



GLENVILLE STATE COLLEGE

AGENDA

Glenville State College
Board of Governors

October 23, 2019
1:00 p.m.

Waco Center
Hall of Fame Room

Glennville State College
Board of Governors Meeting
Schedule
2019-20

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 1:00 p.m. unless otherwise noted as well.

Wednesday, July 24, 2019	Executive Committee
Wednesday, July 24, 2019	Enrollment Management Committee 8:15 am @ Admissions Office, Conference Room
Wednesday, July 24, 2019 SPECIAL EMERGENCY MEETING <i>* No committee meetings will be held.</i>	Board of Governors – 12:00 pm Heflin Administration Building, President's Office Conference Room
Wednesday, August 7, 2019 <i>* No committee meetings will be held.</i>	Board of Governors @ Ike and Sue Morris' Residence 2888 US Hwy. 33 East, Glennville, WV
Wednesday, October 9, 2019	Executive Committee
Wednesday, October 23, 2019	Board of Governors
Wednesday, November 13, 2019	Executive Committee
Wednesday, December 4, 2019	Board of Governors
Wednesday, January 22, 2020	Executive Committee
Wednesday, February 5, 2020	Board of Governors
Wednesday, April 1, 2020	Executive Committee
Wednesday, April 15, 2020	Board of Governors
Wednesday, May 27, 2020	Executive Committee
Wednesday, June 10, 2020	Board of Governors

Approved by the GSC Board of Governors June 12, 2019
Updated June 22, 2019

GLENVILLE STATE COLLEGE BOARD OF GOVERNORS

October 23, 2019

WACO Center

1. Call to Order
2. Swearing in of new Board members
3. Establishment of a Quorum
4. Public Comments
5. Consent Agenda*
 - a. Minutes of the August 7, 2019 Meeting
 - b. Board Members' Reports
6. Committee Reports
 - a. Executive Committee/Chair Report
 - i. Letter regarding Roundabout*
 - ii. BOG's Summit – December 6 (Lewisburg)
 - iii. Discuss and Approve appropriate Board of Governors Best Practices* (Interim President Nelson)
 - iv. Approve Agenda Topics Calendar*
 - b. Business and Finance Committee
 - i. Current Budget Impacts
 - ii. Student Housing Finance Review
 - iii. Approve Planning and Budget Time Line for FY21*
 - iv. Plan to conduct Business Office CQI Review
 - c. Enrollment Management Committee
 - i. Enrollment Update
 - ii. Historic Student Retention Report
 - iii. Fall 20 Enrollment Plans
 - d. Academic and Student Affairs Committee
 - i. Student Life Update and Housing Occupancy
 - ii. Student Default Rate Report
 - iii. Athletic Program Update
 - iv. GSC Program Inventory
 - v. Student Academic Assessment Results Report for FY19
 - vi. Nursing Subcommittee Update
 - vii. Curriculum Development Update

- viii. Workforce and Community Development Plan
- 7. Campus Updates – (Interim President Nelson and Administrative Leaders)
 - a. HLC Campus Visit Update and Federal Compliance Information
 - b. Conversation Day Update
 - c. Institutional Advancement Plan
 - d. Human Resources Training, Staff Development, and pay equity Update
 - e. Student Complaints Report from FY19 and New Policy and Procedure
 - f. Continuous Quality Improvement Reviews
 - g. Leadership Performance Reviews
 - h. Operational Plan for FY20
- 8. Presidential Search
 - a. Approve Search Committee Chair, Presidential Posting, and Committee Composition*
 - b. Relationship of presidential search to the search for the permanent Provost and CFO (From Interim to Permanent)
- 9. Announcements
- 10. Adjournment

*Denotes action item

**Glenville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Consent Agenda

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Consent Agenda as proposed.

STAFF MEMBER: Dr. Kathleen Nelson, Interim President

BACKGROUND:

The Consent Agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately. The items on the consent agenda are non-controversial items or routine items that are discussed at every meeting. They can also be items that have been previously discussed at length where there is group consensus.

The following items are included in the Board packet and listed on the proposed consent agenda to be voted on as one action item:

1. Minutes of the August 7, 2019 Meeting
2. Board Members' Reports

**Glenville State College
Board of Governors Meeting
August 7, 2019
Ike & Sue Morris' Residence
2888 US Hwy. 33 East, Glenville, WV**

Members Present: Mr. Greg Smith, Chairperson
Dr. William Deel
Mr. Stephen Gandee
Mr. Ralph Holder
Mr. Doug Morris
Mr. Mike Rust
Dr. Kevin Evans, Faculty Representative
Mr. Jason Gum, Staff Representative
Mr. Colton Ring, Student Representative

Members Absent: Mr. Tim Butcher, Vice Chair

Faculty & Staff Present: Mr. John Beckvold, Vice President for Business & Finance
Mr. Marty Carver, Vice President for Enrollment
Mr. David Hutchison, Vice President for Advancement
Dr. Gary Morris, Associate Vice President for Academic Affairs
Dr. Kathleen Nelson, Interim President
Mr. Thomas Ratliff, Executive Director of Workforce & Community Development
Mr. Jesse Skiles, Director of Athletics
Dr. Victor Vega, Provost and Vice President for Academic Affairs
Ms. Joy Wine, President's Office Administrative Secretary

Call to Order

Chairperson Greg Smith called the meeting to order at 1:00 pm.

A quorum was established.

Public Comments

N/A

Consent Agenda

Dr. Kevin Evans requested a correction be made to the June 12, 2019 minutes. On page 37 of the board packet, in the first sentence of the first paragraph beginning with "Mr. Marty Carver...", replace "Teacher Education" with "Special Education" after the following text, "\$1,000 for...."

STEVE GANDEE MOVED TO APPROVE THE CONSENT AGENDA AS REVISED. KEVIN EVANS SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Business and Finance Committee

John Beckvold reported that although the College received additional legislative funding in June, the College will be projecting a deficit of \$1.9 million for 2019. It is anticipated that the deficit will lower by \$500,000 for 2020. He further noted that tuition will remain the same for the FY 2020 year and reminded all that the bond principal repayment is \$700,000 for FY 2020. In an effort to respond to the College's cash flow issues, one million dollars was borrowed from the GSC Foundation at a four percent interest rate. Half of the borrowed amount is due to be repaid in September 2019, and the remaining half is scheduled to be repaid in October 2019. The business office plans to send monthly budget-to-actual non-payroll expense reports to each department, so that each department is aware of expenditures and current balances.

Approval of FY20 Budget

MIKE RUST MOVED TO APPROVE THE BUDGET FOR FY2020 AS PROPOSED. STEVE GANDEE SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Second approval of FY20 course fees, including latest course fees submitted since previous BOG's meeting

MIKE RUST MOVED TO APPROVE THE AMENDED TUITION AND FEES SCHEDULE FOR THE FY2020 ACADEMIC YEAR AS PROPOSED. STEVE GANDEE SECONDED THE MOTION.

After a discussion that Pearson and Science Lab fees needed to be added to the amended FY2020 tuition and fees schedule,

KEVIN EVANS MOVED TO ADD PEARSON AND SCIENCE LAB FEES TO THE AMENDED FY2020 FEES STRUCTURE. MIKE RUST SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Student Indebtedness Report

It was announced that the overall average indebtedness of Glenville students upon leaving the College was about \$22,000. The overall average for all students attending public and private institutions is \$29,000.

Enrollment Management Committee

Marty Carver will be providing an enrollment update to the Board in two weeks. He reported that registration will be completed earlier next year for DMAPS and Second Chance Pell students, so enrollment numbers may be more accurately reported.

Academic and Student Affairs Committee

Athletic Program Update

- It was too late in the recruiting season to effectively market the academic model and metro rate for incoming class in August, 2019.
- The Athletic Department was under budget in FY19.
- Cheer, golf, and wrestling have been reinstated.
- Two new institutions have joined the Mountain East Conference. This will save on travel costs, as both are closer to GSC than the schools they replaced.

Services to Students with Disabilities

- GSC is the only institution besides WVU that employs a full-time, sign language interpreter for students with hearing disabilities. The interpreter will also provide services at the Convocation and Commencement ceremonies.

Nursing Subcommittee Plan

- A meeting is being rescheduled due to having to cancel the July 31st meeting because of scheduling conflicts.

Education

- GSC will be certified to administer Praxis exams upon completion of the paperwork. The first exam date is scheduled in a couple of weeks, and the College will host the testing.
- More Praxis exam preparation is being planned to offer to students, which will include providing tutors, practice exams, and online training.

Pharmacy

- Exploring to offer a 3 + 4 year program in collaboration with Marshall University and hope to confirm something by end of Fall 2019 semester. A student would attend three years at GSC and four years at Marshall; however, there will be no guaranteed seats at Marshall.

Bluegrass

- GSC will be offering a certificate program in Appalachia Culture/History.

Campus Updates

Staffing and Administrative Reorganization

- Dr. Morris has been appointed as the Interim Provost and Vice President for Academic Affairs.
- Mr. Larry Baker will be appointed as the Director of Institutional Effectiveness.
- Dr. Jeff Hunter will be appointed as the Dean of Education.

Conversation Day

- Scheduled to be held on October 17, 2019

Adjournment

With no further business and hearing no objection, Chairperson Smith adjourned the meeting at 3:04 pm.

Greg Smith
Chairperson

Joy Wine
President's Office Administrative Secretary

From: Molly George <Molly.George@wvhepc.edu>
Sent: Friday, October 04, 2019 1:46 PM
To: Alan Perdue <aperdue@shepherd.edu>; Cora Massey <curtisc@marshall.edu>; Debbie Green <dgreen@osteovwsom.edu>; Deneia Thomas <deneia.thomas@wvstateu.edu>; Jeanne Moricle <jmoricle@bluefieldstate.edu>; Lora Woolwine <Lwoolwine@concord.edu>; Mary Ann Edwards <edwardsm@westliberty.edu>; Serena Scully <serena.scully@fairmontstate.edu>; Teresa G. Sterns <Teresa.Sterns@glenville.edu>; Valerie Lopez <Valerie.Lopez@mail.wvu.edu>
Subject: SAVE THE DATE: 2019 Board of Governors Summit

Please save the date for this year's Board of Governors Summit: **Friday, December 6, 9:00 a.m. – 3:00 p.m. at the West Virginia School of Osteopathic Medicine in Lewisburg.** The Higher Education Policy Commission will host a welcome reception on Thursday, December 5, following the Commission meeting. A block of rooms has been reserved for the night of December 5 and rooms will be direct billed to the Higher Education Policy Commission.

