee, excluding any annual increment earned pursuant to W.Va. Code §18B-5-5-2. Total salary is base salary plus any increment earned.

2.15. Base salary adjustment. The amount that a base salary increases within the pay grade to reward performance, to rectify inequities, or to accommodate competitive market conditions.

2.16. Longevity. The total number of years employed at state institutions of higher education and other agencies of state government in West Virginia for purposes of determining placement on any salary schedule which may be subsequently enacted by the Legislature or adopted by the governing boards at time of implementation of the classification program authorized by this rule.

2.17. Institution. Glenville State College.

2.18. Board of Governors. The Glenville State College Board of Governors as appointed by the Governor and approved by the legislature.

2.19. President. This term shall be used in this rule to refer to the President of Glenville State College.

2.20. Chancellor. The chancellor of the Higher Education Policy Commission.

2.21. Salary schedule. A schedule consisting of a series of pay grades, enacted by the Legislature.

2.22. Recall. An employee terminated under the provisions of §18B-7-1 and recalled to work at his/her previous institution under the same provisions. Salary for a recalled employee will be consistent with the entry rates described in Section 10 of this rule.

2.23. Rehire. An employee who leaves the service of an institution by resignation and later applies for and accepts a position at the same institution. Salary for a rehired employee will be consistent with the entry rates described in Section 10 of this rule.

2.24. FTE. Full time equivalency is the percentage of time for which a position is established, with a full-time position working 1950 hours per year being 1.00 FTE.

2.25. Classified Employee. An employee who is covered by the provisions of the classification program outlined in Series 8 of the Higher Education Policy Commission rules.

2.26. Exempt. Employees not covered by the Fair Labor Standards Act (FLSA) for overtime purposes.

2.27. Non-Exempt. An employee who is entitled to overtime benefits as outlined in federal and state law.

2.28. Factor. One of the thirteen (13) items used to evaluate jobs. The items are knowledge, experience, complexity and problem solving, freedom of action, breadth of responsibility, scope and effect, intrasystems contacts, external contacts, direct supervision exercised, indirect supervision exercised, working conditions, physical coordination, and physical demands.

2.29. Point factor methodology: The instrument used to assign weights to the factors. The total of the weights determines the pay grade to which a job title is assigned.

2.30. Job Family. A series of job titles in an occupational area or group.

### **22.3. Compensation; Pay Calculations**

3.1. Base salary is calculated on a thirty-seven and one-half (37 1/2) hour work week.

3.2. When base salary increases are calculated and rounding is involved, the policy is to round up to the nearest even dollar amount.

3.3. Overtime pay for nonexempt employees is calculated at the rate of one and one-half (1 1/2) times the regular hourly rate, which is the total base salary, plus any incremental pay, divided by 1,950 hours. Overtime does not commence until forty (40) hours have actually been worked within one (1) workweek. Regular hourly pay, also known as "straight time," is paid for work time between thirty-seven and one-half (37 1/2) hours and forty (40) hours in a work week.

3.4. Only actual hours worked are included in calculating overtime. Pay which is received for holidays, annual leave, sick leave, or work release time, as authorized by Series 38 of the Higher Education Policy Commission rules, is not counted as working hours for purposes of overtime.

3.5. Annual leave, sick leave and longevity do not accumulate in any part of a month for which an employee is off the payroll on a leave without pay or during a terminal leave period. A terminal leave period is that time between the employee's last day of work and his/her last day on the payroll.

#### **22.4. Compensatory and Holiday Premium Time Off**

4.1. Compensatory time off shall be allowed only to the extent authorized by federal and state law.

4.2. When a full-time or part-time classified non-exempt employee is required to work on any designated board or institution holiday, that employee at his/her option shall receive regular pay for that holiday plus substitute time off or additional pay at the rate of one and one-half (1 1/2) times the number of hours actually worked. The time off must be used within a six-month period following the holiday.

4.3. When an exempt employee is required to work on any designated board or institution holiday, that employee shall be given substitute time off on an hour-for-hour worked basis.

#### **22.5. Workweek**

5.1. The workweek is a regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four (24) hour periods. It begins at 12:01 a.m. on Sunday and ends at 12 midnight the following Saturday. The president or the president's designee may establish a workweek different from this provided that record keeping requirements are met as set forth in relevant law. A work schedule of thirty-seven and one-half (37 1/2) hours will be established within a workweek.

#### **22.6. Appointment**

6.1. A classified employee appointment letter shall be completed for each classified employee at the time of initial employment.

#### **22.7. Access to Personnel File**

7.1. An employee may have access to his/her personnel file when the employing institution is normally open for business. An employee may examine his/her own file and the contents therein with the following exception:

7.1.1. Materials which were gathered with the employee's prior agreement to forfeit his/her right of access, such as some references.

7.2. A representative of the custodian of records shall be present with the employee during the review. The date, time and location of each review shall be recorded in the personnel file.

7.3. A copy of any material in the personnel file, except as noted above, shall be provided to an employee upon request. A small copy fee may be charged. Positive identification of the employee must be established prior to providing access to the personnel file. Documents may not be removed from a personnel file by the employee. An employee may petition at any time for either the removal or addition of documents to his/her own personnel file. The employer may require that employees schedule an appointment to see the personnel file.

## **22.8. Changes in Name, Address, Number of Dependents and Related Matters**

8.1. It is the exclusive responsibility of each employee to notify all appropriate persons, agencies and parties when record changes occur, including emergency information. This must be done in writing and a copy of such notification will be placed in the employee's personnel file as a permanent record that he/she notified appropriate persons, agencies and parties.

## **22.9. Classification Review Request**

9.1. When significant changes occur in the principal duties and responsibilities of a classified position, it is the responsibility of the supervisor to recommend through established procedures that the position be reviewed. Requests for position reviews also may be initiated by an employee after discussion with the immediate supervisor. Within thirty (30) days from the date of request for review of a job, the department of human resources shall report to the requestor, in writing, whether the reclassification has been denied or approved. The immediate supervisor must prepare a complete and accurate position description form of the duties of the position, but the description may be written by the employee at the supervisor's request. The responsibility for assigning tasks and duties to a position belongs to the supervisor. It is the supervisor's responsibility to document and submit the position description form for classification review when significant changes occur in the principal duties and responsibilities of a position. It is also the responsibility of a supervisor to ensure completion of required forms. The president or the president's designee may also initiate action to review positions. The president or the president's designee has authority on the campus to make classification determinations for institution-specific titles or the slotting of employees under existing systems-wide titles. The president may delegate authority to the human resource administrator for day to day management of the classification program. Management of the program requires adherence to written rules which ensure a uniform system of personnel classification. All classified positions shall be placed on the salary schedule enacted by the Legislature.

