



**GLENVILLE**  
**STATE UNIVERSITY**

**AGENDA**  
**Glenville State University**  
**Board of Governors**

**May 7, 2025**  
**10:00 a.m.**

**Waco Center**  
**Room A227/228**

**Glenville State University  
Board of Governors  
Meetings Schedule  
2024-25**

**Board of Governors Meetings**

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 10:00 am in person unless noted otherwise in the schedule.

**Committees of the Board**

All committees will meet beginning at 9:00 am via Zoom on the dates listed in the schedule unless noted otherwise. Committees will meet in the following order:

1. *Board Governance and HR Committee*
2. *Enrollment and Student Life Committee*
3. *Academic Affairs Committee*
4. *Business and Finance Committee*
5. *Athletics Committee*
6. *Executive Committee*

Join Zoom Meeting (Committee and Board of Governors meetings)

<https://us06web.zoom.us/j/3896758045?pwd=d29TWjNlZmx1S0FYenhzcjJ1MzJCQT09>

Meeting ID: 389 675 8045

Passcode: GSU

or

Dial by your location: +1-929-205-6099 US (New York)

Meeting ID: 389 675 8045

Passcode: 551330

**Schedule**

Wednesday, September 4, 2024	All Committees of the Board
Wednesday, September 18, 2024	Board of Governors
Wednesday, October 16, 2024	All Committees of the Board
Wednesday, October 30, 2024, via ZOOM at 1:00 pm	Board of Governors
Wednesday, November 20, 2024	All Committees of the Board
Friday, December 13, 2024	Board of Governors
Wednesday, February 5, 2025	All Committees of the Board
Wednesday, February 26, 2025	Board of Governors
Tuesday, April 22, 2025, via ZOOM at 3:00 pm – SPECIAL MEETING	Board of Governors
Wednesday, April 30, 2025	All Committees of the Board
Wednesday, May 7, 2025	Board of Governors
Wednesday, June 11, 2025	All Committees of the Board
Wednesday, June 25, 2025	Board of Governors



**BOARD OF GOVERNORS**

**May 7, 2025**

**Waco Center, Rooms 227/228**

**10:00 AM**

**AGENDA**

1. Call to Order
2. Establishment of a quorum
3. Public Comment Period
4. Special Presentations
  - A. Faculty Salary Study – *Mark Sarver, Professor of Business*
  - B. College of Health Sciences Presentation – *Kevin Evans, Dean*
5. Constituent Comments
  - A. Alumni Council - *Dustin Crutchfield, Director of Alumni Relations*
  - B. Faculty Senate – *Schuyler Chapman, President*
  - C. Staff Council - *Eric Marks, Chair*
  - D. Student Government Association – *Larissa Howe, Vice President*
6. **Consent Agenda (Action Item)**
  - A. Minutes of the February 26, 2025 and April 22, 2025 Meetings
  - B. Cash Flow Projection Statement
  - C. Accounts Receivable Report
7. Committee Reports
  - A. Executive Committee - *Ann Green, Chair*
  - B. Board Governance and Human Resources Committee – *Alex Lay, Chair*
  - C. Enrollment and Student Life Committee – *Skip Hackworth, Chair*
  - D. Academic Affairs Committee – *Kathy Butler, Chair*
  - E. Business and Finance Committee – *Doug Morris, Chair*
  - F. Athletics Committee – *Bob Marshall, Chair*
8. President's Report
9. Discussion/Actionable Items
  - A. **Projects Update** (*Possible Action Item*)
  - B. **FY26 Budget** (*Action Item*)
  - C. **Program Reviews** (*Action Item*)
    - AS Business
    - AS/BS Criminal Justice
    - BA English
    - BS Biology
    - BS Health & Human Performance
  - D. **Final Draft Policies** (*Action Item*)
    - GSU Academic Policy 27 - Grade Point Average for Associate and Baccalaureate Degrees
    - GSU Academic Policy 28 - Standards and Procedures for Undergraduate Admissions
    - GSU Academic Policy 28A – Standards and Procedures for Graduate Admissions

- GSU Academic Policy 33 - University Credit for Prior Learning
- E. **Amendment of Funding Formula Weight Missions**– *(Action Item)*
- F. **President’s Evaluation and Contract** – *(Action Item)* - Possible Executive Session

10. Announcements

- A. 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).
- B. Retirement Reception for Dr. Marjorie Stewart today from 1:00 pm – 2:00 pm in the MCCC, Ballroom.

11. Adjournment



# Faculty Salary Study

# Objectives of Study

- Is there salary compression among GSU faculty?
- Are we paying market rates for some and not for others?
- How do we compare to salaries at peer institutions?
- What is spending on faculty vs staff/admin

# About the study

- Data from WVHEPC



# Human Resources Data

- Map
- Salary Snapshot
- Employee Headcount
- Annualized FTE
- Headcount vs AFTE
- Faculty Composition
- Demographics

## Employee Salary Snapshot

Full-Time, Benefits-Eligible Employees | Annual October Data Collection

Select a Year:

2024 ▾

Select a Sector:

(All) ▾

Select an Institution:

(All) ▾

Select an Employee Type:

(All) ▾

Select Job Codes:

(All) ▾

Select CIP Area:

(All) ▾

Select Rank:

(All) ▾

Select Employment Status:

(All) ▾

[Summary Statistics \(Based on Filtered Data\):](#) Median Total Salary: \$59,000; Median Base Pay: \$57,500; Average Total Salary: \$68,995; Average Base Pay: \$67,631

[Filters Applied:](#) Snapshot Year: October 2024; Sector(s): All; Institution(s): All; Employee Type: All; Job Code: All; CIP Area: All; Rank: All; Status: All

Employee Name	Type	Title	Old Pa..	New Pa..	CIP1	CIP Area	Job Code	Base Pay	Total Salary
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# About the study

- Data from WVHEPC
- Data from GSU Human Resources (Start date and rank)
- Compared salaries internally and across peer institutions
- Once study completed, CFO asked for recommendations from Senate
- Developed a plan to address compression and market rate disparities

# Define Terms - Market Wages

***the lowest wage an employer can pay to attract and keep the kind of employees needed***

- can pay more than the market wage, but can't pay less
- if pay is less, won't have enough quality employees.

# GLENVILLE STATE UNIVERSITY POLICIES

## PERSONNEL POLICY 24 FACULTY SALARIES

### 24.2. Initial Salaries

2.1. The salary offered to a faculty member at the time of hiring is based on several factors. These are:

2.1.1. Market factors as related to demand in similar disciplines at regional institutions of similar size and mission.

2.1.2. The rank at which the faculty member is employed.

2.1.3. The salary range of existing faculty with the same level of preparation and experience.

2.1.4. Other specialized factors as related to the particular situation.

# Define Terms – Salary Compression

***a situation where there's little to no difference in pay between employees, regardless of their experience, skills, or seniority.***

- New hires might be earning salaries comparable to, or even exceeding, those of more experienced employees in the same role.
- This can occur when market salaries for new hires increase more rapidly than internal wage adjustments.



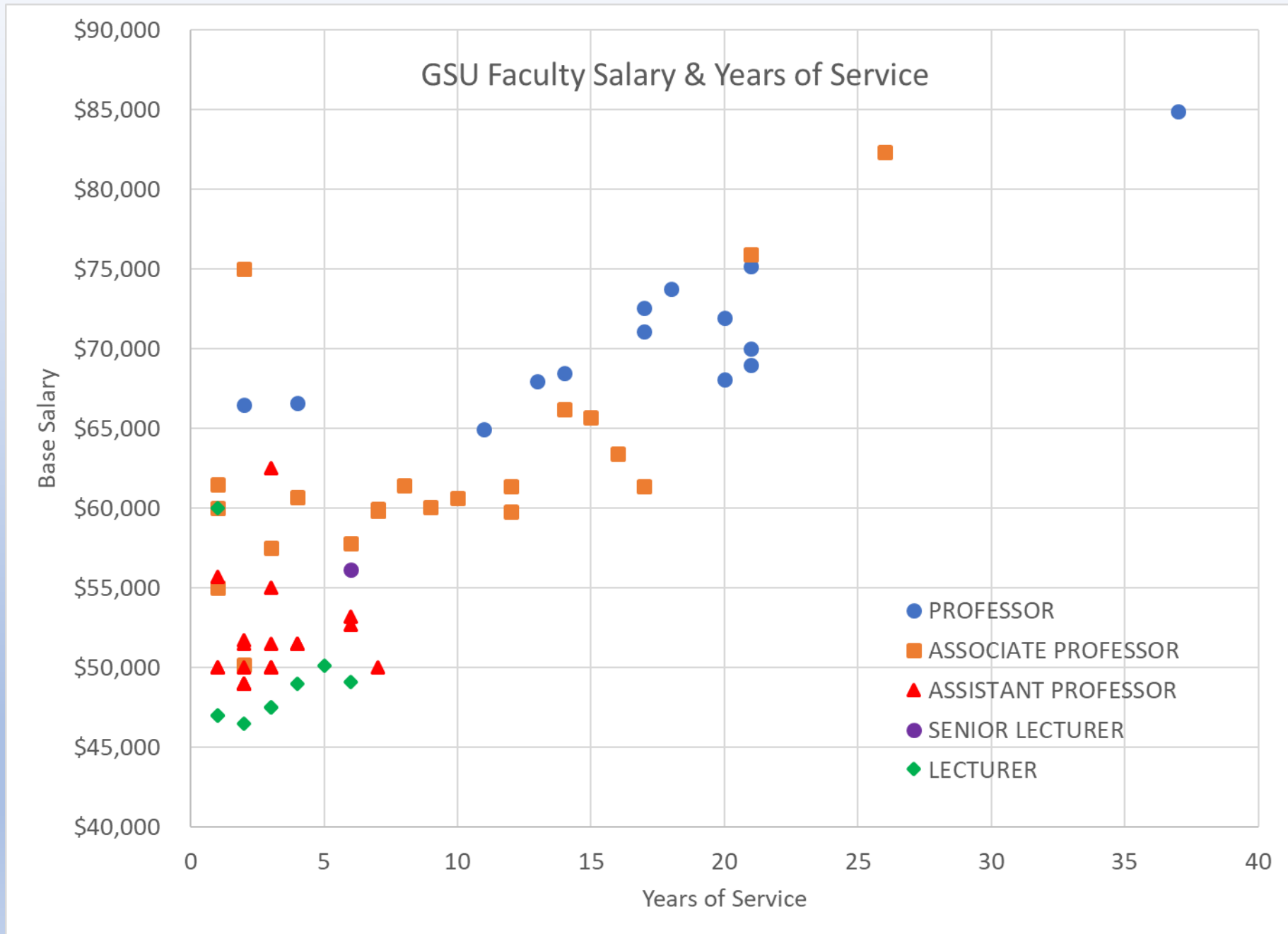
# GLENVILLE STATE UNIVERSITY POLICIES

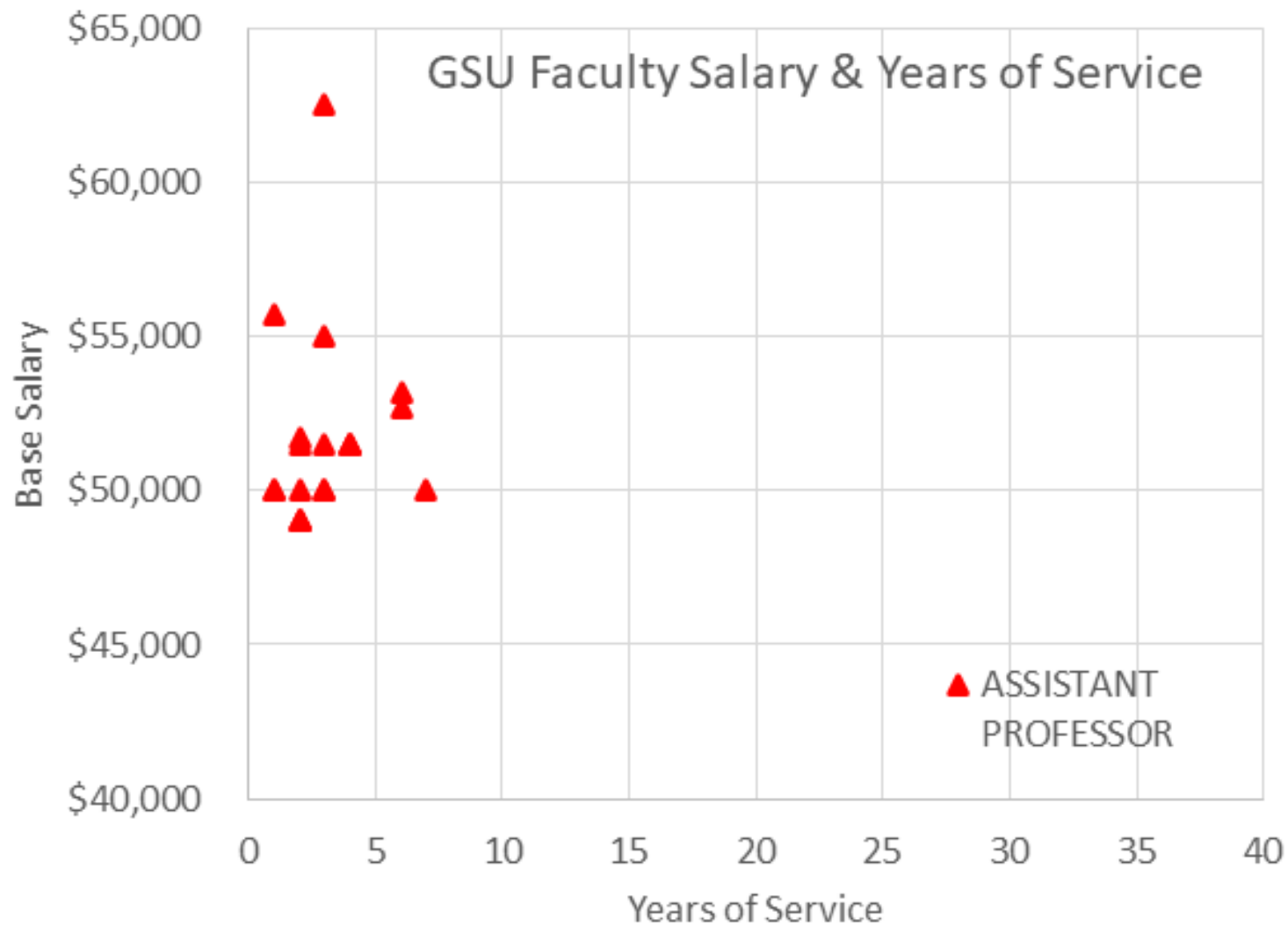
## PERSONNEL POLICY 24 FACULTY SALARIES

3.4. When funds are available for salary increases for faculty, funds for promotion increase and equity adjustments – if any – would have the highest priority among the allocation of funds for salary increases.

# Define Terms – Base vs Total Salary

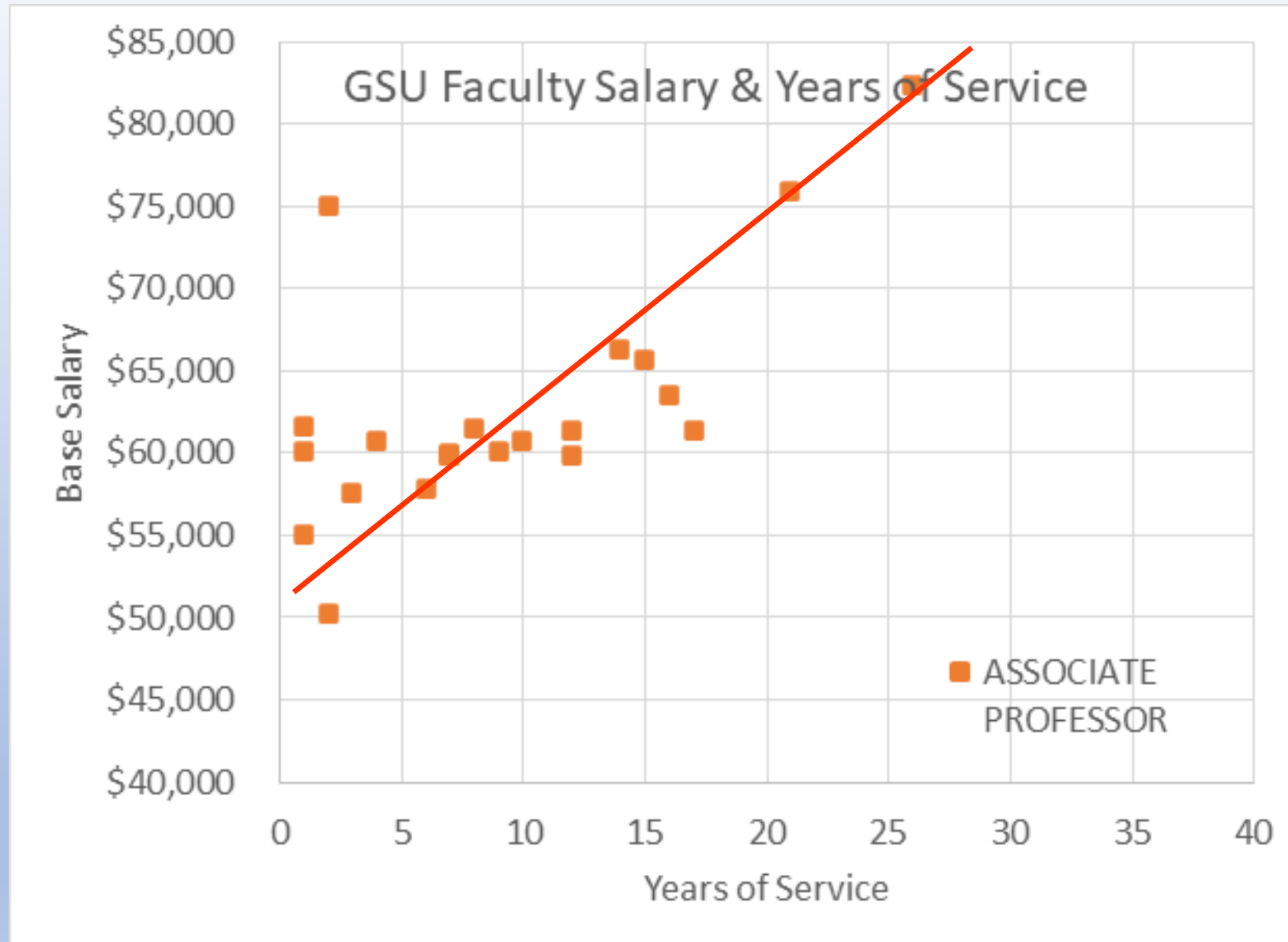
- Base is contract amount to teach 24 credit hours (30 for lecturer)
- Total includes duties outside of contracted teaching
  - Overload
  - Additional duties
  - Grant funded

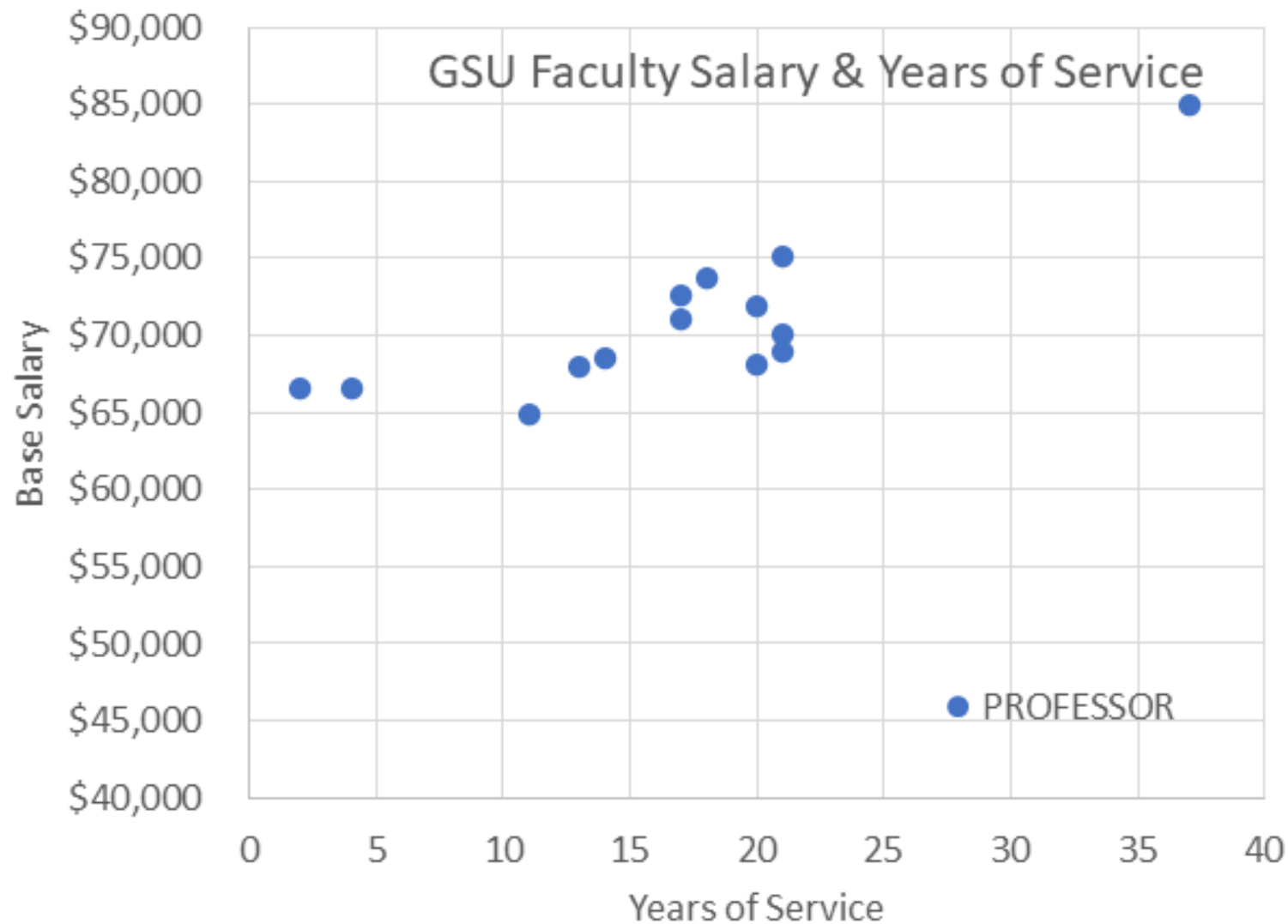




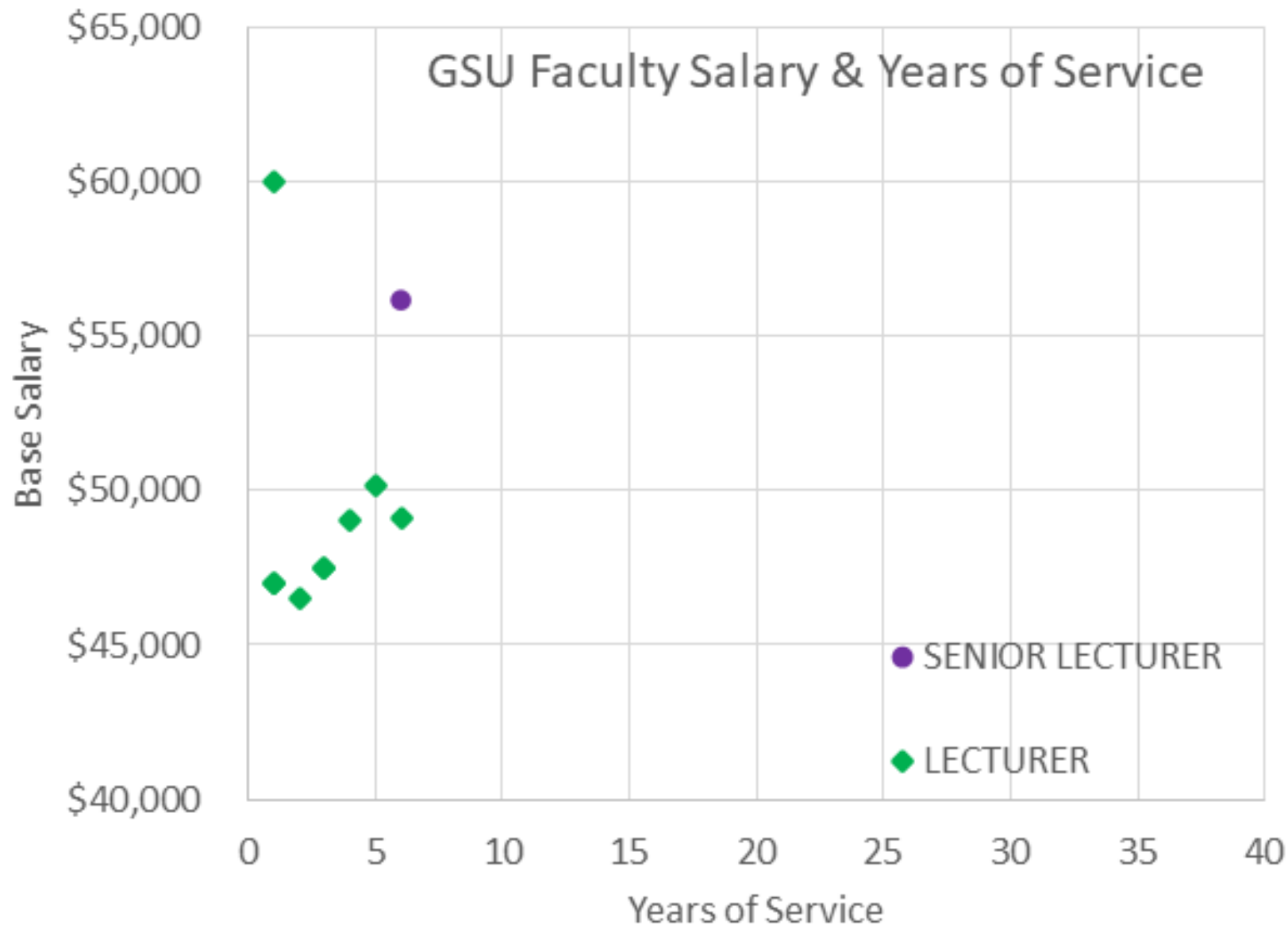
- **Glenville's base salary for assistant professors (\$51,764) is lower than at all other institutions.**
- **The average total salary for assistant professors at Glenville (\$53,563) is also lower than at all other institutions.**
- **The closest competitor is Bluefield, with a base salary of \$62,241—\$10,477 higher than Glenville.**

Glenville's **base salary for associate professors (\$62,520)** is **substantially lower** than at peer institutions.





