



GLENVILLE
STATE UNIVERSITY

AGENDA
Glenville State University
Board of Governors

October 23, 2025
9:30 a.m.

Via ZOOM

**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=d29TWjNlZmx1S0FYenhzcjJ1MzJCQT09>

Meeting ID: 389 675 8045

Passcode: GSU

or

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

Meeting ID: 389 675 8045

Passcode: 551330

Schedule

Wednesday, 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

October 23, 2025

Via ZOOM

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 September 10, 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. **Intent to Plan for Master's in Psychology** (*Action Item*)
 - C. **Tuition & Fees Forecasting** (*Discussion Item*)
9. Announcements
10. Adjournment

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

Report for Board of Governors

- Upcoming Events
 - Homecoming activities
 - Alumni & Friend Gatherings at “Home Away From Home” Games
 - Nicholas County High School *Homecoming* (10/18/25)
 - Parkersburg South High School (11/8/25)
- Recent Events
 - “Home Away From Home” games and alumni “pregame” gatherings at Herbert Hoover High School (8/30/25); Roane County High School (9/27/25); and Robert C. Byrd High School (10/4/25)
- Special WV License Plate
 - Awaiting approval from the WV Division of Motor Vehicles to begin collecting interest in orders for a Glenville State University “special plate.” Once approved, GSU will have six months to secure 100 preorders of the special license plates before the DMV will begin designing them. From initial conversations with various alumni, we feel confident that we can meet that preorder threshold.
- Alumni Oral History Project
 - Although the actual oral history book portion of the Alumni Oral History Project still has no projected print date, the apparel items have begun to ship out to those who had ordered items. We continue to share what updates we have with alumni via the Pioneer Update newsletter. PCI has assured us that they will ship the publication upon printing.
- Friendly reminder that the deadline to nominate individuals for GSU Alumni Awards is December 31. Board members are encouraged to submit nominations so we may recognize our noteworthy alumni.

Submitted by: *Schuyler Chapman, President*

Report for Board of Governors

- Conducted University Leadership Council (ULC) Election
 - Seated Drs. Bob Hutton and Sara Sawyer.
- Faculty Marshal Guidelines recommended and signed
- Academic Policy By-Laws Update recommended
- Began participating in an overload pay taskforce
- Online Committee By-Laws Update recommended and forwarded to ULC
 - The committee updated its membership requirements.
- Transfer Credit Policy recommended and forwarded to ULC
- Veteran Affairs Policy recommended and forwarded to ULC
 - Both policies updated to reflect clarifications about what prior learning credit the University accepts.
- Will have participated in institutional taskforce related to salary inversion and compression
 - Meeting scheduled for 10/14
- The Senate also has several agenda items scheduled for its 10/14 meeting which may or may not be resolved at that meeting.

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

Staff Council is currently holding a special election to fill the position vacated by Cody Moore. In addition, the Council has formed several subcommittees to address key initiatives:

1. Pay Scale Committee

The Pay Scale Committee recently conducted a staff-wide survey to gather input and help guide their work. This feedback will assist the committee in effectively meeting its goals. This committee was formed by the request of Ann Green.

2. Handbook Committee

The Handbook Committee meets weekly and is in the process of reviewing and updating the Staff Handbook. As the handbook had not been revised in several years, many updates are needed to reflect changes that have taken place at the institution.

3. Halloween Committee

The Halloween Committee is meeting as needed to plan seasonal events. Three activities have been scheduled for Halloween Week:

- **Thursday, October 30:** An Apple Cider/ Donut Social will begin around 11:00 a.m. Special thanks to Dave Hutchinson for generously funding this event. All faculty, staff, and students are invited to attend.
- **Friday, October 31 (Halloween):**
 - **Trick-or-Treat at the Amphitheater:** Faculty and staff are invited to set up tables for a student trick-or-treat event. Eight departments/offices have already signed up to participate. This even will begin around 11:00am.
 - **Costume Contest:** Staff Council is partnering with the Library to expand the Halloween Costume Contest to include both faculty and staff.

It was the goal of Staff to create activities that would be inclusive and welcoming to faculty, students, and staff.



APPLE CIDER AND DONUT SOCIAL

Thursday, Oct. 30th

11:00 am-1:00 pm

Location: Clark Hall Lawn

“TRICK OR TREAT, COME TAKE A SEAT,
GHOULISH FRIENDS AND DEVILISH SWEETS!”

For more information please reach
out to rachel.clutter@glenville.edu



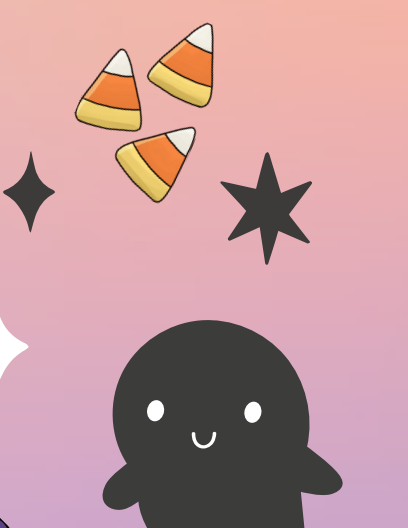


TRICK OR TREAT

On Campus



OCTOBER 31ST
11:00 AM - 1:00 PM
TABLES SPONSORED BY
GSU DEPARTMENTS
Clark Hall Lawn





WE'RE DYING TO SEE YOU

COSTUME CONTEST

31
OCT

JUDGING AT 3:30 PM

HOSTED IN
CONJUNCTION WITH
THE LIBRARY'S
FESTIVITIES

FUN PRIZES WILL BE AWARDED TO BEST COSTUME

Submitted by: *Graylin Floyd, President*

Report for Board of Governors

- SGA Appointments as of 10/14/25
 - We have appointed 9 new members since the BOG September meeting.
 - We have 36/39 positions filled.
 - 2 positions are pending, bringing filled positions to 38/39 on 10/23/25.
- Committee Appointments
 - All committee appointments have been filled.
- Passed Bills
 - AB-02-26 : ***Canva Bill*** - \$130
 - AB-03-26 : ***Casino Night Catering Budget*** - \$1,618.47
- Passed Organizations – Ensure they have fulfilled basic requirements to be recognized as a GSU organization.
 - Turning Point USA
 - Rooted in Him
 - Pending: WV AWWA
- Initiatives
 - Opening Library 24/7
 - Survey has 161 participants.
 - **There is overwhelming support for extending the library's hours.**
 - ****Library Hours Preference – Analytical Summary of Student Survey***
 - Extending Aramark POD (Provisions on Demand) locations to Goodwin Hall, Pioneer Village, and the WACO Center.
 - **Survey has 95 respondents**
 - **98% of students voted yes**
 - **0% of students voted no**
 - **2% voted other**
 - Pet Waste Stations
 - They have been placed.
- Homecoming
 - ****Homecoming 2025: Schedule of Events***
 - Stop the Stigma Walk had 160 participants
 - SGA will be helping with the following events:
 - Coronation, Carnival, and Bonfire
 - Chili Cookoff
 - Amphitheater Opening
 - Casino Night
 - We will be providing food.
 - Pep Rally/Spirit Walk

Monday, October 13

Spirit Week Theme: America Day

11:00 AM-1:00 PM | Rusty Musket
★ **MAKE YOUR OWN REED DIFFUSER**

6:00 PM | Clark Hall Lawn to the Waco Center
STOP THE STIGMA WALK/RUN

Annual walk/run sponsored by the GSU Counseling Center for Mental Health Awareness Month. Free t-shirt provided if you pre-register.

7:00 PM | Outside Waco Center
CARNIVAL, BONFIRE, AND CORONATION

Join us as President Mandhin crowns the 2025 Homecoming Royalty and stay for the carnival games, free concessions, and a bonfire sponsored by the Forestry Club to kick off Homecoming Week! Music provided by Casey Minor and Landon Frey.

Tuesday, October 14

Spirit Week Theme: Denim Day

11:00 AM-2:00 PM | Clark Hall Lawn
★ **TIE DYE T-SHIRTS**

7:00 PM | Fine Arts Center Auditorium
MUSIC FEST

This annual concert is always a fan-favorite and features performances by several GSU ensembles, including: Concert Choir, Trumpet Ensemble, Jazz Band, Percussion Ensemble, Chamber Singers, Brass Ensemble, Saxophone Choir, Drumline, and the Pioneer Marching Band. Admission by donation.

8:00 PM | Rusty Musket
★ **TRIVIA GAME SHOW WITH DIRTY SODAS**

Join the Office of Student Life for this always-popular trivia game show with dirty sodas provided by Asiamark.

Wednesday, October 15

Spirit Week Theme: Pioneer Gear Day

All Day | Around Campus
★ **PHOTO SCAVENGER HUNT**

Watch your GSU email for details and instructions as October 15 nears.

11:00 AM-1:00 PM | eSports Arena
★ **MONSTER ENERGY EVENT**

Stop by the Pioneer eSports Arena to play video games and sample new Monster Energy flavors. Giveaways will be provided by Monster Energy.

5:00 PM | Clark Hall Lawn
CHILI COOK OFF

The Chili Cook Off is a Homecoming week tradition that continues again this year. Come sample different chili recipes prepared by various student organizations. Cast your vote for the People's Choice winner and see who is crowned the overall winner by the panel of esteemed judges.

7:00 PM | Alumni Center Lawn
★ **MOVIE AND S'MORES**

Join us for s'mores and a scary movie on the lawn behind the Alumni Center.

Thursday, October 16

Spirit Week Theme: Pajama Day

11:00 AM-1:00 PM | Rusty Musket
★ **DIY WATER BOTTLES**

12:00 PM | Clark Hall Lawn
"SOUNDS OF THE STADIUM" PERFORMANCE

Stop by to hear the Pioneer Marching Band!

6:00 PM | Amphitheater
"LIGHT UP THE NIGHT" AMPHITHEATER

CELEBRATION AND CLARK HALL LIGHTING EVENT
President Mandhin invites you to this special event to "light up the night" in GSU's newly-expanded amphitheater. See the space up close for the first time since amphitheater renovations began in the summer of 2024. The Pioneer Marching Band will be on hand for a special performance.

8:00-11:00 PM | MCCC Ballroom
★ **CASINO NIGHT**

Members of the Student Government Association, along with Student Life and Residence Life, invite you to their Vegas speakeasy. Play casino games, win prizes, and listen to some jazz music while enjoying mocktails and a potato bar!

Friday, October 17

Spirit Week Theme: Blue Out

9:00 AM | Glenville Golf Club
TIM CARNEY GOLF TOURNAMENT

Hosted by the Pioneer Men's Golf program, the 8th annual Tim Carney Tribute tournament will feature an eighteen-hole Captain's Choice competition made up of four-person teams. Call (304) 462-6052 for more information.

11:00 AM-2:00 PM | Clark Hall Lawn
★ **LAWN GAMES**

5:30 PM | Clark Hall Lawn to Outside Fine Arts Center

SPIRIT WALK AND PEP RALLY

In lieu of the traditional Homecoming Parade, this year student organizations will gather on Clark Hall Lawn before proceeding down Pioneer Way to show their school spirit. The walk will end in front of the Fine Arts Center, culminating in the annual pep rally. Once the assembly begins, hear from Coach Kellar and the team captains, join the Cheer Team and Marching Band in some cheers, and enjoy wood-fired pizzas provided by Lambert's Winery. Pep rally hosted by Athletic Director, Jesse Skiles.

Saturday, October 18

11:00 AM | Nicholas County High School Stadium
TAILGATING

1:30 PM | Nicholas County High School Stadium
PIONEER FOOTBALL VS CONCORD UNIVERSITY

4:00 PM | The Tractor Bar
POST-GAME ALUMNI & FRIENDS GATHERING
Visit with alumni and friends after the game and enjoy food and drinks (Dutch treat). The Tractor Bar is located at 546 Page 9 of 76 in Mt. Nebo WV.

Events marked with a * are intended only for current students. All others are open to everyone.

Student Government Survey Overview

Library Hours Preference – Analytical Summary of Student Survey

This analysis examines Glenville State University students' preferences regarding library operating hours, focusing on whether the library should transition to a 24/7 schedule. Responses (N = 161) were collected through a campus survey. Two responses from university employees were excluded to ensure results reflect the student body's perspective. Data were cleaned and analyzed using Python and Excel, with both quantitative and qualitative methods applied to identify trends, themes, and justifications.

Quantitative Results

The majority of students expressed support for 24/7 library access. Specifically, 142 students (88.2%) voted 'Yes', while 13 (8.1%) voted 'No'. The remaining respondents (3.7%) were neutral or suggested alternatives such as extending hours to midnight.

- Key numerical insights include:
 - **Yes responses: 88.2% (n = 142)**
 - **No responses: 8.1% (n = 13)**
 - Neutral/alternative responses: 3.7% (n = 6)
 - Dominant reasoning themes: Academic productivity, work conflicts, and accessibility.