9.2. A position description form shall exist for every classified position. It shall be reviewed by the supervisor and/or the president or the president's designee on a formal basis at least every three years as part of the position audit procedures established by each institution. The date of each review shall be recorded on the description.

## 22.10. Entry Rates

10.1. The entry rate for any classified employee appointed after the effective date of this rule shall not be below the established minimum set out below for the pay grade assigned. The entry rate for any classified employee appointed on or after July 1, 2005 shall not be below the entry (zero) step set out in W.Va. Code §18B-9-3 for the pay grade assigned.

10.2. Classified staff minimum equity step and entry rates effective July 1, 1994

Pay Grade	Minimum Equity Step
1	10,092
2	10,392
3	10,716
4	11,040
5	11,376
6	11,736
7	12,396
8	13,116
9	13,884
10	14,712
11	15,612
12	16,596
13	17,640
14	18,780
15	20,004
16	21,348
17	22,800
18	24,372
19	26,088
20	27,948
21	29,964
22	32,172
23	34,584
24	37,212
25	40,080

## 22.11. Salary Increases for Classified Staff

11.1. Each year the President shall present to the Board a plan for the distribution of general salary increases to all classified employees. The general salary increase plan shall be developed only after funds become available. The plan shall exhibit a proportionate amount of dollars to be distributed in an equitable and unbiased manner to classified employees in order to reach full funding of the current salary schedule as pursuant to W.Va. Code §18B-9-4(b).

## **22.12. Merit Increases for Classified Staff**

12.1. As funds become available, the President shall present to the Board of Governors and the Chancellor of the Higher Education Policy Commission, for approval, a plan for the distribution of merit salary increases to classified employees as pursuant to W.Va. Code §18B-9-5(a). The merit salary increase plan shall be developed only after the funds become available. The plan shall exhibit a proportionate amount of dollars to be distributed to classified employees based upon reasonable performance standards as recorded on their performance evaluation.

## **22.13. Promotion**

13.1 Promotions result from an employee moving from his/her current position to a vacant or newly created position assigned to a different job title and higher pay grade and which requires a significantly greater degree of skill, effort and responsibility than that of the employee's current position.

13.2. Upon promotion from a position in one pay grade to a different position in a higher pay grade, the employee will receive an increase of five percent (5%) per pay grade rounded to the next highest step in the new pay grade based upon the employee's base salary, or the entry rate of the new pay grade described in Section 10 of this rule, whichever is greater. However, under adverse recruiting conditions in which an institution experiences great difficulty in filling a position, an increase which brings the employee up to a point no greater than the maximum of the grade may be given. Promotional increases which exceed the standard formula must meet the same criteria which appears in the section on entry rates of this rule and must be approved in accordance with the process outlined in that section. The new base salary may not exceed the maximum of the new pay grade.

## **22.14. Upgrade**

14.1. Upgrades result from the process of job evaluation where a determination is made that a significantly higher level of skill, effort, and responsibility exists in the employee's current position. A new pay grade value shall then be established based on the application of the job evaluation plan and the calculation of a revised total point value for the position. Upon determination of the pay grade, job descriptions shall be reviewed of other titles having the same pay grade and whose duties, responsibilities and requirements closely match the work of the position as it is now described. The position shall then be slotted into the classification whose grade is consistent with the point value calculated and whose duties and requirements most appropriately characterize the position. For unique and specialized positions where no current job title exists at the needed grade, the creation of a new title shall be established so that the position is properly classified and graded within the system. This work must be done by the human resource administrator or the human resource administrator's designee.

14.2. When an employee occupies a position at the time that a position upgrade is to be placed into effect, the method of calculating the employee's base salary increase is the same as that specified for a promotion. In the absence of funds to support an upgrade, work at the higher level shall not be performed.

### 22.15. Demotion

15.1. Demotions result from an employee moving from his/her current position to a vacant or newly created position assigned to a different job title and lower pay grade, and which requires a significantly lesser degree of skill, effort and responsibility than that of the employee's current position.

15.2. Upon demotion, the employee's base salary is decreased five percent (5%) per pay grade rounded to the nearest step in the new pay grade.

### 22.16. Downgrade

16.1. Downgrades result from the process of job evaluation where a determination is made that a significantly lower level of skill, effort and responsibility exists in the employee's current position. A new pay grade shall then be established based on the application of the job evaluation plan and the calculation of a revised total point value for the position. Upon determination of the pay grade, job descriptions shall be reviewed of the other titles having the same pay grade and whose duties, responsibilities and requirements closely match the work of the position as it is now described. The position shall then be slotted into the classification whose grade is consistent with the point value calculated and whose duties and requirements most appropriately characterize the position. For unique and specialized positions where no current titles exist at the needed grade, the creation of a new title shall be established so that the position can be properly classified and graded within the system. This work must be done by the human resource administrator or the human resource administrator's designee.

16.2. The method of calculating the employee's new base salary after a downgrade is the same as that specified for a demotion.

### 22.17. Transfer

17.1. No change of base salary as a function of a transfer may occur.

Approvals:

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of the Board

\_\_\_\_\_  
Date

## **GLENVILLE STATE COLLEGE POLICIES**

### **PERSONNEL POLICY 25C**

#### **RECRUITMENT AND HIRING POLICY**

##### **25C.1. General**

1.1. Scope – This rule establishes the procedures regarding recruitment and hiring of non-classified, classified and faculty employees for Glenville State College.

1.2. Authority – Title 133, West Virginia Higher Education Policy Commission Series 8, Series 39 and Series 40.

1.3. Effective Date – August 11, 2010

1.4. Repeal of Former Rule - This policy supersedes any or all previous GSC policies in reference to Recruitment and Hiring.

