



GLENVILLE
STATE UNIVERSITY

AGENDA
Glenville State University
Board of Governors

September 10, 2025
9:30 a.m.

Waco Center
Room A227/228

**Glenville State University
Board of Governors
Meetings Schedule
2025-26**

Board of Governors Meetings

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 9:30 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=d29TWjNlZmx1S0FYenhzcjJlMzJCQT09>

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, August 20, 2025	All Committees of the Board
Wednesday, September 10, 2025	Board of Governors
Wednesday, October 8, 2025	All Committees of the Board
Thursday, October 23, 2025, via ZOOM at 9:30 am	Board of Governors
Wednesday, November 19, 2025	All Committees of the Board
Friday, December 12, 2025	Board of Governors
Wednesday, February 4, 2026	All Committees of the Board
Wednesday, February 25, 2026	Board of Governors
Wednesday, April 22, 2026	All Committees of the Board
Friday, May 8, 2026	Board of Governors
Wednesday, June 10, 2026	All Committees of the Board
Wednesday, June 24, 2026	Board of Governors



BOARD OF GOVERNORS
September 10, 2025
Waco Center, Rooms 227/228
9:30 AM

AGENDA

1. Call to Order
2. Establishment of a quorum
3. Public Comment Period
4. 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 – *Graylin Floyd, President*
5. **Consent Agenda (Action Item)**
 - A. Minutes of the June 25, 2025 Meeting
 - B. Cash Flow Projection Statement
 - C. Accounts Receivable Report
6. 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*
7. President's Report
8. Discussion/Actionable Items
 - A. **Projects Update** (*Possible Action Item*)
 - B. **Board of Governors Retreat Schedule** (*Discussion Item*)
9. Announcements
 - A. BOG tour of campus projects directly following lunch
10. Adjournment

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

Report for Board of Governors

- Upcoming Events
 - Alumni & Friend Gatherings at “Home Away From Home” Games
 - Herbert Hoover High School (8/30/25)
 - Roane County High School (9/27/25)
 - Robert C. Byrd High School (10/4/25)
 - Nicholas County High School *Homecoming* (10/18/25)
 - Parkersburg South High School (11/8/25)
- Recent Events
 - 75th WV State Folk Festival
 - GSU Night at Lambert’s Winery
 - Welcome Station During Move-In Day
- Special WV License Plate
 - Applying for permission to begin collecting interest in orders for a Glenville State University “special plate” through the WV Division of Motor Vehicles. Once approved, GSU will have six months to secure 100 preorders of the special license plates before the DMV will begin designing them.
- Alumni Oral History Project
 - The Alumni Oral History Project has been delayed by the publisher, PCI. Those who purchased items (a copy of the oral history book, apparel, etc.) have been contacted by PCI with an update and we have shared information to alumni via the Pioneer Update newsletter. PCI has assured us that they will ship the publication and apparel items that have been ordered, but they do not have an estimated date of when that will occur.

Submitted by: *Schuyler Chapman, President*

Report for Board of Governors

- Recommended Dr. Marjorie Stewart for emeritus status.
- Filled all unelected vacancies for Faculty Senate Committees
- Initiated University Leadership Council (ULC) Election
 - Election has opened as of today (9/2) and will conclude on 9/5 with a run-off if necessary to fill two vacancies.
- Began review of sections in the revised Faculty Handbook.
- Held a conversation with Jesse Skiles and Dr. Dwight Heaster about the potential roles that faculty may play in relation to athletics.
- Made recommendation to the Office of the President re: the Inclement Weather Policy.

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

- Created a Salary Task Force subcommittee to look into the salary issue from the Staff side as requested.
- Reviewing and editing the Staff Handbook.
- Planning some Fall/Halloween activities for campus – more information to follow.
- Leslie Ward (A.C.C.E rep) attended the annual A.C.C.E retreat and gained a lot of valuable insights, ideas and training.
- Working on ways to increase participation and retention of Staff.

Submitted by: *Graylin Floyd, President*

Report for Board of Governors

- SGA Appointments as of 9/4/25
 - We have appointed 7 new members within 2 official meetings.
 - Executive: 1 member
 - Assembly: 4 members
 - Judiciary: 2 members
 - We have 27/39 positions filled.
 - Six positions are pending, bringing filled positions to 33/39 on 9/11/25.
- Committee Appointments
 - All committee appointments have been filled, except for 2 that are pending.
- Passed Bills
 - AB-01-26: Creation of College of Health Sciences Representative
- Passed Organizations
 - Creation of Iota Phi Omicron, Social Fraternity
- Initiatives
 - Opening Library 24/7
 - Will be conducting student survey in September with results by the end of September to support cause.
 - Pet Waste Stations
 - Have arrived and placement locations are pending.
 - Bridging the Gap Between the Community and GSU
 - Planning an “Act of Service Day” in the spring where students work on different service projects across the community.

**Glenville State University Board of Governors
Meeting of September 10, 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 June 25, 2025 meeting
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glenville State University
Board of Governors Meeting
June 25, 2025
Waco Center, Rooms 227/228**

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

Members Absent: Mr. Jahzeiah Wade, Student Representative

Faculty & Staff Present: Mr. Duane Chapman, Vice President of Enrollment & Student Affairs
Dr. Schuyler Chapman, Assoc. Professor of English & Faculty Senate President
Dr. Mari Clements, Provost and Vice President for Academic Affairs
Mr. Dustin Crutchfield, Director of Alumni Relations
Dr. Kevin Evans, Dean of Health Sciences
Dr. Donal Hardin, Associate Professor of Criminal Justice, via Zoom
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
Mr. Drew Metheney, Controller, via Zoom
Mr. Tom Ratliff, Executive Director of Operations
Dr. Mark Sarver, Professor of Business and Mayor of Glenville
Mr. Jesse Skiles, Director of Athletics
Ms. Teresa Sterns, Chief of Staff/Executive Assistant to the President

Others Present: Ms. Graylin Floyd, new incoming SGA President, via Zoom

Call to Order

Chair Ann Green called the meeting to order at 10:02 am.

A quorum was established.

Public Comment – Dr. Mark Sarver shared concerns about longevity of the University and the plan to address the enrollment cliff, spending, and the future. His concerns included:

- GSU is not marketing its online Rize programs.
- He questioned whether the Board receives a monthly line-item financial report.
- Dr. Sarver noted that the last audit reported a \$1 million loss.
- He further indicated that the University's budget reflected \$2.8 million in cash on hand, but that balance is projected to decrease to just \$52,000 by next week.
- He stated that the City of Glenville is concerned about the future of the University.

Comments from Board members included:

- Appreciation for Dr. Sarver's comments.
- A desire for suggested resolutions along with concerns.
- A reminder that Board members are not appointed to question the competence of administrators.
- A suggestion that more detailed information might need to be provided by administrators.
- An acknowledgment that Board members have never been denied answers to their questions by administrators.

President Manchin asked Dr. Kevin Evans to present an update on Health Sciences.

Special Presentation – Kevin Evans, Dean of Health Sciences provided an update on the Health Sciences program, highlighting the following:

- Collaboration with Bridge Valley who recommended consultants to assist in designing the nursing program.
- Preliminary discussions with Tara Hulse, Chair of the Nursing Board.
- A review of accreditation standards, with the process expected to take 9-12 months.
- A requirement is that the Director of Nursing must hold Master's degree in nursing.
- The GSU 100 Nursing course enrollment for both this year and last year was 19.
- A lot of students are showing interest in the eight concentrations offered in the Health Sciences program. The goal is to obtain 26.
- Developing MOUs with other institutions to ensure GSU can offer required courses for degree completion in the eight concentrations.
- Recently signed a MOU with Bowling Green that guarantees five seats in occupational and physical therapy.
- The American Medical Board is meeting at GSU today to discuss building a facility in Calhoun County.

Chair Green asked if GSU has a broader marketing plan for Health Sciences.

Duane Chapman stated that his area works with EAB to market programs and that GSU's marketing office is actively promoting online programs. Both teams are working on a strategic marketing plan.

Kathy Butler requested a presentation from Marketing and Public Relations at the next Board meeting to outline their strategic framework.

Chair Green suggested incorporating the marketing plan discussion into the upcoming Board retreat.

Constituent Comments

Alumni Council – Dustin Crutchfield, Director of Alumni Relations, reported:

- Recent events included 50 Year Graduates Weekend, Retirees Luncheon, and GSU Night at the Ballpark.
- GSU Night at Lambert's Winery is scheduled for August 13, 2025.
- The *Pioneer Progress* magazine is on track to print in Fall 2025.
- The Alumni Oral History Project is anticipated to be completed by Fall 2025.

Faculty Senate – Schuyler Chapman, President, reported:

- The Board of Governor's Wage Compression Ad-Hoc Committee met in May and is scheduled to meet again in July.

Staff Council –Eric Marks, Chair, reported:

- Finalized the Staff Constitution.
- Completed elections for representatives, officers, and chairperson.
- Reviewing strategies to improve staff satisfaction and morale.
- Finished the staff development applications.
- Staff are forming a subcommittee to review salary compression.
- Rachel Clutter was awarded the Staff Employee of the Year.
- Grace Wellings received the Rising Star award.

Student Government Association (SGA) – Graylin Floyd, Incoming SGA President, reported:

- SGA representatives attended the WV Student Leadership Conference in May.
- Working to regain voting privileges on the Board of Governors.

Consent Agenda

RICK SIMON MOVED TO APPROVE THE CONSENT AGENDA. BOB MARSHALL
SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee Reports

Executive Committee/Chair Report

Ann Green reported that the Committee met on June 11, 2025 via Zoom to set the current agenda.

Board Governance and HR Committee – Alex Lay, Chair, thanked Kathy Butler, Vice Chair, for serving in her place for the last Committee meeting. She referenced updates in the Board packet and invited David Hutchison, Tom Ratliff, and Kathy to provide additional reports.

- David Hutchison gave an overview of scholarships to be awarded in Fall 2025, including the new McGee Foundation Scholarship program, federal grants, and alumni support.
- Tom Ratliff presented a PowerPoint of project updates including lighting installations on the roof at Clark Hall, the football stadium, the press box, and the Pioneer Amphitheatre. Renovations at the Heflin Administration Building are set to begin in two weeks. Vacancies in faculty/staff housing are expected due to home purchases in the community. Maintenance is understaffed by five employees.
- Kathy Butler reported that the University is still waiting on the Governor's Office to fill Board vacancies.

Enrollment and Student Life Committee – Skip Hackworth, Chair, mentioned the updates shared by Duane Chapman.

Duane Chapman reported that:

- Enrollment is currently up by 33 students.
- VIP parking signs are being posted to welcome student visitors.
- The 1872 Lounge has been successful in recruiting efforts.
- The goal is to recruit 100 international students and 100 veterans.
- Evening phone calls are being made to recruit additional students.

Academic Affairs Committee – Kathy Butler, Chair, highlighted updates in the Board packet and invited Mari Clements to provide further details.

Mari Clements reported:

- The Strategic Plan is expected to be completed by December.
- Ethan Backus has been hired in Physical Science.
- An offer was extended to another faculty member.
- The search is ongoing for the FCI Business position.
- The Higher Learning Commission will visit off-campus sites during 2025-26.

Business and Finance Committee –Tim Henline, CFO, reported:

- GSU is undergoing three audits: financial audit, single audit (federal funds), and Worker's Compensation.
- GSU has been over charged \$24,000 annually by Worker's Compensation for several years.
- Reports provided to the Board are accurate as of their respective dates and may change depending on student enrollment or other factors.
- GSU saved \$1.24 million during its year of savings and aims to increase revenue by \$3.8 million.
- In 2016, GSU operated at a \$6 million deficit.
- PEIA premiums are set to increase, so GSU is exploring alternative insurance options for employees.

Athletics Committee – Bob Marshall, Chair, asked Jesse Skiles to provide an update.

Jesse Skiles reported:

- The men's basketball history book is with the publisher.
- The athletic department's overall GPA was 3.12; women's teams averaged 3.33.
- GSU won three team championships this year.
- There are 482 student-athletes enrolled, including 116 freshmen and 41 transfers.
- GSU had 337 athletic events last year.
- Site visits are being conducted for football game venues.
- Personnel updates include the appointment of Jarrod West as the new Assistant Women's Basketball Coach, replacing Coach Hines, who accepted the head coaching position at Salem. Additionally, one of the athletic trainers has resigned, but a replacement has already been hired.

President's Report – President Manchin shared that current legislation may hold institutions financially accountable if students take out loans but do not complete their degrees. Institutions could lose federal funding if default rates exceed a set threshold. GSU's current default rate is 30%, necessitating a more selective

admissions process.

Mari Clements added that students enter default at 271 days of delinquency. The University is implementing preventative strategies, and the Default Management Committee meets regularly.

Discussion/Actionable Items

Final Draft Policy: GSU Academic Policy 32 – Online Courses

KATHY BUTLER MOVED TO APPROVE THE PROPOSED BOARD FINAL DRAFT POLICY FOR FINAL FILING WITH THE HIGHER EDUCATION POLICY COMMISSION PENDING NO COMMENTS DURING THE 30-DAY COMMENT PERIOD. SKIP HACKWORTH SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

FY26 CHAIR AND VICE CHAIR NOMINATION RECOMMENDATIONS

Kathy Butler, Chair of the Nominating Committee, presented the 2025-2026 slate of officers as:

- Ann Green, Chair
- Alex Lay, Vice Chair

KATHY BUTLER MOVED TO APPROVE THE SLATE OF OFFICERS FOR FY26 AS PRESENTED. BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee assignments will be made by the FY26 Chairperson.

FY25 Board of Governors' Meeting Schedule

Chair Green suggested changing the meeting times from 10:00 am to 9:30 am due to longer meetings.

SKIP HACKWORTH MOVED TO APPROVE THE FY26 BOARD MEETING SCHEDULE WITH MEETINGS BEGINNING AT 9:30 AM AND WITH FLEXIBILITY FOR FUTURE AMENDMENTS. KATHY BUTLER SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Board of Governors Scholarship

RICK SIMON MOVED TO APPROVE THAT THE GLENNVILLE STATE UNIVERSITY BOARD OF GOVERNORS LAY MEMBERS JOINTLY FUND THE DAN DURBIN BOARD OF GOVERNORS SCHOLARSHIP, AN EQUIVALENT FULL TUITION AND FEE SCHOLARSHIP FOR THE FY26 ACADEMIC YEAR. THE NEED-BASED SCHOLARSHIP WILL BE AWARDED TO A WEST VIRGINIA RESIDENT(S) MEETING THE WEST VIRGINIA PROMISE SCHOLARSHIP CRITERIA. BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Board of Governors Retreat Schedule

Chair Ann Green requested suggested dates, locations, and training ideas for the annual Board Retreat.

The Board recommended:

- Focusing on Marketing and Health Sciences.
- Holding the retreat at Stonewall Resort, including a legislative reception.
- Scheduling it in conjunction with the October 22 Board meeting.

Chair Green will lead a subcommittee to plan the retreat, with David Hutchison, Teresa Sterns, and Bob Marshall serving as members.

Announcements

Chair Green asked Board members to inform her of any preferred committee appointments for FY26.

Adjournment

With no further business and hearing no objection, Chair Green adjourned the meeting at 12:14 pm.

Ann Green, Chair

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

Glenville State University

Cashflow Projection FY 2025

		Actual	Actual	Actual	Actual	Projected	Projected	Projected
	Oasis	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
FY 2025 Deposits (for reference only)		\$ 552,994	\$ 329,503	\$ 1,408,270	\$ 460,659	\$ 2,217,507	\$ 1,847,999	\$ 1,829,526
Beginning Cash	Fund #	\$ 3,744,716	\$ 3,885,032	\$ 1,206,310	\$ 755,197	\$ 1,575,287	\$ 4,917,074	\$ 4,538,114
Debt service & Capital Assessments		203,825	203,825	360,499	203,592	203,592	228,592	203,592
FY 2025 Nursing Grant Expenditures (\$773,000)		-	-	-	-	150,000	75,000	125,000
Deferred Maintenance Expenditures		266,124	85,701	3,837	58,455	180,000	1,000,000	75,000
Health/Wellness Grant		-	1,362,487	500,670	344,581	2,200,000	1,000,000	850,000
Cash used		<u>2,253,869</u>	<u>5,412,490</u>	<u>2,633,550</u>	<u>3,220,303</u>	<u>4,951,059</u>	<u>4,821,059</u>	<u>3,831,559</u>
Ending Cash		<u>\$ 3,885,032</u>	<u>\$ 1,206,310</u>	<u>\$ 755,197</u>	<u>\$ 1,575,287</u>	<u>\$ 4,917,074</u>	<u>\$ 4,538,114</u>	<u>\$ 5,557,181</u>
Remaining State Funds Included in Bal.		\$ 970,374	\$ 95,223	\$ -	\$ 1,897,963	\$ 1,897,963	\$ 2,097,963	\$ 2,097,963
Remaining HEPC Ed Grant in Bal.		\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571
Remaining Health/Wellness Grant in Bal.		\$ -	\$ (537,487)	\$ -	\$ (344,581)	\$ 1,655,419	\$ 1,155,419	\$ 1,155,419
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ 777,950	\$ 777,950	\$ 627,950	\$ 552,950	\$ 427,950
Remaining Deferred Maintenance in Bal.		\$ (1,324,379)	\$ (822,579)	\$ (826,416)	\$ (884,871)	\$ (314,871)	\$ (1,314,871)	\$ 110,129
Remaining Balance of unrestricted funds		<u>\$ 3,825,436</u>	<u>\$ 2,057,553</u>	<u>\$ 399,092</u>	<u>\$ (275,746)</u>	<u>\$ 646,041</u>	<u>\$ 1,642,081</u>	<u>\$ 1,361,148</u>

Factors Impacting Cash Flow:

- Delays in reimbursement for deferred maintenance projects.
- Administrative challenges within the grant office, including untimely completion of drawdowns.
- Outstanding grant reimbursement totaling **\$314,000**, which has been due to the institution since **March**.

Accounts Receivable Update 8/19/2025

	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 8/19	\$ 360,539	\$ 87,845	\$ 5,838	\$ 132,085	\$137,552	\$ 12,509	\$ 148,694	\$ 78,222	\$ 14,582	\$ 345,654	\$ 223,486	\$ 456,798	\$ 311,645	\$ 2,315,449
Prior Report 6/16	\$ 361,767	\$ 87,845	\$ 5,838	\$ 132,085	\$137,589	\$ 12,509	\$ 149,292	\$ 81,139	\$ 16,230	\$ 351,730	\$ 227,813	\$ 507,480	\$ 426,971	\$ 2,498,288
Prior Report 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
Prior Report 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)	\$ (1,228)	\$ -	\$ -	\$ -	\$ (37)	\$ -	\$ (598)	\$ (2,917)	\$ (1,648)	\$ (6,076)	\$ (4,327)	\$ (50,682)	\$ (115,326)	\$ (182,839)
Total Reduction in AR Prior Semesters (Since Last Report)														

	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
Total Reduction Since June 2023 Report	\$ (25,158)	\$ (5,696)	\$ (500)	\$ (14,914)	\$ (9,679)	\$ (807)	\$ (70,806)	\$ (105,513)	\$ (303,971)	\$ (3,841,586)	\$ (449,514)	\$ (2,350,202)	\$ (2,316,022)	\$ (7,178,345)

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

Report for Board of Governors

Active Positions:

Staff	Open Positions
Baseball Pitching Coach	1 New
Grants Resource Specialist	1 New
Chief Information Officer	1 New
Academic Program Associate	1 Replacement- Sadie Murphy
Director of Esports	1 Replacement- Brian Williams
Maintenance Worker	1 Replacement- James McKeown
Residence Hall Associate	1 Replacement- Brooklynn Chidester
Director of Military and Family Support	1 Replacement- Charles Yakubow
Director of Campus Life	1 Replacement- Adrian Duelley

Faculty	Open Positions
Assistant Professor of Biology	1 Replacement- Sara Sawyer

New Employees & Updated Titles:

Dr. Robin Crigler	Assistant Professor of History
Dr. Chelsea Glidden	Assistant Professor of Art
Jeremy Kirk	Associate Professor of Music
Dr. Ethan Backus	Assistant Professor of Physical Science
Dr. Scott O'Neil	Assistant Professor of English
Zachary "Zack" Marcum	Track & Field Assistant Coach
Wenyu "Catherine" Kong	Assistant Professor of English
Roberta Radcliff	Administrative Assistant Senior
Leisa Dean	Executive Director of Enrollment Management
Chandler Herdman	Campus Service Worker
James Greenlief	Campus Service Worker
Jodie Fisher	Landscape Specialist
Dr. Anne Coyle	Associate Professor of Biology
Nikki Kirk	Lecturer of Education
Dr. She mail Fatima	Assistant Professor of Mathematics Education
Aleksandar Vanoss	Assistant Strength & Conditioning Coach
Dr. Rajang Adhikari	Assistant Professor of Mathematics
Zac Bacon	Assistant Baseball Coach & Athletic Recruiter and Retention Coordinator
Dravin Gibson	Lecturer of Art
Charles Yakubow	Lecturer of Business
Kimberly Stump	Administrative Assistant
Caitlyn Sturm	Head Women's Golf Coach
Dariuse Cooper	Assistant Athletic Trainer/Administrative Assistant
Christopher "Chris" Basford	Associate Head Wrestling Coach/ External Business Operations
Megan Banks	Campus Service Worker

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

LEGAL

- We have three lawsuits and one grievance.

TITLE IX

- Our Title IX investigator, Brian Williams, accepted a job at SUNY close to Syracuse. Casey, our Coordinator, is working to find replacement investigator(s) and plans to announce her choices soon.
- Casey provided Title IX training at Fall Welcome Back. Training was successfully completed for RAs and OAs as well as faculty and staff and the freshman class. Casey received good feedback from all three trainings. She welcomes suggestions that might improve training.
- As an institution, we left SUNY for Title IX reference and returned to ATIXA; Atixa is paid and ready for us to utilize for training videos, live training, questions that need answered, etc.
- Emergency phone numbers will soon be posted all over campus.

BIT

- Trae and I discussed making some changes to BIT but so far nothing has been implemented and nothing is in the pipeline; BIT will continue as is for now.

FACILITIES

- LBH demo is in full swing. We lost a little of the building that was not planned to come down but all is well with the project.
- The Morris Family Health and Fitness Center is on schedule. The field turf is complete. The field was closed Monday for installation of field lighting. Installation is complete and electric will be hooked back up tomorrow. New scoreboards are scheduled to be delivered today and should be installed by Friday.
- The Administration Building classroom remodel is almost complete. The building has been painted and flooring replacement is almost complete.
- Pioneer Way is slowly progressing.
- The new roofs for LBH, The Science Hall, and Library are still in the scheduling phase.
- The chillers in Mollohan and the Library have been replaced.
- New ice machines are ordered for residential and retail food services. Aramark has been buying thousands of dollars of ice so I met with Jordan and Richard Iams, our regional manager, and we made a decision to order new ice machines. Per the Aramark/GSU contract, the institution receives \$10,000 per year for repair and maintenance. These funds will be used to pay for the new ice machines.

- Jodie Fisher is a GSU graduate with a degree in special education. She initially applied for a job in IT and was hired. However, Jodie enjoys outdoor work so when a posting for beautification was posted, Jodie applied. She was hired for the job. She and her student worker, Jamie, are doing an excellent job. Also, as they come across new students who are lost, they are acting as ambassadors and helping them.
- The Print Shop is moved and set up downtown. A problem existed when single phase power was changed to a three phase power inverter; the inverter has to be replaced again. The big paper cutter that weighs 2200 pounds was successfully moved by facilities; our workers disassembled, moved, and reassembled the paper cutter for Lisa.
- Facilities received 137 work orders Monday, the first day of classes.