Qualitative Theme Analysis

Open-ended responses were analyzed thematically using keyword frequency and context grouping. Thematic quantification provided insight into the motivations behind both support and opposition to 24/7 access.

Themes Among 'Yes' Responses (N = 161)

Students who voted 'Yes' emphasized academic opportunity and flexibility. The most common themes included Academic Productivity (50.3%), Work Conflicts (47.2%), Athletics (17.4%), Sleep/Rest (18.6%), and Convenience (15.9%). Safety concerns appeared in only 3.1% of responses.

Themes Among 'No' Responses (N = 163)

Students who opposed 24/7 hours tended to cite practical or empathetic reasoning. Only 5.6% of the total sample mentioned work or staffing concerns, while 1.9%

referenced current academic sufficiency. Fewer than 2% mentioned convenience, sleep balance, or neutrality, and only 0.6% raised safety concerns.

Interpretation

Support for 24/7 access is overwhelmingly positive, with students primarily motivated by academic and scheduling needs. Work obligations, athletic commitments, and late-night study habits contribute significantly to demand. Those who oppose extended hours often cite limited necessity, staff well-being, or existing satisfaction with current schedules. Safety concerns were infrequent, suggesting general confidence in campus security.

Limitations

This study relies on self-reported data and a single survey administration, limiting generalizability. Future research could segment responses by class year, employment status, or athletic participation to identify patterns in 24/7 access demand. Follow-up surveys could also explore resource utilization (study rooms, computers, group spaces) during peak hours to guide policy decisions.

Next Steps

Moving forward, Glenville State University should strongly consider implementing an extended library access model that balances student needs with operational feasibility. The survey results clearly show overwhelming demand for longer hours, primarily driven by students with work, athletic, and academic constraints. A phased approach, such as initially keeping the library open until midnight, could provide valuable data on usage patterns before committing to 24/7 operations. With the installment of proper cameras and security provisions, as well as partnering with campus security and student workers, staffing concerns could be offset while maintaining safety and supervision. Additionally, the university could explore a hybrid model, keeping specific study areas or computer labs open overnight while closing nonessential sections. These steps would demonstrate responsiveness to student feedback while maintaining sustainable resource management and employee well-being.

Table 1

Themes Identified Among Students Who Voted “Yes” for 24/7 Library Access (N = 161)

Theme	Description	Count	% of Total Sample
Academic Productivity	Students link 24/7 access to improved study habits, better grades, and increased focus.	81	50.3%
Work Conflicts	Mentions of jobs or late shifts that make current library hours inaccessible.	76	47.2%
Athletics	Student-athletes referencing practice or game schedules that interfere with library availability.	28	17.4%
Sleep/Rest	Mentions of staying up late, being more productive at night, or preferring quiet overnight study hours.	30	18.6%
Convenience	References to flexibility, accessibility, or convenience of all-hours availability.	26	15.9%
Safety	Mentions of safety considerations or nighttime comfort.	5	3.1%
Neutral/Casual	Light or non-specific comments	17	10.6%

	such as “cool” or “why not.”		
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Note. Percentages are based on the total sample size (N = 161). Two employee responses were excluded to ensure results reflect student perspectives only.

Table 2

Themes Identified Among Students Who Voted “No” for 24/7 Library Access (N = 161)

Theme	Description	Count	% of Total Sample
Work Conflicts	Mentions concern for staff working overnight, or belief that students do not need access during late hours.	9	5.6%
Academic Productivity	Comments suggesting current hours are already sufficient for studying or academic work.	3	1.9%
Convenience	Mentions of current schedule being fine or easy enough.	3	1.9%
Sleep/Rest	References to sleep schedules, rest, or late hours being excessive.	2	1.2%
Safety	Mentions of safety or security concerns at night.	1	0.6%
Neutral/Casual	Indifferent comments such as “don’t care” or “fine as is.”	3	1.9%
Athletics	No mentions of athletic conflicts	0	0.0%

	among “No” responses.		
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Note. Percentages are based on the total sample size (N = 161). Two employee responses

**Glenville State University Board of Governors
Meeting of October 23, 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 September 10, 2025 meeting
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glenville State University
Board of Governors Meeting
September 10, 2025
Waco Center, Rooms 227/228**

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

Members Absent: Ms. Graylin Floyd, Student Representative

Faculty & Staff Present: Mr. Duane Chapman, Vice President of Enrollment & Student Affairs
Dr. Schuyler Chapman, Assoc. Professor of English & Faculty Senate President
Mr. Clay Chesser, Accountant Senior/Capital Projects Manager, via Zoom
Dr. Mari Clements, Provost and Vice President for Academic Affairs
Mr. Dustin Crutchfield, Director of Alumni Relations
Mr. Tim Henline, Vice President for Business & Finance, CFO, & CPO
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
Mr. Jesse Skiles, Director of Athletics
Ms. Teresa Sterns, Chief of Staff/Executive Assistant to the President

Others Present: Retired General William “Bill” Crane, via Zoom

Call to Order

Chair Ann Green called the meeting to order at 9:33 am.

A quorum was established.

Public Comment – N/A

Constituent Comments

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

- There was a strong turnout for the GSU Football game hosted at Herbert Hoover High School.
- Planning is underway with Roane County Alumni to plan for the upcoming tailgate and GSU football game on September 27th.

- Dustin supported recent events including:
 - The 75th WV State Folk Festival
 - GSU Night at Lambert's Winery
 - Welcome Station during GSU Move-In Day behind the Alumni Center.
- Alumni President Tim Moore is currently assisting with the DMV application process for a special GSU license plate.
- The Alumni Oral History Project remains delayed due to publishing issues with PCI. Those who placed orders have been contacted with updates, though PCI has not provided a projected shipping date.

Faculty Senate – Schuyler Chapman, President, reported:

- Drs. Sara Sawyer and Bob Hutton were elected to fill the vacancies for University Leadership Council.
- Recommended Dr. Marjorie Stewart for Emeritus status.
- Continuing review of the revised Faculty Handbook.
- Submitted proposed changes to the Inclement Weather Policy to the President's Office.

Staff Council –Eric Marks, Chair, reported:

- A Salary Task Force subcommittee has been formed, per Board request, to examine staff salary concerns.
- A committee is being formed to review and update the Staff Handbook.
- Fall and Halloween campus activities are being planned.
- A.C.C.E representative Leslie Ward shared insights, training and ideas gained at the annual A.C.C.E. retreat.
- Exploring initiatives aimed at improving staff retention.

Consent Agenda

KATHY BUTLER 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 August 20, 2025 via Zoom and set today's agenda.

- The Wage Compression Committee recognized the issue as complex and requiring a phased, multi-step approach.
- A proposed timeline was presented by Maureen Gildein and data from Tim Henline is under ongoing review.
- Once a plan is developed, implementation will depend on available University resources.
- The Board's ad-hoc Wage Compression Committee has requested faculty and staff to form a campus-wide ad-hoc committee to continue addressing wage compression and bring forward recommendations.

Board Governance and HR Committee – Alex Lay, Chair, referred to the HR update in the Board packet that included a list of active positions, new employees, and updated titles. She asked Tom Ratliff and David Hutchison to provide updates.

David Hutchison presented a PowerPoint that included the following:

- Foundation submitted a clean audit.
- Everyone is invited to attend the "Home Away from Home" football games.

- October is designated as Pioneer Fund month.
- Updates on Planned Giving and Naming Campaigns for the new stadium and fitness center.
- Awarded 581 scholarships in the amount of \$772,127 to date. Approximately \$312,830 remains to be distributed.
- \$552,193 was applied toward tuition offset discounts.
- Foundation portfolio stands at \$25,010,362, with \$24 million in unrestricted funds - the highest it has ever been.
- Presented renderings of:
 - New Stadium
 - Morris Family Health and Fitness Complex (MFHFC) Entrance
 - MFHFC Brick Entrance (Brick Campaign begins in 2026)
 - Alumni Pavilion
 - Locker Room
 - Health Sciences Conference Room
 - Student Lounge

Tom Ratliff reported:

- Public Safety hired a new officer.
- Title IX is seeking to fill an investigator vacancy.
- Trae Sprague completed Behavioral Intervention Team (BIT) training.
- Facilities are preparing goalposts for Home Away from Home football games.
- New fleet policies are being enforced.
- Work continues on the LBH demolition project.
- The Post Office is coordinating with the new postmaster to improve service.
- All Physical Plant vacancies have been filled except for one.
- The MFHFC is projected to be completed before the start of the next school year.

Enrollment and Student Life Committee – Skip Hackworth, Chair, mentioned the updates in the Board packet and asked Duane Chapman to provide a current update.

Duane Chapman reported:

- Freshman enrollment is down by 64.
- 147 students were expunged.
- Six high schools are participating in today's College Fair.
- Students with a GPA lower than 2.0 will no longer be admitted.
- GSU has introduced a new "Pioneer Duck" (rubber duck).
- Retention rates are improving.

Trae Sprague reported the following on retention:

- FTFT Freshman retention is the second highest since 2005.
- Undergraduate retention is up 3.4% since Fall 2021.
- Overall retention increased 2.23% since Fall 2021.
- The primary reason students did not return is due to poor academic performance.
 - The 247 students not returning had an average GPA of 2.178.
- The Pioneer Support Center is proactively reaching out to academically struggling students.

Academic Affairs Committee – Kathy Butler, Chair, reported that the Committee met a couple of weeks ago and emphasized the need to closely monitor program-level enrollment. Kathy asked Mari Clements to provide an update.

Mari Clements reported:

- Reviewed Board packet charts related to:
 - Course rotations
 - Plans of study
 - Enrollment by degree level
 - Average class size by academic area
 - Faculty load comparisons (in-load, overload, adjuncts)
- An Overload Task Force has been formed.
- Discussing adding a third summer term to the academic calendar.
- Banner upgrades are ongoing with integration to Bright Space for automatic attendance tracking.
- A new electronic catalog software has been selected to sync in real time with Banner.
- Considering several models for University Organizational structure, with preference for a three-college model that retains department chairs.

Business and Finance Committee –Tim Henline reported:

- University financial fundamentals are sound.
- Financial audit is underway and ahead of schedule.
- The single audit has an issue related to information technology restructure and GLBA.
- Deferred maintenance funds are delayed - approximately \$1.8 million in project-related payments are pending.
- CRM, catalog, and other systems are now able to interface with Banner.

Athletics Committee –Jesse Skiles distributed a Championship Calendar and presented a PowerPoint on Athletics.

Key Highlights:

- Total athletes on campus: 476
 - 407 live on campus
 - 69 live off campus
- GSU is currently 3rd in the 2024-2025 Commissioner's Cup with a score of 56.7 (goal is 60+).
- Women's Cross Country is ranked 9th in preseason.
- Football record: 0-2
- Volleyball record: 4-1
- Williams and Montrose awards have been selected.
- Planning is underway for Derby Night.
- Kids Day is scheduled for November 21st.
- Recruitment & revenue were also reviewed (details in Board packet).

President's Report – President Manchin reported the following:

- GSU faces several challenges, with funding being the most pressing.
- The next major initiative is focused on Health Sciences.
 - Exploring a two-year RN program with transfer pathways to Marshall University for a four-year degree.

- University's core goals:
 - State-of-the-art facilities
 - High-quality education
 - Safe campus environment

Board of Governors Retreat Schedule (Discussion Item)

Chair Green reported that the retreat is a work in progress and is scheduled for October 22-23, 2025 beginning at 11:00 am. Teresa Sterns will email the final schedule in advance. The theme is marketing, promotions, and sustainability. The Foundation will host a reception with legislators on the evening of October 22nd.

Announcements

Chair Green announced the following:

- The Board continues to communicate to the Governor's office on appointing new members and reappointing members with expired terms.
- GSU Pioneer Way Grand Opening (*aka*-Amphitheatre) is scheduled for October 16, 2025 – Time TBA.
- GSU Homecoming is on Saturday, October 18, 2025 at 1:00 pm at Nicholas County High School in Summersville, WV. Tailgate will begin at 11:00 am beside the stadium.
- WV HEPC Board of Governors Summit is October 29-30, 2025 at the Charleston Coliseum & Convention Center.
- Board Committee Meetings will be held via Zoom on October 8, 2025 beginning at 9:00 am.
- The October meeting of the Board will be held in conjunction with the Board retreat. Meeting will begin at 9:30 am via Zoom on October 23, 2025.

Adjournment

With no further business and hearing no objection, Chair Green adjourned the meeting at 11:40 am.