##### **25C.2. Recruitment and Hiring Rule**

2.1. All full-time vacancies will be filled through various means of announcement and advertising appropriate to the position. Interviewing and hiring will be conducted in accordance with the Equal Employment Opportunity Act and all other applicable employment laws.

2.2. Exclusions – Excluded from this process are certain non-classified positions as defined by the President, adjunct faculty, part-time employees, temporary employees, independent contractors, casual employees and student workers.

##### **25C.3. Procedures and Guidelines**

###### **3.1. Approval to Announce/Advertise**

3.1.1. Faculty – The respective Department Chair notifies the Provost and Senior Vice President of an impending vacancy. If the Provost and Senior Vice President agrees that the vacancy should be filled, an Approval to Announce/Advertise Job Vacancy form is initiated, routed through various administrative departments for completion and approval, and forwarded to the President for final approval.

3.1.2. Classified Staff – The immediate supervisor of the vacant position initiates the Approval to Announce/Advertise Job Vacancy form and obtains initial approval from the Department Head or Chair as necessary. The form is then

routed through various administrative departments for completion and approval, and forwarded to the President for final approval.

3.1.3. Non-classified Staff – By definition, non-classified staff are employed at the “will and pleasure” of the President. Decisions regarding announcement, advertising and recruitment for non-classified positions rest solely with the President. Non-classified positions which will not report directly to the President may be announced and advertised as described in §3.1.2.

3.1.4. Upon completion with all necessary approvals, the Approval to Announce/Advertise Job Vacancy form is submitted to the Office of Human Resources.

### 3.2. Advertising the Position

3.2.1. The Office of Human Resources, in conjunction with the hiring official, Department Head or appropriate Vice President, will prepare the job posting. Items to be considered in job postings include:

- Position title
- Position classification (classified, non-classified, faculty)
- Exempt/non-exempt status
- Tenure/non-tenure status of the position (faculty)
- Pay grade if appropriate
- Term of employment (9-month, 12-month, etc.)
- Position description
- Position minimum and preferred qualifications, relating to education and past experience
- Application submittal instructions
- The statements, “Screening of applications will begin immediately and will continue until the position is filled”, and, “Glenville State College is proud of its commitment to affirmative action. Women, members of minorities and people with disabilities are encouraged to apply.”

3.2.2. All vacant positions will be posted and/or advertised for a minimum of ten working days. A hard-copy of the announcement will be posted in the GSC Business Office, and will be available in the Office of Human Resources.

3.2.3. Internal postings – All vacant positions will first be posted via e-mail to all faculty and staff by the Office of Human Resources. Classified, non-exempt vacancy announcements are limited to this medium for ten working days in accordance with HEPC Series 39, Hiring From Within the College, in order to allow current, qualified employees the opportunity to be transferred or

promoted to the position. For all other vacancies, the internal posting and external ads are placed concurrently.

3.2.4. External postings – After the ten day internal posting (for classified, non-exempt positions only) the position is advertised on the Glenville State College Web site if no qualified employees have indicated an interest. The types of media used for external ad placement depend on the type of position which is vacant and the recruiting market desired (local, regional, national). Concurrently, the position may be advertised in local and regional newspapers, out-of-state newspapers, relevant professional journals, specific affirmative action classified ad publications and on-line professional organization classified Web sites. External postings will be made by the Office of Human Resources.

### 3.3. The Screening Committee

For all vacant positions covered by this policy, a Screening Committee will be used to select candidates to interview. Each Screening Committee will be chaired by an individual selected by the department head and appropriate Vice President.

3.3.1. Composition of the Screening Committee - The recommended names and positions of Screening Committee members will be included on the Approval to Announce/Advertise Job Vacancy form. The President appoints Screening Committees for employees who report directly to the President, and must approve the composition of all Screening Committees. A Screening Committee will consist of a minimum of three members, but preferably a committee of five. For positions that have very broad responsibilities, there may be a need for more committee members. The committee makeup should reflect a diversity of differences based upon ethnicity, race, gender, age, ability, employment status and area of expertise or specialization. As appropriate, student representation may be included. No employee will be a member of a Screening Committee if a family member, relative, close friend or acquaintance of that employee is expected to be or becomes a candidate.

3.3.2. Charge of the Screening Committee - The committee's charge is to review and evaluate candidates' credentials as stated in the application, select finalist candidates to interview by phone, conduct telephone interviews, perform reference checks on all finalists prior to an invitation to the campus, arrange for on-campus interviews for the top candidates and make recommendations about acceptable candidates for employment. The committee will not make job offers or engage in discussions with candidates about terms and conditions of employment beyond what is stated in the job posting. All members of the Screening Committee shall comply with the Code of Ethics for Glenville State College Screening Committee.

### 3.4. Receipt of Applications, Resumes and Curriculum Vitae

All job vacancy announcements will instruct interested candidates to submit application materials to the Office of Human Resources. Any applications sent to persons involved in the selection process are to be forwarded immediately to the Human Resources office as well. The Office of Human Resources will send an acknowledgement letter to all applicants indicating that their application materials have been received. The letter will include an Applicant Data Form which provides optional, voluntary information for use in Equal Employment Opportunity reporting purposes.

All applications are held in strict confidence and are made available only to the Screening Committee. Spreadsheets containing the name, address and dates for application receipt and acknowledgement letter mailing are prepared for all postings by the Office of Human Resources. All applications are retained for a period of not less than one year.

### 3.5. Screening of Candidates

3.5.1. Internal Hiring for Nonexempt Classified Positions – Pursuant to WV Code §18B-7-1(d), “a nonexempt classified employee, who applies and meets the minimum qualifications for a nonexempt job opening at the institution where currently employed, whether the job is a lateral transfer or a promotion, shall be transferred or promoted before a new person is hired. If more than one qualified, nonexempt classified employee applies, the best-qualified nonexempt classified employee is awarded the position. In instances where the classified employees are equally qualified, the nonexempt classified employee with the greatest amount of continuous seniority at that institution is awarded the position.”

