

MINUTES  
WEST VIRGINIA UNIVERSITY AT PARKERSBURG  
BOARD OF GOVERNORS  
January 16, 2024

A regular meeting of the West Virginia University at Parkersburg Board of Governors was held on Tuesday, January 16, 2024, in the Francis & Nina Phares Board Room of WVU Parkersburg and via Zoom Video Conferencing, beginning at 3:15 p.m. Board members present were: Joe Oliverio, Blaine Hess, Savannah Morgan, Donna Smith, JP Hushion, Jason Landers, Stephanie McCoy, Vasanth Ananth, Andrew Walker and Cody Irick. Others present included Dr. Torie Jackson and Lauriel Rader.

Guests present included administrators, faculty and staff.

**1. Call to Order**

Mr. Oliverio, Chair of the WVU at Parkersburg Board of Governors, called the meeting to order.

**2. Swearing in of new Board Member**

The Honorable Ellen Smith, 3<sup>rd</sup> Family Court Circuit Judge, conducted the swearing in of new Board member, Vasanth Ananth.

**3. Roll Call**

Roll Call was taken by Lauriel Rader, Secretary to the Board of Governors, noting that a quorum was present.

**4. President's Report**

President Jackson delivered the following report:

This is the last BOG meeting before the Higher Learning Commission visit in March. While we have talked to you about it many times in the last two years, today, I am going to do an in-depth review of the 18 criteria noted within the 5 Criterion. I will state the criteria that is to be met and share with you how we meet it. This review is also in front of you to add notes. And, in this president's report, please feel free to ask questions as we proceed instead of waiting until the end. You will most likely be asked questions about Criterion 1, 2, and 5.

**Criterion 1. Mission**

**1.A.** The institution's mission is articulated publicly and operationalized throughout the institution.

The college's mission is to provide: "*accessible, life-changing educational opportunities in a safe and supportive environment.*"

A major component of providing life-changing educational opportunities is ensuring that students are prepared for work and live both locally and globally.

WVUP's educational processes are based on the premise that students begin college with various preparation levels, diverse goals, and limited ways and means of achieving educational goals.

WVUP provides many opportunities to assist students throughout their academic careers, at no additional cost. The services that are available are consistent with the college's duty to serve first-generation college students who need access to support services to be successful in college. An example is the Epicenter - a location that provides tutoring, learning resources, advising and more.

Another example of that operationalized mission is in the 2023-2027 WVUP Strategic Plan that includes specific performance indicators to provide those life-changing educational opportunities:

- Assess current recruitment, admissions and retention models to make changes that enable the process to be more productive for student success in admissions.
- Examine industry needs for curriculum that is apprenticeship based.
- Utilize technology to streamline the student processes.
- Develop and implement clear learning outcomes for each office on campus that guides their interactions with students.

**Guiding question: Explain a way that you believe WVUP fulfills its mission?**

**1.B.** The institution's mission demonstrates commitment to the public good. WVUP's mission is fulfilled, in part, through the college's commitment to ensuring the public good. The college understands its role in providing an educated population, a skilled workforce, and engaged citizens to the local community. Both social and economic development are positively impacted by faculty, staff, and student engagement in community service. Representatives from all units of the college are active participants in the communities served.

WVUP serves the public good with its impact on the local economy. Economic growth and development in West Virginia is influenced by higher education institutions' research and collaboration with local partners. WVUP actively involves itself in these efforts. An example is that during the 2022-2023 year, the WVUP Foundation received a \$10 million donation from The Ross Foundation to create a WVUP Technology Center at the former Ohio Valley University campus. The facility will be renovated to house the college's computer science, computer information technology, and bachelor of applied technology in cybersecurity and network administration. The center will also allow for opportunities to develop degrees such as mechanical engineering. In addition to degree programs, the center is expected to serve as a small business incubator for 25 technology-based businesses. It is designed to be an economic driver.

Another example is that WVUP continues to work closely with local businesses to assist in providing a trained workforce. Program advisory meetings of degrees

highlight the widespread application of this principle. WVUP partners with local businesses, such as Chemours, to provide on-demand courses. These efforts began with Workforce Development but then extended to creating and revitalizing programs to meet employer needs. As a result of partnering with local companies, degrees such as Advanced Manufacturing Technology and Supervisory Management were added to the curriculum.

Part of the WVUP mission is to provide accessible educational opportunities. In order to make the revitalized Advanced Manufacturing Technology and Supervisory Management programs more accessible to students, beginning in early 2024, the Jackson County Center will be remodeled and redeveloped into a second applied technology center where the Advanced Manufacturing Technology program can be offered on-site in its entirety. These efforts will facilitate meeting local workforce demands in Jackson and surrounding counties including Roane and Mason counties. The program has an anticipated start date of Fall 2024.