- Glenville's base salary for professors (\$70,777) is **the lowest among the institutions.**
- Fairmont has the highest base salary for professors (\$81,901)—**\$11,124 higher than Glenville.**
- Glenville's **total professor salary (\$73,847) is the lowest**, whereas WV Tech's \$94,740 is the highest—a **\$20,893 difference.**



- Glenville's **base salary for lecturers (\$49,985)** is **mid-range** compared to peer institutions.
- **Senior lecturer** position is new at Glenville and is not compared to peer institutions.

	Bluefield	Concord	Fairmont	Glenville	West Lib	WV Tech	WV State
Average Base	\$ 63,094	\$ 68,037	\$ 66,045	\$ 59,113	\$ 67,919	\$ 72,757	\$ 59,303
Average Total	\$ 65,960	\$ 68,678	\$ 72,653	\$ 61,732	\$ 70,301	\$ 75,225	\$ 60,133
Avg Base Instructor	\$ 53,739	\$ 48,669	\$ 49,124		\$ 55,854	\$ 54,773	
Avg Total Instructor	\$ 54,800	\$ 49,455	\$ 52,190		\$ 56,366	\$ 54,824	
Avg Base Lecturer				\$ 49,985	\$ 51,735		
Avg Total Lecturer				\$ 53,229	\$ 52,755		
Avg Base Asst Pro	\$ 62,241	\$ 67,781	\$ 61,769	\$ 51,764	\$ 60,756	\$ 64,151	\$ 64,017
Avg Total Asst Pro	\$ 64,852	\$ 68,004	\$ 67,369	\$ 53,563	\$ 61,566	\$ 66,302	\$ 64,500
Avg Base Assoc Pro	\$ 68,404	\$ 70,485	\$ 74,481	\$ 62,520	\$ 70,297	\$ 72,835	\$ 69,530
Avg Total Assoc Pro	\$ 71,640	\$ 71,028	\$ 82,693	\$ 65,315	\$ 73,185	\$ 76,459	\$ 70,688
Avg Base Professor	\$ 76,753	\$ 76,424	\$ 81,901	\$ 70,777	\$ 78,535	\$ 92,760	\$ 74,474
Avg Total Professor	\$ 81,071	\$ 77,744	\$ 93,238	\$ 73,847	\$ 82,829	\$ 94,740	<div>Page 19 of 130</div> <div>\$ 75,785</div>



				% of AVG Sister Inst
	AVG Sister Institution	GSU	Diff	
Average Base	\$66,192.50	\$59,113.00	-\$7,079.50	89%
Average Total	\$69,398.00	\$61,732.00	-\$7,666.00	89%
Avg Base Instructor	\$52,431.80	\$0.00		0%
Avg Total Instructor	\$53,527.00	\$0.00		0%
Avg Base Lecturer	\$51,735.00	\$49,985.00	-\$1,750.00	97%
Avg Total Lecturer	\$52,755.00	\$53,229.00	\$474.00	101%
Avg Base Asst Pro	\$63,452.50	\$51,764.00	-\$11,688.50	82%
Avg Total Asst Pro	\$65,432.17	\$53,563.00	-\$11,869.17	82%
Avg Base Assoc Pro	\$71,005.33	\$62,520.00	-\$8,485.33	88%
Avg Total Assoc Pro	\$74,282.17	\$65,315.00	-\$8,967.17	88%
Avg Base Professor	\$80,141.17	\$70,777.00	-\$9,364.17	88%
Avg Total Professor	\$84,234.50	\$73,847.00	-\$10,387.50	88%

	Faculty to Administration Ratio (Total Salary)						
	Bluefield	Concord	Fairmont	Glenville	West Lib	WV Tech	WV State
Classified	\$-	\$2,005,210	\$0	\$0	\$0	\$1,731,921	\$1,885,915
Non-Classified	\$7,059,113	\$8,221,255	\$14,117,976	\$7,568,222	\$8,046,018	\$3,418,898	\$6,196,904
Total Staff/Admin	\$7,059,113	\$10,226,465	\$14,117,976	\$7,568,222	\$8,046,018	\$5,150,819	\$8,082,819
Faculty	\$4,485,272	\$7,348,543	\$13,222,773	\$4,074,324	\$9,350,058	\$5,641,894	\$6,314,007
Percentage Staff to Faculty	157%	139%	107%	<b>186%</b>	86%	91%	128%
Enrollment	1418	2165	3749	1971	2626	1658	4330

**Only TWO** faculty make more than the  
newly hired instructional designer

Arbogast +\$2,908

Cain +\$318

Combined 63 years of service at GSU

# Objectives of Study

- Is there salary compression among GSU faculty? - **Yes**
- Are we paying market rates for some and not for others? - **Yes**
- How do we compare to salaries at peer institutions? - **Lowest**
- What is spending on faculty vs staff/admin – **Highest among Peer**

- Ask faculty who feel compressed or below market compensation to submit form
- Fall work on calculating overall increase percentage for future years with administration
- Develop merit-based system for faculty raises

Thank  
you



**GLENVILLE**  
**STATE UNIVERSITY**<sup>TM</sup>

*College of Health Sciences*

## Faculty



Dr. Michael Boehke  
Professor of Exercise Science



Dr. LyCricia Criss  
Assistant Professor of Health Sciences



Mrs. Maureen Gildein  
Assistant Professor of Physical Education



Dr. Wesley Kephart  
Associate Professor of Exercise Science



Mr. David M. McEntire  
Lecturer of Exercise Science



Dr. Sara Sawyer  
Professor of Health Sciences & Biology



# Graduates

- Twenty-four students will graduate this year
  - Athletic Conditioning & Coaching: 5
  - Exercise Science: 17
  - Health & Physical Education: 2
- Seven (29%) of the twenty-four students have been accepted into a graduate or professional program
  - Athletic Training: 2
  - Occupational Therapy: 1
  - Physical Therapy: 2
  - Business Administration: 2

# Recruitment

- Developed brochures for each major
  - Athletic Conditioning & Coaching
  - Exercise Science
  - Health & Physical Education
  - Health Sciences
  - Nursing
  - Wellness Management
- Working with Admissions
  - Individual student tours
  - High schools visiting GSU
  - Department Day – April 5, 2025
  - Prospective students lists
- Working with coaches on recruiting student-athletes

# Bachelor of Science in Health Sciences



Concentration	Articulation Agreements
Pre-Athletic Training	West Virginia Wesleyan College (3+2 & 4+2) Marshall University
Pre-Chiropractic	Northeast College of Health Sciences
Pre-Dental	
Pre-Medical	
Pre-Occupational Therapy	Bowling Green State University West Virginia University
Pre-Pharmacy	Marshall University
Pre-Physical Therapy	Bowling Green State University West Virginia University
Pre-Physician Assistant	

# Bachelor of Science in Nursing



## Potential enrollments if all are successful:

Senior class: 5

Junior class: 4

Sophomore class: 9

# Nursing Grant

## Awarded \$777,950 for HEPC 2025-26 Nursing Expansion Program (Year 3)

Salaries & Benefits	\$293,522
Contractual	\$80,000
Hospitality	\$5,500
Supplies	\$21,928
Travel	\$9,500
Stipends	\$86,500
Equipment	\$281,000



# HRSA Rural Health Care Service Outreach Program

## **Submitted grant and awaiting decision:**

- Lisa Kephart was the primary grant writer
- Integrating a Rural Community Health & Wellness Clinic into care plans for people living with or at risk of metabolic syndrome in rural West Virginia
- \$1M over four years
- Partnering with Minnie Hamilton Health System and Community Care of West Virginia
- Support from
  - Braxton, Calhoun, Gilmer, Lewis, and Roane County Public School Systems
  - Cedar Creek State Park and Stonewall Resort

# Future Grants

**We are discussing several future grant submissions:**

- Workforce Wellness
- FARMacy Program
- Interprofessional Collaboration

# Northern WV Area Health Education Center

The College of Health Sciences and NWWAHEC are increasing our collaboration:

- National Rural Health Day Symposium – annual event on third Thursday in November
- Health Careers and College Expo – November 6, 2025
- Nursing Academy at Camden Clark Hospital



# Rural Community Health & Wellness Clinic



**BOD POD**

*Special thanks to  
Dave Hutchison  
and*

*Glenville State University Foundation*



**Isokinetic Dynamometer**



**Metabolic Cart**



**Balance System**

# Future Facilities



Submitted by: *Dustin Crutchfield, Director of Alumni Relations*

**Report for Board of Governors**

- Upcoming Events
  - Baseball Alumni Reunion (5/2/25)
  - 50 Year Graduates Weekend - Celebrating the Class of 1975 (5/9/25 & 5/10/25)
  - Retirees Luncheon (5/20/25)
  - GSU Night at Go-Mart Ballpark (6/14/25)
- Recent Events
  - Alumni Reception at the WVMEA Conference
    - Hosted a reception for Glenville State music educators who were attending the conference.
  - MEC Basketball Championship Hospitality Suite
    - Provided a hospitality suite for Pioneer fans during the tournament.
  - Diamonds & Denim Gala
  - Held “Countdown to Commencement” event for prospective May graduates
    - Gave each an alumni t-shirt and had an opportunity to talk with them about future plans and career resources available to them.
  - Alumni Awards Banquet
    - Honored several outstanding alumni, including: Alumnus of the Year Martha (Weaver) Haymaker '86; Alumni Achievement Award recipient Doretta (Pugh) Osburn '85; Community Achievement Award honorees Brenda (Barton) McCartney '76 and Dr. Andrew Minigh '09; Outstanding Teacher Award recipients Rebecha Frashure Catlett '98 and Rachel (Kelvington) Reynolds '04; Outstanding Young Alumni Award recipients Valeri (Sprouse) Jones '16 and Kevin Gray '14, and Posthumous Award recipients Margaret (Miller) Goodwin '51, Dora Jean (Brannon) Bumgarner '59, and Buddy Griffin '71.
- Alumni Oral History Project
  - Book design and layout has been completed. The file is at the printer, but they're working through a backlog; we hope to have our books printed and mailed by June.

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Submitted by: *Schuyler Chapman, Faculty Senate President*

### **Report for Board of Governors**

- Reviewed and Commented on the Course Revalidation Policy and Form
  - This new policy and the accompanying form was written by Ann Reed and the Graduate Council. The Time Limit for Degree Completion section of the Graduate Catalog referenced course revalidation and a form to apply for revalidation, but previously there was no language defining policy for course revalidation nor a form to apply. Senate voted to recommend the policy and form to the ULC.
- Reviewed and Commented on the Library Advisory Committee By-Laws
  - Per the Senate's request (because multiple Senate committee by-laws were absent from the website, the LAC updated their by-laws with minor changes (updating college to university in particular). The Senate voted to recommend the amended by-laws to the ULC.
- Met with Tom Ratliff and Tim Henline
  - Senate wanted to recommend renovations to the Van Heflin Administration Building as part of ongoing campus improvement. Both men reported on timelines for this and Mr. Henline has recently reported that a committee has formed to direct this project.
- Formed a Salary Study Task-Force
  - The Senate voted to form a task-force to look into and make recommendations to resolve faculty salary compression and/or inversion following a report created by Senator Mark Sarver. The task-force presented its findings and recommendations to the Senate, which the Senate voted to support.
- Reviewed and commented on BOG policies 28, 28a, 32, and 33
  - The Senate voted to recommend these four Board of Governors policies to the ULC.
- Reviewed Promotion & Tenure Committee By-Laws
  - Based on feedback from various departments, the Senate voted to recommend to the Promotion & Tenure Committee that they amend their by-laws to indicate that Senior Lecturers should only take part in discussions pertaining to the promotion of lecturers to senior lecturer.
- Reviewed and Commented on the No-Show Policy
  - The Senate voted to recommend this policy to the ULC. Ann Reed has revised this policy to clarify timelines and various other elements.
- Waitlist Policy
  - Ann Reed drafted this new policy based off information that appeared on the University website. There was no policy covering this topic provided in the catalog. It was drafted in

tandem with the revisions to the No-Show Policy. Senate voted to recommend this policy to ULC.

- Faculty Handbook
- Academic Calendar FA 2025
  - Both the faculty handbook and the Fall 2025 Academic Calendar were revised by the Academic Policy Committee, along with BOG Policy 32, to reflect that the date for faculty to post their syllabuses to Brightspace prior to the start of the semester will appear on a given semester's academic calendar. The calendar has been revised to reflect the date for this in the fall semester. The Senate recommended both of these items to the ULC.
- Transcript and Registration Withholding Policy
  - Ann Reed revised this policy to bring it in line with federal guidelines regarding the very limited instances in which a transcript can be withheld. The policy was also revised to indicate that students may register for classes provided they owe the University no more than \$1,000. The Senate recommended this policy to the ULC
- Commencement and Graduation Policy
  - Ann Reed revised separate policies related to commencement and graduation specifically by combining the two policies into a single policy. Clarifications, particularly for summer graduates, were also included. Senate voted to recommend this policy to ULC.
- Academic Integrity Policy
  - The Academic Policy Committee and the Faculty Senate went back and forth on this policy over the course of the year. Specifically, Senate sought revisions on this policy to address how the procedures for an academic integrity violation would unfold for a student taking a course with the University's provost (as violations are typically reported to the provost to adjudicate as an initial step). The Academic Policy Committee revised the policy to address this issue. They also included information signaling to students that faculty will and can use available tools to detect instances of academic dishonesty and other violations of academic integrity.
- Dr. Ed Wood Posthumous Emeritus Status
  - Senate recommended to the Provost, following the recommendation of the Department of Social Sciences, that the University award posthumous emeritus honors to Dr. Ed Wood.
- Online Education Committee By-Laws
  - The Online Education Committee asked the Senate to consider recommending whether or not the committee should revise its by-laws to expand membership to a representative from every department or school on campus. Heretofore, the committee has only included representatives from departments that have complete online degrees and the departments who provide general education courses for those degrees. Every department now offers online classes, so the committee wanted to know whether they should now included representatives from all departments. The Senate voted to recommend to the Online Education Committee that they amend their by-laws to incorporate representatives of all departments/schools as well as the RBA coordinator.

- Letter re: HB 3279
  - The Senate voted to recommend designating members to draft a letter opposing this legislation and encouraging Governor Morrissey to veto it. The Senate also voted to recommend sending the letter when completed to Governor Morrissey, as the WV Advisory Council of Faculty decided not to send a letter on behalf of its constituency. Jeff Bryson, Schuyler Chapman, and Kandas Queen drafted the letter based on one sent by the official body representing University staff members in WV. The letter was intended to be sent on 4/30 (after I am writing these notes).
- Selected two faculty marshals
  - With terms ending for two of the current faculty marshals, the Senate voted to seat two marshals, selecting Shelly Haynes and Pai Song from the four nominees put forward by deans and chairs.
- Conducted an election for BOG and ACF representatives
  - Only two seats become vacant on the Senate in odd-numbered years, the BOG and ACF representatives. Faculty selected Maureen Gildein and Jeff Bryson to serve in those roles for the next two years.
- Conducted annual faculty evaluation of Dr. Manchin
  - The Senate distributed the survey, written by Board member Alex Lay, and returned the results to her when the survey was completed.

Submitted by: *Eric Marks – Chair of Staff Council*

- Staff Council has finished updating the Staff Council Constitution and have distributed it to all Staff for comments/questions.
- Staff Council has a committee that has been meeting regularly working to come up with various Employee Incentive Ideas to help promote and increase Staff participation and satisfaction.
- Staff Council is hoping to get some Staff Trainings scheduled and prepared to offer this summer.
- Staff Council has finished accepting the nominations for the Staff of the Year and the Rising Star Award and the committee is reviewing those applications and the winners will be announced in the Faculty/Staff Award Luncheon in May.
- Staff Council is working on finalizing the nomination and election of Staff Council Representatives for the upcoming term (2025-2027).

- No report submitted.



**Glenville State University Board of Governors  
Meeting of May 7, 2025**

**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. Mark Manchin, 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.

1. Minutes of the February 26, 2025 and April 22, 2025 meetings
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glenville State University  
Board of Governors Meeting  
February 26, 2025  
Waco Center, Rooms 227/228**

Members Present: Ms. Ann Green, Chair  
Ms. Alexandria Lay, via Zoom  
Dr. Kathy Butler  
Mr. Tilden "Skip" Hackworth, via Zoom  
Mr. Robert Marshall  
Mr. Rick Simon, via Zoom  
Ms. Maureen Gildein, Faculty Representative  
Ms. Leslie Mason, Staff Representative

Members Absent: Mr. Daniel Durbin  
Mr. Doug Morris  
Mr. Jahzeiah Wade, Student Representative

Faculty & Staff Present: Mr. Duane Chapman, Vice President of Enrollment & Student Affairs  
Dr. Mari Clements, Provost and Vice President for Academic Affairs  
Mr. Dustin Crutchfield, Director of Alumni Relations  
Dr. Kevin Evans, Dean of Health Sciences  
Ms. Rita Helmick, Vice President for Administration and General Counsel  
Mr. Tim Henline, CFO  
Mr. David Hutchison, Vice President for Advancement  
Dr. Gregory Lieving, Assoc. Professor of Psychology and VP for Faculty Senate  
Ms. Tegan McEntire, Human Resources Director, via Zoom  
Ms. Carrie McKeown, Human Resources Assistant, via Zoom  
Dr. Mark Manchin, President  
Mr. Eric Marks, Asst. Director of Information Technology & Staff Council Chair  
Mr. Tom Ratliff, Executive Director of Operations  
Mr. Jesse Skiles, Director of Athletics  
Ms. Teresa Sterns, Chief of Staff/Executive Assistant to the President

Others Present: Ms. Larissa Howe, SGA Vice President  
Mr. David Jacobson, CliftonLarsonAllen LLP, via Zoom

### **Call to Order**

Chair Ann Green called the meeting to order at 10:05 am.

A quorum was established.

### **Public Comment** – N/A

### **Special Guests/Presentations:**

#### **Audit Presentation**

David Jacobson from CliftonLarsonAllen LLP announced that the audit was completed on October 14, 2024. He presented a PowerPoint and discussed the audit principles, responsibility overview, audit focus areas, audit results, and required communications. CliftonLarsonAllen LLP gave a clean opinion, the highest level of assurance. GSU Foundation is audited by another firm.

#### **Constituent Comments**

**Alumni Council** – Dustin Crutchfield, Director of Alumni Relations, disseminated sample pages of the Alumni History book and reported the following:

- Plan to submit Alumni History book for print next month and distribute by April.
- Newly appointed Council members are Kyre Anna Minney and Chris Arden.
- Council selected award recipients for the Spring 2025 Alumni Banquet at its February 15 meeting.

**Faculty Senate** – Greg Lieving, Vice President, reported:

- Senate reviewed and updated policies from the Academic Policy Committee.
- Approved documents to be submitted to HLC.

**Staff Council** –Eric Marks, Chair, referred to the update in the packet and reported that the only new item to report on is Council will be replacing Chelsea Stickelman’s vacant representative seat.

**Student Government Association (SGA)** – Larissa Howe, Vice President, invited everyone to SGA’s Mardi Gras event for faculty, staff, and students next Tuesday. She further reported:

- SGA is working with Mark Sarver to establish a plan for campus and community clean-up.
- New elections will take place in late March or early April.
- Students had a great trip to Charleston for GSU Day at the Legislature. Approximately 70 students attended.

#### **Consent Agenda**

Teresa Sterns announced that the December 13, 2024 Board meeting minutes were not included in the Board packet but were emailed to the Board members. An updated agenda packet will be placed online to include the minutes.

BOB MARSHALL MOVED TO APPROVE THE CONSENT AGENDA. KATHY BUTLER  
SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

#### **Committee Reports**

##### **Executive Committee/Chair Report**

Ann Green reported that the Committee met on February 5, 2025 via Zoom and set today’s agenda.

**Board Governance and HR Committee** – Alex Lay, Chair, referred to the updates in the Board packet and reported the following about the Committee meeting:

- Tegan McEntire provided an update on active positions and promotions.
- Rita Helmick spoke about legal issues.
- David Hutchison thanked all who took part in GSU Day at the Legislature and announced that the House of Delegates presented a resolution to GSU. GSU Founders Day raised \$1.25 million dollars from 1153 donors and 800 of those were new donors this year.

Tom Ratliff presented a PowerPoint of facilities and project updates that included:

- Cupola Replacement (a light will be added to the top of Clark Hall in the next 45 days)
- Pioneer Way
- Classrooms (scheduled to be painted or remodeled)
- Door Lock System Replacement
- Waco Center Nursing Area
- Morris Family Health & Fitness Complex (MFHFC)
- Crisis Response Manual

David Hutchison provided an overview of each phase that will take place in the construction of the new MFHFC. He stated that the Board will be provided an update at each meeting regarding the project phases. The overall project will cost \$25 million dollars. All funding is from outside sources and has been secured for the project. The cost of the first phase is \$1.9 million dollars.

Tim Henline noted that the Board did not vote on the overall MFHFC project; however, a consensus of the Board to proceed with each phase of the project will need to be recorded in the minutes of Board meetings prior to commencing each phase.

The consensus of the Board via voice is to proceed with phase one of the Morris Family Health & Fitness Complex.

President Manchin asked that the minutes reflect that the Board was apprised of phase one and its consensus is to proceed with phase one of the MFHFC project.

Skip Hackworth requested that “Project Updates” be added to all future Board meeting agendas under “Discussion/Actionable Items.”

Kathy Butler requested that more detailed information on the Crisis Response Manual be made accessible to Board members and all involved regarding training and other necessary elements.

Mari Clements requested that the Crisis Response Manual be placed in OneDrive with password protection.

**Enrollment and Student Life Committee** – Skip Hackworth, Chair, asked Duane Chapman to provide an update.

Duane Chapman reported:

- The University transported 52 Hidden Promise Scholars and Student Support Services students to the Capitol in Charleston for GSU Day at the Legislature on February 18, 2025.
- Applications are trending upward and are currently within 40 of this time last year.
- 35 faculty are now reporting attendance every time they hold class and attendance is higher than ever.

- Four-week negative grades are down by over 100. Over 400 students did not receive a D or F.
- Continuing to research retention by department, course, and faculty/course.
- The current number of applications received for graduate courses is 49.
- CRM should be purchased by March 1, 2025.
- Hosting 65 high school students from Gilmer County on March 4, 2025 for their SAT bootcamp.

**Academic Affairs Committee** – Kathy Butler, Chair, reported that the Committee met on February 5, 2025 and updates on the following were provided:

- Strategic Plan is in process with a completion target date of March 1, 2025.
- Possible University Academic Calendar changes may be made in the future. Many meetings have been convened. Surveys may be administered to faculty and students. No changes will be made for this fall.
- No changes have been made at this time regarding the re-organization.
- Board members need to mark their calendars for the HLC site visit scheduled for September 28-29, 2026.
- Nationally, GSU has graduated the most BS students from the prison program than any other institution.
- MBA program approval has been received from HEPC.