3.5.2. Non-Discrimination – All qualified candidates will be given equal consideration for posted positions without regard to race, color, national origin, religion, age, veteran’s status, handicap or sex. Employment laws regarding discrimination change; therefore, Screening Committees shall utilize all means possible, particularly EEOC, ADA, HRC, DOL and any other timely reference documents or internet websites, to ensure that lawful screening and interviewing techniques are followed throughout the selection process.

3.5.3. Initial Screening of Applications - The Screening Committee must have a clear understanding of the qualifications required for the position, (i.e. educational background, related experience, personal traits and characteristics), and may develop a screening form or candidate rating criteria upon which all members agree to objectively and consistently apply to the applications. The committee will meet to discuss the results of their individual, preliminary reviews, eliminate applicants who do not possess the necessary qualifications for

the position, and identify those candidates who meet stated criteria for which further consideration will be given. The chair of the Screening Committee may consult with the appropriate Department Chair or Department Head on the committee's selection of finalists selected after the initial screening of applications.

3.5.4. Telephone Interviews – Telephone interviews will be scheduled between the Screening Committee and selected candidates. This task is typically organized by the committee chair or his/her designee. The purpose of the telephone interview is to obtain additional information about the candidate's knowledge, abilities, professionalism and experience, and to obtain answers to questions the Screening Committee may have regarding information contained in the candidate's application materials. Again, the committee shall develop a screening form or interview questions upon which all members agree to objectively and consistently apply during each telephone interview. At the conclusion of all telephone interviews, the Screening Committee shall select and recommend to the Department Chair or Department Head their selection(s) for candidates to be invited to the Glenville State College campus for personal interviews. The number of candidates chosen for on-campus interviews is typically no more than two to three individuals.

3.5.5. Reference Checks – The Screening Committee will check references prior to inviting candidates to Glenville State College for an on-campus interview and before any verbal or written offer of employment is made. When checking references by telephone:

- Notify the applicant in advance that references will be checked
- Request the candidate's permission to contact individuals not on his/her reference list, if any
- Prepare a questionnaire/guide to be used for all references contacted
- Ask the same job-related questions about each applicant
- Questions must follow the same guidelines as discussed in §3.5.6.
- Completed reference forms will be maintained for no less than one year in the Department of Human Resources.

3.5.6. On-Campus Interviews – Once the decision has been made to invite a candidate to the Glenville State College campus, the Screening Committee chair or his/her designee will contact the individual(s) to schedule the visit. The prospective candidate will make his/her own travel arrangements (transportation, lodging, meals):

- The candidate will be advised of directions to campus and area accommodations as described on the Glenville State College Web site

- Costs of transportation including airfare, personal auto/mileage, rental auto/fuel and/or lodging and meals are to be initially paid by the candidate
- Lodging is not to exceed two nights reimbursed by Glenville State College
- Meal allowance is not to exceed the Higher Education Policy Commission's guideline allowance.
- Candidate will be advised to retain receipts for all travel-related expenses

While on-campus, the candidate(s) will meet with the Accounting Assistant or other Business Office designee in order to prepare a Glenville State College Expense Account Settlement form for reimbursement of all approved travel expenses.

As appropriate to the position, a detailed itinerary will be prepared for the campus visit and forwarded to all affected personnel on campus, as well as the candidate. The candidate will be interviewed by the Screening Committee and, as appropriate to the position (i.e. faculty positions), may be required to present a content-based demonstration lesson to students, faculty and staff. At the discretion of the Screening Committee, candidates may be required to address the general public and participate in question-and-answer sessions, or be interviewed by individuals outside the Screening Committee including the appropriate Department Head, Vice President or the President. Feedback from all participants may be solicited.

Interviewers should ask specific questions which relate to the applicant's ability and willingness to perform the position. Interviewers shall **not** ask questions related in any way to race, color, gender, age, religion, national origin, disability, marital status or sexual orientation. To conduct successful, legal interviews, interviewers should:

- Ask the same general questions of all candidates
- Follow a structured interview plan that will help ensure that all applicants are treated fairly and equitably
- Stick to questions that are relevant to the job
- Address all candidates consistently and professionally. Use first names for all or titles for all
- Treat candidates in a businesslike manner, avoiding inappropriate banter
- Avoid making prejudicial comments of any kind
- Never speak negatively about current or former employees
- Never mention hiring an individual from a protected class as a means of reaching an employment goal
- Provide appropriate information about Glenville State College and the position during the interview, allowing the candidate to make an educated decision about the job
- Solicit questions from the candidate

The Screening Committee may use individual notes, a rating form, questions and responses made during the interview, feedback from persons outside the Screening Committee and personal impressions and observations regarding communication skills and other subjective matters, in arriving at a candidate recommendation for the vacant position.

3.5.7. Screening Committee Recommendation - The Screening Committee will submit to the appropriate Vice President, a summary of the results of the committee's efforts, and its collective opinion on the top two (2) candidates best suited for the position. A ranked list of the names of the top two (2) candidates considered will be included in the recommendation summary. The Vice President will submit a recommendation to the President regarding the candidate most suited for the position. At the discretion of the Vice President, the recommendation may be ranked and/or unranked. The recommendation package will also contain the candidates' cover letters and resumes, application forms or curriculum vitae, and original undergraduate or graduate transcripts as required. No verbal or written offers of employment at Glenville State College will be made without the prior approval of the President.

### 3.6. Making the Offer

3.6.1. The appropriate Vice President or Department Head will secure written approval to proceed with an employment offer from the President. A Request to Hire form is executed for this purpose.

3.6.2. The appropriate Vice President or Department Head will contact the successful candidate and discuss specific terms of employment and secure a verbal acceptance of the offer. Having secured a verbal acceptance, all recommendation materials noted in 3.5.7.above are to be immediately forwarded to the Office of Human Resources.

3.6.3. The Office of Human Resources will prepare a written offer to the successful candidate for the President's signature. The written offer will contain the position title, beginning date, salary or rate of pay, rank or pay grade (as appropriate), and the date by which the candidate must reply to the written offer.

3.6.4. The Office of Human Resources will prepare a Personnel Action Request (P.A.R.) form to accompany the written offer to the successful candidate, if the information required on the P.A.R. is not contained within the candidate's application materials.

3.6.5. The acknowledged and signed written offer and the completed P.A.R. form, if necessary, are to be returned to the Office of the President. The originals will subsequently be forwarded to the Office of Human Resources.