TRANSPORTATION

- During past summers, we sent the charter buses to Ohio for maintenance. This year the decision was made to use a local mechanic—Glenville Auto—for repairs and maintenance. Bus #5 needs a turbo which is ordered; some vans need additional repairs.
- Cody Moore continues to schedule appointments for vans and cars at local garages to complete preventative maintenance tasks. He is entering mileage log data into the master spread sheet for reporting purposes; this includes all vans, cars, and buses.
- Cody found a local detailer to vacuum, wash, and sanitize all vehicles. The paperwork is complete and 3 of the 13 Fleet vehicles have been detailed.
- Saturday, August 16, two GSU charter buses and the Blue Bird bus took the GSU football team to Robert C. Byrd High School to scrimmage; athletics transportation is in full swing.
- Cody sent an email Monday, August 18, regarding Fleet Information and Fleet Training. In the email, Cody shared his power point so everyone who utilizes institution vehicles can have it as a reference. There will be consequences this year for returning dirty vehicles full of trash without a full tank of gas; each person must also fill out required paperwork. Infractions will cause driving privileges to be revoked and if the person offers to drive their private vehicle, they will not be reimbursed.

IT

- IT recently received 60 computers from Y4 of the SIP grant. These will be used to replace computers in the Science Hall and Library.
- All classroom and lab computers are updated. Classrooms in AB are reconnected after new flooring was installed.
- Eric attended Extreme Training in Charleston and passed the final exam.
- IT is working with Resident Life to finalize implementation of new housing software and working with Admissions on their new CRM software (Customer Relationship Management).

- IT received quotes and submitted a requisition to Pantheon to move GSU webhosting. Aqua will increase 12% this year and Pantheon will be about half price.
- IT is in discussion with Shentel to renegotiate the contract. Cable services could be drastically reduced because students stream all content. Survey results from the last seven semesters confirm this. IT is looking to increase internet from 1Gb to 5Gb and move eSports off the GSU network to Shentel's internet.
- IT is working with marketing for website makeover and migration to a new format. And IT is working with Tim Henline to discuss restructuring IT to grow services and improve cyber security.
- The student ID machine will hopefully be replaced and installed soon.
- IT worked with Secure Communications to get dial tone to the elevators in LBH and Pickens. Emergency calls from inside the elevators will use voice gateways and new fiber; the old copper will no longer be used. The elevators are repaired and fully functional at this time.
- IT attended meetings regarding a setup for the football field. Setup should be installed August 20 for high school games and GSU soccer contests.

PUBLIC SAFETY

- Due to construction, public safety might not get parking lots painted this summer.
- Parking stickers are available for students, staff and faculty. Monday was then first day for sales and about 150 sold.
- One new public safety hire did not work out. Mike has an interested person from Georgia, who was certified there and who will probably apply when the position is posted. If he applies and is hired, he should only have to go to academy 2 weeks (as opposed to 16 weeks since he is certified in Georgia) to become certified in WV. Interviews are scheduled.

BNC (Campus Store)

- Angi at the campus store reports that they are filling book orders and, so far, have only encountered a few problems that they are actively working to resolve. The beginning of the semester can be difficult but this time the process is running smoothly.

CAMPUS POST OFFICE

- The new postmaster, Charlie Wallace, is working with GSU's campus post office for pick up and drop off of mail and packages. Our post office receives a lot of packages in August. First, Charlie requested that we deliver all mail and packages downtown; that is a huge burden for our two employees. Tom went to see Charlie and invited him to visit our space. He reviewed our back-loading dock at Molloy where all UPS and FedEx packages are delivered and determined USPS could also drop off and pick up there. Charlie

implemented a trial through August wherein the downtown post office delivers and picks up mail at the back loading dock. Previously we closed our post office 15 minutes early so an employee could reach the post office before 4:00 and mail ran that evening. Now all mail runs the next morning. A final decision will be made at the end of August as to whether this is a viable fix and will continue. If we can keep the loading area open now that school has started, the post office will continue to make deliveries.

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 *6/9/2025	\$907,776.84	\$737,006	\$678,993	\$425,692

FY 25 REVENUES VS EXPENSES

Revenues	Bequests & Contributions	\$4,296,670
	Investment Income	\$785,780
	Realized and unrealized gains	\$1,946,772
	Rent Income (WVU Medicine)	\$211,704
	Total Foundation Revenues FY 25	\$7,240,922
Expenses	Benefit of GSU	\$4,258,415
	Scholarships	\$1,001,537
	Pioneer Athletic Club	\$411,236
	Total Support for GSU in FY 25	\$5,671,188

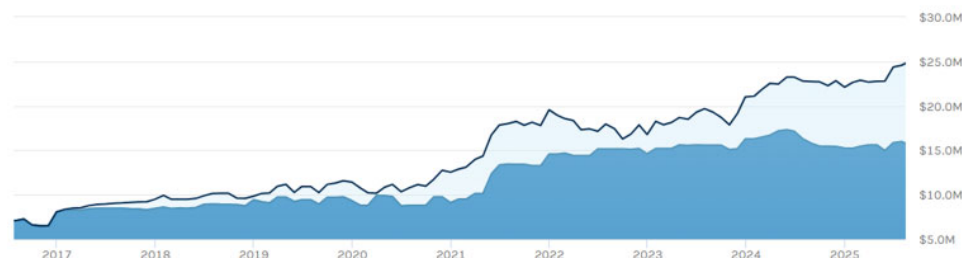
CURRENT PORTFOLIO

Beginning Total Value \$7,072,463.25 Net Contributions/Withdrawals \$8,742,879.20 Investment Earnings \$8,986,835.31 Ending Total Value \$24,802,177.76 Accrued Income \$44,958.83

View

\$24,802,178

Aug 15, 2025 Not Invested Capital* \$15,815,342.45 Investment Earnings* \$8,986,835.31 Total Value** \$24,802,177.76



Marketing Update:



MARKETING UPDATE

- **The Print Shop has moved to 113 Main Street.**
- **Monthly Academic Meetings**
- **Website refresh is almost complete (9/1) – working closely with IT on this project.**
- **New partnership with WTAP Parkersburg – TV & digital campaign (currently top city in interactions, likes, clicks, etc...**

Federal Grant Updates:

- Student Support Services Trio Program
- ARC Power Grant
- Strengthening Institutions Program
- USDA - new State Director, John Reisenweber
- CDS Grants – in process



GSU “Home” Football Schedule

Football	Opponent	Venue
1:00pm August 30, 2025	Emory & Henry	Herbert Hoover High School
1:00pm September 27, 2025	Charleston	Roane County High School
1:00pm October 4, 2025	Fairmont State	Robert C. Byrd High School
1:00pm October 18, 2025	Concord * Homecoming	Nicholas County High School
1:00pm November 8, 2025	Wheeling	Parkersburg South High School

Saturday August 30th

11:00am Pregame Tailgate – TK’s Pizza & Sports Bar (Elkview)

12:00 Alumni Tent & Admissions Tent @ stadium

Glenville Watch Party – Glenville Golf Course (Pioneer Vantage Members eat free)

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

Update Report for Board of Governors

Enrollment

- Fall 2024 First Time freshman - undergraduate (does not include HS, FCI, HCC) = **295** If we include HCC and FCI, the number is 330.
- Fall 2024 First Time graduate = 27
- Fall 2024 total head count (includes all student types) = **1766** 80 graduate and 1686 undergraduate

- Fall 2025 First Time freshman- undergraduate (does not include HS, FCI, HCC) = **259** If we include HCC and FCI, the number is 292.
- Fall 2025 First Time Graduate = 32
- Fall 2025 total head count (includes all student types) = **1634** 44 graduate and 1590 undergraduate

Down 132 students

Pioneer Support Center

First-Time, Full-Time Freshman: 172/274 (62.77%)

Undergraduates: 499/727 (68.64%)

Graduates: 32/53 (60.38%)

Overall: 531/780 (68.08%)

Of note:

- First-time, full-time freshman retention percentage is the second highest on record, only bested by the Fall 2020-Fall 2021 COVID year.
- Undergraduate retention is up 3.4% since Fall 2021
- Overall Retention is up 2.23% since Fall 2021

148/1007 students have been met with in the first two weeks in the center. Continue to reach out to meet with student before the four week grades.

- Expunged List
 - 2022-212
 - 2023-179
 - 2024-158
 - 2025-147

Student Affairs

- Successfully hosted 6 summer orientation sessions with 1 make-up session. (new and transfer students)
- Hosted a collaborative Welcome Week with educational and engagement focused sessions.
(more statistical information from orientation and welcome week will be provided next meeting)
- Physical Plant has been rolling out the new Goodwin Hall lock system (we need to establish a timeline for PV and Pickens for the front door/main entrance)
- Working on restructuring the Office of Student Life with the departure of the Coordinator of eSports and Outdoor Recreation, Residence Hall Associate, and Director of Student Activities
- Rolling out the Brite student warning system app

<u>Residence Hall Capacity</u>		<u>Residence Hall Occupancy</u>		<u>Residence Hall Occupancy</u>	
Goodwin Hall Beds	468	Goodwin Hall Beds	384	Rate	86.38%
Pickens Hall Beds	81	Pickens Hall Beds	73		
Pioneer Village Beds	156	Pioneer Village Beds	152		
Total	705	Total	609		

Student Support Services

Applications and Admissions

- Approximately 100 applications have been submitted since the start of the semester.
- 25 applicants have been admitted to date. These students met the highest qualifications, with many identified as first-generation and/or low-income.

Facilities and Equipment

- The new lab is fully operational and presents an outstanding addition to our resources. Board members are encouraged to visit and view the facility.
- Additional new equipment is nearing full operational status.
- Faculty from multiple departments have visited the lab and are actively:
 - Brainstorming new applications.
 - Encouraging students to make use of the space.
 - Sharing the lab's capabilities across disciplines.

Student and Community Engagement

- To date, the program has welcomed nearly 200 visitors, with approximately 25% from outside the program.
- On 8/30 representatives attended a performance of *Next to Normal* at the Landmark Studio for the Arts in Sutton, WV.
 - The production addressed themes of mental health, substance abuse, and family impact.
 - We were proud to support GSU student Elijah Carr, who performed in the production.

Strategic Goals Moving Forward

- Continue to increase applications and enrollment.

- Encourage students from all academic years and disciplines to engage with the program.
- Leverage facilities and equipment to inspire creativity, collaboration, and innovation.
- Strengthen our mission to help, retain, and inspire students.

Academic Affairs

20 August 2025

Mari L. Clements, PhD

Provost and VP for Academic Affairs

GLENVILLE STATE UNIVERSITY



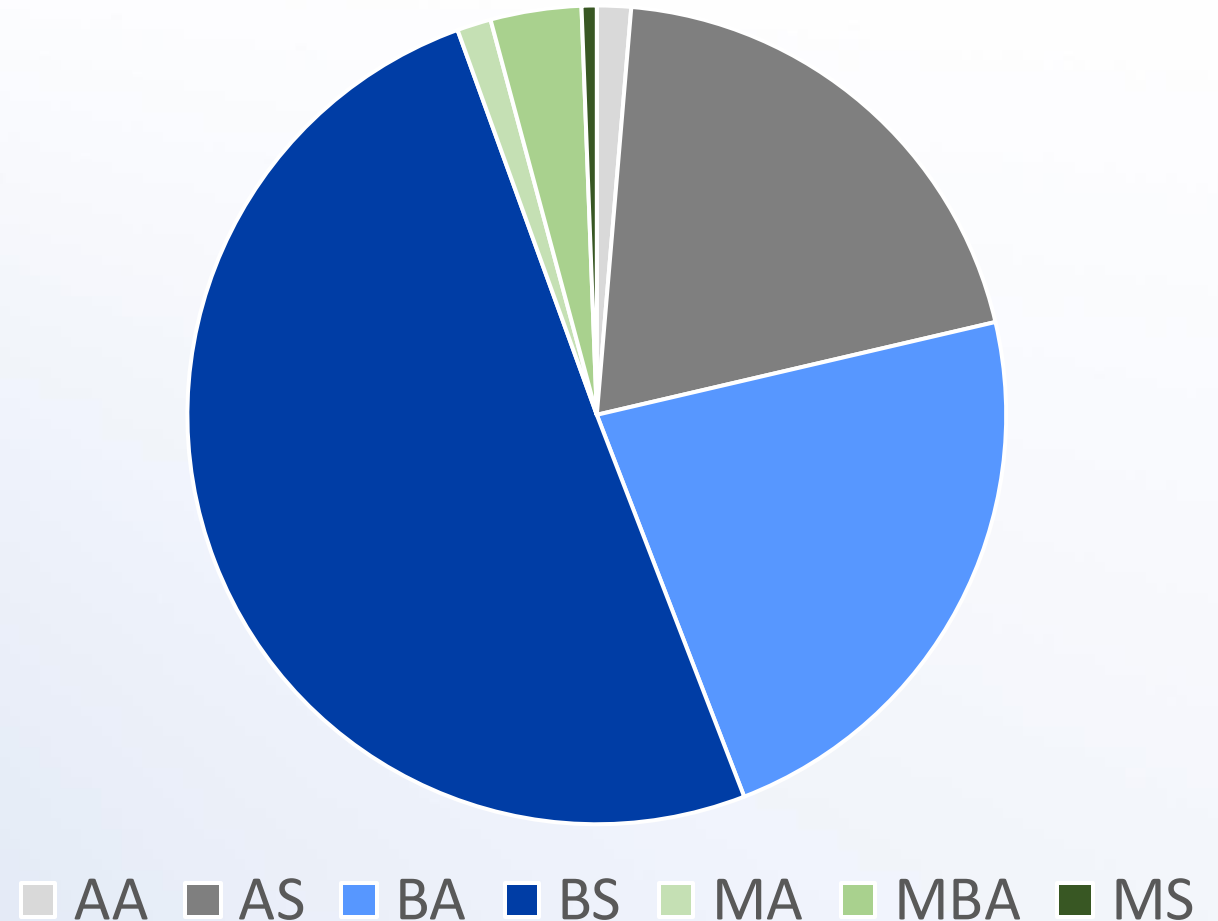
Enrollment by Degree Level, Fall 2025

19 August 2025, noon

- Duplicated Headcount

- 39 Certificate
- 18 AA
- 268 AS
- 305 BA
- 674 BS
- 18 MA
- 48 MBA
- 8 MS
- 507 Nondegree seeking
 - 499 Undergrad (DE/DC)
 - 8 Grad

Degree Seeking Enrollment



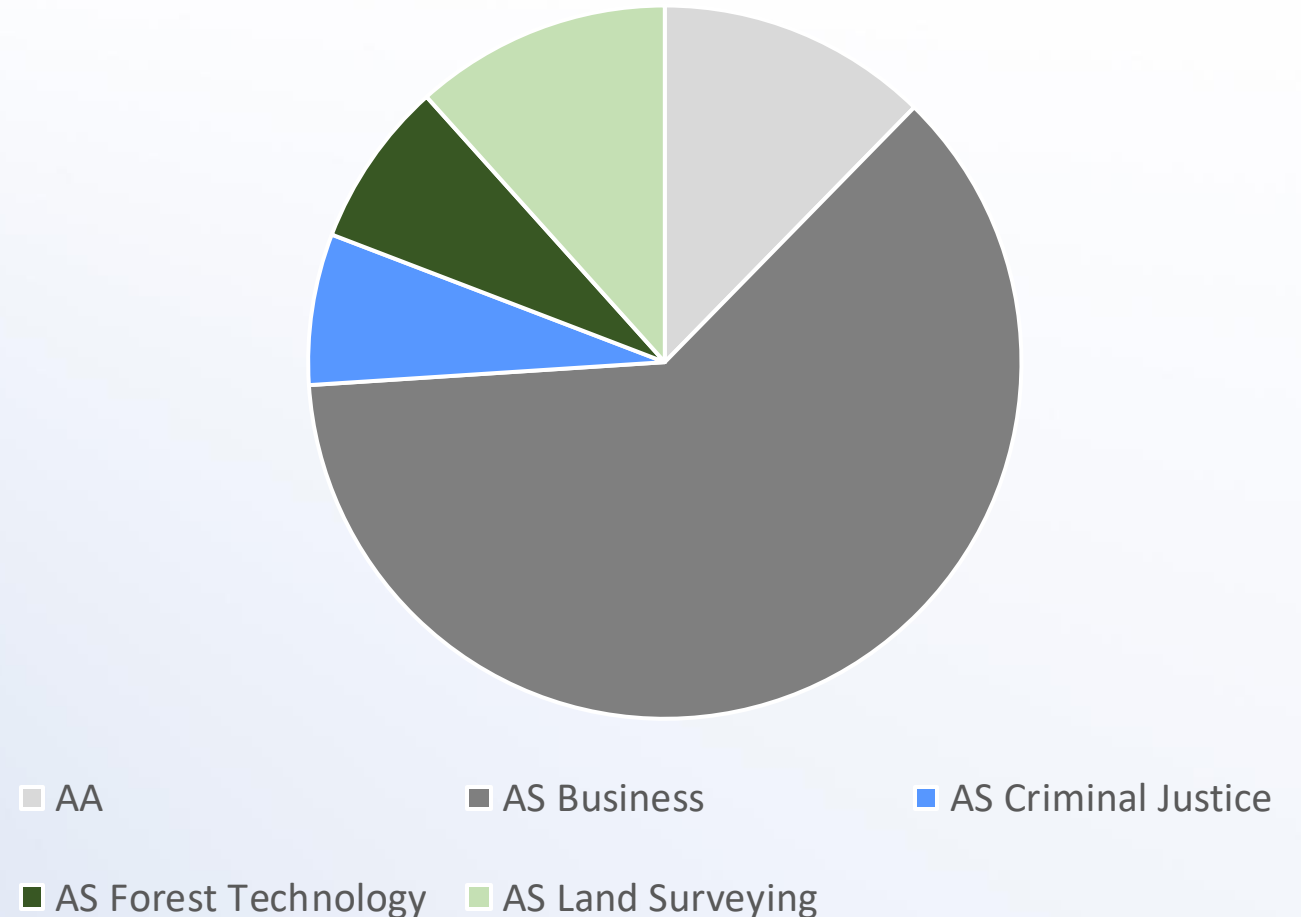


Associate Degrees, Fall 2025

19 August 2025, noon

- 18 Associate of Arts
- 230 AS Business
 - 140 Prison Education Program Students
- 10 AS Criminal Justice
- 11 AS Forest Technology
- 17 AS Land Surveying