**Business and Finance Committee** –Tim Henline, CFO, provided the following update:

- Tim presented to the WV House of Delegates regarding inefficiencies of the WV financial reporting system. A summit has been scheduled for all Higher Education CFOs to discuss the inefficiencies.
- Last year was the University's "Year of Savings." This year will be the "Year of Growth."
- Looking at purchasing and using fuel from the University fuel tanks for University fleet to save money.
- Working on wage compression issues due to a document presented to Tim from Mark Sarver
- Reviewing budget with President Manchin and may include a raise for employees in it, however, the Governor did not include the raises in the State budget.
- One of the impacts from the state and federal level of executive orders affecting the University is that it has not received any deferred maintenance funds for eight weeks. The University is waiting on \$1.2 million dollars for the deferred maintenance funds that were previously approved by the legislature.

Leslie Mason reported on how state and federal executive orders are impacting the University and noted that she has been continuing to submit and monitor grants. All Diversity, Equity, and Inclusion (DEI) information was submitted to HEPC per the Governor's request. Currently, the University has not had any grants or funding taken away due to DEI. The University is still waiting to hear about the status of other grants that were submitted to the US Department of Education.

**Athletics Committee** – Bob Marshall, Chair, announced that the wrestling team is nationally ranked and the regionals will be held this weekend in Tiffin, Ohio. He asked Jesse Skiles to provide an update.

Jesse Skiles referred to the update in the Board packet and reported that approximately 70 athletes have with 4.0 GPAs and the retention rate of athletes is 98%. He discussed the Commissioner's Cup Standings and fall sports win/loss records.

### **President's Report**

Dr. Manchin emphasized how important academics are to the success of the students. He briefly discussed fundraising, on-going projects, marketing of the MBA and Health Sciences programs.

## **Discussion/Actionable Items**

### **Auditor's Report for FY24**

KATHY BUTLER MOVED TO APPROVE THE FY2024 AUDIT REPORT AND FINANCIAL STATEMENTS AS PRESENTED. LESLIE MASON SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

### **Announcements**

Chair Green acknowledged the passing of Buddy Griffin, who among other things, started the Blue Grass Program at GSU and announced the following:

- MEC Basketball Tournament at Wesbanco Arena, Wheeling, WV – March 5-9, 2025.
- Denim & Diamonds Gala on Saturday, March 29, 2025 (Reception at 6:00 pm and Dinner/Gala at 7:00 pm) at the Mollohan Campus Community Center Ballroom.
- GSU Percussion Ensemble on April 15, 2025 @7:00 pm in Fine Arts Auditorium.
- GSU Department of Fine Arts 150<sup>th</sup> Anniversary Celebration on April 25, 2025 at the Fine Arts Center.
- Board Committee Meetings via Zoom on April 30, 2025 beginning at 9:00 am.
- Board Meeting at 10:00 am in the Waco Center, Rooms A227/228 on May 7<sup>th</sup>.
- Student Organizations Dinner at 6:00 pm in the MCCC, Ballroom on May 6<sup>th</sup>.
- 50 Year Grad Dinner on May 9, 2025 at 5:00 pm in the MCCC, Ballroom.
- Commencement on May 10, 2025 @ 10:00 am in the Waco Center.

### **Adjournment**

With no further business and hearing no objection, Chair Green adjourned the meeting at 12:06 pm.

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Ann Green, Chair

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Teresa Sterns, Chief of Staff/Executive Assistant to the President

**Glenville State University  
Board of Governors Meeting  
April 22, 2025  
Via ZOOM**

Members Present: Ms. Ann Green, Chair  
Ms. Alexandria Lay  
Mr. Tilden "Skip" Hackworth  
Mr. Robert Marshall  
Mr. Rick Simon  
Ms. Maureen Gildein, Faculty Representative  
Ms. Leslie Mason, Staff Representative  
Mr. Jahzeiah Wade, Student Representative

Members Absent: Dr. Kathy Butler  
Mr. Doug Morris

Faculty & Staff Present: Mr. Max Anderson-Lake, Academic Success Counselor  
Mr. Duane Chapman, Vice President of Enrollment & Student Affairs  
Dr. Mari Clements, Provost and Vice President for Academic Affairs  
Mr. Tim Henline, CFO  
Mr. David Hutchison, Vice President for Advancement  
Ms. Tegan McEntire, Human Resources Director, via Zoom  
Ms. Carrie McKeown, Human Resources Assistant, via Zoom  
Dr. Mark Manchin, President  
Mr. Eric Marks, Asst. Director of Information Technology & Staff Council Chair  
Ms. Mackenzie Petry, Lecturer of Accounting  
Mr. Tom Ratliff, Executive Director of Operations  
Dr. Mark Sarver, Professor of Business  
Ms. Teresa Sterns, Chief of Staff/Executive Assistant to the President  
Ms. Kristen Tunno, Lecturer of Business

Others Present: Mr. Aaron Parker  
Ms. Morgan Pemborton

**Call to Order**

Chair Ann Green called the meeting to order at 3:00 pm.

A quorum was established.

**Discussion/Actionable Items****Proposed Employee Pay Raises**

Tim Henline responded to a question inquiring if the University can afford the \$1500 raises for faculty and staff. He announced that due to the year of savings, the University can afford the raises in perpetuity. The savings will not only be reflected this year but in years to come. After the raises, no full-time employee will be making under \$25,000. The raises will total \$600,000. Tim shared the FY26 budget that will be presented to the Board at its May meeting.

RICK SIMON MOVED TO APPROVE THE PLAN AS SUBMITTED TO DISTRIBUTE FACULTY AND STAFF PAY RAISES FOR FY26 AS PROPOSED, CONTINGENT UPON THE AVAILABILITY OF FUNDS AND SUBJECT TO APPROVAL OF THE FY26 INSTITUTIONAL BUDGET. ALEX LAY SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

**Adjournment**

With no further business and hearing no objection, Chair Green adjourned the meeting at 3:43 pm.

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Ann Green, Chair

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Teresa Sterns, Chief of Staff/Executive Assistant to the President





# Cashflow Report

Glenville State University							
Cashflow Projection FY 2025							
	Oasis	Actual Jan-25	Actual Feb-25	Actual Mar-25	Projected Apr-25	Projected May-25	Projected Jun-25
Beginning Cash	Fund #	\$ 1,282,897	\$ 6,834,078	\$ 5,300,518	\$ 3,975,696	\$ 4,717,027	\$ 3,872,965
Debt service & Capital Assessments		203,825	203,825	253,233	203,825	203,825	335,499
Energy Savings Loan Payments		-	-	-	-	-	-
HEPC Ed Grant Payments		-	-	-	-	-	-
FY 2025 Nursing Grant Expenditures (\$773,000)		-	-	-	-	-	-
Deferred Maintenance Expenditures		69,188	988,331	81,928	450,000	350,000	350,000
Health/Wellness Grant		-	-	-	-	1,088,000	300,000
		-	-				
Cash used		<u>2,439,204</u>	<u>2,725,337</u>	<u>3,246,735</u>	<u>3,279,325</u>	<u>4,411,825</u>	<u>3,030,499</u>
Ending Cash		<u>\$ 6,834,078</u>	<u>\$ 5,300,518</u>	<u>\$ 3,975,696</u>	<u>\$ 4,717,027</u>	<u>\$ 3,872,965</u>	<u>\$ 2,968,797</u>
Remaining State Funds Included in Bal.		\$ 1,085,606	\$ 489,888	\$ 22,483	\$ 1,056,022	\$ 261,022	\$ (3,978)
Remaining Energy Savings Loan in Bal.		\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029
Remaining HEPC Ed Grant in Bal.		\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571
Remaining Health/Wellness Grant in Bal.		\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 2,562,000	\$ 2,262,000
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remaining Deferred Maintenance in Bal.		\$ 453,175	\$ (535,156)	\$ (617,084)	\$ (1,067,084)	\$ 582,916	\$ 232,916
Remaining Balance of unrestricted funds		<u>\$ 1,081,697</u>	<u>\$ 1,132,186</u>	<u>\$ 356,697</u>	<u>\$ 514,489</u>	<u>\$ 53,427</u>	<u>\$ 64,259</u>



# Accounts Receivable Aging

## Accounts Receivable Update 4/28/2025

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 24	Fall 2024	Spring 2025	Totals
Current 4/28	\$ 362,237	\$ 87,845	\$ 5,838	\$ 132,085	\$137,589	\$ 12,509	\$ 149,502	\$ 81,220	\$ 16,230	\$ 355,911	\$ 233,790	\$ 636,322	\$ 694,743	\$ 2,905,821
Current 2/4	\$ 364,026	\$ 87,845	\$ 5,838	\$ 132,310	\$138,264	\$ 12,509	\$ 152,721	\$ 84,617	\$ 17,235	\$ 362,264	\$ 258,131	\$ 1,011,907	\$ 2,627,667	\$ 5,255,335
prior Report 11/19	\$ 364,026	\$ 87,845	\$ 5,838	\$ 132,820	\$138,541	\$ 12,509	\$ 152,917	\$ 86,628	\$ 18,335	\$ 370,555	\$ 273,307	\$ 2,200,950		\$ 3,844,271
Prior Report 10/16	\$ 364,562	\$ 87,845	\$ 5,838	\$ 133,220	\$138,591	\$ 12,509	\$ 153,024	\$ 86,836	\$ 18,335	\$ 374,421	\$ 275,107	\$ 2,807,000		\$ 4,457,288
Prior Report 9/4	\$ 366,623	\$ 89,880	\$ 5,838	\$ 134,411	\$138,741	\$ 12,509	\$ 153,024	\$ 89,359	\$ 23,214	\$ 412,326	\$ 355,180			\$ 1,781,105
Prior Report 7/15	\$ 367,402	\$ 89,880	\$ 5,838	\$ 134,811	\$138,741	\$ 12,509	\$ 153,024	\$ 89,359	\$ 23,214	\$ 412,326	\$ 355,180			\$ 1,788,021
Prior Report 6/15	\$ 368,816	\$ 89,880	\$ 5,838	\$ 135,361	\$138,807	\$ 12,509	\$ 153,243	\$ 91,727	\$ 23,414	\$ 435,108	\$ 437,784			\$ 1,898,224
Prior Report 5/15	\$ 368,816	\$ 89,880	\$ 5,838	\$ 135,611	\$138,874	\$ 12,509	\$ 153,243	\$ 92,326	\$ 23,438	\$ 437,880	\$ 673,000			\$ 2,131,415
Prior Report 4/15	\$ 375,894	\$ 90,764	\$ 5,838	\$ 136,524	\$139,265	\$ 12,509	\$ 156,513	\$ 95,218	\$ 26,836	\$ 469,434				\$ 1,508,795
Prior Report 3/15	\$ 376,520	\$ 91,243	\$ 5,838	\$ 137,552	\$139,602	\$ 13,141	\$ 165,036	\$ 95,218	\$ 26,836	\$ 535,715				\$ 1,586,701
Prior Report 1/15	\$ 379,249	\$ 92,004	\$ 5,838	\$ 138,507	\$139,620	\$ 13,141	\$ 165,036	\$ 95,218	\$ 31,100	\$ 796,802				\$ 1,856,515
Prior Report 11/15	\$ 379,599	\$ 92,154	\$ 5,838	\$ 138,827	\$139,845	\$ 13,141	\$ 168,089	\$ 95,268	\$ 31,291	\$ 1,071,019				\$ 2,135,072
Prior Report 11/6	\$ 379,599	\$ 92,154	\$ 5,838	\$ 142,827	\$139,845	\$ 13,141	\$ 168,969	\$ 95,671	\$ 35,691	\$ 1,192,065				\$ 2,265,801
Prior Report 10/4	\$ 382,673	\$ 93,346	\$ 6,338	\$ 144,658	\$141,082	\$ 13,141	\$ 177,098	\$ 100,975	\$ 41,322	\$ 2,454,782				\$ 3,555,415
Prior Report 8/16	\$ 382,673	\$ 93,346	\$ 6,338	\$ 145,008	\$141,282	\$ 13,141	\$ 178,342	\$ 108,712	\$ 58,716	\$ 3,240,949				\$ 4,368,508
Prior Report 8/8	\$ 382,718	\$ 93,541	\$ 6,338	\$ 146,058	\$145,581	\$ 13,141	\$ 188,596	\$ 139,233	\$ 74,132	\$ 4,187,240				\$ 5,376,578
Prior Report 7/11	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,953	\$146,172	\$ 13,141	\$ 198,206	\$ 164,827	\$ 99,549					\$ 1,254,424
Prior Report 6/14	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,999	\$147,231	\$ 13,316	\$ 219,500	\$ 183,735	\$ 318,553					\$ 1,514,909
Reduced by (Current Report - Last Report)	\$ (1,789)	\$ -	\$ -	\$ (225)	\$ (675)	\$ -	\$ (3,219)	\$ (3,397)	\$ (1,005)	\$ (6,353)	\$ (24,341)	\$ (375,585)	\$ (1,932,924)	\$ (2,349,513)
Total Reduction in AR Prior Semesters (Since Last Report)														\$ (416,589)

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 24	Fall 2024		Totals
Total Reduction Since June 2023 Report	\$ (23,460)	\$ (5,696)	\$ (500)	\$ (14,914)	\$ (9,642)	\$ (807)	\$ (69,998)	\$ (102,515)	\$ (302,323)	\$ (3,831,329)	\$ (439,210)	\$ (2,170,678)	\$ (1,932,924)	\$ (6,971,071)

SPRING 2025			
	Billed	Paid	Pending
Current Report	\$ 9,179,242	\$ (6,920,084)	\$ -
Prior Report			\$ -
Difference From Last Report	\$ 9,179,242	\$ (6,920,084)	\$ -
Total Owed by Oncampus (non-prison)			\$ 2,259,158
Prison Pending			
Total AR (Excluding SPRING 2025)			
Total Balance Due	\$2,627,667.31	Spring 2020 through Fall 2025	
Total Reduction Current Report	\$ (416,589.00)	Since last report	
Total Reduction Since June 23 Report	\$ (6,971,071.09)	Current Total Reduction Balance Prior and Current reports.	

Submitted by: *Tegan N. McEntire, Director of Human Resources*

### **Report for Board of Governors**

#### **Active Positions:**

<b>Staff</b>	<b>Open Positions</b>
Campus Service Worker	1 Replacement- Michaela Murphy
Assistant Strength & Conditioning Coach	1 New
Grants Resource Specialist	1 New
Executive Director of Enrollment Management	1 Replacement- Rikki Butler
Track and Cross Country Assistant Coach	1 New
Academic Program Assistant	1 Replacement- Sadie Murphy

<b>Faculty</b>	<b>Open Positions</b>
Assistant Professor or Lecturer of English	2 Replacement- Craig Stamm, Matthew Thiele
Assistant Professor of Lecturer of History	1 Replacement- Ed Wood
Assistant Professor or Lecturer in Land Surveying	1 Replacement- Doyle Hupp
Assistant Professor of Biology	1 Replacement- Sara Sawyer
Assistant Professor or Lecturer of Art	1 Replacement- Dravin Gibson
Assistant Professor or Lecturer of Education	1 Replacement- Connie Stout O'Dell

#### **Promotions & Updated Titles:**

Jodie Fisher	Information Technology Specialist
Erica Posey	Office Manager/ Annual Fund Coordinator
Samantha Helmick	Campus Service Worker
Leisa Dean	Interim Executive Director of Enrollment Management
Margaret Sorensen	Industry Partnership Manager

## Glenville State University Holiday Schedule

FY 2025-2026

<b>Holiday</b>	<b>Date of Observance</b>
Independence Day	Friday, July 4, 2025
Labor Day	Monday, September 1, 2025
Thanksgiving Day	Thursday, November 27, 2025
Thanksgiving Break (Designation: Lincoln's Day)	Friday, November 28, 2025
Christmas Eve (½ work day, ½ Christmas Eve)	Wednesday, December 24, 2025
Christmas Day	Thursday, December 25, 2025
Winter Break (Designation: Columbus Day)	Friday, December 26, 2025
Winter Break (Designation: President's Day)	Monday, December 29, 2025
Winter Break (Designation: West Virginia Day)	Tuesday, December 30, 2025
New Year's Eve (½ work day, ½ day New Year's Eve)	Wednesday, December 31, 2025
New Year's Day	Thursday, January 1, 2026
Martin Luther King Jr. Day	Monday, January 19, 2026
Spring Recess (Designation: Veteran's Day)	Friday, April 3, 2026
Memorial Day	Monday, May 25, 2026

Submitted by: *Rita Hedrick-Helmick, Vice President for Administration and General Counsel*

**Legal:**

- We have two lawsuits and no grievances. Mediation in the ex-employee case is scheduled for December and must be completed by January 30.

**Housing Corporation**

- The Housing Corporation met March 20. The main focus of the meeting was to discuss housing renovations and priority of needs. The subcommittee consisting of Nasia, Tom, Teresa, and myself will soon schedule spring walk-throughs; at that time, we will put together a list of priorities. Our next meetings are scheduled for November 13 and March 12. DMAPS was behind on payment for food but they are nearly paid in full.

**Facilities:**

- We had three meetings Thursday, March 6: deferred maintenance, housing task force, and facilities committee.
- The current Health Sciences in the Waco Center, also known as the nursing area, is complete. One room is not being used; this room will probably eventually be used to offer services and might present a naming opportunity.
- The new electronic door locks in Goodwin are being installed with minimal problems and the Goodwin part of the project should be completed in the near future. When the project is completely finished across campus, then campus can be locked down quickly with a phone app. We will meet with President Manchin to discuss and determine who has authority to lock campus down.
- The LBH demolition contract is approved by the Attorney General's office. The architect added non-AIA language to the contract. John Gray in the Attorney General's office would not approve the contract unless the excess language was removed. Clay and I had multiple long virtual meetings with the architect explaining why the excess language had to be removed. The architect finally complied and the contract was approved. One group in LBH has not yet made the move. The tentative plan for demolition should be completed this week and advertising will go out shortly. The plan is to have this demolition completed by August 5.
- The Print Shop space downtown is nearly complete. Jason Phares and IT wired the space; they installed a punch rack, network cabling, conduit, wall boxes and face plates at 113 East Main Street. Upon conversing with Lisa Eagle, I learned she is concerned about storage space for the big paper, etc. that she keeps in stock.
- Pioneer Way has presented its share of problems. Among other problems, RLI, the contractor, submitted a change order so he had to increase his bond. Work is continuing with an anticipated completion date of June 1. The lighting design is complete. Lighting and handrails will go out for bid soon.
- The library parking lot and handicap parking. Handicap parking has been and will be open as much as is safe while Pioneer Way is under construction. The library is included in the three roofs that will be replaced so part of the parking lot will be closed while this work is completed. RLI continues to

occupy the parking lot so roofing cannot begin until Chris removes his equipment and damage is surveyed and fixed.

- The three roof replacement projects are nearing startup. The final selection of materials is complete.
- The new Morris Family Health and Wellness Center. Asbestos was found in the ceiling tile and boiler room which is rehabbed and removed. Demolition has begun. Outdoor area demolition, including home bleachers, began March 17 and demolition on the field house began April 2. The football coaching offices moved to the Hall of Fame room; lockers moved to the storage area. The fire marshal approved this plan. (Power point).
- The Administration Building has some problems. You probably noticed crumbling plaster in various places, some worse than others. We discussed sealing the building externally but a historical preservation architect advised against that option. The architect suggested repointing the bricks to prevent moisture from seeping inside. He said sealing causes more problems with humidity inside because moisture cannot escape. Clay brought to my attention several photos of the interior of the building provided to him by faculty. After looking at the spaces, the most concerning issue I found is the open breaker box with a sign above it that reads: "For safety, please turn the lights back on when you are done. Thank you." We will soon do an assessment in order to set a budget and determine who will complete the work.
- Archways at the entrance to the PE building that failed last year. We must have an engineer to be onsite or the fire marshal will not approve reconstruction. We are working on finding a contractor.
- New chillers are ordered for Mollohan and the library—but a long lead time exists. We are also ordering a new heat exchanger for Mollohan. The Mollohan chiller replacement is scheduled in May following graduation. The library chiller is still on order with replacement scheduled for this summer.
- The Clark Hall light beam project is underway and should be complete in the next two weeks.

#### **Pickens:**

- We fully remodeled floors 4, 5, and 6 of Scott Wing two summers ago specifically for nursing students. The rooms on floors 1, 2, and 3 are for the most part painted. New heating/cooling units are desperately needed; 45 are purchased and we need 97 total. Facilities does not have time and people to complete this work on these three floors like they did two summers ago. We need to hire a contractor to complete the renovation on these floors and we have a goal of all rooms being ready to occupy by the start of fall semester. Some of the rooms on the first floor should be ADA accessible.
- Facilities Committee is active. Everyone on campus must run all facilities issues, whether moving or upgrading or fixing, through the Facilities Committee. The committee meets monthly and will consider all requests. Cody is the secretary so please send notices and requests to him and he will get your request on the agenda.

#### **Public Safety:**

- We currently have two certified officers and recently hired an officer who was certified in Maryland. He let that certification lapse but will attempt certification in West Virginia. If he can pass academy and become certified, we will have three officers who will cover all three shifts each day.

## **Crisis Response Manual**

- The 2024-25 Crisis Response Manual updates are complete. The committee thanks Ann Green for her support and recommendations. You may request a copy but the manual will not be published on the GSU website because of safety reasons. We will print new flip charts and cards which will be placed in each classroom. Each employee will also receive a copy.

## **IT**

- IT met with Omni and Associates to review and give input regarding the new football press box and Vantage complex. IT removed all technology from the press box and field house before both were razed and assisted football with the move to the Hall of Fame room.
- Alpha Technologies and Doug Tate donated a 46kw diesel generator to IT to support the server array and core network equipment in the Administration Building.
- IT met with MCM Business Visual Edge. IT will request a quote to replace our current phone system. However, MCM does not support elevators so if that option is chosen, we will have to contact TKE to supply cellular connection to each elevator.
- Citynet point to point circuit to Alpha is installed and will soon be connected. At that time, GSU's servers will be backed up offsite.
- IT completed and submitted the annual questionnaire to Gallagher for cyber security insurance through HEPC.
- The computers in Molloyhan 319 and 315 have been updated with the latest Windows 11 package. The update should help alleviate internet connection drops in these meeting spaces.
- Gilmer County High School sponsors a bootcamp which is held annually in the President's auditorium. IT met with Gilmer County officials and set up technology for this camp.
- The SQL server with Titanium software for mental health services was acquired through an HEPC grant and we are a pilot institution. The server is installed and new desk top scanners are installed so the mental health facility can scan directly into Titanium software.
- IT installed new wireless access points in the LBH tower for Social Sciences. IT also installed new wireless access points in the nursing school at Waco.
- Fine Arts suffered from the April 19 power outage. IT worked with Jim Chapman to reprogram the sound board and replaced the AV switch.
- In order to host the WV Intermediate Court of Appeals, IT had to install a dedicated network port and new wireless access point.
- IT traced and terminated network lines in the ground storage room of the Science Hall for Jim Chapman to use during construction of Pioneer Way. These lines will be utilized for lighting and sound in the amphitheater.
- IT repaired the MILO by disassembling and reassembling after the power outage.
- IT moved and activated GSU's website to its new location in the Acquia cloud. Acquia is decommissioning the old location.

## **Title IX:**

- The Office of Title IX successfully completed and resolved all 2024-25 cases with the exception of one case. The panel concluded April 25.

- GSU is leaving SUNY and going back to ATIXA for training. The software is more user friendly, offers prompt updates in changes to laws and regulations. ATIXA offers several training programs which will save money on up-to-date training certifications.
- Casey attended the annual Sexual Assault Symposium where she learned new interview methods; she learned more about toxicology and SANE kits (Sexual Assault Nurse Exam). The training provided several contacts with people who operate in all areas of sexual assault including law enforcement, FBI agents, WV State Police, lab technicians, and those who provide advocacy for victims.

#### **WV FRIS:**

The acronym FRIS stands for Foundation for Rape Information and Services. Riley Freeland at WV FRIS offered us a free Clery training video through the Clery Center. I requested a copy for our campus; Casey Smola is our point of contact with FRIS.

#### **HEPC:**

HEPC conducted a meeting with all general counsels. The issue was whether institutions could charge a course overload fee when students take more than 12 credit hours during a regular academic term. The answer is “No” per W. Va. Code § 18B-10-1(f) which states that institutions of higher learning “establish the rates to be charged full-time students . . . who are enrolled during a regular academic term.” Full-time student is defined in Code as “an undergraduate student who is enrolled in 12 or more credit hours in a regular term.” W. Va. Code § 18B-10-1c(d). A full-time graduate student is defined as “a graduate student who is enrolled for nine or more credit hours in a regular term” W.Va. Code § 18B-10-1c(d). The language “or more” precludes institutions from charging extra to students who choose to take more than 12 hours per semester.