Please share this information with your board members.

Additional information will be shared soon!

Thank you,

Molly

.....
Molly George Cassis
Board and Operations Coordinator
West Virginia Higher Education Policy Commission

304.558.0699 ext. 245
336.408.7403 (cell)

molly.george@wvhepc.edu

**Glennville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Letter from the Board of Governors regarding the Roundabout.

COMMITTEE: Executive Committee

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves for _____ (BOG Member) to compose a letter on behalf of the Board and send it to the WV Department of Highways indicating concerns regarding the Roundabout construction plan.

MEMBER: Mr. Greg Smith, Chair

BACKGROUND:

**Glenville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Board of Governors Best Practices

COMMITTEE: Executive Committee

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Board of Governors Best Practices as presented.

MEMBER: Mr. Greg Smith, Chair

BACKGROUND:
(See attached)

Board of Governors

Best Practices

Board Structure:

- Membership:
 - Complete membership and early succession planning
 - Adherence to policies regarding term limits
 - Diversity (gender, racial, areas of expertise, geography, etc.)
 - Balance of connections to the college
- Committees:
 - Reflective of critical institutional functions
 - Structured to allow all board members access to meetings
 - Strong Governance Committee

Core Values:

- Free of or acknowledgement of conflicts of interest
- Focus on accountability, transparency, and data-driven decision-making
- Committed to shared governance
- High Ethical standards
- Committed to the success of the College, its students, and its employees

Focus:

- Financial
- Academic
- Accreditation and other regulatory requirements

Recommendations:

1. Review terms of all members, discuss diversity needed, publicly call for self-nominations and other nominations
2. Ensure change of leadership according to by-laws and be sure to note in minutes the reason for any exception

3. Add a Governance Committee (and/or combined with) Human Resources
4. Realign current committees to administrative structure
5. Unstack committee meeting times/dates
6. Adopt Recommended Agenda Calendar to ensure coverage of topics expected by the Higher Learning Commission
7. Add an invited comment period for the Faculty Senate President, the Staff Council Chair, and the SGA President to every regular BOG meeting. If any of these members serve as their constituent's BOG representative, then another member of the constituent's leadership team should be asked to make comments.

**Glenville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Board of Governors Agenda Topics Calendar

COMMITTEE: Executive Committee

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Agenda Topics Calendar as presented.

MEMBER: Mr. Greg Smith, Chair

BACKGROUND:
(See attached)

Glenville State College Board of Governors

Agenda Topics Calendar – FY20

August 7th:

- Approve FY20 Budget
- Conduct Board Training
- Review All Issues Held from FY19 and Questioned By Members of the BOGs
- Orient New Board Members

October 23rd:

- Review Board's Code of Conduct and Ethics
- Review Conflict of Interest policy and collect signed documents
- Orient New Board Members
- Review Operational Plan for FY20
- Review Current Budget Impacts
- Review and Accept Auditor's Report from FY19
- Review Report on Student Default Rate and Other Student Financial Issues
- Review Student Life Report
- Review Enrollment Report and FY20 Enrollment Plans
- Review Student Persistence Report for FY19 – FY20
- Review Student Academic Assessment Results Report for FY19
- Review Student Complaints Report From FY19
- Review Training Activities Planned for FY20
- Review Institutional Advancement Plan
- Review Workforce and Community Development Plan
- Review Athletic Department Update
- Discuss the Presidential Search

December 4th:

- Review Current Budget Impacts
- Discuss Follow-up on Auditor's Report Actions
- Approve Recommendations on New Academic Awards, Changes to Program Lengths or credits, Elimination of Academic Awards
- Review Marketing Plans

February 5th:

- Approve FY21 Tuition and Fees
- Review Current Budget Impacts
- Review Contractual Relationships Report
- Review Board Policies - Recommended Changes
- Review Student Post-Graduation Report
- Approve Procedures and Time Lines for Presidential Evaluation

April 15th:

- Review Board Bylaws - Recommended Changes
- Review Current Budget Adjustments
- Review Academic Program Reviews
- Review Academic Consortial Relationships and Special Instructional Agreements Report
- Approve Recommended Changes to Policies Presented in February
- Review Anticipated Changes to Student Services for FY21
- Review Current Employee Demographics Report and Strategies to Address Any Challenges

June 10th:

- Approve Board Committee Assignments for FY21
- Approve Board Bylaws Changes Presented in April
- Review Current Budget Adjustments
- Review Faculty Research and Special Projects Report
- Review Institutional Advancement Report
- Review Operational Plan for FY21
- Review Update on Completion of Goals Set in the Strategic Plan
- Approve FY21 Budget
- Discuss Board Education Plans for FY21
- Conduct Board Self-Evaluation
- Finalize Presidential Evaluation

NOTES:

1. Beginning in FY21, 1/3 of the institution's policies should be reviewed each year.
2. Beginning in FY21, the following items should be reviewed and/or approved every three years: Board Bylaws, Board Policies, General Education Requirements and Philosophy (Alternate Years)
3. Beginning with the start of the new Strategic Plan, an annual operational plan should be created by the President and shared with the Board. The operational plan should address activities to meet the goals of the Strategic Plan, address goals not clearly associated with the Strategic Plan, and include a visioning/future's oriented section.
4. Beginning in FY21, the GSC vision and mission statements should be reviewed periodically, at least every 5 years or the length of the newest Strategic Plan, whichever is shortest.

**Glennville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Glennville State College FY21 Budget Time Line

COMMITTEE: Business and Finance

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Planning and Budget Time Line for FY21 as proposed.

MEMBER: Mr. John Beckvold

BACKGROUND:

Glenville State College

Planning and Operating Budget Timetable for FY21

PC = President's Cabinet M&C = Meet and Confer BOG = Board of Governors

8/26/19	Approve Budget Timetable	PC
9/16/19	Provost and Department Chairs Begin Course Fee Discussions	PROV
10/1/20	FY20 Operational Plan Completed	
10/10/20	FY20 Operational Plan Discussed at M&C	M&C
	Present Budget Timetable to College Community	M&C
10/14/20	FY20 Operational Plan Discussed	PC
10/23/19	Budget Timetable Presented to BOG	BOG
	FY20 Operational Plan Presented	BOG
11/15/19	Update Budget Models for Lessons Learned in FY20 and Prior Years	BOffice
12/9/20	Preliminary Tuition for FY21 Discussed	PC
	Course Fees Discussed	PC
12/16/19	Budget Assumptions Discussed at PC	PC
	Final PC Discussion on Tuition	PC
	Final PC Discussion on Fees	PC
1/6/20	Course Fees and Expense Reports for 1 st Semester Distributed	BOffice
1/9/20	FY21 Tuition Discussed at M&C	M&C
	Course Fees Discussed at M&C	M&C
1/13/20	Non-payroll Expense Detail Draft One Discussed	PC
	Tuition Recommendation Approved	PC
	Course Fees Recommendation Approved	PC
1/16/20	Budget Assumptions Discussed at M&C	M&C

1/27/20	Preliminary FY21 Enrollment Projections Discussed	PC
2/1/20	Tuition Discount Budget Discussed with FA	BOOffice
2/5/20	FY21 Tuition Approved	BOG
	Course Fees Approved for FY21	BOG
2/6/20	Final Tuition for FY21 Presented at M&C	M&C
	Final Course Fees as Approved Presented at M&C	M&C
2/17/20	Preliminary Review of Operational and Strategic Plan Goals and Challenges for FY21	PC
3/9/20	FY21 Budget Draft Discussed	PC
3/23/20	Second Review of Operational and Strategic Plan Goals And Challenges for FY21 – Budget Impacts	PC
4/2/20	Operational and Strategic Plan Goals and Challenges for FY21 – Budget Impacts Discussed at M&C	M&C
4/13/20	Non-payroll Expense Detail Draft Two Discussed	PC
4/27/20	Non-payroll Expenses for FY21 Approved	PC
	FY21 Budget Final Draft Discussed	PC
5/7/20	Non-payroll Expenses for FY21 Presented at M&C	M&C
	Final Draft of Recommended FY21 Budget Reviewed at M&C	M&C
5/18/20	Final FY21 Budget Recommendation Approved	PC
6/10/20	Final FY21 Budget Approved	BOG

NOTES: Monthly Updating of YTD Budget to Actual Expenses for FY20

Budget Timetable and Assumptions

Course Fees

Non-payroll Budget

Tuition

Submitted by: *Marty Carver, Vice President of Enrollment & Student Life*

- Recruitment plan is on schedule.
- Enhanced automated marketing and communications targeted at online student recruitment.
- Increased travel to out-of-state markets to generate more leads (message: affordability and lowered out of state tuition).
- Enhanced communication by EAB to our non-responder pool.
- New communication and additional travel scheduled to current GSC High School Dual Enrollment & Hidden Promise students to increase the melt of both populations.
- Created a new automated "Re-recruit" system to assist with re-recruiting our current student population for upcoming semesters.
- Increased the number on and off-campus face to face recruiting events
- Created a communication plan for academic departments to increase communication with recently applied and/or accepted students

Attachments/Enclosures:

- Fall 2019 Enrollment Report
- Fall 2020 Admissions Summary Report

Enrollment Breakdown and Y2Y Comparison

<i>Returning Traditional & Online</i>					
Class	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
<i>Freshman</i>	29	24	19	72	66.62
<i>Sophomore</i>	192	197	178	151	148.80
<i>Junior</i>	154	144	164	143	147.08
<i>Senior</i>	307	303	270	190	171.77
<i>Other</i>	1	0	1	2	0.46
Total	683	668	632	558	534.73

<i>New Traditional & Online</i>					
Stdnt Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
<i>Trans/Readm</i>	74	85	92	100	90.40
<i>First-time</i>	323	295	289	325	318.79
<i>Other</i>	2	1	1	0	
Total	399	381	382	425	409.19

<i>External Programs</i>					
Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
<i>Dual Enroll</i>	228	320	254	343	120.33
<i>FCI Gilmer</i>	81	57	60	87	58.07
<i>Huttonsville</i>	75	125	103	85	58.01
Total	384	502	417	515	236.41

<i>Summary</i>					
Category	Fall 2016	Fall 2017	Fall 2018	Fall 2019	F19 FTE
<i>Returning</i>	683	668	632	558	534.73
<i>New</i>	399	381	382	425	409.19
<i>External</i>	384	502	417	515	236.41
Total	1,466	1,551	1,431	1,498	1180.33

Definintions:

Freshmen: < 30 credits earned
 Sophomore: 30 - 59 credits earned
 Junior: 60 - 89 credits earned
 Senior: 90+ credits earned
 Other: Transient & Non-Degree seeking students

Notes:

*Not including DMAPS
 *Historical numbers are final semester counts
 **FTE = total credits divided by 15
 ***Report populated 9/3/2019 6:31:36 AM

	This Week Fall 2020	Last Week Fall 2020	+/- %	This Week Fall 2019	+/- %	This Week 3 Yr Avg	+/- %
Total Applications:	537	477	11.2%	898	-67.2%	592	-10.2%
Regular:	516	458	11.2%				
EAB:	21	19	9.5%				
Total Accepted:	314	124	60.5%	288	8.3%	186	40.8%
Regular:	171	90	47.4%				
Quick Admit:	143	34	76.2%				
APP-ACC%:	58.5%	26.0%		32.1%		31.4%	

Fall to Fall Retention

First-Time, Full-Time Freshmen

Program	F2012-F2013	F2013-F2014	F2014-F2015	F2015-F2016	F2016-F2017	F2017-F2018	F2018-F2019
Bachelor's	171-108(63%)	175-116(66%)	194-122(63%)	211-147(70%)	253-166(66%)	239-140(59%)	219-129(59%)
Associates	162-77(48%)	104-48(46%)	68-27(40%)	77-34(44%)	67-26(39%)	56-22(39%)	72-17(24%)
Total	333-185(56%)	279-164(59%)	262-149(57%)	288-181(63%)	320-192(60%)	295-162(55%)	291-146(50%)
<i>Retention of All Students</i>							
	F2012-F2013	F2013-F2014	F2014-F2015	F2015-F2016	F2016-F2017	F2017-F2018	F2018-F2019
Degree-Seeking	899-538(60%)	963-613(64%)	1040-671(65%)	1033-674(65%)	1095-709(65%)	1074-696(65%)	1010-629(62%)
All	1464-820(56%)	1334-730(55%)	1306-767(59%)	1328-742(56%)	1327-784(59%)	1397-766(55%)	1266-703(56%)
<i>Full-Time Bachelor's Student Retention</i>							
	F2012-F2013	F2013-F2014	F2014-F2015	F2015-F2016	F2016-F2017	F2017-F2018	F2018-F2019
First-Time Freshmen	171-108(63%)	175-116(66%)	194-122(63%)	211-147(70%)	253-166(66%)	239-140(59%)	219-129(59%)
All Freshmen	189-116(61%)	213-136(64%)	238-149(63%)	244-166(68%)	268-173(65%)	260-153(59%)	239-137(57%)
Sophomores	82-58(71%)	129-95(74%)	149-128(86%)	164-123(75%)	176-133(76%)	199-145(73%)	174-126(72%)
Juniors	80-63(79%)	114-95(83%)	124-104(84%)	148-127(86%)	151-128(85%)	144-126(88%)	158-131(83%)
<i>Full-Time Associate's Student Retention</i>							
	F2012-F2013	F2013-F2014	F2014-F2015	F2015-F2016	F2016-F2017	F2017-F2018	F2018-F2019
First-Time Freshmen	162-77(48%)	104-48(46%)	68-27(40%)	77-34(44%)	67-26(39%)	56-22(39%)	72-17(24%)
All Freshmen	189-90(48%)	149-74(50%)	104-50(48%)	101-49(49%)	81-32(40%)	67-29(43%)	85-21(25%)
Sophomores	20-14(70%)	49-27(55%)	44-23(52%)	23-15(65%)	23-6(26%)	20-9(45%)	27-16(59%)

*All numbers exclude DMAPS

*Degree Seeking excludes High-School, Other, and Students with majors identified as ND(Non-Degree-Seeking)

*Numbers may differ than fact book due to exclusion of DMAPS and Fact book data being based on census (October 15th) data

Fall to Spring Retention

First-Time, Full-Time Freshmen

Program	F2012-S2013	F2013-S2014	F2014-S2015	F2015-S2016	F2016-S2017	F2017-S2018	F2018-S2019
Bachelor's	171-147(86%)	175-148(85%)	194-165(85%)	211-188(89%)	253-214(85%)	239-194(81%)	219-167(76%)
Associates	162-122(75%)	104-78(75%)	68-49(72%)	77-61(79%)	67-42(63%)	56-35(63%)	72-38(53%)
Total	333-269(81%)	279-226(81%)	262-214(82%)	288-249(86%)	320-256(80%)	295-229(78%)	291-205(70%)
<i>Retention of All Students</i>							
	F2012-S2013	F2013-S2014	F2014-S2015	F2015-S2016	F2016-S2017	F2017-S2018	F2018-S2019
Degree-Seeking	958-795(83%)	1051-874(83%)	1121-941(84%)	1131-967(85%)	1175-984(84%)	1170-957(82%)	1117-878(79%)
All	1545-1198(78%)	1433-1066(74%)	1388-1030(74%)	1426-1066(75%)	1407-1061(75%)	1493-1102(74%)	1373-1011(74%)
<i>Full-Time Bachelor's Student Retention</i>							
	F2012-S2013	F2013-S2014	F2014-S2015	F2015-S2016	F2016-S2017	F2017-S2018	F2018-S2019
First-Time Freshmen	171-147(86%)	175-148(85%)	194-165(85%)	211-188(89%)	253-214(85%)	239-194(81%)	219-167(76%)
All Freshmen	189-160(85%)	213-176(83%)	238-196(82%)	244-212(87%)	268-223(83%)	260-211(81%)	239-177(74%)
Sophomores	82-71(87%)	130-114(88%)	149-141(95%)	164-138(84%)	176-158(90%)	199-170(85%)	174-146(84%)
Juniors	80-73(91%)	114-101(89%)	124-118(95%)	148-140(95%)	152-137(90%)	145-136(94%)	158-143(91%)
<i>Full-Time Associate's Student Retention</i>							
	F2012-S2013	F2013-S2014	F2014-S2015	F2015-S2016	F2016-S2017	F2017-S2018	F2018-S2019
First-Time Freshmen	162-122(75%)	104-78(75%)	68-49(72%)	77-61(79%)	67-42(63%)	56-35(63%)	72-38(53%)
All Freshmen	189-142(75%)	149-107(72%)	104-77(74%)	101-81(80%)	81-50(62%)	67-41(61%)	85-44(52%)
Sophomores	20-18(90%)	49-39(80%)	44-37(84%)	23-20(87%)	23-18(78%)	20-17(85%)	27-24(89%)

*All numbers exclude DMAPS

*Degree Seeking excludes High-School, Other, and Students with majors identified as ND(Non-Degree-Seeking)

*Numbers may differ than fact book due to exclusion of DMAPS and Fact book data being based on census (October 15th) data

Spring to Fall Retention
First-Time, Full-Time Freshmen

Program	S2013-F2013	S2014-F2014	S2015-F2015	S2016-F2016	S2017-F2017	S2018-F2018	S2019-F2019
Bachelor's	13-5(38%)	15-9(60%)	9-7(78%)	9-4(44%)	16-8(50%)	9-9(100%)	20-12(60%)
Associates	13-10(77%)	5-3(60%)	14-8(57%)	12-6(50%)	1-0(0%)	7-3(43%)	20-9(45%)
Total	26-15(58%)	20-12(60%)	23-15(65%)	21-10(48%)	17-8(47%)	16-12(75%)	40-21(53%)
Retention of All Students							
	S2013-F2013	S2014-F2014	S2015-F2015	S2016-F2016	S2017-F2017	S2018-F2018	S2019-F2019
Degree-Seeking	934-663(71%)	990-709(72%)	946-715(76%)	960-712(74%)	1001-731(73%)	942-723(77%)	885-668(75%)
All	1297-861(66%)	1186-771(65%)	1181-748(63%)	1201-755(63%)	1169-772(66%)	1177-755(64%)	1107-746(67%)
Full-Time Bachelor's Student Retention							
	S2013-F2013	S2014-F2014	S2015-F2015	S2016-F2016	S2017-F2017	S2018-F2018	S2019-F2019
First-Time Freshmen	13-5(38%)	15-9(60%)	9-7(78%)	9-4(44%)	16-8(50%)	9-9(100%)	20-12(60%)
All Freshmen	136-85(63%)	151-106(70%)	120-77(64%)	123-84(68%)	151-103(68%)	129-86(67%)	104-68(65%)
Sophomores	106-87(82%)	142-108(76%)	192-162(84%)	175-142(81%)	183-155(85%)	208-159(76%)	187-150(80%)
Juniors	116-101(87%)	122-112(92%)	136-119(88%)	184-164(89%)	162-141(87%)	166-153(92%)	175-157(90%)
Full-Time Associate's Student Retention							
	S2013-F2013	S2014-F2014	S2015-F2015	S2016-F2016	S2017-F2017	S2018-F2018	S2019-F2019
First-Time Freshmen	13-10(77%)	5-3(60%)	14-8(57%)	12-6(50%)	1-0(0%)	7-3(43%)	20-9(45%)
All Freshmen	133-81(61%)	81-44(54%)	68-35(51%)	75-37(49%)	67-25(37%)	56-38(68%)	53-22(42%)
Sophomores	37-26(70%)	53-40(75%)	42-30(71%)	34-25(74%)	28-10(36%)	19-14(74%)	14-11(79%)

*All numbers exclude DMAPS

*Degree Seeking excludes High-School, Other, and Students with majors identified as ND(Non-Degree-Seeking)

*Numbers may differ than fact book due to exclusion of DMAPS and Fact book data being based on census (October 15th) data

*Spring 2019 Banner data suggests there were 0 First-Time Freshman. However, when filtering based on minimum term credits were earned, there were 74. There appears to be an error in the data for this term.

Submitted by: *Marty Carver, Vice President of Enrollment & Student Life*

- Assigned programming and communication of the intramural sports program to two experienced staff members to help increase student participation.
- Scheduled improvements in Lilly Gymnasium to provide students with a better intramural sports experience (goals/scoreboards).
- Purchased and helped develop HeadsUp Glenville State Phone App to provide better communication to current students from all departments of the college including residence life and activities.
- Hired an eSports and Outdoor Adventure Coordinator.
- Outdoor Adventure equipment was purchased to provide students with a better experience.
- Weekend van trips are being scheduled to/from Clarksburg and/or Charleston to provide students without transportation more opportunities for shopping and entertainment (goal is one trip per month).
- Pioneer Village buildings 1, 2, and 6 have been remodeled.

