



GLENVILLE
STATE UNIVERSITY

AMENDED AGENDA

**Glenville State University
Board of Governors**

June 14, 2023

9:00 a.m.

Via ZOOM

**Glennville State University
Board of Governors Meetings
2022-23 Schedule**

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 2:00 pm - 9:00 am in person unless otherwise noted in the schedule.

Executive Committee of the Board

All Executive Committee meetings will be held at 11:00 am via Zoom at:

Join Zoom Meeting

<https://us06web.zoom.us/j/91229060765?pwd=MUI2RG9aVm4rTlI2dzR4K1NUZmNmdz09>

Meeting ID: 912 2906 0765

Passcode: GSU

or

Dial by your location: + 1. 929.205.6099 US (New York)

Meeting ID: 912 2906 0765

Passcode: 481189

All Other Committees of the Board

All other committees will meet on the day of the Board meetings in the Waco Center, Rooms A227/228 at the following specified times unless otherwise noted in the schedule.

All other committees will meet on Wednesday, April 12, 2023 and Wednesday, May 24, 2023 at the times indicated below via Zoom at:

Join Zoom Meeting

<https://us06web.zoom.us/j/3896758045?pwd=d29TWjNkZmx1S0FYenhzcjJ1MzJCQT09>

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

*Board Governance and HR Committee at 9:00 am Enrollment and Student Life Committee at 10:00 am
Academic Affairs Committee at 11:00 am Business and Finance Committee at 1:30 pm
Athletics Committee at 2:30 pm*

Schedule

Thursday, July 7, 2022

Meeting will be broadcast via ZOOM - <https://us06web.zoom.us/j/85323246878?pwd=T0txQ2FvdVks5cTRaalVCTGhiYTkrQT09>

Meeting ID: 853 2324 6878 Passcode: GSU OR

Special Mtg. of Board of Governors @ 10:00 am

<https://us06web.zoom.us/j/85323246878?pwd=T0txQ2FvdVks5cTRaalVCTGhiYTkrQT09>

By Phone +1 929 205 6099 US (New York)

Meeting ID: 853 2324 6878 Passcode: 370372

Wednesday, July 27, 2022

Executive Committee

Wednesday, August 10, 2022

Board of Governors & Committee Meetings

Wednesday, October 5, 2022

Executive Committee

~~Wednesday, October 19, 2022 Friday, October 14, 2022~~

Thursday, October 13, 2022

Board of Governors

~~Wednesday, November 16, 2022~~

Tuesday, November 15, 2022

Executive Committee

~~Wednesday, December 7, 2022 Friday, December 9, 2022~~

Board of Governors

Wednesday, February 1, 2023

Executive Committee

Wednesday, February 15, 2023

Board of Governors @ 9:00 AM

NOTE: There will be no committee meetings

Wednesday, April 19, 2023

Executive Committee

Wednesday, May 3, 2023

Board of Governors

Wednesday, May 31, 2023

Executive Committee

Wednesday, June 14, 2023

Board of Governors

Meeting will be broadcast via ZOOM - <https://us06web.zoom.us/j/3896758045?pwd=d29TWjNkZmx1S0FYenhzcjJ1MzJCQT09>

Meeting ID: 389 675 8045 Passcode: GSU OR

By Phone +1 929 205 6099 US (New York)

Meeting ID: 389 675 8045 Passcode: 551330

Approved by the GSU Board of Governors June 15, 2022.

Updated June 27 & 28, 2022; July 20, 2022; July 27, 2022; August 25, 2022; September 15, 2022, September 23, 2022, October 6, 2022; January 25, 2023; February 15, 2023; **Page 1 of 109**, 2023.



BOARD OF GOVERNORS

June 14, 2023

Via ZOOM

9:00 AM

AMENDED AGENDA

1. Call to Order
2. Swearing-In of New Board Member
3. Establishment of a quorum
4. Public Comment Period
5. Special Presentation – *Trae Sprague, Dean of Student Success and Retention, and Academic Success Center Team*
6. Constituent Comments
 - A. Alumni Council - *Doug Patterson, President*
 - B. Faculty Senate – *Maureen Gildein, Vice President*
 - C. Staff Council - *Eric Marks, Chair*
 - D. Student Government Association – *Breanna Morgan, President*
7. **Consent Agenda (Action Item)**
 - A. Minutes of the May 3, 2023 Meeting
 - B. Cash Flow Projection Statement
 - C. Accounts Receivable Report
8. Committee Reports
 - A. Executive Committee - *Mike Rust, Chair*
 - B. Board Governance and Human Resources Committee – *Alex Lay, Chair*
 - C. Enrollment and Student Life Committee – *Ann Green, Chair*
 - D. Academic Affairs Committee – *Kathy Butler, Chair*
 - E. Business and Finance Committee – *Doug Morris, Chair*
 - F. Athletics Committee – *Bob Marshall, Chair*
9. President's Report
10. Discussion/Actionable Items
 - A. **FY24 Chair and Vice Chair Nomination Recommendations (Action Item)**
 - B. **FY24 Board of Governors' Meeting Schedule (Action Item)**
 - C. **Board of Governors Scholarship (Action Item)**
 - D. **Program Reviews (Action Item)**
 - Bachelor of Arts in Music
 - Bachelor of Science in Business Administration
 - Bachelor of Science in Behavioral Science/Psychology
 - Bachelor of Arts in History/Political Science
 - Regents Bachelor of Arts

- E. **Deferred Maintenance Grant Blanket Resolution Application** (*Action Item*)
- F. **Final Draft Policies** (*Action Item*)
 - GSU Personnel Policy 24 – Faculty Salaries
 - GSU Academic Policy 27 – Grade Point Average for Associate and Baccalaureate Degrees
 - GSU Academic Policy 28 – Standards and Procedures for Undergraduate Admissions
 - GSU Academic Policy 31 – Transfer of Credits and Grades
 - GSU Academic Policy 32 – Online Courses
 - GSU Academic Policy 33 – University Credit for Prior Learning
 - GSU Tuition and Fees Policy 45A – Reduced Tuition and Fee Program for State Residents Who Are at Least Sixty-Five Years of Age

11. Announcements

12. Adjournment

Retention Update and Initiatives

Submitted by: Trae Sprague – Dean of Student Success and Retention

Presented by: Academic Success Center, Student Support Services, Library, Dean of Student Success and Retention

- Retention
 - o Current rate and projection
 - o Historical
- Data
 - o Student responses
 - o Academic and financial
- Academic Success Center
 - o Initiatives
 - o Needs and Updates
- Student Support Services
 - o Overview and statistics
 - o Initiatives
- Library
 - o Statistics
 - o Correlation with English 101 and 102

**Glennville State University Board of Governors
Meeting of June 14, 2023**

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 May 3, 2023 Meeting
2. Cashflow Projection Statement
3. Accounts Receivable Report

**Glenville State University
Board of Governors Meeting
May 3, 2023
Waco Center, Rooms A227/228**

Members Present: Mr. Mike Rust, Chairperson
Ms. Ann Green, Vice Chair
Dr. Kathy Butler, via Zoom
Mr. Tilden "Skip" Hackworth, via Zoom
Ms. Alexandria Lay
Mr. Robert Marshall
Mr. Joe Parsons
Dr. Kevin Evans, Faculty Representative
Mr. Cody Moore, Staff Representative
Ms. Breanna Morgan, Student Representative

Members Absent: Mr. Daniel Durbin
Mr. Doug Morris

Faculty & Staff Present: Ms. Rikki Butler, Director of Admissions
Ms. Bridget Carr, Associate Director of International Student Services
Dr. Schuyler Chapman, Assistant Professor of English
Dr. Mari Clements, Associate Provost & Associate Vice President for Academic Affairs
Ms. Maureen Gildein, Lecturer of Physical Education and Faculty Senate Vice President
Dr. Donal Hardin, Assistant Professor
Ms. Rita Helmick, Vice President for Administration and General Counsel
Mr. Tim Henline, CFO
Mr. David Hutchison, Vice President for Advancement
Mr. Bert Jedamski, Finance Consultant
Ms. Tegan McEntire, Director of Human Resources
Dr. Mark Manchin, President
Mr. Eric Marks, Information Technology Specialist & Staff Council Chair
Ms. Elizabeth Matory, Assistant Professor of Criminal Justice
Mr. Thomas Ratliff, Executive Director of Operations
Dr. Mark Sarver, Associate Professor of Business
Dr. Sara Sawyer, Professor of Biology
Mr. Jesse Skiles, Director of Athletics
Ms. Teresa Sterns, Executive Assistant to the President
Dr. Marjorie Stewart, Professor of English
Mr. Jason Yeager, Vice President for Enrollment & Student Life
Mr. Jahzeiah Wade, Incoming Student Government President
Ms. Jennifer Wenner, Lecturer of Communications

Call to Order

Chairman Mike Rust called the meeting to order at 9:04 am.

A quorum was established.

Chairman Rust announced that a change is being made in the order of agenda items. Item nine is being moved to item three and item eight is being moved to item four.

Discussion of a personnel matter involving an employee and student mental health

Executive Session

IT WAS MOVED BY SKIP HACKWORTH THAT THE BOARD OF GOVERNORS GO INTO EXECUTIVE SESSION UNDER THE AUTHORITY OF WV CODE §6-9A-4(b)(6) TO DISCUSS A PERSONNEL MATTER INVOLVING AN EMPLOYEE AND STUDENT MENTAL HEALTH. JOE PARSONS SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Rise from Executive Session

IT WAS MOVED BY CODY MOORE THAT THE BOARD RISE FROM EXECUTIVE SESSION AND RECONVENE IN OPEN SESSION. BREANNA MORGAN SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

President's Report

Dr. Manchin reported:

- A special graduation diploma presentation ceremony will be held tomorrow for six senior softball players that are unable to participate in Commencement due to competing in the Mountain East Conference (MEC) tournament on Saturday.
- The College of Health Sciences task force has been working with many local and outside providers to assist with the development of new health science programs.
- The Dean of Health Sciences position has been posted.
- Legislature passed deferred maintenance funding for higher education. Depending on the amount awarded to the University, completion of the nursing program space at the Waco Center and renovation of the amphitheater are two of many projects that will be completed /renovated.
- The University will be searching for a new Provost, athletic trainers, and a Men's head basketball coach.
- Bert Jedamski, Finance Consultant, will be departing the University this Friday.

Public Comment

Marjorie Stewart announced she had been at GSU for eleven years. She voiced her concerns regarding communication. She feels that the campus is divided more than it has ever been. Dr. Stewart requested more open communication be shared across campus and involve faculty, staff, and students in the search for a new provost.

Elizabeth Matory announced that she stepped down as faculty senate president and apologized to the Board for "losing her cool" at the last meeting. She inquired if there would be an interim provost appointed.

Constituent Comments

Alumni Council – David Hutchison reported the following:

- The 50-year Grad reception and dinner will be held on Friday evening.
- June 10th will be GSU Night at the Power Park in Charleston.
- Dustin Crutchfield has been hired as the new Alumni Director.
- A search is being conducted for a new Marketing and Public Relations Director.

Faculty Senate – Schuyler Chapman, Secretary, reported:

- Senate reviewed and approved the bylaws for Academic Assessment and Curriculum committees.
- Faculty Development Committee report was provided by Mark Sarver.
- The Provost Evaluation and Faculty Accomplishment Task Force committees were developed.
- A survey was conducted on faculty overload.
- Spring semester focused on review of administrative Board policies.
- Elections were held and the following were appointed: Lloyd Bone, new faculty marshal; Kevin Evans, Board of Governors representative; and Kandas Queen, ACF representative.
- Faculty Senate has concerns regarding the Provost.
- The Faculty Senate President seat is vacant.

Staff Council –Eric Marks, Chair, reported:

- Staff are working on end of the semester events.
- Council is reviewing policies and the Staff Council handbook.
- The Employee of the Year and Rising Star awards will be presented at the Employee Awards Ceremony next week.
- Elections for Staff Council representatives will be held next week.

Student Government Association (SGA) –Breanna Morgan, President, reported:

- Elections were held and Jahzeiah Wade was elected as the new President and Michael Miller was elected to serve as the Vice President.
- The SGA inauguration for officers will be held at the Student Organization dinner this evening at 6:00 pm in the MCCC, Ballroom.
- SGA created emergency survival kits for finals week and hosted a taco bar.

Consent Agenda

KEVIN EVANS MOVED TO APPROVE THE CONSENT AGENDA AS PRESENTED.
BREANNA MORGAN SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Committee Reports

Executive Committee

Mike Rust reported the Committee met on April 19, 2023 via Zoom and discussed:

- Legislature approved \$2.9 million funding for Higher Education deferred maintenance.
- Twelve GSU pre-nursing students were accepted into Marshall's nursing program. Four more students were chosen as alternates.
- Denise Campbell will be leaving GSU and a Dean of Health Sciences position will be posted.

- 115 students are scheduled to graduate on May 6, 2023.
- The Department of Athletics is short by five to six coaches, so searches have begun to fill the positions.
- Set today's Board Agenda.

Board Governance and HR Committee – Alex Lay, Chair, reported:

- Tegan McEntire provided a report on new hires, disseminated the FY24 Employee Holiday Schedule, and presented on Sexual Assault Awareness Month.
- Rita Helmick reported that there is currently one Title IX case and one lawsuit. The Housing Corporation met in March. She reported on other updates that included; the clock tower carillon has been repaired, a group of employee volunteers planted flowers across campus, and bids are being posted to seek architects and contractors for upcoming projects that will begin upon receipt of the deferred maintenance funding.
- David Hutchison presented a report on the number of scholarships that were awarded, governmental affairs, grants, and upcoming alumni events.
- President Manchin sent a letter to the Governor requesting reappointment of Board members Bob Marshall and Ann Green.
- The Committee will be reviewing Board policies and proposing amendments if needed.

Enrollment and Student Life Committee - Ann Green, Chair, requested that Jason Yeager provide the Committee report.

Jason Yeager reported:

- Enrolling students for fall.
- The final headcount was 1465 this spring as compared to last spring at 1424.
- Summer enrollment is increasing.
- The college-going rate is problematic across the state as reported by WVHEPC.
- 118 I-20s were sent to international students.
- Enrollment projections for fall has decreased.
- Student Affairs hosted many student activities this semester.
- 166 applications have been received for the pre-nursing program.

Academic Affairs Committee – Joe Parsons, Vice Chair, reported that Gary Morris included the Committee report in the Board packet.

Mari Clements presented an update on open and filled faculty positions.

Business and Finance Committee – Tim Henline, CFO, reported that accounts receivable and cash flow have improved and will continue to improve.

Bert Jedamski referred to the FY24 proposed budget and noted that the FY25 budget column should be viewed as a forecast as it will dramatically change. He further reported:

- The year two nursing grant had a \$400K reduction due to miscommunication when the grant was first awarded.
- Institutional discounts went up due to scholarships that were planned to be funded from the nursing grant.
- Payroll adjustments had to be made to fund payroll.
- Aramark prices will increase this year.
- The statewide health insurance increase has been included in the FY24 budget.
- The Committee recommends approval of the FY24 budget.

FY24 Budget

MIKE RUST MOVED TO APPROVE THE BUDGET FOR FY24 AS PROPOSED.
BOB MARSHALL SECONDED THE MOTION.

MOTION CARRIED UNANIMOUSLY.

Chair Rust requested that a report on tuition discounting be provided at the next meeting.

Athletics Committee – Bob Marshall, Chair, asked Jesse Skiles to provide the Committee report.

Jesse Skiles reported:

- Women’s Basketball competed in the final four.
- Coach Kim Stephens accepted the Women’s Head Basketball Coach position at Marshall University. Emily Stoller has been named the new Women’s Head Basketball Coach at GSU.
- Head Men’s Basketball Coach Justin Caldwell accepted a coaching position at Marshall University and a search is being conducted to fill his position.
- The Wrestling team placed ninth in the nation.
- Softball placed in the top eight of the Mountain East Conference tournament.
- Acro and Tumbling competed in the national championships.
- Baseball is 15-13 but will not make the playoffs.
- Women’s Golf is participating in the NCAA tournament.
- Track attended a meet yesterday.
- Working to fill 18 positions in the Department of Athletics.
- Nursing student athletes may compete beyond their first year at GSU.
- Charlie Baker has been named the new NCAA President.

Announcements

Mike Rust referred to the announcement listed on the agenda and reminded the Board that it will meet with Staff Council and Faculty Senate following today’s meeting at 1:00 pm.

Adjournment

With no further business and hearing no objection, Chairperson Rust adjourned the meeting at 11:49 am.

Mike Rust
Chairperson

Teresa Sterns, Executive Assistant to the President

Update Cashflow Forecast

Glenville State University																
Cashflow Projection FY 2023																
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Oasis	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23
Beginning Cash	Fund #	\$5,178,570	\$5,105,829	\$4,237,941	\$2,547,099	\$3,764,699	\$2,776,055	\$2,051,356	\$4,339,448	\$3,209,966	\$1,748,288	\$2,269,838	\$2,449,723	\$3,159,670	\$4,815,572	\$3,105,045
Cash used		2,218,987	1,868,663	2,855,920	2,210,913	2,319,035	2,623,039	2,134,308	1,968,404	2,450,898	1,793,958	1,953,958	2,847,458	2,228,958	2,228,958	2,640,865
Ending Cash		\$5,105,829	\$4,237,941	\$2,547,099	\$3,764,699	\$2,776,055	\$2,051,356	\$4,339,448	\$3,209,966	\$1,748,288	\$2,269,838	\$2,449,723	\$3,159,670	\$4,815,572	\$3,105,045	\$916,545
Remaining State Funds Included in Bal.		\$1,308,841	\$766,149	\$ 66,573	\$1,281,311	\$807,618	\$(48,594)	\$1,172,068	\$629,351	\$ -	\$1,092,946	\$727,946	\$237,946	\$1,515,892	\$1,025,892	\$290,892
Remaining Energy Savings Loan in Bal.		\$698,038	\$698,038	\$407,664	\$337,918	\$204,624	\$130,015	\$130,015	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216
Remaining HEPC Ed Grant in Bal.		\$828,208	\$774,427	\$758,252	\$758,252	\$754,373	\$754,373	\$754,373	\$753,437	\$673,437	\$673,437	\$673,437	\$598,437	\$598,437	\$598,437	\$598,437
Remaining HEPC Nursing Grant in Bal.		\$(54,500)	\$(48,132)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)
Remaining Aramark Grant Funds		\$964,162	\$964,162	\$964,162	\$964,162	\$962,074	\$962,074	\$964,162	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remaining Balance of unrestricted funds		\$1,361,080	\$1,083,297	\$364,593	\$437,202	\$ 61,511	\$267,633	\$1,332,975	\$1,666,107	\$913,780	\$342,384	\$887,269	\$2,162,216	\$2,540,172	\$1,319,645	\$(133,855)

Update Accounts Receivable

Accounts Receivable Update 5/24/2023

As of Date	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Totals
Current	\$ 5,923	\$ 376,481	\$ 93,541	\$ 6,338	\$ 148,193	\$ 148,448	\$ 13,376	\$ 228,145	\$ 221,556	\$ 1,242,001
Prior Report 4/24	\$ 5,925	\$ 379,277	\$ 93,200	\$ 6,921	\$ 146,418	\$ 127,811	\$ 10,914	\$ 207,576	\$ 342,651	\$ 1,320,693
Reduced by	\$ (2)	\$ (2,796)	\$ 341	\$ (583)	\$ 1,775	\$ 20,637	\$ 2,462	\$ 20,569	\$ (121,095)	\$ (78,692)
Total Reduction in AR Prior Semesters										\$ (124,476)

Summer 2023			
Billed	Paid	Pending	Balance
\$ 714,938	\$ (111,846)	\$ (215,380)	\$ 387,712

May 30th deadline for payments or payment arrangements for Summer 2023.

Totals AR Including Summer 23	
Total Balance	\$ 1,629,713.52
Total Reduction	\$ (451,701.82)

Submitted by: *Mari L. Clements, PhD, Interim Provost*

Report for Board of Governors

- WVHEPC Series 10 Program Reviews are complete and ready for Board Review. A separate Executive Summary covering all programs has also been created to provide an overall context and review. Both the full reports (which include the WVHEPC required Executive Summaries for each program) and the overall Executive Summary are included in the board packet. The faculty who are the primary authors of these reports are to be commended, as they were given a revised due date of August, but rallied to complete the narratives after Corley Dennison from WVHEPC reaffirmed the original earlier due date.
- Summer session is well underway. As of June 6, 2023, there were 79 course sections and 655 students enrolled.
- Faculty and Institutional Research searches continue. This week alone, there are five candidates interviewing for three open positions. There is currently one outstanding job offer, and positions remain open in Business (at least 1), Criminal Justice (3), Exercise Science (1), Health Sciences (1), and Institutional Research (1). The following positions have been filled: Dean of Health Sciences (Kevin Evans), Business (J. D. Carpenter and Youba Ouldoulmoulaye-arbi), Education (Tracy Chenoweth, Gerda Kumpiene, Will Vann), Mathematics (Pai Song), and Mathematics Education (Robert Regalado).

Strategic Planning Updates
BOG Academic Affairs
24 May 2023

The 2021-26 Strategic Plan has four objectives: Deliver Quality Education, Foster Equity, Enhance Financial Position, and Enhance Community Engagement. Below is a summary of the progress made on each objective during the 2022-23 Academic Year.

- I. Deliver Quality Education
 - a. University reaccreditation received for the maximum 10-year period.
 - b. Graduate programs (MACI and MAT) launched, and eclipsed enrollment projections. In fall, spring, and summer, the MAT had 8 students (i.e., very close to our projections for both of the programs), and the MACI had 14, 15, and 15 students during that time.
 - c. MBA program received Peer Review recommendation for approval. The next step in the HLC process will be approval from the Institutional Actions Council, which meets June 5-6. It would be unusual, but not impossible, for the IAC to overrule the recommendation of the Peer Review Panel. Following HLC approval, WV HEPC is scheduled to review the program for final approval in its June 16 meeting. As a reminder, WV HEPC already approved our Intent to Plan, so again it would be unusual but not impossible for them to withhold final approval.
 - d. General Education Requirements were reduced, in accordance with WV HEPC action, from 39 to 30. A new General Education Task Force has been implemented in 2022-23 and will continue into 2023-24 to revamp the General Education outcomes and objectives, with the goal of a more flexible and tailored set of offerings for students.
 - e. Longer term scheduling was implemented campus-wide. Beginning with Summer 2023, all students can register for three semesters at a time (summer, fall, and spring), thus allowing for greater planning (and hopefully also greater commitment) for students.
 - f. The pre-nursing collaboration with Marshall University kicked off. Marshall had committed up to 10 slots in their incoming class for GSU pre-nursing students, but ended up accepting more than that. Some students have elected or are considering moving to the Marshall campus (e.g., due to international student status or for athletics), but ~10 are expected to complete their education in the Marshall nursing program on the GSU campus.
 - g. Professional accreditation for our undergraduate business programs (ACBSP) and land surveying programs (ABET) is being pursued, with both in the self-study phase. The MBA program will also undergo ACBSP accreditation self-study once the required graduates from the program have been achieved.
 - h. Following a national search, Kevin Evans has been hired as the dean for the College of Health Sciences. No new programs are planned for 2023-24, but the Health Sciences task force continues to meet and identify possible undergraduate, and at a later time graduate, program offerings.
 - i. Additional faculty hires, either new (i.e., a faculty person in Health Sciences, a faculty person in Business to support our FCI Gilmer and/or HCC programs, a faculty person in Criminal Justice) or replacement (i.e., two faculty persons in Business, two in Criminal

Justice, one in Chemistry, two in Education, one in Math Education, one in Exercise Science) have been completed or are ongoing. In addition, offers to international faculty for permanent positions in Education and in Math have been made and accepted.

II. Foster Equity

- a. External speakers and workshops have been conducted on various issues of diversity (e.g., the history and role of HBCUs).
- b. An art gallery showing, a library living history event, and the Little Kanawha Reading Series have all featured persons of color.
- c. The Black Student Union is thriving, with numerous well-attended events throughout the year.

III. Enhance Financial Position

- a. In the past year, at least 11 submitted grants have been funded and six more have been submitted, with only one submission failing to receive funding. Grants have ranged from \$5,000 to nearly \$2 million, and fund projects ranging from the purchase of a spectrometer to the establishment of a Pioneer debate team to the HSTA camp GSU will host this summer.
- b. In addition to recruiting efforts, attention has been focused on retention, and those efforts are showing results. Retention fall to spring is up over 3% this year over last year. Further, we understand better why students are not returning, as 80% of non-returning students cite financial reasons (i.e., loss of merit scholarship, loss of all financial aid due to being placed on satisfactory academic progress suspension). A focus for the fall is obtaining FERPA releases allowing parents to be notified of unsatisfactory 4-week or midterm grades. Dean Sprague has cited research showing an 8% reduction in attrition when parents are involved in this way.
- c. The creation of health sciences and graduate programs are expected to increase enrollment, and the education graduate programs are already fulfilling this expectation.
- d. Repairs, maintenance, and upgrades to campus buildings and to faculty and student housing are underway. The provision of a comfortable and inviting environment is anticipated to enhance retention of students and of faculty, both of which will have a positive impact on the university bottom line.

IV. Enhance Community Engagement

- a. Workforce and Community Engagement initiatives, including in-person and online events and trainings, have been held with good success.
- b. Recycling has been implemented campus-wide.
- c. HSTA returns to the GSU campus this summer.
- d. A long-term lease has been signed for the Pioneer Stage, providing a much-needed dining option for Glenville and the surrounding area.
- e. Waco Center hosted the regional Social Studies fair.
- f. GSU faculty and staff continued their long history of involvement with the West Virginia Folk Festival, serving as volunteers and in leadership. Dr. David O'Dell and Library Director Jason Gum currently serve as the organization's president and historian, respectively.

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

Government Affairs Update:

- Submitted revisions to HEPC for Year two Nursing Grant
 - Tracking starts July 1, monies available to draw from mid – August
- Submitted priority list for – Higher Education Deferred Maintenance Surplus
 - Monies to be available Mid-August, projects need to be shovel ready

Alumni Update:

- Hosted 50 Year graduation weekend
- Homecoming October 14, 2023
- Alumni Awards Banquet returning April 2024
- Reinstated the monthly newsletter on June 1st

Scholarships Awarded FY 23 (as of May 22, 2023)

- 343 Students Awarded Scholarships
- 574 Foundation Scholarships Awarded
- \$737, 006.42 Foundation Scholarships Awarded
- \$2,148 avg. per student

Tuition Discounts Offset:

- 211 Students Awarded
- \$394,636 Offset
- Morris Foundation – additional \$1.2million tuition discount offset

New Scholarships:

- John Leslie Scholarship – Cowan, surrounding counties
- Vorapote ViVattanapa 74’ – International scholarship
- Sylvia C. Turner Charitable Trust – Cross Country
- John Skidmore Scholarship – move to Endowment level
- Sandy Pettit Scholarship – Day of Giving Scholarship
- Farris K & Evelyn Brady Scholarship – Forestry, Central WV
- Dr. John & Pat Westfall Scholarship – Day of Giving Scholarship
- Shaver Family Scholarship – Day of Giving Scholarship
- Wanda Reed Education Scholarship
- Finalizing many MOU’s to start awarding each of them this Fall

Women’s Leadership 22-23 Year:

- Hosted Sip N Social in the Fall and Lunch and Learn this Spring
- Upcoming Events:
 - Paint and Sip June 22
 - Women’s Self-Defense Class (August/September)
- Awarded two \$500 scholarships
- Twenty-seven members

Research Corporation:

- Updated By-Laws & name change

Awarded:

- \$38,047 WV-IMBRE to purchase science equipment – Dr. Sara Sawyer
- \$8,800 ARC's Appalachian Collegiate Research Initiative – Dr. Mark Sarver
- \$5,000 Spectroscopy Society of Pittsburgh Grant, UV-Vis spectrometer – Dr. Kevin Evans
- \$5,065 Parkersburg Community Foundation – Conference Room Technology – David Hutchison

- \$3,800 WV Nasa Space Grant Consortium for a speaker series on climate change – Dr. Sara Sawyer
- \$2,499 USDA – RPN Network Event – Leslie Mason
- \$1,500 WV Humanities Council -Emeriti and Deans Acknowledgement Project – Jason Gum
- \$500 National Council of Teachers of Math - Robert Regalado

Submitted:

- \$10,000 Berkshire Hathaway – technology for AB Conference Room
- \$75,000 Hearst Foundation – First Generation, low income scholarships
- \$5,000 WV Humanities Council support the Little Kanawha Reading Series Initiative. – Jason Gum

Pioneer Network:

- May 23-24 Co-hosting West Virginia Federal Partner Forum with Southern Network
- More than 150 guests including representation from many federal and state agencies

Upcoming Alumni Events

- June 10 GSU Day at the WV Power Park – 6:35 pm

FY 23 – as of 6/6/2023			FY 22	
Donor Level	Deposits	Total	Deposits	Total
< \$100	709	\$11,851.37	306	\$11,359.71
\$100-\$499	732	\$76,349.35	611	\$73,065.47
\$500-\$999	212	\$66,351.24	252	\$59,431.45
\$1000-\$2499	292	\$126,548.19	289	\$132,426.03
\$2500-\$4999	174	\$102,007.30	151	\$93,315.09
\$5000-\$9999	135	\$159,973.86	162	\$251,884.93
\$10,000-\$24,999	40	\$260,456.98	170	\$304,462.90
\$25,000-\$99,999	75	\$472,500.81	45	\$391,674.93
\$100,000-\$999,999	283	\$3,274,678.43	793	\$1,328,662.22
> \$1,000,000	0	\$0.00	7	\$1,492,661.20
Totals	2652	\$4,550,717.53	2779	\$4,138,943.93

FY 23 Donor Report

F23	# Donors	Total
Repeat	117	\$201,540.05
Increased	277	\$3,450,011.56
New	732	\$104,756.46
Recovered	211	\$657,644.95
Decreased	102	\$136,764.51
	1439	\$4,550,717.53

*468 New online donors for Day of Giving

As of 6/6/2023

Submitted by: *Tim Henline, CFO*

Report for Board of Governors

- **Personnel Updates**
 - **Controller**
 - Announcement of new controller.
 - **Cashier**
 - Announcement of new Cashier
 - **Accounting and Reporting Manager**
 - Announcement of New Accounting and Reporting Manager
 - **Senior Accountant**
 - Vacancy
 - **Accountant**
 - Vacancy (Housing and Research Corp and RHEC)
- **FY23 Audit**
 - Meet with CLA (CliftonLarsonAllen, LLP) audit firm at CFO/CPO Conference on June 5th and 6th
 - New GASB 96 Requirements (Subscription-Based Information Technology Arrangements).
 - Kick off Meeting with Ernst & Young June 13th
 - CLA contract
- **CFO/CPO Conference**
 - New Asset Management Software (Statewide) coming.
 - OASIS Accounting updates
 - Deferred Maintenance Updates
 - New lease recording requirements
- **GSU Budget for FY24**
 - **State Appropriation**
 - (Reminder) Increase FY23 to FY24 4.48% (\$303,000).
 - **Payroll**
 - Positions not filled account for \$60,823 per bi-weekly pay (Includes estimated benefits)
 - **PEIA**
 - The \$216K annual increase in employee premiums paid by GSU is expected to be lower as several employees switch to spouse insurance programs. Updated numbers will be forthcoming with the closing of open enrollment.
 - **Food Service**
 - Utilization is expected to be similar to that of last Fall.
 - **Utilities**
 - Showing some stability.

- **Capital**
 - Deferred Maintenance Funds scheduled to be distributed in mid-August.
 - Application process underway.
 - Finance office attended training on Deferred Maintenance at the CFO/CPO conference sponsored by HEPC.
 - REFOI Process underway.
- **Accounts Receivable**
 - Collections and Loan Default Monitor position has improved.
 - Net Amount due Summer 2023 (as of June 7): \$336,671.
 - Summer semester balance has declined \$169,326 since 5/24 report.
 - Prior semester balances have declined \$18,141 since 5/24 report.
 - Total reduction since 5/24 report, \$187,466.67.
- **Cash Flow Forecast**
 - Will require great scrutiny moving into December 2023.
- **Other Revenue**
 - Deferred maintenance funds to become available starting in mid-August.
 - All deferred maintenance awards will be primarily revenue only in the year of award.
- **Tuition Discounting**
 - Working with athletics on tuition discounting impacts.
- **Housing**
 - Potential upside for housing occupancy in FY24.
 - Rigorous adherence to housing policies, plus process improvement is working.
- **Enrollment**
 - Need 227 (as of 6/7/2023) additional regular students to meet budget.
- **Other**
 - **Grants**
 - Must continue to pursue new or renewal of grants (see FY25 projected results).
 - Year 2 nursing grant will be crucial (leverage as much as possible to offset existing committed line items).
 - **Low Enrollment Analysis**
 - Needs continued analysis and an “all departments” resolution strategy.
 - **Academics**
 - Analysis of faculty and overload/adjunct pay rates.
 - **Processes**
 - Identification of process efficiencies.
- Attachments/Enclosures:

PowerPoint: BOG Business and Finance Update June 14th 2023

Glenville State University

Business and Finance BOG Committee Update May 24, 2024



Update FY24 Personnel

Caron Jenkins resigned as Financial Controller on May 19th

- Has agreed to a consultant role to move through audit and additional training.

Drew Metheney has taken on the role of Financial Controller

- Served as Interim Financial Controller at GSU for one Month.
- Served as Accounting and Reporting Manger at GSU for 1 Year.
- Formerly Treasurer at Roane County Schools

Sarah Moyers has taken on the role of Accounting and Reporting Manager

- Served as Accountant for Housing and Research Corp and RHEC.
 - Served as Purchasing Card and Travel Coordinator.
 - Served as Accountant for Accounts Payable.
 - Has worked a total of 4 years working at GSU.
-
- **Senior Accountant position vacant**
 - **Accountant for Housing and Research Corp and RHEC vacant**
 - **New Cashier hired, begins next week. (Amanda Stoddard)**
 - **Robert Rogers moved from Accounts Payable to Accounts Receivable**

Update Accounts Receivable

Accounts Receivable Update 5/24/2023

As of Date	Summer 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Totals
Current	\$ 5,923	\$ 376,481	\$ 93,541	\$ 6,338	\$ 148,193	\$ 148,448	\$ 13,376	\$ 228,145	\$ 221,556	\$ 1,242,001
Prior Report 4/24	\$ 5,925	\$ 379,277	\$ 93,200	\$ 6,921	\$ 146,418	\$ 127,811	\$ 10,914	\$ 207,576	\$ 342,651	\$ 1,320,693
Reduced by	\$ (2)	\$ (2,796)	\$ 341	\$ (583)	\$ 1,775	\$ 20,637	\$ 2,462	\$ 20,569	\$ (121,095)	\$ (78,692)
									Total Reduction in AR Prior Semesters	\$ (124,476)

Summer 2023			
Billed	Paid	Pending	Balance
\$ 714,938	\$ (111,846)	\$ (215,380)	\$ 387,712

May 30th deadline for payments or payment arrangements for Summer 2023.

Totals AR Including Summer 23	
Total Balance	\$ 1,629,713.52
Total Reduction	\$ (451,701.82)

Update Cashflow Forecast

Glenville State University																
Cashflow Projection FY 2023																
		Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
	Oasis	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23
Beginning Cash	Fund #	\$5,178,570	\$5,105,829	\$4,237,941	\$2,547,099	\$3,764,699	\$2,776,055	\$2,051,356	\$4,339,448	\$3,209,966	\$1,748,288	\$2,269,838	\$2,449,723	\$3,159,670	\$4,815,572	\$3,105,045
Cash used		2,218,987	1,868,663	2,855,920	2,210,913	2,319,035	2,623,039	2,134,308	1,968,404	2,450,898	1,793,958	1,953,958	2,847,458	2,228,958	2,228,958	2,640,865
Ending Cash		\$5,105,829	\$4,237,941	\$2,547,099	\$3,764,699	\$2,776,055	\$2,051,356	\$4,339,448	\$3,209,966	\$1,748,288	\$2,269,838	\$2,449,723	\$3,159,670	\$4,815,572	\$3,105,045	\$916,545
Remaining State Funds Included in Bal.		\$1,308,841	\$766,149	\$ 66,573	\$1,281,311	\$807,618	\$(48,594)	\$1,172,068	\$629,351	\$ -	\$1,092,946	\$727,946	\$237,946	\$1,515,892	\$1,025,892	\$290,892
Remaining Energy Savings Loan in Bal.		\$698,038	\$698,038	\$407,664	\$337,918	\$204,624	\$130,015	\$130,015	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216	\$175,216
Remaining HEPC Ed Grant in Bal.		\$828,208	\$774,427	\$758,252	\$758,252	\$754,373	\$754,373	\$754,373	\$753,437	\$673,437	\$673,437	\$673,437	\$598,437	\$598,437	\$598,437	\$598,437
Remaining HEPC Nursing Grant in Bal.		\$(54,500)	\$(48,132)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)	\$(14,145)
Remaining Aramark Grant Funds		\$964,162	\$964,162	\$964,162	\$964,162	\$962,074	\$962,074	\$964,162	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Remaining Balance of unrestricted funds		\$1,361,080	\$1,083,297	\$364,593	\$437,202	\$ 61,511	\$267,633	\$1,332,975	\$1,666,107	\$913,780	\$342,384	\$887,269	\$2,162,216	\$2,540,172	\$1,319,645	\$(133,855)

Update FY24 Budget

FY24 Running Budget Students		Budgeted	\$ 15,467,600.00	Students	1,638
Fall 23					
	5/17/2023	5/18/2023	5/19/2023	5/22/2023	5/23/2023
Amount	\$ 12,209,100.00	\$ 12,236,800.00	\$ 12,248,900.00	\$ 12,301,400.00	\$ 12,373,900.00
Difference	\$ 3,258,500.00	\$ 3,230,800.00	\$ 3,218,700.00	\$ 3,166,200.00	\$ 3,093,700.00
Difference from Prior Day		\$ 27,700.00	\$ 12,100.00	\$ 52,500.00	\$ 72,500.00
Students*				1347	1361
Difference from Predicted				291	277

* Assumes DE and Corrections are the same

FY24 Running Budget Students							
Fall 23		Housing Adjustments Made Here					
	5/24/2023	5/30/2023	5/31/2023	6/1/2023	6/2/2023	6/7/2023	
Amount	\$ 12,680,000.00	\$12,731,500.00	\$12,768,200.00	\$12,780,000.00	\$ 12,796,600.00	\$ 13,000,700.00	
Difference	\$ 2,787,600.00	\$ 2,736,100.00	\$ 2,699,400.00	\$ 2,687,600.00	\$ 2,671,000.00	\$ 2,466,900.00	
Difference from Prior Day	\$ 306,100.00	\$ 51,500.00	\$ 36,700.00	\$ 11,800.00	\$ 16,600.00	\$ 204,100.00	
Students*	1367	1378	1381	1382	1386	1411	
Difference from Predicted	271	260	257	256	252	227	

* Assumes DE and Corrections are the same

FY24 Budget Update Cont.

Total Pay 1
\$ 379,027.73
\$ 425,814.65
\$ (46,786.92)
\$ (14,036.08)
\$ (60,823.00)

	Total Pay 26
	\$ 9,735,088.81
	\$ 11,071,180.96
	\$ (1,336,092.15)
	\$ (400,827.65)
	\$ (1,736,919.80)
Total Glenville State College:	\$ 9,735,088.81
Less Position Funded by Ed Grant:	\$ (47,500.00)
Less Positions Requested, not approved:	\$ -
Subtotal Approved Positions:	\$ 9,687,588.81
Less amounts covered by Foundation:	\$ (159,745.50)
Benefits @ 30%:	\$ 2,858,353.00
Annual Increment:	\$ 93,540.00
Total w/Benefits & Annual Increment:	\$ 12,479,736.31
Total w/Other Payroll Amounts:	\$ 13,762,171.31
Difference from Budgeted	(1,699,771.15)

FY24 Budget Update Cont.

RETIREE HEALTH BENEFIT TRUST FUND

FY24 Goes to \$0

FY25 Will renew price "?"

Save approximately \$134K

GSU SHARE OF INSURANCE PREMIUM INCREASES

FY24 \$216K(Estimated)

Not the full 22.3% Predicted

FY 23 Audit Update

1. Week of May 15th – Kickoff call with CLA
 - Completed
 - GASB 96 (New this year, involves IT related contracts)
2. Week of May 22nd – Audit and Single Audit Call with HEPC on CFO Conference Call
 - Completed
3. Beginning in June
 - CFO/CPO Conference June 5 & 6 (E&Y and CLA will meet with institutions for future updates on processes going forward).
 - E&Y Single Audit kick off training date June 13th.
 - CLA to meet with GSU team.
 - E&Y to hold weekly calls with GSU.
4. Beginning in August
 - E&Y Single Audit Testing starts
5. Beginning in October
 - E&Y Single Audit Complete

Material Weakness Remediation Update

1. Quarterly review of all transactions > a certain threshold (initially \$25K)
 - Completed
2. Documentation of every new Banner Account code and the intended Accounting recognition for the nature of the transaction
 - Completed
3. Independent review and validation of any third party prepared Accounting assistance
 - Not yet relevant, but will be for OPEB and GASB 87 at Year End
4. Regular meeting with GSU Foundation to mutually and timely recognize any “on behalf of GSU” projects paid for by Foundation funds.
 - Meetings Occurred Regularly
5. Recurring preparation of YTD Operating Statement
 - Ongoing (completed)
6. Assessment of existing OASIS usage and potential changes or improvement initiatives. Initial, primary focus to be the evaluation of HEPC’s project to utilize OASIS as a full cycle General Ledger and Financial Reporting System.
 - Several meetings and discussions held thus far. Updates to follow.

Other: Tuition Discounting and Course Load/Attendance Analysis

Tuition Discounting

1. Finance is working with Athletics to analyze tuition discounting for sports.
2. Finance is analyzing overall tuition discounting institution wide.
3. Tuition Discounting Reports will be forthcoming.

Course Load/Attendance

1. Finance is working with Institutional Research and Academic Affairs.
 - What role do upper level courses play?
 - What is the ideal target course size? (In the past 9 students)
 - Should tuition discounting be taken into consideration for target class size?
2. Final recommendations will be forthcoming.

Internal Financial Processes & Procedures

Personnel

- Key Personnel
- In-House Subject Matter Experts
- Cross Trained
- Retention

Systems

- Analysis of Each Area
- Elimination of Errors
- Efficiency Gains
- Financial Gains
- Reduction in Associated Costs

Submitted by: *Jason Yeager – VP of Enrollment Management & Student Affairs*

Report for Board of Governors

Enrollment

- Final Spring 2023 Enrollment
- Summer 2023 Enrollment
- Trend for Fall 2023
 - a. Enrollment Categories
 - b. Current Numbers
 - c. Action Plan
 - d. MBA Program
- Target Populations
- International Enrollment
- Nursing Enrollment Update
- Customer Relationship Management

Student Life

- Housing – Summer
- Status of Dorm Upgrades, Renovations
- eSports, Intramurals, etc.
- Graduate Assistant Positions
 - a. Housing for grad assistants
- Orientation

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

Report for Board of Governors

Active Positions:

Staff	Open Positions
Director of Marketing & University Relations	1 Replacement - Dustin Crutchfield
Resident Hall Associate	1 Replacement - Bill Tate
Security Guard	2 Replacement - William Boone (Moved Positions - still here)/Amanda Stoddard (Moved to Cashier)
Senior Accountant	1 Replacement - Faith Hardman
Academic Success Counselor	1 Replacement - Michele Lang
Head Volleyball Coach	1 Replacement - Keven John
Assistant Athletic Trainer	1 New/1 Replacement - Ashley Thompson
University Relations Specialists	1 Replacement- Kristen Cosner
Provost of Academic Affairs	1 Replacement- Gary Morris
Director of Residence Life	1 Replacement- Olivea Norris (Still Here)
Faculty	Open Positions
Assistant Professor of Criminal Justice	1 New/2 Replacements - Ken Lang , Jeffery Bryson
Assistant Professor of Exercise Science	1 Replacement - George Panzak
Assistant Professor or Lecturer of Business	1 New
Assistant Professor or Lecturer of Health Sciences	1 New
Assistant Professor of Chemistry	1 Replacement- Kevin Evans
Assistant Professor or Lecturer of Business in Second Chance Pell Program	1 Replacement - Frank Carothers

New Hires:

- Emily Stoller – Head Women’s Basketball Coach
- Bob Bolen – Head Men’s Basketball Coach
- Brett Morris – Assistant Men’s Basketball Coach
- Mari Clements – Interim Provost and Vice President for Academic Affairs
- Jeanette Leal – Head Athletic Trainer
- Andrew Metheney - Controller
- Sarah Moyers – Accounting and Reporting Manager
- Buffy Self – Campus Service Worker
- Dr. Kevin Evans – Dean of Health Sciences
- Amanda Stoddard – Cashier

Award Recipients 2023:

- Greta Peters 25 years
- D. Duane Chapman 25 years
- Joyce Riddle 30 years
- M. Denise Sprouse 35 years
- Jenny Boggs 15 years & Staff Employee of the Year
- David Hutchison 15 years
- Dr. J. David O’Dell 15 years
- Dr. Kevin Evans Faculty Award of Excellence

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

LEGAL:

- 1 grievance—went to Charleston Tuesday, May 16, 2023 for Level 2 Mediation. Mediation failed and we received an order before we left. The Judge verbally advised Frank’s attorney, New Taylor and Associates, to not go to Level 3; instead, to seek a different venue if he wants to proceed.
- 1 lawsuit—a Motion to Dismiss was heard May 22, 2023, before Judge Facemire. The motion was not granted; however, the Judge asked both parties to submit Findings of Fact and Conclusions of Law by July 7.

OFFICE OF CIVIL RIGHTS:

In 2012, GSC failed to establish Title IX policy. The Office of Civil Rights contacted the college with lots of action steps that had to be corrected. Two years ago, the college was ordered to submit paperwork to show compliance. Tegan and I (with help from others) mailed three huge binders. We recently received a response asking that we show compliance with steps which were still not in compliance, namely focus meetings, training, flyers to display around campus. We mailed another big binder Friday, May 12, 2023, which shows compliance with a number of action steps. We expect to hear back in one-two years from OCR with directions to complete any action steps that are currently not in compliance. Tegan, Susan Petties, Casey Smola, and I worked diligently to submit paperwork that shows compliance.

BEHAVIORAL INTERVENTION TEAM (BIT):

The newly reorganized BIT consists of the following people: Trae Sprague, Chair; Rita Hedrick-Helmick; Tom Ratliff; Tim Underwood; Kendra Pullen; Mike Wheeler; Jason Yeager; and Jason Phares. We held an organizational meeting Thursday, May 18, 2023. We will continue to meet during the summer to address mental and emotional health needs on campus. Also, during this time the committee will work on updating the BIT Policy and Procedure Manual.

CAMPUS CARRY COMMITTEE:

The campus carry committee is established and the organizational meeting is scheduled for June 7, 2023. The members consist of: Rita Hedrick-Helmick, Chair; Mike Wheeler; Tim Underwood; Donal Hardin; Tom Ratliff; Tegan McIntyre. We will discuss and implement the new law that goes into effect July 1, 2024.

PUBLIC SAFETY:

- Bill Boone will attend academy in June; duration is 10 weeks.
- Amanda Stoddard is moving to the Cashier’s job May 31, so we will be down to four people in public safety. We have a difficult time recruiting people; salary is low.
- Ongoing summer project: parking lot striping has started.

GOODWIN FLOOD:

BRIM and Panhandle are far apart on the numbers for the floods in Goodwin, especially the second flood. BRIM hired Sedgwick to act as a third-party administrator effectively going through the charges to see if BRIM had been overcharged. Sedgwick found line items like supervision hours and personal protective equipment (PPE) that they believe must be reduced.

I received a call Monday, May 22, 2023, from Omar Ahmad who is with Pullin, Fowler, Flanagan, Brown & Poe. Omar informed me that he and Steve Fowler have been appointed by BRIM to mediate subrogation. I believe the major point of contention for mediation is subrogation between Panhandle's insurer and their subcontractor's insurer and BRIM.

FACILITIES :

- Preparing for summer camps;
- Working with the finance office to solicit Expressions of Interest (EOIs) for deferred maintenance projects so that when the money flows, we will have architects, engineers, etc. ready to go to work;
- Clark Hall roof replacement has a contractor and work should begin on or about June 1 (meeting scheduled for May 22 with the contractor);
- Working on summer projects like beautification; cleaning; mowing; etc. We need more student workers.
- Education will move to Clark Hall;
- Health Sciences will move to the P.E. building and that will be ready by August 15.

HOUSING CORPORATION:

We are looking for painters and roofers to begin work on Housing Corp properties.

IT:

- USDA grant laptops have been delivered to 2 high schools
- Following the Christmas Eve freeze and flood in the Science Hall, classroom technology is replaced with insurance funds or the SIP grant
- 26 computers and fiber are installed at the academy – ARC grant
- Summer 1 courses as well as new course template are rolled out in Brightspace and summer classes have commenced
- Set up and attended all NCAA DII regional tournament games and graduation
- Met with vendors to obtain quotes for deferred maintenance
- Received a quote to reroute fiber at the North Entrance (at the rock slide)
- GCHS is getting new tile so IT delivered 110 empty boxes for them to pack belongings
- Power outage destroyed a switch in the communications closet so IT spent three weeks to repairing issues with the server array
- Collected IT student survey results (37 responses) and helped deploy student course surveys



May 10, 2023

The Nominating Committee recommends the following slate of officers for the Glenville State University Board of Governors 2023–2024 is:

Chairperson: Ann Green

Vice Chairperson: Alexandria Lay

Committees for 2023-2024 will be appointed by the FY24 Chairperson.

Nominating Committee

Mike Rust, Chair

Bob Marshall

Joe Parsons

**Glenville State University Board of Governors
Meeting of June 14, 2023**

ACTION ITEM: FY24 Board of Governor’s Meeting Schedule

COMMITTEE: Committee of the Whole

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves the FY24 Board of Governor’s meeting schedule as proposed and may be changed as needed.

STAFF MEMBER: Dr. Mark A. Manchin, President

BACKGROUND:

A regular Board meeting schedule shall be set in June for the upcoming year in compliance with Section 5.2.1 of the Board by-laws.

**Glenville State University
Board of Governors Meetings
DRAFT Schedule – OPTION 1
2023-24**

Board of Governors Meetings

All Board of Governors meetings will be held in the Waco Center, Rooms A227/228 at 9:00 am in person unless noted otherwise in the schedule.

All Other Committees of the Board

All other committees will meet at the time indicated below via Zoom unless noted otherwise in the schedule.

Board Governance and HR Committee at 9:00 am Enrollment and Student Life Committee at 10:00 am
Academic Affairs Committee at 11:00 am Business and Finance Committee at 1:00 pm
Athletics Committee at 2:00 pm Executive Committee 3:00 pm

Join Zoom Meeting

Meeting ID: _____

Passcode: GSU

or

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

Meeting ID: _____

Passcode: _____

Schedule

Wednesday, August 2, 2023	All Committees of the Board
Wednesday, August 16, 2023	Board of Governors
Wednesday, October 4, 2023	All Committees of the Board
Wednesday, October 18, 2023	Board of Governors
Wednesday, November 15, 2023	All Committees of the Board
Friday, December 8, 2023	Board of Governors
Wednesday, February 7, 2024	All Committees of the Board
Wednesday, February 21, 2024	Board of Governors
Wednesday, April 17, 2024	All Committees of the Board
Wednesday, May 1, 2024	Board of Governors
Wednesday, May 29, 2024	All Committees of the Board
Wednesday, June 12, 2024	Board of Governors

Approved by the GSU Board of Governors _____.

**Glenville State University
Board of Governors Meetings
DRAFT Schedule – OPTION 2
2023-24**

Executive Committee of the Board

All Executive Committee meetings will be held at 11:00 am via Zoom unless noted otherwise in the schedule.

Join Zoom Meeting

Meeting ID: _____

Passcode: GSU

or

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

Meeting ID: _____

Passcode: _____

Board of Governors and All Other Committee Meetings

Board of Governors and all other committees listed below will meet in the Waco Center, Rooms A227/228 at the times specified below unless otherwise indicated on the schedule.

<i>Board Governance and HR Committee at 8:30 am</i>	<i>Enrollment and Student Life Committee at 9:15 am</i>
<i>Academic Affairs Committee at 10:00 am</i>	<i>Business and Finance Committee at 10:45 am</i>
<i>Athletics Committee at 11:30 am</i>	<i>Board of Governors at 1:00 pm</i>

Schedule

Wednesday, August 2, 2023	Executive Committee
Wednesday, August 16, 2023	Board of Governors & All Other Committees
Wednesday, October 4, 2023	Executive Committee
Wednesday, October 18, 2023	Board of Governors & All Other Committees
Wednesday, November 15, 2023	Executive Committee
Friday, December 8, 2023	Board of Governors & All Other Committees
Wednesday, February 7, 2024	Executive Committee
Wednesday, February 21, 2024	Board of Governors & All Other Committees
Wednesday, April 17, 2024	Executive Committee
Wednesday, May 1, 2024	Board of Governors & All Other Committees
Wednesday, May 29, 2024	Executive Committee
Wednesday, June 12, 2024	Board of Governors & All Other Committees

Approved by the GSU Board of Governors _____.

**Glenville State University Board of Governors
Meeting of June 14, 2023**

- ACTION ITEM:** Approval of a Glenville State University Board of Governors Scholarship.
- COMMITTEE:** Committee of the Whole
- RECOMMENDED RESOLUTION:** Be it RESOLVED that the Glenville State University Board of Governors agrees to fund jointly the Board of Governors Award, an equivalent full tuition and fee scholarship for the FY24 academic year. The need-based scholarship will be awarded to a West Virginia resident(s) who meets the requirements of the West Virginia PROMISE scholarship criteria.
- STAFF MEMBER:** Mr. David Hutchison,
Vice President for Advancement

BACKGROUND:

The chairperson of the Higher Education Policy Commission challenged the institutional Boards of Governors to fund an annual need-based scholarship. The full tuition scholarship will be funded by the lay members of the Board at \$1,000 each. The need-based scholarship will be awarded to a West Virginia resident(s) who meets the requirements of the West Virginia PROMISE scholarship criteria. Each member may submit their portion of the FY24 Tuition and Fees for one year to the GSU Foundation to be disbursed to the student.

**Glenville State University Board of Governors
Meeting of June 14, 2023**

ACTION ITEM: Program Reviews

COMMITTEE: Academic Affairs

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

STAFF MEMBER: Dr. Mari Clements

BACKGROUND:

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

Executive Summary of Executive Summaries for 2023 Series 10 Program Reviews
Submitted to the Board of Governors for June 14, 2023 Review and Approval
Summary Prepared by Mari L. Clements, PhD, Interim Provost

5.2.1. Programs Reviewed

For the 2022-23 academic year, the BA in History and Political Science; the BA in Music; the BS in Psychology; and the BSBA with majors in Accounting, Computer and Information Systems, Integrated Marketing, Management, and Sports Management were reviewed.

5.2.2. Significant Findings

Significant findings with regard to enrollment, graduation, graduate school, and employment are addressed in 5.2.5. and 5.2.7. below and are not repeated here.

- 5.2.2.1. Bachelor of Arts in History and Political Science: no other significant findings.
- 5.2.2.2. Bachelor Arts in Music: need to assess class instruction in piano.
- 5.2.2.3 Bachelor of Science in Psychology: the Behavioral Science program would benefit from a name change to Psychology and accompanying curriculum modifications (completed); need for greater focus on research design and statistics (in progress); need for additional faculty lines (completed).
- 5.2.2.4. BSBA: no other significant findings.
- 5.2.2.5. RBA: the RBA program would benefit from changes in General Education and upper-division course requirements (completed); need for more online courses to serve nontraditional degree-completing students (in progress).

5.2.3. Plans for Improvement

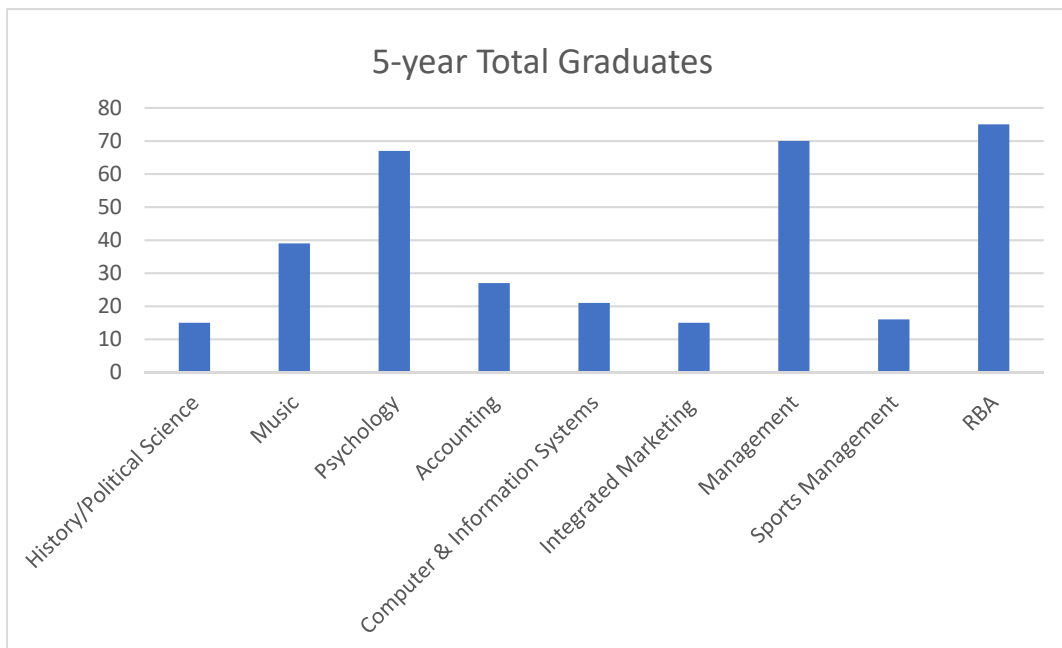
- 5.2.2.1. Bachelor of Arts in History and Political Science: monitor new Learning Outcomes; attend to instructional strategies that improve student effort and engagement; develop stronger climate of assessment; monitor enrollment.
- 5.2.2.2. Bachelor Arts in Music: survey alumni/ae to determine if class instruction in piano meets current needs; evaluate change in jury examinations and consider change in hearings before senior recitals; monitor effect of incorporation of world and modern music in curriculum; and increase hands-on experiences with technology supporting music.
- 5.2.2.3 Bachelor of Science in Psychology: fine tune curriculum; plan for graduate degree in field.
- 5.2.2.4. BSBA: implement Peregrine assessment software; complete self-study for Accreditation Council for Business Schools and Programs; implement MBA when approved by HLC and WVHEPC.
- 5.2.2.5. RBA: continue to expand online offering for greater student access.

5.2.4. Identification of Weaknesses from Previous Review and Progress Made

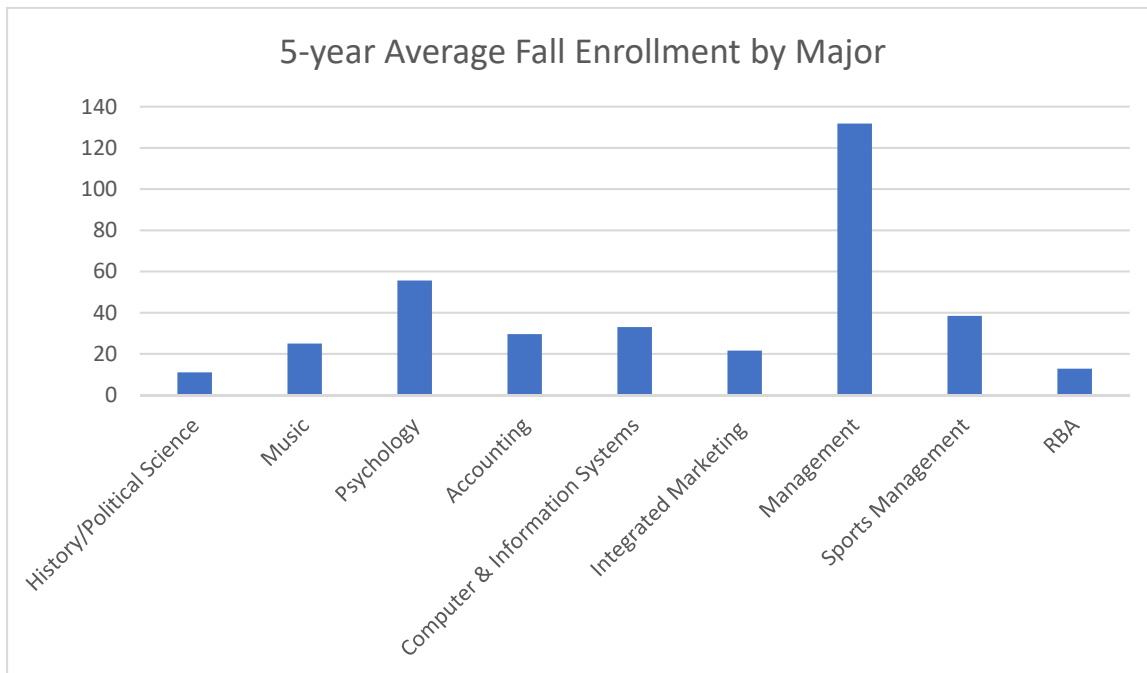
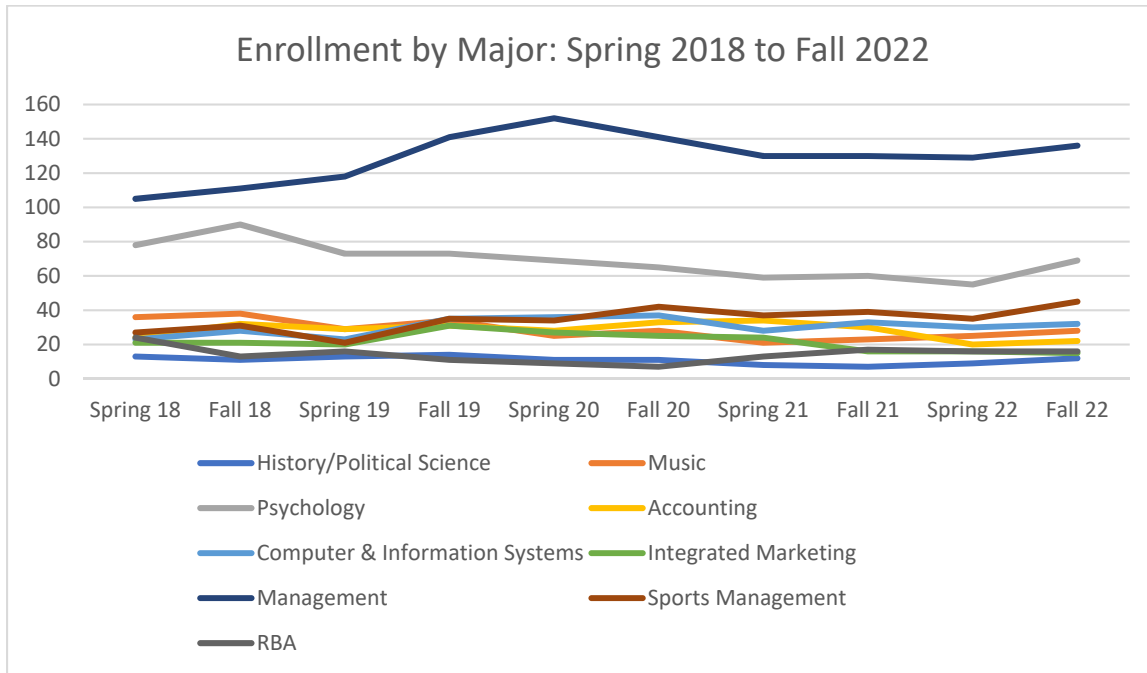
- 5.2.2.1. Bachelor of Arts in History and Political Science: greater opportunity for peer-to-peer faculty observation (not accomplished); greater stability in Political Science faculty and course offerings (in progress; faculty person beginning third year in the fall); and greater diversity in course offerings (complete).
- 5.2.2.2. Bachelor Arts in Music: implement pedagogically indicated course caps (complete); improve scheduling of General Education music courses (complete); and development of robust online instruction (in progress).
- 5.2.2.3 Bachelor of Science in Psychology: addition of faculty lines to reduce reliance on adjuncts and build program coherence (completed).
- 5.2.2.4. BSBA: update business core to align with AS Business degree (completed); revise Sports Management curriculum to meet industry standards (completed)
- 5.2.2.5. RBA: utilize WVROCKS curriculum to better serve needs of online students (in progress)

5.2.5. Five-year Trend Data on Graduates and Majors Enrolled

To meet WVHEPC expectations regarding number of graduates, programs need to have 25 or more graduates in the five years between Spring 2018 and Fall 2022. Four of the nine majors reviewed failed to meet this benchmark. History and Political Science (five-year $M = 3.0$), Computer and Information Systems (five-year $M = 4.2$), Integrated Marketing (five-year $M = 3.0$), and Sports Management (five-year $M = 3.2$) each fall short of WVHEPC expectations for minimum graduates. Each of these programs were all recently revamped, and it is recommended to monitor graduation rates, particularly as enrollment in two of these programs (Integrated Marketing and Sports Management are above WVHEPC minimum expectations for enrollment. The remaining five programs (Music, $M = 7.8$; Psychology, $M = 13.4$; Accounting, $M = 5.4$; Management, $M = 14.0$; and RBA, $M = 15.0$) are above WVHEPC minimum expectations for graduates.



As shown in the graphs below, eight of the nine program reviews exceed the WVHEPC enrollment minimum of 12.5 over five years. History and Political Science has a five-year fall average of 11, which fails to meet WVHEPC expectations and the RBA program is above the WVHEPC minimum at 12.8.

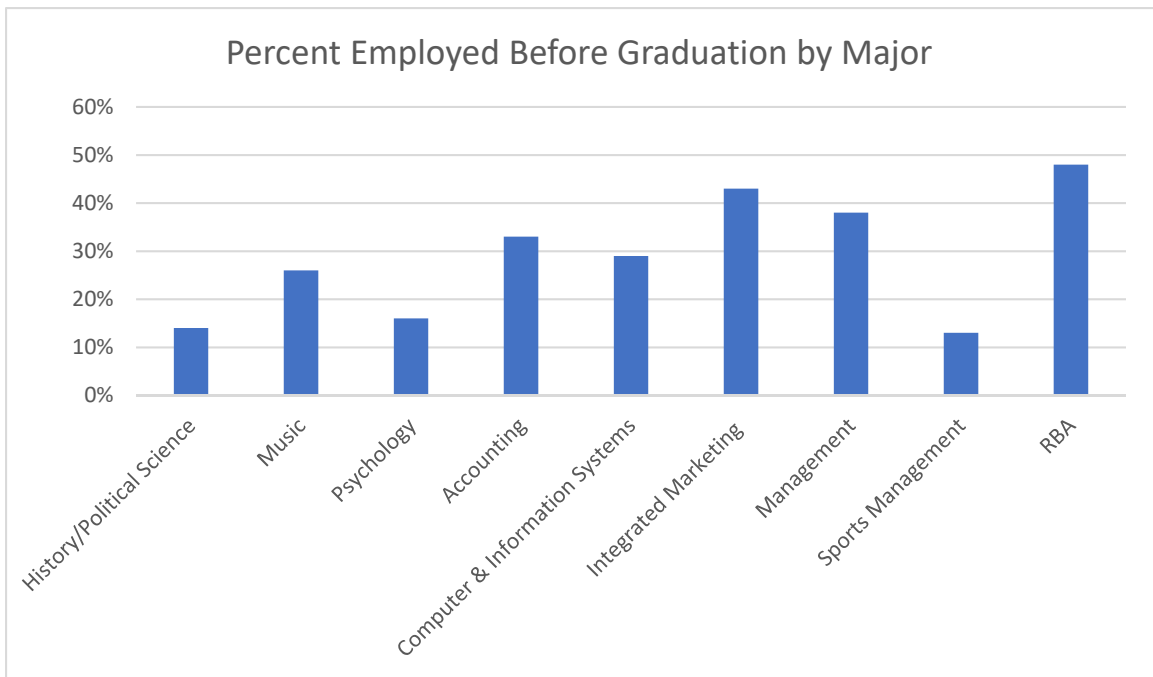


5.2.6. Summary of Assessment Model and How Results are Used for Program Improvement

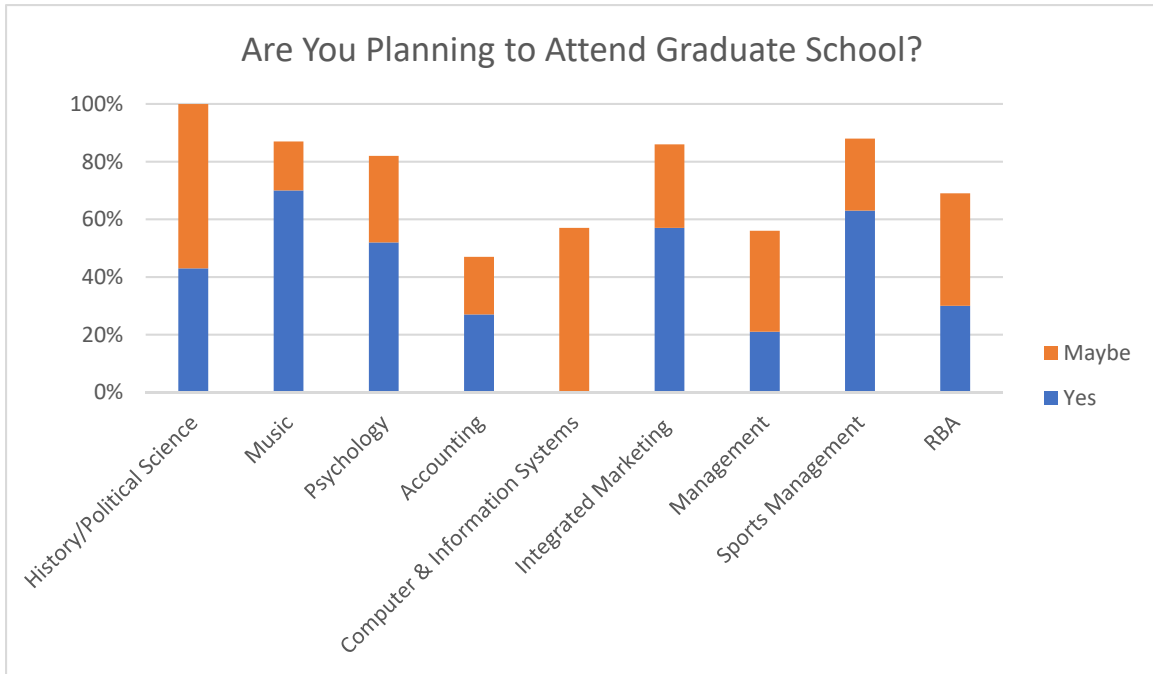
For all programs, annual assessment reports are generated. Along with reflection on mission, vision, learning outcomes, assessment findings, budget needs, and alignment with strategic plan, the assessment report must include both an action plan for the coming year and a report on the actions taken from the previous year’s action plan. This structure is very effective for ensuring that assessment is actively incorporated in program improvement.

5.2.7. Data on Student Placement

Data on student placement is of two types: employment and graduate school plans. In the 2020-21, 2021-22, and 2022-23 academic years, graduating seniors were surveyed shortly before graduation and asked if they had secured employment yet (and if so, what job they had taken) and if they were planning on going on to graduate school (and if so, where). In general, the rates of employment were fairly low, but in interpreting the rates of job procurement, it should be noted that this survey was given prior to graduation.



Graduate school plans varied by major as well. Some fields (e.g., Psychology) essentially require an advanced degree to work in the field. Others (e.g., Computer and Information Systems) do not.



5.2.8. Recommended Board Action

- 5.2.2.1. Bachelor of Arts in History and Political Science: The Glenville State College Board of Governors has approved the review and recommended continuation of the program at the current level of activity without specific action.
- 5.2.2.2. Bachelor Arts in Music: The Glenville State College Board of Governors has approved the review and recommended continuation of the program at the current level of activity without specific action.
- 5.2.2.3 Bachelor of Science in Psychology: The Glenville State College Board of Governors has approved the review and recommended continuation of the program at the current level of activity without specific action.
- 5.2.2.4. BSBA: The Glenville State College Board of Governors has approved the review and recommended continuation of the program at the current level of activity without specific action.
- 5.2.2.5. RBA: The Glenville State College Board of Governors has approved the review and recommended continuation of the program at the current level of activity without specific action.



GLENVILLE

STATE UNIVERSITY

PROGRAM REVIEW

BA-Music

2023

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Mission

The mission of Glenville State University is to prepare and inspire students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world. The mission of the Bachelor of Arts in Music is aligned with the institutional mission: Bachelor of Arts degree in Music with career pathways in jazz performance, music performance, music technology and music therapy seeks to provide training to prepare students for a professional career in a very wide variety of music fields. The degree is designed to provide music majors with a base of musicianship skills including the essentials of piano, music theory, history, and technology. Music majors receive private/applied study in voice, class instruction/pedagogy in voice, brass, strings, woodwind, and percussion instruments to enable them to be diverse musicians.

Faculty

The music faculty within the Department of Fine Arts consists of four full-time faculty members, six adjunct instructors, and one Artist in Residence. The department faculty members are regionally and/or nationally and internationally recognized and are active performers, clinicians, and adjudicators. Full CVs for department faculty can be found in the appendix. Many of the department's music ensembles have been recognized on the state, national, and international levels.

Associate Professor Dr. Jason Barr, Department Chair, teaches courses in Music Theory, Applied Jazz, Applied Saxophone, Survey of Fine Arts, Music Business, and directs the Jazz and Woodwind Ensembles. He received his BA from Marshall University in 2003 (Music Education), his MM from West Virginia University in 2012, and his Doctor of Education from Walden University in 2018.

Associate Professor Dr. Lloyd Bone serves teaches courses in Music History, Brass Pedagogy, Conducting, Applied Euphonium, Applied Tuba, and directs the marching band, pep band, and brass ensembles. He received his BA in Music Education from Tennessee Technological University in 1995, his MM in Music Performance from the Cincinnati Conservatory of Music in 2001, and his DMA in Music Performance in 2015 from the Cincinnati Conservatory of Music.

Professor Dr. David Lewis teaches courses in Music History, Music Theory, Applied Piano, and Music Education. He received his BS in Music Education from Indiana University of Pennsylvania in 1981, his MA in Music Education from Indiana University of Pennsylvania in 1994, and his DMA in Music Education from Shenandoah University in 2007.

Lecturer Garrett Hacker teaches courses in Applied Percussion, Percussion Pedagogy, Conducting, and directs the Percussion Ensemble. He received his BA in Music from Glenville State College in 2019 and his MM in Music Performance from Ohio University in 2021.

Curriculum

The Department of Fine Arts offers a comprehensive music program leading to a Bachelor of Arts degree in Music (non-teaching) with suggested career paths in Jazz Performance, Music Performance, Music Technology and Music Therapy.

Prospective music and music education majors must meet the admission requirements of Glenville State University and successfully demonstrate proficiency in basic musicianship skills and other areas for admission into the music program through an audition and interview. Sophomore music and music education students must receive a cumulative grade point average of 2.0 in four courses to advance in the music education program. These four courses are MUSC 170: Theory I, MUSC 171: Theory II, Applied Music I and Applied Music II. Any student not achieving the 2.75 grade point average may not advance in the music education program until this deficiency is addressed.

Jury examinations are required at the end of every semester preceding the senior recital. Students are evaluated on tone, rhythm, technique, interpretation, attendance, musicality, and other factors. Students are required to complete a fourth semester jury as their Gateway Assessment. This jury must be passed in order to continue in music. In addition, all music majors must pass a piano proficiency examination.

Private instruction in the student's instruments and/or voice is required. One hour of credit represents 50 minutes of instruction each week. Applied Music courses are taken in numerical order (I through VIII) to properly assess student development and progress. All applied students majoring in music will perform at department and public recitals when requested. Every music major will perform at a jury in every semester preceding the senior recital. The jury or a successful student recital is considered the equivalent of a final examination for the applied student.

The final capstone course is the senior recital or senior project for music Bachelor of Arts majors. Students must complete a jury in the semester before their scheduled senior recital. If the applied student is not making satisfactory progress, the applied instructor may require a pre-recital hearing the semester of the recital. All recitals and projects must have the approval of Glenville State music faculty. It will be the faculty members' decision on evaluating the student's senior recital jury, as to whether the student has an individual senior recital or a combined senior recital. No credit will be given for the recital without this permission. Exceptions may be considered in the case of undue hardship with the concurrence of the Department Chair and the Music Faculty. The successful completion of this course will demonstrate the musical maturity required and the organizational skills needed to prepare and perform musical events.

The complete curriculum for BA Music students is as follows:

BACHELOR OF ARTS MUSIC

GSU	100	The First Year Experience	0 hour
General Education Requirements			30 hours
Music Major			73 hours
MUSC 170		Theory I	4
MUSC 171		Theory II	3
MUSC 270		Theory III	3
MUSC 271		Theory IV	3
MUSC 180		Class Instruction in Piano I	1
MUSC 181		Class Instruction in Piano II	1
MUSC 301		Music History/Literature I	3
MUSC 302		Music History/Literature II	3
		Applied Instrument or Voice	8
		Primary Ensemble (select from the following:)	16
MUSC 111/311		Marching Band	
MUSC 112/312		Concert Band	
MUSC 113/313		Jazz Band/Jazz Combo	
MUSC 168/368		Concert Choir	
		Secondary Ensemble (select from the following:)	4
MUSC 113/313		Jazz Band/Jazz Combo	
MUSC 116/316		Woodwind Ensemble, Saxophone Ensemble, Clarinet Ensemble, Flute Ensemble, Double Reed Ensemble	
MUSC 119/319		Brass, Tuba/Euphonium, Trombone Ensemble	
MUSC 157/357		Percussion Ensemble, Djembe Ensemble, Udu Ensemble	
MUSC 167/367		Chamber Singers	
MUSC 493		Senior Project/Senior Recital	1
		Music Electives	23
General Electives			17 hours
Total minimum required hours			120

Suggested Courses for a Career in:

Jazz Performance

ART 370	Digital Publishing
MRKT 201	Principles of Marketing
MUSC 113/313	Jazz Band
MUSC 170	Theory I
MUSC 171	Theory II
MUSC 198	Notation Software
MUSC 214	Business of Music I
MUSC 270	Theory III
MUSC 280	Class Instruction in Piano III
MUSC 281	Class Instruction in Piano IV
MUSC 298	Orchestration Software
MUSC 306	Recording and Engineering
MUSC 314	Business of Music II
MUSC 370	Composition and Arranging

Music Performance

MUSC 113/313	Jazz Band
MUSC 114	Class Instruction in Voice
MUSC 116/316	Woodwind Ensemble, Saxophone Ensemble, Clarinet Ensemble
MUSC 119/319	Brass, Tuba/Euphonium, Trombone Ensemble
MUSC 157/357	Percussion Ensemble, Djembe Ensemble, Udu Ensemble
MUSC 167/367	Chamber Singers
MUSC 172/372	Bluegrass Band Ensemble
MUSC 174/374	African Ensemble
MUSC 180	Class Instruction in Piano I
MUSC 181	Class Instruction in Piano II
MUSC 213	Learning and Caring for String Instruments
MUSC 216	Class Instruction in Woodwinds
MUSC 270	Theory III
MUSC 280	Class Instruction in Piano III & IV
MUSC 281	Class Instruction in Piano IV
MUSC 375	Conducting I
MUSC 317	Class Instruction in Percussion
MUSC 318	Major Instrument Pedagogy
MUSC 378	Junior Recital
MUSC 379	Chamber Recital

Music Technology

ART 270	Digital Media
ART 370	Digital Publishing
MRKT 201	Principles of Marketing

MRKT 379	Advertising and Sales Promotion
MUSC 113/313	Jazz Band
MUSC 116/316	Woodwind Ensemble, Saxophone Ensemble, Clarinet Ensemble
MUSC 119/319	Brass, Tuba/Euphonium, Trombone Ensemble
MUSC 157/357	Percussion Ensemble, Djembe Ensemble, Udu Ensemble
MUSC 167/367	Chamber Singers
MUSC 172/372	Bluegrass Band Ensemble
MUSC 174/374	African Ensemble
MUSC 198	Notation Software
MUSC 180	Class Instruction in Piano I
MUSC 181	Class Instruction in Piano II
MUSC 214	Business of Music I
MUSC 270	Theory III
MUSC 298	Orchestration Software
MUSC 306	Recording and Engineering
MUSC 314	Business of Music II
MUSC 370	Composition and Arranging
MUSC 377	Music Technology

Music Therapy

BIOL 120	Principles of Biology I
BIOL 309	Human Anatomy & Physiology I
MUSC 114	Class Instruction in Voice
MUSC 180	Class Instruction in Piano I
MUSC 181	Class Instruction in Piano II
MUSC 213	Learning and Caring for String Instruments
MUSC 270	Theory III
MUSC 271	Theory IV
PSYC 201	General Psychology
PSYC 250	Lifespan Development
PSYC 310	Abnormal Psychology
SOCL 209	Social Problems

Resources

The Department of Fine Arts operates under two budgets-one “Operational” and one “Educational” (see chart below).

Fine Arts Department Budgeted Amounts					
	Fiscal Year				
	2019	2020	2021	2022	2023
FA Operational	\$ 40,000.00	\$ 20,000.00	\$ 18,000.00	\$ 12,000.00	\$ 12,000.00
FA Educational	-	35,000.00	25,000.00	20,000.00	20,000.00
Totals	\$ 40,000.00	\$ 55,000.00	\$ 43,000.00	\$ 32,000.00	\$ 32,000.00

Please note this this budget is used for both Art and Music as both majors are housed within the Department of Fine Arts. Funds from the Operational account comes from the university while the Educational funds come from tuition and student fees. Additionally, accounts for Jazz, Percussion, and Voice have been made through the GSU Foundation. These funds are used to supplement purchases made by these ensembles and are funded through donations made from concert performances.

The BA in Music is housed in the GSU Fine Arts Center. The 505-seat main auditorium, the second largest venue on campus, went through a major overhaul during the 2020-2021 academic year and was outfitted with state-of-the-art LED lights, sound system, mid-stage traveling curtains, front curtains, and proscenium curtains. This area serves as the main performing venue for primary and secondary ensembles, senior recitals, guest artists, and a community performance center. A secondary performance venue, the Recital Hall, seats 105. This space is used for student recitals, choir rehearsal, large classes such as Music and Art Appreciation, and as a secondary rehearsal space. Other rehearsal spaces include the Percussion Ensemble room and Studio B for percussion students needing to practice larger instruments such as timpani. Storage space is located upstairs in the Fine Arts Center for marching band uniforms. A music library and instrument storage room on the lower floor. The center also has a small ensemble room for chamber rehearsals. The Fine Arts Center is also equipped with five soundproof practice rooms for student use. An Online Learning Lab was developed for students enrolled in online music courses. This space replaced the former recording studio and is equipped with SM57 microphones, computer, and speakers.

Student learning outcomes

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

1. Students will demonstrate an understanding of upper-level music theory.
 - a. Assessment tool: Final examination in MUSC 271.

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

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

In addition to the outcomes listed above, students are expected to complete a gateway and capstone assessment. The gateway is not tied to one course but rather several courses. This takes place during the 4th semester jury. To pass the gateway, the student must have completed MUSC 170-172 (Music Theory I & II), MUSC 114 (Voice Class Pedagogy), MUSC 180-182 (Piano I & II), MUSC 111-112 (Marching and Concert Band), MUSC 168 (Concert Choir) and made sufficient progress in their respective major applied instrument. If this is passed, they continue on in the program. If not, they are put on probation for a semester until the deficiencies are completed. At the end of the program the student completes a capstone project/recital (MUSC 493). Before the public presentation, the student is assessed during the jury previous to the semester of presentation or at least one month prior to the presentation.

The jury consists of the music department faculty members or staff related to the particular area of study. The student presents the plan for the senior recital, plays portions of the recital, and presents the desired date of performance/presentation. This is discussed by the jury and the jury recommends passing, passing with reservations, or failing. In the case of the latter two, the student must reappear before the jury.

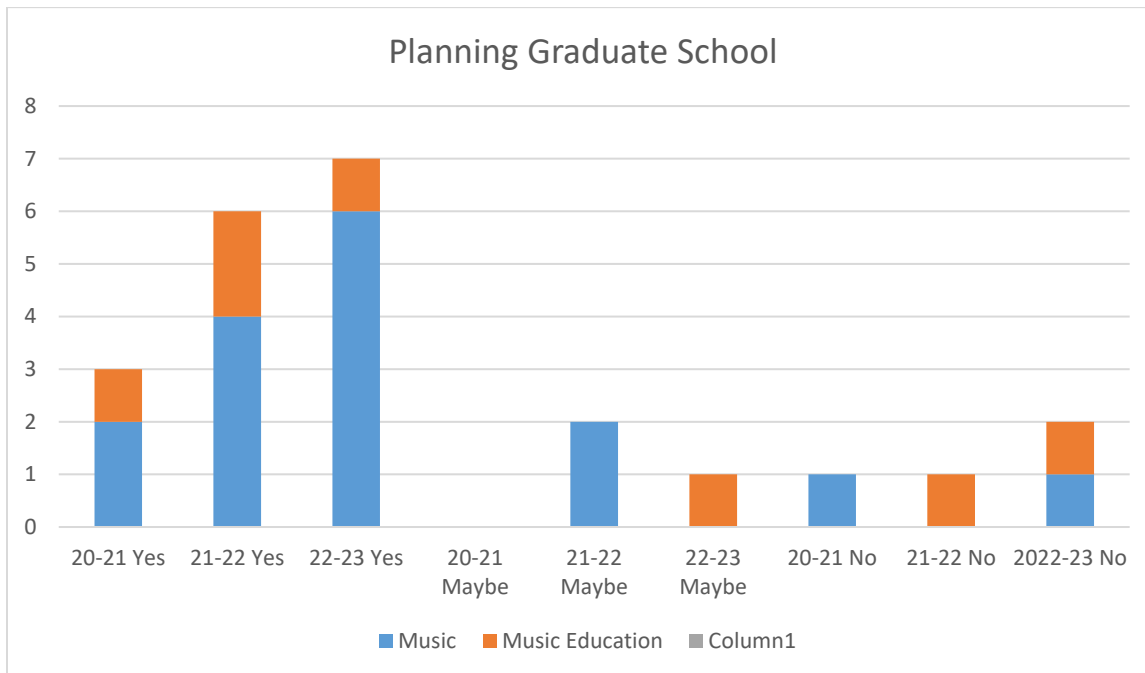
Viability

In the 2020-21, 2021-22, and 2022-23 academic years, graduating students were surveyed about their job placements and graduate school plans after graduation. A total of 16 Music and 7 Music Education majors responded to the survey. As shown below, most Music (75%) and Music Education (71%) graduates had not found employment at the time of the survey. The four Music majors who reported having secured employment prior to graduation were generally not employed in areas related to their degree, but the two Music Education majors who reported post-graduation jobs were both employed as substitute teachers.