Online and On Campus AA & AS Enrollment



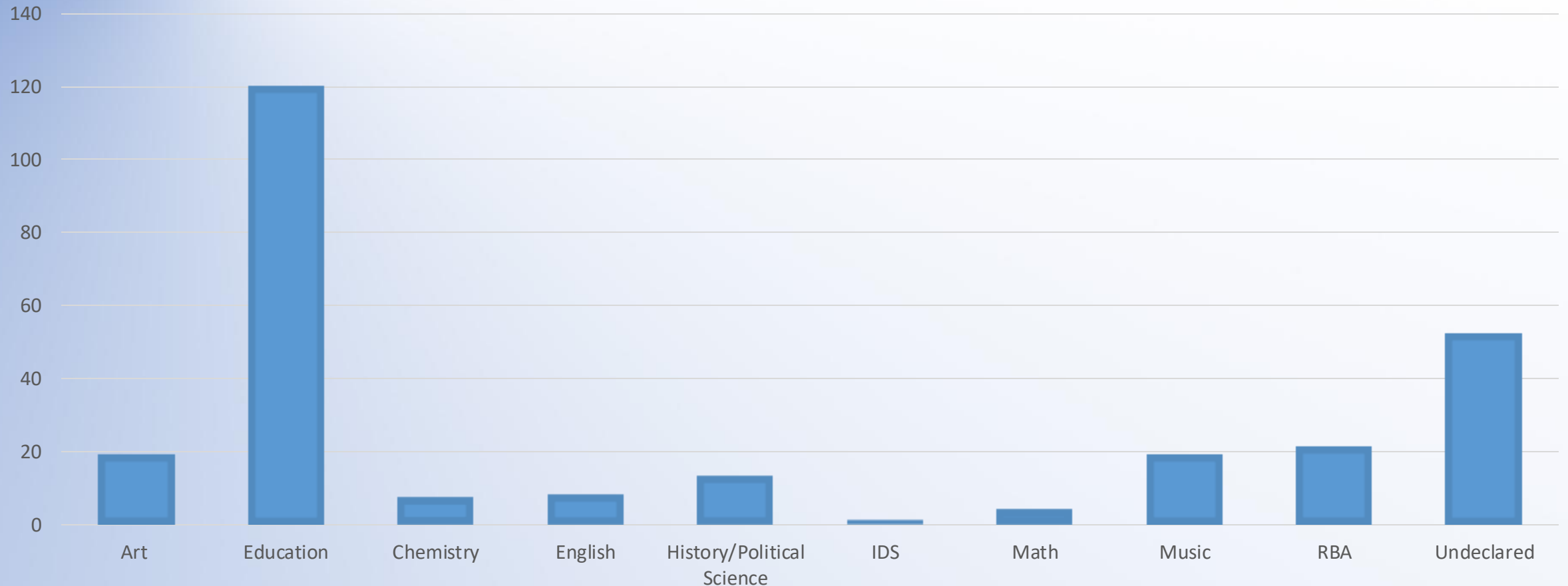


Bachelor of Arts Degrees, Fall 2025

19 August 2025, noon; Duplicated Headcount

BA ENROLLMENT

■ Duplicated Headcount

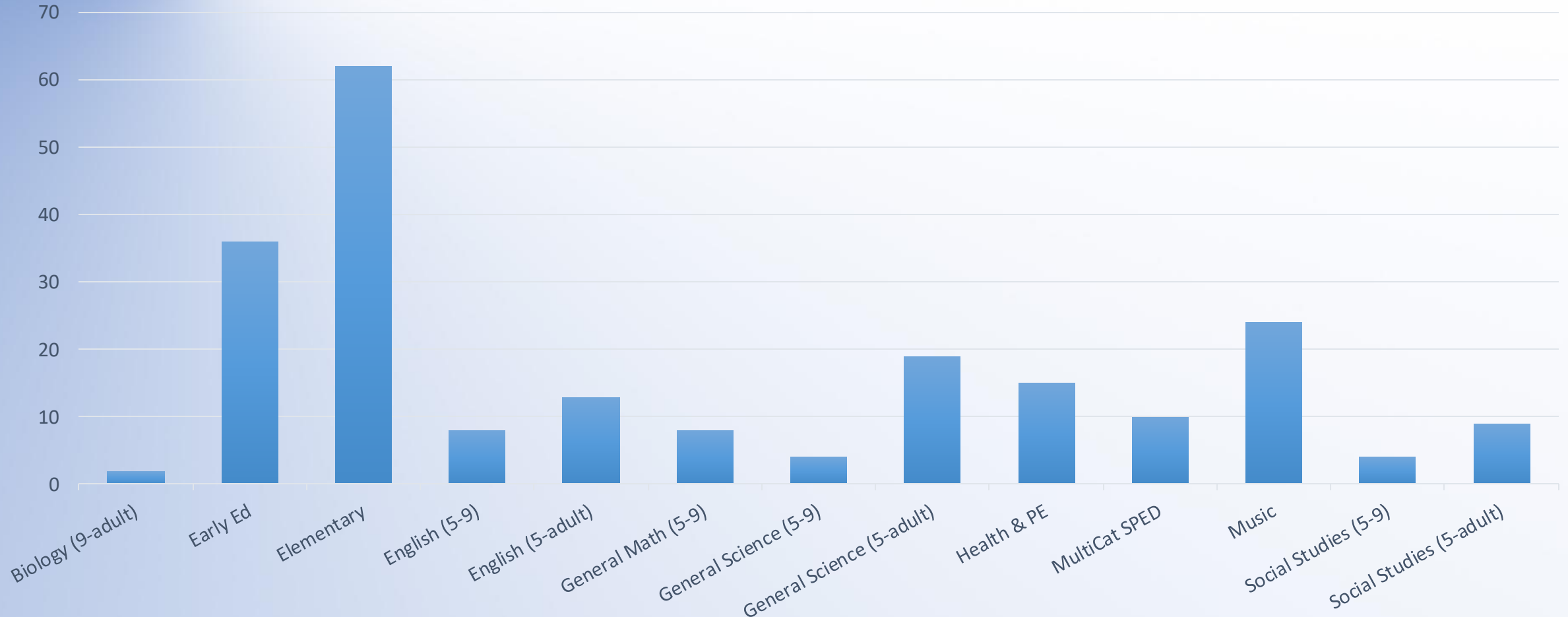




Education Majors, Fall 2025

19 August 2025, noon; Duplicated Headcount

BAEd Enrollment

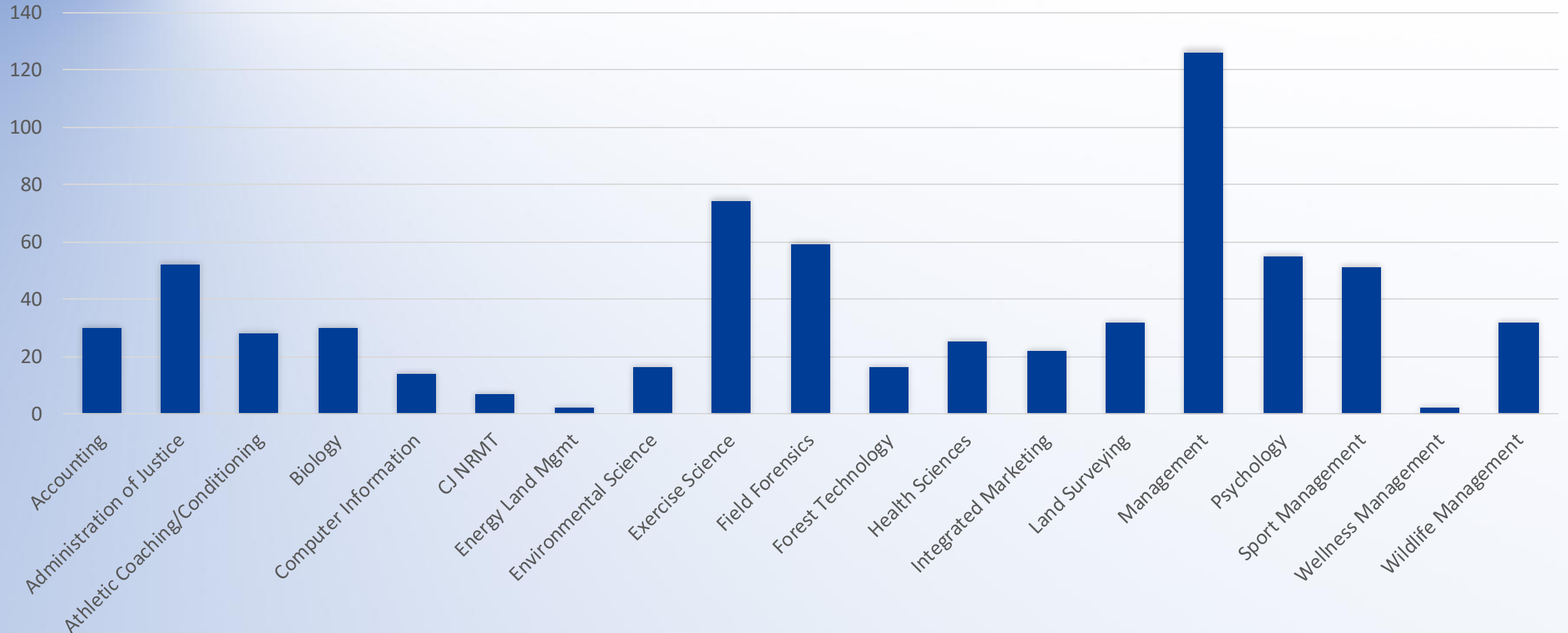




Bachelor of Science Degrees, Fall 2025

19 August 2025, noon; Duplicated Headcount

BS ENROLLMENT



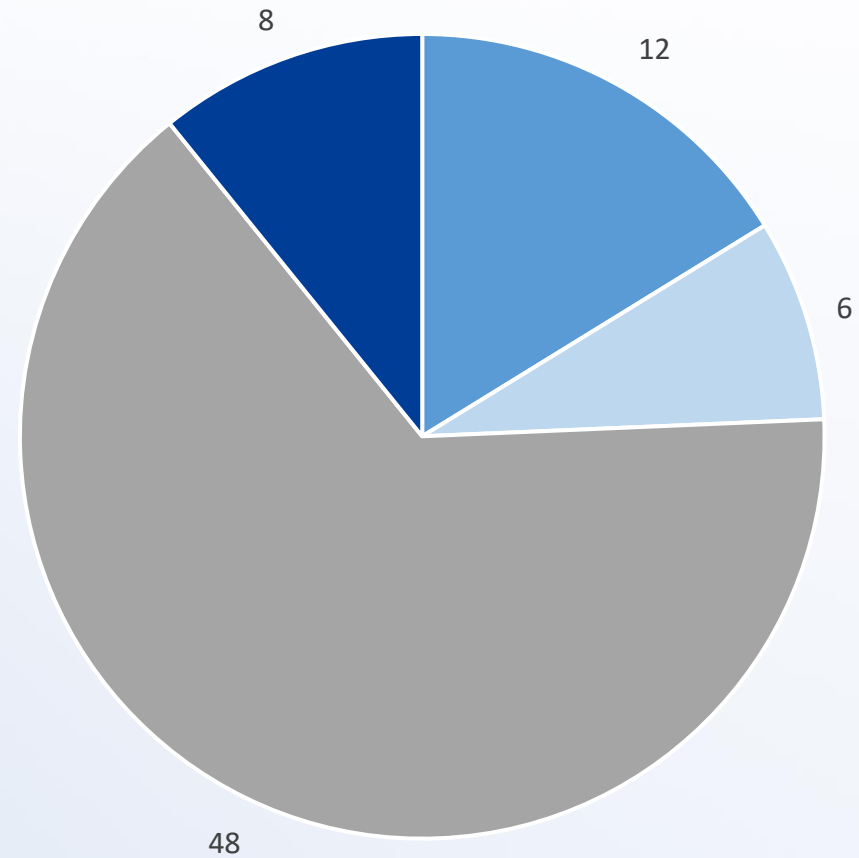


Masters Degrees, Fall 2025

19 August 2025, noon

Graduate Enrollment

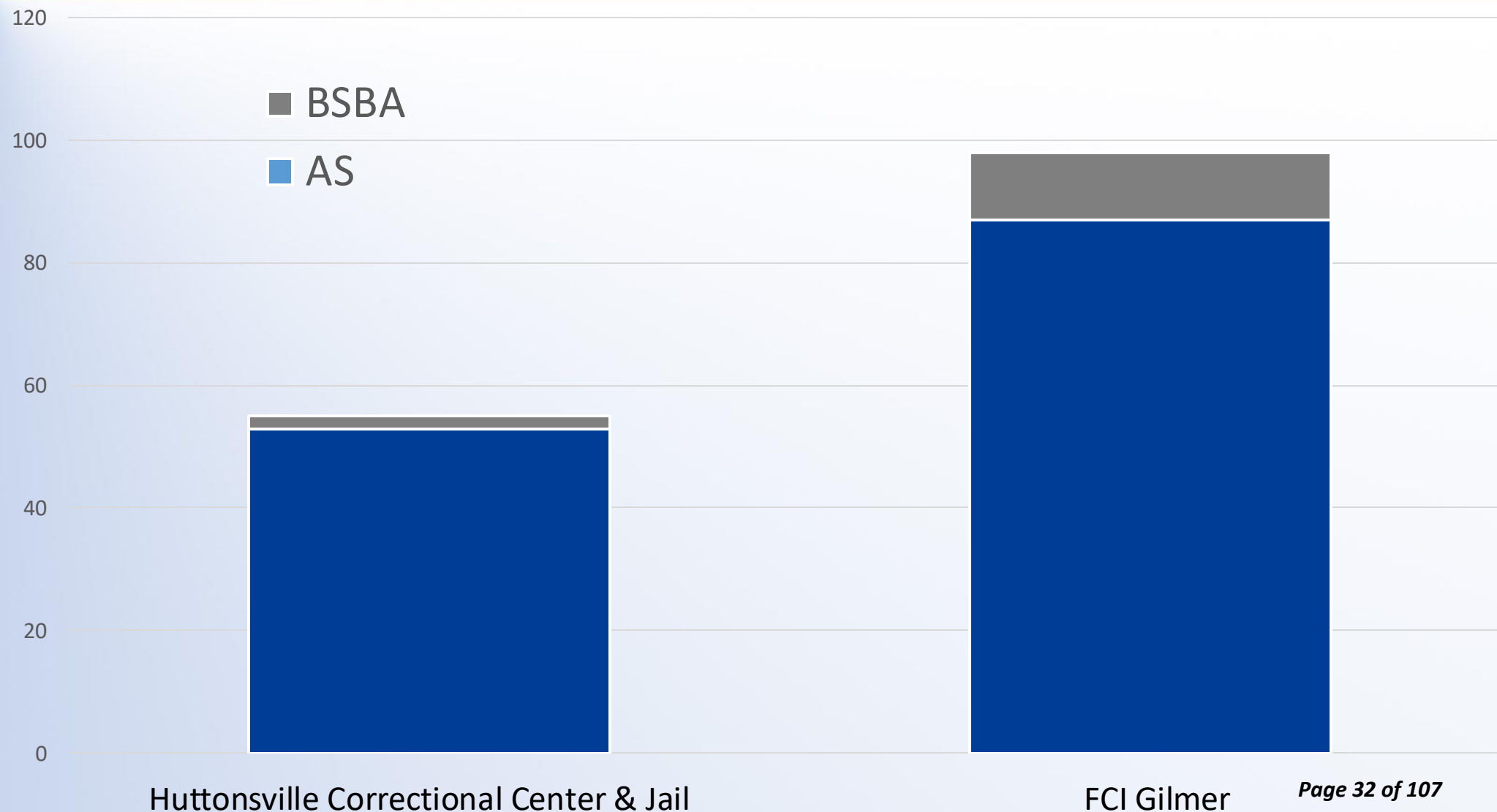
- MA Curriculum & Instruction
- MA Teaching
- MBA
- MS Criminal Justice





Prison Education Program, Fall 2025

19 August 2025, noon



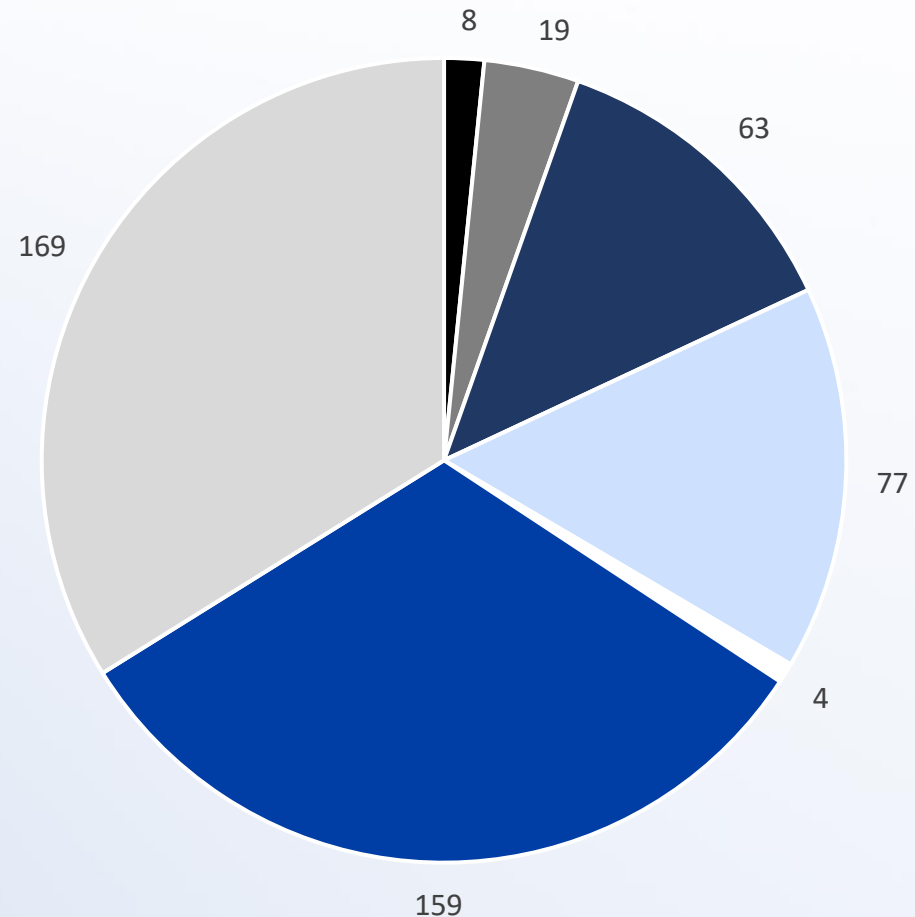


Dual Enrollment Dual Credit, Fall 2025

19 August 2025, noon

Enrollment By Pathway

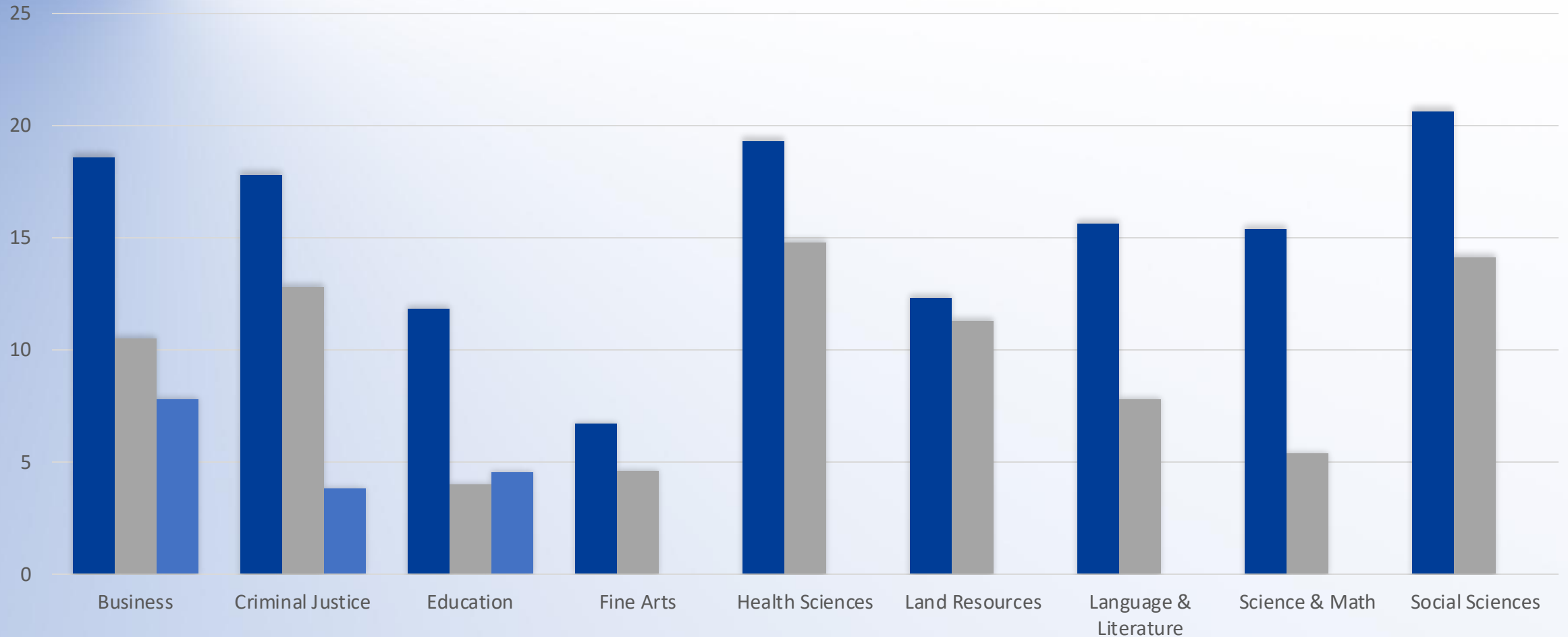
- Business Management
- Criminal Justice
- Grow Your Own (Education)
- Health Sciences
- Natural Resource Management
- Social Services
- No Pathway





Average Class Size by Academic Area

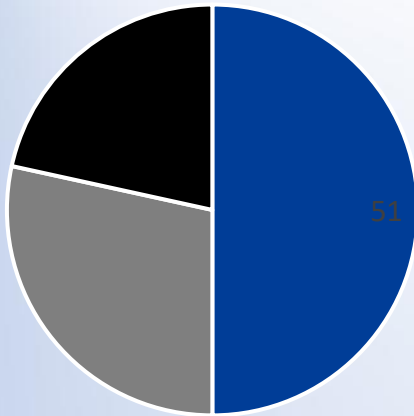
AS OF 19 AUGUST 2025



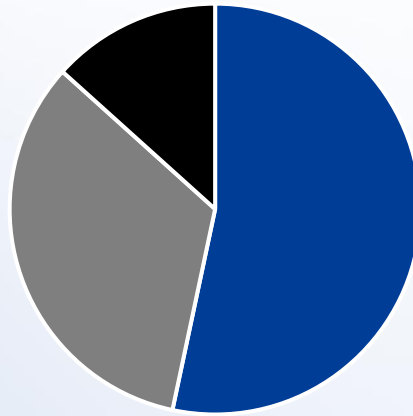


In-Load versus Overload versus Adjunct-Taught Courses by Academic Area

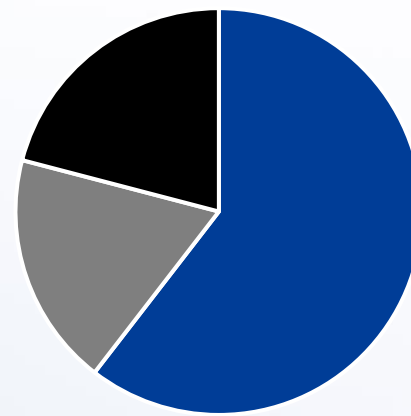
Business



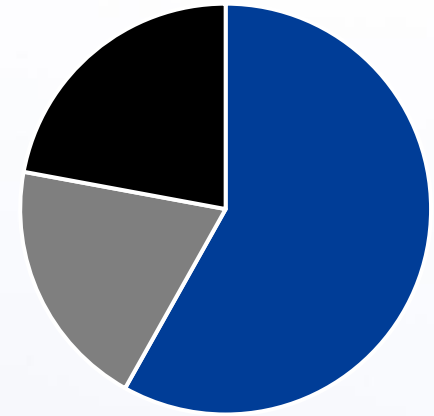
Criminal Justice



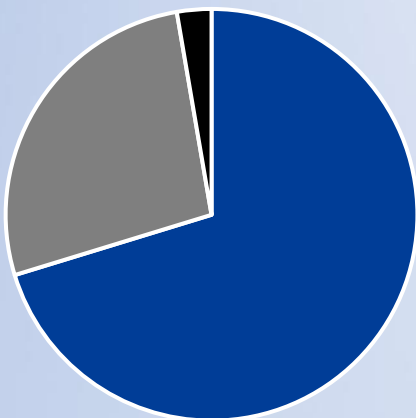
Education



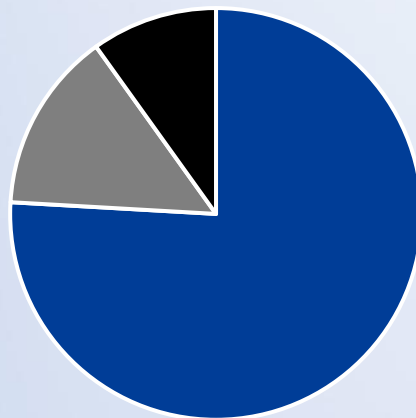
Fine Arts



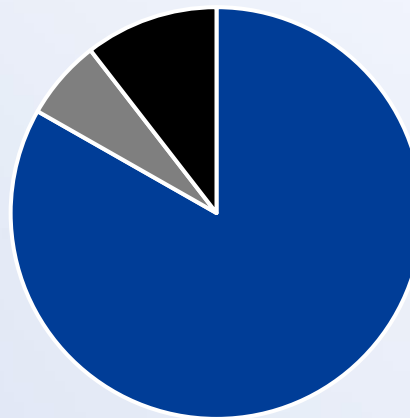
Health Sciences



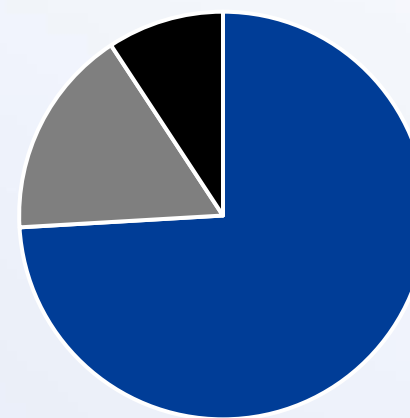
Land Resources



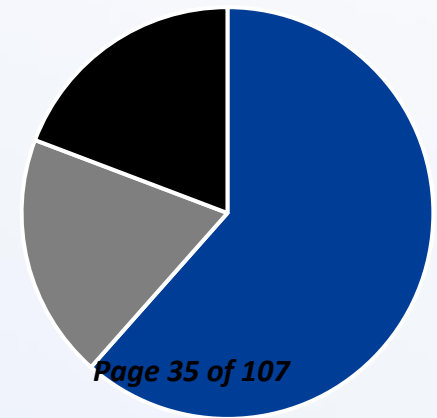
Language & Lit



Science & Math



Social Sciences





Peregrine Assessment of Business Programs

- Peregrine Global Services was contracted to provide assessment of the AS in Business and the BS in Business Administration
- Student performance in BUSN 293 (AS capstone) and BUSN 493 (BSBA capstone)
- National exam with three comparison groups
 - 2-year (AS) or 4-year (BSBA) programs
 - ACBSP-accredited programs
 - West Virginia programs



Peregrine Assessment of the AS Program

Associate Business Administration

Comparison of Outbound Exam Results with Selected Aggregate Pools

Topic	Glenville State University	2-Year Institution	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	Located Inside the US - West Virginia
	Outbound	Outbound	Outbound	Outbound
Accounting	81.67%	62.62%	54.36%	65.83%
Business Communications	85.50%	72.27%	71.71%	N/A
Business Ethics	78.50%	63.96%	60.13%	N/A
Economics	80.67%	64.88%	57.13%	69.11%
Economics: Macroeconomics	80.33%	62.62%	55.39%	68.94%
Economics: Microeconomics	81.00%	67.14%	58.77%	69.28%
Global Dimensions of Business	78.83%	72.81%	55.93%	N/A
Information Management Systems	87.83%	N/A	71.14%	N/A
Legal Environment of Business	81.00%	67.37%	58.48%	N/A
Marketing	81.83%	69.34%	61.35%	73.25%
Total	81.98%	64.81%	58.43%	69.32%



Peregrine Assessment of the BSBA Program

Comparison of GSU BSBA students scores to those of students in

- 4-year programs across the country
- ACBSP-accredited programs
- West Virginia programs

Topic	Glennville State University	4-Year Institution	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	Located inside the US - West Virginia
	Outbound	Outbound	Outbound	Outbound
Accounting	78.68%	60.70%	59.74%	61.59%
Business Communications	82.11%	70.30%	68.70%	72.16%
Business Ethics	75.53%	63.63%	62.51%	65.04%
Business Finance	74.21%	59.69%	58.75%	60.05%
Business Integration and Strategic Management	75.00%	65.72%	64.62%	66.33%
Business Leadership	76.84%	63.04%	62.41%	65.79%
Contemporary Issues in Sport Marketing and Management	78.95%	67.43%	67.50%	N/A
Economics	80.00%	63.01%	62.17%	65.23%
Economics: Macroeconomics	78.95%	61.75%	60.89%	64.28%
Economics: Microeconomics	81.05%	64.22%	63.38%	66.40%
Global Dimensions of Business	79.74%	62.33%	61.66%	65.24%
Information Management Systems	86.58%	69.19%	68.36%	72.25%
Legal Environment of Business	75.53%	64.72%	63.83%	66.21%
Management	71.58%	64.36%	63.29%	65.72%
Management: Human Resource Management	75.59%	68.70%	67.75%	70.31%
Management: Operations/Production Management	75.00%	61.77%	60.60%	63.47%
Management: Organizational Behavior	64.00%	62.60%	61.45%	63.92%
Marketing	80.26%	67.09%	66.40%	68.74%
Quantitative Research Techniques and Statistics	80.53%	62.06%	60.86%	64.01%
Total	78.25%	64.14%	62.95%	65.24%



Upcoming Site Visits

- HLC site visits this academic year for
 - Huttonsville Correctional Center and Jail
 - FCI Gilmer
 - Calhoun County Middle/High School
 - Midland Trail High School
- HLC self-study draft to university community in January
 - Site visit in September 2027
- CAEP self-study completed
 - Site visit next year
- Society of American Foresters reaccreditation



Updates

- University Calendar
 - Start and End Dates
 - Length of Semester
 - Third Summer Term
- University Organization
- University Strategic Planning
- Link to the virtual tour of the business hyperflex classroom:
<https://drive.google.com/file/d/1GNpz6F-JgTRiPQd9ZANbElMB1i2Jb81E/view?usp=drivesdk>



New Colleagues

Additional Education and Biology Searches Ongoing



Rajan Adhikari
Math



Ethan Backus
Physical Science



Margi Coyle
Biology



Robin Crigler
History



Shemail Fatima
Math Education



Dravin Gibson
Art



Chelsea Glidden
Art



Jeremy Kirk
Music



Nikki Kirk
Education



Catherine Kong
English



Scott O'Neil
English



Michael Vozniak
English



Charlie Yakubow
Business



GLENVILLE
STATE UNIVERSITY

University Organization

Report on Stages 1 and 2 of Discussions
and Blueprint for Next Stages

3 September 2025
Mari L. Clements, PhD
Provost, Vice President of Academic Affairs, and Professor of Psychology

DRAFT

Executive Summary

Based on input from faculty, staff, students, and members of the Board of Governors, three models of potential college organization have been empirically derived.