**Guiding question: Can you share an example in which you feel that WVUP demonstrates its commitment to the public good?**

**1.C.** The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

WVUP has implemented a number of initiatives for students, faculty, and staff to be engaged in the surrounding community. These initiatives not only serve the community, but also make members of the campus more aware of needs in the local community. WVUP's community partnerships are vast. Some examples include service on community boards and volunteering for community organizations. Specific examples: your president's service on the Mid-Ohio Valley Regional Council, Discovery World or the Chamber of Commerce. Another example: WVUP's Sigma Omega chapter of the academic honor society Phi Theta Kappa hosts an Adopt-A-Highway event three times throughout the year and invites the campus community to participate.

The relationship between WVUP's mission and the diversity of society is demonstrated in the Institutional Learning Outcomes, specific courses, assigned duties for specific administrators, and the work of standing committees. Institutional Learning Outcomes includes the foundational learning courses required in all degree programs. These outcomes include increased understanding of historical perspectives, an awareness of ethical perspectives and cultural value systems, expanded appreciation of the arts, critical thinking, and ethics. Five of the eight WVUP Institutional Learning Outcome categories include opportunities for class content to focus on diversity. These five categories are:

- Human Communication and Interaction

- People and Their Worlds
- Aesthetics, Creativity, and Appreciation
- Critical Thinking
- Ethics

**Guiding question: Can you describe a way that you believe WVUP engages with or helps students become engaged with the local community?**

### Criterion 2. Integrity: Ethical and Responsible Conduct

**2.A.** The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. Institutional policies at WVUP are collected as Board of Governors Policies, Answer Book policies, and institutional procedures. Transparency is provided through links to institutional policy on the institution's website. Policies are reviewed and updated periodically by the college community. Drafts of new or updated BOG policies are available for comment and review by all levels of constituents and stakeholders prior to adoption. When a policy is under review by the BOG, emails are sent to the campus community inviting comment and an invitation for comment is available through the Board Policy Proposal on the college's website. A comprehensive review of the Answer Book began in Spring 2023 under the direction of the college President. She is asking that all 122 policies be reviewed by campus leadership, faculty and staff. In this process, specific Board of Governors' policies are also being evaluated.

All fiscal operations at WVUP are the responsibility of the Executive Vice President of Finance & Administration (EVPFA). This responsibility includes establishing, implementing, and maintaining internal control policies and procedures to ensure the highest level of integrity.

Examples: 1) Open budget discussions with all divisions/departments of the college. 2) WVUP provides clear, complete, and public disclosure of its contracts through the Business Office. The Business Office maintains these records and provides information on contracts through the West Virginia Purchasing Division. 3) WVUP has multiple years of financial audits which demonstrate its commitment to acting with integrity. These audits have been clean and unmodified.

**Guiding questions: What is the process by which BOG policies are updated? Can you describe any of the internal control procedures for fiscal operations?**

**2.B.** The institution presents itself clearly and completely to its students and to the public.

WVUP works to ensure transparency in the cost of attendance. Costs to students are publicly provided on the **website** to provide transparency for potential students and the public. Information about and links to financial aid assistance

are also provided online.

The institution also shows evidence to support the educational experience in a variety of ways to include: collection of assessment data, specialized accreditation, and student organizations and service learning opportunities. **An example: Co-Curricular Programs Consistent with Mission.** WVUP provides many opportunities for developing the “whole student” through student life programming and activities. As a community college with no campus housing, students’ participation in student activities is consistent with WVUP’s demographics. Traditional-aged students are well represented in Student Government and student organizations.

**Guiding question: How does WVUP transparently share information about programs and costs of attendance?**

**2.C.** The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution’s integrity.

By code, the WVUP Board consists of 12 members:

- Nine lay members appointed by the Governor with the advice and consent of the State Senate;
- One full-time member of the faculty elected by the faculty;
- One member of the student body in good academic standing, enrolled for college credit work and elected by the student body;
- One member of the institutional classified employees elected by the classified employees.

Example: The board has specific duties that it oversees as part of the governance structure. The board also delegates powers to the college president. Through the procedures document, the Board of Governors defined the day-to-day management of the institution as a responsibility of the college President. The chain of command within the institution is presented in the Answer Book organizational chart. The president oversees the campus with the assistance of a campus team.

**Guiding question: How does your BOG fulfill its role in making decisions for the campus? What is in place to keep your BOG from overstepping into daily campus operations?**

**2.D.** The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Systems and policies are in place to ensure academic freedom including WVCTCS Series 9. WVUP’s Answer Book IV-13D policy indicates support for faculty in their teaching, public service, and service to the community through research and other avenues. BOG Policy B-02 addresses academic freedom, as does Answer Book IV-8

defines the faculty evaluation process and includes specific language that addresses academic freedom and calls for evaluation of faculty to "be guided by principles and procedures designed to protect academic freedom and to ensure accuracy, fairness, and equity." Faculty are evaluated based on a range of professional activities to allow for expression of academic freedom keeping to best practices for the academic discipline as well as individual preferences for teaching. Current example: This new evaluation is developed by the Faculty Senate by recommendation to the president. The evaluation process is being reviewed during the 2023-2024 year in collaboration with the Faculty Senate, faculty as a whole, and administration. This process is included as a part of the promotion and tenure process for faculty.