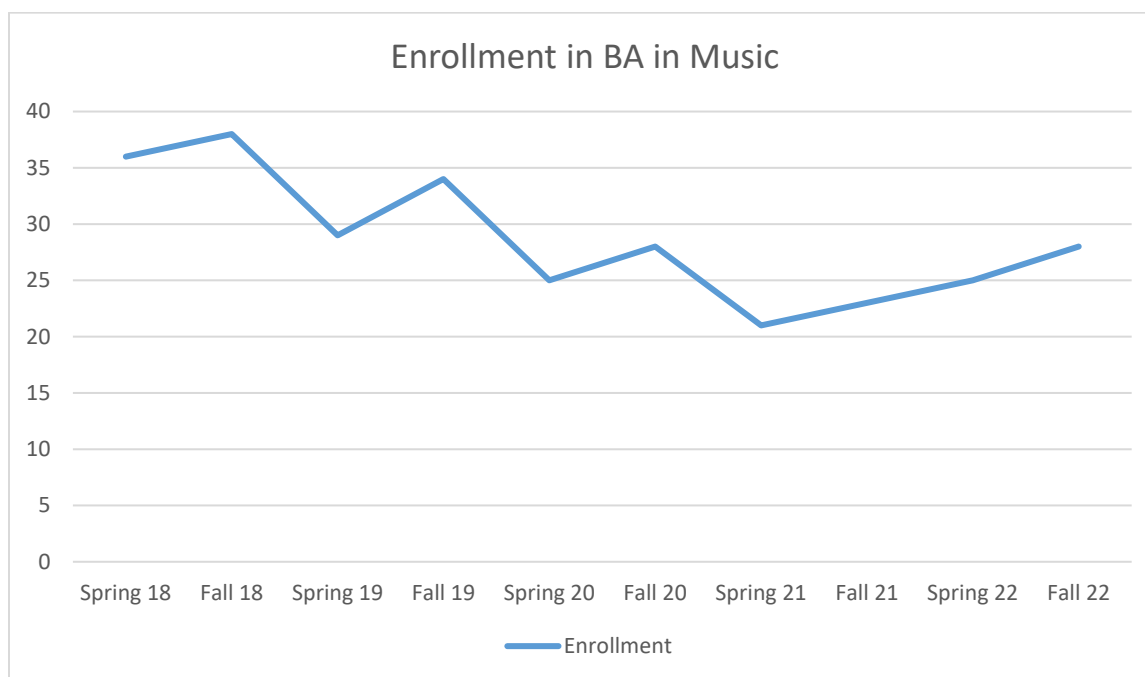
Employment Secured Prior to Graduation by Music and Music Education Majors

Degree	Job obtained	2020-21	2021-22	2022-23
Music	Yes	1 (33%)	1 (17%)	2 (29%)
	No	2 (67%)	5 (83%)	5 (71%)
Music Education	Yes	1 (100%)	1 (33%)	0 (0%)
	No	0 (0%)	2 (67%)	3 (100%)

Relatively high percentages of Music students were planning to attend graduate school. Overall, 12 of 16 (75%) of Music majors and 4 of 7 (57%) of Music Education majors reported that they were planning to pursue additional education. An additional 13% of Music majors and 14% of Music Education majors reported that they might attend graduate school. Of those indicating, 83% planned to attend a school in West Virginia, with 80% of those planning on attending Glenville State University.



The BA in Music was changed, and the previous version was taught out during the evaluation period. Combined enrollment is shown in the chart below. In Spring and Summer 2018 all students were in the previous iteration of the degree; from Spring 2021 forward, all students were in the revised degree. All other terms have a blend of students in both degrees.



As shown above, an average of 28.7 Music majors ($SD = 5.66$) were enrolled each fall and spring semester, with fall enrollment ($M = 30.2$) slightly higher than spring enrollment ($M = 27.2$), and both well above the WVHEPC minimum fall enrollment of 12.5. A smaller number of Music majors took courses in summer ($M = 7.6$, $SD = 5.73$, range 3-17).

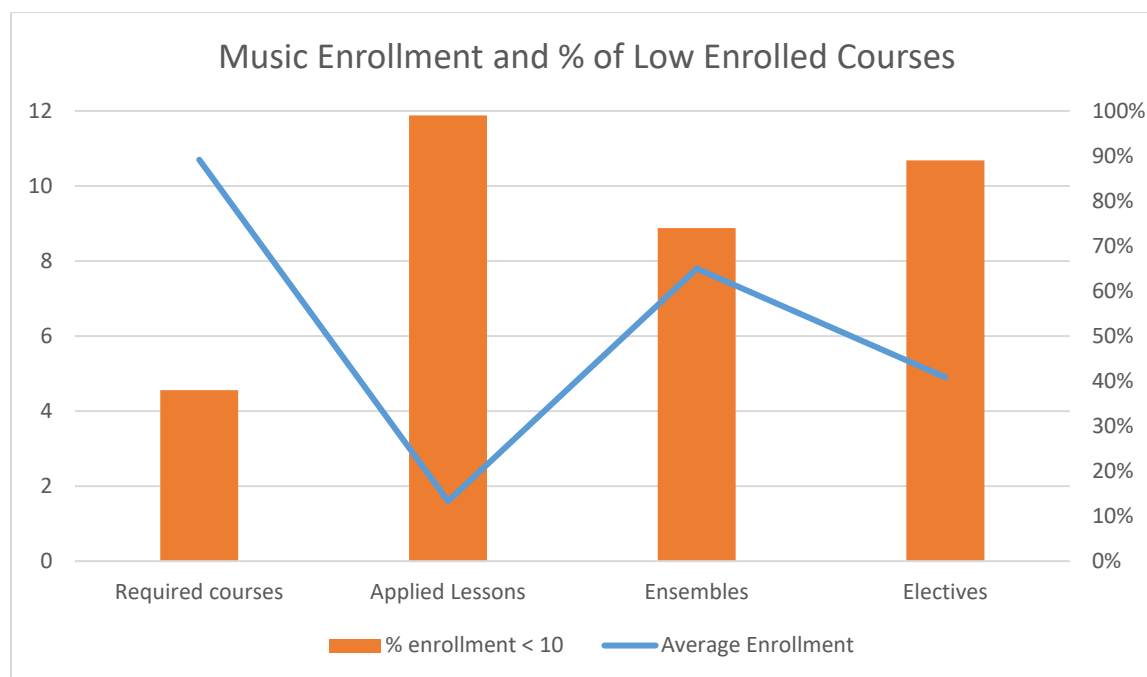
Over the evaluation period, 39 students graduated with their BA in Music, 31 under the new curriculum and eight under the old curriculum. This equates to an average of 7.8 graduates per year (range 4 to 11), which is also above the WVHEPC benchmark of 5 for a degree program.

Course enrollment within the BA in Music must be understood in the context of the type of instruction offered in this degree. Completion of the BA in Music includes a small set of traditional courses (e.g., four music theory courses and two music history and literature courses), applied lessons on the student's instrument, involvement in a primary and a secondary ensemble, and a set of electives tailored to the student's career goals (e.g., courses in conducting, music notation, recording and engineering, and class instruction in particular instruments are more or less relevant for any given student). As a result, most courses in the BA in Music technically do not meet traditional WVHEPC benchmarks, but it would be inappropriate to expect enrollment of 10 or more in an applied lesson, which is designed to provide 1:1 instruction to the student musician.

In addition, ensembles are taught in a "stacked" fashion, with beginning students (e.g., MUSC 116) and more advanced students (MUSC 316) meeting at the same time. Not only does this

allow the entire ensemble to practice together, but it also allows for enhanced peer learning and more efficient faculty and facility scheduling.

Below, enrollment data are provided for the four categories of courses: courses required for all Music majors, applied lessons, ensembles, and electives. As would be expected pedagogically, enrollment is highest in required courses and in ensembles. Note, however, that some ensembles are large (e.g., Marching Band) and others are intentionally smaller (e.g., woodwind ensemble). Additionally, applied lessons do not reach the 10 students per class benchmark, again, as would be appropriate for individualized lessons.



The one area for potential intervention is in Music electives. With the average enrollment across the Fall 2019 to Spring 2023 period at 4.9 ($SD = 3.93$), it may be that the rotation of courses could be tweaked to yield a more robust learning community. For example, MUSC 377 was offered five times during the period with enrollments of 10, 4, 0, 2, and 5 ($M 4.2$, $SD = 3.77$). It may be that placing this course (and others in the elective category) on an every other year (rather than on an every year) rotation is indicated.

Program improvement

There was no external evaluation of the program during the current evaluation period; however, the most recent annual review documented four of five action plans completed,

In the 2022-23 annual assessment, six action plans were identified for improvement and assessment in the 2023-24 academic year:

1. The department will continue to assess the sequencing of music theory and mathematics coursework to determine if requiring students to pass college mathematics courses prior to taking music theory courses continues to result in improved student success in music theory and retention in the program.
2. A survey will be developed to gather alumni input to determine if class instruction in piano and piano proficiency examinations adequately address the needs of today's music programs.
3. The jury examination was recently changed and will be examined to ensure that the assessment of all juries is of the same or higher standard as the previous format.
4. The effect of the addition of more world music and more 20th century music to the music history courses will be assessed.
5. Based on data from projects, students, alumni, and the community, additional hands-on experiences with public address systems and the new recording and sound equipment, lighting system, and software will be provided. A planned remodeling of the original recording studio/online studio will also further enhance and modernize the classes. Rubrics for evaluating projects were also being developed.
6. The department planned to assess the need for a hearing before the senior recital/project capstone course.

In addition, improvements have been made in recruitment, but as shown in the enrollment graph above, fall to spring retention is an area for continued attention.

Bachelor of Arts-Music

The Bachelor of Arts degree in Music, with career pathways in jazz performance, music performance, music technology, and music therapy, seeks to provide training to prepare students for a professional career in a very wide variety of music fields. The degree is designed to provide music majors with a base of musicianship skills including the essentials of piano, music theory, history, and technology. Music majors receive private/applied study in voice, class instruction/pedagogy in voice, brass, strings, woodwind, and percussion instruments to enable them to be diverse musicians.

5.2.2. The Bachelor of Arts in Music program is housed in the Department of Fine Arts in the GSU Department of Fine Arts Center. At the start of this review cycle, the program had five full-time faculty. Currently, the program has four full-time faculty who meet nearly all the program requirements. In 2019, Dr. Jason Barr, who up to that point had been teaching all applied woodwind courses, became department chair. To reduce Dr. Barr's course load due to his new responsibilities, applied flute and clarinet are now taught by adjunct instructors virtually. This past year the Bluegrass director resigned. The Bluegrass program was taught out as enrollment and retention in the program was declining. One string pedagogy course is taught by an adjunct instructor virtually. Professor Harry Rich, adjunct instructor of trumpet, retired as well during this review cycle. His position was replaced by David Porter in an Artist in Residence position. Additionally, Professor John McKinney retired during this review cycle and was replaced by Garrett Hacker and changed from a tenured appointment to a lecturer position. The courses in the choral program in the Department of Fine Arts were taught by adjunct instructors.

The Music Therapy career path is a new option since the last review period. Students in this career path follow a curriculum of music, science, and psychology courses not typically associated with music performance degrees. This career path allows undergraduate students to take the necessary science and psychology classes required for entry into a typical master's program in this field.

The Music Performance career path has recently garnered national and international performance invitations and major student achievements. For example, the tuba and euphonium ensemble performed by invitation at several international tuba and euphonium conferences. In addition, the number of students participating in the Jazz Performance career path continues to increase with the students performing in such prestigious venues as the House of Blues and Little River Blue Crab Festival.

Plans for program improvement, including timeline

In the coming academic year, six specific action steps were identified for attention:

1. Monitoring course sequencing and its effects on student success and retention.
2. Surveying alumni/ae and modifying course instruction in piano accordingly.
3. Evaluating the change in jury examinations to ensure continued rigor and quality.
4. Evaluating the addition of more modern and world music to music history courses.
5. Adding more hands-on experience with recording and sound equipment and remodeling the recording and online studio.
6. Evaluating the need for a hearing prior to senior recitals.

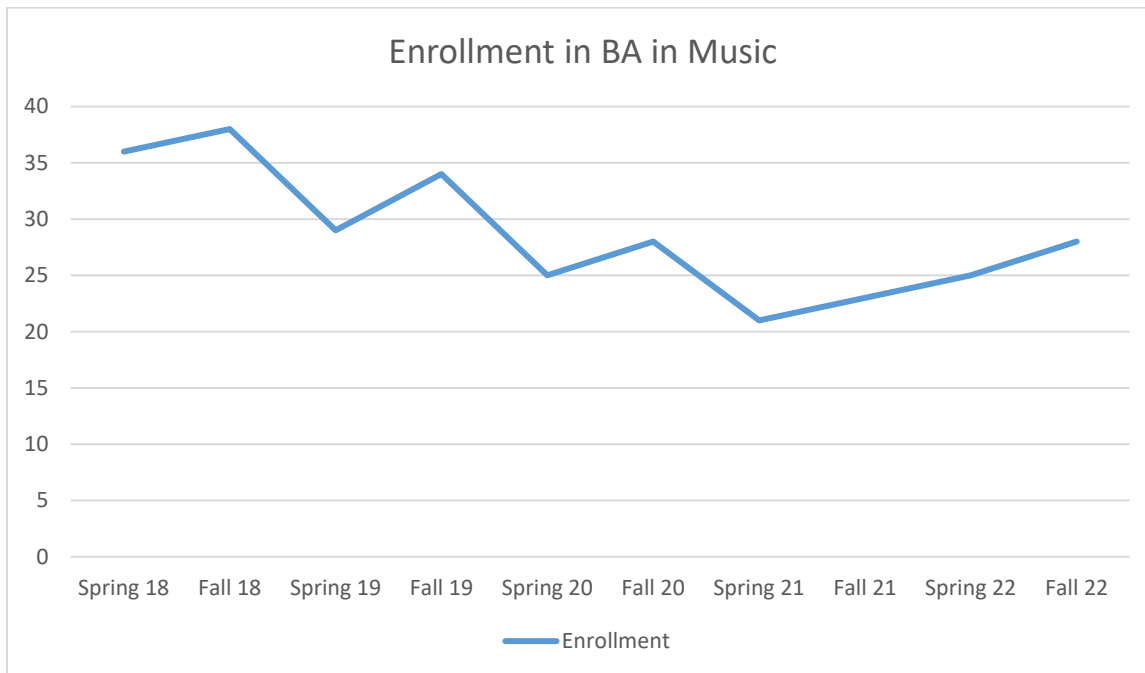
In addition, enrollment data suggest the need to improve fall to spring retention and course enrollment data indicate that course rotations should be examined.

Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

This is the third program review as this program was instituted fifteen years ago. As part of the review process, department faculty have extensively looked at the current curriculum, assessment mechanisms, recruiting strategies and retention efforts. Also, in response to the GSU Planning and Prioritization Task Force and Assessment Committee, the curriculum also addresses much needed curriculum changes to address faculty loads, class enrollment numbers, and overall program enrollment numbers better educate and equip students in the program. This includes keeping classes below 25 students and more evenly distributing faculty course loads. In response to data from the Academic Affairs department, more sections of music courses that are part of the general education curriculum have been added and have been spread evenly throughout the day do that the courses also include being offered in the afternoon and evening. Additionally, online offerings for these courses have been added.

As part of the review process, department faculty had extensive discussions involving recruiting and retention for the program. In recent years, recruiting efforts and results have improved and some improvements towards retention have also been made. After the previous review cycle of the program, it was agreed that the department needed to examine and develop online course offerings with industry best practices in mind. Unfortunately, COVID forced the department to teach online without the benefit of this robust preparation. Through trial and some error, online courses in applied music, pedagogy, and music/art appreciation were developed.

Five-year trend data on graduates and majors enrolled



As shown above, an average of 28.7 Music majors ($SD = 5.66$) were enrolled each fall and spring semester, with fall enrollment ($M = 30.2$) slightly higher than spring enrollment ($M = 27.2$), and well above the WVHEPC minimum fall enrollment of 12.5. A smaller number of Music majors took courses in summer ($M = 7.6$, $SD = 5.73$, range 3-17).

Over the evaluation period, 39 students graduated with their BA in Music, 31 under the new curriculum and eight under the old curriculum. The equates to an average of 7.8 graduates per year (range 4 to 11), which is above the WVHEPC benchmark of 5 for a degree program.

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

The program is assessed every year, with input from all members of the department. Assessment reports are submitted to and reviewed by the university assessment committee. A required component of the assessment is identifying areas for improvement and reporting back on progress on the previous year's identified areas for improvement. That is, action plans are created, and progress reported annually.

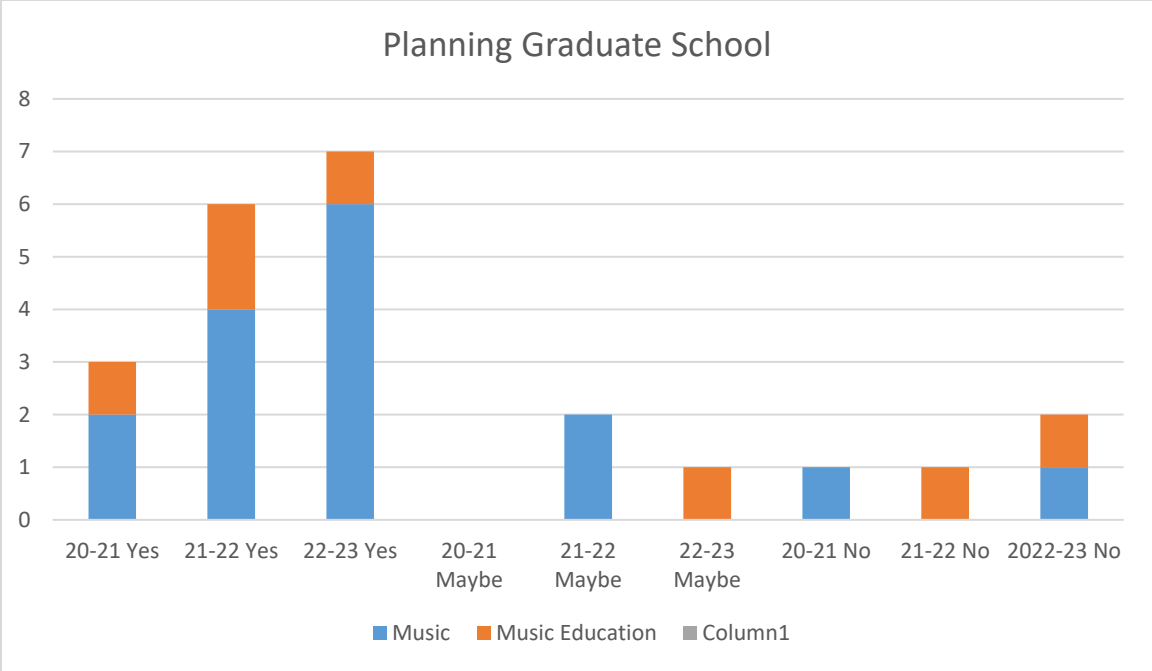
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees); and

In the 2020-21, 2021-22, and 2022-23 academic years, graduating students were surveyed about their job placements and graduate school plans after graduation. A total of 16 Music and 7 Music Education majors responded to the survey. As shown below, most Music (75%) and Music Education (71%) graduates had not found employment at the time of the survey. The four Music majors who reported having secured employment prior to graduation were generally not employed in areas related to their degree, but the two Music Education majors who reported post-graduation jobs were both employed as substitute teachers.

Employment Secured Prior to Graduation by Music and Music Education Majors

Degree	Job obtained	2020-21	2021-22	2022-23
Music				
	Yes	1 (33%)	1 (17%)	2 (29%)
	No	2 (67%)	5 (83%)	5 (71%)
Music Education				
	Yes	1 (100%)	1 (33%)	0 (0%)
	No	0 (0%)	2 (67%)	3 (100%)

Relatively high percentages of Music students were planning to attend graduate school. Overall, 12 of 16 (75%) of Music majors and 4 of 7 (57%) of Music Education majors reported that they were planning to pursue additional education. An additional 13% of Music majors and 14% of Music Education majors reported that they might attend graduate school. Of those indicating, 83% planned to attend a school in West Virginia, with 80% of those planning on attending Glenville State University.



The Glenville State College Board of Governors action.

Jason Peter Barr

Phone: (843)-424-8848

E-mail: Jason.Barr@glenville.edu

220 Otterbein Dr.

Glenville, WV 26351

Education

Doctorate in Education, Walden University, Minneapolis, MN, December 2018

Masters of Music in Jazz Pedagogy, West Virginia University, Morgantown, WV, December 2012

Bachelor of Arts in Secondary Education with a concentration in Music, Marshall University, Huntington, WV, May 2003

Work History

Department Chair, Glenville State College Department of Fine Arts, 2019 to present.

Advanced Placement Reader, Educational Testing Service, 2017-present (Subject: AP Music Theory)

Associate Professor of Music, Glenville State College, Glenville, WV. Courses taught include Music Theory I, II, III, and IV, Applied Woodwinds including applied lessons in saxophone, flute, clarinet, and bassoon, Applied Jazz and Improvisation, Music Appreciation, Woodwind Masterclass, and Freshman Success. Ensembles taught include Woodwind Ensemble, Saxophone Ensemble, Flute Choir, Clarinet Choir, Woodwind Quintet, Jazz Big Band, Jazz Combo, Pep Band and assisting in section rehearsals for the Glenville State College Marching Band. Oversee organization of chamber, junior, and senior recitals for woodwind and jazz studios. Beginning Spring Semester 2013 – present

Instructor of Music, Gilmer County Federal Correctional Institute, Glenville, WV. Courses taught include Music Appreciation. Beginning Spring Semester 2017 to present

Assistant Band Director/Music Librarian, Glenville State College, Glenville, WV. Organized and cataloged all choral, jazz, and marching band music and archival recordings housed at Glenville State College. Assisted with marching band performances and organization of winter storage of marching equipment. Courses taught include Music Theory I, II, III, & IV, Music Fundamentals & Methods, Saxophone, July 2011 - December 2012.

Educational Representative, Star Music Company Inc, Myrtle Beach, SC, June 2007- July 2011

Resident Instructor, Coastal Carolina University Summer Arts Academy, Conway, SC. Courses taught include Middle School Jazz Ensemble, High School Jazz Ensemble, Improvisation, History of Rock and Roll, World Music, Applied Saxophone, July 2009 - 2013.

Band Director, Conway High School, Conway, SC. Courses taught include Marching Band, Concert Band, Jazz Ensemble, Music Appreciation, History of Jazz, Careers, January 2004 - June

2007.

Band Director, Whittemore Park Middle School, Conway, SC. Courses taught include 6th Grade Beginning Band, 7th Grade Intermediate Band, 8th Grade Advanced Band, Jazz Ensemble, January 2004 - June 2006.

Private saxophone instructor for Marshall University Preparatory Division, Marshall University, Huntington, WV, January 2000-May 2003.

Professional Organizations

Founding member and President-Marshall University Chapter of the International Association of Jazz Educators

South Carolina Music Educators Association

West Virginia Music Educators Association

Jazz Education Network

Chamber Music America

Professional Accomplishments

Co-wrote At Risk Academic Advising Policy with Dr. Joe Evans

Organized campus-wide representation of Academic Advising Task Force

Oversaw implementation of At Risk Academic Advising Policy

Co-created and co-organized the First Annual College Jazz Weekend in conjunction with the West Virginia Jazz Society-2017

Directed the Glenville State College Jazz Combo in performance at the 2017 West Virginia Music Education Association Conference-Charleston, WV, 2017

Creation of Bachelor of Arts in Music/Jazz and Commercial Music Concentration-2017

Directed the Glenville State College Trumpet Ensemble in performance at the 2018 West Virginia Music Education Association Conference-Charleston, WV, 2018

Created and implemented the BA Music-Music Therapy Career Path-2020

Organized and lead a department-wide recording project during COVID19 pandemic (2020)

Raised \$8,000 for Glenville State College Fine Arts Scholarships via obtaining the TNT contract for Gilmer County-2021

Ensemble Performances

Glenville State College Jazz Combo-Served as opening performance for Monika Herzig and the

She's Got the Whole World in Her Hands Band, 2017 West Virginia Music Education Association Conference, First Sharpe Hospital, sponsored various performances in conjunction with the West Virginia Jazz Society, Marshall University Jazz Festival, West Virginia Filmmakers Festival, Create West Virginia, Landmark Studio Cinco di Mayo, Glenville State College Greek Formal, Delegate Brent Boggs fundraiser, Gilmer County Elementary School playground fundraiser, Gilmer County Art and Ice Cream Social, Yoga in the Park, Gilmer County Senior Center, various West Virginia high schools, Gilmer County Nursing Home

Glenville State College Jazz Band-Glenville State College Greek Formal, Gilmer County VFW Military Ball, Hidden Promise performances, various West Virginia high schools

Woodwind Ensembles-Calhoun County Career Day, Glenville State College Christmas Tree Lighting, Glenville Nursing Home, Watch Me Grow Daycare, Troy Elementary School, Gilmer County Senior Center, Jeremy Carter Doctoral Recital

Directed the Glenville State College Jazz Ensemble at the premier performance of the Sue Morris Complex, Glenville, WV.

Other Professional Duties

Faculty Advisor for the Glenville State College Chapter of Alpha Xi Omega fraternity, 2012-present

Woodwind Adjudicator for West Virginia Region IX Solo & Ensemble Festival, 2012-present

Musical Director, Rocky Horror Show, Buckhannon Community Theater, 2014

Faculty Advisor for the Glenville State Chapter of the National Association for Music Education, 2015-present

Recruitment coordinator for the Glenville State College Department of Fine Arts-2016-present

Announcer for the Glenville State College Wall of Sound Marching Band-2017 to present

Serve as Department Advisor for First Time Freshman, 2016-present

Saxophone Adjudicator for West Virginia Region V Solo & Ensemble Festival, 2017-present

Served as judge for the Marshall University Wind Symphony Concerto Competition, 2017

Served as judge and adjudicator for the West Virginia Southern Regional Jazz Festival, 2020

Committees-Glenville State College

GSU 100 Re-Vamp Committee 2022 to present

Glenville State College Strategic Planning Committee-2021

College Leadership Council – 2019 to present

Curriculum Committee-2019-present

Honors Program - 2015 to 2019

Academic Appeals – 2015 to 2022

Academic Advising Task Force – 2015 to present (Coordinator)
Faculty Development – 2014 to 2020
Faculty Senate – 2016 to 2019

Performance Experience

Twenty one years entertainment experience throughout North and South Carolina, West Virginia and Georgia.

Twenty years professional performance experience on saxophone.

Performances with Jerry Coker, Terry Gibbs, Preservation Hall Jazz Band, Dennis DiBlasio, Conrad Herwig, Joe Lovano, Dave Bargeron, and Arturo Sandoval.

Performed in opening acts for Kool and the Gang, KC and the Sunshine Band, The Gap Band, Chairman of the Board, Montell Jordan, and Salt N Pepa.

Performed as a featured soloist with Glenville State College Percussion Ensemble in Glenville, WV 2012-2019.

Performed as a part of the 2012 Democratic National Convention opening ceremonies in Charlotte, NC.

Directed the Glenville State College Jazz Combo in performance at the 2014 and 2015 Marshall University Jazz Festivals.

Presented a lecture and performance on the history of jazz for the Gilmer County Historical Society, July 2014 and August 2015.

Performed in concert with the Davisson Brothers Band at the opening concert for the Glenville State College Waco Center, August 2014.

Performed with the N'Tranze Band at the Rusty Musket on the campus of Glenville State College, 2014, 2016, 2017, and 2021.

Performed at the Marshall University Jazz Festival, 2014 – 2017

Presented a lecture and performance on the history of Hank Williams for the Gilmer County Historical Society, August 2017

Performed as part of the Orchestra of the Hills, 2017

Performed alto saxophone live in concert with Lee Greenwood in "Lee Greenwood's Salute to America", October 2018

Performed alto/tenor saxophone live in concert with Tony DeSare in "Sinatra and Beyond", February 2019.

Performed the "Star Spangled Banner" as the guest performer for the 2019 Drums Across the

Tri-State Marching Band Festival at Laidley Field in Charleston, WV.

Research/Scholarly Activity

Attended International Association of Jazz Educators National Conference-New York, NY, 2004.

Attended South Carolina Music Educators In-Service Conference-Charleston, SC, 2004-2011.

Attended West Virginia Music Education Association Conference-Charleston, WV, 2014-2020.

Attended West Virginia Higher Education Policy Commission Co-requisite Academy, 2016 & 2017

Attended Jazz Education Network National Conference-New Orleans, LA, 2017

Participated in online Masterclass for Jazz Education, led by Chick Corea and Stanley Clark, 2018

Presented Faculty Lecture titled "Big Band Jazz in West Virginia". Glenville State College, October, 2021.

Presented session titled "So Now You're A Music Major....Go Practice!". West Virginia Music Educators Conference, Charleston, WV, 2022.

Publications

Barr, J. (2019, April). A jazz ensemble warm up for inexperienced players. *Teaching Music*, 26(4), 18-19.

Barr, J. (2019, January). Insights into jazz instruction in small rural college. *Improvisation*, 2.

Barr, J. (2018). *Custom Advising's Effect on Success and Retention of Developmental Math Students* (doctoral dissertation). Walden University, Minneapolis, MN.

Barr, J. (2017, March). Glenville State College-Bluegrass Bachelors and Beyond. *School Band and Orchestra*, 20(3), 12-14.

Performance History

Morgantown Jazz Orchestra, baritone saxophone, 2021-present

Smoot House Band, house big band for the Smoot Theater, Parkersburg, WV, 2019-present

Hess Big Band, alto saxophone, 2019-present

West Virginia Symphony Orchestra, alto/tenor saxophone, 2018-present.

NTranze, House Band for the Myrtle Beach House of Blues, alto, tenor, and soprano saxophones, vocals, and emcee, 2000-present

Funk Feelharmonic, alto and tenor saxophones, vocals, emcee, leader, and founder,

2001-2004

House of Blues Big Band-alto and tenor saxophones, 1997- 2000.

Andrew Thielen Big Band, alto and tenor saxophones, 1997 - present.

The Tony Blunt Project, House Band for the Myrtle Beach House of Blues-alto saxophone, 1997-2000

Swingtime Orchestra - tenor saxophone, 2009-present

West Virginia University - Graduate Jazz Sextet, alto saxophone; University Big Band, baritone saxophone.

Marshall University - Wind Symphony, alto and baritone saxophones, bassoon; Symphonic Band, alto saxophone and bassoon; Symphony Orchestra tenor saxophone and bassoon; 12:00 Jazz Band, lead alto saxophone and baritone saxophone; Marching Thunder, alto saxophone, baritone saxophone, section leader

Recordings

The Andrew Thielen Big Band – released in 2003

Funk Feelharmonic Live at the Rhythm House – released in 2003

N'Tranze Live – released in 2004

N'Tranze III – released in 2011

References

Dr. Lloyd Bone, former Chair, GSC Department of Fine Arts. Lloyd.Bone@glenville.edu
(304)462-6350

Professor Emeritus Harry Rich, Professor of Trumpet (retired), Glenville State College.
Glenvillerich@yahoo.com (304)613-6421

Dr. Milan Vavrek, former Provost, Glenville State College. Milan.vavrek@glenville.edu
(304)517-6330

Dr. LLOYD E. BONE JR.

108 Park Street, Glenville, West Virginia
304-462-6350 Lloyd.Bone@glenville.edu

EDUCATION

Doctor of Musical Arts	2015
University of Cincinnati College-Conservatory of Music	Cincinnati, Ohio
Master of Music	2001
University of Cincinnati College-Conservatory of Music	Cincinnati, Ohio
Bachelor of Music in Education	1995
Tennessee Technological University	Cookeville, Tennessee

SELECTED ADMINISTRATIVE EXPERIENCE

Chairperson, Department of Fine Arts	2007-June 2019
Glenville State College	Glenville, West Virginia

- Supervised and supported art and music students, faculty, staff, adjuncts and student workers. During my span as chair this included eleven faculty, six staff, seven adjuncts and a host of student workers.
- Managed all finance, accounting, and cost control procedures across three department budgets and several GSC Foundation accounts.
- Directed the development of our Bachelor of Arts Degree in Art, assisted with the development of our Bachelor of Arts Degree in Music and directed numerous changes in the curriculum of our programs and degree requirements.
- Supervised a large fine arts center and a substantial collection of instruments, equipment and resources.
- Managed one of the more active performance schedules in West Virginia.
- Guided the department successfully through recertification from the Higher Learning Commission (HLC), West Virginia Higher Education Policy Commission (WVHEPC) and West Virginia Department of Education State Reviews.
- Assisted with solving an extremely diverse array of faculty, staff, student, alumni and community issues.
- Incorporated recruiting initiatives that increased the size of the department such as modelling recruiting to the faculty by being an active and consistent recruiter,

- personally training them in effective recruiting skills and led a modern and invigorated rebranding of all department promotional items and materials.
- Incorporated retention initiatives that increased our department retention rate such as assisting in the development of new curricular plans of study for freshmen and adjusting class offerings so they could take advantage of various new assistance and tutoring initiatives. This also helped some of them have more flexibility for acquiring jobs.
 - Promoted diversity initiatives among students, faculty and staff such as employing a department wide increase of diversity topics, especially in our music survey, history and theory courses as well as our ensembles.
 - Actively engaged alumni and developed relationships with our alumni through off campus performances, guest conducting, clinics, school visits, attending alumni performances and various social media initiatives.
 - Assisted numerous faculty and staff with tenure, promotion and renewal.
 - Increased department funding through private donations, new scholarships and general fundraising.
 - Directed numerous upgrades to the fine arts center including 24/7 student access to the fine arts center, electronic slide card access, a wide array of new instruments and equipment as well as new art and music computer labs.
 - Advised concerning the department's first online courses and courses at distance learning sites.
 - Advised the development of the Pioneer Stage and Bluegrass Music Education Center.
 - Increased community involvement with our students, faculty and staff through numerous student driven community projects, faculty presentations and ensemble performances at various community venues and organizations.
 - Developed the department's first honor band now in its 12th year.
 - Reviewed and updated various department policies and procedures.
 - Conducted annual faculty and staff evaluations.
 - Hosted numerous regional, national and international artists including the National Symphony Orchestra (Kennedy Center), Dr. Neal Corwell (principal euphonium of the United States "Pershing's Own" Army Band) and Jack Stamp (internationally award winning acclaimed band composer and conductor).

COLLEGIATE TEACHING EXPERIENCE

Associate Professor of Music (tenured)
Glenville State College

2004-Present
Glenville, West Virginia

- Since teaching at GSC I have taught an overload nearly every semester including all semesters while chair. Classes recently taught include Music History and

Literature II, Survey of Music, Music Fundamentals and Methods for Elementary Teachers, Class Instruction in Brass, Brass Ensemble, Applied Low Brass, Marching Band, Pep Band, Concert Band and Tuba and Euphonium Ensemble.

Adjunct Low Brass Professor 2001-2003
Murray State University Murray, Kentucky

- Taught applied low brass and conducted the tuba and euphonium ensemble.

Music Education Graduate Teaching Assistant 2003-2004
University of Cincinnati College-Conservatory of Music Cincinnati, Ohio

- Taught brass methods.
- Assisted with the introduction to music education, instrumental methods, marching band techniques and tuba and euphonium studio class.
- Worked in the music education library and laboratory and was an admissions office assistant.

University of Cincinnati Bearcat Bands Teaching Assistant 2002-2004
University of Cincinnati Cincinnati, Ohio

- Taught low brass, band camps and was a general instructor and conductor with marching, pep and concert bands.

Graduate Teaching Assistant 1996-1998
University of Cincinnati College Conservatory of Music Cincinnati, Ohio

- Coached the freshmen brass quintet, conducted the tuba and euphonium ensemble in professor's absence and assisted the wind studies department.

RECENT COMMITTEE SERVICE

- Promotion and Tenure Committee (elected position)
- Assessment Committee (currently the secretary)
- Faculty Senate (elected position)
- Academic Policy Committee
- College Leadership Council (elected position)
- Chair (2017-2019), Curriculum Committee (elected position)
- Financial Aid Appeals Committee

OTHER COMMITTEE SERVICE

- Scholarship Committee
- Academic Appeals
- Homecoming Committee
- Various search committees (have chaired several)

MAJOR PUBLICATIONS

Teaching Brass: A Guide for Students and Teachers, Mountain Peak Music, 2017

- Contributor to this innovative multimedia tutorial that is printed with a host of accompanying online resources such as videos and PDF downloads.

International Tuba and Euphonium Association Journal, 2005-2011

- Associate Editor assigned to the Tuba and Euphonium News Section.
- Contributor (intermittently) to the new repertoire and recording reviews sections.

Listen to This by Mark Evan Bonds, Prentice Hall; 1ST edition, 2008

- Contributor to this popular music appreciation text.

Guide to the Euphonium Repertoire, The Euphonium Source Book Indiana University Press, 2007

- Co-Editor of world's first text for the euphonium and baritone horn (589 pages).

GRANTS and MONETARY AWARDS

Glenville State College Diversity Mini Grant 2017

- This grant was awarded for the development of a landmark original band composition based off Scott Joplin's world famous song *The Entertainer*.

West Virginia STEAM Power Grants 2016

- Worked in a joint effort with two Glenville State College Department of Fine Arts alumni and their students from Liberty-Raleigh High School and Mountaineer Middle School and assisted the band director at Gilmer County High School to help all three schools be awarded grants for new equipment.

West Virginia Symphony Orchestra Performance Grant 2014

- Contributed to a state-wide grant for the West Virginia Symphony Orchestra to perform at Glenville State College and other West Virginia locations.

Glenville State College Pioneer Showcase Research Award 2014

- Awarded for the operetta, "*The Last Beer: An Operetta for Tuba and Euphonium Ensemble*." This is thought to be the world's first operetta of its type.

Tuba and Euphonium Ensemble Performance Award 2012

- Awarded from Glenville State College Provost for our invited performance at the 2012 International Tuba and Euphonium Conference in Linz, Austria.

National Symphony Orchestra Performance Grant 2010

- Contributed to a state-wide grant for the National Symphony Orchestra to perform at Glenville State College and other West Virginia locations.

MAJOR HONORS AND AWARDS

- Selected by GSU Administration to represent GSU in the West Virginia Professor of the Year Award Nomination Process
- 2018 Presidential Citation for “Outstanding Achievement in Supporting the Mission and Goals of Glenville State College.”
- “Halftime Hero Award,” October 21, 2017 for dedication to the campus and community.
- Keynote Speaker: 2017 Glenville State College Fall Convocation.
- Awarded the 2017 Glenville State College Faculty Award of Excellence.
- Selected as one of six alumni featured on the 50th Anniversary Celebration Concert of the Tennessee Tech Tuba Ensemble (World’s first Tuba and Euphonium Ensemble), October 21, 2016.
- Selected as a guest artist, conductor, or adjudicator at the 2006, 2008, 2010, 2012, 2014, 2016 and 2019 International Tuba and Euphonium Conferences.
- One of 217 Quarterfinalists for the 2013 GRAMMY Foundation Music Educator Award. More than 30,000 music educators were nominated nationwide.
- Selected by the West Virginia Division of Culture and History to host the Inaugural 2012 West Virginia Marching Band Invitational (now the largest marching band competition in the state).
- Selected by the office of former West Virginia Governor Joe Manchin (now Senator) to conduct the Glenville State College Brass Ensemble at the 2010 Governor’s Honors Symposium.
- Member of a GRAMMY Finalist Recording, Classical Chamber Music Category, *Legacy*, Tennessee Tech University 40th-Anniversary All-Star Alumni Tuba and Euphonium Ensemble, Mark Records, 2007.

- Selected to perform and record with Euphoniums Unlimited, the world's first professional euphonium ensemble at the International Tuba and Euphonium Conference, University of Denver, 2006.
- Euphonium Soloist: Jack Daniel's Original Silver Cornet Band, Lynchburg, Tennessee, 1996 Christmas Tour and 1997 Spring Tour.
- Selected as a finalist in various international euphonium competitions and United States Military Band Auditions.
- Scholarships: Full graduate scholarships, University of Cincinnati College-Conservatory of Music (1996-1998 and 2002-2004), Tennessee Retired Teachers Scholarship (small number chosen state-wide, 1993) and Ernie Walls Euphonium Scholarship, Tennessee Technological University (1991-1994).

MAJOR CONDUCTING, GUEST ARTIST AND PERFORMANCE

Conductor: GSU Pep Band

- 2022 NCAA Division II Quarterfinals, Finals and National Championship Game!

Conductor: International Tuba and Euphonium Conferences with the Glenville State College Tuba and Euphonium Ensemble

- University of Iowa, Iowa City, Iowa, 2019
- University of Tennessee, Knoxville, Tennessee, 2016
- Indiana University, Bloomington, Indiana, 2014
- Brucknerhaus, Linz, Austria, 2012
- University of Arizona, Tucson, Arizona, 2010
- University of Cincinnati College-Conservatory of Music, 2008

Conductor: Regional Tuba and Euphonium Conference Performances with the Glenville State College Tuba and Euphonium Ensemble

- Midwest Tuba and Euphonium Conference, Illinois State University, 2013
- United States "Pershing's Own" Army Band Tuba and Euphonium Conference, Washington, D.C., 2007

Conductor: West Virginia Music Educators Association Conferences

- Glenville State College Brass Ensemble, 2018 and 2016
- Glenville State College Tuba and Euphonium Ensemble, 2014
- Glenville State College Tuba and Euphonium Ensemble, 2010

Conductor: County, State and Regional Honor Bands

- Guest conducted over a dozen middle school and high school honor bands.

Guest Artist Recitalist

- Marshall University, 2015
- International Tuba and Euphonium Conference, Linz, Austria, 2012
- International Tuba and Euphonium Conference, Tucson, Arizona, 2010
- International Tuba and Euphonium Conference, Cincinnati, Ohio, 2008
- International Tuba and Euphonium Conference, Denver, Colorado, 2006

Guest Artist Clinician

- Southeastern Tuba and Euphonium Conference, University of Tennessee, 2015
- Phi Beta Mu Band Clinic, West Virginia University, 2015
- Tuba and Euphonium Day, Marshall University, 2010
- International Tuba and Euphonium Conference, University of Denver, 2006
- Southeastern Tuba and Euphonium Conference, University of Georgia, 2005

Guest Artist Soloist

- Soloist with several high school and university bands and a brass band.

Performer

- Honorary Professional Tuba and Euphonium Ensemble, International Tuba and Euphonium Conference, University of Cincinnati College-Conservatory of Music, Cincinnati, Ohio, 2008.
- Tennessee Tech Tuba Ensemble 40th Anniversary All-Star Alumni Ensemble, Carnegie Hall, New York City, New York, and Roosevelt University, Chicago, Illinois, 2007.
- Hoffbrau House German Polka Band, Newport, Kentucky, 2003-2004.
- International College All-Star Tuba and Euphonium Ensemble, International Tuba and Euphonium Conference in Chicago, Illinois, 1995.
- The Circus Kingdom Circus Band (East Coast Tour), Pittsburgh, Pennsylvania, May, 1993-August, 1993.

PROFESSIONAL DEVELOPMENT

- Attended numerous international, national, regional and state conferences including Midwest International Band and Orchestra Clinics (Chicago, Illinois), various brass conferences and conducting workshops.

GLENVILLE STATE COLLEGE MARCHING BAND AND BRASS ENSEMBLE

- Marching Band: Over 23 featured performances around West Virginia.
- Brass Ensemble: Invited to numerous Holiday concert series and various concert venues around West Virginia. We also provided music for numerous GSC Convocations and Fall Commencements.

MAJOR RECORDINGS

- *Legacy*, Tennessee Tech University 40th-Anniversary All-Star Alumni Tuba and Euphonium Ensemble, Mark Records, 2007
- *Tubalogy 601*, Tennessee Tech University Alumni Tuba and Euphonium Ensemble, Mark Records, 2005
- *Euphoniums Unlimited*, Mark Records, 2004 (world's first professional euphonium ensemble recording)
- *Classics at the Pops*, Cincinnati Pops Orchestra, in conjunction with the University of Cincinnati College-Conservatory of Music Brass Choir, Telarc, 2004
- *Windependence*, University of Cincinnati College-Conservatory of Music Wind Symphony, Boosey and Hawkes, 2003
- *The Kings of Brass*, The Tennessee Tech Alumni Tuba and Euphonium Ensemble, Mark Records, 2001
- *Pierre Garbage Festival*, The Tennessee Tech Alumni Tuba and Euphonium Ensemble, Mark Records, 2000
- *Tuba and Harp*, Timothy Northcut, tuba soloist with harp and tuba and euphonium ensemble, Mark Records, 1998
- *Unleash The Beast!!!*, Tennessee Tech Tuba Ensemble, Mark Records, 1995
- *Jupiter!*, The Tennessee Tech University Symphony Band, Mark Records, 1995
- *Waters of Myth*, The Tennessee Tech University Symphony Band, Mark Records, 1993

PRIVATE SCHOOL TEACHING EXPERIENCE

The Schilling School for Gifted Children, Cincinnati, Ohio, 1998-2002

- Taught band, brass ensemble, general music (K-5) and chorus (1998-2000).

PUBLIC SCHOOL TEACHING EXPERIENCE

- Various public school teaching experience in Ohio, Tennessee and West Virginia including band camps and substitute teaching.

PRIVATE MUSIC TEACHING EXPERIENCE

Music Makers of Cincinnati and Private Studio, Cincinnati, Ohio, 1999-2004

- Taught private low brass lessons from grades five to twelve.

HIGH SCHOOL ADJUDICATION

- Adjudicated numerous high school marching and concert bands and all-state and solo and ensemble festivals in Ohio, Kentucky and West Virginia.

ADVISOR OF GLENVILLE STATE COLLEGE STUDENT ORGANIZATIONS

- Chapter of MENC (Music Educators National Conference), two years.
- Chapter of NAFME (National Association for Music Education), two years.
- BCM (Baptist Campus Ministries), five years.
- Glenville State College Cheerleaders (one year).

SELECTED OTHER APPLICABLE EXPERIENCE

- Glenville, WV City Council Member (current representative of Ward 4).
- Certified National Weather Service Weather Spotter.
- Assistant Scout Master, Boy Scout Troop 79, Glenville, West Virginia, current.
- Taught Cub Scout Troop 547 (Clarksburg) to help them earn their Maestro Patch.
- Pre-K-2nd grade Sunday school teacher, Gassaway Baptist Church, current.
- Vacation Bible School food preparer, Gassaway Baptist Church, recent.
- Waiter and server trainer, O'Charley's Restaurant, Cincinnati, Ohio, 1996-2003.
- Volunteer for Habitat for Humanity (various New England cities), summer, 1993.
- Waiter, cook, food preparer and trainer, Ryan's Family Steakhouse, Hixson, Tennessee, 1991-1995.

PRIVATE MUSIC INSTRUCTORS

Professor Timothy J. Northcut, Professor of Tuba and Euphonium, University of Cincinnati College-Conservatory of Music, 1996-1998 and 2002-2005

R. Winston Morris, Professor of Music, Tennessee Technological University, 1991-1995

Dr. Brian Bowman, International Euphonium Soloist and former Professor of Music,
North Texas University, 1996-1998 Intermittently

Douglas Warner, Principal Trombone, Chattanooga, Tennessee Symphony Orchestra,
1990-1991

Garrett Elijah Hacker

153 5th St.
Burnsville, WV 26335
918-707-0390
Garrett.hacker@glenville.edu

Education

August 2019 - April 2021

Ohio University, Athens, OH – *Master of Music in Music Performance* 3.4 GPA

Fully immersing myself in a world of music and percussion to a very high skill level. Performed, talked to and communicated with several experts in the field of percussion and performed at the Percussive Arts Society International Convention 2019 world showcase concert in Indianapolis.

August 2015 - May 2019

Glenville State College, Glenville, WV – *Bachelor of Arts in Music Performance* 3.4 GPA

Studied percussion extensively as well as music history, music theory, brass, voice and percussion pedagogy, piano classes, working with music technology and performing with others.

August 2011 - May 2015

Braxton County High School, Sutton, WV - *High-School Diploma* 2.9 GPA

Participated heavily in band activities like marching, concert, jazz, percussion and even honor bands.

Experiences

January 2022 - Present

Glenville State University, Glenville, WV – *Lecturer of Music*

- Responsible for teaching the courses applied percussion I-VIII, Conducting II, Recording and Engineering and Percussion Ensemble for a total of 15 credit hours.
- Also contributes with keeping the Fine Arts Building looking professional and assists with purchases related to marching band, music scores and percussion instruments and accessories.

August 2020 - April 2021

Ohio University School of Music, Athens, OH - *Percussion Teaching Assistant*

- Taught college music majors "Percussion Methods" two days a week via Zoom. Responsible for instructing students on various percussion techniques such as correct mallet implementation, knowledge of rolls and budgeting.
- Directed several pieces for the Ohio University Percussion Ensemble.
- Worked closely with the chair of percussion at Ohio University.

August 2019 - May 2020

Ohio University School of Music, Athens, OH - *Music Theory Teaching Assistant*

- Taught college students "Music Theory for Non-Majors" three days a week. Responsible for playing piano, illustrating musical scales, explaining harmonic and melodic melodies, writing lesson plans and communicating with students on a professional level.
- Responsible for tutoring music theory to any music major 4 hours a week.
- Assisted other music theory professors by grading papers for their classes.

August 2019 - November 2019

Athens County Band, Athens, OH - *Drumline/Front Ensemble Instructor*

- Responsible for teaching two key groups in a marching band. Expected students and the two groups to work together and efficiently so they could support the band.
- Went to home football games on Friday nights and band competitions on several Saturdays while instructing one day out of the week.
- Tasked students with different jobs and worked on organizing instruments with band parents to maintain an efficient but safe travel for all the hardware and instruments.

August 2015 - August 2019 (This was a 1-week position every Summer from 2015-2019)

Braxton County Band, Braxton, WV - *Drumline Instructor*

- Responsible for teaching students more advanced rhythmic patterns and helping them develop a good technique to look uniform and preserve hand and arm health.
- Taught students how to march in parade blocks, box drills and how to guide off each other using fundamental methods.
- Assisted the band director by conveying what the drumline needed to work on and how they can fit and perform better with the rest of the ensemble.

May 2019 - July 2019

Smokehouse BBQ, Glenville, WV - *Cook - Server*

- Responsible for operating a smoker and smoking meats such as pork, beef, chicken, ham, and brisket.
- Trusted to keep all recipes a secret such as in-house BBQ sauces, rubs, dressings, coleslaw, and much more.

- Was relied on being a helping hand in any given situation whether it was cooking, waiting tables, helping a customer, checking smoker, or addressing a full restaurant.

January 2019 - May 2019

Appalachian Gold Drum and Bugle Corps. Summersville, WV - *Front Ensemble Instructor*

- Responsible for recognizing talent in students ranging from the ages of 12-21 and bringing out their potential to participate in an intense activity.
- Taught techniques needed for marimba, vibraphone, xylophone and other auxiliary percussion including but not limited to, 4-mallet technique, 2-mallet technique, fundamentals of music theory and expressing oneself musically and creatively.
- Worked with other leaders of the group to assess financial problems, student problems and many other logistics that relied on our ability to unify everyone involved and work as a whole.

July 2017- July 2018 (This was a 2-week position for these two Summers.)

Doddridge County Board of Education, Doddridge, WV - *Drumline Instructor*

- Responsible for teaching students more advanced rhythmic patterns and helping them develop a good technique to look uniform and preserve hand and arm health.
- Taught students how to march in parade blocks, box drills and how to guide off each other using fundamental methods.
- Assisted the band director by conveying what the drumline needed to work on and how they can fit and perform better with the rest of the ensemble.
- Stayed in a community center for the duration of a week and was responsible for chaperoning students and making sure they didn't sneak out or didn't go too far away from the grounds.

May 2018 - July 2018

Glenville State College, Glenville WV - *Custodian*

- Tasked with cleaning out dorm rooms after students left for the Summer. Includes throwing away excess trash, cleaning insides of wardrobes, wiping down walls and other surfaces, cleaning bathrooms and sweeping and mopping rooms while maintaining the main lobby of the residence hall.
- Mostly working independently but sometimes working with others during time crunches.
- Responsible for being hygienic and managing time in accordance with cleaning duties.

July 2016 - July 2016

Liberty-Harrison Band, Clarksburg, WV - *Drumline Instructor*

- Responsible for leading students through various musical exercises and marching activity
- Working 12-hour days while mostly outside and staying on a strict schedule throughout the day.

- Monitoring and keeping an eye on students to make sure they are keeping themselves and others safe from harm.

May 2016 - July 2016

Sophia's Restaurant – Burnsville, WV – *Shift Manager*

- Instilled practices of portioning food and bringing awareness to food waste to assist with the company saving money and stock.
- Seen as a lead cook in the kitchen and trained new employees on how to prepare and cook homemade foods.

Ensembles and Miscellaneous Experiences

In addition to these jobs and small “gigs” I have performed with several various music ensembles beginning in high school to present. These include, marching band, concert band, jazz band, jazz combo, percussion ensemble, pit orchestra, symphony orchestra, wind symphony, jazz percussion ensemble, African drum ensemble, Ugandan music ensemble, concert choir, chamber choir and chamber percussion groups. I have also performed 4 personal recitals, consisting of more than 20 songs and performed with several other musicians during my undergraduate and graduate education.

During my time at GSC, I was a Hidden Promise Scholar and a brother of Alpha Xi Omega, where I held an office as Treasurer in 2016. As a brother of Alpha Xi Omega, we had also done community service projects such as spreading mulch for the Glenville Presbyterian Church and river clean-ups in Gassaway, WV. As a Hidden Promise Scholar, I had additional academic support and a scholarship for being in the program. The program was designed for high-schoolers to continue their education into higher-education and provide them with the necessary support; I was originally selected for the program in 2011, when I was in 8th grade.

Other experiences and academic studies include working with building scaffolding for the GSC Percussion Ensemble, taking a course in Music Theory Pedagogy at Ohio University and taking two courses of Elementary Japanese at Ohio University. I have a basic understanding of speaking and reading Japanese and plan to begin private lessons in March of 2022 to expand my knowledge of the language and work toward fluency.

Lastly, during my first semester at Ohio University our percussion ensemble collaborated with 2 other universities, Oakland University and University of Wisconsin-Oshkosh to perform at PASIC (Percussive Arts Society International Convention) 2019 in the World Showcase Concert. Our program was specifically a celebration of Ugandan music and was led by Haruna Walusimbi, the leader of the Nachabembe group from Uganda whose works we performed.

David P. Lewis

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Email: whsband@yahoo.com or
David.Lewis@glennville.edu

WORK HISTORY

August 2008 – present: Professor of Music Education, Glennville State College
200 High Street, Glennville, WV 26351

Current teaching duties include MUSC 301 Music History I, MUSC 270 Music Theory III, MUSC 180 and 280 Class Piano I and III, EDUC 309 General Music Methods, and EDUC 349 Secondary Music Methods (Fall Semester); MUSC 216 Class Instruction in Woodwinds, EDUC 329 Instrumental Music Methods, MUSC 271 Music Theory IV, MUSC 181 and 281 Class Piano II and IV (Spring semester); MUSC 370 Composition/arranging, applied piano, applied oboe, and observing student teachers (both semesters).

In previous semesters I have taught MUSC 200 Survey of Music, MUSC 359 Music Fundamentals and Methods, jazz band, woodwind ensemble, and applied lessons on other woodwind instruments.

September 2002 – May 2008 Juniata College
1700 Moore Street, Huntingdon, PA 16652

Adjunct faculty member (Lecturer in Music). Taught private studio lessons on saxophone, clarinet, and double reed instruments, conducted reed instrument sectional rehearsals for the wind symphony and honors band when asked, served as a substitute conductor for band and orchestra rehearsals, and performed with the college wind symphony, jazz ensemble, and orchestra.

August 1989 – July 2008 Williamsburg Community School District
515 West 3rd Street, Williamsburg, PA 16693 (814) 832-2125

Teaching duties/curriculum included elementary and high school instrumental music instruction, 7th grade general music, senior high music appreciation, high school bands and chorus, and independent studies in music theory and music technology.

July 1984 - August 1989 Bishop Carroll High School, Ebensburg, PA

Teaching duties included conducting concert band, marching band, jazz band, chorus, and 9th grade music/art appreciation.

6/81 - 7/84

Taught private lessons on band instruments, guitar, and piano at the Indiana Music House, Indiana, PA; substitute teacher at various public schools in Indiana and Armstrong counties (PA); performed in semi-professional rock groups.

Worked in inventory/shipping/receiving at Ocenco, Inc., Blairsville, PA (firm is no longer in business) – loaded and unloaded trucks, drove company delivery truck, operated forklift and pallet jack, prepared shipments, and assisted with inventory control and related paperwork.

EDUCATION

Doctor of Musical Arts in Music Education, Shenandoah University, Winchester, VA, 2007.
Thesis subject: An examination of developments and scoring in American band literature from 1956 to 2001
Dissertation subject: Development and evaluation of model instructional units for middle school band

Master of Arts in Music Education, Indiana University of Pennsylvania, 1994.
Bachelor of Science in Music Education, Indiana University of Pennsylvania, 1981.
High School: United High School, Armagh, PA 15920, June 1976.

WORKS

Article in Winter 2011 issue of WVMEA publication **Notes A Tempo**: *The Importance of Well-written Comprehensive Curriculum in Instrumental Music Education*

Article in Winter 2012 issue of WVMEA publication **Notes A Tempo**: Meeting the Standards in Band Rehearsal: Teaching Improvisation

Article in Winter 2013 online edition of **Notes A Tempo**: *The Wind Band and its Repertoire: A Concise Historical Overview.*

Several arrangements and transcriptions for various instrumental ensembles which have been performed at either Williamsburg High School, Bishop Carroll High School, Juniata College, or Glenville State College; original compositions including *The Hills of Armagh* premiered by the GSC Concert Band, Spring 2013 and performed by GSC Honor Band Spring 2016 and Spring 2019; *Romance for Woodwinds and Piano*, GSC Woodwind Ensemble, Spring 2014.

Two books intended for Instrumental Music Methods students and for novice band directors:
A Model Musicianship Curriculum for Middle-level and Small High School Bands, Third edition released Summer 2017 (Includes references to the latest national standards).

https://www.amazon.com/Musicianship-Curriculum-Middle-level-Small-School/dp/1481054058/ref=sr_1_20?keywords=musicianship+curriculum&qid=1569179710&s=books&sr=1-20

Descriptive Analyses of 27 Works for Wind Band, released Spring 2017.

<https://www.midwestsheetmusic.com/sheet-music/createspace/9781544628165/descriptive-analyses-of-27-works-for-wind-band/>

CD of original music: *Before the Flood*

<https://store.cdbaby.com/cd/davidperrylewis>

Also available through iTunes, Spotify and other streaming services.

GUEST CONDUCTOR/CLINICIAN

Guest conductor, Wyoming All-County Band Festival,
March 2011 and March 2016

Guest conductor, Harrison County Band Festival, March 2014

Guest conductor, GSC Honor Band, April 2014, April 2016, and April 2019

Guest conductor, Randolph All-county Band Festival, March 2015

PROFESSIONAL MEMBERSHIPS

West Virginia Music Educators Association
National Association for Music Education
National Band Association
American Society of Composers, Authors, and Publishers (ASCAP)
Phi Mu Alpha Sinfonia

Past member of North American Saxophone Alliance; International Double Reed Society

Conferences/seminars recently attended include:

NAfME National Conference, Nashville, October 2014
Midwest Clinic, Chicago, December 2013
Double Reed Day Seminar at Shenandoah Conservatory, November 2015
WV Band Directors Symposium at WVU, November 2018 and November 2019
CAEP Conference, Washington DC, September 2019

Service to the college includes:

Faculty Marshal
Faculty Senate
Advisor to our student chapter of National Association for Music Education/WVMEA
Membership on various committees

David A. Porter

1751 Woodvale Drive
Charleston, WV 25314

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304-546-3592

Orchestral Performing

West Virginia Symphony Orchestra - Principal Trumpet - 1981-present
Charleston, WV

Ohio Valley Symphony Orchestra - Principal Trumpet - 1989-present
Gallipolis, OH

Lexington Philharmonic - Substitute Trumpet - 1983-1986; 2017-present
Lexington, KY

Other Performing

Over the years I have been fortunate to have had a varied performance schedule with many brass quintets, jazz bands, rock bands, touring shows and electronic performances. Performances have run the gamut of solo performances with West Virginia Symphony, Ohio Valley Symphony, Charleston Chamber Orchestra, recital series style concerts to performing for weddings, on loading docks, children's educational concerts, visitors centers, masterclasses at colleges and high schools, backing up 'big name' acts, Mountain Stage, HillsideBrass5, West Virginia Symphony Brass Quintet, West Virginia Brass, WV Jazz Orchestra, Icarus Ensemble, Landau Eugene Murphy, Velvet Brothers, Combo Latino, Still Portrait, Lippz Dixieland, Riverjam, Blues de Jour.....For a recent recording project I provided all brass and some sax and string parts for Theater WV's "Paradise Park".

Teaching Experience

West Virginia State University - Adjunct Professor - 2008-present
Institute, WV

- * Individual lessons for trumpet and horn majors and non-majors
- * Music Appreciation for non majors
- * Music Technology - Skills in Notation software and basic music production
- * Special topics in Music Technology - Developed teaching materials in constructing MIDI Wind and Percussion Controllers utilizing Arduino computer boards and various sensors. The students demonstrate understanding and proficiency in research, coding, instrument design and construction, interaction with software and performance skills on their self built instruments.

Teaching Experience continued

Concord College - Adjunct Professor - 1992-2010
Athens, WV

- * Individual lessons for trumpet and horn majors
- * Music Appreciation for non majors
- * Music Technology - Skills in Notation software
- * Brass Ensemble
- * Jazz Ensemble

West Virginia Wesleyan - Instructor of Trumpet - 1994-1999
Buckhannon, WV

- * Individual lessons for trumpet majors

Other Employment

Charleston Bicycle Center - Mechanic/Technician - 1988-present
Charleston, WV

Education

Oberlin College Conservatory of Music - BS - Trumpet Performance - 1977-1981
Principal teachers - Byron Pearson, Gene Young

Ohio University - Trumpet Performance and Pedagogy - 1988-1989
Principal teacher - Ernie Bastin

New England Conservatory - Trumpet Performance - 1976-1977
Principal teachers - Robert Nagal, Phil Wilson

Lindsey J. Goodman, flutist

445 Carver Street, Pickerington, Ohio, 43147
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614.439.1173
www.LindseyGoodman.com

Education

Institutions

Manhattan School of Music, New York City, NY

- Professional Studies Diploma in Orchestral Performance 2004

Northwestern University, Evanston, IL

- Master of Music in Flute Performance and Literature 2003

Duquesne University, Pittsburgh, PA

- Bachelor of Music in Flute Performance, *summa cum laude* 2001

Principal Teachers

Robert Langevin, *principal flutist*, New York Philharmonic 1997 – 2001, summer 2002, 2003 – 2004

Walfrid Kujala, *former principal piccolo*, Chicago Symphony Orchestra summer 2001, 2001 – 2003

Masterclass Performances

Emily Beynon, *principal flutist*, Royal Concertgebouw Orchestra 2004

Vincent Lucas, *principal flutist*, Orchestre de Paris 2004

Michael Hasel, *flutist*, Berlin Philharmonic 2000, 2004

Mindy Kaufman, *principal piccolo*, New York Philharmonic 2003 – 2004

Renée Siebert, *former second flutist*, New York Philharmonic 2003 – 2004

Bart Feller, *principal flutist*, New York City Opera 2003 – 2004

Mathieu Dufour, *principal flutist*, Berlin Philharmonic 2003

Leone Buyse, *professor of flute*, Rice University 2003

Richard Graef, *former assistant principal flutist*, Chicago Symphony Orchestra 2002 – 2003

Jeanne Baxtresser, *former principal flutist*, New York Philharmonic 2001

Bonita Boyd, *professor of flute*, Eastman School of Music 2001

Damian Bursill-Hall, *former assistant principal flutist*, Pittsburgh Symphony Orchestra 1997 – 2001

Rhian Kenny, *principal piccolo*, Pittsburgh Symphony Orchestra 1997 – 2001

Judith Mendenhall, *principal flutist*, American Ballet Theatre Orchestra 2000

Laura Gilbert, *professor of flute*, Mannes School of Music 2000

Robert Dick, *contemporary flutist and composer* 1998

George Pope, *professor of flute*, Baldwin-Wallace College 1996 – 1998

Kathleen Chastain, *former professor of flute*, Oberlin Conservatory 1996

Kathryn Borst Jones, *professor of flute*, Ohio State University 1995, 1996

Pedagogy

Glenville State University: *adjunct faculty in flute* 2021 - present

- teach flute music education and bachelor of arts in music majors in Glenville, WV
- host guest artists 2022

Ashland University: *adjunct faculty in flute* 2013 - 2014 and 2020 - present

- teach flute music education, bachelor of arts majors, and credited private lessons in Ashland, OH
- lead weekly studio classes and coach flute chamber music
- host guest artists 2014, 2020, 2021
- Ashland University Honors Recital performers 2013 - 2014, 2021 - 2022
- Ashland University Outstanding Performer 2014
- Ariane Hill (BME 2021): music educator at Mansfield Christian School (OH)
- Devyn Renninger (BME 2015): music educator at Crestview Elementary School (OH)

Marietta College: *adjunct lecturer of flute* 2011 - present

- teach flute music education, therapy majors, and credited private lessons in Marietta, OH
- host guest artists 2013, 2015, 2020, 2021
- arrange flute quartet performances at West Virginia and River Cities Symphony concerts 2021-2022
- Marietta College Jury Prize 2011, 2015
- Ohio Private College Instrumental Conductors Association 2012, 2014, 2016, 2017
- Morgan Frederick (BME 2017): Youngstown State University (OH) (MM 2019) full-ride talent scholarship and music educator at Chillicothe City Schools (OH)
- Emma Burger (BME 2014): University College London (UK) (MA 2017) and music educator at Renbrook School (CT)

Lindsey J. Goodman Flute Studios: *owner and instructor* 2004 - present

- teach an average of 13th - 12th grade and adult professional students
- provide in-person lessons in Pickerington, OH, Marietta, OH and Charleston, WV
- provide virtual lessons for students across the country
- organize and facilitate annual guest artist festival days 2014 - present
- organize and facilitate annual high school and junior high school studio recitals 2006 - present
- teach 6 online summer studio classes 2020
- conduct flute choir at OMEA Adjudicated Events and Central Ohio Flute festival 2017 - 2018
- 161 "superior" ratings, OMEA High/Junior High School Adjudicated Events 2006 - 2022
- Taryn Barnes (PHSN 2017): executive assistant at Columbus Symphony Orchestra (OH)
- Kay Gresko (PHSN 2012): former music educator at Lexington Local Schools (OH)
- Jessi Woods (PHSC 2010): music educator at Columbus City Schools (OH)

Pedagogy, continued

- West Virginia State University:** *adjunct professor of flute* 2015 - 2021
- teach flute music performance and education majors, and minors in Institute, WV
 - teach Survey of Flute Literature and Pedagogy course spring and fall 2019
 - chamber music recruitment concert and presentation at area high school 2017
- West Virginia University:** *acting professor of flute (two-week appointment)* April 2019
- teach flute music performance, education, and therapy majors in Morgantown, WV
 - teach group lessons and masterclasses, coach chamber music, and give presentations
- Capital University:** *acting professor of flute (one-semester appointment)* spring 2018
- teach flute performance, education, technology, and business majors in Columbus, OH
 - coach flute quartet, conduct flute choir, and organize flute chamber music concert

Summer Festivals

- PANdemonium₄ Summer Flute Symposium:** *artist instructor* 2020 - present
- teach masterclasses, present workshops, and facilitate a one-day festival for collegiate and adult flutists in central Ohio
 - perform chamber music on a faculty recital
 - administrator 2022
- Mostly Modern Festival:** *flute faculty* 2019 - present
- teach private lessons and masterclasses, coach orchestral and chamber music, and present a seminar over a three-week summer festival for students over 18 in Saratoga Springs, NY
 - perform solo, chamber, and orchestral music with the American Modern Ensemble, Mostly Modern Modern Orchestra, and on faculty and chamber music concerts
- Mid-Ohio Flute Intensive:** *artist instructor* 2018 - 2020 and 2022
- present workshops, coach chamber music, teach masterclasses, and facilitate a one-day festival for junior high and high school students in Ada, OH and virtually
 - perform solo and chamber music on a faculty recital
- Coda Mountain Academy of Music:** *flute faculty* 2013 - 2014 and 2017
- teach private lessons, coach chamber music, and present workshops at a two-week summer festival for students ages 12 - 23 in Fayetteville, WV
 - perform solo and chamber music on faculty recitals

Masterclass Instruction

Mostly Modern Festival, Saratoga Springs, NY	2019, 2022
PANdemonium4 Summer Flute Symposium, central Ohio	2020 - 2022
Mid-Ohio Flute Intensive, Ada, OH	2018 - 2020, 2022
Ohio Northern University, Ada, OH	2016, 2021
University of Massachusetts - Amherst, Amherst, MA	2020
Ashland University, Ashland, OH	2019, 2020
University of Kentucky, Lexington, KY	2020
Otterbein University, Westerville, OH	2012, 2020
Bowling Green State University, Bowling Green, OH	2012, 2020
Westminster College, New Wilmington, PA	2019
The Ohio Valley Symphony, Gallipolis, OH	2019
West Virginia University, Morgantown, WV	2012, 2016, 2019
University of Louisville, Louisville, KY	2019
Western Kentucky University, Bowling Green, KY	2019
Mansfield University, Mansfield, PA	2019
Ohio University, Athens, OH	2014, 2016, 2018
Glennville State University, Glennville, WV	2012, 2018
University of Alberta, Edmonton, AB, Canada	2017
Susquehanna University, Selinsgrove, PA	2016
Capital University, Bexley, OH	2013, 2016
Muskingum University, New Concord, OH	2013, 2016
University of Florida, Gainesville, FL	2016
University of Colorado at Boulder	2015
Youngstown State University, Youngstown, OH	2015
Eastern Mennonite University, Harrisonburg, VA	2015
Marshall University, Huntington, WV	2012, 2015
Denison University, Granville, OH	2013
University of Mount Union, Alliance, OH	2011
Atlanta Flute Network, Decatur, GA	2011
Bluefield State College, Bluefield, WV	2011
Concord University, Athens, WV	2011
University of Akron, Akron, OH	2010
Parasky Flute Studios, Murraysville, PA	2010
Frostburg State University, Frostburg, MD	2009

Clinician

Marietta College Honor Band, Marietta, OH, <i>flute section workshop</i>	2022
West Virginia Youth Symphony, Charleston, WV, <i>flute section workshop</i>	2022
University of Houston, Houston, TX, <i>composition reading session</i>	2022
Heidelberg University, Tiffin, OH, <i>panel presentation</i>	2022
PANdemonium4 Summer Flute Symposium, central OH, <i>workshops and presentations</i>	2020 - 2022
Mid-Ohio Flute Intensive, Ada, OH, <i>workshops and presentations</i>	2018 - 2020, 2022
Glenville State University, Glenville, WV <i>music department presentation</i>	2021
Ohio Northern University, Ada, OH, <i>music department presentation</i>	2021
Carnegie Mellon University, Pittsburgh, PA, <i>Composers' Forum presentation</i>	2021
National Flute Association convention, virtual, <i>panel presentation</i>	2021
Central Ohio Flute Association, Columbus, OH, <i>festival presentation</i>	2021
Dunedin Music Society, Dunedin, FL, <i>Tea Time Talk presentation and performance</i>	2021
Sand Dollar Music, Dayton, OH, <i>flute studio presentation</i>	2021
Entrepreneurship Center for Music, University of Colorado at Boulder, <i>presentations</i>	2012, 2015, 2020
University of Utah, <i>music department presentation</i>	2020
University of Massachusetts - Amherst, Amherst, MA, <i>flute studio class presentation</i>	2020
West Chester University, West Chester, PA, <i>flute studio class presentation</i>	2020
University of Minnesota - Duluth, <i>flute studio class presentation</i>	2020
Molloy College, Rockville Center, NY, <i>music department presentation</i>	2020
High Desert Flute Circle, Chino Valley, AZ, <i>flute club presentation</i>	2020
Ashland University, Ashland, OH, <i>flute studio workshop</i>	2020
Otterbein University, Westerville, OH, <i>flute studio workshop</i>	2020
University of Mount Union, Alliance, OH, <i>music department presentations</i>	2016, 2018, 2020
Marietta College, Marietta, OH, <i>music department presentations</i>	2012, 2014, 2016, 2020
Jessica Sherer Flute Studios, Atlanta, GA, <i>flute studio presentation</i>	2020
Cincinnati Hills Christian Academy, Cincinnati, OH, <i>flute section workshop</i>	2020 (2)
University of Louisville Flute Day, Louisville, KY, <i>presentation</i>	2019
West Virginia University, Morgantown, WV, <i>flute studio class presentations</i>	2011, 2019 (2)
Mostly Modern Festival, Saratoga Springs, NY, <i>electroacoustic music presentation</i>	2019
University of Akron, Akron, OH, <i>flute studio class presentation</i>	2019
Westminster College Flute Day, New Wilmington, PA, <i>festival presentations</i>	2019
University of Charleston Flute Day, Charleston, WV, <i>festival presentations</i>	2019 (2)
Mansfield University, Mansfield, PA, <i>flute studio workshop</i>	2019
Middle Tennessee State University Murfreesboro, TN, <i>composition studio presentation</i>	2019
Ohio Music Education Association Convention, Columbus, OH, <i>presentation</i>	2018

Clinician, continued

University of Pittsburgh, PA, <i>composition presentations and readings</i>	2006, 2013, 2015, 2018
Capital University, Bexley, OH, <i>music department and composition presentations</i>	2016 (3), 2018
University of Texas at Austin, <i>composition reading session</i>	2016
Ohio University, Athens, OH, <i>music department and flute studio presentations</i>	2014, 2016
Southeastern Louisiana University, Hammond, LA, <i>panel presentation</i>	2016
University of Cincinnati, OH, <i>composition reading session</i>	2015
Marshall University, Huntington, WV, <i>composition reading session</i>	2015
Indiana University Southeast, New Albany, IN, <i>music department presentation</i>	2015
West Liberty University, West Liberty, WV, <i>music department presentation</i>	2015
Ohio State University, Columbus, OH, <i>flute studio presentation</i>	2012
Marshall University FluteWorks Festival, Huntington, WV, <i>festival presentation</i>	2012
Allegheny College, Meadville, PA, <i>music department presentation</i>	2012
State University of New York at Fredonia, <i>composition presentation</i>	2011
Duquesne University, Pittsburgh, PA, <i>class presentations</i>	2011
Atlanta Flute Network, Decatur, GA, <i>flute studio presentation</i>	2011

Adjudication

West Virginia Symphony Orchestra, <i>second flute and piccolo audition committees</i>	2022
National Flute Association	
• Junior Soloist Competition, <i>final round</i>	2021
• Convention Performers Competition	2020
• High School Flute Choir, <i>preliminary round</i>	2017
• Masterclass Competition, <i>preliminary round</i>	2016
River Cities Symphony Young Artist Competition	2021
Central Ohio Flute Association	
• Young Artist, Collegiate, Senior, and Junior Divisions, <i>final rounds</i>	2020
• Junior Division, <i>preliminary round</i>	2011, 2016
• Collegiate Division, <i>preliminary round</i>	2014
Parasky Flute Studios Virtual Solo Competition	2020
West Virginia Youth Symphony Orchestra Concerto Competition	2011, 2015
Mid-Atlantic Flute Convention Masterclass Competition, <i>preliminary round</i>	2014
Pittsburgh Flute Club Young Artist Competition, <i>preliminary round</i>	2011
North Eastern Ohio Flute Association High School Soloist Competition	2008

Private Student Accomplishments

Private Studio Music Majors

Ohio Wesleyan University, <i>bachelor of arts in music</i>	class of 2021
Capital University (OH), <i>bachelor of music in performance and education</i>	class of 2016
Miami University (OH), <i>bachelor of music in education</i>	class of 2014

Honors Ensembles

Ohio All-State Band, <i>members</i>	2007 - 2008, 2011, 2012
Columbus Youth Symphonic Band (OH), <i>members</i>	2005 - 2009, 2011 - 2012, 2014 - 2020
Capital University Junior Winds (OH), <i>members</i>	2006 - 2008, 2012 - 2013, 2016 - 2017, 2018 - 2022
Capital University Cadet Band (OH), <i>members</i>	2017 - 2019
Ohio State University Honors Band, <i>members</i>	2007, 2015 - 2018
• <i>alternate</i>	2006, 2009, 2016
Capital University Honors Band (OH), <i>members</i>	2007 - 2010, 2012, 2014 - 2016, 2018 - 2019
Ohio University Honors Band, <i>members</i>	2017, 2020 - 2021
Marshall University Honors Band (WV), <i>member</i>	2022
OMEA South-Eastern Regional Orchestra (OH), <i>members</i>	2007 - 2013, 2015
All-Ohio State Fair Band, <i>member</i>	2009 - 2010
Ohio State University Middle School Honors Band, <i>member</i>	2016
OMEA District 15 Middle School Band (OH), <i>members</i>	2014, 2015
Otterbein Flute Choir Day (OH), <i>participants</i>	2014 - 2020, 2022
Ohio University Honors Flute Choir, <i>member</i>	2018
Fairfield High School All-County Band (OH), <i>members</i>	2009 - 2013, 2015
Fairfield Junior High All-County Band (OH), <i>members</i>	2010, 2015 - 2016, 2019

Summer Festivals

Ohio State University Flute Workshop, <i>attendees</i>	2008 - 2011, 2015, 2018 - 2019
• <i>scholarship winners</i>	2009 - 2010
Capital University Wind and Percussion Camp (OH), <i>attendees</i>	2006 - 2010, 2015 - 2019, 2022
Ohio University Summer Band Camp, <i>attendee</i>	2017
Ohio State University Summer Band Clinic, <i>attendees</i>	2007 - 2010
Mid-Ohio Flute Intensive, <i>attendee</i>	2020

Competitions

PANdemonium4's Virtual Ohio Flute Competition, <i>1st and 2nd place winners</i>	2022
Northeastern Ohio Flute Association High School Young Artist Competition, <i>winner</i>	2007
• <i>masterclass participant</i>	2006

Group Instruction

Ashland University (OH), <i>weekly studio classes</i>	2013 - 2014 and 2020 - present
Norwin Middle School (PA), <i>2-part class instructor</i>	2020 - 2021
West Virginia University, <i>group lessons</i>	2019
Columbus Youth Symphony Orchestra (OH), <i>sectional coach</i>	2015
Pickerington High School North (OH), <i>sectional instructor</i>	2004 - 2015
Lakeview Junior High School (OH), <i>6-part class instructor</i>	2014
OMEA South-Central Regional Orchestra (OH), <i>flute sectionals</i>	2006 - 2009, 2012 - 2013
Harmon and Diley Middle Schools (PLSD), <i>beginning flute class instructor</i>	2004 - 2010

Chamber Music Instruction

Mostly Modern Festival, Saratoga Springs, NY, <i>coach flute chamber music</i>	2019, 2022
Marietta College Flute Quartet, <i>coach flute quartet</i>	2021 - 2022
Ohio University, Athens, OH, <i>coach flute choir</i>	2021
Mid-Ohio Flute Intensive, Ada, OH, <i>coach flute chamber music</i>	2018 - 2019
University of Alberta, Edmonton, AB, Canada, <i>chamber music masterclass</i>	2017
Pickerington High School North (OH), <i>coach chamber music</i>	2005, 2013-2014, 2017-2018

Writing

<i>The Flute View</i> : "Audition Equals Opportunity"	2021
<i>The Flute Examiner</i> : "The Flutist's Crowdfunding Primer"	2018
<i>The Flute Examiner</i> : "The Flutist's Electroacoustic Primer"	2016
<i>The Flute View</i> : "Go Organic for Back to School"	2016
<i>The Flute View</i> : "Back to School"	2014
<i>The Flute View</i> : "Becoming the Electroacoustic Flutist"	2013
Alexander Technique Guild: "A Performer's Journey With the Alexander Technique"	2013

Podcasts

National Flute Association, CAD Committee Career Chats	2022
<i>Nobody Listens to Paula Poundstone</i> , house band	2020 (3), 2021, 2022
<i>Lexical Tones</i> , featured episode	2020
<i>Classic Jabber</i> , featured episode	2020
<i>1 Track</i> , featured episode	2019
<i>Classic Jabber</i> , panelist	2019 (8)

Solo Performances

Concerto Performances

Marietta College Wind Ensemble, Marietta, OH	2014, 2022
Ohio Valley Symphony, Gallipolis, OH	2019
Resonance Works, Pittsburgh, PA	2019 (2)
River Cities Symphony Orchestra, WV/OH	2011, 2012, 2017
Charleston Chamber Orchestra, Institute, WV	2017
University of Alberta Wind Ensemble and Concert Bands, Edmonton, AB, Canada	2017
Northwestern University Chamber Orchestra, Evanston, IL	2015
West Virginia Symphony Orchestra	2010, 2012, 2015
University of Sioux Falls Wind Ensemble, Sioux Falls, SD	2015
Pickerington North Symphonic Band, Pickerington, OH	2014
Bach and Beyond Festival, Fredonia, NY	2011

Featured Soloist Performances

Zalon series, Philadelphia, PA	2021, 2022
Mostly Modern Festival, Saratoga Springs, NY	2019, 2022
Mid-Ohio Flute Intensive, Ada, OH	2018 - 2020, 2022
National Flute Association Convention	2011, 2014, 2015, 2017, 2018, 2021
Mid-Atlantic Flute Association Convention, Herdon, VA	2020
Westminster College Flute Day, New Wilmington, PA	2019
Marshall University New Music Festival, Huntington, WV	2013, 2018
West Fork New Music Festival, Fairmont, WV	2015, 2018
New York City Electroacoustic Music Festival, New York City, NY	2017
New Music Gathering, Bowling Green, OH	2017
NOW Music Festival, Columbus, OH	2017
Music on the Edge, Pittsburgh, PA	2016
Burchfield Penney Art Center, Buffalo, NY	2016
Bowling Green State University New Music Festival, Bowling Green, OH	2014
Kanawha Forum 2.0, Charleston, WV	2014
Tuscarawas Philharmonic, New Philadelphia, OH	2014
Pittsburgh New Music Ensemble, Pittsburgh, PA	2004 - 2009, 2013, 2014, 2019
Northeastern Ohio Flute Association Festival, Akron, OH	2013
Google Headquarters, Pittsburgh, PA	2013
West Virginia University Fall Flute Fling, Morgantown, WV	2011, 2012
Walfrid Kujala Retirement Gala Concert, Evanston, IL	2012
June in Buffalo, Buffalo, NY	2009

Solo Recitals

National Flute Association Convention, Chicago, IL	2022
CLICK Electroacoustic Music Series, Ohio University, Athens, OH	2021
Glenville State University, Glenville, WV	2018, 2021
Meredith Berk Concert Series, Columbus, OH	2015, 2018, 2021
River Cities Symphony Orchestra, www.Facebook.com/RiverCitiesSymphony	2020, 2021
Self-produced virtual recitals, www.YouTube.com/LindseyGoodmanFans	2020, 2021
Mid-Atlantic Flute Association Convention, Herdon, VA	2020
Pittsburgh Festival Opera, www.PittsburghFestivalOpera.org	2020
New Music Ohio, Columbus, OH	2020
Resonance Works Chamber Series, Pittsburgh, PA	2020 (3)
Marietta College, Marietta, OH	2011, 2016, 2020
PARMA Live Stage, www.PARMARecordings.com	2020 (2)
Performing Arts Live, www.PerformingArts.Live	2020 (2)
Social Distance Sessions, www.Facebook.com/SocialDistanceSessions	2020 (2)
University of Louisville Flute Day, Louisville, KY	2019
University of Charleston Flute Day, Charleston, WV	2019 (2)
Sinfonia Music Series, Lewisburg, WV	2019
Mansfield University of Pennsylvania New Music Festival, Mansfield, PA	2019
Music on the Edge, Pittsburgh, PA	2015, 2018
Capital University, Bexley, OH	2013, 2016, 2018
CODA Mountain Academy, Fayetteville, WV	2017
Evergreen Arts and Humanities Series, Marietta, OH	2017
West Virginia University, Morgantown, WV	2011, 2016
The Phoenix Concerts, New York City, NY	2016
University of Mount Union, Alliance, OH	2016
West Virginia State University, Institute, WV	2016
University of Cincinnati College-Conservatory of Music, OH	2015
Canadian Flute Association Convention, Toronto, ON, Canada	2015
Ogle Center, Indiana University Southeast, New Albany, IN	2015
Ohio University Flute Fest, Athens, OH	2014
Marshall University Birke Fine Arts Festival, Huntington, WV	2014
Ashland University, Ashland, OH	2013
Pittsburgh New Music Ensemble, Pittsburgh, PA	2013
Ohio State University, Columbus, OH	2012
Bowling Green State University, Bowling Green, OH	2012

Solo Recitals, continued

Allegheny College, Meadville, PA	2012
Marshall University Flute Works Festival, Huntington, WV	2012
Atlanta Flute Network, Decatur, GA	2011
Ethos New Music Society, State University of New York at Fredonia, Fredonia, NY	2011
Charleston Chamber Music Society, Inc., Charleston, WV	2010
North Eastern Ohio Flute Association, University of Akron, Akron, OH	2010
Andy Warhol Museum, Pittsburgh, PA	2010
Frostburg State University, Frostburg, MD	2009

Album Releases

Nancy Galbraith <i>Concerto for Flute</i> with Boston Modern Orchestra Project, BMOP/sound <i>Etereo</i> , solo album, Navona Records	anticipated 2023 2020
Paul Osterfield <i>Silver Fantasy</i> for flute and wind ensemble, Navona Records	2017 and 2020
Frederick <i>Flugge Jazz Fantasy</i> with PANdemonium4, Around Every Corner Records	2019
<i>returning to heights unseen</i> , solo album, Navona Records	2018
Moe <i>Let Me Tell U About R Specials</i> for flute and fixed media, New Focus Recordings	2018
Rosenblum <i>Falling</i> with Pittsburgh New Music Ensemble, New Focus Recordings	2018
ASS3MBLY <i>Taking Charge</i> , chamber music album, Albany Records	2017
<i>Cineshape and Duos</i> , chamber music album with JACK Quartet, Albany Records	2017
<i>reach through the sky</i> , solo album, New Dynamic Records	2016
Zanter <i>Persistence of Memory</i> for flute and electronics, Navona Records	2016
Rosenblum <i>Under the Rainbow</i> for flutes and fixed media, New World Records	2012
West Virginia Symphony Orchestra, <i>West Virginia Hills</i> and <i>Home for the Holidays</i>	2010, 2011
Pinkston <i>Lizamander</i> for flute and electronics, New Dynamic Records	2009
Pittsburgh New Music Ensemble, <i>Drunken Moon</i> , Lime-Green Productions	2007

Awards

Global Music Awards, <i>silver medal winner</i>	2021 (2)
• instrumentalist for <i>Etereo</i>	
• orchestral music Osterfield <i>Silver Fantasy</i>	

Live Radio Performances and Interviews

WQED, Pittsburgh, PA	2016, 2018, 2019 (3), 2020
WOSU, Columbus, OH	2016, 2018, 2020
WVPR, Charleston, WV	2014 (2), 2016 (3), 2017, 2018 (2), 2020 (2)
WOUB, Athens, OH	2016, 2018
WMRT, Marietta, OH	2012, 2016, 2018
WXXI, Rochester, NY	2016

Orchestral Experience

West Virginia Symphony Orchestra, <i>principal flute</i> , Martha Gaines Wehrle chair	2007 – present
Resonance Works (PA), <i>principal flute</i>	2015 – present
River Cities Symphony Orchestra (OH), <i>principal flute</i>	2011 – present
Mostly Modern Orchestra (NY), <i>principal flute</i>	2019 – present
The Ohio Valley Symphony, <i>third flute and piccolo</i>	2016 – present
Tuscarawas Philharmonic (OH), <i>third flute and piccolo</i>	2006 – present
Pittsburgh Festival Opera (PA), <i>principal flute</i>	2021
Columbus Symphony Orchestra (OH), <i>associate musician</i>	2012 – 2018
Fort Wayne Philharmonic (IN), <i>substitute flutist</i>	2003 – present
Toledo Symphony Orchestra (OH), <i>substitute flutist</i>	2005 – present
Wheeling Symphony Orchestra (WV), <i>substitute flutist</i>	2021 – present
Akron Symphony Orchestra (OH), <i>substitute flutist</i>	2013 – present
Erie Philharmonic (PA), <i>substitute flutist</i>	2004 – present
Chamber Orchestra of Pittsburgh (PA), <i>substitute flutist</i>	2021 – present
Springfield Symphony Orchestra (OH), <i>substitute flutist</i>	2019 – present
Central Ohio Symphony Orchestra, <i>substitute flutist</i>	2021 – present
Lima Symphony Orchestra (OH), <i>substitute flutist</i>	2005 – present
Ashland Symphony Orchestra (OH), <i>substitute flutist</i>	2014 – present
New World Symphony (FL), <i>substitute flutist</i>	2002 – 2005

Chamber Music Experience

<i>What Is Noise:</i> <i>new music ensemble</i> , solo flutist	2019 – present
• University of Houston (TX) and The Parish School (TX)	2022
• The Parish School (TX)	2020, 2021
• Virtual Resonance Chamber Series	2020
<i>PANdemonium4:</i> <i>flute quartet</i> , flutist	2016 – present
• National Flute Association (IL) and Capital University (OH)	2022
• National Flute Association, Johnstone Fund for New Music (OH), Ohio University, and Mark Flugge Tribute Concert (OH)	2021
• University of Kentucky and Ohio and Otterbein Universities	2020
• Oberlin College, Middle Tennessee and Bowling Green State Universities, Western Kentucky, Ashland, and Capital Universities	2019
• National Flute (FL), Ohio Music Education, and Southeast Michigan Flute Associations, Ohio, Otterbein (OH), Capital (OH), and Ohio Wesleyan Universities	2018
• National Flute (MN) and Central Ohio Flute Associations, Ohio and Capital (OH) Universities, Marietta College (OH), and Concerts @ St. John's (WV)	2017

Chamber Music Experience, continued

American Modern Ensemble , <i>new music ensemble</i> , flutist	2019 - present
• Mostly Modern Festival (NY)	2019, 2022
Chrysalis : <i>singing flute and piano duo</i> , flutist/mezzo-soprano	2010 - present
• Ashland University (OH)	2022
• Pittsburgh Festival Opera (PA)	2020
• Resonance Chamber Series (PA)	2019
• The Phoenix Concerts (PA)	2016
• The Kanawha Forum 2.0 (WV)	2014
• Marshall University (WV)	2012
• The Phoenix Concerts (NYC), PRISM Projects (NYC), Duquesne University (PA), and University of Mount Union (OH)	2011
Pittsburgh New Music Ensemble : solo flutist	2000 - 2019
• Edinburgh Fringe Festival (UK)	2008, 2019
• University of Colorado at Boulder	2019
• University of Texas at Austin and Susquehanna University (PA)	2016
• Denison University (OH) TUTTI! Festival	2012
• Toronto, ON, Canada	2006
Leviathan Trio : <i>flute, cello, piano trio</i> , flutist	2015 - 2019
• West Fork New Music Festival (WV)	2019
• PARMA Recordings China Concert Tour (7) and Concerts @ St. John's (WV)	2018
• Marshall University (WV) and West Virginia State University	2017
• University of Florida, Southeastern Louisiana University, and Florida Flute Association	2016
• West Virginia University	2015
ASSEMBLY : <i>flute, piano, percussion trio</i> , flutist	2012 - 2016
• Ohio University (OH)	2016
• Eastern Mennonite (VA), West Liberty (WV), and Marshall Universities (WV), and Studio Subscription Series (SD)	2015
• University of North Carolina at Charlotte, Marietta College (OH), West Virginia State University, and The Kanawha Forum 2.0 (WV)	2014
• Charleston Chamber Music Society (WV) and Davidson College (NC)	2013
• University of North Carolina, Charlotte and Kanawha Forum (WV)	2012
Vox : <i>flute, cello, and percussion trio</i> , flutist	2005 - 2007
• Duquesne University (PA)	2006
• Rice University (TX) and Louisiana State University	2005

Chamber Music Experience, continued

Concerts @ St. John's, <i>guest artist</i> , Charleston, WV	2015, 2016, 2022
Vivo Music Festival, <i>guest artist</i> , Columbus, OH	2021
Vermont College of Fine Arts, <i>guest artist</i> , Montpelier, VT	2021
Virtual Resonance Chamber Series, Pittsburgh, PA	2020
New Music Ohio, <i>guest artist</i> , Columbus, OH	2020
Music on the Edge, <i>guest artist</i> , Pittsburgh, PA	2010, 2012, 2014, 2016 (2), 2020
West Fork New Music Festival, <i>guest artist</i> , Fairmont, WV	2016, 2017
NOW Music Festival, <i>guest artist</i> , Columbus, OH	2018
Ohio Music Education Association convention, <i>guest artist</i> , Cleveland, OH	2017
Eastman School of Music, <i>guest artist</i> , Rochester, NY	2016
M&T Second Fridays, Burchfield Penney Art Center, <i>guest artist</i> , Buffalo, NY	2016
A Musical Feast, <i>guest artist</i> , Buffalo, NY	2016
Music on the Edge, <i>guest artist</i> , New York City, NY	2015
Tamarack Sundays @ 2, <i>guest artist</i> , Beckley, WV	2015
Music at Noon, Butler Institute of American Art, <i>guest artist</i> , Youngstown, OH	2015
University of Colorado at Boulder, <i>guest artist</i> , Boulder, CO	2012, 2015
21st-Century Contemporary Ensemble, Carnegie Hall, New York City, NY	2013
Kanawha Forum, <i>guest artist</i> , Charleston, WV	2009, 2011 (3), 2012
Montclair String Quartet, <i>guest artist</i> , Charleston, WV	2009
Alarm Will Sound, <i>guest artist</i> , Miller Theatre, New York City, NY	2004

Administration

PANdemonium4's Virtual Ohio Flute Competition: *founder and administrator* 2020 - present

- ideate and administer a virtual competition for Ohio flutists in junior high, high school, collegiate, and young artist divisions
- choose repertoire, coordinate adjudicators, collaborate with corporate prize donors, advertise, and facilitate competitor communication

Board Memberships

- What is Noise, *board of directors* 2021 - present
- Resonance Works, *board of directors* 2019 - present
- Pittsburgh New Music Ensemble, *board of directors* 2013 - 2016

The Kanawha Forum 2.0: *artistic advisor and coordinator* 2014

- found, program, and plan 3 concerts of contemporary chamber music
- coordinate press, publicity, ticketing, pre-concert dinners, and post-concert receptions
- 6 world premieres

Radio Broadcasts

WPRB, Princeton, NY	2018, 2020 - 2022
HRT, Zagreb, Croatia	2020, 2021
CKIA, Quebec City, QC, Canada	2020, 2021
WTUL, New Orleans, LA	2017 - 2020
ECR, Ellensburg, WA	2018 - 2020
WSMR, Tampa, FL	2018, 2020
WMBR, Cambridge, MA	2018 - 2020
WRUV, Burlington, VT	2018, 2020
KHUU, Seattle, WA	2020
KALX, Berkley, CA	2020
WCNY, Syracuse, NY	2020
WOWD, Tacoma Park, MD	2020
WAYO, Rochester, NY	2016, 2018
Radio Horizon, South Africa	2018
HPR-2, Honolulu, HA	2018
KNTU, Denton, TX	2018
WQXR, New York City, NY	2011 - 2017

References

Kimberlee Goodman, *director of development*, McConnell Arts Center

4783 Cherry Park Drive, Columbus, OH 43230

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kgoodman@otterbein.edu

Jason Barr, *music department chair*, Glenville State University

215 Fine Arts Center Drive, Glenville, WV 26351

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Robert Paterson, *artistic director*, Mostly Modern Festival

400 West 43rd Street, Suite 39S, New York City, NY 10036

646.354.0789

artisticdirector@mostlymodernprojects.org

Jeffrey Nytych, *director of the Entrepreneurship Center for Music*, University of Colorado at Boulder

2922 Glenwood Drive, Boulder, CO 80301

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Press

“Goodman’s playing is masterful as she exerts control over all of the necessary techniques. Her phrasing is noticeably, remarkably good.... Her palette of tone colors includes cool silver, warm chocolate, the bright colors of a sunrise, and the deep blue of midnight.”