The three-college solution includes the College of Education and Humanities, the College of Business, and the College of Health, Natural, and Social Sciences. This model provides the best balance of student size, faculty size, and general education requirements, and would also allow for departmental point persons or Chairs to ensure representation and identity of current disciplinary areas.

The four-college solution includes the College of Humanities and Social Sciences, the College of Business, the College of Education, and the College of Health and Natural Sciences. This model arguably may have more homogeneous colleges, but at the cost of large differences in numbers of students, numbers of faculty, and general education requirements. There is a concern that the College of Education will be over stretched in meeting service and representation expectations and that the College of Humanities and Social Sciences will be falsely relegated to the “GenEd College.”

The five-college solution includes the College of Humanities and Social Sciences, the College of Business, the College of Criminal Justice and Land Resources, the College of Education, and the College of Health and Natural Sciences. In this model, current departments are fragmented, with majors in Psychology and Land Resources split across campuses. This model also replicates disparate college sizes and concomitant concerns about service demand. The potential for the College of Humanities and Social Sciences to be discounted as primarily servicing General Education requirements is also replicated in this model.

University Organization: Reports on Stages 1 and 2 of Discussions

Founded in 1872 as the Glenville Branch of the West Virginia Normal School, Glenville State University attained university status on February 22, 2022, with the addition of master's degree programs in education. At that time, the Vice Chancellor for Academic Affairs at the West Virginia Higher Education Policy Commission (HEPC) communicated to the then current Provost the expectation that the University would organize itself into colleges.

Indeed, all other West Virginia Universities governed by HEPC are organized into colleges. See summary below of disciplinarily defined colleges; this summary excludes all non-disciplinary colleges (e.g., Honors, Graduate, and University colleges) present at these universities.

University	Bluefield State University	Concord University	Fairmont State University
Colleges	4 <ul style="list-style-type: none"> • Arts, Education, & Social Sciences • Business • Health Sciences • Science, Technology, Engineering, & Mathematics 	2 <ul style="list-style-type: none"> • Professional and Liberal Studies • Science, Mathematics, and Health 	5 <ul style="list-style-type: none"> • Business & Aviation • Education, Health & Human Performance • Liberal Arts • Nursing • Science & Technology
Degrees	46 <ul style="list-style-type: none"> • 8 associate • 37 baccalaureate • 1 masters 	50 <ul style="list-style-type: none"> • 1 associate • 43 baccalaureate • 6 masters 	79 <ul style="list-style-type: none"> • 6 associate • 60 baccalaureate • 12 masters • 1 post masters
F23 headcount	1,268	1,801	3,303

University	Glenville State University	Marshall University	Shepherd University
Colleges	pending	7 colleges, 2 schools <ul style="list-style-type: none"> • Arts & Media • Business • Education and Professional Development • Engineering and Computer Sciences • Health Professions • Liberal Arts • Science • Medicine • Pharmacy 	3 colleges, 1 school <ul style="list-style-type: none"> • Arts, Humanities, and Social Sciences • Business, Recreation, and Education • Science Technology, Engineering, Mathematics, and Engineering • Graduate and Professional Studies
Degrees	61 <ul style="list-style-type: none"> • 1 certificate • 22 associate • 34 baccalaureate • 4 masters 	194 <ul style="list-style-type: none"> • 3 associate • 91 baccalaureate • 1 first professional • 83 masters • 4 post masters • 6 practice doctorate • 6 research doctorate 	61 <ul style="list-style-type: none"> • 49 baccalaureate • 11 masters • 1 practice doctorate
F23 headcount	1,658	11,262	3,362

University	West Liberty University	West Virginia State University	West Virginia University
Colleges	4 colleges, 1 school <ul style="list-style-type: none"> • Business • Education and Human Performance • Liberal and Creative Arts • Sciences • Professional Studies 	4 <ul style="list-style-type: none"> • Arts & Humanities • Business & Social Sciences • Natural Sciences & Mathematics • Professional Studies 	7 colleges, 5 schools <ul style="list-style-type: none"> • Engineering and Mineral Resources • Applied Human Sciences • Creative Arts and Media • Law • Agriculture and Natural Resources • Arts and Sciences • Business and Economics • Dentistry • Medicine • Nursing • Pharmacy • Public Health
Degrees	84 <ul style="list-style-type: none"> • 4 associate • 61 baccalaureate • 18 masters • 1 research doctorate 	51 <ul style="list-style-type: none"> • 40 baccalaureate • 10 masters • 1 research doctorate 	417 <ul style="list-style-type: none"> • 3 certificate • 140 baccalaureate • 5 first professional degree • 155 masters • 9 post masters • 13 practice doctorate • 92 research doctorate
F23 headcount	2,341	3,635	24,213

Sources: WV HEPC Data Center and individual university websites

As illustrated in the table above, there is great variety in organization of degree programs into colleges; there is no one way to align programs into colleges. To that end, the Glenville State University community was invited to participate in two stages of data gathering on possible university models that collectively have resulted in three models of university organization into colleges. This document describes those stages, summarizes the data gathered, and presents the empirically derived models to provide the background for the additional needed stages and discussions required to choose and carefully implement the best model for Glenville State University.

The current GSU organization is problematic in its asymmetry. There is one disciplinarily defined college—the College of Health Sciences—that is headed by a dean. There is one disciplinarily defined department headed by a dean: the Department of Education. Both of those deans are administrative faculty positions.

In contrast, the other seven disciplinarily defined departments are headed by Department Chairs, who receive a \$7,000 annual stipend, but no course release and somewhat ambiguous supervisory and administrative responsibilities. That is, the responsibilities of the Department Chairs are outlined in the Faculty Handbook, but the understanding of these responsibilities is not fully shared by the faculty they lead. Further, without release, Department Chairs are managing recruitment and leadership tasks on the margins. That is, compensation is provided, but there is no protected time to advance the needs of departments, and efforts are necessarily silo-ized rather than coordinated.

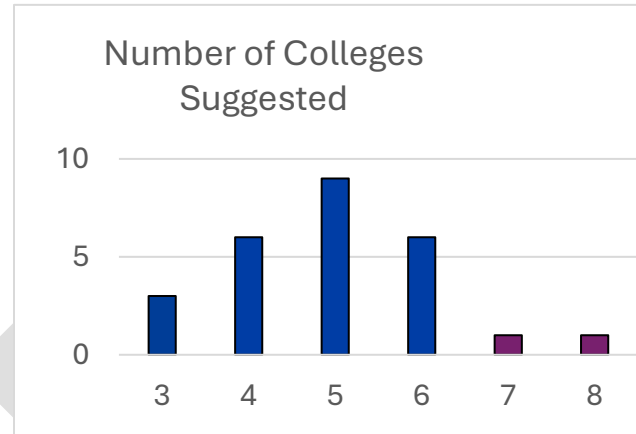
To begin to explore how the university sees its programs and organization, a multistage process was undertaken in which faculty, staff, students, and board members were asked to provide input. Stages 1 and 2 are complete at this point, and Stage 3 is in the planning stages.

Stage 1

In Stage 1, members of the University community, including faculty, staff, students, and board members, were provided with a list of all current majors and asked to free sort the majors into the number of colleges that they felt provided the best organization for GSU. Individuals completed this exercise either individually or in groups (e.g., as a department), and 34 unique sorts were submitted.

The mean, median, and mode of recommended colleges was five, but most respondents identified between three and eight colleges. Only four submitted sorts (each representing a single individual, not a group) indicating that no colleges should be created.

Respondents were also asked to name their colleges. The word cloud below visually represents the frequency of named colleges, with more commonly named colleges represented in proportionately larger type and less frequently named colleges in smaller type.



Stage 2

In stage 2, faculty and staff were asked to (a) write what good things they thought could come out of organizing into colleges, (b) indicate what things they were concerned about when thinking about organizing the University into colleges, (c) sort all current and planned majors into four colleges, and (d) sort all current and planned majors into five colleges. Three meetings (two in person and one online) were held.

A total of 21 faculty and 12 staff persons provided written responses to the four items above. The narrative responses are summarized below, and the full text of all responses are provided in the appendices. In addition, the models emerging from faculty and staff sorts of majors are provided below, with the data, the clusters, and their coefficients also provided in appendices.

Good Things That Could Come out of Organizing into Colleges

Comments about potential benefits of reorganization were coded and tallied. Percentages do not sum to 100% because many respondents provided more than one suggested positive outcome of organization into colleges. See Appendix A for the complete text of all potential benefits listed.

The two most commonly referenced good things were the likelihood of greater interdisciplinary collaboration (e.g., “Better integration between disciplines”), mentioned by 27% of respondents, and better organization (e.g., “Closer consideration as to what ‘works’ rather than what has always been the case”), mentioned by 21%. An additional 15% of respondents specifically mentioned streamlining of structures and/or processes.

The potential for communication gains (e.g., “Better communication/networking”) was mentioned by 18% of respondents. Positive impact on the perception of GSU as a university (e.g., “Strengthening GSU’s identity as a university”) was also mentioned by 18% of respondents. Gains in recruitment or marketing were identified by 12% of respondents (e.g., “Marketing... marketing...marketing”).

No other benefits were mentioned by more than 10% of respondents, but other positive possibilities mentioned included accountability of deans, autonomy of colleges, and enhanced administrative support (6% each) as well as cost savings and strategic plan alignment (3% each).

Four individuals did not answer the question of what good things could come out of organizing into colleges, and one person explicitly stated that he saw no “benefits to creating more colleges.” Taken together, these individuals who did not report potential good things coming from organization are 15% of the sample.

Concerns About Organizing into Colleges

In contrast to the dispersion across a number of suggested positive outcomes of organization into colleges, a single key area of concern emerged. Fully 45% of respondents raised concerns about the degree to which departments would fit and be represented well within a college. Respondents phrased this variously as “loss of a specific departmental identity” or “Deans knowing how to represent several disciplines.”

Five additional concerns were reported by more than 10% of respondents, but each of these were reported a third or less frequently than the concern about departmental identity and fit. These five concerns centered on disparate sizes of colleges (15%; “I don’t know that we will be able to create colleges with similar sizes”), questions of cost and budget (15%; “how are we covering the additional cost of a Dean?”), increased administration (12%; “I am worried that we

will retain too many colleges and not reduce administrative levels”), overworked deans (12%; “I worry that the dean/chair will have more on their plate than they already do”), and communication difficulties (12%; “Potential separation/less communication between disciplines”).

Additional concerns mentioned by one or two respondents were replacing teaching loads vacated by deans (6%), loss of representation in shared governance (6%), need for administrative support for colleges (6%), the fact that colleges will not be located in a single building (6%), and acknowledgement that change is hard (6%).

See Appendix B for the complete text of all written concerns.

Groupings of Majors

Respondents’ grouping of majors were quantified and subjected to K-means cluster analysis. A matrix of all majors was created, with proportions indicating how often each major was grouped with each other major in respondents’ groupings into colleges. A score of 0 indicates that two majors were never grouped in the same college whereas a score of 1 indicates that the two majors were always grouped in the same college. (Note that these extreme scores of 0 and 1 were rare.) The complete matrix of grouping coefficients is provided in Appendix C.

Three models were empirically derived from this process: a three-college solution, a four-college solution, and a five-college solution. The models are described below, and the loadings are provided in the appendices.

Three colleges. The three-college solution included a College of Health, Natural, and Social Sciences, a College of Education and Humanities, and a College of Business. The majors, number of students, number of core faculty, number of adjunct faculty, and current general education teaching responsibilities associated with each college are listed on the next page.

Cluster loadings are for the three-cluster solution are provided in Appendix D. As shown, Criminal Justice majors posed a slight issue for this model, as the majors are split, with some majors loading on the Health, Natural, and Social Sciences cluster and some on the Business cluster. In addition, Criminal Justice majors also show cross loadings, with majors having nontrivial coefficients on multiple clusters. To avoid this problematic allocation, all Criminal Justice majors were allocated to Health, Natural, and Social Sciences. This alignment groups the Administration of Justice and AS Criminal Justice with their disciplinary nearest neighbors of Psychology and Political Science, aligns NRMT Criminal Justice with the other Land Resources majors, and groups Field Forensics with its natural science neighbors.

As expected, these three colleges do vary in size of student population, with the largest college (Health, Natural, and Social Sciences) having approximately twice as many students as the smallest college (Education and Humanities), with the College of Business between them in size.

This model provides the best balance of faculty persons, although the College of Business, with the second highest number of students ($n = 353$) has the fewest faculty ($n = 23$, roughly equally split between core and adjunct faculty). The faculty-student ratio is 4.3:1 in the College of Education and Humanities, 14.7:1 in the College of Business, and 7.7:1 in the College of Health, Natural, and Social Sciences. When only core faculty are considered, these ratios change to 10.9:1, 32.1:1, and 13.7: 1, respectively.

College	Education, Humanities, & Arts	Business	Health, Natural, Social & Applied Sciences
Majors	Elementary Early Education Special Education MA Curriculum and Instruction MA Teaching Music Education English Education Social Studies Education Math Education Science Education Biology Education Chemistry Education Health Physical Education AA General Studies Interdisciplinary Studies Art English Music	Integrated Marketing Management AS Business Accounting MBA Sport Management Computer & Information Systems Regents Bachelor of Arts	Exercise Science Health Sciences Health Promotion PreNursing Athletic Coaching & Conditioning Environmental Science Biology Chemistry Applied Science Math MA Psychology Forest Technology Land Surveying and Mapping AS Land Surveying Energy Land Management Wildlife Management AS Forest Technology Field Forensics Psychology History/Political Science Appalachian Studies Administration of Justice AS Criminal Justice Natural Resource Management CJ MS Criminal Justice
Students	217	353	453
Core	20	11	33
Adjunct	30	13	26
GenEds	38%	8%	54%

The general education teaching responsibilities of the colleges are somewhat varied, with the College of Business contributing the fewest courses (two, or 8%) to current 4-year degree program general education responsibilities. The College of Education and Humanities provides nine General Education courses (38%), and the College of Health, Natural, and Social Sciences offers 13 of the 24 (54%) specifically listed General Education courses.

Four colleges. The four-college solution included a College of Humanities and Social Sciences, a College of Business, a College of Education, and College of Health and Natural Sciences. Cluster loadings for the four-college solution are provided in Appendix E.

In this solution, majors within the Department of Criminal Justice cross loaded on both on Humanities and Social Sciences and on Business, with trivial differences in loadings. As the current Chair of Criminal Justice has voiced a closer alignment with Social Sciences (and, in fact, Criminal Justice used to be part of the Department of Social Science), these majors were placed in the Humanities and Social Sciences College.

In this model, three of the four colleges have approximately 250 to 350 students, but the College of Education has approximately half the number of students of the next smallest college, the College of Health and Natural Sciences. Similarly, the College of Education has approximately half the number of core faculty of the next smallest core faculty complement in the College of Business. Given the heavy external demands on Education faculty time (e.g., for student supervision in schools), it may be particularly difficult for Education to be fully represented in university-wide service and committee responsibilities.

Core faculty-student ratios range from 11.1:1 to 21.1:1 and all faculty-student ratios range from 5:1 to 32.1:1 for the four colleges. Specifically, the core and all faculty ratios are 12.1:1 and 5:1 for the College of Humanities and Social Sciences, 14.7:1 and 32.1:1 for the College of Business, 21:1 and 7.9:1 for the College of Education, and 11:1 and 7.3:1 for the College of Health and Natural Sciences.

General education responsibilities are very asymmetric within the four-college model, with 71% (17) of all General Education courses offered in the College of Humanities and Social Sciences. Most of the rest (21%; 5) of General Education courses are part of curricula within the College of Health and Natural Sciences. The College of Business offers 8% (2) of General Education courses, and the College of Education accounts for no General Education courses.

Although there are some strengths of this four-college model, there are also some marked differences in college composition (both faculty and students) and offerings that could create logistic and representational issues.

College	Humanities and Social Sciences	Business	Education	Health and Natural Sciences
Majors	History/Political Science Music Art English Appalachian Studies Psychology Interdisciplinary Studies AA General Studies Regents Bachelor of Arts MA Psychology Administration of Justice AS Criminal Justice Natural Resource Management Criminal Justice MS Criminal Justice Field Forensics	AS Business Integrated Marketing Management Accounting MBA Computer Information Systems Sport Management	MA Curriculum & Instruction MA Teaching Elementary Early Education Special Education Music Education English Education Social Studies Education Math Education Science Education Chemistry Education Biology Education	Exercise Science Health Sciences PreNursing Health Promotion Athletic Coaching Conditioning Environmental Science Biology Chemistry Applied Science Math Health and Physical Education Forest Technology Land Surveying AS Land Surveying Wildlife Management Energy Land Management AS Forest Technology
Students	290	353	126	254
Core faculty	24	11	6	23
Adjunct faculty	34	13	10	12
GenEd courses	71%	8%	0%	21%

Five colleges. The five-college solution included a College of Humanities and Social Sciences, a College of Business, a College of Criminal Justice (+/- Land Resources), a College of Education, and a College of Health and Natural Sciences. In this model, most Land Resources majors had cross loadings on both the Criminal Justice and the Health and Natural Sciences Colleges, with marginally higher loadings on the College of Criminal Justice. However, the Environmental Science major in Land Resources is both conceptually and statistically part of the College of Health and Natural Sciences, with a near zero (.07) cluster coefficient on the College

of Criminal Justice. In addition, this formulation separates the MA in Counseling Psychology from the undergraduate Psychology major. These apparent inconsistencies may provide obstacles to the acceptance of this model.

In the five-college model, colleges ranged from 126 to 353 students, with all but one college below 200 students. The College of Business has nearly twice the number of students of the next largest college. Further, the number of core faculty ranges from 6 (College of Education) to 20 (College of Humanities and Social Sciences), with adjunct faculty similarly varied from 6 (Criminal Justice and Land Resources) to 31 (College of Humanities and Social Sciences).

Similarly, core faculty to student ratios range from 8.8:1 (College of Humanities and Social Sciences) to 32.1:1 (College of Business), and all faculty to student ratios range from 3.5:1 (College of Humanities and Social Sciences) to 14.7:1 (College of Business).

College	Humanities & Social Sciences	Business	Criminal Justice & Land Resources	Education	Health & Natural Sciences
Majors	Interdisciplinary Studies Regents Bachelor of Arts AA General Studies Appalachian Studies Art Music English History/Political Science Psychology	MBA AS Business Integrated Marketing Management Accounting Sport Management Computer Information Systems	Field Forensics Natural Resource Management Criminal Justice AS Criminal Justice Administration of Justice MS Criminal Justice Land Surveying AS Land Surveying Forest Technology AS Forest Technology Energy Land Management Wildlife Management	Math Ed Science Ed Chemistry Ed Biology Ed Music Ed Elementary Early Education English Education Multicategorical Special Education Social Studies Education MA Curriculum & Instruction MA Teaching	Exercise Science Health Sciences Health Promotions PreNursing Athletic Coaching & Conditioning Biology Chemistry Environmental Science Applied Science Health & Physical Education Math MA Psychology
Students	176	353	188	126	180
Core faculty	20	11	11	6	16
Adjunct faculty	31	13	6	10	9
GenEd courses	71%	8%	0%	0%	21%

As in the four-college model, in the five-college model, General Education requirements are again principally carried (71%; 17) by the College of Humanities and Social Sciences, with a secondary contribution (21%; 5) from the College of Health and Natural Sciences, and a tertiary contribution (8%; 2) from the College of Business. Neither the College of Education nor the College of Criminal Justice and Land Resources offer any courses that fulfill 4-year General Education requirements.

Next Steps and Timelines

The next phase of discussions about university organization begins with the university-wide circulation of this document. As has been the case in Stage 1 and Stage 2, open meetings

will be held. In these meetings, discussion will be held of the potential gains of reorganization that have been identified, the concerns that have been expressed, and the derived models (as well as a model in which Glenville State remains in its current mixed configuration).

Some of the concerns are relatively straightforward to examine. For example, some variability in college sizes is unavoidable, but is minimized in some models above. Concerns about colleges located in one building reflects a departmental, rather than college, mindset; colleges are typically distributed across multiple university buildings, but as Glenville State has not previously had colleges, this is an aspect that may be unfamiliar to some faculty and staff.

Other issues are more complex and, to some extent, may depend upon the structure chosen. For instance, hiring (or promoting) one additional dean (as may be the case for the three-college model) clearly has different financial implications than hiring three additional deans. On the other hand, the notion that one or more Deans would be hired for \$150,000 each is neither financially viable nor planned.

Relatedly, a three-college solution may necessitate the retention of point persons or Chairs within the currently existing departments, albeit with realigned responsibilities. The retention of these point persons, who would work closely with the Dean, may address the most commonly expressed concern, that of loss of departmental identity.

As has repeatedly been stressed, no changes to university organization are planned for Fall 2025. Also as has been communicated, representation of curricular areas will still be necessary in shared governance structures, including but not limited to Curriculum Committee and Faculty Senate.

In preparation for and in development of any reorganization, Stage 3 will begin in Spring 2025 with broad distribution of and discussion of this document to the university community of faculty, staff, and students and targeted distribution to Faculty Senate as well as university administration and Board of Governors.