The Curriculum process is a faculty led process. Through Division and College-Wide Curriculum Committees, faculty members lead the development and approval of curriculum and academic programs. Assessment of student performance on learner outcomes is a faculty-led process using the College-Wide Outcomes Assessment Committee.

**Guiding question: What is an example of academic freedom processes at WVUP?**

**2.E.** The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

The primary role of WVUP is that of teaching. As a result, research does not hold the same level of demand as at other institutions with a large research focus. However, the college takes a number of steps to ensure any research that is conducted is done so in an ethical and responsible manner. These steps include policies regarding participation in research projects, policies regarding managing grants, and offering coursework on research methods. Answer Book Policy VII-17 provides guidance on WVUP participation in research projects.

Examples: WVUP is committed to ensuring the privacy of its students and employees. This privacy includes maintaining FERPA compliance and GLBA compliance.

**Guiding question: Explain a way that WVUP ensures privacy of information?**

**Criterion 3. Teaching and Learning: Quality, Resources, and Support**

**3.A.** The rigor of the institution's academic offerings is appropriate to higher education. WVUP is classified as a two-year college offering degrees at the certificate, associate, and bachelor levels. WVUP ensures faculty are well qualified through the credentialing process, professional development, and ongoing performance evaluation. Upon employment, faculty are vetted through a credentialing process.

In order to maintain oversight regarding academic rigor, program and course development or modification is addressed through a standardized internal online Curriculum Change Portal. Faculty submit proposals to the portal for review.



Upon submission, the faculty-led Outcomes Assessment Committee reviews the proposal to determine if learning outcomes are affected, and if so, to verify that the outcomes are appropriate to the degree and measurable.

To ensure the quality, success, and feasibility of each program, they are subject to an annual program review following an internally developed template. The template is reviewed and modified as needed each year by the faculty led Outcomes Assessment Committee. Course delivery at WVUP occurs in multiple delivery modes, such as online, live online, hybrid, and face-to-face.

**Guiding question: How would you ensure rigor is part of the academic experience at WVUP?**

**3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The general education program serves as the basis for Guided Pathways Scheduling that requires students to take the math, English, and other general education courses in their first semesters of college. By postponing many of the major courses until the student has acquired enough general education credits to ensure academic progress, students may change majors without losing credits.

In 2021 the college developed Institutional Learning Outcomes for eight categories to enhance the intellectual inquiry of student learning. Foundational Learning Courses require an in-depth exploration of the ILO and allow students to learn through reflection of problems and events that impact our world.

**Intellectual inquiry techniques used by faculty result in assignments that have students being creative in problem-solving and encouraging development of the essential skills of planning, organizing, processing and designing. Examples could be a research paper in an English class or the analysis of a crime scene in a blood spatter class.**

WVUP is committed to promoting tolerance and an appreciation for diversity and provides educational opportunities to increase awareness among students, faculty, staff, and the community at large. As a part of the co-curricular offerings, WVUP promotes equity and inclusiveness through the Diversity, Equity, and Inclusion Committee, as well as through partnerships within the community and course offerings.

The faculty and staff at WVUP are engaged in promoting their fields. While the mission of WVUP as a community college focuses faculty efforts primarily on teaching, faculty regularly engage in creative and scholarly work that advances the college mission. One of these efforts is in producing ***The Poorhouse Rag*** annually.

**Guiding question: What is a method or technique on your campus to ensure intellectual inquiry occurs in your classrooms?**

**3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

As a community college with a mission to provide programs that are responsive to area workforce needs, WVUP regularly evaluates the programs offered and allocates human resources to accommodate each program, this includes an analysis of both the faculty and staff needed to operate a program effectively. According to IPEDS data, the average Faculty-to-student ratio is 15:1.

Faculty instructional load is based on guidance from the West Virginia Community and Technical College System (WVCTCS) Policy. Administration closely monitors the number of instructional staff to ensure adequate numbers are maintained to provide high quality instruction. In addition to normal attrition, resignations, non-renewals and retirements, staffing trends for full-time faculty in recent years reflect fluctuations of enrollment, and addition and suspension of some academic programs.

The Faculty Senate drafted and revised WVUP Answer Book Policy #IV-13 “Faculty Qualifications” based on feedback from faculty and HLC guidelines. The revised policy defines and requires documentation for “tested experience” for each faculty member to demonstrate how their qualifications match the requirements. The policy provides clear expectations for faculty who teach in workforce and technology programs. Relevant educational, teaching, and/or professional experience may be considered when hiring.

Professional development is one of the ways WVUP faculty are able to maintain and improve their competencies. Board of Governors Policy B-26 and WVUP Answer Book IV-23 “Faculty Development,” updated November 15, 2023, describe institutional expectations and provide guidance for types of activities that may be counted toward professional development. In addition to attending off-campus conferences, faculty have opportunities to participate in a wide variety of development opportunities on campus. An In-Service Week is held the week prior to the opening of fall and spring semesters with opportunities for training, workshops, and speakers available on campus.