- Jessica Dunnavant, *The Flutist Quarterly*, winter 2021; *returning to heights unseen* review

“...Lindsey Goodman demonstrates she is a flutist who has it all.”

- Nancy Nourse, *The Whole Note*, March 25th, 2020; *Etereo* review

“...Goodman’s crystal sound commands attention, and her technique is impeccable.”

- Viviana Guzman, *The Flute View*, February 1st, 2020; *Etereo* review

“As always, Goodman brings her passionate artistry to an important piece of the flute repertoire...”

- Yvonne Hudson, *Pittsburgh in the Round*, December 22nd, 2019; *Chaminade Concertino* review

“Goodman is a passionate and entertaining artist whose joyful performances engage anyone hearing new works. As always, Goodman delivers with energy and artistry, conveying her exuberance and creativity.”

- Yvonne Hudson, *Pittsburgh in the Round*, May 12th, 2019; *Galbraith Flute Concerto* review

“a phenomenal flutist” and “a terrific CD”

- Walfrid Kujala, *The Flutist Quarterly*, fall 2018; *returning to heights unseen* review

“Her interpretations are confident, clear, and convincing. Goodman’s tone is versatile and changes to support the musical message of each piece. There is an easy virtuosity about her playing...”

“Overall, this is an excellent album of compelling works expertly performed.”

- Tammy Evans Yonce, *The Flute View*, August 2nd, 2018; *returning to heights unseen* review

"Goodman’s personal relationships with this album’s composers reveal a musician whose collaborative work infuses her artistry."

- Jeremiah Crawley, *I Care If You Listen*, June 7th, 2018; *returning to heights unseen* review

“Lindsey Goodman’s performances here are all a composer of new work would hope.”

- Steven A. Kennedy, *Cinemusical*, April 16th, 2018; *returning to heights unseen* review

“...Lindsey Goodman performs impeccably with superlative elegance and flair featuring both her flute and her voice.”

“Lindsey Goodman is on her way to securing a lasting and fruitful career as The Electroacoustic Flutist.”

- Viviana Guzman, *The Flute View*, June 1st, 2016; *reach through the sky* review

“...played with conviction by Lindsey Goodman.”

- David Allen, *New York Times*, November 25th, 2015; *Moe Let Me Tell U About R Specials* review

“Lindsey Goodman ... was without fault...” and “...a near perfect recital.”

“Her range of tone on both the soprano and alto flute seemed limitless.”

- Rick Justice, *Charleston Daily Mail*, June 25th, 2010; solo recital review

“Goodman played with generous warmth of tone and a fluid virtuosity.”

“Goodman played this with flair and emotion.”

- David Williams, *Charleston Gazette*, June 24th, 2010; solo recital review

“The principal flutist, Lindsey Goodman, played beautifully..”

- David Williams, *Charleston Gazette*, May 1st, 2010; West Virginia Symphony 2009 - 2010 season

“...flutist Lindsey Goodman appears to know no fear in tackling the most demanding music.”

- Mark Kanny, *Pittsburgh Tribune-Review*, August 8th, 2005; Pittsburgh New Music Ensemble season



Sarah Suzanne Thompson

Experience

8/2006–Present day

Teacher/Director • General Music/Choir/Rock Band • Point Pleasant Intermediate School

8/2018–Present day

Adjunct Instructor • Applied Clarinet • Glenville State University

8/2006–6/2008

Teacher • General Music • Point Pleasant Primary School

8/2004–7/2006

Visiting Instructor of Music • Fine Arts Department/Division of Music • Glenville State College

8/2004–5/2006

Graduate Assistant • College of Creative Arts/Division of Music • WVU

Education

Fairmont State University, Fairmont, WV

- Educational Leadership: Administration and Supervision, Post-Masters Certification
- 4.0 GPA

University of Kentucky, Lexington, KY

- Orff Schulwerk Levels I and II
- Curriculum Development

WVU, Morgantown, WV

- Masters of Music in Education
- 3.85 GPA

Glenville State University, Glenville, WV

- Bachelor of Arts in Education
 - Music K-12
 - Social Studies 5-8
- 3.72 GPA

Accomplishments

- MCCF Grant Recipient 2016
- RESA 2 Exemplary Techniques Award Recipient 2017
- Claflin Grant Recipient 2017
- MCCF Grant Recipient 2021

Leadership

- Point Pleasant Intermediate School
 - Leadership Team
 - LSIC
 - Faculty Senate
- Mason County
 - Elementary Music PLC Facilitator

References

- Dr. Keith Burdette, Superintendent, Mason County BOE, 304-675-4540
- Stacey M. Walton, Principal, New Martinsville School, 304-771-4840
- Kimberly Burris, Director of Federal Programs, Mason County BOE, 304-675-4540



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GLENVILLE

STATE UNIVERSITY

PROGRAM REVIEW
BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

2023

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4.1.1. Mission

4.1.1.a *Institutional Mission*

Glennville 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.

4.1.1.b *Department Mission*

The Department of Business models a supportive environment for academic success, offers exemplary teaching, and engages with the university and the community to ensure our students are thoughtful, productive, engaged, and responsible citizens.

4.1.1.c *Department Vision*

The Department of Business aspires to ensure academic success of its student body that leads to in-demand business professionals who are leaders and influencers in their communities.

4.1.1.d *Department Values*

Curiosity is about the importance of questioning and exploring paths that engage and ensure responsible citizens of the world.

Diversity of thought, ideas, and perspectives are vital to a responsible citizen who can work and live in a global society.

Collaboration and teamwork are fundamental to the success of the business model.

Integrity and ethical responsibility are the cornerstones of an effective and productive business model.

Respect of differing ideas, experiences, and perspectives are essential to the modern global business environment.

4.1.2. Faculty

Please Appendix 1 for complete Curricular Vitae of faculty teaching in the Department of Business.

4.1.2.a *Full Professors*

Dr. Gary Arbogast

Bachelor of Science

Master of Arts in Economics

Doctor of Philosophy in Economics

Davis & Elkins

West Virginia University

West Virginia University

Dr. Arbogast is the primary professor for the economics and finance courses. Dr. Arbogast not only holds the appropriate credentials in economics but is also certified in finance. Dr. Arbogast is currently teaching our senior seminar (BUSN 493) course. This course is the senior level course that is the culmination of the entire BSBA program. This course is experiential in its learning mode and provides students with the opportunity to explore the concepts for a current business.

Mrs. Cheryl McKinney

Bachelor of Science in Business Administration
Master of Public Accountancy
Certified Public Accountant
Chartered Global Management Accountant

West Virginia University
West Virginia University

Mrs. McKinney was promoted to Full Professor during this review cycle. She is the primary professor of record for the accounting program. She has 30 credit hours of additional training above her master's in public accountancy that are part of her continued education in the field of accounting required by her CPA certification. She is active in the statewide accounting community and continues to utilize these connections to assist her graduates in job placement.

4.1.2.b Associate Professors

Mr. Adam Black

Bachelor of Arts
Juris Doctorate

Marshall University
Appalachian School of Law

Mr. Black primarily teaches in the Land Resource Management program at Glenville State University. Because of his Juris Doctorate, he is qualified to teach and has been the primary instructor of record for the Business Law courses.

Dr. Kevin Cain

Bachelor of Science
Master of Arts
Doctor of Education

Glenville State College
Marshall University
WV College of Grad Studies

Dr. Cain teaches half of his load on campus and half at the Federal Correctional Institute in Gilmer County as part of the Federal Second Chance Pell Program. He teaches a variety of courses in the Associate of Science in Business and the Bachelor of Science in Business Administration Management at this location.

Dr. Dwight W. Heaster

Bachelor of Science in Business Administration
Concentrations in Management and Marketing

Bluefield State College

Master of Science in Organization Management	
Concentration in E-Business	Capella University
Doctor of Philosophy in Adult Education	Capella University
Graduate Certificate Social Media Marketing	Southern New Hampshire University

Dr. Heaster is the primary professor for the Integrated Marketing program. This program was recently updated to reflect the changing business environment. It is a combination of the fields of marketing and public relations. It is the first to follow this trend in the State of West Virginia at the baccalaureate level.

Dr. Kandas Queen

Bachelor of Science in Business Administration	Glenville State College
Master of Business Administration	WV Wesleyan
Education Specialist (Ed.S.)	Marshall University
Doctor of Education	Marshall University

Dr. Queen teaches in the Bachelor of Science in Business Administration – Management and is the Director of the Regents Bachelor of Arts program for Glenville State University. Her 25 plus years of management experience and her education brings a wealth of experience to the classroom.

Dr. Mark Sarver

Bachelor of Business Administration	Longwood University
Master of Business Administration	Averett University
Doctor of Philosophy in Organizational Behavior	Union Institute & University

Dr. Sarver has over 20 years of experience in leadership and entrepreneurial roles that he brings to various courses across campus. Along with his academic credentials, Dr. Sarver has completed numerous industry-certifications in the field of project management, Google Analytics, Cybersecurity, and many others.

Along with his work in the classroom, Dr. Sarver serves as the Director of Workforce Development for the institution.

4.1.2.c Assistant Professors

Dr. Frank Carothers

Bachelor of Science	United States Naval Academy
Master of Business Administration	Murray State University
Doctor of Philosophy in Community College Leadership	Mississippi State University

During the review period, Dr. Carothers was the primary instructor for the Second Chance Pell program at the Huttonsville Correction Center in Huttonsville West Virginia. His position was developed to ensure consistency in the program at this site.

4.1.2.d Lecturer

Mrs. Kristen Tunno

Master of Business Administration	American Public University
Bachelor of Science in Physical Education and Sports Administration	Indiana University of PA

Mrs. Tunno moved from an adjunct faculty position at Glenville State University Department of Business to a full-time lecture position. Mrs. Tunno served as the Head Women's Softball Coach for approximately 5 years.

During her first year as Lecturer, Mrs. Tunno revamped the Bachelor of Science in Business Administration Sport Management programs curriculum. These revisions aligned this degree program with industry standards.

Mrs. Leslie Ward

Bachelor of Fine Arts	West Georgia College
Master of Management Information	Georgia College

Mrs. Ward is the primary instructor of record for the Bachelor of Science in Business Administration Computer & Information System program. She was involved in the development of the ARC Grant document in which the institution was awarded \$2 million dollars. This grant involves training in the area of cybersecurity.

4.1.2.e Adjunct Faculty

Dr. Mari Clements

Doctor of Philosophy	University of Denver
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Dr. Youba Ouldoulayeelarbi

Doctor of Business Administration	Columbia Southern University
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Dr. James D. Carpenter

Doctor of Education	West Virginia University
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Dr. Sherry Jones

Master of Education	WV College of Graduate Studies
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Kristen Cosner

Master of Science	West Virginia University
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Jeffrey Jenkins

Master of Business Administration

Ohio University

Dan Meyers

Master of Business Administration

American Public University

James Mullins

Master of Science in Management

Western Governors University

Sandra Pettit

Master of Business Administration

WV Wesleyan College

Robert Woods

Master of Science

Marshall University

4.1.3. Curriculum

The Department recently updated the curriculum aligning the Associate of Science in Business curriculum with that of the Bachelor of Science in Business Administration. This allows students in the business program to receive the AS in Business as they are completing their BSBA.

The AS in Business course content became the Department's Business Core. These are a set of courses that the Department has deemed fundamental to all business majors. Please see Appendix 2 for the Plans of Study for programs under the Bachelor of Science in Business Administration.

4.1.4. Resources

The BSBA is taught in person, online, and in two correctional facilities. Classroom space adequate to course loads is available in all physical locations, and faculty and non-incarcerated students have access to the university's learning management system. (As per prison policy, incarcerated students have no computer access.) University classrooms are equipped with smartboards as well as traditional whiteboards. Full-time faculty have office space, telephones, and computers provided by the university.

As of February 28, 2023, the Department of Business had overspent its budget with \$5,784.50 in operational expenses. An additional \$7,199.40 in grant funded expenditures were planned.

4.1.5. Student learning outcomes

Bachelor of Science in Business Administration Outcomes

Students will:

1. Analyze accounting transactions.
2. Utilize quantitative business calculations.

3. Design appropriate technology solutions for a variety of business situations.
4. Apply business communication principles to communication situations in business practice.
5. Evaluate principles of management theory.
6. Formulate marketing concepts in a business scenario.

4.1.6. Other learning and service activities

The Department of Business is involved in numerous learning and service activities that are designed to provide opportunities for the Department Faculty to participate in its community and scholarly areas of interest while giving students real-world experiences in their chosen field.

The Department, under the direction of Dr. Sarver, participates in the West Virginia Business Plan Competition program. Each year, members of the MGMT 402 course develop business plans. These plans are evaluated before entry into this annual grant opportunity.

Mrs. Cheryl McKinney consistently offers Volunteer Income Tax Assistance (VITA) Tax service to members of the campus and surrounding community. This free tax consultant program allows members of her tax courses the opportunity to apply the concepts from their courses.

Drs. Arbogast, Cain, and Queen are the advisors for the FBLA Collegiate student organization. This organization is an extension of the high school FBLA program. It provides opportunity for students to network and develop relationship with location businesses.

Each year the Department of Business hosts the Annual Business Recognition Event in the spring. This event includes meeting with their Advisory Board members to discuss changes and explore opportunities for better meeting the needs of the industry. Along with the Advisory Board meeting, the Department recognizes the top 20 students in the Bachelor of Science in Business Administration degree program.

Dr. Heaster works closely with members of the business community in developing various marketing documents. This provides the opportunity for students to explore the concepts of marketing in a real-world environment. For example, the Marketing Research (MRKT 478) course explored the development of a physical therapy program that could be tied to the Athletic Department and assist them with the Athletic Training staff needs.

Additionally, members of the Department participate in various community programs. Among many possible examples are the West Virginia Folk Festival (Dr. Heaster has served on the Board of Directors), various athletic events (Drs. Heaster and Sarver served as hosts during NCAA Women's Basketball Regional championship at GSU's Waco Center), and various art and music performances (Mrs. McKinney has been a featured performer with the GSU Percussion ensemble).

4.1.7. Viability

In the 2020-21, 2021-22, and 2022-23 academic years, graduating students were surveyed about their job placements and graduate school plans after graduation. A total of 67 BSBA degree recipients responded to the survey. As shown below, most graduates (67%) had not found employment at the time of the survey. Rates of employment prior to graduation, however, varied by major within the degree: 35% of Accounting majors, 29% of Computer Information System majors, 50% of Integrated Marketing majors, 36% of Management majors, and 11% of Sports Management majors had secured employment prior to graduation. Of the 22 BSBA students who provided information about their post-graduate employment, all but one appeared to be directly related to their degree (e.g., accountant, auditor, network engineer, sales manager, office manager, team lead).

Employment Secured Prior to Commencement by BSBA Graduates

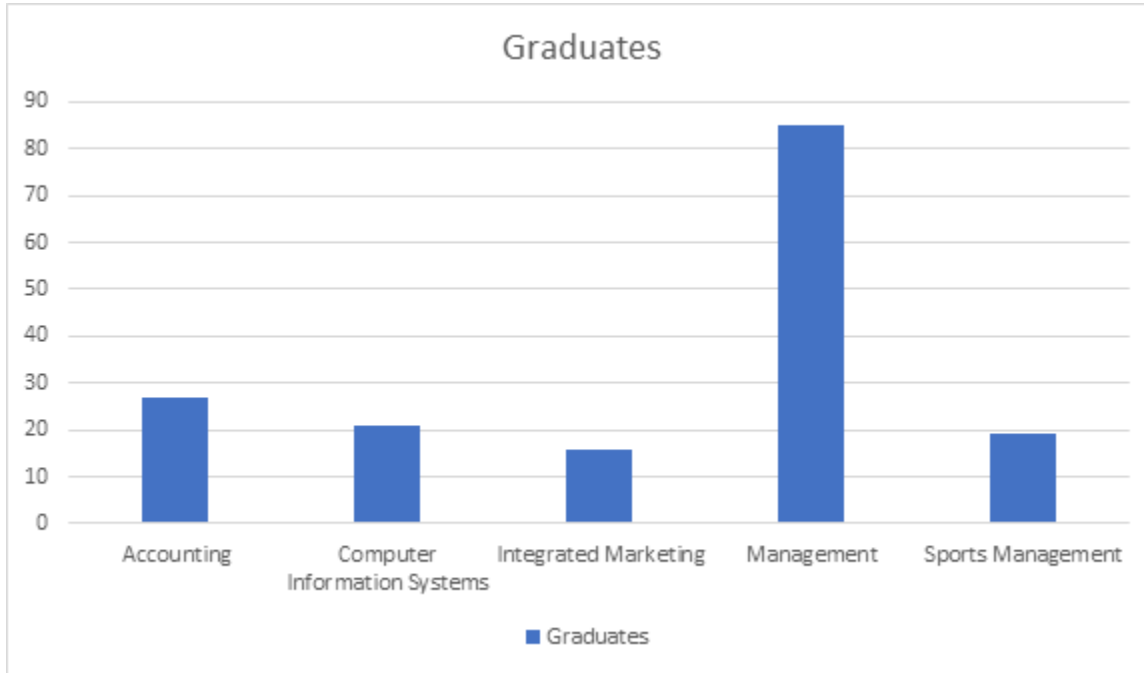
Major	<i>n</i>	Job obtained	2020-21	2021-22	2022-23
Accounting	17	Yes	3 (33%)	1 (50%)	2 (33%)
		No	6 (67%)	1 (50%)	4 (67%)
Computer and Information Systems	7	Yes	1 (50%)	1 (50%)	0 (0%)
		No	1 (50%)	1 (50%)	3 (100%)
Integrated Marketing	8	Yes	3 (60%)	1 (100%)	0 (0%)
		No	2 (40%)	0 (0%)	2 (100%)
Management	39	Yes	3 (23%)	4 (40%)	7 (44%)
		No	10 (77%)	6 (60%)	9 (56%)
Sports Management	9	Yes	1 (50%)	0 (0%)	0 (0%)
		No	1 (50%)	3 (100%)	4 (100%)

In terms of further education, 29% of BSBA graduates were planning to attend graduate school, with an additional 32% considering doing so. These rates also varied substantially by major, with 29% of Accounting majors, 63% of Integrated Marketing majors, 21% of Integrated Marketing majors, and 56% of Sports Management majors reporting plans to attend graduate school. Computer Information Systems majors were much more equivocal about graduate school, with none reporting firm plans to attend, but 57% reporting that they might attend. Of the five students who indicated where they intended to attend graduate school, most (60%) were planning on attending out-of-state institutions, but the remainder indicated that they would attend Glenville State University's program upon its approval.

Taken together, these data suggest that the BSBA provides a valuable pathway to a wide array of business careers and to further education. Given market demand for trained business professionals as well as West Virginia's perceived business standing relative to its near neighbors, the BSBA is an extremely viable degree. Specifically, West Virginia ranked 44th in the country in CNBC's 2022 business rankings, in stark contrast to North Carolina (#1), Virginia (#3), Tennessee (#6), Ohio (#15), and Pennsylvania (#17). As fully half of the BSBA graduates

planned to remain in the state and an additional 16% of graduates were considering remaining in the state, the BSBA program has the potential to positively impact the state’s business climate.

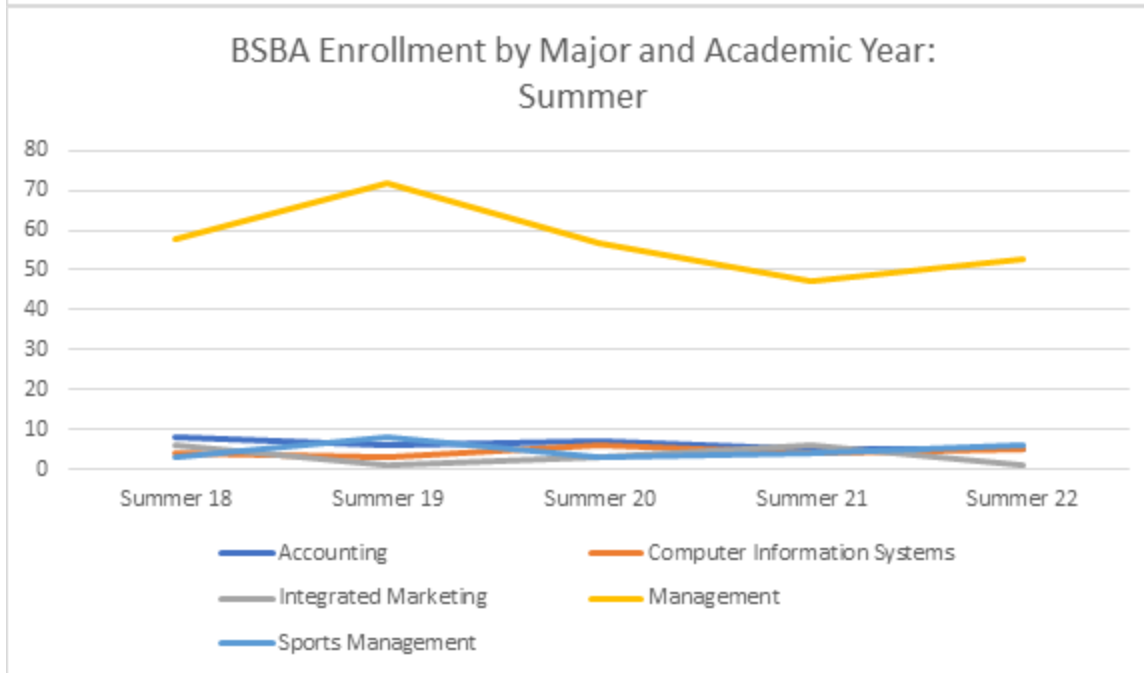
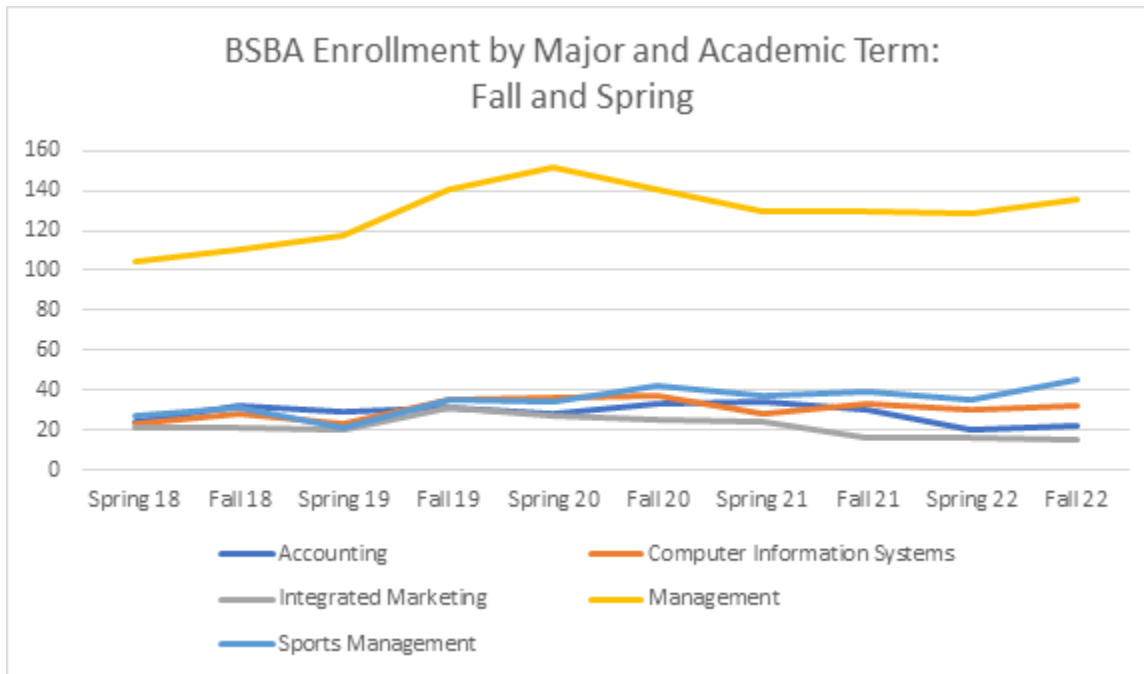
In the evaluation period from Spring 2018 to Fall 2022, a total of 149 students received BSBA degrees, including 19 students who completed a double major within the BSBA. The total number of degrees by major (listing double majors within both degrees) is depicted below.



By these data, Accounting, Computer Information Systems, and Management all exceed the WV HEPC minimum of 5 graduates per year. Sports Management at an average of 3.8 per year and Integrated Marketing at 3.2 are shy of the benchmark.

On average, 244.3 BSBA students ($SD = 27.65$) are enrolled each fall and spring, with 76.2 students ($SD = 9.23$) opting to also take courses in summers. Average enrollment per fall and spring term by major within the BSBA is depicted below.

As with graduation data, enrollment data demonstrate that the Management major has the most students ($M = 131.8$, $SD = 12.48$, for fall enrollment). However, all majors are well above the WV HEPC enrollment minimums of 12.5.



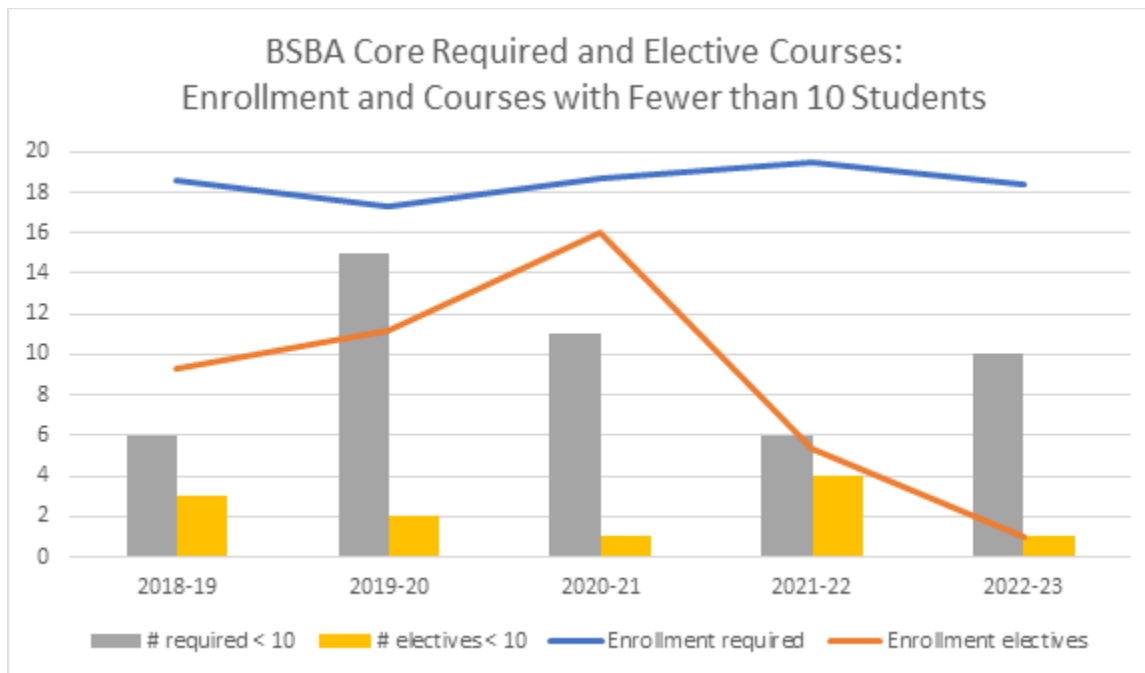
Given the slight mismatch between easily meeting enrollment benchmarks and missing graduation benchmarks for two of the majors, it may be worth undertaking a systematic review of students exiting the Sports Management and Integrated Marketing majors prior to graduation. However, as both majors recently had substantial revisions, taking other action at this point would be premature. Data on per course enrollment (see below) would additionally suggest that the Sports Management major is meeting benchmarks.

Using the 2022-23 catalog, the BSBA has a common core of classes shared across all its majors. In addition, each major has a set of courses that are largely unshared and specific to the major. A small number of courses appear in more than one major core (e.g., MGMT 402:

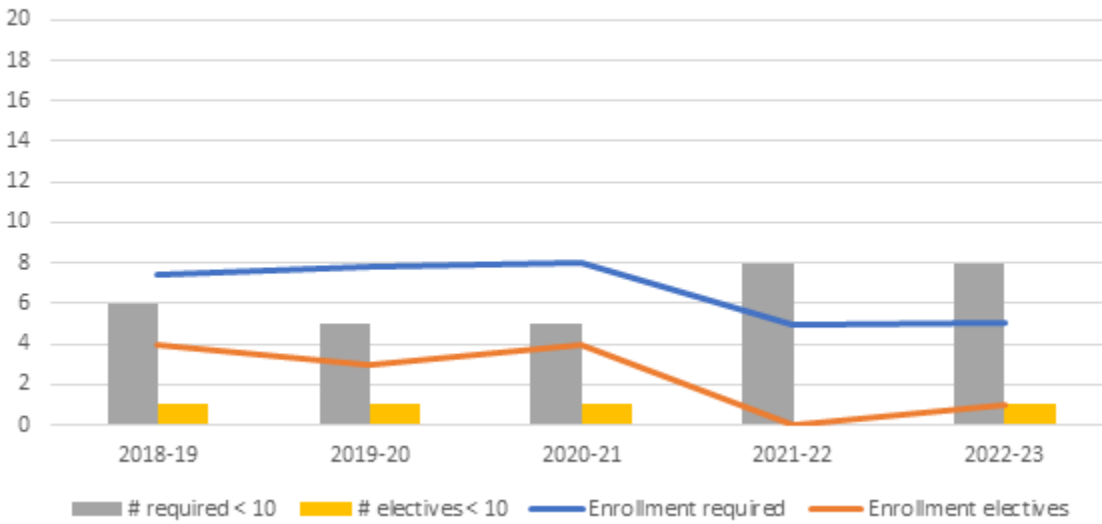
Entrepreneurship is a requirement for both the Integrated Marketing and the Management majors).

Using traditional WV HEPC benchmarks, the BSBA core and the Management and Sports Management majors demonstrate healthy enrollment across the study period. The Computer and Information Systems major also has an average enrollment above cutoff, but only 53% of courses specifically in the major have enrollment at or above 10 students during the period. Integrated Marketing, with an average of 9.8 students ($SD = 6.81$) approaches the 10 students per class benchmark, but 60% of its courses have enrollment below 10. The Accounting major courses average 6.6 students ($SD = 3.30$), and 80% of courses specifically for the major have fewer than 10 students.

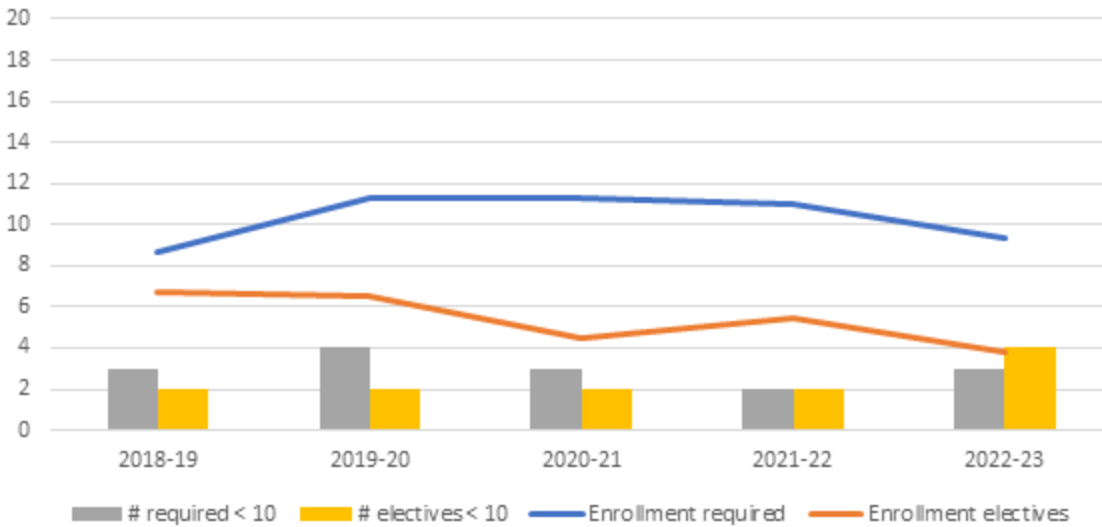
Below, the enrollment trends across the period from Fall 2018 to Spring 2023 are presented separately by the core and by each major. In addition to required courses, elective courses within each major are also presented. To prevent distortion due to the small numbers of courses offered in a particular term, the number (rather than the percentage) of courses with enrollment below 10 are presented. For ease of comparison and interpretation, the axes are constrained to be the same across all majors and the average enrollment is presented as a line and the number of classes with enrollment below 10 is represented as a bar.



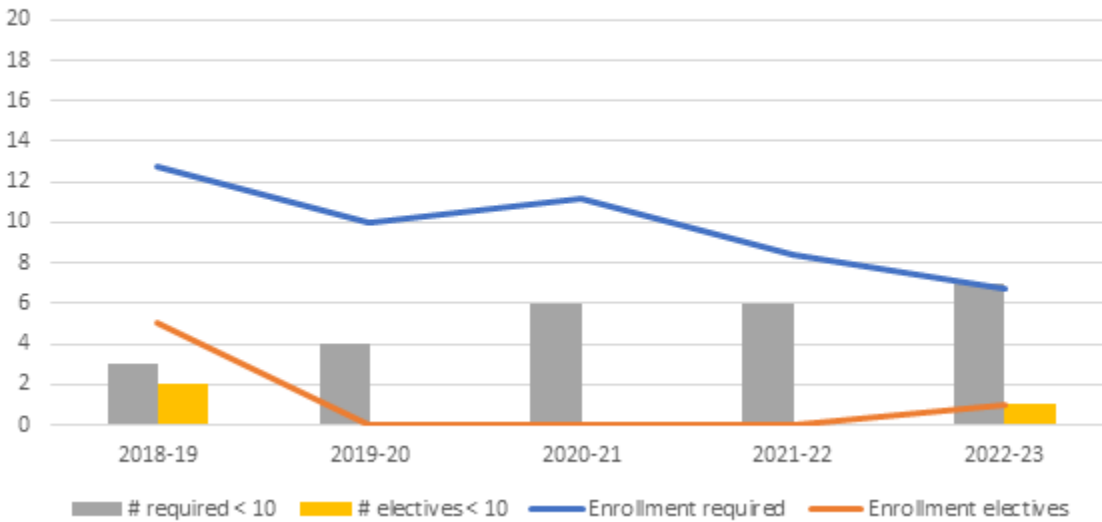
Accounting Required and Elective Courses: Enrollment and Courses with Fewer than 10 Students



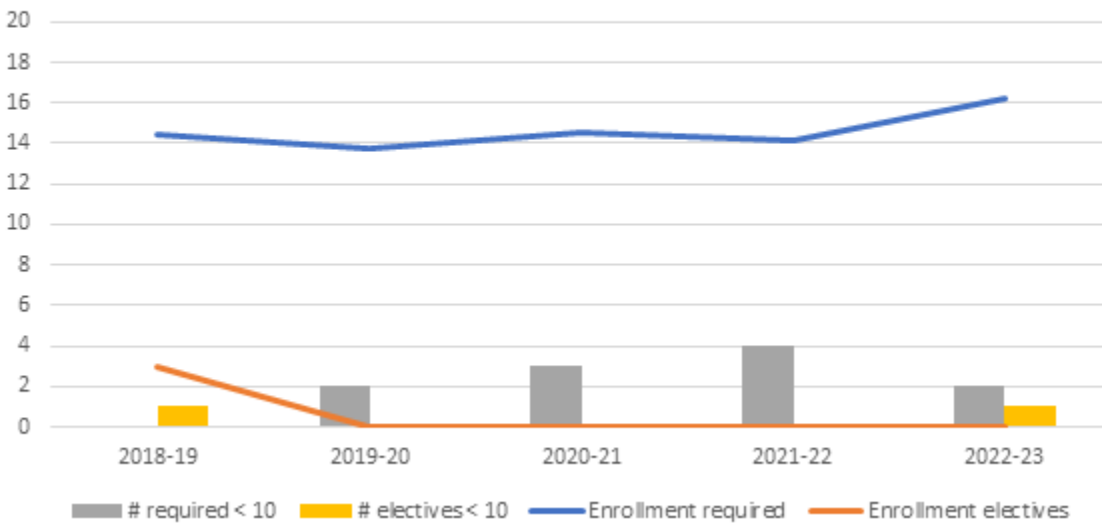
Computer Information System Required and Elective Courses: Enrollment and Courses with Fewer than 10 Students

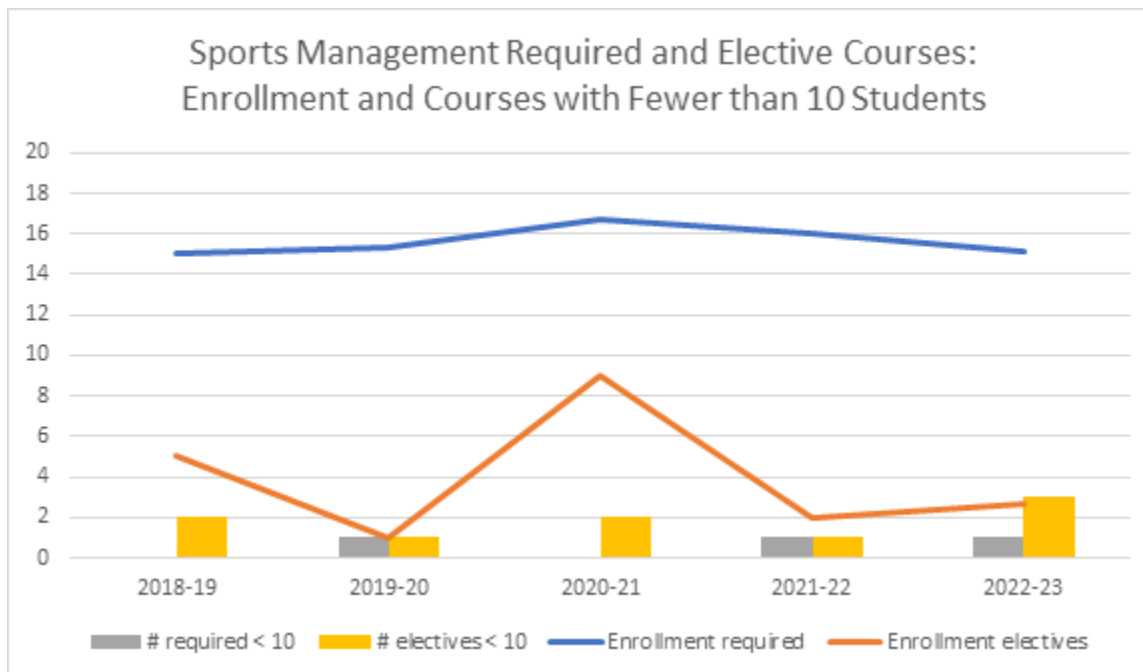


Integrated Marketing Required and Elective Courses: Enrollment and Courses with Fewer than 10 Students



Management Required and Elective Courses: Enrollment and Courses with Fewer than 10 Students





These graphs further underline the general health of the BSBA core and of the Management and Sports Management majors. However, it would be a mistake to discount the importance of the other majors to the university and the community. As noted elsewhere in data provided by graduates, alumni/ae of the Accounting program are obtaining good jobs with prestigious firms. Similarly, graduates with Computer Information Systems and Integrated Marketing majors are obtaining employment consistent with their education and filling needed skilled posts within West Virginia. It may or may not be that attention to and creativity with course rotations might improve numbers across the BSBA majors, as it may be that additional courses could be identified as suitable for either juniors or seniors, thus enabling a more robust learning community within courses.

The general downward trend in Integrated Marketing enrollment and its accompanying increase in the number of courses with fewer than 10 students are something to monitor, but not necessarily to be concerned about at this juncture.

4.1.8. Program improvement

4.1.8.a Business Core

The business core was updated to align with the Associate of Science of Business. This alignment allows each business major student the opportunity to complete the AS in Business while completing their BSBA in their specific major. This required the addition of the BUSN 293 course to the business core.

Please see the Appendix 2 – Plan of Study

4.1.8.b Sport Management

A complete review of the BSBA in Sport Management was completed during this program review cycle. It included an industry and market review. This allowed us to create a market niche for the BSBA in Sport Management to ensure that it can be differentiated from the BS in Coaching and Condition that is offered on campus.

The curriculum changes included the addition of the following courses:

- MGMT 383 Labor- Management Relations
- MKRKT 388 Emerging Media & the Market
- PED 265 Diversity and Ethics in Sports
- PED 325 Athletic Coaching and Administration
- SMGT 321 Managing Budget & Technology in Sport
- SMGT 495 Senior Seminar

Along with the updates mentioned above, the curriculum includes two distinct suggested sets of courses for career options. Specifically,

Sports Information

- BUSN 430 Data Analytics for Business
- CSCI 305 Web Design
- MRKT 379 Advertising and Sales Promotion

Sport Entrepreneurship/Leadership

- BUSN 430 Data Analytics for Business
- MGMT 384 Human Resource Management
- MGMT 402 Entrepreneurship
- MGMT 487 Operations Management

4.1.8.c Specific Courses

- BUSN 225 – Business Ethics

This course is designed to provide students an introduction to ethics and discuss ethical dilemmas in business and concepts of ethical thinking in the decision-making process.

SMGT 321 – Managing Budget and Technology in Sports

Provides information concerning the application of Finance and Accounting principles to managerial control of sport organizations. Examines current technological, economic, and financial issues that impact the sports industry. Prerequisite: ACCT 231 with a grade of “C” or higher; SMGT 130 with a grade of “C” or higher.

SMGT 495 – Senior Seminar

This course will be a culmination of the Sport Management major. In this dynamic and interactive course, learners will review, assess, and then apply many of the concepts they have researched during undergraduate studies through the creation of a customized graduation portfolio. This portfolio can be used for future career or academic goals and serves as a tangible job aid that houses previously acquired knowledge. Real-life, hands-on tools for career advancement will be examined and then applied, including the creation of a professional resume. Students will also be required to complete 45 experiential learning hours in the field of Sport Management. Prerequisite: Senior standing, Sport Management major.

Glennville State University Bachelor of Science in Business Administration
Executive Summary of 2023 - 2028 Five-Year Program Review

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

5.2.1. Name and degree level of program

5.2.1.a *BSBA – Accounting*

A West Virginia exam applicant may sit for the CPA examination with a baccalaureate degree and the completion of specific courses at the upper-division baccalaureate and/or graduate levels at an accredited college or university. Minimum requirements include:

- 30 semester hours in accounting (excluding Principles of Accounting, as specified by the West Virginia State Board of Accountancy),
- 3 semester hours in Business Law and
- 27 semester hours in Business courses (other than accounting and business law courses, as specified by the West Virginia State Board of Accountancy).
- 3 semester hours in ethics which may be counted as part of the Accounting or Business courses.

5.2.1.b *BSBA – Computer Information Systems*

The BSBA in Computer Information Systems major is a general program designed to provide graduates with an overview of the field. Computer information system students apply technology to manage data, computer programming, cybersecurity, and other fields. While studying the field, students learn how to support businesses in handling how data is gathered, stored, and used.

5.2.1.c *BSBA – Integrated Marketing*

Integrated marketing is a unified marketing approach that creates a consistent brand image, voice, market analysis, and communication across the various marketing channels. Along with the general approach to marketing, this program provides a general discussion of public relations to provide graduates with a diverse perspective in the field.

5.2.1.d *BSBA – Management*

Management is the process of managing programs aligned with business objectives that improve the organizational performance. This program assists graduates to oversee and coordinate various projects and other strategic initiatives throughout the organization at all levels within the organization.

5.2.1.e *BSBA – Sport Management*

The oversight of all aspects of an athletic program. Graduates are equipped in the management of, operation of, marketing of, information dissemination for, and athletic education for teams.

5.2.2. Synopsis of significant findings

No external review was conducted during the evaluation period. The Department is in the self-study phase of accreditation with ACBSP, so an external review will be conducted within the next program review cycle.

5.2.3. Plans for program improvement, including timeline.

The Department plans to review each of the BSBA majors internal paperwork to ensure that it is relevant and up to date.

The BSBA will be utilizing Peregrine software. Peregrine objectively measures the intended learning outcomes for business administration. It allows the institution to customize the way it assesses learners. This assessment provides a fully online assessment instrument appropriate for various degree levels. The software was also designed to help satisfy accreditation requirements for ACBSP.

The Department of Business is currently a candidate for accreditation by ACBSP. The self-study will be finalized and submitted in May of 2024.

The Department of Business has submitted a request to HEPC and HLC for approval to offer a Master of Business Administration in the fall 2023. A positive peer review recommendation for approval has been given, and the university is awaiting Institutional Actions Council action and WVHEPC final approval (both anticipated to be conferred in June).

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

5.2.4.a *Previous Program Review SWOT*

The previous review did not include a SWOT analysis.

5.2.4.b *Current Program Review SWOT*

Glennville State University develops a formal five-year strategic plan for the institution. There is a collaborative committee with a cross-section of the institution involved in the development of the final product. Once the document is completed, it is reviewed and approved by institutional committee and the administration. Final approval is granted by the university's Board of Governor.

The business unit follows an internal process that involves the entire department vetting the final document. The business unit met at an off-campus site utilizing a collaborative process.

The unit's strategic plan is tied back to the mission and vision of the program. The business unit's mission and vision align with the institutions approved mission and vision. The strategic planning process follows the same iterative process.

The institutional goals for the planning years of 2021 through 2025 include the following:

- A. Deliver Quality Education
 - Goal 1 – Enhance and recognize professional development for faculty and staff.
 - Goal 2 – Establish and promote relevant academic programs.
 - Goal 3 – Attain and/or renew relevant professional and regional accreditation.
 - Goal 4 – Develop academic and educational pathways to responsible citizenship and meaningful lives.
 - Goal 5 – Enhance instructional facilities.
- B. Foster Equity
 - Goal 1 – Increase the presence of the underserved and historically underrepresented among faculty, staff, and student populations.
 - Goal 2 – Establish a Diversity Officer, Diversity Center, and Diversity Equity Inclusion Committee
 - Goal 3 - Enhance international programs and opportunities.
 - Goal 4 - Enhance equity programs and opportunities.
 - Goal 5 – Strengthen curriculum offerings that encompass diversity.
- C. Enhance Financial Position
 - Goal 1 – Increase enrollment and retention in a predictable and sustainable fashion.
 - Goal 2 – Implement software, business processes, and reporting improvements.
 - Goal 3 – Develop strategies for pursuing grant awards and partnerships.
 - Goal 4 – Develop, maintain, and fund a master capital operating plan.
- D. Enhance Community Engagement
 - Goal 1 – Develop shared engagement strategies aligned with institutional and community priorities.
 - Goal 2 – Develop clear systems of communicating events/updates to and from the community.
 - Goal 3 – increased number of, access to, and visibility at events that serve the community.
 - Goal 4 – Increase community connections through expanding service learning, job shadowing, internships.
 - Goal 5 – Make the campus more inviting and accessible; capitalize on the existing campus facilities and activities.

As seen above, each of the primary goals are divided into sub goals that provide general direction that the university will take over the next 5 years. These sub goals are quantified in the year-to-year operational plan.

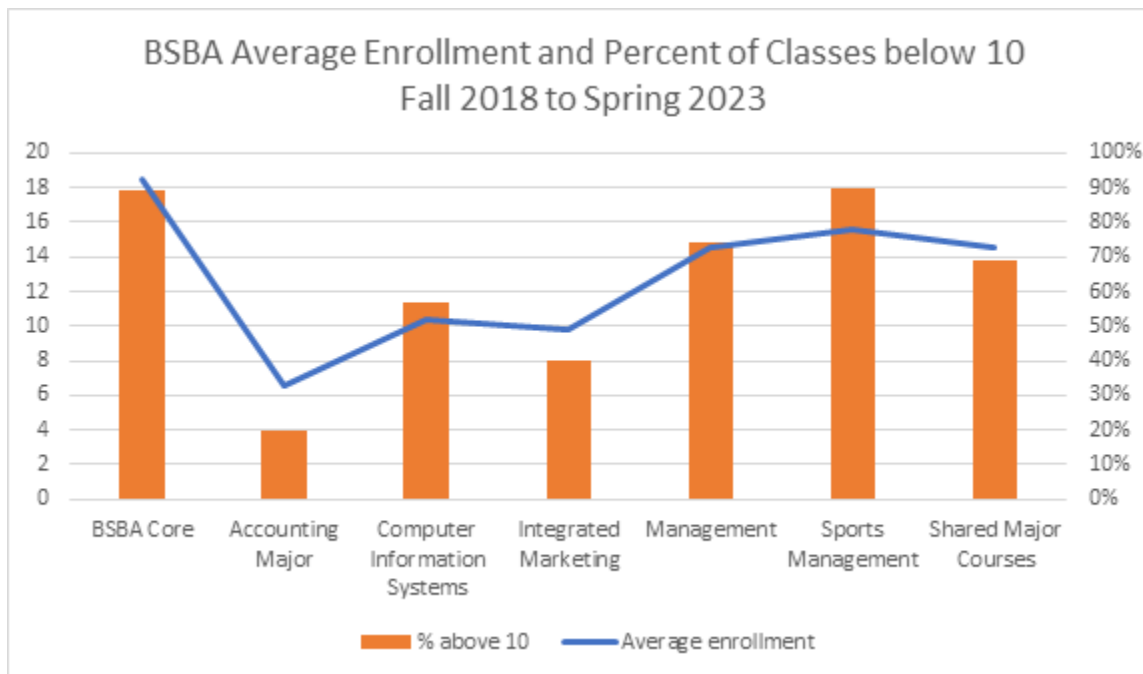
The business unit began its strategic review by developing a SWOT analysis.

STRENGTH	WEAKNESSES
<ul style="list-style-type: none"> • Current business unit faculty have over 300 years of real-world experience in their field of interest. • Small class size providing students with a more comprehensive interaction between faculty and student. 	<ul style="list-style-type: none"> • The business unit needs additional faculty to better service the growing student population. • Additional analysis needs to be taken to better identify trends – Enrollment and Curriculum Changes • Online course rotation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Promotion of the business unit’s programs – traditional, digital, and social media methods of promotion • Develop and seek approval by HLC MBA program. • Develop opportunities for integrating healthcare administration into the business unit. • Expand online offerings to include – Computer and Information Systems, Integrated Marketing, and expand the Management program. • To hire full-time online faculty to support the online programs 	<ul style="list-style-type: none"> • Declining student age population in West Virginia • The business unit is struggling to attract qualified candidates for open faculty positions

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

Enrollment in the BSBA as a whole is quite healthy. As shown in the following graph, most courses in the BSBA core as well as the Computer Information Systems, Management, and Sports Management majors, have more than 10 students enrolled.

Further, Accounting, Computer Information Systems, and Management majors all exceed the WVHEPC minimum of 5 graduates per year. In addition, all majors have enrollments above the WVHEPC minimum of 12.5.



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

5.2.6.a 2021 Assessment Action

1. As a result of analyzing the data from BUSN 493 on the Service-Learning Project, a need was identified to assist students' critical thinking by expanding lectures on globalism and strategy, provide more real-time mini-cases on strategy, and incorporate great critique of group interactions and students' role. Incomplete. The program now uses an alternative assessment, which should provide better data regarding students' critical thinking capabilities.
2. As a result of reviewing data and opportunities for students to improve aspects of technical writing the department will examine options for students to improve this skill. Complete. The English department is developing tracks for the English minor. One of these will be a Professional/Technical track and we can add their technical writing course to our program.
3. As a result of reviewing data and noting opportunities for term paper in CSCI 260, adjust curriculum to include module on APA formatting. Complete. A Softchalk module has been developed and is now incorporated into the course.
4. Data analysis across campuses (on-campus, online, FCI, HCC) continues to present challenges. The department will focus on bringing all campuses into alignment with regards to assessment instruments so that data analysis is more meaningful. Complete. The department has developed a system of Course Champions who ensure all sections of an assessment course are using the same instrument or as similar as circumstances allow (we offer courses at FCI Gilmer and HCC where computers are not allowed so

adjustments must be made). The Course Champion gathers, compiles, and analyzes the data for assessment courses.

5.2.6.b 2022 Assessment Actions

1. As a result of examining the data in BUSN 230, we have found that students are weak in reading comprehension and terminology. Thus, we will focus on understanding the problems presented before “plugging the numbers in” and blindly following an example solution.
2. Analysis of the data in BUSN 493 shows that improvements can be had in the marketing components in that students can more clearly define product, place, promotion, and price discussions rather than commingling the 4 Ps. To enhance clarity of presentation, more emphasis on presentation format can be conveyed to the students and greater feedback of work before the final submission.
3. The data from ACCT 231 shows that there are three weak areas of learning. Adjusting Accounts and Preparing Financial Statements; Plant Assets, Natural Resources, and Intangibles; and Accounting for Partnerships. We will dedicate more time to these tasks.
4. Data analysis from CSCI 260 shows that terminology continues to be a source of confusion. We will implement vocabulary review, flashcards, or similar activity to help reinforce vocabulary terms.

This is the most recent assessment report completed. The current year has been reviewed by the Department but has not been approved by the Assessment Committee.

5.2.7. Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)

Surveys of students preparing to graduate were conducted in the past three academic years. A third of graduating seniors had already procured employment, and all but one of these students had obtained a position directly related to the degree (e.g., auditor, accountant, sales manager). Nearly two-thirds of graduates were either planning on attending graduate school (29%) or considering doing so (32%).

5.2.8. The Glenville State University Board of Governors action.

Appendix 1 – Faculty Curriculum Vitae

VITA

NAME: GARY L. ARBOGAST

MAILING ADDRESS:

205 Hillcrest Drive
Elkins, WV 26241
(304) 636-2203

EMPLOYMENT ADDRESS:

Division of Business
Glenville State College
Glenville, WV 26351
(304) 462-6253
gary.arbogast@glenville.edu

EDUCATION:

- 1993 Awarded CFA (Chartered Financial Analyst).
- 1984-1989 Graduate courses in business. West Virginia University and West Virginia College of Graduate Studies.
- 1982 Ph.D. in Economics. West Virginia University.
- Fields of Concentration: Econometrics, Energy-Environmental Economics, Microeconomic Theory, and Macroeconomic Theory.
- Dissertation Title: Estimation of Air Pollution-Related Mortality for the Ohio River Energy Study Region.
- 1978 M.A. in Economics. West Virginia University.
- 1976 B.S. in Economics. Davis & Elkins College.

EMPLOYMENT EXPERIENCE:

- 1988-present Professor of Economics at Glenville State College. Teaching introductory economics (micro and macro) and finance courses. Received tenure and promoted from Associate Professor to Professor in 1998.
- 1991-1992 Acting Chair of the Division of Business.
- 1987-1988 Assistant Professor of Business Administration at Wheeling Jesuit University, Wheeling, WV. Taught corporate finance, economics, and entrepreneurship in the MBA and undergraduate programs.
- 1986-87 Chief Tax Analyst with the Research Division of the West Virginia State Tax Department. Supervised research projects on public finance and taxation. Assisted in a project that revised West Virginia's business tax structure. Also

provided recommendations to the Tax Commissioner, the Office of the Governor, and the Legislature in regard to fiscal policy and tax issues.

- 1984-1986 Econometrician with the Research Division of the West Virginia State Tax Department. Developed econometric models for forecasting tax revenues for the State of West Virginia. Also assisted in fiscal analysis of tax policy and public-finance projects.
- 1984-1987 Adjunct Instructor at the University of Charleston, Charleston, WV. Taught business statistics and economic principles.
- 1986 Adjunct Instructor at West Virginia Institute of Technology, Montgomery, WV. Taught economic principles for two semesters.
- 1982-1984 Instructor at West Virginia State College, Institute, WV. Taught courses in intermediate economic theory, mathematical economics, and economic principles.
- 1981-1982 Graduate Teaching Fellow at West Virginia University, Morgantown, WV. Taught economic principles.
- 1980-1981 Graduate Research Fellow at West Virginia University. Assisted in research for an EPA study involving acid rain.
- 1979-1980 Graduate Research Fellow at West Virginia University. Assisted in research for EPA's Ohio River Basin Energy Study. Estimated agricultural supply functions which were used to monetize forecasts of crop losses from air pollution.
- 1977-1979 Graduate Teaching Fellow at West Virginia University. Taught economic principles.
- 1976-1977 Graduate Research Fellow at West Virginia University. Assisted in research involving the examination of differential rate structures between municipally-owned electrical utilities and privately-owned electrical utilities.

ACADEMIC COURSE INSTRUCTION:

microeconomic principles	intermediate macro theory	MBA corporate finance
macroeconomic principles	intermediate micro theory	MBA entrepreneurship
business finance	mathematical economics	international economics
consumer finance	money & banking	international trade
investments	research methods	business policy
business statistics	small business management	

AREAS OF RESEARCH EXPERIENCE:

rate analysis of electrical utilities
environmental economics: air pollution and the estimation of health damage functions
public finance and taxation
econometric model building
tax-revenue forecasting
time-series analysis
estimation of gross state product

PUBLICATIONS:

Page, W.P., Fabian, R.G., Ciecka, J., Arbogast, G., "Estimating Regional Losses to Agricultural Producers from Airborne Residuals in the Ohio River Basin Energy Study Region, 1976-2000", Office of Research and Development, U.S. Environmental Protection Agency, November, 1980.

_____, "Estimation of Economic Losses to the Agricultural Sector for Airborne Residuals in the Ohio River Basin Region", Journal of the Air Pollution Control Association, Vol. 32 Number 2, February, 1982.

_____, "Direct Monetary Losses to the Agricultural Sector from Coal-Fired Electricity Generation and Background: A Regional Analysis", Energy--The International Journal, Vol. 7 Number 9, pp. 7339-768, 1982.

Tanno, D., Hamazaki, T., Arbogast, G., "Does the Higher Degree of Ethnocentrism Boost White Americans' Intolerant Attitudes Toward Japan's Economic Performance?", Proceedings of the Southern Anthropologist annual conference, 1995.

Arbogast, Gary L., Eastin, Richard V., "Demand and Supply Analysis: The Firm", CFA Program Curriculum, Level I, Economics, Vol. 2, 2012.

Eastin, Richard V., Arbogast, Gary L., "Demand and Supply Analysis: Consumer Demand", CFA Program Curriculum, Level I, Economics, Vol. 2, 2012.

MEMBERSHIP AND OTHER:

Member: Institute of Chartered Financial Analysts
 Omicron Delta Epsilon Honorary
 Pi Gamma Mu Honorary
 Beta Alpha Beta Honorary
 Phi Beta Lambda Honorary
 West Virginia Consortium for Faculty and Course Development in
 International Studies

RESUME & CURRICULUM VITAE
For
CHERYL FLEMING MCKINNEY, CPA, MPA, CGMA

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EDUCATION AND CERTIFICATION

Certified Public Accountant (CPA). *West Virginia Board of Accountancy.* (1986-present)
Hold a valid license to practice in the state and fulfill Continuing Professional Education requirements of 120 hours every three years.

Chartered Global Management Accountant (CGMA). (2014-present). *Association of International Certified Professional Accountants, the AICPA (American Institute of Certified Public Accountants) and CIMA (Chartered Institute of Management Accountants).*

Post Graduate Hours. Earned 30 additional graduate credit hours past the Masters level including courses in computer technology and communications.

Masters of Professional Accountancy. *West Virginia University; Morgantown, WV.* (1984)
Emphasis placed on professional development with intensive study in taxation, accounting systems, auditing, cost accounting & budgeting, computers, managerial concepts and other topics in the disciplines of accounting, finance, economics and management. Was one of the first to work extensively on the microcomputer in the Accounting Department.

Bachelor of Science in Business Administration. *West Virginia University; Morgantown, WV.* (1982)

Graduated Cum Laude with a major field of study in ***Accounting***; curriculum included courses in financial accounting, cost accounting, auditing, taxation, computer science, accounting information systems, business law, marketing, economics, finance and management. Participated in the WVU Honors program.

PROFESSIONAL EXPERIENCE

Professor of Accounting and Business. (2021-present)

Chair, Department of Business. (2016-2020)

Associate Professor of Accounting and Business. (1995-2021)

Assistant Professor of Accounting and Business. (1987-1995)

Instructor of Accounting and Business. (1985-1987)

Lecturer. (1983-1985)

Glenville State College; Glenville, WV

From 1983–1999, taught 12 to 15 credit hours per semester including: Principles of Accounting, Intermediate Accounting, Accounting Systems, Accounting Seminar, Cost Accounting, Advanced Accounting, Introduction to Business, Principles of Management, Investments, Business Finance and Business Law.

From 1999 to 2006, continued to teach occasional senior level accounting courses and maintain status as a tenured Associate Professor in addition to administrative responsibilities in Student Affairs. Was also responsible for planning, implementing and teaching the General Education (GNED) course that all freshmen are required to take as a part of the Orientation process at Glenville State College.

In the Fall of 2006, returned to the classroom as a full-time Associate Professor teaching 12-15 credit hours per semester including: Intermediate Accounting I & II, Accounting Systems, Cost Accounting, Accounting Seminar, Individual Income Tax Accounting, Business (Corporations, Partnerships, Estates and Trusts) Income Tax Accounting, VITA (Volunteer Income Tax Assistance), Accounting Ethics Seminar, Introduction to Business, Dimensions in Professional Development and Contemporary Computer Applications and Advanced Computerized Accounting Applications.

Selected Accomplishments:

- Recipient of the 2012 Pete and Betsy Barr Professional Development Award
- President of the GSC Faculty Senate (1996-1998)
- Recognized as “meritorious faculty” and, in May, 1996 was named the “Outstanding Faculty Member” at Glenville State College.
- Initiated, organized and implemented the annual *West Virginia Student Accounting Conference* on the campus of Glenville State College which continued for nine years (1991-1999) and was revived in 2018 and 2019. A need was perceived for a professional event for students and this Conference grew to include more than 150 accounting majors from most of the colleges and universities in West Virginia.
- Instrumental in revising and strengthening the accounting curriculum at GSC particularly in 1985 and 2008 including personally developing and teaching two new courses for the College: Accounting Information Systems (emphasizing the development of an entire accounting system for a fictitious business including complete internal and accounting controls) and Accounting Seminar (emphasizing ethics, communication skills and current issues facing the accountancy profession).
- First to integrate the use of microcomputer applications into GSC’s accounting curriculum in the 1980s using both stand alone microcomputers and a Novell networked computer lab. Applications taught included: Internet Access, Lotus 1-2-3, Matthew Bender and RIA CD-ROM Income Tax Research Services, several stand-alone integrated practice sets and various word processing applications. Have continued to embrace computerized classroom applications including Excel, QuickBooks, Peachtree, RIA Checkpoint, TurboTax, TaxAct, TaxCut, and the FASB re-codification.

- Responsible for advising 25-50 accounting majors.
- Beginning in the late 1980s, have coordinated the campus VITA (Volunteer Income Tax Assistance) program through the IRS. Gained approval for a course where students can gain credit hours as well as practical experience.
- Provide many unique off-campus learning opportunities for students. Since 1983, field trips have been taken to accounting firms, corporations and governmental agencies. Annually, students are accompanied to the WVSCPA annual Recruiting Fair and Student Night events, which also expose them to the state professional accountancy organization. Being in a very rural area, travel time is typically 1-2 hours each way.
- Served as Advisor to several campus student organizations (Student Accounting Society and Collegiate 4-H) and have been active on many faculty committees.
- Gained extensive experience in financial problem solving, public relations and communications.
- Served as Department Chair from Summer 2016 – Summer 2020.

Vice President for Student Affairs. *Glenville State College; Glenville, WV. (1999-2006)*
Vice President for Student Life

Description

Reporting directly to the President, served as the Senior Student Affairs Officer and chief student advocate for the institution. Responsible for all aspects of student life, with emphasis on enhancing students’ overall academic, co-curricular and collegiate experiences. Directed an annual divisional budget in excess of \$3.7 Million. Directly supervised a staff of 17 and an extended staff of more than 40 which grew during my administration from a direct staff of five in 1999.

Major Areas of Responsibility and Selected Accomplishments

- Student Union
 - Part of a core committee of four campus administrators who directed a \$10,500,000 renovation project of our 56,000 square feet campus student union. Feasibility study commenced in 2000 and completion date was in 2006. Was instrumental in design process and budgeting. Led several campus committees and forums and worked closely with architects through all phases of the project.
- Residence Life and Housing and all related components
 - Directed the administrative details of opening and staffing a \$5,000,000 construction project for a new residential complex consisting of 10 town house style buildings that accommodated 150 students.
 - Oversaw a three-wing residence hall that accommodated 450 students.
 - Coordinated the installation of refrigerators and microwaves in every residence hall room and upgraded lounge furniture and common areas.
 - Directed the review and enhancement of residence hall policies and procedures.
 - Oversaw the installation of internet access, an “all inclusive” laundry service and the conversion to upgraded cylinder and magnetic locks in the Residence Halls.
 - Collaborated with other campus divisions to administer summer camps and conferences.
- Campus Dining Services and Campus Bookstore
 - Led feasibility study, bid process, selection and implementation of obtaining contracted (out-sourced) Dining Services and Bookstore Services for the campus. Both functions experienced major positive changes in focus and facilities.

- Oversaw the physical and operational renovation of the Bookstore into a contemporary retail store providing enhanced services to students and faculty.
- Directed the complete renovation of the dining services operation including a Snack Bar, convenience store and dining room and the addition of a smoothie bar and a Starbucks coffee station. Also proposed and implemented a flex dollar program for all students, not just those in the residence halls.
- Student Activities
 - Established and staffed a Student Activities Program to provide comprehensive educational and entertaining programming for students that is now a major Student Life department.
 - Oversaw campus intramurals.
- Student Organizations, Student Leadership and Student Governance
 - Supervised the Student Government Association as Administrative Liaison; worked regularly and closely with the executive committee and student leadership.
 - Revised the recognition process for student organizations and established annual guidelines.
 - Established a leadership program to provide monthly training seminars for campus student leaders.
 - Developed a program to annually recognize student leadership contributions.
 - Coordinated the selection and training of Student Marshals
- Student Judicial Affairs
 - Significantly strengthened the student judicial process, developed a comprehensive set of judicial forms and revised the Student Code of Conduct.
- Homecoming
 - Directed the planning and implementation of this annual campus event as Chair of the Homecoming Committee with student, staff and alumni membership.
- High Adventure Program
 - Established and staffed a High Adventure Program to take advantage of the unique natural resources of “Wild, Wonderful West Virginia” and enhance our recruiting efforts. Oversaw the construction of a climbing wall on campus.
- Cultural Affairs
 - Administered cultural offerings for the campus and central West Virginia.
- Student Publications
 - Oversaw the campus student newspaper and yearbook.
- Freshmen Orientation and General Education Program
 - Led a redirection of our Freshmen Orientation and GNED program and introduced peer Student Mentors to the educational process with great success.
- Campus Health Services
 - Established and staffed on-campus student health and counseling services and related policies. This became a major department in the Student Affairs division that included a Registered Nurse, a Physician and Licensed Professional Counselors.
 - Oversaw the dissemination of relevant health & safety education information to students including: alcohol and drug use and abuse, sexual assault prevention, sexually transmitted diseases and personal safety measures.
- Fitness Center
 - Prior to the complete renovation of the Student Union, also directed the transformation of under-utilized space in the complex (the former bowling alley)

to establish a 10,000 square foot state-of-the-art Fitness Center and developed a functional plan for its operation.

- **Public Safety**
 - Supervised two certified police officers and three security guards.
 - Responsible for reviewing and updating the campus Crisis Response Manual
 - Served as the primary reviewer of campus daily patrol logs.
 - Responsible for the compilation and submission of annual campus crime statistics required by federal mandate.
- **Campus Mailroom and Post Office Contract Station**
 - Consolidated the Mailroom operations under Student Life and oversaw the contractual establishment of the Glenville State College Mailroom as a Contract Station of the United States Postal Service.
 - Increased campus knowledge of and participation in bulk mailing options resulting in significant financial savings for the campus.
- **International Student Services**
 - Supervised the administrative requirements related to our international students and worked to enhance support services.
- **Communications with Students**
 - Implemented a new student identification card system using bar code and magnetic stripe technology that is was utilized in our residence halls, dining services and library.
 - Revised, significantly enhanced and annually updated the GSC Student Handbook.
 - Established email accounts for all students in collaboration with the Technology office.
 - Led regular Student Forums on a myriad of issues.
 - Developed print and electronic promotional materials for Student Affairs.
 - Enhanced diversity education and awareness and organized the annual campus Martin Luther King, Jr. celebration.
- **Grant Writing**
 - Submitted more than nine grant requests totaling over \$150,000; five were fully or partially funded for a total of \$25,000.
 - One of the grants provided on-campus training from the National Coalition Building Institute (NCBI) to certify 24 staff, students and faculty as facilitators for a nationally known diversity and conflict resolution model.
 - Continue to serve as campus liaison for this initiative and have conducted almost a dozen “Welcoming Diversity” workshops on campus. GSC is the only NCBI Campus Affiliate in West Virginia.
- **Campus Administration and Leadership of Division.**
 - Served on President’s Cabinet as part of the senior leadership of the campus.
 - Actively participated in the development of annual institutional strategic plan and budget
 - Participated in the review and revision of the campus Mission Statement and Goals & Objectives.
 - Participated actively in the 10-year review by North Central Association (NCA) to re-accredit the College.
 - Following the campus adoption of our “Renaissance of Shared Values,” initiated a comprehensive review of all student programs and policies using the values as a

- guide and led the campus in a monthly focus on each of the seven values (Civility, Excellence, Fairness, Freedom, Integrity, Responsibility and Tolerance).
- Participated in the planning and implementation of the Commencement and Convocation ceremonies.
 - Organized and led the September 11, 2001 Campus Memorial Service.
 - Made frequent campus presentations on various issues.
 - Constantly involved with student recruitment and retention efforts.
 - Directed more than 25 searches for Student Life personnel.
 - Served on multiple search committees for positions on campus outside Student Life including three Presidential searches, the Provost and Vice President for Academic Affairs and the Controller.
 - Participated in campus and higher education legislative visits and receptions.
 - Established divisional protocols for over 40 Student Life budget areas.
 - Established office procedure manuals for each Student Life office area.
 - Developed Assessment Plan for Division.
 - Developed a mission statement and strategic plan for Student Life Division.
 - Effectively managed budgets in an environment of constantly shrinking state appropriations, other budget cuts and enrollment challenges.
 - Initiated, organized and led an annual divisional staff retreat.
 - Supervised Career Services and Testing offices.
 - Represented the campus at state and national Student Affairs events, meetings and conferences.
 - Represented the Student Life Division at all campus governing board (Board of Governors) meetings.
 - Enhanced and expanded our campus/community service linkages.
 - Other Committee oversight included Student Life Committee, Judicial Council, Residential Life Board, Black History Education Programming Committee, and Activities and Cultural Affairs Board.
 - Strong advocate for staff education and development.
 - Conducted FERPA (Family Educational Rights & Privacy Act) training for staff.
 - Directed the divisional assessment and benchmarking efforts.
 - Responsible for monitoring and working to ensure compliance with all Campus, State and Federal policies, rules and laws related to Student Affairs.

Cheryl Fleming McKinney, CPA. Sole Practitioner. Glenville, WV. (1986 to 1999)

Conducted a local CPA practice offering clients computerized Tax Preparation, Accounting, Financial Planning and Management Advisory Services. Meeting each client's unique needs posed challenging technical and interpersonal situations that required novel problem-solving approaches and adaptive communication strategies.

Director of Extension Education. Glenville State College. Glenville, WV. (8/1989 to 8/1990)

Coordinated the off-campus offerings in five counties. Responsibilities included scheduling and registering of courses, serving as personnel liaison with Adjunct Faculty and maintaining positive public relations with off-campus students, contacts and faculty. Strong organization and communication skills were required.

Assistant Dean of Records & Admissions. *Glenville State College. Glenville, WV.* (7/1988 to 12/1988)

Responsible for the operations of the Records and Admissions Office. Responsibilities included the areas of recruiting and promotion, student grievances, student advising and registration as well as the oversight of the entire Admissions and Records process.

Professional Accounting Intern. *Ernst & Whinney, CPAs [Now Ernst & Young, CPAs]. Charleston, WV.* (1/1987 to 5/1987)

Was granted a leave of absence from Glenville State College to intern in the Charleston, WV office of this international accounting firm. During this time, worked collaboratively with fifty other accounting professionals and served approximately 150 clients in the following areas: research for and preparation of various automated and manual tax returns for individuals, partnerships, corporations, trusts and estates; audits of small to multi-million dollar entities; Management Advisory Services and financial budgeting and accounting. Additionally, researched and wrote the West Virginia section of Ernst & Whinney's 1986 Significant State Tax Developments which was distributed to all Ernst & Whinney offices worldwide.

Graduate Teaching Assistant. *West Virginia University, Morgantown, WV.* (8/1982 to 5/1983)

Taught three classes of Accounting Principles within the Department of Accounting and maintained office hours for students seeking individual assistance with study skills.

Business Manager. *National Collegiate 4-H Organization.* (3/1982 to 3/1983)

Elected to national office and was responsible for the preparation of a financial budget, interim and annual reports, organization of national conference registration and various public relations work aimed at increasing funding, donations and grants nationwide.

Accountant. *First Presbyterian Church, Morgantown, WV.* (11/1980 to 1/1983)

Responsible for all routine and special accounting functions of a modified accrual accounting system, including preparation of complete interim and annual financial statements and the development and revision of the Manual of Operations of accounting procedures for the entity.

4-H Camping Assistant. *WVU Cooperative Extension Service.* (Summer 1980 & 1981)

Traveled to numerous county and state 4-H events and worked with youth (aged 9-21) and adult leaders. Served as Assistant Camp Director, Musical Director, Craft Instructor, Recreation and Dance Instructor and Charting (guidance and self-awareness) Instructor. As each week brought a new assignment, adaptive organization and personnel skills were constantly required and the leadership experience has been positively reflected in many professional and personal areas.

Other Experience:

- ***Student Aide for WVU Department of Accounting and Finance.***
- ***Accountant for family business; designed, implemented and maintained accounting system.***
- ***Musical performer and instructor.***

**PROFESSIONAL ACCOUNTING
AFFILIATIONS, ACTIVITIES & ACHIEVEMENTS**

- ***Past President (2017-2018) of the West Virginia Society of Certified Public Accountants (WVSCPA) and served on the AICPA (American Institute of Certified Public Accountants) Council.***
 - *Was the first educator in West Virginia in more than 35 years to serve as President (2017-2018).*
 - *Was featured on the cover and in a multi-page article of the September 2017 issue of the Organization's quarterly publication, The West Virginia CPA, sent to more than 2,000 members.*
- ***Recipient of the "Outstanding Accounting Educator Award" for 2009 as awarded by the WVSCPA (West Virginia Society of Certified Public Accountants).***
- ***As West Virginia's nominee for the AICPA (American Institute of Certified Public Accountants) 2010 Distinguished Achievement in Accounting Education Award, represented Glenville State College and West Virginia on a national stage and worked with the WVSCPA, former students and colleagues from around the state to submit a comprehensive nomination packet.***
- ***Profiled in feature articles of the September, 2012, December, 2009 and February, 1991 issues of The West Virginia CPA, a publication of the West Virginia Society of Certified Public Accountants (WVSCPA).***
- ***Named to the West Virginia Board of Accountancy's Task Force to establish guidelines for the 150 Hour Requirement to sit for the Uniform CPA Exam in West Virginia.***
- ***Initiated, organized and implemented the annual West Virginia Student Accounting Conference (SAC) held on the campus of Glenville State College for nine years (1991-1999)***
 - *Revived this event in April 2018 as an initiative while serving as President of the WVSCPA and hosted events in 2018 and 2019. The 2020 & 2021 SAC were cancelled due to COVID-19 concerns.*
- **Maintain a current license to practice in West Virginia as a Certified Public Accountant and annually earn required Continuing Professional Education (CPE) hours.**
- **Member of the American Institute of Certified Public Accountants (AICPA) since 1986.**
 - **2016-2019:** As President-Elect, President and Past President of the WVSCPA, attended AICPA Council meetings and Leadership Training.
 - Have also held membership in the Division for Tax and the Division for Financial Planning.
- **Member of the West Virginia Society of Certified Public Accountants (WVSCPA) since 1986.**
 - **2018-2019:** *Served as Immediate Past President and on the Executive Committee; Chair of the Nominating Committee*
Member of the Recruiting & Career Opportunities Committee.
 - **2017-2018:** *Elected as President and served as Chair of the Executive Committee; Vice Chair of the Nominating Committee*
Member of the Recruiting & Career Opportunities Committee.
 - **2016-2017:** *Elected as President-Elect and served on the Executive Committee*
Member of the Recruiting & Career Opportunities Committee.
 - **2015-2016:** *Elected as Secretary-Treasurer and served on the Executive Committee;* Member of the Recruiting & Career Opportunities Committee.

- 2013-2015: *Re-elected to a second three-year term on the Board of Directors*; Served two years until elected to Executive Committee. Member of the Careers in Accounting and Recruiting & Opportunity Committees.
- 2010-2013: *Elected to a three-year term on the Board of Directors*; Member of the Careers in Accounting and Recruiting & Opportunity Project Groups.
- 2009-2010: Member of the Careers in Accounting and Recruiting & Opportunity Project Groups.
- 2008-2009: Vice Chair of the “Feed the Pig” Task Force; Member of the Careers in Accounting Project Group
- Attended and participated in the WVSCPA Annual Meeting at The Greenbrier Resort in 2008 and 2009.
- Pre-2008:
 - Chaired the Education Committee.
 - Served on the Education Committee, Awards Committee, Recruiting & Opportunity Committee, Careers in Accounting Project Group and Feed the Pig Task Force.
- 2007-present: Attend and participate in the WVSCPA Accounting Educators’ Conference in Charleston.
- Member of Beta Alpha Psi (National Collegiate Accounting Honorary).
- Certified by CESD (Center for Entrepreneurial Studies and Development) as a Trainer for various business seminars.
- Former member of the American Accounting Association (AAA).
- Former member of the National Society of Tax Professionals.
- Proctored the Uniform CPA Examination in Charleston, WV.
- Named an “Outstanding Young Woman of America” in 1986.
- Conducted a Small Business Administration workshop on Recordkeeping.
- Made numerous presentations at various speaking engagements.
- Attended several seminars and workshops both in and out of West Virginia.
- Moderated a panel on curriculum at a state-wide professional Accounting Education Conference.
- Presented at the 2019, 2018, 2017, & 2016 West Virginia Accounting Educators’ Conferences

**PROFESSIONAL STUDENT AFFAIRS
AFFILIATIONS, ACTIVITIES & ACHIEVEMENTS**

- **West Virginia Association of Student Personnel Administrators (WVASPA)**
 - **Received Distinguished Service Award for extended service to the Association and the Student Affairs profession (2006)**
 - Past President (2005-2006)
 - **President (2004-2005)**
 - President Elect and Conference Chair. (2003-2004)
 - SSAO Representative. (2000-2003). Served as Chair of all Senior Student Affairs Officers in the state.
 - Attended Annual Conference. (1999-2006)
- National Association of Student Personnel Administrators. (NASPA)
 - Established Institutional Membership for GSC.
 - Institutional Representative.
 - Attended Annual Conference. (1999, 2000, 2001, 2003, 2005, 2006)
 - **Invited and Presented at March 2005 National Conference in Tampa, FL.**
- Participation in other state and national conferences, meetings and institutes:
 - Institute for New Senior Student Affairs Officers. (1999—Washington, D.C)
 - Seminar on Recruitment and Retention of Adult Students. (1999)
 - Student Ethical Development Conference. (2000—Myrtle Beach, SC)
 - Parental Notification of Alcohol Violations Teleconference.
 - Represented GSC at all Student Affairs meetings through the Higher Education Policy Commission.
 - “Character Counts” Seminar.
 - Crisis on Campus—Trauma & Recovery Teleconference.
 - Campus Crisis Management: Campus Security Audio conference.