Submitted by: *David Hutchison, Vice President for Advancement & Governmental Affairs, Executive Director of Foundation, Executive Director of Research Corporation*

### Scholarship Comparison

	FY 25	FY 24	FY 23	FY 22	FY 21
Scholarships	865	698	574	534	403
Students	400	408	343	352	301
Tuition Discounts Offset	\$592,752 *\$500,000	\$493,792 *\$500,000	\$394,636 *1.2 Million	\$300,000	\$100,000
Total Awarded	\$1,005,758 *4/29/2025	\$907,776.84	\$737,006	\$678,993	\$425,692

### Founders Day of Giving:



## 2025 FOUNDERS DAY OF GIVING RECAP

**59**  
Different Campus Support Areas

More than  
**100**  
Different Funds Received Support


**706**  
New Donors

TOTAL DONATIONS		
\$1,271,498 TOTAL RAISED	1,171 Total Donors	1,595 Total Donations

ONLINE DONATIONS		
\$87,310 RAISED ONLINE	916 Online Donors	1143 Online Donations


OFFLINE DONATIONS		
\$1,184,187 RAISED OFFLINE	255 (304) Offline Donors	452 Total Donations

87.7% of Donors covered their fees  
83.3% of all online donations were covered (86.5%)



## ANNUAL COMPARISON

Year	Total Raised	Total Donors	Total Online
2025	\$1,271,498	1,171	\$87,311
2024	\$1,083,253	1,070	\$81,200
2023	\$1,124,588	921	\$66,342
2022	\$1,180,274	698	\$65,290
2021	\$256,000	400+	\$23,106
2020	\$130,000	357	\$21,751



## ANNUAL COMPARISON

Year	Total Raised	Total Donors	Total Online
2025	\$1,271,498	1,171	\$87,311
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2021	\$256,000	400+	\$23,106
2020	\$130,000	357	\$21,751



## 2025 Founders Day of Giving - Goals

### I. Foundation Goals

- Raise \$1,200,000 ✓
- Have 1100 Donors ✓
- Raise \$100,000 on line (\$87,310.69)\*
- 100% Board Giving & Participation ✓

### Annual Fund Update:

- Annual Fund Mailing
- Spring Mailing with Segmented Approach
- Increasing Alumni Donors - 17.8% Alumni Donate
- Increasing Young Alumni - Young Alumni Events, Young Alumni Focus Group
- Increasing Outreach Events and Travel

### **Federal Grant Updates:**

- TRIO SSS: Pending 2025 – 2030 award for 165 students
- Land Resources: New program with WVDA/surveying
- Nursing Expansion: Year 3
- Health & Wellness: Community outreach programs
- Focus on health sciences, tech, and campus infrastructure
- Expand enrollment and student success initiatives
- Secure grants to strengthen financial resilience

### **Marketing Update:**

# MARKETING UPDATE

- Graduate Program Testimonials
  - MBA Program – 1 completed
  - Education – 2 in process
- End of Academic Year Events
  - photography/videography
- Campus Updates
  - Timelapse coverage for amphitheater and stadium
- Department Policies & Procedure Updates
- Website Refresh – In progress

## GLENVILLE STATE UNIVERSITY

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### **Alumni Update:**

- March 6 – Alumni Reception at WVMEA Conference
  - Hosted a reception for Glenville State music educators who were attending the conference.
- March 6-9 – MEC Basketball Championship Hospitality Suite
  - Provided a hospitality suite for Pioneer fans during the tournament
- April 22,23 – Countdown to Commencement
  - Event for prospective May graduates; gave each an alumni t-shirt and had an opportunity to talk with them about future plans and career resources available to them.
- April 26 – Alumni Awards Banquet
  - Honored 11 outstanding alumni.

### **Upcoming Events**

- May 2 – Baseball Alumni Reunion
- May 9-10 – 50 Year Graduates Weekend for the Class of 1975
- May 20 – Retired Employees Luncheon
- June 14 – GSU Night at Go-Mart Ballpark

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Submitted by: *D. Duane Chapman, Vice President of Enrollment & Student Affairs*

**Report for Board of Governors**

**Admissions**

- Undergraduate FA24- 1057 / FA25- 1059
- Graduate FA24- 10 / FA25- 34 (15 registered for fall)
- International - 42 enrolled FA24 / 48 enrolled SP25
- Early registration – 155 have requested to register for course 4/21/25 to 5/4/25 ( 126 registered of the 155)
  - The admissions office has an Interim Executive Director while a national search is taking place
  - The admissions office and the third floor has been transformed into a “one stop shop”
  - The 1872 Lounge has been created for first time visits and recruitment. Already positive feedback from students and parents.
- Letters
  - 3.0^ GPA received letter from Chair/Dean
  - 3.3^ GPA receive letter from Provost
  - 3.7^ GPA receive letter from President
- CRM – Liaison is being installed
- Gold Pioneers for award ceremonies at high schools are coming.
- International Portfolio
  - Apps Year to Date: 2024- 83 2025-58
  - Enrollment 2023/2024- 42
  - Enrollment 2024/2025- 48
  - Physical changes in roles, the International Coordinator is Colby Cunningham currently the Universities PDSO. We have three DSO officers spread out the campus to give students different avenues to seek help if needed. Ann Reed in the Registrars office, Leisa Dean in Admissions, and Eli Anderson-Lake in Res Life.
  - We have implemented a \$100 application fee for all international students, undergraduate and graduate (Athletic recruiting waiver is in place on app fee). We have also implemented each international student is required to pay at least 40% of tuition before stepping foot into the country. Also paid in full once classes start. For the international recruiting process, we are going to be utilizing The Global Match platform to get in touch with more students and agents worldwide. We have set parameters on where and what kind of students we will be looking for moving forward. Some specific areas we have highlighted we are aiming for is Canada, and areas in South America, mainly because we have had such great luck with students from these areas with graduating, retention, and financials.

## **Student Affairs**

### **Student Life:**

- Planning Pioneer Preview New Student Orientations (June, July, & August)
- Planning on attending NASPA Regional Conference
- Updating Student Handbook
- Partnering with Brite Tech to identify potential student barriers early and to measure satisfaction
- 5 SGA Student Leaders will be attending the WV Student Leadership Conference
- Student Life Committee is back up and running
- Preparing for the Student Life Banquet (SGA Inauguration, Student Life Awards, Pioneer Mascot Announcement, Student Organization Recognition)
- Reintroducing the Student Newspaper

### **Residence Life:**

- Completing Resident Assistant and Office Assistant hiring for the 2025-2026 academic year
- Implementing the new housing software eRezLife
- Establishing living and learning communities
- Implementing Residence Hall Competitions for the 2025-2026 academic year
- Modernizing Residence Hall and Student Code of Conduct Policies and Procedures
- Creating marketing materials and room tours for all of the Residence Halls
- **Esports**
  - Placed second overall, as a team, in the Unified Gaming Mid-Atlantic Esports Conference Championships in Super Smash Brothers Ultimate
  - Had three students medal individually in the Unified Gaming Mid-Atlantic Esports Conference Championships in Super Smash Brothers Ultimate
  - Partnered with Intramurals, creating a Wii Bowling League
  - In conjunction with Residence Life, hosted an anti-impaired driving program
  - Actively recruiting for the Fall 2025 semester
- **Outdoor Recreation**
  - Hosted trips to Nelsons Rocks, Horseback Riding, and Paintball
  - Hosting weekly ultimate frisbee competitions
- **Student Activities**
  - Hosting GSU Week April 21-25 with activities including tie dye, food fair, color run, game show, frozen lemonade, snacks, bingo, and more.
  - Mr. and Miss GSU Competition
  - Food for Thought – finals week
- **Aquatics & Recreation**
  - Second Healthy Eating Meal Prep Series with Aramark
  - Hosting local school field trips
  - Youth swimming lessons
  - Reusable water bottles and station in Fitness Center

## **PIONEER SUPPORT CENTER**

- Through one week of registration, we are sitting at 488/1012, 48% Fall-to-Fall retention.
- Averaging 20 students a day

- 150/1012 students have either withdrawn during the fall 2024 or spring 2025 semester or have indicated that they will not return for fall 2025.
- This leaves us a pool of 374 returning students that we can still potentially register. Although PSC is currently registering new freshmen and transfer students for the next 2 weeks, the department is also keeping up with its communication and registration strategy for the remaining 551 returning students. The goal is to have students registered for classes before they leave for summer break.
- Career Fair was attended by 160 students with 72 vendors present.

## **SSS**

### *Monday: 4/28*

Jam-o-Rama Study Skills Workshop: Interactive study skills workshop to help students develop effective strategies for success during finals week. Tips on time management, note taking, stress-relief. This workshop will work to better equip students and boost their confidence to ace those exams! Join us in your comfiest clothes and enjoy a relaxed evening on the beanbags as we prepare for finals week together.

### *Tuesday: 4/29*

Tailgate Trivia: Think you've got what it takes to be the ultimate trivia champion? Grab your SSS friends and join us for a night of brain-teasing questions, laughs, and yummy game day foods. Trivia night includes a variety of topics and fun ways to learn from pop culture, history, science, and cat facts! Snacks provided-all you need to bring is your game face!

### *Wednesday: 4/30*

Fast Food Financial Literacy : How many times should you eat chick-fil-a in a month? There is no right answer. Take Charge of Your Money- Ready to feel more confident about your finances and how to handle those student loans? Learn the essentials of managing your money, understanding credit, setting financial goals, and building a secure financial future. Create the ultimate fast food entree and learn how to save for the next!

### *Thursday: 5/01*

Get ready to kick back, team up, and unleash your inner kid at SSS Night of Fun!: Join us for an evening packed with classic games, friendly competitions, and much more. Whether you're racing in relays, conquering obstacle courses, tie-dying shirts, or becoming the next T Swift on karaoke, there is something for everyone. A terrific way to get outside and celebrate the end of another successful semester. Grab your friends, bring your energy, and let the games begin with SSS!

\*Stipulations: you MUST have attended Monday or Wednesday nights event to participate in Thursday's game night.

### *Sunday: 5/04*

May the Fourth be with you as we skydive in Huntington, WV. Just to note this trip filled up with out any fliers, advertisements, or emails.

- We are also deep in the planning process for a summer trip for students who are academically sound, making good progress, and enrolled in the next semester.
- Graylin Floyd is finishing up the leadership summit in D.C.
- 15 plus members used priority registration for next semester.

- We have also begun and continue to let campus organizations use our area for small events that do not take away from the students we serve. So far Education, STEM, Delight Ministries, and a few others have done events in our area. We have also received applications from some of the students attending those events to try to join the program. It is my hope to continue to bring students here in hopes that we can reach those who may not know about our program.

We will transition to midnight closing as the end of the semester approaches.

Submitted by: *Mari L. Clements, PhD, Provost and VP for Academic Affairs*

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### **Report for Board of Governors**

- Five-Year Program Review Executive Summaries.
  - Revisions to HEPC Series 10 (which governs these reviews) are coming.
- Commencement Activities
  - The May 2025 Hooding ceremony is Friday, May 9.
    - Five MBA grads and five MACI grads.
  - Main Campus commencement is Saturday, May 10.
    - Very excited to have three student speakers at commencement: Pioneer of the Year, and our two students who headed up SGA, Larissa Howe and Jahzeiah Wade.
  - Commencement ceremony at FCI Gilmer, May 14.
  - Commencement ceremony at Huttonsville Correctional Center and Jail, May 15.
- Ongoing faculty searches in several areas.
- Work on MA in Counseling Psychology continues. Notice of Intent to Plan is largely written.
  - Revisions to HEPC Series 11 (which governs program planning) are coming.
  - Program being designed to meet both APA accreditation standards and CACREP expectations as well as West Virginia licensing requirements.
  - Attention also being paid to other states' expectations.
- HLC Panel Review has recommended approval of the AS in Business at Huttonsville Correctional Center and Jail as a Prison Education Program. FCI Gilmer still pending panel review. Neither is approved by HLC until Institutional Actions Committee convenes.
  - Summer courses are on hold until HLC action.
  - Still must be approved by the Department of Education.
- Intentional reduction in undersubscribed courses through the use of better course rotations, updated plans of study, intentional advising (PSC and faculty), and course subs.
- Possible acceleration of our own nursing program being explored with Marshall and with HEPC.
- Accreditation was the subject of a recent federal Executive Order, and changes continue at the Department of Education.
  - We are monitoring and responding.

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Submitted by: *Tim Henline*

**Report for Board of Governors Business and Finance Committee**

- **FY24 General Audit**

- CLA (CliftonLarsonAllen, LLP) engaged.
  - Completed
  - **KEY HIGHLIGHTS**
  - Deferred outflows decreased from FY22 to FY23 by \$170,350, and again from FY23 to FY24 by \$226,515, from \$726,002 in FY22 to \$329,515 in FY24, due mainly to the finance department improvements in accounts payable.
  - Current cash and cash equivalents increased by \$2,710,029 in FY24. In FY22 to FY23 it decreased by \$3,447,654.
  - Other noncurrent assets increased by \$1,238,258 in FY24. In FY22 to FY23 it decreased by \$1,446,656.
  - Operating expenses decreased by \$166,029
  - Salaries, wages, and benefits increased by \$1,683,514, driven mainly by PEIA increases and the introduction of recent programs and across the board raises. PEIA increases will take effect again this coming year. Despite the increase in salaries, there was a decrease of six tenths of a percent as a share of the operating expenses while total operating expenses also decreased \$166,029.
  - Unearned revenue increased by \$3,162,242 from FY23 to FY24, for a total of \$3,514,672 due to the state requirement to defer deferred maintenance revenue into FY25.
  - Student Financial Aid and Fellowships fell by \$3,844,330 in FY24 due mainly to the retirement of HERF (Covid) Funds.
  - Net Cash used by operating activities decreased by \$8,451,808 due mainly to the retirement of HERF funds, and an increase in payments to utilities and suppliers.
  - Net operating loss (you always have a net operating loss due to being a state funded institution) was reduced by \$1,049,524.
  - Accounts receivable went from -\$711,890 to a positive \$630,562.
  - New GASB Requirements for FY25 and FY26 will be required.
- Single Audit with Ernst & Young
  - Completed with several findings in IT areas and some in Financial Aid.
- Worker's Compensation Audit
  - Completed. No findings.

- **GSU Budget for FY25**

- **FY 25 Budget updates**
  - Projected improved income statement.
  - Projected improved cash flow.
- **State Appropriation**



- FY25 \$7,420,879, an increase of 4.7% over FY24.
  - New funding formula data compiled by HEPC.
  - GSU is working on modifications to the funding formula ratios.
- **Food Service**
  - Utilization is higher than last fall.
  - Aramark increased food and labor costs by 8%.
- **Utilities**
  - Still showing some stability with slight declines predicted.
  - Meeting scheduled with energy firms to decrease overall energy consumption improve efficiencies.
- **Capital**
  - Deferred Maintenance Funds distributed for first round of all projects. Second round disbursement for technology received. Second round disbursement for \$587.500 for Roads and Pathway funds submitted. (No additional Deferred Maintenance Funds have been received for 16 weeks stemming from change in new administration)
  - Morris Health & Wellness Project – Underway some funding received,
- **Accounts Receivable**
  - Seeing increases in prior semester payments with over \$370,000 paid recently.
  - Total prior semesters accounts receivable since June 24 are a little under \$7M.
- **Cash Flow Forecast**
  - Improved cashflow, questions remain with new administrations both Federal and State.
- **Tuition Discounting**
  - Working with athletics and foundation to reduce overall tuition discounting.
  - Athletics revenue continues to increase over FY24.
    - Continuing to work with Athletics Director to improve revenue ratios for athletics.
- **Housing**
  - Increased housing occupancy over prior Fall.
  - Improvements in processes on the Admissions and Business & Finance side have increased efficiencies for billing purposes.
  - Research being conducted on faculty/staff and student housing improvements and to increase the capacity of housing for faculty, staff, and students.
- **GSU Budget for FY26**
  - **FY 26 Budget updates**
  - **State Appropriation**
    - FY26 \$7,568,222.00 an increase of 2% over FY25.
    - No funding for raises was included in the appropriation.
    - New funding formula data compiled by HEPC.
    - GSU is working on modifications to the funding formula ratios.
- **Other**

- **Year of Savings**
  - Continuing analysis of contracts and processes to reduce overall expenses is underway.
  - Several added cost savings, renegotiations of contracts, completed or underway.
  - New copier service significant reduction in costs.
  - New IT services contracts underway with significant reductions in costs.
- **Tuition Increase**
  - Need to analyze whether to complete additional tuition and fees increases. Possible standard low yearly percentage increase?
- Attachments/Enclosures:

Under separate cover

# Business & Finance

*Board of Governors Committee Meeting*

*April 30th, 2024*

GLENVILLE STATE UNIVERSITY



# Spring 25 Enrollment

RESIDENTIAL STUDENTS		OFF CAMPUS PROGRAMS		TOTAL STUDENTS	
FULL-TIME IN-STATE RESIDENTIAL SPRING 24=323	↑ 354	PART-TIME IN-STATE RESIDENTIAL SPRING 24=11	➡ 11	TOTAL STUDENTS SPRING 24=1526	
FULL-TIME OUT OF STATE RESIDENTIAL SPRING 24=156	↓ 142	PART-TIME OUT OF STATE RESIDENTIAL SPRING 24=6	↓ 3	TOTAL FULL-TIME SPRING 24=857	
FULL-TIME INTERNATIONAL RESIDENTIAL SPRING 24=41	↓ 36	PART-TIME INTERNATIONAL RESIDENTIAL SPRING 24=0	↑ 3	TOTAL PART-TIME SPRING 24=236	
COMMUTER STUDENTS		GRADUATE - MA SPRING 24=21		↓ 192	
FULL-TIME IN-STATE COMMUTER SPRING 24=176	↓ 152	PART-TIME IN-STATE COMMUTER SPRING 24=42	↓ 26	NOTE: Total Full and Part-Time above excludes Graduate AND HS other than dual Pathway.	
FULL-TIME OUT OF-STATE COMMUTER SPRING 24=23	↓ 21	PART-TIME OUT OF-STATE COMMUTER FALL 23=4	↓ 2	GRADUATE - MBA SPRING 24=21	GRADUATE - MS SPRING 24=0
FULL-TIME INTERNATIONAL COMMUTER SPRING 24=1	↑ 6	PART-TIME INTERNATIONAL COMMUTER FALL 24=0	↑ 3	↑ 34	↑ 6
		HIGH SCHOOL SPRING 24=464		TOTAL ONLINE SPRING 24=84	
		CORRECTIONS SPRING 24=153		↑ 98	TOTAL GRADUATE SPRING 24=42
		↓ 140		↑ 161	FULL-TIME GRADUATE SPRING 24=25
				↑ 43	PART-TIME GRADUATE SPRING 24=17
				↑ 18	



# Spring 25 Enrollment

## SPRING 25 ENROLLED HOURS DATA

FTE Based Upon 15 HRS

SPRING 24=1108

**1,152**

Total Enrolled Students

SPRING 24=1526

**1593**

FTE Based Upon 12 HRS

FALL 23=1530

**1625**

TOTAL ENROLLED HOURS ALL STUDENTS

SPRING 24=16618

**17274**

AVERAGE ENROLLED HOURS PER  
STUDENT: ALL STUDENTS (EXCLUDING  
DUAL ENROLLMENT AND MASTERS)

SPRING 24=13.21

**13.54**

AVERAGE ENROLLED HOURS PI  
STUDENT: ALL STUDENTS

SPRING 24=10.9

**10.84**

AVERAGE ENROLLED HOURS  
PER STUDENT: MASTERS (9  
HOURS IS FULL-TIME)

SPRING 25=7.50

**7.46**

AVERAGE ENROLLED  
HOURS PER STUDENT:  
DUAL ENROLLMENT

SPRING 24=6.12

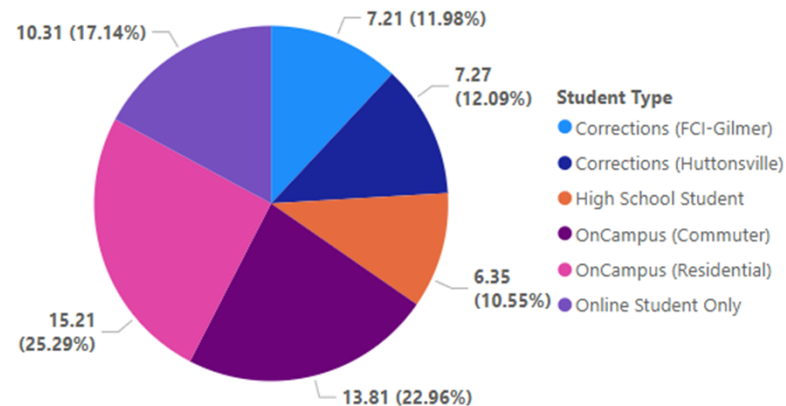
**6.35**

AVERAGE ENROLLED  
HOURS PER STUDENT:  
CORRECTIONS

SPRING 24=5.49

**7.23**

### ENROLLED HOURS BY STUDENT TYPE





# Accounts Receivable Aging

## Accounts Receivable Update 4/28/2025

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 24	Fall 2024	Spring 2025	Totals
Current 4/28	\$ 362,237	\$ 87,845	\$ 5,838	\$ 132,085	\$137,589	\$ 12,509	\$ 149,502	\$ 81,220	\$ 16,230	\$ 355,911	\$ 233,790	\$ 636,322	\$ 694,743	\$ 2,905,821
Current 2/4	\$ 364,026	\$ 87,845	\$ 5,838	\$ 132,310	\$138,264	\$ 12,509	\$ 152,721	\$ 84,617	\$ 17,235	\$ 362,264	\$ 258,131	\$ 1,011,907	\$ 2,627,667	\$ 5,255,335
prior Report 11/19	\$ 364,026	\$ 87,845	\$ 5,838	\$ 132,820	\$138,541	\$ 12,509	\$ 152,917	\$ 86,628	\$ 18,335	\$ 370,555	\$ 273,307	\$ 2,200,950		\$ 3,844,271
Prior Report 10/16	\$ 364,562	\$ 87,845	\$ 5,838	\$ 133,220	\$138,591	\$ 12,509	\$ 153,024	\$ 86,836	\$ 18,335	\$ 374,421	\$ 275,107	\$ 2,807,000		\$ 4,457,288
Prior Report 9/4	\$ 366,623	\$ 89,880	\$ 5,838	\$ 134,411	\$138,741	\$ 12,509	\$ 153,024	\$ 89,359	\$ 23,214	\$ 412,326	\$ 355,180			\$ 1,781,105
Prior Report 7/15	\$ 367,402	\$ 89,880	\$ 5,838	\$ 134,811	\$138,741	\$ 12,509	\$ 153,024	\$ 89,359	\$ 23,214	\$ 412,326	\$ 355,180			\$ 1,788,021
Prior Report 6/15	\$ 368,816	\$ 89,880	\$ 5,838	\$ 135,361	\$138,807	\$ 12,509	\$ 153,243	\$ 91,727	\$ 23,414	\$ 435,108	\$ 437,784			\$ 1,898,224
Prior Report 5/15	\$ 368,816	\$ 89,880	\$ 5,838	\$ 135,611	\$138,874	\$ 12,509	\$ 153,243	\$ 92,326	\$ 23,438	\$ 437,880	\$ 673,000			\$ 2,131,415
Prior Report 4/15	\$ 375,894	\$ 90,764	\$ 5,838	\$ 136,524	\$139,265	\$ 12,509	\$ 156,513	\$ 95,218	\$ 26,836	\$ 469,434				\$ 1,508,795
Prior Report 3/15	\$ 376,520	\$ 91,243	\$ 5,838	\$ 137,552	\$139,602	\$ 13,141	\$ 165,036	\$ 95,218	\$ 26,836	\$ 535,715				\$ 1,586,701
Prior Report 1/15	\$ 379,249	\$ 92,004	\$ 5,838	\$ 138,507	\$139,620	\$ 13,141	\$ 165,036	\$ 95,218	\$ 31,100	\$ 796,802				\$ 1,856,515
Prior Report 11/15	\$ 379,599	\$ 92,154	\$ 5,838	\$ 138,827	\$139,845	\$ 13,141	\$ 168,089	\$ 95,268	\$ 31,291	\$ 1,071,019				\$ 2,135,072
Prior Report 11/6	\$ 379,599	\$ 92,154	\$ 5,838	\$ 142,827	\$139,845	\$ 13,141	\$ 168,969	\$ 95,671	\$ 35,691	\$ 1,192,065				\$ 2,265,801
Prior Report 10/4	\$ 382,673	\$ 93,346	\$ 6,338	\$ 144,658	\$141,082	\$ 13,141	\$ 177,098	\$ 100,975	\$ 41,322	\$ 2,454,782				\$ 3,555,415
Prior Report 8/16	\$ 382,673	\$ 93,346	\$ 6,338	\$ 145,008	\$141,282	\$ 13,141	\$ 178,342	\$ 108,712	\$ 58,716	\$ 3,240,949				\$ 4,368,508
Prior Report 8/8	\$ 382,718	\$ 93,541	\$ 6,338	\$ 146,058	\$145,581	\$ 13,141	\$ 188,596	\$ 139,233	\$ 74,132	\$ 4,187,240				\$ 5,376,578
Prior Report 7/11	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,953	\$146,172	\$ 13,141	\$ 198,206	\$ 164,827	\$ 99,549					\$ 1,254,424
Prior Report 6/14	\$ 385,697	\$ 93,541	\$ 6,338	\$ 146,999	\$147,231	\$ 13,316	\$ 219,500	\$ 183,735	\$ 318,553					\$ 1,514,909
Reduced by (Current Report - Last Report)	\$ (1,789)	\$ -	\$ -	\$ (225)	\$ (675)	\$ -	\$ (3,219)	\$ (3,397)	\$ (1,005)	\$ (6,353)	\$ (24,341)	\$ (375,585)	\$ (1,932,924)	\$ (2,349,513)
Total Reduction in AR Prior Semesters (Since Last Report)														\$ (416,589)

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 24	Fall 2024		Totals
Total Reduction Since June 2023 Report	\$ (23,460)	\$ (5,696)	\$ (500)	\$ (14,914)	\$ (9,642)	\$ (807)	\$ (69,998)	\$ (102,515)	\$ (302,323)	\$ (3,831,329)	\$ (439,210)	\$ (2,170,678)	\$ (1,932,924)	\$ (6,971,071)

SPRING 2025			
	Billed	Paid	Pending
Current Report	\$ 9,179,242	\$ (6,920,084)	\$ -
Prior Report			\$ -
Difference From Last Report	\$ 9,179,242	\$ (6,920,084)	\$ -
Total Owed by Oncampus (non-prison)			\$ 2,259,158
Prison Pending			
Total AR (Excluding SPRING 2025)			
Total Balance Due	\$2,627,667.31	Spring 2020 through Fall 2025	
Total Reduction Current Report	\$ (416,589.00)	Since last report	
Total Reduction Since June 23 Report	\$ (6,971,071.09)	Current Total Reduction Balance Prior and Current reports.	