Attachments/Enclosures:

- Residence Hall Occupancy Report
- Financial Aid- Student Default Rate

Glennville State College Student Housing Report

	Singles	Doubles	Total	%
FALL 2019				
Goodwin Hall-Actual	161	238	637	82.1%
Capacity	192	292	776	
Pioneer Village-Actual	144		144	92.3%
Capacity	156	N/A	156	
Riverfront-Actual	69		69	78.4%
Capacity	88		88	
Overall			850	83.3%
Capacity			1020	
FALL 2018				
Goodwin Hall-Actual	180	259	698	89.9%
Capacity	192	292	776	
Pioneer Village-Actual	145		145	92.9%
Capacity	156		156	
Riverfront-Actual	30 *		30	68.2%
Capacity	44		44	
Overall			873	89.4%
Capacity			976	
FALL 2017				
Goodwin Hall-Actual	186	271	728	93.8%
Capacity	192	292	776	
Pioneer Village-Actual	143		143	94.1%
Capacity	152 **		152	
Riverfront-Actual				
Capacity	N/A		N/A	
Overall			871	93.9%
Capacity			928	

* Riverfront was only partially completed in fall 2018.

** One suite in Pioneer Village was not available in Fall 2017.

	Default Rate	Release Date
FY2014	19.70%	September 2017
FY2015	17.20%	September 2018
FY2016	17.60%	September 2019
FY2010	23.90%	Highest on record

What Is Being Done

Glenville State College partners with Inceptia, a division of the National Student Loan Program (NSLP). Inceptia is a nonprofit organization providing leadership and innovation in higher education access, verification, student loan repayment, default prevention, financial education, and more. Inceptia works with schools to "create a world where students are less burdened by the anxiety of student loan debt, where financial aid offices are freed from time-consuming processes and tasks that pull them away from helping students, and where default rates continue to fall even as loan amounts increase."

Before partnering with Inceptia, as you can see from the data above, Glenville's CDR was in the 20-25% range and nearing federal aid sanctions.

If a school's three most recent official CDRs are 30% or greater for the three year calculation, such a school will lose direct loan and Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

If a school's current official CDR is greater than 40% for the three year calculation, such a school will lose direct loan and Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

In the partnership with Inceptia, Inceptia uses skip tracing to find students, contacts them by phone, email, and mail, and performs debt counseling with both delinquent and defaulted students. They put students in contact with their loan servicers and provide counseling regarding loan rehabilitation, deferment, forbearance, and consolidation as well.

As time allows, the GSC Financial Aid Office also analyzes CDR data and makes phone calls and sends letters and emails to delinquent and defaulted borrowers.

Submitted by: *Jesse Skiles, Director of Athletics*

- Golf competed two weeks ago in the first MEC Championships of the 2019-20 academic year. The women placed seventh, just missing the cut in a playoff. The men finished ninth.
- Football has opened 3-3, while soccer and volleyball each have two non-conference wins on the board.
- As per last year's funding plan, we have tabulated what programs hit their roster goals for fall 2019, and which programs came in under budget. 2020-21 numbers will be distributed accordingly.
- As a department, the athletic teams brought in 244 new students to the 2019 incoming class. Our total on the athletic rosters is now at 408, with an additional 35 that were on opening days rosters, have quit the team, but remain at the institution. This brings our total countable roster tally to 443.
- We have chosen the wrestling coach we wish to hire, but we are working on some additional details to the position before closing.
- We are facing some challenges in terms of practice times; both with facilities as we add sports, and with the many student-athletes not getting out of class until after 4:00 each day.
- We have set a goal for a total of 450 student-athletes on the roster for fall of 2020.

**Glenville State College Degree Inventory Using Language Consistent with WV HEPC Series 11
(AA-9/20/2019)**

Degree program: A degree program is an area of study approved as such by the institution and the Commission and listed on the official Commission inventory of degree programs, e.g. English, Social Work, and Physical Education. The degree, which is an award signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation, e.g. B.A. - Bachelor of Arts, B.S. - Bachelor of Science, A.S. - Associate of Science, etc. The content and length of the proposed academic program shall follow practices common to institutions of higher education. The commonly accepted program length is 120 semester credits for bachelor’s degrees.

All proposed undergraduate degree programs shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs. The undergraduate general education component shall be documented. The minimum requirement for general education for all undergraduate programs delivered through the traditional distributed curricula is 24 for associate’s degrees, and 30 for bachelor’s degrees. If the general education component is delivered through integrated, embedded, interdisciplinary, or other accepted models, institutions must demonstrate that the program meets minimum requirements equivalent to the distributed model.

Major: A major is a field of study within an approved degree program, having its own curriculum. A degree program may have more than one major. In some instances the degree program may be the same as the major, e.g. for the degree program BS Biology the major is Biology.

Area of emphasis: An area of emphasis is a specific subject area of study which has defined course offerings within an approved degree program and major. Normally, a minimum of twelve (12) and no more than eighteen (18) hours would be expected for an area of emphasis within a baccalaureate degree program. Typically, a minimum of six (6) and no more than nine (9) credit hours would be expected for an area of emphasis within an associate degree program.

Minor: A baccalaureate minor is earned in a specific subject area of study and must be composed of at least twelve (12) credit hours of course work. A student may not earn a baccalaureate minor in a subject area in which he/she is earning a baccalaureate major.

Certificate: A certificate program (as distinguished from the one-year Certificate Degree Program offered by the community and technical colleges) is a coherent, specialized curriculum designed for students in search of a specific body of knowledge for personal/career development or professional continuing education. The certificate program is not attached to a degree program, although credit hours earned in a certificate program may be applied to a degree if they are deemed appropriate by the institution. The awarding of a certificate upon completion of the program is not contingent upon completion of a degree program. The certificate would appear on the student’s transcript and an institution may issue an official certificate of completion. Normally, a minimum of six (6) and no more than nine (9) credit hours would constitute a certificate program at the associate level, and a minimum of twelve (12) and no more than twenty-one (21) would constitute a certificate program at the baccalaureate level.

Following these guidelines, Glenville State College offers 6 degrees and 22 programs.

Degree	Program	Major	Area of Emphasis
Associate of Arts	General Studies	General Studies	Yes
Associate of Science	Business	Business	No
Associate of Science	Criminal Justice	Criminal Justice	No
Associate of Science	Forest Technology	Forest Technology	No
Associate of Science	Land Surveying	Land Surveying	No

Degree	Program	Major	Area of Emphasis
Bachelor of Applied Science	Applied Science	Applied Science	No
Bachelor of Arts	Art	Art	No
Bachelor of Arts	Chemistry	Chemistry	No
Bachelor of Arts	Comprehensive	Health and Physical Education (PreK - Adult)	No
Bachelor of Arts	Comprehensive	Music (PreK - Adult)	No
Bachelor of Arts	Education	Early Education (Pre-K)	Yes
Bachelor of Arts	Education	Elementary Education (K-6)	Yes
Bachelor of Arts	Education	Secondary Biological Sciences (9-Adult)	No
Bachelor of Arts	Education	Secondary Chemistry (9-adult)	No
Bachelor of Arts	Education	Secondary English (5-adult); (5-9)	No
Bachelor of Arts	Education	Secondary General Science (5-adult); (5-9)	No
Bachelor of Arts	Education	Secondary Mathematics (5-adult); (5-9)	No
Bachelor of Arts	Education	Secondary Social Studies (5-adult); (5-9)	No
Bachelor of Arts	Education	Special Education-Multi-Categorical (K-6)	Yes
Bachelor of Arts	English	English	No
Bachelor of Arts	History	History	No
Bachelor of Arts	Interdisciplinary Studies	Interdisciplinary Studies	No
Bachelor of Arts	Music	Music	No
Bachelor of Science	Business Administration	Accounting	No
Bachelor of Science	Business Administration	Computer and Information Systems	No
Bachelor of Science	Business Administration	Management	No
Bachelor of Science	Business Administration	Integrated Marketing	No
Bachelor of Science	Business Administration	Sport Management	No
Bachelor of Science	Behavioral Science	Behavioral Science	No
Bachelor of Science	Biology	Biology	No
Bachelor of Science	Criminal Justice	Administration of Justice	No
Bachelor of Science	Criminal Justice	Field Forensics	No
Bachelor of Science	Health and Human Performance	Athletic Conditioning and Coaching	No
Bachelor of Science	Health and Human Performance	Exercise Science	No
Bachelor of Science	Health and Human Performance	Health Promotion	No
Bachelor of Science	Interdisciplinary Studies	Interdisciplinary Studies	No
Bachelor of Science	Natural Resource Management	Criminal Justice	No
Bachelor of Science	Natural Resource Management	Energy and Land Management	No
Bachelor of Science	Natural Resource Management	Environmental Science	No
Bachelor of Science	Natural Resource Management	Forest Technology	No
Bachelor of Science	Natural Resource Management	Land Surveying Technology	No
Regents Bachelor of Arts	Regent Bachelor of Arts	Regent Bachelor of Arts	No



Update October 23, 2019 Board Meeting

Current Activities within the Workforce and Community Development unit at GSC include the following:

- Increasing Dual Enrollment partners by three counties and four schools for a current enrollment of 432 up from 254 last year
- Fortifying Enrollment at Second Chance Pell sites to 173 from last year's fall number of 163
- Discussing Coordination of E-Learning sites with partner schools
- Creating more opportunities for students in dual enrollment programs (additional courses, additional sites, incentives for attending GSC following dual enrollment work at public schools, greater connections for current students to the GSC campus)
- Expanding career services initiatives into the greater GSC community and region, connecting business and industry employees with opportunities to explore career advancement and enhancement
- Building relationships with business and industry partners to develop certificate programs for their employee base that will also be available to our students while completing their degrees
- Hosting an onsite visit by the VERRA Institute examining the delivery and operation of the Second Chance Pell program at our two existing sites
- Identifying additional Dual Enrollment and potential Second Chance Pell sites for expansion

HLC Federal Compliance

FEDERAL REGULATION POLICIES This section outlines the requirements established by HLC to ensure that it and its affiliated institutions comply with federal regulations. It provides references to HLC policies, as well as an explanation of each requirement and links to related materials, including HLC forms and procedures. The section also notes the specific Assumed Practices and Core Components of the Criteria for Accreditation that are related to each requirement and that institutions must ultimately satisfy. Note: These HLC requirements are subject to change based on federal regulations.

ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION POLICY NUMBER FDCR.A.10.020
Explanation of This Requirement HLC's intent is (1) to review an institution's policies regarding the award of credit in relation to the types of courses, disciplines, programs, credential levels and formats offered, regardless of modality; (2) to determine whether the institution follows those policies in practice; and (3) to review the institution's process for verifying length of academic period and compliance with credit hour requirements through course scheduling. Institutions should make sure that they have a policy or set of policies and procedures for assigning credit hours for all types of courses, disciplines, programs, credential levels, formats, regardless of modality. Institutions that provide instruction through online, alternative, compressed or other formats should also have policies that address how learning is determined, organized and evaluated, and how the institution determines instructional equivalencies. An institution should be able to demonstrate that it assigns credit hours to courses following institutional policy, taking into consideration the instructional time provided to students and the calendar format. Degree and certificate programs should have overall credit hour requirements. In addition, the institution should be able to justify tuition variations for a particular program or 3 June 2019 | Official HLC Procedure | Contact: legalaffairs@hlcommission.org programs based on costs for offering that degree, the length of the program, or the objectives of the program. Should the institution plan to make any significant change to credit hour assignments or degree program requirements, the institution is required to seek HLC approval prior to making that change. The institution should review the substantive change requirements related to clock and credit hours on HLC's website for more information.

INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS POLICY NUMBER FDCR.A.10.030 Explanation of This Requirement The institution is expected to demonstrate that it utilizes a systematic complaint-tracking process that best fits its needs. Whatever approach the institution takes, the institution should demonstrate that its process effectively allows student complaints to be received, tracked and handled in a timely manner. While, the institution and team will receive copies (or other notification) of any student complaints filed directly with HLC prior to the evaluation visit, institutions are not required to supply any student complaints as part of demonstrating compliance with this requirement.

PUBLICATION OF TRANSFER POLICIES POLICY NUMBER FDCR.A.10.040 Explanation of This Requirement
The institution must disclose its transfer policies to students and to the public. Its policies should contain information about the criteria the institution uses to make transfer of credit decisions. The institution must also list information about its articulation agreements with other institutions. The information the institution provides should include any program-specific articulation agreements in place. Also, the information the institution provides should list the specific credits that articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.) and include whether the articulation agreement anticipates that the institution under HLC review does the following: 1. Accepts credits for courses offered by the other institution(s) through the articulation agreement. 2. Offers courses for which credits are accepted by the other institution(s) through the articulation agreement. 3. Both offers courses and accepts credits with the other institution(s) in the articulation agreement.

PRACTICES FOR VERIFICATION OF STUDENT IDENTITY POLICY NUMBER FDCR.A.10.050 Explanation of This Requirement
Institutions must verify the identity of students who participate in courses or programs provided through distance or correspondence education. The institution may use any number of approaches to verify student identity so long as the institution can demonstrate the effectiveness of its approach(es). Additionally, if the method by which the institution verifies student identity will incur a cost to the student (such as a fee for a proctored exam), the institution must disclose that cost to the student at the time of registration or enrollment. The institution must also demonstrate that it is making reasonable efforts to protect student privacy in verifying student identity.

TITLE IV PROGRAM RESPONSIBILITIES POLICY NUMBER FDCR.A.10.060 Explanation of This Requirement
The institution is expected to provide HLC with information regarding each of the following components:
• General Program Responsibilities • Financial Responsibility Requirements • Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures • Student Right to Know/Equity in Athletics • Satisfactory Academic Progress Policy
The institutional staff members compiling this information should work with the financial aid office and the chief financial officer or comptroller to identify material that will be responsive to any specific requests made by HLC. (HLC may inquire separately into an institution's strategies to reduce its default rates in cases where such rates are first identified as in need of improvement by the U.S. Department of Education.) 4 June 2019 | Official HLC Procedure | Contact: legalaffairs@hlcommission.org

PUBLICATION OF STUDENT OUTCOME DATA POLICY NUMBER FDCR.A.10.070 Explanation of This Requirement
Affiliated institutions must demonstrate that they make student outcome data easily accessible to the public. These data should be available on the institution's website and should be clearly labeled. Any technical terms in the data should be defined, and any necessary information on the method used to compile the data should be included. Data may be provided at the institutional or department level or both, but the institution must disclose student outcome data that address the broad variety of its programs (whether undergraduate or graduate, as applicable), including outcome data from each program level.

STANDING WITH STATE AND OTHER ACCREDITING AGENCIES POLICY NUMBER FDCR.A.10.090

Explanation of This Requirement An institution must disclose to HLC its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. The expectation is that the disclosure will fairly and accurately represent the institution's relationship and will proactively inform HLC of any negative action that significantly qualifies that status (e.g., sanction). An institution need not disclose routine monitoring imposed by other accrediting agencies.

2019 – 2020 Advancement Operational Plan

- I. Execute our Annual Fund Campaign to raise \$100,000 to support the overall mission of the College, retain our current donors, and increase the number of new donors.
- II. Implement a new Marketing Plan to inform our constituents the IMPACT they can make through Planned Giving.
- III. Women’s Leadership Circle (WLC) is a women’s giving circle started July 1, 2019 and sponsored by the Glenville State College Foundation. WLC was founded on the basis of fellowship, opportunity, and philanthropy.
- IV. Improve the overall communication with our Alumni & Friends.
- V. Increase our Alumni presence on campus, involved with our students and participation, in our events.
- VI. Implement a Stewardship Plan acknowledging all gifts focusing on new givers and annual gift milestones.
- VII. Develop a prioritized list, a more collaborative master list of fundraising initiatives, needs and capital projects for our team to be able to focus on.
- VIII. A new partnership with the Grant Advantage, a Grant Writing Consultant to research, write, and submit grants when needed to bring additional funding to Glenville State College.
- IX. Establish a Staff Training process that contributes to professional development and advancement within and across all units:
- X. Implementing a new annual athletic fundraising plan that is both strategic and comprehensive.
- XI. Update our Bylaws, records, policies and procedures to match current office action and overall best practices.
- XII. Develop a Scholarship Marketing Campaign Plan to make college more affordable for years to come.

Human Resources – Staff Development Training Modules SafeColleges

All employees will be required to complete the following training modules:

- Active Shooter (Staff)
- Americans with Disabilities Act Overview
- FERPA: Confidentiality of Records
- Sexual Harassment: Policy & Prevention
- Sexual Harassment: Staff-to-Staff: Complete
- Title IX and Sexual Misconduct

Additionally, all supervisors will complete these additional training modules:

- Conducting Job Interviews
- Customer Service: Administration
- Discrimination Awareness in the Workplace
- Performance Evaluations
- Performance Management
- Terminations: Practice & Procedure



Student Complaint Reporting Policy

Glenville State College respects the rights of students to pursue a quality education and to engage with the College's services, personnel and activities in an environment free of inappropriate behavior or undue conflict. This policy provides students with a pathway to file a formal complaint regarding personnel or situations impeding a student's educational experience.

An individual who is currently a part-time or full-time student or who has been a student within the past two semesters (one year) when the underlying facts and circumstances of the complaint first occurred and who has not been suspended or dismissed or otherwise is required to re-apply for admission.

A student complaint is any written complaint made and signed by a student that is received by the Provost.

The following matters are not handled as Student Complaints within the scope of this policy:

- Complaints or grievances arising from or in connection with student employment at GSC. These complaints should be directed to the College's Human Resources office.
- A grade appeal; except that unethical, illegal, or improper conduct of a faculty member may be the subject of a Student Complaint.
- Curriculum matters, including waiver of course requirements. These issues are to be directed to the Provost through the appeal process.
- Registration complaints and appeals must be directed to the Registrar.
- Financial Aid appeals are to be directed to the Financial Aid office.
- Sexual misconduct, sexual harassment, domestic violence, dating violence, stalking, and retaliation are governed under separate policy and are to be reported to one of the following Title IX Coordinators: Ms. Ann Reed at Ann.Reed@glenville.edu or Ms. Tegan McEntire at Tegan.McEntire@glenville.edu.

When a student encounters a problem on campus that he/she does not know how to resolve, he/she should always try to work the problem out by first discussing it with those involved. Dealing with concerns in the most direct and honest fashion should always be the first step toward resolution. Many problems are resolved when a student makes an appointment with a faculty or staff member and calmly and honestly communicates concerns.

If, however, an issue or problem still exists, a student may initiate the formal complaint procedures at Glenville State College. All formal complaints must be put in writing and must be signed by the student. The complaint form must be delivered via mail, in person, or email to the Provost, Dr. Gary Morris at: **Glenville State College, 200 High Street, Glenville, WV 26351; Gary.Morris@glenville.edu; 304.462.6113.**

The Provost's office is not an advocate for any party in a dispute but is an advocate for a fair process. The Provost may refer the complaint to one of the College's senior leaders to resolve. The Provost will help the student identify other agencies external to the College which may be available for assistance with a complaint.

A record of the complaint and its disposition will be maintained in the Office of the Provost for a minimum of two years. The following information will be retained:

- The date the Student Complaint was received.
- The student(s) identified with the complaint.
- The nature of the complaint, including the name(s) of any employee associated with the complaint.
- The College officials who were asked to address the complaint and the steps taken to resolve it.
- The final resolution or disposition of the complaint.
- Any external actions taken by the complainant, if any, of which the Provost becomes aware.



Student Complaint Form

Please refer to the Student Complaints Policy

<https://www.glenville.edu/academics/student-complaint>

before filling out this form. This form is to be used to submit a formal complaint a student has been unable to satisfactorily resolve with the faculty, staff, students or others involved.

Please complete all portions of this form so that your complaint may be directed to the proper College officials.

Complaints may be submitted anonymously; however, unless you include your contact information, GSC will be unable to investigate your complaint or respond back to you regarding the matter.

Section 1: Personal Information

Your full legal name (as enrolled):

Major:

Expected Year of Graduation:

Address:

Email Address:

Phone:

Preferred method of contact:

Email

Phone

US Mail

Section 2: Information about your complaint

First date on which the events or issues occurred:

Name(s) of the person(s) involved:

Please describe your complaint in detail. Include the names of persons, locations, and dates involved. If this complaint is against a specific person(s), please list their names and titles.

**What attempts have you made to resolve this complaint up to now?
Please state who you contacted and what transpired.**

Why do you think the complaint was not able to be resolved in your prior attempts?

What resolution would you consider fair? What resolution do you seek?

Is there any other information you want to provide? For instance, is there any person who you do NOT want to be told of your complaint? (Keep in mind that it may be difficult to resolve if those involved cannot be asked to explain or to respond.) NOTE: RETALIATION AGAINST A STUDENT FOR MAKING A COMPLAINT IS ABSOLUTELY PROHIBITED AND WILL BE CONSIDERED A SERIOUS VIOLATION OF PROFESSIONAL RESPONSIBILITY.