Ann Green, Chair

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



Cashflow Report

Glenville State University								
Cashflow Projection FY 2025								
	Oasis	Actual Jun-25	Actual Jul-25	Actual Aug-25	Actual Sep-25	Projected Oct-25	Projected Nov-25	Projected Dec-25
<i>FY 2025 Deposits (for reference only)</i>		1,408,270	\$ 460,659	\$ 2,217,507	\$1,847,999	\$ 1,829,526	\$ 1,628,243	\$ 609,347
Beginning Cash	Fund #	1,206,310	\$ 755,197	\$ 1,575,287	\$2,779,214	\$ 1,636,894	\$ 5,989,263	\$ 4,730,147
Payroll costs total		591,632	1,501,922	2,013,576	1,470,999	1,406,679	1,406,679	1,406,679
Pcard Payments		170,035	280,270	401,005	296,317	350,000	350,000	350,000
Barnes & Noble Bookstore Services		336,024	58,822	-		360,500		
Aramark Services		294,458	394,890	-	816,807	214,958	214,958	214,958
Utilities		136,042	136,707	130,995	20,488	120,830	120,830	120,830
Cash Disbursement/Operating expenses		240,353	241,063	69,401	88,488	125,000	125,000	125,000
Debt service & Capital Assessments		360,499	203,592	203,592	277,429	203,592	203,592	228,592
FY 2025 Nursing Grant Expenditures (\$773,000)		-			177,009	125,000	125,000	125,000
Deferred Maintenance Expenditures		3,837	58,455	594,075	488,890	200,000	100,000	100,000
Health/Wellness Grant		500,670	344,581	2,260,520	1,111,823	500,000	500,000	1,000,000
Cash used		2,633,550	3,220,303	5,673,163	4,748,250	3,606,559	3,146,059	3,671,059
Ending Cash		<u>755,197</u>	<u>\$1,575,287</u>	<u>\$2,779,214</u>	<u>\$1,636,894</u>	<u>\$5,989,263</u>	<u>\$4,730,147</u>	<u>\$3,044,635</u>
Remaining State Funds Included in Bal.		-	\$1,897,963	\$1,897,963	\$257,988	\$2,155,951	\$2,155,951	\$2,155,951
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.		-	\$ (344,581)	\$ (313,345)	\$208,171	\$ 208,171	\$ 208,171	\$ 208,171
Remaining FY 2024 Nursing Grant in Bal.		777,950	\$ 777,950	\$ 777,950	\$600,941	\$ 475,941	\$ 350,941	\$ 225,941
Remaining Deferred Maintenance in Bal.		(826,416)	\$ (884,871)	\$ (702,763)	\$(604,153)	\$ (304,153)	\$ (404,153)	\$ (504,153)
Remaining Balance of unrestricted funds		<u>399,092</u>	<u>\$ (275,746)</u>	<u>\$ 714,839</u>	<u>\$769,376</u>	<u>\$3,048,782</u>	<u>\$2,014,666</u>	<u>\$ 554,154</u>



Accounts Receivable Aging

Accounts Receivable Update 10/7/2025

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 24	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Totals
Current 10/7	\$ 355,766	\$ 87,845	\$ 5,838	\$ 132,085	\$ 137,552	\$ 12,509	\$ 147,371	\$ 77,564	\$ 14,582	\$ 343,083	\$ 223,148	\$ 36,017	\$ 428,696	\$ 293,731	\$ 73,345	\$ 2,387,128	\$ 4,756,260
Prior Report 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)	\$ (4,773)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,323)	\$ (658)	\$ -	\$ (2,571)	\$ (338)		\$ (28,102)	\$ (17,914)			\$ 2,440,811
Total Reduction in AR Prior Semesters (Since Last Report)																	\$ (55,679)

	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Totals
Total Reduction Since June 2023 Report	\$ (29,931)	\$ (5,696)	\$ -	\$ -	\$ (9,679)	\$ (807)	\$ (72,129)	\$ (106,171)	\$ (303,971)	\$ (3,844,157)	\$ (449,852)		\$ (2,378,304)	\$ (2,333,936)			\$ (7,200,696)

SPRING 2025				
	Billed	Paid	Pending	Balance
Current Report	\$ 9,199,675	\$ (6,812,547)	\$ -	\$ 2,387,128
Total Owed by Oncampus (non-prison)			\$ (371,148)	\$ 2,015,980
Prison Pending				

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

Report for Board of Governors

Active Positions:

Staff	Open Positions
Grants Resource Specialist	1 New
Director of Nursing	1 New
HCC Coordinator	1 Replacement- Megan Crumm
Administrative Assistant - Student Life	1 Replacement- Patrick Montgomery
Campus Service Worker	2 Replacements- Samantha Helmick/ Karen Powers
Academic Program Associate	1 Replacement- Sadie Murphy

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

New Employees:

Randy Volek	Campus Service Worker
Rylie Gerlach	Security Guard
William "Alden" Rollyson	Maintenance Worker
Austin Pantaleo	Director of Esports
Evan Schimmelpfennig	Maintenance Worker
Travis Deuley	Director of Military and Family Support
Misty Miller	Office Administrator Senior

Updated Titles :

Adrian Duelley	Director of Graduate Admissions
Ceara Scott	Residence Hall Associate
Patrick Montgomery	Director of Campus Life

Submitted by: *Tom Ratliff, Executive Director of Operations*
(On behalf of *Rita Helmick, Vice President for Administration and General Counsel*)

FACILITIES

- Received safety clearance letter from independent inspector certifying LBH safe for occupancy. The reconstruction has begun and will take some time to complete.
- Bid opening for Morris Family Community Health and Wellness Phase II will be next Tuesday Oct. 14th. Phase I is on schedule and progressing nicely. Bleacher installation should begin around Nov. 1st.
- Roofing contractor to begin work on October 20th. Will start with the Science Hall first. Some temporary road closures may be necessary along with some loss of parking during the construction. We will be sending out notices as needed.
- Pioneer Way soft opening is scheduled for Oct. 16th. Details to follow.
- The formal lighting of Clark Hall to coincide with the Pioneer Way soft opening Oct. 16th. FAA approval is completed.
- The bridge between the eRezlife and Alpha technologies is to be completed next week. This will make the updates to the electronic lock system more seamless and time sensitive.
- Misty Miller was hired to replace Cody and started yesterday. Alden Rollyson and Evan Schimmelpfenning as Maintenance workers. Randy Volek was hired as a campus service worker in Fine Arts. We still have 2 campus service worker positions to fill with interviews scheduled for this week.
- Jodi is continuing the landscaping improvements around campus and welcomes any suggestions for projects. We will have a flower planting session in Pioneer Way on Thursday Oct. 16th in preparation of the soft opening in conjunction with Chelsea Glidden and her art classes.
- We are finalizing the contracts to begin re-roofing 12-14 houses in University Housing to be completed this fall.
- Exterior painting of Pioneer Village is nearing completion
- Campus wide exterior and interior painting continues.

TITLE IX

- Trae Sprague will be attending the NABITA conference next week as part of the Behavioral Intervention Team work.
- Title IX compliance documents for the NCAA have been signed and attested. October is Domestic Violence awareness month. Casey will be hosting 2 events the first one being tomorrow Oct. 8th and is These Hands Don't Hurt. The 2nd event will be Oct. 22nd and is called "Nightmare in Plain Sight". Details will be forthcoming.

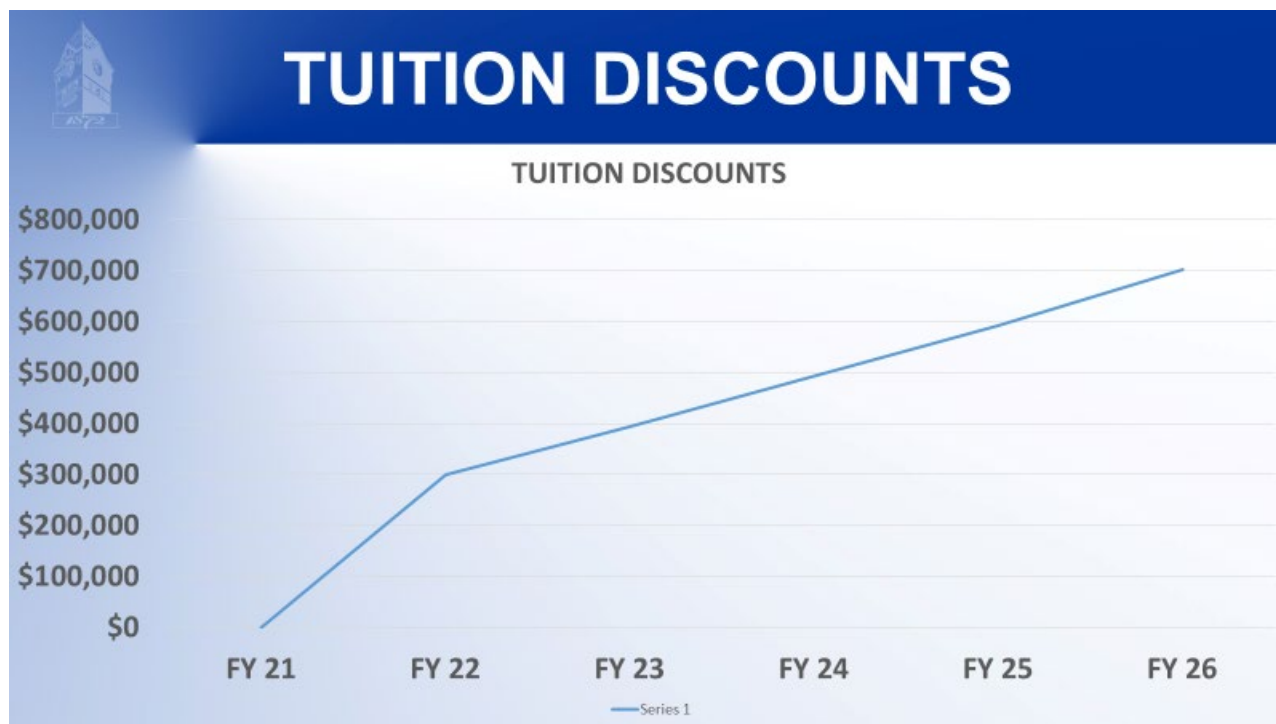
PUBLIC SAFETY

- Public Safety has a new employee, Rylie Gerlach. Plans are being made for her to attend the WVSP academy in January pending acceptance. Brandon Mollohan has returned from active duty in Astoria and has been added back to the schedule. We are working on purchasing a cruiser to replace one currently in use.

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

Scholarship Comparison

Scholarships	Scholarships	711	865	698	574
Students	Students	392	400	408	343
Tuition Discounts Offset	Tuition Discounts Offset	\$701,871 *\$500,000	\$592,752 *\$500,000	\$493,792 *\$500,000	\$394,636 *1.2 Million
Total Awarded	Total Awarded *9/23/2025	\$959,834 *\$123,423	\$1,005,758	\$907,776.84	\$737,006



Governmental Affairs Updates:

- September 23 – WVU President Benson Visit
- October 6 – Legislative Interim Session
- October 6 – Justice Thomas H. Ewing – Sworn in
- October 22 – BOG Retreat, Legislative Reception
- January 27 – GSU Day at the Capitol



"Home away from Home" Football Schedule

Football	Opponent	Pregame Tailgate	Venue
1:00pm August 30	Emory & Henry	TK's Pizza & Sports Bar	Herbert Hoover
1:00pm Sept. 27	Charleston	Folklore Pizza	Roane County
1:00pm October 4	Fairmont State	Franklin's Bar & Grille	Robert C. Byrd
1:00pm October 18	Concord * Homecoming	Alumni Tent – Parking Lot	Nicholas County
1:00pm Nov. 8	Wheeling	Flanagan's Place	Parkersburg South

11:00am Pregame Tailgate

12:00pm Alumni Tent & Admissions Tent @ stadium

12:00pm Glenville Watch Parties



ALUMNI UPDATES

- Friends of the 60's Reunion
- Lots of activities around homecoming
- Apparel items from Oral History Project are being shipped
- Glenville State License Plate



Special GSU License Plate

Glenville State "Special Plate" through the WV DMV

- GSU has applied to have a special plate made available through the WV DMV
- Once approved, we will have six months to obtain 100 "preorders"
- When preorders meet or exceed 100, WV DMV will begin design and production of the special plates
- \$91.50 flat fee per application
 - \$66.50 annual renewal



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

Update Report for Board of Governors

1. Enrollment Applications :

Undergraduate : FA25 161 FA26 157

Graduate : FA25 0 FA26 1 (30 not have paid the fee)

International : 50 have reached out with interest for the Match platform. We have made 599 offers with is an interest rate of 8%.

Outcomes (CRM)–

- undergraduate applications are flowing through Outcomes now. We are in the process of training and building correspondence. This will allow us to set automatic campaigns that will keep us continually engaged with students all the way through the funnel.
- Fall Open House is tentatively scheduled for November 15th and we are working to get that event information up on our new Outcomes student portal.