**PROFESSIONAL HIGHER EDUCATION FACULTY
AFFILIATIONS, ACTIVITIES & ACHIEVEMENTS
(At Glenville State College)**

- ***Chair of the Department of Business from 2016-2020***
- ***Recipient of the 2012 Pete and Betsy Barr Professional Development Award***
- ***Recipient of the “Outstanding Accounting Educator Award” for 2009 as awarded by the WVSCPA (West Virginia Society of Certified Public Accountants)***
- ***Named “Outstanding Faculty Member” of Glenville State College at the 1996 Commencement ceremony.***
- ***Named a “Meritorious Faculty” at Glenville State College in 1984.***
- ***Nominated for WVSCPA’s Outstanding Accounting Educator Award in 1993.***
- ***President of the GSC Faculty Senate for two years (1996-1998);*** also served as Parliamentarian and Chair of the Faculty Compensation Committee. Served on the Executive Council of the GSC Faculty-Administration Organization and the College Administrative Council and was the elected faculty representative to the GSC Board of Advisors.
- Institutional Representative to the West Virginia Board of Regents and West Virginia Board of Directors’ Advisory Council of Faculty for over two years.
- Faculty Committee Service
 - Chaired Student Academic Grievance Committee.
 - Chaired GSC Speaker’s Bureau.
 - Chaired Divisional Peer Review Committee.
 - Curriculum Committee
 - Library Committee
 - GSC Financial Aid Grievance Committee.
 - Title III External Evaluation Committee.
 - Academic Affairs Committee.
 - Activities Committee.
 - Cultural Affairs Committee.
 - Faculty Welfare Committee.
 - Institutional Hearing Panel.
 - Personnel Review Panel.
 - Special Activities Strategic Planning Committee.
 - Financial Resources Committee.
 - Library Committee
- Assisted with summer school registration, Freshmen Counselor training and Freshmen Orientation while a full-time faculty. Also served as advisor to two student organizations, Student Accounting Society and Collegiate 4-H Organization, and was actively involved in many campus activities outside the classroom.
- Directed the compilation, preparation and publication of the 1989-1991 Glenville State College catalog.
- ***Initiated and continue to direct the campus VITA (Volunteer Income Tax Assistance) Program in conjunction with the Internal Revenue Service.***
- ***Established and monitored several student accounting internship and co-op positions.***
- ***Provide many unique off-campus educational opportunities for accounting students including field trips to accounting firms, corporations and governmental agencies and exposure to the state professional accounting organization (WVSCPA) by promoting student membership and accompanying students to the annual Recruiting Fair (now “Virtual Match-Up) and Student Night events.***

***CIVIC, PERFORMANCE & 4-H
AFFILIATIONS, ACTIVITIES & ACHIEVEMENTS***

Selected Civic and Performance Items:

- Serve as pianist & vocalist and have assisted with the Glenville State College Percussion Ensemble for **41 years**. Have significant musical performance experience with this group at the local, state and national levels including a performance at the Ryman Auditorium in Nashville, TN in 2001.
- Assisted with GSC Marching Band for over 20 years.
- Piano accompanist for multiple student recitals.
- Numerous solo vocal and piano performances throughout West Virginia
- Attended the annual Percussive Arts Society International Conference (PASIC) for over 26 years.
- Former Treasurer of the West Virginia Folk Festival.
- Former Treasurer of the Wesley Foundation in Glenville, WV.

Selected 4-H Items:

- ***In 1978, was competitively selected as the West Virginia Leadership delegate to the National 4-H Club Congress in Chicago. Was also chosen as one of nine national scholarship award recipients and was one of only two 4-H youth nationally to be named a Presidential 4-H Leadership Award Winner. An engraved silver tray was awarded by President Jimmy Carter.***
- ***In 1982, elected as Business Manager for the National Collegiate 4-H Organization.***
- Served on the Board of Directors of the West Virginia 4-H Club Foundation.
- Featured banquet speaker at the 2000 Annual West Virginia 4-H All-Star Conference.
- Served as Music Coordinator for Older 4-H Members' Conference each June at Jackson's Mill for almost 20 years. This included music workshop presentation and performances, camper counseling, and music coordination for approximately 300 4-Hers at all camp events including Council Circle.
- Presented an annual seminar at Older 4-H Members' Conference each June at Jackson's Mill to prospective West Virginia delegates to national 4-H events sharing success strategies and personal reflections.
- Served as Music Director during 75th anniversary of the 4-H camping program in West Virginia.
- Served as song leader for a chorus of over 300 4-Hers resulting in the production of a published CD of camp songs.

- Delegate to the West Virginia State 4-H Youth Conversation commemorating the 100th year of 4-H.
- Served on the Jackson's Mill 4-H and Conference Center Advisory Committee.
- Served on the WVU Visiting Committee for Extension.
- Served on the Gilmer County Extension Service Committee.
- Served on the Executive Committee of the West Virginia 4-H All Stars (recognizing service to 4-H) and am a life member.
- Judged State Public Speaking contests where the winner advanced to national competition.
- Mistress of Ceremonies at State 4-H Recognition Award Day.
- Chaperoned delegation of 4-H youth to National 4-H Congress in Chicago.
- Student Collegiate Member of the State Visiting Committee for the West Virginia Center for Extension and Cooperative Education.
- WVU Collegiate 4-H Officer.
- Music Coordinator for the 1985 dedication of the Blaker Mill at Jackson's Mill as a Historic Landmark by then Governor Arch Moore.
- Presented several Music Workshops for State Volunteer Leaders.
- Coordinated Music Presentation for State 4-H Days at Jackson's Mill.
- Served Song Leader" for a special 4-H Council Circle held in Calhoun County in 2010 in memory of the late Extension Agent and her husband.
- ***Extensive 4-H Activities on the County, Regional, State & National levels for more than 30 years.***

SUMMARY OF QUALIFICATIONS & SKILLS

- Certified Public Accountant (CPA) and Chartered Global Management Accountant (CGMA) with a BSBA in Accounting and a Masters in Professional Accountancy.
- Thirty-nine (39) years' experience as a faculty member at a small public liberal arts College moving through the ranks to a position as a tenured Professor of Accounting & Business initiating multiple academic innovations and serving the campus in multiple leadership positions including Faculty Senate President.
- Four years' experience as Chair of the Department of Business, building a cohesive professional team who worked collaboratively to enhance and augment student learning opportunities, including launching a Business Leadership Speaker Series.
- Seven years' experience as Vice President for Student Affairs at a public Higher Education institution. A senior administrator responsible for all aspects of campus student life, directing a budget in excess of \$3.7 million and a staff of more than 40.
- Demonstrated participation and leadership in the Accountancy, Student Affairs and Higher Education professional development areas. Past President (2004-2005) of the West Virginia Association of Student Personnel Administrators (WVASPA); Past President (2017-2018) of the West Virginia Society of Certified Public Accountants (WVSCPA).
- Extensive 4-H, civic and performance experiences.
- Personal & Professional Attributes:
 - Strong verbal, written and interpersonal communication skills.
 - Enthusiastic.
 - Skilled in project management, problem solving and conflict resolution.
 - Analytical, perceptive and possess a bias towards critical thinking.
 - Able to focus on essentials and make sound decisions.
 - Technologically comfortable and proficient with multiple applications.
 - Efficient, effective and experienced at multi-tasking.
 - Creative; able to find innovative ways to accomplish tasks.
 - Strong leadership, motivational and organizational skills.
 - Responsive, dependable and responsible.
 - Professional with a strong work ethic, courage and integrity.



Adam Black

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Scott Depot, WV 25560
Phone: (304)-972-8170
Email: adamjosephblack@gmail.com

EDUCATION:

Appalachian School of Law, Grundy, Virginia

Juris Doctor received 2010

Honors: Dean's List

Activities: National Moot Court Competition Team 2008-2010

2009 National Constitutional Law Moot Court Competition Participant

2010 National Environmental Law Moot Court Competition Participant

Marshall University, Huntington, West Virginia

Bachelor of Arts in History received 2007

Minor in Economics

Honors: Conference USA Commissioner's Academic Honor Roll

Dean's List

Activities: Marshall University Football Team Quarterback 2002-2006

EXPERIENCE:

Glenville State College, Department of Land Resources, Glenville, West Virginia

August 2013 – Present

Associate Professor 2019 – Present

Assistant Professor 2013 – 2019

Classes Taught:

BUSN 270: Business Law I; BUSN 470: Business Law II; ENVR 255: Health and Safety; ENVR 393: Environmental Compliance; GSC 100: First-Year Experience; LAMN 193: Principles of Energy and Land Management; LAMN 293: Land Titles and Abstracting; LAMN 397: Work Experience; LAND 123: Legal Descriptions; LAND 124: Boundary Law; NRMT 125: Computer Assisted Mapping; NRMT 234: GIS-Applications I; NRMT 311: Natural Resources Permitting; NRMT 410: Energy Resource Law; SMGT 430: Legal Aspects of Sport; WLMT 301: Wildlife Law and Policy

Committees Served:

Assessment; Academic Appeals; Faculty Senate; Higher Learning Commission Accreditation Criterion Two Team; Higher Learning Commission Accreditation Criterion Two: Team Chair; Honors Program Pioneer Showcase; Retention; Student Government Association Advisor; Student Life

LPR Land Services, Bridgeport, West Virginia

Summer 2014

Crew chief for a group of 10 oil and gas abstractors in Gilmer County, West Virginia

Chesapeake Energy, Canton, Ohio

2011 – July 2013

Associate Landman

Title abstracting from patent to present day; creating detailed spreadsheets for surface and mineral ownership of parcels; researching each company's working interest in a drilling unit; creating a map of all oil and gas leases within a drilling unit; identifying any leases that need modifications due to their unit restriction being less than our proposed drilling unit

West Virginia Public Defender Corporation, Princeton, West Virginia

Intern, Summer 2009

Represented indigent clients on misdemeanor cases through West Virginia's third year practice license; interviewed prospective clients and assisted in the resolution of legal issues; helped research and write two appeals to the Supreme Court of West Virginia

Legal Aid of West Virginia, Huntington, West Virginia

Intern, Summer 2008

Assisted in the representation of indigent clients in civil litigation; researched and wrote motions for ongoing civil litigation; conducted initial interviews of prospective clients

PUBLICATIONS:

Black, Adam. 2017. "Sustainable Development: West Virginia Students Utilize State's Wealth of Resources." West Virginia Executive Magazine. March 14, 2017

PRESENTATIONS:

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Spring 2019." Faculty Workshop for Glenville State College, Glenville, WV. January 2019

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Fall 2018." Faculty Workshop for Glenville State College, Glenville, WV. August 2018

Larry Baker, Neal Benson, Adam Black, Duane Chapman, Gary Morris, David O'Dell, Melody Wise. "HLC Assurance Team Campus Update: Spring 2018." Faculty Workshop for Glenville State College, Glenville, WV. May 2018

Adam Black, Kandas Queen and Melody Wise. "Best Practices for Keeping Students Learning and Administrators Happy." Faculty Workshop for Glenville State College, Glenville, WV. April, 2017

Adam Black and Jared Wilson. "Fun with Fundamentals." Land Resources Exploration Day. Glenville, WV. April, 2017

"What is title?" Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. April, 2017.

"History of Land Boundary: Creation and Ownership." Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. April, 2017.

"Oil and Gas Industry in West Virginia." Gilmer County Elementary School Dominion Grant Seminars, Glenville, WV. March, 2017.

Adam Black and Jared Wilson. "Fun with fundamentals." Natural Resources Exploration Day. Huntersville, WV. April, 2016

"Fundamentals of Title Abstracting." LPR Land Services, Bridgeport WV. May, 2014.

"Heirship in West Virginia." LPR Land Services, Bridgeport, WV. May, 2014.

Oral Argument for the Appellant. 2010 National Environmental Law Moot Court Competition, Pace University, White Plains, NY

Oral Argument for the Respondent. 2010 National Environmental Law Moot Court Competition, Pace University, White Plains, NY

Oral Argument for the Respondent. 2009 Appalachian School of Law Intra-School Moot Court Competition, Appalachian School of Law, Grundy, VA

Oral Argument for the Appellant. 2009 National Constitutional Law Moot Court Competition, College of Charleston, Charleston, S.C.

Oral Argument for the Respondent. 2009 National Constitutional Law Moot Court Competition, College of Charleston, Charleston, S.C.

Dr. Kevin G. Cain
Associate Professor of Business

ACADEMIC DEGREES:

Ed.D. in Public Education Administration with a minor in Curriculum and Instruction;
West Virginia University—May 2001

M.A. in Secondary Education with a concentration in Reading Instruction/Remediation;
West Virginia Graduate College—May 1993

B.A. in Business Education Comprehensive (7-12); Glenville State College—May 1987

A.A. in Secretarial Science; Glenville State College—May 1987

A.A. in Administrative Science; Glenville State College—May 1987

AREA(S) OF SPECIALIZATION:

Management, Computer Applications, Educational Computing, Secretarial Science, Basic
Business Education, Education Psychology, Reading, Foundations of Education,
Curriculum and Assessment, Principles of Accounting I and II,

PROFESSIONAL EXPERIENCE:

WV Teaching License; Certified Professional Secretary (CPS); Delta Pi Epsilon
(National Business Education Honorary for Research)

Years of employment at Glenville State College 22

Years of employment in higher education 25

Years of related experience outside of higher education 8

RECENT TEACHING AND/OR ADMINISTRATIVE DUTIES:

Spring

ACCT 232-FC1—Principles of Accounting II

BUSN 100-01—Introduction to Business

CSCI 199-FC1—Business Computer Applications

MGMT 201-01—Principles of Management

Fall

ACCT 231-01—Principles of Accounting I

ACCT 231-02W—Principles of Accounting I

ACCT 231-FC1—Principles of Accounting I

ACCT 232-FC1—Principles of Accounting II

BUSN 100-01—Introduction to Business

Academic Policy Committee

SELECTED RESEARCH, PUBLICATIONS, AND/OR SUCCESSFUL GRANTS (within last five years):

West Virginia Professional Development Schools Grant 2017: \$47,600
West Virginia Professional Development Schools Grant 2016: \$54,000
West Virginia Professional Development Schools Grant 2015: \$74,500
West Virginia Professional Development Schools Grant 2014: \$77,305
West Virginia Professional Development Schools Grant 2013: \$82,235
West Virginia Professional Development Schools Grant 2012: \$83,500
West Virginia Professional Development Schools Grant 2011: \$79,500
Teaching with Primary Sources (TPS) through Library of Congress: \$10,000
West Virginia Professional Development Schools Grant 2010: \$79,500
Education Technology Grant through WVDOE 2009: \$12,500
West Virginia Professional Development Schools Grant 2009: \$81,000
West Virginia Professional Development Schools Grant 2008: \$81,000

SELECTED PRESENTATIONS:

“Degreeworks and Advising,” July 2014, Morgantown, WV; HEPC Student Success Summit

“Essential Elements of a PDS Partnership,” February 2013, New Orleans, LA; National Professional Development Schools Conference

“Involving Interns in Action Research,” March 2013, Flatwoods, WV; West Virginia Professional Development Schools Conference

“Earning a College Degree in Federal Prison,” March 2011, San Francisco, CA; Defender-Offender Workforce Development Conference

“Student Achievement through a PDS Grant,” February 2011, Flatwoods, WV; West Virginia Professional Development Schools Conference

“Characteristics of an Effective PDS Partnership,” March 2010, Flatwoods, WV; West Virginia Professional Development Schools Conference

“Involving Teacher Candidates in PDS Partnerships,” March 2009, Flatwoods, WV; West Virginia Professional Development Schools Conference

PROFESSIONAL AFFILIATIONS:

West Virginia Chapter of American Association of Career and Technical Education
(WVAACTE)

American Association of Career and Technical Education

West Virginia Business Education Association

National Business Education Association

Southern Region Business Education Association

Delta Pi Epsilon—West Virginia Treasurer and Secretary

OTHER SCHOLARLY ACTIVITY:

April 2005; Collaborated with Ruby Payne on Curricular Materials to accompany one of her books; I was given credit in the book.

Dwight W. Heaster, Ph. D.

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ACADEMIC SERVICE

I am a participative manager who is student focused. A teaching model that integrates real world examples to the theories and philosophies of each course. This active teaching model ensures that the students can apply what they have learned to a diverse and global work environment.

Education

Southern New Hampshire University
Conferred Fall 2018

Graduate Certificate
Social Media Marketing
(ACBSP accredited)

Capella University, Minneapolis MN
Conferred in 2010

Doctorate of Philosophy
Adult Education

Capella University, Minneapolis MN

Certificate Coursework
Multicultural Counseling

Dissertation Topic: Preparedness of International Student from a Bologna (three-year degree in Europe) Who Enter Graduate programs in the United States.

Capella University, Minneapolis MN
Conferred 2003

Master of Science
Organization Management
E-Business Management

Bluefield State College, Bluefield WV
Conferred 1999

Bachelor of Science
Business Administration
Management and Marketing

Bluefield State College, Bluefield WV
Conferred

Associate of Science
General Business

Employment History

Glenville State College, Glenville WV

August 2011 – Present

Department Chair
Associate Professor of
Business Administration-
Integrated Marketing

Director of International
Recruitment

Faculty Athletics
Representative

Immigration Development Center, Glenville WV June 2010 – Present	CEO
Strayer University, Teays Valley, WV September 2010 – October 2011	Professor
Salem International University, Salem WV May 2010 – August 2010	Adjunct Professor
Mountain State University, Beckley WV September 2002 – June 2010	Director of International Student Services

Course Preparations

Advertising	Principles of Marketing	Sales
Brand Marketing	Emerging Media Marketing	Sports Marketing
Global Marketing	Consumer Behavior	Customer Service
Business Ethics	Applied Business Communications	Marketing Research
Principles of Retailing	International Business	Labor Relations
International Business	Organizational Behavior	Brand Management
Fundamentals E-Business	Intro to Middle Eastern Cultures	Intro to Business
Intro to Sports Management	Legal Aspects of Sports	Advanced Computers
MBA Marketing	Business Law	Consumer Behavior
Principles of Management	Marketing Senior Seminar	& Motivation

SCHOLARLY SERVICE

Publication and Writings

Quiet Quitting the great move to work life balance – pending submission in a peer reviewed journal

Pioneer FAM Club – Research on retention and student-athlete integration on campus

Emerging Media and the Market textbook – Open Educational Resource for MRKT 388 – Emerging Media and the Market

The Campus of Tomorrow: changing the Classroom for the Future of Work – Peer Reviewed – pending final approval for publication in the Transnational Journal of Business

Peer Reviewer for the Transnational Journal of Business an ACBSP peer reviewed journal

Reviewed three textbooks for a couple of publishers (Introduction to Business text, Principles of Marketing text, and a second Introduction to Business textbook)

Co-Presenter at the WV HEPC Open Educational Resource – The Business of OER

Business Politics The Art of War – digital publication – reached over 300 people

Personal Branding and LinkedIn – digital publication

Create West Virginia Magazine
The Value of Diversity in West Virginia

Glenville State College athletic policy on Inclusion

Professional Affiliations

ACBSP accrediting body

Mountain East Conference – Council of Faculty Athletics Representative - Chairperson

Mountain East Conference – Diversity and Inclusion Committee - Chairperson

Professional Association of Resume Writers

West Virginia Business Educators

FACDIS Member

America Management Association

Conferences, Seminars and Presentations Attended

- WVHEPC OER Conference – Co-Presenter
- Safe Zone Training – Student Life
- LinkedIn in Academia – GSC Faculty
- 3 Virtual recruiting tours for International Student Program
- NCAA Division II Faculty Athletic Representative Fellowship Inductee
- Study Abroad evaluator Scotland and London
- Diversity and Inclusion in Sports – Mountain East Conference
- NCAA 2015 Convention
- Noel-Levitz – Maintaining student success strategies through the second year
- NOEL-Levitz – 2015 report on freshman attitudes
- 2014 NCAA Inclusion Conference
- FACDIS Conference – the past 4 years

SERVICE TO THE COMMUNITY

Services

Committees:

- Athletic Advisory Committee - Chair
- Elected chair of the Diversity and Inclusion Committee for Mountain East Conference
- Member of the Faculty Athletics Representative committee for the Mountain East Conference. Subcommittee on conference wide academic honors award. Recently elected as the Chair of the Faculty Athletics Representative for the conference.
- Curriculum committee
- International/Diversity committee

- Academic Policy Committee
- Ad Hoc committee on retention and academic concerns. I was appointed by the Provost to research concerns raised by departments on the general education course of computer applications. I was asked to research ways to increase academic success of athletes across campus.
- Faculty Senate
- Academic Honors Committee

Conferences and Workshops:

Create West Virginia Conference presenter
 Diversity Training for Working Abroad
 Religion in the Workplace

Each year I partner with my Business Communication's students to delivery seminars to the institution's student body. The theme of these presentations focuses on understanding other cultures (Diversity Management) and career development.

Presented to two local high schools for Admissions: Liberty High School, Raleigh County and Greenbrier West, Greenbrier County

Presented on career development to students of the Appalachian Coal Country Coalition

2012 co-presenter at the Higher Education Policy Commission on Diversity at a small institution

Student Mentoring

I mentor students on numerous issues that they face while attending college. I work closely with students majoring in sport management, management and general business. I am asked to review their career documents before they submit them for potential jobs. Because of my interest in diversity management, I have diverse students who seek me out for advice on personal issues as they transition to life in college, living in a homogeneous population, or sexual orientation (I am member of the Safe Zone program). I have spent my spare time working with a student helping them to improve their reading comprehension.

I have served as the Advisor for the Student Government Association and the Student Athletic Advisory Committee.

SKILLS AND INTERESTS

- Evaluated international student applicants for admission
- Evaluated international credentials for admissions requirements
- Issued immigration documentation for international students
- Demonstrated leadership skills with the ability to multi-task.
- Demonstrated knowledge of working and teaching in an online modality (Blackboard, WebCT, and eCollege).
- Advocate for diverse populations.

- Proven administrator who managed the international student service office for four campuses at a multimillion-dollar private university.
- Worked with numerous community organizations (Human Rights Commission, Higher Education Policy Commission, Beckley Raleigh County Chamber of Commerce, Islamic Society, and numerous other diverse organizations).
- Served on numerous committees in higher education – Customer Service, Cross Functional Leadership Council, Textbook Affordability, Curriculum Committee, Diversity Committee, and Athletic Committee.
- Served as the advisor for several student organizations – Student Government Association, ENACTUS, and Student Athletic Advisory Committee.
- Served as the Primary Designated School Official for SEVIS. I managed the international student enrollment for four campuses.
- Served on numerous higher committees
- Extensively involved in the cultural integration training for faculty, staff and students. Recently, I developed an inclusion statement for Athletics that was modified to be included in the faculty, staff, and student handbook.
- Served on the initial committee for ACBSP accreditation.
- Recognized as distinguished faculty

CURRICULUM VITA



KANDAS QUEEN

◆ 399 Buckhannon Run Rd ◆ Buckhannon, WV 26201 ◆

◆ Home: (304) 269-3657 ◆ Cell: (304) 904-7192 ◆

◆ Work: (304) 462-6522 ◆

◆ kandas.queen@glenville.edu ◆

ACADEMIC DEGREES

Ed.D. - Doctorate in Education, Curriculum and Instruction, August 2020

Emphasis areas in Adult Education and Technology (4.0 GPA)

Marshall University

Huntington, WV

Ed.S. - Education Specialist Degree, May 2015

Marshall University

Huntington, WV

M.B.A. - Master of Business Administration, May 2001

West Virginia Wesleyan College

Buckhannon, WV

B.S.B.A. – Bachelor of Science in Business Administration, May 1996

Major in Management; Minor in Economics

Glenville State College

Glenville, WV

PROFESSIONAL HIGHER EDUCATION EXPERIENCE

2021 – Present Glenville State College
Associate Professor of Business
Glenville, WV

2020 – Present Glenville State College
Director of the Regents Bachelor of Arts Degree
Glenville, WV

2016 – 2021	Glenville State College Assistant Professor of Business Glenville, WV
2010 – 2016	Pierpont Community and Technical College Adjunct Professor Fairmont / Weston, WV
2007 – 2010	Fairmont State University Adjunct Professor Fairmont / Weston, WV

PROFESSIONAL BUSINESS EXPERIENCE

2016 – 2016	The Kroger Company Associate Manager <i>(Human Resource Manager)</i> Elkins, WV
2014 – 2016	The Kroger Company Associate Manager <i>(Operations Manager)</i> Clarksburg, WV
2007 – 2014	The Kroger Company Store Manager Weston, WV
2003 – 2007	The Kroger Company Store Manager Buckhannon, WV
1999 – 2003	The Kroger Company Co-Manager Elkins, WV
1997 – 1999	The Kroger Company Co-Manager Buckhannon, WV
1996 – 1997	Go-Mart Assistant Manager Glenville / Buckhannon, WV

1992 – 1996 Glenville State College
Office Assistant
Glenville, WV

COMMITTEES AND OTHER RESPONSIBILITIES

(Education)

Glenville State College Online Course Support Committee (2019 – 2021 & 2022-Present)
Glenville State College Chi Zeta Pi Advisor (2018 – Present)
Glenville State College HLC Criteria IV Committee (2018 – Present)
GSC Department of Business Representative for Study Abroad (2017 – Present)
Glenville State College PBL Advisor (2016 – Present)
Glenville State College Faculty Senate – Department Representative & Executive
Member - Secretary (2020 – 2022)
Glenville State College – Faculty Senate FAR Subcommittee – (Sp. 2021-2022)
Glenville State College - Department of Business Search Committee (Spring 2021)
Glenville State College HEERF II Hardship Funds Committee (AY 2020/2021)
Glenville State College – Faculty Senate Course Evaluation Subcommittee – (2019-2020)
Glenville State College Faculty Senate – At-Large Member (2018 – 2020)
Glenville State College Online Taskforce (2017 – 2019)
Fellows Faculty for Study Abroad Program (2017 – 2018)
WV FBLA Judge at State Leadership Conference/Competition (Charleston, WV – 2018)
Served as WV PBL Executive Member (2016 – 2018)
Glenville State College Assessment Committee (2016 – 2020)
Chaired the Marshall University Graduate College Seminar 2011
Co-Chaired the Marshall University Graduate College Seminar 2010
Committee Member on the Marshall University Graduate College Seminar 2009

(Business)

Member of Cultural Council (Marketing Area – The Kroger Company)
Co-Chaired Zone Cultural Council (Zone Level – The Kroger Company)
Leader of Shrink Committee (Store Level – The Kroger Company)
Leader of Safety Committee (Store Level – The Kroger Company)

PROFESSIONAL TRAINING/CERTIFICATES AND WORKSHOPS

(Education)

WVROCKS RBA & BOG Meeting WVHEPC/WVNetwork - Fall 2022
RBA & BOG Coordinator's Meeting – WVHEPC - Fall 2021 & Spring 2022
OER Community of Practice – WVHEPC – Fall 2021 & Spring 2022
Title IX Hearing Officer and Decision-Maker Training – Spring 2021
Quality Matters (Webinar) – Quality Matters – Spring 2021
OER Community of Practice: Inaugural Meeting – WVHEPC – Spring 2021
Copyright – WVNet-TLC (Professional Development) – Spring 2021
GSC Training Workshop – Outlook 365 – Spring 2021
Education Teaching Portfolio – WVNet-TLC (Professional Development) – Spring 2021
Accessibility – WVNet-TLC (Professional Development) – Spring 2021
Mapping Curriculum Modules– WVNet-TLC (Professional Development) – Spring 2021
Student-Centered Innovation: Using Open Educational Resources to Increase Value for
Students (Training for developing OER Course Spring 2021) – Fall 2020
Best Practices in Discussion Board Workshop – WV HEPC & WVNet – Fall 2020
Create a Lesson in SoftChalk Workshop – WV HEPC & WVNet– Fall 2020
Managing Stress During Distance Learning (Webinar) – JED Foundation Spring 2020
Certificate of Completion Panopto Training – Glenville State College Fall 2018
Certificate of Completion Blackboard Training – Glenville State College Fall 2018
Training Certificate Peer Reviewer Course – Quality Matters Fall 2018
Improving Your Online Course (IYOC) Certificate – Quality Matters Spring 2018
Applying the QM Rubric (APPQMR) Certificate – Quality Matters Fall 2017
Glenville State College New Faculty Workshop – Fall 2016
Fairmont State University Adjunct and Faculty Training (WebCT)

(Business)

Role Clarity Training – Human Resources 2016 (The Kroger Company)
Kroger Culture Values Ethics – Michael Josephson (Josephson Institute of Ethics)
BIC – Building an Inclusive Culture Workshop (The Kroger Company)
AMA Seminar – Assertiveness Training for Women in Business (Washington, DC)

Green Leadership Training (The Kroger Company)
Shaffer Workshop – Communication Seminar (Sponsored by The Kroger Company)
Certified Food Safety Manager (National Registry of Food Safety Professionals)
Certified Trainer in PIT (Powered Industrial Truck – The Kroger Company)
Certified PIT Operator (Powered Industrial Truck – The Kroger Company)
Trained and Trainer in Anti-Money Laundering Practices (The Kroger Company)
Trained and Trainer in CMA – Cash Management Assessment (The Kroger Company)
Trained and Trainer on ABC and Tobacco regulations (The Kroger Company)
ELMS – (Electronic Labor Management System) Training (The Kroger Company)
Store Level Trainer on KTV (The Kroger Company)

CONFERENCES

Inaugural Open Learning WV Statewide Convening (Presenter - Spring 2022)
WVROCKS Virtual Conference (Spring 2022)
MSERA Conference (Presenter – Virtual – Fall 2020)
Blackboard – Bd World Conference (Virtual – Fall 2020)
FACDIS Conference (Morgantown, WV – 2019)
PBL Connection Conference (NYC, NY – 2018)*
WV PBL Leadership Conference (Flatwoods, WV – 2018)*
FACDIS Conference (Morgantown, WV – 2018)
WV PBL State Leadership Conference (Charleston, WV – 2018)*
WV FBLA/PBL Leadership Conference (Flatwoods, WV – 2017)*
FACDIS Conference (Morgantown, WV – 2017)
WV FBLA/PBL State Leadership Conference (Charleston, WV 2017)*
FACDIS Conference (Morgantown, WV – 2016)
West Virginia Higher Education Technology Conference (Morgantown, WV - 2015)
West Virginia Higher Education Technology Conference (Morgantown, WV - 2014)

**Conferences attended with students*

PRESENTATIONS AND PROFESSIONAL SERVICES

Inaugural Open Learning WV Statewide Convening - *The Business of OER in Education*
(Panel Presenter - Spring 2022)

Assessment Summit – Department of Business (Co-Developer/Co-Presenter)–Spring 2021
2020 Curriculum and Instruction Doctoral Seminar (Marshall University) *Dissertation Q&A with Kandas Queen* (Presenter) – Fall 2020
Quality Matter Peer Reviewer (Internal Peer Review) – December 2020/January 2021
MSERA Conference *What is WVROCKS?* (Presenter) – Fall 2020
Quality Matters Peer Reviewer (Subject Matter Expert) – Summer 2020
Best Practices for Keeping Student Learning and Administrators Happy – Presenter 2017
Co-Presented at the West Virginia Technology Conference 2013
Co-Presenter at Marshall University Graduate College Seminar 2012
Co-Presented at International Conference on College Teaching & Learning 2010

BUSINESS AWARDS

Awarded Certificate of Achievement as a Top Shrink Performer 2014 (The Kroger Co.)
Awarded the Rock Solid Operator Award Q3 2013 (The Kroger Company)
Awarded Certificate of Achievement as the Top Shrink Performer 2012 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2010 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2009 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2008 (The Kroger Co.)
Awarded “Top Women in Grocery” Award 2008 by Progressive Grocer (Industry)
Awarded Certificate of Achievement as a Top Shrink Performer 2007 (The Kroger Co.)

MEMBERSHIPS AND ORGANIZATIONS

Golden Key International Honor Society (2019 - Present)
Glennville State College Women’s Leadership Circle (2019 – Present)
Phi Beta Lambda (PBL) – Glennville State College Adviser (2016 – Present)
Phi Kappa Phi Honor Society - Marshall University Chapter (2015 – Present)

GRANTS

Open Learning WV Grant (OER) – (Awarded – Fall 2021)
Open Learning WV Grant (OER) – (Awarded – Fall 2020)

COURSES TAUGHT

Glennville State University – Glennville, WV

BUSN 100 Introduction to Business
BUSN 118 Office Software
BUSN 193 Applied Business Communications
BUSN 293 Professional Business Seminar
CSCI 101 Computing Concepts
CSCI/CRJU 335 Cyber Crime Investigation I
CSCI/CRJU 435 Cyber Crime Investigation II
MGMT 383 Labor Relations Management
MGMT 402 Entrepreneurship
NPLM 301 Nonprofit Leadership & Management

Mountain State University – Beckley, WV

GIDS 501 Methodology
GIDS 547 Early Modern Images of Leadership CSCI

McPherson College, McPherson, KS

AC 205 Financial Accounting
AC 206 Managerial Accounting
BU 345 International Business
BA 321 Marketing

Sterling College, Sterling, KS

BU 190 Personal Finance
BU 225 E-Commerce
BU 422 Advanced Marketing
BU 365 Organizational Behavior
BU 435 Franchise Development

Virginia Wesleyan University, Virginia Beach, VA

MBE 101 Introduction to Business

INDUSTRY AND COMMUNITY SERVICE WHILE AT GSU

- 2021 – 22 Judge, West Virginia High School Business Plan Competition
- 2021 – 22 Coordinator of GSU State Business Plan Competition – Avalon Green 1st place
- 2021 – 22 Coordinator of GSU Marshall University Business Plan Competition – 3rd place
- 2021 – 22 Member of Library Committee
- 2021 – 22 Chair, Faculty Development Committee
- 2021 – 22 MBA development committee
- 2021 – 22 Business Faculty Liaison to OSIX
- 2021 – 22 SIP Grant funded Workforce Learning Experiences Manager

PROFESSIONAL DEVELOPMENT WHILE AT GSU

- 2021 – 22 Google Data Analytics Professional Certification
- 2021 – 22 IBM Cybersecurity Analyst Professional Certification
- 2021 – 22 AWS Foundations of the Cloud Course
- 2021 – 22 MILO Certified Range Instructor
- 2021 – 22 FEMA Introduction to Incident Command System ICS-100
- 2021 – 22 FEMA Dams Sector: Crisis Management – IS-870.A
- 2021 – 22 Fusion Liaison Officer
- 2021 – 22 UC Davis Introduction to GIS
- 2021 – 22 Cyber Security in Higher Education webinar hosted by InfraGard
- 2021 – 22 OSIX Intermediate and Advanced techniques hosted by InfraGard
- 2021 – 22 ISSA Pittsburgh Annual Meeting
- 2021 – 22 ARSET Foundations of Remote Sensing Course
- 2022-23 OSIX Advanced Lab 3 hosted by InfraGard

GRANTS RECEIVED AT GSU

2021-22	\$2,500 Space Consortium for development of GIS for Business course and undergraduate certificate.
2021-22	\$1,000 HEPC OER course development

TECHNOLOGY EXPERIENCE

- Google Data Analytics Professional Certification
- IBM Cybersecurity Analyst Professional Certification
- Identity and access management consulting
- Pioneered the use of gesture-based biometrics in higher education
- Experience designing and administering learning management systems
- Website design experience
- Manufacturing technology experience

EDUCATION

Ph.D. Arts & Sciences in Organizational Behavior with a focus on Leadership Studies,
Union Institute and University, Cincinnati, Ohio -2007

Master of Business Administration, Averett University, Danville, Virginia - 1995

Bachelor of Science, Business Administration, Longwood University, Farmville, Virginia –
1989

PROFESSIONAL EXPERIENCE

Glennville State College, Glennville, WV 8/2021 – Present

Associate Professor of Business
Workforce Learning Experiences Manager

Teach classes to undergraduate students. Participate on department and institution committees, including CSCI 101 redesign, MBA program development and ACBSP accreditation. Assist university departments establish advisory boards to connect content to industry needs.

Norfolk Public Schools, Norfolk, VA 1/2021 – 8/2021

Career and Technical Education Teacher

Taught Business Law and Office Systems to high school students. Served on various committees. Passed PRAXIS exam with a score of 197 out of 200.

MAXX Potential, Norfolk, VA 2/2020 – 12/2020

Director of Partnerships

Responsible for the development of partnership for both business development and Apprentice recruitment. MAXX Potential helps organizations diversify and strengthen their tech talent pipeline and bring entry level Information Technology jobs back onshore through an innovative Apprenticeship program.

Biometric Signature ID, Lewisville, TX 4/2016 – 11/2019

Vice President and Chief Behaviorist

Serve as the senior administrator reporting to the Chief Executive Officer with responsibilities for business development and corporate innovation. Developed strategic partner program and recruited five strategic partners in three targeted verticals. Expanded offerings to the higher education market to include improving academic integrity, reducing financial aid fraud and protecting institutional data and systems. Presented findings of internal and external research along with market insights at conferences and meetings with senior administrators.

One Squared Education, Virginia Beach, VA

1/2014 – 12/2016

Co-Founder

Created an educational technology amalgamator providing colleges, universities, associations and corporations a comprehensive system that allows them to be innovative and creative by removing many of the traditional barriers associated with legacy systems and processes. Provided industry training programs for multiple industries. The system handled all aspects of project management, course design, learner recruitment, content delivery and learner analytics.

EduKan (Public) Great Bend, Kansas

4/2009 – 6/2015

Chief Executive Officer

Chief executive for online educational consortium of community colleges in western Kansas reporting to a board comprised of six community college presidents.

Continuously produced record enrollments (more than doubled revenue and profit), through redesigned student engagement opportunities, new programs and a reorganized central office. Continued to provide the largest return on investment for member institutions every year, outperforming the previous.

- In partnership with Pearson, researched and developed the first fully integrated digital content using a multi-level differentiated learning curriculum to be offered at any institution in the country. This integration of digital content provides content directly to the students, eliminating textbooks and saving our students over 50% in resource costs
- Designed and implemented a Spanish General Education Program allowing Hispanic students not fluent in English to begin taking classes in Spanish while learning English in this lock-step program
- First institution to use gesture-based biometrics to identify and authenticate learners

Sterling Paint & Design, Sterling, KS

11/2007 – 4/2009

Founder and Owner

Interior design and painting company for residential and commercial properties.

Sterling College, Sterling, KS

11/2005 – 11/2007

Vice President for Institutional Advancement

Responsible for all aspects of donor and constituent management including the annual fund, major gift solicitation, planned giving, alumni relations, and prospect identification. Total giving increased from a three-year previous average of \$3.3 million to the two largest giving years in the school's history of \$6.3 and \$5.0 million with a staff of 4.5 FTE and a cost per dollar raised under \$.10. Increased annual fund from a three-year average of \$698,000 to \$2.3 million and \$1.6 million during the two years, the largest in the school's history. Engaged lobbyists in Washington, D.C. to expand funding from federal and state agencies.

Mountain State University, Beckley, WV

9/2001 – 11/2005

Sr. Enrollment Manager for Online & Independent Study Programs

Designed and managed program and process to launch Mountain State University to national prominence as a key player in adult-focused distance delivered degree programs. Expanded our military offerings through the introduction of three new degree programs and increased military enrollments. Online degree programs launched in 2004 exceeded initial revenue projections by \$1.1 million (\$1.84 million vs. \$709,000). Undergraduate Independent Study programs exceeded enrollment goals and experienced an increase in revenue of \$1.4 million (\$4.22 million vs. \$2.82 million) representing a growth rate of 199% since 2001. Graduate Independent Study programs experienced an increase in annual revenue from \$41,000 in 2001 to \$279,000 in 2004. Selected by Yum! Brands as their preferred educational partner.

AVP for Enrollment Management and Alumni Services

Assumed primary responsibility for multiple operating units in traditional, non-traditional, cohort-based, independent study, international and high school/dual enrollment AP markets nationally, internationally and across the university. Developed multi-disciplinary marketing strategies that enabled the institution to produce record enrollments and retention goals. Supervised team of admissions and alumni staff, Ambassadors, and the newly created Information Center. Established the Mountain State University Scholarship Circle Endowment to fund scholarships for prospective and current students.

Bryant and Stratton College, Richmond, VA

3/1999 – 9/2001

Director of Admissions

Managed recruitment and enrollment process through marketing, analysis, strategic planning, coaching and training, attained the highest enrollment in previous five years, increased enrollments by 223% over previous year, and increased mass media conversion rate from 5% to 18%.

Sarver Developmental Industries, Midlothian, VA

3/1993 – 12/2000

President

Provided customer service evaluation and training consulting services, strategic planning, new product development, market analysis and flow management studies. Established and managed a national network of mystery shopping subcontractors servicing Fortune 500 companies. Served as president and managing partner through an employee buy-out of a high-end box manufacturing and screen-printing company. Served as in-house operations manager to redesign and enhance manufacturing process and marketing efforts for local chalkboard manufacturing company.

Product Development/Market Manager

Promoted products through trade shows, direct mail and network of 12 independent sales representatives; researched and targeted paint and decorating industry. Maintained and expanded \$2.7 million rental market and personally managed \$400,000 largest individual customer. Researched, designed and implemented FINISH LINE product group for the national painting and decorating market which was introduced with first actual year expense \$150,000 below forecast expense. Recruited, hired and trained nine independent sales representatives throughout the United States for sale of new product line.

Production Manager

Managed daily plant operations, including evaluation of production needs based on forecasted consumption rate. Purchased \$1.2 million annually in sourced goods, maintained finished goods inventory of \$450,000 and scheduled and monitored daily production activity. Supervised four managers with indirect responsibility for 50 employees. Shipped more than \$6 million annually in finished goods on same-day basis with 99% on-time delivery record. Served as member of 4-person team, which designed and implemented a flow management program, and reduced shipping lead times from 2 weeks to same day.

PROFESSIONAL APPOINTMENTS & COMMUNITY INVOLVEMENT

2017-22	Member, InfraGard
2021-22	Fusion Liaison Officer – State of West Virginia
2017-20	Member, ISSA Hampton Roads
2016-20	Member, Hampton Roads Innovative Collaborative
2014-16	Board Chair, National University Technology Network
2015	Member, Southeastern Virginia Chapter, Association for Talent Development
2012-14	Board Member, Association for Consortium Leadership
2011	Board Member, Main Street Sterling
2011	Board Member, Rice County Communities in Schools
2005	Board Member, Fayette County Toy Fund
2005	Board Member, Hospice of Southern West Virginia
2005	Board Member, Zoning Appeals Board for City of Oak Hill, WV
2005	Member, Raleigh County Chamber of Commerce
2004	Vice-President, Beckley-Raleigh County Jaycees
2002	Committee Member, College Board Midwest Region Planning Committee - One-year appointment
2001	Sector Chair, Richmond Regional Competitiveness Committee – Served five years
2001	Virginia State Council of Higher Education, Better Information Advisory Board – One-year appointment

PRESENTATIONS & PUBLICATIONS

- 2020 *The NIO Organization: Beyond Innovation* – Manuscript is in pre-publication review with a Summer 2021 publication date.
- 2019 *Stuff That Keeps Me Up at Night* – American Association of Community Colleges, President's Summer Institute
- 2019 *How to Prevent Financial Aid Fraud and Stop Academic Cheating* - HERDI President's Meeting
- 2019 *Preventing Financial Aid Fraud* – Higher Learning Commission Annual Conference
- 2018 *Level 2 Remote Identity Proofing in Higher Education* – Secure Technology Alliance
- 2018 *Cybersecurity and Biometrics* – Hampton Roads Innovation Collaborative Tech Expo
- 2017 *Student Authentication using Biometrics* – Higher Learning Consortium Annual Conference
- 2017 *WGU vs. OIG and What it Could Mean For You* – Case study and Biometric Signature ID Case Study
- 2016 *Technology Enhanced Teaching and Learning* – Virginia Tidewater Consortium Summer Institute for Teaching and Learning, William and Mary College, Williamsburg, VA (2015, 2014 and 2013)
- 2015 *Student ID Verification: What Institutions Need to Know* – Biometric Signature ID White Paper
- 2014 Summit Leader, Center for Higher Education Innovation. NUTN Las Vegas, NV
- 2014 *How eduKan Consortium Meets Student Authentication Requirements through BioSig-ID* – Community College Week, Spring 2014 Technology Supplement
- 2014 *How to Stop Cheating and Grant Fraud* – eCampus News – Quoted in article – June 10, 2014
- 2014 *DEC – Digitally Embedded Content* – CiTE, Orlando, FL
- 2013 *The Future of Higher Education: Is it Time for Transformation?* Gates Foundation, Seattle, WA
- 2013 *The New Math: Is Analytics Adding Up?* HigherEd Tech, Consumer Electronics Show, Las Vegas, NV
- 2013 *Academic Integrity Comes of Age*, ICAI Conference, San Antonio, TX

- 2012 1,893 Online Students using BioSig-ID Verification: May – December 2011 – Case Study published January 15, 2012.
- 2011 Keynote - *The Future of Education: A Conversation with a Visionary and a Futurist* (Co-presented with Jeff Borden) – WCET Annual Conference, October 2011, Denver, CO
- 2011 *Innovating the Ivy* – CiTE 2011, Denver, CO
- 2011 *The End of Proctoring* – Sloan C Conference, July 2011, San Jose, CA.
- 2011 *Teaching an Old Dog New Tweets: How to use Innovation to Transform Your Organization, and Beyond Lectures: Reinventing Online Delivery to Effectively Engage Students* (Co-presenting with Pamela Kachka) - League for Innovation in the Community College, Innovation 2011 Conference, San Diego, California
- 2010 *The Emperor's New Clothes* – WCET Annual Conference, La Jolla, California
- 2010 *Project Aristotle; EduKan's initiative to be textbook free* – Association of American Colleges and Universities Conference on Diversity, Houston, Texas
- 2010 *Teaching an Old Dog New Tweets: How to use Innovation to Transform Your Organization*, National University Technology Network, Colorado Springs, Colorado – Spark session.
- 2010 *Faculty In-service Presentations* – EduKan faculty, Pratt Community College faculty, Seward County Community College and Area Technical School and Garden City Community College
- 2010 *I Don't Need Technology In My Classroom: Maybe Your Students Don't Need You.* - Dodge City Community College Faculty, Dodge City, Kansas
- 2010 *Rural Profit Opportunities* – Promotional Products Association International, Las Vegas, Nevada
- 2010 *Teaching an Old Dog New Tweets: How to use Innovation to Transform Your Organization*, CiTE, Denver, Colorado
- 2009 *What is Needed at the Next Level: Your Business Students Become Our Business Students and Our Employees.* – Kansas Business Occupations, Wichita, Kansas
- 2002 *Ratings and Rankings: What do they mean?* – College Board Midwest Regional Meeting, Chicago, Illinois

Franklin T. Carothers, Ph.D.

27 Knoll Court
Nancy, KY 42544
(606) 636-4738
pattiewilson76@gmail.com

OBJECTIVE: As a servant leader, I have more than 25 years business teaching and student advising experience. Also, I have been a college Cooperative Education Coordinator and Management Option Coordinator. I would like to parlay my college teaching and leadership experience into a full-time leadership position that would allow me to serve more students and make a strong positive contribution to your college.

EDUCATION: Ph.D. Education
Mississippi State University, Starkville, MS
August 2014
GPA - 4.00

MBA Management and Marketing
Murray State University, Murray, KY
May 1992

B.S. Physical Science (Minor: Leadership)
United States Naval Academy, Annapolis, MD
May 1984

EXPERIENCE: **Somerset Community College, Somerset, KY**
Full Professor of Business Management and Marketing
May 2013 - Present

Associate Professor of Business Management and Marketing
May 1997 - May 2013

Assistant Professor of Business Management and Marketing
May 1996 - May 1997

Instructor of Business Management and Marketing
January 1995 - May 1996

Instructional Specialist Math and Science Division
September 1992 - January 1995

All faculty positions entailed teaching online, face to face, and on ITV. I also served as Coordinator for both the Management Option Program and Cooperative Education Programs.

In 1995 - 2010 I served as Management Option Coordinator responsible for scheduling all Business classes for over 200 students. I audited and signed off on all business two year associate degree candidates.

As Cooperative Education Coordinator, I was responsible for student Co-op Job Placements, OSHA compliance, and student worker's evaluations.

From 1995 until present, I have served on many college committees, which included the following:

- KCTCS Business Advisory Committee (1995 - 2016)
- Business Administration Faculty Advisory Board (1995 - 2017)
- Faculty Staff and Dean Search Committees (1995 - 2017)
- Faculty Staff Development Committee (1995 - 2017)
- College Safety Committee (2005 - 2017)
- Graduation and Commencement Committee (1995 - 2000)
- Honor's Night Committee (1995 - 2015)

STUDENT CLUBS:

- SIFE (Students in Free Enterprise) Faculty Advisor (1995 - 2004)
- SIFE State and Regional Director (1996 - 2004)
- Veterans Club Faculty Advisor
- Multicultural Club Faculty Donor

FUND RAISING:

- Raised over \$12,000 for College SIFE Team
- Raised over \$2,500 for injured faculty colleague's doctor bills after auto accident
- Raised over \$2,500 for local charity and student scholarships

United States Navy (1984 - 1989)

Received Officer Commission (May 23, 1984)
Earned Meritorious Unit Commendation (MUC)
Division Officer (1984 - 1986)
Department Head (1986 - 1989)

I have taught Seamanship, Navigation, CPR and First Aid, Operational Readiness for Anti-Submarine Warfare (ASW), Sound Surveillance Systems (SOSUS) and SURTOPS (operating procedures), which included scheduling and certifying rates for active duty Navy personnel. Ranked number one Lieutenant of entire command.

1986 - 1989 Department Head of over 250 sailors and six Navy junior officers. Provided "real time" intelligence data to Pacific Fleet. Responsible for the 24/7 training and readiness of entire command located at Naval facility, Centerville Beach, California.

1984 - 1986 Division Officer for 85 sailors. In charge of operational readiness and training division for Anti-submarine SOSUS division Naval Facility Adak, Alaska. Responsible for the training and certification of all active duty division members. Earned Meritorius Unit Commendation (MUC) for "top secret" ASW operations during Joint exercises in Northern Pacific.

AWARDS:

- Elected "Teacher of the Year" four times
- SIFE Walton Fellow (1996 - 2004)
- Champion of SIFE Award (2004)
- Phi Beta Kappa Honor Award at Mississippi State University
- Community Service Awards from Somerset Jaycees

REFERENCES:

Dr. Sherwood Thompson
Department of Educational Leadership
Combs Building 406
521 Lancaster Avenue
Richmond, KY 40475
(859) 622-2970
sherwood.thompson@eku.edu

Dr. Terry Taylor
410 Bristol Avenue
New Albany, MS
(256) 366-5758
ttaylor@bmc.edu

Rev. Mark Harrell
Victory Church
1156 Oak Hill Road
Somerset, KY 42503
(606) 271-0720

Kristen N. Tunno

Glennville State College
200 High Street
Glennville, WV 26351
Kristen.Tunno@glennville.edu

EDUCATION

B.S Physical Education and Sport (2007- 2011)
Sport Management Track
Minor in Business
Indiana University of Pennsylvania

Master in Business Administration (MBA) (2013- 2015)
Concentration: Marketing
American Public University

RELATED EXPERIENCE

Lecturer of Business (2020 – Present)
Glennville State College, Glennville, WV

- Teaching a minimum of 15 hours a semester
- Classes include general Business classes and Sport Management classes
- Advising students in the Sport Management Program
- Made up lesson plans, assignments and tests for the school year
- Lectured
- Graded Assignments

Visiting Professor of Sports Management and Computer Science (2015 – 2020)
Glennville State College, Glennville, WV

- In charge of teaching 2 classes a semester on campus
- Classes include Sports Management, Sports Marketing and Computer Science
- Made up lesson plans for the school year
- Lectured
- Graded Assignments

(2014 – 2020)

Head Softball Coach

Glennville State College, Glennville, WV

- Set up 2015 softball game schedule
- Ran practice, conditioning, and lifting throughout season
- Oversaw fundraising events

- On and off Campus Recruiting
- Scouting and Game Preparation
- Equipment Management
- Team Travel Arrangements
- Individual Academic Development
- Administrative Duties
- Director of Summer Camps

Assistant Softball Coach

(2011 – 2014)

Davis and Elkins College, Elkins, WV

- Helped with set up of 2013/2014 game schedule
- Ran practice, conditioning, and lifting throughout season
- Oversaw fundraising events
- On and off Campus Recruiting
- Scouting and Game Preparation
- Equipment Management
- Team Travel Arrangements
- Individual Academic Development
- Administrative Duties
- Director of Summer Camps

Assistant Sports Information

(2012– 2014)

Davis and Elkins College, Elkins, WV

- Helped manage athletic website
- Basketball statistics (live stats and software)
- Volleyball statistics (live stats and software)
- Softball statistics (live stats and software)
- Swimming statistics (live stats and software)

Admissions Counselor

(Summer 2012 - Summer 2014)

Davis and Elkins College, Elkins, WV

- Oversaw campus tours on a daily basis
- Traveled to different areas of Virginia to recruit students to Davis and Elkins College
- Input daily applications into server
- Ran the front desk at the admissions office

Assistant Coach

(Summer 2010)

Girls Softball High School Team, Grafton High School, Grafton, Virginia

- Assisted with drills at practice
- Managed team in absence of head coach

- Coached first base during games
- Assisted with travel to away games
- Prepare field for game night

Sport Program Intern

(Summer 2010)

Grafton High School Administration Office, Grafton, VA

- Prepared athletic apparel paperwork for 2010 2011 seasons
- Placed orders for athletic jerseys for the 2010 2011 seasons
- Finalized schedules and distributed them for the 2010 2011 season
- Prepared 2010 sports banquet
- Delivered trophies for 2010 sports banquet

Activities and Volunteer Services

Intercollegiate Softball Team Member

(2007- 2011)

- Four year starter
- All conference three years
- All region three years
- All American Senior year
- Freshmen of the year Freshmen year

PROFESSIONAL REFERENCES

Kimberly Stiles
 Head Softball Coach
 University of Charleston
 (301) 305-6503
 stilesk@dewv.edu

Jesse Skiles
 Athletic Director
 Glenville State College
 304-439-4606
 Jesse.Skiles@glenville.edu

Cheryl McKinney
 Department of Business
 Glenville State College
 (304) 462 – 6263
Cheryl.mckenney@glenville.edu

Dwight Heaster
 Department of Business – Chair
 Glenville State College

304-462-6256

Dwight.Heaster@glennville.edu

Leslie Ward
Glennville State College
200 High Street
Glennville, WV 26351

(304) 462-6258
leslie.ward@glennville.edu

Lecturer of Computer Science. Glennville State College, Glennville, West Virginia. August 2016 – present.

Courses Taught

Computing Concepts
Management Information Systems
Introduction to Computer Programming
Networking and Security
Web Design
Introduction to Linux
Systems Analysis and Design

Database Management
Operating Systems Principles
C++ Programming
Data Structures
Web Application Development
Data Analytics for Business
Architecture and Security

Online Courses Developed

GSC 100 The First-Year Experience
CSCI 101 Computing Concepts
CSCI 220 Introduction to Linux
CSCI 230 Intro to Programming
CSCI 240 Enterprise Architecture & Security
CSCI 260 Management Information Systems

CSCI 304 Networking and Security
CSCI 330 C++ Programming
CSCI 352 Operating Systems Principles
CSCI 430 Data Structures

Committees

Academic Appeals Committee
Library Committee
Online Course Support Committee

College Leadership Council
Assessment Committee
Internationalization Committee

Presentations

COIL in Appalachia: A virtual study abroad experience. Duolingo 2017 Moderator Summit, June 2017. Pittsburgh, PA.

Integration Strategies to Avoid Creating a COIL Slideshow. Global Learning Conference: Transcending Boundaries Through Collaborative Online International Learning (COIL), October 2017. Chicago, IL.

Education

M.M.I.S., Management Information Systems 1993, Georgia College 3.95 GPA
B.F.A., Speech and Theatre Arts 1982, West Georgia College 4.0 GPA

MOOC courses:

- Computer Networks *University of Washington*
- Full Stack Web Development *Hong Kong University of Science and Technology*
- Desarrollo en HTML5, CSS, y Javascript de Apps Web (Development of Cloud Services with HTML5, CSS, and JavaScript *Universidad Politécnica de Madrid*)

Professional

Glennville State College August 2016 – Present
Lecturer of Computer Science

Glennville State College 2010 – August 2016
Website Designer / Developer

- Apache2/PHP/MySQL web design, application development, and migration on Linux and Windows
- Amazon Web Services (AWS)
- Interfacing with a variety of applications, including Active Directory authentication (via `mod_auth_ntlm_winbind`) and Banner/Oracle

- Adjunct instructor of CSCI 305 (Web Design) and CSCI 405 (Web Application Development)
- Collaborative Online International Learning (COIL) instructor, including presentations and a master class at Benemérita Universidad Autónoma de Puebla, Mexico

Self Employed 2008 - 2010

- Directory services installation, configuration, and integration including Active Directory, OpenLDAP, and Sun ONE.
- Mail Systems installation, configuration, and integration.
- Virtual environments including VMWare, VSphere, and VirtualBox.

Samsung SDSA 2002 - 2008

Senior Customer Support Technician

- Analysis, troubleshooting, and problem resolution with a variety of mail clients and the Samsung Contact mail server on a variety of platforms including AIX, Solaris, Linux, and HP-UX. Customer implementations ranged from 150 to 38,000 seats.
- Contributed to the Knowledge Database including documentation of problems and solutions, proofreading solutions submitted by others, and maintenance of the database including access controls.
- 2005 finalist for Stevie Awards, American Business Award division, in both Best Support Staff and Best Technician categories.

Hewlett Packard 1996 - 2002

Customer Support Engineer, Messaging Systems

- Customer Support for OpenMail server, MSMail, cc:Mail, Outlook, and X400 application software.
- Spearheaded customer service initiatives resulting in direct connect to engineers for customers and tiered support delivery.
- Most Valuable Player 1998 and 1999.

United States Air Force 1988 - 1996

System Administrator

- Maintained DNS, SMTP, and INN servers providing service to several thousand desktops.
- Developed and delivered classroom training on mail client usage.
- Revised backup procedures, reducing customer down time by approximately 30 man-hours per week.

Applications Programmer

- Application development on a variety of platforms, including assessment of customer requirements, design and normalization of databases, code development, debugging, documentation, and customer training.

Mari L. Clements, PhD

Glennville State University
200 High Street
Glennville, WV 26351
304-462-6112

564 High Meadow Road
Glennville, WV 26351
626-720-6505

EDUCATION

- Doctor of Philosophy, Child Clinical Psychology.** University of Denver, Denver, Colorado, August 1994. Additional areas of emphasis: Quantitative Psychology and Developmental Psychology. **Dissertation:** Declines in Marital Satisfaction over the Transition to Parenthood: Can We Blame the Marriage and Not the Kid?
- Master of Arts, Theology.** Fuller Theological Seminary, Pasadena, California, September 2020. Area of emphasis: Church History.
- Master of Arts, Child Clinical Psychology.** University of Denver, Denver, Colorado, March 1992. **Thesis:** The Impact of Marital Functioning on Children's Peer Relations: An Interactional Study.
- Bachelor of Arts, Psychology.** Yale University, New Haven, Connecticut, May 1988. **Honors:** Cum Laude, Distinction in the Major, DuPuy Graduation Prize for scholarship. **Thesis:** Predicting Juvenile Delinquency: Attachment to School, Family, and Friends.

EXPERIENCE

- Associate Provost.** Glennville State University. Oversee Off-Campus Programs, Honors Program, Faculty Recruiting and Development, and Online Education; Assist in Professional Accreditation (e.g., ABET) and Graduate Program Development. Administrative liaison to Online Committee, Faculty Development Committee, Faculty Senate, GenEd Task Force, Strategic Planning Committee. August 2020 to present.
- Professor.** Glennville State University. Teach undergraduate courses in business math, psychology, and statistics.
- Provost.** Fuller Theological Seminary. Serve as Chief Academic Officer for the seminary and its three schools, with responsibility for faculty, student, and student support services. January 2019 to July 2020.
- Accreditation Liaison Officer.** Fuller Theological Seminary. Oversee all aspects of accreditation with the seminary's three accrediting agencies (American Psychological Association, Association of Theological Schools, and WASC Senior College and University Commission), including four self-studies and their accompanying site visits falling between May 2018 and March 2019. June 2017 to July 2020.
- Acting Provost.** Fuller Theological Seminary. Serve as Chief Academic Officer for the seminary and its three schools, with responsibility for faculty, student, and student support services. January 2018 to January 2019.
- Dean.** School of Psychology, Fuller Theological Seminary. Oversee three doctoral and two master's level degree programs. Supervise a faculty of 27. July 2014 to January 2018.
- Professor.** School of Psychology, Fuller Theological Seminary, Pasadena, California. Research impact of marital conflict on family members, teach graduate courses in clinical psychology. September 2014 to July 2020.
- Chair.** Department of Clinical Psychology, School of Psychology, Fuller Theological Seminary. Oversee curriculum, policies and procedures. September 2009 to July 2014.

Associate Professor. School of Psychology, Fuller Theological Seminary, Pasadena, California. Research impact of marital conflict on family members, teach graduate courses in clinical psychology. September 2005 to 2014.

Assistant Professor. School of Psychology, Fuller Theological Seminary, Pasadena, California. Research impact of marital conflict on family members, teach graduate courses in clinical psychology. September 2001 to 2005.

Adjunct Assistant Professor. Department of Psychology, The Pennsylvania State University, University Park, PA. Supervise graduate research projects, serve on master and dissertation committees. July 2001 to June 2003.

Assistant Professor. Department of Psychology, The Pennsylvania State University, University Park, Pennsylvania. Research interactions between marital and family functioning and children's peer relations, teach both undergraduate and graduate courses. August 1994 to June 2001.

Associate Director. Child Study Center, Department of Psychology, The Pennsylvania State University, University Park, Pennsylvania. Assist the Director of the Child Study Center in the administration of this research and clinical services center. August 1998 to June 2001.

Statistical Consultant. Center for Marital and Family Studies, Department of Psychology, University of Denver, Denver, CO. Provide consultation on data management and analysis for several large scale, federally funded research grants. February 1998.

Psychology Intern. Department of Psychiatry and Behavioral Sciences, The Children's Hospital, Denver, Colorado. Provide direct patient care to inpatient and outpatient psychiatric clients. Consult with medical personnel around psychological issues of medical inpatients. August 1993 to August 1994.

Director of Longitudinal Research. Center for Marital and Family Studies, Department of Psychology, University of Denver, Denver, Colorado. Responsible for all aspects of a twelve-year longitudinal research project on relationship and family development, including data analysis, data collection, and data reduction. September 1991 to August 1993.

GRANTS

Travis Research Institute. Fuller Theological Seminary. Winter 2015. Total award \$3000. For program evaluation of a church-delivered marriage enrichment.

Travis Research Institute. Fuller Theological Seminary. Summer 2002. Total award \$3000. For examination of relationship functioning in Christian families.

Research and Graduate Studies Office Grant. The Pennsylvania State University. Summer 1997. Total award \$2700. For development and piloting of a new measure of conflict resolution in romantic partners, The Conflict Resolution Strategies Scale.

Behavioral Science Track Award for Rapid Transition (B/START). RO3 MH55009-01. National Institute of Mental Health. Fall 1995. Total direct costs \$25,000. For examination of parent-child, marital, and child-peer conflict resolution.

Research and Graduate Studies Office Grant. The Pennsylvania State University. Summer 1995. Total award \$5000. For small scale investigation of marital, parent-child, and child-peer functioning.

Center for the Study of Child and Adolescent Development Seed Grant. The Pennsylvania State University. Spring 1995. Total award \$2000. For small scale investigation of marital, parent-child, and child-peer functioning.

PUBLICATIONS

- Arentsen, T. J., Clements, M., Meier, A. M., Pannell, L., & Putman, K. M. (2021). Multisource evaluation of policing competence: The development of self- and supervisor-rating scales for police recruits. *Police Practice and Research, 22*(3), 1277-1293.
- Rojas-Flores, L., Clements, M. L., Hwang Koo, J., & London, J. (2017). Trauma and psychological distress in Latino citizen children following parental detention and deportation. *Psychological Trauma: Theory, Research, Practice, and Policy, 9*(3), 352-361. <https://doi.org/10.1037/tra0000177>
- Clements, M. L., Guarino, T. A., & Bartos, L. C. (2014). The marital and parental dyad. In K. S. Flanagan & S. Hall (Eds.), *Christianity and developmental psychopathology: Theory and application for working with youth* (pp. 120-144). Downers Grove, IL: InterVarsity Press.
- Clements, M. L., Martin, S. E., Randall, D. W., & Kane, K. L. (2014). Child and parent perceptions of interparental relationship conflict predict preschool children's adjustment. *Couple and Family Psychology: Research and Practice, 3*, 110-125. <https://doi.org/10.1037/cfp0000017>
- Clements, M. L., Martin, S. E., Cassil, A. K., & Soliman, N. N. (2011). Declines in marital satisfaction among new mothers: Broad strokes versus fine details. *Journal of Marriage and Family, 73*, 13-17. <https://doi.org/10.1111/j.1741-3737.2010.00783.x>
- Martin, S. E., Clements, M. L., Crnic, K. A. (2011). Internalizing and externalizing symptoms in two-year-olds: Links to mother-toddler emotion processes. *Journal of Early Childhood and Infant Psychology, 7*, 105-128.
- Clements, M. L., & Soliman, N. N. (2010). Review of Spiritual Resources in Family Therapy (2nd ed.). *The Family Psychologist, 26*(1), 26-29.
- Allen, E. S., Rhoades, G. K., Stanley, S. M., Markman, H. J., Williams, T., Melton, J., & Clements, M. L. (2008). Premarital precursors of marital infidelity. *Family Process, 47*, 243-259. <https://doi.org/10.1111/j.1545-5300.2008.00251.x>
- Baucom, B., Eldridge, K., Jones, J., Sevier, M., Clements, M., Markman, H., Stanley, S., Sayers, S., Sher, T., & Christensen, A. (2007). Relative contributions of relationship distress and depression to communication patterns in couples. *Journal of Social and Clinical Psychology, 26*, 689-707. <https://doi.org/10.1521/jscp.2007.26.6.689>
- Stanley, S. M., Whitton, S. W., Sadberry, S. L., Clements, M. L., & Markman, H. J. (2006). Sacrifice as a predictor of marital outcomes. *Family Process, 45*, 289-303. <https://doi.org/10.1111/j.1545-5300.2006.00171.x>
- Clements, M. L., & Mitchell, A. E. (2005). Noncoercion, nonviolence, and sacrifice: Applications in families. In A. C. Dueck, & C. Lee (Eds.), *Why psychology needs theology* (pp. 79-98). Grand Rapids, MI: Eerdmans. [reprinted in (2006). A. Dueck (Ed.), *Integrating psychology and theology* (pp. 14-34). Pasadena, CA: Fuller Seminary Press.]
- Clements, M. L., Stanley, S. M., & Markman, H. J. (2004). Before they said "I do": Discriminating among marital outcomes over 13 years. *Journal of Marriage and Family, 66*, 613-626. <https://doi.org/10.1111/j.0022-2445.2004.00041.x>
- Clements, M. L. (2004). For the sake of the children: Effects of marital conflict in intact families. *Journal of Psychology and Christianity, 23*, 58-62.
- Flanagan, K. M., Clements, M. L., Whitton, S. W., Portney, M. J., Randall, D. W., & Markman, H. J. (2002). Retrospect and prospect in the psychological study of marital and couple relationships. In J. P. McHale & W. Grolnick (Eds.), *Retrospect and prospect in the psychological study of families* (pp. 99-125). Mahwah, NJ: Erlbaum.

- Martin, S. E., & Clements, M. L. (2002). Marital aggression and child adjustment: The role of children's emotional and behavioral responding to marital conflict. *Journal of Child and Family Studies, 11*, 231-244. <https://doi.org/10.1023/A:1015133827129>
- Martin, S. E., Clements, M. L., & Crnic, K. A. (2002). Maternal emotions during mother- toddler interaction: Parenting in affective context. *Parenting: Science and Practice, 2*, 105-126. https://doi.org/10.1207/S15327922PAR0202_02
- Booth, A., Crouter, A. C., & Clements, M. L. (2001). *Couples in conflict*. Mahwah, NJ: Erlbaum.
- Lindahl, K., Clements, M., & Markman, H. J. (1998). The development of marriage: A nine-year investigation. In T. Bradbury (Ed.) *The developmental course of marital dysfunction* (pp. 205-236). New York, NY: Cambridge University Press.
- Clements, M. L., Cordova, A. D., Markman, H. J., & Laurenceau, J. -P. (1997). The erosion of marital satisfaction and how to prevent it. In R. J. Sternberg & M. Hojjat, (Eds.) *Satisfaction in close relationships* (pp. 335-355). New York, NY: Guilford.
- Lindahl, K. M., Clements, M., & Markman, H. J. (1997). Predicting marital and parent functioning in dyads and triads: A longitudinal investigation of marital processes. *Journal of Family Psychology, 11*, 139-151. <https://doi.org/10.1037/0893-3200.11.2.139>
- Clements, M., & Markman, H. J. (1996). The transition to parenthood: Is having children hazardous to marriage? In N. Vanzetti & S. Duck (Eds.), *A lifetime of relationships* (pp. 290-310). Pacific Grove, CA: Brooks/Cole.
- Markman, H. J., Renick, M. J., Floyd, F. J., Stanley, S. M., & Clements, M. (1993). Preventing marital distress through communication and conflict management training: A four and five year follow-up. *Journal of Consulting and Clinical Psychology, 61*, 70-77. <https://doi.org/10.1037/0022-006X.61.1.70>
- Markman, H. J., Silvern, L., Clements, M., & Kraft-Hanak, S. (1993). Men and women dealing with conflict in heterosexual relationships. *Journal of Social Issues, 49* (3), 107-126. <https://doi.org/10.1111/j.1540-4560.1993.tb01171.x>

PRESENTATIONS Clements, M. L. (2019, July). *Lessons from a country song: Love without end, amen*. Paper presented at TheoPsych: Bringing theology to mind conference, Pasadena, CA.

Clements, M. L. (2019, July). *Marriage and conflict 101*. Paper presented at TheoPsych: Bringing theology to mind conference, Pasadena, CA.

Clements, M. L. (2019, July). *Relationships as revelation*. Paper presented at TheoPsych: Bringing theology to mind conference, Pasadena, CA.

Guarino Fairbanks, T., Bartos, L. C., & Clements, M. L. (2016, November). Christian PREP: An intervention in context. In K. Knopp (Chair), *State of the art in couples interventions: New treatment outcomes*. Symposium presented at the annual convention of the Association for Behavioral and Cognitive Therapies, New York, NY.

Bartos, L. C., & Clements, M. L. (2015, November). *Father satisfaction with parent-child relationship associated with child behavior*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.

Clements, M. L., Guarino Fairbanks, T., & Bartos, L. C. (2015, November). *Intimate safety in an ethnically diverse, religious sample*. Poster presented at the

- annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Guarino Fairbanks, T.A., & Clements, M. L. (2015, November). *Predicting negative communication in couples based on marital satisfaction, aggression and commitment*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Guarino, T. A., Bartos, L. C., Stephens Owen, E., Nevin, A., Shennum, B., & Clements, M. L. (2014, November). *Predicting outcomes of trauma-focused cognitive-behavioral-therapy from symptom frequency and severity*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Nevin, A., Stephens Owen, E., Shennum, B., Bartos, L. C., Guarino, T. A., & Clements, M. L. (2014, November). *The effectiveness of Triple P interventions on internalizing vs. externalizing disorders*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Ellis, M. U., Tadrous, S., Llamas, J., Bellette, N., & Clements, M. L. (2013, August). *Graduate school challenges, identity integration, and coping responses of lesbian and bisexual women*. Poster presented at the annual convention of the American Psychological Association, Honolulu, HI.
- Jacobs, M. R., & Clements, M. L. (2011, April). Institutional level: Assessment as teaching/mentoring. In M. R. Jacobs, A. Montouri, & M. L. Clements (Chairs), *Transformative learning and creativity in graduate education*. Session presented at the annual Academic Resource Conference of the Western Association of Schools and Colleges, San Francisco, CA.
- Yeh, D. -A., Barsuglia, J. P., Liu, L. M., Miller, K. J., Kim, J., Clements, M. L., ... Small, G. W. (2011, February). *APOE ε4 status and executive functioning decline in cognitively intact older adults*. Poster presented at the annual International Neuropsychological Society Meeting, Boston, MA.
- Cassil, A. K., & Clements, M. L. (2010, November). *Paternal depression and child peer relations*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, San Francisco, CA.
- DeWaay, R. J., Davis, A. L., & Clements, M. L. (2010, November). *Parents' perceptions of treatment effectiveness for autism symptoms in a DIR/Floortime home intervention*. Poster presented at the annual meeting of the Geneva Centre for Autism International Symposium, Toronto, Canada.
- Mariam, L. C., & Clements, M. L. (2009, November). Three paths towards conflict resolution in happy couples. In R. Brock & W. A. Aldridge, II (Chairs), *Moving beyond global relationship satisfaction: Targeting specific relationship processes in couples research*. Symposium presented at the annual convention of the Association for Behavioral and Cognitive Therapies, New York, NY.
- Wang, M. J., Clements, M., Mogil, C., Dillon, A. R., Frankel, F., & Laugeson, E. A. (2009, May). *Adaptive functioning as a predictor of treatment success in the UCLA PEERS program*. Poster presented at the International Meeting for Autism Research, Chicago, IL.
- Clardy, C. E., Mariam, L. C., & Clements, M. L. (2008, November). *Self-efficacy as a predictor of demand-withdraw pattern in couples' communication*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Orlando, FL.
- Mariam, L. C., Soliman, N. N., Evangelatos, C., & Clements, M. L. (2008, November). *The development of the Conflict Resolution Strategies Scale Short Form*

- (CRSS- SF). Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Orlando, FL.
- Strother, D. F., Clements, M. L., Buckwalter, D. K., & Goodwin, T. M. (2008, February). *Pregnancy and cognition: Effects of nausea and mood*. Poster presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.
- Mariam, L. C., & Clements, M. L. (2007, November). *Charting the course of marital conflict using RMICS: Do we need to code it all?* Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Mariam, L. C., Clements, M. L., Flanagan, K. M., Randall, D. W., & Horton, J. J. (2007, November). Conflict Resolution Strategies Scale (CRSS): Development and validation of a self-report measure of couple's conflict behaviors. In B. Baucom & E. Gadol (Chairs), *Positive aspects of relationship functioning*. Symposium presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Soliman, N. N., Clements, M. L., & Mariam, L. C. (2007, November). *Children at play: How marital interactions impact children's peer interactions*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Kuhnhausen, B. A., & Clements, M. L. (2007, April). *Cohesiveness in marital and family contexts: The contribution of parents' view of their spouse's parenting*. Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Kuhnhausen, B. A., & Clements, M. L. (2007, April). *Marital predictors of family cohesiveness: Contributions of negative and positive couple and spouse behaviors*. Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- Vogt, E., Clements, M., & Davis, A. (2007, April). *Marital and parenting satisfaction: Comparison between community sample and families of children with special needs*. Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, MA.
- De Leeuw, C. E., Kuhnhausen, B. A., & Clements, M. L. (2006, November). *Father rejection and invalidation and child self-esteem*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Miller, B. M., & Clements, M. L. (2006, November). *Father involvement as a predictor of parenting satisfaction and conflict about children*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Tubman, D. S., Bedics, J. D., & Clements, M. L. (2006, November). *Communication in a mildly aggressive community sample*. Poster presented at the annual convention of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Weatherby, A., Wagener, L. M., & Clements, M. L. (2006, March). *The effect of exposure to violence on hostile attribution bias and depression in Latino youth*. Poster presented at the biennial meeting of the Society for Research in Adolescence, San Francisco, CA.
- Fruchter Strother, D., Clements, M. L., Buckwalter, D. K., & Goodwin, T. M. (2006, February). *Neuropsychological functioning of women in the first trimester of pregnancy*. Poster presented at the annual meeting of the

- International Neuropsychological Society, Boston, MA.
- Whitton, S. W., Stanley, S. M., Kline, G. H., Clements, M., Markman, H. J., Williams, T., & Pleasant, N. D. (2005, November). Gender differences in the links between relationship commitment and sacrifice. In G. H. Kline (Chair), *Gender differences in marriage: Recent findings and methodological perspectives*. Symposium presented at the annual meeting for the Association for Behavioral and Cognitive Therapies, Washington, DC.
- Kuhnhausen, B. A., & Clements, M. L. (2005, May). *Observed fathering: Links with parenting satisfaction*. Poster presented at the annual convention of the American Psychological Society, Los Angeles, CA.
- Kuhnhausen, B. A., & Clements, M. L. (2005, April). *Perceived and observed parenting: Links with marital adjustment*. Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, GA.
- Clements, M. L., Fielding, E. D., Klacsmann, A. N., & Todd, N. R. (2004, November). *Depression, marital dysfunction, and parenting*. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, New Orleans, LA.
- Schrock, D. A., Eriksson, C. B., Clements, M. L., & Foy, D. W. (2004, November). *Burnout, depression, and PTSD in humanitarian aid workers*. Poster presented at the annual meeting of the International Society of Traumatic Stress, New Orleans, LA.
- Todd, N. R., & Clements, M. L. (2004, November). *Where's the kid?: Marital quality, child presence, and marital communication*. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, New Orleans, LA.
- Whitton, S. W., Stanley, S. M., Clements, M. L., & Low, S. (2004, November). *Sacrifice as an early predictor of marital outcomes*. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, New Orleans, LA.
- Clements, M. L., Stanley, S. M., & Markman, H. J. (2003, November). Phases and stages: Snapshots of cross-sectional and longitudinal associations between satisfaction and depression in dating, early married, and established relationships. In S. W. Whitton (Chair), *Moderators and mediators of the association between marital discord and depression*. Symposium presented at the annual convention of the Association for Advancement of Behavior Therapy, Boston, MA.
- Clements, M. L., Fuller Fricke, R., Lowe, C. G., Thorndike, J. M., & Stanley, S. M. (2003, June). *Husbands, love your wives: Gender differences in the association between relationship satisfaction and depressive symptoms*. Paper presented at the annual meeting of the Christian Association for Psychological Studies, Anaheim, CA.
- Clements, M. L., Lewis, H. R., & Northrup, C. E. (2003, June). *Effects of gender and marital aggression on teacher-, father-, and mother-reported child behavior problems and responses to marital conflict*. Paper presented at the annual meeting of the Christian Association for Psychological Studies, Anaheim, CA.
- Clements, M. L., & Alex, R. M. (2003, April). *Parental religiousness and child behavior*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Lim, K. G., Clements, M. L., & Cole, P. M. (2003, April). *Executive functioning, social information processing, and social competence in school-aged children*. Poster presented at the biennial meeting of the Society for Research in Child

- Development, Tampa, FL.
- Martin, S. E., Clements, M. L., & Crnic, K. A. (2003, April). *Mothering toddlers: Maternal and dyadic correlates of parenting satisfaction*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Clements, M. L., Lim, K. G., & Chaplin, T. M. (2002, November). Marriage, parenting, and co-parenting: Effects of context, parent gender, and child gender on interactions. In F. Hughes (Chair), *Bridging the marital dyad and the family triad*. Symposium presented at the annual meeting of the Association for Advancement of Behavior Therapy, Reno, NV.
- Clements, M. L. (2002, November). Discussant. In G. H. Kline & S. M. Stanley (Chairs), *Understanding the association between cohabitation and poor relationship outcomes: Implications for preventive education and couples therapy*. Symposium presented at the annual meeting of the Association for Advancement of Behavior Therapy, Reno, NV.
- Ruscio, A. M., Borkovec, T. D., & Clements, M. L. (2002, August). *A multidimensional measure of anxious alarm and anxious apprehension*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Ruscio, A. M., & Clements, M. L. (2002, August). *The structure of anxiety: A test of three prominent theories*. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Ramich, C. W., & Clements, M. L. (2002, April). *Effects of recruitment on sample composition in parenting research*. Poster presented at the annual Conference on Human Development, Charlotte, N.C.
- Clements, M. L. (2002, March). *Moms and dads, sons and daughters: Perspectives on marital conflict*. Paper presented at Fuller Days, Phoenix, AZ.
- Clements, M. L. (2002, January). *The role of children's perceptions in predicting their adjustment to marital conflict*. Research colloquium presented for the Travis Research Institute, Fuller Theological Seminary, Pasadena, CA.
- Flanagan, K. M., & Clements, M. L. (2001, November). *Discounting marital positivity: How perceptions of typicality are related to satisfaction*. Poster presented at the annual meeting of the Special Interest Groups of the Association for Advancement of Behavior Therapy, Philadelphia, PA.
- Chaplin, T. M. & Clements, M. L. (2001, April). *Associations between emotion expression and behavior problems in preschoolers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Martin, S. E., Clements, M. L., & Crnic, K. A. (2001, April). *Emotion regulation in mother- toddler dyads: Links to children's internalizing and externalizing behavior problems*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Martin, S. E., Clements, M. L., Crnic, K. A., Pollack, K., & Borek, A. (2001, April). *The emotional experience of parenting: Links to parent-child interaction, parenting stress, and maternal depressive symptoms*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Ramich, C. W., Clements, M. L., & Martin, S. E. (2001, April). *Sample composition in family research: Recruitment strategies and target populations*. Poster presented at the biennial meeting of the Society for Research in Child

- Development, Minneapolis, MN.
- Randall, D. W., & Clements, M. L. (2001, April). *Is seeing really believing? Is experiencing really believing?: Children's self-report and observed responses to conflict*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Laurenceau, J. -P., Clements, M. L., Markman, H. J., & Stanley, S. M. (1999, November). *The Denver Family Development Study: An update*. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, Toronto, Canada.
- Lim, K. G., & Clements, M. L. (1999, April). *Effects of marital conflict on parental negativity: Investigating the roles of parent and child gender*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Randall, D. W., Parker, J. G., & Clements, M. L. (1999, April). *Development and validation of the Responses to Peer Conflict Tactics (RESPECT) scale*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Warren, C. L., & Clements, M. L. (1999, April). *Family negativity in predicting children's peer behaviors: The importance of context and contributor*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Clements, M. L., Warren, C. L., Chaplin, T. M., Large, B. A., Serrine, N. K., & Schuler, C. A. (1998, November). The whole and the sum of the parts: Assessing family functioning from different perspectives. In A. Mahoney (Chair), *Observational research on triadic family interactions: Conceptual and methodological issues with families of preschool and elementary-age children*. Symposium presented at the annual meeting of the Association for Advancement of Behavior Therapy, Washington, D.C.
- Horton, J. J., & Clements, M. L. (1998, November). *Assessing verbal conflict in romantic partners: The development of the Conflict Resolution Strategies Scale*. Poster presented at the annual meeting of the Association for Advancement of Behavior Therapy, Washington, D.C.
- Laurenceau, J. -P., Feldman Barrett, L., & Clements, M. L. (1998, November). Intimacy as an interpersonal process: The role of self-disclosure, partner disclosure, and partner responsiveness. In J. V. Cordova (Chair), *Conceptualizations of intimacy: Theory and research*. Symposium presented at the annual meeting of the Association for Advancement of Behavior Therapy, Washington, DC.
- Martin, S. E., Clements, M. L., & Guttentag, C. L. (1998, July). *Marital violence and young children's emotional and behavioral responding to marital conflict*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Berne, Switzerland.
- Clements, M. L., & Lim, K. G. (1997, November). *Effects of marital conflict on children: An investigation of parent and child sex effects*. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Miami, FL.
- Clements, M. L., & Martin, S. E. (1997, November). *Children's appraisals of marital conflict: Links to emotional and behavioral responding*. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Miami, FL.
- Clements, M. L., Martin, S. E., & Warren, C. L. (1997, April). *The effects of marital*

violence on children's relationships with parents, peers, and teachers. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Martin, S. E., & Clements, M. L. (1997, April). *Marital conflict and child outcomes: The role of children's affect and coping processes.* Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Clements, M. L., Martin, S. E., & Warren, C. L. (1996, June). *Perspectives on marital conflict: The views of the father, the mother, and the 4-year-old child.* Poster presented at the Summer Institute of the Family Research Consortium, San Diego, CA.

Clements, M. L., & Markman, H. J. (1995, November). The transition to parenthood conceptualized as an even in marital development: Do children cause declines in functioning? In C. L. Heavey (Chair), *Marital adjustment during the transition to parenthood.* Symposium presented at the annual meeting of the Association for Advancement of Behavior Therapy, Washington, DC.

Clements, M. L., Bol, C., DiGregorio, D., Gadsby, C., Moran, H., Nolter, D., & Siebert, E. (1995, June). *Romantic relationships, self-esteem, and sex roles of young adult offspring of happily married, unhappily married, and divorced families.* Poster presented at the Summer Institute of the Family Research Consortium, Ogunquit, ME.

Clements, M. (1991, April). *The impact of marital functioning on children's peer relations: An interactional study.* Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Markman, H. J., Clements, M., & Wright, R. (1991, April). Why fathers' pre-birth negativity and a first-born daughter predict marital problems: Results from a ten-year investigation. In C. I. Notarius (Chair), *Toward an understanding of change in marital satisfaction across the transition to parenthood.* Symposium presented at biennial meeting of the Society for Research in Child Development, Seattle, WA.

Markman, H. J., Lindahl, K., Balaguer, A., & Clements, M. (1990, November). *Premarital and prebirth communication: Longitudinal effects on parent-child interaction and child functioning.* Paper presented at annual meeting of the Association for the Advancement of Behavior Therapy, San Francisco, CA.

COMMUNITY OUTREACH

Clements, M. L. (2008, February). *Marital conflict and communication: Things you never learned from fairy tales.* Paper presented at the weekly meeting of Mommie time, Irvine Presbyterian Church, Irvine, CA.

Clements, M. L. (2008, February). *A true valentine: Communication and conflict resolution skills.* Seminar presented at First Evangelical Church of Cerritos, Cerritos, CA.

Clements, M. L. (2001, November). *Children and fear: Addressing the emotional flu.* Paper presented at the monthly meeting of the West San Gabriel Health Council, Arcadia, CA.

REVIEWING

Child Development
Family Process (editorial board, 2005-2020)
Journal of Consulting and Clinical Psychology
Journal of Experimental Child Psychology
Journal of Family Psychology (editorial board, 2012-2020)
Journal of Marriage and Family

Journal of Personality and Social Psychology
Journal of Social and Personal
Relationships Personal Relationships
Professional Psychology
Psychological Assessment
Society for Research in Child Development
Association for Behavioral and Cognitive Therapies
Research and Graduate Studies Office Research Committee

**PROFESSIONAL
ACTIVITIES**

Site visitor. WASC Senior College and University Commission, American Psychological Association.
Substantive Change Reviewer. WASC Senior College and University Commission.
Site visit chair. American Psychological Association.
Faculty Search Committees Chair. Glenville State University, Fuller Theological Seminary.
Faculty Search Committees Member. Glenville State University, Fuller Theological Seminary, The Pennsylvania State University.
Faculty Senate. Fuller Theological Seminary.
Presentation to National Development Council Partner Program.
Psi Chi Faculty Advisor. The Pennsylvania State University.
Research Reactor. Maternal and Child Health Research Bureau, Department of Health and Human Services.
Strategic Planning Committee. Glenville State University, Fuller Theological Seminary.
Presidential Task Force on Compensation for Advanced Degrees, chair. Glenville State University.