**Appendix A: Narrative Responses to
“Good things I think could come out of organizing the university into colleges.”**

Faculty Responses

- Better integration between disciplines. Better communication potentially if allied disciplines are in the same college.
- Streamlining.
- Fruitful pairing that may encourage interdisciplinary work,
- Better organization with fewer deans which allow stronger expectations of these people to manage programs and grow the units.
- Grow/mature. Acknowledging that this institution doesn't do well with change, a planned change is necessary.
- Strengthening GSU's identity as a university.
- Better identity & likeminded degrees.
- Fewer silos and reduce administrative cost.
- More communication between similar majors.
- [nothing listed]
- I don't see any benefits to creating more colleges. The best structure for small colleges is departments.
- [nothing listed]
- [nothing listed]
- I do not feel strongly about organizing the university into colleges/departments. However, I do think organizing into colleges would encourage more interdisciplinary ideas to be explored among faculty and students. Hearing from more diverse perspectives about techniques/strategies used would be encouraged, especially if there are “college meetings” similar to department meetings.
- Alignment with strategic plan, closer consideration as to what “works” rather than what has always been the case.
- I think it gives us more focus and purpose. You're only heading in 4-5 directions at once instead of 11. I think it will help us forge a new identity for Glenville after the status change. I think it (the process itself) gives us a chance to REALLY look at Glenville in ways we usually don't. That's usually a healthy thing. Marketing... marketing... marketing... The positions can do some of the grunt work for the Provost so she doesn't fry her brain and burn out. There could be opportunities for some cross-college collaborations that could be really cool.
- The parallel structure would be a good thing. We created a College of Health Sciences far in advance of having a plan for other colleges, resulting in a lack of consistency.
- It could give additional autonomy to the colleges.
- Having more coordination between different departments that are closely aligned, but not currently combined.
- The potential for better collaboration across related areas.
- Increase the academic autonomy, especially as we are currently in a mixed model. Help communication/collaboration among faculty cross-disciplinary among each college. Improve communication between administration and faculty with clearer structure.

Staff Responses

- Smaller amount of deans leads to more organization
- Better communication between departments. Stronger leadership and accountability
- [nothing listed]
- Accountability. Increased communication. Organization.
- Streamlining processes for students. Each college should have a dean and an administrative assistant.
- Four colleges would mesh well with four secretaries in Academic Affairs. Fewer chiefs—four deans vs. a lot of department chairs.
- Better communication/networking. Narrowed recruitment activities. Secretary physically located at college.
- Moving to a University organization instead of departmental organization. More collaboration among current departments and students.
- This will [be] consistent with what Universities typically do on their campuses. It may aid in streamlining a few processes.
- Streamlining of processes.
- I believe this could simplify and streamline administration. It also provided clarity to students and external stakeholders. I can also foresee marketing and recruiting benefits from this organization.

Appendix B: Narrative Responses to “Things I am concerned about when thinking about organizing the university into colleges.”

Faculty Responses

- Some disciplines/programs may not fit well in any college if GSU has four colleges or five colleges.
- Losing sense of place; “turf wars.”
- There may be colleges that only consist of one department—such as Language Lit. I don’t know that we will be able to create colleges with similar sizes, given the large difference in enrollment numbers between majors.
- While I understand that we would be eliminating Department Chairs but how are we covering the additional cost of a Dean? Additional levels of administration.
- My primary concern is with the logistics of the implementation. The restructuring will result in the hiring of at least two new deans, which should result in the hiring of at least two new faculty members. My major concern is that we will do the restructuring at the wrong time of year to do effective searches. There’s also the concern of having a lopsided structure if we go with too few colleges, such that the dean of one of the colleges would be responsible for many more programs than the other deans.
- [Losing] a job I have come to really enjoy. This is a HUGE shift in organizational culture. This is change. And change scares the crap out of people. But I think you are going about this absolutely the right way. Some people will resist no matter how well the process is handled. For a lot of departments, this could represent a loss of “identity.” We must figure out a way to balance faculty, programs, and enrollment while presenting some semblance of identity for the departments that get broken up or lose their name altogether.
- Reduction of shared governance (for departments who will lose an elected chair moving to a department with a dean), putting the cart before the horse. ENGL course may have a high load now, but as the general education courses change to the Chinese menu style, that may change, thus overrepresenting the number of students they serve (this is a hypothetical example).
- I worry that the dean/chair will have more on their plate than they already do. Chairs are currently faculty, not administrators, and they have a lot of responsibility as chairs. I am not sure who will lead each college, but I hope that person gets release time or reduced teaching load, if they are a faculty member. I am lucky to have an excellent chair, but the expectations are high. I fear if they are heightened.
- I also like the idea of 5 colleges instead of 4 so majors can be spread out more and avoid too much disconnection among majors and colleges. Will the budget remain the same for each department under this new structure? What are costs associated with this reorganization? How will the reorganization impact faculty who teach across multiple departments, particularly since they were hired to serve specific departments? What adjustments will be made to administrative services for the new colleges? Will departments continue to exist in their current form within the new organizational structure?
- I am not sure faculty knows the reason we are re-organizing. What is broke? Why does it need fixed? I am hearing there will be an elimination of chairs. The salary for a Dean \$100,000 is more than a chair \$7,000. And Deans do not teach many classes—how will

this save money? Also, I have heard concerns about Deans knowing how to represent several disciplines. How will all the responses be shared with faculty? For the sake of transparency, a committee of faculty may be needed to understand and build trust.

- I vote for zero new colleges. GSU doesn't need any colleges. We have enough bureaucracy already. I went to a major university (Virginia Tech), and it makes sense to have colleges in a large university with 30,000+ students. GSU doesn't even have 2,000 students. The most prudent course of action is to keep the current organization structure intact because: it isn't broken; it is the cheapest option; it won't be disruptive to faculty, staff, and students and there aren't really any major benefits that will accrue from having more bureaucracy. How can we afford to hire 4 or 5 deans? GSU pays for 7 department heads at a yearly stipend of \$7,000 each. A total of \$49,000. One dean will cost \$150,000 for salary and benefits. Four deans will cost \$600,000. The college cannot afford an extra \$550,000 in expenses. If it could, it should give its staff and faculty raises or hire department secretaries or more recruiters. What are the deans going to do?
- [nothing listed]
- Loss of specific departmental identity
- I am worried that we will retain too many colleges and not reduce administrative levels as needed.
- More administration. Unfair pay for Deans. No clear definition of what a dean will do.
- How well a dean can serve the needs of a heterogeneous college that combines disparate disciplines (like a college of arts and sciences that includes History, PoliSci, English, Science, and Math)—that's my big concern. Which leaves me wondering—is it worth it? Can we just have departments?
- Caring more about "people's feelings" than logistical, financial, management elements.
- None.
- College of Business, yes → only one can say for sure. CJ (could add Psych but am averse). Arts & Sciences but what. Land Resources on its own, but seems narrow/small. Do not want Education broken out. Cart before horse issue (that is, College of Health Sciences exists, but don't think this works on own with 4 colleges).
- Each college should have its own secretary.
- Faculty and courses split. Hard to integrate. Not everything has a good/logical home. May need professional studies. Health & science closely allied—but may be too big.

Staff Responses

- This can be a great change for us but the colleges have to make sense. If we need 5 or 6 colleges for the programs to align with the college, then we need to do it. I am worried that we will try to go for 4 colleges and end up with a “catch-all” college that could be perceived negatively by potential recruits.
- Ensuring that content faculty are still connected to overall department information that will impact education programs. Cumbersome processes that make communication harder instead of easier.
- The size of some colleges versus others due to the number of programs, enrollment, and faculty. It would be difficult to have them fairly equal, especially since we may not know what additional programs could be initiated in the future. Also, communication and logistics of where faculty will be housed.
- Only having 1 Dean for multiple areas and workload. If there aren’t Chairs, will point people from the other areas in the College be responsive if they don’t have a Dean or Chair title. Colleges not being located closely together, how the Dean would interact with all areas that they oversee.
- Unanticipated overhead cost. Potential separation/less communication between disciplines.
- If deans teach it will be a ton of extra work. Dean may not have adequate background to understand their entire college. If dean does not teach may need to hire more faculty. Consideration will need to be given to the physical location of the colleges so everyone in the college is co-located.
- Losing “identity” of some of our programs.
- Pissing contests. Territorialism. General understanding. Personal investment.
- Communication and division of duty. When it comes to curriculum, changes Dean will present to Committee who gathers and proposes info. How do our current committees and bylaws work? Will they change? How will we assign people to these committees with the change of one college having more representation.
- While I may be a fan of change, I fear there are many people who would push back on change (hurting morale).
- Deans that don’t know about the new classes. Who are the Deans. Class reduction or (1) 18 months.

Appendix C: Coefficients of Similarity Matrix

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BV	BW	BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP	CQ	CR	CS	CT	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI	DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DV	DW	DX	DY	DZ	EA	EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM	FN	FO	FP	FQ	FR	FS	FT	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GV	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI	HJ	HK	HL	HM	HN	HO	HP	HQ	HR	HS	HT	HV	HW	HX	HY	HZ	IA	IB	IC	ID	IE	IF	IG	IH	II	IJ	IK	IL	IM	IN	IO	IP	IQ	IR	IS	IT	IV	IW	IX	IY	IZ	JA	JB	JC	JD	JE	JF	JG	JH	JI	IJ	JK	JL	JM	JN	JO	JP	JQ	JR	JS	JT	JV	JW	JX	JY	JZ	KA	KB	KC	KD	KE	KF	KG	KH	KI	KJ	KK	KL	KM	KN	KO	KP	KQ	KR	KS	KT	KV	KW	KX	KY	KZ	LA	LB	LC	LD	LE	LF	LG	LH	LI	LJ	LK	LM	LN	LO	LP	LQ	LR	LS	LT	LV	LW	LX	LY	LZ	MA	MB	MC	MD	ME	MF	MG	MH	MI	MJ	MK	ML	MM	MN	MO	MP	MQ	MR	MS	MT	MV	MW	MX	MY	MZ	NA	NB	NC	ND	NE	NF	NG	NH	NI	NJ	NK	NL	NM	NN	NO	NP	NQ	NR	NS	NT	NV	NW	NX	NY	NZ	OA	OB	OC	OD	OE	OF	OG	OH	OI	OJ	OK	OL	OM	ON	OO	OP	OQ	OR	OS	OT	OV	OW	OX	OY	OZ	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ	PK	PL	PM	PN	PO	PP	PQ	PR	PS	PV	PW	PX	PY	PZ	QA	QB	QC	QD	QE	QF	QG	QH	QI	QJ	QK	QL	QM	QN	QO	QP	QQ	QR	QS	QT	QV	QW	QX	QY	QZ	RA	RB	RC	RD	RE	RF	RG	RH	RI	RJ	RK	RL	RM	RN	RO	RP	RQ	RR	RS	RV	RW	RX	RY	RZ	SA	SB	SC	SD	SE	SF	SG	SH	SI	SJ	SK	SL	SM	SN	SO	SP	SQ	SR	SS	ST	SV	SW	SX	SY	SZ	TA	TB	TC	TD	TE	TF	TG	TH	TI	TJ	TK	TL	TM	TN	TO	TP	TQ	TR	TS	TV	TW	TX	TY	TZ	UA	UB	UC	UD	UE	UF	UG	UH	UI	UJ	UK	UL	UM	UN	UO	UP	UQ	UR	US	UT	UV	UW	UX	UY	UZ	VA	VB	VC	VD	VE	VF	VG	VH	VI	VJ	VK	VL	VM	VN	VO	VP	VQ	VR	VS	VT	VW	VX	VY	VZ	WA	WB	WC	WD	WE	WF	WG	WH	WI	WJ	WK	WL	WM	WN	WO	WP	WQ	WR	WS	WT	WV	WW	WX	WY	WZ	XA	XB	XC	XD	XE	XF	XG	XH	XI	XJ	XK	XL	XM	XN	XO	XP	XQ	XR	XS	XT	XV	XW	XX	XY	XZ	YA	YB	YC	YD	YE	YF	YG	YH	YI	YJ	YK	YL	YM	YN	YO	YP	YQ	YR	YS	YT	YV	YW	YX	YZ	ZA	ZB	ZC	ZD	ZE	ZF	ZG	ZH	ZI	ZJ	ZK	ZL	ZM	ZN	ZO	ZP	ZQ	ZR	ZS	ZT	ZV	ZW	ZX	ZY	ZZ
ADG	0.0000	0.0000	0.0000	0.0000	0.	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000																																																																																																																																																																																																																																																																																	

Appendix D: Three-Cluster Solution

	1	2	3
ElemEarlyEd	1.0000	0.0000	0.0000
SpEd	1.0000	0.0000	0.0000
MACI	0.9630	0.0000	0.0000
MAT	0.9630	0.0000	0.0000
MusicEd	0.9286	0.0000	0.0000
EnglishEd	0.8929	0.0000	0.0000
SocStuEd	0.8571	0.0000	0.0000
MathEd	0.8214	0.0000	0.1786
ScienceEd	0.8214	0.0000	0.1786
BiologyEd	0.7857	0.0357	0.1429
ChemEd	0.7857	0.0000	0.1786
HealthPE	0.4286	0.0000	0.5714
AAGeneral	0.3600	0.2400	0.0000
IDS	0.2727	0.2273	0.0000
Art	0.2500	0.1071	0.0714
English	0.2222	0.1111	0.0741
Music	0.2222	0.1111	0.0741
IntMrkt	0.0000	1.0000	0.0357
Mgmt	0.0000	1.0000	0.0357
ASBusn	0.0000	0.9643	0.0357
Accounting	0.0000	0.9286	0.0357
MBA	0.0370	0.9259	0.0000
SportMgmt	0.0000	0.7778	0.2593
CIS	0.0000	0.7407	0.1852
AdminJust	0.0000	0.4286	0.1429
ASCJ	0.0000	0.3929	0.1786
RBA	0.2083	0.3750	0.0000
NRMTCJ	0.0000	0.3571	0.2143
MSCJ	0.0370	0.3333	0.1481
ExSci	0.0000	0.0357	1.0000
HealthSci	0.0000	0.0357	1.0000
HLthProm	0.0000	0.0714	0.9643
PreNursing	0.0357	0.0357	0.9643
AthlCoCnd	0.0370	0.0370	0.9630
EnvSci	0.0357	0.0714	0.6786
Biology	0.0714	0.0357	0.6786
Chemistry	0.0714	0.0357	0.6786
AppliedSci	0.0385	0.0769	0.6538
Math	0.0714	0.0357	0.5714
MAPsych	0.1852	0.0741	0.4815
ForestTech	0.0000	0.1786	0.4643
LandSurv	0.0000	0.2222	0.4444

ASLandS	0.0000	0.2222	0.4074
EnergyLand	0.0000	0.2857	0.3929
WildMgmt	0.0357	0.2500	0.3929
ASForest	0.0000	0.2143	0.3929
FieldFor	0.0000	0.2857	0.2857
Psychology	0.1364	0.0000	0.2727
HistPosc	0.1786	0.1429	0.1429
AppStudies	0.1786	0.1786	0.0714

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Appendix E: Four-Cluster Solution

	1	2	3	4
HistPosc	1.0000	0.1071	0.1481	0.1429
Music	0.8519	0.0741	0.1923	0.0741
Art	0.8214	0.0714	0.2222	0.0714
English	0.8148	0.0741	0.1923	0.0741
AppStudies	0.7500	0.1429	0.1481	0.0714
Psychology	0.6522	0.0455	0.0952	0.2727
IDS	0.6364	0.1818	0.2727	0.0000
AAGeneral	0.6000	0.2000	0.3600	0.0000
RBA	0.5417	0.3333	0.2083	0.0000
MAPsych	0.4815	0.0741	0.2222	0.4815
ASBusn	0.1071	1.0000	0.0000	0.0357
IntMrkt	0.1429	0.9643	0.0000	0.0357
Mgmt	0.1429	0.9643	0.0000	0.0357
Accounting	0.1071	0.9643	0.0000	0.0357
MBA	0.0741	0.9259	0.0741	0.0000
CIS	0.1111	0.7778	0.0000	0.1852
SportMgmt	0.0370	0.7407	0.0000	0.2593
AdminJust	0.4483	0.4643	0.0000	0.1429
ASCJ	0.4483	0.4286	0.0000	0.1786
NRMTCJ	0.3103	0.3929	0.0000	0.2143
MSCJ	0.4286	0.3333	0.0741	0.1481
FieldFor	0.3448	0.3214	0.0000	0.2857
MACI	0.1481	0.0000	1.0000	0.0000
MAT	0.1481	0.0000	1.0000	0.0000
ElemEarlyEd	0.1786	0.0000	0.9630	0.0000
SpEd	0.1786	0.0000	0.9630	0.0000
MusicEd	0.2143	0.0000	0.8889	0.0000
EnglishEd	0.2500	0.0000	0.8519	0.0000
SocStuEd	0.3103	0.0000	0.8148	0.0000
MathEd	0.1786	0.0000	0.7778	0.1786
ScienceEd	0.1786	0.0000	0.7778	0.1786
ChemEd	0.1786	0.0000	0.7407	0.1786
BiologyEd	0.1786	0.0357	0.7407	0.1429
HealthPE	0.1071	0.0000	0.4074	0.5714
ExSci	0.1429	0.0357	0.0000	1.0000
HealthSci	0.1429	0.0357	0.0000	1.0000

PreNursing	0.1429	0.0357	0.0370	0.9643
HlthProm	0.1429	0.0714	0.0000	0.9643
AthlCoCnd	0.1481	0.0370	0.0385	0.9630
EnvSci	0.2500	0.0714	0.0370	0.6786
Biology	0.2857	0.0357	0.0370	0.6786
Chemistry	0.2857	0.0357	0.0370	0.6786
AppliedSci	0.2692	0.0769	0.0000	0.6538
Math	0.3929	0.0357	0.0370	0.5714
ForestTech	0.1786	0.1786	0.0000	0.4643
LandSurv	0.1852	0.2222	0.0000	0.4444
ASLandS	0.1852	0.2222	0.0000	0.4074
WildMgmt	0.1429	0.2500	0.0370	0.3929
EnergyLand	0.1429	0.2857	0.0000	0.3929
ASForest	0.2143	0.2143	0.0000	0.3929

Appendix F: Five-Cluster Solution

	1	2	3	4	5
IDS	1.0000	0.1818	0.0909	0.2273	0.0000
RBA	0.8636	0.3333	0.0833	0.1250	0.0000
AAGeneral	0.8636	0.2000	0.0800	0.2400	0.0000
AppStudies	0.7727	0.1481	0.1786	0.2143	0.0714
Art	0.7727	0.0741	0.2143	0.1786	0.0714
Music	0.7619	0.0769	0.2222	0.1481	0.0741
English	0.7143	0.0769	0.1852	0.1852	0.0741
HistPosc	0.6364	0.0741	0.3448	0.1786	0.1429
Psychology	0.4375	0.0000	0.3043	0.2273	0.2727
MBA	0.1818	1.0000	0.2222	0.0000	0.0000
ASBusn	0.1818	0.9259	0.3214	0.0000	0.0357
IntMrkt	0.2273	0.9259	0.2857	0.0000	0.0357
Mgmt	0.2273	0.9259	0.2857	0.0000	0.0357
Accounting	0.1818	0.8889	0.3214	0.0000	0.0357
SportMgmt	0.0952	0.7308	0.2963	0.0000	0.2593
CIS	0.1905	0.6923	0.3704	0.0370	0.1852
FieldFor	0.0909	0.2222	1.0000	0.0714	0.2857
NRMTCJ	0.0455	0.2963	0.8621	0.0357	0.2143
ASCJ	0.1818	0.3333	0.8621	0.0357	0.1786
AdminJust	0.1818	0.3704	0.8276	0.0000	0.1429
MSCJ	0.1818	0.4074	0.7857	0.0370	0.1481
LandSurv	0.0476	0.1923	0.5556	0.0741	0.4444
ASLandS	0.0952	0.1923	0.5185	0.0741	0.4074
ForestTech	0.0909	0.1481	0.5000	0.0714	0.4643
ASForest	0.1364	0.1852	0.5000	0.0357	0.3929
EnergyLand	0.0455	0.2593	0.4643	0.0714	0.3929
WildMgmt	0.0455	0.2222	0.3571	0.0357	0.3929
ExSci	0.0000	0.0000	0.2857	0.1786	1.0000
HealthSci	0.0000	0.0000	0.2857	0.1786	1.0000
HlthProm	0.0000	0.0370	0.2500	0.1429	0.9643
PreNursing	0.0455	0.0000	0.2500	0.1429	0.9643
AthlCoCnd	0.0000	0.0000	0.2593	0.2222	0.9630
Biology	0.0909	0.0370	0.2143	0.2500	0.6786
Chemistry	0.0909	0.0370	0.2143	0.2500	0.6786
EnvSci	0.0909	0.0370	0.2857	0.2143	0.6786
AppliedSci	0.1000	0.0400	0.3462	0.2308	0.6538

HealthPE	0.0455	0.0000	0.1429	0.6071	0.5714
Math	0.2273	0.0370	0.2857	0.2500	0.5714
MAPsych	0.2727	0.1481	0.2222	0.1852	0.4815
MathEd	0.2273	0.0000	0.0714	1.0000	0.1786
ScienceEd	0.2273	0.0000	0.0714	1.0000	0.1786
ChemEd	0.1818	0.0000	0.0714	0.9643	0.1786
BiologyEd	0.1818	0.0370	0.0357	0.8929	0.1429
MusicEd	0.3182	0.0370	0.0000	0.8214	0.0000
ElemEarlyEd	0.2727	0.0370	0.0000	0.8214	0.0000
EnglishEd	0.2727	0.0370	0.0000	0.8214	0.0000
SpEd	0.2727	0.0370	0.0000	0.8214	0.0000
SocStuEd	0.2727	0.0370	0.0345	0.7857	0.0000
MACI	0.2727	0.0741	0.0000	0.7778	0.0000
MAT	0.2727	0.0741	0.0000	0.7778	0.0000

Appendix F: Fiscal Note for Three-College System

One-time expenses

- Additional signage for buildings
 - College of Business signage
 - LBH only: \$3,000 to \$5,000
 - College of Education and Humanities signage
 - Clark Hall (similar costs, if possible to locate an appropriate area)
 - Fine Arts: \$3,000 to \$5,000
 - Administration Building (if possible to locate an appropriate area)
 - College of Health, Natural, Social (and Applied?) Sciences
 - Waco Center: \$3,000 to \$5,000
 - LBH Tower: \$3,000 to \$5,000
 - Science Hall (similar costs, if possible to locate an appropriate area)
 - PE Building: \$3,000 to \$5,000
- Creation of PR materials: unknown

On-going expenses

- Dean salary
 - With elimination of Department Chair stipends: Annual net salary reduction of \$19,000
 - With reduction of Department Chair stipends (and responsibilities, including but not limited to reallocation of faculty observation responsibilities, FAR review, and scheduling responsibilities) to \$5,000: Annual net salary increase of \$11,000.
 - With no reduction in Department Chair stipends: Annual net salary increase of \$23,000.
- Replacement of new Dean's teaching load beyond current administrative faculty expectations of one course every 18 months
 - Using adjunct faculty: \$23,000
 - Hiring an additional entry-level faculty person: \$50,000



GLENVILLE
STATE UNIVERSITY

University Calendar

Report on Student Survey from SGA
And Campus-Wide Survey of Faculty, Staff, and Students

24 March 2025

Mari L. Clements, PhD

Provost, Vice President of Academic Affairs, and Professor of Psychology

DRAFT

Executive Summary

The university is very split on a possible change to the academic calendar that would have fall semester ending with Thanksgiving break. Specifically, in a campus-wide survey of faculty, staff, and students, 49% of respondents favored this change and 43% wanted to keep the academic calendar as is. In this survey, faculty, staff, and student respondents all answered very similarly, with students and staff reporting slightly but not significantly higher rates favoring the Thanksgiving end date (54% and 51%, respectively) than did faculty (43%). Faculty had no majority response, as 47% preferred to keep the calendar as is, and the remainder advocated for starting and ending the semester two weeks later. In a student survey administered by SGA, 65% of students preferred ending the semester at Thanksgiving break.

Proponents of ending the semester at Thanksgiving break and shortening the semester to 15 weeks cited the expense and stress of two trips in the span of three weeks, the ability to spend more time with family over the holiday, the opportunities for seasonal work in their hometowns, the ability to remain in the flow for finals, and absenteeism and lack of content coverage in the mythical “dead week” after Thanksgiving break before finals week.

Opponents of ending the semester at Thanksgiving expressed concerns about adequate content coverage in 15 weeks, an even greater mismatch between public school and university calendars for student teaching assignments and dual enrollment/dual credit courses, possible negative impacts of shortening the summer break on work and internship experiences, more complicated logistics for 8-week courses (including Rize courses offered in the MBA program), and a sense that the change was being contemplated for a small number of students.