3.6.6. Upon receipt of an acknowledged and accepted written offer of employment, the Office of Human Resources will notify all other candidates in writing that the position has been filled. The Chair of the Screening Committee may personally call all applicants who interviewed on-campus before notification is mailed by the Office of Human Resources.

3.6.7. The Office of Human Resources will initiate the new employee orientation process by entering appropriate information into required data bases, securing sign-off on all mandatory or relevant forms, requesting assignment of a campus web mail account, procuring appropriate name badges and/or name plates, and providing documentation or direction to the new employee regarding handbooks, manuals, parking permits and College identification cards.

3.6.8. The Office of Human Resources will announce the new employee to all faculty and staff via e-mail prior to the individual's start date.

Approvals:

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of the Board

\_\_\_\_\_  
Date

## **GLENVILLE STATE COLLEGE POLICIES**

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### **ACADEMIC POLICY 27**

#### **GRADE POINT AVERAGE FOR ASSOCIATE AND BACCALAUREATE DEGREES**

##### **27.1. General**

1.1. Scope - Policy regarding grade-point average required for associate and baccalaureate degrees.

1.2. Authority - West Virginia Code §18B-2A-4; 18B-1-6, Higher Education Policy Commission Series 22, Section 4.3.

1.3. Effective Date – ~~April 19, 2006~~

1.4. ~~Repeat Revision of former Former rule Policy - This policy supersedes any or all previous Glenville State College policies in reference to grade point average for associate and baccalaureate degrees. Revises and replaces Glenville State College Board of Governors Policy 27 Grade Point Average for Associate and Baccalaureate Degrees [2006].~~

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##### **27.2. Grade-Point Average Required for Graduation**

2.1. Quality points are based on the following point values for each semester hour of credit: "A" - 4, "B" - 3; "C" - 2; "D" - 1 and "F" - 0. The grade point average to be computed for graduation purposes (not necessarily each semester) shall be based upon all work for which the student has registered with the following exceptions:

2.1.1. Courses with grades of "W" and "WP".

2.1.2. Courses in remedial and/or developmental education.

2.1.3. Courses taken on a credit/no credit, pass/fail or satisfactory/unsatisfactory basis where a passing grade is earned.

2.1.4. Courses taken on an audit basis.

2.1.5. Courses which have been repeated under the "D/F Repeat Provisions" of this policy.

2.1.6. Courses which are covered under the "Discretionary Academic Forgiveness Provisions" of this policy.

### 27. 3. D and F Repeat Provisions

3.1. If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on ~~any a~~ course taken ~~no later than the semester or summer term during which the student attempts the sixtieth semester hour, and if that student repeats this course~~ prior to the receipt of a baccalaureate degree, ~~and if that student repeats the course prior to the receipt of the baccalaureate degree,~~ the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining his/her grade point average. The original grade shall not be deleted from the student's record. ~~Any course, in which the student has earned a "C" or better, cannot be repeated for credit. If students want to improve their knowledge of a subject in which a "C" or better was earned, they may audit the course.~~ In upper division courses, a student may formally repeat up to eight credit hours of a grade of "C" with the written permission of the appropriate head of the academic unit where the student's major is housed. The privilege of the "D" and "F" repeat is capped at 21 credit hours including any request for a "C" repeat in an upper division course.

### 27.4. Discretionary Academic Forgiveness Provisions

4.1. Glenville State College will, under the following conditions, extend academic forgiveness to a student who so requests. Under academic forgiveness provisions certain "D," "F," and "FIW" or "WF" grades will be disregarded for purposes of the grade-point average required for graduation. Such calculation, ~~however,~~ does not apply to requirements for graduation with honors, ~~nor to requirements for professional certification that may be within the province of licensure boards, external agencies, or the West Virginia Board of Education.~~ A student who has completed an associate or baccalaureate degree is not eligible to receive academic forgiveness. Academic forgiveness will be granted only once for any student.

4.1.1. The student must request academic forgiveness, ~~in writing,~~ to the Registrar within the first semester of re-enrollment and must complete within two consecutive semesters at least twelve (12) hours of required courses with no grade lower than "C" in order to qualify for academic forgiveness.

4.1.2. The student must not have enrolled as a full-time student in any college or university during the ~~five-four~~ consecutive academic years immediately preceding the readmission semester.

4.1.3. Only “D,” “F,” and “FIW” or “WF” grades for courses taken at least five four years prior to the request may be disregarded for grade-point average computation.

4.1.4. In cases in which “D,” “F,” and “FIW” or “WF” grades are disregarded for grade-point average computation, these grades shall not be deleted from the student’s permanent record.

4.1.5. Once a “D” is disregarded for purposes of grade-point average computation, the credit earned is also disregarded.

4.1.6. The Registrar will notify the student of the decision regarding the request for academic forgiveness within four weeks following the end of the semester of request.

4.1.7. An action taken by another institution in academic forgiveness for a student who transfers to Glenville State College is not binding. The College maintains the right to accept or not accept such an action. Similarly, another institution may not recognize academic forgiveness that has been extended by Glenville State College.

4.1.8. Students in the Regents Bachelor of Arts Degree Program are covered by a different academic forgiveness policy. However, if otherwise eligible, a student in the Regents Bachelor of Arts Degree Program may elect to receive academic forgiveness under the terms of this policy or to have grades for some courses forgiven under the terms of this policy and forgiven for other courses under the rules of the Regents Bachelor of Arts Degree Program. A student entering the Regents Bachelor of Arts Degree Program should contact the Registrar’s Office or the Regents Bachelor of Arts Degree Program Coordinator for additional information.

4.1.9 Grades disregarded under academic forgiveness are not included in the 21 credit hour cap.

4.3. Institutional policies regarding academic forgiveness shall be stated in the institutional catalog.

#### **27.5. Application Only to Graduation Requirements**

5.1. Institutional officials shall make clear to students the fact that this regulation pertains only to graduation requirements and not to such requirements for professional certification which may be within the province of licensure boards, external agencies, or the West Virginia Board of Education.