**COURSES
TAUGHT**

Quantitative Business Analysis
Statistics
Marriage and Family
Probability and Statistics I
Advanced Research Methods
General Linear Models–ANOVA
General Linear Models–Regression
Advanced Integration
Introduction to Psychological Assessment
Report Writing
Advanced Family Assessment
Child Clinical Assessment
Clinical Assessment
Theological and Psychological Models of Disorder
Marital Development, Dysfunction, and Intervention
Child Clinical Psychopathology
Child Clinical Interventions

**HONORS AND
AWARDS**

Faculty Award (2009-10) presented by the Fuller Student Council for dedication and service
Faculty Service Award (2018) presented by the All Seminary Council for generous contributions to students

Dr. YOUBA OULDMOULAYEELARBI

502 Gainesway Dr - Grayson, KY 41143
Phone: (719) 434-1752 ♦ youba21@yahoo.com

EDUCATION:

- Columbia Southern University, Orange Beach, AL 04/13/2013 - 03/15/2019
➤ **DBA: Doctor of Business Administration**
- Ashford University, Clinton, IA 06/28/2011 - 11/26/2012
➤ **MBA: Specialization: Health Care Administration**
- Colorado Technical University, Colorado Springs, CO 02/11/2008- 6/20/2009
➤ **Master in Computer Science-Specialization: Software Engineering**
- University of Phoenix, Louisville, KY 10/27/2004 - 1/15/2008
➤ **Bachelor of Science in Information Technology**

COMPUTER SKILLS:

- Experienced in teaching: HTML, Visual Basic, Java, Dreamweaver CS5, and Microsoft Office
- Knowledgeable in: JavaScript, Python, Database (SQL), and Adobe Software

WORK EXPERIENCE:

- Glenville State University, Glenville, WV** 7/17/2020 – Present
➤ **Adjunct** Assistant Professor of Business
- Glenville State University, Glenville, WV** 8/10/2020 – 7/17/2022
➤ Full-time **Online & On Campus** Assistant Professor of Business
- Ashland Community & Technical College, Ashland, KY** 8/1/2018 - 8/1/2020
➤ Business Administration Program Coordinator
➤ Full-time **Online & On Campus** Business Administration Instructor
- Perry County Central High School, Kentucky** 8/7/2017 – 6/11/2018
➤ Full-time Business Teacher
- Newport High School, Newport, Kentucky** 12/27/2016 – 6/26/2017
➤ Full-time Business Teacher
- Carter County Schools, Kentucky** 11/14/2016 - 12/26/2016
➤ Substitute Teacher
- Bryan Station High School, Lexington, KY** 8/9/2016 - 10/25/2016
➤ Full-time IT Instructor
- West Carter High School, Olive Hill, KY** 1/14/2015 - 8/8/2016
➤ Full-time Business and Information Technology Teacher
- Sullivan College of Technology and Design (SCTD), Louisville, KY** 9/22/2014 - 12/24/2014
➤ Adjunct Information Technology Instructor – Taught the following courses:
 - **DWD276: Mobile Application Development (Using: Android, Java, XML & Eclipse)**
 - **DWD255: Intermediate Programming (Using: Visual Basic)**
- MedQuest College, Louisville, KY** 1/16/2014 - 1/01/2015
➤ Adjunct Information Technology Instructor
 - Taught: **Microsoft Office, Keyboarding I & Keyboarding II**
- Daymar College Louisville South Campus, Louisville, KY** 05/02/2011 To: 9/17/2014
➤ Full Time Business and Information Technology Instructor
➤ Full Time Health Care Administration Instructor 1/20/13 To: 9/17/2014
 - Taught Health Care Administration, Since 1/2013
- Daymar College Louisville South Campus, Louisville, KY** 06/28/2010 To: 05/01/2011
➤ Adjunct Business and Information Technology Instructor
 - Area of Teaching Specialization: Business & Information Technology

TEACHING CERTIFICATES:

- Business & Marketing Education - **Grade: 5-12**
- Computer Information Systems - **Grade: 8-12**

HONORS AND AWARDS:

- Nominated for the Teaching Learning Excellence Award for Fall 2018 AND Spring 2019 – Ashland Community & Technical College
- Instructor of the year award 2012 - Daymar College

TEACHING EXPERIENCE:

★ I taught the following classes:

- ACC103 Accounting I
- ACC215 Computerized Accounting
- BAS 120 Personal Finance
- BAS 160 Introduction to Business
- BAS 200 Small Business Management
- BAS 212 Intro to Financial Management
- BAS 267 Introduction to Business Law
- BAS 274 Human Resource Management
- BAS 282 Principles of Marketing
- BAS 283 Principles of Management
- BAS 284 Applied Management Skills
- BAS 287 Supervisory Management
- BAS 289 Operations Management
- BBA400 International Business
- BMG124 Management
- BUS101 Human Resources Management
- BUS104 Keyboarding I
- BUS112 Personal Finance
- BUS113 Finance For Non-Finance Managers
- BUS114 Keyboarding II
- BUS210 Managing Information
- BUS212 Supervision
- BUSN 230 Quantitative Business Analysis I
- BUSN 330 Quantitative Business Analysis II
- BUSN100 Introduction to Business
- CIS105 Information Processing
- CIS106 Microcomputer Applications I
- CIS107 Microcomputer Applications II
- CIS111 Business Software Applications
- CIS140 Internet Foundations
- CIS155 Web Design I (Using: HTML & CSS)
- CIS172 Excel Core
- CIS184 PowerPoint Presentations
- CIS270 Excel Expert
- CIS294 Dreamweaver CS5/Desktop Publishing
- CSCI 101 Computing Concepts
- DWD255 Intermediate Programming (Using: Visual Basic)
- DWD276: Mobile Application Development (Using: Android, Java, XML & Eclipse)

- ECON 420: The Financial System and Economy
- ETH103 Ethical Decision Making/Business Ethic
- GRD275 Business & Marketing
- HCA305 Occupations in Health Care
- HCA315 Health Care Communications
- HCA325 Information Technology for Health Care
- HCA330 Human Resources: Principles and Practices in Health Care
- HCA410 Leadership and Professional Development
- HCA420 Budgeting in Health Care
- HCA430 Ethical and Legal Aspects of Health Care
- HCA440 Planning and Marketing for Health Care Organization
- MGMT 383 Labor-Management Relations
- MGMT 484 Organizational Behavior
- MGMT 487 Operations Management
- SCI305 Technology and Society

Dr. James D. (J.D.) Carpenter

P.O. Box 246, Bethany, WV 26032

304.639.0663 (C)

Mountaineer67@gmail.com

B.S.R. (*cum laude*), **Wildlands Recreation Management**, WEST VIRGINIA UNIVERSITY, Morgantown, WV. 1989.
M.S., **Recreation with emphasis in Public Administration**, WEST VIRGINIA UNIVERSITY, Morgantown, WV. 1991.
Ed.S., **Educational Leadership**, MARSHALL UNIVERSITY GRADUATE COLLEGE, South Charleston, WV. 2000.
Ed.D., **Higher Education Administration, minor in Public Administration**, WEST VIRGINIA UNIVERSITY, Morgantown, WV. 2002.

Highlights

Academics

- Experience in North Central Association/Higher Learning Commission Accreditation; College General Studies Program and Assessment Committee; Chair of the Total Student Learning Experience Task Force; classroom experience both in-seat and online, undergraduate and graduate courses.

Technology

- Proficient in common computer desktop applications, web page design, Banner Student Information Systems, classroom technologies and various course-delivery platforms, and desktop publishing.

Student Development

- Extensive experience in leading housing and residence life programs, campus life and activities, judicial programs, and other typical portfolios within student affairs.

Enrollment Management

- Leadership experience in admissions, registration, and financial aid. Posted largest and most consistent enrollment gains among all West Virginia state institutions after a four-year enrollment decline.

Operations

- Experience with physical plant, auxiliaries, bookstore, dining services (both self-operated and contracted) and property acquisition.

Development

- Chair of Employee Campaign and the United Way Program; frequent presenter at alumni and foundation board meetings and events; 4-year member of the President's Circle.

Relevant Experience

PT Faculty, School of Business, Glenville State University, 2023-Present.

- Developed and instructed online coursework.
- Taught Principles of Management and Quantitative Business Analysis.

PT Faculty, Department of Liberal Arts and Business, Eastern Gateway Community College, 2017-Present.

- Instructed coursework in leadership, organizational behavior, human resource management, and principles of management.
- Courses instructed both in-seat and online.

PT Faculty, School of Communications and Information Systems, Robert Morris University, 2012-2022.

- Instructed graduate coursework in leadership and communication and quantitative reasoning and decision making.
- Instructed undergraduate coursework in leadership and communication; leadership, power, and influence; and the organizational leadership capstone.
- Courses instructed in both hybrid and online formats.

Adj. Assistant Professor, School of Leadership and Professional Development, Mountain State University, 2002-2012.

- Part time teaching load 2002-2009, full time teaching load 2009-2012.
- Facilitate courses in the Master of Science in Strategic Leadership Program (2002-2012) and the Bachelor of Science in Organizational Leadership (2011-2012).
- Courses include: The Strategic Leader and the Learning Organization; Organizational Theory; The Adult Learner; Organizational, Group, and Team Leadership; Strategic Management; Business Research Methods; Strategic Management of Human Resources; Organizational Theory; Project Research, Applications, and Methods; and several others.
- Supervised student research projects at both the masters and bachelors levels.
- Facilitated courses both in-seat and online.
- Participated in numerous faculty development workshops, seminars, and curriculum development meetings.
- Blackboard certified.

Vice President for Student Affairs, West Liberty University, West Liberty, WV, 2004-2009.

- General areas of responsibility included Admissions, Registration, Financial Aid, Housing and Residence Life, Campus Police, the Center for Student Success (Counseling, Advising, Tutoring, Services for Students with Special Needs, and Career Services), Student Union and Campus Life, Health Services, Judicial Services, Campus Ministry, Student Government, Greek Council, and the student newspaper.
- Responsible for College-wide retention and recruitment efforts and planning as the Chair of the Enrollment Management Task Force.
- Increased the use of programs and technology to address retention issues resulting in 13% increase in matriculation rate of at-risk student populations.
- Chair of the Critical Incident Response Team.
- Initiated and manage retention projects on campus including the establishment of a college-wide “helpline” to provide early intervention services for students and Project START (Student Transition and Retention Team) – a faculty/staff mentor program for first-year students.
- Assisted in the planning and implementation of an \$8.5 million bond for renovations to residence halls. Reorganized several offices into a one-stop “Center for Student Success” in an effort to better organize divisional efforts toward student engagement and retention.
- Led efforts in marketing to and working with parents and parent programming/orientation.
- Planned and established the “West Liberty Summer Honors Academy” as a recruiting tool for academically gifted students.
- Increased the College’s recruiting and marketing presence through electronic media and supervised the creation of the Institution’s Enrollment Management Plan (bringing together a wide variety of college constituent groups to plan for increasing college enrollment and retention) – which resulted in three years of significant enrollment increases after a five-year decline from 2001-2005.
- Represented student affairs and enrollment to the President’s Cabinet, the Board of Governors, and various campus, local, and regional constituent groups.

Associate Vice President for Operations and Student Development, Mountain State University, Beckley, WV, 2001-2004.

- General areas of responsibility included Student Affairs (student advocacy, counseling referrals, student activities and organizations, services for students with disabilities, career services, orientation, leadership development, and judicial services), Physical Plant, Residence Life, Bookstore, Dining Services, Security, Telecommunications, and Risk Management.
- Initiated and chaired the University Critical Incident Response Team.
- Reestablished presence and role of student affairs and student development on campus, including role of chief judicial officer and student activities programming.
- Reorganized student orientation programs.
- Planned and implemented a complete renovation project for the University Bookstore.
- Supervised various capital renovations, including Dining Services, the School of Business, and a secondary school academy facility.
- Negotiated various property purchases.
- Directed divisional efforts in strategic planning and assessment.
- Served as on-call administrator to manage crisis situations within areas of responsibility.

- Represented interests of divisional departments to senior management officers.

Director of Campus Life, Division of Student Affairs, Bluefield State College, Bluefield, WV, 1995-2001.

- Directed the operations of the Campus Life Office, including the Student Union and Student Activities.
- Advised the Student Government Association and the Greek Council.
- Supervised Student Publications (yearbook and newspaper), intramurals, homecoming, cheerleading and off-campus housing.
- Served as liaison officer for all student organizations and managed the College calendar and facilities, including the swimming pool, fitness center and tennis courts.
- Developed leadership training activities and retreats.
- Wrote grant proposals and secured funding for student programs.
- Developed computer presentations, videos and displays to assist in promoting the institution.
- Served as Project Administrator for National Youth Sports Program Grant (recognized nationally as best first-year project in 1999).
- Duties also included assisting in the development of New Student Orientation.
- Chair of the Student Union Board and Student Activities Committee. Served on North Central Association Accreditation Self-Study Assessment Committee, 2000.

Resident Director, Office of Student Residential Life, Concord College, Athens, WV, 1991-95.

- Administered the daily operation of a 150-room College residence facility, including coordination of building services, resident assistant programming and policy enforcement.
- Supervised and scheduled seven paraprofessional staff and 12-15 desk attendants, coordinated room selection/assignments for the entire campus, including five facilities and 900+ students.
- Revised and prepared instruction manuals and handbooks for residence life staff and students.
- Counseled students and intervened in crisis situations.
- Involved in the coordination of staff hiring and training.
- Advised residence hall governing bodies.

Additional Academic Experience

- **College 101 Program Coordinator, The First-Year Experience, West Liberty University, 2005-2009.** Instructed one section and supervised up to 25 staff and faculty in other sections. Created and delivered faculty development materials, designed course curriculum and initiated online components for over 500 students using WebCT, Blackboard, and Sakai platforms. Created a curriculum that integrated services and programs between Student Affairs and Academic Affairs, including the addition of learning communities, critical thinking, writing, and case study components to the curriculum.
- **Leadership Studies 717 – Student Personnel Administration in Higher Education; Marshall Univ. Graduate College, 2002.**
- **Travel Industry Management 456 - Senior Seminar/Program Planning and Administration; Concord College. 1992-94.**
- **Travel Industry Management 260 - Concepts in Leisure; Concord College, 1992-94.**

Institutional Service

- Governor’s Advisory Council for the PROMISE Scholarship, West Virginia Higher Education Policy Commission, 2008-2009
- Chair, Employee Annual Giving Campaign, West Liberty University, 2007-2009
- United Way Campaign Chair, West Liberty University, 2006-2009
- Multicultural Affairs Committee, West Liberty University, 2004-2009
- HLC/NCA Coordinating Committee, West Liberty University, 2007-2008
- Advisory Board of Classified Employees to the State College System Central Office, Bluefield State College, 1998-2001
- College Council, Bluefield State College, 1998-2001
- Classified Staff Senate, Bluefield State College, 1998-2001

Professional Activities

National Association of Student Personnel Administrators (NASPA)

- Region II Vice President and National Board Member – 2009-2010
- Region II Conference Chair - 2010
- Region II Advisory Board, Membership Services Coordinator – 2000-2009
- Region II Advisory Board, Newsletter Editor - 1997-2000

West Virginia Association of Student Personnel Administrators (WVASPA)

- NASPA Liaison, 2001-2009
- Past-President, 1999-2000
- President, 1998-1999
- President-Elect - 1997-98
- Executive Committee, Newsletter Editor - 1995-1997
- Distinguished Service Award - 2001.
- Innovative Program Awards – 1997 and 2006

Association for the Promotion of Campus Activities (APCA), 1998-2002.

- West Virginia Membership Coordinator, 1998-2001.
- Recipient of the 2001 Ernest C. Jones Award for Excellence in Programming

National Clearinghouse for Commuter Programs, 1998-2001.

National Association of Campus Activities (NACA), 1995-1999.

Gamma Beta Phi National Honor and Service Society.

- National President, 1998-99.
- National President-Elect, 1997-98.
- National Vice President, 1996-97.
- National Executive Committee Advisor Member, 1994-96.
- Served as Chapter Advisor and State Advisor, 1991-1999.

Conference and Workshop Presentations

Panelist: Implementing MapWorks as a Way to Increase Retention

West Virginia Association of Academic Affairs Administrators, Roanoke, WV, September 2009.

Panelist: Round Table Discussion on Campus Safety

Webinar sponsored by Rave Wireless and Security on Campus, Inc., June 2009.

Parents 101: Channeling the Energy of Helicopter Parents

West Virginia Association of Academic Affairs Administrators, Wheeling, WV, October 2007.

Creating a Campus Critical Incident Response Team

West Virginia Association of Student Personnel Administrators, Canaan Valley, WV, November 2003.

Lead, Follow, or Get out of the Way!

West Virginia EEO/Higher Education Conference, Snowshoe, WV, September 2002.

Strategic Planning for Student Affairs and Student Organizations

National Association of Student Personnel Administrators Region II Conference, Pittsburgh, PA, November 1999.

West Virginia Association of Student Personnel Administrators Annual Conference, Davis, WV, October 1999.

Association for the Promotion of Campus Activities National Conference, Knoxville, TN, March 1999.

Association for the Promotion of Campus Activities, Student Government Retreat, Savannah, GA, **Page 2009 of 409**

Working with Groups in Difficult Situations

West Virginia Association of Student Personnel Administrators Annual Conference, Davis, WV, October 1998.
Association for the Promotion of Campus Activities National Conference, Atlanta, GA, February 1998.
Fairmont State College/WVASPA Leadership Retreat, Fairmont, WV, February 1998.
WV State College and University System Staff Retreat, Charleston, WV, September 1997.
Gamma Beta Phi West Virginia State Convention, Green Valley, WV, September 1997.
Concord College Residence Life Training, Athens, WV, August 1997.
Bluefield State College Leadership Retreat, Bluefield, WV, June 1997

It's a Culture Thing: Understanding Perceptions of Different People

State College and University System/State EEO Training and Development Conference, Pipestem, WV, October 2001.
West Virginia Association of Collegiate Registrars and Admissions Officers, Flatwoods, WV, July 2001.
Wytheville Community College Phi Theta Kappa Leadership Conference, Wytheville, VA, March 2000.
State College and University System/State EEO Training and Development Conference, Wheeling, WV, October 1999.
West Virginia Association of Student Personnel Administrators Annual Conference, Davis, WV, October 1997.
Gamma Beta Phi National Convention, Nashville, TN, March 1997.

Breaking the Ice and Building Your Teams

Gamma Beta Phi National Convention, Nashville, TN, March 1998.

Using Technology in Campus Activities

West Virginia Association of Student Personnel Administrators Annual Conference, Snowshoe, WV, October 1996.

Publications

- Carpenter, J.D. (2002). Co-curricular involvement of West Virginia four-year state college students and the statistical relationship with post-graduate community and professional involvement, leadership, salary, and job satisfaction. Dissertation, West Virginia University, [On-line Abstract]. Available: <http://etd.wvu.edu/templates/showETD.cfm?recnum=2270>.
- Carpenter, J.D. (2000, March). Developing a strategic plan for your residence life program. Residence Life Executive. March, 2000. Paperclip Communications: Garfield, NJ.
- Carpenter, J.D. (2000, March). Developing a strategic plan for your orientation program. Orientation Executive. March, 2000. Paperclip Communications: Garfield, NJ.
- Carpenter, J.D. (1999). Advanced programming and personal development. In E. Lambert (Ed.), Association for the Promotion of Campus Activities Advisor Handbook. (Available from the Association for the Promotion of Campus Activities, 1131 South Fork Drive, Sevierville, TN 37862)
- Carpenter, J.D. (1991). Images presented by the National Park Service: A content analysis of National Park brochures. Unpublished master's thesis. West Virginia University, Morgantown, WV.
- Burrus-Bammel, L.L., Bammel, G., Kopitsky, K., and Carpenter, J.D. (1988). Assessing your agency's image: The perspective given to the public through public relations material. In L. Beck (Ed.), Research in Interpretation: Proceedings of the 1988 National Association of Interpretation Research Symposium (pp. 1-12). San Diego: San Diego State University.

Other Activities

DaphneyLand Basset Hound Rescue, Acton, CA

Webmaster and Board of Directors, 2014-Present

Basset Hound Club of Western Pennsylvania

Board of Directors, 2015-2018

Webmaster, 2014-2018

West Liberty Christian Church, West Liberty, WV

Elder, 2012-20

Choir Director and Worship Leader, 2007-2016

Deacon, 2007-2009

Parkview Baptist Church, Bluefield, WV

Deacon, 2002-2004

Youth Committee, Properties Committee

Substitute Worship and Song Leader - 1996-2000, 2001-2004

First Christian Church, Princeton, WV

Choir Director - 2000-2001

United Way of the Upper Ohio Valley, Wheeling, WV

Resource Allocation Team – Emergency Response. 2006-2008

Ohio River Bridge Task Force

Marketing/Media Co-Chair, 2007 - 2009

Basset Hound Rescue of Old Dominion

Volunteer, 1998-Present

West Virginia State Coordinator, 1999-2004. 2001 Volunteer of the Year

Three Rivers Avian Center, Hinton, WV

Board of Directors, 2003-2007; Vice Chair, 2004-2005

Community Emergency Response Team, Beckley, WV

Train the Trainer Certification - 2003

Instructor, Community First Aid and CPR, American Red Cross, 1994-1999.

Volunteer Firefighter/First Responder/Admin. Sec., Athens Volunteer Fire Dept., Athens, WV, 1992-94.

Certified Firefighter I and II and First Responder. Additional training in hazardous materials and forest fire fighting

Courses Taught

Dr. J.D. Carpenter

Glenville State University

MGMT 201 Principles of Management
BUSN 230 Quantitative Business Analysis I

Eastern Gateway Community College

MGT 201 Principles of Management
MGT 202 Organizational Behavior
MGT 208 Human Resource Management
MGT 210 Leadership and Team Development
BUS 209 Customer Service

Robert Morris University

Undergraduate

ORGL 2200 Applied Personal and Interpersonal Leadership Skills
ORGL 2300 Leadership and Ethics
ORGL 3700 Leadership and Communication
ORGL 3300 Leadership, Power, and Influence
ORGL 3900 Organizational Viability and Sustainability (Finance)
ORGL 4400 Contemporary Issues in Organizational Leadership
ORGL 4850 Capstone: Organizational Leadership

Graduate

ORGL 6300 Leadership and Communication
ORGL 6400 Legal Issues for Leaders and Organizations
ORGL 6600 Quantitative Reasoning and Decision Making

West Liberty University

Undergraduate

COLL 101 Introduction to College (Supervised 25 sections)

Marshall University

Graduate

Leadership Studies 717 Student Personnel Administration

Mountain State University

Undergraduate

OL 301 The Adult Learner
OL 303 The Language of Leadership
OL 307 Leadership
OL 305 Principles and Issues of Human Resources
OL 425 Practicum: Lifelong Learning
OL 309 Collaborative Leadership
OL 316 Ethics
OL 401 The Learning Organization
OL 402 Organizational Behavior
OL 408 Action Research
OL 430 Practicum: Developing Teams
OL 435 Practicum: Assessing Culture

Graduate

- GSL 510 The Art and Science of Leadership
- GSL 512 The Leadership Challenge
- GSL 504 Organizational, Group, and Team Leadership
- GSL 507 Reframing Leadership
- GSL 506 Human Side of Organizations
- GSL 601 Organizational Theory
- GSL 603 Organizational Effectiveness: Understanding Performance
- GSL 606 Quality Systems and Organizational Performance
- GSL 610 Strategic Thinking
- GSL 620 Business Research Methods
- GSL 625 Project Research Application and Methods
- GSL 630 Program Research Project and Presentation

Sherry J. Jones

261 Joes Run Road
Burnsville, WV 26335
Phone: 304-462-5128
Sherry.Jones@glenville.edu

Professional Certification

Permanent West Virginia Teaching Certificate
Areas of Specialization: Math 7-12, Secretarial Studies 7-12. Gifted 7-12,
Language Arts 7-9

Educational Training

Doctor of Philosophy in Education

Major Concentration: Mathematics Teacher Education, Minor: Mathematics
University of Tennessee, Knoxville

Completed 85 hours of graduate coursework in Mathematics Education,
Mathematics, Rural Sociology, and Research from five universities in a
cooperative program:

Ohio University, University of Kentucky, University of Louisville,
University of Tennessee, West Virginia University

2004-2008

*Graduated with 3.9+ average

Dissertation: The Question of Learning Equity between Online and Onsite
Undergraduate Mathematics Courses in Rural Appalachia
Chair: Dr. Vena Long, University of Tennessee

Graduate courses-communication, math, business
Marshall University, West Virginia Graduate College, West Virginia University
1984-1994

*4.00 average

Master of Arts in Education

West Virginia University

Gifted Education

August 1984

*Graduated with 4.00 average

Bachelor of Arts in Education

Glenville State College

Mathematics, Business, Lang. Arts

December 1975

*Graduated Magna Cum Laude

Professional Experience

Glenville State College, 200 High Street, Glenville, WV 26351

Professor Emerita – Currently teaching Quantitative Analysis I and Introduction to
Statistics as an Adjunct Professor (*also taught 2014 – 2016 in the post-retirement
program*)

January 1988 – 2014

* Professor of Business

*Chairperson, Department of Business, 2008 – 2011

Classes recently taught: Quantitative Analysis I and Introduction to Statistics

Professional Experience, continued

Gilmer County High School, 300 Pine Street, Glenville, WV 26351

August 1981 – January 1988

Classes taught: PreCalculus, Trigonometry, Algebra II, Geometry, Computer

Honors

*Professor Emerita, 2014

*Glenville State College Outstanding Faculty Award, 2010

*Glenville State College Faculty Marshal, 2010 - 2014

*Curtis Elam Professor of Teaching Excellence, 2005-2008

*Gilmer County Teacher of the Year –November 1987

Selected Presentations

“Resume and Cover Letters” – Glenville State College Education Intern Professional Day – October 2012, January 2013, and October 2013

“Department of Business Accomplishments” – Glenville State College Board of Governors – April 13, 2011

“Bring Back the GSC Beanie!” – Fall Convocation Keynote Address – August 20, 2010
Business Careers and Majors Presentation to Walton Middle School Students – March 24, 2010

“How to Write a Proposal” – ACCLAIM Research Symposium, Newark, OH, May 24-26, 2009

“The Question of Learning Equity between Online and Onsite Undergraduate Mathematics Courses in Rural Appalachia” – AAMTE Regional Conference, Williamsburg, KY, November 8, 2008 and ACCLAIM Research Symposium, Newark, OH, May 24-26, 2009

“Internet Courses – Experiences & How To” – GSC Professional Development Series, November 20, 2008

“Lesson Study from Multiple Perspectives” – AMTE National Conference, Tulsa, OK, January 25, 2008

“Utilizing Geometer’s Sketchpad and Peanut Software” – Glenville State College Geometry Class – 2 presentations – November 2007

Oral Comprehensive Exam Presentation – October 2007

“Utilize Free Interactive Software to Deepen Mathematical Understanding” – WVCTM State Conference, Flatwoods, WV – March 2007

Panel Presentation – ACCLAIM Research Symposium – May 2006

Selected Publications

- Jones, S., & Long, V. M. (2013). Learning equity between online and on-site mathematics courses. *Journal of Online Teaching and Learning*, 9(1).
- Jones, S. (2009). Leaving Home Was Not an Option. *Rural Mathematics Educator*, 8(1).
- Jones, S. (2008). Two Mathematics Lessons published in *Mathematics in Rural Appalachia: Place-Based Mathematics Lessons*, edited by T. M. Hopkins & V.M. Long.
- Jones, S. (2008). A Comparison of *Why Rural Matters 2007: The Realities of Rural Education Growth* published October 2007, and *Why Rural Matters 2006: The Facts about Rural Education in the 50 States*, published May 2005. *Rural Mathematics Educator*, 7(1).
- Jones, S. (2006). [Synthesis with rural implications of Alan Schoenfeld's "What Doesn't Work"] (Rural Mathematics Education Digest No. 8). Athens, OH: Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics.
- Jones, S, et al. (2006). *The third ACCLAIM research symposium: Mathematics education: reform and resistance in the lifeworlds of rural schools and communities*. (Occasional Paper No. 14). Athens, OH: Appalachian Collaborative Center for Learning, Assessment, and Instruction in Mathematics.
- Jones, S. (2006, April). ACCLAIM doctoral program is making a difference. *Rural Mathematics Educator*, 5(1).

Other Recent Scholarly Activity

- WebAssign and MindTap Training – Online meetings – Spring and Summer 2020, Summer 2021
- Brightspace Training – Fall 2021
- WVBEA Conference and Technology Training – Flatwoods, WV - May 2013
- Blackboard Learn Training – Spring and Fall 2012
- WebAssign Users Group Conference – June 2012
- WVBEA Conference and Adobe Training – November 2011 and May 2012
- Phi Beta Lambda Conference and Competition – April 2012
- ACCLAIM Seminar – July 2011
- Accreditation Council for Business Schools and Programs Conference – Indianapolis, IN – June 2011
- Math Cue Webinar – March 2011
- Tech Steps Webinar – March 2011

Other Recent Scholarly Activity (continued)

Assessment Webinar – February 2011

Moodle Training – January 2011

WVBEA Conference – Flatwoods, WV - December 2010 and Charleston, WV – November 2011

Wimba Training – November 2009, August 2010

Adobe Software Course held by WV State Dept – GSC Campus – June 2010

AAMTE Regional Conference – Huntington, WV and Lexington, KY - September 2004 and 2005, November 2008, February 2010

AMTE National Conference – January 2006, 2008

ACCLAIM Research Symposium – May 2006, April 2007, May 2009

Smartboard Training and Smarthinking Training – GSC – January 10, 2008

Teachers Teaching with Technology Conference – Flatwoods, WV – March 2007 and 2009

WVCTM Conference - March 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010

Selected Committee Service

Curriculum Committee – 1990-2001, 2002, 2005-2013

General Education – 2011 - 2013

Promotion and Tenure – 2009- 2011

Financial Aid Appeals – 2008-2010

Teacher Education Review Panel – 2008- 2011

Educational Personnel Preparation Advisory Committee – 2008 – 2011

Strategic Planning – 2008 - 2011

Service Learning – 2008 – 2010

Annual Business Recognition Event – 2008 – 2014

Faculty Development – 1991-1993, 1995-1996, 2007-2009

Virginia D. Boggs
34 Whippoorwill Hill Road
Grantsville, West Virginia 26147
304-786-0069
boggsvirginia@yahoo.com

Education

Received a Master of Science in Strategic Leadership; Mountain State University
Beckley, West Virginia May-2011

Received a Bachelor of Science in Business Administration; Glenville State College
Major: Computer and Information Systems
Glenville, West Virginia December-2002

Work Experience

Glenville State College/ University – August 13, 2007-Present

Payroll & Benefit Coordinator; July 5, 2021 – Present

- Assures proper processing of bi-weekly payroll for approximately 300 employees.
- Cut the payroll review processing time in half within the first three months by utilizing electronic reports and resources
- Created new forms and check-sheets to ensure correct processing for new hires, and for other payroll processes.
- Regularly communicates with employees and third-party providers regarding policy updates, processes and changes, ensuring successful program enrollments and withdrawals

Accounting Assistant I/Purchasing Card Coordinator/ Interim Payroll & Benefits Coordinator; July 20, 2015 – July 4, 2021

- Reported directly to the CFO, working with the Business & Finance Controller to oversee the Purchasing Card Program and serve as liaison between the WV State Auditor's Office and 48-52 active cardholders with monthly spending limits between \$800 - \$100,000
- Created training material and conducted training workshops as needed for new card holders, and as needed for policy changes and updates
- Created and submitted quarterly reports to the CFO on Purchasing Card activity and compliance
- Reviewed cardholder monthly statements and logs, and maintained a filing system for all related documents

- Served as back-up Cashier handling student accounts receivables, submitting electronic bank transfers, deposits and preparing student refund checks
- Oversee college inventory and entering fixed assets into state Inventory Management System
- Worked with the Director of Purchasing to oversee and process all Purchase Requisitions
- Processed weekly payroll for college employees

Fleet Coordinator, June 06, 2018 - April 5, 2019

- Implemented the new Fleet Reservation System (AgileFleet: Fleet Commander) and co-created a training program for new drivers in accordance with WV State Fleet Policies & Procedures HB4015 and State Rule 148 CSR3
- Effectively managed a fleet of over 31 vehicles
- Oversaw preventative maintenance and repairs for more than half of the fleet
- Coordinated vehicle wraps and outfitting
- Managed fuel card program
- Worked with Human Resources to pay contractual employees for charter bus driving services and validating CDL compliance

Hidden Promise Scholar Coordinator, September 19, 2011 – July 17, 2015

- Assisted and represented the Program Director in communicating with program constituents and parents of Scholars
- Traveled to “Hidden Promise Consortium” counties in West Virginia and Ohio to meet with 8th – 12th grade Scholars and school counselors
- Planned, Organized, Executed 15+ annual Meet & Greet informational dinners for Hidden Promise Scholars and Family members per school year. Worked with Principals, Counselors and School Superintendents to recruit new members, update program policies, activities and events
- Established and maintained a record system to track mentees before and after high school graduation
- Assisted with organizing off-campus trips and program events for Scholars
- Developed Call Center Program for County Mentors for the Hidden Promise Program; created scripts and talking points for student mentors
- Assisted with maintaining the budget and ordering supplies

Administrative Assistant/ Pgm. Assistant, August 13, 2007 – September 16, 2011

- Scheduled appointments for campus tours and met with prospective students
- Monitored budget using Banner and Excel Spreadsheets
- Inventoried office supplies and made purchases as necessary
- Planned traveling schedules and budgeted for traveling expenses for four Admissions Counselors

Skills & Training

- Typing 55+ wpm
- WV Oasis Financials and HRM
- Ellucian Banner
- Microsoft Office – Access, Excel, Outlook, PowerPoint, Publisher, Word
- Microsoft Teams
- Agile Fleet Commander
- Atlassian – Trello
- ACT & SAT – Test Administrator – November 2009 – January 2011

Training Courses (Title & Year)

- Question, Persuade, & Refer (QPR) Training for mental health awareness – 2022
- WV CUPA-HR Conference – 2022
- Quality Matters Workshop - Independent Applying the Quality Matters Rubric (APPQMR) Certificate – 2020
- Quality Matters Workshop - Independent Improving Your Online Course (IYOC): Statewide Systems Certificate – 2020
- WV State Purchasing Card Coordinator Training 2007, 2009, 2011, 2013, 2015-2020
- WV State Fleet Training 2018

Committees & Memberships

- Financial Aid Appeals Committee – 2017-2021
- Staff Advisor to Baptist Campus Ministries Student Organization 2016-2017 & 2018-Present
- GSC Staff Council – Served as Secretary, and Staff Representative 2007-2019
- Scholarship Awards Committee 2009 & 2010
- HIPAA Privacy Standards: Workforce Education to Protect Patient Confidentiality – 2005, 2006
- Nationally Certified Medical Office Assistant – 2005-2006

References

Teresa Sterns, Executive Assistant to the President
Glennville State University 304-462-6102

Office of the President

Bert Jedamski, Chief Financial Officer
Glennville State University 304-462-6181

Office of Business & Finance

KRISTEN COSNER

CONTACT



(304) 613-2119



kristencosner@gmail.com



Glenville, WV 26351



Kristen Cosner

EDUCATION

MASTER OF SCIENCE IN INTEGRATED MARKETING COMMUNICATION

West Virginia University
2018

REGENTS BACHELOR OF ARTS - GRAPHICS AND DIGITAL MEDIA

Glenville State University
2016

SKILLS

- Photography
- Videography
- Creative Design
- Digital Content Strategy
- Campaign Development
- Social Media Marketing
- Graphic Design
- Video Production
- Leadership
- Brand Management
- Project Management

SUMMARY

Over 8 years of experience in social media management, design, photography/videography, campaign and brand management, and creative leadership. Creative and detail-oriented. Expertise in all major social media platforms and the Adobe Creative Suite. Organized and independent; able to accomplish projects with timeliness, efficiency, and accuracy under pressure. Adaptable. Excellent verbal and written communication and interpersonal skills.

EXPERIENCE

CREATIVE DIRECTOR

Glenville State University | August 2021 - Present

- Supervise a cross-functional team of graphic designers, social media managers, and student marketing ambassadors in the strategic development of messages and deliverables
- Manage all official university social media accounts (Facebook, Twitter, Instagram, LinkedIn, Youtube, and TikTok)
- Maintain and enforce the university brand by ensuring that logos, fonts, and creative design are implemented with the highest level of design integrity
- Direct and produce all photo and video assets for digital campaigns, social media, paid television commercials, news releases, recruiting materials, print and digital advertising, and billboards
- Review and approve art and copy developed by the team, ensuring deliverables that effectively address marketing goals and challenges
- Collaborate with campus offices and departments to develop social media campaigns to strengthen recruiting, fundraising, internal and external communication, and more
- Provide educational workshops on social media management, current trends, and best practices to the campus community

ADJUNCT INSTRUCTOR

Glenville State University | August 2020 - Present

- Instruct students in fine arts and business courses
- Develop and deliver lectures in accordance with course objectives
- Engage students via Brightspace discussions, assignments, and lectures
- Evaluate and grade student coursework, assignments, and papers in accordance with school policy and provide effective and helpful feedback to students

COMMUNICATIONS COORDINATOR

Glenville State University | January 2019 - August 2021

- Manage all social media accounts for the university
- Curate content for social media, including photography, videography, and graphics
- Develop and maintain an updated social media content schedule
- Manage Social Media/Marketing Ambassadors
- Research and write press releases
- Assist the Marketing Director with day-to-day activities in the office
- Utilize the Adobe Creative Suite: Premiere Pro, Photoshop, InDesign, Illustrator
- Set goals, strategies, and objectives for the college's social media presence
- Attend events to capture photo, video, and social media content

REFERENCES

Quentin Murphy

Research & Analytics
Coordinator for West Virginia
Tourism

(276) 358-0383

Tara Pate

Founder at Daysie
Director of Marketing at
Butcher & Bee

(843) 934-8028
Tarasemerar@gmail.com

John Selburg

Assistant Professor, Chair of
Visual and Performing Arts

Broward College
(309) 361-1982
jselburg@broward.edu

EXPERIENCE

SOCIAL MEDIA EDITOR

11 Health and Technologies | June 2018 - January 2019

- Produce content for print and web, including photography, graphics, blogs, and videos
- Manage all corporate social media accounts
- Utilize Hootsuite to create and schedule social media posts for Twitter, Instagram, Facebook, LinkedIn, and YouTube
- Develop a monthly social media content schedule
- Utilize SEO and keyword research
- Collaborate with the marketing team in implementing new campaigns
- Edit and publish blog posts
- Assist in developing brand marketing strategy

DIGITAL PUBLISHING INTERN

West Virginia Family Magazine | May 2016

- Build a following and promote WV KIDS on social media
- Assist in choosing and editing content for WV KIDS
- Design and build page layouts, sponsor spaces, and covers
- Prepare files for publishing the digital version of the magazine

SOCIAL MEDIA CHAIR

HerCampus.com - WV Wesleyan College | August 2014 - May 2016

- Research, write, and review articles for publishing
- Implement, monitor, and optimize social media campaigns
- Design and launch contests and giveaways
- Create positive relationships with the campus community

SOCIAL MEDIA MANAGER, ASSISTANT POOL MANAGER

Upshur County Parks and Recreation Pool | May 2014 - July 2016

- Establish a social media presence on Facebook and Instagram
- Manage consistent and relevant posting on all social media accounts
- Provide customer service via social media to address questions or concerns and schedule events, lessons, etc.
- Design documents, flyers, and graphics for print and social media
- Attend events and capture daily activities to curate photo content for social media

AWARDS

@GLENVILLE STATE (INSTAGRAM) RANKED #8 IN ENGAGEMENT

Dunroe: Industry Overview - Division II Colleges/Universities
May 2022

PETE AND BETSY BARR PROFESSIONAL DEVELOPMENT AWARD

January 2022

The Pete and Betsy Barr Professional Development Award was established in 2010 by former GSU President and First Lady Drs. Peter and Betsy Barr and alternates annually between GSU faculty and staff. I applied the award to upgrading photography and videography equipment within the Office of Marketing and Public Relations to further support digital storytelling.

Jeffrey M. Jenkins

Current Employment:
37 W. Main Street
Buckhannon, WV 26201
(304) 473-5624

Email:
Jeffrey.Jenkins@ccwv.org
Jeffrey.Jenkins@glenville.edu

Permanent Address:
18 Vineyard Drive
Weston, WV 26452
(304) 904-9232

EDUCATION:

OHIO UNIVERSITY Athens, OH
MBA, Concentration in Marketing/Corporate Communication
Graduation: May 2005

GLENVILLE STATE UNIVERSITY Glenville, WV
BSBA, Concentration in Management
Graduation: May 2003

SOUTHWESTERN GRADUATE SCHOOL OF BANKING AT SMU Dallas, TX
Banking
Graduation: June 2017

UNIVERSITY OF CHARLESTON Charleston, WV
WV School of Banking
Program Completion: May 2007

EAST CAROLINA UNIVERSITY Greenville, NC
The RMA-ECU Commercial Lending School
Program Completion: May 2006

COMPUTER SKILLS:

Microsoft Suite of Products – Word, Excel, PowerPoint, Outlook

WORK EXPERIENCE:

Community Care of West Virginia – Buckhannon, WV
Chief Financial Officer
April 1st, 2022, to the Present

Glenville State University – Glenville, WV
Adjunct Faculty Member
January 2005, to Present

Citizens Bank of Weston – Weston, WV
Executive Vice President / Senior Lender
November 11th, 2013, to March 31st, 2022

United Bank Inc. – Glenville, WV
Vice President / Commercial Loans Central Region
October 15th, 2007, to November 8th, 2013

West Union Bank – Harrisville, WV
Vice President / Business Development Officer
May 9th, 2005, to October 13th, 2007

Wells Fargo Financial – Bridgeport, WV
Credit Manager
August 22nd, 2004, to May 6th, 2005

ADDITIONAL: Graduate of Leadership West Virginia
Graduate of Leadership Harrison
Board of Director at Davis Trust Company
Board of Director at Glenville State University Foundation

REFERENCES: Available upon request

Daniel Meyers

Dan_L_Meyers@hotmail.com | 304-439-6916

PO BOX 274, West Milford, WV 26451

PROFESSIONAL SUMMARY

EXPERIENCE

Head Men's and Women's Cross Country & Track & Field Coach Adjunct in Computer Science

GLENVILLE STATE UNIVERSITY-GLENVILLE, WV | July 2024-Present

- Led the Men's Cross Country program to highest conference finish in over a decade, as well as running the fastest team average time in sixteen years.
- Led the Men's Track & Field program to highest finish in twenty-six years. Had seven all-conference athletes.
- Directed concession stand for all home events that raised 15,000+ for our program.
- Recruited a class of 25+ athletes, along with producing the highest net revenue in program history.
- Courses taught- CSCI-101

Director of XC/Track & Field- Director of Game Day Management- Interim Sports Information Director

SALEM UNIVERSITY- SALEM, WV | August 2019-July 2021

- Managed budget for men's and women's XC/Track program.
- Increased fundraising of program by 100%.
- Built roster from fifteen kids to over thirty in first recruiting class.
- Mentored graduate assistants in first coaching roles.
- Seventy percent of school records broken under my tenure.
- Led first team at Salem to hit NCAA sponsorship for cross country, and indoor track.
- Organized all home sporting events, along with submitting paperwork to pay game day workers.
- Served on athletic administration team, hall of fame committee, and health & safety committee.

Head Men's Cross Country- Track & Field Coach- Assistant Sports Information Director

WEST VIRGINIA WESLEYAN COLLEGE – BUCKHANNON, WV | July 2018 – August 2019

- Primary Distance Coach for male and female athletes.
- Managed budget for both men's and women's program.
- Scheduled meets and handled operations for entire program.
- Contributed to the recruitment of 30+ athletes for 2019-2020.
- Managed athletic website and sports media for 20+ sports.
- Led game day management for all home sporting events.
- Organized Athletic Hall of Fame Banquet.

- Led Men's Cross Country to a 4th place conference finish.
- Coached top distance girl to 5,000-meter school record, and NCAA appearance in 3,000 Steeple.
- Increased Fundraising by 70 %

Admission Counselor/ Assistant Cross Country- Track & Field Coach

DAVIS & ELKINS COLLEGE- ELKINS, WV | May 2016 - June 2018

Admission Duties

- Recruit students for D&E from the Eastern Panhandle of WV, along with 10 Southern WV counties.
- Led Integration Team for new Admission CRM software.
- Represented the college to prospective students.
- Worked open house/recruitment events for the college.

Coaching Duties

- Leader in recruitment for all non-distance events.
- Part of the coaching staff to recruit and build the inaugural track program for the school, opening up for the 2016-2017 season.

Assistant Cross Country & Track & Field Coach

WEST VIRGINIA WESLEYAN COLLEGE – BUCKHANNON, WV | January 2015 - May 2016

- Developed workouts and lifts for athletes in the 400 and 800 event areas.
- Assisted in recruiting one of the largest teams in the country.
- Organized and directed home track meets.
- Mentored multiple athletes during a stretch of where six Mountain East Conference Championships were won.
- For the 2015-2016 season, the WVWC Track teams combined for 9 All-Regional performers, and 5 DII National Provisional marks.

EDUCATION

Master of Business Administration

AMERICAN PUBLIC UNIVERSITY | December 2018

GPA: 3.7 - Concentration in Sports Management

Bachelor of Science

WEST VIRGINIA WESLEYAN COLLEGE | BUCKHANNON, WV | May 2015

Marketing Major | Communication Minor

James D. Mullins
Glennville State College
200 High Street
Glennville, WV 26351

304-462-6239
James.Mulins@Glennville.edu

Adjunct Instructor of Business. Glennville State College, Glennville, WV January 2021-Present

Courses Taught

Management 384
Management 201

Committees

Glennville State College Parking Committee
Athletic Trainer Hiring Committee
Athletic Assistant Hiring Committee

Softball Hiring Committee
Women's Soccer Hiring Committee
Glennville State Hall of Fame Committee

Education

M.S. Management and Leadership 2018, Western Governors University
30 + Hours Completed M.A. School Counseling. Marshall University
R.B.A Bachelor of Arts 2009, West Virginia State University
A.S. Business 2005, Salem Community College

Professional

Glennville State College 2021 - Present
Adjunct Instructor of Business

Glennville State College 2012 - Present
Head Baseball Coach / Assistant Director of NCAA Compliance

- Recruit student athletes locally, regionally, and nationally
- Fundraise, manage budget for annual compliance.
- Operate under compliance with NCAA rules
- Set daily, weekly, monthly training plans
- Coordinate travel, meals, and lodging for 40-45 players
- Monitor class schedules, GPA enhancement strategies, and private tutoring
- Manage daily tasks and duties of assistant coaches
- Manage community service operations, and public relation opportunities

West Virginia State University 2010-2012
Assistant Baseball Coach / Campus Grounds Worker

- Assist in day to day operations as assigned by the Head Baseball Coach
- Responsible for waste management on campus
- Responsible for lawn care and landscape on campus
- Responsible for coordination of all team travel
- Developing defensive strategies for practice, and competition.

Davis and Elkins College 2009-2010

Assistant Baseball Coach

- Assist in day to day operations as assigned by the Head Baseball Coach
- Developed community service initiatives and Public Relations opportunities

Salem Community College 2005

Assistant Baseball Coach

- Assist in day to day operations as assigned by the Head Baseball Coach
- Responsible for the development of all infielders
- Assist in finding sophomores 4 year Colleges/Universities to enroll
- Assist in academic tutoring, and management

Sandra A. Pettit
5038 Dusk Camp Road
Sand Fork, WV 26430
304-462-8907

EDUCATION:

Glennville State College, 200 High Street, Glennville, West Virginia. – 1985
B. S. Degree in Business Administration, Accounting concentration

West Virginia Wesleyan College, Buckhannon, West Virginia – 1991
M.B.A. (Masters in Business Administration)

EXPERIENCE:

Waco Oil & Gas Co., Inc., P. O. Box 397, Glennville, West Virginia
April, 1984 – present
Accountant/Office Manager

In addition to serving as Corporate Secretary of the Board of Directors, I also maintain the corporate insurance policies, perform bookkeeping and clerical duties, manage the office staff and oversee corporate contributions and budgetary items.

Glennville State College, Glennville, West Virginia
August, 1992 – present
Adjunct Faculty Member, Division of Business

Self Employed, Bookkeeper, Sand Fork, West Virginia
1992 – present
I handle bookkeeping, payroll and tax functions for businesses.

Salem International University, Associate Professor, Salem, WV
May, 2009 – present
Faculty for the online business program.

PROFESSIONAL AFFILIATIONS:

Glennville State College Foundation Board, President
West Virginia State Folk Festival Treasurer
Waco Oil & Gas Company, Inc. Corporate Officer
Glennville Lions Club Member
Quality Matters Master Reviewer

Robert Lewis Woods

3677 Turnpike Rd ● Summersville, WV 26651 ● (304) 997-0071 ● robert.woods@glenville.edu

Education

Marshall University – Huntington, WV Graduate Certificate Information Technology Management	2020
Marshall University - Huntington, WV Master of Science in Adult Education	2019
Glenville State College – Glenville, WV Bachelor of Science in Business Administration <i>Majors:</i> Accounting, Management, and Computer Information Systems <i>Minors:</i> Nonprofit Leadership Management and Sociology	2013

Metalcraft Mining Equipment Rebuilders Inc.

June 2022-Present

- Recruiting, selecting, interviewing, orienting, training prospective employees.
- Develops requests for bids/quote/proposals for a wide range of heavy equipment rebuilds or heavy metal fabrication jobs.
- Contacts distributors of various materials and parts to complete production needs.
- Digital design and development of marketing materials.
- Social media management.

Teacher/Counselor

Glenville State University, Student Support Services

May 2019-June 2022

- Member of grant writing team to ensure the future of the program, submitting and awarded a 1.3 million dollar grant for Glenville State College, Student Support Services (2020 – 2025)
- Collected and did data analysis for completion of the Student Support Services Grant (2020 – 2025)
- Accounting and budget recommendations for Student Support Services grant
- Transitioned from Blumen database to online Blumen database
- Completion of APRs (Annual Progress Reports) to Department of Education
- Counseled students academically and personally
- Recruited first generation, low income, and disabled students
- Worked on methods to increase retention and graduation rates of students
- Tutored students in multiple subject areas
- Planned, organized, and executed educational, cultural, and social events on/off campus with the team
- Registered and advised students based on their academic advisor's recommendation
- Provided orientation, training and supervision of student workers
- Entered students' records into database software for reporting and record purposes

- Maintained, managed, and made purchase recommendations for all technology in Student Support Services
- Trained new personnel in grant operations, policies, and procedures
- Built and maintained relationships with students, co-workers, faculty, and administration
- Built relationships with other TRiO programs across the country
- Monitored and developed plans for academic improvement throughout academic semesters
- Obtained and provided material for Glenville State University to apply for new TRiO programs and grants

Academic Program Associate

Glenville State College, Student Support Services

June 2013-May 2019

- Input and recommendations for the Student Support Services Grant (2015 – 2020)
- Provided services and programming to increase retention and graduation rates of first generation, low income, and disabled students by enhancing academic skills, offered different cultures experiences, and encouraged civic engagement
- Tutored students, helped determine need for outside resources and assisted in evaluating our current resources to make necessary changes
- Collaborated with staff members to build calendar of activities consisting of cultural events, community service engagement, educational presentations, and provided opportunities for students to develop non- cognitive skills
- Assisted in recruiting, training, and evaluating peer tutors
- Provided accounting services to maintain and balance the \$254,329 per year federal grant fund
- Registered students based on their academic advisor’s recommendation
- Provided technological support and ideas to keep the program up to date and innovative
- Trained new personnel in grant operations, policies, and procedures

Additional Higher Ed Experience

Print Shop

Glenville State College (Student)

March 2012-May 2013

- Provided accounting services to organize and record transactions both on campus and off campus.
- Worked with faculty and staff to ensure print jobs were completed in a timely and professional manner
- Developed campus wide print funds tracking for fiscal year reports for budgeting purposes
- Established new job costing program to ensure accurate pricing and better reflect price changes in the future

Adjunct Faculty

Fall 2022	CSCI 101-06W	CSCI 101-07W		
Spring 2022	CSCI 101-05W	CSCI 101-06W		
Fall 2021	CSCI 101-02	CSCI 101-06W	CSCI 101-07W	GSC 100-12W
Spring 2021	CSCI 101-02	CSCI 101-04		
Spring 2020	CSCI 101-03W			
Fall 2019	CSCI 101-02			

Fall 2014	Intro to Social Media – Gilmer County	Intro to Social Media – Braxton County
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Conferences, and Committees as an employee of Glenville State University	
Financial Aid Appeals Committee	(On Going)
COE: Annual Conference	September 2021
COE : STEM & Social Justice Pre-Con	September 2021
Glenville State University: First2 Task Force	August 2021
MEAOPP : Emerging Leaders Institute	November 2020
COE : Grant Writing Conference (Student Support Services)	July 2019
Secretary : Task Force to Restructure Staff Council	August 2018-October 2018
WV TRiO Drive In Conference Participant	2013-2018
Representative: Student Support Services – HLC Site Visit	April 2017
Collegiate	
Member : Phi Beta Lambda (PBL)	Spring 2012-Spring 2013
Student Member : West Virginia Society of Certified Public Accountants	Fall 2011-Spring 2013
Member : Open Source Information Exchange (OSIX)	Fall 2012-Spring 2013
Parliamentarian/Reporter: Phi Beta Lambda State Executive Board (PBL)	Fall 2012-Spring 2013
Vice President : Non Profit Leadership	Fall 2011-Spring 2012
Member : Non Profit Leadership Alliance	Fall 2009-Spring 2012
Member : Relay for Life Committee	Spring 2010-Fall 2010
Senior Representative : Student Government	Spring 2010-Fall 2010
Collegiate Awards	
Distinguished Business Student	Spring 2011, 2012, 2013
Third Place FBLA-PBL: Accounting Analysis and Decision Making	Spring 2013
Third Place FBLA-PBL: Computer Concepts	Spring 2013
FBLA-PBL State Champion: Accounting Analysis and Decision Making	Spring 2012
Outstanding Accounting Senior Nominee, WVSCPA	Fall 2011

U.S. Army Veteran

Military Occupation Specialties			
Combat Medic	Administration Specialist	Civil Affairs Specialist	
Trainings			
Maneuver Control Systems Course	Light Fighter Communications Course	Military Commercial Driver Licensing	Safe Transporting of Hazardous Material Course

Various military correspondence courses			
Military Awards and Commendations			
Army Achievement Medal	Army Commendation Medal	Army Good Conduct Medal	Army Lapel Button
Driver and Mechanic Badge with Driver Bar	Marksmanship Qualification with Rifle Bar	National Defense Ribbon	Overseas Service Ribbon
West Virginia Emergency Response Ribbon	West Virginia Service Ribbon		

Appendix 2 – Plans of Study for BSBA Degree Majors

**ACCOUNTING
SUGGESTED PLAN OF STUDY**

FIRST YEAR

ACCT 2313	ACCT 2323
BUSN 1003	ART 200 (OR) MUSC 200.....2
BUSN 2303	CART 1013
CSCI 1013	MATH 1153
ENGL 1013	MGMT 201 (OR) MRKT 2013
GSU 1000	
Total Hours - Fall Semester15	Total Hours - Spring Semester 14

SECOND YEAR

ACCT 3313	ACCT 3323
BUSN 1933	BUSN 2933
BUSN 2253	CSCI 2603
ENVR 101, SCNC 101, 102, (OR) 1034	ECON 201 (OR) 2023
MGMT 201 (OR) MRKT 2013	ENGL 1023
Total Hours - Fall Semester16	Total Hours - Spring Semester15

THIRD YEAR

ACCT 3373	ACCT 3343
ACCT 4323	ACCT 4353
BUSN 2703	BUSN 4703
ECON 201 (OR) 2023	FINC 3213
HIST 201, 202, 207, 208 (OR) POSC 2033	ENGL 203, 204, 205 (OR) 2063
Total Hours - Fall Semester15	Total Hours - Spring Semester15

FOURTH YEAR

ACCT 3443	ACCT 4383
ACCT 4363	BUSN 4303
ECON 4203	BUSN 4933
HIST 201, 202, 207, 208 (OR) POSC 2033	GENERAL ELECTIVES6
STAT 3613	
Total Hours - Fall Semester15	Total Hours - Spring Semester 15

**COMPUTER AND INFORMATION SYSTEMS
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BUSN 100	3	BUSN 193	3
BUSN 230	3	CSCI 240	3
CART 101	3	CSCI 260	3
CSCI 101	3	MATH 115	3
ENGL 101	3	MGMT 201	3
GSU 100	0	Total Hours - Spring Semester	15
Total Hours - Fall Semester	15		

SECOND YEAR

ACCT 231	3	ACCT 232	3
BUSN 225	3	BUSN 293	3
BUSN 270	3	CSCI 230	3
CSCI 220	3	ENGL 102	3
ECON 201	3	MRKT 201	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	15

THIRD YEAR

CSCI 304 (OR) CSCI 381	3	ART 200 (OR) MUSC 200	2
CSCI 305 (OR) CSCI 352	3	CSCI 360 (OR) RESTRICTED	
CSCI 335	3	ELECTIVE	3
ENGL 203, 204, 205 (OR) 206	3	ECON 202	3
GENERAL ELECTIVES	3	ENVR 101, SCNC 101, 102, (OR) 103	4
Total Hours - Fall Semester	15	HIST 201, 202, 207, 208 (OR) POSC 203	3
		Total Hours - Spring Semester	15

FOURTH YEAR

CSCI 304 (OR) CSCI 381	3	BUSN 493	3
CSCI 305 (OR) CSCI 352	3	CSCI 360 (OR) RESTRICTED	
HIST 201, 202, 207, 208 (OR) POSC 203	3	ELECTIVE	3
STAT 361	3	CSCI 490	3
GENERAL ELECTIVE	3	GENERAL ELECTIVE	3
Total Hours - Fall Semester	15	RESTRICTED ELECTIVE	3
		Total Hours - Spring Semester	15

**INTEGRATED MARKETING
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BUSN 100	3	ART 200 (OR) MUSC 200.....	2
BUSN 230	3	BUSN 193	3
CART 101	3	CSCI 101	3
ENGL 101	3	ENGL 102	3
GSU 100.....	0	MATH 115	3
MRKT 201	3	Total Hours - Spring Semester	14
Total Hours - Fall Semester	15		

SECOND YEAR

ACCT 231	3	ACCT 232	3
BUSN 225	3	BUSN 293	3
BUSN 270	3	CSCI 260.....	3
ECON 201	3	ENVR 101, SCNC 101, 102 (OR) 103.....	4
MGMT 201.....	3	MRKT 202.....	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	16

THIRD YEAR

ENGL 203, 204, 205 (OR) 206	3	ECON 202	3
MRKT 203 (OR)		FINC 321	3
RESTRICTED ELECTIVE.....	3	HIST 201, 202, 207, 208, PSYC 201 (OR)	
MRKT 385	3	POSC 203	3
MRKT 388	3	MRKT 379.....	3
GENERAL ELECTIVES	3	MRKT 390.....	3
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester	15

FOURTH YEAR

HIST 201, 202, 207, 208, PSYC 201		BUSN 493	3
(OR) POSC 203.....	3	MRKT 203 (OR)	
MGMT 402.....	3	RESTRICTED ELECTIVE.....	3
MRKT 417	3	MRKT 478.....	3
STAT 361	3	MRKT 495.....	3
RESTRICTED ELECTIVE	3	GENERAL ELECTIVES	3
Total Hours - Fall Semester.....	15	Total Hours - Spring Semester	15

**MANAGEMENT
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BUSN 100	3	BUSN 193	3
BUSN 230	3	CSCI 260	3
CART 101	3	ENGL 102	3
CSCI 101	3	MATH 115	3
ENGL 101	3	MGMT 201.....	3
GSU 100.....	0	Total Hours - Spring Semester	15
Total Hours - Fall Semester	15		

SECOND YEAR

ACCT 231	3	ACCT 232	3
BUSN 225	3	BUSN 293	3
BUSN 270	3	BUSN 470	3
ECON 201	3	ECON 202	3
MRKT 201	3	GENERAL ELECTIVE	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	15

THIRD YEAR

ACCT 337	3	ART 200 (OR) MUSC 200.....	2
ENGL 203, 204, 205 (OR) 206	3	ENVR 101, SCNC 101, 102, (OR) 103	4
HIST 201, 202, 207, 208 (OR) POSC 203	3	FINC 321	3
MGMT 384.....	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
STAT 361	3	MGMT 383.....	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	15

FOURTH YEAR

ECON 420	3	BUSN 430	3
FINC 421	3	BUSN 493	3
MGMT 402.....	3	MGMT 487.....	3
MGMT 484.....	3	GENERAL ELECTIVE	6
GENERAL ELECTIVE	3	Total Hours - Spring Semester	15
Total Hours - Fall Semester.....	15		

**SPORT MANAGEMENT
SUGGESTED PLAN OF STUDY**

FIRST YEAR

BUSN 100	3	BUSN 193	3
BUSN 230	3	CSCI 260	3
CART 101	3	ENGL 102	3
CSCI 101	3	MATH 115	3
ENGL 101	3	MGMT 201.....	3
GSU 100	0	Total Hours - Spring Semester	15
Total Hours - Fall Semester	15		

SECOND YEAR

ACCT 231	3	ACCT 232	3
BUSN 225	3	ART 200 (OR) MUSC 200.....	2
BUSN 270	3	BUSN 293	3
ECON 201.....	3	ECON 202	3
SMGT 130	3	MRKT 201.....	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	14

THIRD YEAR

ENGL 203, 204, 205 (OR) 206	3	ENVR 101, SCNC 101, 102, (OR) 103	4
MRKT 388	3	HIST 201, 202, 207, 208 (OR) POSC 203	3
PED 265	3	MGMT 383	3
SMGT 330.....	3	PED 325	3
GENERAL ELECTIVE (300-499 level).....	3	SMGT 335.....	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	16

FOURTH YEAR

HIST 201, 202, 207 (OR) 208	3	BUSN 493	3
SMGT 321	3	SMGT 430.....	3
STAT 361	3	SMGT 495.....	3
GENERAL ELECTIVE	3	GENERAL ELECTIVE	3
GENERAL ELECTIVE (300-499 level).....	3	GENERAL ELECTIVE (300-499 level).....	3
Total Hours - Fall Semester	15	Total Hours - Spring Semester	15



GLENVILLE

STATE UNIVERSITY

PROGRAM REVIEW

PSYCHOLOGY/BACHELOR OF SCIENCE

2023

Office of Academic Affairs
Glenville State University
200 High Street, Glenville, West Virginia 26351
Telephone: 304.462.6110/6111
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<http://www.glenville.edu>

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4.1.1. Mission

The mission of the Psychology/Behavioral Science program is to help students gain an appreciation of the biopsychosocial reasons for the similarities and differences of people and to be able to apply this knowledge upon their graduation from Glenville State University or in their future graduate studies.

At the time of the previous program review, the program was known as Behavioral Science. In recent years, the program has transitioned to a more traditional psychology program. In the program review that follows, the two terms are used interchangeably unless specifically noted otherwise. The next program review for this program will refer exclusively to Psychology, as all students under the Behavioral Science version of the degree will have already graduated.

4.1.2. Faculty

Over the past two academic years, the Behavioral Science Program has increased employment of full-time psychology instructors from 2 to 4 tenure-track faculty. The increase in faculty has resulted in more reasonable teaching loads for faculty. All four instructors teach four three-hour courses each semester, with only some slight and occasional variations (i.e., overloads or some combination of two-hour courses). There are also a few adjuncts who teach online or at off-campus locations. The Appendix contains the curriculum vitae for the full-time faculty.

CURRENT FULL-TIME INSTRUCTORS:

By Order of Hire:

NAME	TITLE	TEACHING LOAD
Dr. Fred Walborn	Professor of Psychology	8 classes per year
Dr. Kaitlin Ensor	Assistant Professor of Psychology	8 classes per year
Dr. Patrick McMunn	Assistant Professor of Psychology	8 classes per year
Dr. Gregory Lieving	Assistant Professor of Psychology	8 classes per year

All four full-time faculty hold earned doctoral degrees from accredited universities. Three hold the PhD in psychology and one has a PhD in cognitive science.

4.1.4. Resources

Equipment and supplies for faculty are provided by the university via the departmental operations budgets. Faculty can make black and white or color copies, either via the university print shop or departmental copier. General office supplies are also freely available and stocked in the department in a closet to which all department faculty have access. Every year, the department has greatly exceeded its very modest operations budget.

The program received no grants in the past five years; however, individual faculty members have received University professional development funds to support professional travel and additional training. These funds were used to attend a variety of conferences, such as the Eastern Psychological Association and the Psychonomic Society, as well as educational training for faculty, including continuing education credits for the clinical faculty.

Most behavioral science classes are taught in the University's Administration building, which can be accessed from the building housing psychology faculty offices by elevator and skywalk during inclement weather. Other classrooms are in more distant buildings. Virtually all classrooms are equipped with smart boards, computers, and projection systems. There are tables and chairs for the students.

There is no dedicated computer lab for the program or the department, although each professor's office has a University-issued computer, and the University has computer labs on campus. Many students have laptops. Wireless Internet access is available in nearly all campus buildings.

The Robert F. Kidd Library serves the needs of all students and faculty at Glenville State University, as well as the local community. It houses many hardcopy materials and also provides access to thousands of digital resources. The in-house materials include over 110,000 books and subscriptions to 18 physical journals. The digital resources encompass over 93,000 eBooks, 17,000 audiobooks, and 50,000 journal titles from 49 individual academic databases. The library is also part of OCLC's WorldShare platform and has a robust inter-library loan system that includes hundreds of other libraries. It also operates in several consortiums with other universities and libraries to share costs and provide a more beneficial experience to its constituents. There is a computer lab on each of the three main floors, with a total of 68 computers available for student use. Smartboard and teleconferencing locations include the third-floor classroom, third-floor computer lab, and four additional rooms that are located throughout the building. The Math Tutoring Center is also in an accessible location on the first floor. The budget for library acquisitions is limited, but all faculty and student requests for physical items, eBooks, or additional database subscriptions are encouraged. Additionally, the Psychology program has successfully lobbied for the library to acquire access to APA PsychInfo, the gold standard of psychology databases for academic articles.

4.1.5. Student learning outcomes

Within the evaluation period, the psychology program developed new learning outcomes and assessments based on the American Psychological Association (APA) Guideline for the Undergraduate Psychology Major 2.0. A new assessment was developed and utilized during the Spring of 2023. The learning outcomes for the behavioral science program (from Fall 2018 to Fall 2022) were as follows:

1. Recall and illustrate an understanding of the various lifespan psychosocial stages of development.
2. Demonstrate a basic knowledge of diagnoses and terminology of the Diagnostic and Statistical Manual-V.
3. Distinguish the major features of writing in the American Psychological Association format.
4. Exhibit a fundamental knowledge of the core teachings of the personality theorists.
5. Demonstrate knowledge of the basic research processes and develop a research proposal.

The new learning outcomes for the psychological program (starting the Spring 2023) were as follows:

1. Identify the appropriate research design and method for a specific social science field of research.
2. Create a coherent and integrated oral argument based on a review of the pertinent psychological literature.
3. Identify and evaluate the current and historical research, and research methods of social psychology, including ethical considerations.
4. Demonstrate proficiency through a class presentation, experiences learned through field placement, undergraduate studies, and career-building activities.
5. Demonstrate a basic understanding on the etiology of various mental disorders.

4.1.6. Other learning and service activities

A Psychology Club has been established at Glenville State University. Both students and faculty have been actively involved in meetings. Meeting topics have included careers in psychology and getting into graduate school. Meetings have also featured several guest speakers. A Psi Chi chapter is also planned.

Students have presented their research at the annual Pioneer Showcase of undergraduate research. Presentations take the form of posters or delivered papers, and the showcase is open to all students in all majors at GSU. In the 2022-23 academic year, seventeen students presented posters and one gave a research talk. Each of these student researchers were mentored by psychology faculty.

4.1.7. Viability

During the last five years, the Behavioral Science major has transitioned into a Psychology major, with greater emphasis on preparing students for graduate work, as has become common in the field. These changes have included restructuring the major, which has increased emphasis on research methods and statistics. While the number of majors that graduate each year is strong, some individual course enrollments have experienced some declines (in part due to curricular changes). The program will continue to tweak the program to improve course enrollment, as students and faculty become more familiar with the overall new structure of the major.

More than half of students enrolled in the program plan on attending graduate school, and almost all at least consider attending graduate school. Nationwide, there is a need for those in the mental health field, so predictions for student success in the field are strong.

4.1.8. Program improvement

In the previous review, a student who graduated from the Behavioral Science program had recommended that a program name change to Psychology. The faculty had been considering such a change for several years, and the name of the program was officially changed to Psychology in Fall 2021. The name change is anticipated to increase admissions. Prior to the

name change, if a prospective student searched the internet for psychology programs in West Virginia, Glenville State did not come up. This change also entailed dropping sociology courses, adding new psychology courses, gaining the approval of the curriculum committee and other shared governance bodies, and gaining approval of WVHEPC. As of the date of this report, all sociology and social work courses have been phased out. The transition has overall been smooth, and the new name reflects the actual education and expertise of the faculty.

In the previous review, students learning the fundamentals of research design was identified as a weakness. At that time, only one course was devoted entirely to research: Research Methods and Statistics. One of the changes in moving to a Psychology program was the creation of two required core classes in research: Introduction to Research Methods and Advanced Research Methodology. As noted above, this change has borne fruit; psychology students now regularly present posters or papers on their research projects at the annual Pioneer Showcase. In addition, a GSU student recently presented a poster at a regional conference for the first time. In addition, a specific focus on research design and analyses has been added across the curriculum, beginning with General Psychology course.

Finally, the addition of faculty lines addresses a concern of the external reviewer in the previous program review. The external reviewer had recommended specifically increasing the number of tenure-track psychology professors. In the past, one or two tenure-track psychology professors and eight or more adjunct professors covered the teaching needs for the program, with many adjuncts teaching two classes. At present, the program has four tenured or tenure-track professors and the number of adjuncts has dropped to two per semester. Further, although Glenville State University maintains its focus on excellence in teaching, these tenure-track faculty were selected in part for their stronger background in research as part of programmatic efforts to improve student proficiency in research.

5.2.1. Name and degree level of program

Psychology Major, Behavioral Science Program
(Bachelor of Science).

5.2.2. Synopsis of significant findings, including findings of external reviewer

No external reviews were conducted during the evaluation period. However, annual assessments of the program have been completed and have resulted in identification of areas for attention and associated action plans (see below). Those areas were the change in name from Behavioral Science to Psychology, a greater focus on research design and statistics, and the addition of two tenure-track faculty lines.

5.2.3. Plans for program improvement, including timeline

One key for the development of the present program is to fine-tune the Psychology major to best suit the needs of students now that there are four tenured or tenure-track faculty in the program. Students have professors who are invested in the education of their students, and it will take time for these efforts to bring results.

As the department has revised the program, the student learning outcomes, and assessment measures for greater alignment with the American Psychological Association's recommendations for assessing undergraduate programs, it will be important to carefully track the results of these measures.

Finally, the program faculty are involved in planning for the addition of graduate programs in the mental health field to GSU. While these are still in development, it is anticipated that having a direct pipeline for GSU students into graduate programs will assist them greatly. Most graduates do plan on attending graduate school, as this level of education is necessary for most mental health professions.

5.2.5 Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished

In the previous review, the need for a program name change from Behavioral Science to Psychology was identified. This change was advocated to provide better understanding of the degree from the public, broader appeal to potential students, and greater post-graduate opportunities for alumni/ae. This change, including its accompanying curricular changes, was accomplished in fall 2021, following the approval of the curriculum committee, other shared governance bodies, and of WVHEPC. All sociology and social work courses

have been phased out. The transition has overall been smooth, and the new name reflects the actual education and expertise of the faculty.

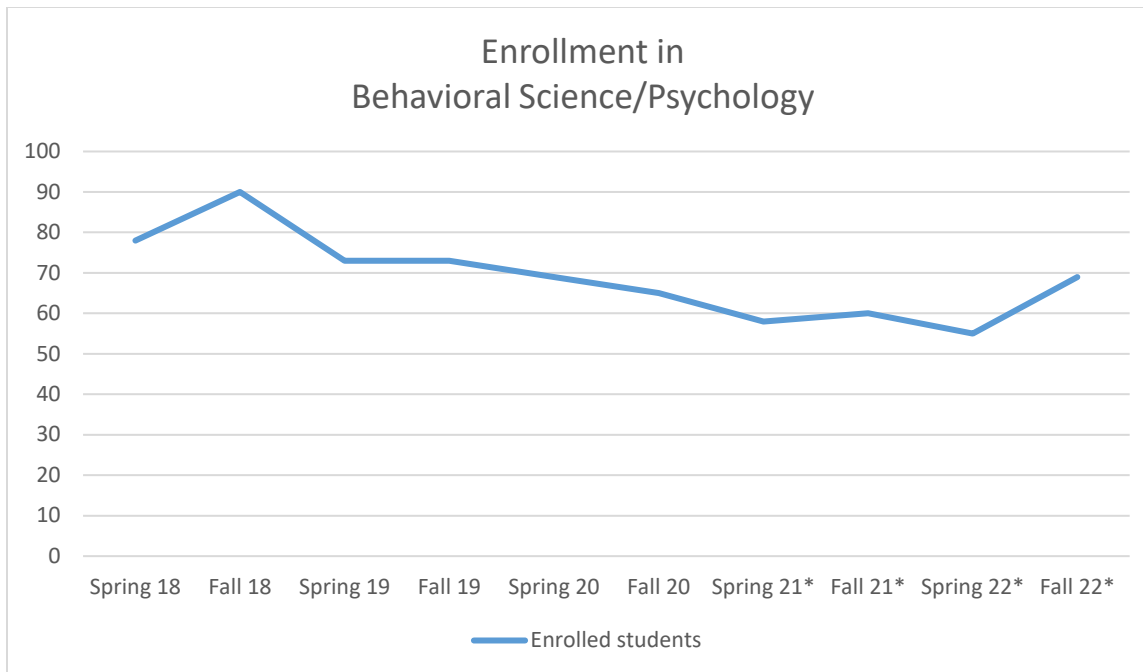
Student knowledge of fundamentals of research design was previously identified as a weakness. One of the changes in moving to a Psychology program was the creation of two required core classes in research: Introduction to Research Methods and Advanced Research Methodology. This change appears to have been successful, as 17 students presented research at the most recent Pioneer Showcase of undergraduate research and a student presented a poster at a regional conference for the first time in GSU recent history.

Finally, faculty lines have been added in response to curricular needs and the recommendation of an external reviewer in the past cycle. In the past, one or two tenure-track psychology professors and eight or more adjunct professors covered the teaching needs for the program, with many adjuncts teaching two classes. At present, the program has four tenured or tenure-track professors and the number of adjuncts has dropped to two per semester. Further, although Glenville State University maintains its focus on excellence in teaching, these tenure-track faculty were selected in part for their stronger background in research, consistent with the goal of improving student research proficiency.

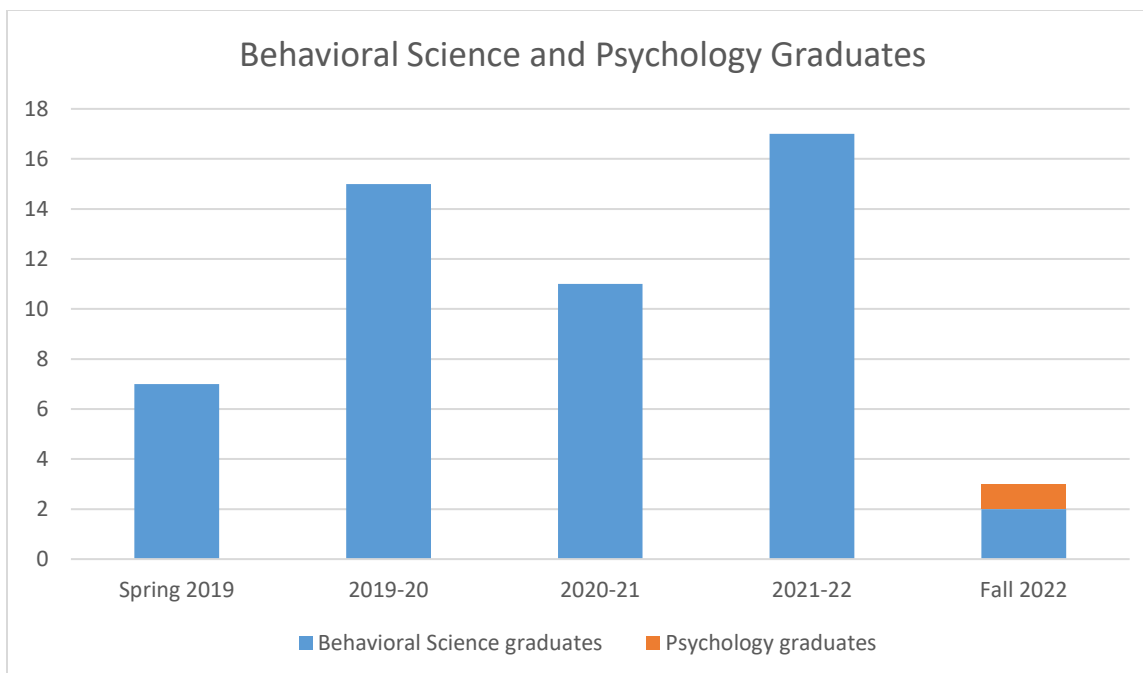
5.2.5. Five-year trend data on graduates and majors enrolled

The Behavioral Science major is transitioning into the more common and recognized Psychology degree. Fall and spring enrollment in the behavioral science or psychology major for the period from Spring 2018 to Fall 2022 is depicted in the chart below. Asterisks indicate that the number represented in the chart reflects both Behavioral Science and Psychology majors.

As shown in the chart below, the average enrollment in fall and spring semesters across the evaluation period was 69.1 ($SD = 10.26$, range 55 to 90). On average, 11.3 psychology majors ($SD = 2.22$) take courses in the summer; those numbers are not included in the chart below. These numbers far exceed the WVHEPC minimum expectations.



As shown below, across the evaluation period, 66 Behavioral Science majors have graduated and one Psychology major has graduated. On average, 14.0 majors ($SD = 2.58$) graduate each year. As with enrollment, these numbers far exceed WVHEPC minimum expectations for a program.

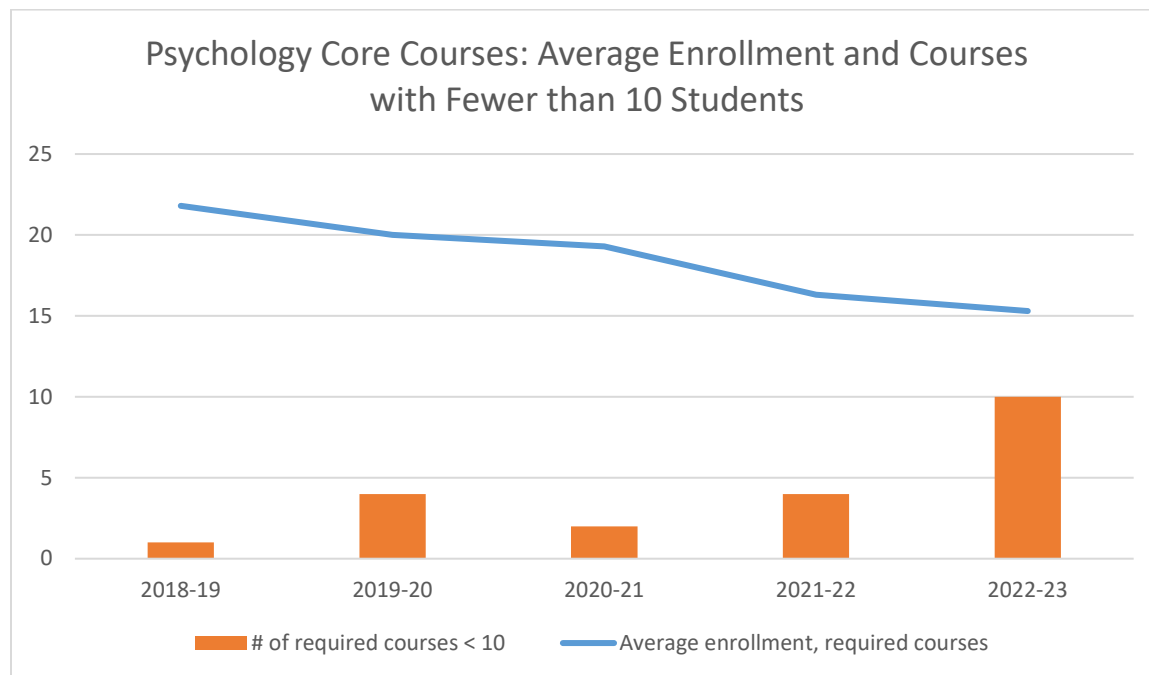


As organized in the 2022-23 catalog, the degree includes a core set of 10 prescribed classes, a list of 15 restricted electives of which students must take 6 courses, and 4 additional upper division psychology elective courses.

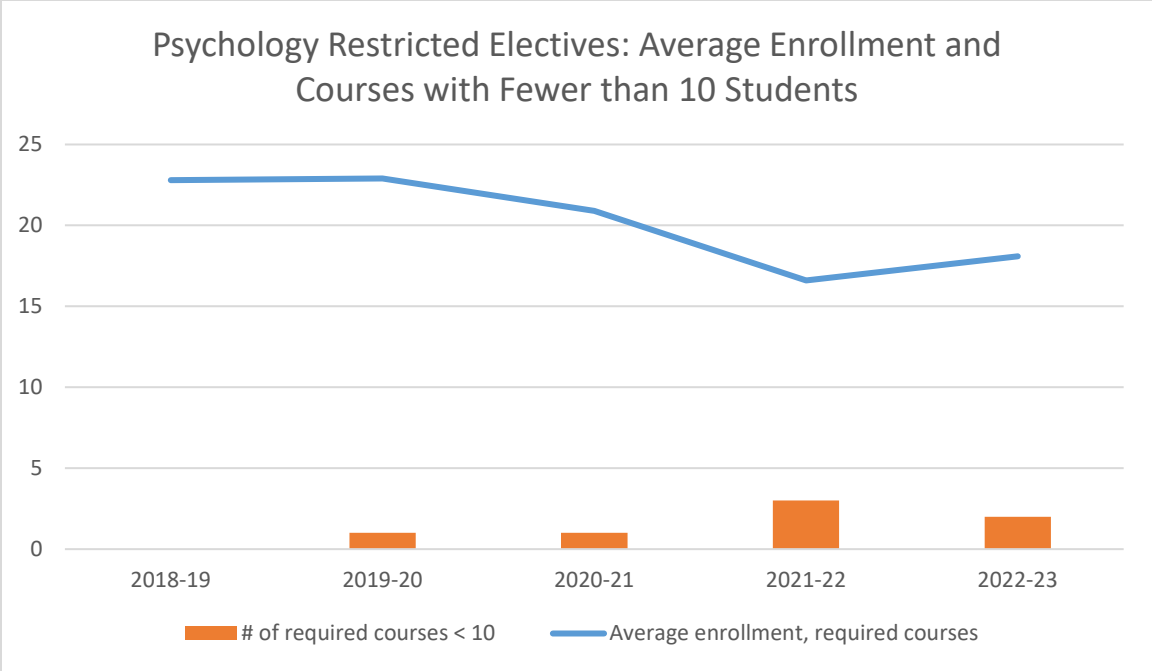
Overall, in the period from Fall 2018 to Spring 2023, the average enrollment in the psychology core was 18.2 ($SD = 8.60$). The average enrollment in restricted elective courses was 20.1 ($SD = 7.90$), and in general psychology electives was 13.0 ($SD = 8.72$).

Correspondingly, the percentages of courses with fewer than 10 students enrolled was low for the psychology core (17%) and restricted electives (8%). In contrast, 45% of general psychology electives had fewer than 10 students.

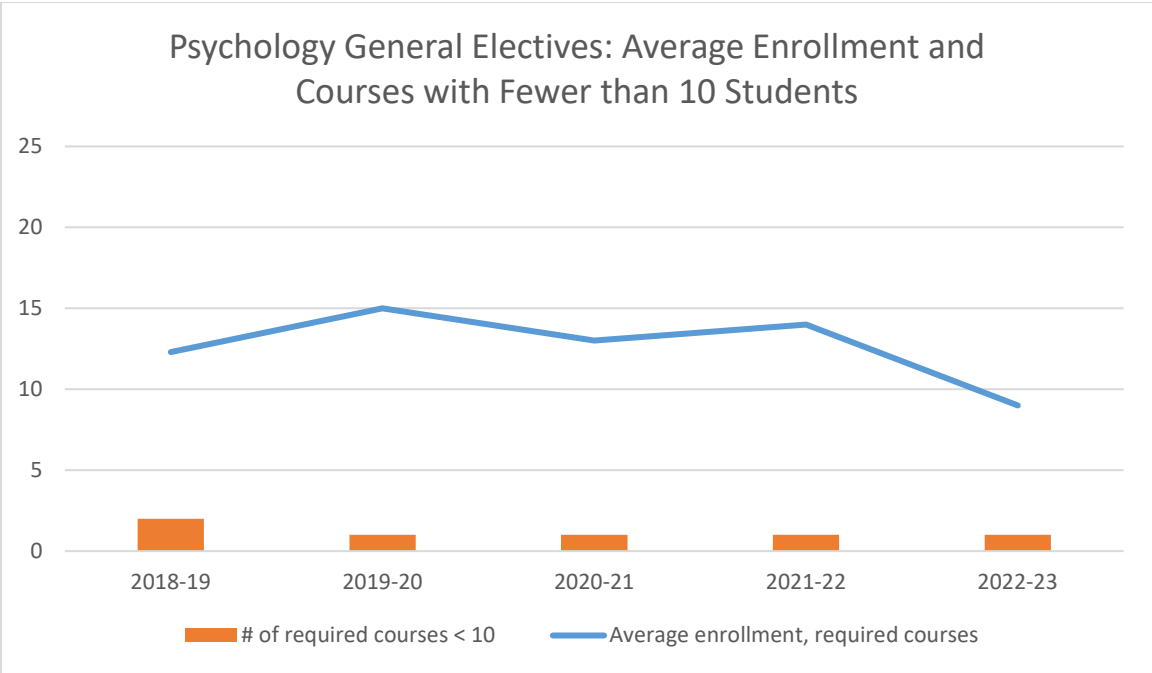
The graphs below depict the average enrollment and number of low enrolled courses over each year of the evaluation period by type of course. For ease of comparison, the scale of each graph has been constrained to be the same.



Although still healthily above minimums, the decline in enrollment and the increase in the number of undersubscribed courses over the course of the evaluation period bears watching. The jump in undersubscribed courses in the 2022-23 academic year may simply be a result of successful hires of psychology faculty and changes in the curriculum. That is, in the 2022-23 academic year, there were four full-time faculty persons in the psychology department, and the number of sections of core courses offered had risen from 24 in 2020-21 and 2021-22 to 31 in 2022-23. Further, as indicated elsewhere, enrollment in the major had actually increased in 2022-23 over 2021-22. A similar picture emerges in examining restricted elective enrollment. There is a dip in average course enrollment in the last two years of the period accompanied by a slight rise in undersubscribed courses; however, all these numbers remain in a healthy range.



In comparison to restricted electives and core courses, there were relatively fewer general electives offered in the evaluation period. The apparent dip in 2022-23 is misleading, as it reflects enrollment in only one course.



Overall, the enrollment in the psychology major is quite healthy. The changes in the degree program appear to be yielding fruit.

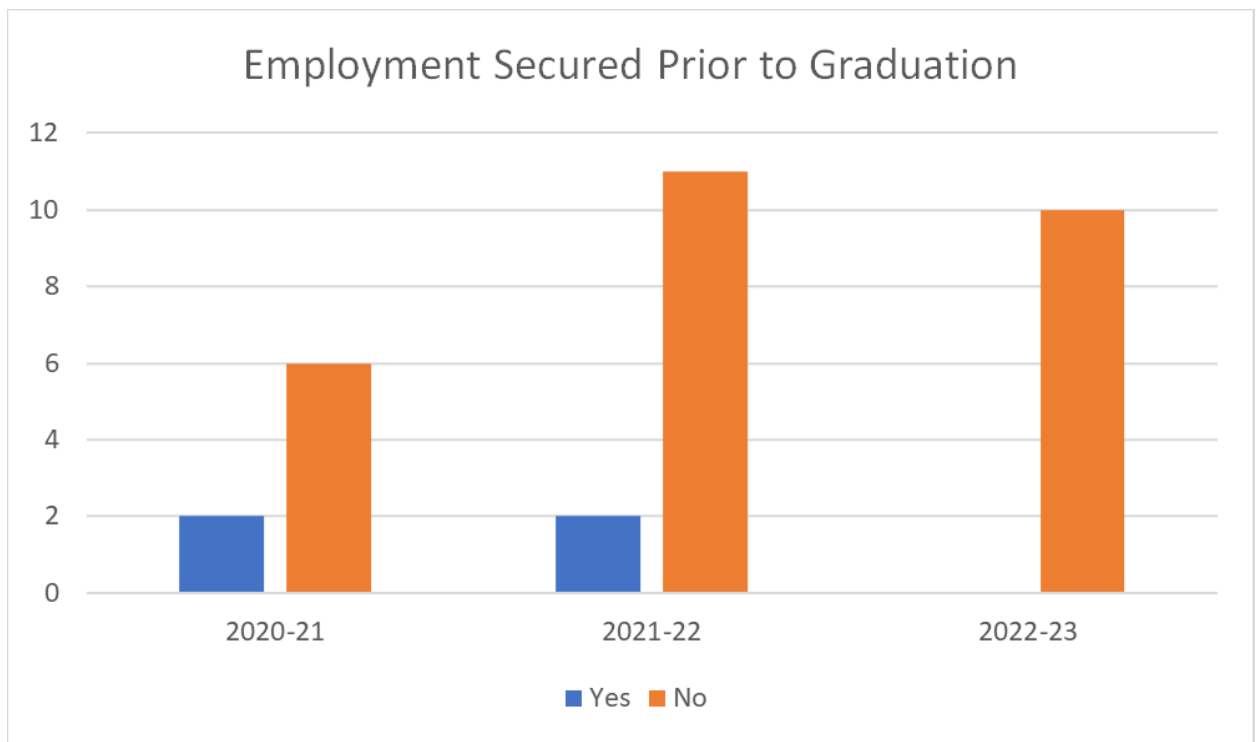
5.2.6. Summary of assessment model and how results are used for program improvement

Both the program as a whole and PSYC 201: General Psychology (a General Education course) are assessed on an annual basis. The program evaluation is organized around program-level learning outcomes and the course evaluation is organized around the learning outcome of “Logically apply scientific concepts and methods.”