# Cashflow Report

Glennville State University							
Cashflow Projection FY 2025							
	Oasis	Actual Jan-25	Actual Feb-25	Actual Mar-25	Projected Apr-25	Projected May-25	Projected Jun-25
Beginning Cash	Fund #	\$ 1,282,897	\$ 6,834,078	\$ 5,300,518	\$ 3,975,696	\$ 4,717,027	\$ 3,872,965
Debt service & Capital Assessments		203,825	203,825	253,233	203,825	203,825	335,499
Energy Savings Loan Payments		-	-	-	-	-	-
HEPC Ed Grant Payments		-	-	-	-	-	-
FY 2025 Nursing Grant Expenditures (\$773,000)		-	-	-	-	-	-
Deferred Maintenance Expenditures		69,188	988,331	81,928	450,000	350,000	350,000
Health/Wellness Grant		-	-	-	-	1,088,000	300,000
		-	-				
Cash used		<u>2,439,204</u>	<u>2,725,337</u>	<u>3,246,735</u>	<u>3,279,325</u>	<u>4,411,825</u>	<u>3,030,499</u>
Ending Cash		<u>\$ 6,834,078</u>	<u>\$ 5,300,518</u>	<u>\$ 3,975,696</u>	<u>\$ 4,717,027</u>	<u>\$ 3,872,965</u>	<u>\$ 2,968,797</u>
Remaining State Funds Included in Bal.		\$ 1,085,606	\$ 489,888	\$ 22,483	\$ 1,056,022	\$ 261,022	\$ (3,978)
Remaining Energy Savings Loan in Bal.		\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029	\$ 9,029
Remaining HEPC Ed Grant in Bal.		\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571
Remaining Health/Wellness Grant in Bal.		\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 3,800,000	\$ 2,562,000	\$ 2,262,000
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remaining Deferred Maintenance in Bal.		\$ 453,175	\$ (535,156)	\$ (617,084)	\$ (1,067,084)	\$ 582,916	\$ 232,916
Remaining Balance of unrestricted funds		<u>\$ 1,081,697</u>	<u>\$ 1,132,186</u>	<u>\$ 356,697</u>	<u>\$ 514,489</u>	<u>\$ 53,427</u>	<u>\$ 64,259</u>



# FY24 SINGLE AUDIT UPDATE

- **SEVERAL FINDINGS**

- **SOME FINDINGS ARE RELATED TO PROCESSES WE DO NOT UTILIZE AS A SMALLER HIGHER EDUCATION INSTITUTION**
- **Required Return of Title IV Funds (Financial Aid Fixed)**
  - **Did not have adequate internal controls to require documentation over the review and approval of the return of Title IV funds be retain. Not sufficiently documented.**
- **Reporting- COD (Financial Aid Fixed)**
  - **Pell and Direct Loan Common Origination and Disbursement reconciliations**
  - **Did not design an internal control to demonstrate that the date reported to the U.S. Department of Education through COD is complete, accurate, and prepared in accordance with regulatory requirements**
- **GLBA (IT)**
  - **Did not have sufficient internal controls in place or retain sufficient documentation of their review and approval of the information security program.**





# HLC Report

	2025	2024	2023	2022
Primary Reserve Ratio Calculation - Audited Financials (Including GASB)				
<b>Institution unrestricted net assets</b>	(\$3,899,852.00)	(\$1,904,931.00)	(\$2,763.00)	(\$5,145.00)
<b>Institution expendable restricted net assets</b>	\$3,996,179.00	\$2,599,434.00	\$4,152.00	\$4,283.00
<b>Component Unit (C.U.) unrestricted net assets</b>	\$2,742,570.00	\$3,058,445.00	\$1,074.00	\$768.00
<b>C.U. temporarily restricted net assets</b>	\$26,217,018.00	\$20,915,158.00	\$0.00	\$0.00
<b>C.U. net investment in plant</b>	\$0.00	\$0.00	\$18,051.00	\$19,110.00
<b>Numerator total</b>	\$29,055,915.00	\$24,668,106.00	(\$15,588.00)	(\$19,204.00)
<b>Institution operating expenses</b>	\$30,548,000.00	\$30,714,000.00	\$28,251.00	\$23,724.00
<b>Institution nonoperating expenses</b>	\$1,750,108.00	\$1,757,000.00	\$1,820.00	\$1,858.00
<b>C.U. total expenses</b>	\$3,239,972.00	\$4,888,190.00	\$2,466.00	\$1,774.00
<b>Denominator total</b>	\$35,538,080.00	\$37,359,190.00	\$32,537.00	\$27,356.00
<b>Primary reserve ratio</b>	0.82	0.66	-0.48	-0.70
<b>Primary reserve strength</b>	6.15	4.96	-3.60	-4.00
<b>Primary reserve weight</b>	0.35	0.35	0.35	0.35
<b>Primary reserve CFI</b>	2.15	1.74	-1.26	-1.40



# HLC Report

	2025	2024	2023	2022
Net Operating Revenue Ratio Calculation - Audited Financials (Including GASB)				
Institution operating income (loss)	(\$9,924,998.00)	(\$10,974,600.00)	(\$11,855.00)	(\$9,002.00)
Institution net nonoperating revenues	\$8,866,649.00	\$10,769,000.00	\$12,348.00	\$14,069.00
C.U. change in unrestricted net assets	\$442,771.00	\$521,520.00	\$305.00	\$129.00
Numerator total	(\$615,578.00)	\$315,920.00	\$798.00	\$5,196.00
Institution operating revenues	\$20,623,000.00	\$19,739,000.00	\$16,397.00	\$14,723.00
Institution nonoperating revenues	\$10,751,000.00	\$12,526,000.00	\$14,169.00	\$15,926.00
C.U. total unrestricted revenues	\$5,713,000.00	\$5,242,109.00	\$2,771.00	\$1,903.00
Denominator total	\$37,087,000.00	\$37,507,109.00	\$33,337.00	\$32,552.00
Net operating revenue ratio	-0.02	0.01	0.02	0.16
Net operating revenue strength	-1.28	0.65	1.84	10.00
Net operating revenue weight	0.10	0.10	0.10	0.10
Net operating revenue CFI	-0.13	0.06	0.18	1.00



# HLC Report

	2025	2024	2023	2022
Return on Net Assets Ratio Calculation - Audited Financials (Including GASB)				
Change in net assets plus C.U. change in net assets	\$3,160,371.00	\$1,966,954.00	\$877.00	\$11,514.00
Total net assets plus C.U. total net assets (beginning of year).	\$62,418,166.00	\$59,060,000.00	\$55,790.00	\$44,277.00
Return on net assets ratio	0.05	0.03	0.02	0.26
Return on net assets strength	2.53	1.67	0.79	10.00
Return on net assets weight	0.20	0.20	0.20	0.20
Return on net assets CFI	0.51	0.33	0.16	2.00



# HLC Report

	2025	2024	2023	2022
Viability Ratio Calculation - Audited Financials (Including GASB)				
<b>Numerator – expendable net assets (from Primary Reserve Numerator)</b>	\$29,055,915.00	\$24,668,106.00	(\$15,588.00)	(\$19,204.00)
<b>Institution long-term debt (total project-related debt)</b>	\$34,438,433.00	\$35,620,950.00	\$37,075.00	\$39,614.00
<b>C.U. long-term debt (total project-related debt)</b>	\$2,714,420.00	\$2,807,629.00	\$2,898.00	\$2,986.00
<b>Denominator – total long-term + C.U. debt (total project related debt)</b>	\$37,152,853.00	\$38,428,579.00	\$39,973.00	\$42,600.00
<b>Viability ratio</b>	0.78	0.64	-0.39	-0.45
<b>Viability strength</b>	1.88	1.54	-0.94	-1.08
<b>Viability weight</b>	0.35	0.35	0.35	0.35
<b>Viability CFI (p. 115)</b>	0.66	0.54	-0.33	-0.38



# HLC Report

	2025	2024	2023	2022
Total - Audited Financials (Including GASB)				
Total Composite Financial Indicator Score	3.19	2.67	-1.25	1.22



# State Appropriation

- **GSU did Better: Why?**
  - **Funding formula was considered by the Governor**
- **No raises were funded this year.**

HEPC FY26 Budget Summary - Final						
Line Item	Appropriation Code	FY25 Appropriation	Gov's Improvements (Reductions)	FY26 Gov's Recommended Budget	Final HB 2026	Increase (Decrease) from FY25
Bluefield State University	40800	7,081,263	101,914	7,183,177	7,094,661	13,398
Concord University	41000	11,491,763	161,308	11,653,071	11,494,967	3,204
Fairmont State University	41400	20,671,494	201,159	20,872,653	20,634,815	(36,679)
Glenville State University	42800	7,420,879	99,482	7,520,361	7,591,844	170,965
Shepherd University	43200	13,734,975	141,049	13,876,024	13,704,338	(30,637)
West Liberty University	43900	10,380,743	165,200	10,545,943	10,416,184	35,441





# FY26 Budget

FY2025 Off Campus	
Type	Actual
Correctional	\$ 624,611.80
High School	\$ 310,647.25
Total	\$ 935,259.05

FY2025 Graduate	
Type	Actual
Graduate	\$ 513,591.75
Total	\$ 513,591.75

	FY 2025 BUDGET				FY26 BUDGET			
	Current Income Statement	Prior Budget	Actual Billed	Current Cash Flow	Income Statement Projected	Prior Budget	Actual	Cash Flow Adjusted
Beginning of FY Cash Balance (Projected):				\$ 1,931,490.30				\$ 2,191,409.30
<b>REVENUES</b>								
State Appropriation	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,591,844.00	\$ 7,249,000.00		\$ 7,591,844.00
Net on-campus student revenue	\$ 14,896,861.00	\$16,511,700.00	\$16,726,719.30	\$ 15,289,208.00	\$ 17,214,411.00	\$16,393,300.00		\$ 17,214,411.00
Program Tuition		\$ 9,549,200.00	\$ 9,824,412.30	\$ 8,851,200.00	\$ 9,824,412.00	\$ 9,448,000.00		\$ 9,824,412.00
Dual Pathway		\$ -			\$ 100,000.00			\$ 100,000.00
Housing revenue		\$ 4,201,300.00	\$ 4,202,248.00	\$ 4,057,100.00	\$ 4,202,248.00	\$ 4,187,300.00		\$ 4,202,248.00
Food revenue		\$ 3,295,700.00	\$ 3,185,395.00	\$ 3,169,900.00	\$ 3,185,395.00	\$ 3,284,700.00		\$ 3,185,395.00
Textbooks revenue		\$ 790,100.00	\$ 932,956.00	\$ 716,200.00	\$ 932,956.00	\$ 780,900.00		\$ 932,956.00
Student & Course Fees		\$ 969,400.00	\$ 969,400.00	\$ 882,500.00	\$ 969,400.00	\$ 961,800.00		\$ 969,400.00
Less: Institutional Discounts		\$ (2,294,000.00)	\$ (2,387,692.00)	\$ (2,387,692.00)	\$ (2,000,000.00)	\$ (2,269,400.00)		\$ (2,000,000.00)
Subtotal Revenue-Other College activities	\$ 5,254,016.00	\$ 5,712,162.00	\$ 5,475,016.00	\$ 13,406,216.00	\$ 5,359,784.87	\$ 1,964,800.00		\$ 35,668,784.87
Off-campus program revenue, net		\$ 960,400.00			\$ -			
Other revenue	\$ 1,420,000.00	\$ 1,355,164.00	\$ 1,641,000.00	\$ 1,172,200.00	\$ 1,641,000.00	\$ 1,272,200.00		\$ 1,600,000.00
Payments Received on Prior Period AR				\$ 400,000.00				\$ 600,000.00
Grants	\$ 3,834,016.00	\$ 3,396,598.00	\$ 3,834,016.00	\$ 2,834,016.00	\$ 3,718,784.87	\$ 692,600.00		\$ 3,718,784.87
Deferred Maintenance				\$ 4,000,000.00				\$ 8,750,000.00
Capital Projects				\$ 5,000,000.00				\$ 21,000,000.00
Total Revenue, incl. State approp	\$ 27,571,756.00	\$29,644,741.00	\$29,622,614.30	\$ 36,116,303.00	\$ 30,166,039.87	\$26,567,500.00		\$ 60,475,039.87
Total Net Cash Available Before Costs:				\$ 38,047,793.30				\$ 62,666,449.17



# FY26 Budget Cont.

EXPENSES	Current Income Statement	Prior Budget	Actual	Current Cash Flow	Income Statement Projected	Prior Budget		Cash Flow Adjusted
<b>Payroll and Benefits</b>	\$ 14,974,434.96	\$15,306,589.00	\$14,974,434.96	\$ 14,974,434.00	\$ 16,449,898.00	\$15,766,446.00		\$ 16,427,556.00
Payroll					\$ 11,872,552.00			\$ 11,849,916.00
Benefits					\$ 3,561,756.00			\$ 3,561,750.00
NEW FACULTY/POSITIONS NOT FILLED					\$ 375,720.00			\$ 375,720.00
Part-time and Stipends	\$ 1,306,035.00				\$ 1,545,120.00			\$ 1,545,420.00
Less: Payroll Reimbursed by Research/Housing	\$ (88,000.00)	\$ (88,000.00)	\$ (88,000.00)		\$ (88,000.00)			\$ (88,000.00)
Less: Payroll Reimbursed by Foundation	\$ (342,250.00)	\$ (258,250.00)	\$ (258,250.00)	\$ (258,250.00)	\$ (342,250.00)	\$ (258,250.00)		\$ (342,250.00)
Less: Institutional FICA Savings					\$ (175,000.00)			\$ (175,000.00)
Less: Standard Payroll Adjustments					\$ (300,000.00)			\$ (300,000.00)
<b>Total Operating Costs</b>	\$ 7,335,697.00	\$ 8,750,650.00	\$ 8,770,550.00	\$ 9,070,550.00	\$ 8,150,500.00	\$ 8,377,600.00		\$ 8,450,500.00
Non-payroll	\$ 2,834,797.00	\$ 3,968,650.00	\$ 4,113,650.00	\$ 4,113,650.00	\$ 3,500,000.00	\$ 3,576,600.00		\$ 3,500,000.00
Food service Cost	\$ 2,579,900.00	\$ 2,647,000.00	\$ 2,579,900.00	\$ 2,579,900.00	\$ 2,579,500.00	\$ 2,680,000.00		\$ 2,579,500.00
Book Store Cost	\$ 721,000.00	\$ 735,000.00	\$ 677,000.00	\$ 677,000.00	\$ 721,000.00	\$ 721,000.00		\$ 721,000.00
Utilities	\$ 1,200,000.00	\$ 1,400,000.00	\$ 1,400,000.00	\$ 1,400,000.00	\$ 1,350,000.00	\$ 1,400,000.00		\$ 1,350,000.00
Allowance for Doubtful Accounts								
Accrued Accounts Receivable at Year End	\$ -			\$ 400,000.00	\$ -			\$ 400,000.00
Net Current Year vs Prior Year Accrued Expenses	\$ -			\$ (100,000.00)	\$ -			\$ (100,000.00)
<b>Total Debt Service Costs</b>	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,693,400.00	\$ 11,811,400.00	\$ 1,654,600.00	\$ 1,654,600.00		\$ 32,559,600.00
Capital Projects	\$ -			\$ 5,000,000.00				\$ 21,000,000.00
Deferred Maintenance				\$ 4,000,000.00				\$ 8,750,000.00
Interest on debt-(Bonds and PNC)	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,693,400.00	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,654,600.00		\$ 1,654,600.00
Principal on debt-(Bonds, PNC, Other)				\$ 1,118,000.00				\$ 1,155,000.00
<b>Total Depreciation</b>	\$ 2,650,000.00	\$ 2,850,000.00	\$ 2,650,000.00		\$ 2,650,000.00	\$ 2,850,000.00		
Depreciation	\$ 2,650,000.00	\$ 2,850,000.00	\$ 2,650,000.00		\$ 2,650,000.00	\$ 2,850,000.00		
<b>Net expenses / costs:</b>	\$ 26,653,531.96	\$28,561,839.00	\$28,088,384.96	\$ 35,856,384.00	\$ 28,904,998.00	\$28,648,646.00	\$ -	\$ 57,437,656.00
<b>Net Revenue / (Loss)</b>	\$ 918,224.04	\$ 1,082,902.00	\$ 1,534,229.34		\$ 1,261,041.87	\$ (1,858,246.00)		
<b>Net Ending Cash Balance</b>				\$ 2,191,409.30				\$ 5,228,793.17





# Year of Savings Update (FY25 Budget Update)

<b>Cost Savings (Current)</b>			
	<b>Prior Yearly</b>	<b>Current</b>	<b>Yearly Savings</b>
Smart Net Contract	\$ 5,667.50	\$ -	\$ 5,667.50
WVNET IP Addresses	\$ 5,430.00	\$ 186.00	\$ 5,244.00
SoftChalk	\$ 5,320.00	\$ -	\$ 5,320.00
Banner Hosting	\$ 87,430.00	\$ 87,178.60	\$ 251.40
Fixing Various Issues			\$ 350,000.00
Refund Issue			\$ 300,000.00
Class Climate	\$ 15,000.00	\$ 8,500.00	\$ 6,500.00
CRM	\$ 54,000.00	\$ 18,500.00	\$ 35,500.00
IT Services (Happening in May)			\$ 274,000.00
FICA			\$ 172,000.00
Copiers			\$ 50,000.00
<b>Saving to Date</b>			<b>\$1,204,482.90</b>

- We will provide the Board with an update of the Spring Sports, including an overall synopsis of the year. Five different sports had the MEC Rookie of the Year.
- Softball captured the MEC regular season title, the program's first ever. This is only the third time in history that Glenville had three league titles in the same academic year.
- For the first time in history, football, both basketballs, baseball and softball all had winning seasons in the same year.
- Camp plans for the programs this Summer.
- We have hired an Athletic Trainer. We now have added one each of the last two years, bringing our total to three.
- A recruitment update, with the model and goals of how we intend to get to 500 student-athletes in the Fall.

**Glenville State University Board of Governors  
Meeting of May 7, 2025**

**ACTION ITEM:** GSU Budget for FY26

**COMMITTEE:** Business and Finance

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the Budget for FY26 as proposed.

**STAFF MEMBER:** Mr. Tim Henline, CFO

**BACKGROUND:**

The University is required to submit the annual operating and capital budgets to the Glenville State University Board of Governors for their approval on an annual basis in compliance with section 6.7 of the Board by-laws.

**Note: FY26 Budget is included in the Business and Finance Update within this packet.**



# FY26 Budget

FY2025 Off Campus	
Type	Actual
Correctional	\$ 624,611.80
High School	\$ 310,647.25
Total	\$ 935,259.05

FY2025 Graduate	
Type	Actual
Graduate	\$ 513,591.75
Total	\$ 513,591.75

	FY 2025 BUDGET				FY26 BUDGET			
	Current Income Statement	Prior Budget	Actual Billed	Current Cash Flow	Income Statement Projected	Prior Budget	Actual	Cash Flow Adjusted
Beginning of FY Cash Balance (Projected):				\$ 1,931,490.30				\$ 2,191,409.30
<b>REVENUES</b>								
State Appropriation	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,420,879.00	\$ 7,591,844.00	\$ 7,249,000.00		\$ 7,591,844.00
Net on-campus student revenue	\$ 14,896,861.00	\$16,511,700.00	\$16,726,719.30	\$ 15,289,208.00	\$ 17,214,411.00	\$16,393,300.00		\$ 17,214,411.00
Program Tuition		\$ 9,549,200.00	\$ 9,824,412.30	\$ 8,851,200.00	\$ 9,824,412.00	\$ 9,448,000.00		\$ 9,824,412.00
Dual Pathway		\$ -			\$ 100,000.00			\$ 100,000.00
Housing revenue		\$ 4,201,300.00	\$ 4,202,248.00	\$ 4,057,100.00	\$ 4,202,248.00	\$ 4,187,300.00		\$ 4,202,248.00
Food revenue		\$ 3,295,700.00	\$ 3,185,395.00	\$ 3,169,900.00	\$ 3,185,395.00	\$ 3,284,700.00		\$ 3,185,395.00
Textbooks revenue		\$ 790,100.00	\$ 932,956.00	\$ 716,200.00	\$ 932,956.00	\$ 780,900.00		\$ 932,956.00
Student & Course Fees		\$ 969,400.00	\$ 969,400.00	\$ 882,500.00	\$ 969,400.00	\$ 961,800.00		\$ 969,400.00
Less: Institutional Discounts		\$ (2,294,000.00)	\$ (2,387,692.00)	\$ (2,387,692.00)	\$ (2,000,000.00)	\$ (2,269,400.00)		\$ (2,000,000.00)
Subtotal Revenue-Other College activities	\$ 5,254,016.00	\$ 5,712,162.00	\$ 5,475,016.00	\$ 13,406,216.00	\$ 5,359,784.87	\$ 1,964,800.00		\$ 35,668,784.87
Off-campus program revenue, net		\$ 960,400.00			\$ -			
Other revenue	\$ 1,420,000.00	\$ 1,355,164.00	\$ 1,641,000.00	\$ 1,172,200.00	\$ 1,641,000.00	\$ 1,272,200.00		\$ 1,600,000.00
Payments Received on Prior Period AR				\$ 400,000.00				\$ 600,000.00
Grants	\$ 3,834,016.00	\$ 3,396,598.00	\$ 3,834,016.00	\$ 2,834,016.00	\$ 3,718,784.87	\$ 692,600.00		\$ 3,718,784.87
Deferred Maintenance				\$ 4,000,000.00				\$ 8,750,000.00
Capital Projects				\$ 5,000,000.00				\$ 21,000,000.00
Total Revenue, incl. State approp	\$ 27,571,756.00	\$29,644,741.00	\$29,622,614.30	\$ 36,116,303.00	\$ 30,166,039.87	\$26,567,500.00		\$ 60,475,039.87
Total Net Cash Available Before Costs:				\$ 38,047,793.30				\$ 62,666,449.17