**Guiding question: Provide an example of how WVUP has appropriately trained faculty members.**

**3.D.** The institution provides support for student learning and resources for effective teaching.

Faculty are accessible to students through multiple out-of-class opportunities. Students have the opportunity to interact with faculty through studio/lab time, office hours, faculty led study sessions, mandatory advising each semester, and by scheduling an appointment with faculty.



Mandatory academic advising ensures all students meet with their assigned advisor, a member of the PAC or a full-time faculty member, every semester. A separate advisor is specifically designated for the ASCEND students. This required interaction has proven effective in increasing retention, student success, and reducing time to graduation. Students may not register online until the advisor has released the code needed to register.

Non-faculty staff members at WVUP are a vital part of providing high quality educational opportunities to students. WVUP Answer Book III-5 provides for a classified staff council/assembly to represent classified staff in issues and concerns and provide input into the college decision-making process. WVUP Answer Book IV-08C, campus hiring guidelines for non-classified and classified staff, details the process for developing, reviewing, and classifying positions based on a job description that defines necessary qualifications and duties and responsibilities. As part of each employee's annual performance appraisal, job descriptions are reviewed and updated as needed.

Additionally, the annual budget assures funding is set aside for resources needed for classrooms. The Perkins funding provided annually is often used to support new technology in AAS programs. The college also operates with several grants that allow for enhanced resources for the classrooms, like simulators in nursing, computers in labs for English, and tractors for agriculture.

**Guiding question: What is an example of a support system that enhances student learning at WVUP?**

#### Criterion 4. Teaching and Learning: Evaluation and Improvement

**4.A.** The institution ensures the quality of its educational offerings.

The college has instituted multiple review practices in order to monitor and ensure the educational quality of programs. These practices include an internal annual program review, a state monitored post-audit review, and a state monitored five-year review.

The faculty-led Outcomes Assessment Committee provides guidance to and oversight for the WVUP internal annual program review process. This committee is made up of representatives from each division (Arts and Sciences, Professional Studies, Health Sciences, and Workforce, Technical and Computer Information Science) and is led by members of the committee selected as Co-Chairs.

Another layer of academic quality assurance is that of the Post Audit Review. WVCTCS Series 37 requires a post-approval audit report three years after the beginning of any new program. This audit provides data on enrollment trends, graduation, job placement and advisory board input to ensure that the program is

meeting its stated needs and that student learning outcomes are being assessed.

West Virginia requires each certificate, associate, and baccalaureate program to complete a five-year review. Content for the report is based on West Virginia (WV) Code 18B-2B-6, and WVCTCS Series 10 that defines the process for program reviews and provides authority for the institutional governing board to approve them. WVUP Board of Governors and WVUP Answer Book policies identify the timeline for submission, review, and approval of documents.

Quality is ensured among all WV colleges and universities through adherence to WVCTCS policy, which provides guidelines for transferability of credits and grades at West Virginia public and private colleges and universities.

WVUP makes use of a number of processes to ensure students are able to be successful in courses that are academically rigorous and consistent across locations and modes of delivery. The college has worked to develop cohesive prerequisite requirements and clear student learning expectations. The college ensures students have access to a variety of resources and receive instruction from qualified faculty.

Rigor of courses is ensured through development of Uniform Course Syllabi, evaluation of Blackboard content, and development and assessment of learning outcomes.

Some of the programs at WVUP undergo specialized accreditation processes. Specialized accreditation prompts programs across the nation to prepare students for best practices in their professions. Specialized accreditation is intended to help students meet professional standards of knowledge, conduct, and skills.

To ensure that graduates are prepared for the workforce, the college seeks feedback from graduates, employers, advisory boards, and the community.

**Guiding questions: How do you know that the educational offerings at WVUP are quality? How do you know the courses are rigorous? How do you know the courses are appropriate for undergraduate college level?**

**4.B.** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

The process for assessment of student learning was changed to improve understanding and ongoing communication of required reporting deadlines and, more importantly, to allow time for reflection and to use the data to improve student performance on learning outcomes. Faculty developed rubrics for each of the content areas related to general education. Along with overhauling the General Education requirements, the OAC also worked with divisions,

departments, and programs to identify student learning outcomes and assessment processes for academic programs which lead to certifications or degrees.

Many programs require a capstone course or experience. Where appropriate, a national certification exam provides benchmark data enabling comparison of WVUP students to a national standard.

Many of the departments on campus have informal discussions about student learning. They use these discussions to revise and update curriculum to better serve student learning.

In order to facilitate campus-wide discussions about assessment and results, the OAC has incorporated discussion of student learning data into assessment days in the middle of the fall and spring semesters, which are displayed on the institution's official calendar. The purpose of having Assessment Days is to provide an opportunity for faculty to reflect on student learning achievements, review program assessment plans and curriculum maps, and work with their peers to develop future plans. As part of the continuous improvement cycle, the institution has implemented several methods for assessment on the departmental/programmatic level as well as campus-wide efforts.