Each assessment plan requires both action plans for the coming year and a report on progress on the action plans of the previous year. Example changes have been improvements in the delivery of content (e.g., more emphasis and examples used to strengthen student learning), generalization of content across the curriculum (e.g., the inclusion of concepts across multiple classes), changes to the learning outcomes, and changes in how learning outcomes are assessed.

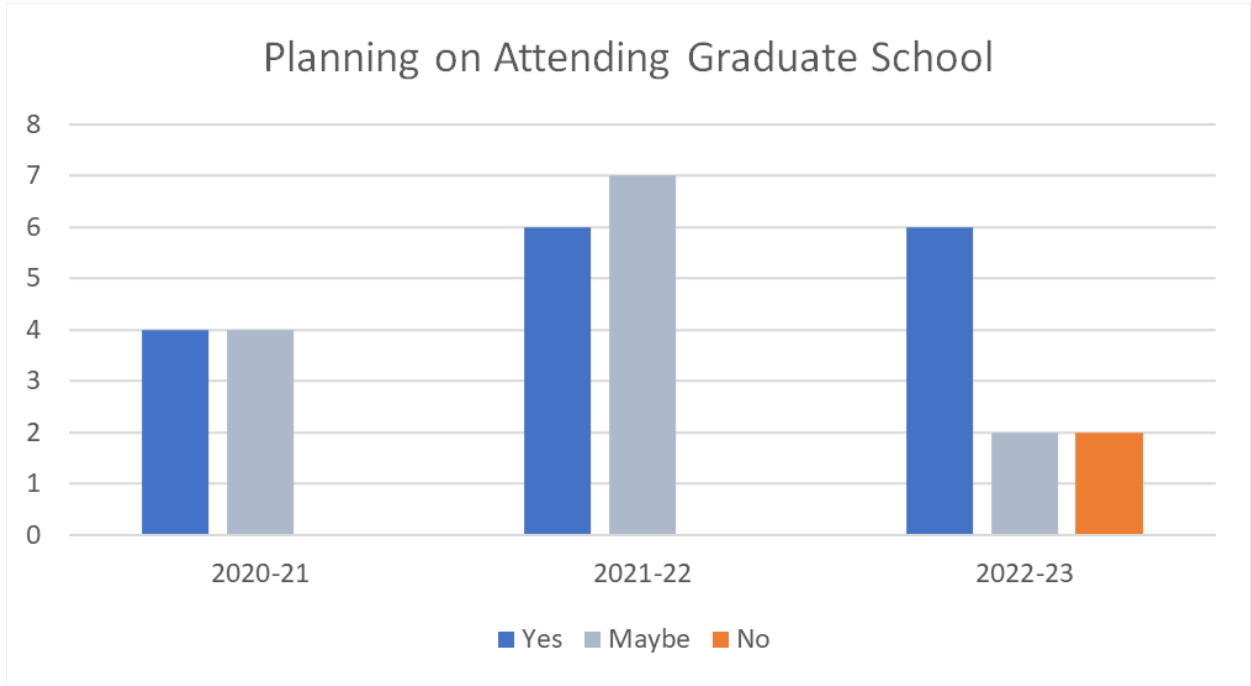
5.2.7. Data on student placement

In the 2020-21, 2021-22, and 2022-23 academic years, graduating seniors were surveyed about their job placements and graduate school plans after graduation. A total of 31 Behavioral Science majors responded to the survey.



As shown above, most Behavioral Science seniors (87%) had not yet found employment at the time of the survey; however, the four students who did report post-graduation jobs were all employed in positions relevant to their degree (i.e., as a youth service worker with DHHR, admissions counselor, behavior technician, mobile crisis specialist).

Much higher percentages of Behavioral Science majors were planning on attending graduate school. Overall, 52% of graduates reported that they were planning on pursuing additional education, and an additional 42% reported that they might attend graduate school. Of those indicating, half planned on attending a school in West Virginia.



5.2.8. The Glenville State College Board of Governors action.

Appendix: Faculty CV (order of hire)

- Dr. Fred Walborn
- Dr. Kaitlin Ensor
- Dr. Patrick McMunn
- Dr. Gregory Lieving

8/91-6/92 **Job Title:** VISITING PROFESSOR
School: Murray State University
Location: Murray, Kentucky
Job Description: Taught the following courses: abnormal psychology, supervision, psychotherapy, and DSM-IV. Applied practical hands-on learning experiences. Had excellent reviews by students and staff. Fostered ethical teaching practices among professors. Received formal recognition by the senior class for exceptional teaching. Assisted with building the clinical psychology program.

ADUNCT TEACHING EXPERIENCES

1/91-5/91 **Course:** Supervision
School: Spalding University
Location: Louisville, KY

9/90-5/91 **Course:** Introduction to Psychology
School: Indiana University Southeast
Location: Clarksville, IN

8/89-12/89 **Course:** Introduction to Psychology
School: Jefferson Community College
Location: Louisville, KY

9/84-9/85 **Course:** Introduction to Psychology
School: Four C's Business College
Location: Fresno, CA

PRESENTER AT WORKSHOPS

9/25/10 **Title:** Professors are Responsible for the Relationship/Environment
Sponsor: Tri-State Teaching of Psychology Conference
Location: Prestonsburg, KY

11/15/98 **Title:** "Heightening the Process of Counseling and Psychotherapy"
Sponsor: University of Southern Indiana
Location: Evansville, IN

- 10/9/98 **Title:** "Heightening the Clinical Process: A Seminar for Therapists Who Want to Make a Difference."
Sponsor: University of Tennessee
Location: Nashville, TN
- 3/29/96 **Title:** "Advanced Training Skills for Supervisors"
Sponsor: Kentucky Board of Examiners of Psychology
Location: Elizabethtown, KY
- 11/5/95 **Title:** Process Variables
Sponsor: Kentucky Psychological Association Annual Convention
Location: Louisville, KY

ADMINISTRATIVE AND CLINICAL EXPERIENCE

- 1//03-7/04 **Job Title:** PSYCHOLOGIST
Agency: Western State Hospital
Location: 2400 Russellville Rd, Hopkinsville, KY 42240
Job Description: Worked with multidisciplinary team of professionals on the admissions unit. Provided clinical interviews with new patients and made clinical decision of placement of patients. With psychiatrist determined whether involuntary placement was warranted.
- 8/92-3/02 **Job Titles:** PSYCHOLOGIST & CLINICAL DIRECTOR
Agency: Trover Foundation
Location: 200 Clinic Drive, Madisonville, KY 42431
Job Description: Oversaw program development and evaluation of this outpatient clinic. Staff referred to this agency as the best place they had ever worked. Also provided workshops for local industries, schools, and community agencies. Supervised practicum students.
- 4/90-7/91 **Job Title:** PSYCHOLOGIST
Agency: Richard Edelson, et. al.

Location: 317 Nolan Building, Louisville, KY
40205

Job Description: In this private practice the main duties consisted of providing neuropsychological and psychological testing of patients in hospital settings. Taught at a college on a part-time basis.

5/88-3/90 **Job Title:** CLINICAL DIRECTOR
Agency: United Behavioral Services (Humana)
Location: 950 Breckinridge Lane, Louisville, KY 40207

Job Description: Introduced managed care to Louisville, Kentucky. We were an HMO and oversaw all of Humana clients in Louisville. Duties included program development and evaluation, oversaw daily operation of clinic that consisted of twenty-eight mental health practitioners, provided supervision and training of therapists. Developed and implemented practicum training program for Spalding University doctoral candidates. Taught at a college on a part-time basis.

2/87-5/88 **Job Title:** PSYCHOLOGIST
Agency: Southern Hills Counseling Center
Location: P.O. Box 71, Paoli, IN 47454
Job Description: Provided outpatient counseling/psychotherapy. Duties also included psychological testing, community consultation, hospital consultation, and nursing home consultation.

10/80-8/83 **Job Title:** DIRECTOR OF COUNSELING
Agency: McDonough County Youth Services
Location: Macomb, IL 61455
Job Description: Administrative and clinical supervision of staff, grant writing, active membership on multidisciplinary team of child abuse workers, consultation with local child protective agency, interagency liaison, and expert witness in child abuse court cases.

SCHOLARLY WORK

- 1996 Textbook published, Process Variables: Four Common Elements of Counseling and Psychotherapy. Publisher was Brooks/Cole.
- 2014 Theoretical/research-oriented book published, Religion in Personality Theory. Publisher was Academic Press.

LICENSURE

Licensed Clinical Psychologist in West Virginia: #981

COMMUNITY INVOLVEMENT

Past Board Member of the Wesleyan Foundation

KAITLIN M. ENSOR, Ph.D.
Assistant Professor of Psychology & Chair of Social Science Department
Department of Social Science
Glenville State University
(304) 462-6281 | kaitlin.ensor@glenville.edu

EDUCATION

Stony Brook University

Stony Brook, NY

Ph.D. in Cognitive Science, August 2019

Dissertation Title: "Context matters for the weapon focus effect"

Advisor: Dr. Nancy Franklin

Advanced Graduate Certificate in Quantitative Methods

Towson University

Towson, MD

Master of Arts, Experimental Psychology in May 2013

Thesis Title: "False memory for pictures and directed forgetting"

Advisor: Dr. Kerri Goodwin

Saint Peter's University (formerly Saint Peter's College)

Jersey City, NJ

Bachelor of Science, Psychology & Visual Art, in May 2010, *summa cum laude, in cursu honorum*

Honors Thesis Title: "Effect of distinctive frames on memory for pictures and frames"

Advisor: Dr. Maryellen Hamilton

TEACHING EXPERIENCE

Glenville State University (formerly Glenville State College)

Glenville, WV

Assistant Professor of Psychology

Aug 2019-Present

- Contributed to department and university assessment, committee, and service activities, including representing the Social Science Department at Admissions events
- Advised 15-40 students a year and assisted with the creation of course schedules and post-graduation plans
- Taught the following classes on campus, online, and in hybrid format for the Dept. of Social Sciences:

Lifespan Development

General Psychology

Principles of Sociology

Perception and Cognition

Learning and Memory

Psychology and Law

Victimology

Research Methods & Statistics

Advanced Research Methods

Chair of Social Sciences Department

August 2020-Present

- Served as liaison between Social Sciences Department and administrative offices and other areas
- Mentored and served as point of contact for five new faculty members
- Led department-wide initiatives to recruit students to Social Science programs and improve relationships with alumni, including congratulatory cards and reception for graduating students
- Oversaw revision of Behavioral Science major into a Psychology major with three suggested areas of emphasis (Clinical, Developmental, and Forensic) and increased emphasis on research methods
- Oversaw addition of Appalachian Studies major to the History/Political Science program and revision to History/Political Science major

Stony Brook University Psychology Department

Stony Brook, NY

Course Instructor

- PSY-369: Special Topics in Cognition (Psychology and Law)
- PSY-367: Memory

July-Aug 2018

July-Aug 2017

(Aug 2014-May 2019)

Teaching Assistant

- Teaching assistant for undergraduate courses on: Research and Writing in Psychology, Statistical Methods in Psychology, Survey in Cognition and Perception, Introduction to Psychology, Sensation and Perception, Advanced Statistics, Survey in Developmental Psychology, & Memory.

- Teaching assistant for graduate course on Correlations, covering Correlations and Regressions
- Independently instructed undergraduate students in statistics laboratory course and graduate students in statistics lab focused on learning techniques in SPSS and R
- Served as recitation instructor for Research and Writing in Psychology section

Teaching Assistant: Cognitive Psychology and Educational Psychology Courses (Aug 2012-May 2013)

- Created and led class activities and assignments and maintained class records
- Assisted professor with administering and grading exams and papers
- Taught selected course material for 80 students

POSTERS & PUBLICATIONS

- Morgan, S., Winkler, L., Ross, J., & **Ensor, K. M.** (2022). The effects of nicotine consumption and gender on stress and caffeine consumption. Poster Session presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Mastropietro, K., **Ensor, K. M.**, & Franklin, N. (2019). Effects of moral judgments on memory for event details in high-functioning autism. Poster Session presented at the annual meeting of the Eastern Psychological Association, New York City, NY.
- Ensor, K.**, & Franklin, N. (2018). The effect of familiar contexts on memory for novel faces. Poster Session presented at the annual meeting of the Psychonomic Society, New Orleans, LA.
- Ensor, K.M.**, & Franklin, N. (2018). The multi-angle neutral expression (MANE) face database. Poster Session presented at the annual convention of the Association for Psychological Science, San Francisco, CA.
- Ensor, K.M.**, & Franklin, N. (2017). Are hands weapons? A weapon focus effect exploration. Poster Session presented at the annual meeting of the Psychonomic Society, Vancouver, BC.
- Beltran, M., Brown-Elhillali, A., Held, A., Ryce, P., Ofonedu, M., Hoover, H., **Ensor, K.M.**, & Belcher, H. (2016). Yoga-based psychotherapy groups for boys exposed to trauma in urban settings. *Alternative Therapies in Health and Medicine*, 22(1), 17-24.
- Ensor, K.M.**, & Hamilton, M. (2014). Effect of distinctive frames on memory for pictures. *Empirical Study of the Arts*, 32(2), 121-131.
- Ensor, K.M.**, & Goodwin, K. (2013). False memories for pictures: Effects of warnings and directed forgetting instructions. Poster session presented at the annual meeting of the Psychonomic Society, Toronto, ON.
- Ensor, K.M.**, & Goodwin, K. (2013). The effect of test instructions on false memories for pictures. Poster presented at the annual convention of the Association for Psychological Science, Washington D.C., USA.
- Ensor, K.M.**, & Goodwin, K. (2013). False memory for pictures and the distinctiveness heuristic. Poster presented at the annual meeting of the Eastern Psychological Association, New York City, NY.
- Holden, L., **Ensor, K.M.**, Goodwin, K., & Conway, A. (2012). Working memory, source monitoring and false memory: An individual differences perspective. Poster session presented at the annual meeting of the Psychonomic Society, Minneapolis, MN.
- Ensor, K.M.**, & Hamilton, M. (2012). Effect of distinctive frames on memory for pictures and frames. Poster session presented at the annual meeting of the Eastern Psychological Association, Pittsburgh, PA.

RESEARCH EXPERIENCE

Glenville State University Social Science Department

(August 2019-Present)

Research Methods & Statistics Instructor

(August 2020-Present)

- Collected data for class project examining stress and anxiety in Appalachian College students during the Fall 2020 semester and stress and caffeine consumption during the Fall 2022 semester.
 - Invited students to submit research at Glenville State University Pioneer Showcase
- Kennedy Krieger Institute, Family Center** (Johns Hopkins University)

Research Assistant I

(June 2013-July 2014)

- Administered clinical and outcome measures to clients for general practice and specific research programs in mental health outpatient clinic that sees over 1,000 children and families a year.
- Evaluated and recorded any clinical and outcome measures from clinic, then scored and entered data into research databases
- Analyzed outcome measures in STATA and assisted in writing results for publication
- Assisted Research Coordinator in designing and submitting research applications to Johns Hopkins Medicine Internal Review Board

Towson University Psychology Department, Goodwin Lab

Research Assistant

(Aug 2011-2014)

- Conducted research experiments on false memory, working memory, the distinctiveness heuristic and directed forgetting
- Designed and programmed experiments in e-Prime
- Scored, entered, and analyzed data in SPSS

Saint Peter’s University Psychology Department, Hamilton Lab

Research Assistant

(March 2008-2010)

- Completed honors’ thesis involving distinctiveness and memory for picture frames
- Ran experiments investigating memory, including differences between implicit and explicit memory and the effect of information presentation and note taking styles in a classroom environment
- Scored, entered and analyzed data in Microsoft Excel and SPSS

COMMITTEE AND SERVICE EXPERIENCES

Graduate Research Grant (Psi Chi)	April 2021-Present
Assessment Committee (Glenville State University)	Jan 2019-May 2020
Curriculum Committee (Glenville State University)	August 2020-Present
Education Graduate Program Development (Glenville State University)	Jan 2021-Oct 2021
Higher Learning Commission Substantive Change Visit	August 2021
Psychology Graduate Program Development (Glenville State University)	March 2022-Present
Faculty Search Committee Member	
Search for: History, Psychology, & Social Studies Education	2019-2020
Search for: Appalachian Studies, Criminal Justice, Political Science, & Psychology	2020-2021
Search for: Psychology	2021-2022
Institutional Review Board (Glenville State University)	August 2020-Present
<i>Secretary:</i> August 2020 – August 2021	
<i>Chair:</i> August 2021 - Present	
Teacher Education Review Panel (Glenville State University)	August 2020-Present
Theater Advisory Board (Glenville State University)	March 2019-Present

PROFESSIONAL ORGANIZATIONS

Alpha Sigma Nu Member: National Jesuit Honors Society

American Psychological Association

American Psychology-Law Society (AP-LS)

Association for Psychological Science

Order of the Cross Keys: Saint Peter’s University honor association for outstanding well-rounded students with high academic achievement, service to the University community, and character

Psi Chi

Inducted May 2009

Treasurer of Saint Peter's University Chapter: 2009-2010

Psychonomic Society

Society for Experimental Psychology and Cognitive Science

SKILLS

SQL • Tableau • R • Python • Microsoft Excel • Microsoft Access • SPSS • STATA • JASP • M Plus • Python
Meta-analysis • Research Methodologies • Data Analysis • Univariate/Multivariate Statistics
Computational Modeling • Survey Monkey • Qualtrics • A/B Testing • User Testing

PATRICK MCMUNN, Ph.D.

222 Louis Bennett Hall
Glenville State University

Phone: (304) 462-6212

Email: Patrick.mcmunn@glenville.edu

EDUCATION:

Doctorate of Philosophy, Psychology, Walden University, Minneapolis, MN, 2019

- Dissertation: Psychological Traits of Sex Offenders
- Post-doctoral courses focused on professional counseling and supervision - 2022-2023

Master of Science, Psychology, Walden University, Minneapolis, MN, 2009

- Thesis: Psychological Traits of Sex Offenders

Bachelor of Science, Russian Area Studies, Wayland Baptist University, Plainview, TX, 2004

Associate of Applied Science, Russian Language Studies, Community College of the Air Force, 2004

CORE COMPETENCIES:

- Providing a full-range of psychological services and crisis intervention modalities to clients and students in individual or group settings from diverse backgrounds and socio-economically disadvantaged populations.
- Mentoring students and junior mental health professionals, setting course schedules, community involvement, and establishing community-based and academically based programs.
- Student-centered instruction, curriculum development & implementation, classroom management, team building, instructional programming, and school technology

RESEARCH INTERESTS:

- Psychotherapy Process and Outcome
- Cognitive Neuroscience
- Psychometrics
- Forensic Psychology

TEACHING EXPERIENCE:

Assistant Professor of Psychology

Glenville State University (Traditional and Virtual), Glenville, WV, 2021 – Present

Primary Courses:

- SOCL-209: *Social Problems*
- SOCL-340: *Death and Dying*
- PSYC-201: *General Psychology*
- PSYC-330: *Social Psychology*
- PSYC-352: *Child and Adolescent Psychology*
- PSYC-360: *Psychology of Human Sexuality*
- PSYC-361: *Emotion*
- PSYC-493: *Senior Seminar*

Instructor of Psychology

East Stroudsburg University (Traditional and Online), East Stroudsburg, PA, 2019 – 2022

Courses:

- PSY-100: *General Psychology*, Fall 2019, Spring 2020
- PSY-105: *Infant and Early Childhood Developmental Psychology*, Fall 2019, Spring 2022

Harrisburg Area Community College (Traditional and Online-D2L), Harrisburg, PA, 2018 – 2022

Courses:

- PSYC-101: *General Psychology*, Fall 2018 – Spring 2022
- PSYC-209: *Lifespan Development*, Spring/Fall 2021

- PSYC-226: *Biopsychology*, Fall 2019 – Spring 2022

Upper Iowa University (Online-D2L), Fayette, IA, 2017 - 2022

Courses:

- PSY-323: *Cognition*, Sessions 1-6, 2017 through 2022
- PSY-343: *Research Methods*, 2018 through 2022

Lackawanna College (Traditional and Online-Moxie/Canvas), Scranton & Towanda, PA, 2015 - 2022

Courses:

- DEV 010: *Writing for College*, Fall 2015
- DEV 020: *Reading for College*, Fall 2015
- PSY 105: *Introduction to Psychology*, Fall 2015, 2016; Spring 2016, 2019
- PSY 140: *Statistics for Behavioral Sciences*, Spring 2018, Fall 2020, Spring 2021
- PSY 205: *Developmental Psychology*, Fall 2015
- PSY 210: *Psychology of Adjustment*, Fall 2015, Spring 2021
- PSY 215: *Adulthood and Aging*, Spring 2021, 2022
- PSY 212: *Psychopathology*, Fall 2019, Spring 2020, Fall 2020
- PSY 235: *Biopsychology*, Spring 2016
- PSY 240: *Research Writing for Behavioral Sciences*, Fall 2016
- PSY 245: *Drugs and Behaviors*, Spring 2020
- PSY 250: *Social Psychology*, Spring 2016, Fall 2016, Spring 2021, Fall 2021
- PSY 305: *Judgment and Decision Making*, Fall 2021

Student Transfer Coach

Harrisburg Area Community College, Harrisburg, PA, 2020 – 2021

Provided over 300 students with information to transfer from junior college to undergraduate programs. Tracked and updated college transfer materials that are used by other college departments for ease of use in developing educational tracks for all students at HACC. Work closely with academic advisors, both within HACC and outside of HACC, to ensure all students have follow-up counseling.

Graduate Assistant

Walden University (Traditional and Online-Canvas/Blackboard), Minneapolis, MN, 2014 – 2018

Courses assisted:

- PSYC-8704: *Ethics and Standards of Psychological Practice*
- PSYC-8340: *Cognitive Assessment*
- PSYC-8350: *Personality Assessment*
- PSYC-8421: *Multicultural Psychology*
- PSYC-8345: *Psychotherapy Interventions*
- PSYC-8345: *Clinical Psychopharmacology*

OTHER EMPLOYMENT

Clinical Therapist / Supervised Psychologist

Family Matters Psychological Services, INC., Lost Creek, WV, 2022 - Current

Pyramid Healthcare Services, Bartonsville, PA, 2020 - 2022

Concern Counseling Services, Mansfield, PA, 2014 –2016

Alaska Family Medicine, Anchorage, AK, 2011 –2012

Baltimore County Crisis Response System, Baltimore, MD, 2007 – 2009

Provide a full range of psychological services to individuals, couples, and families in a collaborative effort to negotiate personal or familial crises including, but not limited to, concerns regarding substance abuse, medical conditions, race, gender, and sexuality. Selecting and administering various psychological tests and personality inventories for use based on individual

needs of the clients. Writing reports on clients for use in inter-agency diagnoses and treatment plans based on clients' needs. Utilized intakes and multiple forms stepped-care therapy models, for assigning clients to the proper level of care. Facilitating viable and effective long-term and short-term therapeutic treatment plans in achieving goals for quality-of-life improvement, while addressing sociological obstacles involving diversity and lack of access to healthcare. Hand-picked to spearhead multiple group therapy programs for treatment of mood disorders and addiction recovery. Trained clinical interns from various behavioral sciences and counseling programs. Developed three outreach programs to bring satellite services to economically disadvantaged communities. Assisted the development and implementation of electronic health records for Pyramid Healthcare and Concern Counseling Services. Authored and established a crisis intervention program in Tioga and Bradford counties that is still in use today.

Organizational Analyst / Psychometrist

Better Business Duo, LLC, Hummelstown, PA, 2017 – 2021

Assist non-profit and small businesses whose objectives are to improve the quality of life for the members of their communities. At management and employee levels, I customize assessment tools and evaluation methods in order to analyze problematic areas of the organization. Once an area has been identified, I consult with the client to suggest improvements and assist with articulating the company's mission and vision throughout all echelons of the company. Then, I design training and intervention strategies that realign employee and management tiers.

Mission Superintendent / Trainer / Cryptologic Linguist

United States Air Force, Joint Base Elmendorf-Richardson, AK, 1995 – 2014

Served in the U.S. Air Force as a Master Sergeant with over 18 years of experience in military operations. Oversaw 24-hour missions, supporting the protection of vital military and civilian space-based systems. Recruited over 150 airmen and civilians for specialized foreign language military operations and various training programs. Authored and oversaw budgeting for 18 training programs focused on mission systems, classification, writing, supervision, and insertion military operations. Recruited and interviewed nearly 2000 new personnel for appropriate job placement providing one-on-one and group counseling for career enhancement and advancement opportunities.

Courses:

- Evaluative Writing Styles
- Interviewing and Observations
- Russian Linguistics
- Document Classification
- Effective Writing

Training Coordinator

- Missions Operations Briefing and Presentation
- Space Systems Technologies

PROFESSIONAL LICENSE:

- Psychologist License (Supervised) – Issued by West Virginia Board of Examiners
- License Professional Counselor – Application submitted and transcripts approved by West Virginia state licensing board. Supervised hours nearing completion.

RELEVANT TRAINING:

- Teaching Online Certification Course – ESU, 2019

- Screening and Assessment of D&A – DDAP, 2018
- Addictions 101 – DDAP, 2018
- Level of Care and Placement of Substance Abuse – ASAM, 2018
- Online Instruction Certification – Lackawanna College, 2015
- PA Bureau of Autism – Functional Behavior Assessment Certified, 2015
- Instructor Certification – U.S. Air Force, 2010
- National Institute of Health – Ethics in Research and Psychology, 2010
- Interviewing, Observation, and Counseling Techniques I and II, 2010
- Wechsler intelligent scales for adults and children (WAIS/WISC) –2010
- Minnesota Multiphasic Personality Inventory (MMPI-2) –2010
- Personality Assessment Inventory (PAI) –2012
- Millon Adolescent Clinical Inventory (MACI) –2012
- Rorschach Personality Test – 2010

PUBLICATIONS:

- McMunn, P. E. (2019). Psychological characteristics of sex offenders. *Walden Dissertations and Doctoral Studies*. 6619.

Publications in Progress:

- Chang, J. & McMunn, P.E. (2023). *Compassion scale in Chinese college students*. (Data collected, analyzed. Submitted for publication Sep 2022)
- McMunn, P.E. & McErlean, T. (2023). *Mindfulness and student success*. (Data to be collected during Spring 2023 semester).

RECENT SERVICE ACTIVITIES:

Institutional Service:

- Appointed as Chair of the Pioneer Showcase at GSU – 2022 - Current
- Served on Behavioral Intervention Team Committee at GSU – 2022 - Current
- Search Committee Member for the Math Faculty position at GSU – Spring 2022
- Search Committee Member for the Psychology Faculty position at GSU – Spring 2022
- Donated \$1,000 to Pioneer Showcase, assisting students with demonstrating research design – 2022/23
- Served as a committee member and judge for the Pioneer Showcase – Spring 2022
- Served on Student Identity and Preferred Names Committee for GSC – Academic Year 2021-2022
- Elected Officer for Operations House Committee for HACC – Academic Year 2021-2022
- Elected Officer for Academic House Committee for HACC – Academic Year 2020-2021
- Advisor to Psychiatric Assistance for Young Students – 2020 (2019 – 2021)
- Faculty Marshall for ESU Commencement (Winter 2019)

College of Arts and Science Service:

- Co-organizer of Sigma Xi Fall Social Meeting - 2020

Psychology Department Service:

- Advisor to the GSU Psychology Club – (2022 – Present)

- Psychology Movie Night Coordinator for Glenville State College (GSC) (2021 – 2022)
- Representative for ESU Open House (Sep, Oct 2019)
- Member of the Kramer Award Committee (Fall 2019, Spring 2020, Spring 2021)
- General Psychology Core Competency Committee (2019 – 2020)
- Psychology Movie Night Coordinator (2019 – 2020)
- Appointed Officer on the Academic House Committee at HACC (2020-2021)
- Student Learning Objective Committee – ESU Psychology Courses (2020 – 2021)

Community Service:

- Deputy Commander for the PA American Legion District 10 (2021 – Current)
- Judge for Computer Science Projects, PA Junior Academy of Science Region 3 (2020-2021)
- Judge Advocate, George N. Kemp American Legion Post 346 (2019 – 2021)
- Active Member – Society for the Teaching of Psychology (2020 – Present)
- Program Developer – Crisis Intervention Program for Tioga and Bradford Counties (2016)
- Marketing and Advertising Manager, 2013 Air Force Ball Committee (2012 – 2013)
- President, Operations Detachment Social Organization (2008 – 2009)
- Communications Chair, Maryland Psychological Association for Graduate Students (2007 – 2008)

INTERVIEWS, APPEARANCES, AND PRESENTATIONS:

- KTUU News Station – Anchorage, AK, TV interview on ride sharing and environment (July 17, 2011)
- WBRE News Station – Scranton, PA, TV interview on veterans’ health and smoking (February 19, 2020)
- WNEP News Station – Scranton, PA, TV interview on veterans’ health issues (February 28, 2020)
- Poconos Visitors Bureau – Stroudsburg, PA, Live TV panel on mindfulness and COVID-19 (May 8, 2020)
- Poconos Visitors Bureau – Stroudsburg, PA, Live TV panel on education and COVID-19 (June 5, 2020)
- Invited Commencement Speaker for Harrisburg Area Community College (Winter 2020)
- Poconos Visitors Bureau – Stroudsburg, PA, Live TV panel on holidays and mental health (Nov 20, 2020)
- Served as Discussant for Measuring and Understanding Academic Related Help-Seeking Behaviors at the Eastern Psychological Association Annual Conference (March 2022)

FUNDED GRANTS: \$30,880

- McMunn, P.E. (2020). Spring 2020 – ESU Technology Fee (\$30,880). Student-driven mindfulness research project that incorporates MyMajors, HeadSpace, and MeloMind mobile programs to study their effectiveness in retention and success of at-risk freshman. Data to be collected in Fall 2020.

HONORS/AWARDS:

- Golden Key International Honor Society, 2018
- Psi Chi Honor Society, 2010
- U.S. Air Force Joint Service Commendation Medal, 2004 & 2008
- U.S. Air Force Non-commissioned Officer of the Year for 2008

- Bronze Medalist for Sensor Olympics (top 3rd out of 1,200 linguists) – 2005

PROFESSIONAL MEMBERSHIP:

- American Psychological Association – International Society dedicated to the advancement of scientific psychology.
- Society for the Teaching of Psychology – International Society, Division 2 of APA and also with APS, dedicated to the study and facilitation of quality teaching in psychology.
- Eastern Psychological Association – Regional organization dedicated to advancing the science and profession of psychology.
- American Legion – National organization dedicated to promoting continued community service and outreach programs for U.S. Armed Forces veterans.

Contact Information:

Glenville State University
200 High Street
Glenville, WV 26351

Phone: 304-462-6272
Cell: 304-590-8359
Email: Gregory.Lieving@glenville.edu

Educational History:

1996 B.A. Psychology (cum laude), West Virginia University
Department of Psychology

Undergraduate Honor's Thesis title: "Resurgence of keypecking following elimination by DRO."

Thesis advisor: Kennon A. Lattal, Ph.D.

1998 M.A. Psychology, West Virginia University
Department of Psychology, Behavior Analysis Doctoral Program

Thesis title: "Acquisition of observing responses with delayed conditioned reinforcement."

Thesis advisor: Kennon A. Lattal, Ph.D.

2000 Ph.D. Psychology, West Virginia University
Department of Psychology, Behavior Analysis Doctoral Program

Dissertation title: "Repeatability, recency, and response recovery: An experimental analysis of resurgence."

Dissertation advisor: Kennon A. Lattal, Ph.D.

2000 – 2003 Postdoctoral Fellow, Johns Hopkins University School of Medicine,
Department of Pediatrics

Kennedy Krieger Institute, Behavioral Psychology Department,
Neurobehavioral Unit

Supervisor: Louis P. Hagopian, Ph.D., BCBA

Positions Held:

2022 - Associate Professor of Psychology, Glenville State University
Department of Social Science

2020 - 2022 Mental Health Therapist, William R. Sharpe, Jr. Hospital
Department of Clinical Services
Weston, WV

Provided individual and group therapies to diverse adult clinical populations. Designed, implemented, and assessed behavioral interventions for severe behavior targets, including pica, aggression, and self-injury. Provided program oversight for services provided to patients with intellectual/developmental disabilities.

2006 – 2019 Professor and Chair, West Virginia University Institute of Technology
Department of Psychology
Montgomery, WV; Beckley, WV

Hired to assist in the development of a 4-year degree program in psychology. Taught 4/4 course load and developed animal laboratory for research and educational purposes. Designed curriculum to produce therapists eligible for certification at the associate level by the Behavior Analysis Certification Board.

2007 Behavioral Consultant, Fayette County, WV
Department of Special Education

Contracted to supervise the educational and behavioral programming for two children diagnosed with Autism Spectrum Disorder.

2005 – 2006 Research Associate, Kennedy Krieger Institute
Behavioral Psychology Department
Baltimore, MD

Worked primarily in the areas of grant writing, software development, and data analysis for inpatient, outpatient, and feeding units for the Behavioral Psychology Department.

2004 Interim Director, Spectrum of Hope, LLC
Houston, TX

Designed and conducted behavioral assessment and treatment strategies for children with autism and other developmental disabilities, including assessment and programming for educational needs. Supervised the day-to-day operations of a start-up behavior analysis clinic for children and adolescents with developmental disabilities, including staff training in applied behavior analysis.

2003 – 2004 Research Director, Shape of Behavior, LLC
Houston, TX

Worked with children diagnosed with autism in a center-based educational clinic. Assisted with the development and implementation of educational programs using discrete-trial training methods and other behavior-analytic techniques. Responsibilities included the conduct of functional analyses for problem behavior exhibited by children diagnosed with autism, and subsequent development of treatment protocols. Assisted in the development and maintenance of educational programming. Developed and delivered presentations and workshops for training parents, staff, and professionals in relevant issues in behavior analysis, and developed software for educational and compliance data analysis.

2000 – 2003 Postdoctoral Fellow, Johns Hopkins University
Kennedy Krieger Institute, Neurobehavioral Unit

Responsibilities included the development of behavioral assessment and treatment protocols for the analysis of severe behavior problems displayed by individuals with autism and other pervasive developmental disabilities (children and adolescents).

Developed research grant applications for submission to federal agencies to fund clinical research. Developed and implemented new software for data collection and analysis.

Teaching Experience:

2022 - Associate Professor of Psychology,
Glenville State University
Department of Social Science

Courses delivered:

Psychology 201: General Psychology (3 hr). A survey of topics and research within the major fields of psychology to give students an understanding of basic concepts, principles, theories and methods used in the scientific study of behavior.

Psychology 250: Lifespan Development (3 hr). A survey of topics and research within lifespan development covering the time periods of conception to death. Students will develop an understanding of the physical, emotional, social, and cognitive development of people from infancy through late adulthood.

Psychology 380: Drugs and Human Behavior (3 hr). An in-depth exploration of psychoactive drugs and their effects on the nervous system and on human behavior. Emphasis will be on the physiological and behavioral effects of drugs of abuse (such as alcohol, cocaine, and amphetamine) but this course will also cover psychotherapeutic drugs (such as antidepressants and antipsychotics). Theories of drug addiction and issues regarding prevention/treatment of drug addiction will also be discussed.

Sociology 205: Principles of Sociology (3 hr). An introductory course examining human groups — how they are produced and how they affect human behavior. Students are acquainted with the way sociological research is conducted. Human behavior in groups is addressed through a survey of basic sociological concepts such as: culture, social organization and change, socialization, stratification, family, religion, etc.

2006 - 2019 Assistant Professor/Associate Professor/Professor,
West Virginia University Institute of Technology
Department of Psychology

Selected textbooks/readings, constructed and delivered lectures, created and graded quizzes, examinations, and all supplementary materials for the following courses:

Psychology 101: General Psychology (3 hr). Survey of psychology.

Psychology 201: Psychology as a Profession (1 hr). Orientation to opportunities for experience, employment, and graduate and professional training in psychology.

Psychology 202: Research Methods in Psychology (3 hr). Research methods in experimental, developmental, clinical, and community-social psychology in the laboratory and natural environment.

Psychology 234: Drugs and Behavior (3 hr). Behavioral, neurochemical, pharmacological, historical, legal, social, and clinical aspects of commonly used and abused psychoactive drugs.

Psychology 241: *Intro to Human Development* (3 hr). Survey of human psychological development across the lifespan with emphasis on change in biological, cognitive, and social-emotional processes. Special emphasis given to theoretical and conceptual issues.

Psychology 301: *Biological Foundations of Behavior* (3 hr). Introduction to animal behavior. Survey of fundamental concepts (evolution, genetics, adaptation and learning) and research methods in understanding nonhuman behavior including nonhuman primates.

Psychology 302: *Behavior Principles* (4 hr). Principles of behavior and learning (especially respondent and operant conditioning) and the significance of these principles for psychological theory and application. Laboratory projects with rats conducted 4 days per week.

Psychology 331: *History and Systems of Psychology* (3 hr). A survey of psychology from its origins in philosophy, biology, and physics through the early major schools of psychological thought to modern perspectives on the science of behavior and its applications.

Psychology 351: *Topics in Social Psychology* (3 hr.). Social factors that determine human behavior, survey of research in selected areas of social psychology and their implications for social phenomena.

Psychology 382: *Exceptional Children* (3 hr). A survey of approaches to the assessment and treatment of atypical behavior patterns, including behavior disorders, genetic disorders, and organic psychopathologies. Special emphasis given to a critique of the medical model and an understanding of empirically-based treatments and interventions.

Psychology 401: *Psychology Capstone Experience* (1 hr). Senior seminar course for the supervision of senior theses.

Psychology 424: *Learning and Behavior Theory* (3 hr). Advanced course in empirical and conceptual issues in the psychology of learning. Special emphasis given to contrasting and comparing behavior analysis to other psychological approaches.

Psychology 474: *Applied Behavior Analysis* (3 hr). Basic principles of behavior and their application to addressing problems of social significance. Includes clinical, educational, parental, industrial/organizational, and community applications. Special emphasis given to the methods and techniques used in applied behavior analysis.

Psychology 491: *Field Experience* (1-18 hr). Prearranged experiential learning program planned, supervised, and evaluated by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.

Psychology 495: *Independent Study* (1-3 hr). Individually-supervised reading, research, and/or applied projects.

1996 – 2000 Graduate Teaching Assistant, West Virginia University
Department of Psychology

Executed preplanned lectures and laboratory activities, graded quizzes, exams, and laboratory reports for the following courses:

Psychology 171: *Behavioral Principles* (laboratory instructor). Ran laboratory sections for undergraduate laboratory projects that used rodent subjects.

Psychology 151: Social Psychology. Delivered lectures for a survey course in social psychology.

Professional Activities:

Professional memberships, past and current:

- Association for Behavior Analysis International (ABAI)
- Southeastern Association for Behavior Analysis (SEABA)
- Maryland Association for Behavior Analysis (MABA)
- Texas Association for Behavior Analysis (TXABA)
- American Psychological Association (APA)
- Association for Psychological Science (APS)

Positions/Awards:

- *MABA Executive Council: 2009 – 2012*
President-Elect, 2009 -2010
President, 2011
- *Ad Hoc Reviewer:*
Journal of the Experimental Analysis of Behavior
Journal of Applied Behavior Analysis
Mexican Journal of Behavior Analysis
The Psychological Record
Behavioural Processes
- Recipient of *American Psychological Association Dissertation Award, 1999*

Publications and presentations:

Manuscripts:

Lieving, G.A., DeLeon, I.G., Carreau-Webster, A.B., Frank-Crawford, M.A., Triggs, M.M. (2018). Additional free reinforcers increase persistence of problem behavior in a clinical context: A partial replication of laboratory findings. *Journal of the Experimental Analysis of Behavior*, 109(1), 253-264.
<https://doi.org/10.1002/jeab.310>

Miller, J.R., DeLeon, I.G., Toole, L.M., **Lieving, G.A.**, & Allman, M.J. (2016). Contingency enhances sensitivity to loss in a gambling task with diminishing returns. *The Psychological Record*, 66, 301-308. <https://doi.org/10.1007/s40732-016-0172-5>.

Lieving, G.A., Reilly, M.P. & Lattal, K.A. (2006). Disruption of responding maintained by conditioned reinforcement: Alterations in response-conditioned-reinforcer-relations. *Journal of the Experimental Analysis of Behavior*, 86, 197-209. DOI: <https://doi.org/10.1901/jeab.2006.12-05>.

Hagopian, L.P., Toole, L.M., Long, E.S., Bowman, L.G. & **Lieving, G.A.** (2004). A comparison of dense-to-lean and fixed-lean schedules of alternative reinforcement and extinction. *Journal of Applied Behavior Analysis*, 37, 323-338. DOI: [10.1901/jaba.2004.37-323](https://doi.org/10.1901/jaba.2004.37-323).

Lieving, G.A., Hagopian, L.P., Long, E.S., & O'Connor, J. (2004). Response-class hierarchies and resurgence of severe problem behavior. *The Psychological Record*, 54, 621-634. DOI: [10.1007/BF03395495](https://doi.org/10.1007/BF03395495).

Lieving, G.A. & Lattal, K.A. (2003). Recency, repeatability, and reinforcer retrenchment: An experimental analysis of resurgence. *Journal of the Experimental Analysis of Behavior*, 80, 217-233. DOI: [10.1901/jeab.2003.80-217](https://doi.org/10.1901/jeab.2003.80-217).

Conference paper presentations:

Lieving, G.A. (May, 2011). Scheduled-induced resurgence. Paper presented in *Resurgence and renewal: Reinforcement rates, schedules, and context as determinants of response recovery processes* (C. Cançado, Chair). Symposium at the 37th annual meeting of the Association for Behavior Analysis International, Denver, CO.

Lieving, G.A. (May, 2010). Antecedent stimulus control and resurgence. Paper presented in *Extinction-induced resurgence: Some new findings* (AH Doughty, Chair), symposium held at the 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

Lieving, G.A. (May, 2010). Behavioral momentum and resurgence: Keep going and don't come back. Invited address for Professional Development Series entitled *Translation of Behavioral Momentum and Resurgence to Differential Reinforcement Programs*, 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

DeLeon, I.G., Gregory, M., **Lieving, G.A.**, Allman, M.J., Toole, L. & Richman, D.M (May, 2007). Applied explorations on the relation between effort and relative stimulus value. Paper accepted for presentation at the 33rd annual meeting of the Association for Behavior Analysis, San Diego, CA.

DeLeon, I.G., Gregory, M., **Lieving, G.A.**, Allman, M.J., Toole, L. & Richman, D.M (August, 2006). Applied explorations on the relation between effort and relative stimulus value. Paper presented at the Division 25 meeting of the American Psychological Association, New Orleans, LA.

Lieving, G.A., Hagopian, L.H., Toole, L., Jennett, H.K. & Boelter, E. (May, 2006). Beyond words: Reductionism and executive function in the study of the behavioral features of autism. Paper presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Toole, L., DeLeon, I.G., Richman, D.M., **Lieving, G.A.** & Allman, M. (May, 2006). Sensitivity to token loss as a function of earning requirements. Paper presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Lieving, G.A. & Lattal, K.A. (November, 2002). Effects of extinction, treatment duration, noncontingent reinforcement, and schedule-thinning probes on clinical relapse. Paper presented at the 5th annual meeting of the Maryland Association

for Behavior Analysis, Baltimore, MD.

Long, E.S., Hagopian, L.H., **Lieving, G.A.** & Rush, K. (May, 2002). Alternative reinforcement schedule effects. In R.G. Smith (Chair), Basic behavioral processes in the treatment of behavior disorders. Paper presented at the 26th annual meeting of the Association for Behavior Analysis, Toronto, Ontario.

Lieving, G.A., Doughty, A., Meginley, M.M., Horne, S.H. & Lattal, K.A. (June, 2000). Response recurrence and behavioral history. In Lattal, K.A. & Reed, P. (Chairs), The experimental analysis of behavioral history. Paper presented at the 4th annual meeting of the European Meeting for the Experimental Analysis of Behavior, Amiens, France.

Lieving, G.A. & Lattal, K.A. (May, 1999). Resurgence of key pecking in extinction following DRO performance: A resistance-to-change-analysis. In G.A. Lieving (Chair), Extinction-induced variability and resurgence. Paper presented at the 25th annual meeting of the Association for Behavior Analysis, Chicago, IL.

Conference poster Presentations:

Hudnall, J.L. & **Lieving, G.A.** (2010). *Extinction-induced resurgence sans extinction*. Poster presented at the 13th annual meeting of the Maryland Association for Behavior Analysis, Baltimore, MD.

Lieving, G.A., Toole, L.M., & Hagopian, L.P. (2010). *Quantifying operant performance of individuals diagnosed with autism spectrum disorders*. Poster presented at the Kennedy Krieger Institute Conference on Behavioral Psychology: Perspectives on Research, Clinical Service, and Training. Baltimore, MD.

White, T.M., Whitley, D.J., & **Lieving, G.A.** (2009). Discriminative control of rats' lever pressing using musical stimuli. Poster presented at the 12th annual meeting of the Maryland Association for Behavior Analysis, Baltimore, MD.

Hagopian, L. P., Toole, L. M., Boelter, E., Jennett, H. K., **Lieving, G. A.**, MacWhorter, K. J., & Tobin, E. L. (2007, March). Examining contingency control deficits in children with and without autism. Poster presented at the 40th annual Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities, Annapolis, MD.

Lieving, G.A., Hagopian, L.H., Toole, L.M., Jennett, H.K. & Boelter, E. (May, 2006). Mathematical Principles of Reinforcement: Preliminary analyses with children with developmental delays. Poster presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Boelter, E., **Lieving, G.A.**, Toole, L., Jennett, H.K. & Hagopian, L.H. (May, 2006). An examination of behavioral sensitivity and persistence in children diagnosed with autism. Poster presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Jennett, H.K., **Lieving, G.A.**, Hagopian, L.H., Boelter, E. & Toole, L. (May, 2006). Resistance to extinction and behavioral variability in individuals with and without autism. Poster presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Toole, L.M., MacWhorter, K.J., **Lieving, G.A.**, Jennett, H.K., Boelter, E. &

Hagopian, L.H. (May, 2006). Behavioral persistence of children with and without autism responding on progressive-ratio schedules. Poster presented at the 32nd annual meeting of the Association for Behavior Analysis, Atlanta, GA.

Lieving, G.A. & Randall, D.Y. (March, 2004). Using yoked-control procedures and real-time data in functional analyses with two children diagnosed with autism. Poster presented at the 2004 meeting of the Texas Association for Behavior Analysis, Dallas, TX.

Lieving, G.A. & Randall, D.Y. (March, 2004). Disruptions of “insistence on sameness” in analog functional analyses of problem behavior with two children diagnosed with autism. Poster presented at the 2004 meeting of the Texas Association for Behavior Analysis, Dallas, TX.

Meginley, M.E., **Lieving, G.A.** & Lattal, K.A. (May, 2001). Resurgence of responding: A response-rate effect. Poster presented at the 27th annual meeting of the Association for Behavior Analysis, New Orleans, LA.

Lieving, G.A. & Lattal, K.A. (May, 2000). Response-reinforcer relations with conditioned reinforcement: Pigeons’ observing responses for S+. Poster presented at the 26th annual meeting of the Association for Behavior Analysis, Washington, D.C.

Lieving, G.A. & Lattal, K.A. (May, 2000). The relative contributions of reinforcement rate and response rate on extinction-induced resurgence following DRO schedules. Poster presented at the 26th annual meeting of the Association for Behavior Analysis, Washington, D.C.

Lieving, G.A., Carlin, L. & Schaal, D.W. (May, 1998). Past and upcoming reinforcer magnitude and the rate-dependent effects of cocaine and morphine. Poster presented at the 24th annual meeting of the Association for Behavior Analysis, Orlando, FL.

Lieving, G.A., Carlin, L. & Schaal, D.W. (May, 1998). Reinforcer magnitude and the rate-dependent effects of cocaine and morphine. Poster presented at the 17th annual meeting of the Behavioral Toxicology Society, Durham, NC.

Lieving, G.A., Carlin, L. & Schaal, D.W. (October, 1997). Reinforcer magnitude and the rate-dependent effects of morphine and cocaine on fixed-interval responding in rats. Poster presented at the 14th annual meeting of the Southeastern Association for Behavior Analysis, Chapel Hill, NC.

Lieving, G.A. & Lattal, K.A. (May, 1997). Extinction-induced recovery of keypecking previously eliminated by differential-reinforcement-of-other-behavior schedules of reinforcement. Poster presented at the 23rd annual meeting of the Association for Behavior Analysis, Chicago, IL.

Academic Service:

Glennville State University
Department of Social Science

2022 - *Faculty Senate – Assessment Committee, Fall 2022*

“The Assessment Committee has the responsibility for monitoring and analysis of all aspects of assessment of student learning and making periodic reports to the Faculty Senate, each academic department, and the faculty-at-large. The committee is responsible for an annual review of all program assessments and makes recommendations for program improvement based upon assessment results.”

West Virginia University Institute of Technology
College of Business, Humanities, and Social Sciences

2008 - 2012 *Chair, Faculty Evaluation Committee, Cluster D*

Chair of committee to annually review faculty performance across several academic departments for submission to the dean for decisions on promotion, tenure, and merit-based salary increases.

2007 - 2019 *Director, WVU Tech Psychology Animal Facility*

Established and maintained new animal colony and laboratory. Worked in conjunction with the Animal Care and Use Committee and Office for Laboratory Animal Research at West Virginia University to develop and oversee the approval and maintenance of research and teaching protocols that use laboratory animals. Developed standard operating procedures for all facets of animal care and welfare for the Facility.

2009 - 2011 *Faculty Assembly Council Officer, Secretary*

Constructed minutes for monthly meetings of the Faculty Assembly and attended meetings of the Faculty Council.

2006 - 2019 *Search Committee Membership*

Served as a member on committees formed to hire new staff:

- Psychology Department (one new faculty)
- Department of English, History, and Arts (one new faculty in History)
- Department of English, History, and Arts (two new faculty in English)
- Department of Physical Education (one new faculty)
- Campus Provost

2008 – 2009 *Thesis Committee Member*

Served as a thesis committee member for Carlos Cançado, a graduate student in the Behavior Analysis Doctoral Program at West Virginia University.

2010 - 2011 *Dissertation Committee Member*

Served as a dissertation committee member for Carlos Cançado, a graduate student in the Behavior Analysis Doctoral Program at West Virginia University.

2016 *Dissertation Committee Member*

Served as a dissertation committee member for Tyler Nighbor, a graduate student in the Behavior Analysis Doctoral Program at West Virginia University.

- 2011 – 2012
2015 – 2017
- WVU Tech Senator, WVU Faculty Senate*
- Elected position to serve as institutional liaison to state legislature and Faculty Senate of West Virginia University
- 2013 - 2019
- Chair, Department of Psychology*
- Curricular and program assessment and development, course scheduling, faculty evaluations.
- 2013 – 2014
2015 – 2016
- Faculty Assembly Council Officer, Chair-Elect*
- Elected position for faculty leadership council.
- 2014 – 2015
2016 – 2017
- Faculty Assembly Council Officer, Chair*
- Elected position for faculty leadership council. Lead monthly Faculty Assembly meetings.
- 2018 - 2019
- WVU Faculty Senate Executive Committee*
- Elected position to serve as institutional representative on Executive Committee for the Faculty Senate on WVU's Morgantown campus.

Professional References:

Available upon request.

GLENVILLE STATE UNIVERSITY PROGRAM REVIEW



GLENVILLE
STATE UNIVERSITY

BACHELOR OF ARTS HISTORY & POLITICAL SCIENCE

BACHELOR OF ARTS APPALACHIAN STUDIES

MAY 2023

**Glenville State University
History and Political Science**

2023 Program Review

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A. Overview of the Program

The History and Political Science program is housed within the Department of Social Sciences. It is a low-cost, high-quality Liberal Arts major. Five full-time faculty (four historians and a political scientist) teach almost all courses that meet program requirements. Four hold terminal degrees, one is ABD, and all five are effective classroom teachers, engaged and active scholars, solid advisors, and thorough professionals.

The five full-time faculty devote more than half their teaching time to introductory courses that are part of the University's general education program. Some upper-division Geography, History, and Political Science courses are required in other majors, such as Social Studies Education, Elementary Education, Criminal Justice, and Natural Resource Management. A member of the faculty teaches the Social Studies methods class and supervises Social Studies (5-Adult) student interns.

The GSU program is one of only two in the state which produces a joint "History and Political Science" degree, thereby providing its students with an added degree of flexibility and the ability to apply to graduate programs in either discipline. Similarly, the program in Appalachian Studies is one of only two BAs in Appalachian Studies available in the state.

The required classes for Appalachian Studies are an interdisciplinary combination of humanities, social sciences, and vocational classes designed to prepare students for careers in journalism, cultural resource management, or community leadership, just to name a few possibilities.

Among the History/Political Science program's many other values and purposes, the following deserve note:

- GSU's History/Political Science program provides students with the training to pursue worthwhile employment and/or successful professional and graduate school careers.
- GSU's tradition of training teachers for public schools is effectively supported and enhanced by History/Political Science & Appalachian Studies courses.
- The availability of minors in both History and Political Science allows us to support and enhance other Liberal Arts programs at GSU.
- Both History and Political Science are integral parts of GSU's General Education program and, as such, are valuable components of every student's undergraduate experience.
- Appalachian Studies assists students in critical thinking and learning key questions and research strategies for studying the Appalachian region and its communities.

History and Political Science Degree Curriculum Summary Sheet:

GSC 100	The First Year Experience		0 hour
All degree seeking students are required to take GSC 100 during their first semester.			
General Education Requirements			39 hours
Students must complete HIST 201 and POSC 203 as part of the General Education requirements.			
History and Political Science Core			27 hours
GEOG 203	World Regional Geography (OR)		
SOCS 225	Introduction to Global Studies	3	
HIST 201	History of World Cultures I		
HIST 202	History of World Cultures II	3	
HIST 207	United States History to 1877	3	
HIST 208	United States History since 1877	3	
HIST 293	Fields and Careers in History and Political Science	3	
HIST 335	Recent United States History	3	
HIST 493	Senior Project (OR)		
POSC 493	Senior Project	3	
POSC 203	American National Government		
POSC 204	State and Local Government	3	
POSC 304	Comparative Government (OR)		
POSC 401	International Relations	3	
History and Political Science Major			30 hours
HIST 351	European History Seminar	3	
HIST 352	World History Seminar	3	
HIST 353	American History Seminar	3	
HIST 354	Concepts and Methods Seminar	3	
HIST 450	Historiography	3	
SOCS 293	Introduction to Research Methods	3	
Six hours of upper Level History			6
Six hours of upper Level Political Science			6
General Electives or Minor*			24 hours
Total minimum hours required for degree			120 hours

GATEWAY ASSESSMENT - HISTORY 293

CAPSTONE ASSESSMENT - HISTORY 493 OR POLITICAL SCIENCE 493

Appalachian Studies Degree’s Curriculum Summary Sheet:

GSU 100 The First Year Experience **0 hours**
 (All degree-seeking students required to take GSU 100 during first semester.)

General Education Requirements **39 hours**
 Students must complete HIST 201 and POSC 203 as part of the General Education requirements.

History and Political Science Core **27 hours**
 GEOG 203 World Regional Geography
 SOCS 225 Introduction to Global Studies 3
 HIST 201 History of World Cultures I 3
 HIST 202 History of World Cultures II 3
 HIST 207 United States History to 1877 3
 HIST 208 United States History since 1877 3
 HIST 293 Fields and Careers in History and Political Science 3
 HIST 335 Recent United States History 3
 HISTorPOSC 493 Senior Project 3
 POSC 203 American National Government 3
 POSC 204 State and Local Government 3
 POSC 304 Comparative Government 3
 POSC 401 International Relations 3

Appalachian Studies Major **33 hours**
 APST 101 Introduction to Appalachian Studies 3
 APST 303 Appalachian Music Traditions 3
 APST 304 Bluegrass Music Traditions 3
 APST 397 Work Experience II 3
 APST 497 Internship II 3
 ENGL 350 Appalachian Literature 3
 HIST 303 West Virginia History 3
 NPLM 301 Nonprofit Leadership & Management 3
 POSC 390 Public Administration 3
 Select two of the following: 6
 MUSC 306 Recording and Engineering
 NPLM 302 Grant Writing
 NRMT 351 Flora of West Virginia
 PSYC 330 Social Psychology

General Electives or Minor* **21 hours**
 *may not select a Global Studies, History or Political Science minor

Total minimum hours required for degree **120 hours**

GATEWAY ASSESSMENT - HISTORY 293

CAPSTONE ASSESSMENT – HISTORY or POLITICAL SCIENCE 493

B. VIABILITY

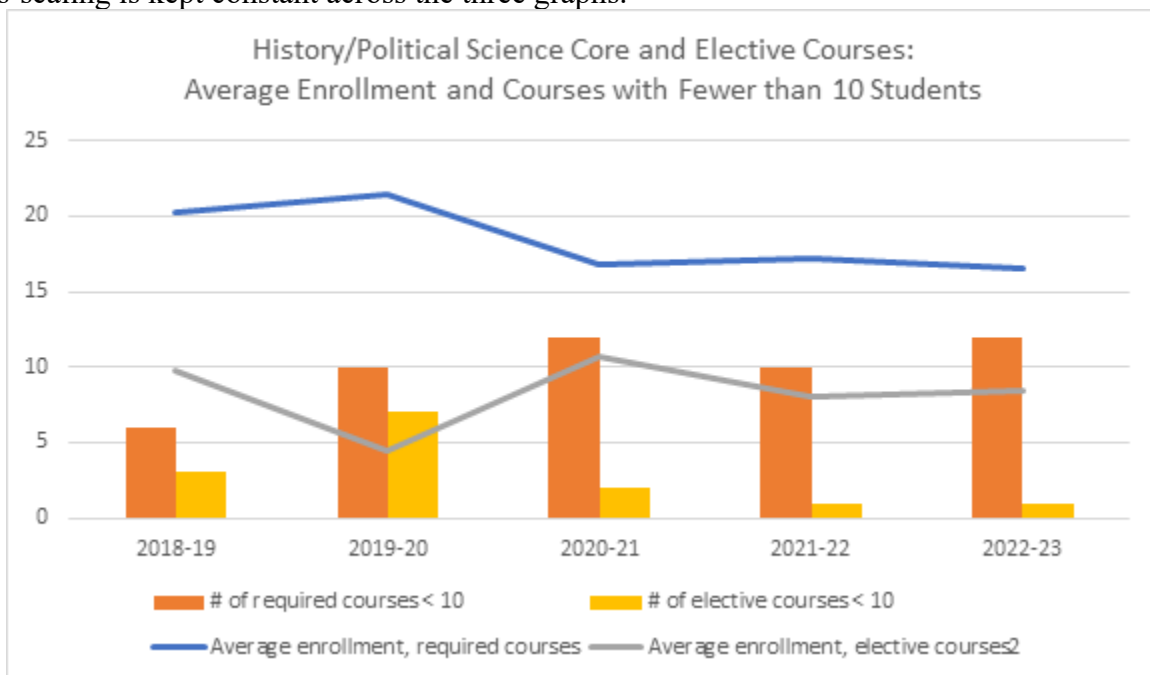
1. Course Enrollment:

Below are course enrollment statistics for this program in the last five years.

Courses in History, Political Science, and Appalachian Studies are organized into a shared History/Political Science core, a separate History/Political Science major, and a separate Appalachian Studies major. Seven of the 13 courses within the History/Political Science core can also be used by non-majors to fulfill General Education requirements (i.e., HIST 201: History of World Cultures I, HIST 202: History of World Cultures II, HIST 207: U.S. History to 1877, HIST 208: U.S. History Since 1877, POSC 203: American National Government, GEOG 203: World Regional Geography, and SOCS 225: Introduction to Global Studies), so enrollment in these courses is understandably higher than in the remaining core courses and major courses.

In the period Fall 2018 to Spring 2023, enrollment in the courses in the History/Political Sciences core averaged 18.3 ($SD = 8.80$). Enrollment in additional courses required of History/Political Science majors averaged 6.3 ($SD = 2.62$, range 3 to 13) and in courses required of the Appalachian Studies major, some of which are also electives for BSBA majors, averaged 8.6 ($SD = 6.17$, range 2 to 26).

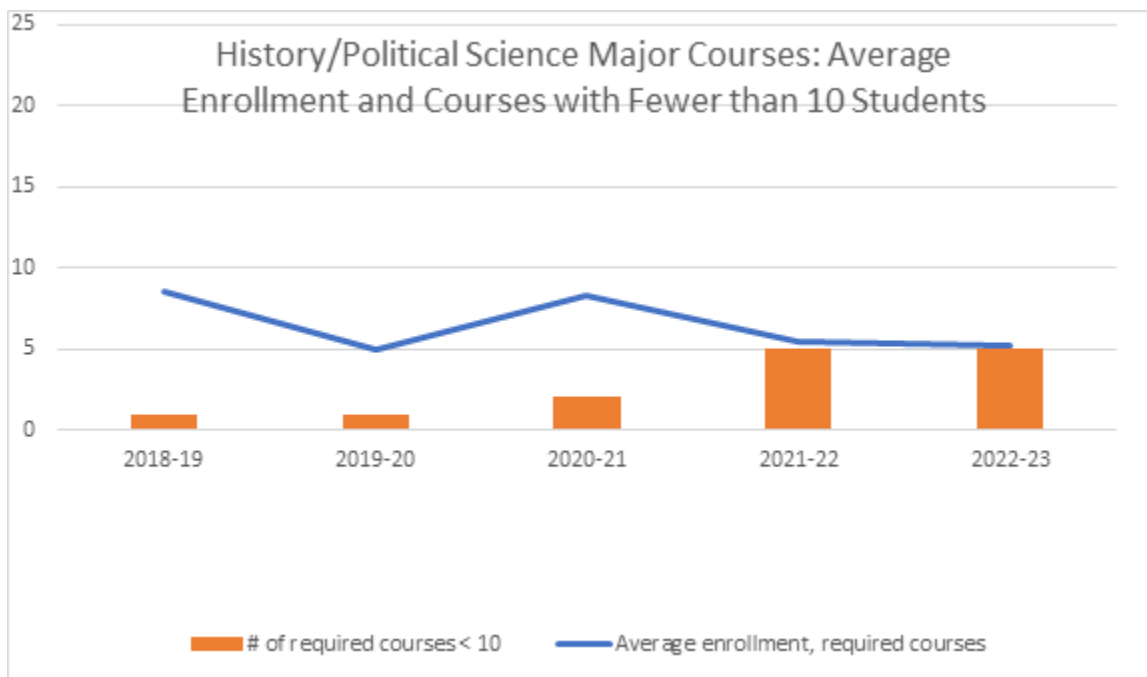
In the graphs below, trends over the evaluation period are provided separately for the History/Political Science shared core, for the History/Political Science additional courses, and for the Appalachian Studies additional courses. In each graph, both the average enrollment and the number of courses with fewer than 10 students are indicated. For ease of comparison, the axis scaling is kept constant across the three graphs.

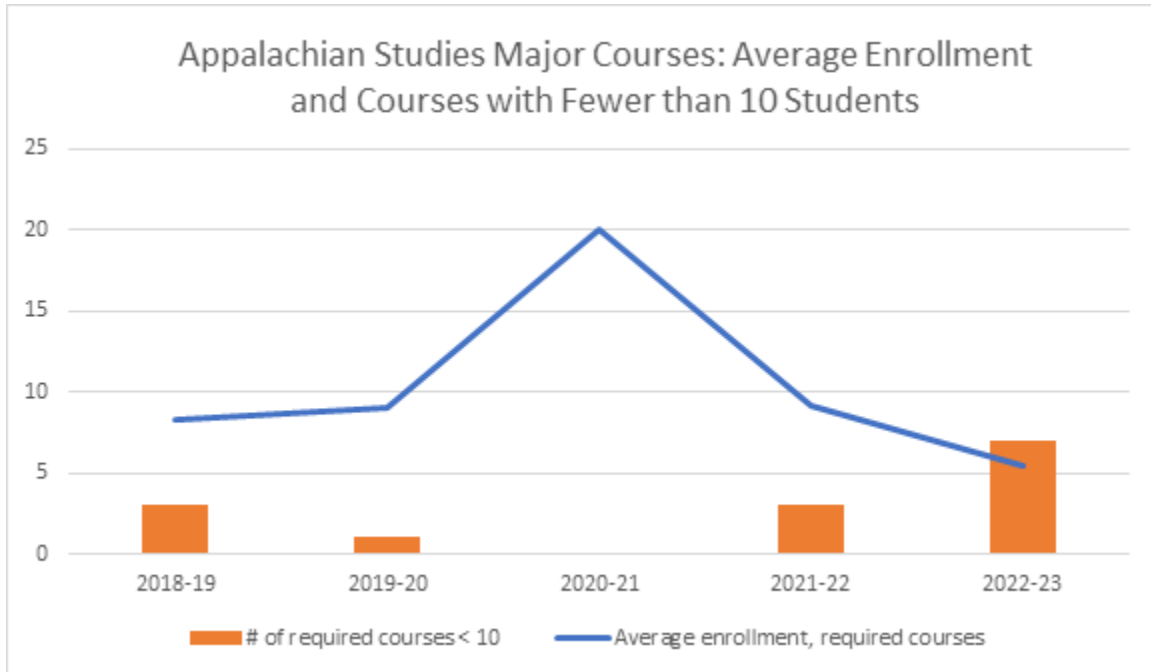


As shown in the graph above, although enrollment in History and Political Science courses is generally quite healthy, particularly among the courses shared with General Education, there are also several courses each year with enrollment below 10. It may be that the changes made relatively recently to the degree will bear fruit in additional students, but it may also be that some changes in course rotations, even in the core courses, will be needed. That is, the number of undersubscribed elective courses is clearly on a positive trajectory. It should also be noted that six of the low enrolled sections were honors sections offered on top of a normal section and two additional low enrolled sections were offered at high schools.

History and Political Science courses play a critical role in the General Education requirements at Glenville State. In addition to General Education contributions, the History and Political Science curriculum is necessary for all Education degrees.

For these reasons, even though enrollment in the major is not high, it is worth giving the program time to show positive changes after the most recent curriculum revamp. It may also be worth disseminating more broadly the information provided in HIST 293: Fields and Careers in History and Political Science.





2. Graduates And Majors:

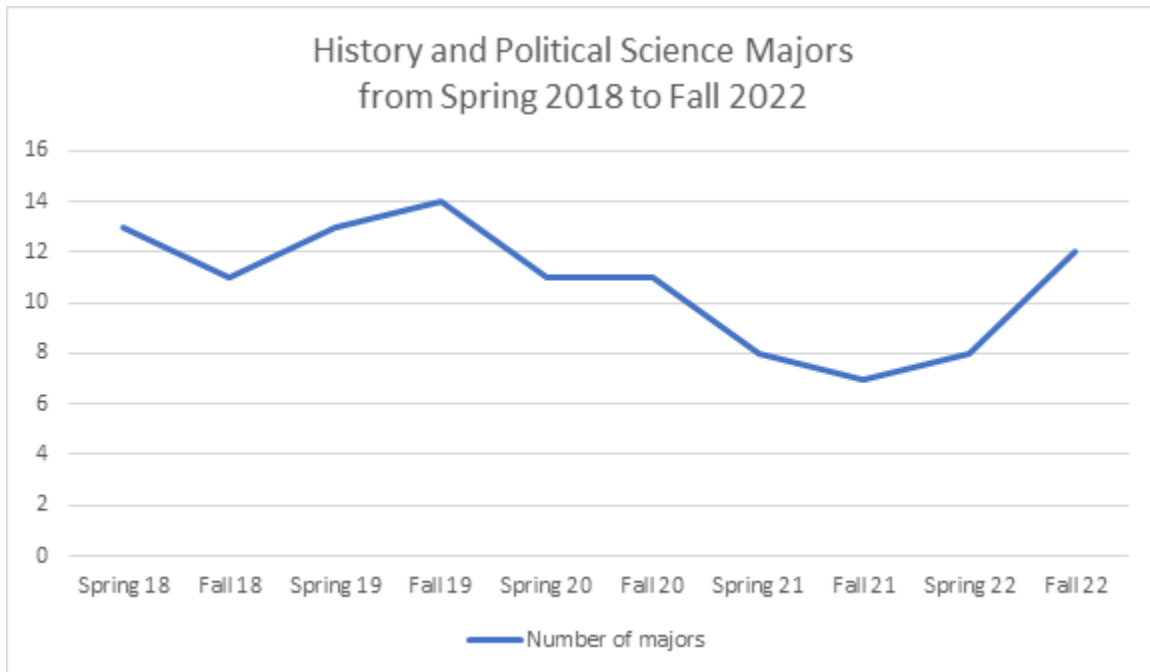
Below are summary statistics of the number of graduates and majors this program has produced in the last five years.

Graduates

Since Spring 2018, 15 students have graduated with their degree in History and Political Science. This includes three graduates in Spring 2018, one in academic year 2018-19, three in 2019-20, four in 2020-21, one in 2021-22, and three in Fall 2022. The WVHEPC expectation is an average of five graduates per academic year, and this expectation was not met during the evaluation period. The current enrollment levels in the major are also insufficient to yield the expected graduation numbers, as shown below.

Enrollment in the Major

During the evaluation period, there have been a maximum of 14 majors enrolled in any fall or spring semester, with an average enrollment of 10.9 ($SD = 2.82$). History and Political Science majors do not typically enroll in summer. In the evaluation period, one student enrolled in each of the summers of 2019, 2020, and 2021; no History and Political Science students enrolled in Summer 2022.



3. Projections:

The students who enroll or graduate in this program have tended to be students who want to major in History, Political Science, or Appalachian Studies, and students at Glenville State who have changed their major. In terms of the History/Political Science majors, one trend is that students who were first enrolled at larger schools such as WVU but performed poorly academically transfer to Glenville State. A second source of History/Political Science majors is students who were once in the Social Studies education program, and they realized teaching in the K-12 system was not for them. The Appalachian studies major is still in its infancy (year 3 starting in 2023-2024) so it is difficult to make any projections about this major at this point, but the first graduate of the program completed the program in Spring of 2023. The hope is that this program will continue to grow as it is very important to the sustainability of the Glenville community and surrounding areas.

Students transfer out of GSU to other schools for various reasons, but information gleaned from student interviews indicates that some transfer because they believe that they can get more in-depth treatment of History or Political Science at larger schools, while others transfer out or leave college entirely due to changes in family circumstances. Another reason for some dissatisfaction with the program is the changing status of the Political Science side of the major. During the review period, the program had three different faculty members in political science, and each one was the only faculty member in that discipline during their tenure. The program has always had three historians. Thus, regarding upper-level courses, students were limited to taking the only political science course offered while they might have three or four choices of upper-level history courses.

This university has traditionally served high school graduates from nearby counties. The number of elementary and secondary students in these counties is declining. However, West Virginia has tended to have a low college-going rate in any case. If the college-going rate for these counties

improves, this should counteract the declining number of students in nearby high schools. Glenville State has seen a 12% growth in enrollment over the past five years. Whether this will contribute to increases in the number of students enrolled in History and Political Science cannot be predicted.

C. ADEQUACY

1. Program Assessment:

a. The Principal Elements of the Program Assessment Plan

The program has followed an annual assessment schedule over the past five years, resulting in a large collection of data measuring student outcomes. The program utilizes several instruments for program assessment. These include a senior research paper, an assessment of individual courses, and a survey of graduates. Based on the data gathered, as well as the recommendations of the university Assessment Committee, the program has adjusted the learning outcomes and general education assessment tools. The Learning Outcomes and common rubric for general education assessment were implemented in the spring 2023 semester. Appendix II contains the most recent assessment report for both History/Political Science and Appalachian Studies for the academic years of 2018-2023. These reports detail the updated learning outcomes, how the individual courses are assessed, and how they meet the standards set by the learning outcomes.

Senior assessment consists of a formal 20–25-page paper based on original research, the “Senior Thesis,” which is the major component of the “Senior Project” course. These papers are used to assess student writing achievement.

For this review, the program conducted an online survey of recent graduates. Results of the survey are presented in Appendix III, as well as in Section B.3.d. below.

b. How Assessment Data Has Been Used

In the Fall of 2020, the faculty determined that the previous assessment tools were insufficient to accurately gauge mastery of the program's learning outcomes. Over the course of the next several semesters both the learning outcomes and assessment tools were revised to better reflect the goals of the department. The decision was also made to abandon multiple-choice assignments as an indicator of learning outcome mastery. A common writing rubric was developed by the department faculty and beginning in the Spring 2023 semester was applied to writing assignments across all History, Political Science, and Appalachian studies courses. The faculty reached a consensus that by collecting data on learning outcome mastery is best collected via a series of written assignments that are assessed utilizing a common rubric.

Disappointment with the performance of some graduates on the senior thesis led faculty to increase or revise writing assignments in their courses. This has resulted in a marked improvement in the quality of the senior theses over the past few years.

2. Faculty Preparation and Performance:

a. Overview

The History/Political Science Program has long employed five full-time instructors. For the most part, the four historians teach all history courses -- although one historian does teach some geography sections and another teaches some social studies education courses. Political Science is taught by one political scientist. Lastly, Appalachian Studies courses are taught by one historian who specializes in Appalachian history.

Four of the five instructors teach four three-hour courses (one of the instructors is a lecturer who teaches five three-hour courses) each semester. Occasionally, instructors teach courses above load or some combination of two-hour courses. In addition to the full-time faculty, there are also a few adjuncts who teach online or at off-campus locations. Appendix I contains the curriculum vitae for the full-time faculty.

CURRENT FULL-TIME INSTRUCTORS:

NAME	TITLE	TEACHING LOAD
C.E. Wood	Professor of History	8 classes per year
Tim Konhaus	Associate Professor of History	8 classes per year
Bob Hutton	Associate Professor of History & App. Studies	8 classes per year
Josh Squires	Assistant Professor of Political Science	8 classes per year
Luke Bendick	Lecturer of Social Studies Education	10 classes per year

b. Student and Peer Evaluations of Faculty

The University uses student evaluations to collect student impressions of faculty performance. The wording of these evaluation forms has changed during the past five years. Although there is some variation from one faculty member to another and one semester to another, majorities of students consistently agree or strongly agree with affirmative statements about the teaching of program faculty.

Faculty are evaluated by the department chair using the Faculty Academic Report (FAR). These reports are based on Teaching (60%), Service (20%), and Professional Development (20%). In recent semesters faculty have received evaluations ranking them as "Proficient." There have been no unsatisfactory evaluations.

3. Students:

a. Admission to the Program

Requirements for admission to this program in History and Political Science are the same as for admission to any baccalaureate program offered by Glenville State University. To be

admitted, a student must have graduated from an accredited high school with at least a 2.0 average and an ACT composite score of at least 18 or a SAT I score of 870. Alternatively, a student with a 3.0 high school GPA is admitted regardless of ACT or SAT I score. The student should have completed four units of English, three units of social studies (including U.S. history, four units of mathematics, three units of University preparatory laboratory science, one unit of arts, and two units of the same foreign language.

A student may be admitted to the University with deficiencies in the requirements listed above. If so, the student must make up the deficiency to be admitted to any baccalaureate program. This means that students in the History and Political Science program have overcome deficiencies they may have had when admitted to the University.

b. Exit Standards and Criteria for Graduation

Students graduating from the History and Political Science program must have a 2.0 GPA or better and a grade of C or better in all classes meeting major requirements.

c. Abilities of Graduates Relative to Exit Criteria

Scores earned on the senior assessment exam and the senior research paper demonstrate that seniors in the program exhibit a range of abilities (See Appendix II). Some have not yet completed the required hours with the grades necessary for graduation.

d. Employment Information about Graduates & Follow-up Study of Graduates

As noted above, the program conducted a recent online survey of graduates. This survey, together with information received through visits and other communications, reveals that graduates find employment in a wide number of fields. Some of these positions are directly related to their training in History and Political Science, while others are seemingly unrelated to their degrees. This employment information is discussed in more detail below, in Section D.1.

Three weeks before the end of the 2023 Spring semester a survey was sent to the fifteen students who graduated from the program between May 2018 and December 2022. The department received nine responses. The first item to note from the survey is that two graduates are working in history fields with only a baccalaureate degree, something that is relatively unusual. Two of the graduates are teaching: one is full-time while the other is a long-term substitute. The latter is in her last year of a master's in history at Marshall University. In addition, one other student is about to start a master's in history at West Virginia University, while another graduate completed a master's in legal studies at Liberty University. The other graduates are working in admissions at GSU, for a non-profit, in retail sales, and as a security guard. Only one graduate reported being unemployed.

One graduate made it evident throughout the survey that she was unhappy with the Political Science division of the program, and this was directly attributable to turnover in the Political

Science faculty during her tenure in the program. The disruption introduced by having three different major professors during her degree program had left the student understandably frustrated.

An analysis of students' comments about the strengths and weaknesses of the program revealed that the quality and relationship with the faculty was the consistently reported strength. The most consistently reported negative was the struggles with the high degree of turnover resulting in an inconsistent classroom-based political science division.

Alumni/ae recommended greater diversity in course offerings. Historically, many of the course offerings were of a political-military nature with African American history being the only course dedicated to diversity. The program has begun to offer more courses with greater diversity, but more growth is needed. Other than political science, the other recommendations of note were a desire for courses that are largely out of the focus of this program (e.g., anthropology and religious studies). The other recommendation was for greater assistance with help finding employment, but also a greater connection with larger history organizations like the American Historical Association (AHA).

4. Resources:

a. Financial

Equipment and supplies for faculty are provided by the university via departmental operations and instructional budgets. Within the past five years, faculty have received new chairs, printers, and memory devices. Faculty are able to make black and white or color copies, either via the university print or departmental copier. General office supplies are also freely available and stocked in the department in a closet to which all department faculty have access.

The program received no grants in the past five years. However, individual faculty members have received University professional development funds to support professional travel during this period. These funds were used to attend a variety of conferences, such as the Ohio Valley History Conference, the Southeast Society of Architectural Historians Annual Meeting, the Midwest Political Science Association Conference, the Southern Political Science Association Conference, the American Political Science Association Conference, and the Meeting of Appalachian Historians.

One faculty member, Dr. Josh Squires, received funding from the National Endowment for the Humanities to host election integrity seminars on the various West Virginia colleges and universities. The faculty member hosted an event at GSU in the Fall of 2022.

b. Facilities

Most classes are taught in the University's Administration building, adjacent to the building in which the department is housed. The Administration building can be accessed by elevator and skywalk during inclement weather. Other classrooms are in more distant buildings. The program has a group of classrooms that traditionally are used for History, Political Science,

and Appalachian Studies classes. Virtually all classrooms are equipped with smart boards, computers, and projection systems. Classrooms are furnished with either tables and chairs or desk chairs.

The University has computer labs on campus, but there is no dedicated computer lab for the program or the department. Each professor's office has a University-issued computer and a recent university-wide grant provided all faculty with laptops. In addition, many students have laptops. Wireless Internet access is available in nearly all campus buildings.

The Robert F. Kidd Library serves the needs of all students and faculty at Glenville State University, as well as the local community. It houses many hardcopy materials and also provides access to thousands of digital resources. The in-house materials include over 110,000 books and subscriptions to 18 physical journals. The digital resources encompass over 93,000 eBooks, 17,000 audiobooks, and 50,000 journal titles from 49 individual academic databases. The library is also part of OCLC's WorldShare platform and has a robust inter-library loan system that includes hundreds of other libraries. It also operates in several consortiums with other universities and libraries to share costs and provide a more beneficial experience to its constituents. There is a computer lab on each of the three main floors, with a total of 68 computers available for student use. Smartboard and teleconferencing locations include the third-floor classroom, third-floor computer lab, and four additional rooms that are located throughout the building. The Math Tutoring Center is also in an accessible location on the first floor. The budget for library acquisitions is limited, but all faculty and student requests for physical items, eBooks, or additional database subscriptions are encouraged.

5. Previous Review:

The last external review was conducted by Dr. Akim Reinhardt of Townson University in 2018. In his report, a key criticism was the lack of opportunities to stimulate pedagogical growth. This stemmed from the fact that only the department chair conducts the bulk of the teaching observations for the other faculty members. Dr. Reinhardt's suggestion was to have "faculty observe faculty." This would not only alleviate some of the chairperson's load but also promote pedagogical growth. This suggestion has not been implemented, and faculty observations remain largely the responsibility of the department chair. As stated in an earlier section, faculty in this program already teach four (in some cases 5 or more) per semester. Faculty also have committee and other service responsibilities, so finding time to observe other faculty may be difficult. With that being said, starting in 2021, Glenville State has brought back the Faculty Development Committee. One of the reasons for bringing it back was to promote pedagogical growth.

6. Advisory Board:

The Program's faculty have considered establishing an advisory board and fully intend to implement one before the end of 2024.

7. Strengths/Weaknesses:

The strength of the History/Political Science program is its faculty. Each full-time professor holds a Ph.D. (or is pursuing a Ph.D.) from a major university. Collectively they represent a variety of graduate school and professional experiences. Program faculty work hard to teach well and to connect with their students.

As is necessary at a small University with a limited number of instructors, program faculty are very versatile, with the ability to teach a wide range of courses. They continue their engagement in professional studies, attending and presenting at professional conferences.

Program faculty organize the University's annual celebration of Constitution Day. One faculty member sponsors Pi Gamma Mu, the international social science honorary, and has sponsored various university political clubs when there has been sufficient interest on campus. Program faculty have served for fixed terms on a variety of committees, including but not limited to Faculty Senate; Promotion and Tenure Committee; the Curriculum Committee; the Assessment Committee; committees for the self-study for accreditation; Library Committee; Teacher Education Review Panel; University Leadership Council; and ad hoc committees concerned with faculty evaluation and general education.

Key program weaknesses are rooted in student census: low course enrollment in upper-level courses and low number of majors. These data can be seen in B.1. & B.2. Since 2022, we have made a concerted effort to increase these numbers through advertising and recruiting. For example, in Fall 2022 & Spring 2023, Dr. Tim Konhaus and Professor Luke Bendick presented their research at different K-12 schools throughout West Virginia in hopes to attract students to come to GSU for History/Political Science. In terms of advertising, the University does a great job of advertising the department in which this program is housed (Social Science). However, in the past few years, the need to the History and Political Science program (not just the department) has been realized. Dr. Konhaus created pamphlets and other advertising material that do just that.

D. Necessity

1. Job Placement:

A recent survey of graduates, together with reports and communications received by members of the department from graduates during the past five years, reveals interesting results. As stated in previous sections, feedback was received from only nine graduates. However, the input they provided is very useful in making observations about this program. In terms of employment, two graduates were in history-related, non-teaching positions; two were in history-related teaching positions; two had higher-ed positions unrelated to history; two were employed but not in a history-related field; and one is unemployed. The survey also revealed that three of the nine graduates pursued (or are pursuing) a graduate-level degree. From these results, the students of this program tend to favor History careers over Political Science. However, this may be the result of the lack of consistency in faculty in the

Political Science division in recent years. Fortunately, a full-time political scientist was hired in the Fall of 2021 and hopefully this trend will reverse and equalize over time.

No alumni/ae data was available from Appalachian Studies majors, as the first graduate completed the program in the Spring of 2023.

The gateway course, HIST 293: Fields and Careers in History, was designed to make students aware of employment opportunities and prospects for students who graduate with one of the degrees in the History and Political Science program. The faculty of this program are of the opinion the program does a satisfactory job of preparing students for advanced training or the job market, depending on their interests.

2. Similar Programs:

The only University within a 50-mile radius of Glenville State University is West Virginia Wesleyan University in Buckhannon, West Virginia. West Virginia Wesleyan does offer majors in History and Political Science but does not offer a combined major like the program at the University. Glenville State University is more affordable than West Virginia Wesleyan and has a tradition of serving students from central West Virginia.

Not as close to Glenville but still in West Virginia, the University of Charleston recently created a History/Political Science dual major. Like Wesleyan, it is a private school, so the cost is quite high compared to Glenville's program.

3. Future Job Demands:

According to the U.S. Bureau of Labor Statistics (BLS), "employment of historians is projected to grow four percent from 2021 to 2031, about as fast as the average for all occupations." Historians working for historical societies and similar organizations "are expected to see some job growth," but these organizations are also quite often dependent on donations and federal funding, so employment growth depends on the amount of funding available. However, in a more positive vein, the BLS notes that "because historians have broad training and education in writing, analytical research, and critical thinking, they can apply their skills to many different occupations—for example, as writers and authors, editors, postsecondary teachers, high school teachers, or policy analysts," as well as "archivists, curators, and museum workers, social science or humanities researchers, and cultural resource managers."

According to the BLS, employment of political scientists is projected to increase by 6 percent from 2021 to 2031. This is about as fast as the average of all occupations. However, the BLS also notes that "political organizations, lobbying firms, and many nonprofit, labor, and social organizations rely on the knowledge of political scientists to manage complicated legal and regulatory issues and policies," and that "political scientists will be needed at research and policy organizations to focus specifically on politics and political theory. Organizations that research or advocate for specific causes, such as immigration, healthcare, or the environment, also need political scientists to analyze policies relating to their field."

Appalachian Studies is an interdisciplinary major so there are a variety of different job opportunities after graduation. One would be curating/archival work. According to the BLS, employment of archivists/curators is projected to increase by 12 percent from 2021 to 2031. This is much faster than the average for all occupations. “Demand for archivists is expected to increase as public and private organizations have more information and records that need to be organized and made accessible. In particular, the growing use of electronic records may create jobs for archivists.”

Many students taking History/Political Science courses, however, are Social Studies Education majors. The BLS reports a projected growth of five percent from 2021 to 2031 for high school social studies teachers. Despite this projected growth, the teaching profession is heavily dependent on the economic situation of the state and locality. According to BLS, “If state and local governments experience budget deficits, school boards may lay off employees, including teachers. As a result, these budget deficits may limit the employment growth projected for high school teachers. Conversely, budget surpluses at the state and local level could lead to additional employment growth for high school teachers.” West Virginia, particularly, is currently experiencing many teacher vacancies because of the low pay and budget cuts.

E. Consistency with Mission

The History and Political Science program fulfills the mission of Glenville State University to prepare and inspire students to be thoughtful, productive, engaged, and responsible citizens who contribute to the well-being of their community, state, nation, and world. The mission of the History and Political Science degree program is “to provide students with a comprehensive understanding of, and appreciation for, the diversity of human experience, past and present, by focusing on the histories and political traditions of the United States and other parts of the world.” The History and Political Science program is an excellent program, the continuation of which is fully consistent with GSU’s mission. Furthermore, this program and these faculty members enhance the University’s delivery of its mission.

F. Executive Summary

The History and Political Science Bachelor of Arts program is housed within the Department of Social Sciences. It is a low-cost, high-quality Liberal Arts major, and one of only two in the state that combine History and Political Science in one program. Five full-time faculty (four historians and a political scientist) teach almost all courses that meet program requirements. Four hold terminal degrees, one is ABD, and all five are effective classroom teachers, engaged and active scholars, solid advisors, and thorough professionals.

5.2.2. Significant Findings

Enrollment in the major, and correspondingly, graduates from the program, continue to be low. In contrast, enrollment in History and Political Science courses, particularly those that fulfill General Education requirements, is quite healthy.

Data from graduates reveal that some students obtain education relevant to their degree and/or pursue graduate degrees, but that other graduates obtain employment unrelated to the degree. At the point of graduation, most students have not yet obtained employment.

5.2.3. Plans for program improvement

History and Political Science courses play a critical role in the General Education requirements at Glenville State. In addition to General Education contributions, the History and Political Science curriculum is necessary for all Education degrees.