# FY26 Budget Cont.

EXPENSES	Current Income Statement	Prior Budget	Actual	Current Cash Flow	Income Statement Projected	Prior Budget		Cash Flow Adjusted
<b>Payroll and Benefits</b>	\$ 14,974,434.96	\$15,306,589.00	\$14,974,434.96	\$ 14,974,434.00	\$ 16,449,898.00	\$15,766,446.00		\$ 16,427,556.00
Payroll					\$ 11,872,552.00			\$ 11,849,916.00
Benefits					\$ 3,561,756.00			\$ 3,561,750.00
NEW FACULTY/POSITIONS NOT FILLED					\$ 375,720.00			\$ 375,720.00
Part-time and Stipends	\$ 1,306,035.00				\$ 1,545,120.00			\$ 1,545,420.00
Less: Payroll Reimbursed by Research/Housing	\$ (88,000.00)	\$ (88,000.00)	\$ (88,000.00)		\$ (88,000.00)			\$ (88,000.00)
Less: Payroll Reimbursed by Foundation	\$ (342,250.00)	\$ (258,250.00)	\$ (258,250.00)	\$ (258,250.00)	\$ (342,250.00)	\$ (258,250.00)		\$ (342,250.00)
Less: Institutional FICA Savings					\$ (175,000.00)			\$ (175,000.00)
Less: Standard Payroll Adjustments					\$ (300,000.00)			\$ (300,000.00)
<b>Total Operating Costs</b>	\$ 7,335,697.00	\$ 8,750,650.00	\$ 8,770,550.00	\$ 9,070,550.00	\$ 8,150,500.00	\$ 8,377,600.00		\$ 8,450,500.00
Non-payroll	\$ 2,834,797.00	\$ 3,968,650.00	\$ 4,113,650.00	\$ 4,113,650.00	\$ 3,500,000.00	\$ 3,576,600.00		\$ 3,500,000.00
Food service Cost	\$ 2,579,900.00	\$ 2,647,000.00	\$ 2,579,900.00	\$ 2,579,900.00	\$ 2,579,500.00	\$ 2,680,000.00		\$ 2,579,500.00
Book Store Cost	\$ 721,000.00	\$ 735,000.00	\$ 677,000.00	\$ 677,000.00	\$ 721,000.00	\$ 721,000.00		\$ 721,000.00
Utilities	\$ 1,200,000.00	\$ 1,400,000.00	\$ 1,400,000.00	\$ 1,400,000.00	\$ 1,350,000.00	\$ 1,400,000.00		\$ 1,350,000.00
Allowance for Doubtful Accounts								
Accrued Accounts Receivable at Year End	\$ -			\$ 400,000.00	\$ -			\$ 400,000.00
Net Current Year vs Prior Year Accrued Expenses	\$ -			\$ (100,000.00)	\$ -			\$ (100,000.00)
<b>Total Debt Service Costs</b>	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,693,400.00	\$ 11,811,400.00	\$ 1,654,600.00	\$ 1,654,600.00		\$ 32,559,600.00
Capital Projects	\$ -			\$ 5,000,000.00				\$ 21,000,000.00
Deferred Maintenance				\$ 4,000,000.00				\$ 8,750,000.00
Interest on debt-(Bonds and PNC)	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,693,400.00	\$ 1,693,400.00	\$ 1,654,600.00	\$ 1,654,600.00		\$ 1,654,600.00
Principal on debt-(Bonds, PNC, Other)				\$ 1,118,000.00				\$ 1,155,000.00
<b>Total Depreciation</b>	\$ 2,650,000.00	\$ 2,850,000.00	\$ 2,650,000.00		\$ 2,650,000.00	\$ 2,850,000.00		
Depreciation	\$ 2,650,000.00	\$ 2,850,000.00	\$ 2,650,000.00		\$ 2,650,000.00	\$ 2,850,000.00		
<b>Net expenses / costs:</b>	\$ 26,653,531.96	\$28,561,839.00	\$28,088,384.96	\$ 35,856,384.00	\$ 28,904,998.00	\$28,648,646.00	\$ -	\$ 57,437,656.00
<b>Net Revenue / (Loss)</b>	\$ 918,224.04	\$ 1,082,902.00	\$ 1,534,229.34		\$ 1,261,041.87	\$ (1,858,246.00)		
<b>Net Ending Cash Balance</b>				\$ 2,191,409.30				\$ 5,228,793.17

**Glenville State College Board of Governors  
Meeting of May 7, 2025**

**ACTION ITEM:** Program Reviews

**COMMITTEE:** Academic Affairs

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves the Program Reviews for the following programs: AS/BS Criminal Justice, BS Biology, BA English, BS Health and Human Performance and AS Business.

**STAFF MEMBER:** Dr. Mari Clements

**BACKGROUND:**

West Virginia Code §18B-1B-4 and a HEPC Series No.10, *Policy Regarding Program Review*, provide for a systematic review of all college and university academic programs. In compliance with this requirement, the Glenville State Board of Governors adopted a program review policy on January 16, 2002, which calls for the review of all academic programs on a five-year cycle. The Board of Governors are provided with these five-year program reviews, are asked to approve the reviews, and to recommend for each program either (a) continuation of program at its current level of activity, (b) changes to the program as may be indicated by the review, or (c) discontinuation of the program. Once the five-year program reviews are approved by the Board of Governors, the reviews or their executive summaries are required to be forwarded to HEPC.

Note that Series 10 is being reviewed and revised this summer, so the process in 2025-26 may differ.

## 2025 Executive Summary of the Associate of Science in Business Five-Year Program Review

- I. Mission: The Department of Business mission statement is “The Department of Business empowers students to become successful leaders through challenging education and meaningful engagement within our encouraging community.” There is no separate AS Business mission statement.
- II. Vision: The Department of Business vision statement is “Encourage business innovation. Engage business leaders. Empower lifelong learning for the future.” There is no separate AS Business vision statement.
- III. Faculty: There are 11 core faculty members whose efforts are supplemented by carefully selected, vetted, and approved adjunct faculty persons. By education, training, and experience, these faculty are highly qualified.
- IV. Curriculum: In 2021-22, the Business Department updated the curriculum to align the Associate of Science in Business with the Bachelor of Science in Business Administration Degree. Students can now seamlessly transition from the AS to the BSBA; indeed, the AS curriculum now forms the shared core of all BSBA majors.
- V. Resources: AS Business resources are not separated from the resources of the Business Department. Currently and for the past five years, the operations budget for the department has been stable at \$4,000 annually. The Department also has a \$3,400 annual educational budget. In addition, the Department has expenditures for Cengage Learning that are currently more than \$20,000 annually. Finally, the Department has recently contracted with Peregrine to provide summative assessment in the BUSN 293 Professional Business seminar course. Both the Peregrine and Cengage expenses are essentially pass-through charges billed by the bookstore to the student.
- VI. Program Learning Outcomes: The current AS Business Learning Outcomes are as follows:
  1. Identify basic accounting transactions.
  2. Perform basic quantitative business calculations.
  3. Identify appropriate technology used in a variety of business situations.
  4. Apply fundamental business communication principles to communication situations in business practice.
  5. Classify basic principles of management theory.
  6. Define marketing concepts in basic business scenarios.
- VII. Viability: The number of AS Business students is strong, ranging from a low of just over 150 in 2021 to nearly 250 in 2024. The increase in majors is largely due to 2021 change in the curriculum to make it stackable with the BSBA. The number of graduates in the program dipped markedly in the COVID era, when students in the correctional facilities were very limited in course availability due to prison restrictions. These numbers are on the rebound. Although still down from the high of 30 in 2019-20, there were 21 graduates in 2023-24, and these numbers have been trending upward for the past three years.
- VIII. Program Improvement: In alignment with the Department’s recently completed strategic plan, program faculty have identified the following goals:
  1. The development of a hyperflex classroom on the main campus will greatly enhance course delivery via online learning (particularly at Huttonsville Correctional Center and Jail).
  2. The creation of a digital media studio will enhance the ability of faculty to create course materials for all programs.
  3. Develop comprehensive assessment protocols by the end of the academic year 26-27.
  4. Identify and implement systemic data collection to assess the efficacy of the AS program, accounting for AS students remaining to pursue a BSBA as well as the limitations of data available from incarcerated students.
  5. Continue to explore and develop ways to overcome the constraints of a lack of electronic communications within the Prison Education Program.In addition, progress was made on the following deficiencies identified in the last review:
  6. Number of faculty: At the writing of the last five-year review, there were seven full-time faculty; that number has now increased to eleven, with one full-time faculty member assigned to each of the prison facilities. Additional courses are also taught by qualified and vetted adjunct faculty.
  7. Textbook costs. Through both HEPC Open Educational Resources initiatives and the bookstore’s First Day Complete program, students have more predictable, and in some cases much lower, costs.
  8. Disconnect between adjunct instructors and full-time faculty. There is now department-wide training and a marked increase in the amount of communication that adjunct faculty receive from the Department.

External Review of  
Associate of Science in Business Program at  
Glenville State University

The focus of this review is on the primary elements of Glenville State University's Associate of Science in Business program and on the actions being taken by the Department of Business to build improvements into the program. This review is not intended to restate the specific details and data that are included in the content of the Five-Year Program Review.

Primary Strengths

- The faculty is highly qualified in terms of formal academic credentials, teaching/advising experience, and practical non-academic business-related experience. The increase in the number of faculty represents an important commitment on the part of the University and the Department to better serve the students in the AS program. Service to the students will be further improved through the Department's efforts in better integrating adjunct faculty with full-time faculty and with program operations. Also, the assignment of a full-time faculty member to each of the prison facilities will enhance service to the AS students in those facilities.
- Administrative leadership in the Department of Business and the AS program is a strong and important element. Dr. Carpenter has extensive administrative, teaching, and advising experience in higher education. Because I worked personally and closely with Dr. Carpenter at West Liberty University, I can attest to his leadership skills, to his communication effectiveness, to his ability to provide strong support to the faculty and staff, and to his efforts to provide an intensive focus on student services and programmatic improvement.
- The commitment to improvement in the AS in Business program by the University and the Department of Business is most definitely a strength. Areas for improvement have been clearly identified and are being addressed in a coherent fashion and with a focus on expediency. In virtually all academic programs, the assessment of student outcomes and program efficiency and the data-collection process are ongoing challenges. Of major significance is the fact that these measures are being directly addressed within the AS program, and resources are being applied to resolve any shortcomings.

Primary Challenge

- Without question, the major challenge within the AS in Business program is the very fact of addressing the well-documented areas needing improvement. The conventional



resources of time, money, and personnel have to be harnessed and coordinated to effectively address and resolve those challenges. Importantly, the Department of Business has already commenced its implementation of plans to address each and every one of the identified areas needing improvement. While such actions are always process-oriented, that process has started with what appears to be the full involvement and support of faculty and administration. Such a level of involvement and support should produce positive outcomes and further improve what I believe to be a high-quality AS in Business program.

### Summation

In reviewing Glenville State University's Associate of Science in Business program within the context of a well-written and carefully-documented Five-Year Review, I have examined a program in which the multiple elements of strength have worked to produce a high-quality academic program that is absent non-addressable weaknesses. In virtually all aspects, the AS program fulfills its intended dual purpose as both a terminal degree program and as a benchmark program to feed into the University's BSBA program. Simply stated, the Associate of Science in Business at Glenville State University is a highly viable program that effectively serves its students and fulfills the purpose for which it was created.

Submitted by: John P. McCullough, Ph.D.

President Emeritus

Former Dean (15 years) of the School of Business Administration

West Liberty University

## 2025 Executive Summary of the AS & BS in Criminal Justice Five-Year Program Review

- I. **Mission:** The mission of the Glenville State University Criminal Justice Department is to provide high-quality education, research, and service that enhances understanding, critical thinking, and professionalism in the field of criminal justice. We aim to prepare students for careers in law enforcement, corrections, the judiciary, and related fields, while also contributing to the advancement of knowledge and practices in criminal justice.
- II. **Vision:** To be recognized as a leading academic department in criminal justice education, research, and community engagement, known for its commitment to excellence, innovation, and social justice.
- III. **Faculty:** There are currently four faculty members in the Department of Criminal Justice: two associate professors and two assistant professors. Reflecting the history of turnover in this faculty, only one of these faculty persons is tenured.
- IV. **Curriculum:** Since 2019-20, there have been only minor changes to the BS programs. The university-wide reduction of nine General Education credit hours only translated to three more elective hours for Criminal Justice majors, as the former GenEd course, Computing Concepts, was moved into the major and Introduction to Research Methods was added to the major. CRJU 230 Criminal Law (formerly CRJU 321) and CRJU 305 Criminal Evidence and Procedures (formerly CRJU 232) were renumbered and resequenced in the major. In the Field Forensics major, CRJU 335 Cyber Crime Investigation I was renamed Cyber Forensics, and CRJU 313 Physical & Trace Evidence replaced CRJU 415 Civil Liability Issues in Criminal Justice as a required course. The AS has seen even fewer changes: the Math requirement was upped from MATH 106 Finite Mathematics to MATH 115 College Algebra, the requirement for PED 201 First Aid and Safety was dropped, and PSYC 220 Psychology and Law replaced SOCL 209 Social Problems as a requirement. However, two required courses in the AS in Criminal Justice (CRJU 297 Internship I and PSYC 220 Psychology and Law) and one restricted elective (ENVR 255 Health and Safety) are not required in either BS major, and three additional AS courses (CRJU 231 Community Oriented Policing, CRJU 251 Probation and Parole, and PSYC 380) are not required in the Field Forensics major. This disconnect could prove a barrier to students obtaining their AS en route to the BS.
- V. **Resources:** Criminal Justice has an annual \$7,000 Educational Budget and \$1,500 Operational Budget. In addition, the program benefits from modern facilities at the Morris Training Center, including faculty offices, classroom and lab space, lounge space, and a state-of-the-art MILO simulator. Finally, the Crime Scene House, located on the main campus, provides opportunities for realistic investigation and evidence collection.
- VI. **Program Learning Outcomes:**

AS	BS
1. State the nature and causes of crime.	1. Examine the nature and causes of crime.
2. Define the salient issues of crime and justice in a dynamic society.	2. Identify the salient issues of crime and justice in a dynamic society.
3. Explain the role of the criminal justice professional in the fields of law enforcement, courts, corrections, and juvenile justice.	3. Explain the role of the criminal justice professional in the fields of law enforcement, courts, corrections, and juvenile justice.
4. Demonstrate the skills necessary to perform in simplistic criminal court processes from the early stages of crime scene investigations and arrest through the multiple stages of prosecution, trial, sentencing, and appeals.	4. Demonstrate the skills necessary to perform in complex criminal court processes from the early stages of crime scene investigations and arrest through the multiple stages of prosecution, trial, sentencing, and appeals.
5. Develop effective oral and written skills related to the legal system and investigative issues in criminal justice.	5. Develop effective oral and written skills related to the legal system and investigative issues in criminal justice.
6. Illustrate attitudes of tolerance, fairness, and responsibility to the citizens they serve.	6. Illustrate attitudes of tolerance, fairness, and responsibility to the citizens they serve.
7. State the impact of forensic science and technology in criminal justice.	7. Demonstrate knowledge of the impact of forensic science and technology in criminal justice.
- VII. **Viability:** The total number of BS students has risen across the evaluation period from a low of under 50 in 2020-21 to a high of over 100 in 2024-25. The number of AS students has remained relatively stable, after dropping from a high of 20 in Fall 2020 to remain between eight and 13 for the remainder of the evaluation period.
- VIII. **Program Improvement:** The Criminal Justice Department has recently convened an advisory board, crafted a strategic plan, and drafted articulation agreements with agencies including but not limited to the WV State Police. Additional initiatives for program improvement include marketing efforts, assessment improvements, faculty retention, and curricular changes.

## Bachelor of Arts in English Program Review Executive Summary

- I. Mission: The Bachelor of Arts Degree in English will prepare students for careers in fields requiring superior writing and communication skills in addition to preparing students for graduate school and professional programs.
- II. Vision: The English program will provide students with valuable learning experiences that promote literacy and critical thinking.
- III. Faculty: nine full-time faculty; seven hold doctorates and five are tenured. Student course evaluation data reveals that these faculty exceed university means. Adjunct faculty teach some sections of courses required in the General Education curriculum, particularly those offered in the high schools as part of our Dual Enrollment/Dual Credit program. In addition, adjunct faculty teach some online sections of General Education courses. The Department Chair monitors the performance of adjunct faculty and approves the appointment of and course load of all new adjunct faculty members.
- IV. Curriculum: With the exception of the university-wide reduction in required General Education credit hours to 30 from 39, the BA in English curriculum is largely unchanged over the past five years. Within the 18 restricted electives hours required for the major, the Creative Writing course has been revised, split, and renumbered from ENGL 412 to WRIT 201 and WRIT 401; SPAN 308: Survey of Hispanic Literature has been dropped; and four courses (WRIT 202: Introduction to Journalism, WRIT 203: Introduction to Technical Writing, WRIT 402: Reporting and Editing, and WRIT 403: Creative Non-fiction) have been added as options for students. The remaining 15 hours of restricted elective options remain unchanged. The department has worked with Academic Affairs to offer these courses, as well as the 27 hours of core courses, on a more sustainable schedule. In addition, the department is discussing revisions to the prerequisite structure to open their courses to students outside the major. Finally, stackable microcredentials are being considered (e.g., written and oral communication).
- V. Resources: The department reports adequate resources, including separate budgets for the *Trillium* (the university's literary magazine), theater, and debate, all of which originate in the Language and Literature Department.
- VI. Program Learning Outcomes: The current program learning outcomes are as follows:
  1. Interpret through written analysis and research English and American literature in terms of the respective historical, social, and economic background of the various periods and movements.
  2. Develop an informed sense of literary history outside the English and American tradition.
  3. Develop and implement interpretive strategies appropriate to the aims and standards of literary study.
  4. Produce written and oral interpretation of literature that adheres to accepted principles of scholarly practice and integrity.
  5. Evaluate and reflect on the literary expression of historically under-represented groups, particularly people of color, women, and native Americans.
  6. Develop an informed awareness of the composition process and a mastery of traditional rhetorical strategies for written and oral expression.
  7. Evaluate and interpret the history of the English language while tracing the influence of other languages and cultures in the evolution from Old English to modern English.
- VII. Viability: The number of students and graduates of the program remain modest. Specifically, over the past five years, graduates have increased from one in both 2019-20 and 2020-21 to four in 2021-22 and in 2023-24, and six in 2022-23. Over this same span, majors have fluctuated from a low of 10 (2019-20) to a high of 24 (2021-22).
- VIII. Program Improvement: In addition to the changes to course rotations and content discussed above, the program has developed an online version of the first-semester composition course for students requiring extra support and has written its first strategic plan. In alignment with that plan, the program has identified specific tasks and timelines to update programs and increase enrollment.

## 2025 Executive Summary of the Bachelor of Science in Biology Five-Year Program Review

- I. Mission: The BS in Biology mission statement is “Glenville State University’s BS in Biology strives to give our students a comprehensive and solid foundation in biology.”
- II. Vision: No vision statement has been developed.
- III. Faculty: The program currently has three full-time faculty members, one each at the assistant, associate, and full professor level. The most senior member will be transitioning to the College of Health Sciences next year, and a search is underway.
- IV. Curriculum: In addition to the university-wide change in General Education Requirements, in which the number of required hours was decreased from 39 to 30, the Biology program has added one core course and four restricted elective course options. In addition, the requirement for a minor has been dropped. Changes were also made to the following courses:
  1. BIOL 456: Genetics, a core required course, was split into BIOL 236: Introduction to Genetics, a core required course, and BIOL 436: Molecular Genetics (a restricted elective).
  2. The requirement of BIOL 499: Individual Research Problems may now also be met by BIOL 497: Internship.
  3. The requirement of MATH 115: College Algebra may now also be met by either MATH 120: Precalculus, MATH 125: College Trigonometry, or MATH 202: Calculus I.
  4. BIOL 309: Human Anatomy and Physiology I has been replaced with HLTH 231: Anatomy and Physiology II (which has a prerequisite of HLTH 230: Anatomy and Physiology I, which earns general elective credit).
- V. Resources: The BS in Biology budget is not separate from the overall Department of Science and Math budget. The Educational Budget is sufficient for day-to-day classroom needs and the Operational Budget is deliberately structured to allow for one large equipment planned or emergency purchase per year. In addition, Biology faculty have been successful in pursuing state equipment grants.
- VI. Program Learning Outcomes: Core Knowledge. Students will
  1. Describe the interrelationship between structure and function.
  2. Explain that evolution is the foundation and unifying principle of biology.
  3. Compare the pathways and transformation of energy and matter from the cellular to the ecosystem level.
  4. Interpret the tie between the Central Dogma and levels of organization (from the cellular to the ecosystem level).
  5. Evaluate how living systems are interconnected and how they interact from the molecular to the ecosystem level.Core Competencies
  6. Understand and apply the scientific method.
  7. Use critical thinking skills through both critical analysis of the scientific literature and the writing of technical papers.
  8. Evaluate biological data and models using basic quantitative skills.
- VII. Viability: The number of Biology majors has declined from a high of 56 in Fall 2020. For the past four semesters, the number of majors has fluctuated from a low of 27 (Spring 2025) to a high of 32 (Fall 2024). Relatedly, only 39% of core courses required in the major and 63% of restricted electives (which are either required or options for students in other majors) having at least 10 students. The number of graduates has been variable during the period, ranging from a low of 0 (Fall 2021) to a high of 8 (Spring 2022). Fall graduate numbers are generally lower than in Spring.
- VIII. Program Improvement: The program is determining the optimal course rotation schedule to ensure vibrant learning environments within classes. The turnover in Biology faculty is an area to monitor as well.

## Glenville State College Biology Program Review

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March 26, 2025

This evaluation of the B.S. Biology program at Glenville State University (GSU) aimed to assess the program's strengths, challenges, and overall effectiveness. Through this process, the program was examined to identify opportunities for growth and improvement.

**Faculty:** Despite being a small team with a relatively new member, the faculty in the biology program are extremely qualified, committed, and active in both teaching and research. Over the last five years, all three faculty members have maintained strong track records of student engagement, research contributions, and institutional service. The faculty are deeply embedded in the university's academic structure, contributing to the success and visibility of the biology program. Like most faculty at smaller institutions, these faculty members face challenges in balancing extensive responsibilities across teaching, research, and service, particularly given the broad range of course needs within and outside the program.

**Curriculum and Assessment of Learning:** The biology program at GSU continues to offer a strong curriculum with foundational math, chemistry, and physics requirements and a well-rounded but flexible biology education across organismal biology, ecology/evolution, cellular biology/physiology, and applied biology. As designed, the curriculum allows students to tailor coursework to a diverse list of careers in science while also preparing all majors to be working biologists and scientists by requiring career readiness courses (e.g., courses in scientific writing, experimental design, and independent research).

Since the last report, faculty have made significant curriculum changes to improve student learning. They have split genetics topics between introductory and molecular genetics courses and reintroduced a course on animal physiology, aligning with broader program goals.

In addition to the robust and carefully designed curriculum, the program's learning outcomes are grounded in a recognized national initiative, AAAS Vision and Change, which ensures the program aligns with current trends in 21<sup>st</sup> century biology education, emphasizing skills like critical thinking, scientific inquiry, and literature analysis.

The faculty have outlined clear points for assessment through the curriculum ensuring that students' progress is monitored throughout their studies. The capstone experience is a strength, as it allows students to demonstrate their ability to apply knowledge to real-world problems and communicate scientific findings and aligns with the goal of preparing students for professional or graduate school success. The program actively refines its teaching approach based on evidence, which is a positive sign of commitment to continual improvement.

**Program Viability:** Compared to the last report, the average number of students enrolled has increased approximately 10%. Over the last 5 years, enrollment showed an initial sharp decline during and after the pandemic year, followed by a gradual recovery, rising from 27 to 56 students over two years. The more than twofold increase in student enrollment since 2022 is an encouraging sign, indicating that curriculum revisions, the implementation of active learning strategies, and targeted recruitment and retention efforts (such as collaboration with the First2 Network) are yielding positive results. (Likely, the GSU Biology program is experiencing the effects of the national enrollment cliff, which is driven by demographic shifts, rising college costs, evolving perceptions of higher education, and the lasting impacts of the pandemic).

The graduation rate has remained steady over the past five years, aligning with the previous report, with an average of six students graduating per year. The majority of these graduates are either employed in careers related to their degree or pursuing professional or graduate studies, highlighting the program's continued alignment with the growing demands of the STEM workforce. The steady graduation rate highlights an opportunity to focus on improving student retention and success alongside recruitment efforts. Given the program's strong assessment practices, it is well-positioned to evaluate and identify potential barriers to graduation. By continuing collaboration with retention-focused programs like the First2 Network and maintaining strong faculty mentoring, Biology faculty can provide ongoing support throughout students' four-year experience.

**Facilities:** The renovation and upgrade of facilities have greatly improved the infrastructure for teaching and research within the biology program, providing essential resources for both faculty and students. The expansion of laboratory and research spaces, along with modern classroom technology, positions the program to effectively

deliver a comprehensive curriculum. The increased equipment inventory, supported by grants, is a critical strength in keeping the program aligned with current scientific standards. However, continued investment in facilities and equipment will be necessary to address any future needs and maintain the program's competitiveness. Having a dedicated budget would enable proactive management of facilities, equipment, and resources, ensuring continuous improvement and positioning the program for greater success.