### **Guiding question: How do you assess the student learning experience at WVUP?**

**4.C.** The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

Of the six strategic goals in the WVUP 2015-2020 Strategic Plan, four of the goals focused on improving student support, retention, persistence, and completion. A major component of the 2023 strategic plan focuses on recruitment. The strategic plan calls for increasing new student enrollment by 3-5% each fall semester based on the end of semester registration the prior semester. In addition, the strategic plan calls for a 5% increase in Workforce and Economic Development courses.

In order to enhance the ability of key members of the campus to better address retention, persistence and completion data, this information is provided to programs for review as a part of the annual program review. Programs are asked to summarize, analyze, and explain data in their annual review. This provides them the opportunity to set goals and assess their success. Once the programs provide a historical perspective in their annual reviews, their reviews focus on the current year. The review transitions to summarizing enrollment, retention, graduation, and financial information for the program. The program review includes sections for the programs to explain their learning outcomes, course connection to the outcomes, and student learning assessment results.

Along with more systematic data collection and analysis, the use of data to make decisions has improved in all units of the institution. The Vice President for Academic Affairs has taken the lead the past few semesters in reviewing data to discuss trends with deans and program coordinators. Part of these discussions have focused on areas needing additional recruitment efforts. Other parts of the conversations have included staffing needs, as well as needs for which courses need to be offered and how many sections need to be offered to meet student demands.

In order to provide better information on requirements to graduate, the college implemented using MyDegree and academic maps. This provides students clearer information from the beginning of their college career. A review of data revealed a number of students were eligible for graduation but had not completed the application to graduate. To address this shortcoming, advisors have been more intentional in encouraging students to apply for graduation with the certificate and associate degrees.

Examples of using data to inform decisions include: Academic changes made to improve retention and persistence include structured course scheduling based on GPS model, use of Blackboard for communication in all courses, and changes to summer semester calendars to ensure more enrollment in offerings. Changes made to the Priority and Open Registration processes addressed the student behaviors and culture, including taking advantage of advisors' advice, using technology for choosing classes, registering on time, paying tuition by stated deadlines, and attending to financial aid responsibilities. The new culture focuses on using MyDegree, "15 to finish," a pin release by the advisor, and financial aid review of courses toward major.

**Guiding question: Can you explain a way that WVUP uses data to improve retention, persistence or completion?**

#### Criterion 5. Institutional Effectiveness, Resources and Planning

**5.A.** Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

WVUP has established a number of avenues for its stakeholders to be involved in institutional governance. These avenues include a board of governors, executive administrative leadership, faculty senate, staff council, student government, and campus committees. Each level of code and policy (state, board, and institutional) defines the objective for inclusion of faculty, staff, and students in decision-making on processes that impact them.

BOG operating procedures are outlined in policies A-1 and A-45 and define the expectations of board members' involvement in governance of the institution.

Specifically, A-45 explains the purpose of the board is to “encourage and facilitate, to the greatest reasonable degree, an active participatory governance process for the institution.” As detailed in the Board of Governors Policy A-1 section Article 5.1, the WVUP Board of Governors oversees operations but allows campus leaders to run the day-to-day management of the college. The day-to-day management of the institution is facilitated through the organizational structure which provides accountability and provides for effective day-to-day operations of the college. A clearly defined leadership hierarchy, detailed in the Organizational Chart, provides structure and accountability for all units and programs at WVUP. The administrative leadership of the college is headed by the WVUP President. The president is tasked with the overall management of the college. The president is supported in these endeavors by the Vice Presidents who meet with the president on a weekly basis individually and as a team.

An additional layer of administrative leadership is made up of the President’s Cabinet. This cabinet includes the Vice Presidents; Executive Directors, some Deans and Directors, Lead Campus Police Officer, Coordinator of Admissions and Recruitment, Registrar, and Representatives of Faculty Senate, Staff Council, Board of Governors, and Student Government. This group meets on a monthly basis to discuss campus issues. Three faculty members serve on the President’s Cabinet.

Institutional level groups include Diversity, Equity, and Inclusion; College-wide Curriculum; and Outcomes Assessment. Other standing committees involve faculty, staff, and students from areas throughout the college:

- Faculty Evaluation Committee
- Disciplinary Hearing Board
- Facilities, Safety, and Security Committee
- Financial Aid/Scholarship Committee
- Honorary Degree Screening Committee
- Instructional Innovation Committee
- Diversity, Equity, and Inclusion Committee
- Professor of the Year Selection Committee
- Technology Advisory Committee
- Threat Assessment Team

As the CEO of WVUP, the President uses data on a daily basis to make decisions to guide the operations of the college. Above all other administrators, the President receives the most financial and non-financial data that assists with the multitude of decisions required. The President regularly meets with outside stakeholders such as community leaders, government officials, nonprofit heads, local foundations, and school officials of the counties in the service area. These meetings provide the President with additional information about the needs of the surrounding community.