I hereby certify that the above information is true and correct to the best of my knowledge and belief. I give my permission for this complaint to be forwarded to GSC officials for the purposes of investigation and response.

Signature:

Date:

Continuous Quality Review

Continuous Quality Improvement consists of systematic processes for identifying, describing, and analyzing strengths and challenges and then designing or redesigning ways to address challenges by using organizational strengths. The administrative leadership at GSC is committed to improving all aspects of our policies, practices, and structures through the systematic review of our leadership offices and units. To this end we are committed to reviewing, over the course of two years, each of the following administrative offices and units:

- Business
- Advancement
- Admissions and Student Life
- Athletics
- Workforce and Community Development
- Academic Affairs
- Human Resources
- Technology
- Marketing and Public Relations

Methodology: The President's Cabinet member responsible for each of the units listed above will, in consultation with the College's President, establish a 5-member CQI Review committee to engage with the unit's administrative leader and members of the unit. The committee will consist of the following representatives: One individual knowledgeable about the typical operations of the unit but who is not an employee of GSC. One member of the faculty or staff outside of the unit who has expertise in the work of the unit. Two members of the staff or faculty who are directly impacted from the unit's work but who is outside of those reporting directly through the unit. One of the college's other Cabinet members. The unit's administrative leader will also be a member of the CQI team.

Process:

- Create a CQI team.
- Define the goal. (Not all aspects of a unit need to be reviewed, though a comprehensive review may be desired by the President and the unit's administrative leader.)
- Define the needs of those who interact with the unit.
- Describe the baseline information relating to the goal. This information describes what IS.
- Determine what success looks like. How will we know if the addressing of challenges has been successful? This information describes what IS DESIRED IN THE FUTURE.
- Build a plan of action which will help the team identify unit strengths and challenges.
- Recommend actions to be taken and/or processes to be changed which will address the stated goal.
- Complete a brief report which outlines the items listed above in the Process list.

Performance Evaluation Process President's Cabinet Members

The purpose of evaluation of executive leaders is to assess the performance of individuals in relation to the context of the College's mission, vision, and strategic goals. The role of any senior administrator is complex, diverse, and significant in the life of the institution. Accordingly, the evaluation of these individuals must reflect the roles and scope of administrative responsibilities, the creation and achievement of goals, and the professional attributes of the individual which help to build institutional excellence. The evaluation process must be set within a climate which promotes positive growth in professional competence and leadership. It must be designed to effectively evaluate the individual's achievements and to assist the administrator in self-improvement, professional growth, and increased effectiveness in the performance of work-related responsibilities.

Formal evaluation promotes accountability.

Evaluation provides an institutional context for judging performance.

Evaluation promotes and strengthens effective leadership.

Evaluation provides systematic evidence of effectiveness, thereby reducing capricious judgment.

*Formal evaluation provides a means of checking institutional goal achievement. **

**From McKerrow and Dennis, Evaluation of University Presidents: Broadening the Perspective*

The evaluation of Glenville State College's President's Cabinet members shall consider, but not be limited to the following competencies:

- I. Leadership Skill and Ability.** Demonstrates the ability to perform responsibilities as defined in the position description, to carry out those responsibilities, take initiative, build on a vision, motivate others, exercise good judgment, act ethically, and foster a campus climate of inclusion.
- II. Decision-making and Problem-solving.** Demonstrates the ability to include appropriate individuals in the decision-making process, to gather adequate information before making a decision, to consider alternative solutions to problems, and to make decisions in a timely manner.
- III. Administrative and Management skills.** Demonstrates the ability to organize, set priorities, delegate, communicate expectations clearly, accept input and give directions, and to work well under pressure.
- IV. Concern for others.** Demonstrates the ability to create and sustain a climate of respect and high morale, maintain accessibility, facilitate professional development in others, and recognize others' accomplishments.
- V. Communication.** Demonstrates the ability to communicate clearly, regularly and appropriately while using various forms of communication to inspire others.
- VI. External Relations.** Provides a progressive and professional image to the community and encourages the development of external partnerships which will enhance the work of the College.

Evaluation Procedures:

1. Complete a self-assessment.
2. Complete a campus snapshot assessment.
3. Meet with the College's President to conclude the evaluation process.

President's Cabinet Member Self-Assessment Evaluation Process

Name:

Date:

Please respond to each of the questions listed below. Please be specific and limit each response to no more than a page.

1. Describe something (event, project, situation, etc.) that you believe demonstrated your leadership skills most clearly. What impact on the college or community did this particular example have?
2. Describe a situation in which you were not particularly pleased with how well you performed. What, specifically, did you find hindered you from demonstrating stronger leadership skills? What is your plan to ensure that you use this situation as a learning moment?
3. What issues, opportunities, or problems emerged during the year that you could not anticipate? How did you address these?
4. How would you evaluate your attainment of progress towards meeting your annual operational goals?
5. What do you see as the critical professional skills, attitudes, or behaviors needing attention in the next year so that you can provide stronger leadership to GSC?

President's Cabinet Member List of Colleague Evaluators

GSC's President will have members of the College's community complete an evaluation instrument on each member of the President's Cabinet. These evaluations will serve to provide additional data to the Cabinet member and the President regarding areas of strength demonstrated by the Cabinet member and areas of leadership which might be strengthened.

The following categories of employees will be considered when determining which employees will complete the evaluation instrument.

The President will choose at least 6 but no more than 10 individuals from the following list:

- Faculty Senate President
- Staff Council Chair
- Student Government Association President
- Department Chairs or Direct Non-Support Staff
- Administrative Support Staff
- Additional President's Cabinet Members

The Cabinet Member will choose at least 4 but no more than 10 additional individuals from the following list:

- Faculty Members
- Supervisory Personnel outside his/her immediate area of responsibility
- Direct-report Staff
- Other Non-Direct-Report Staff within his/her area of responsibility
- Additional President's Cabinet Members

The President will make the final decision regarding individuals to be asked to complete the evaluation should a disagreement between the President and Cabinet Member exist.

President's Cabinet Member Evaluation

Cabinet Member's Name:

Evaluation Year:

Directions: You have been identified as someone who can provide a relevant performance evaluation of the President's Cabinet member named above. The information you provide will be kept confidential, will be combined with information provided by other reviewers and will be used in summary fashion only as the President conducts this individual's annual performance review.

Please complete this form using your own understanding of the individual's role at GSC and your own perceptions of the individual's performance. It is not desired nor expected that your responses are given on behalf of any constituency group.

President's Cabinet members are evaluated, in part, on professional skill and ability, including leadership skills, communication skills, administrative/managerial skills, and professional knowledge and expertise. To assist the President in evaluating the individual named above, please circle your response to each indicator of performance and include any relevant comments you wish to make regarding the individual's performance.

If you believe you cannot comment on this individual's performance, please immediately speak to the President.

Thank you for taking the time to engage in a thoughtful review of this Cabinet Member's performance during the past year.

President's Cabinet Member Evaluation Criteria

Leadership: This cabinet member:

- **5 4 2 1** Adheres consistently to fundamental values of honesty, integrity, fairness, and inclusiveness.
- **5 4 2 1** Builds teamwork among colleagues across the campus.
- **5 4 2 1** Delegates authority and responsibilities appropriately.
- **5 4 2 1** Demands high standards through clearly stated expectations and personal conduct.
- **5 4 2 1** Has a coherent vision for the institution and takes initiative to build on that vision, promoting innovation and change.
- **5 4 2 1** Fosters an environment on campus in which all people feel genuinely included.

Comments: Cite specific examples of performance, if possible.

Decision-making and Problem-solving:

- **5 4 2 1** Works hard to address problems forthrightly and solve them productively
- **5 4 2 1** Gathers information needed for sound decision-making.
- **5 4 2 1** Considers alternate solutions to issues or problems.
- **5 4 2 1** Makes sound decisions in a timely manner.

Comments: Cite specific examples of performance, if possible.

Administrative/Managerial Skill:

- **5 4 2 1** Is organized and effectively structures time to accomplish tasks.
- **5 4 2 1** Demonstrates tenacity but also adapts to and promotes change when appropriate.
- **5 4 2 1** Works well under pressure, responds well to crisis and has a high tolerance for ambiguity.
- **5 4 2 1** Provides for broad participation and collaboration in planning and decision-making.

Comments: Cite specific examples of performance, if possible.

Concern for Others:

- **5 4 2 1** Creates a climate of respect and high morale.
- **5 4 2 1** Is accessible to faculty and staff.
- **5 4 2 1** Helps to facilitate employees' professional development.
- **5 4 2 1** Recognizes outstanding performance of others.
- **5 4 2 1** Promotes an environment which nourishes student growth and achievement.

Comments: Cite specific examples of performance, if possible.

Communication Skill:

- **5 4 2 1** Regularly exhibits the ability to inform and persuade others in written and oral communication.
- **5 4 2 1** Effectively articulates and conveys needs and goals to others.
- **5 4 2 1** Listens well and is receptive to the ideas of others.
- **5 4 2 1** Keeps others informed about critical issues under the Cabinet Member's direct area of responsibility.

Comments: Cite specific examples of performance, if possible.

External Relations:

- **5 4 2 1** Portrays a progressive and professional image of GSC.
- **5 4 2 1** Relates well to the external community.
- **5 4 2 1** Is accessible and involved with the community.
- **5 4 2 1** Encourages partnership with the community, business, industry, and other educational institutions.

Comments: Cite specific examples of performance, if possible.

Additional Comments:

Operational Plan FY20

Section III: Futures Planning

Glennville State College is poised to undertake several significant initiatives over the next five years which will better serve and retain our current students, will connect us more directly to our local and regional communities and will broaden the student populations we serve.