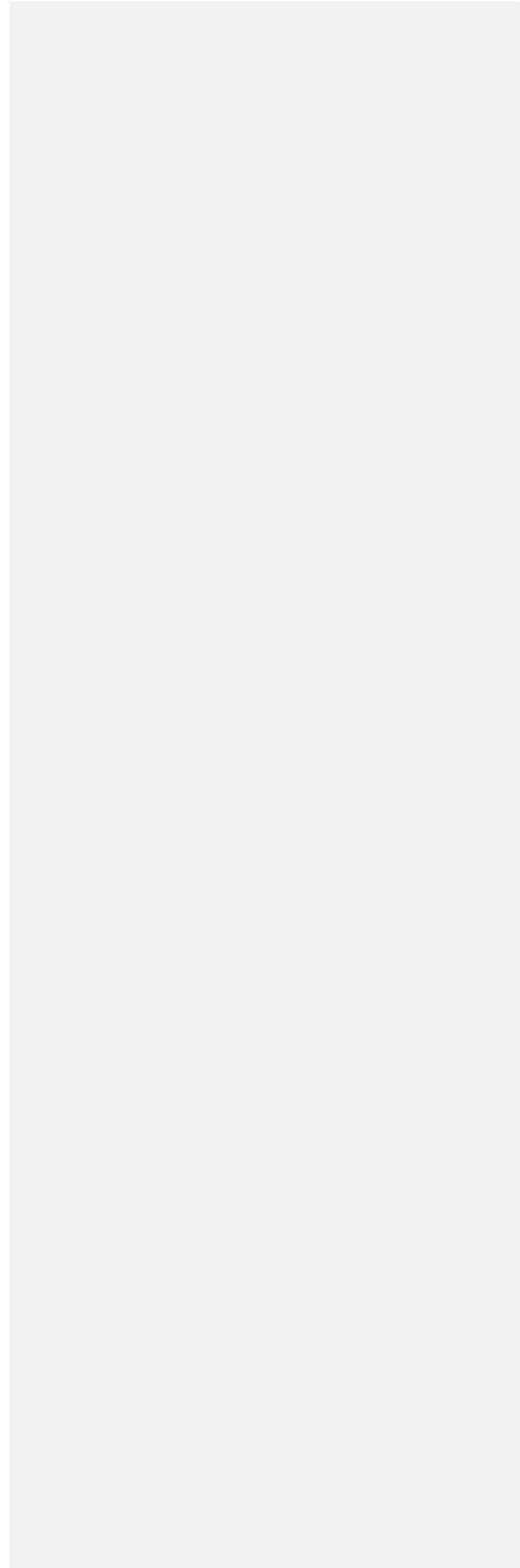
Approvals:

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair of the Board

\_\_\_\_\_  
Date



## GLENVILLE STATE COLLEGE POLICIES

### ACADEMIC POLICY 32

#### WEB-BASED COURSES

##### 32.1. General

1.1. Scope – This policy addresses a variety of issues related directly to the development and teaching of distance education courses at Glenville State College. It is the intention of the policy to establish a fair and equitable process for developing and sustaining quality online courses.

1.2. Authority – W.Va. Code §18B-10-1

1.3. Effective Date –

1.4. Revision of Former Policy – Revises and replaces Glenville State College Board of Governors Policy 32 Web-Based Courses [2006].

##### 32.2. Purpose

2.1. The purpose of this policy is to implement a process to increase the number of online courses offered by Glenville State College, to increase student access to post-secondary education opportunities, and increase the quality of online course delivery. This policy would encourage every academic department to institute and maintain some online courses. The resulting policy goals include:

2.1.1. Increasing scheduling flexibility for students and faculty.

2.1.2. Enhancing classroom space utilization.

2.1.3. Increasing student enrollment opportunity.

##### 32.3. Definitions

3.1. Online Courses - defined as 100% of instruction and interaction occurs via electronic communication and the instructor and students are physically separated. All course activity is completed online. There are no required in-person sessions and no physical classroom meetings.

3.2. Hybrid Courses - defined as 50% to 99% of the instruction being provided through online education with the remaining instruction provided through traditional face-to-face instruction. Simply stated, this type of course has some face-to-face sessions and the rest of the course work is done online. For example, if the course would have traditionally met on Tuesday and Thursday, now the course will meet on Tuesday in the classroom and complete work online on Thursday. The Higher Education Policy Commission (HEPC) stipulates that the institution report

a breakdown of these numbers. Glenville State College is to notify HEPC what percentage of courses are taught 50% to 74% and 75% to 99% online.

3.3. Web Enhanced Courses – defined as a course where instruction is provided through traditional face-to-face instruction, with less than 50% of the learning activities occurring online. Online course activity complements class sessions without reducing the number of required class meetings as mandated by federal guidelines, see 3.5 for clarification. Students may be required to complete assignments in Blackboard to successfully complete the course.

3.4. Classroom - defined as a course that is taught through traditional face-to-face instruction. The use of Blackboard is supplemental to the classroom but does not require the students to log into it to be successful in the class. Blackboard may be used as a place to post handouts, announcements, and grades. Only items given to students during class time should be posted in Blackboard.

3.5. Semester Credit Hour – At Glenville State College, academic credit provides the basis for measuring the amount of engaged learning time expected of a student enrolled not only in a traditional classroom setting but also laboratories, studios, internships, other experiential learning, and distance education. The institution’s credit hour definition conforms to the definition of a credit hour outlined in the Federal Register (75 FR 66832 p. 66946);

3.5.1. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

3.5.1.1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or

3.5.1.2. at least an equivalent amount of work as required in section 3.5.1 of this definition for other activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

#### **32.4. Rationale**

4.1. Increasing the number of online courses offered by Glenville State College provides additional educational opportunities to students and has the potential to increase student Full Time Equivalent as well as respond to an ever-increasing competitive market.

#### **32.5. Process**

5.1. The following will provide financial resources and strategies for developing and maintaining online courses.

5.1.1. Course fee structure

5.1.1.1. A student user fee may be assigned for online courses to supplement the additional costs associated with application and software license fees, professional and course development, assessment costs, and various additional student support services.