The President also gathers non-financial information at state-wide and national

conferences that provide information about higher education issues and trends that help ensure that WVUP remains at the forefront of innovation in education. In addition to providing information about trends, state-wide meetings also provide the president important information regarding state-wide initiatives, anticipated concerns or benefits, and the opportunity to partner with other institutions for various initiatives. This information is used as a part of WVUP's participation in state initiatives to assist in student retention and persistence. Data from these initiatives are used to focus resources and efforts at the college.

Perhaps more importantly, the President uses data such as daily enrollment reports and weekly withdrawal reports to drive decisions about recruitment, budget decisions, and retention efforts; and to identify common challenges or issues that cause students to stop out of classes. Additionally, the President uses room utilization reports to determine and promote facilities use. The President also reviews information provided by the curriculum and assessment committees to ensure that WVUP's academic programs are high quality and regularly assessed for ways to improve student success. Co-curricular assessment meetings are periodically held within the non-academic groups to assess and streamline processes to improve access and efficiency for our students' benefit. Ultimately, all of the data collected by the President is used to evaluate and assess if WVUP is successfully implementing its strategic plan objectives.

The curriculum at WVUP is driven by the faculty and staff and students have the opportunity to influence the process. Faculty drive the curriculum largely through the Curriculum and Outcomes Assessment Committees. Staff and students influence curriculum through shared governance procedures as well as through committee work.

**Guiding question: Can you provide an example of a way that your campus leadership uses data to ensure it is operating the college effectively?**

**5.B.** The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

Ensuring sufficient human resources to achieve the mission requires balancing the need for hiring, retaining, and developing well-qualified faculty, staff, and administrators with ever-changing budget allocations. In order to support the hiring and retention of qualified staff, WVUP has sought pay increases. In order to support employees in their development, the BOG Policy book and the Answer Book both detail the level of professional development support available to employees.

Faculty development is a multi-pronged approach. The Professional Development Committee supports faculty development through sponsorship via application and through Professional Development weeks at the beginning of each semester. Faculty and professional development funds are appropriated



from the WVUP Foundation, Inc., the operational budget, and Perkins funding.

To provide consistency, WV Code 18B-1D-9 requires training and development of board members to improve their understanding of higher education systems and operations. Board meeting schedules typically begin with a “Lunch-n-Learn” session prior to convening the regularly scheduled Board meetings. Examples of presentations and topics covered include curriculum changes, insurance coverage, facilities master plan updates, workforce and economic development initiatives, and marketing plans.

Each year campus units submit budget request worksheets for the upcoming fiscal year. The planning documents include a projection of general expenses and how any unit-specific revenue streams or fees will be used. The annual budget preparation process is designed to ensure the allocation of financial resources necessary to achieve the strategic goals. The budget is built with opportunities for input from those members of the campus community responsible for meeting the strategic objectives. Input is often invited through formal budget preparation processes, as well as through annual budget meetings where the EVPFA shares the status of the budget for divisions, as well as the institution as a whole.

WVUP allocates financial resources among its programs and locations in alignment with the WVUP Strategic Plan 2023-2025. The EVPFA provides leadership in developing a college-wide budget with input from all budget managers to ensure strategic allocation of financial resources and alignment with the Strategic Plan. Grant applications are strategically written to fulfill any needs that the current budget does not include.

**Guiding question: How does your institution ensure that it has an understanding of the financial needs of the educational offerings? How does it work to fulfill those needs?**

**5.C.** The institution engages in systematic and integrated planning and improvement.

As a public trust in a state system, the request for and allocation of funding to meet the community college mission is closely scrutinized at a number of levels. A number of processes and policies are used to ensure that the use of funds does not adversely affect other academic areas. WVU Parkersburg’s mission statement and strategic planning documents are used to determine how resources are allocated and to evaluate the success of each unit of the college.

Monthly budget reports are presented to the Board of Governors as part of the checks-and-balances review. The EVPFA compiled a report describing the process used to gather and prioritize budget requests for the 2023-2024 budget. Each unit of the college provided analysis of how their budget submission was important to WVUP’s successful implementation of their specific goals and how

they relate to the Strategic Plan goals. An example is this section from the BOG January 16 agenda:

*As of December 31, 2023, we are 50% through the fiscal year. Revenues total 53% of the annual budgeted revenue with expenses coming in at 40% of the annual budgeted expenses.*

*In keeping with the theme of sharing how the budgeted expenditures of the college reflect the allocation of financial resources to support the five pillars of the WVUP strategic plan, I have included the following examples:*

- *Enrollment Management - The FY 24 year-to-date expenditures to support enrollment management totaled \$301,826 including \$267,866 for enrollment staff and \$33,670 for travel and student hospitality.*
- *Community Relations & Branding & Marketing- In December, WVUP spent a total of \$66,814 for advertising and promotional costs as part of our multi-pronged approach to shouting the message of WVUP's value to our community.*
- *Educational program quality- A grant application to the US Economic Development Administration totaling \$1,669,185 was submitted to purchase the equipment necessary to complete the JCC, A TC Center construction. A commitment for the required matching funds totaling \$333,837 was secured through an HEPC grant commitment by President Jackson.*
- *Workplace Culture- WVUP received \$180,000 in DOL grant funds to evaluate whether our recruiting information and policies promote diversity, equity, and inclusion in our workplace, increase and classroom cultures.*

The annual budget preparation process was changed to ensure that the necessary financial resources are available to achieve strategic goals and aligned with the Strategic Plan. Process changes include the addition of steps to encourage input into the budget development from those members of the campus community who are responsible for meeting the strategic objectives.