- Expansion of on-line learning initiatives, including:
 - Offering of fully on-line degree programs in criminal justice, education, and business
 - Strengthening the core general education on-line components
 - Development of e-learning centers in surrounding communities
- Expansion of delivery methods and learning sites with our educational community partners, including:
 - Establishing course offerings in two additional correctional facilities
 - Creating more opportunities for students in dual enrollment programs (additional courses, additional sites, incentives for attending GSC following dual enrollment work at public schools, greater connections for current students to the GSC campus)
 - Designing greater connections with the state's community and technical colleges (formalized articulation agreements, focused recruitment, increased financial benefits)
 - Establishing sustained relationships with the state's veterans' centers and creating coherent pathways for veterans seeking education at GSC
 - Expanding career services initiatives into the greater GSC community and region, connecting business and industry employees with opportunities to explore career advancement and enhancement
- Creation of new educational offerings, including those currently being explored:
 - Appalachian studies
 - Wildlife
 - Nursing
 - Education completion program and Master's in education

- Expansion of co-curricular programs in Athletics and Intramurals, including:
 - E-sports
 - Wrestling
 - Outdoor Adventures
 - 3-season Intramural programming

In order to successfully advance the initiatives GSC envisions, the college must conduct itself in ways which strengthen its personnel, its facilities, and its financial position. More specifically, the college should:

- Ensure its personnel are trained in the critical areas affecting work, health and safety, and legal professional responsibilities
- Enhance its planning processes to ensure that academic, athletic and student service needs are all taken into consideration when forming the college's budget
- Provide strong leadership to the Board of Governors and create structures which will ensure the Board's adherence to and understanding of issues relating to the college's regional and specialized accreditations
- Create sustainable communication processes which engage the college's constituents in opportunities to share information, to create open dialogue regarding concerns, and to participate, fully, in the shared governance of the institution
- Review and redesign, if appropriate, college policies and procedures which may be confusing, inconsistent, outdated, or non-existent
- Design a facilities maintenance plan including interior and exterior refurbishment of college buildings, student residences, and faculty/staff housing units
- Adequately maintain, replace and expand the use of technology to enhance routine business operations and to enhance curricular offerings
- Continue to develop an athletic program that emphasizes student-athletes, strengthens both the academic and athletic achievements of the college's students, improves the College's standings in the MEC Commissioner's Cup, enhances enrollment both in quantity and diversity, and provides positive revenue to the college
- Strengthen the college's business office functions to ensure timely, accurate, and customer-friendly services
- Create financial incentives balanced with sound financial planning to ensure that innovation and future-oriented thinking can flourish

- Begin a plan to transition from college tuition discounting to a model more heavily funded by Foundation scholarships
- Develop alternative financial resources to supplement those provided through the state of WV and student tuition and fees. This includes fundraising, both ongoing initiatives and campaigns directed at specific goals and revenue improvements in non-academic contracts (including DMAPS)

As we look towards the future for GSC, we see a challenging future, but one that offers opportunities for creativity and organizational growth. Staying focused on what needs to be accomplished as well as where our dreams may take us will be critical during the next five years at Glenville State College.

This document was created as a summary document reflecting the shared visions of the President, the President's Cabinet members, and the Directors of Human Resources, Technology and Marketing and Public Relations.

**Glenville State College Board of Governors
Meeting of October 23, 2019**

ACTION ITEM: Presidential Search Committee Chair, Presidential Posting, and Committee Composition

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Chair, Posting, and Committee Composition for the Presidential Search Committee as presented.

MEMBER: Dr. Kathleen Nelson, Interim President

BACKGROUND:
(See attached)

President

Glennville State College

Position Posting

Position Profile:

Glennville State College's (GSC) president is the chief executive officer of the college, reports directly to the college's Board of Governors, and provides leadership and direction to students, faculty, staff, and the administrative leaders of the institution. The president is the college's official representative to the community, the Higher Education Policy Commission, the legislature, and the Governor's office. As the chief executive officer, the president must articulate the college's vision, mission, and values to internal and external stakeholders while supporting and enhancing the institution's academic mission and building upon the rich traditions and distinctiveness of Glennville State College. The president will embrace Glennville State College's commitment to central West Virginia and its students who look to the college for its dedication to personalized education in a supportive environment. In all interactions with people, the president serves as the foremost example of the college's commitment to treat others with dignity, respect, and compassion.

Preferred Qualifications:

Education and Experience

- An earned doctorate or equivalent terminal degree
- Administrative experience demonstrating the ability to lead an academic institution dedicated to enhancing students' lives through academic excellence and outstanding student services

Values and Principles

A commitment to:

- Supporting and expanding the College's commitment to its student-centered mission

- Maintaining Glenville State College's accreditation by the Higher Learning Commission
- Enhancing the development of faculty, staff, and students, by inspiring people and the organization through principled leadership
- Promoting teaching, learning, and student success through the advancement of academic program development and innovative student support
- Supporting academic freedom, shared governance, and the importance of sustaining quality educational programs and services
- Promoting a culture of inquiry that promotes participatory governance and collaboration with all internal constituencies
- Promoting a campus culture that respects and values diversity, dignity, and the contributions of all people to the work of the College
- Embracing the richness of higher education in serving the needs of individuals living in rural communities
- Forging partnerships and coalitions with community and area leaders and representatives of business, industry, government, and K-20 educational institutions
- Developing a cohesive leadership team that embraces the vision, mission, and tradition of excellence in teaching and learning at GSC
- Implementing successful admissions and enrollment management practices that respond to changing demographics
- Promoting student physical and emotional well-being
- Assuring the institution's fiscal viability through ethical accountability
- Supporting the role of Division II Athletics in the development of students, the campus culture, and the broader community of West Virginia
- Engaging external constituencies including the alumni, the Foundation, local advisory committees and the broader community

Skills

- Excellent communication skills in both speaking and writing
- Interpersonal skills which allow for effective interaction with students, faculty, staff, and various external constituencies
- Ability to effectively use inquiry as a method to discover institutional, programmatic, and community histories and to engage others in thinking creatively about the future
- Ability to identify opportunities and to convert challenges into innovative solutions and programs that will advance the future of the institution

- Ability to problem-solve in a complex environment within the constraints of limited resources
- Strong leadership skills in operational and strategic planning and reporting
- Demonstrated ability to model for students and the College a culture of innovation and continuous improvement where candor, diverse views, and constructive dialogue are welcome
- Skills in assessment and evaluation of programs and services in order to increase efficiencies and effectiveness which can be sustained in tomorrow's competitive higher education landscape
- A sense of humor, warmth, and compassion as well as the ability to withstand the pressures of College leadership in a small, rural setting

College Profile:

Founded in 1872 and located in the heart of scenic, central West Virginia, Glenville State College is dedicated to providing a personalized education to approximately 1600 students, primarily from West Virginia. Many of the College's students are first-generation and Pell-grant eligible. The College's campus embraces the unique perspectives of its students, faculty and staff and provides its students with opportunities to thrive in its vibrant setting in the center of the Appalachian Mountains. The College's mission to prepare and inspire students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world guides GSC's program and service development.

More information on Glenville State College can be found at www.glenville.edu. Glenville State College is proud of its commitment to diversity.

Application Procedure:

A letter of application which directly addresses the Education, Values and Principles, and Skills noted in the position posting, a curriculum vita, and the names, addresses, phone numbers, and email addresses of five references must be submitted electronically at the following link: _____.

Consideration of applications will begin _____. Incomplete applications will not be considered.

Presidential Search Committee Guide

Committee Structure:

- Dr. Kathleen Nelson, Chair
- Two BOG members, (Non-constituent Governors)
- Two Faculty members
- Two Staff members
- Two Students
- Two Community Representatives
- Two President's Cabinet Members

Budget Development:

- Established by the Search Committee Chair and the BOG's Chair and Vice Chair

Reference Checks:

- Recommend having professional reference checks completed by a search firm

Presidential Search Committee Meeting Calendar

Wednesday, November 6

Initial Committee Meeting

Wednesday, December 11

Applicant Screening – Rubric Development

Friday, January 24

Committee Selection of 6-8 Semi-finalists

Tuesday, February 4

Semi-finalist to Finalist Screening – Rubric Development

Wednesday, February 12 and Thursday, February 13

Semi-finalist Interviews and Selection of Finalists

Thursday, March 12

Finalist Screening – Rubric Development

Preparations for On-Campus Interviews

Wednesday, Thursday, Friday, March 25-27

Presidential Finalists' On-Campus Interviews

(Includes Board Interviews with each Finalist)

Transitions

From Interim to Permanent

The following time line allows for the timely and coordinated transition of three senior level administrators at GSC from interim to continuing: the **President**, the **Provost**, and the **Chief Finance Officer**. Making these changes over the next year will clearly demonstrate the College's commitment to establishing permanency in its senior leadership.

GSC's new **President** will want to be the individual making the final decision regarding the hiring of the **CFO**. The Interim President will hire the new **Provost** by January of 2020 to ensure continuity between the senior leaders of the college and the new college **Provost** and **President**. In order to ensure this decision-making, I am proposing the following calendar of hiring over the coming year.

October 23, 2019

- BOG accepts outline for **Presidential** search committee, chair designation, and time line.
- BOG accepts or modifies **Presidential** position description for posting.
- Search committee for the permanent **Provost** is established and a position description is created for posting.
- The **Provost** position is posted with review of applications to begin in early December.
- Contract with a search firm to complete reference checks and background checks on the three **Presidential** finalists and the three **Provost** finalists is completed.

November, 2019

- Posting completed for **Presidential** candidates with search committee review to begin in January, 2020.
- **Provost** committee creates screening rubric.

December, 2019

- **Provost** search committee reviews applications and selects 6-8 for semi-finalist interviews in January.
- Search committee meets to establish interview process and to set rubric for review of **Presidential** applications in January.
- Contract for Interim **CFO** is extended to September 30, 2020.

January, 2020

- **Provost** search committee recommends 3-4 finalists for on-campus interviews.
- **Provost** finalists are interviewed on campus, reference checks are completed, and an offer is made for a permanent **Provost**.
- **Presidential** search committee reviews applications and selects 6-8 individuals for semi-finalist interviews.

February, 2020

- **Presidential** semi-finalists are interviewed, and 3-4 finalists are selected for on-campus interviews in early March.
- Search firm conducts reference checks on the 3-4 finalists selected for on-campus interviews.

March, 2020

- **Presidential** finalists are interviewed on-campus in March.
- Search firm conducts reference checks on the 3-4 **Presidential** finalists selected for on-campus interviews.

April, 2020

- BOG meets to consider **Presidential** finalists and to offer position.
- All transitional plans for the new **President** are made.

May, 2020

- The new **President** and the new **Provost** are invited to commencement to celebrate students' graduations and the College's leadership transitions.

HR – Personnel Update

This is a list of all of the changes that have taken place from May 1, 2019 through September 23, 2019. We want to make sure that our campus community is informed with Human Resources updates. Going forward this will be a quarterly email that Human Resources will send out to all employees.