#### 5.1.2. Online Course Development

5.1.2.1. Any instructor (faculty member or adjunct) can develop an online course, pending approval (see 5.3).

5.1.2.2. Online courses are considered part of regular faculty teaching load.

5.1.2.3. If the faculty member qualifies for an overload per 5.1.2.2., he/she will also receive overload pay for the course.

#### 5.2. Online course requirements include, but are not limited to:

5.2.1. Appropriate frequency of faculty interaction with individual students.

5.2.2. Appropriate frequency of faculty interaction with the class as a whole.

5.2.3. Appropriate frequency of student to student interaction.

5.2.4. An appropriate strategy of authentication designed to protect against academic dishonesty.

5.2.5. A system to ensure appropriate access to support services and resources.

5.2.6. Student workloads are consistent with semester credit hours.

5.2.7. Instructors who teach online courses must have a comprehensive final or other end-of-course assessment.

5.2.8. Instructors who teach online courses must adhere to all applicable federal, state, and local laws, regulations and guidelines. This includes providing reasonable accommodations in regard to affording equal educational opportunities. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

5.2.9. Online courses at Glenville State college shall meet standards set by the North Central Higher Learning Commission.

5.2.10. Online courses at Glenville State College will use a standardized template that supports research based best practice.

5.2.11. It is strongly encouraged that instructors who teach online have successfully completed an instructional design best practice course.

#### 5.3. The review/approval process for all new online and hybrid courses will proceed in the following order and may not proceed to the next level unless approved at the prior level.

5.3.1. Online and hybrid course concept must be approved by the appropriate Department Chair and the Vice President for Academic Affairs before course development.

5.3.2. Once concept approval has been received and the course is predominantly complete, course materials and the final request for approval are submitted to the:

5.3.2.1. Department Chair.

5.3.2.2. Vice President for Academic Affairs.

5.4. Web based courses must be reported to the Registrar's Office as well as the Academic Affairs Office when being placed on a schedule.

Approvals:

\_\_\_\_\_  
 President Date

\_\_\_\_\_  
 Chair of the Board Date

## **GLENVILLE STATE COLLEGE POLICIES**

### **ACADEMIC POLICY 32**

#### **WEB-BASED COURSES**

##### **32.1. General**

~~1.1. Scope—This policy establishes a fair and equitable process for developing funding related to web-based courses and assigning incentives for the same.~~

~~1.2. Authority—W.Va. Code §18B-10-1~~

~~1.3. Effective Date—August 23, 2006~~

~~1.4. Repeal of Former Rule—This policy supersedes any or all policies in reference to developing funding related to web-based courses and assigning incentives for the same.~~

##### **32.2. Purpose**

~~2.1. The purpose of this proposal is to implement a process to increase the number of web-based courses offered by Glenville State College (GSC) to remain competitive with other institutions around the state. This would effectively require every department to institute some web-based courses by Fall 2006. The resulting proposal goals include:~~

~~2.1.1. The Associate of Arts in General Studies to be fully web-based where appropriate by the Fall of 2007 semester.~~

~~2.1.2. Increasing scheduling flexibility thereby meeting the needs of students, especially non-traditional students.~~

~~2.1.3. Increasing student enrollment.~~

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### 32.3. Rationale

3.1. The number of web-based courses currently offered by Glenville State College is minimal. Increasing the number of web-based courses offered by Glenville State College has the potential to increase our student FTE as well as provide additional educational opportunities and respond to an ever-increasing competitive market.

### 32.4. Process

4.1. The following will provide financial resources for developing and maintaining:

#### 4.1.1. Course fee structure

4.1.1.1. A student user fee will be assigned for online courses

4.1.1.1.1. \$100/semester for an Instructor Fully Developed Online Course (IFDOC) — defined in Guidelines for Online Course Development

4.1.1.1.2. \$75/semester for e-pack/publisher or courseware courses

4.1.1.2. Fee assessment to begin Fall 2006

4.1.1.3. Instructor stipend (see 4.2 below)

4.1.1.4. Course Fee Balance Distribution (see 4.3 below)

#### 4.1.2. Online Course Development Stipend Payment

4.1.2.1. Any instructor (faculty member or adjunct) can develop an online course

4.1.2.2. Each course instructor that develops and teaches an online course will receive a \$1000 stipend for the first semester that the course is offered and 10 or more students are enrolled in the course. A faculty stipend for an instructor developed on-line course that utilizes publisher-developed course supplements may be negotiated with the Vice President for Academic Affairs if the clear majority of the course is instructor-developed.

4.1.2.3. The stipend will be prorated for a course developed that enrolls less than 10 students.

4.1.2.4. Offering a course with less than 10 enrolled students must be agreed upon by the instructor, departmental chair, and the Vice President for Academic Affairs.

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~~4.1.3. The stipend payment is in addition to the instructor's regular payment.~~

~~— 4.1.4. The course is considered part of regular faculty load.~~

~~— 4.1.5. If the faculty member qualifies for an overload, she/he will also receive overload pay for the course.~~

~~— 4.1.6. Web enhanced courses are not eligible for course development stipend payment.~~

~~— 4.1.7. E-pack/publisher or courseware courses are not eligible for online course development stipend payment.~~

~~— 4.1.8. Course Copyright~~

~~— 4.1.8.1. Once the instructor accepts course development payment, GSC owns the course.~~

~~4.1.8.2. If the course development payment is not accepted, the instructor owns the course.~~

~~4.2. After the first semester of online course delivery, the instructor payment will be \$35/student enrolled/IFDOC and the course fee balance distribution will be according to Section 4.3 below.~~

~~— 4.3. Course Fee Balance Distribution~~

~~— 4.3.1. After the instructor stipend is paid, one half of the balance is paid to the department with the second half of the balance paid to the College's education and general (E & G) fund.~~

~~— 4.3.2. If the instructor does not accept the stipend payment, the course fees collected will be distributed according to Section 4.3.1 above.~~

~~4.4. The review/approval process for all new on-line courses will proceed in the following order and may not proceed to the next level unless approved at the prior level.~~

~~— 4.4.1. Approval from Department Chair~~

~~— 4.4.2. Approval from Vice President of Academic Affairs~~

~~— 4.4.3. Approval from Curriculum Committee~~

### **32.5. Review of Implementation of this Policy**

~~5.1. Because Glenville State College's technology usage and online class enrollment numbers are unknown, this proposal is valid for one academic year, beginning in the Fall of 2006. In the Spring of 2007, the proposal, fee structure and instructor payment(s) will be reevaluated for effectiveness and subject to revision.~~