Along with addressing deferred facilities maintenance, WVUP has significantly improved technology infrastructure and usage during the last three years. COVID relief institutional support grants were instrumental in providing funding for these improvements.

Systematic improvement is also shown in the example of a renovation of the Jackson County Center, once a financial loss for the institution, which will soon be a provider of degrees needed for economic sustainability in that area.

**Guiding question: What is an example of systematic planning for improvement at WVUP? How is your strategic plan used to help guide the college?**

Our visit is March 4-5. You are now fully prepared to provide examples for each subsection of the HLC assurance argument. And that makes me WVU Parkersburg proud.

## 5. Approval of Minutes

Chairman Oliverio stated the minutes from the Regular Board meeting of October 17 2023 are submitted for review. With no corrections to be made, minutes are approved as submitted.

## 6. Committee Reports

- Executive Committee

Chairman Oliverio reported that he had the opportunity to speak at the opening Faculty & Staff Meeting last week. During this session, he shared the following quote from the movie, Nyad. "Swimming is a solitary sport, but it requires and takes a team." With evidence of what we've seen today, the amount of teamwork that's gone into this college, the HLC preparation and what lies before us, it is a very strong team, and one that is performing quite well. The Board Members were reminded to complete their Ethics Filing by February 1<sup>st</sup>. Ms. Rader will send out a reminder on January 30<sup>th</sup>. Board Members will receive a calendar invitation for the March 4, 2024, BOG & HLC Luncheon. This is an opportunity to support the college and have our voices heard. We have three Board Members that will complete their cycle with the Board in June. Please start to think about three replacements, so we can get their names submitted for approval. We would like for the new Board Members to start at the beginning of next year, instead of waiting for several months. Update for the WVUP ITC (Former OVU), security has been increased and additional protocols are in place to keep the facility and land secure.

- Academic and Student Services Committee

Vice Chairman Hess reported the Academic and Student Services Committee received a comprehensive overview of the timeline and drafting process of the HLC documents from Dr. David Lancaster. This is a very extensive process with multiple coordinators and committees working on the documents. Dr. Lancaster talked about the number of drafts the HLC documents went through in order to get to Dr. Jackson's office for final submission. There were nine public meetings held for faculty and staff on HLC. These sessions were well attended. Previously, the Board of Governors received a presentation on the HLC efforts. The drafts have been shared with the Board of Governors, faculty, staff, students and alumni, for review and to provide comments. Dr. Bordenkircher, HLC Liaison, visited the campus during the January Professional Development week, to share information and to provide a mock interview simulation. February 1<sup>st</sup>, is the date that Dr. Jackson will complete a final review and lockdown the HLC report.

Vice Chairman Hess also reported that the committee received an update on the Cosmetology Program, from Michele Wilson. They had an HLC visit and they received an approval of an Additional Location Confirmation. They have been very successful with clients, since opening their doors in late October. Between October and December, they earned an excess of \$6,800 for services. They shared a list of services and encouraged Board Members to take advantage of those services. They started out with 30 students and due to attrition, they currently have 22 students. They have 40 seats available for the Fall semester.

- Administrative Services Committee

Mr. Hushion reported the Administrative Services Committee received an update from Alice Harris about the bookstore transition. We are going to transition from our current vendor Barnes & Noble to eCampus. eCampus is a hybrid/online store, so we will operate our own physical bookstore. Students will be able to order their books online through eCampus and have them shipped directly to our bookstore or to their doorstep. The reason for making the switch: it will offer a lot more options for our students and save them money. They can purchase new, used, rent or buy from the marketplace. eCampus will be synced with Banner, so they can use their financial aid. Students can save up to 80% if they use the rental program. We will make renovations to the bookstore and have it ready for the Fall semester. We will also hire a new bookstore manager.

## **7. Information Items**

- Fiscal Update

Alice Harris, Executive Vice President of Finance & Administration, provided a detailed report on the budget summary as of month ending December 31, 2023. There were no questions from the members.

- Policy Update

Dr. Torie Jackson, President, shared an update on the Board of Governors policy A-34, Equal Opportunity, Affirmative Action and Nondiscrimination. Dr. Jackson reported that no substantial comments were received. Policy is considered approved 30 days from the October 17, 2023 meeting of the WVU Parkersburg Board of Governors.