**Need:** It is readily evident that the biology program is essential at Glenville State University. Besides aligning well with the mission of the institution, the program equips students with the knowledge and skills necessary for diverse scientific careers in addition to providing essential courses for general education and supporting multiple majors in four out of the nine academic divisions at the institution (e.g. Pre-Health Professions, Health Sciences, Natural Resource management, Environmental sciences, Forest technology, Wildlife management, and Education, and Honors college). The biology program is so deeply embedded in the university's academic structure, and as such, I think its removal would not lead to cost savings due to the many service courses it provides to other majors. The increasing demand for biology courses across multiple disciplines remains a key consideration for the department's future planning. It may be difficult to sustain with the limited number of full-time faculty currently in the program.

**Broader impacts:** By using CUREs and incorporating science writing, experimental design, and research into the curriculum, the biology faculty demonstrates a strong commitment to developing new teaching tools and methods that prepare students to enter and succeed in the STEM workforce. By promoting public engagement and outreach, the biology program at GSU increases public awareness and understanding of science. In this regard, the biology program at GSU has a long history of community engagement and service learning, exemplified through its partnership with the Health Sciences and Technology Academy (HSTA) to host the Forensics Summer Institute, providing mentorship and community-based science projects for high school students. The university also hosts seminars on health professions, supports a nationally recognized herbarium and conservation center, and facilitates climate change awareness through a series of seminars. Additionally, faculty contribute to various national and state meetings, providing valuable opportunities for networking and learning.

**Challenges:** The weaknesses of the program have been carefully identified, and the faculty are actively engaged in addressing these areas through ongoing improvements and targeted initiatives. For example, through the newly granted ARC grant, faculty in the program are planning virtual outreach events to enhance workforce readiness and

industry connections for their majors, which promises to improve retention and success. The faculty in the biology program are well positioned to apply many existing evidence-based practices to improve enrollment, retention, and success, but the limited number of faculty and heavy workloads hinder the process. Utilizing adjunct faculty could free up full-time faculty to focus on recruitment, retention, and mentoring, though competitive compensation is necessary to maintain program quality.

Another idea would be to increase the visibility of student success stories by highlighting student achievements through social media, the program's website, or local media to showcase the outcomes of the program and inspire prospective students.

Organizing a peer mentoring program could also improve retention without significant additional faculty involvement. Encouraging current students to mentor incoming students, sharing their experiences and providing support, improves retention and success.

Finally, involving alumni in recruitment and retention efforts by sharing their professional successes and offering networking opportunities for current students can also improve retention and success.

Faculty report that the biology program continues to struggle with modernization of equipment and supplies due to insufficient funding from the state. This has been somewhat improved due to faculty seeking out and securing grant funds to help purchase equipment, however since faculty teaching loads are still heavy due to the demand for biology classes in other disciplines as well as general education, there is little time available for them to engage in seeking external funding, thus vital equipment is still lacking, and maintenance of current equipment is a concern.

In the past, the program has experienced high faculty turnover, which has affected stability, but the current faculty group seems to be stable and cohesive. Hiring and retaining (additional) qualified, dedicated faculty in my opinion, will be crucial for the program's success in order to continue to balance the time intensive, lab-based major-level courses with courses for other programs (e.g., nursing). Failing to achieve this balance may reduce major-specific course offerings and risk diminishing the program's quality. In addition, student research mentoring is crucial for developing critical thinking, problem-solving, and research skills, which are essential for students pursuing careers in science. However, the high teaching load limits faculty time and resources, making it challenging to provide adequate mentoring. This can affect the quality of students' research experiences, potentially hindering their academic and professional growth while also impacting the program's overall research output.



## Final Thoughts

The biology program at GSU has made significant strides in addressing challenges related to faculty, curriculum, and facilities. The faculty are highly qualified and committed, consistently engaging in teaching, research, and service despite the challenges posed by heavy workloads. The curriculum is robust, well-rounded, and aligned with national recognized outcomes, ensuring that students are well-prepared for graduate school and professional careers. The program has experienced positive growth in enrollment and student success, and its integration within the broader academic structure of the university underscores its importance. However, there remain ongoing challenges, including limited faculty resources and insufficient funding for equipment, which impact the program's ability to fully realize its potential. Moving forward, the strategic use of adjunct faculty, enhanced recruitment efforts, and increased investment in faculty and facilities will be essential to maintaining and expanding the program's success.

Respectfully,



Aida E Jiménez Esquilín, Ph.D.  
Associate Professor of Biology

## 2025 Executive Summary of the Bachelor of Science in Health and Human Performance

The Bachelor of Science in Health & Human Performance is a robust degree at Glenville State University. The degree is housed in the College of Health Sciences which has grown to include a Dean and six full-time faculty positions. Three of the five current faculty have a doctorate in an appropriate field and the other two are currently pursuing a doctorate. The sixth faculty person was recently hired for fall 2025. This person holds a doctorate in biology and has expertise in anatomy & physiology.

The degree has three majors to meet the interest and career of objectives of students.

- **Athletic Conditioning & Coaching:** Students in Athletic Conditioning & Coaching receive a core foundation in athletic conditioning, sport coaching, and management. Effective on January 1, 2030, US candidates must hold a bachelor's degree from an accredited program by the Council on Accreditation of Strength and Conditioning Education (CASCE) to take the CSCS exam. Athletic Conditioning & Coaching is not currently accredited by CASCE. Enrollment has declined by over 50% since fall 2020. Based on the upcoming accreditation requirement and decline in current enrollment, the College of Health Sciences is evaluating three potential outcomes: apply for CASCE accreditation and grow enrollment, modify the objective of the major not to prepare student for CSCS exam and grow enrollment, or discontinue the major.
- **Exercise Science:** Students in the Exercise Science major receive core foundation in anatomy & physiology, evaluation & rehabilitation techniques for orthopedic injuries, exercise physiology, exercise testing & prescription, and kinesiology. Exercise Science is currently the second largest major at Glenville State University with an average enrollment of 75 students each semester and average yearly graduation rate of 11. Almost one-third of the graduates in the last five years have pursued a graduate or professional degree.
- **Wellness Management:** While student interest declined in Health Promotion major and it was discontinued in 2023, the faculty believe that the objectives of Health Promotion serve a legitimate purpose and should have sufficient number of prospective students. The faculty updated the curriculum of the former Health Promotion major and launched Wellness Management in fall 2024. Students in Wellness Management receive the knowledge and skills to become advocates to improve health outcomes in businesses, communities, schools, and individuals. We are hoping to create a fully online Wellness Management major within two years which should further alleviate concerns on low enrollment and potentially reach the adult learner.

The university is providing sufficient financial resources to not only maintain the Bachelor of Science in Health & Human Performance but to expand the offerings in the College of Health Sciences. The university increased the departmental budget over six-fold from 2019. Furthermore, the Dean of Health Sciences and the faculty are working with the Director of Grants & Compliance and the Foundation Office to secure external funding. We have been awarded Appalachian Regional Commission grant for the purchase of Bod Pod, recumbent elliptical, upper body ergometer, Biodex balance system, and Ultium EMG. We currently have two additional grants under review and plans for additional submissions.

**Glenville State University Board of Governors  
Meeting of May 7, 2025**

**ACTION ITEM:** Final Draft Board Policies

**COMMITTEE:** Board Governance and Human Resources

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves 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:** Ms. Rita Hedrick Helmick,  
Vice President for Administration & General Counsel

**BACKGROUND:**

Higher Education Policy Commission Series 4 requires that Glenville State University 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.

Draft policies were submitted to the constituent groups (WV HEPC Chancellor, Faculty Senate, Staff Council, and Student Government Association) for invited comments or suggested revisions. The draft policies were also posted on the University's website for a fourteen (14) day public comment period. All suggested revisions/comments have been made in the attached policies.

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. If approved, the current final draft policies will be submitted for the thirty (30) day public comment period. If comments are received during the thirty (30) day comment period, the policies will be brought back to the Board with any revisions for final approval within ten (10) days prior to the next regularly scheduled Board meeting. 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.

Final Draft Policies are attached: GSU Policies 27, 28, 28A, and 33

# GLENNVILLE STATE UNIVERSITY POLICIES

## 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 - W. Va. Code §§ 18B-2A-4, 18B-1-6, and the Higher Education Policy Commission's Procedural Rule entitled *Grade Point Average for Associate and Baccalaureate Degrees*, 133 C.S.R. 22.

1.3. Effective Date – ~~August 16, 2023~~

1.4. Revision of Former Policy - Repeals and replaces Glenville State University Board of Governors Policy 27 - Grade Point Average for Associate and Baccalaureate Degrees [2006][2018][2020][2023].

#### 27.2 Definitions

2.1 "Graduation Requirements" refers to all requirements for graduation as outlined in the catalog under General Requirements for Degrees.

2.2 "Registered" refers to all courses at the undergraduate level attempted at any institution.

#### 27.3. Grade-Point Average Required for Graduation

3.1. Students must earn a minimum 2.00 grade point average overall and for all coursework completed through Glenville State University. Some academic programs require a higher minimum grade point average for graduation. 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:

3.1.1. Courses with grades of "W".

3.1.2. Courses in remedial and/or developmental education.

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

3.1.4. Courses taken on an audit basis.

3.1.5. Courses which have been repeated under the "Course Repeat Provisions" of this policy.

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

## **27. 4. Course Repeat Provisions**

4.1. If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on a course taken 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. 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. A student may repeat no more than 21 credit hours including any request for a "C" repeat in an upper division course.

## **27.5. Discretionary Academic Forgiveness Provisions**

5.1. Glenville State University will, under the following conditions, extend academic forgiveness to a student who so requests. Under academic forgiveness provisions certain "D," "F," and "FIW" grades will be disregarded for purposes of the grade-point average required for graduation. Such calculation does not apply to requirements for graduation with honors. A student who has completed ~~an associate or a~~ baccalaureate degree is not eligible to receive academic forgiveness. Academic forgiveness will be granted only once for any student.

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

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

5.1.3. Only "D," "F," and "FIW" grades for courses taken at least four years prior to the request may be disregarded for grade-point average computation.

5.1.4. In cases in which "D," "F," and "FIW" grades are disregarded for grade-point average computation, these grades shall not be deleted from the student's permanent record.

5.1.5. Once a "D" is disregarded for purposes of grade-point average computation, the credit earned is also disregarded.

5.1.6. 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.

5.1.7. An action taken by another institution in academic forgiveness for a student who transfers to Glenville State University is not binding. The University 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 University.

5.1.8. 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 ~~instead 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~~ Director for additional information.

5.1.9 Grades disregarded under academic forgiveness are not applicable to the 21 credit hour cap provided in Section 4.1 above.

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

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

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

## GLENVILLE STATE UNIVERSITY POLICIES

### ACADEMIC POLICY 28

#### STANDARDS AND PROCEDURES FOR UNDERGRADUATE ADMISSIONS

##### 28.1. General

1.1. Scope – Policy regarding standards and procedures for undergraduate admissions.

1.2. Authority - W. Va. Code §§ 18B-1-~~1A4(a)(25)~~; ~~18B-1-4~~; WV Higher Education Policy Commission ~~Series 17 – effective December 24, 2015 and Series 23 – effective February 13, 2015-August 31, 2024~~

1.3. Effective Date – ~~June 10, 2020~~

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1.4. Revision of Former Policy - Repeals and replaces Glenville State University Policy 28 – Standards and Procedures for Undergraduate Admissions [2006]~~[2020]~~.

##### 28.2. Basic Admissions Standards

2.1. As a means of ensuring a reasonable chance of success in the educational programs for which students seek admission and of making the most productive use of federal, state and community resources, the institutional admissions policies of Glenville State University shall incorporate the following basic standards.

~~2.2.~~ Associate Degree Programs at Glenville State University. Regular admission to associate-degree programs at Glenville State University is open to students who

a.) have earned a ~~an approved~~ high school diploma recognized by a state's department of education and either a minimum 2.0 high school grade-point average (GPA) OR an ACT composite score of at least 18 (or an equivalent SAT composite score of at least 960), to any person who has a high school diploma or,

b.) meets high school equivalency exam requirements or have an ACT composite score of at least 18 (or SAT composite score of at least 960) ~~an equivalent SAT score.~~

Other persons may be admitted on a conditional basis but shall be evaluated at the conclusion of each semester of enrollment to determine whether University-level academic performance indicates an ability to continue their studies. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

~~2.3. Bachelor's~~ Bachelor's Undergraduate Degree Programs at Glenville State University. Students who

a.) have ~~an approved~~ earned a high school diploma recognized by a state's

[department of education](#), a minimum 2.0 high school grade-pointaverage (GPA), and an ACT composite score of at least 18; [or SAT composite score of at least 960](#)  
b.) meet high school equivalency exam requirements and have an ACT composite of at least 18; [or SAT composite of at least 960; or](#)  
c.) have a high school diploma and a minimum high school GPA of [2.53-0](#),



may be admitted on a regular admission basis to bachelor's degree programs. Students will normally be expected to sit for the ACT. However, in instances where students have taken the Scholastic Aptitude Test (SAT I), these scores may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart authorized by the Chancellor of the Higher Education Policy Commission. These students will not be required to take the ACT at a later time.

Since students' writing ability is an important indicator of success in University and may be used as a determinant in freshman placement in English composition courses, students are encouraged to complete the writing portion of the ACT or SAT I and submit those scores for purposes of undergraduate admission.

Students identified as in need of remedial education in mathematics or eEnglish will be enrolled in the necessary co-requisite courses or other entry-level college courses with supplementary academic support in the first year of enrollment.

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2.1.1.2.3.1. Conditional admission may be granted by the Vice President of Enrollment and Student Affairs in instances where GPA or ACT standards for regular admission are not met and institutional officials have evidence that the student has the potential to successfully complete University-level work.

Students who do not meet the GPA or ACT standards, but who demonstrate the potential to complete an undergraduate program may be admitted conditionally with the following stipulations:

2.3.1.1. Student must complete the provisions of their conditional admission within the first three semesters of enrollment.

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2.1.1.2.2.3.1.2. Conditionally admitted students must achieve a minimum of a 2.00 GPA in at least twelve graded hours.

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When all admission standards have been met, conditional status will be removed and the student will become a regular admission student.

2.1.2.2.3.2. Glenville State University has the discretionary authority to waive the University preparatory curricular requirements for regular admission.

2.1.2.1.2.3.2.1. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular

deficiencies through the successful completion of commensurate University coursework. Each student receiving a waiver under this provision must complete any commensurate coursework prior to degree completion.

2.1.2.2.2.3.2.2. Applicants for admission who have been out of high school for more than five (5) years or who meet institutionally-established GED or HiSET requirements may be exempted from the specified high school curricular requirements.

2.2.2.4. Transfer Students. Students seeking transfer admission to Glenville State University must be academically and otherwise be eligible to return to the institution from which they wish to transfer and must meet the basic admission standards. Students who meet this requirement may be admitted, without conditions, upon the submission of an application for admission and an official transcript from ALL previous Universities/Universities attended.

~~Students who do not meet the requirement listed above may be admitted to Glenville State University upon the recommendation of the Academic Appeals Committee. If, in the opinion of the Committee, such applicants can successfully complete an academic program, the Academic Appeals Committee may forward a recommendation to the Vice President for Academic Affairs that the student be admitted on probation for one semester at Glenville State University.~~

2.2.1.2.4.1. Students seeking admission as transfer students who have earned fewer than 24 hours of University work must also submit a high school transcript and ACT/SAT scores, as well as an official transcript from ~~ALL~~ all previous Universities/universities attended. If the student does not have at least one of the following criteria:

- 1.) 2.0 average on their high school work,
- 2.) ACT composite of 18 or above,
- 3.) A combined verbal/math SAT score of at least 820.

The student then must remediate all deficiencies before transferring into a Bachelor's degree program.

2.2.2.2.4.2. Students who transfer to Glenville State University from another University must have an overall GPA of at least 2.0 and a GPA of at least 2.0 on all course work completed at Glenville State University as one of the criteria for graduation.

2.2.3.2.4.3. Students under disciplinary sanction at a West Virginia public University/college or university at the time of the application for transfer admission are also subject to other applicable rules of the University which may affect their admission to the University.

2.3.2.5. Non-Degree Students. Glenville State University may admit students on a non-degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution.

Non-degree seeking students may enroll in those courses for which they are qualified. If a non-degree seeking student would later choose to pursue a degree program, that student must submit all required documents (test scores, transcripts, etc.) to be admitted as a degree candidate.

The non-degree seeking student shall be allowed to enroll in no more than seven (7) hours per semester. The student will be responsible for paying the tuition and fees and is not eligible for federal financial aid.

2.4.2.6. Home Schooled Students. Copies of the applicant's home school transcript, ACT and/or SAT scores must be sent directly to the Office of Admissions.

Option Pathway ~~(GED)~~ Students. Students applying for admission who have not graduated from a regionally accredited high school are required to submit documentation of having earned a score of 410 or higher on each area of the General Education Development test and a 2250 total standard score, thus qualifying for the State of West Virginia's high school equivalency certificate or diploma.

Additionally, at Glenville State University a student must submit documentation of having earned a minimum score of 500 on at least three parts of the GED.

2.5. ~~or~~ submit documentation of having earned a score of 8 or higher on all subtest and a score of 2 or higher on the essay with a combined score of at least 45 on the HiSET exam.

~~Additionally, at Glenville State University a student must submit documentation of having earned a minimum score of 500 on at least three parts of the GED.~~

2.7. International Students. Glenville State University is committed to promoting international understanding ~~and respect for cultural diversity~~ and, toward that end, particularly welcomes qualified international students. All international candidates applying for admission must complete and submit all of the following:

2.87.1 Application for admission

2.87.2 Copy of passport

2.6. 2.87.3 One year's worth of certified bank statements demonstrating sufficient funds to cover all costs associated with the first year of the degree program and/or documentation of financial support by a sponsor.

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International students are not required to present ACT or SAT scores for admission purposes. All international applicants must take the international, standardized version of the test of English as a Foreign Language (TOEFL) or (IELTS). Exceptions for English-speaking students will be made on a case-by-case basis. Applicants must submit official TOEFL test scores of 51750 or higher (paper test) or 66 (internet-based test) or IELTS Band of 6.0 or higher to be eligible for full admission to Glenville State University. With an TOEFL score of 51750 or above or an IELTS Band of 6.0 or above, no additional language training is required for unconditional admission.

~~International students who submit official TOEFL scores of 500–549 are also eligible for unconditional admission to Glenville State University.~~

Applicants who submit official TOEFL scores of 516499 and below or IELTS Band of less than 6.0 are eligible for conditional admission to Glenville State University.

For students educated outside of the United States, original or certified copies of all academic records/transcripts are required. Certified documents must be notarized or attested by the education institution, the Ministry of Education of the country, and/or an evaluation agency that is a member of the National Association of Credential Evaluation Services (NACES) or by other designated officials.

International applicants admitted to the program must pay 40% of net tuition and fees (after any awards or scholarships have been applied) in U.S. currency before travel date. All remaining tuition and fees must be paid in full by the first day of classes or the I-20 will be terminated.

2.7.2.8. Early Entrance Students. Outstanding high school juniors and seniors may be admitted as “high school early admissions students” either for the regular academic year or summer session. Students may qualify on the basis of the following criteria:

2.7.1-2.8.1. Must meet all of the Higher Education Policy Commission’s Freshman Assessment and Placement Standards for an incoming freshman.

2.7.2-2.8.2. Must have a high school grade point average of 23.0 or better, as certified by the designated high school official.

2.7.3-2.8.3. Must be recommended by the high school principal.

2.7.4-2.8.4. Must submit an application for admission and current high school transcript.

The University **must** be supplied with a final high school transcript.

~~2.8.2.9.~~ It should be noted that the basic standards contained in this section are based upon current levels of funding. Should financial resources be limited, it may be necessary to establish additional standards and/or accept only those qualified students applying by a specified date.

### **28.3. Institutional Admissions Procedures**

3.1. Official High school transcripts or an official High School Equivalency diploma or Commission approved high school equivalency test scores are required to be on file for each incoming freshman who is registered in an undergraduate degree program and who has graduated from high school within five years. Such transcripts shall be on file with the institution prior to the end of the first semester of the student's attendance.

3.2. Students who desire to enroll on a degree-seeking basis at Glenville State University who do not meet the GED requirements or have a high school diploma and an overall grade point average of at least 2.0 must submit ACT or SAT scores prior to admission.

3.3. In accordance with Section 2.3 students who substitute SAT scores for ACT scores will not be required to take the ACT at a later time.

3.4. Degree-seeking state University students at Glenville State University who do meet the GED or high school grade point average requirements must submit ACT or SAT scores prior to their second semester of enrollment.

~~3.5.~~ All students who have graduated from high school or completed GED requirements more than five years prior to seeking admission to Glenville State University do not have to submit ACT or SAT scores. ~~However, they may be tested to determine placement in University-level work.~~

~~3.6-3.5.~~

~~3.7-3.6.~~ Transfer students must supply the institution with official transcripts reflecting all previous University work prior to admission.

~~3.8-3.7.~~ In addition to the above, Glenville State University may use, but shall not be limited to the use of, the following information in determining admission to the institution and/or its programs:

~~3.8.1-3.7.1.~~ Records of traditional academic performance relative to the specified educational program to which the student seeks entry.

~~3.8.2-3.7.2.~~ Record of nontraditional learning experiences.

~~3.8.3-3.7.3.~~ Standardized examinations relative to the requirements of the program to which the student seeks entry.

3.7.4. University equivalency examinations such as the University Level Examination.

Program (CLEP) and also, special preparatory programs such as the Advanced Placement Program of the University Entrance Examination Board Program and the International Baccalaureate Diploma Program.

~~3.8.4.3.7.5.~~ The West Virginia Seal of Biliteracy may count toward six credit hours of a foreign language in the postsecondary setting.

~~3.8.5.3.7.6.~~ Recommendations and reports of interviews.

~~3.8.6.3.7.7.~~ Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

~~3.8.7.3.7.8.~~ Admission to Glenville State University under these guidelines is separate from NCAA and Mountain East Conference regulations, and does not guarantee athletic eligibility.

~~3.9.3.8.~~ Glenville State University requires that a record of measles immunization (if born after January 1957) be submitted at the time of initial enrollment.

#### **28.4. Institutional Admissions Policies**

4.1. Glenville State University admissions policies shall be published and implemented, including the general admissions requirements of the institution as well as additional requirements for entry into specific programs.

4.2. While it is not the policy of the Glenville State University Board of Governors to exclude nonresidents from Glenville State University or its programs, preference shall be given to qualified West Virginia residents (as defined by Series 25 of the Higher Education Policy Commission) in cases where enrollments must be limited.

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4.3. All institutional admissions policies shall be submitted to the Higher Education Policy Commission for evaluation in terms of their compatibility with stated commission policies, institutional goals and available educational programs and resources. Any amendments to admission policies shall be submitted to the Commission prior to their actual implementation at the institutional level.

4.4. All institutional admissions policies shall be consistent with existing Commission policies and applicable State and Federal regulations regarding nondiscrimination.

4.5. Subject to Commission approval, Glenville State University may establish admission standards more rigorous than those established by this policy for basic admission to the institution and/or for admission into specific programs.

FINAL DRAFT



**Faculty Senate Memo**

To: Dr. Mari Clements, Provost & Vice President of Academic Affairs  
From: Dr. Schuyler Chapman, Faculty Senate President  
CC: Ms. Ashley Nicholas; Dr. Amanda Chapman; Ms. Ann Reed; Teresa Stearns  
Date: April 22, 2025  
Re: **GSU Policy 28;** [REDACTED]

**Comments: Policy 28 (Undergraduate Admissions)**

Teresa Stearns distributed this policy. It has undergone changes since last seen by Senate and, perhaps, Academic Policy Committee. There are issues with this current document, mostly typographical.

- 1) P. 2: There is a large space after 2.3c.
- 2) P. 3: In added paragraph beginning "students identified as in need," the word "English" is misspelled in the first sentence. It should be spelled properly and capitalized.
- 3) P. 4: In 2.4.1 first sentence, "ALL previous university" should read "all previous universities."
- 4) P. 4: In section 2.4.3 first sentence, it should read "college or university" not "University or university."
- 5) P. 5: Section labeled 2.7 has subsections labeled 2.8.1, 2.8.2, etc. Should these be 2.7.1, etc.?
- 6) P. 5: Section labeled 2.7 discussing International Students should probably strike the clause "and respect for cultural diversity."