For these reasons, even though enrollment in the major is not high, it is worth giving the program time to show positive changes after the most recent curriculum revamp. It may also be worth disseminating more broadly the information provided in HIST 293: Fields and Careers in History and Political Science.

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

Weaknesses identified by the external reviewer in the previous review include a lack of peer-to-peer learning and observation opportunities. No changes have been made in this regard, as formal faculty observations remain the responsibility of the department chair.

Alumni/ae comments identified turnover in the Political Science faculty and lack of diversity in history course offerings as problematic. The university has hired a new Political Scientist, and this faculty person has made very solid contributions to teaching and service. This faculty person will begin his third year in fall.

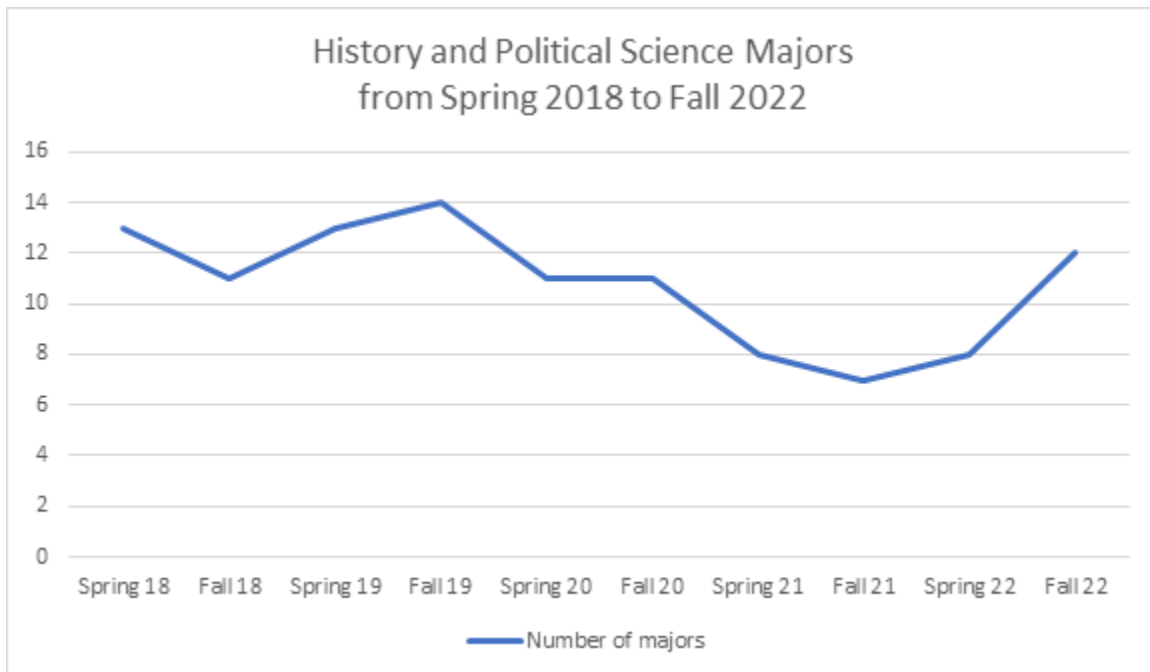
As alluded to above, the program had recently made a number of curricular changes. Courses in African American History and Women’s Studies among others have joined both the traditional world history and American history offerings.

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

Since Spring 2018, 15 students have graduated with their degree in History and Political Science. This includes three graduates in Spring 2018, one in academic year 2018-19, three in 2019-20, four in 2020-21, one in 2021-22, and three in Fall 2022. The WVHEPC expectation is an average of five graduates per academic year, and this expectation was not met during the evaluation period. The current enrollment levels in the major are also insufficient to yield the expected graduation numbers, as shown below.

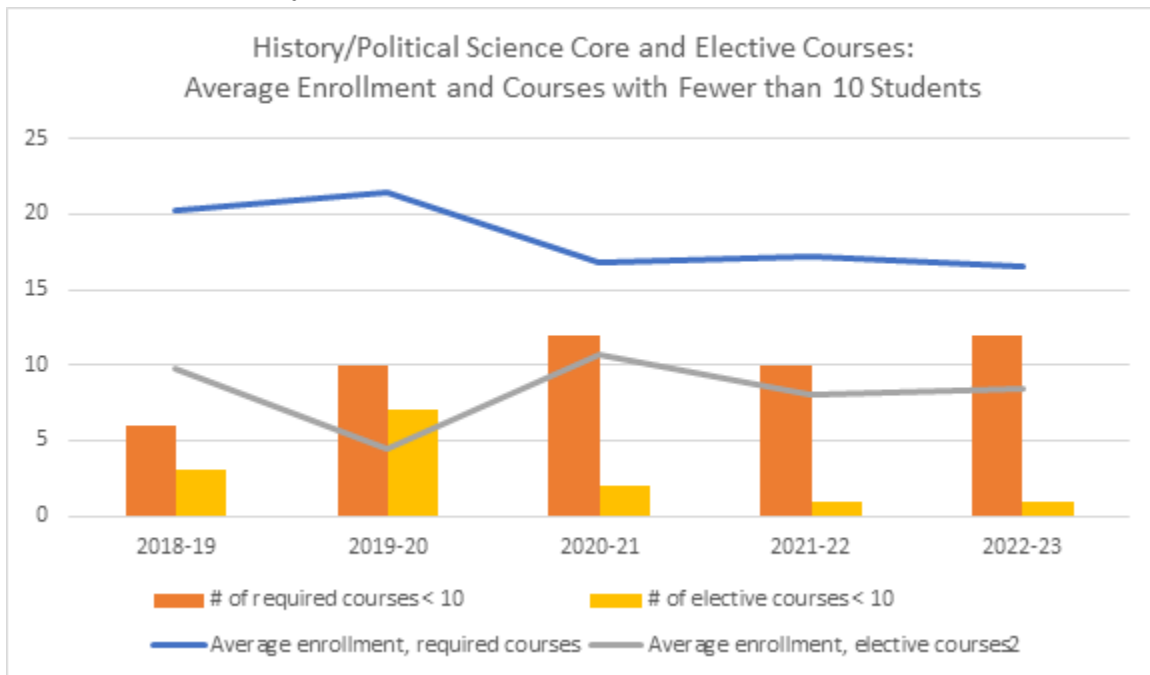
Enrollment in the Major

During the evaluation period, there have been a maximum of 14 majors enrolled in any fall or spring semester, with an average enrollment of 10.9 ($SD = 2.82$). History and Political Science majors do not typically enroll in summer. In the evaluation period, one student enrolled in each of the summers of 2019, 2020, and 2021; no History and Political Science students enrolled in Summer 2022.

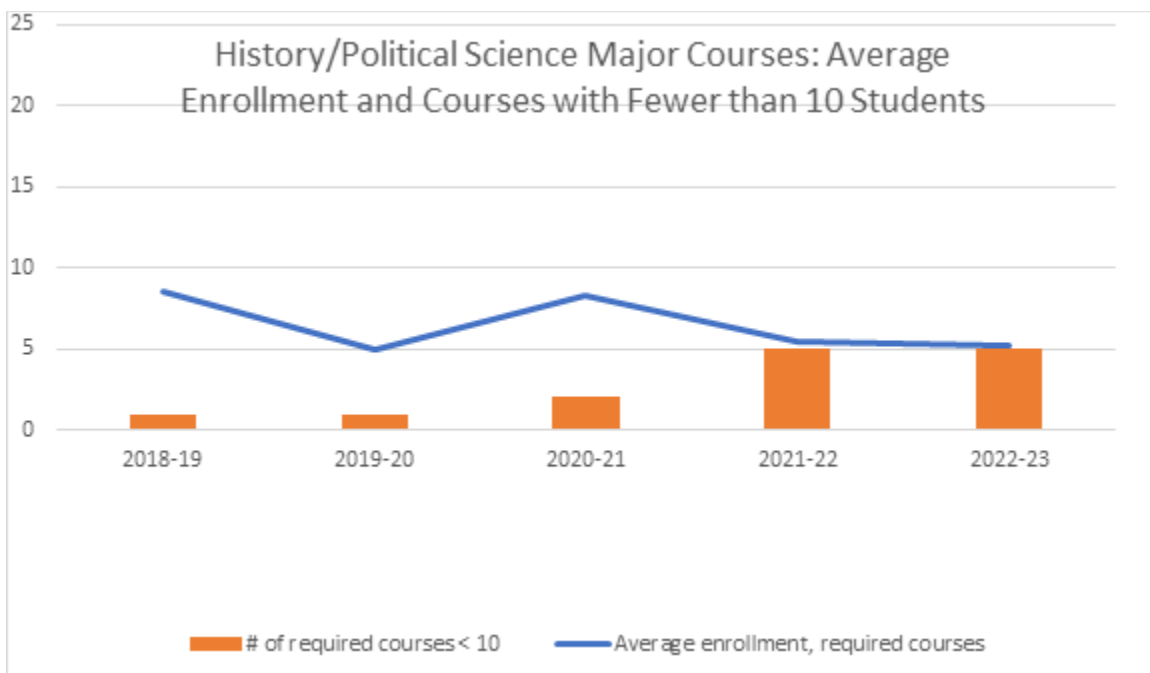


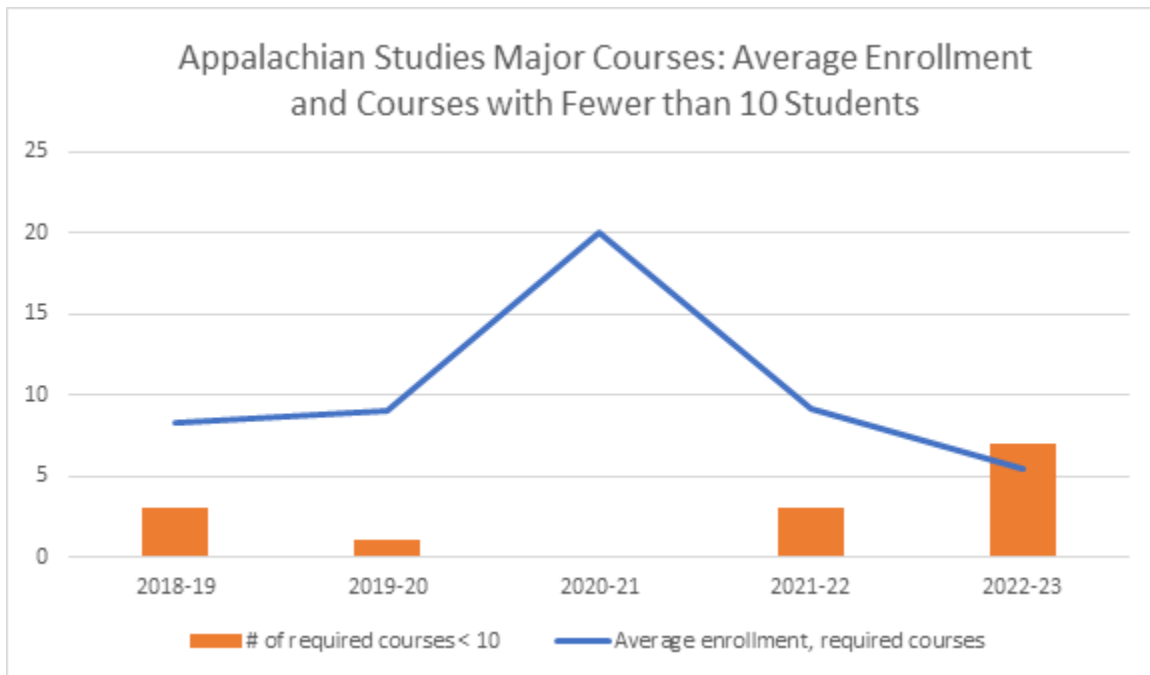
Courses in History, Political Science, and Appalachian Studies are organized into a shared History/Political Science core, a separate History/Political Science major, and a separate Appalachian Studies major. Seven of the 13 courses within the History/Political Science core can also be used by non-majors to fulfill General Education requirements. As shown below, in the period Fall 2018 to Spring 2023, enrollment in the courses in the History/Political Sciences

core averaged 18.3 ($SD = 8.80$). Enrollment in additional courses required of History/Political Science majors averaged 6.3 ($SD = 2.62$, range 3 to 13) and in courses required of the Appalachian Studies major. In the graphs below, both the average enrollment and the number of courses with fewer than 10 students are indicated.



As shown in the graph above, although enrollment in History and Political Science courses is generally quite healthy, particularly among the courses shared with General Education, there are also several courses each year with enrollment below 10.





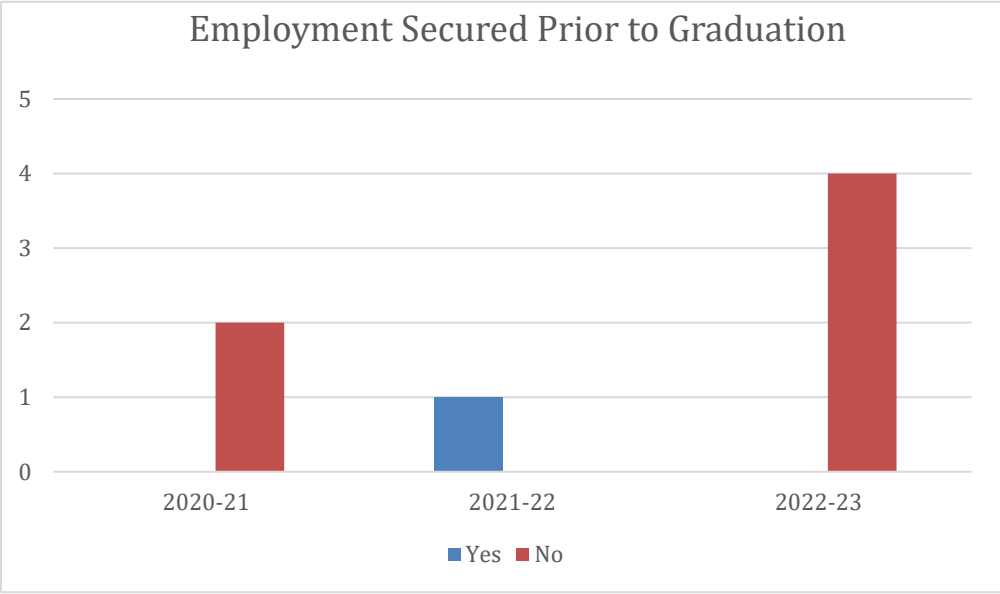
5.2.6. Summary of assessment model and how results are used for program improvement

The program is assessed annually. A required component of the assessment is an action plan, and progress on that action plan is also required to be reported each year. Recent action plans have resulted in reformulation of program outcomes for greater student learning and identification of strategies and approaches to improve student engagement and retention.

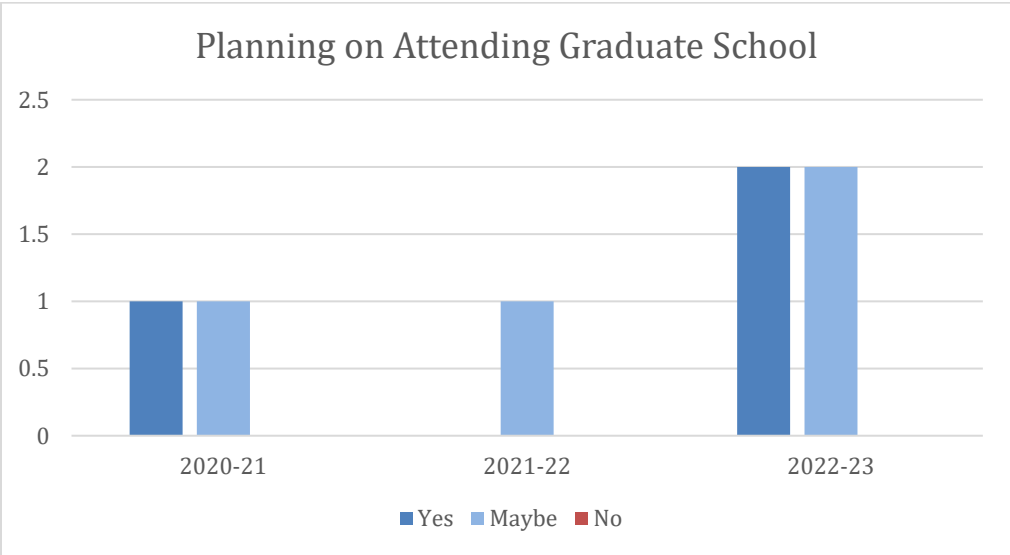
5.2.7. Data on student placement

Data on student placement comes from two sources: a survey of GSU graduating seniors conducted each year since 2020-21 and a targeted History and Political Science alumni/ae survey. In the 2020-21, 2021-22, and 2022-23 academic years, graduating students were surveyed about their job placements and graduate school plans after graduation. A total of 7 History and Political Science majors responded to the survey. As shown below, most History and Political Science graduates (86%) had not yet found employment at the time of the survey; however, one student reported having secured employment as an investigative analyst.

A recent survey of specifically History and Political Science graduates obtained feedback from nine graduates. Two graduates were in history-related, non-teaching positions; two were in history-related teaching positions; two had higher-ed positions unrelated to history; two were employed but not in a history-related field; and one was unemployed.



In the surveys of graduating seniors, 43% of History and Political Science majors were planning on attending graduate school, and the remaining reported that they might go to graduate school. Of those indicating, two thirds planned on attending a school in West Virginia. In the targeted alumni/ae survey, three of the nine graduates pursued (or are pursuing) a graduate-level degree.



5.2.8. Board of Governors action.

G. Appendix I: Faculty Curriculum Vitae

C. E. Wood, Ph.D.

Address: P. O. Box 28
Glennville, West Virginia 26351
E-mail: edcwood@yahoo.com
Telephone: (304) 904-1650

Education

Ph.D. History, University of Nebraska, Lincoln Nebraska, 2003. (3.89 GPA) Examination Fields: Modern Europe, Modern European Military, U. S. Military, East Asia, East Asian Military, and World. Dissertation: "Hell is Mud": Military History and the Influence of Mud."
M.A. Geography, Marshall University, Huntington West Virginia, 2021. (3.78 GPA) Non-thesis. Thirteen graduate hours in Geography from the University of Nebraska-Lincoln, 2003-2004.
M.A. History, University of Nebraska, Lincoln Nebraska, 1995. (3.6 GPA) Thesis: "British Naval Policy and a Permanent Base for the Home Fleet, March 1935-March 1940."
B.A. History, University of Iowa, Iowa City Iowa, 1985. (3.29 GPA) Geography minor. Junior year abroad at the University of Strathclyde, Glasgow Scotland.

Academic Positions

Professor, Department of Social Science, Glennville State University, 2017-present.
Associate Professor, Department of Social Science, Glennville State University, 2010-2017.

- Chairperson, 2012-2014. The department met all deadlines and never exceeded its budget.

Assistant Professor, Department of Social Science, Glennville State University, 2004-2010.

Courses Taught

Professor, Glennville State University

Regular Rotation

History of World Cultures I	History of World Cultures II
World Regional Geography	Introduction to Global Studies
Military History	The Holocaust
World War II in Europe	World War II in Asia
World War I	World History since 1945

Irregular

The First-Year Experience	United States History since 1877
U.S. Military History to 1917	U.S. Military History since 1917
Europe, 1815 to the Present	Physical Geography
European Geography	North American Geography
Senior Seminar	Careers and Fields in History and Political Science

Instructor, Navy College Program for Afloat College Education (NCPACE), USS *Enterprise* CVN 65, Central Texas College, 2012.

U. S. History I

Adjunct Professor, Department of Humanities, Peru State College, 1999-2004.

World History to 1500	World History since 1500
U. S. History to 1865	U. S. History since 1865
<u>Instructor</u> , Department of History, University of Nebraska-Lincoln, 1998-2003.	
World History	Western Civilization since 1715
World War II	U. S. Military History since 1917
<u>Instructor</u> , Department of History, Concordia College, 1998.	
World Civilization II	Europe since 1914

Publications

Book: *Mud: A Military History*, Washington DC: Potomac Books Inc., 2006. Selected as an Association of the U.S. Army (AUSA) book. In 2007, the book was translated into Polish and published by Bellona Press of Warsaw.

Chapter: "Soil and Warfare" in Landa, Edward R. and Christian Feller, eds. *Soil and Culture*, New York: Springer, 2009.

Presentations

Excerpts from *Mud: A Military History*, Little Kanawha Reading Series. Glenville State University. October 2020.

TV Documentary – "A Tradition of Service" Allegheny Image Factory, 2012.

"Mud: A Military History," Ohio Northern University, Ada, Ohio, April 2008.

Radio Interview – Harry Allen's "Nonfiction" concerning *Mud* for WBAI, New York – 99.5 FM Pacifica Radio (www.wbai.org), June 15, 2007.

CSPAN-2 Book TV -- "Mud: A Military History," at the Association of the U. S. Army's (AUSA) annual meeting -- Washington D.C., October 2006.

"Mud: A Military History," Gilmer County Historical Association, Glenville, West Virginia, September 2006.

"British Implementation of the Martial Race Theory in the Indian Army: A Military Perspective, 1857-1893," Northern Great Plains History Conference, Bismarck North Dakota, October 2004.

"The Cold I Don't Mind, but the Mud is Intolerable: The Influence of Mud on Military Morale," Missouri Valley History Conference, Omaha Nebraska, March 2002.

Summary of Skills

Proficient: Blackboard, Microsoft Excel, PowerPoint, and Word
 Familiar: ArcMap 10.7.1, Brightspace, and SPSS
 Language: German novice

Honors

Curtis Elam Professor for Teaching Excellence, Glenville State University, 2015-2018
 Faculty Award for Excellence, Glenville State University, 2008.

Outstanding Graduate Teaching Assistant Award, College of Arts and Sciences, University of Nebraska, 2001.

Citation of Recognition for Contribution to Students, Teaching Council, University of Nebraska, 2001.

Honor Graduate, Ordnance Officer Basic Course, U. S. Army, 1986.

Distinguished Military Graduate, Army ROTC, University of Iowa, 1983.

Professional Activities

Researcher, Veteran's Legacy Project, Glenville State University, 2010-2012.

Associations

FACDIS (West Virginia Consortium for Faculty and Course Development in International Studies).

Society of Military History.

Veterans of Foreign Wars (VFW), Post 5469 Gilmer County, Adjutant, 2015-present.

Military Experience

United States Marine Corps, Company B, 3d Light Armored Reconnaissance Battalion, 29 Palms, Calif.; 1989-1993. Gulf War and Somalia. Navy Achievement Medal, Combat Action Ribbon.

United States Army, Company D, 55th Support Battalion, Neu Ulm, West Germany; 1985-1988. Army Commendation Medal, Army Achievement Medal, Parachutist

T.R.C. Hutton (Ph.D., Vanderbilt University, 2009)

Social Science
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Bennett Hall
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CURRENT POSITION

Associate Professor, Glenville State University

Classes: US History, Colonial-1877 and 1877-present; Intro to Appalachian Studies; Appalachian Musical Traditions; American Politics & Government; Historical Methods; Western Civilizations;
Campus Service: Honors Program, 2021-present; Library Advisory, 2021-2022; Faculty Development, 2022-present

PUBLICATIONS

BOOKS

Bearing the Torch: A History of the University of Tennessee, 1794-2010 (University of Tennessee Press, 2022)

Bloody Breathitt: Politics and Violence in the Appalachian South (University Press of Kentucky, 2013) Winner, 2014 Weatherford Award, Appalachian Studies Association; Winner, 2014 Kentucky History Award, Kentucky Historical Society; Book of the Year, 2013, Appalachian Writers' Association
Finalist, 2015 Kentucky Governor's Award
Honorable Mention, Wiley-Silver Book Prize, Center for Civil War Research, University of Mississippi

JOURNAL ARTICLES

"Sleuthing for Mr. Crow: Detective William Baldwin, and the Business of White Supremacy," *Journal of Southern History*, Vol. LXXXV, No. 2 (May, 2019)

"The Qualities and Quantities of Whiteness: Nancy Isenberg's *White Trash: The 400-Year Untold History of Class in America* in Comparative Review," *Ohio Valley History*, Volume 17, Number 4 (Winter, 2017)

"Too Much Politics, Not Enough Corn': The Nineteenth Century Media Battles Over Appalachia," *Journal of Appalachian Studies*, Vol. 13: Nos. 1 & 2 (Fall/Spring 2007-2008)

"Beating a Dead Horse?: The Turnerian Influence on Environmental Historians," *International Social Science Review*, Vol. 77, Nos. 1-2 (Spring-Summer, 2002)

BOOK CHAPTERS

"Eureka!: Law & Order for Sale in Gilded Age Appalachia," in *Southern Scoundrels: Grifters & Graft in the Nineteenth Century* (LSU Press, 2021)

"Hillbilly Elitism," in *Appalachian Reckoning: A Region Responds to 'Hillbilly Elegy'* (West Virginia University Press, 2019)
Co-Winner, 2019 Weatherford Award, Appalachian Studies Association;

Co-Winner, 2020 Walter and Lillian Lowenfels Criticism Award, American Book Awards “Southern Appalachia’s ‘Gunmen of Capitalism,’” in *Reconsidering Southern Labor History: Race,*

Class, and Power (University of Florida Press, 2018)

Winner, 2019 Unite Association for Labor Education’s Best Book Award

“Assassins and Anarchists and Feudists’: Death and Politics in the Bluegrass and the Mountains” in *Blood in the Hills: A History of Violence in Appalachia*. Bruce Stewart, editor (University Press of Kentucky, 2011)

Entry in *Culture Wars: An Encyclopedia of Issues, Viewpoints, and Voices* (M. E. Sharpe, 2010) “UnReconstructed Appalachia: the Persistence of War in Eastern Kentucky” in *Reconstructing*

Appalachia: The Civil War’s Aftermath. Andrew Slap, editor (University Press of Kentucky, 2010)

ESSAYS

“The Melancholy Spectacle: Explaining Appalachia to the World,” *AEON* (forthcoming)

Retrospective 35th anniversary review essay of *Matewan* (Van Nuys: Artisan Entertainment, 1987), H-

Labor <https://networks.h-net.org/node/7753/reviews/10675856/hutton-john-sayles-matewan> “A century after deadly Red Summer, racial inequality, violence haunt us,” *Knoxville News-Sentinel*,

Aug. 28, 2019 <https://www.knoxnews.com/story/opinion/2019/08/26/century-after-deadly-red-summer-racial-inequality-violence-haunt-us/2065055001/>

“One Big Orange Union: Faculty-Staff Organizing in a Right to Work State,” LABORonline (Oct. 19, 2017) <https://www.lawcha.org/2017/10/19/one-big-orange-union-faculty-staff-organizing-right-work-state/>

“Does It Matter Who the Secretary of Labor Is?” History News Network (Feb. 27, 2017) <http://historynewsnetwork.org/article/165299>

“Clinton edges to victory as Trump leaves the Republicans in disarray,” *Tribune Magazine* (UK) (Oct. 16, 2016)

“Hillbilly Elitism,” *Jacobin* online edition (Oct. 1, 2016)

<https://www.jacobinmag.com/2016/10/hillbilly-elegy-review-jd-vance-national-review-white-working-class-appalachia/>

“The Privatization of Candidacy,” U.S. Intellectual History Blog (Nov. 12, 2015) <https://s-usih.org/2015/11/the-privatization-of-candidacy/>

“The Problem with Heritage,” U.S. Intellectual History Blog (Aug. 12, 2015) <http://s-usih.org/2015/08/the-problem-with-heritage.html>

“The Irreducibility of the County in the South and America, Past and Present” *American Nineteenth Century History*, Vol. 15, Issue 1 (Winter, 2014)

“Neighbor vs. Neighbor,” *New York Times Opinionator: Disunion Series* (Apr. 18, 2013) <http://opinionator.blogs.nytimes.com/2013/04/18/neighbor-vs-neighbor/>

“An Open Letter to Southern Historians on the Alabama Immigration Law,” History News Network (Oct. 12, 2012)

<http://hnn.us/node/14883>

1 BOOK REVIEWS

Review of Luke Manget, *Ginseng Diggers: A History of Root and Herb Gathering in Appalachia* (University Press of Kentucky, 2022), *Journal of Southern History*, Vol. LXXXIX, No. 3 (Aug., 2023)

Review of Joe William Trotter, Jr., *African American Workers and the Appalachian Coal Industry* (WVU Press, 2022), *Journal of American History*, Vol. 110 (June, 2023)

- Review of Dana Caldemeyer, *Union Renegades: Miners, Capitalism, and Organizing in the Gilded Age* (Urbana: University of Illinois Press, 2019), *Journal of American History*, Vol. 109 (June, 2022)
- Review of Cicero M. Fain III, *Black Huntington: An Appalachian Story* (Urbana: University of Illinois Press, 2019) *Journal of American History*, Vol. 107, Issue 2 (Sept., 2020)
- Review of Karida Brown, *Gone Home: Race and Roots Through Appalachia* (UNC Press, 2018), *Labor: Studies in Working Class History*, Vol. 17, No. 2 (May, 2020)
- Review of Lon Savage and Ginny Savage Ayers, *Never Justice, Never Peace: Mother Jones and the Miner Rebellion at Paint and Cabin Creeks* (West Virginia University Press, 2018), *Journal of Southern History* Vol. LXXXV, No. 3 (Aug., 2019)
- Review of Graham Hoppe, *Gone Dollywood: Dolly Parton's Mountain Dream* (Ohio University Press, 2018), *Journal of American Ethnic History*, Vol. 38, No. 4 (Summer, 2019)
- “Understanding Appalachia Inside & Out”; review of Steven Stoll, *Ramp Hollow: The Ordeal of Appalachia* (Hill & Wang, 2017), *Against the Current* #195, Vol. XXXIII, No. 3 (July/Aug., 2018) <https://againstthecurrent.org/atc195/review-appalachia/>
- Review of Ronald L. Lewis, *The Industrialist and the Mountaineer: The Eastham-Thompson Feud and the Struggle for West Virginia's Timber Frontier* (West Virginia University Press, 2017), *West Virginia History*, Vol. 11, No. 2 (Fall, 2017)
- Review of S. Paul O'Hara, *Inventing the Pinkertons, or Spies, Sleuths, Mercenaries, and Thugs* (Johns Hopkins University Press, 2016), *Journal of the Gilded Age and Progressive Era*, Volume 16, No. 4 (Oct., 2017)
- Review of *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis* (Harper, 2016), *Register of the Kentucky Historical Society*, Vol. 115, Issue 3 (Summer, 2017)
- Review of Steven E. Nash, *Reconstruction's Ragged Edge: The Politics of Postwar Life in the Southern Mountains* (University of North Carolina Press, 2016), *American Nineteenth Century History*
- Review of Michael W. Nagle, *Justus S. Stearns: Michigan Pine King and Kentucky Coal Baron, 1845-1933* (Wayne State Press, 2015), *Appalachian Journal*, Vol. 43, Issue 3-4 (Spring/Summer, 2016)
- Review of Matthew J. Hernando, *Faces Like Devils: The Bald Knobber Vigilantes in the Ozarks* (University of Missouri Press, 2015), *Journal of Southern History*, Vol. LXXXII, Issue 2 (May, 2016)
- Review of Melissa Schrift, *Becoming Melungeon: Making an Ethnic Identity in the Appalachian South* (University of Nebraska Press, 2013), *Tennessee Historical Quarterly*, Vol. 73, Issue 4 (Winter, 2014)
- Review of Douglas Egerton, *The Wars of Reconstruction: The Brief, Violent History of America's Most Progressive Era* (Bloomsbury Press, 2014), *Journal of East Tennessee History*, Vol. 86 (2014)
- Review of Kenneth Howell (editor), *Still the Arena of Civil War: Violence and Turmoil in Reconstruction Texas, 1865-1874* (University of North Texas Press, 2012), *Journal of Southern History*, Vol. 79, Issue 3 (Aug., 2013)
- Review of Carole Emberton, *Beyond Redemption: Race, Violence, and the American South after the Civil War* (Chicago: University of Chicago Press, 2013), *Ohio Valley History*, Vol. 13, Issue 4 (Winter, 2013)
- Review of Michele Gillespie, *Katherine and R.J. Reynolds: Partners of Fortune in the Making of the New South* (University of Georgia Press, 2012), *Register of the Kentucky Historical Society*, Vol. 111, No. 3 (Fall, 2013).
- Review of Kenneth W. Howell (ed.), *Still the Arena of the Civil War: Violence and Turmoil in Reconstruction Texas, 1865-1874* (University of North Texas Press, 2012). *Journal of Southern History*, Vol. 79, Issue 3 (Aug., 2013).
- Review of Arthur Remillard, *Southern Civil Religions: Imagining the Good Society in the Post-Reconstruction South* (University of Georgia Press, 2011), *Register of the Kentucky*

- Historical Society*, Vol. 111, No. 1 (Winter, 2013).
- Review of Terry A. Barnhart. *Albert Taylor Bledsoe: Defender of the Old South and Architect of the Lost Cause* (LSU Press, 2011), *Journal of East Tennessee History*, Vol. 84 (2012)
- Review of Anne E. Marshall. *Creating a Confederate Kentucky: The Lost Cause and Civil War Memory in a Border State* (UNC Press, 2010), *Ohio Valley History*, Vol. 11, Issue 1 (Spring, 2011)
- Review of Sam Davis Elliott. *Isham G. Harris of Tennessee: Confederate Governor and United States Senator* (LSU Press, 2009). *Journal of Southern History*, Vol. 77, Issue 3 (Aug., 2011)
- Review of Matthew G. Schoenbachler. *Murder & Madness: The Myth of the Kentucky Tragedy* (University Press of Kentucky, 2009), *Ohio Valley History*, Vol. 10, Issue 1 (Spring, 2010)
- Review of Ken Fones-Wolf. *Glass Towns: Industry, Labor, and Political Economy in Appalachia, 1890-1930s* (University of Illinois Press, 2007), H-SHGAPe.net (Jan., 2008).
- Review of Samuel C. Hyde Jr. (ed.), *A Fierce and Fractious Frontier: The Curious Development Of Louisiana's Florida Parishes, 1699-2000* (LSU Press, 2004). *Journal of Material Culture*, Vol. 40, No. 1 (Fall, 2007).
- Review of Richard D. Starnes. *Creating the Land of the Sky: Tourism and Society in Western North Carolina* (University of Alabama Press, 2005), h-south.net, June, 2006.

Collaborative review of Julian S. Ardery. *The Temptation: Edward Tolson and the Genesis of Twentieth Century Art* (UNC Press, 1998). *Appalachian Journal*, Vol. 26, No. 4 (Summer, 1999).

EDUCATION

History Ph.D., Vanderbilt University, 2009

Dissertation: “‘Bloody Breathitt’: Power and Violence in the Mountain South”

Committee: Prof. David L. Carlton (advisor); Prof. Richard Blackett;

-Prof. Dennis Dickerson; Prof. Rowena Olegario; Prof. Larry Isaac

History M.A., Appalachian State University

Thesis: “The Hill-Evans Feud: Extralegal Violence in Antebellum Kentucky”

Committee: Prof. John A. Williams (advisor); Prof. Jonathan Sarris; Prof. Timothy Silver

History B.S., Appalachian State University

Concentration: Public History; *Minor:* Political Science

PAST TEACHING POSITIONS

2009-2021 *Senior Lecturer, History and American Studies, University of Tennessee*

Classes: The US Homefront During World War II; US History, 1877-1933; US History, 1933-present; History of the New South; History of Appalachia; American Survey, Colonial to 1877; Western Civilizations II; Tennessee State History; Knoxville & East Tennessee, an Interdisciplinary Exploration; Intro to American Studies; Senior Research Seminar: Social Movements in the United States; The Political Economy of Appalachia; Graduate Readings Seminar: Appalachia in/and the South; American Film & Labor

2006-2009 *Lecturer, Vanderbilt University History Department*

Classes: America in the Civil War Era; American Survey, 1865-present

2008-2009 *Adjunct Professor, Nashville State Technical Community College*

Classes: World Civilizations I; World Civilizations II (classroom and online)

2004-2006 *Teaching Assistant, Vanderbilt University History Department*

Classes: History of American Enterprise; Recent U.S. History (with emphasis on the post-World War II African American experience); History of the Old South; American Survey, 1865-present

2000-2003 *Instructor, Appalachian State University History Department*

Classes: World Civilizations I, Prehistory to 1500; World Civilizations II, 1500 to present

2002-2003 *Adjunct Professor, Caldwell Community College*

Classes: World Civilizations I, Prehistory to 1500; World Civilizations II, 1500 to present

2002 *Assistant Instructor, Appalachian State University Interdisciplinary Studies Department*

Classes: “Civilizations East and West”

INVITED LECTURES and PUBLIC HISTORY SERVICE

PUBLIC LECTURES AND APPEARANCES

“The University of Tennessee and the Reconstruction of Tennessee,” East Tennessee Historical Center, Knoxville, TN (scheduled for Oct., 2022)

“In Search of an All-Inclusive History of Appalachia,” Great Smoky Mountains Heritage Center, Townsend, TN (Oct., 2022)

“How Appalachia Haunts the South,” The Haunted South Symposium, Belmont University, Nashville, TN (Sept., 2022)

Panelist, Constitution Day: Current Problems and Constitutional Answers, Glenville State University, Glenville, WV (Sept., 2022)

“Detectives & Capitalists in Progressive Era Appalachia,” Battle of Blair Mountain Centennial, University of Virginia's College at Wise, Wise, VA (Nov., 2021)

Book Discussion, University of North Georgia, Dahlonega, GA (Oct., 2021)

The Baldwin-Felts Detectives, Reuther-Pollack Labor History Symposium, Academy of Law & Science Foundation, Wheeling, WV (Sept., 2021)

Union Avenue Books Presents Virtual Author Event: Kim Ruehl's *A Singing Army* (May, 2021)

“The Origins and Early Days of the Appalachian Carceral Industry,” in ZOOM panel Criminalizing the Mountain South: the Historical Roots of the Carceral State (Feb., 2021)

“*Appalachian Reckoning* at the Knoxville Museum of Art,” Knoxville, TN (March, 2019)

“The ‘Southernization’ of America: What Progressives Can Learn from the US South,” People’s Forum, New York City (Feb., 2019)

“A Short History of the Long Story of the Mine Wars,” History Day, University of Virginia-Wise (Nov., 2017)

"Re-visiting Operation Dixie: The Struggle for Workers' Rights in Southern History," United Campus Workers Educational Series, University of Tennessee (Apr., 2017)

“How Appalachia Became Appalachia,” Blount County Library, Maryville, TN (May, 2016)

“Violence and Politics in Postbellum Kentucky,” Scott County Historical Society, Georgetown, KY (Sept., 2015)

“A Matter of Honor: Interrogating Acts of Violence in the Southern Past,” Phi Alpha Theta induction ceremony, Belmont University, Nashville TN (Oct., 2014)

Public Reading from *Bloody Breathitt...*, Birdhouse Community Center, Knoxville, TN (July, 2014)

“Political Violence in the Civil War Era,” Maryville College, Maryville, TN (Apr., 2014)

“‘Friending’ the Civil War: *Disunion*, Digital History, and Social Media,” Afterwars lecture series, Center for the Study of War & Society, University of Tennessee, Knoxville, TN (Apr., 2014)

“Making Sense of Violence in 19th Century Appalachia,” Stephenson Center for Appalachia, Lees-McRae College, Banner Elk, NC (Oct., 2013)

“Political Violence in the South and America,” Filson Historical Society, Louisville, KY (May, 2013)

Panel discussant, “Feuding Kentucky: Page to Performance,” *Kentucky Book Fair*, Frankfort, KY (Nov., 2012)

“A Cavalcade of Horrors: Glimpsing a Violent Southern Past from the 21st Century,” *Centennial Symposium on the 1912 Courthouse Tragedy*, Hillsville, VA (March, 2012)

“We’re Still Talking about the Civil War: Lost - and Not-so-Lost-Causes,” University of Tennessee, Knoxville, TN (Feb., 2012)

Moderator, “An Evening with Mark T. Banker, with discussion of his book, *Appalachians All*” (Nov., 2011)

“To Secede or Not to Secede: Southern Mountain Politics, 1860-1862,” *The Virginia Historical Society’s Civil War Sesquicentennial Lecture Series*, Southwest Virginia Higher Education Center, Abingdon, VA (Feb., 2011)

“*To Kill a Mockingbird* and the Southern Body Politic,” Belmont University, Nashville, TN (Apr., 2009)

“The Political and the Bestial: Placing Violence in Space and Time,” *Vanderbilt University History Graduate Student Colloquium*, Nashville, TN (Nov., 2008)

WORKSHOPS

“Teaching the Industrial Revolution,” East Tennessee History Center, Knoxville, TN (June, 2020)

"It's a Working Life: Building Knowledge of Social Studies Practices for Accessing and Critically Examining Primary and Secondary Sources." Tennessee Tech (July, 2018)

“Labor History in the Classroom,” East Tennessee History Center, Knoxville, TN (June, 2015)

TELEVISION/RADIO/POD-CAST APPEARANCES

Recorded interview, *RIP Corp* podcast (March, 2022)

Panelist, University of Tennessee Alumni Affairs Checkerboard Chat: Black History Month, online broadcast (Feb., 2022)

Recorded interview, *Stumbling Colossus* podcast (Feb., 2022)

Recorded interview, *Inside Appalachia*, West Virginia Public Radio (Apr., 2021; rerun June, 2022)

Live interview on Australian Broadcasting Company Radio (Nov., 2020)

Interviewed on *Blue Ridge Free State* podcast (March, 2019)

Filmed interview for PBS’s *American Experience: The Feud* (Sept., 2019)

Filmed interview for ESPN’s *Saturdays in the South: A History of SEC Football* (fall, 2019)

“Killing on Display: Public Hangings in the 19th Century South”; Interview on C-SPAN3 American History TV (June, 2015)

Guest on *Here and Now*, WPLF Radio, Louisville, KY (May, 2014)

Guest on *Curtains@8*, WUKY Radio, Lexington, KY (Aug., 2013)
Guest Panelist on *Democracy TV Live*, CTVKnoxville (July, 2013)

CONFERENCE PAPERS AND COMMENTS

- Panelist, "Watching the Detectives: A Wider Historical Lens Aimed at the Mine Guard System," Appalachian Studies Association, Ohio University, Athens, OH (March, 2022)
- Commentator/Moderator for "Appalachian Upheaval, Reckoning, and Re-imaginings," Southern Historical Association, Baltimore, MD (scheduled, Nov., 2022)
- Commentator for Southern Labor Studies, University of North Carolina, Chapel Hill, NC (Sept., 2022)
- "'The Pinkerton of the South': Race, Industry, and Private Eyes in Appalachia, 1884-1912," *Southern Historical Association*, Birmingham, AL (Nov., 2018)
- Commentator/Moderator for "The Flood of 1937" Appalachian Studies Association, Cincinnati, OH (Apr., 2018)
- Roundtable Participant, "The Future of Southern Labor History," Labor and Working Class History Association, Seattle, WA (June, 2017)
- Roundtable Participant, "Media and Representation in *Hillbilly Elegy*," and Commentator/Moderator for "Labor," Appalachian Studies Association, Blacksburg, VA (March, 2017)
- Commentator/Moderator for "Free at Last?: Emancipation and Its Challenges on Slavery's Border," and "Business Shapes the Nation," *Ohio Valley History Conference*, Cookeville, TN (Oct., 2016)
- Commentator/Moderator for "Race in 19th Century Kentucky," *Ohio Valley History Conference*, Richmond, KY (Oct., 2015)
- Roundtable Commentator for *Belmont University Spring Symposium: The History of the Culture Wars* (May, 2015)
- "'I Was Working to Capture a Dog of a Negro Who Had Attacked a White Woman': Private Detectives and Black Criminality in the Virginia Mountains" Society of Appalachian Historians, University of Georgia, Athens, GA (May, 2015)
- "The Hanging of Bad Tom Smith: Public Execution and Civil Religion in the Victorian South," Organization of Historical Association, St. Louis, MO (Apr., 2015)
- Commentator/Chair for "The War and its Aftermath in Kentucky," *The Hard Hand of War: Irregulars and Civilians in the Civil War*, Filson Historical Society, Louisville, KY (Oct., 2014)
- "'[L]eave the murderer to the pangs of his own conscience': The Shooting of John Sandford and the Question of Gilded Age Dueling," *Ohio Valley History Conference*, Austin Peay University, Clarksville, TN (Oct., 2014)
- Chair for "Altina Waller's *Feud*: A Silver Anniversary Retrospective Discussion with the Author," *Society of Appalachian Historians*, Wise, VA (May, 2013)
- Commentator/Chair for "Deconstructing Dichotomies: Exploring the Institutions of Race and Gender during the Reconstruction Era," *Tennessee Conference of Historians*, Chattanooga, TN (Sept., 2011)
- "Assassins and Anarchists: Politics and Death in the Bluegrass and the Mountains," annual meeting of the *Appalachian Studies Association*, Richmond, KY (March, 2011)
- "'[T]he roughest crowd ever gotten together in the mountains': The Death of William Goebel Re-examined," inaugural meeting of the *Appalachian History Working Group*, Cullowhee, NC (May, 2010)
- "An 'invasion of hill billies from the Eleventh district': The Republican Occupation of Frankfort, Jan., 1900," *Appalachian Studies Association*, Dahlonoga, GA (March, 2010)
- "'The servant of the Lord must not flee, I shall walk out of the valley; the Lord will keep me': An Abolitionist Visits the Mountains," *Ohio Valley Historical Conference*, Richmond, KY (Oct., 2009)
- "'Suppressing the Late Rebellion': Guerrilla Politics in a Union State," Cleanth Brooks Forum, *St. George Tucker Society*, Augusta, GA (Aug., 2008)
- "'Brutal Provinces: The Blood Feud, the State and the Parochialism Myth,'" *French Association for American Studies*, Montpellier, France (May, 2008)
- "'White and Negro Rioters': The Sumner Civil Rights Bill as a Call to Race War," annual meeting of the

- Southern Historical Association*, Richmond, VA (Nov., 2007)
 “‘Too Much Politics, Not Enough Corn’: The Nineteenth Century Media Battles Over Appalachia,”
Appalachian Studies Association, Maryville, TN (March, 2007)
 “Bullets Over Ballots: Gilded Age Political Struggles in the Upper South,” *Social Science Historical Association*, Minneapolis, MN (Nov., 2006)
 “Reconstruction Violence in Appalachia,” *Bluegrass Symposium*, Lexington, KY (March, 2005)
 “Revisiting ‘Bloody Breathitt’: Political Violence in Eastern Kentucky 1865-1879,” *Tennessee Conference of Historians*, Memphis, TN (Sept., 2004)

SELECTED AWARDS and FELLOWSHIPS

- 2016-** Research Grant, Mining History Association;
 Research Grant, Jonathan G. Utley History Fund
2015- Research Fellow, Kentucky Historical Society
2014- University of Tennessee Scholar of the Week;
 Futures of American Studies Fellow;
 Weatherford Book Award for *Bloody Breathitt: Politics and Violence in the Appalachian South*;
 Kentucky History Award, Kentucky Historical Society, Frankfort, KY;
 Appalachian Writers’ Association Nonfiction Book of the Year (designated for 2013); Honorable
 Mention, Wiley-Silver Book Prize, Center for Civil War Research, University of Mississippi;
 Finalist, Kentucky Governor’s Book Award
2010- Nominee, University of Tennessee Chancellor's Excellence in Teaching Award
2010 and 2009- Finalist, American Council of Learned Societies’ New Faculty Fellows Award
2008- J. Leon Helguera Dissertation Fellowship
 -Watson-Brown Foundation Award
2007- Gordon Family Research Fellow
2006- Rockefeller Graduate Student Award, Social Science Historical Association
2005- Mellon Interdisciplinary Fellow
2004-2005- Herbert and Blanche Henry Weaver Fellow
2003- First Runner-Up, Cratis D. Williams Master’s Thesis Award

PROFESSIONAL SERVICE

- Glenville State University Honors Committee (2021-present)
 Glenville State University Faculty Development Committee (at present)
 Glenville State University Library Committee (2021 -2022)
 Chancellor’s Committee on University of Tennessee Campus Place Names & Procedures (2020-2021)
 Editorial Board, University of Tennessee Press (2016-2021)
 Program Committee, Appalachian Studies Association (2017, 2019, 2020)
 Membership Committee, Southern Historical Association (2016)
 Guest Instructor, *University of Tennessee Bridge to AP U.S. History*, Fulton High School and Austin East
 High School, Knoxville, TN (2015-2021)
 Panelist, "Responses to the Corporatization of Higher Education." ClassCrits VIII, University of
 Tennessee School of Law (Oct., 2015)
 Panelist, “Education, Inc.” screening, Progressive Students Alliance, University of Tennessee (Sept.,
 2015)
 Program Committee, Society of Appalachian Historians
 CollegeBoard AP U.S. History Reader (yearly)
 Judge, National History Day (2011-2019)
 Historical Consultant for *All Things Considered* episode, National Public Radio (2016)
 Historical Consultant for the Coalition of Labor Union Women (2012-2013)
 Consultant for *Geschiedenis 24* (Dutch Public TV): The TVA and the 1940 Presidential Election (2012)
 Judge, Undergraduate Presented Research Prize Award Competition, Phi Alpha Theta Regional Meeting,
 Coastal Carolina University, Conway, South Carolina (Apr., 2003)
 President, Phi Alpha Theta, Omicron Phi chapter (2001-2002)

EDITING and WRITING

Advisory Board Editor, *Appalachian Futures* series, University Press of Kentucky (2021-present)

Consulting Editor, textbook edition of Jill Lepore's *These Truths: A History of the United States* (W.W. Norton) (2021-2022)

Editorial Board, University of Tennessee Press (2016-2021) Content Consultant for Red Line Editorial, Inc. (2014)

Design Review for Western Kentucky University's Southern Studies curriculum (2013)

Book Proposal and Manuscript review for Johns Hopkins University Press, University of Tennessee Press, University Press of Kentucky, Oxford University Press, UNC Press

Peer Review for *Civil War History*, *Journal of American History*, *American Nineteenth Century History*, *West Virginia History*, and *Southern Cultures*

Director, PhD Candidate Independent Study, University of Tennessee Dept. of History Senior Thesis Consulting Advisor and Committee Reviewer, University of Tennessee Dept. of History

Researcher, Vanderbilt University Center for Ethics;

Project: "*The Centrist Manifesto*": *Healing America's Divisions in Ten Vital Areas* (2008-2009) Assistant Researcher for Professor Don Doyle;

Project: *American Nationalism and National Borders* (2004) Assistant Editor, *International Social Science Review* (1999-2000)

News and Sports Reporter, *Washington County News*, Abingdon, VA (1997-1998)

PROFESSIONAL AFFILIATIONS

American Historical Association

Appalachian Studies Association

Society for US Intellectual

History Southern Historical

Association Southern Labor

Studies Association Society of

Appalachian Historians

Labor & Working Class History

Association Phi Alpha Theta

Tim Konhaus
232 Louis Bennett Hall
Glennville, WV 26351
(304) 462 – 6278
tim.konhaus@glennville.edu

Education

- 2010 **Doctor of Philosophy, History**
West Virginia University, Morgantown, WV
- 1998 **Master of Arts, History**
Slippery Rock University of Pennsylvania, Slippery Rock, PA
- 1994 **Bachelor of Arts, Geography**
Slippery Rock University of Pennsylvania, Slippery Rock, PA

Administrative Experience

- 2015 – 2020 **Coordinator of Dual Enrollment and Early College Programs,
Germanna Community College**
- 2014 – 2015 **Accelerated College Education (ACE) Faculty Coordinator and History Discipline Co-
Chair, Pennsylvania Highlands Community College**

Teaching Experience

- 2020-Present **Assistant Professor,
Glennville State University**
African American History I
African American History II
American National Government
Civil War and Reconstruction
Fields & Careers in History/Political Science
Historiography
History of World Cultures I
Modern Africa U.S. History I
U.S. History II
West Virginia History
- 2015–2020 **Assistant Professor,
Germanna Community College**
Introduction to African American Studies
U.S. History I
- 2014–2015 **Assistant Professor,
Pennsylvania Highlands Community College**
American Immigration History
U.S. History I

U.S. History II
Western Civilization I
Western Civilization II

2007–2014 **Professor,**
Tidewater Community College
African American History I
African American History II
Introduction to African American Studies
Introduction to Women’s Studies
U.S. History to 1877
U.S. History Since 1877
Western Civilization I
Western Civilization II
World History I

2004–2007 **Adjunct,**
California University of Pennsylvania
African American History
History of American Sports
Introduction to Women’s Studies
U.S. History Since 1877
U.S. History to 1877
Western Society to 1740
World History Since 1500

2004–2005 **Lecturer,**
West Virginia University
U.S. History Since 1877
U.S. History to 1877

2000-2004 **Graduate Instructor,**
West Virginia University
U.S. History to 1877

Scholarship
Publications

2021 “Blacks and West Virginia Statehood, (1863 – 1864),” forthcoming in the West Virginia Humanities Council, 160th Anniversary of Statehood Exhibition: *Born of Rebellion*.

2013 *American Voices*, ed. (New York: WW Norton and Co., 2013).

2011 *The Past Speaks*, ed. (Boston: Pearson Learning Solutions, 2012).

2007 “‘I Thought Things Would Be Different There’: Lynching and the Black Community in Southern West Virginia, 1894 – 1933,” in *West Virginia History*, Volume 1, No. 2 Fall 2007.

"Prigg v. Pennsylvania (1842)," in *The Encyclopedia of Emancipation and Abolition in the Trans-Atlantic World*, Junius P. Rodriguez, ed. (New York: M.E. Sharpe Inc, 2007).

"The Fugitive Slave Act of 1793," in *The Encyclopedia of Emancipation and Abolition in the Trans-Atlantic World*, Junius P. Rodriguez, ed. (New York: M.E. Sharpe Inc, 2007).

2005 "Martin R. Delany" in *The World of Frederick Douglass, 1818 – 1895*, Volume II in the *African American History Reference Series*, Paul Finkelman and Diane Barnes, eds. (New York: Oxford University Press).

1998 "The Black Seminoles" in *Buffalo Soldiers: Information and Teaching Suggestions for Teaching about African-American Soldiers in the Post-Civil War Era*. (Slippery Rock, PA: Slippery Rock University).

1997 "Delany's Remedy." *Stone House Review* 7 (1997): 18 – 25.

Reviews

2023 Forthcoming review of *The Harlan Renaissance* (West Virginia University Press, 2021) in the *Journal of Appalachian Studies*.

2011 Textbook review *West: Experience Western Civilization*; (McGraw-Hill, 2012).

2010 Textbook review *Freedom on My Mind: A History of African Americans*; (Boston: Bedford St. Martins, 2013).

Professional Activities

Conference Papers

2014 "Pandemarium, the Long Road to Freedom: a Black Refugee Community in Northwest Pennsylvania, 1854 – 1870," *Pennsylvania Historical Association Conference*; Philadelphia, PA.

"Refugees in Search of Freedom: Rethinking Runaway Slave Communities," *National Association of African American Studies Conference*; Baton Rouge, LA.

"Refugees in Search of Freedom: Rethinking Runaway Slave Communities," *13th Annual Underground Railroad Public History Conference*, Russell Sage College, Troy, NY.

2008 "Black Sam, Black Jacks, and the black *Whydah*: At the Intersections of Race, Popular Culture, and History," *The Many Faces of Piracy Conference*; California University of Pennsylvania.

2004 'I Thought Things Would Be Different There': Lynching and the Black Community in Southern West Virginia, 1894 - 1933. *Southern Labor Studies Conference*; Birmingham, AL.

2003 'I Thought Things Would Be Different There': Lynching and the Black Community in Southern West Virginia, 1894 - 1933. *5th Senator Rush Holt History Conference*, West Virginia University; Morgantown, WV.

1997 "Delany's Remedy." *Pennsylvania SSHE Graduate Conference*, Millersville University of Pennsylvania; Millersville, PA.

Other Presentations

2017 "Race and Appalachia," Invited Speaker, Appalachian Workgroup of the Evangelical Lutheran Church of America.

2016 "Hip Hip 101: The Five Elements," Student Success Day Seminar, Germanna Community College.

"A Violent Mountain Past: Money, Power and Lynching in Appalachia," Student Success Day Seminar, Germanna Community College.

2015 "Yeah, Black Lives Really Do Matter: Becoming a More Inclusive Church," Keynote Speaker, Upper Susquehanna Lutheran Synod.

"White Privilege/White Church: Understanding the history of White Privilege and the Lutheran Church," Keynote Speaker, Allegheny Lutheran Synod.

"'You Simply Cannot Convict White People of Crimes of this Sort': Lynching and the Law, a Historical Retrospective," Black History Month Speaker, California University of Pennsylvania.

2013 "Religion and Global Hip Hop," Panelist, 8th Annual Hip Hop Conference, California University of Pennsylvania.

2010 "A Violent Mountain Past: Racial and Political Violence in Early 20th Century Appalachia," Panelist, 33rd Annual *Appalachian Studies Conference*; North Georgia College and State University, Dahlonega, GA.

2009 "Bitches Scene and Women Unseen: Confronting Hip-Hop and Gender Stereotypes in the 21st Century," Organizer and Mediator; Tidewater Community College.

"Strategies to Improve the Black Community in the New Millennium: Teen Pregnancy, Hip-Hop, Health Issues, Post-Racial America and the Prison Industrial Complex," Panelist, 4th Annual Hip Hop Conference; California University of Pennsylvania.

"A Stitch in Time: The Underground Railroad and African American Resistance to Chattel Slavery," Keynote Speaker, *Annual Meeting, Eastern Shore of Virginia Historical Society*.

2008 "Beyond Beats and Rhymes," Understanding the impact of Hip-Hop Industry on Male College Students, Mediator; Tidewater Community College.

"Comfort and Resistance: Quilting, African American Women, and the Underground Railroad," Women and Relationships Series, Tidewater Community College.

"The Hip-Hop Forum at the Beach," Organizer and Mediator, Tidewater Community

College.

2007 “Lynching and the Black Community in West Virginia,” Roots and Branches Symposium, Marshall University, Huntington, WV

Civility Convocation, Panelist, California University of PA.

2006 “Is Title IX Still Relevant?” Sports History Roundtable, California University of PA.

1999 Diversity Training Workshop for Penn-Mar Organization Inc.; Maryland Line, MD.

“The Harlem Renaissance,” Phillips Magnet School - Art Classes; Battleboro, NC.

Awards and Honors

2006 **Sigma Alpha Pi - Excellence in Teaching Award, California University of PA.** Awarded to professors who teach with heart and passion and have motivated their students in their pursuit of education.

2000-2003 **Dean’s Doctoral Scholarship, West Virginia University**

1998 **Donald Shields Kelly Slippery Rock Heritage (Graduate Award), Slippery Rock University.** Awarded annually for best scholarly graduate and undergraduate research in Pennsylvania history.

Committees

2021-Present Academic Policy Committee; Glenville State College.

HLC, Criterion 3 Committee; Glenville State College.

General Education Committee; Glenville State College.

2021 Mock Interview Team for Higher Learning Commission Review; Glenville State College.

Faculty Textbook Review, Ad-hoc Committee; Glenville State College.

Strategic Planning Committee; Glenville State College.

2020-2022 Faculty Senate; Glenville State College.

2020-2021 Library Advisory Committee; Glenville State College.

2017-2020 Diversity and Inclusion, Programming Committee; Germanna Community College.

2016–2017 Black History Month Programming Committee; Germanna Community College.

2015–2020 Guided Pathways Project Committee; Germanna Community College.

President’s Leadership Team; Germanna Community College.

- 2014–2015 Academic Policy Committee; Pennsylvania Highlands Community College.
Accelerated College Education (ACE) Advisory Committee; Pennsylvania Highlands Community College.
Faculty Representative, College-Wide Diversity Committee; Pennsylvania Highlands Community College.
- 2012–2014 Faculty Senate, Tidewater Community College.
- 2013–2014 Planning Committee; *Dr. Martin Luther King, Jr. Recognition Program*, Tidewater Community College.
- 2012–2013 Internal Relations Committee (IRC); Tidewater Community College.
Chair, IRC Subcommittee to Create an Employee Recognition Program; Tidewater Community College.
- 2010–2014 Advisory Committee to the Student African American Brotherhood; Virginia Beach Campus, Tidewater Community College
- 2009–2010 Student Mentoring Steering Committee; Tidewater Community College, Virginia Beach Campus.
- 2008–2011 Chair, Black History Month Planning Committee; Tidewater Community College Virginia Beach Campus.
- 2007 Faculty Evaluation Committee; Tidewater Community College.
- 2005–2006 Coordinating Committee for Black History Month; California University of Pennsylvania.
- 2002 Organizing Committee, Senator Rush Holt History Conference; West Virginia University.

Community and Service Activities

- 2022-Present Member, Editorial Board, *West Virginia History: A Journal of Regional Studies*.
- 2018-2019 President, Hebron Lutheran Church Council; Madison, VA.
- 2015–2020 Member, Madison County Public Schools CTE Advisory Board.
- 2015–2020 Member, Orange County Public Schools CTE Advisory Board.
- 2015–2016 Member, Stafford County Public Schools CTE Advisory Board.
- 2013–2014 Assistant Coach, Virginia Beach Rugby Football Club.

2013–2014 Coordinator, Community Garden Project, Good Shepherd Lutheran Church; Elizabeth City, NC

2012–2013 Member, Church Council, Good Shepherd Lutheran Church; Elizabeth City, NC.

2011–2014 Faculty Advisor, Student African American Brotherhood; Tidewater Community College, Virginia Beach Campus.

2009–2011 Vice President, Virginia Beach Rugby Football Club.

2008–2011 Faculty Advisor, Black Student Union; Tidewater Community College, Virginia Beach Campus.

2008–2010 Faculty Advisor, Tidewater Community College Delegation to the *National Black Student Leadership Conference*.

2008–2009 Pastoral Internship Committee, Good Shepherd Lutheran Church; Elizabeth City, NC.

2006–2007 Assistant Coach, Allegheny Rugby Union Under-23 Select Side.

2005 AYSO Youth Soccer Coach.

2004 Allegheny Rugby Union Select Side.

2003–2006 Member, Mercer County Historical Society.

2001–2006 Member, Greensburg Rugby Football Club.

2000–2003 Member and Vice President Church Council, Zion Evangelical Lutheran Church; Meyersdale, PA.

LUKE BENDICK

909 Mineral Road
Glennville, WV 26351
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EDUCATION

Expected 2025, Ph.D., Nineteenth Century American History, West Virginia University

2007, MA, Educational Curriculum & Instruction, Minor in History (18 hours), Sam Houston State University

2004, BA, Radio & Television Broadcasting, Sam Houston State University

TEACHING EXPERIENCE

2020-present, Lecturer of Social Studies Education, Glennville State University, Glennville, WV

2020-2022, Adjunct Professor United States History, HIST 1483 & HIST 1493, Oklahoma City Community College, Oklahoma City, Oklahoma.

2019-2022, Adjunct Professor of United States History, HIST 1301 & HIST 1302, Blinn College-Bryan RELLIS Campus, Bryan, Texas

2019-2021, Adjunct Professor United States History, HIST 1302, Alvin Community College, Alvin, TX

2014-2021, Adjunct Professor of United States History, HIST 1301 & HIST 1302, LSC-Kingwood and University Park, Houston, TX

2016-present, Advanced Placement United States History Reader/Grader, College Board

2015-2019, Advanced Placement United States History, Pre-Contact-Present, Klein ISD

AWARDS AND HONORS

2019, Faculty Excellence Award Winner, LSC-University Park

CONFERENCE PRESENTATIONS

2023, "Lincoln the Tyrant?" Guest Lecture, East Hardy High School

2023, "The 160th Anniversary of the Emancipation Proclamation," Black History Month, Gilmer County & Morgantown High Schools

2023, "The Failures of Emancipation," Black History Month, Grafton High School

2002, "Open to Interpretation: The United States Supreme Court," Constitution Day, Grafton High School

2022, "Improving Social Studies Education in West Virginia K-12 Classrooms," John Marshall High School, West Virginia Department of Education

2022, "Teaching Abraham Lincoln with Primary Sources," Grafton High School, West Virginia Council for the Social Studies Conference

2022, "Reluctant Emancipator?: Abraham Lincoln, Frederick Douglass, & the 13th Amendment," Garrett College, Garrett County Maryland, Black History Month Speaker Series

2019, "April 14th, 1865: John Wilkes Booth & Abraham Lincoln," LSC-University Park & LSC-Tomball, Academy for Lifelong Learning

2018-2019, "Mr. Jefferson: A Holistic Approach to the Founder," LSC-University Park & LSC-Tomball, Academy for Lifelong Learning

2015, Pedagogy of Teaching History, LSC-Kingwood Adjunct Professional Development Seminar

INSTITUTIONAL SERVICE

2022, Student Government Association Judicial Advisor

2022, GSU Screening & Panel Member for PBS Documentary on Harriett Tubman & Frederick Douglass, West Virginia Public Broadcasting

2021-present, Academic Appeals Committee, Glenville State University

2020-2022, Online Support Committee, Glenville State University

Fall 2022, Brightspace/D2L Training, Glenville State College

Fall 2021, Microsoft Teams Training, Glenville State College

Winter 2021, Microsoft Teams Training, Glenville State College

2020-present, Faculty Sponsor Pi Gamma Mu National Honor Society

2020-2022, Faculty Senator: Social Science Brenham Campus, Blinn College

2020-present, Constitution Day Coordinator, Glenville State College

2020-2022, CIS Data Team, Deans for Impact, Glenville State College

2020-present, Educational Personnel Preparation Advisory Committee (EPPAC),
Glenville State College

2020-present, Council for the Accreditation of Educator Preparation (CAEP),
Glenville State College

GRANTS

2022, Library of Congress Teaching with Primary Sources

PROFESSIONAL DEVELOPMENT

2021, Ashbrook Center, Documents in Detail “James Madison “Property””

2021, Ashbrook Center, “John C. Calhoun’s Fort Hill Address”

2021, Ashbrook Center, Documents in Detail “Alexander Stephen’s Cornerstone
Speech”

2020, Ashbrook Center, “The 13th Amendment”

2020, Ashbrook Center, “Did Slavery cause the Civil War?”

2020, Ashbrook Center, “The Emancipation Proclamation”

2020, Ashbrook Center, Documents in Detail “Frederick Douglass Oration on
Lincoln 1876”

2020, Quality Matters, “Building a Hyflex Course to support Student Success”

2020, West Virginia Department of Education, “Helping Students Succeed in an
Online Environment”

2020, Ashbrook Center, “Calvin Coolidge’s Speech on the 150th Anniversary of
the Declaration of Independence”

2020, Ashbrook Center, "The Effects of economic emergencies on Liberty, Democracy, & Prosperity"

2020, Ashbrook Center, "Presidential Leadership in Times of Crisis"

2020, Ashbrook Center, "The Progressive Party Platform of 1912"

2019, Ashbrook Center, "The Webster-Hayne Debates"

2019, Ashbrook Center, "Thomas Jefferson's First Inaugural Address"

2019, Ashbrook Center, "The Great Society v Modern Conservatism"

2019, Hillsdale College, "The Constitution Today"

2019, San Jacinto College, "History Matters Conference: Perspectives on Freedom"

2019, Ashbrook Center, "Hoover & FDR: The Election of 1932"

2018, Ashbrook Center, "Lincoln and the Problem of Reconstruction"

2018, Hillsdale College, "The Purpose and Structure of the Constitution"

2018, Ashbrook Center, "Origins of the Cold War"

2017, Ashbrook Center, "Competing Visions: Madison and Hamilton"

2017, LSC-University Park, "Active Learning"

2016, LSC-University Park, "Getting a Full Time Position"

2015-2017, Rice University, "Fall Advanced Placement United States History Seminar"

2013-2017, Rice University, "Advanced Topics in United States History Summer Seminar"

EXTRACURRICULAR SERVICE

2020-2022, "Fall Bash," Glenville State University

COMMUNITY SERVICE

National History Day Judge, Heinz History Center

Alzheimer's Association, Walk to End Alzheimer's Disease participant

PROFESSIONAL MEMBERSHIPS

American Historical Association

Association of Texas Professional Educators

West Virginia Council for the Social Studies

CERTIFICATIONS

Safe Zone Certified Ally

Online Teaching Certification

Quality Matters Online Instruction Certification

Quality Matters Peer Reviewer Certification

TEACHING AREAS

The United States Civil War & Reconstruction

The Early American Republic, 1754-1836

United States & Middle Eastern Diplomatic Relations

United States History, Pre-contact-1877 and 1877-present

World History

Education, Foundations of Education, Classroom Management & Instruction

JOSHUA MATTHEW SQUIRES
235 Louis Bennett Hall
Assistant Professor of Political Science
Glenville State University
304-462-6275
josh.squires@glenville.edu

EDUCATION

Ph.D. Political Science, *West Virginia University* August 2021
Dissertation: *Shutting the Door on Voter Turnout*

M.A. Political Science, *West Virginia University* May 2017
Fields: Comparative Politics & American Politics

B.A. Political Science & History, *Davis & Elkins College* May 2015
Magna Cum Laude

RELEVANT EXPERIENCE

Assistant Professor of Political Science, *Glenville State University* August 2021 to Present
American National Government
Civil Liberties
International Relations
Comparative Politics
Public Administration
West Virginia Politics
American Presidency
Senior Seminar

Graduate Teaching Assistant, *West Virginia University* May 2019 to May 2021
Empirical Political Analysis
American National Government
Comparative Politics
Law and Legal Studies

Graduate Research Assistant, *West Virginia University* August 2017 to May 2019

DISSERTATION

Using difference-in-differences statistical analyses, I analyze the effects of polling place closures across the United States following the invalidation of the federal preclearance provision of the Voting Rights Act (*Shelby v. Holder 2013*).

CONFERENCE PAPERS

“The Great Poll Closure on Turnout”. Paper Presentation. 2021 Southern Political Science Association Meeting.

“Explaining the Great Poll Closure”. Paper Presentation. 2021 Southern Political Science Association Meeting.

“Explaining the Great Poll Closure”. Poster Presentation. 2020 American Political Science Association Meeting

“Support for Old Glory”. Lightning Talk Presentation. 2018 Midwest Political Science Association Meeting

CERTIFICATIONS

Safe Zone Certified Ally
Quality Matters Online Instruction Certificate

PROGRAMMING PROFICIENCIES

Stata
R Studio
Microsoft Excel

PROFESSIONAL SERVICE

Glennville State Pioneer Debate Club, Co-Director	Fall 2022 to Present
Glennville State Institutional Review Board, Secretary	Fall 2022 to Present
Glennville State Faculty Senate Committee, Parliamentarian	Fall 2022 to Present
Glennville State Faculty Development Committee, Secretary	Fall 2021 to Spring 2022
WVU New Student Orientation Advisor	Summer 2019 to Summer 2021
WVU Graduate Student Association for Political Science – President	Fall 2015 to Fall 2021
WVU Graduate Student Senate	Fall 2019 to Spring 2020

WVU MountainLair Student Union – Evening Building Supervisor

Fall 2015 to Fall 2017

GRANTS AND AWARDS

West Virginia Humanities Council Grant for Election Discussions in WV

Fall 2022 to Spring 2023

Outstanding Graduate Teaching Assistant in Political Science Award

Fall 2020 to Spring 2021

The James Gabriel Departmental Fellowship

Fall 2018

The Phillip V. McGance Service Fellowship

Fall 2016 to Spring 2017

Davis & Elkins College Dean’s Award

Spring 2015

The Dorothy F. Roberts Achievement Award in Political Science

Spring 2014

MEMBERSHIPS

American Political Science Association

Midwest Political Science Association

Southern Political Science Association



Assessment Report

History and Political Science

Department of Social Science
2022-2023

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ACTIONS TAKEN ON PREVIOUS CYCLE ACTION PLAN

1. Implement the programs' new Learning Outcomes, revised to include the addition of POSC faculty and improved programming (2021-2022).

IN PROGRESS: Faculty implemented the learning outcomes composed last year new for this year's courses, but future coursework will still need to be revised as they come up in the course cycles.

2. The program needs to align the new (or revised) individual course outlines with the program's Learning Outcomes (2021-2022).

INCOMPLETE: The program's new Learning Outcomes are mostly in place. This is the program's next step.

3. With last years revised Learning Outcomes for this year, the Department needs to create a more strategic Assessment Plan that is distributed across new and old courses (2021-2022).

INCOMPLETE: Once the individual course outlines are established, the program will move toward making the Assessment Plan more strategic.

4. Create new (or revise) individual course "signature" assessments for the program's new Learning Outcomes in new (or revised) courses (2022-2023)

INCOMPLETE: TABLED until 2023-2024. This Action will be completed after earlier more vital Actions are implemented.

MISSION STATEMENT

The program in History and Political Science is designed to provide students with a comprehensive understanding of, and appreciation for, the diversity of human experience, past and present, by focusing on the histories and political traditions of the United States and other parts of the world.

VISION STATEMENT

Graduates of our program will be prepared to undertake post-graduate work in several fields, including history, political science, library science, and law; to offer leadership to their local and global communities; and to continue their creative and scholarly activities throughout their lives and careers.

LEARNING OUTCOMES

History/Political Science Outcomes

1. Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history, geography, and/or political science.
2. Demonstrate an understanding of the methods that produce knowledge in a specific field in history, geography, and/or political science.
3. Demonstrate critical thinking in evaluating causal arguments in history or in political science, analyzing major assertions, background assumptions, and explanatory evidence.
4. Explain how culture, social structure, diversity, or other key elements of historical/political context affect: individual perception, action, and values.
5. Articulate how historical change shapes ideas and social and political structures.
6. Explain how history or political science can be used to analyze contemporary issues and to develop policies for social change.

MATRIX OF LEARNING OUTCOMES AND COURSES

Lower Level of Learning Courses (Geography, History, Social Science, and Political Science)

Learning Outcomes	G203	H201	H202	H207	H208	H293	P203	P204	S225	S293
	ES	FA	SP	ES	ES	FA	ES	SP	FA	SP
1. Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history, geography, and/or political science.	X	X						X		
2. Demonstrate an understanding of the methods that produce knowledge in a specific field in history, geography, and/or political science.	X	X	X							
3. Demonstrate critical thinking in evaluating causal arguments in history or in political science, analyzing major assertions, background assumptions, and explanatory evidence.				X		X	X			X
4. Explain how culture, social structure, diversity, or other key elements of historical/political context affect: individual perception, action, and values.					X		X	X		
5. Articulate how historical change shapes ideas and social and political structures.				X		X			X	
6. Explain how history or political science can be used to analyze contemporary issues and to develop policies for social change.			X		X				X	

ES = Offered every semester

FA = Offered fall only

SP = Offered spring only

Intermediate and Advanced Levels of Learning Courses (History)

Learning Outcomes	H303	H335	H351	H352	H353	H354	H363	H450	H493
	ES	SP	SP	FA	FA	SP	SPO*	FA	SP
1. Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history, geography, and/or political science.		X	X		X				
2. Demonstrate an understanding of the methods that produce knowledge in a specific field in history, geography, and/or political science.				X				X	X
3. Demonstrate critical thinking in evaluating causal arguments in history or in political science, analyzing major assertions, background assumptions, and explanatory evidence.		X					X		X
4. Explain how culture, social structure, diversity, or other key elements of historical/political context affect: individual perception, action, and values.	X		X			X			
5. Articulate how historical change shapes ideas and social and political structures.					X	X	X		
6. Explain how history or political science can be used to analyze contemporary issues and to develop policies for social change.	X			X				X	

*Course not offered this year.

SPO = Offered spring of Odd-numbered years only

Intermediate and Advanced Levels of Learning Courses (Political Science)

Learning Outcomes	P304	P309	P340	P390	P401	P493
	SPE*	FA	SPE*	IRR	FAE	SP
1. Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history, geography, and/or political science.			X		X	
2. Demonstrate an understanding of the methods that produce knowledge in a specific field in history, geography, and/or political science.		X				X
3. Demonstrate critical thinking in evaluating causal arguments in history or in political science, analyzing major assertions, background assumptions, and explanatory evidence.					X	X
4. Explain how culture, social structure, diversity, or other key elements of historical/political context affect: individual perception, action, and values.	X			X		
5. Articulate how historical change shapes ideas and social and political structures.		X	X			
6. Explain how history or political science can be used to analyze contemporary issues and to develop policies for social change.	X			X		

*Course not offered this year.

FAE = Offered fall of Even-numbered years only

SPO = Offered spring of Odd-numbered years only

SPE = Offered spring of Even-numbered years only

IRR = Offered on an Irregular rotation

ASSESSMENT PLAN

Learning Outcome 1 is assessed by examination that requires students to identify various dimension of this LO. The grading is done by a scoring sheet.

Learning Outcome 2 is assessed via written papers. At the lower-level students wrote short papers concerning the five main themes of geography. In the higher-level students wrote a paper which analyzed and critiqued major pieces of literature in a subfield of political science (of their choosing). They also were required to put them in a specific order that they found relevant to their own research.

Learning Outcome 3 is assessed through a written paper assigned at the start of the semester. The paper is used for students to demonstrate new knowledge gained in the course and is graded based on a rubric.

Learning Outcome 4 is assessed through a short examination essay and by written assignment. At the lower level, students were to answer an open-ended short essay question on the final exam in every section of this course. At a higher level, student collected, evaluated, wrote, and presented information on a given subject. A rubric helped in the assessment of this assignment.

Learning Outcome 5 is assessed as a written paper assigned at the start of the semester. The paper is used for students to demonstrate new knowledge gained in the course and is graded based on a rubric. For POSC 309, students had to pick a court case that they disagreed with and re-write the outcome if they were a member of the Supreme Court.

Leaning outcome 6 is assessed in written form for the lower level of learning and a written report on three case studies for the intermediate level of learning. The assignment asks students to develop and argue based on an informed (opinion). Rubrics are used to assess this assignment.

ASSESSMENTS OF LEARNING OUTCOMES

Learning Outcomes	Where/how Assessed	Level of Learning I = Introductory II = Intermediate III = Advanced		
		I	II	III
1. Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history, geography, and/or political science.	Course: P204 State and Local Government Assignment: unit examination Assessment: objective answer sheet	X		
	Course: P401 International Relations Assignment: unit examination Assessment: objective answer sheet			X
2. Demonstrate an understanding of the methods that produce knowledge in a specific field in history, geography, and/or political science.	Course: G203 World Regional Geography Assignment: short paper Assessment: rubric	X		
	Course: P493 Senior Project Assignment: annotated bibliography Assessment: rubric			X
3. Demonstrate critical thinking in evaluating causal arguments in history or in political science, analyzing major assertions, background assumptions, and explanatory evidence.	Course: H207 United States History to 1877 Assignment: written paper Assessment: rubric	X		
	Course: H335 Recent United States History Assignment: written paper Assessment: rubric		X	
4. Explain how culture, social structure, diversity, or other key elements of historical/political context affect: individual perception, action, and values.	Course: P203 American National Government Assignment: examination essay Assessment: rubric	X		
	Course: H351 European Seminar Assignment: written paper (research) Assessment: rubric		X	
5. Articulate how historical change shapes ideas and social and political structures.	Course: S225 Introduction to Global Studies Assignment: written paper Assessment: rubric	X		
	Course: P309 Civil Liberties Assignment: term paper Assessment: rubric		X	
6. Explain how history or political science can be used to analyze contemporary issues and to develop policies for social change.	Course: H202 History of World Cultures II Assignment: written paper Assessment: rubric	X		
	Course: POSC 390 Intr. to Public Administration Assignment: report on case studies Assessment: rubric		X	

ASSESSMENT FINDINGS

Faculty continue to find students performing along the acceptable-to-substandard level. Since too many students struggle to perform at a satisfactory (or “standard”) level, students are not operating at the high level of performance expected of them. The data show some areas of sufficient performance with other areas of historical practices. But it is the areas that the data show students need substantial improvement that concerns faculty.

Learning Outcome 1

POSC 204 and POSC 401

The instructor felt overly positive about student learning in this particular outcome. However, the instructor had two disclaimers. First, for POSC 204, the instructor wants to offer the exam the same way. Although the difference is very minimal, the take-home exam seems to fair much better than in-person. The instructor believes both assessment tools measure learning accurately but the take-home allows the students to prepare better answers (however, the instructor grades more rigorously on those). Second, for both POSC 204 & POSC 401, the same size is still very small. Although there was a high success rate, it would be very interesting to see what these numbers would look like with 20-plus students.

Learning Outcome 2

GEOG 203

Student comments regarding this assignment included seeing the inclusion of geographic ideas in almost everything people do. Nearly 90% of students passed this assignment. Two of the three students (10%) who did not were either trying to pass the course in the waning weeks or have a reputation for doing just enough to pass the course. Other reasons for the high number of passing students were that the instructor only took the best two out of three papers. The first attempt did not go well since the instructor did a poor job of explaining the five main themes of geography. The second and third papers were better. In addition, the instructor tends to be less rigorous grading papers than quizzes and examinations. Another issue was this semester saw the instructor’s first (known) exposure to papers written by Artificial Intelligence (AI). The most noticeable thing was the near perfect grammar and style, but the papers did not adequately explain the papers’ main purpose concerning geography. One result of this will be the instructor’s re-examination of the rubric for this assignment.

POSC 493

Based on the data above, the students in POSC 493 successfully achieved Learning Outcome #2. Reflecting on the class itself, all three students provided vibrant bibliographies that mentioned the major pieces of literature on their topic in political science.

One problem with this assessment strategy is that the course only had three students. The instructor felt as though there was not enough data to really have a useful analysis. One negative point was noticeable. The students did struggle (at first) to find peer-reviewed research (in particular – political science material). As they were all seniors, the instructor felt this was alarming. However, once they were set on the right path, they were able to find what they needed. The instructor felt that this could be something to work on for the required POSC courses that precede this one. The instructor feels that this problem will only improve because the program now has a full-time political scientist on staff.

Learning Outcome 3

HIST 207

Student mastery of the course learning objectives was lower than in previous years due to one main factor, poor attendance. Low attendance rates (whether institutionally excused or due to illness) adversely affected academic performance. In some instances, students that did not meet expectations had attendance that was in the 60-75% range.

HIST 335

The students that did not meet the learning objective for the course signature assignment was due to a lack of out of class reading and preparation. Additionally, these students failed to apply feedback on their early writing assignments in the class to future work.

Learning Outcome 4

POSC 203

With over 70% of each section meeting the standard, the instructor was pleased with the results of the gen-ed assessment in both Fall and Spring. Despite this success, the instructor felt that students were going beyond what was presented in the course. For instance, the instructor found that students were not utilizing the course materials rather than google searching “diversity-driven governmental actions”. Specifically, many students used the Equality Act passed by the Biden administration. Although the instructor allowed it, the Act was not mentioned once in class. The instructor also felt there needs to be uniformity in terms of how the LO is administered. The instructor assessed the LO on the final exam in both sections (online and in-person). However, for the online students were timed (50 minutes with an additional 40 MC questions). For the in-person, it was a take-home essay exam (they have a week to complete it). The instructor believed that instead of assessing the LO on the respective exams that instead it will be assessed as a last discussion post question. This way when the instructor evaluates the data next year, it will be a fair comparison.

HIST 351

The assignment was a fifteen-page research paper regarding the Holocaust. The assignment taught students to see how culture and society could be warped to an extent leading to the murder of millions of people. Three students passed, two without any major issues, but the third barely passed since the paper had no notes. A fourth student failed for not submitting the paper. Most helpful for the passing students was that all the students had to present at Pioneer Showcase, which made them see their papers from a perspective beyond the written page and the instructor believes this was beneficial.

Learning Outcome 5

SOCS 225

This assignment has been given before and always seems to be underwhelming. What should be an interesting chance to let students consider what they have learned and apply it to the present and world situation ends up being overly broad and not well-considered. One partial reason is the too many themes of the course are allowed. It might be best to give the paper a narrower focus and/or increase the length of the paper.

POSC 309

The instructor was generally pleased with the effort put forth on this assignment. Based on last year’s results (almost 30% of the class did not meet the standard in 2021), student performance significantly increased. One reason attributing to this increase was that the instructor spent one week of class on the paper. More time was given to find a court case along with a detailed outline

they had to follow. At the end of the week, they had to submit the outline. The instructor believed this was a great idea and it gave students a road map for success.

Learning Outcome 6

HIST 202

Using monograph chapters regarding the Cold War, Decolonization, and the Middle East, students had to write three short (two to three page) paper analyzing the chapters historical significance, parameters, target audience, and source material. After some confusion with the assignment's intent on the first paper, the scores began to improve. Those who did not perform as well were more likely to have submitted only two papers instead of three since the instructor would accept the best two out of three. In addition, as assessed under Learning Outcome 2 GEOG 203 (AI) papers were submitted but did not always result in an exemplary score.

POSC 390

The instructor was thrilled with the students learning of both outcomes. Like most of the instructor's upper-level courses, the sample size was still very small. Although there was a high success rate, it would be very interesting to see what these numbers would look like with 20-plus students.

ACTION PLAN

1. The program will not alter the new Learning Outcomes for four years so a good data set will accrue.
2. Greater attention will be given to instructional strategies that improve student effort and engagement.
3. The program will develop a stronger overall climate of achievement inside and outside the Department.

BUDGET NEEDS

1. **Software access for students**—graduate programs in social sciences often require the ability to use and understand both qualitative and quantitative methods. Funding should be made available for student access to statistical software such as Statistical Package for Social Sciences (SPSS) or STATA.
2. **Database access**—students are increasingly asked to conduct research. *Project Muse*, a humanities-based database, houses many journals related to history and historical research (including the academic journal, *West Virginia History: A Journal of Regional Studies*). Continuing to restrict students from history-related information further reduces greater academic success.
3. **Seminar room**—a conference room with sufficient table and chairs needs to be established for the department. A seminar-style room for upper-level courses and upper-division students should be in place. Currently there is no private, common area the Department can meet to discuss sensitive or student-related matters.

ISSUES CONCERNING THE STRATEGIC PLAN

Please briefly answer the following to the best of your ability. All department members should be a part of this discussion. While we are not assessing departments in the following areas, it is productive to think about these things. Consider what your department plans to do.

1. Diversity: How has your department fostered diversity? Think in terms not only of student recruitment and faculty hires, but also in terms of course instruction. If your department has not been involved in diversity this past year, what do you plan to do next year?

The Department continues to lead the campus in this area. In terms of academic content, this leadership includes offering more diversity-related courses (20th Century US Women's History), increasing diverse perspectives within current courses (greater attention to introducing intersecting viewpoints of race/class/gender, curriculum content with those viewpoints), and considering various viewpoints about single events (like the *1619 Project's* view of US History and controversies over history education).

The Department was also instrumental in bringing outside speakers to campus along both intellectual diversity and race/class/gender lines. The Department brought in speakers in the Fall who addressed Election Integrity in the Mountain State. The Department was even more productive in the Spring attracting speakers for Black History month and on art for Women's History month, in addition to a screening of a film on Harriet Tubman, and a West Virginia state legislator during Pioneer Week.

The central thrust behind these moves has been to increase the awareness of the overall campus climate that better fits with the Department's new Learning Outcomes, increasing student recruitment and retention in the Department, and increasing attention to such factors during faculty hiring.

2. Retention: What specific ways does your department enhance retention of students in the program and in individual classes (especially general education courses)? If your department has not been involved in retention this past year, what do you plan to do next year?

The shift in the Department to new courses and new Learning Outcomes also entails a shift in the approach to individual and general education courses. The approach will increasingly follow a strategy of using the general education course to help student gain greater success by helping students "see" the relevance of historical study to their academic success.

3. Service to the Community: What processes does the department have in place to provide service opportunities for students and faculty? How do faculty, if they are able, provide service to the community? If your department has not been involved in community service this past year, what do you plan to do next year?

This is part of an ongoing discussion within the Department and continuing to bring in guest speakers is a first step towards improving this area of the Plan.

APPENDIX I: ASSIGNMENTS AND ASSESSMENTS

P203, P204, and P401, used examination essays to assess parts of Learning Outcomes 1 and 2.