2. Pioneer Support Center

Our 4-week grade outreach is complete. PSC utilized Campus ESP to engage parents in asking their dependents about their grades. Mid-term grades are coming up, and we will run a similar intervention strategy.

Career services partnered with foundations to host a career exploration day which included alumni and donors as guest speakers in the Presidents auditorium. The event was well attended.

Pioneer Support is working on marketing of their services. The team has created short videos for social media which will be rolling out on GSU's YouTube, Facebook, Instagram, and TikTok accounts. Pioneer Support has also advertised through new informational flyers and bulletins which are out across campus.

3. Student Affairs Student Life

- Analyzing orientation attendance data with upcoming census numbers
- Student Life unit's policy overview
- Marketing improvements with new Student Life Office structure
- Strengthening student engagement through surveys and focus groups
- Awaiting new mobile student ID integration

Residence Life

- Moving forward with eRezLife housing software integration
- Student-led Residence Life Association has been established
- International student living and learning community established and operational in Goodwin Hall
- New furniture has been installed in Goodwin Hall and Veteran's Lounge is operational
- Conducting a needs analysis for furniture, painting, and upgrades
- Goodwin Hall electronic door locks are operational

Esports

- New Director of eSports, Austin Pantaleo began his role on September 22
- Currently competing in two competition leagues/conferences
- Obtaining an eSports recruiting software
- As of September 26, GSU is undefeated in competition

Campus Life

- New Director, Patrick Montgomery
- Campus Life was previous Student Activities
- Implementing a student leadership training series
- Continuing student engagement tracking
- Expanding previous student activities assessment to include student organizations
- Implementing student activities board

Aquatics & Recreation

- Continuing healthy eating classes (have been adopted through the Aramark region)
- Sustainable water bottle and bottle filler program still operating
- Conducting team workouts in the pool
- Exploring group fitness class options for Fitness Center

4. Student Support Services

Primary focus is engagement ideas, getting the students who have negative mid-term grades to come and get the help they need so they can be retained. We are looking into ways to get them to be a part of GSU and SSS so they can be connected to the campus and its community. A lot of our students (on the 4-week grade list) are new to campus, and we are actively trying to get them integrated into college life. We are concerned that if they do not connect in some way, they will get lost. Granted this is only a very small portion of the overall GSU population (and the 4-week grade list) but it may have relevance to the population as a whole.

Academic Affairs

8 October 2025

Mari L. Clements, PhD

Provost and VP for Academic Affairs

GLENVILLE STATE UNIVERSITY



Upcoming HLC Site Visits

- Calhoun County Middle/High School: 7 November 2025
- Midland Trail High School: 14 November 2025
 - Mock Visit 10 November 2025
- Huttonsville Correctional Center and Jail: 3 December 2025
- FCI Gilmer: 4 December 2025
- Main Campus:



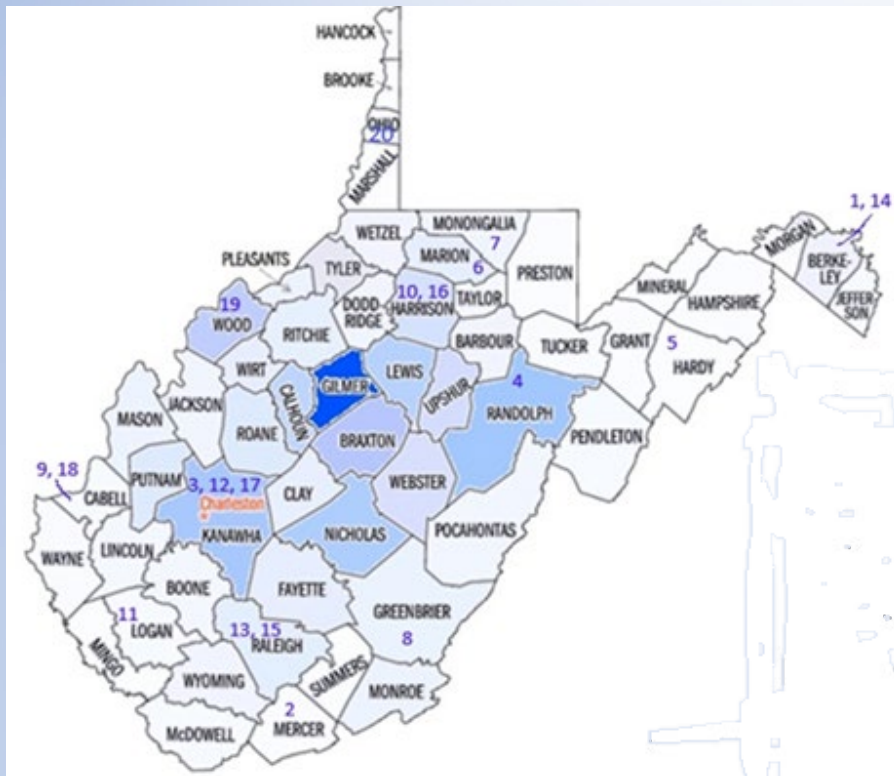
Status of Proposed Programs

ADN Nursing

- Intent to Plan in progress
- Director of Nursing search open

MA Clinical/Counseling Psychology

- Intent to Plan will be ready for full board review at next meeting
- Director of Clinical Training search open





Academic Partnerships and Initiatives

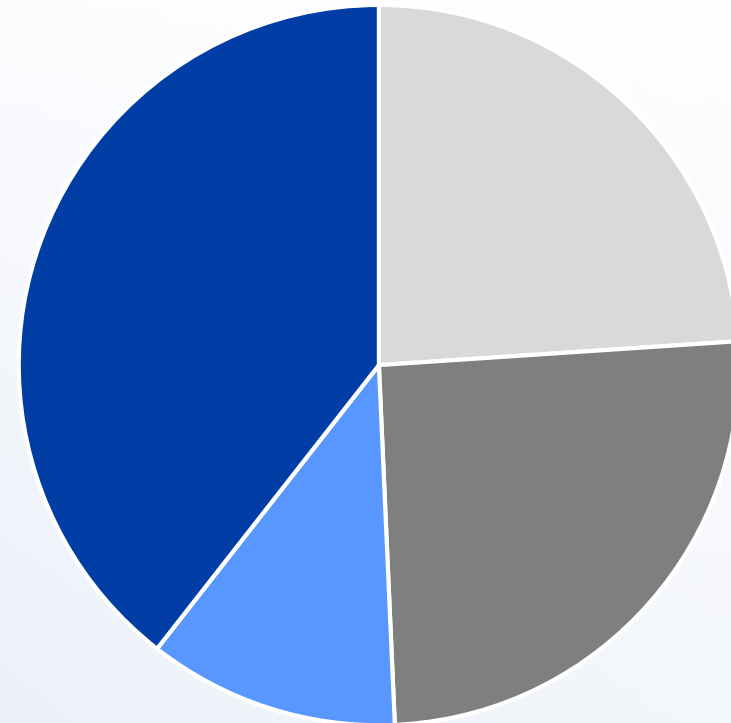
- 60 + 60 Task Force and HEPC Advisory Committee (HB 3024)
- New River CTC Articulation Agreement Signed
- Pierpont CTC Collaboration



Strategic Planning Survey Update

- Responses = 130
 - 31 students
 - 19 staff persons
 - 39 faculty
 - 6 administrators
 - 4 board members
 - 5 alums
 - 6 community members
 - 59 declined to state
- 39% of respondents report primary affiliation with Academics

Have you been involved in your department's current strategic planning efforts?

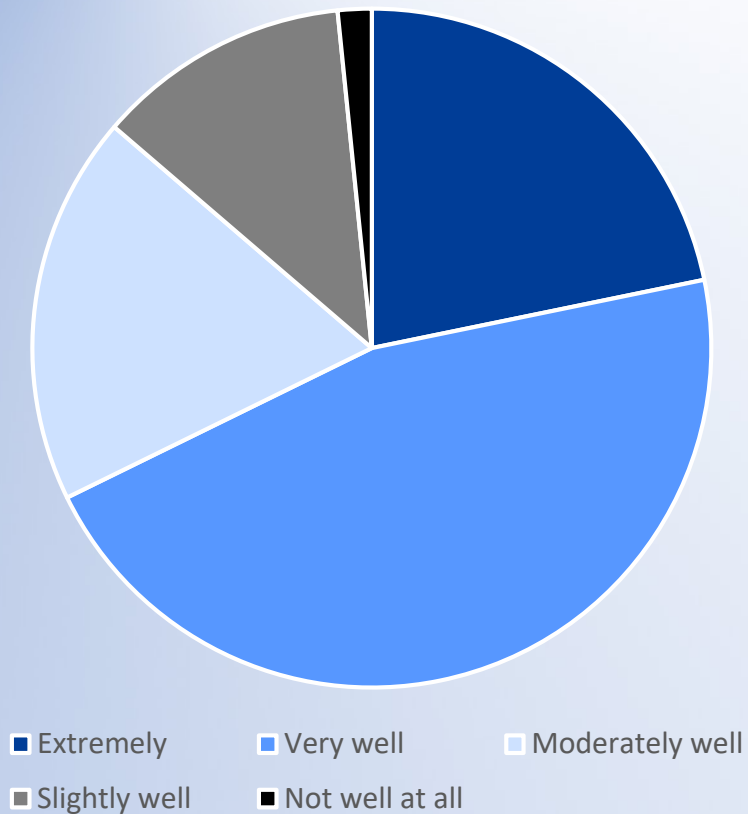


■ Involved in conversations ■ Directly contributed
■ Heard presentations about ■ No, not yet involved

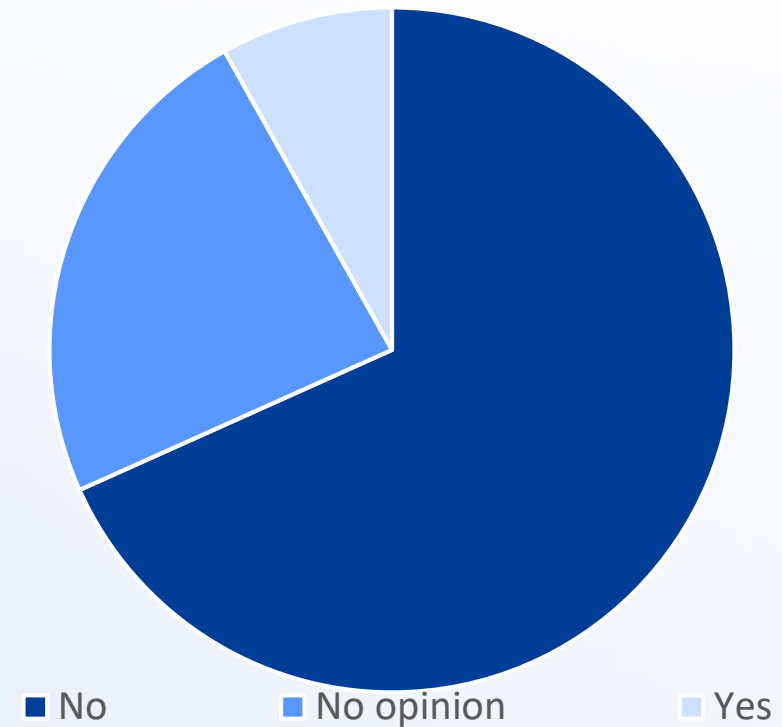


GSU's Mission: Glenville State University prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

How well does it capture GSU's reason for existence?



Should the mission statement be changed?





Suggestions for the Mission

- GSU's mission is to provide job skills so students can make money once they graduate.
- Simply take away the last part from "who contribute..." on. Keep it simple and clean.
- Missing - main purpose and key methods/reasons: to provide an education (or advances learning, knowledge), that empowers students, dedicates or facilitates intellectual inquiry, via scholarship, research, and teaching.
- It's a good mission statement, just isn't followed. By student's junior years (or sooner sometimes) they feel like utter failures and upon graduation aren't ready for their career speaking as someone already in their field.
- I feel as though the University doesn't not keep students safe from being attacked or harassed.
- A mission statement should be clear, concise, and action-oriented, describing what GSU does EVERY day. Traditionally, mission and vision statements focus on students and community, or its "customers," but as higher education faces unprecedented challenges, it is time to re-evaluate that narrowly focused statement and expand it to be more inclusive. In this competitive market, we need to "own" who we are and what we do, which is something to be proud of, and if positioned correctly, will resonate deeply with more individuals or "customers," whether they are potential students, parents of potential students, non-traditional students, faculty, staff or community members. An inclusive statement will reflect that we are not trying to be everything to everybody; rather, it says we know you (the customer), we know how to get you where you want to go (SUCCESS), AND we recognize it is a collaborative effort, one in which everyone contributes to your success. Faculty and staff are a critical part of achieving an institution's mission, and supporting and including them is part of what makes student success possible, so it makes sense to include them in the mission. (See University of Michigan and Oregon State University mission statements for examples)
- Including faculty and staff signals that GSU values all people, not just the students. It also strengthens the culture, positioning GSU as a place where people want to work (look at the number of alumni we currently have on payroll) and a place where their contributions are recognized (increasing retention). Most importantly, an inclusive mission connects the ecosystem, visibly demonstrating that students succeed BECAUSE faculty teach, staff support, and administrators create structure-all necessary elements of student success.
- Rooted in a proud history of access and opportunity, GSU supports students, faculty, and staff as they pursue excellence in teaching, learning, and service. Together, we create a thriving academic community that enriches lives, strengthens West Virginia, and prepares graduates to lead in a changing world.
- It does not really speak of education or what goals come after. A university should teach us more than how to be "thoughtful."