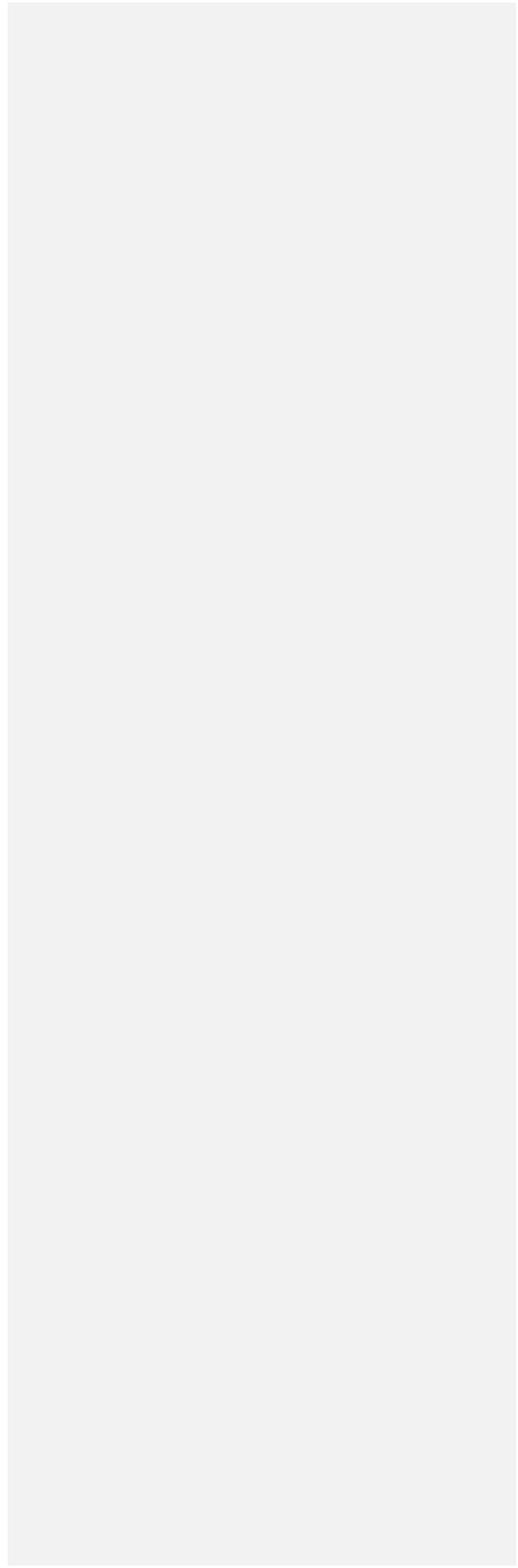
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Approvals:

\_\_\_\_\_  
President Date

\_\_\_\_\_  
Chair of the Board Date



**Glennville State College**  
**Board of Governors Meeting**  
***DRAFT* Schedule**  
**2018-19**

All Executive Committee meetings will be held at 11:00 a.m. in the President's Conference Room in the Administration Building. All Board of Governors meetings will be held in the Waco Center, Hall of Fame Room, unless otherwise noted. The Enrollment Management Committee meetings will begin at 10:00 a.m. and all other Committee meetings will begin at 11:00 am. Board meetings will begin at 12:30 p.m., with a noon luncheon prior to the meeting, unless otherwise noted as well.

Wednesday, August 1, 2018	Executive Committee
Wednesday, August 15, 2018 <i>* No committee meetings will be held.</i>	Board of Governors– 1:30 p.m. @ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glennville, WV
Wednesday, September 26, 2018	Executive Committee
Wednesday, October 24, 2018	Board of Governors
Wednesday, November 14, 2018	Executive Committee
Wednesday, November 28, 2018	Board of Governors
Wednesday, January 23, 2019	Executive Committee
Wednesday, February 6, 2019	Board of Governors
Wednesday, April 3, 2019	Executive Committee
Wednesday, April 17, 2019	Board of Governors
Wednesday, May 29, 2019	Executive Committee
Wednesday, June 12, 2019	Board of Governors

Approved by the GSC Board of Governors \_\_\_\_\_



As recommended by the Executive “Nominating” Committee on May 30, 2018, the slate of officers for the Glenville State College Board of Governors 2018–19 is:

**Chairperson:** Gregory Smith

**Vice Chairperson:** Timothy Butcher

Sue Morris, Chairperson  
Executive “Nominating” Committee

**Committees for 2018-2019 will be appointed by the FY2019 Chairperson.**

# Glenville State College

## Holiday Schedule

### FY 2018-2019

Holiday	Date of Observance
Independence Day	Wednesday, July 4, 2018
Labor Day	Monday, September 3, 2018
Thanksgiving Day	Thursday, November 22, 2018
Thanksgiving Break (Designation: Thanksgiving Friday)	Friday, November, 23, 2018
Christmas Eve (Designation: ½ Christmas Eve, ½ Veteran's Day)	Monday, December 24, 2018
Christmas Day	Tuesday, December 25, 2018
Winter Break (Designation: Election Day)	Wednesday, December 26, 2018
Winter Break (Designation: Columbus Day)	Thursday, December 27, 2018
Winter Break (Designation: West Virginia Day)	Friday, December 28, 2018
Winter Break (Designation: ½ New Year's Eve, ½ Veteran's Day)	Monday, December 31, 2018
New Year's Day	Tuesday, January 1, 2019
Martin Luther King, Jr. Day	Monday, January 21, 2019
Spring Recess (Designation: President's Day)	Friday, April 19, 2019
Memorial Day	Monday, May 27, 2019

Note: Should the Governor grant additional holiday time off on days that are already included in the GSC schedule, the President will determine the additional holiday observation in accordance with HEPC Series 14, Section 3.2. Series 14, Section 4.1 provides for one-half day preceding each Christmas Day and New Year's Day when Christmas or New Year's falls on Tuesday, Wednesday, Thursday, or Friday.




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Approved by: Tracy L. Pellett, President




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Date