G203, H202, H207, and S225 Rubric

Writing	Description	Points Possible
1. Historical Context	Provide specific background information for the historical event in question. This requires detailed examination of events that place the topic of the paper in context.	/20
2. Argument (Thesis)	Make a historically defensible claim. Clearly state your main argument. Ex: "The most significant factor in America gaining its independence from Britain was George Washington's leadership." This is more than simply re-stating the prompt.	/10
3. Evidence #1	One specific historical event/detail/fact to support the argument. It is both identified to support thesis and explained in detail to receive full credit.	/25
4. Evidence #2	A different specific historical event/detail/fact to support the argument. It is both identified to support thesis and explained in detail to receive full credit.	/25
5. Quality of Writing	Are thoughts organized in a clear manner? Are there major grammatical errors that distract from the submission?	/10
6. Citations	Cited correctly in Chicago Style (if applicable)? Is a works cited/bibliography included?	/10

HIST 335 Rubric

Manuscript Outline Assignment

The following assignment is a guide as you prepare an outline for your argument and Final Manuscript. For purposes of illustration, this guide has three main points in the body of the manuscript. In your manuscript, the number and organization of main points, subpoints, and sub-subpoints will vary depending on your topic and purpose. However, the elements needed in the outline—the title, thesis, introduction, body, conclusion, connectives, bibliography—will remain the same. Preparing an outline in this fashion will make clear the relationship among the ideas you plan to present in your manuscript. It is an excellent way to check both the organization of your ideas and whether each idea is sufficiently supported.

Preparation and final outlines must be typed and double-spaced. Late work will be subject to a substantial grade penalty. You will not be allowed to continue working without having first submitted THIS outline, filled in with your content.

OUTLINING MODEL ARCHITECTURE

A. INTRODUCTION (ca. 2-3 pp.)

A. Orient your Reader to Time, Place, and Issue (1 paragraph)

B. State the Problem (1 paragraph)

C. State your Thesis: one sentence, declarative, with an active verb and to which the rest of the paper is *ruthlessly* subordinated in every detail. **Maxim:** *Subordinate Your Detail To Your Thesis.*

D. Preview Statement (Lay out the Organization of your paper): One good way to do this is to paraphrase the thesis statements from each of the main sections of the paper and lay them out *seriatim* in one paragraph, of which the thesis sentence (C above) is the topic sentence. The “clincher” sentence of this key paragraph should be some kind of paraphrase of the moral you draw in the paper’s conclusion.

B. FIRST BODY SECTION (ca. 4 pp.)

INTRODUCTION TO THE SECTION (1-2 paragraphs) (Each line from this point on must include a single complete sentence, one sentence that expresses the main point of the outline level/section).

- A. Identify this section as a subfield of the paper’s thesis (orientation to the section).
- B. State the problem that this section specifically addresses, written out as complete sentences.
- C. State the *thesis* of the section: one complete sentence, declarative, with an active verb.
- D. Lay out the organization of the section, as above.

A. 1st MAIN POINT (1-2 paragraphs)

The function of a paragraph in an essay is to *elaborate a single idea or claim* that clearly advances the essay’s argument. This idea or claim is the paragraph’s topic sentence. Each sentence in the paragraph supports the idea or claim.

Each subsequent paragraph should have a topic sentence that states the idea of the paragraph in a single sentence, declarative, with an active verb. The bulk of the paragraph will consist of 3-4-5 sentences (no more) to develop that idea fully and no other. The last sentence of the paragraph should “clinch” it off in some way: indicate closure, provide transition to the next paragraph, etc. No paragraph should have more than 5-6-7 sentences.

- A. Subpoint One [As with main points, subpoints, and sub-subpoints should be written in full sentences.]
 - i) Sub-subpoint
(1) [My evidence is]
 - ii) Sub-subpoint
(1) [My evidence is]
- B. Subpoint Two (if needed)
 - i) Sub-subpoint
(1) [My evidence is]
 - ii) Sub-subpoint
(1) [My evidence is]
- C. (repeat A, Ai, Aii, etc. as needed)

CONCLUSION TO THE SECTION (1 briefy paragraph)

1. Indicate closure of the section.

HIST 351 Rubric

<u>Grading Criteria & Expectations</u>	<u>Exceeds the minimum standard.</u>	<u>Meets the minimum standard</u>	<u>Does not meet minimum standard</u>	<u>Weight</u>
<u>Content</u> <u>Meets the assignment's parameters</u>	<u>Exceeds the minimum by more than 10%.</u> <u>11-15</u>	<u>Barely meets the minimum standard.</u> <u>6-10</u>	<u>Fails to meet the minimum by 10% or more.</u> <u>0-5</u>	<u>15%</u>
<u>Historical Accuracy</u> <u>The facts are correct</u>	<u>Five or fewer inaccuracies.</u> <u>11-15</u>	<u>Six to ten mistakes.</u> <u>6-10</u>	<u>More than ten errors.</u> <u>0-5</u>	<u>15%</u>
<u>Sources</u> <u>The paper has at least one primary source and five sources minimum.</u>	<u>More than five sources and two primary sources.</u> <u>11-15</u>	<u>Five sources; one primary.</u> <u>6-10</u>	<u>No primary source and/or four sources or fewer.</u> <u>0-5</u>	<u>15%</u>
<u>Grammar and Style</u> <u>The paper is readable without excessive errors</u>	<u>Five errors or less.</u> <u>11-15</u>	<u>Six to ten errors.</u> <u>6-10</u>	<u>More than ten errors.</u> <u>0-5</u>	<u>15%</u>
<u>Notes</u> <u>Notes are complete and consistent with <i>Chicago Manual of Style</i>.</u>	<u>Fewer than six errors.</u> <u>8-10</u>	<u>Six to fourteen errors.</u> <u>4-7</u>	<u>Fifteen errors or more.</u> <u>0-3</u>	<u>10%</u>
<u>Bibliography</u> <u>The paper contained a closed bibliography.</u>	<u>Closed bibliography and fewer than ten errors.</u> <u>8-10</u>	<u>Fewer than fifteen errors.</u> <u>4-7</u>	<u>No bibliography or more than fifteen errors.</u> <u>0-3</u>	<u>10%</u>
<u>Thesis</u> <u>The thesis, preferably original, is stated clearly, consistent with the research, and well-proven through evidence and analysis.</u>	<u>Original and well-proven.</u> <u>8-10</u>	<u>Not original or not well-proven.</u> <u>4-7</u>	<u>No thesis or not proven.</u> <u>0-3</u>	<u>10%</u>
<u>Organization</u> <u>The paper is argued in an organized, intelligent manner.</u>	<u>More than six organizational errors.</u> <u>8-10</u>	<u>Seven to fourteen errors.</u> <u>4-7</u>	<u>More than fourteen errors.</u> <u>0-3</u>	<u>10%</u>

POSC 309 Rubric

Term Paper

Your task is to identify a Supreme Court case that we discussed in class in which you did not agree with the Court's ruling. Once you have accomplished that, I want you to re-write the Supreme Court's decision on that case, but in how you would have liked to have seen it written. A good place to start would be the dissenting opinion on that case. However, I want your paper to be different from the Court's dissent as well. So, to do this, I am requiring you to use 5 peer-reviewed sources (outside of your Text) to come up with your own version of a Supreme Court case. Your paper should include the following information:

- (1) Background on the Court case such as how was this case brought to the SC? Who was in the majority? Who was in the dissenting? Was it ideological?
- (2) Why do you disagree with the ruling? Identify the parts in which you would like to change and why you would want to change them?
- (3) What would be the Impact of your changes in present-day?

I am not too strict about the style you write in such as APA, MLA, Chicago, etc. However, whichever style you do decide on, it needs to be consistent throughout.

Background of the Case (25pts) _____

- Clearly stated the Court Case you are evaluating
- Provided a strong background of the case such as who was involved, when it took place, how the case made it to the Supreme Court.
- Provided a detailed description of all major opinions of the case (majority, dissenting, concurring, etc.).

Your opinion (25pts) _____

- Clearly explained what part of the Court Case you disagreed with.
- Explained in more detail each part of the case you would have liked to have seen changed.
- Determined what you would have done differently.

Lasting Impacts (15pts) _____

- Clearly explained how your decision would have seriously altered the Court and its future decisions on the topic.

Effective Writing/Format (15pts) _____

- The paper was easy to follow, and I could clearly understand the argument(s) being made.
- There were very few grammatical errors.
- You correctly followed the style guide that you decided to use (i.e., APA, APSA, MLA, etc.).

Sources/Page Length (20pts) _____

- There were at least 5 academic peer-reviewed sources.
- Writing consisted of at least 8 pages/12 font/double-spaced.

Total Score: ____/100 points

POSC 390 Rubric

- (1) Clearly state the problem or issues of the case. **(10pts.)** ____
 - a. Student clearly states what the case was about.
 - b. Student makes it known why/how this case is related to public administration.
- (2) Identify key actors in the case. **(10pts.)** ____
 - a. Student identifies at least 1 key actor.
 - b. Student provides the background information on such actor(s) (i.e. employment, education)
- (3) Identify key actors' positions and actions. **(10pts.)** ____
 - a. Student identifies the decisions made by the actor(s).
- (4) Describe the strengths and weaknesses of their position/action. **(10pts.)** ____
 - a. Student identifies at least 1 strength of the actor(s).
 - b. Student identifies at least 1 weakness of the actor(s).
- (5) Derive alternatives and justify the argument. **(10pts.)** ____

- a. Student identifies at least 1 alternative to the actions of the actor(s) involved in the case.
 - b. Student provides justification for alternative(s).
- (6) Presentation that discussed all 5 points above in detail. **(10pts.)** _____

Total: /60

POSC 493 Rubric

CATEGORY	Exceeds	Proficient	Average	Approaches	Poor
Sources	All resources are appropriate for the project.	Most of the resources are appropriate for the project.	Half of the resources are appropriate for the project.	Most of the resources are not appropriate for the project.	None of the resources are appropriate for the project.
Content Knowledge	Every summary states the purpose of the resource.	Most of the summaries state the purpose of the resource.	Some of the summaries state the purpose of the resource.	Few of the summaries state the purpose of the resource.	None of the summaries state the purpose of the resource.
Annotations	All annotations are thoughtful, complete, and well written.	Most annotations are thoughtful, complete, and well written.	Some annotations are well written but some are lacking in completeness, thought, and /or writing quality.	Most annotations are lacking in completeness, thought, and/or writing quality.	All annotations are lacking in completeness, thought, and/or writing quality.
Bibliography	Citations are formatted correctly to in the document.	There are a few formatting errors in the document's citations.	There are some formatting errors in the document's citations.	There are many and/or frequent formatting errors in the document's citations.	There is little or no adherence in the document.
Total Score					

APPENDIX II: COLLECTED DATA

GEOG 203 World Regional Geography

25 (89%)	Met the Standard
3 (11%)	Failed to Meet the Standard

Sample size = 28 students

HIST 202 History of World Cultures II

16 (70%)	Met the Standard
7 (30%)	Failed to Meet the Standard

Sample size = 23 students

HIST 207 United States History to 1877

28 (65%)	Met the Standard
15 (35%)	Failed to Meet the Standard

Sample size = 43

HIST 335 Recent United States History

6 (67%)	Met the Standard
2 (33%)	Failed to Meet the Standard

Sample size = 8 students

HIST 351 European History Seminar (Holocaust)

3 (75%)	Met the Standard
1 (25%)	Failed to Meet the Standard

Sample size = 4 students

POSC 203 American National Government

Grade Range	P203-01 N = 17	P203-03W N = 22	P203-02 N = 9
Met the Standard - 70% or Above (%)	12 (71%)	16 (73%)	7 (78%)
Did Not Meet – Below 70% (%)	5 (29%)	6 (27%)	2 (22%)

Sample size = 48 students

POSC 204 State and Local Government

Grade Range	Exam I	Exam II
Met the Standard - 70% or Above (%)	7 (70%)	8 (80%)
Did Not Meet – Below 70% (%)	3 (30%)	2 (20%)

Sample size = 10 students

POSC 309 (Civil Liberties)

Grade Range	Term Paper
Met the Standard - 70% or Above (%)	15 (94%)
Did Not Meet – Below 70% (%)	1 (6%)

Sample size = 16 students

POSC 390 (Introduction to Public Administration)

Grade Range	Case I	Case II	Case III
Met the Standard - 70% or Above (%)	3 (100%)	3 (100%)	2 (67%)
Did Not Meet – Below 70% (%)	0 (0%)	0 (0%)	1 (33%)

Sample size = 3

POSC 401 International Relations

Grade Range	Exam I	Exam II	Exam III
Met the Standard - 70% or Above (%)	3 (100%)	3 (100%)	3 (100%)
Did Not Meet – Below 70% (%)	0 (0%)	0 (0%)	0 (0%)

Sample size = 3 students

POSC 493 Senior Project

Grade Range	Annotated Bibliography
Met the Standard - 70% or Above (%)	3 (100%)
Did Not Meet – Below 70% (%)	0 (0%)

Sample size = 3 students

SOCS 225 Introduction to Global Studies

Grade Range	Annotated Bibliography
Met the Standard - 70% or Above (%)	6 (100%)
Did Not Meet – Below 70% (%)	0 (0%)

Sample size = 6 students



Assessment Report

Appalachian Studies

Department of Social Science
2022-2023

200 High Street, Glenville, West Virginia 26351

Telephone: 304.462.6345

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<http://www.glenville.edu>

MISSION STATEMENT

The Appalachian Studies major is designed to provide students with an understanding and appreciation of the history, geography, and **culture** of the Appalachian region with a continuing theme of national importance and global significance.

VISION STATEMENT

Appalachian Studies is an interdisciplinary field defined by integration and social orientation. Graduates of this major will be prepared for further studies in the humanities and social sciences, and will also be trained for leadership and service roles in local communities and globally-oriented endeavors.

Appalachian Studies Assessment Report 2022-2023

Appalachian Studies Learning Outcomes

1. Identify the Appalachian region in time and space and discuss the various ways the region has been defined in the history of North America.
2. Understand the role played by the eastern mountains in the development of colonies into states and empires into nation-states.
3. Discuss the roles played by class, race, and gender in defining the region.
4. Consider the status of Appalachia in the development of American free enterprise (or capitalism if you will) and American democracy.
5. Learn about the region’s artistic and cultural contributions to American and global societies.
6. Understand the importance of ‘region’ in an American and global context.

Learning Outcome Matrix

Learning Outcomes: “The student will be able to:	APST 101 Intro	APST 303 Musical Traditions
	1. Identify the Appalachian region in time and space and discuss the various ways the region has been defined in the history of North America.	X
2. Understand the role played by the eastern mountains in the development of colonies into states and empires into nation-states.	X	
3. Discuss the roles played by class, race, and gender in defining the region.	X	X
4. Consider the status of Appalachia in the development of American free enterprise (or capitalism if you will) and American democracy.	X	
5. Learn about the region’s artistic and cultural contributions to American and global societies.	X	X

6. Understand the importance of 'region' in an American and global context.	X	X
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Assessment Plan

Learning Outcome 1 is assessed through exams. APST 101 has a total of 3 exams. Each focuses on different sections of the assigned readings that approach Appalachia as a physical, social, and/or historical space (in the case of 303 more likely to be based on culture and fine arts). The exams are essay and based off of the assigned readings.

Learning Outcome 2 is assessed through two or three exams in APST 101 and potentially a research paper in either APST 101 or 303. Each focuses on different sections of the assigned readings that approach Appalachia as a physical, social, and/or historical space (in the case of 303 more likely to be based on culture and fine arts). The research paper will use at least four 2ndary sources and possibly primary sources if available. The paper for 303 will most likely be related to vernacular or commercial music but it can also be of an ancillary topic agreed upon by instructor and student.

Learning Outcome 3 is assessed through a research paper in APST 101 or 303. The students must focus on a question related to a subject (of their choice) inspired by the readings and use analytical tools learned in the course to offer an answer to that question. The research paper will use at least four 2ndary sources and possibly primary sources if available. The paper for 303 will most likely be related to vernacular or commercial music but it can also be of an ancillary topic agreed upon by instructor and student.

Learning Outcome 4 is assessed through a research paper in APST 101 or 303. The students must focus on a question related to a subject (of their choice) inspired by the readings and use analytical tools learned in the course to offer an answer to that question. The research paper will use at least four 2ndary sources and possibly primary sources if available. The paper for 303 will most likely be related to vernacular or commercial music but it can also be of an ancillary topic agreed upon by instructor and student.

Learning Outcome 5 is assessed through a research paper in APST 101 or 303. The research paper will use at least four 2ndary sources and possibly primary sources if available. The paper for 303 will most likely be related to vernacular or commercial music but it can also be of an ancillary topic agreed upon by instructor and student.

Learning Outcome 6 is assessed through two or three exams in APST 101 and potentially a research paper in either APST 101 or 303. Each focuses on different sections of the assigned readings that approach Appalachia as a physical, social, and/or historical space. The exams are essay and based off of the assigned readings. The research paper will use at least four 2ndary sources and possibly primary sources if available. The paper for 303 will most likely be related to vernacular or commercial music but it can also be of an ancillary topic agreed upon by instructor and student.

Assessment of Learning Outcomes

Learning Outcome	How Assessed	Level of Learning	
		I	II
1. Identify the Appalachian region in time and space and discuss the various ways the region has been defined in the history of North America.	Course: APST 101 Assignment: Exams Assessment: Objective	X	
	Course: APST 303 Assignment: Exams Assessment: Objective or Rubric		X
2. Understand the role played by the eastern mountains in the development of colonies into states and empires into nation-states.	Course: APST 101 & 303 Assignment: Exams Assessment: Objective or Rubric	X	
3. Discuss the roles played by class, race, and gender in defining the region.	Course: APST 101 & 303 Assignment: Paper Assessment: Rubric	X	X
4. Consider the status of Appalachia in the development of American free enterprise (or capitalism if you will) and American democracy.	Course: APST 101 & 303 Assignment: Paper Assessment: Rubric	X	
5. Consider the status of Appalachia in the development of American free enterprise (or capitalism if you will) and American democracy.	Course: APST 101 & 309 Assignment: Paper Assessment: Rubric		X
6. Understand the importance of 'region'	Course: APST 309 Assignment: Paper Assessment: Rubric	X	X

Grading Criteria & Expectations	Exceeds the minimum standard. (above avg. points)	Meets the minimum standard (average points)	Does not meet minimum standard (below avg. points)
<u>Content</u> Meets the assignment's parameters	Exceeds the minimum by more than 10%.	Barely meets the minimum standard.	Fails to meet the minimum by 10% or more.
<u>Grammar and Style</u> The paper is readable without excessive errors; Style is consistent	Five errors or less.	Six to ten errors.	More than ten errors.
<u>Bibliography</u> The paper contained a closed bibliography.	Closed bibliography and fewer than ten errors.	Fewer than fifteen errors.	No bibliography or more than fifteen errors.
<u>Organization</u> The paper is argued in an organized, intelligent manner.	More than six organizational errors.	Seven to fourteen errors.	More than fourteen errors.

ASSESSMENT FINDINGS

APST 101 & 303

The performance by students in both sections of APST 101 has been higher than expected, suggesting that outcomes are consistent with student preparation for this new major. However, classes so far have been very small, and student responses may change as class sizes grow larger.

APPENDIX III – Survey of Recent Graduates with Results

1. What type of work have you been doing?

Student 1	Enrollment Coordinator
Student 2	Entry level position at the WV Regional History Center.
Student 3	Non-profit
Student 4	Historical Tourism
Student 5	Teaching
Student 6	Security Officer
Student 7	Job Hunting
Student 8	Long-term Substitute Teaching Middle School History
Student 9	Wal Mart Optician

2. Did you go to graduate school, and if so, what was the degree, the field, and school attended?

Student 1	No
Student 2	About to begin a Master's in history at WVU
Student 3	WVU; Master's in Legal Studies
Student 4	No
Student 5	No
Student 6	No
Student 7	No
Student 8	One year remaining for a History Masters at Marshall
Student 9	No

3. How would you rate your experience in your History/Political Science courses at GSU?

Student 1	Very Satisfying
Student 2	Very Satisfying
Student 3	Very Satisfying
Student 4	
Student 5	
Student 6	Very Satisfying
Student 7	Very Satisfying
Student 8	Very Unsatisfying
Student 9	Very Satisfying

4. What was your most useful course that you took?

Student 1	Recent US History
Student 2	Historiography
Student 3	Military History with Dr. Wood
Student 4	Appalachian History
Student 5	POSC 309 Civil Liberties
Student 6	Out of all the courses I took, I wouldn't say they were the most useful but I most enjoyed the World War I and World War II courses
Student 7	International Politics course
Student 8	Holocaust/World War II I honestly enjoyed all classes I took for history.
Student 9	All of them. All the courses I took were very useful and I learned so much from them.

5. What class would you have liked to have been offered?

Student 1	Anthropology; Religious Studies
Student 2	There were classes offered on specific areas and times that were offered that I wanted to take but the rotations were not always in my favor
Student 3	All courses offered were satisfying
Student 4	Indigenous Peoples Studies
Student 5	NA
Student 6	I would have liked to see a class centered around US Cold War conflicts
Student 7	Interstate cooperation within the US
Student 8	Renaissance/Tudor England
Student 9	Most country specific history

6. Looking back, how much do you believe that the History/Political Science professors were focused on student needs?

Student 1	Extremely Student Centered
Student 2	
Student 3	Extremely Student Centered
Student 4	
Student 5	
Student 6	Extremely Student Centered
Student 7	Extremely Student Centered
Student 8	Extremely Student Centered
Student 9	Extremely Student Centered

7. What would you describe as the strengths and weaknesses of the department?

Student 1	Great program. No weaknesses from what I remember
Student 2	The dept has excellent professors who care for their students and are willing help and discuss student needs
Student 3	All strengths and no weaknesses while I attended
Student 4	Strengths – always there for students, mixture of lectures, presentations, and hands on learning. Weaknesses – GSU Administration
Student 5	The history department was very strong during my time at GSC. The professors were very helpful, and the courses helped build a lot of content information from each course. However, the political science side of the department was very weak. All but one political science course was online, and most of the courses were mildly informative at best.
Student 6	The strengths of the department were hands down the wonderful faculty and staff in the department
Student 7	I didn't see any weaknesses that need to be addressed
Student 8	Weakness of the department was the Political Science part
Student 9	All the professors were very focused on making sure you succeeded in everything. I can't think of any weaknesses.

8. Do you have any recommendations for programmatic changes?

Student 1	More course offerings – Anthropology; Religious Studies
Student 2	I would recommend more opportunities for job experience or convention experiences, promoting AHA or other organizations, ways to help students get jobs after graduation (mostly students who aren't going into education need more of that assistance
Student 3	No recommendations
Student 4	NA
Student 5	There should be a more robust political science program
Student 6	I really liked how the program was set up and ran when I was attending GSU
Student 7	More staff or more faculty to allow for more diverse areas of coverage and to take the strain off of other faculty members
Student 8	NA
Student 9	None really



GLENVILLE

STATE UNIVERSITY

PROGRAM REVIEW
Regents Bachelor of Arts (RBA)

2023

Office of Academic Affairs
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4.1.1. Mission

4.1.1.a Institutional 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. As a program administered by WVHEPC and delivered by GSU, the Regents Bachelor of Arts Degree Program (RBA) is in the unique position of being governed by the mission statements of both entities. The WVHEPC mission and vision statement is “Through engagement, advocacy, collaboration, and coordination of educational policy and research, we support West Virginia's higher education system in meeting the current and future needs of West Virginia, its citizens, and its economy.”

The RBA supports the mission of GSU by providing students the skills and credentials needed to become “productive... and responsible citizens” who are capable of contributing to today’s workforce. It further promotes educating a greater number of students to meet their personal and professional goals and provides for a more educated workforce in our communities.

The RBA is centrally aligned with the WVHEPC mission, in that it offers a flexible degree completion option that, as per WVHEPC expectations, expressly includes “classes that are compressed into shorter time frames, the option to receive credit for life and work experience, and the ability to take online, evening and weekend classes.” Thus, the RBA Degree Program is a flexible degree that can be tailored to fit multiple student needs. The degree utilizes courses taught throughout all the curricula offered by Glenville State University, the West Virginia System of Higher Education, and other accredited institutions of higher education throughout the country. The collaboration across institutions and programs (i.e., WVROCKS) enables students to earn their baccalaureate degree and thus be prepared to meet the current and future needs of the area.

4.1.2. Faculty

The RBA Degree Program has one dedicated Glenville State University (GSU) faculty member that serves as the Director of the program, Dr. Kandas Queen, and who serves as advisor to students in the RBA program, assisting them with negotiating the requirements of the degree and in obtaining the courses needed to complete the degree.

Dr. Kandas Queen

Bachelor of Science in Business Administration Glenville State College

Master of Business Administration (MBA) WV Wesleyan
Education Specialist (Ed.S.) Marshall University
Doctor of Education Marshall University

Dr. Queen teaches in the Bachelor of Science in Business Administration department, primarily teaching courses related the Management major. Her professional experience includes 25 plus years in business and management and provides real-world knowledge for students in the classroom. Dr. Queen became an expert on WVROCKS and the RBA Degree Program during her research and the completion of her dissertation on these topics.

4.1.3. Curriculum

The RBA Degree Program was created in 1975 as a flexible degree path for non-traditional students to return to college and complete their degree. It is administered by the West Virginia Higher Education Policy Commission (WVHEPC) and is offered at the West Virginia Public Four-Year Institutions across the state under WVHEPC. It is an interdisciplinary degree with no major. Due to the flexible nature of the program it does not require specific courses, but it does have the following curriculum requirements:

- 36 hours of General Education courses
 - 6 hours in Communications
 - 6 hours in Humanities
 - 3 hours of Natural or Physical Sciences
 - 6 hours of Social Science
 - 3 hours of Mathematical Science or Computer Application
 - Additional 3 hours in either Natural or Physical Science, Mathematical Science, or Computer Application
 - 9 additional hours of General Education
- 30 hours of Upper-division level courses;
- 54 hours of General Electives

Students must complete these 120 credit hours with a 2.0 or higher GPA.

An Area of Emphasis can be earned by completing 15 credit hours of upper-division courses. The following areas of emphasis are available: Business Leadership, Criminal Justice*, Literary Studies*, Natural Resource Management, Math, Science, and Social Science. (*Asterisked areas of emphasis require an additional 3 credit hour of lower-division courses.)

4.1.4. Resources

The RBA program is supported by the broader GSU infrastructure, with physical and virtual classrooms and a robust LMS. The Director receives a stipend for administering the program, but the RBA does not have a separate operations budget. RBA students are eligible to take any GSU course, in person or online, as well as courses from cooperating institutions and programs.

4.1.5. Student learning outcomes

The RBA program does not have specific student learning outcomes, but it does require all RBA students meet the same admission standards as other students admitted to GSU. Additionally, RBA students have to meet the following requirements:

- RBA applicants must have graduated from high school at least four years prior to admission into the RBA program;
- RBA applicants with a high school equivalency certificate, or GED, may be admitted into the RBA program only after their high school class graduated;
- RBA applicants who have previously earned a baccalaureate degree are not eligible for admission into the RBA program.

After admission into the RBA program, students are subject to the general and academic requirements of the RBA Degree Program, including a 2.0 GPA, and the general and academic requirements established in the Glenville State University catalog.

4.1.6. Other learning and service activities

RBA students can demonstrate learning through standardized prior learning assessments that include:

- Advance Placement Exams (AP)
- College Level Examination Program (CLEP)
- DANTES Subject Standardized Test (DSST)
- Excelsior College Examination Program (ECE)
- International Baccalaureate Program Exams (IB)
- Professional Portfolio
- College Equivalent Credits (CECs)
- Certified credentials, such as certifications and licensures, as identified in the RBA Administrative Guidelines Handbook

The University additionally accepts the use of the following methods of assessment for the awarding of academic credit for prior learning.

- American Council on Education (ACE) credit recommendations
- Military Experience as listed on a Joint Service Transcript
- Institutionally developed examinations for the awarding of credit for specific courses (College Credit by Examination)
- Workforce training programs

4.1.7. Viability

The RBA Program was established at the state level. This program is offered at every public college and university in West Virginia, and each institution recognizes the state guidelines governing the program. Recent students seeking the RBA expressed their need for the program to pursue career opportunities in areas of Healthcare Administration and as a pathway to become teachers in the public sector.

Many RBA students are seeking a bachelor's degree in order to be eligible for a job or a promotion at work, or to achieve the goal of earning a degree. Some need a bachelor's degree to meet credentialing requirements; for example, several students who had previously graduated with the two-year Land Surveyor degree have returned to complete the RBA due to changes in state licensure requirements. Others seeking to complete the RBA are adult learners interested in completing a bachelor's degree with purpose of continuing their education by earning a master's degree.

4.1.8. Program improvement

The curriculum requirements for the RBA degree were recently changed to better serve the institutions that offer the program and better assist students in completing the degree. These changes were prompted by curriculum updates occurring at various higher education institutions across the state. In addition, four specific areas for improvement were identified in the last program review: needs for (1) more online course offerings, (2) more assistance for RBA portfolio completion, (3) updated areas of emphasis, and (4) RBA-specific data collection.

A weakness or deficiency from the previous review indicated the need for expanding online course offerings that RBA students could complete. At the time of the last review, the RBA program at GSU was a traditional program. In the fall of 2021, the RBA program was added to the list of programs also offered online. This increases the participation of adult learners in the program by making it available to more working adults seeking to complete their degree.

While GSU now offers more online courses, a plan for improvement to the RBA program is to offer more online courses geared to adult learners by utilizing WVROCKS. Many adult learners are working adults and need a flexible, asynchronous learning option to complete the degree requirements. The RBA Degree Program went online in the fall of 2021 when there was an abundance of online course offerings due to COVID-19. However, as things have gotten back to normal in institutions of higher learning with more students and faculty returning to on-ground or in-person course offerings, it has become harder in our smaller institution to fully meet the needs of the online RBA student. Beginning in the fall of 2023, GSU will directly offer WVROCKS courses. The express goal is to grow the number of WVROCKS offerings to better serve online

RBA students. The first WVROCKS course offered at GSU is WRBA 300: Portfolio Development. This course is designed to aid students in completing their RBA portfolios. This course was intentionally chosen, because portfolio creation assistance was a process previously identified a weakness of the program at GSU.

Over the coming academic year, the Director will work with departments across campus to identify WVROCKS courses that could strengthen the curriculum offered to RBA students. Once courses are identified, they will be submitted to the Curriculum Committee for approval. WVROCKS courses are Quality Matters (QM) certified and designed as compressed, eight-week courses delivered online.

Updating the Area of Emphasis was noted in the previous program review for improvement. Dr. Queen meet with each respective department offering an Area of Emphasis in the RBA program to update the curriculum and presented the updates to the Curriculum Committee as part of the approval process. Areas of Emphasis can benefit students seeking to continue their education at the graduate level, or for students needing to show area of content for work related opportunities. These were updated in the catalog, along with adding a plan of study outline to help students identify program requirements.

An additional improvement to the program relates to the process of data collected and analyzed through student graduate surveys. An additional set of questions geared directly towards RBA students has been developed and needs consistent deployment to gather data that can aid in identifying trends that help improve the program and retention.

Glenville State University Regents Bachelor of Arts Program
Executive Summary of HEPC 2018-2023 Five-Year Program Review

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

5.2.1. Regents Bachelor of Arts Degree Program – Baccalaureate level program

The RBA program is an innovative and flexible bachelor's degree program designed for adult learners. This program is designed to provide students with a comprehensive general education that allows students to design individualized curriculum to meet their specific skill requirements and learning objectives.

5.2.2. Synopses of significant findings

The RBA Degree Program updated the General Education requirements for the program and had previously updated the required number of Upper-division level courses to better serve student needs and modernize the curriculum. This improvement allows more flexibility in the curriculum and promotes graduation rates by reducing barriers.

In addition to the traditional, on-ground RBA degree, GSU began offering the RBA program as an online degree program in the fall of 2021. This makes the program more available to students, such as working adults. In doing this, the barrier of access to quality education for students is reduced. It further supports the West Virginia HEPC goal to have 60% of the West Virginians with a certificate or degree to meet workforce demands by promoting graduation rates.

5.2.3. Plans for program improvement, including timeline

A major plan for improvement to the RBA program includes participating in the WVROCKS program. This will aid GSU in providing more online courses to support the needs of adult learners in the program. Many adult learners are working adults and need a flexible, asynchronous learning option to complete degree requirements. The RBA Degree Program went online in the fall of 2021 when due to COVID-19 there was an abundance of online course offerings. As higher education institutions, GSU included, returned to normal modes of operation, more students and faculty returned to campus and in-person course offerings. This move has made it harder to fully meet the needs of the online RBA adult learner.

Beginning in the fall of 2023, GSU will begin offering our first WVROCKS course with goal of growing our number of WVROCKS offerings to better serve online RBA students. The first

WVROCKS course, WRBA 300: Portfolio Development, is geared towards students wanting to complete a professional portfolio for work/life experience credit.

Another plan for improvement is to deploy and collect data on students graduating from the RBA program to better assess future needs and improvements that will help students in the program and aid in improving retention. Data collected over the upcoming academic years could aid in improving recruitment for the program as student needs are better identified through analysis of the data and emerging trends. This information can be shared with Admissions to aid in recruiting students for the RBA program. Improving the online presence for the RBA program can help improve connection with potential students online. Additionally, updating the RBA webpage this upcoming year on the GSU website will aid in providing students updated information regarding the RBA program.

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

The chart below identifies weaknesses and deficiencies mentioned in the previous review:

Weaknesses or Deficiencies	Status of Improvements Implemented or Accomplished
1. Expansion of online course offerings	1. GSU continues to grow online course offerings.
2. Improve the portfolio process	In addition, beginning in Fall 2023 GSU will participate in WVROCKS by offering its first WVROCKS course to RBA students.
3. Graduate survey data collection	2. The WVROCKS course being offered in Fall 2023 is (WRBA 300) – Portfolio Development, which is a course geared to educate RBA students on how to develop a portfolio for CEC.
4. Recruiting for the RBA program	3. In the previous AY, the RBA Director worked with the Alumni Director to develop a survey geared towards RBA students and collecting data that could be used to help assess and improve the RBA program and help with retention.
5. Updating the Area of Emphasis related to RBA	4. Developed an information fact sheet for Admissions to use when discussing the RBA program and basic requirements with prospective students.
	5. Worked with each respective GSU Department offering an Area of Emphasis for the RBA program to update the curriculum and presented the updates at the Curriculum Committee meeting. These updates have been updated in GSU catalog.

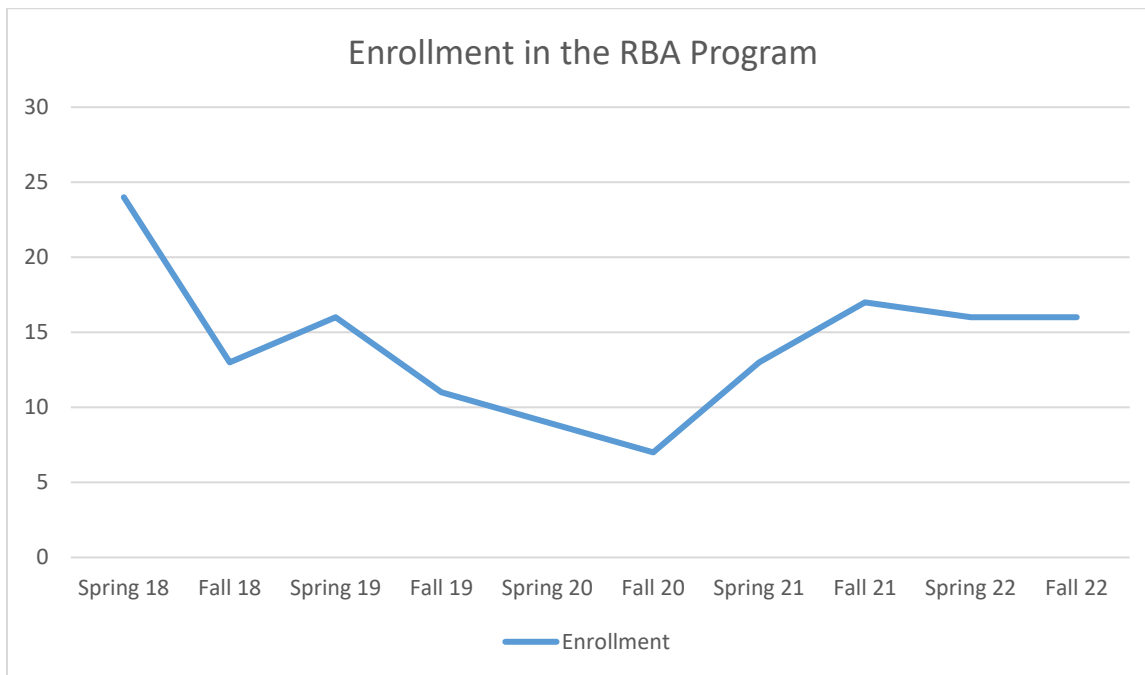
While improvements have been made, some weaknesses and deficiencies continue to be opportunities for the program as they continue to be improved. The follow chart identifies additional SWOT analysis that addresses some opportunities and threats for the RBA program.

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Growing online course offerings • Increasing course offerings through the WVROCKS program • Improve portfolio process for RBA students • RBA graduate survey data collection • Recruitment for the RBA program and online presence. 	<ul style="list-style-type: none"> • Lack of access to reliable Internet connections in rural areas • Economic conditions preventing students from affording higher education • Changes in the workforce environment due to lack of an educated workforce to meet demand

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

In the review period from Spring 2018 to Fall 2022, 75 students have graduated from the RBA program: 10 in Spring 2018, 18 in the 2018-19 academic year, 16 in 2019-20, 11 in 2020-21, 17 in 2021-22, and 3 in Fall 2022. Although there is clearly fluctuation in the numbers, they are all above the WVHEPC minimum of 5 per year.

Enrollment has generally followed a traditional academic calendar, with greater numbers of RBA students taking courses in fall and spring semesters (see below) than in summer terms ($M = 3.8$, $SD = 1.26$, range 3-5). The average fall enrollment across the evaluation period was 12.8 students ($SD = 4.02$, range 7-17). Enrollment numbers are complicated by the flexible, degree completion nature of the program. That is, students may enter and/or declare the program much closer to their graduation than is the case with more traditional four-year programs.



Taken together, the strong graduation rates and the above-minimum, but not high, enrollment rates may suggest that RBA students are both likely to use the program for its intended degree completion purpose and likely to graduate at relatively high rates.

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

This program was established at the state level and is administered by WVHEPC. It does not have any learning outcomes to assess the program. Developing a major or requiring specific courses is prohibited by WVHEPC. It is difficult to assess the program in a traditional way since direct assessment of learning data cannot be collected through a specific course.

To ensure academic integrity of the program and make improvements, the West Virginia HEPC convenes biannual meetings with the RBA Coordinators across the state to discuss the RBA program, policies, guidelines, and procedures. To provide institutional counsel for the program this group makes recommendations for approval of improvements or changes to the Academic Affairs Council, which is comprised of academic deans and chairs, the Associate Provost for Academic Affairs, and the Provost and Vice-President for Academic Affairs.

5.2.7. Data on student placement

From 2021 to 2023, Glenville State University surveyed graduates of all programs. Twenty-three RBA graduates responded to the survey. Of these graduates, 48% had already obtained employment prior to commencement. Reflecting the nature of the degree, these obtained positions were diverse, ranging from sales to corrections to teaching to city or state government.

Students also indicated whether or not they planned on attending graduate school. Seven (30%) were planning on furthering their education beyond the baccalaureate level, and an additional nine (39%) were considering doing so. Most of these did not indicate where they might attend graduate school, but all of those who did listed Glenville State University as their intended graduate school.

5.2.8. Board of Governors action.

CURRICULUM VITA



KANDAS QUEEN

◆ 399 Buckhannon Run Rd ◆ Buckhannon, WV 26201 ◆

◆ Home: (304) 269-3657 ◆ Cell: (304) 904-7192 ◆

◆ Work: (304) 462-6522 ◆

◆ kandas.queen@glenville.edu ◆

ACADEMIC DEGREES

Ed.D. - Doctorate in Education, Curriculum and Instruction, August 2020

Emphasis areas in Adult Education and Technology (4.0 GPA)

Marshall University

Huntington, WV

Ed.S. - Education Specialist Degree, May 2015

Marshall University

Huntington, WV

M.B.A. - Master of Business Administration, May 2001

West Virginia Wesleyan College

Buckhannon, WV

B.S.B.A. – Bachelor of Science in Business Administration, May 1996

Major in Management; Minor in Economics

Glenville State College

Glenville, WV

PROFESSIONAL HIGHER EDUCATION EXPERIENCE

2021 – Present Glenville State College
Associate Professor of Business
Glenville, WV

2020 – Present Glenville State College
Director of the Regents Bachelor of Arts Degree
Glenville, WV

2016 – 2021 Glenville State College
Assistant Professor of Business
Glenville, WV

2010 – 2016 Pierpont Community and Technical College
Adjunct Professor
Fairmont / Weston, WV

2007 – 2010 Fairmont State University
Adjunct Professor
Fairmont / Weston, WV

PROFESSIONAL BUSINESS EXPERIENCE

2016 – 2016 The Kroger Company
Associate Manager
(Human Resource Manager)
Elkins, WV

2014 – 2016 The Kroger Company
Associate Manager
(Operations Manager)
Clarksburg, WV

2007 – 2014 The Kroger Company
Store Manager
Weston, WV

2003 – 2007 The Kroger Company
Store Manager
Buckhannon, WV

1999 – 2003 The Kroger Company
Co-Manager
Elkins, WV

1997 – 1999 The Kroger Company
Co-Manager
Buckhannon, WV

1996 – 1997 Go-Mart
Assistant Manager
Glenville / Buckhannon, WV

1992 – 1996 Glenville State College
Office Assistant
Glenville, WV

COMMITTEES AND OTHER RESPONSIBILITIES

(Education)

Glenville State College Online Course Support Committee (2019 – 2021 & 2022-Present)
Glenville State College Chi Zeta Pi Advisor (2018 – Present)
Glenville State College HLC Criteria IV Committee (2018 – Present)
GSC Department of Business Representative for Study Abroad (2017 – Present)
Glenville State College PBL Advisor (2016 – Present)
Glenville State College Faculty Senate – Department Representative & Executive
Member - Secretary (2020 – 2022)
Glenville State College – Faculty Senate FAR Subcommittee – (Sp. 2021-2022)
Glenville State College - Department of Business Search Committee (Spring 2021)
Glenville State College HEERF II Hardship Funds Committee (AY 2020/2021)
Glenville State College – Faculty Senate Course Evaluation Subcommittee – (2019-2020)
Glenville State College Faculty Senate – At-Large Member (2018 – 2020)
Glenville State College Online Taskforce (2017 – 2019)
Fellows Faculty for Study Abroad Program (2017 – 2018)
WV FBLA Judge at State Leadership Conference/Competition (Charleston, WV – 2018)
Served as WV PBL Executive Member (2016 – 2018)
Glenville State College Assessment Committee (2016 – 2020)
Chaired the Marshall University Graduate College Seminar 2011
Co-Chaired the Marshall University Graduate College Seminar 2010
Committee Member on the Marshall University Graduate College Seminar 2009

(Business)

Member of Cultural Council (Marketing Area – The Kroger Company)
Co-Chaired Zone Cultural Council (Zone Level – The Kroger Company)
Leader of Shrink Committee (Store Level – The Kroger Company)
Leader of Safety Committee (Store Level – The Kroger Company)

PROFESSIONAL TRAINING/CERTIFICATES AND WORKSHOPS

(Education)

WVROCKS RBA & BOG Meeting WVHEPC/WVNetwork - Fall 2022
RBA & BOG Coordinator's Meeting – WVHEPC - Fall 2021 & Spring 2022
OER Community of Practice – WVHEPC – Fall 2021 & Spring 2022
Title IX Hearing Officer and Decision-Maker Training – Spring 2021
Quality Matters (Webinar) – Quality Matters – Spring 2021
OER Community of Practice: Inaugural Meeting – WVHEPC – Spring 2021
Copyright – WVNet-TLC (Professional Development) – Spring 2021
GSC Training Workshop – Outlook 365 – Spring 2021
Education Teaching Portfolio – WVNet-TLC (Professional Development) – Spring 2021
Accessibility – WVNet-TLC (Professional Development) – Spring 2021
Mapping Curriculum Modules– WVNet-TLC (Professional Development) – Spring 2021
Student-Centered Innovation: Using Open Educational Resources to Increase Value for
Students (Training for developing OER Course Spring 2021) – Fall 2020
Best Practices in Discussion Board Workshop – WV HEPC & WVNet – Fall 2020
Create a Lesson in SoftChalk Workshop – WV HEPC & WVNet– Fall 2020
Managing Stress During Distance Learning (Webinar) – JED Foundation Spring 2020
Certificate of Completion Panopto Training – Glenville State College Fall 2018
Certificate of Completion Blackboard Training – Glenville State College Fall 2018
Training Certificate Peer Reviewer Course – Quality Matters Fall 2018
Improving Your Online Course (IYOC) Certificate – Quality Matters Spring 2018
Applying the QM Rubric (APPQMR) Certificate – Quality Matters Fall 2017
Glenville State College New Faculty Workshop – Fall 2016
Fairmont State University Adjunct and Faculty Training (WebCT)

(Business)

Role Clarity Training – Human Resources 2016 (The Kroger Company)
Kroger Culture Values Ethics – Michael Josephson (Josephson Institute of Ethics)
BIC – Building an Inclusive Culture Workshop (The Kroger Company)
AMA Seminar – Assertiveness Training for Women in Business (Washington, DC)

Green Leadership Training (The Kroger Company)
Shaffer Workshop – Communication Seminar (Sponsored by The Kroger Company)
Certified Food Safety Manager (National Registry of Food Safety Professionals)
Certified Trainer in PIT (Powered Industrial Truck – The Kroger Company)
Certified PIT Operator (Powered Industrial Truck – The Kroger Company)
Trained and Trainer in Anti-Money Laundering Practices (The Kroger Company)
Trained and Trainer in CMA – Cash Management Assessment (The Kroger Company)
Trained and Trainer on ABC and Tobacco regulations (The Kroger Company)
ELMS – (Electronic Labor Management System) Training (The Kroger Company)
Store Level Trainer on KTV (The Kroger Company)

CONFERENCES

Inaugural Open Learning WV Statewide Convening (Presenter - Spring 2022)
WVROCKS Virtual Conference (Spring 2022)
MSERA Conference (Presenter – Virtual – Fall 2020)
Blackboard – Bd World Conference (Virtual – Fall 2020)
FACDIS Conference (Morgantown, WV – 2019)
PBL Connection Conference (NYC, NY – 2018)*
WV PBL Leadership Conference (Flatwoods, WV – 2018)*
FACDIS Conference (Morgantown, WV – 2018)
WV PBL State Leadership Conference (Charleston, WV – 2018)*
WV FBLA/PBL Leadership Conference (Flatwoods, WV – 2017)*
FACDIS Conference (Morgantown, WV – 2017)
WV FBLA/PBL State Leadership Conference (Charleston, WV 2017)*
FACDIS Conference (Morgantown, WV – 2016)
West Virginia Higher Education Technology Conference (Morgantown, WV - 2015)
West Virginia Higher Education Technology Conference (Morgantown, WV - 2014)

**Conferences attended with students*

PRESENTATIONS AND PROFESSIONAL SERVICES

Inaugural Open Learning WV Statewide Convening - *The Business of OER in Education*
(Panel Presenter - Spring 2022)

Assessment Summit – Department of Business (Co-Developer/Co-Presenter)–Spring 2021
2020 Curriculum and Instruction Doctoral Seminar (Marshall University) *Dissertation Q&A with Kandas Queen* (Presenter) – Fall 2020
Quality Matter Peer Reviewer (Internal Peer Review) – December 2020/January 2021
MSERA Conference *What is WVROCKS?* (Presenter) – Fall 2020
Quality Matters Peer Reviewer (Subject Matter Expert) – Summer 2020
Best Practices for Keeping Student Learning and Administrators Happy – Presenter 2017
Co-Presented at the West Virginia Technology Conference 2013
Co-Presenter at Marshall University Graduate College Seminar 2012
Co-Presented at International Conference on College Teaching & Learning 2010

BUSINESS AWARDS

Awarded Certificate of Achievement as a Top Shrink Performer 2014 (The Kroger Co.)
Awarded the Rock Solid Operator Award Q3 2013 (The Kroger Company)
Awarded Certificate of Achievement as the Top Shrink Performer 2012 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2010 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2009 (The Kroger Co.)
Awarded Certificate of Achievement as a Top Shrink Performer 2008 (The Kroger Co.)
Awarded “Top Women in Grocery” Award 2008 by Progressive Grocer (Industry)
Awarded Certificate of Achievement as a Top Shrink Performer 2007 (The Kroger Co.)

MEMBERSHIPS AND ORGANIZATIONS

Golden Key International Honor Society (2019 - Present)
Glennville State College Women’s Leadership Circle (2019 – Present)
Phi Beta Lambda (PBL) – Glennville State College Adviser (2016 – Present)
Phi Kappa Phi Honor Society - Marshall University Chapter (2015 – Present)

GRANTS

Open Learning WV Grant (OER) – (Awarded – Fall 2021)
Open Learning WV Grant (OER) – (Awarded – Fall 2020)

**Glenville State University Board of Governors
Meeting of June 14, 2023**

ACTION ITEM: GSU Deferred Maintenance Grant Requests for FY24

COMMITTEE: Business and Finance

RECOMMENDED RESOLUTION: Be it RESOLVED that the Board of Governors approves a blanket resolution application for FY24 deferred maintenance projects that will be funded by the state's surplus funds grant as proposed.

STAFF MEMBER: Mr. Tim Henline

BACKGROUND:

As approved in Section 401 of the Governor's FY24 budget, and in accordance with WV Higher Education Policy Commission's Title 133 Legislative Rule Series 12, the University is eligible to submit multiple grant applications to apply for a portion of the state's \$ 282,000,000 surplus funds to address deferred maintenance issues. The Glenville State University Board of Governors must submit an approved Resolution with the grant applications.

Approval of a blanket resolution application is requested due to the number of applications to be submitted prior to each deferred maintenance project.

NOTE: A deferred maintenance projects and estimated costs list will be provided under separate cover.



**RESOLUTION AUTHORIZING APPLICATION FOR THE STATE
INSTITUTIONS OF HIGHER EDUCATION
DEFERRED MAINTENANCE GRANT**

IN THE MATTER OF AUTHORIZING GLENVILLE STATE UNIVERSITY TO APPLY FOR A STATE INSTITUTIONS OF HIGHER EDUCATION DEFERRED MAINTENANCE GRANT FROM THE WEST VIRGINIA GOVERNOR'S OFFICE FOR DEFERRED MAINTENANCE AT GLENVILLE STATE UNIVERSITY AND DELEGATING AUTHORITY TO THE PRESIDENT TO SIGN THE APPLICATION.

WHEREAS, the West Virginia Governor's Office is accepting applications for the State Institutions of Higher Education Deferred Maintenance Grant; and

WHEREAS, Glenville State University desires to participate in this grant program as a means of providing needed maintenance to Glenville State University campus facilities; and

WHEREAS, Board of Governors and Institutional Leadership have identified deferred maintenance improvements at Glenville State University as a high priority need; and

WHEREAS, the highest priority need identified includes _____ (*Name of project and brief description of what project includes*); and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF GOVERNORS OF GLENVILLE STATE UNIVERSITY AS FOLLOWS:

The Board of Governors demonstrates its support of the submittal of the grant application for the State Institutions of Higher Education Deferred Maintenance Grant for the _____ (*Name of Project*) by Glenville State University; and

The Board of Governors demonstrates its support to prioritize this project _____ (*Project Name*) as the highest priority with regard to deferred maintenance at Glenville State University; and

The Board of Governors authorizes its President to execute the application for the State Institutions of Higher Education Deferred Maintenance Grant and any other documentation necessary to effectuate submittal of the grant application.

This Resolution shall be effective following its adoption by the Board of Governors

Passed by the Board of Governors this 14th day of June 2023.

ATTEST:

Signature, Board of Governors Authorized Official

Printed Name

Title

Deferred Maintenance Priority Project List Estimated Costs

June 12, 2023

Project--These are estimated costs and will be confirmed once the A/E firms are contracted

Projected costs

Health Sciences **\$5,100,000**

Campus Sidewalks/retaining walls/parking lot repairs

Amphitheater	\$1,800,000
Sidewalk repairs	\$75,000
Retaining Wall repairs	\$150,000
Repair entrance pad to Waco Center	\$25,000
	\$2,050,000

Building Demolition **\$2,500,000**

Energy Systems/building envelope repairs **\$5,105,000**

See attached list

Technology

Server Farm	\$300,000
Campus Wi-fi	\$540,000
Campus Network Switches	\$130,000
Campus Security Cameras(45 outdoor Parking Lots)	\$170,000
Goodwin Hall Security Cameras(100 interior cameras)	\$350,000
Campus-wide lock replacement(700 interior 100 exterior)	\$1,400,000
Jumbo Tron	\$400,000
Fiber reroute from North Entrance	\$45,000
LBH 4th Floor Ethernet retrofit	\$30,000
Clock tower system and Mass Notification	\$50,000
Emergency Notification and Fire alarm monitoring	\$125,000
	\$3,540,000

Campus Repairs

Mollohan Dumb Waiter	\$50,000
Louis Bennett Hall Roof Replacement	\$300,000
Library Roof Replacement	\$300,000
Clark Hall Roof Replacement	\$225,000
Clark Hall repairs	\$90,000
Swimming Pool Repairs	\$60,000
Paving Campus-wide	\$150,000
Painting Campus-wide	\$150,000

Deferred Maintenance Priority Project List Estimated Costs

June 12, 2023

Roof replacements in Housing	\$225,000
Alumni House Porches	\$50,000
Pickens Hall Elevator repairs	\$400,000
	\$2,000,000

Athletic Facility Repairs

Track Replacement	\$900,000
Turf Replacement	\$1,100,000
Light Replacement	\$1,500,000
Bleacher Replacement	\$3,000,000
	\$6,500,000

Total	\$26,795,000.00
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Energy Systems Group (ESG)/ Building Envelope Repairs List

Projected Costs

Building and Name of Project

Repayment of loan for deferred maintenance replacement/repairs \$1,000,000

Goodwin Hall

Replace Roof Top make up air units	\$200,000
Re-tube boiler	\$40,000
Circulating Pump Replacement	\$15,000
Insulate main hydronic lines	\$50,000
Exhaust in IT closets repair	\$10,000
	\$315,000

Physical Education Building

Replace Roof Top units	\$150,000
Replace HVAC in classrooms	\$200,000
Pool Exhaust fan replacement	\$65,000
Repair/replace main steam lines	\$35,000
Domestic Hot Water heater replacement	\$10,000
	\$460,000

Administration Building

Replace Classroom HVAC units	\$100,000
Replace Office HVAC units	\$75,000
Seal Building Envelope	\$165,000
Main Boiler replacement	\$60,000
	\$400,000

Mollohan Building

Chiller Replacement	\$135,000
Replace Office HVAC units	\$50,000
Generator Replacement/repair	\$125,000
	\$310,000

Fine Arts

Generator Replacement	\$50,000
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Waco Center

Energy Systems Group (ESG)/ Building Envelope Repairs List

Athletics hot water tank replacement	\$25,000
Seal Building	\$35,000
	\$60,000

Pickens Hall	
Replace main lounge HVAC	\$60,000
Replace Fort HVAC	\$15,000
Replace Circulating Pumps	\$20,000
Replace HVAC coils in all rooms and plumbing in Scott Wing as needed	\$600,000
	\$695,000

Morris Criminal Justice Training Center	
Re-insulate exterior HVAC ductwork and cover	\$35,000

Louis Bennett Hall	
Replace HVAC coils as needed	\$50,000
Replace Bookstore HVAC	\$25,000
Remove window AC's and replace with central HVAC	\$40,000
Seal Building	\$50,000
	\$165,000

Library	
Replace main ductwork as necessary	\$50,000
Replace HVAC Chiller	\$115,000
Repair humidity controls	\$45,000
	\$210,000

Crime Scence House	
Replace Windows	\$45,000

Alumni House	
Replace Windows	\$45,000
On-demand Hot Water	\$5,000
	\$50,000

President's House	
Replace Windows	\$60,000

Energy Systems Group (ESG)/ Building Envelope Repairs List

Pioneer Village

Suggestions on HVAC

Riverfront Residences

Suggestions on HVAC

Entire Campus

Lighting both interior and exterior	
Re-commissioning of all buildings	\$100,000
Re-commissioning of all building controls and replace as necessary	\$1,100,000
Bring all boilers up to code	\$50,000
	\$1,250,000
	\$5,105,000

**Glenville State University Board of Governors
Meeting of June 14, 2023**

ACTION ITEM: Final Draft Board Policies

COMMITTEE: Board Governance and Human Resources

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

STAFF MEMBER: Ms. Rita Hedrick Helmick,
Vice President for Administration & General Counsel

BACKGROUND:

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

The attached final draft policies were submitted to the constituent groups (WV HEPC Chancellor, Faculty Senate, Staff Council, and Student Government Association) for review and suggested revisions. The final draft policies were also posted on the University's website for a fourteen (14) day public comment period. No suggested revisions/comments were received during the comment period; however, administrative changes were made.

In compliance with Series 4, the Board must approve final draft policies/rules and submit these for comment for a period of thirty (30) days. If approved, the current final draft policies will be submitted for the thirty (30) day public comment period and brought back to the Board with any revisions made after public comment for final approval within ten (10) days prior to the next regularly scheduled Board meeting. In the event no comments are received during the thirty (30) day comment period, the policies will be forwarded to the Higher Education Policy Commission for final approval.

Final Draft Policies are attached.
GSU Policies 24, 27, 28, 31, 32, 33, 45A

GLENVILLE STATE UNIVERSITY POLICIES

PERSONNEL POLICY 24

FACULTY SALARIES

24.1. General

1.1. Scope – The purpose of the Glensville State University faculty salary policy is to establish a fair, equitable process for determining the initial and continuing salary for all faculty.

1.2 Authority – W.Va. Code § 18B-8-2(a)~~1-2~~

1.3. Effective Date – ~~February 5, 2020~~

1.4. Revision of Former Policy – Repeals and replaces Glensville State University Policy 24-Faculty Salaries [2006]~~[2020]~~.

24.2. Initial Salaries

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

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

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

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

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

2.2. The recommendation for the initial salary is prepared by the Vice President for Academic Affairs. This recommendation is forwarded to the President who tenders the offer to the prospective faculty member.

24.3. Promotion in Academic Rank

3.1. To the extent that sufficient funds are available, a faculty member will receive a 10% salary increase for a promotion in rank from assistant to associate professor and a 10% salary increase for promotion from associate professor to the rank of Professor. Personnel moving from a non-tenure track position to a tenure-track faculty position will be considered as an initial hire and will be subject to the provisions of this policy. The decision as to whether or not there are sufficient funds available to award salary increases for faculty promotions will be made by the Board of Governors as part of the annual budget development process.

3.2. To the extent that sufficient funds are available, a faculty member will receive a 15% salary increase for a promotion in rank from lecturer to senior lecturer. The decision as to whether or not there are sufficient funds available to award salary increases for faculty promotions will be made by the Board of Governors as part of the annual budget development process.

3.23. If ~~in the event~~, the Board of Governors believes that a ~~10%~~ salary increase due to promotion in academic rank is not financially feasible for that given fiscal year, the faculty member may choose to defer acceptance of the earned promotion until the level of salary increase for promotion in rank is acceptable to the faculty member.

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

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 27

GRADE POINT AVERAGE FOR ASSOCIATE AND BACCALAUREATE DEGREES

27.1. General

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

1.2. Authority - W. Va. Code §§ 18B-2A-4, 18B-1-6, and [the Higher Education Policy Commission's Series 22, Section 4.3. Procedural Rule entitled *Grade Point Average for Associate and Baccalaureate Degrees*, 133 C.S.R. 22.](#)

1.3. Effective Date – [February 5, 2020](#)

1.4. Revision of Former Policy - Repeals and replaces Glenville State University Board of Governors Policy 27 - Grade Point Average for Associate and Baccalaureate Degrees [2006][2018][[20230](#)].

[27.2 Definitions](#)

[2.1 "Graduation Requirements" refers to all requirements for graduation as outlined in the catalog under General Requirements for Degrees.](#)

[2.2 "Registered" refers to ~~any institution~~ all courses at the undergraduate level attempted at any institution.](#)

~~27.32~~ **27.32. Grade-Point Average Required for Graduation**

~~32~~.1. Quality points are based on the following point values for each semester hour of credit: "A" - 4, "B" - 3; "C" - 2; "D" - 1 and "F" - 0. The grade point average to be computed for graduation purposes (not necessarily each semester) shall be based upon all work for which the student has registered with the following exceptions:

~~32~~.1.1. Courses with grades of "W".

~~32~~.1.2. Courses in remedial and/or developmental education.

~~32~~.1.3. Courses taken on a credit/no credit, pass/fail or satisfactory/unsatisfactory basis where a passing grade is earned.

~~32~~.1.4. Courses taken on an audit basis.

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

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

27. 43. ~~D and F~~Course Repeat Provisions

43.1. If a student earns a grade of "D" or "F" (including failures due to regular and/or irregular withdrawal) on a course taken prior to the receipt of a baccalaureate degree, and if that student repeats the course prior to the receipt of the baccalaureate degree, the original grade shall be disregarded and the grade or grades earned when the course is repeated shall be used in determining his/her grade point average. The original grade shall not be deleted from the student's record. In upper division courses, a student may formally repeat up to eight credit hours of a grade of "C" with the written permission of the appropriate head of the academic unit where the student's major is housed. ~~The privilege of the "D" and "F" repeat is capped at~~A student may repeat no more than 21 credit hours including any request for a "C" repeat in an upper division course.

27. 54. Discretionary Academic Forgiveness Provisions

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

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

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

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

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

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

[54.1.6.](#) The Registrar will notify the student of the decision regarding the request for academic forgiveness within four weeks following the end of the semester of request.

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

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

[54.1.9](#) Grades disregarded under academic forgiveness are not ~~included in~~ applicable to the 21 credit hour cap provided in Section 4.1 above.

[54.3.](#) Institutional policies regarding academic forgiveness shall be stated in the institutional catalog.

27.65. Application Only to Graduation Requirements

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

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 28

STANDARDS AND PROCEDURES FOR UNDERGRADUATE ADMISSIONS

28.1. General

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

1.2. Authority - W. Va. Code §§ 18B-1-~~1A1a~~; ~~18B-1-4~~; ~~WV~~the Higher Education Policy Commission's ~~Series 17—effective December 24, 2015 and Series 23—effective February 13, 2015~~procedural rules entitled *Transferability of Credits and Grades at West Virginia Colleges and Universities, 133 C.S.R. 17, and Standards and Procedures for Undergraduate Admissions at Four-Year Colleges and Universities, 133 C.S.R. 23.*

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

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

28.2. Basic Admissions Standards

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

~~2.2. Associate Degree Programs at Glenville State University. Regular admission to associate degree programs at Glenville State University is open to any person who has a high school diploma or meets high school equivalency exam requirements. Other persons may be admitted on a conditional basis but shall be evaluated at the conclusion of each semester of enrollment to determine whether University level academic performance indicates an ability to continue their studies. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.~~

~~2.3.2.2.~~ Bachelor's Undergraduate Degree Programs at Glenville State University.

Students ~~who~~may be admitted on a regular admission basis to bachelor's degree programs if they meet any of the following requirements:

~~a. 2.2.1.)~~ have ~~Have~~ an approved high school diploma, a minimum 2.0 high school grade-point average (GPA), and an ACT composite score of at least 18;

~~b.) 2.2.2.~~ meet ~~Meet~~ high school equivalency exam requirements and have an ACT composite of at least 18; or

⇒ 2.2.3. have-~~Have~~ a high school diploma and a minimum high school GPA of 3.0₇₂;

~~2.2.4. may be admitted on a regular admission basis to bachelor's degree programs.~~ Students will normally be expected to sit for the ACT. However, in instances where students have taken the Scholastic Aptitude Test (SAT+), these scores may be substituted for the ACT. SAT scores will be converted to ACT equivalents by using an appropriate conversion chart ~~authorized by the Chancellor of the Higher Education Policy Commission~~ provided by the ACT organization. These students will not be required to take the ACT at a later time.

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

~~2.3.1.~~ 2.2.6. Glenville State University may grant ~~C~~conditional admission ~~may be granted~~ in instances where GPA or ACT standards for regular admission are not met ~~and institutional officials have evidence~~ but the student submits evidence indicating that ~~the student~~ he or she has the ~~potential~~ ability to successfully complete ~~University~~ college-level work.

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

~~2.3.1.1.~~ 2.2.7.1 Student must complete the provisions of their conditional admission within the first three semesters of enrollment.

~~2.3.1.2.~~ 2.2.7.2. Conditionally admitted students must achieve a minimum of a 2.00 GPA in at least ~~twelve~~ 12 graded hours.

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

~~2.3.2.~~ 2.2.8. Glenville State University has the discretionary authority to waive the ~~University~~ college preparatory curricular requirements for regular admission.

~~2.3.2.1.~~ 2.2.9. Students admitted with a waiver under the provisions of this section must satisfy any of the curricular deficiencies through the successful completion of commensurate ~~University~~ college-level coursework. Each student receiving a waiver under this provision must complete any commensurate coursework prior to degree

completion.

~~2.3.2.2.~~ 2.2.10. Applicants for admission who have been out of high school for more than five (5) years or who meet institutionally-established GED requirements may be exempted from the specified high school curricular requirements.

~~2.4.2.3.~~ 2.3.1. Transfer Students. Students seeking transfer admission to Glenville State University must be ~~academically and otherwise be~~ fully eligible to return to the institution from which they wish to transfer and must meet the basic admission standards. Students who meet this requirement may be admitted, without conditions, upon the submission of an application for admission and an official transcript from ~~ALL~~ all previous ~~Universities~~ universities/institutions of higher education attended.

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

~~2.4.1.~~ 2.3.2. Students seeking admission as transfer students who have earned fewer than 24 hours of University postsecondary course work must also submit a high school transcript and ACT/SAT scores, as well as an official transcript from ~~ALL~~ all previous ~~Universities~~ universities/institutions of higher education attended. The student must remediate all deficiencies before transferring into a Bachelor's degree program. ~~If~~ the student does not ~~have~~ meet at least one of the following criteria:

~~1.)~~ 2.3.2.1. 2.0 average on their high school work,

~~2.)~~ 2.3.2.2. ACT composite of 18 or above, or

~~3.)~~ 2.3.2.3. A combined verbal/math SAT score of at least 820.

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

~~2.4.2.~~ 2.3.3. Students who transfer to Glenville State University from another ~~University~~ institution of higher education must have an overall GPA of at least 2.0 and a GPA of at least 2.0 on all course work completed at Glenville State University as one of the criteria for graduation.

~~2.4.3.~~ 2.3.4. Students under disciplinary sanction at a ~~West Virginia public~~ University/college or university at the time of the application for transfer admission are also subject to other applicable rules of the University which may affect their admission to the University.

~~2.5.~~2.4. Non-Degree Students. Glenville State University may admit students on a non-degree basis. By definition, such students are not seeking and/or not eligible to pursue a certificate or degree at the institution.

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

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

~~2.6.~~2.5. Home Schooled Students. Copies of the applicant's home school transcript, ACT and/or SAT scores must be sent directly to the Office of Admissions.

~~2.7.~~2.6. Option Pathway (GED) Students. Students applying for admission who have not graduated from a regionally accredited high school are required to submit documentation of having earned a score of 410 or higher on each area of the General Education Development test and a 2250 total standard score, thus qualifying for the State of West Virginia's high school equivalency certificate or diploma.

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

~~2.8.~~ 2.7. International Students. Glenville State University is committed to promoting international understanding and respect for cultural diversity and, toward that end, particularly welcomes qualified international students.

2.7.1. International students are not required to present ACT or SAT scores for admission purposes. All international applicants must take the international, standardized version of the test of English as a Foreign Language (TOEFL). Exceptions for English-speaking students will be made on a case-by-case basis. Applicants must submit official TOEFL test scores of 550 or higher to be eligible for full admission to Glenville State University. With a score of 550 or above, no additional language training is required for unconditional admission.

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

2.7.3. Applicants who submit official TOEFL scores of 499 and below are eligible for conditional admission to Glenville State University.

2.7.4. For students educated outside of the United States, original or certified

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

~~2.9. Early Entrance Students. Outstanding high school juniors and seniors may be admitted as “high school early admissions students” either for the regular academic year or summer session. Students may qualify on the basis of the following criteria:~~

~~2.9.1. Must meet all of the Higher Education Policy Commission’s Freshman Assessment and Placement Standards for an incoming freshman.~~

~~2.9.2. Must have a high school grade point average of 3.0 or better, as certified by the designated high school official.~~

~~2.9.3. Must be recommended by the high school principal.~~

~~2.9.4. Must submit an application for admission and current high school transcript.~~

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

~~2.10. 2.8. It should be noted that t~~he basic standards contained in this section are based upon current levels of funding. Should financial resources be limited, it may be necessary to establish additional standards and/or accept only those qualified students applying by a specified date.

28.3. Institutional Admissions Procedures

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

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

3.3. In accordance with Section ~~2-32.2.4.~~ above, students who substitute SAT scores for ACT scores will not be required to take the ACT at a later time.

3.4. Degree-seeking ~~state University~~ students at Glenville State University who do meet

the GED or high school grade point average requirements must submit ACT or SAT scores prior to their second semester of enrollment.

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

~~3.6.~~

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

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

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

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

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

~~3.8.4.~~ 3.7.4. University-College equivalency examinations such as the ~~University College Level Examination-Level Examination~~ Program (CLEP) and also, special preparatory programs such as the College Board's Advanced Placement (AP) Program ~~of the University Entrance Examination Board Program~~, and the International Baccalaureate Diploma Program.

~~3.8.5.~~ 3.7.5. Recommendations and reports of interviews.

~~3.8.6.~~ 3.7.6. Neither regular nor conditional admission shall ensure the entry of applicants into specific programs.

~~3.8.7.~~ 3.7.8. Admission to Glenville State University under these guidelines is separate from NCAA and Mountain East Conference regulations, and does not guarantee athletic eligibility.

~~3.9.~~ 3.7.9. Glenville State University requires that a record of measles, mumps, and rubella immunization (if born after January 1957) be submitted at the time of initial enrollment.

28.4. Institutional Admissions Policies

4.1. Glenville State University admissions policies shall be published in the University

catalog and website and implemented, including the general admissions requirements of the institution as well as additional requirements for entry into specific programs.

4.2. While it is not the policy of the Glenville State University Board of Governors to exclude nonresidents from Glenville State University or its programs, preference shall be given to qualified West Virginia residents (as ~~defined by~~ determined in accordance with Series 25 of the Higher Education Policy Commission's procedural rule entitled *Residency Classification for Admission and Fee Purposes, 133 C.S.R. 25*) in cases where enrollments must be limited.

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

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

4.5.4.4. ~~Subject to Commission approval,~~ Glenville State University may establish admission standards more rigorous than those established by this policy for basic admission to the institution and/or for admission into specific programs, but the new standards shall be amended into this policy as soon as practicable after implementation and published in accordance with Section 4.1 above.

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 31

TRANSFER OF CREDITS AND GRADES

31.1. General

1.1. Scope - This policy establishes the guidelines for the transfer of credits and grades at Glenville State University.

1.2. Authority – W.Va. Code § 18B-14-2 and WV Higher Education Policy Commission Series 17 effective December 24, 2015.

1.3. Effective Date – ~~April 21, 2020~~

1.4. Revision of Former Policy –Repeals and replaces Glenville State University Policy 31 – Transfer of Credits and Grades [2006][2020].

31.2. Purpose

2.1. It is the intention of the Board of Governors at Glenville State University that the transfer of credits among Glenville State University and other institutions of higher education will be consistent with appropriate and legitimate academic program integrity.

31.3. Guidelines

3.1. Students may transfer and apply toward the requirements for a degree a maximum of 72 credit hours earned at an institution that is accredited by a regional, national, programmatic or other accredited body recognized by the U.S. Department of Education ~~regionally accredited institution~~, with as few requirements to repeat courses or to take additional courses as is consistent with sound academic policy.

3.2. Glenville State University adheres to the Higher Education Policy Commission's ~~Core Coursework~~ General Studies and Course Equivalency Transfer Agreement. This agreement assures that students who transfer from one state University college or university to another will receive credit for specified general studies courses at the receiving institutions. Under the terms of the agreement, a student may transfer up to ~~32-35~~ credits of undergraduate coursework in the areas of English composition, communications, humanities and literature, fine arts appreciation, mathematics, natural science, and social science as general studies credits. A list of courses contained in this agreement may be obtained from the Registrar's Office.

3.3. If ~~seventy~~70% percent of the learning objectives of the transfer course are in alignment with a comparable Glenville course, the course will be transferred in equivalent to the

comparable course and will be converted to Glenville State University department and course number.

31.4. Students Transferring to Glenville State University

4.1. Applicants seeking admission to Glenville State University as transfer students with 24 or more earned credits must be eligible to return to the institution from which they intend to transfer. Students who meet this requirement may be admitted, without conditions, upon the submission of an application for admission and an official transcript from ALL previous ~~Universities~~ universities attended.

4.2. Students who do not meet the requirement in section 4.1 may be admitted to Glenville State University upon the recommendation of the Academic Appeals Committee. If, in the opinion of the Committee, such applicants can successfully complete an academic program, the Academic Appeals Committee may forward a recommendation to the Vice President for Academic Affairs that the student be admitted on probation for one semester at Glenville State University.

4.3. Students seeking admission as transfer students who have earned fewer than 24 hours of University work must also submit a high school transcript and ACT/SAT scores, as well as an official transcript from ALL previous ~~Universities~~ universities attended. If the student does not have at least one of the following criteria – (1) 2.0 average on their high school work, (2) ACT composite of ~~17-18~~ or above, (3) a combined verbal/math SAT score of at least 820 the student then must remediate all deficiencies before transferring into a Bachelor’s degree program.

4.4. Any individual who has at least one year of military service, regardless of academic standing when last registered in a University college or university, may be readmitted either in good standing or on academic probation, whichever was the standing status when last registered in a University college or university.

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

4.6. Credits for graduate coursework at the master’s level earned at an accredited institution are transferable to Glenville State University. Credits must meet the Department of Graduate Studies requirements and degree program requirements. Transferrable credit hours will be limited to a maximum of ~~twelve~~12 credit hours and cannot be more than seven years old.

4.7. A student may request a re-evaluation of their transfer credits by submitting the required form and documents to the Registrar’s Office. If a student is not satisfied with the outcome of the second evaluation, the student may appeal to the Academic Appeals Committee. If the student is not satisfied with the outcome of the appeal, the student may request an outside review by the Higher Education Policy Commission Joint Recommending Committee for Transfer and Articulation. The committee will review the appeal and send a recommendation to

the President of Glenville State University. The president or designee will issue the final decision.

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 32

~~WEB-BASED~~ ONLINE ~~ONLINE~~-COURSES

32.1. General

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

1.2. Authority – W.Va. Code §18B-~~10-15-9(i)~~ and 18B-10-1(a) and (f)(3)

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

1.4. Revision of Former Policy – Repeals and replaces Glenville State University Policy 32 - Web-Based Courses [2006] [2018] [2020].

32.2. Purpose

2.1. The purpose of this policy is to implement a process to increase the number of online courses offered by Glenville State University, to increase student access to post-secondary education opportunities, and increase the quality of online course delivery. The resulting policy goals include:

- 2.1.1. Increasing scheduling flexibility for students and faculty.
- 2.1.2. Enhancing classroom space utilization.
- 2.1.3. Increasing student enrollment opportunity.

32.3. Definitions

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

3.1.1 Asynchronous Courses - 100% of the instruction is via the Learning Management System (LMS) and students participate completely online. The class does not take place in real-time. Students are provided with course content online and must complete the course work within a given time frame.

3.1.2 Synchronous Courses - 100% of the instruction is via the LMS and students participate completely online, but students and the instructor ~~will be interacting~~ online simultaneously for some ~~part~~portion of the course. At specific day(s) and time(s), participants interact in real-time utilizing video conferencing methods such as Microsoft Teams, Skype, or Zoom.

~~3.2. Hybrid Courses - defined as 50% to 99% of the instruction being is provided through online education with the remaining instruction provided through traditional face-to-face instruction. Simply stated put, this This type of course has some face-to-face sessions and the rest of the course work is done online. For example, if the course would have traditionally met on Tuesday and Thursday, now the course will meet on Tuesday in the classroom and complete work online on Thursday. The Higher Education Policy Commission (HEPC) stipulates that the institution report a breakdown of these numbers. Glenville State University is to notify HEPC what percentage of courses are taught 50% to 74% and 75% to 99% online.~~

3.2.

3.2.1 The meeting time(s) for a course should be set prior to the schedule being published and communicated to students in various formats. The syllabus and course schedule should include the day(s) and time the course will meet face-to-face. The syllabus and course schedule should specify if the online portion of the course is asynchronous or synchronous. Synchronous meeting day(s) and time(s) should be listed on the course schedule and on the course syllabus. The meeting time(s) must be available to students prior to course registration. Meeting time(s) should be simple, clear, and consistent. The meeting time(s) must not change at any time during the semester absent extenuating circumstances.

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

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

3.5. Semester Credit Hour – At Glenville State University, academic credit provides the basis for measuring the amount of engaged learning time expected of a student enrolled not only in a traditional classroom setting but also laboratories, studios, internships, other experiential learning, and distance education. The institution’s credit hour definition conforms to the definition of a credit hour outlined in the Code of Federal Regulations, 34 C.F.R. § 600.2.

3.5.1. A credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: defined by an institution, as approved by the institution’s accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that reasonable approximates not less than:

3.5.1.1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-~~of-~~class student work each week for approximately fifteen weeks for

one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount period of time; or

~~3.5.1.2. At~~ 3.5.1.2. -At least an equivalent amount of work as required in section 3.5.1 and 3.5.1.1. of this definition for other academic activities as established by the institution, including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours; and

3.5.1.3. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

3.6 Course packages provided by the publisher do not constitute an online course. Course packages must be fully integrated into our Learning Management System the LMS. The content of the course and the history of the course must reside with Glenville State University so that actuate the University can maintain accurate historical records ~~can be maintained~~.

32.4. Rationale

4.1. Glenville State University recognizes the need to deliver high-quality educational opportunities across multiple modalities, allowing additional educational opportunities for students who need an alternative to traditional schedules and settings. Increasing the number of online courses offered by Glenville State University provides additional educational opportunities to students and has the potential to increase student Full Time Equivalent as well as respond to an ever increasing competitive market.

32.5. Process

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

5.1.1-5.1.1. Course fee structure -

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

~~5.1.2.~~ 5.1.2. Online Course Development

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

~~5.1.2.2.~~ 5.1.2.2. Online courses are considered part of regular faculty teaching load.
~~5.1.2.3. 5.1.2.3. If~~ 5.1.2.3. If the faculty member qualifies for an overload per 5.1.2.2., faculty member he/she will also receive overload pay for the course.

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

- 5.2.1. Appropriate frequency of faculty interaction with individual students.
- 5.2.2. Appropriate frequency of faculty interaction with the class as a whole.
- 5.2.3. Appropriate frequency of student to student interaction.
- 5.2.4. An appropriate strategy of authentication designed to protect against academic dishonesty.
- 5.2.5. A system to ensure appropriate access to support services and resources.
- 5.2.6. Student workloads are consistent with semester credit hours.

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

~~5.2.8.~~ 5.2.7. Instructors who teach online and hybrid courses must adhere to all applicable federal, state, and local laws, regulations and guidelines. This includes providing reasonable accommodations ~~in regard to~~ about -affording equal educational opportunities. This is in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

~~5.2.9.~~ 5.2.8. All courses, including online and hybrid courses at Glenville State University shall meet standards set by the North Central Higher Learning Commission (HLC) University's accreditor.

~~5.2.10.~~ 5.2.9. Online and hybrid courses at Glenville State University will use a standardized template ~~that supports research based best practice~~.

5.2.10. ~~It is strongly encouraged that i~~ Instructors who teach online must successfully complete ~~have successfully completed~~ an instructional design best practice course by the end of the second semester of teaching online.

~~5.2.11.~~ 5.2.11. Online and hybrid courses will have, at least a minimum, the first week of content viewable to students

in the LMS, prior to the first day of the semester.

~~5.2.12.~~ 5.2.12 Instructors will upload their syllabus into the LMS for each course they teach prior to the first day of the semester.

~~5.2.13.~~ 5.2.13 All instructors will post grades into the grade book section of the LMS. Students shall be able to view their final current grade at any time during the semester.

~~5.2.14.~~ 5.2.14 Instructors must keep their LMS grade book current. Missing assignments should be recorded as zero (0) after the due date has passed.

~~5.2.11.~~

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

~~5.3.1. Online and hybrid course concept must be approved by the Provost or his/her designee before course development.~~

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

~~-~~

~~5.3.2.1. Provost/Vice President for Academic Affairs.~~

~~5.4. Web based courses must be reported to the Registrar's Office as well as the A~~ **Page 399 of 409**

| ~~Office when being placed on a schedule.~~

GLENVILLE STATE UNIVERSITY POLICIES

ACADEMIC POLICY 33

UNIVERSITY CREDIT FOR PRIOR LEARNING

33.1. General

1.1. Scope - Policy establishing guidelines for the awarding of University credit for prior University level learning through prior learning assessment.

1.2. Authority - W. Va. Code §§ 18B-~~11~~A1-1a, and 18B-~~11~~-6, and ~~WV~~the Higher Education Policy Commission's procedural rule entitled Awarding Undergraduate College Credit for Prior Learning, Advanced Placement Credit, College-Level Examination Program, and Nursing Career Pathways, 133 C.S.R. Series 59, —effective September 28, 2018

1.3. Effective Date – ~~April 21, 2020~~

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

33.2. Purpose

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

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

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

2.4. Each department chair and faculty member associated with ~~the~~an undergraduate course ~~credit~~ will determine ~~the whether to awarding of undergraduate academic~~PLA credit ~~for prior learning~~ through a variety of assessment methodologies that ~~will~~ ensure the academic credibility of such credit. Under these guidelines, in accordance with Glenville State University policies and

procedures, academic credit shall be awarded for prior learning that is equivalent to courses work ~~which satisfies the requirements for the degree program in which the student is enrolled~~ offered by the University.

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

33.3. Definitions

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

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

3.2.1. Advanced Placement Exams

3.2.2. American Council on Education (ACE) Guides

3.2.3. University College Level Examination Program (CLEP) Exams

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

3.2.5. Excelsior University-College Examination Program (ECE)

3.2.6. Institutional Course Challenge Examination ~~Credit~~

3.2.7. International Baccalaureate Program (IB)

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

3.2.9. Portfolio Assessment/Review ~~Credit~~

3.2.10. Prior Military Training ~~Credit~~

~~3.2.11. Nursing Career Pathway~~

33.4. Principles

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

4.2. Glenville State University employs prior learning assessment aligned with its respective

mission, the principles of academic integrity, resources, and student educational attainment and success.

33.5. Institutional Policies Regarding Awarding Credit for Prior Learning

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

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

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

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

5.5. Glenville State University will accept PLA credit up to 30 credits for bachelor's degrees, up to 15 credits for associate's degrees, and up to ~~6~~six credits for certificate programs.

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

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

5.7. Student requests for awards of academic credit for prior learning will be submitted in accordance with the guidelines established by Glenville State University. Glenville State University will provide and communicate an appeal process for PLA decisions. Additionally, Glenville State University ensures the transparency of the award or denial of PLA credit.

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

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

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

33.6. Transferability of Prior Learning Assessment Credits

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

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

33.7. Reporting the Awarding of Prior Learning Assessment Credits.

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

33.8. Policy for Acceptance of Advanced Placement Credit.

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

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

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

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

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

33.9. Policy for the ~~University~~College-Level Examination Program.

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

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

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

~~9.4. Subject CLEP Examinations.~~

~~9.4.~~ 9.54. Students may be awarded credit for the successful completion of any or all of the then current CLEP Subject Examinations ~~presently offered or developed in the future~~. Student must achieve a score equal to or above the ~~required~~ score ~~of the Commission on Educational Credit and Credentials of~~ recommended by the American Council on Education for CLEP Exams current at the time the examination was taken. Credit shall be awarded in an amount not exceeding the number of semesters for which the examination was designed. A grade will not be assigned, and the credit will not be included in the computation of the student's grade-point average. Glenville State University shall equate the CLEP credit earned with existing course offerings. If no equivalent course is offered, the credit earned by CLEP examination shall be considered elective credit. Students shall not receive CLEP Subject Examination credit for equivalent courses in which they have already earned credit.

33.10. General CLEP Examinations

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

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

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

33.11. Nursing Career Pathways Policy

~~11.1. The pathway includes dual or advanced placement credit for high school students when admitted to a nursing program in a baccalaureate institution, seamless transition to a bachelor's completion degree in nursing, and employment opportunities as nursing assistants, licensed practical nurses and registered nurses along the pathway.~~

~~11.2. Student course credit earned through dual credit and/or early enrollment as part of the Nursing Pathway Program will be accepted with student consent as higher education credits counting towards credits specific to the major of nursing or nursing science. Completion of the nursing pathway shall be identified on the high school transcript. Students completing the nursing pathway shall also be in possession of the Therapeutic Services Certificate.~~

GLENVILLE STATE UNIVERSITY POLICIES

TUITION AND FEES POLICY 45A

REDUCED TUITION AND FEE PROGRAM FOR STATE RESIDENTS WHO ARE AT LEAST SIXTY-FIVE YEARS OF AGE

45A.1. General

1.1. Scope - This policy establishes a reduced tuition and fee program for residents of West Virginia who are at least sixty-five years of age or older allowing them to take undergraduate and graduate courses ~~or classes~~ at Glensville State University on a space available basis.

1.2. Authority – W. Va. Code §18B-10-7a

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

1.4. Revision of Former Policy – This policy repeals and replaces Glensville State University Policy 45A – Reduced Tuition and Fee Program for State Residents Who are at ~~Least~~ Least Sixty-five Years of Age [2006][2020].

45A.2. Purpose

2.1. The purpose of this policy is to establish a reduced tuition and fee program for residents of West Virginia who are at least sixty-five years of age or older allowing them to take undergraduate and graduate courses ~~or classes~~ on a space available basis. The program includes an option for those who attend classes on a no credit and no grade basis and an option for individuals who attend courses for credit and a grade.

45A.3. Eligibility and Participation

3.1. A participant will be permitted to register for a course under either of the two options of this program: ~~provided~~ Provided, that ~~That~~ the participant is a resident of West Virginia and is at least sixty-five years of age. These two options include (1) attending courses without receiving University credit or a grade ~~and or~~ (2) attending courses and receiving University credit and a grade.

3.2. A participant may register for a course under either of the two options of this program ~~provided that so long as~~ classroom space is available. If space is limited, a list will be developed identifying date and time of attempted enrollment. If and when space becomes available, the participant will be notified of available space by the Registrar's Office.

3.3. A participant will be subject to Glensville State University programmatic and financial guidelines for enrollees in this program and to the rules, regulations, procedures, and

requirements, including course prerequisites, of Glenville State University and the Higher Education Policy Commission.

3.4. Special Provisions

3.4.1. ~~Special fees~~-Fees required of other students in a given course will be required of participants in the reduced tuition and fee program.

3.4.2. Participants in the reduced tuition and fee program will be issued a parking permit at no cost.

45A.4. No Credit Option

4.1. The total tuition and fees charged for each course under the no credit option, excluding laboratory and course specific fees, will be \$10.00 per credit hour and may not exceed ~~fifty dollars~~\$50.00 total.

4.2. A grade or credit may not be given under the no credit option.

45A.5. Credit Option

5.1. The total tuition charged in the program under the for credit option shall not exceed fifty percent of the normal rates charged to state resident students by the University. The tuition and fee adjustment applies to classroom-based courses, ~~electronic and internet-based~~online courses, and all other distance education delivery. Participants in this category will be responsible for any ~~laboratory or special~~-fees which may be a part of the course requirements.

45A.6. Registration

6.1. Participants under both options will register through the Registrar's Office.

45A.7. Reporting

7.1. Participation in this program will be reported to the Board of Governors ~~and to the Higher Education Policy Commission~~.

45A.8. Institutional Guidelines

8.1. The guidelines for this program will be published in the Glenville State University Catalog which is available on the University's website.