Vision: What We Hope to Accomplish in 5-7 Years

A draft vision statement has not yet been developed, although individual units have their vision statements. Respondents provided few suggestions, and several were really goals.

- Provide an opportunity to prepare for the future at a rate affordable in the present.
- Preparation for entering an academic, civic, or professional life in our current world.
- Updating Pickens and the dorms as well as some of the classes.
- Focus on giving our students the knowledge and tools they need to be successful in their chosen field. Improve the retention and graduation rates. Provide pathways so that our students can complete their degrees in either two or four years. Continue broadening our graduate level programs and on-line programs.
- To remain student-centered with a focus on serving and preparing students for the quickly changing world around us.
- Teaching people success.
- Financial sustainability.
- Student growth and retention. community, campus development.
- I don't think anything needs to be changed at all, because the university gives everyone a vision to start their life on or finally find what they need too. They give everyone a fair opportunity.



Goals





Suggestions for Additional Goals

- Find a method of keeping the cost of attendance below that of other institutions and make it harder to say no to Glenville State. Revive the education department. When Glenville State was providing teachers to secondary schools all over the mid Atlantic region of the US you had recruiters in the schools selling the institution on a daily basis.
- I believe we should strive to find some community activities that the students can get involved in and feel like they are a true part of our community.
- Improve students' financial and digital skills to prepare them for life after graduation.
- Basic facility improvements are needed asap. HVAC systems for both air conditioning and heat do not work in many locations. This creates an uncomfortable and at times unusable learning environment for students. Facilities in some buildings need a serious overhaul and replacements for items are needed. When basic student needs are not met, this impacts recruiting, retention, student learning, and even student well-being.
- Salary increase.
- Expand graduate and on-line offerings. Focus on our strong/core areas and avoid spending time/money on non-essentials.
- Prioritize proper cleaning and maintenance of university facilities.
- Improve staff retention.
- Goals with clear meanings. The survey items below are worded with Barnum statements - for example, "relevant academic programs" can mean opposite things to different people.
- Nothing at this time. KEEP IT SIMPLE !!!
- Student success. Affordability. Excellence in teaching.
- Transparency regarding our budget. If we already have this, educate the faculty and staff on where to find this information.
- Recruitment - department materials and outreach beyond WV.
- Improving safety for women on campus & their resources.
- Increase the safety of students. Enforce the laws about not stalking people or STABBING them.
- Expand interdisciplinary programs (collaboration, emerging fields, micro-credential packages, etc.); expand/enhance mental health services on campus.
- Serve as an engine of economic and intellectual development for the state and region.
- Something to help online students be more involved in organizations



Overload Task Force

- When, how, and how much overload is paid
- Current approved policy
 - University is under no obligation to offer LD courses with < 15 students
 - Proration of 1/10 per student
 - Agreed in advance
 - Tiered compensation: per credit hour \$500 BA/BS, \$600 MA/MS, \$700 terminal degree
- Current practice
 - Many undersubscribed courses (~28 full-time faculty worth)
 - Proration of 2/3 credit hour (= compensation for internship)
 - \$750/credit hour for all undergrad; \$1,000/credit hour for graduate
- Task force representing all departments
- First meeting September 26
 - Scope of problem
 - Initial thoughts
- Next meeting
 - Discussion of decision making flow chart

Business & Finance

*Board of Governors Committee Meeting
October 8th, 2025*

GLENVILLE STATE UNIVERSITY



Accounts Receivable Aging

Accounts Receivable Update 10/7/2025

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Prior Report 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)	\$ (4,773)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,323)	\$ (658)	\$ -	\$ (2,571)	\$ (338)		\$ (28,102)	\$ (17,914)			\$ 2,440,811
Total Reduction in AR Prior Semesters (Since Last Report)																	\$ (55,679)
	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Totals
Total Reduction Since June 2023 Report	\$ (29,931)	\$ (5,696)	\$ -	\$ -	\$ (9,679)	\$ (807)	\$ (72,129)	\$ (106,171)	\$ (303,971)	\$ (3,844,157)	\$ (449,852)		\$ (2,378,304)	\$ (2,333,936)			\$ (7,200,696)

SPRING 2025				
	Billed	Paid	Pending	Balance
Current Report	\$ 9,199,675	\$ (6,812,547)	\$ -	\$ 2,387,128
Total Owed by Oncampus (non-prison)			\$ (371,148)	\$ 2,015,980
Prison Pending				



Cashflow Report

Glenville State University								
Cashflow Projection FY 2025								
	Oasis	Actual Jun-25	Actual Jul-25	Actual Aug-25	Actual Sep-25	Projected Oct-25	Projected Nov-25	Projected Dec-25
<i>FY 2025 Deposits (for reference only)</i>		1,408,270	\$ 460,659	\$ 2,217,507	\$1,847,999	\$ 1,829,526	\$ 1,628,243	\$ 609,347
Beginning Cash	Fund #	1,206,310	\$ 755,197	\$ 1,575,287	\$2,779,214	\$ 1,636,894	\$ 5,989,263	\$ 4,730,147
Payroll costs total		591,632	1,501,922	2,013,576	1,470,999	1,406,679	1,406,679	1,406,679
Pcard Payments		170,035	280,270	401,005	296,317	350,000	350,000	350,000
Barnes & Noble Bookstore Services		336,024	58,822	-		360,500		
Aramark Services		294,458	394,890	-	816,807	214,958	214,958	214,958
Utilities		136,042	136,707	130,995	20,488	120,830	120,830	120,830
Cash Disbursement/Operating expenses		240,353	241,063	69,401	88,488	125,000	125,000	125,000
Debt service & Capital Assessments		360,499	203,592	203,592	277,429	203,592	203,592	228,592
FY 2025 Nursing Grant Expenditures (\$773,000)		-			177,009	125,000	125,000	125,000
Deferred Maintenance Expenditures		3,837	58,455	594,075	488,890	200,000	100,000	100,000
Health/Wellness Grant		500,670	344,581	2,260,520	1,111,823	500,000	500,000	1,000,000
Cash used		2,633,550	3,220,303	5,673,163	4,748,250	3,606,559	3,146,059	3,671,059
Ending Cash		<u>755,197</u>	<u>\$1,575,287</u>	<u>\$2,779,214</u>	<u>\$1,636,894</u>	<u>\$5,989,263</u>	<u>\$4,730,147</u>	<u>\$3,044,635</u>
Remaining State Funds Included in Bal.		-	\$1,897,963	\$1,897,963	\$257,988	\$2,155,951	\$2,155,951	\$2,155,951
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.		-	\$ (344,581)	\$ (313,345)	\$208,171	\$ 208,171	\$ 208,171	\$ 208,171
Remaining FY 2024 Nursing Grant in Bal.		777,950	\$ 777,950	\$ 777,950	\$600,941	\$ 475,941	\$ 350,941	\$ 225,941
Remaining Deferred Maintenance in Bal.		(826,416)	\$ (884,871)	\$ (702,763)	\$(604,153)	\$ (304,153)	\$ (404,153)	\$(504,153)
Remaining Balance of unrestricted funds		<u>399,092</u>	<u>\$ (275,746)</u>	<u>\$ 714,839</u>	<u>\$769,376</u>	<u>\$3,048,782</u>	<u>\$2,014,666</u>	<u>\$ 554,154</u>



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



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

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



FY27 and Beyond Tuition and Fees

CURRENT
Tuition 2025-2026
Main Campus

Credit Hours	WV Resident	Out of State/International	Online Degree Program
1	\$ 354.00	\$ 428.00	\$ 373.00
2	\$ 708.00	\$ 856.00	\$ 746.00
3	\$ 1,062.00	\$ 1,284.00	\$ 1,119.00
4	\$ 1,416.00	\$ 1,712.00	\$ 1,492.00
5	\$ 1,770.00	\$ 21,140.00	\$ 1,865.00
6	\$ 2,124.00	\$ 2,568.00	\$ 2,238.00
7	\$ 2,478.00	\$ 2,996.00	\$ 2,611.00
8	\$ 2,832.00	\$ 3,424.00	\$ 2,984.00
9	\$ 3,186.00	\$ 3,852.00	\$ 3,357.00
10	\$ 3,540.00	\$ 4,280.00	\$ 3,730.00
11	\$ 3,894.00	\$ 4,708.00	\$ 4,103.00
12 or more	\$ 4,248.00	\$ 5,136.00	\$ 4,476.00

2% Tuition Increase
Tuition 2026-2027
Main Campus

Credit Hours	WV Resident	Out of State/International	Online Degree Program
1	\$ 361.08	\$ 436.56	\$ 380.46
2	\$ 722.16	\$ 873.12	\$ 760.92
3	\$ 1,083.24	\$ 1,309.68	\$ 1,141.38
4	\$ 1,444.32	\$ 1,746.24	\$ 1,521.84
5	\$ 1,805.40	\$ 21,562.80	\$ 1,902.30
6	\$ 2,166.48	\$ 2,619.36	\$ 2,282.76
7	\$ 2,527.56	\$ 3,055.92	\$ 2,663.22
8	\$ 2,888.64	\$ 3,492.48	\$ 3,043.68
9	\$ 3,249.72	\$ 3,929.04	\$ 3,424.14
10	\$ 3,610.80	\$ 4,365.60	\$ 3,804.60
11	\$ 3,971.88	\$ 4,802.16	\$ 4,185.06
12 or more	\$ 4,332.96	\$ 5,238.72	\$ 4,565.52

Tuition

Current Full Time WV Resident \$4,248.00

2% Increase Full Time WV Resident \$4,332.96

Total Increase per Full Time WV Resident \$ 84.96

Current Full Time Out of State/International \$5,136.00

2% Increase Full Time Out of State/International \$5,238.72

Total Increase per Full Time Out of State/International \$ 102.72

Current Full Time Online \$4,476.00

2% Increase Full Time Online \$4,565.52

Total Increase per Full Time Online Student \$ 89.52



FY27 and Beyond Tuition and Fees

CURRENT

Residence Hall Students 2025-2026

All types of Students will be "Double-Occupancy Housing"

	WV Resident	Out of State/International	Online Only
Tuition per Semester	\$ 4,248.00	\$ 5,136.00	\$ 4,476.00
Board per Semester	\$ 2,735.00	\$ 2,735.00	\$ 2,735.00
Room per Semester	\$ 3,128.00	\$ 3,128.00	\$ 3,128.00
Fees per Semester	\$ 541.00	\$ 541.00	\$ 541.00
Books per Semester	\$ 405.00	\$ 405.00	\$ 405.00
Total	\$ 11,057.00	\$ 11,945.00	\$ 11,285.00

Double- Occupancy Housing

Current Full Time WV Resident \$11,057.00

2% Increase Full Time WV Resident \$11,278.14

Total Increase per Full Time WV Resident \$ 221.14

Current Full Time Out of State/International \$11,945.00

2% Increase Full Time Out of State/International \$12,183.90

Total Increase per Full Time Out of State/International \$ 238.90

Current Full Time Online \$11,285.00

2% Increase Full Time Online \$11,510.70

Total Increase per Full Time Online Student \$ 225.70

2 % Increase

Residence Hall Students 2025-2026

All types of Students will be "Double-Occupancy Housing"

	WV Resident	Out of State/International	Online Only
Tuition per Semester	\$ 4,332.96	\$ 5,238.72	\$ 4,565.52
Board per Semester	\$ 2,789.70	\$ 2,789.70	\$ 2,789.70
Room per Semester	\$ 3,190.56	\$ 3,190.56	\$ 3,190.56
Fees per Semester	\$ 551.82	\$ 551.82	\$ 551.82
Books per Semester	\$ 413.10	\$ 413.10	\$ 413.10
Total	\$ 11,278.14	\$ 12,183.90	\$ 11,510.70



FY27 and Beyond Tuition and Fees

West Virginia Higher Education Policy Commission Summary of Regular Tuition and Fees - 2025-26 Academic Year Resident Undergraduate Students

Institution	Tuition and Fees 2024-25	Tuition and Fees 2025-26	Increase Over 2024-25	Percentage of Increase
Bluefield State University	\$ 9,648	\$ 9,648	\$ -	0.0%
Concord University	\$ 9,464	\$ 9,464	\$ -	0.0%
Fairmont State University	\$ 8,708	\$ 8,708	\$ -	0.0%
Glenville State University	\$ 8,496	\$ 8,496	\$ -	0.0%
Marshall University	\$ 9,162	\$ 9,388	\$ 226	2.5%
Shepherd University	\$ 8,696	\$ 9,044	\$ 348	4.0%
West Liberty University	\$ 8,890	\$ 9,246	\$ 356	4.0%
West Virginia State University	\$ 8,930	\$ 8,930	\$ -	0.0%
West Virginia University	\$ 10,104	\$ 10,752	\$ 648	6.4%
WVU Institute of Technology	\$ 8,424	\$ 9,264	\$ 840	10.0%
WVU - Potomac State College	\$ 5,274	\$ 5,616	\$ 342	6.5%
Bachelor's Degree	\$ 6,432	\$ 6,840	\$ 408	6.3%

169.92 339.84



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**
 - **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*

Fall Sports Update

- Both Golf Teams finished runner-up in the MEC Golf Championships. The men came extremely close to the title, finishing only three shots back.
- Football has started out 3-3 and 3-1 in the MEC, including a double-overtime 19-13 road victory over nationally ranked Frostburg.
- Cross Country has improved immensely within the league, with men's team gaining the program's first regional ranking in 30 years. They compete in the MEC Championships October 25th.
- Volleyball is currently 8-11 overall, and 1-4 in the league
- Soccer is 3-6-1 overall and 3-4-1 in the league.
- Boxing is prepping for the War in the Waco on November 15th.