Board of Governors policy A-34, Equal Opportunity, Affirmative Action and Nondiscrimination, is designed to allow the college to create equal opportunity and nondiscrimination with respect to employment, admission and the administration of all educational programs and activities. Updates to this policy remove affirmative action language for admissions to comply with a recent U.S. Supreme Court ruling.

This policy proposal will be submitted to the Chancellor of the WV Council for Community & Technical College System for final approval.

- Policy Update

Dr. Torie Jackson, President, shared an update on the Board of Governors policy B-24, Employee Leave. Dr. Jackson reported that no substantial comments were received. Policy is considered approved 30 days from the October 17, 2023 meeting of the WVU Parkersburg Board of Governors.

Board of Governors policy B-24, Employee Leave, guides the college practices in regards to employee leave. The changes included an update of terminology from classified and non-classified to exempt and non-exempt, which is the language consistent with the Fair Labor Standards Act. In addition, part of the policy referred to WVU and now references WVU Parkersburg. Also, inclement weather closures, which

are rare, allow for time to be made up or for remote work to occur based on supervisor discretion.

This policy proposal will be submitted to the Chancellor of the WV Council for Community & Technical College System for final approval.

### **Action Items**

- Approval of updated Board of Governors Policies to reflect a review of the Payment & Refund of Fees policy

Dr. Torie Jackson, President, presented to the Board the resolution for approval of updated Board of Governors Policies to reflect a review of the Payment and Refund of Fees policy. Comments received for this policy are minor, but we are seeking official approval since some language is changed. This policy has been out for comment since the October 17, 2023 Board of Governors meeting.

The current Board of Governors policy E-39, Assessment, Payment and Refund of Fees, guides the college practices in regards to assessment of fees, as well as guidelines and timelines on payment of fees and refunds for withdrawals. The review of this policy allows for a discussion on equitable practices for students who are administratively withdrawn for nonattendance and those who completely withdraw using the withdrawal process within the first three weeks of a semester. Simultaneously, the campus administrators will review Answer Book Policy #VI-10C "Withdrawal and Return of Title IV Financial Aid," particularly referencing the refund penalty to be in compliance with federal regulations and equitable practices. Answer Book Policy #VI-10C references the established schedule for withdrawal that is noted in BOG Policy E-39. The noted change in Answer Book Policy #VI-10C is a schedule change allowing for a more equitable withdrawal policy for all students.

Upon approval by the Board of Governors, this policy proposal will be submitted to the Chancellor of the WV Council for Community & Technical College System for final approval.

After review, Ms. Smith made a recommendation for Answer Book Policy #VI-10C. She suggested updating the Summer Sessions and Nontraditional Periods, to match the same wording as the Fall or Spring Semester refund schedules. President Jackson thanked Ms. Smith for catching this error. After additional review and discussion, Ms. Smith moved to approve the following resolution:

*Resolved*, That the West Virginia University at Parkersburg Board of Governors approves an update to the Board of Governors policy E-39 "Assessment, Payment and Refund of Fees" to be reflective of equitable and current practices.

Mr. Hess seconded the motion. Motion passed.

- Approval of updated Board of Governors Policies to reflect a review of the Program Approval and Termination policy

Dr. Torie Jackson, President, presented to the Board the resolution for approval of the updated Board of Governors Policies to reflect a review of the Program Approval and Termination policy. Dr. Jackson reported the current Board of Governors policy C-41, Program Approval and Termination, is a policy that was developed for WVU Institute of Technology and WVU Parkersburg. It was amended to include WVU Parkersburg in 2006. WVU Parkersburg became an independent institution from WVU in 2008 and thus should have altered those previous policies to reflect the governing WV Community and Technical College System rule. Instead of doing a strike through of the old policy, a new policy has been written to replace it to be reflective of 135 C.S.R. 11.

A notice of proposed rulemaking will be issued proposing the revision of these policies in regards to salary policies. If no substantial comments are received during the 30-day comment period, these policy proposals will be considered approved following the comment period without further action by the Board of Governors. Upon approval by the Board of Governors, these policy proposals will be submitted to the Chancellor of the WV Council for Community & Technical College System for final approval.

After review and discussion, Ms. Smith moved to approve the following resolution:

*Resolved*, that the West Virginia University at Parkersburg Board of Governors approves an update to the Board of Governors policy C-41 “Program Approval and Termination” to be reflective of state code.

Mr. Hushion seconded the motion. Motion passed.

## **8. Board Comments/Announcement**

No Comments/Announcements

## **9. Next Meetings**

Board of Governors & HLC Luncheon on March 4, 2024.

Next meeting will be held March 19, 2024.

## **10. Adjournment**

With no further business to be discussed, Chairman Oliverio asked for a motion to adjourn. Mr. Ananth made a motion to adjourn. Chairman Oliverio adjourned the regular meeting of the Board of Governors.

Respectfully submitted,

Lauriel Rader  
Secretary to the Board of Governors



---

Joe Oliverio, Chair

---

Savannah Morgan, Secretary