University Calendar: Report on Student Survey from SGA and Campus-Wide Survey of Faculty, Staff, and Students

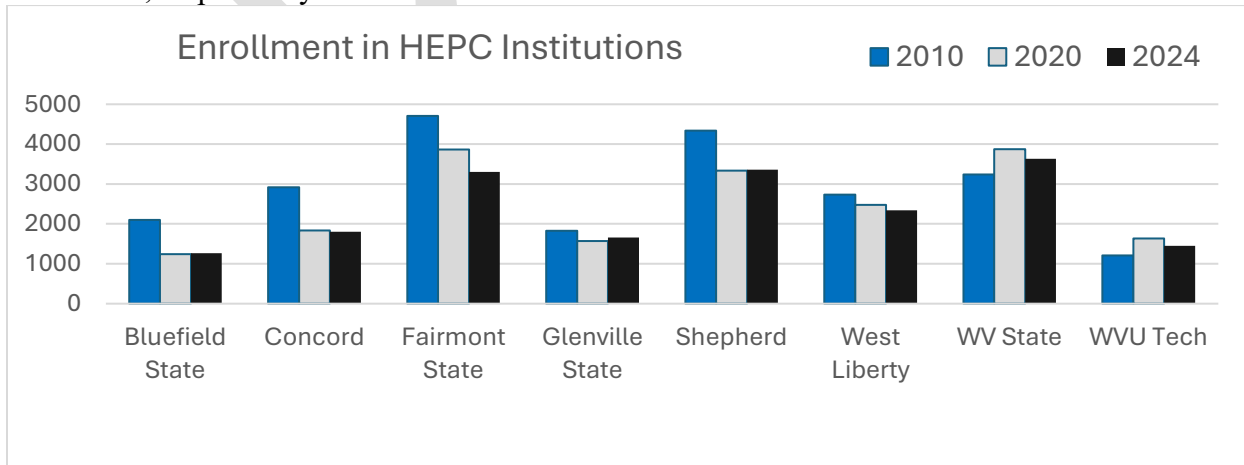
Glenville State University is contemplating a change to the university calendar in which fall semester would end at Thanksgiving break. This change is being considered for several reasons, most notably the trend for students to not return after Thanksgiving break and the myth of “dead week.” There may be recruitment gains, particularly for out-of-state and international students, to be realized from a shorter (15-week as compared to 16-week) semester that ends at Thanksgiving, but there are also significant complications to be considered.

Enrollment Trends

West Virginia is facing an overall declining population. According to the U.S. Census Bureau, West Virginia’s population has declined from 1,852,994 in 2010 to 1,769,979 in 2024, a drop of just over 83,000 residents (4%). Effects of this population decline are visible in several ways. For example, West Virginia lost one of its three seats in the U.S. Congress. The West Virginia Secondary School Activities Commission dropped 22 West Virginia high schools down a classification level (i.e., AAAA to AAA, AAA to AA, or AA to A) in fall 2024 for football. Sports classification levels are 80% based on enrollment. Finally, and both most proximally, from 2010-11 to 2023-24, enrollment in West Virginia’s 4-year institutions dropped by 12,571 students. This 19% drop in college enrollment is nearly five times greater than the state’s population decline.

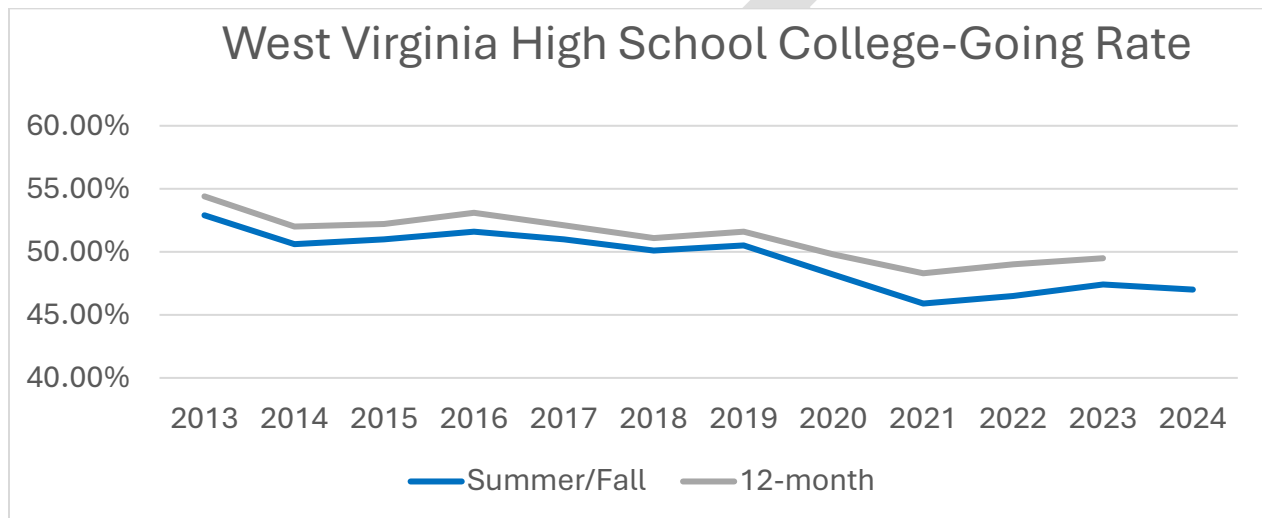
Two-thirds of the drop in enrollment is accounted for by West Virginia University (which has lost over 5,300 students) and Marshall University (which has lost nearly 3,000 students), but these two schools also account for almost two-thirds of West Virginia public university enrollment. That is, WVU enrolls 45% of public university students in West Virginia, and Marshall accounts for 21%. Since 2010, WVU’s enrollment has dropped 18% and Marshall’s 21%, which places them fifth and sixth in magnitude of decline of the 10 four-year public universities in West Virginia.

As shown in the graph below, the eight smaller West Virginia 4-year public universities have also experienced enrollment disruptions, with only two, West Virginia State University and WVU Institute of Technology, not showing a net decline since 2010. These two universities, however, are on a current downward enrollment trend, with 6% and 11% drops in enrollment since 2020, respectively.



In the four-year period between 2020-21 and 2023-24, enrollment in public WV 4-year universities has declined by 7%. Only three institutions have gained enrollment in this timeframe: Bluefield State (2% increase), Glenville State (5% increase), and Shepherd (less than 1% increase).

Related to the drop in enrollment, the college-going rate in West Virginia is declining. As shown in the graph below, since 2020, fewer than half of West Virginia high school graduates have chosen to attend college. In 2023, only 47% of high school students began college in summer or fall after graduation, and fewer than half had begun college within 12 months of graduating.



According to the National Center for Higher Education Management Systems, in 2018 (the latest date for which comparative data are provided), West Virginia had the seventh lowest percentage of high school graduates going directly to college. Further, the National Center for Education Statistics reported that the national rate of immediate college enrollment of high school graduates was 62%, a rate that has remained stable for the past decade.

Taken together, these data suggest that enrollment growth for GSU is not likely to come from West Virginians graduating high school. Although a commitment to serving and educating West Virginia residents remains central to the mission of Glenville State University, the university should continue to expand recruitment beyond West Virginia. Indeed, the college-going rates of all neighboring states are higher than that of West Virginia, and all surrounding states except Pennsylvania exceed the national average.

However, the greater the distance between GSU and students' homes, the greater difficulty is posed by the current academic calendar. That is, the weeklong break at Thanksgiving followed by one week of classes and finals week before Christmas break necessitates two trips home from campus within a single month. When these trips entail long drives or airline flights, both the expense and the stress for students are increased.

For international students, these issues are even more heightened. Specifically, even with advance purchase, international flights around the Christmas holidays can be quite expensive. However, Thanksgiving is a uniquely American holiday, so flights around that time can be less expensive. For example, a flight from Pittsburgh to Nairobi, Kenya at Thanksgiving is currently

priced at \$1,600. Even with an eight and a half months advance purchase, the cheapest flight after finals is currently priced at \$1,681. Going home for the Thanksgiving break, returning for the last two weeks of the semester, going home for Christmas and returning for spring semester would cost \$2,983, again, with eight and a half months of advance purchase, and students do not typically buy their tickets that far in advance.

It is perhaps not surprising, then, that students—particularly out-of-state and international students—do not always return to campus after Thanksgiving break. The 2024-25 academic year was the first time the GSU began to collect data about students who do not return after Thanksgiving break. Twenty-five students filed formal leaves of absence. Although most faculty did not respond to requests that Academic Affairs be notified of students not returning after Thanksgiving, some faculty persons did. These faculty persons reported between eight and 36 non-returning students in their courses who had neither filed leaves of absence nor made arrangements with their professors. These students simply did not return after Thanksgiving.

In recent years, faculty members have increasingly reported students requesting to take in-person finals before leaving at Thanksgiving. Some faculty members readily agree to these requests, whereas others reluctantly agree, and still others refuse. Faculty members have relayed student comments such as “you’re the only professor who isn’t letting me take my final early.” Occasionally, this comment is made to more than one professor by the same student.

When students do not take the final exam in person with the rest of the class, a number of difficulties are introduced. First, there are issues with test security. If students are allowed to take exams early, the possibility that information about the exam will be shared with classmates is nontrivial. If faculty members create alternate versions of the exam to avoid this issue, the issue of test fairness/equivalency arises. Were both versions of the exam equally difficult? Equal in content coverage? Are the grades on the two versions equivalent? Relatedly, what does the instructor include about the material that will be covered in the final week of class?

Knowing that the students taking the final early have not benefitted from direct instruction on those topics, some professors choose to exclude information covered in the final week or do not introduce any new information during this time, thus inadvertently reinforcing the myth of dead week. If the student is allowed to take the final exam online from home, concerns about cheating and access arise. Although the use of Respondus and Lockdown Browser can reduce some forms of cheating, with the continued evolution of artificial intelligence and students’ possession of multiple internet-enabled devices (that is, students commonly own laptops, smartphones, and/or tablets), online cheating is becoming easier. In addition, GSU’s security protocols currently block some students’ home countries (e.g., Nepal), making access to Brightspace, and in some cases, email communication between faculty and student impossible.

For these reasons, a semester that ends at Thanksgiving could be helpful in reducing travel expense and stress for students and in increasing fairness and security of final exams. In addition, the university could experience cost savings associated with lower operating costs between Thanksgiving and the spring semester. However, there are definite concerns with shifting the academic calendar as well.

Concerns about Shifting the Academic Calendar

There are at least three sets of concerns about shifting the academic calendar that should be carefully considered in making a determination about changing the university calendar: interface with external partners, retention of students, and student athletic and music performances.

External Partners

GSU cooperates with a variety of external partners in the education of students, including the K-12 school system, internship/practicum supervisors, and content providers (notably, WVROCKS and Rize Education). Each of these have their own calendars, and changes to the GSU calendar will inevitably have impact.

K-12 school systems. Individual schools within the K-12 system have their own calendars, but it is not uncommon for K-12 schools to both start and end their academic years later than the university does. This has two major implications.

First, students completing student teaching experiences must complete a certain number of hours, and this hours requirement is set by the state Department of Education. If GSU shifts the calendar to shorten the semester to 15 weeks and to begin a week earlier, the mismatch between the university calendar and the K-12 calendar is greater and could result in difficulties with student teachers completing required hours.

Second, in fall 2024, fully 595 of GSU's 1,772 students (34%) were dual enrollment/dual credit students. These students have access to different kinds of classes: college courses taught in person by qualified teachers in their high schools and online courses taught by GSU core or adjunct faculty, with or without facilitation by high school personnel. If the calendar shifts to both begin and end before the high school fall semester, there could be difficulties at both ends of the semester.

At the beginning of the semester, students whose high schools have not yet started may not have access to technology or resources needed to complete their college coursework. Specifically, some students rely on school-provided laptops to do their work and some schools provide the textbooks for their students. If the K-12 school has not yet started, students may not have access to these critical resources.

At the end of the semester, it is unclear how dual credit courses will finish the semester. That is, in dual credit classes, the student is receiving both college credit and high school credit: our ENGL 101 typically counts for both college credit and high school senior English credit. If the class ends—and GSU grades are submitted—at Thanksgiving, it is unclear what dual credit students will do with the remainder of that semester.

Internship/practicum. A student completing an internship or practicum outside of the K-12 school system (e.g., an Exercise Science or Criminal Justice student completing required internship) may also be affected by the potential change in the academic calendar. That is, placements completed during the semester would likely be shortened by a week, which may make it difficult for students to complete the required hours.

External educational content providers. Educational content providers such as WVROCKS and Rize Education have their own academic calendars. If the GSU academic calendar is not synced within +/- two weeks, those courses cannot be considered GSU courses. This will limit opportunities for students.

Retention of Students

It is possible that the long break between Thanksgiving and New Years will make it more likely that students will not return after break. It could be that students will return home, and rather than “absence making the heart grow fonder” for GSU, the university could be “out of sight and out of mind.” If the latter were the case, students might be reluctant to return to classes after the new year.

It is also possible that students will be able to take advantage of seasonal employment in their hometowns that will make it easier for them to afford to return. Alternatively, students who

were particularly successful in seasonal employment could be offered permanent employment opportunities that they could be reluctant to pass up.

Student Athletic and Musical Performances

A number of sports are in season between Thanksgiving and New Years, and these student-athletes would need to remain at the university for much of this break. Some key musical events including Christmas concerts and performances occur after Thanksgiving and before New Year's, and these would need to be rescheduled (and practice times for these performances shortened) or eliminated.

Scope of the Problem

As indicated above, Glenville State is facing significant challenges to enrollment from traditional sources, and it is possible that a change to the academic calendar would be helpful in addressing some of those challenges. However, there are a number of considerations that should be explored before a decision is made.

To provide for informed conversation and to solicit feedback from the university community, a variety of meetings and two surveys were conducted. Following discussion in the President's Cabinet, the Student Government Association also addressed this issue in one of their meetings and then conducted a survey of students (see below for information about the SGA student survey).

In addition, three meetings open to all full-time faculty and all staff were held. Two meetings were held in person, one on Thursday, 13 February 2025, at 8 a.m., and one on Friday, 14 February at 3 p.m. These times were chosen either because few courses were scheduled at that day and time (Thursday at 8) or because it was one of the university's designated meeting times (Friday at 3). In addition, an online meeting was held on Wednesday, 12 February.

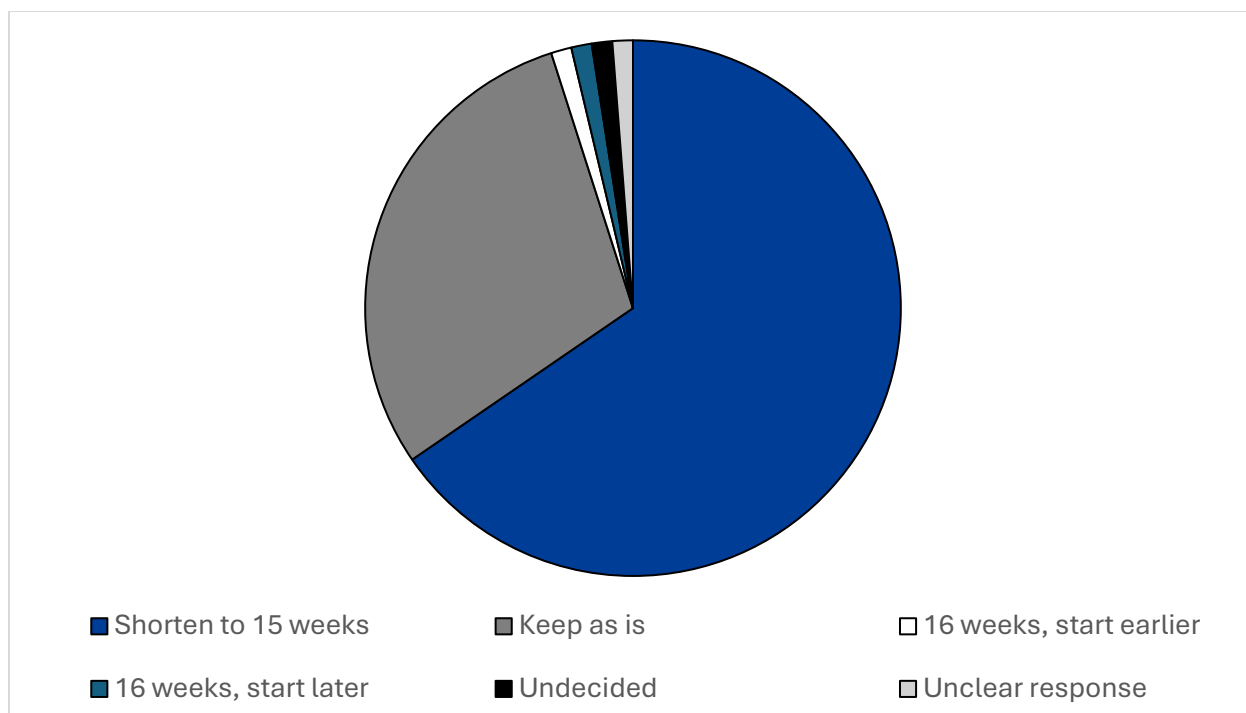
Following these meetings, survey was sent to all students, staff, and full-time faculty. Because not all members of the university community could attend one of the three meetings, the PowerPoint summarizing the enrollment trends and the SGA student survey results accompanied the invitation to participate in the survey. Participation in the university-wide survey was anonymous; further details about this survey, including text of questions, are provided below.

The Surveys

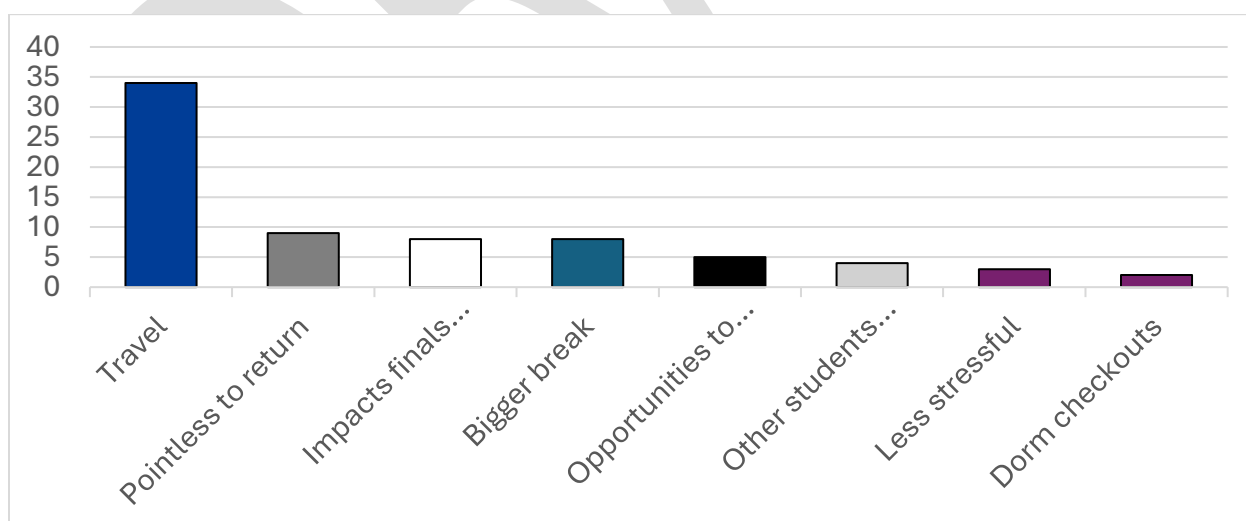
To better understand the preferences of the university community regarding the university calendar, two surveys have been completed. One survey of students was administered by the Student Government Association; the second survey came out of Academic Affairs and was distributed via email link to all students, staff, and faculty. Both surveys asked questions about preferences for the calendar as well as providing for open-ended comments.

SGA Survey

The Student Government Association surveyed only students. Eighty-one students responded to the survey. As shown in the graph below, nearly $\frac{2}{3}$ of students (65%) would prefer a 15-week semester that ends at Thanksgiving, and 30% of students would prefer to keep the semester as-is (16 weeks, with one week of classes and exam week after Thanksgiving).

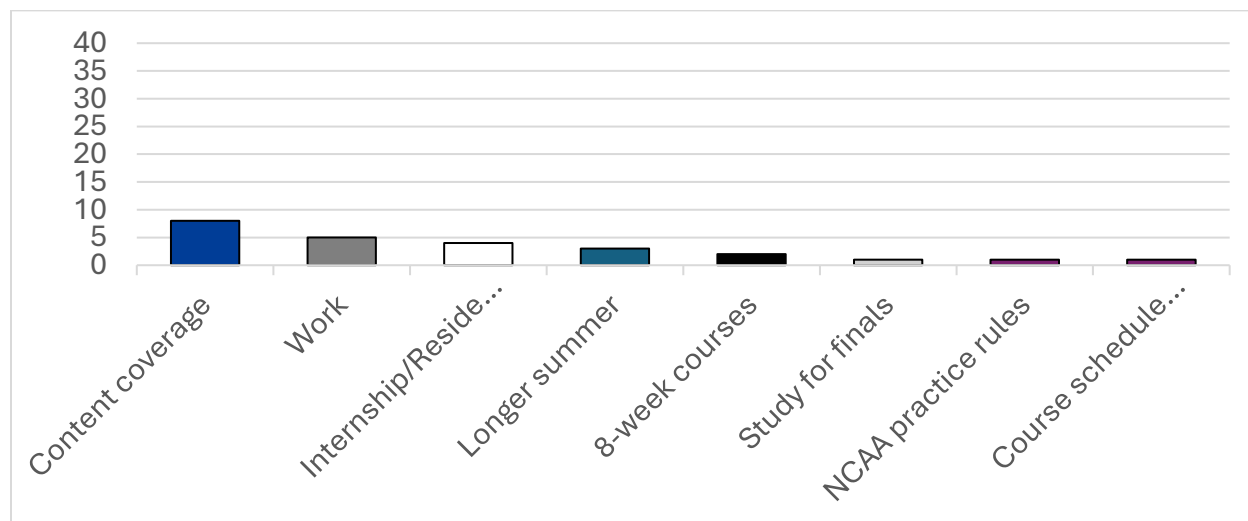


In this survey, students also provided a narrative response, indicating why they had made the choice that they did. The full text of these narrative responses is provided in Appendix A. The 53 students who opted for shortening the semester to 15 weeks referenced a variety of motivations, including a perceived negative impact of a week-long break on their finals performance, opportunities to work over the break, and other students not coming back, but the most commonly referenced issue was travel. Of the 40% citing travel concerns, several mentioned either reduction in cost or the increase in time with family as important factors.



For the 26 students who would prefer to keep the semester as-is, reasons varied from concerns about completing internships or residency requirements, needed course schedule changes, a desire for a longer summer, or the impact on 8-week courses. The most common

concern, however, voiced by eight of the 26 students, was concern about content coverage. Students wondered if 15 weeks be sufficient to cover the content of the class.