Home Away from Home

- Glenville has successfully completed three "Home away from Home" contests at Herbert Hoover, Roane County, and Robert C. Byrd. It has been received well in the communities with solid crowds and engagement.

Mountain East Conference Updates

- Shawnee State will be joining the MEC in the Fall of 2026. This will bring back to 12 institutions with full membership.

NCAA Updates

- The 2026 NCAA Convention convenes in January in Washington D.C. The major proposal affecting Division II on the table is the allowance of student-athletes five seasons of competition over 10 semesters.

Winter Sports Preview

- Basketball Seasons open up the weekend of November 14-15. There will be some preseason scrimmages beforehand.
- Wrestling opens up at home with the Glenville Invitational on November 1.

Save the Date Events

- October 24 - Pioneer Derby (Women's Basketball)
- October 25 - MEC Cross Country Championships
- November 1 - Glenville Wrestling Invitational
- November 8 - Home away from Home - Glenville vs. Wheeling at Parkersburg South.
- November 11 - Annual Gift Wrapping Event with the Morris Family
- November 15 - War in the Waco
- November 21 - Kids Day - Men's Basketball vs. Bluefield

Glenville State University Board of Governors
Meeting of October 23, 2025

ACTION ITEM: Master of Arts in Psychology Intent to Plan

COMMITTEE: Academic Affairs

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the Master of Arts in Psychology Intent to Plan for submission to the West Virginia Higher Education Policy Commission (HEPC), with target implementation date of Fall 2026.

STAFF MEMBER: Mari L. Clements, PhD

BACKGROUND:

The MA in Psychology Intent to Plan has been drafted, discussed by the Department of Social Sciences Psychology faculty with inclusion of the Dean of Health Sciences and the Provost.



GLENVILLE
STATE UNIVERSITY

October 16th, 2025

Notice of Intent to Plan

Master of Arts Clinical Psychology

Glenville State University
200 High Street
Glenville, West Virginia 26351

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5.1. Declaration of the Notice of Intent to Plan:

In accordance with Series 11, *Submission of Proposals for Academic Programs at Public Regional Institutions and the Monitoring and Discontinuance of Existing Programs* of Title 133 Procedural Rule of the West Virginia Higher Education Policy Commission (WV HEPC), Glenville State University hereby submits its intent to plan a new graduate degree program — the Master of Arts in Clinical Psychology. This program represents a strategic response to both regional and national needs for highly trained mental health professionals who are educated in the science and practice of Health Service Psychology and prepared to deliver evidence-based services across diverse populations and settings.

5.2. Projected Timeline

5.2. Projected Timeline

The projected date of submission of the full Master of Arts in Clinical Psychology program proposal is Spring 2026. Pending approval, the anticipated implementation date is August 2026. This timeline will allow for appropriate faculty hiring, curriculum refinement, and alignment with the American Psychological Association (APA) Commission on Accreditation standards for master's-level training in Health Service Psychology.

5.2.1. Educational Objectives

Institutional Mission Alignment

The Mission of Glenville State University is as follows:

Glenville State University prepares and inspires students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world.

The Mission of Glenville State University Graduate Programs is as follows:

Glenville State University graduate programs build on the University's history of training quality educators to continue preparing them for careers in lifelong professional and public service.

The Department of Social Sciences faculty drew upon these mission statements in shaping the educational objectives of the Master of Arts in Clinical Psychology. The program is explicitly designed to foster the development of Health Service Psychology practitioners whose training reflects APA's standards for professional competence, scientific integrity, and cultural responsiveness.

Accreditation Alignment

The Department is seeking **APA accreditation** for this program. The APA Commission on Accreditation has recently extended its scope to include master's-level programs in Health Service Psychology, creating an opportunity for institutions such as Glenville State to ensure training is guided by the same rigor, consensus, and quality standards that have long defined doctoral education.

Although the accreditation domains are defined in terms of knowledge and application, Glenville State University recognizes that even minimally adequate graduate-level coverage of these domains requires students to engage regularly in analysis, creativity, and judgment across settings. As explicitly outlined in APA standards, all educational objectives will emphasize

- Commitment to the professional value of individual and cultural influences on behavior.
- Fidelity to the evolving scientific knowledge base in psychology.
- Training that is level-appropriate for graduate study at the master's degree.
- Clear expectations for readiness for entry-level Health Service Psychology practice.
- Ongoing evaluation of trainee competence.

The following objectives paraphrase APA's *Implementing Regulations – Section C-M* (APA Commission on Accreditation, 2023), which guide accreditation for master's-level clinical psychology programs. Accordingly, additional information can be found in the discussion of Discipline-Specific Knowledge and Profession-Wide Competencies here: https://irp.cdn-website.com/a14f9462/files/uploaded/APA-IR_Section_C-M.pdf

1) Students will demonstrate a master's degree level of proficiency across *Discipline-Specific Knowledge* domains, namely, basic content areas of scientific psychology as well as research and psychometrics across the following subcategories:

A) Affective aspects of behavior. Including but not limited to the influence of mood, emotion, and effect on behavior.

B) Biological aspects of behavior. Reflecting multiple biological influences on behavior. Including but not limited to neural, genetic, physiological, and anatomical influences.

C) Cognitive aspects of behavior. Including but not limited to thought processes, memory, learning, and decision making.

D) Developmental aspects of behavior. Covers transitions, growth, and development across the life of an individual. For instance, infancy, adolescence, and older adulthood.

E) Social aspects of behavior. Including but limited to attributions, discrimination, group dynamics, and attitudes.

F) Consumption of research. Ability to read and interpret quantitative and qualitative research. Students will have some capacity to evaluate the trustworthiness of research based on factors including but not limited to study design, statistical assumptions, meta-analysis, and sampling.

G) Research related to practice. Students will be able to utilize research within the context of clinical practice, including but not limited to topics of basic statistics, study design, qualitative inquiry, and logic models.

H) Psychometrics. The development, evaluation, and use of psychological measurement tools. Including but not limited to test validation, scale development, test theory, and standardization.

2) Students will develop *Profession-Wide Competencies*. Abilities within the following categories are expected to develop sequentially, cumulatively, and with graduated degrees of complexity. Accordingly, specific program-wide and student-specific assessment strategies referenced later in this document are intended to reflect measurement of minimal competency and readiness for *entry-level* practice in Health Service Psychology.

A) Integration of psychological science and practice. Students will demonstrate the ability to consume knowledge related to scientific methods, procedures, and practice and use that knowledge to solve problems. This will include but is not limited to demonstrating ability to understand and evaluate scholarly work, use scientific methods to support patient and organizational outcomes, and understanding the impact of multicultural factors while evaluating research.

B) Ethical and legal standards. Demonstrated by students developing, over the course of their training, increasing capacity to independently make good decisions regarding the use of relevant codes of ethics, rules, and guidelines as well as an ability to recognize and handle ethical dilemmas.

C) Individual and cultural diversity. Includes but is not limited to development of critical self-reflection, knowledge of diversity theory and empirical data, and an ability to integrate this knowledge into their professional roles while working effectively with diverse populations. This, along with awareness of and ability to advocate for diverse populations and not excluding people from opportunities on the basis of characteristics that do not influence likelihood of success in those opportunities.

D) Professional values and attitudes. Trainees are expected to behave in ways that align with the values of the psychology profession as defined in the accreditation standards and implementing regulations. Their development of these values and attitudes should be in the context of developing self-reflective conduct as well as openness to feedback and supervision.

E) Communication and interpersonal skills. Trainees will demonstrate the capacity for maintaining effective relationships with diverse individuals and groups across types of trainee roles. They will articulate and understand good written and spoken communication demonstrating professional language and concepts across interpersonally challenging and/or complex situations.

F) Assessment. Trainees are expected to develop competent psychological assessment skills within their practice areas. Although assessment ability expectations for master's degree graduates are less complex than for their doctoral counterparts, trainees will demonstrate current knowledge of diagnosis of psychopathology and classification of dysfunctional behavior. They will also be able to competently consider functional behaviors and patient strengths. Trainees will demonstrate consideration of context and utilize appropriate assessment methods. Trainees will demonstrate the ability to understand and communicate assessment results that are consistent with current professional guidelines within the scope of their practice areas.

G) Intervention. Students will demonstrate competence in evidence-based intervention including but not limited to psychotherapy within their clinical roles. Intervention may be across different types of roles or populations (e.g., individuals, groups, organizations, etc.) and must reflect competent consideration of information related to factors that impact the intersections of identity, where informative. These competencies will include, at a minimum, the ability to develop and maintain effective helping relationships as well as develop and implement evidence-based intervention plans that are consistent with current scientific understanding. Trainees will conduct and apply knowledge from outcome monitoring strategies as part of intervention approaches.

H) Supervision. Students will meaningfully engage in and utilize program processes to monitor and mentor trainees in the development of skills and the practice of those skills. Students will understand and demonstrate understanding of supervision roles and relevant requirements for their training level and/or professional practice.

I) Consultation and interprofessional/interdisciplinary skills. Trainees will demonstrate the ability to seek collaboration with professionals and groups outside of psychology in support of their professional roles. This will include but is not limited to working on interprofessional teams with people who are professionally and personally diverse and will demonstrate respect for the roles of other professionals and nonprofessionals that are involved in the trainee's professional work.

Special Features/Conditions that Make the Institution a Desirable/Unique Place

Glenville State University (GSU) is uniquely positioned to develop a Master of Arts in Clinical Psychology program for several reasons. Although there are other master's programs in the state, this would be the only Clinical Psychology master's program, and thus the only master's program that would prepare students for licensure as psychologists. The GSU planning team has

consulted with the Executive Director of West Virginia Board of Examiners of Psychologists, who expressed great enthusiasm for the proposed program, noting that the Board routinely fields inquiries from prospective students who are disappointed to find that there is no active master's level clinical psychology program in the state. Because of GSU's location in the center of the state and the program's intended low residency design, the program is ideally suited to serve students from across the state seeking this preparation.

Further, situated in a rural area, GSU is embedded within communities that face distinctive mental health challenges. Rural populations across the United States — and especially in West Virginia — often experience geographic isolation, limited access to healthcare and behavioral health services, and a chronic shortage of licensed mental health professionals. By establishing a graduate program in clinical psychology, GSU will help to address these shortages by preparing practitioners who are specifically trained to meet the needs of underserved rural and small-town communities. Importantly, GSU is positioned to leverage its established administrative and faculty resources to build a program capable of responding to these urgent challenges.

The rising national emphasis on mental health awareness and access underscores the need for clinical psychologists and other Health Service Psychology practitioners trained to deliver evidence-based, culturally responsive care in rural regions. In West Virginia, the impact of substance use disorders and economic hardship further intensifies the need for professionals who are not only clinically skilled but also attuned to the lived experiences of their communities. GSU has a long-standing record of educating West Virginians who remain in the state to serve their neighbors, and this program continues that tradition by building a workforce of clinicians prepared to improve the well-being of their own communities. In this way, the program contributes both to the university's mission and to the health of the state at large.