New Hires

Alex Kirk – Admissions Counselor
Brandon Smith - Assistant Coach of Basketball
Briannah Todd – Administrative Secretary in Business Department
Cortney Crutchfield - Library Technical Assistant II
Donya Salman - GA Admin. Operations
Doyle Hupp – Lecturer of Land Surveying
Earl Thompson - Lecturer of Land Surveying
Evan McFarland – GA Baseball
Jarrod Kellar - Football Coach
Jenna Arden – Administrative Secretary in Human Resources
Jennifer Wenner – Lecturer of Communications
Josh Kashiwsky – GA Strength & Conditioning
Kaitlin Ensor – Assistant Professor of Psychology
Dr. Kathleen L. Nelson – Interim President
Dr. Kevin McKee – Assistant Professor of Health Promotion
Larry Gwinn - Admissions Counselor
Lori Matheny – Academic Success Counselor; Interpreter
Madison Gargus – Admissions Counselor
Nick Lopez - Football Coach
Dr. Nabil Nasserri – Assistant Professor of Natural Resource Management
Pai Song – Assistant Professor of Mathematics
Ryan McMahon - Football Coach
Victoria Justice – Second Chance Pell Counselor

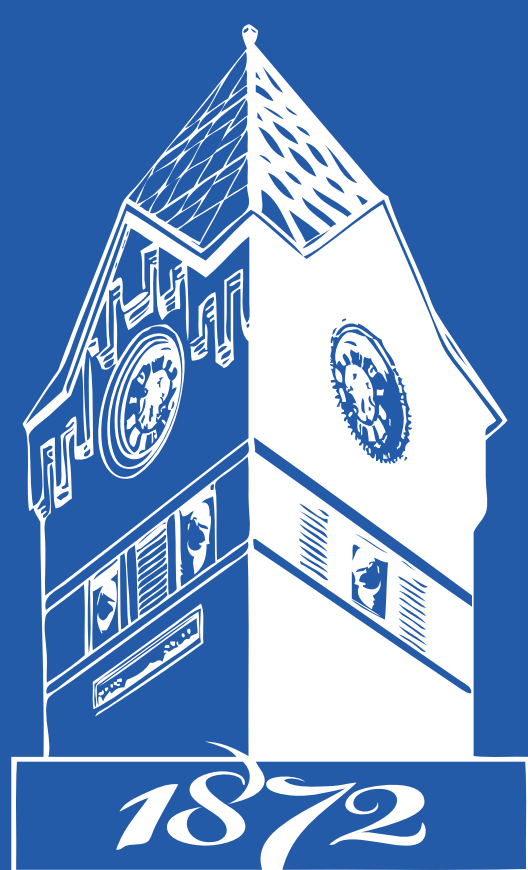
Internal Updates

Adam Black – Associate Professor of Landman Technology
Adrian Duelley – Director of Student Activities
Amanda Frymier - Assistant Athletic Director, Compliance and Senior Women’s Administrator
Amanda Lamb – Financial Aid Assistant II
Ann Reed - Registrar and Title IX Coordinator
Bill Lilly - Compliance Assistant, Assistant Coach Golf and Men’s Basketball, Co-Director of Intramurals
Cameron Woods –Administrative Assistant in Student Support Services
Amanda Chambers – Campus Service Worker
Chelsea Stickelman - Director of Admissions
Cheyenne Carr – Administrative Secretary in Human Resources
Dustin Crutchfield - Director of Marketing and Public Relations
Dr. Gary Morris - Interim Provost and Vice President for Academic Affairs
Dr. James Bradley – Director of Institutional Research
Dr. Jason Barr – Chair of Fine Arts Department

Jason Phares - Director of Information Technology
Dr. Jeff Hunter - Dean of Teacher Education
Jodi Walters – Program Assistant in Student Life
Dr. Kenneth Lang – Chair of Criminal Justice and Social Science Departments
Dr. Matthew Thiele – Chair of Language and Literature Department
Larry Baker – Associate Professor of Physical Science and Director of Institutional Effectiveness
Logan Harrison – Coordinator of Outdoor Adventure and eSports
Nolan Harvath - Assistant Athletic Director, Head Strength and Conditioning Coach
Dr. Rico Gazal – Chair of Land Resources Department
Robert Woods – Teacher/Counselor in Student Support Services
Dr. Sara Sawyer – Professor of Biology
Sheri Goff – Financial Aid Counselor/Second Chance Pell
Tegan McEntire – Human Resources Coordinator and Title IX Coordinator
Thomas R. Ratliff - Executive Director of Workforce and Community Development
Trae Sprague – Director of Residence Life and Judicial
Dr. Wenwen Du – Associate Professor of Mathematics

Faculty and Staff who have moved on from GSC

Allyson Degrassi - Assistant Professor of Natural Resource Management
Brian Hipp - Trades Specialist 1
Donna Estep - Campus Service Worker
Joseph Wood - Assistant Professor of Mathematics Education
Krystal Smith - Chief Human Resources Officer
Leah Sponagle - Campus Service Worker
Logan Lemasters - Admissions Counselor
Marissa Fox - Administrative Secretary Lang & Lit
Noah Balser - Director of Facilities
Noris Torres - Lab Manager
Otmer Elmore - Assistant Men's Basketball Coach
Rick Witte - Assistant Professor of Land Surveying; Chair
Ronda Williams – Campus Nurse
Dr. Tracy L. Pellett – President
Dr. Victor Vega - Provost and Vice President for Academic Affairs



GLENVILLE STATE COLLEGE

Academic Programs and CAREER PATHWAYS

BACCALAUREATE PROGRAMS (4-YEAR)

Art

Behavioral Science

Biology

Business Administration

- Accounting
- Computer & Information Systems
- Integrated Marketing
- Management
- Sport Management

Chemistry

Criminal Justice

- Administration of Justice
- Field Forensics

Education

- Biology
- Chemistry
- Early Education
- Elementary Education
- English
- Health & Physical Education
- Mathematics
- Music
- Social Studies
- Special Education - Multi-Categorical
- Science

English

Health and Human Performance

- Athletic Conditioning and Coaching
- Exercise Science
- Health Promotion

History & Political Science

Music

Natural Resource Management

- Criminal Justice
- Energy & Land Management
- Environmental Science
- Forest Technology
- Land Surveying Technology

Bachelor of Applied Science (BAS)

Interdisciplinary Studies (BA/BS)

Regents Bachelor of Arts (BORBA)

ASSOCIATE PROGRAMS (2-YEAR)

- Business
- Criminal Justice
- Forest Technology
- General Studies
- Land Surveying

ONLINE DEGREE PROGRAMS

Bluegrass Music

- 4-year Baccalaureate
- Certificate

Business Administration, emphasis in Management

- 4-Year Baccalaureate

Business

- 2-Year Associate

Criminal Justice

- 2-Year Associate
- 4-Year Baccalaureate

General Studies

- 2-Year Associate

CAREER PATHWAYS

Pre-Medical

Pre-Veterinary

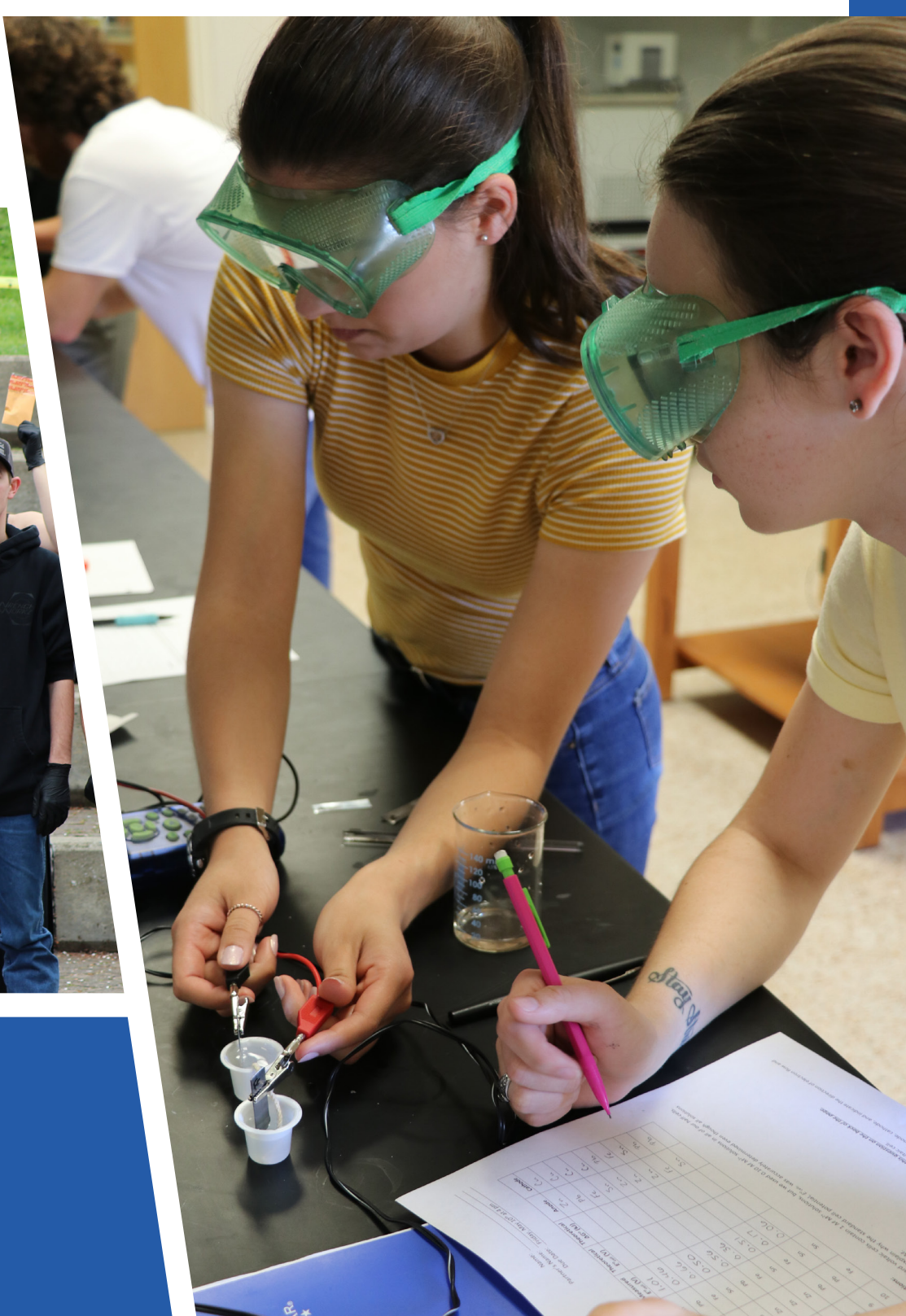
Pre-Pharmacy

Pre-Law

Pre-Nursing

Pre-Athletic Training

Pre-Physical Therapy



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Glenville State College



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