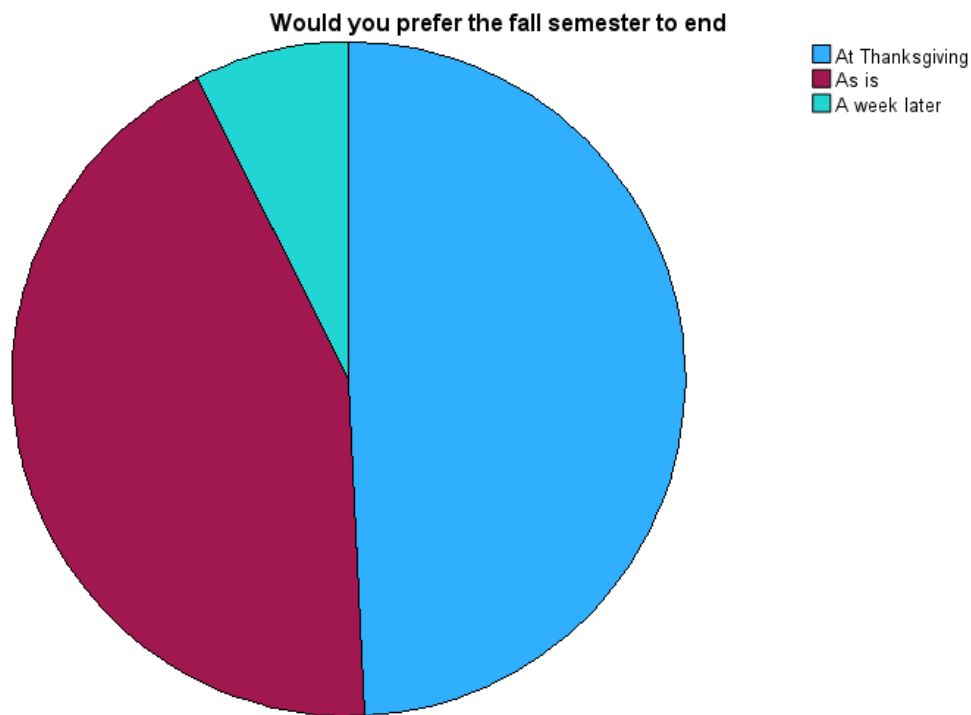
Campus-Wide Survey

Following the SGA survey, two in-person and one online meetings of faculty and staff were held to present and discuss the issues. After that, a second survey was distributed to all students, staff, and full-time faculty. In addition to providing their primary status at GSU (faculty, staff, or students), a total of 134 individuals (47 faculty, 41 staff, and 46 students) responded to one or more of the following questions:

- Would you prefer the fall semester to end
 - At Thanksgiving
 - As it currently does, with a week of classes and a week of finals after Thanksgiving
 - To start and end a week later than it currently does, with two weeks of classes and a week of finals after Thanksgiving
 - $N = 134$
- Understanding that ending at Thanksgiving might or might not be your preference, if the semester were to end at Thanksgiving, would you prefer to
 - Start the semester one week earlier (dropping from a 16-week semester to a 15-week semester)
 - Start the semester two weeks earlier (keeping the 16-week semester and starting in early August)
 - $n = 129$
- If the fall semester is shortened to 15 weeks, the spring semester would also be shortened to 15 weeks. If that were to happen, would it be your preference to
 - Start a week later in January
 - End a week earlier in late April
 - No preference
 - $n = 133$

- If the fall semester were to end at Thanksgiving, it would be possible to add a fall interterm in December. This would parallel summer semester, with 4-week online courses. Would you be interested in participating in a fall interterm?
 - Yes
 - Maybe
 - No
 - $n = 132$, but faculty $n = 47$ and student $n = 46$
- We want to be sure that we are considering all the things that are important to you in evaluating any possible changes to the university calendar. If there are things that you think are key to consider that haven't been asked about above, please indicate them below, even if you already communicated them in a previous meeting or survey.
 - $n = 45$

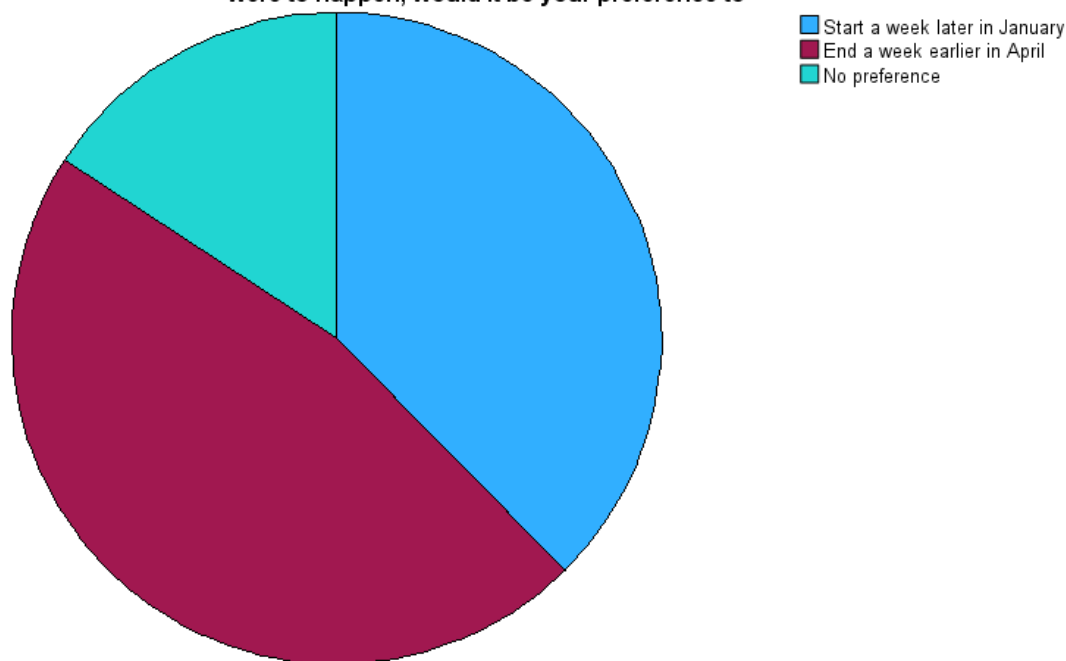
Respondents were split in their preferences for the end date of the fall semester as shown in the graph below. Slightly more participants favored a Thanksgiving end date (49%) over keeping the academic calendar as is (43%). A small minority (8%) would prefer that the semester end later. Notably these rates did not significantly differ by one's status as faculty, staff, or student, $\chi^2(4, N = 134) = 2.08, p .72$: 43% of faculty, 51% of staff, and 54% of students preferred a Thanksgiving end date.



If the semester were to end at Thanksgiving, the vast majority of respondents (70%) would prefer that the semester begin one week earlier in August. Only 26% of respondents would prefer to maintain a 16-week semester by starting two weeks earlier. Five individuals opted not to answer this question.

Responses were more varied with respect to the best way to shorten the spring semester, as shown in the graph below. One person skipped this question, but 46% would prefer to end the semester a week earlier (in late April), 37% would prefer to start a week later in January, and 16% had no preference.

If the fall semester is shortened to 15 weeks, the spring semester would also be shortened to 15 weeks. If that were to happen, would it be your preference to



Participants were also asked about their interest in a fall interterm. For this question, only faculty and student responses were considered. The breakdown of faculty and student responses did not significantly differ, $\chi^2 (2, N = 93) = 0.27, p = .87$. For faculty, 36% indicated that they would participate in a fall interterm, 30% said that they might participate, and 32% said that they would not. For students, 35% would participate in a fall interterm, 28% might, and 37% would not participate.

Summary and Next Steps

Unfortunately, there is not a consensus about the best decision for the university calendar. Although the results of the student survey administered by SGA indicated a strong preference for the semester to end at Thanksgiving, the second, university-wide survey revealed a much more split picture, with slightly more than half of students and staff and slightly less than half of faculty favoring this outcome.

From a federal student aid perspective, an accreditor perspective (i.e., Higher Learning Commission), a state authorization perspective (i.e., Higher Education Policy Commission), this decision is the GSU's to make. No other WV public university ends at Thanksgiving, but this could be either a benefit or a drawback.

There are compelling reasons to shorten the semester and end at Thanksgiving and there are compelling reasons to leave the semester as is. Perhaps the best path of action at this point is to circulate these results, encourage reading of them, and continue the conversation.

DRAFT

Appendix A: Unedited, Complete Narrative Responses to SGA Survey

It would allow students to travel where they need to be and take a much needed break for the holidays.

We need the amount of weeks for full course completion, teachers are already trying to cram enough in, but the two weeks to come back especially for me, who has to drive 4.5 hours away makes the two weeks hard to justify in my mind.

Most students are checked out by Thanksgiving Break. Its hard to get back into the mindset of school after a week off, let alone prep for tests.

I believe it is a nuisance to out of state/country students (as well as professors) that students must come back for only two weeks after Thanksgiving. Back and forth travel is a cost burden for these individuals, and is thus an inefficient way for them to properly learn. Also, attendance in classes are normally down during these times, likely due to the travel burden, so there is no point in having the 16-week period.

Don't see a point in coming back for 1-2 weeks.

With increasing climate issues and transportation issues, only having a 15 week course layout would help students greatly.

It is easier to change the way the semester is structured to be able to let our students go home and stay home during the Thanksgiving break instead having to come back for two weeks and then have to go home again.

i would like to be done by thanksgiving break.

Thanksgiving break gives us a week to dial down and get into the mindset to prepare ourselves to get ready to prepare for finals the next week rather than going from instruction right into finals.

I would like to shorten the break because I live in Wisconsin and it can get awful expensive to travel home for Thanksgiving break then all the way back for just 2 weeks and then back home. Also not mention a large portion of the students do not come back for these 2 weeks anyway due to the same reason.

I am an international student and would like to save money on travels.

I don't like coming back after Thanksgiving.

Coming back after thanksgiving feels like a waste of time, I wouldn't care if we started earlier in January because of it, I just wouldn't want to deal with that. Also, Marshall had a 14 week semester and their labs were only 2 hours, while here they are 3 now

I just feels sort of pointless to come back to school for a week and a half after Thanksgiving break if we're just going to turn right back around and go on Christmas break. It seems much more convenient to combine the two, especially for students who live far away from the school.

I feel like this is just a better option for students, giving a longer break for time to relax between semesters and then we don't have to come back after Thanksgiving just to have a week of really nothing to do then finals. I just deem it unnecessary.

I like the way it is set up now, and I feel like that would be rushing our professors even more. I also think this may make it to where students will feel rushed with assignments and overwhelmed.

I feel that finals would go better if there was no cap between instruction and finals week.

For less traveling between thanksgiving and christmas break especially for international students. Also more time to work over the break.

It would be less stressful for everyone.

I currently work during the thanksgiving and winter break to be able to afford living here on campus. With finishing the semester earlier it provides me more opportunity to work in the winter without a stop and go schedule. I can also enjoy the break without constantly studying to remember everything for finals.

It's no use in being gone for a week, being back for a week, doing finals, then leaving again. Students could actually fly home for break and be with families.

Since the amount of instruction still stays the same I don't see any downsides to this. I think it lets students and faculty be able to surely be able to spend time with their families during the holiday season.

I'm completely fine with this, the dead week after Thanksgiving break, i feel was rough on everyone!

it would be more convenient to the students who have to make traveling accommodations.

It would be easier instead of coming back from thanksgiving break a for week or two and leaving again for Christmas. People could also go see their families for BOTH holidays.

Having to come right back after Thanksgiving is honestly a tad annoying. You have to pack all the things you need for the week, have dorms checked and go back home, I live only 30 minutes away but there are many others who don't and have a long way home. All that just to come back for a week of learning then finals, just to turn around and do it all again. It would be nice to be able to just do it one time and be able to spend the holidays with family instead of going back and forth.

Shortening the semester decreases the amount of instruction time possible and also increases the workload of the student, as they now have to do the same amount of work but in a shorter timeframe.

Easier to go home for break without worrying about assignments while getting your dorm adequately prepared with our checkout lists.

To spend more time with family during the holidays! Possibly travel!

Traveling back for 2 weeks is pointless and too costly just to take the final exam

As a music major, that does not give us enough time for rehearsals. We already feel rushed as is to put on a decent concert, let alone if we shorten the semester. I cannot imagine how things would be in the music department if we did that

As an out-of-state student plane tickets are pretty pricey and leaving for thanksgiving break, coming back to campus for two weeks and leaving again is kind of difficult sometimes.

I prefer more summer instead of more winter.

I don't want to come earlier in august even if it means ending by thanksgiving. one week doesn't change a lot in my opinion.

As long as there are transportation set offered to and from the airport

People like to just not come back after break, and I'm not one of those people.

It would give me more free time before summer internships

It would be much easier for the students who have to travel home then travel back for finals. It sometimes makes students miss the holiday with family.

So we don't have to go home from Thanksgiving break and come back for a week and half then go back home for Christmas break.

Shortening the semester can be beneficial for students in many ways, especially providing college students an opportunity to reduce stress.

I work during the summer and am hoping to complete my internship as well. By shortening the summer it would give me one less week to achieve my hours. Also, I would personally rather have more summer break than winter break because there are generally more things to do. Furthermore, students who have to come to campus a week earlier in the summer would be coming back extremely early.

I work seasonal positions at a state park and the current schedule aligns with the seasonal schedule in which I can maximize my hours in order to pay tuition for the University. I also enjoy the time away from home and the extended break would not be viable for my living situation. The extended class periods would also make missing class for appointments and school events even more difficult as there would be more material to cover independently.

Going home at spring break is easy than what the calendar has us doing now. It's hard to go back and forth with both breaks.

This would be better for international students and students that live farther away.

This would be better on the students who live farther or internationally.

Having a week off before finals have a negative effect on rhythm, routine and preparation

It could interfere with internships for those in land resource because we have to have a certain amount of hours for our internships to count.

It is easier to make traveling arrangements

School is an extreme dedication but being able to have a shorter semester would provide more time in preparation for the semester.

I'm an education major. If we start classes sooner that messes up everyone residency and observation hours. It gives us less time to complete that, and messes the up the schedule compared to the k-12.

Also if we started school sooner, I would lose a lot of money that I use to pay for this school. I work student camps over the summer and most of them take place during those early weeks of August and late July.

Also I don't wanna lose a week of instruction. Even adding an "extra few minutes" cannot possibly make up a week of missing instruction.

I'm not paying the same tuition (more tuition than what I signed up for, since it's been raised MULTIPLE times since I came here) for less amount of class time.

I think this would be beneficial, it is always difficult to come back for finals when you have that week off and wind down. I think finals would go a lot better when it is fresh in our minds and knowing we have a break coming up with no return until the next semester.

It would be easier for me as an international student so I don't have to worry about doing the rest of my class online at home

I normally don't come back after thanksgiving so this would make things much simpler.

Since I'm a student from Florida to shorten the semester in the fall could save me money. Instead of coming back after Thanksgiving and then leaving again in two weeks I could just stay in Florida and come back right before the spring semester begins.

I do not want to come back early. Not only that but the first couple of weeks in August is prime fair time for many counties and the state fair which a majority of students attend and will skip classes to attend, I absolutely will. I'd rather start a bit later in August and have classes for 2 weeks after thanksgiving break instead of one. Or keep it the same if we have to start sooner, I will transfer. Glenville has more pressing issues like fixing and finishing the giant hole on the middle of this campus.

Most of my friends stay home after thanksgiving and I have to drive 4.5 hours within a short amount of time.

Longer break. Less stress to remember everything before finals

I feel like changing the length would mess with the course schedule too much.

If you shorten a semester it's only going to make the semester harder. Instead of 16 weeks and 16 chapters as most classes use that time frame it would be doing 16 chapters in 14 weeks. Even if professors adapt and change to 14 chapters in 14 weeks then that would still make things harder because you would then leave that class under prepared. Personally I believe the SGA could be focusing on more important things like the IMMENSE parking issue. Shortening a semester is trivial if a portion of students can't even get to class.

As an international student I would like to shorten the semester it makes my travels easier and cheaper, I don't have to worry about staying on campus alone through thanksgiving break. I could stay home with my family and friends for longer period of time.

No, it is important for new students to get acclimated to a regular college schedule without the course content being crammed or shortened. A longer break is not ideal for international students or students with difficult home situations.

I think that it will give more students a chance to go home and maybe make finals week not as stressful.

To me, it sounds like we would still be going the similar amount of time but taking away more from the nice, warm summertime vacation.

I like having a longer winter break

I am an online student in the Master's of Science in Criminal Justice. The classes run on an 8 week rotation. How would this impact these types of classes??

I work full time as well as attend college full time. a shorter semester would improve my school/work balance

It is difficult to keep up motivation for finals when we are only returning for 2 weeks. The travel time for this is also inconvenient for many. I don't like that this would mean going for 15 weeks straight with no break as I feel that does contribute to fall semester having significantly more burnout than spring semester where we get spring break in the middle. However, I do think that shortening fall semester is a step in the right direction. Thank you for giving the student body a voice here.

I want to be done early to have more time to work

Fuck them kids

It is more convenient and cost effective for this further away from home. Most cannot afford to catch more than one flight in the span of 1-2 weeks or make a drive. Some people even have to stay on campus for that thanksgiving break due to long trips. It's a time to be with family. It would give everyone a opportunity to save money as well as be with their families.

I would like to shorten the semester because coming back after Thanksgiving break week for finals is awkward. I would rather be able to have that entire time off and finish school for the semester before we leave for Thanksgiving break. Also, I think that shortening the semester and finishing before Thanksgiving break will allow a longer break and help those who have to travel a far distance home.

As a fall athlete, I really like coming back a week before school starts to start practicing with the team. If we push back the start date, it could interfere with the NCAA practice start up dates.

I currently attend Glenville for the MBA program. Our classes run as 2 8 week courses. The amount of work in these classes would be difficult, if they were shortened. While the Research paper based classes would be fine, shortened, I already wish they offered the Accounting Classes as the full 16 weeks, rather than cramming an entire textbook into 8 weeks. ACCT 520 needs to be looked at and discussed, to be perfectly honest. The class needs an actual video lecture at some point, and maybe hit the highlights... not learning the whole book. It's ridiculous. Sorry for the rant. Please, don't shorten the semester. Thanks!!!

Being trades related, my degree program relies on summer internships. Shortening summer break will impact land resources students' ability to gain valuable experience and required course credits toward their degrees through having a summer internship. Furthermore, shortening the semester will put additional strain on students' schedules, which would likely result in a negative impact on academic performance.

As a student a thousand miles away from home who drives back and forth, this would mean i get more time with my family and more time to go home and work.

I would like to have a longer winter break

Cramming of instruction would make finals harder.

Shortening summer would make it harder for kids that have summer jobs

Appendix B: Unedited, Complete Narrative Responses to Campus-Wide Survey

When considering a 15-week spring semester, I suggest we cut out spring break and end a week early without starting the semester early.

1) Faculty are contracted for 9 months, with the understanding that we are still under obligation during the winter break. Many faculty use the extended summer for research and to supplement their employment. Cutting the summer break by a week or two, effectively cutting into those faculty members' research, authoring, and income. Is the university administration prepared to compensate faculty by increasing salaries, if the summer is shortened?

2) If the semester ends at Thanksgiving, will fall commencement and masters hooding ceremonies be eliminated. I can't imagine either ceremony would be well-attended the Saturday before Thanksgiving, as students already struggle with attendance the Friday before that holiday. If those ceremonies are held, but after Thanksgiving, it would be pointless to change the schedule if faculty still have to return after the holiday break the Saturday after Thanksgiving. Again, it also will likely have a poor turnout for family and students.

3) I have had so few students who opted to leave and not return after the Thanksgiving break, that I REALLY struggle to understand why we are looking at altering our academic schedule. There is a viable avenue for students to get a proper request through administration to not return due to hardships. It seems we could tighten policies to not reward or romanticize the possibility of not finishing classes.

Aramark contract, housing of students in season, student teachers, the retention from fall to spring, and recruitment should all be spoken to.

Are we making drastic decisions based on a small percentage of the student population. Please consider more time away between Fall and Spring, students may lose momentum and not return in the Spring.

Athletic budgets and schedules need to be taken into consideration as these will be impacted with any of the changes above.

Data presented is based on 81 students and then on 56 students. Is this a true cross section of our GSU students? Were they mostly juniors or above? Were they more of one major than another? Were they all passing students?

Education students have to pass a standardized test in order to be certified. Shortening the term to 15 is not in their best interest to gain knowledge required to pass.

Shortening the term will give less time for students to complete field hours in many education courses. The field hours are required by the WVDE for licensure.

Starting two weeks early would lead to less time for students to complete field hours, required by the WVDE in many of our EDUC courses, as many county schools systems are not open or it is the first week of classes.

Many students use Thanksgiving break as a time to "catch up" on assignments, study for finals, and complete large end of the semester projects/assignments.

We were not provided data on the 40 students that did not come back after Thanksgiving break? Were they failing before break?

If we are ahead of other state colleges/universities with enrollment why are we changing for 40 students?

J term was not successful in the past. Some students found jobs and did not return to school over a large break.

No other IHE has such an academic calendar and being different is not necessarily being better.

Shortening summer break means shortening student working in their community to pay our bills.

The same material to process in a shorter amount of weeks may negatively affect student with accommodations.

Education students, year-long residents, are required by the WVDE to be in the public school classroom for 14 weeks of 5-days a week in Residency II. Starting earlier in August doesn't help since public schools are generally not in session until Mid August. In short the education faculty will still be required to work after Thanksgiving break.

Education Residency II students, living on campus, will need housing and meals after Thanksgiving as they are required to teach.

Dual enrollment students and their beginning and ending dates are off now as it is. Will this change negatively impact any partnerships, online coursework, etc.?

This could increase the cost of childcare for staff and faculty. Is that something that has been considered?

Ending before Thanksgiving is not a good idea because students need that week to debrief and clear minds before finals. In my personal experience, being myself and with students, if we jump from instruction to finals without a break students won't do as well on their exams because they're full of too much information for them to handle and don't have that period of debriefment.

Has there been a discussion of how this would impact faculty contracts? This seems to move us closer to 10 months rather than 9.

Have we explored what this would do to external groups like the prisons and RIZE courses.

I believe that changing the calendar is not a good idea. I realize that faculty are saying students don't return after Thanksgiving break...but why is that? Are faculty holding students to account throughout the term? Are they laying out clear expectations for the students when it comes to attendance and class time? Are the faculty members themselves having consistent class meetings and office hours to support students? It sounds to me like we need to change the culture.

Making these changes will continue the watering down of the education that we are supposed to be providing to students - and it will further signal to faculty that we are ok with them doing less.

Additionally, these potential changes will impact all students, but what specifically of student athletes? I doubt the MEC will care that we've changed our calendar when all other schools in the league remain basically the same. Those athletes who have to stay on campus following the end of our newly-shortened semester because they still have active practices or competition schedules will still have to be housed, fed, and have their other student needs met. How would something like this affect their housing bill, meal plan, etc. in comparison to other students who will already be gone?

Before making this drastic change (one that we would likely never be able to reverse) I suggest looking at other solutions. If there are myths about "dead week," dispel them. Make faculty hold their classes when scheduled and not give final exams before break (this is something that has been occurring, especially since COVID). If students don't return after Thanksgiving break, have them expunged from the class for excessive absences - it will only take a few times of doing this

before a clear message is sent to the entire student body that GSU takes attendance (and providing a real education) seriously.

And please don't suggest that "adding five minutes to a class" is going to "recapture" eliminated instructional time. I do not seriously believe that would ever happen.

I believe that there are significant advantages to changing the calendar. While starting one week earlier may not be ideal, the ability to have a longer break and avoid any concerns with thanksgiving travel. The longer break in January would assist in multiple areas for the university as a whole. The ability to recruit mid-year students and offer an intercession semester would be very beneficial.

I do not completely understand why travel and cost of travel is an issue for students. They have semester calendars well ahead of the end of the semester. They have dates for finals listed in their syllabi (first day of classes). Plane/bus/train tickets could be purchased earlier for cheaper prices. Driving (by car) may be a more complicated issue though.

If we must change, starting earlier in August and/or a 15-week semester makes the most sense.

I do not think that adding 5 minutes to each scheduled class time would make much of a difference and it would be much harder on staff to handle schedule changes.

I don't find this beneficial. It seems we will be going the same amount only now it will take away from our summer.

I have reservations of starting the semester one- and two-week early but can support these changes if adequate data supports this change.

1. Starting one week early and decreases the semester to 15-week which will presumably result in increasing the class time by 5 minutes per day. While the clock hours may agree, I have experiences this format and 5 extra minutes a day doesn't compensate for losing a week. The increase in class time also decreases the available class times which will increase course conflicts. As most upper-level course only have one section, this could prevent a student from graduating on time or the faculty having to make accommodations. Seeing student data preferring a shorter semester does not surprise me and I anticipate that an even greater percentage would support a ten-week semester.