GSU currently offers undergraduate degrees in psychology and related social science fields that provide a strong foundation for students who wish to pursue advanced training in clinical psychology. Students from majors such as Criminal Justice, History and Political Science, Health and Human Performance, Education, Interdisciplinary Studies, and Psychology have consistently expressed interest in graduate-level preparation that aligns with professional practice in mental health. The Master of Arts in Clinical Psychology will serve as a natural pathway for these students, enabling them to pursue careers in evidence-based psychological practice while maintaining continuity with their undergraduate training.

The university's geographic location also supports the program's societal value. Both state and federal initiatives have underscored the critical need to expand the behavioral health workforce in West Virginia due to high rates of substance use, suicide, and untreated psychiatric conditions combined with a shortage of licensed providers. A graduate program in clinical psychology at GSU will align with these initiatives by training competent practitioners who are prepared to remain in the state and serve populations in greatest need. Partnerships with local schools, hospitals, and community mental health agencies — many of which already recognize the challenges of recruitment and retention in behavioral health professions — will provide students with invaluable field placement opportunities. These placements will foster a pipeline of well-trained clinical psychology practitioners who are already integrated into the community prior to graduation.

In addition, GSU benefits from existing connections with alumni, current faculty, and local partners whose expertise spans clinical psychology, social work, and rural mental health. This network of professionals enhances the program's academic depth and relevance while reinforcing its commitment to community-engaged scholarship and practice. The university's strong sense of community ensures that graduate training will emphasize close faculty-student mentorship, professional modeling, and personalized educational experiences that extend beyond the classroom.

The cultural and socioeconomic realities of Appalachia also make GSU an ideal site for a graduate program in clinical psychology. Students trained in the region will develop a deep understanding of the local context, including the impact of poverty, stigma, substance use, and systemic barriers on mental health outcomes. Glenville and the surrounding areas host many populations with specialized needs, including low-income residents, veterans, and families navigating recovery from substance use disorders. The program will prioritize preparing clinicians who can competently serve these groups, thereby directly addressing critical gaps in the state's mental health system.

Finally, Glenville's natural setting provides an additional distinctive strength. The region's outdoor opportunities offer a unique draw for students. Thus, GSU's location both attracts students committed to staying in West Virginia and enriches the training experience with perspectives that align with emerging trends in Health Service Psychology.

5.2.2 Program Description

The Master of Arts in Clinical Psychology prepares students for important careers in healthcare, educational, and academic professions.

The program specifically focuses on developing discipline-specific knowledge and profession-wide competencies serving foundational and functional needs of entry-level Health Service Psychology professionals. Students then demonstrate their proficiencies during supervised real-world clinical practice which is monitored both by approved supervisors in the community and by program faculty during advanced coursework. These field placement demonstrations are in addition to a variety of evaluative tasks across the course of the program that are used to assess minimal competency of individual students and adequacy of program-wide goals.

Admission

Admission and Performance Standards

- An application for admission.
- Official undergraduate transcripts sent directly to the GSU Admissions Office from all undergraduate institutions attended.
- Official undergraduate transcript demonstrating an overall 3.0 out of 4.0 minimum GPA (GPA at or above 3.5 is strongly preferred) from their bachelor's degree-granting program. For applicants in their final semester of their

undergraduate education, a second official transcript must be sent directly once the degree is awarded.

- Note: Students who meet minimum but not preferred GPA standards (i.e., those students with GPAs between 3.0-3.5 are encouraged to consider submitting additional evidence of academic preparation and scholarly capabilities (e.g., general and or psychology subject GREs, poster or paper presentations, additional writing samples reflecting advanced undergraduate achievement, and/or additional relevant letters of recommendation).
- Graduate transcripts from all graduate institutions attended, if any.
- Selective Service Registration verification. State law provides that a male person who has attained the age of eighteen (18) years may not enroll in a state-supported institution of postsecondary education unless he is following the Military Selective Service Act (50 U.S. Code, Appendix §451, et seq. and the amendments thereto). Also, a male person may not receive a loan, grant, scholarship, or other financial assistance for postsecondary higher education funded by state revenue, including federal funds or gifts and grants accepted by this State, or receive a student loan guaranteed by the State unless he is following the Military Selective Service Act. Selective Service Act registration information should be available at all U.S. Postal Service facilities and may be available at some high schools. The Selective Service System also provides information through a web site at <http://www.sss.gov>. (GSU, Graduate Catalog, 2022)

Additional Admission Requirements for the Master of Arts Clinical Psychology Program

- Submit a 1–3-page personal statement (double spaced) addressing the applicant's interest in and preparation for a career in health service psychology.
- Applicant writing samples will be submitted to the Department of Social Sciences Graduate Program Coordinator for dissemination to psychology faculty, who will review and approve or deny the writing samples.
- Maximum three (3) letters of recommendation from professionals within an institution of higher education or the student's current profession or a profession related to Clinical Psychology. At least one letter must be from a faculty member of the student's undergraduate or previous graduate program.

Program Progression

Master's degree programs for future Health Service Psychology professionals attract a variety of students. This includes working adults pursuing more advanced education in pursuit of career development, parents who are going back to school, students maturing through emerging adulthood. Additionally, recent graduates who are pursuing advanced training but who may need additional time and support to mature into appropriate candidates (e.g., psychology undergraduates with the potential for doctoral training but who would benefit from additional

socialization) will be well served by the program. Accordingly, the institution wants to provide flexibility regarding program duration.

However, the nature of the training of professionals that provide Health Service Psychology settings demands that training experiences are sequential, cumulative, and graded in complexity. Accordingly, progression through coursework into supervised field experiences requires prerequisites within the program and even within each of those areas. In order to maximize the retention and diversity of our student body, given the challenges that arise when life challenges interfere with standard progression through the program, we will allow 7 calendar years to complete the program once initiated.

Students need to maintain a cumulative GPA of 3.0 in all graduate-level coursework. Additionally, further specific requirements for demonstrating minimum competency (as introduced in the Assessment section of this document) within certain courses and across types of courses (e.g., field experiences) will be outlined in the corresponding course syllabi, in alignment with American Psychological Association Commission on Accreditation requirements for evaluating student and program performance.

Curriculum

The Master of Arts Clinical Psychology comprises 20 three-credit-hour courses and course equivalents totaling 60 credits. Progression through the program depends on meeting learning objectives and competencies in a sequential, graded, and cumulative fashion. For example, Practicum, Internship I, and Internship II must be completed in order and advancement to the next field-experience course is dependent on successful completion of the previous.

Course	Title	Credits
PSY 500	<i>Statistics in Health Service Psychology</i>	3
PSY 510	<i>Ethics in Psychology</i>	3
PSY 520	<i>Developmental Psychology</i>	3
PSY 530	<i>Psychopathology</i>	3
PSY 550	<i>Psychometrics</i>	3
PSY 560	<i>Multicultural Psychology</i>	3
PSY 570	<i>Cognitive and Affective Bases of Behavior</i>	3
PSY 580	<i>Theories of Behavior Change</i>	3
PSY 565	<i>Social Psychology</i>	3
PSY 575	<i>Clinical Assessment I: Personality and Psychopathology</i>	3
PSY 585	<i>Techniques of Behavior Change</i>	3
PSY 595	<i>Practicum</i>	3
PSY 600	<i>Research Methods</i>	3
PSY 620	<i>Clinical Assessment II: Adaptive Functioning and Cognition</i>	3
PSY 630	<i>Biopsychology</i>	3
PSY 640	<i>Internship I</i>	3
PSY 660	<i>Supervision in Psychology</i>	3
PSY 670	<i>Advanced Seminar</i>	3
PSY 680	<i>Marriage and Family</i>	3
PSY 690	<i>Internship II</i>	<u>3</u>
		60

Consistent with accreditation standards and the feedback we have received from community partners, faculty, practitioners in our area, and our alums, courses that feature the practice of therapy and assessment techniques will have an in-person component. Real-world clinical experiences (i.e., Practicum and Internships) will require extensive, if not total, in-person student participation.

5.2.3. Compliance with 133 C.S.R. 10

Policy Regarding Program Review and Planning

The Master of Arts Clinical Psychology program will comply with the standards of 133 C.S.R. 10, *Policy Regarding Program Review and Planning*. GSU integrates program review into their strategic planning and budgeting processes. This institution engages in annual assessment of programs as well as a full program review every five years. In addition to required reporting to the West Virginia Higher Education Policy Commission, APA also requires annual reports as well as periodic self-studies and site visits. In addition to assessment of student and program learning outcomes (including but not limited to internship acceptance rates, licensure rates, and alum employment data), program assessment and planning will also include information related to external demand and delivery cost.

GSU program review is faculty-led, with annual assessment of signature assignments, evaluation of mission, determination of level of demand, and identification of areas for improvement. This program will also comply with any requests from the Board of Governors, the Commission, or APA for additional focused review. In addition to compliance with 133 C.S.R. 10, the program-level quality and performance review standards have been provided directly below in this section.

Quality Standards

In addition to the University's accreditation status through the Higher Learning Commission, we will pursue accreditation through the American Psychological Association Commission on Accreditation.

To assess the new proposed Master of Arts Clinical Psychology program, the department will align the assessment strategies for the students and program with those described in the American Psychological Association's accreditation standards. As mentioned in the learning objectives section, above in this document, students will demonstrate minimum competencies across discipline-specific knowledge domains and profession-wide competencies. Additionally, the program will aggregate this and other data both *proximally* (i.e., during the student's enrollment) and *distally* two and five years following graduation.

Individual Assessment

American Psychological Association accreditation standards require programs to identify specific program elements that satisfy each of the subcategories listed in our learning objectives, above in this document. In some areas, the evaluation of a specific learning objective is adequately covered by the performance of a student in a single course. However, given the breadth of material covered by a specific learning objective or course, the assessment of a specific learning objective may be distributed across different evaluated activities. For learning objectives that are adequately covered by a single course, a passing grade in that course (i.e., B

or above) will demonstrate minimum competence for the corresponding objective. *Course syllabi will outline the specific learning objective(s) being measured in a specific activity or course as a whole as well as the criteria for demonstrating minimal competence for that activity.*

Program learning objectives described above, as well as the accreditation standards from the American Psychological Association will be assessed in numerous ways. First, the American Psychological Association's discipline specific knowledge areas and/or profession-wide competencies that are demonstrated by performance in a course, series of courses, and/or a major assignment(s) within courses will have the specific competency explicitly listed on the syllabus. Accordingly, students will encounter various assessment approaches that best reflect diverse opportunities to tailor assessment to learning objectives while having clear guidance about when a course or course elements reflects a minimum level of achievement. Assessment strategies for program objectives and minimal student competency will include successful completion of a course (or courses), adequate performance on one or more signature course assignment (e.g., term papers, observed clinical vignette or presentation), standardized ratings completed by faculty and/or clinical supervisors, and combinations thereof.

Clinical Psychology students will be required to maintain an 80% or greater in every course to demonstrate minimum preparation for independent practice in Health Service Psychology. When an element of a course has been deemed by social science faculty to serve as an appropriate proximal datum for a learning objective or other accreditation standard, the instructor will be responsible for reporting that pass-fail data to the social science faculty for later aggregation within students, cohorts, and other relevant combinations of students.

Program-Wide Assessment

The Master of Arts Clinical Psychology alignment with American Psychological Association accreditation standards provides many opportunities for thorough program evaluation. Program-wide assessment comprises 5 primary tasks.

- 1) Annual internal review of individual student progress and performance conducted by Social Sciences faculty in terms of identified indices of discipline-specific knowledge and profession-wide competencies. When available, this will include structured feedback from community partners who have interacted with students during field experiences.
- 2) Annual internal review of cohort-aggregated progress and performance conducted by Social Sciences faculty in terms of identified indices of discipline-specific knowledge and profession-wide competencies. When available, this will include structured feedback from community partners who have interacted with students during field experiences.
- 3) Two-year distal survey. Consistent with accreditation standards. Students will be surveyed two years after graduation to assess program success at preparing them in profession-wide competencies.
- 4) Five-year distal survey. Consistent with accreditation standards. Students will be surveyed five years after graduation to assess program success at preparing them for entry level practice, which although still measuring profession-wide competencies, will also measure success with

program related career development including but not limited to licensure, employment, and other professional activity.

5) Accreditation self-study submission and review. Upon enrollment of the second cohort of students (in at least the second academic year of the program, after the initial cohort has started their clinical field placements) the Master of Arts Clinical Psychology program will be eligible to apply for the “Accredited, on Contingency” status from the American Psychological Association. The program will submit a self-study to the American Psychological Association Commission on Accreditation in preparation for a site-visit following the completion of that term to allow for integration of data from the student’s first clinical field experiences. At this stage, the program will be evaluated in terms of available data, plans for future data collection, policies, procedures, course syllabi, and faculty sufficiency. Following at least one graduated student (and within three years of securing Accredited, on Contingency” status) the program will apply for full accreditation. At the time of accreditation, the university will be informed of the date for the next review which will be, at most, every 10 years, depending on the professional judgement of the Commission on Accreditation. Additionally, the program will be required to submit annual data evidencing adherence to accreditation standards. This annual report will reflect the information collected and reviewed for program-wide assessments 1-4.