## GLENNVILLE STATE UNIVERSITY POLICIES

### ACADEMIC POLICY 28A

#### STANDARDS AND PROCEDURES FOR GRADUATE ADMISSIONS

##### 28A.1. General

- 1.1. Scope – Policy regarding standards and procedures for graduate admissions.
- 1.2. Authority - W. Va. Code §§ 18B-1-6 and 18B-2A-4

1.3. Effective Date: May 1, 2024

1.4. Revision of Former Policy – Repeals and replaces Glennville State University Policy 28A  
1-3. Standards and Procedures for Graduate Admissions [2024]

##### 28A.2. Basic Graduate Admission Standards

- 2.1. All **first-time** candidates applying for admission to graduate programs must submit the following:
  - 2.1.1. An application for graduate admission;
  - 2.1.2. Official undergraduate transcripts sent directly to the GSU Admissions Office from all undergraduate institutions attended;
  - 2.1.3. Official undergraduate transcript from the bachelor's degree-granting institution demonstrating a minimum overall 2.75 grade point average (GPA or the minimum GPA set by the individual graduate degree program, which may require a higher grade point average and/or additional credentials or documentation for admission. Applicants in the final semester of their undergraduate education must send to the GSU Admissions Office a final official transcript showing the undergraduate degree once the degree is awarded;
  - 2.1.4. Test scores (e.g., PRAXIS, GRE, GMAT), as required by the specific program; and
  - 2.1.5. Selective Service Registration verification, if applicable.
- 2.2. All **transfer students** applying for admission to graduate programs must submit the items listed in subdivisions 2.1.1., 2.1.2., 2.1.4., and 2.1.5. above and graduate transcripts from all graduate institutions attended.

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- 2.3. The University may consider for full admission candidates who have not earned the required minimum undergraduate GPA from the bachelor's degree-granting institution if they have successfully completed at least six hours of graduate coursework with a

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minimum GPA of 3.0 from an accredited college or university. Candidates who have successfully completed less than six credit hours of graduate coursework must meet the first-time graduate admission standards.

- 2.4. A candidate may transfer up to 12 semester hours of graduate coursework completed at another accredited institution and apply these toward a graduate degree upon meeting the following criteria:
  - 2.4.1. A candidate must request a transfer of graduate credits by submitting all graduate transfer credits earned prior to enrollment to the director of the student's graduate program for evaluation.
  - 2.4.2. The University will accept the transfer of graduate courses with a minimum grade of B. Courses without letter grades (i.e., graded "credit" or "pass") must be accompanied by official evidence that such grades equated to a B or higher at the institution at which they were earned.
  - 2.4.3. A candidate must have earned graduate credits from the previous coursework within the past seven years. Graduate coursework older than seven years is not eligible for transfer.
  - 2.4.4. Graduate transfer credit earned after enrollment (i.e., transient credit) must be approved in advance by the graduate coordinator of the student's graduate program.
- 2.5. Glenville State University may admit graduate students on a **non-degree** basis. By definition, such students are not seeking and/or are not eligible to pursue a certificate or degree at the institution. Non-degree-seeking students may enroll in those courses for which they are qualified.
  - 2.5.1. The University will allow non-degree-seeking students to enroll in no more than three hours per semester. The student is responsible for paying all tuition and fees and is not eligible for federal financial aid.
  - 2.5.2. If a non-degree-seeking student later chooses to pursue a graduate degree program, that student must submit a new application for admission and all required documents (e.g., test scores, transcripts) to be admitted as a degree-seeking candidate. If a non-degree-seeking student at Glenville State University is later accepted into a graduate degree or certificate program, the University may apply all applicable credit hours earned at Glenville State University while in non-degree status to the degree program. Courses taken as a non-degree-seeking student are subject to the seven-year limit applicable to all courses (see Time Limit for Degree Completion in the Graduate Catalog).

2.6. Glenville State University is authorized by the United States Department of Homeland Security to enroll non-immigrant visa students with F-1 student status. Glenville State University participates in the West Virginia Higher Education Policy Commission J-1 scholars' program. International students must have earned the equivalent of a United States baccalaureate degree from an accredited institution.

2.6.1. If a candidate does not have a bachelor's degree from an accredited institution in the United States, the candidate shall have the degree evaluated by an approved evaluation firm using a course-by-course evaluation procedure and submit the results of the evaluation to the University with the documents listed below.

2.6.2. The U.S. Department of Homeland Security requires F-1 Students to enroll in a minimum number of "physical presence" courses each semester in order to meet the full-time enrollment requirement.

2.6.3. All **international** candidates applying for admission to graduate programs must complete and submit all of the following:

2.6.3.a. Application for admission;

2.6.3.b. Copy of passport;

~~2.6.3.c.~~ Original or attested copies of the undergraduate degree, ~~including the diploma;~~

~~2.6.3.c.1.~~ Full transcript

~~2.6.3.c.2.~~ Diploma

~~2.6.3.c.~~ ~~2.6.3.d.~~ Proof of English language proficiency, as evidenced by:

~~2.6.3.c.1.~~ ~~2.6.3.d.1.~~ International English Language Testing System (IELTS) score of 7.0 or higher; or

~~2.6.3.c.2.~~ ~~2.6.3.d.2.~~ Score of 94 or higher on the Test of English as a Foreign Language (TOEFL) internet-based test (TOEFL iBT)

~~2.6.3.c.3.~~ ~~2.6.3.d.3.~~ Exceptions for English-speaking students will be made on a case-by-case basis.

~~2.6.3.d.~~ ~~2.6.3.e.~~ A course-by-course evaluation of all courses completed at a non-US institution by ~~an approved evaluating service provider (e.g.,~~ Educational Credential Evaluators (ECE) or World Evaluation Services

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(WES));

~~2.6.3.e.~~ 2.6.3.f. Documentation of financial support by a sponsor; and

~~2.6.3.f.~~ 2.6.3.g. One year's worth of certified bank statements demonstrating sufficient funds to cover all costs associated with the first year of the graduate degree program.

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2.6.4 International applicants admitted to the program must pay 40% of net tuition and fees (after any awards or scholarships have been applied) minus awards is due in U.S. currency before travel date. All remaining tuition and fees and must be paid in full by first day of classes or the I-20 will be terminated.

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2.6.53. A member of the University's graduate studies council with international experience shall review applications from international candidates to ensure that the application is complete and meets the minimum institutional requirements for admission. In order to be reviewed, the application file must be complete with the master's degree program and international requirement prior to review.

## GLENVILLE STATE UNIVERSITY POLICIES

### ACADEMIC POLICY 33

#### UNIVERSITY CREDIT FOR PRIOR LEARNING

##### 33.1. General

1.1. Scope - Policy establishing guidelines for the awarding of University credit for prior University level learning through ~~prior learning assessment~~Credit for Prior Learning (CPL).

1.2. Authority - W. Va. Code §§ 18B-1-1a, and 18B-1-6, and the Higher Education Policy Commission's procedural rule entitled *Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, College-Level Examination Program, ~~and Nursing Career Pathways,~~ and for recognizing skill sets earned through micro-credentials*, 133 C.S.R. 59.

1.3. Effective Date – ~~August 16, 2023~~

1.4. Revision of Former Policy – Repeals and replaces Glenville State University Policy 33 University Credit for Prior Learning [2016][2020][2023].

##### 33.2. Purpose

2.1. Glenville State University recognizes that higher education should contribute to the growth, development, and quality of life of the state and its citizens. This policy details the responsibilities of Glenville State University regarding the awarding of credit for prior college-level learning gained outside the higher education academic environment.

2.2. Glenville State University recognizes that some students, particularly adults and non-traditional students, may have acquired prior college-level learning through the development of skills or knowledge that closely parallel those outcomes taught in college-level courses. It is important that Glenville State University has the opportunity to evaluate learning that has taken place outside the higher education academic environment and to award academic credit when appropriate.

2.3. The purpose of this rule is to outline the terms and conditions under which Glenville State University awards *and/or* transfers credits toward a degree or certificate based upon ~~Prior Learning Assessment (PLA)~~CPL and to provide consistent and accessible methods for students to earn these credits.

2.4. Each department chair and faculty member associated with an undergraduate course will determine whether to award ~~PLA~~CPL credit through a variety of assessment methodologies that ensure the academic credibility of such credit. Under these guidelines, in accordance with Glenville State University policies and procedures, academic credit shall be awarded for prior learning that is equivalent to courses offered by the University.

2.5. The Regents Bachelor of Arts degree program maintains specific guidelines and requirements for the use of credit for prior learning. This policy does not replace those guidelines.

### 33.3. Definitions

3.1. Prior Learning Assessment (PLA)Credit for Prior Learning (CPL) is defined as the assessment of college-level learning that has occurred outside the higher education academic environment to determine whether Glensville State University will award credit for such experience. For example, individuals may acquire college-level knowledge or skills through work experience, employee training programs, military service, independent study, non-credit courses, or community service. Only documented and demonstrated college-level learning will be awarded University credit.

3.2. In support of providing opportunities for students to earn college-level credit for college-level learning that has been acquired outside the higher education academic environment, the assessment of prior college-level learning can be accomplished through a variety of assessment methods including, but not limited to the following:

3.2.1. Advanced Placement Exams

3.2.2. American Council on Education (ACE) Guides

3.2.3. College Level Examination Program (CLEP) Exams

3.2.4. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Test (DSST)

3.2.5. Excelsior College Examination Program (ECE)

3.2.6. Institutional Course Challenge Examination

3.2.7. International Baccalaureate Program (IB)

3.2.8. Institutional Evaluation of Industry and Workforce Training such as apprenticeships, certifications, and licensure

3.2.9. Portfolio Assessment/Review

3.2.10. Prior Military Training

3.2.11. Nursing Career Pathway

3.2.12. Micro-Credential

### 33.4. Principles

4.1. Glenville State University values the diversity of its students. This diversity includes the unique experiences, interests, and intellectual pursuits that may lead to the acquisition of college-level learning. The acquisition of college-level learning is validated by assessment methods that are academically sound and rigorous.

4.2. Glenville State University employs prior learning assessment aligned with its respective mission, the principles of academic integrity, resources, and student educational attainment and success.

### 33.5. Institutional Policies Regarding Awarding Credit for Prior Learning

5.1. Credit for prior learning can apply toward majors, minors, general education requirements, and electives that count toward the student's chosen degree or certificate. ~~Prior Learning Assessment (PLA)~~Credit for Prior Learning (CPL) credit may also satisfy prerequisite requirements. University credit awarded through ~~PLA~~CPL shall not be treated differently in its application and use than its course equivalencies or appropriate block credit.

5.2. Credit for prior learning shall only be awarded to students who are admitted to the institution and have declared a major field of study.

5.3. Credit awarded through ~~PLA~~CPL shall not count toward institutional residency requirements of Glenville State University.

5.4. The evaluation of a portfolio must be completed by a minimum of two faculty members with appropriate professional credentials. Course-specific examinations must be designed by a faculty member, evaluated by at least two faculty members with appropriate professional credentials, and approved by the department chair. A recommendation for credit shall be made to the Registrar and approved by the ~~Vice President for Academic Affairs~~Provost.

5.5. Glenville State University will accept ~~PLA~~CPL credit up to ~~30-60~~ credits for bachelor's degrees, up to ~~15-30~~ credits for associate's degrees, and up to ~~six-9~~ credits for certificate programs.

5.5.1. Should a program at Glenville State University have an accrediting body that states a specific maximum for ~~PLA~~CPL credits, then that accrediting body's maximum will be honored by the program receiving ~~PLA~~CPL credit.

5.6. Credit awarded through ~~PLA~~CPL must be clearly identified as such on a student's official transcript. Such credit shall not be used to determine a student's grade point average or used in the calculation of graduation honors. The credit will be recorded as "Credit" only.

5.7. Student requests for awards of academic credit for prior learning will be submitted in accordance with the guidelines established by Glenville State University. Glenville State University will notify students in writing of the decision to approve or deny such requests and will provide and communicate an appeal process for ~~PLA~~CPL decisions. ~~Additionally, Glenville~~



~~State University ensures the transparency of the award or denial of PLA credit.~~

5.8. ~~PLA-CPL~~ fees may vary based upon the type of assessment performed. ~~PLA-CPL~~ credit and transcription fees to students will be clearly published and made available to the student in the most current Glenville State University catalog.

5.9. Glenville State University will regularly review its ~~PLA-CPL~~ policies to ensure that they are consistent with accreditation ~~PLA-CPL~~ guidelines and state, regional, and national practices.

5.10. Published crosswalks (e.g. for CLEP scores to course credit) are published in the University catalog which is available on the University's website.

### **33.6. Transferability of Prior Learning Assessment Credits**

6.1. Credits earned through ~~PLA-CPL~~ ~~will shall~~ be transferable in accordance with ~~W. Va. Code R. §-133 C.S.R-17-1, et seq.~~; *Transferability of Credits and Grades at West Virginia Colleges and Universities*. Once on a student's transcript, credits earned through prior learning shall be treated no differently than other credit coursework on a student's transcript.

6.2. Glenville State University will accept as transfer credit toward a degree ~~PLA-CPL~~ credit awarded at another institution if the credit meets the West Virginia Core Coursework Transfer Agreement or other applicable statewide articulation agreements if the student transfers to another West Virginia public college or university in accordance with the guidelines of that particular policy or agreement.

### **33.7. Reporting the Awarding of ~~Prior Learning Assessment~~Credit for Prior Learning Credits.**

7.1. Glenville State University shall maintain records of the number of students awarded credit for prior learning, number of credits for prior learning awarded, type of assessment method(s) used, and other recipient data, which will be reported to the Higher Education Policy Commission ~~or the Council for Community and Technical College Education,~~ as appropriate, on an annual basis.

### **33.8. Policy for Acceptance of Advanced Placement Credit.**

8.1. Glenville State University shall accept Advanced Placement credits according to the following guidelines:

8.1.1. High school students completing Advanced Placement examinations of the College Board with a minimum score of 3 will receive credit at Glenville State University, as indicated in the list of Advanced Placement exams offered by the College Board. Credit will be awarded solely on the basis of satisfactory performance of a score of 3 or higher on the Advanced Placement examinations.

8.1.2. When the examination is in the area of the student's major, Glenville State University will award credit toward the major or the core curriculum.

8.1.3. An academic department may, upon recommendation of the institutional faculty and with the approval of the Provost, require a higher score than 3 on an advanced placement test if the credit is to be used toward meeting a course requirement for a major in the department.

8.1.4. Credits awarded by regionally or nationally accredited institutions of higher education in West Virginia for successful completion of advanced placement exams are transferable to Glenville State University in accordance with this policy.

### **33.9. Policy for the College-Level Examination Program.**

9.1. Credit awarded by regionally or nationally accredited institutions of higher education in West Virginia will be transferable to Glenville State University in accordance with this policy. Credit shall be awarded only once to recognize mastery of course content. Credit shall not be awarded for equivalent courses in which students have already earned such credit through course work, CLEP, institutional challenge examinations, life experience, or other mechanisms.

9.2. The permanent academic record of the student shall indicate which credit was earned by CLEP examination.

9.3. Students must be enrolled in Glenville State University in order to receive credit. Students who have taken CLEP examinations prior to enrollment must submit an official CLEP transcript.

9.4. Students may be awarded credit for the successful completion of any or all of the then current CLEP Subject Examinations. Student must achieve a score equal to or above the score recommended by the American Council on Education for CLEP Exams current at the time the examination was taken. Credit shall be awarded in an amount not exceeding the number of semesters for which the examination was designed. A grade will not be assigned, and the credit will not be included in the computation of the student's grade-point average. Glenville State University shall equate the CLEP credit earned with existing course offerings. If no equivalent course is offered, the credit earned by CLEP examination shall be considered elective credit. Students shall not receive CLEP Subject Examination credit for equivalent courses in which they have already earned credit.

### **33.10. General CLEP Examinations**

10.1. Students may be awarded credit for successful completion of any or all of the CLEP General Examinations within the limits of the most recent recommended CLEP scores posted by The College Board.

10.2. Credit earned through successful completion of a CLEP General Examination may not meet specific program requirements of Glenville State University or another institution to which the student may later transfer. The credit shall then be used as elective credit. Students shall not receive CLEP General Examination credit for equivalent courses in which they have already earned credit.

10.3. Glenville State University may establish scores higher than specified above for Subject or General Examinations if it is established that the higher scores equate to a satisfactory level of performance by students actually enrolled in the equivalent course(s) at Glenville State University.

### **33.11. Nursing Career Pathways**

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11.1 Glenville State University will accept student course credit earned through dual credit as part of the Nursing Career Pathway as counting toward credits specific to a major in nursing or nursing science. A student's secondary school will identify completion of the nursing pathway on the high school transcript.

11.2 Dual credit courses in the Nursing Career Pathway include college-level freshman English, college algebra or statistics, anatomy and physiology and general psychology.

### **33.12 Micro-Credentials**

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12.1 Glenville State University may offer micro-credentials for credit or non-credit to currently enrolled students or to transient students enrolling for a specific set of courses.

12.2 Micro-credentials awarded to a student may be stackable and grouped or aggregated to provide a pathway to larger credentials, such as a traditional degree. Non-credit micro-credentials may be converted to credit via the CPL process established by Glenville State University.

12.3 Students who successfully complete a micro-credential, whether credit or non-credit, will earn a digital badge or an institutionally recorded and approved credential. Glenville State University will keep a record of all earned non-credit badges or micro-credentials.

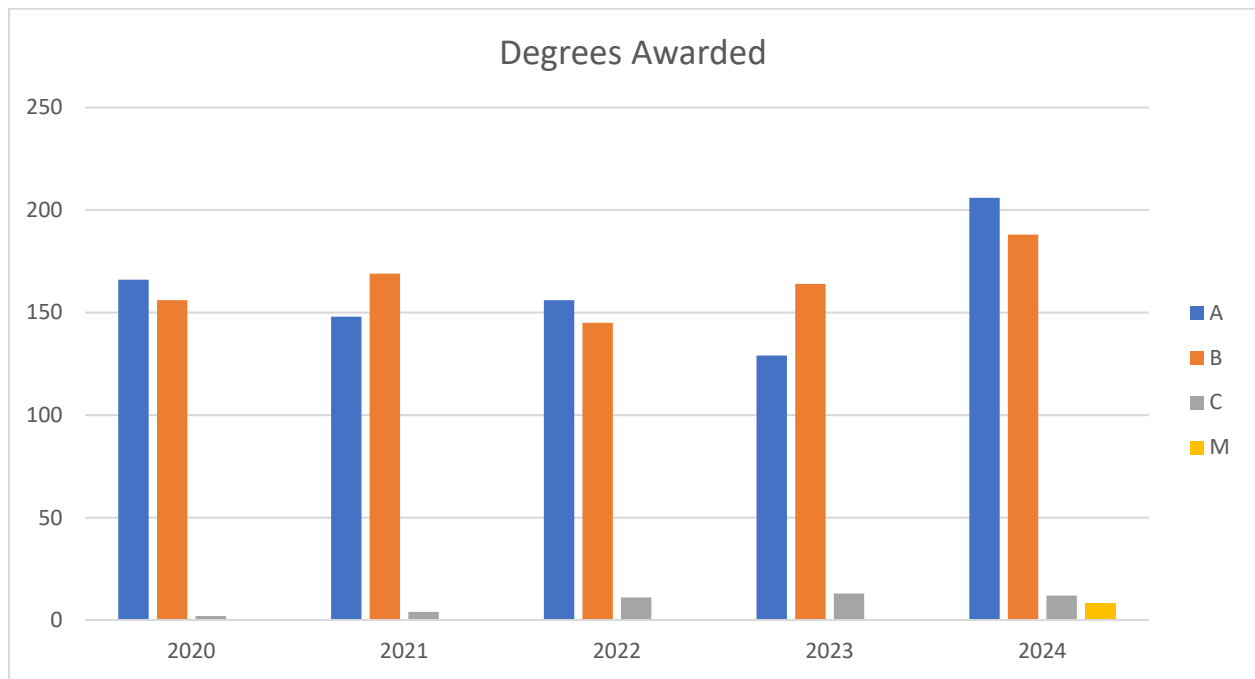
**Glenville State University Board of Governors  
Meeting of May 10, 2025**

<b>ACTION ITEM:</b>	Approval of WV HEPC Funding Formula Mission Weights
<b>COMMITTEE:</b>	Committee of the Whole
<b>RECOMMENDED RESOLUTION:</b>	Be it RESOLVED that the Board of Governors approves the proposed funding formula mission weights change for the University as listed in the attached Exhibit.

**BACKGROUND:**

The WV Higher Education Policy Commission developed a prospective funding formula for which each Institution of Higher Education is required to provide their recommended individual mission weight values in order to achieve the highest possible outcomes score for the Institution. In October 2022, the original weighting factors recommended by Glenville State University were determined based upon an extensive internal analysis of GSU's individual three-year outcome averages over the past five fiscal years. Currently, we are in year 3 (recommendations for FY26) of the 5-year cycle. We have two more years of implementation of the funding formula (recommendations for FY27 and FY28). HEPC's Series 2 Policy regarding the Funding Formula notes in section 4.5.2.d that mission weights shall be finalized at the beginning of each five-year funding cycle; however, the Chancellor may grant exceptions for good cause shown. GSU submitted a request to the Chancellor to grant an exception for the University to change its (5%) weight on Expenditures on Research and Development since it is not a research institution. The Chancellor agreed that the mission weight assigned to Expenditures on Research and Development does not align with the university's institutional mission. The Chancellor will permit GSU to reallocate the mission weight currently associated with Expenditures on Research and Development metric (5%) to other funding formula metrics; however, no additional mission weight adjustments will be allowed at this point. Following the updates to the mission weights, the institutional benchmark numbers will be recalculated based on the revised weights upon GSU's completion of the attached updated Higher Education Funding Formula Missing Weights Approval Form with the updated mission weights by July 1, 2025.

Attachment: Updated GSU Proposed Mission Weights Form



# Higher Education Funding Formula

Institutional Mission Weight Selection and Approval Form  
for the five-year funding cycle beginning with State Fiscal Year 2024

## Institution:

Metric	Value Range	Considerations	Institutional Values Approved by Board of Governors
Students Accumulating 30 hours	0.03 to 0.12		
Students Accumulating 60 hours	0.06 to 0.15	Value must be greater than 30 hr. weight.	
Students Accumulating 90 hours	0.08 to 0.17	Value must be greater than 60 hr. weight.	
Associate Degrees Awarded	0.20 to 0.25	Zero value is permitted if institution awards no associate degrees, or if associate degree production accounted for less than 10 percent of an institution's total degree production in the 2020-21 academic year.	
Bachelor's Degrees Awarded	0.35 to 0.50		
Master's Degrees and Post-Master's Certificates Awarded	0.01 to 0.10	Zero value is permitted if institution awards no master's degree, or if master's degree production accounted for less than 1 percent of an institution's total degree production in the 2020-21 academic year.	
Doctoral / Law Degrees Awarded	0.01 to 0.10	Zero value is permitted if institution awards no doctoral or law degrees, or if doctoral degree production accounted for less than 1 percent of an institution's total degree production in the 2020-21 academic year.	
Expenditures on Research and Development	0.00 to 0.10	Zero value is permitted for all institutions.	
Awards per 100 FTE	0.08 to 0.17		
Learning and Working in WV	0.03 to 0.06		
<b>TOTAL (Must Equal 1.00)</b>			

## Approvals:

\_\_\_\_\_  
President Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair Signature

\_\_\_\_\_  
Date

**Submit a scanned copy of this completed form by email prior to close of business on July 1, 2025, to:**  
Dr. Zornitsa Georgieva, Senior Director of Research, at [zornitsa.georgieva@wvhepc.edu](mailto:zornitsa.georgieva@wvhepc.edu).

**Glenville State University Board of Governors  
Meeting of May 7, 2025**

**ACTION ITEM:** Approval of Presidential Evaluation and Contract Extension

**COMMITTEE:** HR & Board Governance Committee

**RECOMMENDED RESOLUTION:** Be it RESOLVED that the Board of Governors approves Dr. Mark A. Manchin's evaluation for FY25 as presented and to offer Dr. Mark A. Manchin an extension to his contract for a period of three (3) years from the expiration of his current contract on June 30, 2025. The extended contract will include an increase in the President's base salary to \$250,000 per year effective July 1, 2025. The extended contract and new base salary will comply with statute and policy and will be subject to approval by the WV Higher Education Policy Commission.

**COMMITTEE CHAIR:** Alex Lay

**BACKGROUND:**

The Board proposes to extend the President's contract for a period of three (3) years from the expiration of his current contract on June 30, 2025. The extended contract will reflect an increase in President Manchin's base salary to \$250,000 per year, effective upon the WV Higher Education Policy Commission's approval. The compensation is being raised due to the outcome of the President's FY24 and FY25 evaluation and to provide compensation equivalent to the presidents of other WV colleges and universities that are similar to GSU. The proposed raise in presidential compensation has been included in the current FY26 proposed budget.