2. Starting two weeks early avoids the concerns in 1 as the semester length and class periods remain the same. However, will starting two weeks early hurt student enrollment? GSU will be starting much earlier than the other institutions in WV. Many students work summer jobs to help support college and would have to end work sooner. Starting two weeks early could also be problematic for several internships and practicum experiences. If the university compiles student data with the far majority of students showing support, then I could support this option assuming that this data is from the majority of our full-time students. I am uncomfortable extrapolating the data from small percentage of the student population.

I just want to add that I and MANY others could benefit from a Winter Term of courses, so I'm perfectly fine with doing whatever it would take to make this happen because I'm currently in the midst of trying to complete my internship earlier than anticipated within the Criminal Justice Program so that I can get into the field a lot sooner, so this would be great!

I like the idea of ending at Thanksgiving and offering a fall interterm option for students. The fall interterm timeframe may also allow programs to offer international (or domestic) travel/learning experiences which may be difficult to coordinate during the traditional semesters.

I think shortening to 15 weeks is so inconsiderate of our professors and students especially education students. This is giving us less time for observations and student teaching. Also for students that live in campus housing you will still be charging the same amount even though students will not be staying in the dorms as long. This is going to stress students and staff and with everything else on this campus being poor quality we do not need to make our students and staffs quality of life poor as well.

I think that it is important to consider anyone who is doing residency or internships. Also, education majors. It will give us less time to get observation hours done. A lot of juniors have anywhere from 50-80 hours in their last semester before residency or internships. It shortens our time in the schools. It is difficult as it is for those of us who work on top of having a full course load to get all of our hours done in the spring semester where there is K-12 testing. On top of the that, we don't get our placement cards til week 5 or 6 for 40 hour placements, let alone any other placement that we may have. So, shortening the semester really messes up education majors. I can't speak for the other students but as someone who works in the education department as a student worker, I know how it will affect the other students because they come in and tell me their problems and concerns. I know the process of each semester for education majors and how certain things will affect it positively and negatively and in my opinion, this will affect it greatly negatively.

I think that starting the fall semester earlier is extremely disrespectful to the students calendars. I currently work two jobs on campus as well as an additional third job off campus to pay for schooling. Majority of my money is earned working band camps for local school systems in the summertime. By starting any earlier than we already do you would be robbing me and countless other students the time to work and pay for the semester. Not to mention that working band camps in the summer gives me amazing hands on work opportunity within my specific career field (music education). I am on countless scholarships and still depend on my working hours in the summer in order to pay for each semester. In addition to starting earlier you would want to cut the semesters shorter from 16 weeks to 15 weeks????? Are you aware that all education majors across campus are required to observe several hours each semester in real classrooms? Last semester I had to observe 20 hours on top of my 18 credit hour course load. By shortening the semester even by a week you would actively be making it harder for any education major to fulfill their course requirements. Honestly this survey is a massive slap in the face. Several students have come forward openly opposing this change, however it seems as though the university has made up its mind. The current calendar used by Glenville State University is completely fine and should be left alone. I would also really like to speak about this in person with whoever is spearheading this movement to "improve" the calendar so that my concerns as a student may be heard. You can contact me via email at xxx@gsu.glenville.edu.

I think this survey could be more simple, the language is wordy and hard to read. There could also be an option of "Keep things the way they currently are" in order to not skew the data and in order to confuse the students less.

I want us to be student-centered. In that regard, I am willing to do whatever is needed to accommodate the needs of our students. I think we need to make this decision with regard to what is best for students, and not so much on what our personal preferences are.

I wanted to address a few concerns regarding the proposed changes to the semester structure. It appears that the first three questions on the document are structured in a way that offers "none of the above" as an option. These questions seem designed to guide selections toward a particular

outcome by limiting choices. My understanding is that this adjustment is being proposed to accommodate a small number of students--less than 30.

This leads me to wonder what precedent this sets. If, for example, the entire business department's student body were to collectively request an extension of spring break from one week to two, how would the administration justify denying that request? Consistency in decision-making is critical to maintaining fairness and integrity across all departments and student groups.

Additionally, shifting to a 15-week semester inevitably means that either a full week of education is lost or content will need to be compressed into fewer modules. Many students already struggle to meet deadlines, and this change could exacerbate those challenges. For faculty, this shift would necessitate course restructuring without any additional compensation—a significant concern that should not be overlooked.

To ensure transparency and provide a platform for open dialogue, I believe this proposal should be presented in person to all faculty members. This approach would not only foster a more inclusive discussion but also allow everyone to voice their concerns, particularly in conjunction with the broader restructuring of the University.

I will adjust myself if the change is necessary to improve the attendance rates. However, it's important that students will stick to current academic calendars and then try to schedule their personal plans. I used to be an international student so many years ago and always checked the beginning/ending dates of the semesters before reserving flight tickets. I didn't think about asking University permission to let me go back to my hometown early to celebrate holidays. I believe it's important for faculties discuss about priorities with students.

I work during the summer and will also be doing my internship as well. I depend on my job to pay for college and cutting even a week or two weeks out of my hours would jeopardize my ability to attend college. Moreover, I plan on working my internship hours on weeknights and weekends. Cutting one or two weeks out of the available summer time will also jeopardize if I can work all of my internship hours.

If we back up too far in August do we put students at a disadvantage with regard to summer employment? If I'm hiring students for the summer employment and I have one that can stay until August 15th or so and the other has to leave on like August 3rd, that could be a deciding factor in who I hire.

If you do this you are screwing over every single education major on this campus, and every single student that relies on summer jobs to pay for tuition.

I'm not a faculty member, so I'm sure they can answer this better than I can, but my immediate concern with just adding 5 minutes to each class when moving from a 16-week to 15-week semester is this: will it matter? If a professor is teaching 32 to 48 classes a semester and that gets reduced to 30 to 45, are they really going to stuff content from those extra 2 or 3 days into an extra 5 minutes of class spread over the semester? I feel like those days will ultimately just be lost in many cases.

I'm opposed to shortening the semester because our students, so many of whom are already struggling academically, will lose a significant amount of instruction.

I'm sure this survey is just a formality and this will happen regardless of answers given, because this is what all the faculty want. As a staff member, my opinion doesn't really matter; I have to be here all year anyway. But I hear students walk by, and hear student workers say that professors

don't give them any work beyond Thanksgiving anyway, so they may as well be off, though I think it's a bad idea. Some professors already aren't giving finals, or they have their students write a paper, or just answer some minor question (even personal questions like, "tell me your favorite color and that's your final!") and that's all they do. This will serve to make our faculty lazier and more careless than they already are, and make our students less prepared for the real world.

In a perfect world, the current structure could be abided by. However, there has been little accountability from our faculty and students regarding this matter throughout several administrations here. Many reasons for all this are given, but I personally see a lot of personal responsibility being neglected for efficiency and making people happy instead of creating productive, engaged, and responsible citizens. Learning objectives should override operational objectives, but this is an opinion that is not shared much in today's higher education climate. Regardless of the decisions made, we should probably get better at reprimanding folks who do not abide by the rules that govern the academic calendar of the institution such as having actual final exams and holding enough qualified course hours during our designated semesters. I also worry about a Winter term effecting the integrity of our operations because it could result in the development of courses without enough rigor because of the Christmas Holiday and shortened time-frame.

In my opinion, I think that shorting the semesters will uphold regular comings and goings of many students. It would disrupt so much of the academic calendar and for something that only benefits some students, and I just don't believe it worth it. Also, not giving an option to disagree with some of these questions seems biased, it's giving a false positive towards something that some people may not be with.

In your survey, you fail to give the option for students, staff, and faculty to give the opinion to disregard this idea entirely. Your data is going to show that all students are in agreement with this plan in some capacity, but that is a lie. I completely disagree with this idea on all terms. I am going to be doing an internship that requires me to work six days a week up until the start date of school. Then, my internship will transfer to weekends up until the end of September. This internship was shown to me through GSU student activities. If you were to change the beginning or end date, this would mess with agreed-upon end and start dates between students and their internship supervisors. The changes are going to deeply upset the decided-upon calendars and end/start dates of internships on campus and thus make it ten times more difficult for students who have a required internship for their degree. I believe it is in your best interest to realize that making internships valuable experiences for students about to enter the workforce and then making the time frame in which you can complete said internship harder is making the lives of students even more difficult.

It is a bad precedent to change the calendar for a few students, or for a small percentage of irresponsible students. The student responses don't jive with what a student who tabulated their results said.

Mostly, I say cut the semester short because SO many of my students simply don't come back after Thanksgiving. Even though many of my classes are online, students are traveling or staying with relatives and have a million excuses for not being able to do their exams during exam week; they want to do their exams early, before Thanksgiving break, when they are still on campus. Or because they don't return to campus, they don't have access to the Academic Success Center or the library, so they don't get the help they need for final exams. Also, cutting the semester short

and adding a J-term would give failing students a chance to bring up their GPA before the spring semester starts or fill in gaps when they need to drop a class in fall.

Moving to ending the Fall semester could be a recruitment tool. The majority of students do not think it makes sense to have to return for one week of classes and one week of finals. If GSU does implement ending at Thanksgiving, their siblings and friends will be jealous that GSU students do not have to return to school after Thanksgiving.

Some students who are aware that many international students are already ending their semester at Thanksgiving. And, many of our students who are from the USA are not getting an equivalent opportunity. This is creating an unnecessary schism among our students.

Starting and ending a week later than in previous semesters would be largely beneficial to our dual enrollment/dual credit students attending our partnering high schools as many K-12 schools start and end a week later than the current GSU calendar. Many students taking online GSU courses for dual enrollment/credit depend on the school issued computers to complete assignments. When school issued computers are not distributed until the high school year begins, this caused students to fall behind at no fault of their own.

Starting the Fall semester earlier in August will mean that many internships and research opportunities will be unavailable to our students because of their end date in August. Ending earlier in the Spring will not help with this as these internships/research experiences have dates that run from late May/early June into August.

A 15-week semester will make it more difficult to adequately deliver course material. (I know some places to it; that does not make it easy or not mean that some content and skills will be dropped).

Suggest more scientific and accurate polling and surveying of constituent groups for this and all proposed university changes -and to provide greater veracity in public data reporting.

Given the negative impacts of previous university-wide restructuring on policies, processes, functioning, and retention of staff and faculty at GSU, suggesting no changes until clear and concise reasons can be provided for the purpose and consequences of proposed changes.

The allowance for an added fall inter-term could be beneficial to both the students and institution. A good portion of students do leave for Thanksgiving break, and just don't return after, taking finals online when possible, so moving the calendar can allow for us to avoid this, while also making it easier for the students to go home for break. Thank you for the opportunity to provide input on this.

The possible answers on this survey do not allow for participants to say they do not agree with any of the options provided, which will skew any automatic charts generated from this data. While many students expressed interest in a shorter semester, there are niches of students that have expressed extreme concern with such a change. Nursing students expressed that they would feel rushed, especially as our semester does not completely align with Marshall's as is. Criminal Justice students, who have been seeing increased amounts of half semester courses, are concerned that they will be rushed even more than before through such courses and that their learning will be inhibited. Students in a degree program that requires internships are concerned that if the semester starts earlier in the summer then their ability to complete their internship may be hindered or rushed.

Please consider each degree field in depth before making such a significant change. While an adjustment may work, it is important to be aware of each consequence of such a change.

Thank you.

These are the concerns that the Education Department shared with faculty senate.

1. Less time for students to complete field hours as required by the West Virginia Department of Education for licensure.
2. Cause scheduling issues for interns and residents
3. Impact on 8 week graduate courses. Would they be lessened to 6-7 weeks?
4. Many students use Thanksgiving break as a time to ""catch up"" on assignments, study for finals, and complete large end of the semester projects/assignments.
5. What is the data on the 40 students that didn't come back after Thanksgiving break? Did they return for the spring semester? Were they failing before break?
6. ""J term"" was not successful in the past; some students found jobs and didn't return to school.
7. What are faculty expectations between semesters?
8. How would this impact contracts?
9. What other options are available instead of changing the calendar? No other IHE has such an academic calendar in WV.
10. Who does this benefit?
11. The same material to process in a shorter amount of weeks may negatively affect students with accommodations.
12. Our year-long residents are required to be in the public school classroom for 14 weeks of 5 days a week in Residency II. Starting earlier in August doesn't really help since public school generally isn't in session until mid- August.

This change, ending at Thanksgiving would severely limit the availability of quality programming at the height of concert season, also, putting us at a disadvantage with other music programs that have touring groups available to recruit during this time of year.

This is a very good, pro-active and realistic approach; love the quality of your survey questions. Thank you!

This is when Fine Arts is doing their most work. Christmas concert, Choir Concert, Senior Recitals, Honor Band etc. This is a non-starter for us. Absolutely not. This will be met with an aggressive NO.

This plan is not very good, and it messes up with education majors because we do student teaching and starting a week earlier will mess us up and disturb everything. I think that we should keep it the same and not disturb what we have and mess it up. Personally, I think this is the worse idea I have ever heard.

Top reasons to keep the fall semester schedule as is and not end the semester at Thanksgiving Break:

- We don't want to start a week earlier than other colleges because this will shorten our recruiting by one week. We started a week earlier one year way back in 2016/2017/2018 and our enrollment went down. Someone pointed out that we lost a week of being able to enroll students
- Starting a week or two earlier is going to require lengthening faculty contracts and that will cost money.
- Students need all summer to earn money for college. Many internships run from May 15th to August 15th. Students may lose out on opportunities if they can't commit to working in August.

- There are not many job/internship opportunities in winter.
- We should not base our academic calendar around students who are not attending class/finals. We would be rewarding students for not coming to class.
- Young faculty with children will have a problem obtaining child care for another week
- What are faculty going to do for 6 weeks in winter? 60% of our job is teaching.
- Staff may become more disgruntled due to perceived unfairness of faculty not being here for 6 weeks yet still being paid.
- Decreasing the semester by a week will reduce student knowledge, skills and abilities. It will decrease our academic rigor. Manchin talks about increasing academic quality not reducing it.
- Some conferences and meetings occur right before the semester starts in the fall.
- Reducing the semester length would put us at risk of breaking the federal rules on academic year (30 weeks) and the clock hour requirement.

Hypothetical future scenario: Somewhere down the road when money gets tight someone will look at the 6 week break between fall and spring semesters and ask why are we paying for faculty to sit at home. Future administrators could then say we are not going to pay you for this 6 weeks and we will be offered a 15 week contract in fall and a 15 week contract in spring. Right now we get paid for 39 weeks. (9 months contract = $75\% \times 52 \text{ weeks/year} = 39$)

If we only got paid for 30 weeks our salary would likely go down by 23%. ($9/39$)

I doubt any faculty member can afford this type of salary reduction.

While this is purely hypothetical and speculative, it is not out of the realm of possibilities.

What would concern me is that I am required to have so many hours for an internship. I want to make sure that I will be able to complete the full required hours before having to return.

While not returning after thanksgiving break would be beneficial in that there wouldn't be issues with students not wanting to return to campus, I don't like the idea of starting in early August and I think there are many classes (mine included) that would struggle with losing a week of instruction.

Business & Finance

Board of Governors Committee Meeting

September 10th, 2025

GLENVILLE STATE UNIVERSITY



Accounts Receivable Aging

Accounts Receivable Update 8/19/2025

	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 8/19	\$ 360,539	\$ 87,845	\$ 5,838	\$ 132,085	\$137,552	\$ 12,509	\$ 148,694	\$ 78,222	\$ 14,582	\$ 345,654	\$ 223,486	\$ 456,798	\$ 311,645	\$ 2,315,449
Prior Report 6/16	\$ 361,767	\$ 87,845	\$ 5,838	\$ 132,085	\$137,589	\$ 12,509	\$ 149,292	\$ 81,139	\$ 16,230	\$ 351,730	\$ 227,813	\$ 507,480	\$ 426,971	\$ 2,498,288
Prior Report 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
Prior Report 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)	\$ (1,228)	\$ -	\$ -	\$ -	\$ (37)	\$ -	\$ (598)	\$ (2,917)	\$ (1,648)	\$ (6,076)	\$ (4,327)	\$ (50,682)	\$ (115,326)	\$ (182,839)
Total Reduction in AR Prior Semesters (Since Last Report)														

	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
Total Reduction Since June 2023 Report	\$ (25,158)	\$ (5,696)	\$ (500)	\$ (14,914)	\$ (9,679)	\$ (807)	\$ (70,806)	\$ (105,513)	\$ (303,971)	\$ (3,841,586)	\$ (449,514)	\$ (2,350,202)	\$ (2,316,022)	\$ (7,178,345)



Cashflow Report

Glenville State University								
Cashflow Projection FY 2025								
		Actual	Actual	Actual	Actual	Projected	Projected	Projected
	Oasis	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25
FY 2025 Deposits (for reference only)		\$ 552,994	\$ 329,503	\$ 1,408,270	\$ 460,659	\$ 2,217,507	\$ 1,847,999	\$ 1,829,526
Beginning Cash	Fund #	\$ 3,744,716	\$ 3,885,032	\$ 1,206,310	\$ 755,197	\$ 1,575,287	\$ 4,917,074	\$ 4,538,114
Debt service & Capital Assessments		203,825	203,825	360,499	203,592	203,592	228,592	203,592
FY 2025 Nursing Grant Expenditures (\$773,000)		-	-	-	-	150,000	75,000	125,000
Deferred Maintenance Expenditures		266,124	85,701	3,837	58,455	180,000	1,000,000	75,000
Health/Wellness Grant		-	1,362,487	500,670	344,581	2,200,000	1,000,000	850,000
Cash used		2,253,869	5,412,490	2,633,550	3,220,303	4,951,059	4,821,059	3,831,559
Ending Cash		\$ 3,885,032	\$ 1,206,310	\$ 755,197	\$ 1,575,287	\$ 4,917,074	\$ 4,538,114	\$ 5,557,181
Remaining State Funds Included in Bal.		\$ 970,374	\$ 95,223	\$ -	\$ 1,897,963	\$ 1,897,963	\$ 2,097,963	\$ 2,097,963
Remaining HEPC Ed Grant in Bal.		\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571	\$ 404,571
Remaining Health/Wellness Grant in Bal.		\$ -	\$ (537,487)	\$ -	\$ (344,581)	\$ 1,655,419	\$ 1,155,419	\$ 1,155,419
Remaining FY 2024 Nursing Grant in Bal.		\$ -	\$ -	\$ 777,950	\$ 777,950	\$ 627,950	\$ 552,950	\$ 427,950
Remaining Deferred Maintenance in Bal.		\$ (1,324,379)	\$ (822,579)	\$ (826,416)	\$ (884,871)	\$ (314,871)	\$ (1,314,871)	\$ 110,129
Remaining Balance of unrestricted funds		\$ 3,825,436	\$ 2,057,553	\$ 399,092	\$ (275,746)	\$ 646,041	\$ 1,642,081	\$ 1,361,148

Factors Impacting Cash Flow:

- Delays in reimbursement for deferred maintenance projects.
- Administrative challenges within the grant office, including untimely completion of drawdowns.
- Outstanding grant reimbursement totaling **\$314,000**, which has been due to the institution since **March**.



FY25 AUDIT UPDATE

- **Financial Audit**
 - **Ongoing – ahead of schedule**
- **Singal Audit**
 - **Ongoing**
 - **GLBA an issue**
 - **IT Restructure**



State Appropriation

- **The state has requested 2% reduction in appropriation for FY27:**
 - The funding formula is believed to be taken into consideration by the Governor moving forward.

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



Fall 25 Enrollment (As of 9/3/2025)

RESIDENTIAL STUDENTS

FULL-TIME IN-STATE RESIDENTIAL FALL 24=402	PART-TIME IN-STATE RESIDENTIAL FALL 24=8
381	3
FULL-TIME OUT OF STATE RESIDENTIAL FALL 24=149	PART-TIME OUT OF STATE RESIDENTIAL FALL 24=5
146	5
FULL-TIME INTERNATIONAL RESIDENTIAL FALL 24=41	PART-TIME INTERNATIONAL RESIDENTIAL FALL 24=3
38	3

COMMUTER STUDENTS

FULL-TIME IN-STATE COMMUTER FALL 24=188	PART-TIME IN-STATE COMMUTER FALL 24=26
152	21
FULL-TIME OUT OF-STATE COMMUTER FALL 24=30	PART-TIME OUT OF-STATE COMMUTER FALL 24=2
25	(Blank)
FULL-TIME INTERNATIONAL COMMUTER FALL 24=5	FULL-TIME INTERNATIONAL COMMUTER FALL 24=3
11	1

OFF CAMPUS PROGRAMS

FULL-TIME ONLINE FALL 24=77
62
PART-TIME ONLINE FALL 24=38
38
GRADUATE - MA FALL 24=25
18
GRADUATE - MBA FALL 24=41
47
GRADUATE - MS FALL 24=5
7
HIGH SCHOOL FALL 24=590
531
CORRECTIONS FALL 24=138
139

TOTAL STUDENTS FALL 24=1772

1635
TOTAL FULL-TIME FALL 24=996
912
TOTAL PART-TIME FALL 24=195
184

NOTE: Total Full and Part-Time above excludes Graduate AND HS other than dual Pathway.

TOTAL ONLINE FALL 24=182	TOTAL GRADUATE FALL 24=71
179	72
FULL-TIME GRADUATE FALL 24=51	
59	
PART-TIME GRADUATE FALL 24=20	
13	

As a result of how Banner operates, all on-campus students are categorized as commuters until the required system process takes place near the beginning of the semester.



Year of Savings Update (FY25 Budget Update)

- **Look at base student costs – adjustments**
 - **Refunds**
 - **Waivers**
 - **Full ride waivers and base expenses**
 - **\$250,000 a year**
 - **Working with Athletics**



FY26 the Year of Growth

- **Positions for year of growth underway**
 - **Some combined to create cost savings.**



FY27 and Beyond Tuition and Fees

- **BOG in cooperation with administration need to develop a tuition and fees plan for FY27 and beyond.**



Deferred Maintenance

- **DM Funding**
 - **Delays**
 - **Continuing Projects**



Housing

Campus Housing (roofing, painting, flooring, and other improvements)



AB Building

- **AB Building**
 - **New faculty desks and chairs (Some still being shipped)**
 - **Fixed extensive water damage**
 - **Paint throughout hallways and classrooms**
 - **Fixing stained floors and ceiling tiles (ordering composite tiles that are waterproof)**
 - **Gutters, Etc.**



UPDATES

- **PAY ANALYSIS ONGOING (WAGE COMPRESSION)**
- **CAMPUS BEAUTIFICATION**

Submitted by: *Jesse Skiles – Director of Athletics*

Athletic Enrollment Numbers

- Demographic Breakdown - Data relating to in-state, out-of-state, and international tallies on our rosters. Plus, the number of on-campus students. This will be provided via PowerPoint.
- Number of New Students - An analysis of true freshmen and transfers.

Fall Sports Update

- Current Team Results - Action already completed by both cross country teams, both golf teams, football, soccer, and volleyball.
- Upcoming Schedules - Dates for the upcoming Fall Sport events.

Important Upcoming Events

- Derby Date - Currently being discussed. We are looking at some late October dates.
- Hall of Fame - With no on-campus home games, current plans are to select the 2025 this Fall and Honor them in conjunction with Winter Homecoming. This is also the case with the Montrose and Williams awards.
- Kids Day - Kids' Day is set for November 21, the last day before Thanksgiving Break.

Championship Schedule

- Championship Dates - The full MEC Championship Schedule will be presented via Power Point.

Recruitment & Revenue Plans

- There will be a greater department emphasis on Transfer Portal Education and oversight. There will also be a greater emphasis on external affairs including more youth engagement and events, and a strong relationship with Gilmer County High School to jointly host more events bringing high school students from across the state to our facilities.

NCAA Updates

- The 2026 Convention is set for Washington D.C. in January. The legislation proposed to potentially go to five years of eligibility for college athletes is on the table.