5.2.4. Existing Programs

As noted previously, the program would be the only master’s level clinical psychology program in the state. Below are listed the other universities and colleges with master’s degrees in mental health.

Concord University

Master of Social Work

Marshall University

Doctor of Psychology in Clinical Psychology

Master of Arts in Counseling (Clinical Mental Health)

Master of Arts in Counseling (School Counseling)

Master of Arts in Psychology (General; Clinical area of emphasis admissions are currently suspended)

Master of Social Work

School Social Work Graduate Certificate

University of Charleston

Master of Arts in Mental Health Counseling

West Liberty University

Master of Arts in Art Therapy and Counseling

Master of Arts in Clinical Psychology (in teach out)

Master of Arts in Mental Health Counseling (Program anticipated Fall 2026).

West Virginia University

Master of Science in Counseling (Clinical Mental Health)-Online

Master of Science in Counseling (Clinical Mental Health)

Master of Science in Counseling (School Counseling)

Doctor of Philosophy in Psychology: Behavior Analysis

Doctor of Philosophy in Psychology: Clinical

Doctor of Philosophy in Psychology: Counseling (Phasing out)

Master of Social Work

Doctor of Philosophy in Social Work

Doctor of Philosophy in Counseling: Sport, Exercise, and Performance
Psychology

West Virginia Wesleyan College

Master of Arts in Counseling: Clinical Mental Health

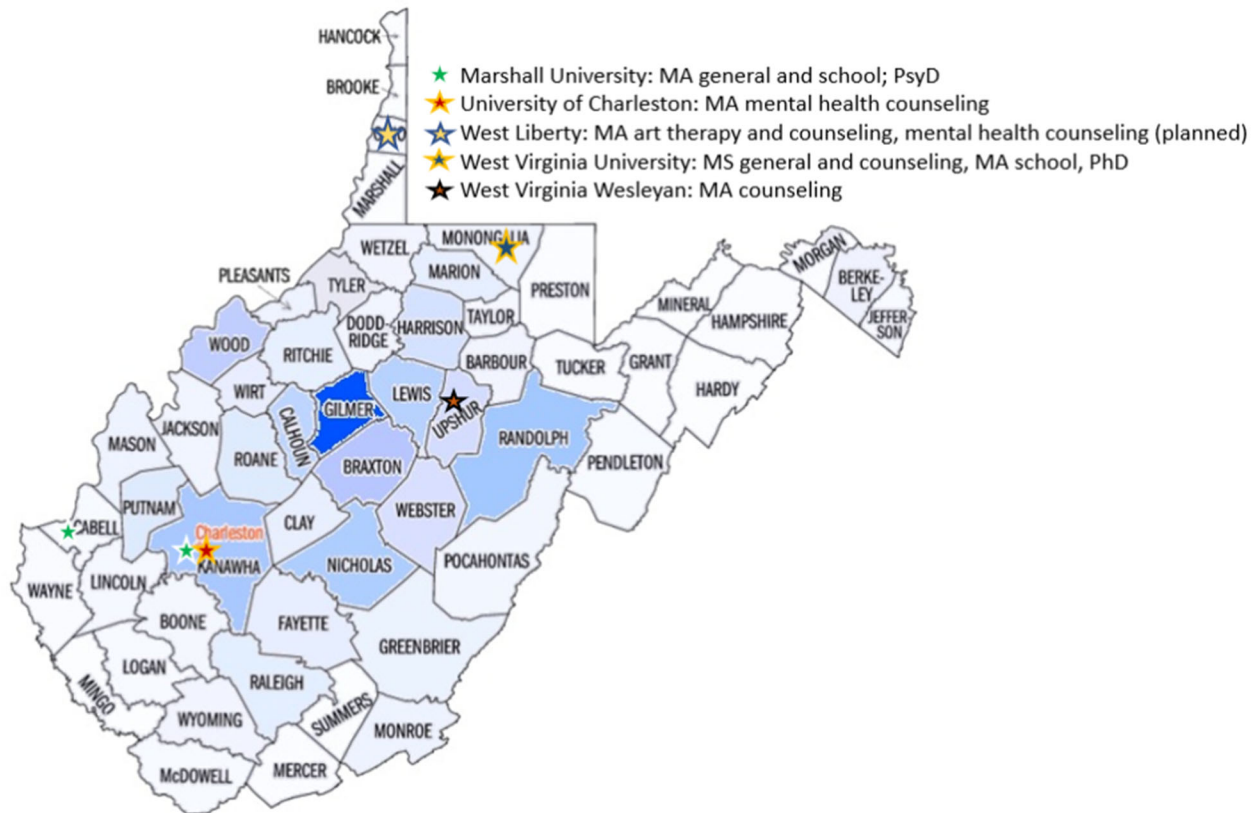


Figure 1. This figure graphically represents Glenville State University enrollment where more enrollment is reflected by darker shades of blue. The locations of more similar programs are marked with stars.

5.2.5. Societal, Occupational, Research, or Public Service Needs Met

Evidence for the shortcomings of existing behavioral health resources are weaved throughout our families, communities, and lives. Although state and federal governments, school systems, and families continue to invest in additional resources, troubling trends are stubbornly persistent. Despite wider availability of behavioral health resources, both the state and the nation are still facing shortages of providers across various disciplines. Perhaps even more troubling than general availability issues, access to quality services, based on the best available evidence and rooted in the contributions of psychological science, have never been more obscured by the myriad trends, fads, and folklore about mental health pervasive in society.

Every day, the specter of a treatment-prevalence paradox overshadows the field. That is, despite more treatment, and even the availability of purportedly evidence-based treatment, there is a growing “mental health burden” in our communities. An insufficient focus on good psychological science as the foundation for training and service provision inevitably leads to difficulty in providing the right treatments at the right times to those who most need help. These

shortcomings have steep costs, both literally in tax money and insurance premiums and figuratively with the disease burden of mental health problems.

Doctoral training in American Psychological Association accredited programs has served as the field's best bulwark against the rising tide of the pseudoscience and insufficient attention to scientific evidence in a broader field that, understandably, is simply doing its best to address serious access problems. Glenville State welcomes the recent move by the American Psychological Association to accredit master's degrees in Health Service Psychology as providing a framework for channeling the heretofore restricted knowledge base of clinical psychological science into the real-world of practitioners who are responsible for implementing services to our communities. We firmly believe that the aim of our training model is unique, and that although there are other master's level mental health programs within the state, the GSU program will fill a unique and important training need.

Baccalaureate Graduates

Numerous undergraduate social science students from GSU have expressed interest in pursuing masters training in our program. Many GSU undergraduates pursue a BS in Psychology as their first step in pursuit of a career in a helping field. However, until now, students who were not prepared or interested in pursuing accredited doctoral training were forced with the choice to switch career paths or switch to a related field for Health Service Psychology professionals. The clinical psychology program can serve as a natural professional next step to existing GSU students who are interested in professional work in Health Service Psychology. Although students with a BS may find entry-level employment in Health Service Psychology or related fields, the eventual independent practice of these fields requires at least master's level preparation.

Behavioral Health Professionals

Various positions are available in the helping professions to individuals with high school and bachelor's level preparation. Case managers, therapeutic staff support, administrative professionals, peer-recovery support specialists, post-baccalaureate researchers, professional research staff, school support staff, and similar professions are an integral part of Health Service Psychology. Many of these professionals demonstrate value to their organizations and themselves but require additional credentials to advance within or between employers. The Master of Arts Clinical Psychology degree will provide both the additional training and bona fides to make these professionals eligible and prepared for advancement. Additionally, after some time in bachelor's or high school preparation positions, individuals become better oriented toward future goals. Some of those will decide to pursue training in Health Service Psychology and will be provided with a unique opportunity in our program.

KFF (formerly Kaiser Family Foundation) provides important statistics related to mental health in West Virginia. See <https://www.kff.org/statedata/mental-health-and-substance-use-state-factsheets/west-virginia/> for additional information, but several important data points are summarized below.

Research by the Census Bureau in 2013 identified higher rates of anxiety and depression symptoms by West Virginia adults than the national average (approximately 38% vs 32%).

The impact of substance use disorders has also been a major contributor to despair in our country and state. Although the nation has experienced significant increases in drug overdose deaths in recent years (rising from 13.2 to 32.4 per 100,000 people), this increase has been particularly challenging for our state where rates rose from 36.3 to 90.9 per 100,000 during the same time period. Lastly, the nation has lost over half a million lives to suicide since 2010, and when controlling for age of people who commit suicide, West Virginia evidences a higher rate than the national average. Accordingly, the need for skilled mental health practitioners is glaring.

With regard to need, KFF goes on to cite statistics that are available from the Health Resources and Services Administration about the availability of psychiatry providers. If those statistics are used as a proxy for other types of mental health providers, only 13% of West Virginia's needs for such services are met, as compared to 27% nationally.

With regard to that need, the Health Resources and Services Administration provides workforce projections related to mental health (see <https://data.hrsa.gov/topics/health-workforce/workforce-projections>). They project that from 2025-2035 Addiction Counselors will see a 36% increase in demand with a simultaneous 19% decrease in supply. Although supply of Marital and Family Counselor supply will remain relatively stable, projecting only a decrease of 3% over that time, their demand for that profession is projected to increase by 35% by 2035. Similarly, Mental Health Counselor supply is projected to drop by 6% but demand for mental health counselors is also expected to increase by 35%. The projected supply and demand of psychologists reflects this general trend, with an anticipated 11% reduction of supply and concomitant 31% increase in demand.

More conservative estimates from the National Bureau of Labor Statistics cite a projected increase of clinical and counseling psychologists of 7% from 2023-2033 which is higher than the growth projection of 4% for all occupations <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm#tab-6>. The same organization projects an increase of 19% over the same period for counselors that focus in mental health, behavioral disorders, and addictions as well as a 9% increase for counselors, social workers, and community service specialists.

As these statistics demonstrate, in training mental health providers with entry level competence, the clinical psychology program can play an important role in meeting an increasing demand.

5.2.6. Additional Resources

Glenville State University has an established record of providing high quality graduate online programs. All required resources for hybrid course administration, delivery, and technical support are already integrated into university functioning.

The Psychology faculty within the Department of Social Sciences comprises five full-time professors who represent a variety of subdisciplines reflective of the training needs of Health Service Psychology providers. Additionally, these faculty are well versed in clinical, academic, and administrative tasks. The program is actively seeking a Director of Clinical Training who is licensed to practice Health Service Psychology in West Virginia who can take primary responsibility for directing the efforts of the program and integrating the specialized skills of faculty. The DCT will have primary responsibility for the furtherance of community relationships and partnerships that support the mission of the program.

Competent provision of Health Service Psychology Services includes hands-on training in the use of psychological testing as well as intervention. Accordingly, the program will incur some initial start-up expense related to purchasing psychological tests, test administration materials, and software used for scoring and interpretation of those tests. Additionally, American Psychological Association standards for psychotherapy training requires some capacity for live observation or review of audiovisual recording of trainee therapy services. Accordingly, some cost for recording, storage, and other room setup needs (e.g., modest professional furniture) will be incurred. Although not likely to be enough to contribute substantially to program finances, patients who are served by trainees in our in-house clinic will pay a modest fee that will be used to offset annual clinic operational costs.

5.2.7. Instructional Delivery Methodologies

The online Master of Arts Clinical Psychology program is designed as a 60-credit-hour sequence of synchronous courses, some of which require low-residency in-person participation. That is, consistent with feedback received from a survey of practicing licensed psychologist across the state, courses that focus on developing intervention and assessment techniques will require an in-person component to provide appropriate coaching and feedback. Field experiences (i.e., Practicum and Internships) will require extensive, if not complete, in-person student participation with on-site supervision from a licensed psychologist.

Most coursework will be delivered in 16-week instructional modules. Fall and Spring Semesters are 16 weeks and Summer terms are 8 weeks. Full-time students will be expected to take 4 courses (12 hours) at a time during a semester. Petitions to enroll in a number other than 12 hours of coursework would be reviewed by the Graduate Council and students will be provided

with consultation by faculty advisors with regard to the feasibility and relative pros and cons of taking fewer credits due to other obligations or unforeseen circumstances.

5.2.8. Additional Information Available Upon Request

In compliance with Title 133 Series 11 *Standards and Processes for Approval of New Academic Programs*, GSU and its Master of Arts Clinical Psychology Program is happy to provide any other information that may be requested by the Chancellor or the Vice Chancellor for Academic Affairs to ensure that we are meeting basic degree and instruction requirements.